DEBRE MARKOS UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

THE EFFECT OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING ON ENTERPRENEURIAL INTENSTION OF YOUTH GRADUATING STUDENTS IN CASE OF BURE POLYTECHINIC COLLEGE.

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A THESIS SUBMITTED TO DEPARTMENT OF MANAGEMENT FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA).

OCTOBER, 2022

BURE, ETHIOPIA

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DECLARATION

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

Name _____ Signature & Date_____

CERTIFICATION

Debre Markos University

This thesis has been submitted to Debre Markos University College of Business and Economics with my approval as a university advisor.

_____ _____

Advisor Signature& Date

ACKNOWLEDGMENTS

First and foremost I would like to thank God for giving all I needed to do and bring this research paper to success.

My gratitude goes to my advisor, **Ato Getnet Fentahun** (Assistant Professor), for his unreserved support and invaluable critics during the formulation and implementation of this research.

I would like to appreciate Bure Polytechnic College Graduate students their kind cooperation for filling the questionnaire. My appreciation also goes to dean of Bure Polytechnic College who cooperated with me during the data collection in various ways.

LIST OF ACRONYMS

ANOVA: Analysis Of Variance

AT: Attitudes

CBET: Competency-Based Education and Training

CSA: Central Statistical Agency of Ethiopia

CSTCs: Community Skill Training Centers

E: Error term

EC: European Commission

EI: Entrepreneurial Intention

ESE: Entrepreneurship Self-Efficacy

GTP: Growth and Transformation Plan

IEO: Individual Entrepreneurial Orientation

ILO: International Labor Organization

KS: Knowledge and Skill

LC: Locus of Control

MoE: Ministry of Education

MoFED: Minister of Finance Economic development

MSEs: Medium Scale Enterprises

PA: Peasant Association

PBC: Perceived Behavioral Control

REBs: Regional Education Bureaus

SEE: Shapero's Entrepreneurial Event

SE: Self-efficacy

SN: Social Norm

SPSS: Statistical Package Of Social Science

TPB: Theory of Planned Behavior

TVET: Technical and Vocational Education and Training

UNESCO: United Nation Educational Social Cultural Organization

VIF: Variance Inflation Factor

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Abstract

Unemployment is a very severe phenomenon in most developing countries. TVET students have much potential for fostering entrepreneurial skills, and the development of entrepreneurship is the key objective of the TVET sector (Buli and Yesuf, 2015). The objective of this study is to examine the effect of on Bure Polytechnic College on the entrepreneurial intention of youth graduate students. Specifically, the study tried to examine the effect of attitude, social norm, self-efficacy, TVET knowledge and skill, locus of control and perceived behavioral to entrepreneurial intention of Bure Polytechnic College.

The study selected 210 proportionate respondents from the total populations of 542 by using simple random stratified sampling technique was used to draw sample from population.

The quantitative approach was employed as research design. Simple random stratified sampling technique was used to draw sample from population. Data was collected through questionnaire and collected data was analyzed through SPSS version 24. Descriptive statistics, correlation and regression analysis was used. The Pearson correlation analysis indicated that there existpositive relationships between attitude, self-efficacy, knowledge and skills, perceived behavioral control and entrepreneurial intention of Bure Polytechnic College graduate students. While, Pearson correlation analysis indicated that there is no positive relationships between social norm, locus of control and entrepreneurial intention.

This study conducted a multiple regression analysis to examine the effects of independent variables on dependent variable and the values of R^2 shows that, 81.6 % of changes of dependent variable explained by the six independent variables.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Entrepreneurship has been considered as a possible solution to address poverty in developing countries. It is a means of coping with unemployment problems by providing new job opportunities, and it is also seen as an engine of economic progress and job creation. It has great contribution to economic development of developing countries.

Ethiopia is one of the poorest countries in the world even though there are some improvements today in the basic aspects of the population. Around 31 million people live below the specified poverty line of 45 US cents per day and the country's human development index are still remains at a very low level compared with the rest of the world (Ethiopian ministry of education, 2008). Some million people live with the risks of starvation each year. The economic structure of the country is predominately an agrarian economic structure and it consists of 85% of the population and from this population around 90% of them live in poor and starvation phenomena.

Along with the economic system, people in Ethiopia jeopardize because of inadequate knowledge, skills, attitudes, and as a result majority of the population affected by the unemployment problem (Antonios, 2006). Because of these reasons around 75% of the workforce concentrated in low-skill employment sectors like commerce, services, and elementary occupations. Besides, less than 50% of the urban workforce engaged in wage employment and more than 40% are self-employed in the informal economy.

According to the Economist (2011), the country had the 5th fastest growing economy in the world duringthe periods 2001-2010 at an average annual GDP growth rate of 8.4% and the

annual GDP growth reached 8.1% during the periods 2011-2015. Despite such improvements, unemployment is one of the socio-economic problems in the country.

Basically, because of the agrarian economic structure and poor education quality, the government of Ethiopia takes the lion share by employing the majority of graduate students who are completed their study from public and privateuniversities and colleges.

Besides, academic institutions (Universities and Technical and Vocational Education and Training (TVET) colleges)are not making adequate knowledge in line with the country's economic needs when students attending their education. As result, unemployment and under unemployment extensively found in Ethiopia. Unemployment is explained as a situation whereby people who are willing to work but unable to find a job (Ogwumike, 2001).

More acceptably, ILO claims that the unemployed is a member of the economically active population who is without work but it is available for and seeking for work (ILO, 2004). Actually, unemployment and under unemployment are not the only problem of Ethiopia and it is the burning problem for the world even though it is severed in most developing countries like Nigeria, India, Zimbabwe, Ghana, Sir Lanka, and others. For instance, 75 million Nigerians were unemployed and from this, it was estimated that about 40 million were youths (Vanguard, 2010). In the Ethiopian context around 50% of the population aged between 15-30 years are unemployed (Eshetu and Mammo, 2009). In the urban areas, about 26% of the workforce is officially unemployed and from this number, youth are significantly higher than the rest of the workforce (Ethiopian ministry of education, 2008).

In the world from the total population which is found in the labor market, 47% were youth unemployed (International Labor Organization (ILO), 2004). The trend of youth unemployment also increased to 78.8% in the world (Eroke, 2012).

Unlike other studies in the area of the entrepreneurial intentions of Bure Polytechinic College graduate students, this research targets to show the future of employment expansion in Bure for TVET graduate students is with the private sector and the public sector can no more be the biggest employer. Thus, enhancing private sector productivity (both formal and informal) and creating mechanisms for strengthening their linkages and complementarities through entrepreneurship is critical to creating honest and remunerative jobs for TVET students.

Schumpeter was the first major theoretical contributor to the role and position of entrepreneurs in economies as sources of innovation and profits. Schumpeter envisioned that the demand for more efficiency would drive capitalism towards monopolistic structures. Whilst this may indeed be the case when you consider the profound impact of companies such as Amazon on our economies, it does not necessarily mean that there is no more 'Schumpeterian' entrepreneurism left in today's world. At least in numbers, quite the opposite has happened. Kuratko (2005) calls this the "entrepreneurial revolution", which took place at the same time in the U.S. as well. The question, however, is, whether this type of entrepreneurship, self-employment, or sole proprietorship, is indeed Schumpeterian and will the entrepreneurial revolution indeed lead to economic prosperity.

The government of Ethiopia considers education as one of the key development sectors and provides TVET through the Ministry of Education (MoE) and the Regional Education Bureaus (REBs) to those who complete grade 10, whereas for young people and adults above the age of 15 with less than grade 10 or no education at all, it offers literacy programs and the basic skill trainings in Community Skill Training Centers (CSTCs) where these are available (MoE, 2002:13). The TVET System would continue to serve as a potential instrument for technology transfer, through the development of occupational standards, accreditation of competencies,

occupational assessment and accreditation, establishment and the strengthening of the curriculum development system. TVET institutions will serve as the centers of technology accumulation for MSEs. Rigorous and regular monitoring and evaluation has carried out among TVET institutions; both government and private monitoring will enable them to ensure the minimum levels of competency (MoFED, 2010).

The effects of TVET on entrepreneurial intention have been widely discussed, only a few studies have been done regarding the entrepreneurial intention of Bure Polytechnic College graduate students. However, technical students have much potential for fostering entrepreneurial skills, and the development of entrepreneurship is the key objective of the TVET sector (Buli and Yesuf, 2015).

In order to fill this gap sample of graduate students in Bure Polytechnic College was investigated. Entrepreneurial intention is said to be an emerging business phenomena so that understanding this intention would help to know whether the students are potential entrepreneurs or not.

1.2. Background of the study area

Bure Polytechnic College is one of the 10 governmental Colleges in Amhara regional state, Ethiopia, and striving to become a centre of excellence in capacity building.

Bure is one of the Woredas in the West Gojjam Zone of the Amhara Region of Ethiopia. Its name comes from its largest town, Bure. Part of the Mirab Gojjam Zone, Bure is bordered on the South by the Abay River which separates it from the Oromia region, on the West by Wemberma, on the Northwest by the Agew Awi Zone, on the North by Sekela, on the East by JabiTehnan, and on the Southeast by Dembecha and the Misraq Gojjam Zone. Bure was part of former Bure Wemberma woreda.

Based on the 2007 national census conducted by the Central Statistical Agency of Ethiopia (CSA), this woreda has a total population of 143,132, of whom 71,208 are men and 71,924 women; 25,975 or 18.15% are urban inhabitants. The majority of the inhabitants practiced Ethiopian Orthodox Christianity, with 98.34% reporting that as their religion, while 1.01% was Muslim.

Bure is a town in Western Ethiopia. Located in the West Gojjam Zone of the Amhara Region, this town has a longitude 37.06688° or 37° 4' 1" East and Latitude: 10.71299° or 10° 42' 47" North with an elevation of 2091 meters above sea level.

Bure is one of the 15 and 106 Woredas of West Gojam Administrative Zone and Amhara National Regional State, respectively. It is one of the consistently surplus producer Woredas of the region. The capital city of the Woreda, Bure, is found 400 km Northwest of Addis Ababa and 148km southwest of the Regional State capital, Bahir Dar. The woreda has 15 km asphalt road, 84km all weather gravel road and 103 km dry weather road. It is nearby and connected by all-weather road to East Wollega Zone of the Oromia Regional State and Metekel Zone of the Benishangul Gumez Regional State. Therefore, Bure has good opportunity to sell its agricultural products in different regional states. The road density in the Woreda is 68.5km/1000km2, which is relatively higher than the average road network in Amhara National Regional State which is 36.72 km/1000km2 (BoFED, 2005). This is good opportunity to easily transport agricultural inputs and products to and from PAs and market places. Human population of the Woreda is 169,609 of which 143,854 (85%) live in rural areas. In general, the male population is relatively lower than female population in the Woreda, however, male-headed households are around 6 times higher than female-headed households. The number of agricultural households, 21,793, is about eight times higher than the households in the urban areas. This indicates that the livelihood

of most of the Woreda population is dependent on agriculture. The total area of the woreda is 72,739 ha of which 46.6% is cultivated and average household cultivated land holding is about 1.6 ha. At present the Woreda is divided into 22 rural peasant associations (PAs) and two town associations. Bure and Kuchie are the two major towns in the Woreda.

The mean annual rainfall is 1216.3 mm and ranges from 1103 to 1336 mm. There is no rain gauge at the Woreda level and hence is difficult to monitor proper agricultural planning. Belg and Meher are two cropping seasons, with short and long rainy periods respectively. Farmers depend on Meher season rain for crop product.

1.3. Statement of the problem

In today's competitive job environment, total job opportunities are inevitably limited and thus one must compete to secure a job as supply of jobs is limited. As a result, many graduates are unable to get a job upon graduation. Students are now apparently searching for a business education that can equip them with the necessary entrepreneurial knowledge and skills to succeed in running businesses or to create a job from seizing existing entrepreneurial opportunities. The future is owned by risk takers and not security seekers, as the more entrepreneurs seek security, the less security they have and the more they pursue opportunities, the more security that will be achieved.

Furthermore, entrepreneurship development had suggested that the education plays a vital role in entrepreneur intension of the individual and there is a positive relationship among technical vocational education and training and entrepreneurial intention (Bae*et* al, 2014). Generally, it is believed that the formal education which begins from early years have an effect on the development of technical vocational education and training (TVET). Biavaschi at el, (2012) identifies five types of TVET models in different degrees, starting with the general academic-

based education and progress up to the dual vocational education and training, School-based vocational education and finally towards the apprenticeship in countries of sub-Saharan Africa. In contrast to the general academic education, technical vocational education and training offers practical competencies to the students. Therefore it is suggested that TVET Curricula should be developed with a more integrative approach, including the competencies of technical vocational and entrepreneurial competencies such as opportunity seeking, strategic and innovative thinking to enhance the entrepreneurial skills in TVET students (Sandirasegarane et al, 2016; Buli&Yesuf, 2015).

Although several researchers had concluded about the positive relationship between the entrepreneurial intention and entrepreneurial education (Bae*at* el, 2014; Turker&Selcuk, 2008), a very limited number of researches have been carried out regarding technical-vocational education and training (Buli &Yesuf, 2015). However it is perceived that the people who are qualified in the technical sector perform much higher in dynamic and innovative; therefore they can contribute significantly to encourage entrepreneurship. Technical vocational education and training in Sri Lanka are focused to enhance the entrepreneurial culture among the youth and entrepreneur development. Hence it is clear that the technical and vocational education of Sri Lanka is one of the key sources of entrepreneurial education in Sri Lanka (Ministry of Youth affairs and skills development, 2013; Balasundaram, 2010). Buli &Yesuf (2015) have identified three independent determinants of entrepreneurial intention at the study of the entrepreneurial intension of Technical-vocational education and training students in Ethiopia as personal attitudes, social norms and Perceived behavior control being followed by the Ajzen's (1991) theory of planned behavior.

The Government of Ethiopia put entrepreneurship education at the center of its policy agenda. The final goal of Growth and Transformation Plan I was to transform Ethiopian to a middle-income country by 2025.

Similarly, the Growth and Transformation Plan -II recognizes the strategy importance of developing an entrepreneurial culture.

Therefore, many universities and colleges in Ethiopia has responded to this demand by introducing entrepreneurial courses and programs to students in an effort to promote entrepreneurship as well as a professional entrepreneurship career. On top of this, many dialogues, forums and training programs organized by educational institutions (Universities, Colleges, Institutes, schools, Ministry of Education, Management Institutes of Ethiopia) are all in favor of entrepreneurship development apart from being the subject taught at colleges and universities.

Entrepreneurial intention is the best predictors of entrepreneurial behaviors and activities. Moreover, entrepreneurial intention is considered as the sapling of an entrepreneurial tree and first step towards the creation of new venture.

There is limited number of researches on the intentions of Bure Polytechnic College graduate students towards entrepreneurship and this is a focal point for the present study. Thus, the main aim of this research is to examine the effect of Technical Vocational Education and Training on entrepreneurial intention of graduate students from Bure Polytechnic College.

1.4. Objective of the study

1.4.1 General objective

The general objective of this study is to investigate the effect of Technical Vocational Education and Training on entrepreneurial intention of youth graduate students' from Bure Polytechnic College.

1.4.2. Specific objectives

The specific objectives of the present study are the following:

- To assess the entrepreneurial intention levels of youth graduate students
- To examine attitudes of youth graduate students towards entrepreneurship
- To examine the effect of social norms youth graduate students towards entrepreneurship,
- To look at self-efficacy level of youth graduate students towards entrepreneurship
- To examine the perceived behavioral control of youth graduate students towards entrepreneurship
- To look at the locus of control youth graduate students towards entrepreneurship
- To examine knowledge and skill on youth graduating students towards entrepreneurship

1.5. Research questions

According to the research objectives, this study was performed to find the answers the following research questions as follows:-

- What is the entrepreneurial intention level of Bure Polytechnic College students?
- What are youth graduating students' attitudes towards entrepreneurship?
- What are youth graduating students' social norm levels?
- What is youth graduating student self- efficacy level?

- What is youth graduating students perceived behavioral control level?
- What is youth graduating student locus of control level?
- What is youth graduating student knowledge and skill level towards entrepreneurship?

1.6. Hypothesis of the study

The purpose of the study was to examine the effect of TVET on the entrepreneurial intention of youth graduating students in Bure Polytechnic College after graduation. The following hypotheses were formulated in order to see relationship between the dependent and independent variables. Based on the research objectives, the formulated hypotheses are:-

H1: Attitude has positive effect on the entrepreneurial intention of Bure Polytechnic College graduate students.

H2: Self- efficacy has positive effect on the entrepreneurial intention of Bure Polytechnic College graduate students.

H3: Social norm has positive effect on the entrepreneurial intention of Bure Polytechnic College graduate students.

H4: Perceived behavioral control has positive effect on the entrepreneurial intention of Bure Polytechnic College graduate students.

H5: Locus of control has positive effect on the entrepreneurial intention of Bure Polytechnic College graduate students.

H6: Knowledge and skill has positive effect on the entrepreneurial intention of Bure Polytechnic College graduate students.

1.7. Scope of the study

This research focuses on students' entrepreneurial intention and the effect of Technical Vocational Education and Training on youth graduating students that influences this intention.

The population of the study was College students from Bure Polytechnic College. Sample was taken from final year graduating students of academic year on 2021/2022.In regards to methodological delimitations; the study was addresses future entrepreneurial intention using quantitative approach.

1.8. Significance of the study

The study the effect of TVET College on entrepreneurial intention of youth graduating students at Bure Polytechnic College is important in providing information that can enable to take effective measures by the college and Bure Town administration vocational training enterprise development office to improve the entrepreneurial spirit and culture of TVET graduates. The study also intends to be a source of future reference for further research in the area of entrepreneurship and TVET graduates.

1.9. Organization of the paper

The research paper was organized as follows. Chapter One consists of, introduction, which includes, background of the study, statement of the problems, objective of the study, significance of the study, delimitation of the study and organization of the study. Chapter two: deals with review of related literature to the topic of the study. Chapter three comprises of the research design and methodology, sources of data, sampling technique and tools of data collection. Under chapter four, data analysis, presentation and discussion have been presented.

Chapter five contains summary conclusions and recommendations. In addition to these, references and questionnaires are attached to the last part of the research.

CHAPTER TWO

2. REVIEWOFRELATED LITERATURE

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

2.1. Definition of entrepreneurship

The concept of an 'entrepreneur' has its origins in French and is defined as someone that creates a venture or initiates a business (Hayes, Subhan & Herzog, 2020). Such a venture can be for-profit or it can be a non-profit enterprise. While entrepreneur is a French word, 'entreprendre' and 'unternehmen' are German words that connote "to undertake". The word entrepreneur was first used by an economist, Jean Baptiste, to describe innovation, formation and development of a business entity. In contention with Baptiste, Dess (2011) aligned with Drucker's position that initiating a business or firm does not imply that the initiator is an entrepreneur or that starting a business automatically transforms one into an entrepreneur (Dess, Pinkham & Yang, 2011).

According to Schumpeter (1934), an entrepreneur is an innovator who breaks an existing state of equilibrium to create progress. However, there is no consent among entrepreneurship experts due to defining it from different fields of study. For instance, an economist refers to an entrepreneur as the person who makes the combination of resources to make them valuable. According to a psychologist, the entrepreneur is typically driven by several factors such as needs to obtain or attain something, to experiment and to accomplish targeted goal. On the other hand, a businessman thinks of an entrepreneur as a threat, an aggressive competitor or someone who creates wealth for others as well as finds better ways to utilize resources, reduce waste, and provide jobs to others (Hisrich, Peters & Shepherd, 2005). However, Kuratko (2005) considered

that entrepreneurship is not only to generate new business, but is also a continuous innovation process. Thus, everyone has the potential to become entrepreneur especially for those who have undergone educational process at university level (Gelard&Saleh, 2011; Keat et al., 2011). This confirms the purpose of this thesis in focusing on the intention.

Since there is a lack of universally accepted definition of this phenomenon, it is necessary to summarize the various perspectives of entrepreneurship (Jones & English, 2004).

Innovation is the driving force to create new products, new production and operations methods, new sources, new business models and new markets. The ability to recognize an opportunity overlooked by others is thus crucial for entrepreneurs. Entrepreneurship is the process by which individuals pursue opportunities regardless of the resources they currently control (Barringer& Ireland, 2010). Entrepreneurship is the art of turning ideas into a business (Barringer& Ireland, 2010); Cromie (2000) understood entrepreneurship as a process aiming at starting a new company, while Kuratko (2005) considered that entrepreneurship is not only to generate new business, but a continuous innovation process.

Another aspect of the definition is related to whether entrepreneurship is the result of nature or nurture. Some experts believed entrepreneurs are born, not made. However, many studies have reached a consensus confirming that entrepreneurs are not genetically inherited (Barringer& Ireland, 2010). Anyone can become an entrepreneur.

Despite different concerns of the phenomenon, the hub of the entrepreneurial process is the recognition of business opportunities. In this way, Shane and Venkataraman (2000) argued that identification and exploitation of business opportunities and its outcomes are the key to entrepreneurship.

Moreover, Hisrich and Peters (2002) claimed that entrepreneurship is highly linked to some common aspects such as creativity, independence and risk taking. In short, the above understandings on entrepreneurship are mainly surrounded by the concepts of innovation, business identification and exploitation, and the benefits and values to the society. The concept of entrepreneurship related to innovation and business opportunity identification is highly linked with entrepreneurship education and intention.

Briefly, the explored entrepreneurship definitions describe the different perspectives of the entrepreneurship experts. However, in this thesis I define the entrepreneur as an individual with innovative and creative problem solving skills able to realize any business opportunity by following a process to succeed in establishing a start-up with strong foundations. I believe that anyone is an entrepreneur and with appropriate entrepreneurship educational program the person's entrepreneurial intention will increase. As such students' entrepreneurial intention, as well as knowledge and skills will be developed with the help of entrepreneurial education.

2.2. Definition of entrepreneurship intention

Bird (1988) proposed that entrepreneurial intention refers to individuals' states of mind that aimed at creating new venture, developing new business concept or creating new value within existing firms. It is an important factor in facilitating a new venture establishment and has significant impact on the venture's success, survival and growth. He suggested that intentional process often begins based on an entrepreneur's personal needs, values, wants, habits and beliefs.

According to Ajzen (1991), intention is the immediate antecedent of behavior. He claimed that behavior is not performed mindlessly but follows reasonably and consistently from the behavior-

relevant information and behavior reinforced by rewarding events and weakened by pushing events.

Many would like to be self-employed as they perceive that entrepreneurship is a suitable career path for them (Davidsson, 1995) and is a way for them to accomplish their personal goals, pursue own ideas and realize financial rewards (Barringer& Ireland, 2010).

Entrepreneurial intention is defined as willingness of individuals to perform entrepreneurial behavior, to engage in entrepreneurial action, to be self-employed, or to establish new business (Dell, 2008; Dohse& Walter, 2010). It usually involves inner guts, ambition and the feeling to stand on one's feet (Zain, Akram&Ghani, 2010). An individual may have potential to be entrepreneur but not make any transition into entrepreneurship unless they have such intentions (Ismail, Khalid, Othman, Jusoff, Rahman, Kassim&Zain, 2009).

2.3. Theoretical framework of entrepreneurship

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

Attitudes towards entrepreneurial intentions: - It is the first determinant in TPB which refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question. i.e. the more favorable the attitude toward the behavior, the stronger will be an individual's intention to perform the behavior (Ajzen, 1991).control which is expected to vary across behaviors and situations. (Ajzen,1991).

Social norm: - Social norm is the second determinant in TPB. It refers to the perceived social pressure to perform or not to perform the entrepreneurial behavior. It implies that Social norm is determined by the total set of accessible normative beliefs concerning the expectations of important referents. Normative beliefs are concerned with the likelihood that important referent individuals or groups approve or disapprove of performing a given behavior (Ajzen, 1991).

Perceived behavioral control:-The third determinant of TPB is the degree of perceived behavioral control which refers to the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience as well as anticipated impediments and obstacles (Ajzen, 1991).

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

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

2.4. Human capital al entrepreneurship theory

Human capital entrepreneurship theory was postulated by Becker (1975) and derives its premise primarily on two factors which are; education and experience. The theory postulates that knowledge acquired from education and experience, is considered a resource that is diversely dispensed across individuals, which informs the basis for understanding the disparities in identification and exploitation of opportunities (Shane &Vankataraman, 2000). Davidson and Honig (2003) and Anderson and Miller (2003), affirmed that human capital factors as has a positive impact on the emergence of nascent entrepreneurs. This implies that Human capital theory of entrepreneurship creates a foundation for the place of education regarding entrepreneurial development which makes it particularly relevant to the context of entrepreneurship education (Chandler & Hanks, 1998). Specifically, in the context of this study Shane and Vankataraman (2000) argued that human capital factors are salient to idea generation, opportunity recognition and business planning. This according to Anderson and Miller (2003) implies that the components of an entrepreneurship programme has a prominent role to play in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurship programme.

2.5. Experiential learning theory

The experiential learning theory was postulated by Kolb (1984) who stated that learning involves the process of knowledge creation through transformation of experience. In the same vein, Zapeda (2013) stated that experiential learning theory is hinged on the assumption that learning takes place between individuals and the environment. Using a problem-solving approach in classroom activities rather than the traditional content-knowledge practices represents an example of a real-life situation approach to learning.

Experiential learning theory is classified as a constructivist learning theory particularly because individuals transform their experiences into new knowledge using cognitive and social properties (Zapeda, 2013). Consequently knowledge is considered as subjective and created as a function of the interaction between content and experience (Zapeda, 2013) learning (Zapeda, 2013).

2.6. Theory of entrepreneurial event

Shapero and Sokol (1982) developed the Shapero's Entrepreneurial Event Model (SEE). With regards to SEE, intention formation is a function of interactions among contextual factors which impacts individual‘s perception. This model emphasises that entrepreneurial intentions comes from perceived desirability which also means the attractiveness for a person to start up his own business and perceived feasibility which implies the degree to which people see that they are able to start their own business actuating an affinity to act in the face of opportunities (Krueger, Reilly & Carsrud, 2000).

According to this theory, firm creation is a result of the interaction among contextual factors, which would act through their influence on the individual perceptions. The consideration of the entrepreneurial option would take place as a consequence of some external change –precipitating event (Peterman and kenned-2003) .There are two basic kinds of perceptions. i,e, Perceived desirability and Perceived feasibility. Perceived desirability refers to the degree to which he/she feels attraction for a given behavior (to become entrepreneur). Perceived feasibility defined as the degree to which people consider themselves personally able to carry out certain behavior.

Based on these theories, this research was tried to examine entrepreneurial intention, and the perceived environmental factors those may influences entrepreneurial intention. According to theory of planned behavior (Ajzen, 1991), entrepreneurship is a process undertaken by individual

to establish a new organization. In these sense, Entrepreneur is an individual who creates a new organization (Gartner et .al 1994). The most important question is how to predict whether someone is potential entrepreneur or not. According to the theory of planed behavior (Ajzen, 1991), entrepreneurial intention is the single best predictors of future entrepreneurs (Roynolds, 1995). An entrepreneurial intentions are important to understanding the overall process of entrepreneurship; as they serve as the key initial steps in the process of new business formation (Kartz and Gartner ,1998).

In line with theory, this study tried to investigate the level of entrepreneurial intention graduating youth students in Bure TVET College.

According to theory of entrepreneurial event, the formation of the new business is based perception of contextual factors. The contextual factors influence perceived feasibility and desirability; the two antecedents of entrepreneurial intention, those in turn influence entrepreneurial intention.

2.7. Intention models

The concept of entrepreneurial intention requires the use of a predictable and strong theoretical structure that can reflect start-up intentions. Different reviews and researchers have proposed various intention models, notable among these models are; Bird's (1988) model further developed by Shapero model (Shapero&Sokol, 1982) which was validated by Krueger (1993), Azjen's model (1988, 1991) and Davidson's (1995) model. Ajzen's theory of planned behavior (TPB) was first postulated by Ajzen (1988). The theory emphasizes that intention is determined by attitude towards behavior, subjective norm, and perceived behavioural control. Shapero's model of entrepreneurial event was first postulated by Shapero (1980).

The theoretical basis for this study was based on concepts and theories of TVET and entrepreneurship education. The theoretical framework for this study was premised on the variables on which the selected theories for this research are attached. The following are the concepts and theories. According to UNESCO (2015) TVET deals with the acquisition of knowledge and skills for the world of work. In different parts of the world, TVET may be referred to using different names, such as apprenticeship training, workforce education, and vocational education to mention but a few, but the content and objectives still remain the same. In the context of this research, TVET graduates should be able to set up technical and vocational related business without necessary having to look for paid employment.

Bird (1988) model of entrepreneurial intentionality is founded on the cognitive theory that tries to predict human behavior. The rationale of this model is premised on the reasoning that, based on the beliefs of an individual, attitudes are formed which are then translated into certain behaviour. In this case for this study the behavior of TVET students should culminate in them having intentions to start a business. This theory advocates that human capital is a critical resource that makes organizations achieves results through work performance. That is why it is important for entrepreneurs and would-entrepreneurs to understand that they need to work hard if their businesses are to succeed. Entrepreneurship Education theory: According to Kuratko (2005) entrepreneurship education is an important influence among students' entrepreneurial intentions in learning institutions. Entrepreneurship curricula are one of the predictors in providing a good training model for entrepreneurship education. Research on academic entrepreneurship states that, through teaching methods and training, learners will develop entrepreneurial intentions. In this case TVET students should aspire to start business in their areas of competence using TVET occupational knowledge and skills.

Self-efficacy

Self-efficacy (SE) refers to the ability to enhance motivation, material and cognitive resources and take the action needed to decide over an event (Bandura, 2010). It is the main characteristic in numerous psychology theories, some of which pertain to motivation, thought patterns, cognitive process, future orientation and everyday behaviour (Tian, Zhang &Atinc, 2016). The confidence in self-efficacy enables a level of aspiration, consistency and achievement of goals and objectives (Brown & Lent, 2016).

Self-efficacy can be built by means of receiving information and processing it for the successful performance of a profitable task. According to Weinberg (2020), this refers to a neurological process that supports consciousness and emotion working within the human brain. Although the process is complex, there is relative functionality that integrates and relates to self-efficacy through the fundamental functions of memory and recall, emotion and motivation. The process relies on the primary sensory areas that receive information, such as vision, hearing, touching and smelling, as well as their association areas that are related to building self-efficacy and learning, as related to this research (Fellemen& Van Essen, 1991).

The subjective world view in turn influences the receptivity of information at the first-order cells and its subsequent integration that assists in creativity and innovation by identifying the bottom-up process of establishing neuronal representation of the environment (Weinberg, 2020). The process gives rise to an adequate integration, supportive of human consciousness; an independent function that encourages acting on individual intention to reflect a future-based, abstract integration. Studies have revealed that the conceptual integration of cortically stored information occurs exclusively in the hippocampus in adult humans (Bergmann, Spalding &Frisen, 2015) and this assists in envisioning a future that is to emerge. The projection of the future to emerge needs

to become operative from the time of conception and thereafter throughout the embryogenesis process until maturation. This refers to the reactive neurological activities, a stage in which sensory structures process information in the appropriate brain part and integrate and develop this information within sensory association areas. The human brain that emerges from a review of the self-efficacy concept is the one that integrates neurological processes that are supportive of and unify the full spectrum of neuropsychology and neuroendocrinology. This has contributed to the development of entrepreneurship training and development through self-efficacy that ultimately enhances the intervention of the training for entrepreneurship development. The process of developing intra- and inter-personal self- efficacy is seen as a drive towards entrepreneurship self-efficacy (ESE) and individual entrepreneurial orientation (IEO) development, which is discussed in the ensuing section. It enhances our understanding of how an individual's mind works to integrate the system as a whole in relation to all systemic levels.

2.8. Environmental factors and entrepreneurial intention

According to Arenuis and Minnit (2005), new venture creation and entrepreneurial decision never take place in a vacuum, but they are affected by environment in which they were took place (Chell and Baines, 2000). Individual will stimulate their entrepreneurial potential if he/she perceives that there are environmental possibilities (Kirby, 2006). This means that the entrepreneurial intention of an individual can be affected by perceived environmental factors. Accordingly, if the perceived environment is favorable to development of entrepreneurship; entrepreneurial intention of individual will be enhanced, and conversely, if the perceived environment is not favorable to the development of entrepreneurship, the individual entrepreneurial intention will be reduced.

2.9. Global perspective of TVET

Kirchberger (2008) explained that Technical and Vocational Education and Training (TVET) in Asia is undergoing change to provide respondents with basic skills and specific knowledge in addition to providing them with a tool to enhance their knowledge through lifelong learning, employment and to create self-employment. Emphasis is placed on the skills and basic knowledge needed for industry and commerce for the trainees to be independent. The study was on the aspects of the training content that are not only focused on specific jobs but also on career clusters of other related jobs. This was seen as essential in training the labor force to be multi-talented as well as to provide the work experience needed to enhance trainees' skills. TVET changes done in Bangladesh, Thailand, Korea, Singapore, Indonesia, China, and Malaysia have been dynamic. They have introduced a dual system through the integration of courses and industrial training together with the operation in TVET programs, which can encouraged the private sector to play a major role in providing technical and vocational education. Kirchberger (2008) report is consistent with previous research reports by Mbugua (2012).

These countries have been reforming their Technical and Vocation Education and Training (TVET) systems to adapt them to each country's economic growth. Similarly, research report by Ngure (2013) showed that Taiwan has made changes in her education system, especially in Technical and Vocational Education Training (TVET) in accordance with the labor market's needs. According to the Federal Ministry of Education and Research (BMBF) of Germany (2005) in a report entitled, "Reform of Vocational Education and Training in Germany: The 2005 Vocational Training Act," the reformation (reform) goals for Vocational Skills Training (VET) in Germany are planned to guarantee that the more young people that is entering the workplace can apply recently learned abilities and that they will be self-dependent in their

profession/ business. As an additional incentive to trainees, entrepreneurship education was first applied to the instructive educational curriculum, including the Technical and Vocational Education and Training (TVET) curriculum. The purpose was to create and improve the core abilities of trainees who are beginning a business Chen (2010). TVET institution in instilling entrepreneurial skills for the creation of the wellspring of new jobs can improve the quality of life and the economy of the more youthful generation in developing nations like Kenya by aligning TVET training to industrial needs. TVET in Ghana moved away from measuring success in terms of the number of candidates who pass the final examination to assessing the efficacy of the training programmes in relation to the expectations to the job market. However, formal industry in Ghana appears to be generally of the view that the theoretical technical skills provided by technical training need to be complemented by workplace skills Basu (2008). The formal industry views this shortfall as a frustration with the public TVET system, hence the need for their involvement in TVET curricula design.

Emphasis is put on the abilities and essential information required for industry and business for the understudies to be free, as clarified by Kirchberger (2008), who stressed parts of the preparation content that are centered around explicit occupations as well as on vocation groups of other related employments. This activity apparently is fundamental in preparing the work power to be multi-gifted just as to give the work experience expected to upgrade understudy aptitudes. Kirchberger (2008) additionally talked about the progressions that have happened in the TVET frameworks in Bangladesh, Thailand, Korea, Singapore, Indonesia, China, and Malaysia. Among others, they presented a double framework through the reconciliation of courses and mechanical preparing together with the activity of a business in related foundations,

and they urged the private segment to assume a noteworthy job in giving specialized and professional training that is in accordance with industry needs.

Kirchberger's (2008) report is predictable with past research reports which revealed that in many nations, for example, Finland, Germany, Singapore, Chile, and numerous others. These nations have been and are improving their Technical and Vocation Education and Training (TVET) frameworks to adjust them to every nation’s financial development.

The study was demonstrated that Taiwan has made changes in her training framework, particularly in Technical and Vocational Education and Training (TVET) as per the workmarket's needs. Education and training interventions have been used in other countries to impact entrepreneurial culture within their population, entrepreneurial education and training is supposed to reinforce knowledge skills and attitudes. An attitude which is the psycho-social forces of the individual and cultural context is of prime importance in influencing innovative and entrepreneurial behavior patterns Akala (2018). Most economics give support to entrepreneurship education and training so as to achieve objectives such as encouraging their citizens to demonstrate positive attitude towards, self-employment, identify viable business opportunities portray a desire to venture into business, demonstrate managerial skills for running successful enterprises, and encourage new start-ups and other entrepreneurial ventures. The countries that industrialized earlier than Kenya like Singapore and Malaysia, despite being in the same level of development with Kenya barely three decades ago, have TVET as pivotal in the realization of their industrialization using entrepreneurship behaviors.

That explains why TVET reforms are being executed in a systematic, progressive and comprehensive manner. The reform leaders are trying to ensure total overhaul in the way we

train human power. Indeed it will be a complete paradigm shift. The current system in Kenya is producing more managers and supervisors than technicians and craftsmen.

This development includes ongoing shift from the conventional training methodology to the competency-based education and training (CBET). Entrepreneurship courses and texts share this focus. Sustainability entrepreneurship takes a slightly different perspective, however, by emphasizing the additional goal of promoting sustainable living, in terms of social equity and environmental improvement Basu (2008).

Entrepreneurial development is defined basically as the process of improving the skills set as well as the knowledge of the trainees as entrepreneurs. This can be done through various methods such as classrooms sessions or training programmes especially designed to increase entrepreneurial acumen Kintu (2019). One of the first efforts to move in the new direction to entrepreneurial development in Kenya involved introducing entrepreneurship education into all technical training institutions in the country. The ongoing reforms of the technical and vocational training stand to put Kenya in a class of its own in skills training and job creation. The changes are a culmination of comprehensive reforms of the TVET that have been ongoing for more than ten years. The Government of Kenya and other stakeholders will come to acknowledge TVET as key component of the strategy for hastening the pace of industrialization. In any case, it isn't clear the effect that business abilities have. Furnishing young fellows and ladies with the aptitudes they have to enter the commercial center is an essential component in tending to youth joblessness, which influences an expected 74.8 million youth around the world (ILO, 2012).

2.10.The Ethiopian government approach towards TVET

Various studies appreciated the efforts of Ethiopian government in expanding TVET. Bah Diallo (2005) takes Ethiopia as an example of countries with a clear and long-standing policy

commitment to technical and vocational skills development, the provision of skills is in a much stronger situation than countries whose policies have been substantially influenced by shifts in donor policies and priorities (King and Palmer, 2007).

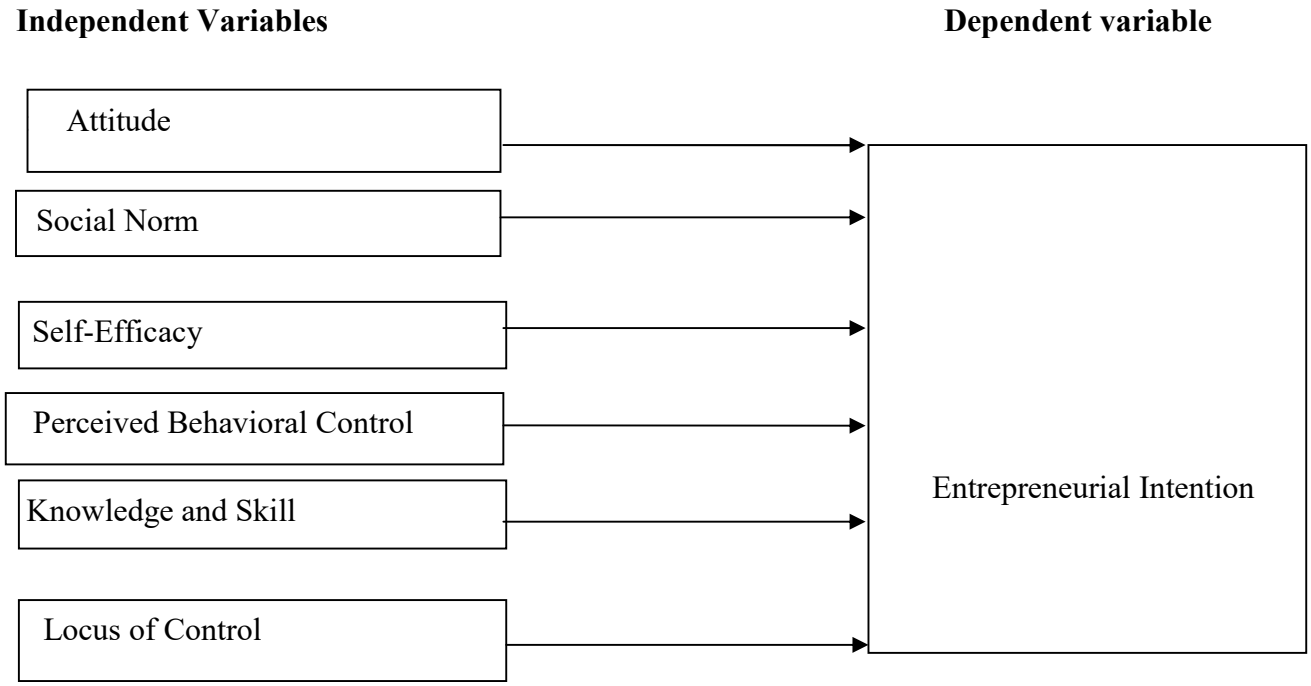
The Ethiopian Government Growth and Transformation Plan I (2010-2015) consider TVET System to serve as a potential instrument for technology transfer in which TVET institutions will serve as the centers of technology accumulation for MSEs (MoFED, GTPI). The government views the TVET system to explicitly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

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

Self-employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from. Hence, the national TVET strategy underline the assignment of vocational guidance staff at each TVET institution to create coordination with key stakeholders as well as provide guidance and counseling to trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system (National TVET Strategy, 2012).

2.11. Conceptual framework

It is important to know the reason why some people used to pursue entrepreneurship and why some people are not used to pursue entrepreneurship. According to several studies such as (Bird, 1988, Davidsson, 1995, Ajzen, 1991), entrepreneurial intention is the key for pursuing entrepreneurship. By taking the great role that an entrepreneurial intention has for the birth of entrepreneurship, it is important to know the factors that determine entrepreneurial intention. According to (Gnyawali and Fogel, 1994), the environmental and demographic factors are the main factors that can strengthen or weaken the intention of prospective entrepreneurs. Therefore, based on the review of literature on area of entrepreneurial intention and its determinants, I was developed the following framework which guide this study.



Source: Compiled from literature review

CHAPTER THREE

3. RESEARCH METHODOLGY

3.1. Research approach

In this study, the researcher was applied a quantitative approach. Quantitative approach involves the collection of quantitative data, which are put in to rigorous quantitative analysis in a formal and rigid manner (Kothari, 2007).

3.2. Research design

The design of the study that was used is non-experimental an explanatory and descriptive in nature. Descriptive research design was employed in order to discover the current situation of graduating students' entrepreneurial intention and to draw valid general conclusion regarding entrepreneurial intention, entrepreneurial attitude, social norms, perceived behavioral control, and self-efficacy, locus of control and knowledge and skill. The study also employs explanatory study in order to discover the influence of attitude, social norms, perceived behavioral control, and self-efficacy, locus of control and knowledge and skill on entrepreneurial intention.

3.3. Population of the study

The research population for this study was graduating students from Bure Polytechnic College. The total targeted population was 542 students from Level-2 up to level-5 and Polytechnic College was selected as it was technical students which have much potential for fostering entrepreneurial skills, and the development of entrepreneurship is the key objective of the TVET sector (Buli and Yesuf, 2015).

3.4. Sampling techniques

The researcher was applied probability sampling techniques called random stratified sampling technique. This means that all youth graduating students from the total population would have an equal chance or probability of being sampled during the sampling selection process.

3.5. Sample size

The sample size of the study was determined using Yemane (1967) formula. Thus population of the study will be the number of youth graduating students at Bure Polytechnic College that the total number of graduates during period 2021/2022 .Thus, sample size calculation formula from the total population determined as follows.

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

Where,

n = is the sample size

N = is the total population study,

E =is the level of precision or sampling error = (0.05)

$n= 542/1+N(e)^2$

n =230

The populations were from level-2 up to level-5 College graduating students which were not homogenous and thus the researcher was applied stratified random sampling techniques to ensured sufficient inclusion of all grade level of the population by calculating the proportion of each stratum within the population and then selected in the same proportion randomly from all the strata.

So, the formula used for sample size at each grade level is:

$$n(\text{level}) = \frac{N(\text{level}) X\, n(\text{all levels})}{N(\text{all levels})}$$

Where: -

n(level): is the sample size at grade level

N(level): is the total population amount of each grade level

n(all level): is the sample size of all grade levels

N(all level): is the population number of all grade level through which the survey was conducted.

Table 1: Calculate stratified random sample

Grade Level	Population size	Proportionate sample size
Level-2	17	17/542*230=7
Level-3	21	21/542*230=10
Level-4	266	266/542*230=113
Level-5	238	238/542*230=100
Total	542	230

Source: survey result, 2022

3.6. Data source and data collection techniques

The researcher was used primary data sources. Primary source of data was collected by the researcher directly from graduating students of 2021/2022 academic year. The researcher was used close ended questionnaire techniques of primary data collection that was completed by sample respondent. The

questionnaire was designed to capture all the necessary variables that were used to establish the effect entrepreneurial intention.

To measure entrepreneurial intention questionnaires, the researcher was used a 5-point likert-scale (1 = strongly disagree, 2=disagree, 3= neutral, 4 agree and 5 = strongly agree) and finally its reliability and validity tested by a Cronbach Alpha.

3.7. Reliability and validity

To assure the validity of the instrument, it was checked by first doing face validity with few youth graduate students that will be distribute for pilot testing which helped the researcher to check on the gaps and adjust the questionnaire accordingly.

Reliability of the instrument was also tested to check on its internal consistency using Cronbach alpha result for all categories of the questionnaires. Reliability measures the internal consistency on the model. Thus, in this research, Cronbach's alpha was used to test the reliability of the measures. The value of Cronbach alpha coefficient should be higher than the minimum cut-off score of 0.60 (Nunnally, 1978).

Table2: Cronbach alpha value

S.No	Categories	Number of items	Cronbach alpha value
1	Entrepreneurial intention	5	0.715
2	Attitude	5	0.899
3	Self-efficacy	4	0.816
4	Social norm	5	0.678
5	Locus of control	4	0.761
6	Perceived behavioral control	5	0.694

7	Knowledge and skill	4	0.701

Source: Survey result, 2022

3.8. Assumptions of multiple regression models

To draw conclusions about a population on the bases of a regression analysis that was did on a sample, several assumptions have checked.

Variable type: All predictor variables should be either quantitative or categorical and outcome variable must be continuous.

Non-zero variance: Predictors must have non- zero variance.

Predictors are uncorrelated with external variable: There should be no extraneous variable that correlate with any other independent variables included in the model.

Independent error (Autocorrelations): For any two observations the error terms should be uncorrelated.

Independent: It is assumed that all values of outcome variable are independent.

Homoscedasticity: Residuals at each level of the predictors should have equal variance**.**

Multicollinearity: There should be no perfect linear relationship between two or more of the predictors. Multi-collinearity exists when there is a strong correlation between two or more predictors in a regression model.

SPSS produces various collinearity diagnostics, one of which is the variance inflation factor (VIF)

The VIF indicates whether a predictor has a strong linear relationship with the other predictor(s).

Linearity: The regression model is linear in the parameters. The mean values of the outcome variable for each increment of the predictor(s) lie along a straight line.

Normally distributed errors: This means that errors are normally distributed, and that a plot of the values of the residuals will approximate a normal curve. The researcher used several piece of information to test this assumption for the data set such as normal distribution histogram.

3.9. Data analysis techniques

The researcher applied multiple linear regression models and the analysis of data was performed by using SPSS software for version 24 via correlation and regression model.Also, descriptive statistical analysis used to summarize data numerically in calculating frequency, percentage, means, and standard deviations.

3.10. Model specification

Multiple linear regressions model was used to determine the extent to which the independent variables affect the dependent variable. This study has one dependent variable which is entrepreneurial intention. The independent variable includes attitude, perceived behavioral control, social norms, locus of control, self-efficacy and knowledge and skill. Multiple linear regression equation is expressed as follows:-

EI = f (AT, SN, SE, PBC, LC AND KS)..... (1)

Where EI refers to entrepreneurial intention of TVET youth graduating students, AT attitudes, SN social norm, SE self-efficacy, PBC perceived behavioral control, LC locus of control and KS knowledge and skill. The multiple linear regression equation from:-

Y=Bo+X1B1+X2B2+X3B3+X4B4+X5B5+X6B6+e---------- (2)

Where, **B**o is the intercept term. B1, B2, B3, B4, B5 and B6 are coefficientsunknown parameters to be estimated and ‘e’ known as the disturbance, or error term, is a random (stochastic) variable that has well-defined probabilistic properties. The disturbance term or residuals’’ represent all those factors that affect entrepreneurial intention but are not taken into account explicitly

3.11. Definition of variables

Entrepreneurial intention (EI): In this study the term entrepreneurial intention is an individual's plan and motivation towards performing an action or behavior. It is referred to person's willingness towards the entrepreneurial behavior such as creating a new business venture to become an entrepreneur.

Attitude (AT): it refers to the degree of the person's feelings -positive or negative- towards a behavior of interest. It depends on the person's perception of the behavior's expected outcomes i.e. behavioral beliefs.

Social norm (SN): SN refers to the social pressure that a person feels when deciding whether or not to perform a behavior (Ajzen, 1991. It reflects the person's perception of the social environment surrounding the behavior social pressure is created by people close to a person, for example relatives, peers, and friends, etc.

Self-efficacy (SE): Self-efficacy is the reliance of an individual on his or her competencies to perform and one's judgment of how well one can execute the courses of action required to successfully deal with a situation or accomplish a task.

Perceived behavioral control (PBC): it refers the individual's perception of performance, whether the behavior is easy or difficult (Ajzen, 1991). Thus, the behavior increases when individuals perceive they have more facilities and confidence.

Locus of control (LC): Locus of control as an individual's perception about the underlying main causes of events in his/her life. In other words, a locus of control orientation is a belief about

whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation).

Knowledge and skill (KS): it refers to knowledge and skill of graduating students that empower by technical vocation education and training which it stimulates the significant economic development of the country since it involves many dynamic and innovative areas. TVET programs are specifically designed to empower the youth with entrepreneurial skills to enhance entrepreneurial intension to be self-employed (Buli &Yesuf, 2015).

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1. Questionnaire response rate

The researcher prepared and distributed 230 questionnaires. However, 22 questionnaires were not returned by respondents. Thus, the response rate accounted 91 %.

4.2. Demographic information of respondents

The researcher collected key demographic data from graduates for the study. The demographic data captured the gender, age and level of education and training of the respondents. This data assisted the researcher to primarily to evaluate and analyze demographic information of the youth graduates from Bure Polytechnic College in the study.

Table 3. Gender of respondents

Gender of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	120	57.5	57.5	57.1
	Female	90	42.5	42.5	100
Total		210	100	100	

As table 3 presented, most of the respondents (57.5 %) were male, and (42.5%) were female. Thus, majority graduates who participate in the research study were male. From this, it is clear that when the ratio of male and female have examined, relatively the number of males exceed that of females, so that concerned bodies expected to do more to make it somehow proportional.

Table 4. Age of respondents

Age of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 15 years	24	11.3	11.4	11.4
	Between 15-19 years	64	30.2	30.5	41.9
	Between 20-24 years	109	52.4	51.9	93.8
	Between 25-29 years	13	6.1	6.2	100
	Total	210	100	100	

Regarding age distribution of respondents the information obtained from the questionnaire, realize that gradates students have found in different age categories. Accordingly, majority 52.4% of them were found in the age between 20 - 24 years, whereas 30.2% of them were found in the age between 15-19 years and only 11.3% and 6.1% of them were found in the age range less than 15 years and 25-29 years respectively.

Table 5.Educational grade level of respondents

Respondents grade level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level-2	7	3.3	3.3	3.3
	Level-3	10	4.8	4.7	8.1
	Level-4	101	48.1	48	56.2
	Level-5	92	43.8	43.4	100
	Total	210	100	100	

Based on above table 5, graduate students attend different grade levels of training. Based on this, 3.3% of respondents trained in level-2, 4.8% of them were level-3 graduate students, majority 48.1% of them were level-4 and only few 43.8% of them were trained in level-5.

4.3. Entrepreneurial intention

The research study aimed at establishing the relationship of entrepreneurial intention and Technical Vocational Education and training of youth graduates from Bure Polytechinic College. Questionnaire with question 5 point Likert scale was used to gather study data, were 1 signified strongly disagree,2 disagree,3 neutral 4 agree and 5 strongly agree. Standard deviation and mean score were adopted to help analyze the distribution of the responses from the respondents. Standard deviation was connected to demonstrate the scattering from the normal. Alow deviation demonstrates that the information truths can be nearer to mean while a higher standard deviation demonstrates that the information range is more extensive.

4.4. Results of descriptive statistics analysis

To measure the entrepreneurial intentions of TVET graduate students in Bure Polytechnic College a five point Likert scale has been used. The respondents respond that their level of agreement as 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.

Table 6. Mean and Std. Deviation of effect of TVET on entrepreneurial intentions graduate students

Descriptive statistics			
	N	Mean	Std. Deviation
Entrepreneurial intention	210	3.6267	0.92144
Entrepreneurial attitude	210	3.6057	0.54813
Entrepreneurial self-efficacy	210	3.2071	0.53519
Social norm	210	3.0943	0.76931
Entrepreneurial knowledge and skills	210	3.3655	0.53864
Perceived behavioral control	210	3.1533	0.68414
Locus of control	210	2.7786	0.86555
Valid N (list wise)	210		

Source: Survey result, 2022)

The results obtained from the descriptive analysis (mean and standard deviation) of effect of TVET on entrepreneurial intentions as shown in the above table 6,respondents indicated that they

have mostly agreed with entrepreneurial intention (Mean= 4) to become an entrepreneursin future and had positive feelings about pursuing entrepreneurial work after graduation with positive entrepreneurial attitudes (Mean=4).While the respondents mostly had moderately agreed for that TVET to encourage entrepreneurial knowledge and skills(Mean=3.26),self-efficacy (Mean= 3.20). On the other hand, the respondents mostly had neutral with perceived behavioral control(Mean =3.1533) and social norm (Mean= 3.09). And disagreed with the locus of control which is reflected from the low value of mean (Mean=2.4219).Entrepreneurial intention (standard deviation =.92144)is a measure of how dispersed the data is in relation to the mean and high standard deviation indicates data are more spread out. While, Entrepreneurial self-efficacy (standard deviation =0.53519) had the lowest standard deviation means data are clustered around the mean.

4.5. Correlation analysis

Table 7: Correlations between variables

		Entrepreneurial intention	Entrepreneurial attitude	Entrepreneurial self-efficacy	Social norm	Entrepreneurial knowledge and skills	Perceived Behavioral control	Locus of control
Entrepreneurial Intention	Pearson Correlation	1	.826**	.634**	0.016	.608**	.184**	0.004
	Sig. (2-tailed)		0	0	0.819	0	0.008	0.956
	N	210	210	210	210	210	210	210
Entrepreneurial Attitude	Pearson correlation	.826**	1	.480**	0.134	.525**	.136*	0.001
	Sig. (2-tailed)	0		0	0.053	0	0.049	0.987
	N	210	210	210	210	210	210	210
Entrepreneurial Self-efficacy	Pearson Correlation	.634**	.480**	1	.410**	.500**	.598**	.332**
	Sig. (2-tailed)	0	0		0	0	0	0
	N	210	210	210	210	210	210	210

Social norm	Pearson Correlation	0.016	0.134	.410**	1	-0.079	.464**	.674**
	Sig. (2-tailed)	0.819	0.053	0		0.255	0	0
	N	210	210	210	210	210	210	210
Entrepreneurial knowledge and skill	Pearson Correlation	.608**	.525**	.500**	-0.079	1	.230**	-.203**
	Sig. (2-tailed)	0	0	0	0.255		0.001	0.003
	N	210	210	210	210	210	210	210
Perceived behavioral control	Pearson Correlation	.184**	.136*	.598**	.464**	.230**	1	.518**
	Sig. (2-tailed)	0.008	0.049	0	0	0.001		0
	N	210	210	210	210	210	210	210
Locus of control	Pearson Correlation	0.004	0.001	.332**	.674**	-.203**	.518**	1
	Sig. (2-tailed)	0.956	0.987	0	0	0.003	0	
	N	210	210	210	210	210	210	210

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

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

Source : Survey result,2022

The result of thePearson correlation in table 7 shows that the relationship between attitude and entrepreneurial intention has very strong positive correlation(r =0.816). At the correlation (r= 0.816) and the corresponding P value (p=0.000) which is less than acceptable level of

significance which is (P<0.05). Therefore, there is significant positive relationship exist between attitudeand entrepreneurial intention at the (P<0.05) level of significance.

The result of the correlation in table 7 shows that the relationship between self-efficacy and entrepreneurial intention has strong positive correlation (r =0.608). At the correlation (r= 0.608) and the corresponding P value (p=0.000) which is greater than acceptable level of significance which is (P<0.05) level of significance. Therefore, there is significant positive relationship exist between self-efficacy and entrepreneurial intention at the (P<0.05). This means that there is enough evidence to conclude that attitude affects the entrepreneurial intention of graduate students in Bure Polytechnic College.

The result of the correlation in table 7 shows that the relationship between social norm and entrepreneurial intention had no correlation (r =0.016). At the correlation (r= 0.016) and the corresponding P value (p=0.816) which greater than (P>0.05) indicating that there is no statistically significant relationship between social norm and entrepreneurial intentions of Bure Polytechnic College graduate students.

The result of the correlation in table 7 shows that the relationship between knowledge and skills and entrepreneurial intention had strong positive correlation(r =0.608). At the correlation (r= 0.608) and the corresponding P value (p=0.000) which less than (P<0.05) indicating that there is statistically significant positive relationship exist between knowledge and skills and entrepreneurial intention of graduate students in Bure Polytechnic College.

The result of the correlation in table 7 shows that the relationship between perceived behavioral controland entrepreneurial intention had weak positivecorrelation (r =0.184). At the correlation (r= 0.184) and the corresponding P value (p=0.008) which less than (P<0.05) indicating that

there is statistically significant positive relationship exist between perceived behavioral control and entrepreneurial intention.

This means that there is enough evidence to conclude that perceived behavioral control has positive relationship with entrepreneurial intention of graduate students in Bure Polytechnic College.

The result of the correlation in table 7 shows that the relationship between locus of control and entrepreneurial intention had no correlation (r =0.004). At the correlation (r= 0.004) and the corresponding P value (p=0.956) which greater than (P>0.05) indicating that there is no statistically significant positive relationship exist between locus of control and entrepreneurial intention. This means that there is no enough evidence to conclude that locus of control had positive relationship with entrepreneurial intention of graduate students in Bure Polytechnic College.

4.6. Assumptions checking of multiple regression models

To draw conclusions about regression analysis that was did on research, below assumptions have checked before go to analysis and thus all listed below assumptions were satisfied.

1. Normality assumption had checked by histogram.
2. Linearity assumption had checked by PP plots: The mean values of the outcome variable for each increment of the predictor(s) lie along a straight line.
3. Multicollinearity assumption had checked byVIF and Tolerance: SPSS produces various collinearity diagnostics, one of which is the variance inflation factor (VIF). The VIF indicates whether a predictor has a strong linear relationship with the other predictor(s). Although there are no hard and fast rules about what value of the VIF should cause concern value less than ten is good.

4. Homoscedasticity assumption had checked by scatter plot at which dots on the scatter plots had no patter
5. Autocorrelation assumption had checked by DurbinWaston test: For any two observations the error terms should be uncorrelated and values between1.5 to 2.5 showed the absence of perfect autocorrelation.

4.7. Regression Analysis

Table8.Multiple Regression model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.904[a]	0.816	0.811	0.40064	1.934

Predictors: (Constant), Locus of control , Entrepreneurial attitude, Perceived behavioral control, Entrepreneurial knowledge and skills, Social norm, Entrepreneurial self-efficacy

Dependent Variable: Entrepreneurial intention

The combined correlations of all variables were0.94 which means very strong positive correlation among variables. Study conducted a multiple regression analysis to examine the effects of independent variables on dependent variable. It can be seen from the table 8 above the values of $\mathbf{R^2}$ shows that 81.6 % of changes of entrepreneurial intentions in 95% significance level explained by the six independent variables and the remaining 18.4% of the changes of the dependent variable entrepreneurial intentions explained by variables which were not included in the model. The value adjusted R Squares hows that the model explained 81.1% variation of dependent variable explained by the six independent variable when taken the total population rather than samples. Durbin-Watson statistics of 1.934, which falls within the values 1.5 to 2.5 showed the absence of perfect autocorrelation.

Table 9. Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	144.866	6	24.144	150.419	149.813	.000[b]
Residual	32.584	203	0.161			
Total	177.451	209				

Dependent Variable: Entrepreneurial intention

Predictors: (Constant), Locus of control , Entrepreneurial knowledge and skills , Entrepreneurial attitude , Entrepreneurial self-efficacy, Social norm , Perceived behavioral control

Analysis of variance was used to check whether the model was appropriate for estimation. From the table above, the F-statistics is statistically significant at 5% level of significance ($p=0.000$, $p<0.05$) therefore we conclude that the model was appropriate and it fits the data for estimation.

Table 10.Multiple regression analysis.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	-1.95	0.239		-8.124	.000	-2.417	-1.473		
	Entrepreneurial attitude	1.04	0.064	0.619	16.287	.000	0.915	1.167	0.626	1.597
	Entrepreneurial self-efficacy	0.73	0.081	0.423	8.954	.000	0.568	0.888	0.406	2.466
	Social norm	-0.31	0.051	-0.257	-5.99	.000	-0.409	-0.206	0.492	2.032
	Entrepreneurial knowledge and skills	0.18	0.072	0.102	2.42	0.016	0.032	0.318	0.504	1.983
	Perceived behavioral control	-0.16	0.057	-0.119	-2.781	0.006	-0.273	-0.047	0.497	2.013
	Locus of control	0.13	0.049	0.118	2.589	0.01	0.03	0.222	0.434	2.305

Source: Survey result,2022

a. Dependent Variable: Entrepreneurial intention

Y=-1.95+1.04X1-0.31X2+0.73X3-0.16X4+0.31X5+0.18X6+e

4.8. Hypothesis testing

A negative value for constant/intercept simply means that the expected value of dependent variable would be less than 0 when all independent/predictor variables are set to 0 and regression was applied to test the hypotheses.

H1: The coefficients result presented in the same table 10, revealed that attitude has a t-value of16.287 and a coefficient of 1.04 which is significant at 5% (since obtained p-value, 0.000 is lessthan 0.05). This result implies that for every 1 unit increase in attitude value, there is proportional increase of 1.04 percent of upgrade in entrepreneurial intentions level. Thus, the formulated null hypothesis there is no significant relationship between attitude and entrepreneurial intention is rejected and the alternative hypothesis is accepted.

H2: The coefficients result presented in the same table 10, revealed that entrepreneurial self-efficacy has a t-value of 8.954 and a coefficient of 0.73 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit increase in entrepreneurial self-efficacy value, there is proportional increase of 0.73 percent of upgrade in entrepreneurial intentions level. Thus, the formulated null hypothesis entrepreneurial self-efficacy has no significant positive effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

H3: The coefficients result presented in the same table 10, revealed that entrepreneurial knowledge and skills has a t-value of 2.42 and a coefficient of 0.18 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit increase in entrepreneurial knowledge and skills, there is proportional increase of 0.18 percent of upgrade in entrepreneurial intentions level. Thus, the formulated null hypothesis entrepreneurial

knowledge and skills has no significant positive effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

H4: The coefficients result presented in the same table 10, revealed that locus of control has a t-value of 2.589 and a coefficient of 0.13 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit increase in locus of control, there is proportional increase of 0.13 percent of upgrade in entrepreneurial intention level. Thus, the formulated null hypothesis entrepreneurial knowledge and skills has no significant positive effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

H5: The coefficients result presented in the same table 10, revealed that social norm has a t-value of -5.99 and a coefficient of -0.31 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit decrease in social norm, there is proportional decrease of -0.31 percent in entrepreneurial intentions level. Thus, the formulated null hypothesis social norm has no significant effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

H6: The coefficients result presented in the same table 10, revealed that perceived behavioral control has a t-value of -2.781 and a coefficient of -0.16 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit decrease in perceived behavioral control, there is proportional decrease of -0.16 percent of entrepreneurial intentions level. Thus, the formulated null hypothesis perceived behavioral control has no significant effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

Most of the previous researchers had concluded the impact of attitudes towards the intension (Ajzen, 1991; Kruger et al, 2000) and more specifically, the theory of planned Behavior specifies

three types of attitudinal impact towards the intension (Krueger & Carsrud, 1993). Furthermore, it was observed that the attitudes towards the entrepreneurship are the strongest variable among all other variables in this research model and this has similar to the findings of the Luthje &Franke (2003) pertaining to the entrepreneurial intension of the technical students of MIT and the study in regarding the TVET students in Ethiopia (Buli &Yesuf, 2015). Similar studies also have concluded that attitudes of the entrepreneurship become the most powerful variable which explains the entrepreneurial intension of TVET students.

Also, some researchers had revealed the positive relationship between the self-efficacy and entrepreneurial intension (Boyd &Vozikis, 1994; Kruger et al, 2000). Elali & Al-Yacoub (2016) also had concluded self- Efficacy as one of the key personal factor which has a positive impact towards the entrepreneurial intension in Kuwait.

CHAPTER FIVE

5. CONCLUSION ANDRECOMMENDATION

5.1 Summary

This study has undertaken to assess the effect TVET on entrepreneurial intention of youth graduate students in case of Bure polytechnic College. To achieve its intended purpose, questionnaires have distributed to sample respondents of graduates students in Bure Polytechnic College. Questionnaires that have properly filled and returned were presented, analyzed and interpreted by using frequencies and percentages, mean and standard deviation. The results obtained from the descriptive analysis (mean and standard deviation) of effect of TVET on entrepreneurial intentions of respondents indicated that they have mostly agreed with entrepreneurial intention (Mean= 4) to become an entrepreneurs in future and had positive feelings about pursuing entrepreneurial work after graduation with positive entrepreneurial attitudes (Mean=4). While the respondents mostly had moderately agreed for that TVET to encourage entrepreneurial knowledge and skills (Mean=3.26), self-efficacy (Mean= 3.20). On the other hand, the respondents mostly had neutral with perceived behavioral control (Mean =3.1533) and social norm (Mean= 3.09). And disagreed with the locus of control which is reflected from the low value of mean (Mean=2.4219).Entrepreneurial intention (standard deviation =0.92144) is a measure of how dispersed the data is in relation to the mean and high standard deviation indicates data are more spread out. While, Entrepreneurial self-efficacy (standard deviation =.53519) had the lowest standard deviation means data are clustered around the mean.

Pearson correlation relationship between attitude and entrepreneurial intention has very strong positive correlation(r =0.816). At the correlation (r= 0.816) and the corresponding P value

(p=0.000) which is less than acceptable level of significance which is (P<0.05). Therefore, there is significant positive relationship exist between attitude and entrepreneurial intention at the (P<0.05) level of significance.

The correlation between self-efficacy and entrepreneurial intention has strong positive correlation (r =0.608). At the correlation (r= 0.608) and the corresponding P value (p=0.000) which is greater than acceptable level of significance which is (P<0.05) level of significance. Therefore, there is significant positive relationship exist between self-efficacy and entrepreneurial intention at the (P<0.05). This means that there is enough evidence to conclude that attitude affects the entrepreneurial intention of graduate students in Bure Polytechnic College.

The correlation between social norm and entrepreneurial intention had no correlation (r =0.016). At the correlation (r= 0.016) and the corresponding P value (p=0.816) which greater than (P>0.05) indicating that there is no statistically significant relationship between social norm and entrepreneurial intentions of Bure Polytechnic College graduate students. .

The correlation between knowledge and skills and entrepreneurial intention had strong positive correlation (r =0.608). At the correlation (r= 0.608) and the corresponding P value (p=0.000) which less than (P<0.05) indicating that there is statistically significant positive relationship exist between knowledge and skills and entrepreneurial intention of graduate students in Bure Polytechnic College.

The coefficients result presented that attitude has a t-value of 16.287 and a coefficient of 1.04 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit increase in attitude value, there is proportional increase of 1.04 percent upgrade entrepreneurial intention level. Thus, the formulated null hypothesis there is no

significant relationship between attitude and entrepreneurial intention is rejected and the alternative hypothesis is accepted.

The coefficients result presented that entrepreneurial self-efficacy has a t-value of 8.954 and a coefficient of 0.73 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit increase in entrepreneurial self-efficacy value, there is proportional increase of 0.73 percent upgrade entrepreneurial intentions level. Thus, the formulated null hypothesis entrepreneurial self-efficacy has no significant positive effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

The coefficients result presented that perceived behavioral control has a t-value of -2.781 and a coefficient of -0.16 which is significant at 5% (since obtained p-value, 0.000 is less than 0.05). This result implies that for every 1 unit decrease in perceived behavioral control, there is proportional decrease of -0.16 in entrepreneurial intentions. Thus, the formulated null hypothesis perceived behavioral control has no significant effect on entrepreneurial intentions is rejected and the alternative hypothesis is accepted.

5.2. Conclusion

The priority of Polytechnic Colleges is fostering graduate students entrepreneurial skills, and the development of entrepreneurship is the key objective of the TVET sector (Buli and Yesuf, 2015) which in turn inspires entrepreneurial intentions of graduate students. In this respect, the development of the current entrepreneurial intentions of Bure Polytechnic graduate students is achieve through a quality system of TVET especially in Polytechnic Colleges.

It is quite important that Polytechnic graduate students were interested in entrepreneurship as a career option, that they adopt entrepreneurship with their hearts and minds, and that TVET would be provided on the basis of the principle of developing their entrepreneurial attitude, self-

efficacy, social norm, perceived behavioral control, technical knowledge and skills and locus of control as this would go a long way in curbing the current unemployment challenge existed in the study area.

From the results of this study, it can be concluded that the graduate students agreed for the development of entrepreneurial intention and it also help them make decision in favor of starting their own businesses after graduation.

The Pearson correlation analysis indicated that there exist positive relationships between attitude, self-efficacy, knowledge and skills, perceived behavioral control and entrepreneurial intention of Bure Polytechnic College graduate students. While, Pearson correlation analysis indicated that there is no positive relationships between social norm, locus of control and entrepreneurial intention.

The study further reveals that personal attitude was found to affect students' entrepreneurial intention as the most crucial variable due to the personal attitude has highest Beta value. The variable that has second most significant effect was self-efficacy followed by social norm, knowledge and skills subjective norms, perceived behavioral and locus of control. Besides, this study indicates that the TPB model is appropriate for student entrepreneurial intention purpose research.

5.3. Recommendations

In this section the paper recommended for the community, graduate students and Bure Polytechnic College. The target of the government is crafting self-employed TVE Tstudents following their graduation time. The College should design practical TVET education, creating a link with model entrepreneurs, arranging the College industry linkages in the form of apprenticeship to enhance graduate students self-efficacy, social norm, locus of control, knowledge and skill and perceived

behavioral control through TVET program. At the community level, in order to change the attitude and mindset, embarking community-based entrepreneurship for sustainable development is another means. Besides, establishing private and public business incubation centers should be mandatory to strength new TVET graduate students' business capability in the market. At College level it is also expected from the TVET institutions to provide and nurture technical skill to make. Moreover, at individual level graduates students must be encouraged to take entrepreneurship as a career option rather than depending on government and the private sector for employment.

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Letter for cooperation

Dear Respondents

I am a student at Deber Markos University, Bure campus conducting an academic research on "The effect of technical vocational education and training on entrepreneurial intention of youth graduating students from Bure TVET College."The study is in partial fulfillment of the requirement of Master in Business Administration (MBA) degree.

The purpose of this letter is therefore to request that you kindly fill the questionnaire that provides us necessary information relating to the research. The information provided in the questionnaire will solely be used for academic purpose and will be treated with utmost confidentiality.Therefore, your guanine responses will contribute to the quality of the findings of the study.

Your Sincerely,

BihonegneAynalem

Appendex I: Research Questionnaire

Section A: Respondents Demographic Characteristics

Select only one of the following options by putting a tick mark [✓] on the box provided

1. Indicate your Gender: Male (1) ☐ Female(2) ☐

2. What is your age category:

1. Under 15 ☐

2. Between 15-19 ☐

3. Between 20-24 ☐

4. Between 25-29 ☐

5. Above 29 ☐

5. As you are a final year student, what is your level of education and/or training attended?

1. Level-2 ☐

2. Level-3 ☐

3. Level-4 ☐

4. Level-5 ☐

Section B: **Enterperunerialintention**

From Section B up to Section H, please select only one of the following options by putting a tick mark [✓] on the box depicted below table.

Where, 1 = strongly disagree, 2=disagree, 3= neutral, 4 agree and 5 = strongly agree

To what extent do you agree with the following statement?

Statements of Entrepreneurial intention (EI)	1	2	3	4	5
(EI1). I am motivated to hold and attain what it takes to become an entrepreneur					
(EI2). I consider entrepreneurship as my career path					
(EI3). I am willing to maximize my effort in running my own business					
(EI4). I will be happy if I am able to run my own business					
(EI5). I am seriously considering running my own business					

Section C: Attitude

To what extent do you agree with the following statement?

Statements of Entrepreneurial attitude (AT)	1	2	3	4
(AT1). Entrepreneurship is likely to assist me with some economic benefits.				

(AT2). I am willing to bear the calculated risk of becoming an entrepreneur				
(AT3). An entrepreneurial career is interesting to me.				
(AT4). Entrepreneurship offers interesting and challenging activities.				
(AT5). Entrepreneurial career deserve to be given high priority				

Section D: Self-efficacy

To what extent do you agree with the following statement?

StatementsofEntrepreneurial self-efficacy(SE)	1	2	3	4	5
(EI1). I can originate new ideas and products.					
(EI2). I can develop and maintain favorable ationshipwith potential entrepreneur					
(EI3). I can see new market opportunities for new products and services					
(EI4). I can develop a working environment that courages people to try out something new					

Section E: Social norm

To what extent do you agree with the following statement?

Statementsofsocial norm (SN)	1	2	3	4	5
(SN1). My immediate family consider entrepreneurship a good career path					

(SN2). My immediate family approves of my entrepreneurship career path					
(SN3). My closest friends consider entrepreneurship a good career path					
(SN4). My closest community consider entrepreneurship a good career path					
(SN5). My closest community encouraged me to become an entrepreneur					

Section F: Knowledge and Skills

To what extent do you agree with the following statement?

Statements of Entrepreneurial knowledge and skills (KS)	1	2	3	4	5
(KS1). My Polytechnic is focused towards entrepreneurship					
(KS2). Entrepreneurship courses was made compulsory and thisto a large extent stimulated my interest in theentrepreneurship course in the Polytechnic					

(KS3). The Polytechnic environment inspires me to developinnovative ideas for new business.					
(KS4). The Polytechnic provides instructional resources to assist students in entrepreneurship					

Section G: Locus of control

To what extent do you agree with the following statement?

Statements of entrepreneurial locus of control (LC)	1	2	3	4	5
(LC1). My success depends by my own actions					
(LC2). My life is determined by my own actions. So, have the courage to take risks amid uncertainty					
(LC3). Whether or not I am successful in life depends mostly on my ability.					
(LC4). I feel in control of my life.					

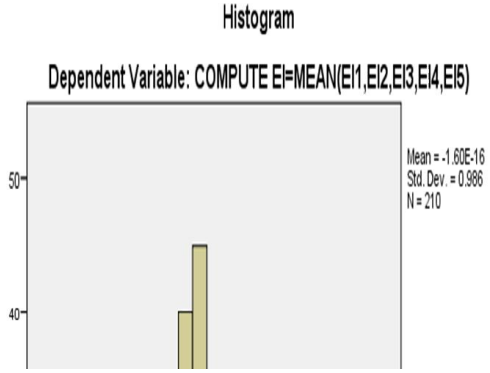
Section H: Perceived behavioral control

To what extent do you agree with the following statement?

Where, 1 = strongly disagree, 2=disagree, 3= neutral, 4 agree and 5 = strongly agree

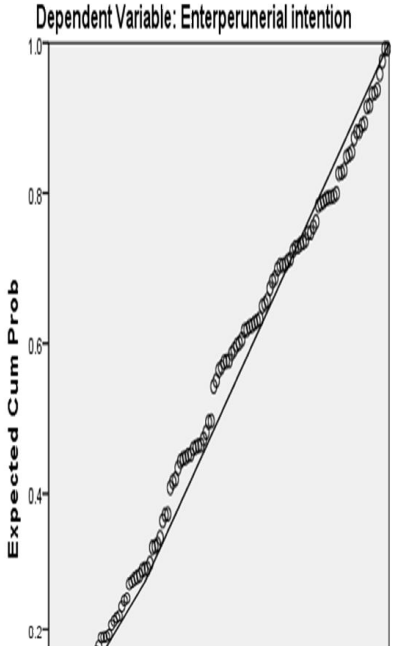
Statements of perceived behavioral control	1	2	3	4	5
(PBC 1) .Believe my decisions are not predominantly based on my comfort zone					
(PBC2). I believe I have the skill to understand, recognize, and make use of theoretical data					

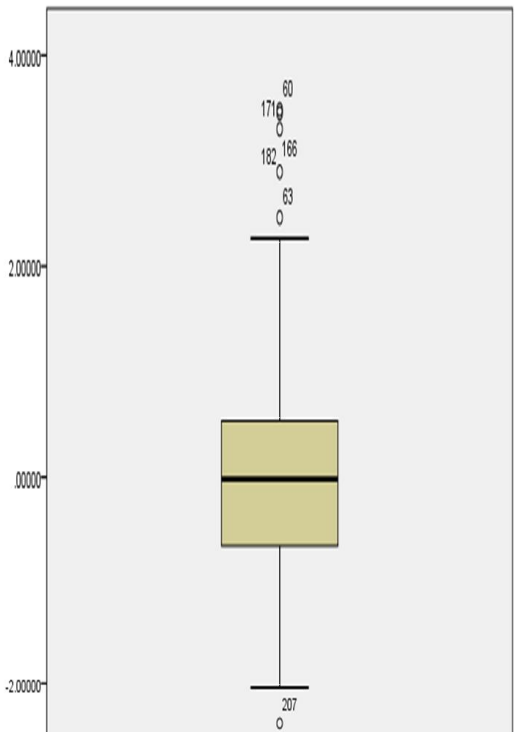
(PBC3). I believe I have a good ability in recognizing business opportunities					
(PBC4) .I feel able to identify business opportunities and profit from them					




Scatterplot
Dependent Variable: Enterperunerial intention
Regression Standardized Residual
2
1
0
-1

Normal P-P Plot of Regression Standardized Residual

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