

TECHNICAL AND VOCATIONAL TRAINING INSTITUTE FACULTY OF TVET LEADERSHIP AND MANAGEMENT DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

DETERMINANTS OF ENTREPRENEURIAL INTENTION OF TVET TRAINEES IN AMHARA REGION, NORTH SHEWA ZONE: THE CASE OF DENEBA TVET COLLEGE

BY:

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JULY, 2024

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A researcher paper submitted to the Department of TVET Leadership and Management for the partial fulfillment of the requirement for the Degree of Masters of Arts in TVET Leadership and Management

Advisor: Bekretsion Hailesilassie (PhD)

JULY, 2024

ADDIS ABABA, ETHIOPIA

Declaration

The undersigned hereby confirms that the thesis entitled "Determinants of entrepreneurial intention of TVET trainees in Amhara Region, North Shewa Zone: The Case of Deneba TVET College is my own original work which is done with the guidance of my advisor Dr**.** Bekretsion Hailesilassie**.** All the materials used in this paper has been properly cited and acknowledged. Finally I further declare that this paper has not been submitted to other educational institution for the purpose of receiving any degree.

Habtamu Shewaye

Sign _____

Date _____

This thesis has been submitted for examination with my approval as the institute advisor.

Name _____

Sign _____

Date _____

Advisor Approval Sheet for Defense

This thesis is prepared by: **Habtamu Shewaye**

Title: Determinants of entrepreneurial intention of TVET trainees in Amhara Region, North Shewa Zone: The Case of Deneba TVET College

I declare that this research paper has been conducted in my direction and recommendation.

So that it be accepted as his original work.

……. …… ……...

Name of Advisor Signature Date

JULY, 2024

ADDIS ABABA, ETHIOPIA

Examiner's Approval Sheet after Defense

As a board of examiners we have seen this paper, titled 'Determinants of entrepreneurial intention of TVET trainees in Amhara Region, North Shewa Zone: The Case of Deneba TVET College' prepared by **Habtamu Shewaye**. We thus certify that the thesis satisfies the criteria for the award of the master's degree.

External examiners

Name _____ signature_____ date_____

Internal examiners

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Department head

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List of Acronyms and Abbreviations

AfDB	African development bank
ANOVA	Analysis of Variance
ANRS	Amhara national regional state
EAC	East African countries
ICT	Information communication technology
IMF	International money fund
MOE	Ministry of education
MSE	Micro and small enterprises
NGO	Nongovernmental organization
OECD	Organization for economic cooperation and development
PASDEP	Plan for acceleration and sustained development to end poverty
SPSS	Statistical package for social science
SSA	Sub-Sahara Africa
St.D	Standard deviation
TVED	Technical vocational and educational development
TVET	Technical vocational education and training
UNESCO	United nation's education, science and culture organization
USAID	United States of America international development
VIF	Variance Inflation Factor

ABSTRACT

The overall objective of the study was to examine the key *Determinants of entrepreneurial intention of TVET trainees in Deneba TVET College. A questionnaire was employed to gather the data's required for the research. The study employed a mixed research methodology and it was both descriptive and explanatory in design. Both descriptive and inferential analysis methods were used to analyze the quantitative data to achieve the intended objective, and multiple linear regressions to investigate the impact of explanatory variables on entrepreneurial intention. 160 trainees from a total population of 265 trainees, 7 sector heads and **2** deans were the sample for this study, which used proportional stratified and comprehensive sampling techniques. In the sampling procedure for trainees random sampling techniques were used while for deans and sector heads purposive sampling techniques. A mixed research approach and quantitative design were used. And one data gathering instruments namely questionnaire was used to collect data. A questionnaire with demographic information, determinant factors affecting TVET trainees' entrepreneurial intentions and indicators of entrepreneurial intentions were created using Likert scales as part of the process of answering the fundamental questionnaires. After the data had been gathered, it was analyzed using straight forward statistical methods (tables and percentages), descriptive statistics (mean and standard deviations), inferential statistics (correlation and regression), and descriptive narrations. Generally the findings showed that statically there was a significance relation between each independent variable and dependent variable, from the findings the study concluded that there was less attention for graduate trainees in financial, administrative, educational supports and trainees' self-efficacy was less even though they have positive attitude towards entrepreneurship training. And recommended generally every responsible body should work aggressively and cooperatively to support trainees to start their own business.*

Key words: *Entrepreneurial intension, Unemployment, Entrepreneur, Self-employment, Entrepreneurship*

CHAPTER ONE

1. Introduction

The purpose of this chapter is to provide readers with an overview of the thesis topic and its approach. Although many readers may be eager to directly go to the findings before reading the first parts, the student researcher recommends to anyone who has an interest in reading the research to spend some time on this chapter since it serves as the foundation for the rest of the thesis. The chapter describes the first phase of the research. It mainly consists of research background, problem statement, research questions, and objective of the study, hypothesis, and significance of the study, research scope, research limitation and operational definitions of key terms.

1.1 Background of the Study

According to Wu 2008, entrepreneurial intention is an individual`s personal desire to form a new firm or a new driver that is adding value within existing organizations. Entrepreneurial intention describes the degree of commitment directed towards the performance of the entrepreneurial endeavour of putting up a business for self-employment (Drennan, 2005); (Souitaris, 2007). According to (Thompson, 2009), entrepreneurial intention is a self-knowledge conviction by a person who intends to set up a new business venture and consciously plans to do so at some point in the future. According to the (UNESCO, 2005) definition of vocational education and training (2005), education includes the study of technology and related sciences, acquisition of knowledge and practical skills in various areas of economic and social life, and attitudes towards work. All these facts about the educational process are covered in this sentence. According to (Oni, 2007), technical and vocational educations are subsectors of education that provide trainees with the basic knowledge and practical skills necessary to work as employees or independent contractors. We must always remember that education can be a means to achieve other goals. It can be used as a simple tool to help people find jobs and gain self-determination. It provides access to and helps you acquire the knowledge and skills you need to live a more fulfilling life. However; none of the trials produced the desired change in the entrepreneurial intentions of the trainees when evaluated for effectiveness. Entrepreneurial intention is important to TVET trainees and a

primary goal of TVET Colleges is to train trainees to acquire the knowledge, skills and attitudes of self-employment. According to the African Union (2005) and the latest regional report, the Amhara region Technical, Vocational and Enterprises Development (TVED) bureau has about 120 TVET Colleges in the region. Graduates desire to begin their own work may explain the difficulties of self-employment. To reap the benefits of these Colleges and research institutes, regions must take the necessary steps to address the challenges their graduates face in starting a business and to teach them more about entrepreneurship. Deneba TVET College is one of the institutions that train a significant number of professionals each year. According to the report of registrar office of Deneba TVET College, each year about 257 trainees graduates from various fields and professions completing their studies. Like the region as a whole, the College also has major problems with independence due to a lack of entrepreneurial spirit. The average number of self-employed graduates does not exceed 4% annually according to the College's annual report (2023). The type of education that gives people the skills, knowledge, and attitudes they need to succeed in a particular job is called technical or vocational education (TVET). This study attempts to assess the current situation as accurately as possible in order to identify the determinants that influence the entrepreneurial intention of TVET trainees at Deneba TVET College.

1.2. Problem Statements

Amhara Regional State offers entrepreneurship education as a course at all Colleges and all professional levels. But looking at the entrepreneurial spirit of Deneba TVET College trainees, it has yet to develop due to various factors. Therefore, most trainees are more interested in being employed by the government or other NGOs than becoming self-employees, which increases unemployment. This goes against the purpose of vocational training, which is to contribute to poverty reduction by becoming independent after completing the training. As far as my knowledge is concerned, there are not many studies find out the problems and possible solutions of the situation in hundreds. The researcher reviews the literature, but the question remains open and these studies have not assessed the determinants of entrepreneurship at TVET Colleges. Especially in Deneba TVET College, the problem remains acute and presents a challenge for both the local government and TVET graduates, but the fact that many Colleges have an oversupply of graduates who are unemployed. Sine I am a Vice Dean of Deneba TVET College, I saw hundreds of TVET

trainees and graduates applying for just one job at the college, Safety Officer. And these problems lead the researcher to examine the determinants and recommend possible solutions. A student's attitude and desire to become an entrepreneur are factors that influence the entrepreneurial intentions of TVET graduates. Despite the fact that the researcher do not have access to many comparable studies on Ethiopia in general and Deneba in particular, for example: (Ahmed, 2018): Examining the factors that influence the entrepreneurial intention of selected Polytechnic college, only about one percent of the trainees surveyed in this study established their own company and ran their own business. According to (Wu, 2008)hristian (2000), in a survey of Batak students' intentions to start their own businesses, 65% of respondents had such intentions. In another survey of student intentions in Bali, 39.5% of 105 respondents said they intended to become entrepreneurs. Business people are completely not involved. Thus, despite some promising data, the acceptability and effectiveness of entrepreneurship education in vocational schools remain unclear. Every trainee will complete an entrepreneurship course from level 1 to level 5 and benefit from entrepreneurship in TVET industry in Ethiopia. TVET graduates are expected to work in Micro and Small Enterprises (MSEs) as set out in the Federal Strategy on Small Enterprise Development. However, TVET graduates' self-employment did not significantly improve or did not entrepreneurial aspirations. Additionally, this course is considered to provide students with the best opportunity to see how they apply their knowledge and skills as potential entrepreneurs. (Oni s. a., 2011). Believe 5 that higher education should aim to balance the needs of students and employers when designing curricula. Curriculum goals should be to produce employable graduates, to create jobs that are employer-friendly, fill vacancies, and support the economy. Although the aforementioned researchers investigated trainee attitudes and educational/training issues as determinants of trainee entrepreneurial intentions, this study contrasts with other research on education and higher education conducted before TVET. It was similar, but with the difference that this world is different from the rest. In the world it distinguishes between two paths. Third, the study did not adequately address management factors as determinants of business intent. As mentioned above, there are many Colleges in the Amhara region. However, the region has yet to leverage these advantages and contribute significantly to economic development through entrepreneurship. This may be due to various factors that influence the entrepreneurial intentions of TVET trainees. The aim of this study is therefore to assess the factors that determine entrepreneurial intention of trainees in Deneba TVET College.

Generally, this study attempts to answer the following questions.

1. What are the determinants of the entrepreneurial intentions of Deneba TVET College trainees?

2. What role do the managers and regulators play in supporting entrepreneurship education?

3. To what extent does College entrepreneurship education and training contribute to improving the entrepreneurial intention of trainees?

4. Why do trainees become job seekers?

1.3. Objectives of the study

The following general and specific objectives are for the issues mentioned:

1.3.1. General Objective

The overall aim of the study is to identify the determinants that influence the entrepreneurial intention of trainees in Deneba TVET College.

1.3.2. Specific Objectives

The specific objectives are as follows.

- To identify the determinants that influences the entrepreneurial intentions of trainees in Deneba TVET.
- To identify role of managers and regulators in supporting entrepreneurship education.
- To evaluate the effectiveness of entrepreneurial education and training to improve the entrepreneurial intention of TVET trainees.
- To identify why most graduates become job seekers.

1.4. Research Hypotheses

The researcher has been developed the following null hypothesis:

Ho1: There is no statistically significant relation between administrative support and entrepreneurial intentions of TVET trainees.

Ho2: There is no significant relationship between educational training support and trainees' entrepreneurial intentions.

Ho3: There is no significant correlation between TVET students' perceived self-efficacy and entrepreneurial intentions.

Ho4: There is no statistically significant relation between financial support and entrepreneurial intentions of TVET trainees.

Ho5: There is no significant correlation between trainees' attitudes toward self-employment and TVET trainees‟ entrepreneurial intentions.

1.5. Significance of the study

As far as I know, not much research has been done on this subject in Ethiopia. Second, it becomes important for academic practitioners. The researchers hope that Deneba TVET College was benefit from the research and help improve the quality of entrepreneurship education. Graduates and trainees can also benefit from research results incorporated into business plans. Third, communities will benefit from research results by supporting children after graduation and creating employment for graduates. In addition, it helps trainees understand their contribution to job creation and their entrepreneurial intentions, and policy makers can use the results as indicators. This is important both for trainees and for society as a whole, as unemployment is a chronic problem that affects all parts of the society. And the study could reveal possible solutions for government leaders on the front lines of jobs creation. As it becomes increasingly difficult to find employment in the public and private sectors, and even non-profit and for-profit companies, TVET graduates were encouraged to start their own businesses. Therefore, the best option in the 21st century is to improve entrepreneurial education and change the entrepreneurial spirit of graduate trainees. This is only possible if you understand the factors that influence business intent and take appropriate action.

1.6. Delimitation of the study

There were many factors or determinants of entrepreneurial intentions of trainees; this study investigates the extent of the following factors that influence the entrepreneurial intentions of TVET trainees: administrative support, education and training, perceived financial support, perceived self-efficacy and trainees‟ attitudes towards entrepreneurship. Other factors such as demographics, sociocultural and other factors are not included in the study. The researchers enrolled only 160 trainees out of the College's total of 265 trainees, as well as all two deans that is (one dean and one vice dean) and all seven departmental coordinators of electrical electronics, ICT, construction, manufacturing, auto mechanics, agriculture, surveying

/drafting. There are about 120 government technical colleges in the Amhara region. It would have been very complete if this study had been conducted in all or most of it (if possible). However, for feasibility reasons, this study is targeted at Deneba TVET College in the Amhara region of the North Shoa zone.

1.7. Limitation of the study

There were several restrictions on the study beyond this researcher it needs best efforts. First off, category of TVET trainees were the only ones included in the study. Second, during the data collection process, respondents were unable to devote sufficient attention and time to filling out questionnaires honestly; respondents answered the questionnaires without understanding properly; and the distributed questionnaires were not returned on time. Lastly, shortage of time and budget to gather sufficient and relevant data from all concerned bodies. However, those limitations were not hindering the researcher from conducting the study. Therefore, to come up with a better finding or result, the researcher takes action to minimize the effect of those limitations by using valid and reliable data collection instruments, explaining the aim of the study, giving reasonable assurance for respondents to give their response honestly, preparing questions in a clear and precise way, and convert them to Amharic to make them easily understandable. As much as possible, the resources of the study were used in an appropriate way, and data was collected from those the study would concern.

1.8. Operational Definition of key Terms

For a clear understanding, it is necessary to define key terms used in the research. Therefore, for the purposes of this study, the following terms are defined as follows:

Entrepreneurial intention: is defined as an individual's willingness to engage in entrepreneurial behavior, to engage in entrepreneurial activity, to become self-employed, or to start a business (Walter, 2010).

Unemployment: People who do not work but are able to work and are looking for work.

Entrepreneur: Self-employed people who see entrepreneurship as the right career path for them, a way to achieve personal goals, pursue their ideas and achieve financial gain (Barringer, 2010).

Self-employment: is generating income directly from customers, clients, or other organizations, as opposed to being an employee of a company (or individual). Self-employed

people usually find their own work and earn income from the trade or business they run, so they do not get a job from their employer.

Entrepreneurship: is the practice of starting new organizations, particularly new businesses. Generally, there is in response to identified opportunities. And also it is about identifying, evaluating and exploiting opportunities (Shane, 2004).

1.9. Organization of the study

This thesis includes five chapters. The first chapter describes the organization of the research, including research background, problem posing, research objectives, research questions and data collection methods, research implications, research limitations, and operational definitions. Chapter two is a literature review on this subject, incorporating different perspectives and different theoretical concepts from different authors. A conceptual framework is also designed. Chapter three deals with study design, study approach, population and sample design, data sources and types, data collection methods, data analysis methods and data reliability and validity. Chapter four covers data analysis and interpretation. Chapter five contains an overview of the main findings, conclusions and recommendations. Finally, references and important appendixes are included.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presents the related literatures that were collected according to the objective of the study. It looks at the available literature that relates to the determinants of entrepreneurial intention of TVET trainees. It deals with the discussion of theoretical and empirical review, important determinants of entrepreneurial intention of TVET trainees and finally the conceptual framework of the study were discussed.

2.1. The theoretical Review

The Theory of Planned Behavior comprehensive literature review showed that the TPB has been used to predict behaviors among young Hispanics (Malcolm, 2013).The behavioral theory perspective indicates entrepreneurial intention is the psychological process of entrepreneurship and primarily involves creativity and conceptualization. According to (Krueger, 2000)Kruger et al. (2000), intention is the best predictor of any planned action, including entrepreneurship. Bird more clearly defines intentionality as a state of attention to a particular goal or path to achieving something (Misra.s., 2000). A person's intentions, therefore, reflect how much effort he or she intends to expend to complete the action. The first step in the long process of becoming an entrepreneur is called entrepreneurial intent, characterized as a conscious state of mind in an individual that encourages sound and decisive decisions (Lee, 2004). Thus, entrepreneurial behavior is intentional or planned and is best predicted in terms of behavioral intentions rather, (2009) and (Moriano et than other variables such as individual or demographic variables (Ajzen, 1991).

2.2. Kinds of Entrepreneurship

The basic entrepreneurial principles of planning, launching and running a business are the same, but the individual nuances and skills required vary depending on the type of business you want to start. To be an entrepreneur, you must be able to define those differences and identify the unique elements you need (wix.com/blog/types of entrepreneurship). Traditionally, entrepreneurship mainly falls into four types, namely small businesses, scalable start-ups, large corporations and social entrepreneurs. These models cover the basics of starting a business and focus less on entrepreneurial qualities and more on the business itself. But as the world continues to change, so do companies. This means new opportunities will emerge for risk-taking and innovative change-makers, paving the way in a variety of

entrepreneurial ways. With this in mind, although there are some commonalities in terms of the challenges faced by all entrepreneurs, there are specific types of entrepreneurship defined by the entrepreneur's skills, attributes and personality traits. Ultimately, what makes each other different is how we run our businesses (wix.com/blog/types of entrepreneurship).

2.3. Most common types of Entrepreneurship

According to wix.com/blog/types of entrepreneurship, entrepreneurship can be classified as:

1. Small business entrepreneurship
2. Scalable Startup Entrepreneurship
3. Intra preneurship
4. Entrepreneurship in big Companies
5. Imitative entrepreneurship
6. Innovative entrepreneurship
7. Buyer Entrepreneurship
8. Researcher Entrepreneurship
9. Hustler Entrepreneurship
10. Social Entrepreneurship

2.3.1. Small Business Entrepreneurship

This type of entrepreneurship refers to any kind of small business he or she started alone with no intention of expansion or franchising. For example, if someone plans to open a nail salon, grocery store, and taco truck, his goal would be to open one store. You may be planning to hire local employees and family members to keep your business off the ground, and will need to invest resources directly into your business. This type of business will only make a profit if the business is profitable. This means that you must be highly motivated, responsible and committed to your vision. In 2020, there were 33.7 million small businesses in the United States, making the 99.9% of the companies, proving that small business entrepreneurship is on the rise, As National Small Business Week approaches, here's a look at small businesses in the U.S. and public attitudes about them, based on federal data and Center surveys.

2.3.2. Scalable Startup Entrepreneurship

Entrepreneurship promotion has long been a strategic program in both developed and developing countries. Entrepreneurs are expected to spur innovation and technological development, increase gender equality and prosperity, and stimulate economic growth that eventually can eliminate unemployment and various social problems (Ozaralli&Rivenburgh, 2016). The support of start-up entrepreneurial activities leads to the identification of economic development opportunities (Fern, 2018). Unfortunately, compared to the number of growing start-up companies, there are many more start-up businesses that fail to maintain continuous operations. This creates investor pessimism in start-up investments as they are considered to be very high risk. It was shown that in Southeast Asia, about 70% of start-up companies' fail within 20 months of receiving their initial round of financing (CB Insight, 2020). This problem needs to have sufficient attention and be examined carefully so that an impactful solution can be found. A solution should be proposed that not only builds up interest in entrepreneurship but also makes start-up businesses more resilient. Despite the high failure rate, there is still limited research in this specific area. Emerging economies do not have enough basic information to formulate effective programs and policies to address this issue. Another important element to better understand start-up entrepreneurship is its contribution to local economic development. Only a few studies discuss the true effect of entrepreneurial activity on local and regional economies (Lupianez & Priede&Lopez-Cozar, 2014). Limited data for local economic development indicators have long been barriers to finding conclusive information. The explanation of how start-up businesses develop local economies is still lacking in clarity and is hard to measure, therefore leaving a gap of knowledge in the field for years (Gonzalez-Sanchez, 2015). The contribution of entrepreneurship is hypothetical and lacks a critical analysis of the current situation. It has attracted scholars' attention to figure out how start-up Applied Economics Journal Vol. 27 No. 2 (December 2020) Entrepreneurship promotion has long been a strategic program in both developed and developing countries. Entrepreneurs are expected to spur innovation and technological development, increase gender equality and prosperity, and stimulate economic growth that eventually can eliminate unemployment and various social problems (Ozaralli & Rivenburgh, 2016).The support of start-up entrepreneurial activities leads to the identification of economic development opportunities (Hefferan & Fern, 2018). Unfortunately, compared to the number of growing start-up companies, there are many more start-up businesses that fail to maintain continuous operations. This creates investor pessimism in start-up investments as they are considered to be very high risk. It was shown

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2.3.3. Intrapreneurship

Unlike an entrepreneur, who is also the founder, designer and manager of a business, an intrapreneur is a self-motivated and action-oriented employee who thinks out of the box and works as an entrepreneur within a company. Intrapreneurship is a way that companies can support and encourage employees that have entrepreneurial spirit. Shutter stock, for example, hosts an annual 24-hour hackathon which lets employees pursue innovative ideas that will benefit the company. Another

example of an intrapreneurial innovation is Facebook's 'Like' button which was also created in a similar hackathon event, which is now an integral part of the brand.

2.3.4. Entrepreneurship in big Companies

Large corporate entrepreneurship refers to companies with finite life cycles, such as Disney, Google, Toyota, and Microsoft. H. They constantly innovate and offer consumers new products that are variations of their core product line. This type of entrepreneurship is characterized by the creation of new products and subsidiaries within existing companies, as well as the acquisition of small businesses (such as the acquisition of Instagram and WhatsApp through Facebook), rather than starting a new business. etc.). More specifically, these divisions are focused on entering new markets, expanding our customer base and growing our business, possibly through new company locations. Another component of good corporate entrepreneurship is working to build a corporate culture that ensures that all employees are part of its growth as the business expands.

2.3.5. Imitative Entrepreneurship

Imitating is the highest form of obsequiousness, and coping entrepreneurs (also called adoptive entrepreneurs). They do what successful innovative entrepreneurs have done before, 13 usually with less financial risk and limited resources. In the imitative entrepreneur style, you basically copy an idea, but look for ways to improve it. Admitting others' mistakes and finding creative ways to improve your business can make you a profitable entrepreneur.

2.3.6. Innovative Entrepreneurship

As the name suggests, innovative entrepreneurs are always striving to invent the next big thing. If you have a groundbreaking idea to start a business or create a particular service or product that becomes a business venture, you could be an innovative entrepreneur. As an innovator, you know that you need to understand the current market conditions in order to find original and creative ways to change them. Innovation is not just about product ideas; it is about how you do business. Innovative entrepreneurship changes the status quo and pushes boundaries.

2.3.7. Buyer Entrepreneurship

You have unfortunately known the proverb "money makes money". For buyer entrepreneurs, it is definitely true. A buyer buys a developing or established business and helps it succeed,

rather than thinking about how to finance the business. Unlike investors, buyer-entrepreneurs are financially and personally involved in the business, are actively involved, and contribute directly for the growing of the venture. It is not uncommon for a buyer-entrepreneur to cede management to somebody else on some place, however; they usually being actively involved in the company they acquire.

2.3.8. Researcher Entrepreneurship

Research businessman believes on the facts, documents, and the expectation that with the correct readiness and understanding, they are more likely to be successful. If you think so, that is what research entrepreneurship is all about. It incorporates a good market idea with academic experiment and knowing of doing to utilize the most of limited resources. Take Nobel laureate and physicist Theodor Hensch. He is a research entrepreneur and cofounder of Menlo Systems. He used his successful view occurrence technology to develop outputs for the selling.

2.3.9. Hustler Entrepreneurship

Do not let the name surprise you. In business, a hustler is someone who is self-motivated and highly motivated to strive for success. This type of entrepreneurship comes directly from entrepreneurs who need to be confident, fearless and have a strong work ethic. If you are the kind of person who can sell anything to anyone and are always looking for the next big thing and looking for opportunities, then maybe you are just a hustler after all.

2.3.10. Social Entrepreneurship

Social entrepreneurs are innovators whose primary goal is to create products and services that benefit the world and make money. Social entrepreneurship refers to non-profit, for-profit, or hybrid businesses that address social or environmental change. Examples include educational programs, microfinance institutions, and companies providing banking services in underdeveloped countries. Tom's Shoes is a pioneer in social entrepreneurship and since 2006 he has run a one-to-one sales model where for every pair of shoes he sells, he donates a pair to a child in need. What distinguishes social entrepreneurship from other forms is the measure of success, as goals focus not only on economic benefit but also on social impact.

2.3.11. Entrepreneurship in African Context

African policy makers have long recognized that the private sector, including entrepreneurship, is an important part of their country's and the continent's development agenda. Despite these findings, the contribution of productive entrepreneurship to growth and employment is limited, especially in low-income and fragile countries. Entrepreneurship wallets were not tight in Africa, but productive and value-added forms of entrepreneurship were almost non-existent (Rogerson, 2001). One reason for this is the low competitiveness of many African countries, partly due to the overall weaker business environment compared to other regions. Increasing competitiveness by improving the business environment is therefore one of the top political priorities in Africa.

2.4. Limitation of Growth and SME in Ethiopian Context

In Ethiopia, the importance of the private sector increased after the socialist Derg government took over in 1991. Subsequent governments introduced market reforms to promote growth through a vibrant private sector, especially SMEs. But 20 years later, and the record is mixed. Ethiopia has been one of the fastest growing countries in the world since the mid-2000s, but most of its population is employed by firms in the public and less productive informal sectors. Efficient SMEs are primarily based in selected sectors and regions. In summary, large parts of the country suffer from high unemployment, low productivity, low-wage employment and 15 poverty despite public investment driving rapid growth. Agriculture and some exceptional sectors share these characteristics. Therefore, the development of the country's private sector and productive SMEs is an important policy challenge. This model extends her (Brixiova, 2013) framework and applies it to the case of low-income countries. This model is also based on (Snower, 1996) who showed that labor market failures due to imperfect information have suboptimal outcomes in developed countries. Such failures are even more common in developing countries such as Ethiopia, where business environments are weak and labor markets, including support facilities, are underdeveloped. A sluggish business environment and the difficulty of finding qualified workers are discouraging entrepreneurs in particular from seeking productive business opportunities. Similarly, employees are not always informed about open specialist offers. Product and labor market deficits hinder the development of a productive private sector that employs skilled workers. Use (Ncube, 2005) to connect models to data and other insights about your business environment. We show how

the informal sector is responsible for all private sector production and employment in weak business environments, and how economies can fall into a low productivity trap. This framework is similar to his Snowwer (1996) analysis of existing formal sector vacancies in developed countries in that it focuses on enterprise creation and involvement in the informal sector, which is characteristic of Ethiopia and other low-income countries. It also differs from that of (Gelb, 2008) explores how regulation, especially unclear property rights, can affect entrepreneurial pursuits and force firms into the informal sector. This model stylizes the key facts of Ethiopia's urban labor market. Utilizing this, we will support the development of highly productive SMEs in the formal sector, and consider policies that balance the economy and productivity. Indeed, since the introduction of market reforms in 1991, the Ethiopian economy has been characterized by a combination of market stimulus and central planning. The large role of the state sector in nonagricultural production and low job creation in the formal private sector make the country an economy in the early stages of transition. At the same time, Ethiopia has typical low-income country characteristics, such as a large and dual informal sector. And above all, there is a lack of a business environment that makes it possible. The paragraphs below highlight key facts about the challenges to growth and productive entrepreneurship in our country.

2.5. Growth and productivity trends

With an average annual development rate of 10.4% from 2005 to 2011, Ethiopia was one of the fastest growing countries in Sub-Saharan Africa (SSA) and the world during the same period. However, growth was mainly driven by the modernization of agriculture (which accounts for 80% of employment), the commodity boom, public investment and the expansion of low value-added services without financial intermediation (Geiger, 2013).The development of manufacturing and high value-added services is still largely restrained. The manufacturing subsector contributed less than 4% to his production in 2012. Yields increased as the government made technology packages and support services available to small farmers. Agriculture was intensified due to the expansion of cultivated area. From 2003/04 to 2008/09, agricultural production increased by 9.3% per annum and cultivated area increased by 4.7% (AfDB et al., 2012). Despite rapid growth, productivity growth remains subdued and there are productivity gaps between Ethiopia and East Asian countries (such as China and India) and some peripheral African markets (such as Mozambique and Uganda). Ethiopian productivity

levels, Ethiopia, Mozambique and Uganda, 1991 and 2008. Ethiopia's growth has been based on heavy public investment (infrastructure, public companies), ignoring private sector growth drivers. The growth account shows that most of the growth recorded since the mid-2000s has come from public investment. In particular, there were three in 2011/2012 (IMF, 2012 and Geiger & Moller, 2013). In contrast, expansion in the rest of the SSA was driven by commodity prices, public and private investment, and resilient private consumption. More importantly, Ethiopia's economic performance is heavily dependent on public investment, which puts a strain on the country's finances, raising questions about the sustainability of the country's growth. In fact, projections already point to him slowing growth in 2013 and 2014 (AfDB et al., 2013). Achieving sustained high growth and reaching middle-income status by 2025 will require the private sector to drive growth.

2.6. Business Environment and Constraints of MSEs

Ethiopia's private sector has developed step by step. First, policies centrally planned by the socialist Derg government from 1974 to his 1990 impeded private sector activity. In contrast, subsequent governments have advocated implementing market reforms to reduce bureaucracy and foster rapid growth in the private sector (Geda, 2002). As the IMF noted in his 2012 Country Report, “Ethiopia is pursuing a public sector-led growth strategy focused on fostering growth through high levels of public investment” (IMF, 2012, p. 4). The private sector includes all economic entities that are not formally part of the public sector. After 20 years, productive entrepreneurship flourishes in Uganda only in some sectors (leather, flowers) and limited in others, but the state sector still accounts for the share of industrial output. Since then, it has remained stagnant at around 50%. Most SMEs are private companies, but they are very small. They are mostly informal firms with low productivity and operate mainly in the service sector. Looking ahead, a vibrant private sector must play a more prominent role in accelerating, or at least sustaining, growth. The lack of a favorable business environment appears to be one of the factors constraining the country's private sector. The business environment refers to the institutions and policies that affect business entry, survival, growth and exit. Of course, our analysis focuses on start-ups, so we pay attention to entry barriers, but we recognize that expected profits and exit difficulties also influence startup-stage decision-making. The two main obstacles to entrepreneurship are the administrative burden associated with starting a business and access to finance, while

government intervention and tax regimes affect profit expectations and business viability (Lopez..Garcia, 2006). Private enterprise establishment in Ethiopia is hampered by many structural obstacles, including credit and trade restrictions, a weak judicial and regulatory framework, and complex land registries. The (Bank, 2013) Business Activity Report ranked Ethiopia 127th out of 185 countries, down from 97th in 2007. On the positive side, the government has simplified the business registration and investment licensing process and made other changes to the regulatory body that significantly reduce the cost of doing business (World Bank, 2013). While it may not be very positive, investor protection appears to be weakening. The country also continues to show weakness in the 'entrepreneurial' category (163rd out of 184 countries), mainly due to very high start-up costs and minimum capital requirements. Business creation index: Ethiopia and Rest of Africa Ethiopia Average SSA Average EAC Rwanda Mauritius Madagascar Rank (out of 184) The thriving leather industry is an exception. In the early 2000s, the leather goods industry captured a large share of the domestic market and its growth was driven by new entrants and expansion of incumbents (Sonobe, 2009). Recently, with government support, Ethiopia 18 successfully exported high-quality leather goods to OECD member countries (USAID, 2009). The World Bank's economic indicators are widely used, but some critics argue that they served as a measure of the government's reform priorities. For example, (Pineheiro..Alves, 2012) point out that many indicators he relies on one or two variables, limiting their coherence and usefulness in policymaking. In addition to statistical weaknesses, Tun. (Arrunada, 2007) argues that these indicators focus only on costs to regulators and do not adequately capture the benefits they generate, including information. (Hanusch, 2012). Recognizes these weaknesses and assumes that governments can continue to exert influence. Doing Business reports on reforms and concludes that cost-related metrics will apply.

2.7. Conceptual Definition of Entrepreneurship

Entrepreneurship is about identifying, evaluating and exploiting opportunities (Shane, 2004). It is a strategy for thinking about opportunities. Therefore, it is clear that the entrepreneurial process is a deliberate process, and it is important to understand entrepreneurial intention in order to understand, clarify and anticipate the entrepreneurial process.

2.8. Determinants of Entrepreneurial intention

The theory of planned action provides a fundamental basis for identifying the factors that influence entrepreneurial intentions and actions. The entrepreneurial behavior model of Misra and Kumar (2000) identifies background factors, including the psychological and demographic attributes of entrepreneurs, as the two main determinants that influence entrepreneurial behavior. Demographic Variables included family history, birth order, age, parental education, gender, marital status, work history, etc. Psychological traits included success motivation, center of control, risk taking, values, etc. According to Misra& Kumar (2000), attitudes towards entrepreneurship influence entrepreneurship mediated by situational factors. Entrepreneurial self-efficacy associated with personal variables is an integral part of entrepreneurial intent. This becomes an aspect of the human psyche and involves an individual's perception of their ability to execute and direct their thinking to effectively complete difficult tasks during the business creation process (Drnovsek, 2010). This is an important socio-cognitive aspect that influences the behavior of entrepreneurs. Self-efficacy is a concept that measures one's character and one's confidence in one's potential opportunities, 19 risks, or external circumstances. This is the goal of entrepreneurs. An individual's self-efficacy greatly influences how they see situations as opportunities or threats and how they react to them (Boyd, 1994). One of the key factors influencing an entrepreneur's goals and behavior is social capital. The simplest and most direct approach to defining social capital is “the goodwill accessible to individuals or groups” (Adler, 2000). It is the profit that a company derives from building and maintaining strong relationships with various business stakeholders. Among other things, these connections give people quicker access to talented human capital, increase trust and confidence, improve relationship coordination to reduce transaction costs, and facilitate group decision-making. A network member's social capital and social norms have a significant impact on their intention to do something, taking into account the opinions of family, friends and colleagues. However, demographic considerations are also very important determinants of entrepreneurial behavior, as most of the studies reviewed have shown (Linan F. C., 2009). A study by Marquez et al. (2012) found that there is a relationship between a person's inclinations various demographics such as entrepreneurship, age, gender, education level, and family history. Studies of students show that personal variables such as gender, education level, and family history are positively correlated with entrepreneurial ambition. The variables most closely related to the demographic parameters presented here are gender, family background, and level of education. The

discussion above focused on her two major psychological factors, social and personal, that influence a person's ambition to start a business. Along with psychological, social and personal aspects, environmental factors are important in defining corporate purpose, especially with respect to environmental barriers and support factors (Schwarz et al., 2009)(; Luthje&Franke, 2003). The term “entrepreneurial environment” refers to many variables that influence the development of entrepreneurship. These variables include all economic, sociocultural and political variables that influence how individuals develop entrepreneurship. A study by Ibrahim (2016) found a positive relationship between environmental conditions and entrepreneurial tendencies. These environmental problems were classified by Guniwali and Vogel in 1994. 20 A quick and easy regulatory process facilitates the purpose of starting a business. The government's regulatory regime in this country is a key factor influencing business expansion. Countries with fewer credit constraints have been found to have higher entrepreneurship (Ghosh, 2017). Conditions that favor the development of entrepreneurship from a socioeconomic perspective include the presence of an entrepreneurial family background, the presence of successful entrepreneur role models, and the presence of entrepreneurship as a profession includes good social awareness, and availability of resources. In addition to the regulatory environment, perceptions of financial support are also important environmental factors that make up entrepreneurial intentions. Low interest rates, favorable financing terms, availability of special financial assistance programs for entrepreneurs It is an important, though rarely discussed, factor in the financial environment that helps people perceive entrepreneurial intentions positively. Moreover, the development of entrepreneurship shows that there is a strong link between entrepreneurial education and entrepreneurial intentions, with education having a significant impact on an individual's desire to become an entrepreneur (Bae et al., 2014). It is generally believed that formal education starting from early childhood influences the growth of technical and vocational education (TVET). Biavaski et al. (2012) identified five major types of TVET models moving from general academic education to dual TVET, school-based TVET, and finally to practice in sub-Saharan Africa. In contrast to regular academic training, technical training provides students with practical skills, but not in the fields of business and entrepreneurship. Although various researchers have shown a good correlation between entrepreneurship education and entrepreneurial purpose (Bae, 2014), Turker&Selcuk, 2008), There is little research on education and training (Buli, 2015). However, technically trained people are believed to perform significantly better on dynamic and creative tasks. This allows them to make a significant contribution to promoting entrepreneurship. In Sri Lanka,

technical and vocational education and training focuses on fostering a culture of youth entrepreneurship and entrepreneurial growth. It is therefore evident that one of the most important sources of entrepreneurship education in Sri Lanka is the national technical and vocational education (Ministry of Youth Affairs and Skills Development, 2013; (Balasundaram, 2010). Buli&Yesuf (2015) explored the 21 entrepreneurship of Ethiopian technical vocational education and trainees and her three independent entrepreneurial drives: personal attitudes to behavior, subjective norms, and perceived behavioral control.

2.9. Personal Factors

Personal factors identified in this study include attitudes towards entrepreneurial education and self-efficacy. Nevertheless, the greatest value of this model is the impact of TVET student attitudes on entrepreneurial intentions, and all statistics indicate that this impact is positive and significant.

Attitude-this demonstrates how the attitudes of Deneba TVET trainees have a significant impact on the development of their entrepreneurial intentions and, in most cases, how the plan their entrepreneurship given the opportunity and resources are shown. Azizen (1991); (Kruger, 2000) more specifically, Planned Behavior Theory describes the influence of attitudes on intention. Most previous studies have 2015). As a result, technical education and training institute students need to demonstrate a stronger entrepreneurial spirit. Statistical data from the current study supports this. Technical and vocational education and training had a significant impact on the entrepreneurial ambition of Deneba TVET College trainees as the researcher suggested, so the hypothesis of perceived impact on entrepreneurial ambition was incorporated into the regression model. The 22 implementation of TVET programs, entrepreneurship promotion and training programs can foster the entrepreneurial aspirations of TVET trainees (Sandirasegarane et al., 2016).

Administrative support- the administrative support plays an important role for trainees‟ self-employment by fulfilling the working area, selling area and other infrastructures that limit trainees to start their own business.

Financial support- Financial support including venture capital availability, support of capital industry from local government policies and bank has been identified as leading factors in the support of entrepreneurship (Fini, 2011). Financial supports can come from gifts, family aids, family loans, friend loans, or loans from financial institutions (Fini, 2009). Financial capital is

needed to start a new venture, to cope with the risks associated with the new venture and to develop and grow their new enterprise and reach their business objectives.

2.11. Summary of Knowledge Gap

Although numerous researchers have examined the relationship between trainees' attitudes, instructors' competencies, and curriculum were as determinants of students' entrepreneurial intentions, as explained in empirical studies, and there were also some gaps in the literature in the sense that the researches were on general and higher education beyond TVET was initially being conducted. Second, studies tended to be conducted in developed countries where the general training environment was significantly different from Ethiopia. Third, the research did not fully consider these factors as determinants of business intent. In general, the researcher hops that this study will fill the citation gap. The difference is that we adopt a quantitative approach and a descriptive design, adding undiscovered important variables such as financial factors and self-efficacy to the context of the selected cities and regions.

2.12. Summary

The purpose of this study was to investigate how five independent factors influence business intentions, with the only dependent variable being business intentions. Individual attitudes towards entrepreneurship, administrative support, technical vocational education and training perceptions, financial support perceptions, and self-efficacy perceptions are five independent factors. While the main aim of all vocational education programs is to provide trainees with the skills needed to fill gaps in the labor market, Ethiopian schools are more than willing to equip students with skills, knowledge and attitudes toward self-employment after graduation , was very difficult to match with the lack of educational institutions. It is important to match industry and labor market demand for TVET graduates (Raju, 2016). The National Vocational Training Program will strengthen the micro, small and medium enterprise sector and support start-ups by providing technology transfer training to bridge the gap between technical and professional training for graduates and actual job creation, National Vocational Training Strategy (Strategy, 2012). Most graduate students need financial support from the state in the form of grants or long-term loans. According to (Galloway, 2002), students who took entrepreneurship courses had a stronger intention to become entrepreneurs and start new businesses than other students. Furthermore,

entrepreneurial education is a set of activities that help you absorb and develop information, skills and values to increase the success of your business from start to maturity. In addition, entrepreneurship education produced high-quality entrepreneurs, with many graduates starting their own companies and eventually growing into large organizations (Matlay, 2008) and (Solomon, 2002). According to (Norfadhilah, 2010), 80% of respondents have a positive opinion of entrepreneurship, but overall only 58.8% of them are interested in starting their own business. A person acts according to his attitude towards nolfadilla, which determines his determination to succeed. Research shows that students' ambition to start their own business is greatly influenced by student attitudes. Most respondents believed that their positive attitude towards entrepreneurship continued until they started a business. Individual attitudes toward entrepreneurship, subjective norms, societal attitudes toward entrepreneurship, proximity to and support for successful entrepreneurs all have a significant impact on motivation to start a business. Entrepreneurial intentions and entrepreneurial motives are closely related. The term ``subjective norm'' is defined by Ajzen (1991) as ``the social pressure one feels to engage in or participate in an activity''. According to Engle et al. (2010), the terms 'subjective norm' and 'social norm' are often used synonymously. These refer to a type of peer pressure created by people's beliefs about the opinions of their parents, friends, spouses, and other influential figures. There is statistically significant relation between entrepreneurial intentions and subjective norms. After graduation, I plan to start a new business with the help of my family and friends. Norfadhilah & Halimah (2010) found that 80% of respondents had a positive opinion of entrepreneurship, but overall only 58.8% of respondents were interested in starting their own 24 business. Discovered a person's disposition has a great influence on his determination, and he acts accordingly. There is a statistically significant positive correlation between entrepreneurial intentions and subjective norms (ZhengxiaPeng&Genshu Lu, 2010). With the approval of my parents and friends, I plan to start a new business after graduation (Aslam et al., 2012).

2.13. Conceptual Framework of the Study

According to the conceptual framework, there are five main elements: administrative factors, educational support factors, self-efficacy factors, financial support factors, and attitude factors significantly influence TVET trainees‟ intention to become an entrepreneur. The dependent variable in this study was entrepreneurial intention. According to (Bird, 1988), intentionality is the

state of mind that directs one's attention, experiences, and actions in a particular direction in order to achieve a goal. The independent variables used in this framework are attitude factors, management factors, entrepreneurship education and training, self-efficacy, and financial support for education and training. The diagram below provides a conceptual framework related to the factors that influence the entrepreneurial aspirations of TVET trainees.

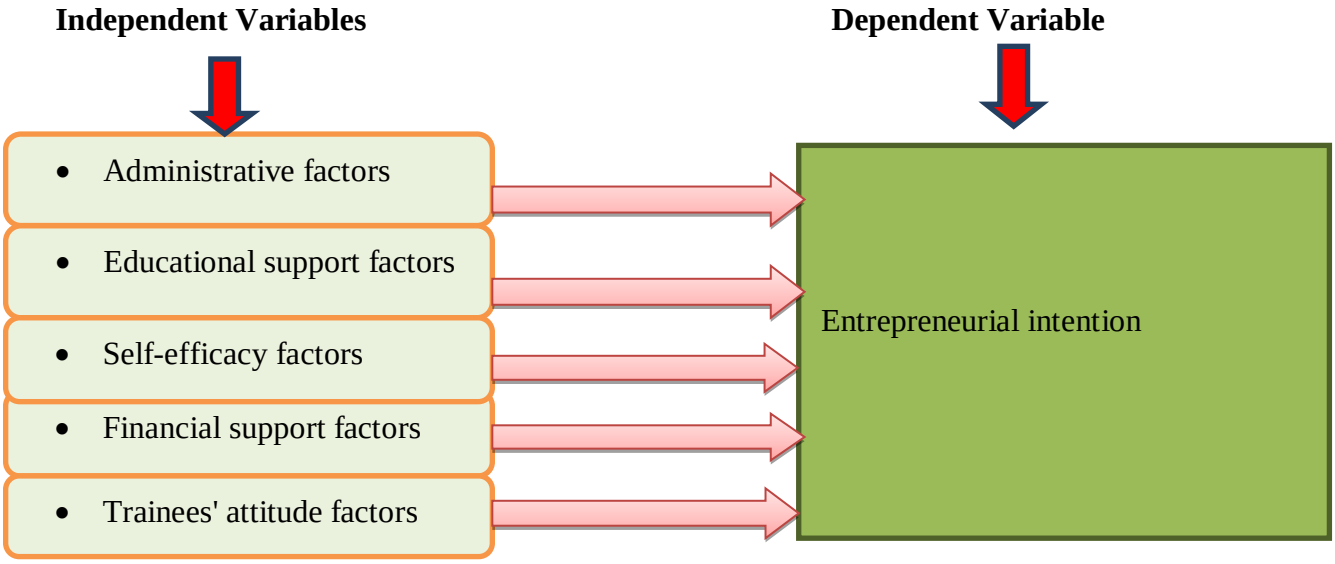


Figure 1 .Conceptual Framework developed during the Study Source: partial adaption of Ahmed, Wube & Tessema (2018) factors affecting entrepreneurial intention.

CHAPTER THREE

3. RESEARCH METHODS AND DESIGN

3.1. Introduction

In this part of the study, an attempt made to point out the research approach, research design, description of source of data, participants of the study sample and sampling techniques, methods of data collection, data gathering procedures and methods of data analysis will uses.

3.2. Research Approach

In order to address the study objectives on the determinants of trainees' entrepreneurial intention, the researcher employed a quantitative approach. The reason that the researcher selected this approach is that it allows the collection of statistical data on the determinants of entrepreneurial intention of trainees in Deneba TVET College. This research aims to collect, examine, and quantify statistical data. In order to describe the job creation performance in relation to the college's entrepreneurship training, this research approach wills uses.

3.3. Research Design

The study employed descriptive research design. A correlation survey was used to demonstrate the relationship between the study's independent and dependent variables. In this regard, data for this study gathered on the dependent variable, which is trainees' entrepreneurial intension. And the independent variables, which are five key determinant factors affecting entrepreneurial intension (administrative support, perceived financial support, education and training, perceived self-efficacy and trainees' attitude towards entrepreneurship) The researcher looked into the relationship between the two variables to see how strong it is and what kind of coefficients of determination are there.

3.4. Target population and sampling

It is important to identify and decide the target population on which the study undergone and the number of representatives or samples to gather information and to generalize the findings. So the researcher decided the target populations from which the problem raised and identified the sample populations as follows:

3.4.1. Target population

The target population is the total numbers of trainees, deans and sector heads in Deneba

TVET College on which the research focuses .Totally there would be265 trainees, 2deans and 7sector heads in the college.

Table. 1. Total Population, samples and sampling techniques

Participant	Total population	Samples	Sampling techniques
Trainees	265	160	Random sampling
Deans	2	2	Random sampling
Sector heads	7	7	Random sampling
Total	274	169	

Source: prepared for own survey 2024

3.4.2. Sample size

The sample size for the study is determined using the formula developed by Yamane (1967).

n: = N/ (1+N (e)2) GSJ: Volume 8, Issue 10, October 2020 ISSN 2320-9186

Where:

n =represent the actual sample size;

N = is the total population size;

e = is the level of precision or sampling errors at 5% (the desired level of precision e = 0.05).

Hence our population size of trainees is:

N= 265

Now $n=N/ (1+N (e)^{2})$

$n=265/ (1+265(0.05)^{2)}$,

implies that n=265/1.6625= approximately, the sample size (n) of trainees is 160 by using stratified random sampling in each departments by the proportion and 2 deans and 7 sector heads are taken purposively by purposive sampling Proportion formula for stratified samples:

n2=n1 (160)/265 Where n1=total number of trainees in the department

n2=new proportion sample of trainees in the strata

265 =total population of trainees

160 = total sample of trainees calculated from Yamane's formula.

Table 2: Sample of trainees

S	Sectors	Populatio	Sample size
1	Electrical\Electronics	52	31
2	ICT	58	35
3	Construction	37	22
4	Manufacturing	30	18
5	Auto Mechanics	23	14
6	Agriculture	35	21
7	Surveying \Drafting	32	19
	Total	265	160

Source: Deneba TVET College Registrar office Report /2023 /

3.4.3. Sampling Techniques

The study used random sampling method as a sampling procedure. In this case, randomly selected sample is planned to be an impartial representative of the total population. Accordingly the research has used proportionate (balanced) stratified random sampling in selecting samples from a population. "Stratified sampling is a method of random sampling where researchers first divide a population into smaller subgroups, or strata, based on shared characteristics of the members and then randomly select among these groups to form the final sample. Taking random samples from stratified groups in accordance to the population size is known as proportional stratified random sampling"(Garrett, 1983). The study used by using formula of (Yamane, 1967).

$n = N/(1+N(e)^2)$,the research took 160 trainees from each departments by using this formula.

3.5. Data Type and Method of Data Collection

In this section the data types and methods of data collection that were used are developed in the study.

3.5.1. Primary Data

To gather the necessary data for the study, the researcher distribute a questionnaire for all participants of trainees, sector heads and deans of Deneba TVET College.

3.6. Method of Data Collection and Instrument

Among the data gathering instruments, questionnaire is used for the study. This is mainly because questionnaire was preferable to get data by preparing it clearly and with the mother tongue language for trainee respondents and the questionnaire for deans and sector heads is prepared in English.

3.7. Questionnaire

For the purpose of gathering quantitative data, the questionnaire was the main source of information. It is created to make it possible for the researcher to gather as much specific 31 data as possible. The questionnaires include closed-ended questions and the guidelines were provided for the respondents. The questionnaire was made up of various items, the majority of which was used to evaluate different concepts, while others was used to gauge the effectiveness of job creation, and the remaining items were used to rank the impact of entrepreneurship training and other variables. Using Likert scales for the process of answering the fundamental questions were to be given on a differentiated scale type from 1 to 5, with the options Strongly Disagreed, Disagreed, Undecided (Neutral), Agreed and Strongly Agreed being the five possible responses. These options highlight the intensity of the respondents' responses to each question.

3.8. Method of Data Analysis

After the data were collected, they were analyzed by using descriptive and correlation statistical techniques. The quantitative analytical tools of correlation analysis and basic descriptive statistics were used to analyze the data obtained through questionnaires.

Inferential analysis was used to ensure the consistency of findings on independent variables with hypothesis. And multiple linear regressions are used to analyze the association that examines the effects of two or more independent variables on a single, dependent variable.

To assess the impact of explanatory variables on a dependent variable, the researcher employed the mean, median, mode, and standard deviation in descriptive statistics. The results were presented in percentages and tables. To identify the relationship between variables, inferential statistics have been used. Multiple regression analysis and a correlation matrix can be used to determine the relationship between the dependent and independent variables in the study. The data were collected through interview would be analyzed, described and interpreted through thematic and narrative analysis based on the rational the two methods used to identify, analyze and interpret patterns and participant stories.

3.9. Measurement

The measurements of variables which are the major points that measures variables classified and studied as dependent and independent factors, pilot test, the validity and reliability were discussed and investigated.

3.9.1. Measurement of Variables

The independent variables or determinants that affect the dependent variable were categorized as Environmental factors (entrepreneurship education, perceived financial support and administrative support) and personal factors (Trainees‟ Attitude and Perceived self-efficacy) while the dependent variable was entrepreneurial intention which is influenced by the determinants and hence each variables were investigated in the study.

3.9.2. Pilot test

For pilot testing the researcher distributed questionnaires to respondents in Deneba TVET College. And it is out of the actual research of the research area. Based on the collected feedbacks, certain amendments like ambiguity, spelling errors and arrangement problems were made and redistributed to the whole sample of respondents.

3.9.3. Validity

Validity is defined as the extent to which data collection methods were accurately measure what they intend to measure. And also validity means that the research findings truly represent the phenomenon the study was trying to measure (Mugenda 2003).To ensure the validity of the study: The researcher collected data from different sources, confirmation of the interpretation of the results with the research subjects and checking the divergence of the data from initial assumption. In addition, the researcher maintained the validity through proper conceptualization and used relevant instruments to measure the variables and comparing the findings with the research objectives.

3.9.4. Reliability

Reliability is the extent to which a measure brings the same answer however and whenever it was applied. The researcher ensured the reliability of the research through conducting cronbach's alpha reliability measure. According to Malhotra and Birks (2007), reliability is the extent to which a measurement reproduces consistent results if the process of measurement were to be repeated. The Cronbach's alpha (α) coefficient is a statistical tool that evaluates the confidentiality through the inner consistency of a questionnaire.

Cronbach's alpha (α) coefficient is commonly used as a measure of the internal consistency or reliability of a psychometric tests core for asample of examinees. Acronbach's alpha coefficient greater than or equals to0.9 indicates excellent ,a cronbach`s alpha coefficient greater than or equals to 0.8 and less than 0.9 indicates good, a cronbach`s alpha coefficient greater than or equals to0.7 and less than 0.8 indicates acceptable, a cronbach`s alpha coefficient greater than or equals to 0.6 and less than 0.7 indicates questionable, a cronbach`s alpha coefficient greater than or equals to 0.5 and less than 0.6 indicates poor and less than 0.5 is unacceptable (Mooi and Sarstedt, 2014).

No	Contents	Cronbach's Alpha	N of Items	N of respondents
1	Administrative	.768	5	22
2	Educational support	.737	8	22
3	Self-efficacy factors	.792	2	22
4	Financial support	.624	3	22
5	Trainees' attitude	.592	4	22
6	Entrepreneurial intention	.838	3	22
	Total	.725	25	

Table 3: Reliability test during pilot test

Source: Compiled from pilot testing questionnaires using SPSS version 20

According to the fore mentioned table, the variables have a Cronbach's Alpha coefficients value of above 0. 70, that is acceptable. On the other hand, validity relates to how accuracy of the instrument to measure what it is expected to measure, for the case the accuracy of the questionnaire to measure those variables. Or validity describes how accurately and pertinently an instrument analyzes the right problems. "Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure"(Brier & lia dwi jayanti, 2020)

Since the p-value for the Pearson product moment correlation is less than 5%, it shows that all the items or questions are statistically significant for measuring the variables.

3.10. Ethical consideration

In research ethical considerations one of the most important points that language skill attentions in the first place, the department approved the thesis proposal. In addition, the researcher is following logical procedures in every stage of data collection processes.

Accordingly, the respondents were introducing about the purpose of the study then informed consent from the respondents and responsible officials of the college cover by the study are obtain to discuss with and interview them about the subject under study. Therefore, on the basis of these ethical principles, efforts are made and confidentiality to assure and kept throughout the process of this research work.

CHAPTER FOUR

4. Data presentation, analysis,interpretation and discussion

4.1. Introduction

This chapter deals with presentation, analysis and interpretation of the data. The study groups were trainees of new batch and old batch, sector heads and deans of the college. Thus, the data from respondents were secured through questionnaires. A total of 169 copies of questionnaires were distributed to 160 trainee, 7sector heads and 2 deans. Out of those questionnaires distributed, 154 (96.25 %) trainees, 7 (100 %) sector heads and 2(100%) deans filled correctly and returned. The analysis of quantitative data was computed by SPSS version 20. The data were analyzed and interpreted by using appropriate statistical instruments such as frequency distribution, percentage, mean, standard deviation and two tailed-tests. The analyzed data have been collected and organized in a manner suitable for interpreting the results in answering the research question.

4.2. Demographic Characteristics of Respondents

From 169 distributed survey questionnaires 163 were completed and returned. As a result, 163 of the survey responses that were complete and pertinent to the study were used for both descriptive and inferential analytic purposes. The data collected through questionnaire were analyzed and discussed in the following way.

Table 4.1: Respondents demographic profile

No.	Items	Category	Frequency	Valid %
1	Gender	Male	107	65.6
		Female	56	34.4
		Total	163	100.0
2	Age	< 20	5	3.1
		21-30	84	51.5
		31-40	66	40.5
		>40	8	4.9
		Total	163	100.0
3	Sector heads education level	1st degree	7	100.0
		Total	7	100.0
	Deans education level	Master degree	2	100.0
		Total	2	100.0
4	Training level of trainees	Level 1	6	3.9
		Level 2	24	15.6
		Level 3	46	29.9
		Level 4	78	50.6
		Total	154	100.0
5	Work experience only deans and sector heads	6-10 years	5	55.6
		>10 years	4	44.4
		Total	9	100.0

Source: Compiled from questionnaire using SPSS version 20

Table 4.1 reveals that 107 respondents (65.6%) were male and 56respondents (34.4%) were Female. Regarding the respondents' ages, 5 (3.1%) among the participants found at the age of below 20 years old; 84 (51.5%) between the ages of 21 and 30; 66 (40.5%) between the ages of 31 and 40; and the final 8 (4.9%) were discovered to be older than 40. The educational level of sector heads and deans, all 7 (100%) of sector head respondents 1st degree or B level and all 2 (100%) of dean respondents were Master degree or A level. With regard to training level 1, 6 (3.9%) of trainee respondents, Level 2, 24 (15.6%) of trainee respondents, Level 3, 46 (29.9%) of trainee respondents and Level 4, 78 (50.6%) of trainee respondents was level 4 which means were registered in the training from level 1to

level 4. Considering the work experience, 5 (66.7%) of sector head respondents‟ year of experience was in the range of 6-10 years. And 2 (33.3%) of sector head respondents‟ year of experience was in the range of >10 years and 2 (66.7%) of dean respondents‟ work experience was in the range of >10 years.

From the demography of the respondents we can understand that most TVET trainees are females that they are in difficulties to start their own business and develop their entrepreneurial intention. And since the deans and sector heads of the College are well experienced, for the future there is a potential or opportunity to develop the trainees‟ entrepreneurial intention by using the research findings as an indicator.

4.3. Descriptive Analysis Result

A five-point Likert scale is employed in this survey to gauge respondents' opinions on administrative factors. Where: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree

Table 4.2: All respondents‟ questionnaire analysis on the items under the administrative factors on entrepreneurial intention of trainees

No.	Statement: administrative factors	Frequency and percentage of respondent's										Mean	St. deviation
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	The leaders, trainers and administrative staff members are responsible to deliver services for trainees properly to help trainees to be	14	8.6	9	5.5	4	2.5	40	24.5	96	58.9	4.20	1.256
2	The college works aggressively to have self – employed trainees	9	5.5	15	9.2	7	4.3	46	28.2	86	52.8	4.13	1.194
3	The woreda and town MSE office do activities effectively to help trainees /graduates to	5	3.1	7	4.3	7	4.3	56	34.4	88	54.0	4.32	0.967
4	The woreda and town top level management bodies give emphasis for graduates to be self-employed practically	6	3.7	9	5.5	8	4.9	48	29.4	92	56.4	4.29	1.042
5	The financial institutes are aware and think positively to give credit for trainees/graduates according	6	3.7	9	5.5	6	3.7	47	28.8	95	58.3	4.33	1.036
	Administrative factors										4.254		1.09

Source: Compiled from questionnaire using SPSS version 20

According to Table 4.2:163 respondents, 14 (8.6%) were strongly disagreed, 9 (5.5%) disagreed, 4 (2.5%) neutral have no idea about the issue, 40(24.5%) agreed and 96 (58.9%) were strongly agreed on the idea "The leaders, trainers and administrative staff members are responsible to deliver services for trainees properly to help trainees to be entrepreneur". The respondents‟ response for the question had mean and standard deviation values of 4.20 and 1.256 respectively.

Regarding the college works aggressively to have self – employed trainees, from 163 respondents 9 (5.5%) respondent strongly disagree, 15(9.2%) disagree, 7(4.3%) neutral, 46 (28.2%) respondent agree and 86 (52.8%) respondent strongly agree. The respondents‟ response for the question had mean and standard deviation values of 4.13 and 1.194 respectively. The findings shows many of the respondents were in strongly agree level that

means the college did not work aggressively to have self –employed trainees. As shown in table 4.2, respondents respond to the idea " The woreda and town MSE office do activities effectively to help trainees /graduates to be self employed" were 5(3.1%) strongly disagree, 7(4.3%) disagree, 7(4.3%) neutral, 56(34.4%) agree and 88 (54.0%) strongly agree. The respondents‟ response for the question had mean and standard deviation values of 4.32 and 0.967 respectively. The findings show that many of the respondents were in strongly agrees level. And the woreda and town MSE office did not do activities effectively to help trainees or graduates to be self- employed.

Concerning, the woreda and town top level management bodies give emphasis for graduates to be self employed practically, table 4.2 revealed that 6 (3.7%) strongly disagreed, 9 (5.5%) disagreed, 8 (4.9%) neutral, 48(29.4%) agreed and 92 (56.4%) strongly agreed. The respondents‟ response for the question had mean and standard deviation values of 4.29 and 1.042 respectively. The findings show that many of the respondents were in a strongly agreed. Hence, the woreda and town top level management bodies were did not give emphasis for graduate trainees to be self-employed practically.

The financial institutes are aware and think positively to give credit for trainees/graduates according to the direction, 6(3.7%) of respondents were in strongly disagreed, 9 (5.5%) disagreed, 6 (3.7%) neutral, 47(28.8%) agreed and 95 (58.3%) strongly agreed. The respondents‟ response for the question had mean and standard deviation values of 4.33 and 1.036 respectively. The findings shows that many of the respondents were in a disagreed level .Hence, the financial institutes were not aware and think positively to give credit for trainees and graduates according to the direction.

Table.4.3: **All respondents‟ questionnaire analysis on the items under the variable of entrepreneurship educational support factors**

No.	Statement: educational support factors	Frequency and percentage of respondent's										Mean	St. deviation
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	The entrepreneurship training given is effective	11	6.7	11	6.7	8	4.9	54	33.1	79	48.5	4.10	1.187
2	There are enough trainers in number	6	3.7	5	3.1	5	3.1	67	41.1	80	49.1	4.29	0.948
3	There are enough material resources and reference books of entrepreneurship	13	8.0	11	6.7	10	6.1	44	27.0	85	52.1	4.09	1.254
4	Trainers are role models for trainees and advice trainees to be entrepreneur	12	7.4	12	7.4	4	2.5	55	33.7	80	49.1	4.10	1.213
5	The college invites entrepreneurs to share their experience for trainees	11	6.7	10	6.1	9	5.5	51	31.3	82	50.3	4.12	1.185
6	The assessment method gives emphasis for entrepreneurial intention	7	4.3	7	4.3	6	3.7	43	26.4	99	60.7	4.40	1.163
7	The training promotes Entrepreneurs	14	8.6	9	5.5	3	1.8	45	27.6	92	56.4	4.18	1.247
8	The trainers invite trainees to visit entrepreneurs or self employees‟ activities	7	4.3	9	5.5	3	1.8	55	33.7	89	54.6	4.29	1.047
	Educational support factors											4.196	1.156

Source: Compiled from questionnaire using SPSS version 20

The above table 4.3: Shows that based on the variable of entrepreneurship training given in Deneba TVET College and among 163 respondents the findings were discussed below: the specific questions „The entrepreneurship training given is effective"163 respondents, 11(6.7%) were strongly disagreed, 11 (6.7%) of respondents were in disagreed level, 8 (4.9%) of respondents were neutral, 54(33.1%) of respondents were in agreed and79 (48.5%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.10and 1.187 respectively. The findings show that, many of the respondents were strongly agreed with the idea and the training was not effective.„There are enough trainers in number"6 (3.7%) of respondents were in strongly disagreed,5 (3.1%) of respondents were in disagreed level, 5 (3.1%) of respondents were neutral, 67 (41.1%) of respondents were in agreed and80(49.1%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.29 and 0.948respectively. The findings show that, many of the respondents were strongly agreed with the idea and there were enough trainers in number. „There are enough material resources and reference books of entrepreneurship"13(8.0%) of respondents were in strongly disagreed, 11 (6.7%) of respondents were in disagreed, 10(6.1%) of respondents were neutral,44 (27.0%) of respondents were in agreed and85(52.1%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.09 and 1.254respectively. The findings show that, many of the respondents were in a strongly agreed level. Hence, there were enough material resources."Trainers are role models for trainees and advice trainees to be entrepreneur"12 (7.4%) of respondents were in strongly disagreed, 12 (7.4%) of respondents were in disagreed, 4 (2.5%) of respondents were have no idea about the issue, 55 (33.7%) of respondents were in agreed, 80(49.1%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.10 and 1.213 respectively.„The college invites entrepreneurs to share their experience for trainees "11 (6.7%) of respondents were in strongly disagreed, 10(6.1%) of respondents were in disagreed level, 9 (5.5%) of respondents were have no idea about the issue, 51 (31.3%) of respondents were in agreed and 81(50.3%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.12 and 1.185respectively. The findings shows that, many of the respondents were in a strongly agreed level, hence the college invite entrepreneurs to share their experience for trainees with effective manner.

„The assessment method gives emphasis for entrepreneurial intention"7 (4.3%) of respondents were in strongly disagreed, 7(4.3%) of respondents were in disagreed level, 6 (3.7%) of respondents were have no idea about the issue,43(26.4%) of respondents were in agreed level and 99(60.7%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.40 and 1.163 respectively. The findings shows that, many of the respondents were in strongly agreed level .Hence, slightly there was no problem of assessment method in giving emphasis for entrepreneurial intention. „The training promotes entrepreneurs"14 (8.6%) of respondents were in strongly disagreed level, 9 (5.5%) of respondents were in disagreed level, 3 (1.8%) of respondents were have no idea about the issue, 45 (27.6%) of respondents were in agreed level and 92(56.4%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.18 and 1.247respectively. The findings shows that, the training was promotes entrepreneurs. „Trainers invite trainees to visit entrepreneurs or self-employees" activities"7 (4.3%) of respondents were in strongly disagreed level,9(5.5%) of respondents were in disagreed level, 3 (1.8%) of respondents were have no idea about the issue,55 (33.7%) of respondents were in agreed level and 89(54.6%) strongly agreed level. The respondents" response for the question had mean and standard deviation values of 4.29 and 1.047respectively. The findings show that, many of the respondents were in a strongly agreed level. Hence, the trainers did invite trainees to visit entrepreneurs' activities.

Table.4.4: **All respondents" questionnaire analysis on the items under the self-efficacy factors**

No.	Statement: self-efficacy factors	Frequency and percentage of respondent's										Mean	St. deviation
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	Trainees have commitment to be an entrepreneur	75	46.0	44	27.0	4	2.5	8	4.9	32	19.6	2.25	1.549
2	Trainees know that as self-efficacy has contribution for entrepreneurial intention	79	48.5	38	23.3	5	3.1	12	7.4	29	17.8	2.23	1.541
	Self-efficacy factors											2.24	1.230

Source: Compiled from questionnaire using SPSS version 20

The above table 4.4: shows that, based on the variable of self-efficacy factors and among 163 respondents the findings were discussed below: the specific questions „Trainees have commitment to be an entrepreneur "75(46.0%) of respondents were in strongly disagreed

level,44 (27.0%) of respondents were in disagreed level, 4 (2.5%) of respondents were have no idea about the issue,8(4.9%) of respondents were in agreed level and 32(19.6%)of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 2.25 and 1.549respectively. The findings show that many of the respondents were disagreed with the idea. Hence, the trainees were not committed to be an entrepreneur. „Trainees know that as self-efficacy has contribution for entrepreneurial intention ‟79(48.5%) of respondents were in strongly disagreed level,38 (23.3%) of respondents were in disagreed level, 5(3.1%) of respondents were have no idea about the issue,12 (7.4%) of respondents were in agreed level and 29(17.8%)of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 2.23and 1.541respectively. The findings shows many of the respondents were in disagreed level that means the trainees were know that as self-efficacy has not contribution for entrepreneurial intention.

Table 4.5**: All respondents‟ questionnaire analysis on the items under the financial factors**

No.	Statement: financial factors	Frequency and percentage of respondent's										Mean	St. deviation
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	The trainees‟ parents are committed to have Self employed children	89	54.6	47	28.8	7	4.3	9	5.5	11	6.7	1.81	1.179
2	The governmental revolving fund support is effective	97	59.5	34	20.9	7	4.3	8	4.9	17	10.4	1.86	1.328
3	Trainees get financial support from other families	84	51.5	36	22.1	8	4.9	20	12.3	15	9.2	2.06	1.375
	Financial factors											1.91	1.294

Source: Compiled from questionnaire using SPSS version 20

The above table 4.5: shows that based on the variable of financial factors and among 163 respondents the findings were discussed below: the specific questions. „The trainees‟ parents are committed to have self-employed children and support them financially ‟‟‟ 7(4.3%) of respondents were in strongly disagreed level, 10 (6.1%) of respondents were in disagreed level, 7 (4.3%) of respondents were have no idea about the issue, 47 (28.8%) of respondents were in agreed level and 92(56.4%) of respondents were in strongly agreed

level. The respondents‟ response for the question had mean and standard deviation values of 4.27 and 1.083 respectively. The findings shows that many of the respondents were strongly agree with the idea. Hence, the parents were committed to have self-employed children and support them financially. „The governmental revolving fund support is effective ‟ 10(6.1%) of respondents were in strongly disagreed level, 12 (7.4%) of respondents were in disagreed level, 6 (3.7%) of respondents were have no idea about the issue,33 (20.2%) of respondents were in agreed level and 102(62.6%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 4.26 and 1.205 respectively. The findings show that many of the respondents were in strongly agreed level. That means the governmental revolving fund support was effective. „Trainees get financial support from their friends or from other families easily ‟7(4.3%) of respondents were in strongly disagreed level, 22(13.3%) of respondents were in disagreed level, 11 (6.7%) of respondents were have no idea about the issue,35 (21.5%) of respondents were in agreed level and 88(54.0%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 4.07 and 1.240 respectively. The findings show that almost half of the respondents were in strongly agreed level. And hence, this shows that there were some trainees who get financial support from families and some were did not get financial support from their families easily.

Table 4.6: **All respondents‟ questionnaire analysis on the items under trainees' attitude towards entrepreneurship**

No.	Statement: trainees' attitude towards entrepreneurship	Frequency and percentage of respondent's										Mean	St. deviation
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	The attitude of trainees towards entrepreneurship is positive	73	44.8	52	31.9	5	3.1	11	6.7	22	13.5	2.12	1.400
2	Trainees take TVET training as last option or they are not happy being TVET trainee	78	47.9	53	32.5	5	3.1	9	5.5	18	11.0	1.99	1.317
3	The trainees are hope full to be entrepreneur or self employed	82	50.3	40	24.5	7	4.3	16	9.8	18	11.0	2.07	1.393
4	The trainees are eager to follow their trainings	83	50.9	38	23.3	9	5.5	12	7.4	21	12.9	2.08	1.423
	Trainees' attitude towards											2.065	1.383

Source: Compiled from questionnaire using SPSS version 20

The above table 4.6: Shows that, based on the variable of trainees‟ attitude towards entrepreneurship and among 163 respondents the findings were discussed below: the specific questions „The attitude of trainees towards entrepreneurship is positive ‟73(44.8%) of respondents were in strongly disagreed level, 52 (31.9%) of respondents were in disagreed level, 5 (3.1%) of respondents were have no idea about the issue,11(6.7%) of respondents were in agreed level and 22(13.5%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 2.12 and 1.400respectively. The findings show that many of the respondents were strongly disagreed with the idea. Hence, the trainees think not positively about entrepreneurship. „Trainees take TVET training as last option or they are not happy being TVET trainee‟78 (47.9%) of respondents were in strongly disagreed level, 53(32.5%) of respondents were in disagreed level, 5 (3.1%) of respondents were have no idea about the issue,9 (5.5%) of respondents were in agreed level and 18(11.0%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 1.99 and 1.317respectively. The findings show that many of the respondents were in strongly disagreed level .Hence, most trainees were taking TVET training as last option or they were not happy being TVET trainee.„The trainees are hope full to be entrepreneur or self- employed ‟82 (50.3%) of respondents were in strongly disagreed level, 40(24.5%) of respondents were in disagreed level,7(8.4%) of respondents were have no idea about the issue,16 (9.8%) of respondents were in agreed level and 18(11.0%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 2.07 and 1.393respectively. The findings show that, trainees were hope full to be entrepreneur if the conditions were not fulfill.„The trainees are eager to follow their trainings ‟83 (50.9%) of respondents were in strongly disagreed level, 38 (23.3%) of respondents were in disagreed level, 9(5.5%) of respondents were have no idea about the issue, 12 (7.4%) of respondents were in agreed level and 21(12.9%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 2.08 and 1.423respectively. The findings show that, many of the respondents were in strongly disagreed level. Hence, the trainees were not eager to follow their training.

Table 4.7**: All respondents‟ questionnaire analysis on the items under the issues related to entrepreneurial intention**

No.	Statement: entrepreneurial intention	Frequency and percentage of respondent's										Mean	St. deviation
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%		
1	Trainees of the college has good intention about entrepreneurship	12	7.4	21	12.9	10	6.1	34	20.9	86	52.8	3.99	1.333
2	Entrepreneurial intention is influenced by other environmental and personal factors	25	15.3	18	11.0	6	3.7	22	13.5	92	56.4	3.85	1.554
3	Entrepreneurial intention is the key issue to be entrepreneur	30	18.4	18	11.0	10	6.1	35	21.5	70	42.9	3.60	1.562
	Entrepreneurial intention											3.813	1.483

Source: Compiled from questionnaire using SPSS version 20

The above table 4.7: Shows that, based on the variable of issues related to entrepreneurial intention and among 163 respondents the findings were discussed below: the specific questions „Trainees of the college has good intention about entrepreneurship ‟ 12(7.4%) of respondents were in strongly disagreed level,21 (12.9%) of respondents were in disagreed level, 10(6.1%) of respondents were have no idea about the issue,34(20.9%) of respondents were in agreed level and 86(52.8%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 3.99 and 1.333respectively.

The findings shows that many of the respondents were strongly agreed level. Hence, the intention of trainees about entrepreneurship was good. „Entrepreneurial intention is influenced by other environmental and personal factors ‟25 (15.3%) of respondents were in strongly disagreed level,18(11.0%) of respondents were in disagreed level, 6 (3.7%) of respondents were have no idea about the issue,22(13.5%) of respondents were in agreed level and 92(56.4%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 3.85 and 1.554respectively. The findings shows that many of the respondents were in strongly agreed level that means the Entrepreneurial intention was influenced by other environmental and personal factors.„Entrepreneurial intention is the key issue to be entrepreneur ‟30 (18.4%) of

respondents were in strongly disagreed level, 18 (11.0%) of respondents were in disagreed level, 10 (6.1%) of respondents were have no idea about the issue, 35 (21.5%) of respondents were in agreed level and 70(42.9%) of respondents were in strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 3.60 and 1.562respectively. The findings show many of the respondents were in strongly agreed level. Therefore, Entrepreneurial intention was the key issue to be entrepreneur.

4.4. Inferential Statistics Result

Inferential analyses have used to measure and assess the statistical association (relationship) and cause and explanatory variables' influence on the dependent variable. Some of the techniques used to inference were correlation and multiple regressions.

4.5. Findings from Correlation Analysis

The degree of the relationship between the variables is measured by correlation. The correlation coefficient measures the strength of the relationship between dependent and independent variables. The value of correlation coefficient found between± 1; the sign of the coefficient determine the type of correlation (+ve direct and –ve indirect relationship) whereas its value (magnitude) used to estimate the strength of relationship. The strength of the correlation is shown by how close the coefficient is to ± 1. If the coefficient is 0, there is no correlation between the variables,> $0 < \pm$ 0.3, weak,$\geq \pm 0.3 < \pm 0.7$, moderate; $\geq \pm 0.7 < \pm 1$, strong correlation, and ± 1, is perfectly correlated. “The correlation is statistically significant; if thep-value is less than or equal to the significance level (P-value $\leq \alpha$). The correlation is not statistically significant if the P-value greater than significance level (P-value $>\alpha$)”(Oaks & Bay, n.d.).

4.5.1. Pearson Correlation Analysis

As Sekaran &Bougie (2010), Pearson correlation analysis indicates the strength, direction and significance of bivariate relationships among all the variables that were measured at interval or ratio level. The larger the correlation coefficient, the stronger the level of association and it can be either positive or negative depending on the direction of the relationship between variables. In this study, it is used to measure the co-variation and association between entrepreneurial intention and five elements (administrative support, education and training support, trainees attitude, self-efficacy and financial factors) to test

hypotheses one, two, three, four and five stated above. The test was done at 0.01% significance level.

Correlation between variables

		ET	TA	AF	FF	SE	EI
ET	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	163					
TA	Pearson Correlation	-.258**	1				
	Sig. (2-tailed)	.001					
	N	163	163				
AF	Pearson Correlation	.541**	-.260**	1			
	Sig. (2-tailed)	.000	.001				
	N	163	163	163			
FF	Pearson Correlation	-.287**	.264**	-.305**	1		
	Sig. (2-tailed)	.000	.001	.000			
	N	163	163	163	163		
SE	Pearson Correlation	-.204**	-.007	-.289**	.152	1	
	Sig. (2-tailed)	.009	.928	.000	.053		
	N	163	163	163	163	163	
EI	Pearson Correlation	.220**	.209**	.252**	.257**	.386**	1
	Sig. (2-tailed)	.005	.007	.001	.001	.000	
	N	163	163	163	163	163	163

Table 4.8**: correlation between variables**

**. Correlation is significant at the 0.01 level (2-tailed).*. Correlation is significant at the 0.05 level (2-tailed).

Where ET- entrepreneur trainees, TA- trainees attitude, AF- administration factor, FF- financial factor, SE- self efficacy and EI- entrepreneurial intention.

Relationship between educational support and entrepreneurial intention

This study was designed to test the five hypotheses outlined in Chapter 1 above. The first hypothesis (Ho1)) states that there is no significant association between educational support and entrepreneurial orientation. The results shown in Table 4.9 above showed that the correlation coefficient between educational support and entrepreneurial orientation was r=0.220, n=163 ($p<0.01$). A statistically significant correlation ($p<0.01$) was found between educational support and entrepreneurship.

Therefore, we reject the hypothesis that there is no significant association between educational support and entrepreneurial intention, and accept the alternative hypothesis that there is a statistically significant association between educational support and entrepreneurial intention.

Relationship between trainees' attitude and entrepreneurial intention

The second hypothesis (Ho2) states that there is no significant association between trainee attitudes and entrepreneurial intentions. The results shown in Table 4.9 above showed that the correlation coefficient between trainee attitude and entrepreneurship was r=0.209, n=163 ($p<0.01$). A statistically significant correlation ($p<0.01$) was found between trainee attitudes and entrepreneurial intentions. Therefore, the hypothesis that there is no significant relationship between trainee attitudes and entrepreneurial intentions is rejected, and there is a statistically significant relationship between trainee attitudes and entrepreneurial intentions. The alternative hypothesis is accepted.

Relationship between administrative support and entrepreneurial intention

A third hypothesis (HO3)) states that there is no significant association between government support and entrepreneurial intentions. The results shown in Table 4.9 above showed that the correlation coefficient between government support and entrepreneurial intention was r=0.252, n=163 ($P<0.01$). A significant correlation ($p<0.01$) was found between administrative support and entrepreneurial intentions. Therefore, we reject the hypothesis that there is no significant association between administrative support and entrepreneurial intention, and accept the alternative hypothesis that there is a statistically significant association between administrative support and entrepreneurial intention.

Relationship between financial support and entrepreneurial intention

A fourth hypothesis (HO4) was that there was no statistically significant relationship between financial support and trainee entrepreneurial intentions. The results in Table 4.9 above showed that the correlation coefficient between financial support and trainees' entrepreneurial motivation is r=0.257, n=163 ($p<0.01$). There was a statistically significant correlation ($p<0.01$) between financial support and entrepreneurship. Therefore, we reject the hypothesis that there is no significant association between financial support and entrepreneurship, and accept the alternative hypothesis that there is a statistically significant association between financial support and entrepreneurship.

Relationship between self- efficacy of trainees and entrepreneurial intention

A fifth hypothesis (HO5) states that there is no significant association between self-efficacy and entrepreneurship. The results shown in Table 4.9 above indicated that the correlation coefficient between trainees' self-efficacy and entrepreneurial orientation was r=0.386, n=163 ($p<0.01$).

A statistically significant correlation ($p<0.01$) was found between self-efficacy and entrepreneurial orientation. Therefore, we reject the hypothesis that there is no significant association between self-efficacy and entrepreneurship, and accept the alternative hypothesis that there is a statistically significant association between self-efficacy and entrepreneurship.

4.6. Regression Analysis

Multiple linear regression analysis is an analysis of association that examines the effects of two or more independent variables on a single, interval-scaled dependent variable. In order to determine whether there is a meaningful relationship between entrepreneurial intention and any independent variables, such as administrative support, entrepreneurship education and training, Perceived financial support, trainees‟ attitude and Perceived self-efficacy, regression analysis was used. And different assumption tests like ANOVA, multicolinearity tests, normality test and homoscedasticity test were shown below.

4.6.1. Assumption Tests

A. Multi Collinearity test

Multi collinearity can be tested using three main criteria: Correlation Matrix– to compute the matrix of Pearson's bivariate correlations between all independent variables, the correlation coefficient must be less than 1. Another is tolerance. Tolerance measures the effect of one

independent variable on all other independent variables. Tolerances are calculated using initial linear regression analysis. According to rstudio-pubs-static.s3.amazonaws.com, for the first stage regression analysis, tolerance is described as $T = 1 – R^2$. With $T < 0.1$ there could be multicollinearity in the data and when $T < 0.01$ there is multicollinearity certainly. VIF – the variance inflation factor of the linear regression is described as $VIF = 1/T$. If $VIF > 5$, there is an indication that multicollinearity might be present; with $VIF > 10$ there is multicollinearity certainly among the variables.

Table 4.9: **Test for Multi collinear Coefficients** [a]

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
ET	.678	1.475
TA	.871	1.148
AF	.642	1.556
F	.851	1.176
SE	.899	1.113

Dependent Variable: entrepreneurial intention

Source- SPSS Output 2023

As shown table 4.10 the tolerance value is greater than 0.1 and the value of VIF is lower than 5, and so the researcher conclude that there is no a problem of multi collinearty.

B. Normality test

From the figure 1.below one can see the normality curve in the histogram touches almost all the graphs. So it is possible to say there is no a problem of normality here. And also in fig.3 the normal p-p plot shows good position of assumption test of regression

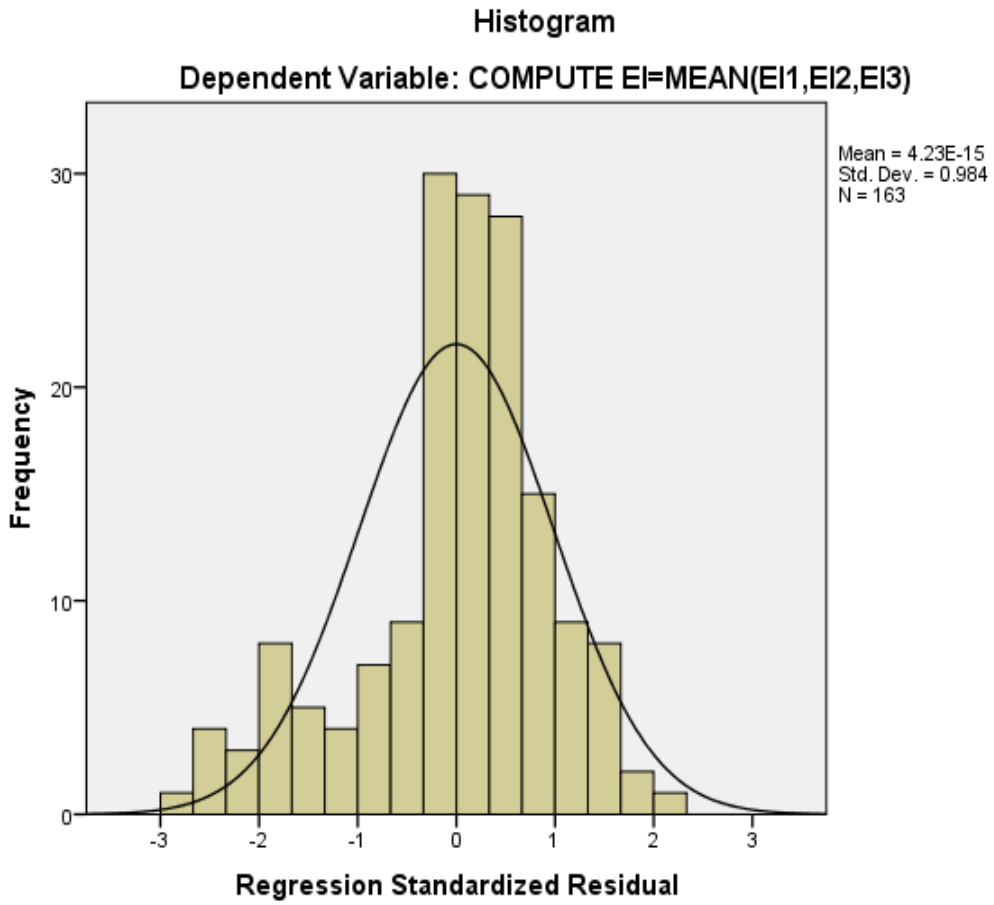


Figure 1: Histogram for normality test

Source –compiled from questionnaires using SPSS version 20 for own survey 2023

C. Linearity Test

If the correlations are linear in character, multiple regressions can successfully estimate the relation between the dependent and independent variables (Assumptions & Digest, 2002). Examining a residual plot (plots of the standardized residuals as a function of standardized predicted values) is preferable to test linearity (Mcnally & Roberts, 2015). Accordingly the study employed a residual plot to test the linear relationship of dependent and independent variable.

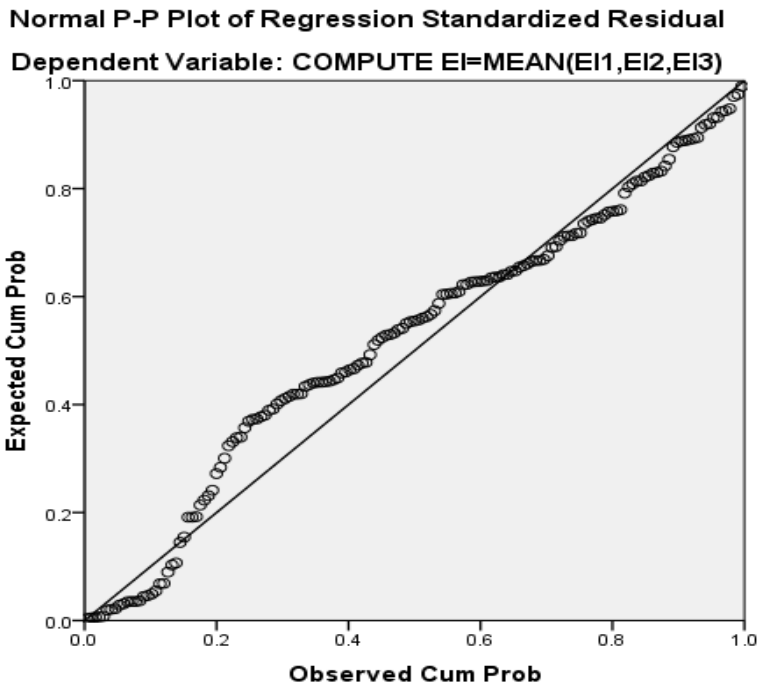


Figure 2: Linearity test

As figure 3 indicates that observed value and expected value have a straight line curve; so there is a linear relationship between the dependent and explanatory variable.

D. Homoscedasticity test

The final assumption of linear regression analysis is homoscedasticity. A scatter plot is a good way to see if the data are of equal variance that is if the residuals are equal across the regression line. That means if they are not equal across the regression line, it is hetroscedasticity. From the figure 3.below we can see the scatter plot is almost homoscedastic which means the residuals are equal across the regression line.

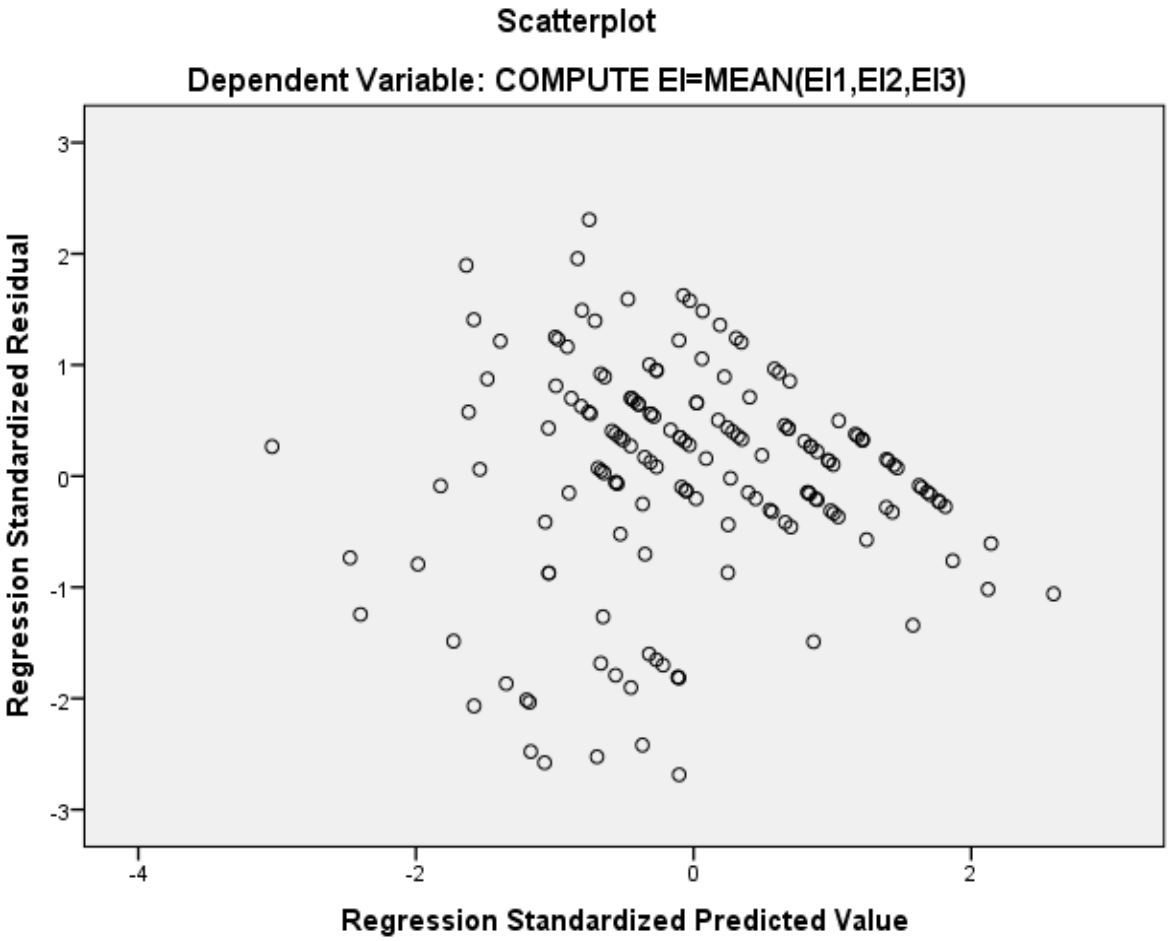


Figure 3: Homoscedasticity test

Source –compiled from questionnaires using SPSS version 20 for own survey 2023

4.6.2. Regression Estimation

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.715[a]	.511	.495	.76792	1.726

a. Predictors: (Constant), SE, TA, F, ET, AF

b. Dependent Variable: EI

Source –compiled from questionnaires using SPSS version 20 for own survey 2023

Table 4.11**: ANOVA**[a]

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	96.742	5	19.348	32.810	.000[b]
	Residual	92.584	157	.590		
	Total	189.327	162			

Source –compiled from questionnaires using SPSS version 20 for own survey 2023

a. Predictors: (Constant), SE, TA, F, ET, AF

b. Dependent Variable: EI

Based on the model outline above, the independent variables (trainee self-efficacy, management factors, educational support, trainee attitudes, and financial support) could show a deviation of 49.5 Percentages describe the dependent variable, or entrepreneurial intention. The remaining 50.5 percent of the variation in the dependent variable is explained by other factors or variables not considered in this study. The ANOVA F-score of 32.81 was also significant at the significance level of 0.05.

Table 4.12: **Regression coefficient**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-2.840	.602		-4.718	.000	-4.029	-1.651
	ET	.474	.125	.257	3.794	.000	.227	.721
	TA	.291	.056	.313	5.234	.000	.181	.401
	AF	.623	.099	.437	6.280	.000	.427	.818
	F	.301	.060	.303	5.005	.000	.182	.420
	SE	.388	.044	.521	8.847	.000	.301	.475

Where ET, TA,AF,F, SE

a. Dependent Variable: EI

As table 4.16 indicated, all factors are significant to influence the entrepreneurial intention behavior of entrepreneurial trainer having P- value of .000, .000, .000, .000, 000 and .000 for education and training support, trainees' attitude, administrative support, financial factors, and self-efficacy factors respectively.

Multiple Regression equation: $Y= C + \beta X1 + \beta X2 + \beta X3 + \beta X4 + \beta X5$ where:

Y= Prediction relationship of types of variables toward entrepreneurial intention.

C= Constant value.

β= Unstandardized coefficient.

X= Dimension of independent variable.

X1: Independent variable 1(Education and Training support).

X2: Independent variable 2 (Trainees' Attitude).

X3: Independent variable 3 (Administrative support).

X4: Independent variable 4 (Financial factors).

X5: Independent variable 5 (self-efficacy factors).

Based on Table 4.12below, the following formula is derived as:

Entrepreneurial intention = -2.840+ 0.474 (education and training support) + 0.291 (attitude of trainees) + 0.623 (administrative support) + 0.301(financial factor) + 0.388 (self-efficacy factor). This means an increase of 1 educational support can be increased by 0.474 credits in entrepreneurial intent. On the other hand, each unit increases in trainees‟ attitude, increases entrepreneurial intention by 0.291 units. A 1-unit increase in administrative support can increase entrepreneurial motivation by 0.623units and a 1-unit increase in financial factors can increase entrepreneurial motivation by 0.301units. A 1-unit increase in the self-efficacy coefficient may increase entrepreneurial intentions by 0.388 units.

4.7. Discussion

The purpose of this study is to investigate the factors that determine the entrepreneurial intentions of TVET trainees in the Amhara region of the North Showa Zone: the case of Deneba TVET College. And from the descriptive statics above administrative support factor had the highest aggregated mean score followed education and training support, self-efficacy factors, financial support, and trainees' attitude. This implies that as the TVET administrative would have a positive administrative support entrepreneurship will have increased

entrepreneurial intention. The same is true for the remaining variables. All variables (entrepreneurial education, attitudes, self-efficacy, administrative support, and perceived financial support) are positively related to entrepreneurial intentions. Relatively speaking, self-efficacy is more strongly correlated with entrepreneurial intentions, followed by financial support, administrative support, entrepreneurial education and entrepreneurial attitudes. From this, we can conclude that as the degree of positive or negative impact on TVET students increases, their entrepreneurial intentions are a direct sign of change.

The entrepreneurial education- results of this study support the findings of Galloway & Brown (2002), students who took entrepreneurship courses had a stronger intention to become entrepreneurs and start new businesses than other students. Furthermore, entrepreneurial education is a set of activities that help you absorb and develop information, skills and values to increase the success of your business from start to maturity. In addition, entrepreneurship education produced high-quality entrepreneurs, with many graduates starting their own companies and eventually growing into large organizations (Matlay (2008) and (Solomon et al., 2002)). And the results of this study support the finding of Azizen (1991); Kruger et al. (2000) more specifically, Planned Behavior Theory describes the influence of attitudes on intention.

Administrative support- the administrative support was the main issue that plays an important role in developing entrepreneurial intention and helping trainees to start their own business by preparing working area, making conducive environment or infrastructure and it supports the ideas in literatures used.

The self-efficacy- of trainees determine entrepreneurial intention of trainees in this study and it supports the finding of Drnovsek et al., (2010) Entrepreneurial self-efficacy associated with personal variables is an integral part of entrepreneurial intent. This becomes an aspect of the human psyche and involves an individual's perception of their ability to execute and direct their thinking to effectively complete difficult tasks during the business creation process.

Financial support-it affects trainees‟ intention and the findings in this study support the idea of Adler & Kwon (2000.) One of the key factors influencing an entrepreneur's goals and behavior is social capital. The simplest and most direct approach to defining social capital is “the goodwill accessible to individuals or groups” (Adler & Kwon, 2000). It is the profit that a company derives from building and maintaining strong relationships with various business stakeholders. Among other things, these connections give people quicker access to talented human capital, increase trust and confidence, improve relationship coordination to reduce

transaction costs, 60 and facilitate group decision-making (Linan &Santos,2007).A network member's social capital and social norms have a significant impact on their intention to do something, taking into account the opinions of family, friends and colleagues. Generally the study shows more or less similar findings of the relations of those factors with entrepreneurial intention and supports the findings of most authors mentioned in the literature discussed above.

Entrepreneurial intention- a dependent variable that is influenced by dependent variables that is there is a statistically significant relation between each independent variable and entrepreneurial intention.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The purpose of this study was to investigate factors associated with entrepreneurship among trainees of Deneba TVET College. To this end, this study attempted to answer the research questions. In addition, a table was created to categorize the study objectives and find answers to these questions, and descriptive research methods were used to achieve the study objectives. In an attempt to answer the questions, researcher reviewed relevant literature and developed a questionnaire for study participants. Therefore, we created a closed questionnaire for college deans, sector heads and trainees. These questionnaires were commented by research advisors, colleagues and pilots to confirm their validity and reliability. In addition, the questionnaire for trainees was translated into Amharic for better understanding. After making the necessary corrections and changes, the questionnaires were duplicated and sent to 169 respondents, and 163 questionnaires were duly submitted and returned. In addition, to gather more detailed information and corroborate the information obtained in the questionnaire, the researcher conducted a questionnaire with 2 deans, 7 department heads, and 154 trainees. The data obtained were analyzed using SPSS version 20. Statistical tools such as percentages, frequencies, mean deviations, standard breaking and inferential statistics were used for analysis of quantitative data.

Based on the analysis of the data, the researcher came to the following key findings.

5.1.1. Respondents' Background

The majority 107 (65.6%) of trainee respondents were males. So, it indicates that there was good participation of male trainees in the sample TVET College. In the other hand the all of sector head respondents were 7(100%) males, in the TVET College. The result shows that the participation of females as sector heads in the TVET colleges was not participate. Considering the dean respondents, all the 2(100%) of dean respondents were males .This result shows that females were not participate in the position of deans in the selected college.

Regarding qualification of sector heads and deans the finding indicates that the entire sector heads were qualified at „B" level and deans were qualified at „A" level. This indicates that the TVET College did not have sufficient number of „A" level instructors as needed.

Concerning the training level of trainees, trainee respondents 78(50.6%) were level 4, trainee respondents 46(29.9%) were level 3, trainee respondents 24 (15.6%) were level 2 and trainee

respondents 6(3.**9**%) were level 1 trainees. And this shows that all trainees in the college were registered in from level one ─four and trainees join lower levels and start their own business after the completion of lower levels.

The Extent of administrative support factors on entrepreneurial intention

The following findings were discussed based on the administrative variables and among 163 respondents: the particular inquiries "Leaders, trainers, and administrative staff members are accountable to deliver services for trainees properly to support trainees in becoming entrepreneurs." The mean and standard deviation of the respondents' answers to the question were 4.20 and 1.256, respectively. The findings show that many or half and more than half of the respondents were in the strongly agreed and decided category with the idea. "The college works hard to have self-employed trainees," The mean and standard deviation of the respondents' answers to the question were 4.13 and 1.194 respectively. The results indicate that many respondents were in the strongly agreed category, indicating that the college makes a concerted effort to have trainees who were self-employed. "The woreda and town MSE office do activities efficiently to encourage trainees/graduates to be self-employed." The mean and standard deviation of the respondents' answers to the question were 4.32 and 0.967 respectively. The research reveals that many of the respondents were strongly agreed and this showed that the woreda and town office perform activities effectively to help trainees to be self-employed. "The woreda and town high level management bodies give focus for graduates to be effectively self-employed" The mean and standard deviation of the respondents' answers to the question were 4.29 and 1.042, respectively. The results demonstrate that a large percentage of respondents were in a strongly agreed level, therefore the woreda and town top level management bodies actively emphasize graduate trainees' to work for themselves practically. "The financial institutes are aware and consider positively granting credit for trainees/graduates according to the direction." The mean and standard deviation of the respondents' answers to the question were 4.33 and 1.036 respectively. The data reveals that a large percentage of respondents were in strongly agreed level. Therefore, the financial institutions were aware and viewed giving credit to graduates and trainees as favorable activity. The administrative factor generally had an aggregated mean value of 4.254 and this indicated that the administrative support was poor in the selected college and role of managers take higher position to help trainees to be independent by considering Mean value 1.0-2.4(negative attitude), 2.5-3.4(neutral attitude) and 3.5-5(positive attitude) KENPRO, November8, (2021).

5.1.2. The extent of entrepreneurship Training given for Trainees

The level of adequacy of different resources in the sample TVET colleges to assess the effectiveness of training the finding reveal that the respondents‟ response showed that the effectiveness of the entrepreneurship training given in the selected college had different finding values on different questions under this variable. That is the findings on the questions of the presence of competent and professional trainers, presence of enough trainers, and emphasis of the assessment method on entrepreneurial intention and does the training promote entrepreneurs? The respondents responded positively or they agreed with those ideas or questions in most or a above 50% of the respondents as discussed above in table 4.3: and hence, we can say that the college has good stand on those points .However, the above conditions alone did not bring result on the effectiveness of the training given because when we saw the other main questions. „„„The entrepreneurship education provided is worthwhile‟‟‟11 (6.7%) were strongly disagreed, 11 (6.7%) of respondents were in disagreed level, 8(4.9%) of respondents were neutral, 54(33.1%) of respondents were in agreed and 79(48.5%) strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 4.10 and 1.187 respectively. The results demonstrate that many respondents disapproved of the idea and that the training was ineffective. “There are enough printed resources and entrepreneurship reference books,"6 (3.7%) of respondents were in strongly disagreed, 4 (2.5%) of respondents were in disagreed level, 5 (3.1%) of respondents were neutral,67 (41.1%) of respondents were in agreed and80(49.1%) strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 4.29 and 0.948 respectively. The research indicates that many respondents were at a strongly agreed level, therefore there were sufficient material resources. Trainers serve as role models for trainees and provide entrepreneurial 70advices. 12 (7.4%) of respondents were in strongly disagreed, 12 (7.4%) of respondents were in disagreed, 4 (2.5%) of respondents were have no idea about the issue, 55 (33.7%) of respondents were in agreed, 80(49.1%) strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 4.10 and 1.213 respectively. This demonstrates that a large portion of the respondents fell into the strongly agreed and certain categories; as a result, trainers were seen as role models for trainees and encourage them to become entrepreneurs. "The college welcomes business owners to share their expertise with trainees." 11 (6.7%) of respondents were in strongly disagreed, 10(6.1%) of respondents were in disagreed level, 9 (5.5%) of respondents were

have no idea about the issue,51 (31.3%) of respondents were in agreed and 81(50.3%) strongly agreed level. The respondents‟ response for the question had mean and standard deviation values of 4.12 and 1.185respectively. The findings shows that, many of the respondents were in a strongly agreed level, hence the college invite entrepreneurs to share their experience for trainees with effective manner. According to the data, many respondents were in a strongly agreed position; therefore the college asks business owners to effectively share their experience with trainees. Instructors invite trainees to observe self-employed people or entrepreneurs at work. 7 (4.3%) of respondents were in strongly disagreed level,9(5.5%) of respondents were in disagreed level, 3 (1.8%) of respondents were have no idea about the issue,55 (33.7%) of respondents were in agreed level and 89(54.6%) strongly agreed level. The findings show that, many of the respondents were in a strongly agreed level. Hence, the trainers did invite trainees to visit entrepreneurs' activities. According to the findings, a large percentage of respondents were in a strongly agreed category, thus the trainers decided not against inviting trainees to observe entrepreneurs at work. The variable of training support had an aggregated mean value of 4.29. Based on this, the researcher attempted to summarize the findings generally as the findings demonstrated that the entrepreneurship training provided was not effective and it affects entrepreneurial intention highly by considering Mean value 1.0-2.4(negative attitude), 2.5- 3.4(neutral attitude) and 3.5-5(positive attitude) KENPRO, November8, (2021).

5.1.3. Self- efficacy factors

Considering on the variable of self-efficacy factors and among 163 respondents the findings were discussed below: the specific questions „„„Trainees have commitment to be an entrepreneur. ““‟ The respondents‟ response for the question had mean and standard deviation values of 2.25 and 1.549 respectively. The findings shows that many of the respondents were strongly disagree with the idea. Hence, the trainees were not committed to be an entrepreneur but many factors not affect them. „„„Trainees know that as self-efficacy has contribution for entrepreneurial intention. ““‟ The respondents‟ response for the question had mean and standard deviation values of 2.23 and 1.541 respectively. The findings shows many of the respondents were in strongly disagree level that means the trainees were know that as self-efficacy has contribution for entrepreneurial intention. Generally, the researcher tried to summarize the above findings as the trainees were not committed to be an entrepreneur and they were familiar with self- efficacy contributes for entrepreneurial intention .However: the

aggregated mean was 2.24 hence it indicates that the sum value shows the self-efficacy factor was not that much effective by considering Mean value 1.0-2.4(negative attitude), 2.5-3.4(neutral attitude) and 3.5-5(positive attitude) KENPRO, November8, (2021).

5.1.4. The financial Factors

The following conclusions are reported based on the variable of financial considerations and among 163 respondents: the particular inquiries „„„The trainees' parents are determined to raise their kids as independent contractors and provide for them financially"""". The mean and standard deviation of the respondents' answers to the question were 1.81 and 1.179 respectively. The data reveals that a significant portion of the respondents approved of the notion. As a result, the parents were determined to raise financially independent children. „„„Governmental assistance for revolving funds is efficient."""The mean and standard deviations of the respondents' answers to the question were 1.86 and 1.328 respectively. Numerous respondents were found to be in levels of strongly disagreement and indecision, according to the data. Therefore, the help provided by the government's revolving fund was ineffective. "Trainees easily obtain financial assistance from their friends or from other families." The mean and standard deviation of the respondents' answers to the question were 2.06 and 1.375 respectively. According to the findings, above half of the respondents strongly disagreed with the conclusions. Therefore, data demonstrates that while some trainees were able to quickly obtain financial support from their families, others had more difficulty doing so. The researcher attempted to sum up the aforementioned data by noting that while some families were willing to provide initial funds for graduate trainees, parents of trainees were devoted to having self-employed graduates. Generally, the financial support had an aggregated mean 1.91. Therefore, the financial support was not sufficient by considering Mean value 1.0-2.4(negative attitude), 2.5- 3.4(neutral attitude) and 3.5-5(positive attitude) KENPRO, November8, (2021).

5.1.5. The Extent of trainees' attitude towards entrepreneurship

The following results were examined in light of the variable of trainees' attitude towards entrepreneurship and among 163 respondents: the particular inquiries "Trainees have a positive approach towards entrepreneurship. 'The mean and standard deviation of the respondents' answers to the question were 2.12 and 1.400 respectively. The data reveals that a significant portion of the respondents approved of the notion. As a result, the students have

favorable perceptions about entrepreneurship. 78 "Trainees seek TVET training as a last resort or they are not satisfied being TVET trainees " The mean and standard deviation of the respondents' answers to the question were 1.99 and 1.317 respectively. Numerous respondents were in a level of strongly disagreement according to the results. Therefore, the majority of trainees were either do not chose TVET training as their first choice or was not happy to be TVET trainees. „„The trainees have high hopes of becoming self-employed or entrepreneurs.“““The mean and standard deviation of the respondents' answers to the question were 2.07 and 1.393 respectively.

The research demonstrates that trainees had high hopes for becoming entrepreneurs unless the factors limit them. "The trainees are keen to pursue their trainings," The mean and standard deviation of the respondents' answers to the question were 2.08 and 1.423 respectively.

As a result, the trainees were eager to continue their training. In general, the researcher attempted to summarize the findings on the aforementioned topic as being generally favorable. Consequently, the trainees' outlook on entrepreneurship was favorable but they are influenced by other different factors to begin their business. This factor had an aggregated mean value of 2.065. And therefore the trainees were positive towards entrepreneurship by considering Mean value 1.0-2.4(negative attitude), 2.5-3.4(neutral attitude) and 3.5-5(positive attitude) KENPRO, November8, (2021).

5.1.6. Entrepreneurial intention

The following results are described when we look at the variable of concerns connected to entrepreneurial intention among 163 respondents: the particular inquiries "Trainees of the college have good intentions towards entrepreneurship" The mean and standard deviation of the respondents' answers to the question were 3.99 and 1.333 respectively. The data reveals that a large percentage of respondents strongly agreed. As a result, trainees' intentions about entrepreneurship were high. "Other environmental and individual factors influence entrepreneurial intention." The respondents‟ response for the question had mean and standard deviation values of 3.85 and 1.554 respectively.

The findings shows that many of the respondents were in strongly agreed level that means the entrepreneurial intention was influenced by other environmental and personal factors.‟ entrepreneurial intention is the key issue to be entrepreneur,, . The respondents‟ response for the question had mean and standard deviation values of 3.60 and 1.562 respectively. The

findings shows many of the respondents were in strongly agreed level. Hence, entrepreneurial intention was the key issue to be entrepreneur. Generally, the trainees were not aware about entrepreneurial intention, entrepreneurial intention was influenced by factors and entrepreneurial intention was the key issue to be entrepreneur. The aggregated mean was 3.813 showed that trainees were not effective in knowing and applying entrepreneurship by considering Mean value 1.0-2.4(negative attitude), 2.5-3.4(neutral attitude) and 3.5-5(positive attitude) KENPRO, November8, (2021).And statistically significance relationship was found between each five independent variables and entrepreneurial intention.

6. CONCLUSIONS

Following are some inferences that can be made based on the key findings of the study, which have been summarized above in accordance with its aims. The training materials and reference books that should be provided in the selected college have an impact on the quality of TVET education or training. However, the interruption of practical instruction due to insufficient funding for the institution occasionally occurs. Additionally, the correct execution of the TVET program is significantly impacted by the lack of support from government. This leads to the conclusion that the selected TVET College did not provide adequate training for 68 preparing for wage and independent work. And one can conclude the entrepreneurship training was affecting the entrepreneurial intention of trainees in the selected college highly. By providing training and working capital, government agencies can establish an atmosphere that is favorable for TVET graduates. Because of the fluctuating increase in qualified candidates, there were not enough open positions to accommodate the growing number of job seekers. Major factors influencing the entrepreneurial intention and activities of trainees to launch their own business include a lack of providing financial and material support, a lack of starting capital, insufficient government involvement to organize the trainees and MSEs, and a lack of entrepreneurship training in the college. Considering the research questions, the entrepreneurship training given in the college needs further Generally, the findings implies that statistically significant relation was found between entrepreneurial intention and each independent variable (educational support, trainees‟ attitude, administrative factor, financial factor and self-efficacy factor) and the independent variables(educational support, administrative support, financial support, trainees‟ attitude and trainees‟ self-efficacy) cover a contribution of 49.5 % to determine the activities of trainees to be entrepreneur and trainees become job seeker due to the improper application or perception of those factors and the rest 50.5% was due to some other factors not included in the study.

7. RECOMMENDATIONS

The following recommendations were made to enhance trainees' entrepreneurial intent in light of the results discovered and the conclusions reached.

1. The ultimate purpose of TVET colleges is the employment of graduate trainees. However, the study found that there is no coordinated effort to accomplish this. Therefore, it is advised that the TVET College, local MSEs, Zonal TVET heads, and other concerned bodies should work together to resolve issues like a shortage of initial capital by giving credit, shortage of market information by giving continuous information feeding, and skill gap which considered as a major hindrance for employment in order to facilitate the employment of graduate trainees. The colleges should perform tracer studies to determine where their graduate students were placed 71 and to assess the demand for their training in the labor market, which could help their current trainees feel less frustrated about finding work in the future.

2. To increase the employment of TVET graduates in industry and government organizations, it would be important for relevant stakeholders to participate in the labor market survey and cooperative training. A strong network between training colleges, employers, professional associations, industries, and the environment of the TVET institute should also be established.

3. The college administrators should pay attention to how the labor market is evolving globally and appropriately apply the current curriculum or enhance it in response by updating the curriculum and incorporating in the labor market study.

4. By providing initial cash, a space to work, market data for their product, power supply, and other infrastructures, it should be easier for TVET graduates or trainees to start their own business. This work should be done by the worda and town and microfinance administrations.

5. The assistance given to enticing TVET graduate trainees to go into business for them should be strengthened by giving the entrepreneurial class more attention and by establishing a counseling and guide service department. Coordinators for vocational advice and counseling, trainers, and college administrators should carry out this duty.

6. Information and monitoring on the labor market is a crucial tool for the TVET system to identify and study the labor market's needs in order to continuously adapt training programs to meet those needs. The TVET College in its catchment areas have the overall responsibility of conducting labor market surveys on a regular basis so that they can modify their training curricula to meet the needs of the labor market. Therefore, it is advised that they conduct labor market analyses in their particular catchment areas and, based on the results, take the necessary steps to align their training programs with industry demands.

7. TVET trainees shouldn't view entrepreneurship as a last alternative, even though it is not without hazards. This is so that they can become their own boss, have more time and financial freedom, and feel independent, flexible, and free. In addition, given the intense 70 competition around the world today due to globalization, finding a job would be very impossible.

8. The typical "chalk and talk" training technique does not provide notable outcomes in fostering entrepreneurial aspirations in TVET trainees, as the experience of developed nations has demonstrated. As a result, TVET instructors should prioritize employing practical demonstrations, real-world examples, simulations, and guest speakers with experience and untapped potential in entrepreneurship

9. Without proper entrepreneurship training, the mere provision of effective technical training in certain occupations cannot provide self-employment. So that trainers and trainees can follow them, TVET educators and leaders should give entrepreneurship a lot of thought and attention. 10. Supporting pre-enterprise saving and organization is a commendable endeavor, but it is not a goal in and of itself. Having a strong network and relationships with key players like MSEs, microfinance institutions, and local governments may enable TVET trainees to launch their own firm.

11. Funding and space they need to realize the TVET mission. Therefore, TVET leaders should collaborate closely with the necessary parties like the city administration leaders, funding organizations and credit and saving organizations‟ leaders.

12. College public relations professionals should constantly promote entrepreneurship utilizing local media and other tools to alter college graduates' perceptions of working for themselves.

13. Entrepreneurial intention is not something that can be formed quickly. Therefore, the Ethiopian government should set up a system where entrepreneurial education is introduced at a young age that is from primary through higher education, entrepreneurship education

should be integrated continuously and adaptively, taking the students' educational background into consideration.

14. More research should be done on how unemployed graduate trainees will locate employment prospects.

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9. APPENDIX

Post graduate program in tvet leadership and management

This questionnaire is designed to investigate the determinants of entrepreneurial intention of trainees in Deneba TVET College for the study of partial fulfillment of masters of arts degree. The researcher kindly reminds the respondents that the response given by them will be used only as an input for the research work. In addition the researcher would like to be grateful to the respondents the sacrifices they paid in completing this questionnaire.

Note:-Don`t write your name on the paper.

Part One

Demographic Information

1. Sex

A. Male B. Female

2. Age

A. Below 20 years C. From 31-40 years

B. From 21-30 years D. Above 40 years

3. Educational back ground

A. Level I B. Level II C. Level III D. Level IV

4. Work experience.

A. Less 1 year C. From 6-10 years

B. From 1-5 years D. Above 10 years

Part Two

Put a thick mark (√) in the table given below on the agreement scale that you choose.

Note that: - 5 = strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = strongly disagree

No	**Item/Variables**	Agreement scale					Remark
		1	2	3	4	5	
2	The impact of entrepreneurship training given in Deneba TVET college on entrepreneurial intention of trainees						
2.1	The entrepreneurship training given is effective						
2.2	There are enough trainers in number						
2.3	There are enough material resources and reference books of entrepreneurship						
2.4	Trainers are role models for trainees and advice trainees to be entrepreneur						
2.5	The college invites entrepreneurs to share their experience for trainees						
2.6	The assessment method gives emphasis for entrepreneurial intention						
2.7	The training promotes entrepreneurs						
2.8	Trainers invite trainees to visit entrepreneurs or self-employees‟ activities						
3	The impact of trainees‟ attitude towards entrepreneurship						
3.1	The attitude of trainees towards entrepreneurship is positive						
3.2	Trainees take TVET training as last option or they are not happy being TVET trainee						
3.3	The trainees are hope full to be entrepreneur or self-employed						
3.4	The trainees are eager to follow their trainings						
4	The administrative factors on entrepreneurial intention of trainees						

4.1	The leaders, trainers and administrative staff members are responsible to deliver services for trainees properly to help trainees to be entrepreneur						
4.2	The college works aggressively to have self –employed trainees						
4.3	The woreda/town MSE office do activities effectively to help trainees /graduates to be self employed						
4.4	The woreda/town top level management bodies give emphasis for graduates to be self-employed practically						
4.5	The financial institutes are aware and think positively to give credit for trainees/graduates according to the direction						
5	The financial factor						
5.1	The trainees‟ parents are committed to have self-employed children and support them financially						
5.2	The governmental revolving fund support is effective						
5.3	Trainees get financial support from their friends or from other families easily						
6	The self-efficacy factor						
6.1	Trainees have commitment to be an entrepreneur						
6.2	Trainees know that as self-efficacy has contribution for entrepreneurial intention						
7	Issues related to entrepreneurial intention						
7.1	Trainees of the college has good intention about entrepreneurship						
7.2	Entrepreneurial intention is influenced by other environmental and personal factors						
7.3	Entrepreneurial intention is the key issue to be entrepreneur						