



*EASTRIP*



**OROMIA JOB CREATION AND VOCATIONAL BUREAU  
HOLETA POLYTECHNIC COLLEGE**

**TRACER STUDY REPORT  
GRADUATES OF 2022**

**HOLETA, OROMIA REGIONAL STATE, ETHIOPIA**

**June, 2023**

# **TRACER STUDY REPORT OF HPC GRADUATES OF 2022**

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**Holeta**



Laid foundation stone for the construction of college facilities by Oromia regional state president, 2021



Validation of the tracer study report for the graduate of 2021



Pedagogy training of trainers 2021



Community/stakeholder sensitization workshop



Validation of the tracer study report for the graduate of 2021



FGD with trainers

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*Tracer Study Team*

<b>Table of Contents</b>	<b>pages</b>
Acknowledgment	iv
Table of Contents	v
Lists of Tables	vii
Lists of Figures	viii
List of abbreviations	ix
ABSTRACT	x
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1. Rationale of the study	2
1.2. Objectives	3
1.2.1. General Objective	3
1.2.2 Specific objectives	3
1.3.3. Study questions	3
1.3. Significance of the Study	3
1.4. Scope of the study	4
1.5. Limitation of the study	4
<b>CHAPTER TWO: REVIEW OF RELATED LETERETURE</b>	<b>6</b>
2.1. Theoretical concept	6
2.2. Empirical Study	6
2.3. Empirical evidence in Ethiopian	8
2.4. Conceptual Frame work	8
<b>CHAPTER THREE: METHODOLOGY</b>	<b>10</b>
3.1. Description of the study area	10
3.3. Target Population	11
3.4. Source of Sample	11
3.5. Sample Size and Sampling Techniques	11
3.6. Sampling Approach	12
3.7. Data Gathering Instruments	12
3.7.1. Questionnaire	12
3.7.2. Interviews	12
3.7.3. Observation	13
3.8. Procedure for Data Collection	13
3. 9. Data Entry and Management	13
3.10. Data Analysis Methods	13
3.11. Validation Workshop	14
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	<b>15</b>
4.1. Return Rate	15
4.2. Demographic Data and its Implication	15

<b>4.3. Assessment Level of Respondents</b>	<b>17</b>
<b>4.4. Employment Rate</b>	<b>18</b>
<b>4.5. Effectiveness of HPC training program</b>	<b>22</b>
4.5.1. Help fullness of trainings delivered by HPC Vis-à-vis to current job	22
4.5.2. Employment Occupation Relationships	23
4.5.3. Level of Satisfaction for the Graduates	24
<b>4.6. Job Search</b>	<b>26</b>
<b>4.7. Monthly income and current job satisfaction of graduates</b>	<b>28</b>
<b>4.8. Socio-Demographic characteristics Respondents</b>	<b>30</b>
<b>4.9. Training background</b>	<b>31</b>
4.9.1. Occupational Relevance	31
4.9.2. Training methods used in HPC	32
4.9.3. Facilities and resources supply	33
4.9.4. Trainers' Competence	34
4.9.5. Trainers' Commitment	35
4.9.6. Graduates' opinion on Employability and Ability to perform their jobs	36
<b>4.10. Respondents Current Status</b>	<b>36</b>
<b>4.11. Employers Opinion &amp; Satisfaction</b>	<b>37</b>
<b>4.12. Companies Involvement in TVET</b>	<b>38</b>
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS</b>	<b>41</b>
<b>5.1. Summary of Findings</b>	<b>41</b>
<b>5.2. Conclusion</b>	<b>42</b>
<b>5.3. Recommendations</b>	<b>43</b>
<b>REFERENCES</b>	<b>45</b>
<b>Annex 1: Profile of employer organization involved in the study</b>	<b>48</b>
<b>Annex 2: Questionnaire for graduates of HPC</b>	<b>49</b>
<b>Annex 3: Questionnaire for Employers</b>	<b>55</b>
<b>Annex 4: In-depth Interview guide for Leaders and Trainers</b>	<b>58</b>

## Lists of Tables

Table 1. Characteristics of the graduate respondents; sex, age, marital status and their occupation .....	16
Table 2. National assessment (COC) competence of the graduate respondent .....	17
Table 3. Total population, Sex Vs Employment rate .....	19
Table 4. Employment rate and employment duration Vs their respective occupation.....	20
Table 5. The Utility of Occupations for Employed Graduates .....	23
Table 6. Graduates' sectors of employment .....	24
Table 7. Graduates' employment conditions.....	24
Table 8. Unemployed graduate response on the major bottle neck not to get a job.....	28
Table 9. Monthly income VS employee's satisfaction with their current job .....	29
Table 10. Extent of graduate current job in relation to the profession they received.....	29
Table 11. Parents' Educational level and Work status .....	31
Table 12. Mean Scores of Respondents on Occupational relevance.....	32
Table 13. Graduates' Response on Training method, assessment practice and feedback delivery.....	33
Table 14. Responses on the Quantity of Facilities & Resources.....	34
Table 15. Mean Scores of Respondents on Trainers' Competence.....	35
Table 16. Mean Scores of Respondents on Trainers' Commitment.....	35
Table 17. Employability level of graduate respondents .....	36
Table 18. Respondent Opinion rate on current status.....	37
Table 19. Perception of Employers on the Competence of HPC Graduates .....	38
Table 20. Computed company's/enterprise involvement in TVET delivery .....	39
Table 21. Company's response on recruitment method, satisfaction, skill gaps and further training opportunities .....	40

## **Lists of Figures**

Figure 1. Conceptual Framework	9
Figure 2. Holeta town Map	10
Figure 3. Total population, sample and employed respondents by gender	16
Figure 4 employment rate VS occupation	20
Figure 5. Duration on job search for employed graduates	21
Figure 6. Job - profession relationship	21
Figure 7. Graduates' rating of Helpfulness of training received at HPC	23
Figure 8 Type of employment VS their satisfaction level	25
Figure 9. Employing organization VS their satisfaction level	26
Figure 10. Employed graduates job search methods	27
Figure 11. Unemployed graduates job search ways	27
Figure 12. Income ranges of graduates	29
Figure 13. . Graduates' Employment by sector	30



## List of abbreviations

AAHS	Advanced animal health service
AP	Animal production
APT	Agro processing technology
COC	Center of competence
CP	Crop production
CT-	Cooperative training
EASTRIP	East Africa Skills for Transformation and Regional Integration Project
EOS	Ethiopian occupational standard
FGD	Focus group Discussion
FVPT	Fruit & vegetable production technology
HNS	Hardware and network service
HPC	Holeta polytechnic college
ICT	Information communication technology
ILO	International labour organization
KfW	German donated project
KII	Key Informant Interview
LMSI	Labour market system information
MOU	Memo rundum of understanding
MSE	Micro and small enterprise
NRCD	Natural resource conservation and development
OS	Occupational standard
PIU	Project implementation unit
SPSS	Statistical package social science
TVET	Technical, vocational and education training
VGC	Vocational guidance and counseling

## **ABSTRACT**

*The purpose of this study was to examine the job placement profiles of the graduates, competences of trainers and graduates, institutional capacity, and industry linkage in their respective fields. This graduate tracer study was carried out among HPC graduates in the academic year of 2021/2022. It intends to provide information about the situation graduates face after completing their study/training and supply data to help stakeholders make informed decisions in relation to the transition from training to employment. To that effect, the qualitative and quantitative approach was used. A survey was administered using the standardized questionnaire to 116 level III and IV respondent from 163 total graduates, 6 private and governmental organizations (employers) and 20 college administrative staffs, department heads & instructors were involved. Whereas 43 already employed degree graduates were included to indicate the level of total employment rate HPC. The collected data were analysed mainly by employing descriptive statistics i. e. percentage, frequency, mean and standard deviation.*

*The findings indicated that, the total number of 2022 level graduates cohort employed including degree program were 107 (67.29%) out of which 32(29.9%) graduates were female and the rest 75(70.1%) were males. Majority of the level graduate respondents were not employed with their field of study for about 1-9 months i.e. about 28% employed on the related position, 36 % employed on low extent related position where as 36% were employed to the position which is not related to their field of study. Most of technical and vocational skills development suffers from weak links with the market. `Even after graduating, the graduates might still lack the appropriate skills needed by the private sector improving information on job search, employment conditions and work are taken as signals of the labor market chances of graduates. Therefore, the concerned body better to give due attention to match the TVET supply with the labour market demand.*

***Key words: Tracer study, HPC, graduate competence, trainer competence, Institutional capability, stakeholders. Employability, study, industry linkage***

## **CHAPTER ONE: INTRODUCTION**

The main goal of tracer study is to develop a clear picture on the situation of graduates after studies. Tracer study should be able to assist stakeholders in the decision making process regarding the responsiveness of the training, on the supply side, to the situation of labor market, on the demand side (NCFHE, 2016). A tracer study is an evaluation and monitoring instrument. The Tracer Study also provides valuable information for evaluating the outcomes of knowledge, skills and competences that HPC transfers to students, hence it serves as a starting point for future planning on improving the course programmes.

One of the factors determining the effectiveness of an academic institution is the employability of its graduates (Celis, et. al. 2013). As noted by Rasiah (2009), employers tend to point their fingers at institutions of higher learning when graduates remain unemployed because curricula are not industry-relevant. According to Millington (2017), when institutions conduct reviews of programs, they tend to focus on the production process not the products (graduates) of training. In order to learn the contribution of an institution to a country, especially employment prospects, tracer studies of graduates are essential (Lange, and Schomburg, 2003).

Employability upon graduation and over the long term is, understandably, the major priority for the vast majority of our trainees. Over the past years or so the college has increasingly offered a wide spectrum of occupations that provide trainees with the necessary tools enabling them to develop their employability skills, to heighten their own awareness of these skills and to improve their ability to articulate them. These skills, once acquired, of course need to be honed throughout one's working life, being put into practice not only in job searching and during interviews but also in personal development planning and in making the most of work experience opportunities.

With the steady increase in the number of college graduates, employment opportunities for students have become very competitive. The colleges have the policy to strengthen existing links and to create new bridges with the world of work. In line with the mission of the TVET strategy a prominent college recognized for its commitment to innovative programs in addressing society's challenges, the College evaluates how its graduates have paired in their employment scene after their graduation. The cooperative training also of this college plays an important role in

developing the skills of the college graduates which is done through the different industries that the institution is linked with.

According to the International Labor Organization (ILO, 1996), a tracer study is an impact assessment tool where the impact on a target group is traced back to specific elements of a project or program so that effective and ineffective components of the program may be identified. Tracer studies, also called graduate studies or follow-up studies or destination of leavers from higher education surveys, are also a management tool for planning, monitoring and measuring the relevance of vocational training programs (CTEVT, 2016).

### **1.1. Rationale of the study**

The purpose of this study is to assess the contribution of the training programs on the graduates, employability, the relevance to training job markets, the employment status of the graduates, and the effectiveness of HPC with respect to the graduates of 2022. In other words, it is to trace the number of graduates who have been waged employed or self-employed on their occupation, who remains unemployed so far and the reasons behind as well as to assess the skill gaps of graduates and the relevance of the OSs training had been provided at HPC in the year specified.

This Tracer study was conducted within the framework of the TVET in Ethiopia with the main objective to provide information on the HPC graduates' job search methods and current employment statuses, employment conditions and on the job training, as well as the quality of the received training at HPC and companies/industries where they have been receiving cooperative training. The approach of this Tracer Study is being widely used especially in training institutions to track and to keep record of trainees once they graduate from the institution. It is the follow-up of graduates, in this case the graduates of TVET colleges. Its objective is to evaluate ones progress up to the time they get a job and beyond. It can be viewed as a simple tool designed to measure the relevance of vocational training. It also helps to monitor the delivery of training. The importance of it is displayed due to the fact that it shows the relevance and quality of programs offered by HPC as well as the conditions the labour market provides to its employees and students receiving technical and vocational training.

The information received in this tracer study will be used for minimizing any possible deficits in a given training program in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance. HPC, companies and policy makers will

benefit from the tracer study since it will help them to know what the status of their products after graduating is. The importance of this Tracer study is to measure the relevance of vocational training with the following objectives.

## **1.2. Objectives**

### **1.2.1. General Objective**

The major objective of this study was to assess the whereabouts of 2022 graduates cohort of HPC

### **1.2.2 Specific objectives**

Specifically this study is intended to:

1. Find out the employment status of HPC graduates
2. Examine the perceptions of graduates about the training programme
3. Know how long it takes for a graduate to secure employment
4. Identify the average income status of the graduates'
5. Assess the satisfaction levels of employers towards graduates' competence

### **1.3.3. Study questions**

The principal decision problem of the study was the issues related to TVET delivery, quality and relevance and labour market outcomes. Based on this decision problem, the study sought to address the next key questions:

1. What is the employability level of graduates after leaving the training institutions?
2. What is the perception of graduates about the match between their overall competence and workplace requirements?
3. What is the duration of job search to be employed?
4. What is the average income status of the graduates'?
5. What are the satisfaction level employers towards graduates' competence?

## **1.3. Significance of the Study**

The results of this study will give clear direction to the TVET institutions. Moreover, Colleges Leaders, Trainees, Trainers/ Instructors of sample area colleges can be benefiting from the result of this study. The result of this study may also help to strengthen the connection between the colleges and Stakeholders as a foundation for providing feed back to the concerned training institution, Furthermore, the result of this study will give information to the Oromia job creation

office and other concerned officials to take necessary measures., it also can give information to Ministry of Labor and Skills and Donor organization as well. More importantly, this study is expected to have academic and certain social contribution and can be serve as a stepping stone for similar study.

#### **1.4. Scope of the study**

This tracer study focused on investigating the graduates' socio demographic characteristics, job placement profile, the skills/competencies level and work-related values that they acquired during their training in the college that are useful and relevant to enhancing their employability. It also investigate the trainings provided by the college that enhanced these skills/competencies and work-related values to help them meet the demands of their present work. This covered only the graduates Cohort of 2022 in seven fields of study in level III and IV namely (crop Production, Animal Production, Advanced Animal Health Care Service, Natural Resource Conservation and Utilization, Hardware and Network Services, Building and Electrical Installation III and Agro Processing) at HPC and 43 already employed degree graduates. A survey was administered using the standardized questionnaire to 116 level III and IV graduates, 6 private and governmental organizations (employers) and 20 college administrative staffs, department heads & instructors totally to 142 respondents.

#### **1.5. Limitation of the study**

Despite an attempt made by the vocational guidance and counseling (VGC) team to reach out as many graduates as planned in the sample size in the occupation in focus, there were major challenges faced to reach them all as desired. To begin with, due to inconsistent and partial data on the lists of graduates provided. The list of graduates provided by the college registrar office mainly included phone numbers of the parents. This of course resulted in the interviewer not being able to reach the graduates directly but had to make the double amount of calls instead in addition to the malfunction of registered phone number and problem of network connections obviously affected to study the whole graduates.

Secondly, the restricted mobility due to occasional conflicts in some areas: In few cases, unsafe conditions in the zone caused some inconveniences in data collection and limited movement to collect data and dictated that in some cases, interviews with respondents were conducted through

telephone. Thirdly, the absence of pre-field work awareness and sensitization meetings between VGC team and relevant stakeholders due to lack of pre strategic plan with those companies /industries employing our graduate. Fourthly, poor perception of respondents about TVET graduates i.e some of the respondents have developed negative impact on self-and wage-employment of TVET graduates.

## **CHAPTER TWO: REVIEW OF RELATED LETERETURE**

### **2.1. Theoretical concept**

Researchers usually consider different factors of unemployment in their academic research articles on unemployment. For instance, (Arruda et al., 2018) analyzed gender, age, race, residence, education level, and the region as determinants of long-term unemployment, understanding the employment characteristics and the underlying factors that influence graduate trainees' successful transition into the labor market is critical, both to decrease the amount of new graduates who are overqualified for their jobs and to ensure that employers can employ graduates who have the skills in their organizations need to succeed in the knowledge.

Studies shows that Misalignment between training in the college and the labor market is not only a problem in developing countries, but a concern in developed countries as well and several authors argued that colleges in all settings should engage the labor market in designing curricular and co-curricular programs that are geared toward developing trainees with skills for the labor market. Despite the concern about misalignment between TVET institutions and the labor market, scholars have found that training institute is considered as a key player for the providing of skilled workers for the labor market and for individual personal economic benefits. For example, as training systems expand and economies develop, people seek to achieve training, and especially in developed economics, the attainment of training program becomes a requirement for working life (Atchaoarena, 2009).

### **2.2. Empirical Study**

Different investigators commonly consider different factors of joblessness in their academic research articles on unemployment. For instance, some other academic research articles on unemployment were done by (D. Jackson /Jackson, 2014) J. Dania (Dania et al., 2014) likewise, considered program type, graduate's attainment, gender, residence, family background, and graduates' job searching skills as determinants of graduates' service examined using logistic regression analysis when they studied determinants of graduates' employment in Rwanda.



A study by D. Jackson (Jackson, in 2014) showed that industry selection decisions in Australia broadly align with founts of graduate employability such as practical expertise, generic skill mastery, and an effectively formed graduate identity. Furthermore, it was indicated that demographic factors such as age, placement status, study mode, full- or part-time status, correction, and the awarding foundation improve occupation projections, such as skill and identity development, engage in effective job search strategies, and provide high-quality courses through effective training and learning.

Dania et al (Dania et al., 2014) pointed out that, trainees' employability in Malaysia was found to be connected with gender, industrial training, involvement in extracurricular activities, and their participation in career development activities. Findings of Harry, T., Chinyamurindi, W.T., & Mjoli, T (Harry et al.,2018 ) also presented that poor socio-economic status, a poor training system, curriculum issues, the choice of TVET training institutions and social connections were identified as factors that influence graduates employability. In addition, the study suggested that policymakers should consider trainees perceptions towards employability when addressing the issue of unemployment.

Furthermore, TVET Colleges faces a series of challenges originating in their relationship with the labor market as stated by Korke (2010). He discovered a variety of training disparities in the graduate labor market: from over-training to skill mismatches and their impact on employability though many students were coming to the university by expecting skills and experiences that enable them to access graduate employment opportunities. Thus, college curricula should align with industry expectations, and strengthening stakeholder links, enforcing industry-centric college curricula, improving graduate work experience, improving graduate soft skills, and their attitude to work is much more important to improve graduates work readiness as stated by Hardin-Ramanan, S., Gopee, S., Rowtho, V., & Charoux, O (Hardin-Ramanan et al., (2020)

Nicholaus E. Nikusekela & Eliafura,( 2016) studied many curricula factors such as knowledge of technology, language (English), practical and technical skills, practical experience and class of degree obtained, and demographic characteristics like sex, age, marital status, level of education, residence and the like that may influence employability of fresh higher learning graduates in Tanzania, and their result revealed that sex of graduates and knowledge of practical experience were the only significant factors of employability of fresh higher learning graduates. Moreover,

promoting internships, placements, and work-based learning was suggested as a measure to be taken to address employability in the study area. This may be because every single decision regarding the choice of the right major, getting quality internships and the decision on the best extracurricular activities plays an important role in one's future.

More importantly, As stated by Gill, R (Gill, 2018)., employability skills, particularly personal skills such as interacting, occupation request, time management, and effective work habits can be developed through participation in an instructive forum that may increase the professional employability of recent graduates. (Majid et al., 2012) believe that encouraging trainees to focus on their rights major and engage in quality internships while attending College and equipping them with entrepreneur skills during their study is important to get timely employment.

### **2.3. Empirical evidence in Ethiopian**

Notwithstanding many studies on the incidence of joblessness and associated factors in Ethiopia Batu, (2016); Some Ethiopian public TVET have been trying to explore the factors associated with graduate unemployment (Gebretsadik, 2016; Getie Ayaneh et al (2020)

Yibeltal, (2016) it is not adequate and inclusive. Though there was a reduction in overall unemployment in Ethiopia, the percentage of graduate joblessness has been increasing which might create potential ground for social and political unrest. They confirm that, graduate unemployment in Ethiopia has reached its limit, and its increase could be perceived as a “red flag” to TVET training expansion. They suggested that the expansion of training institute in Ethiopia must be aligned with market demand. Also, J. Yibeltal ( 2016) and D. Gebretsadik (2016) confirmed that many graduates in Ethiopian Colleges were challenged a lot due to prolonged job search duration before having their first job.

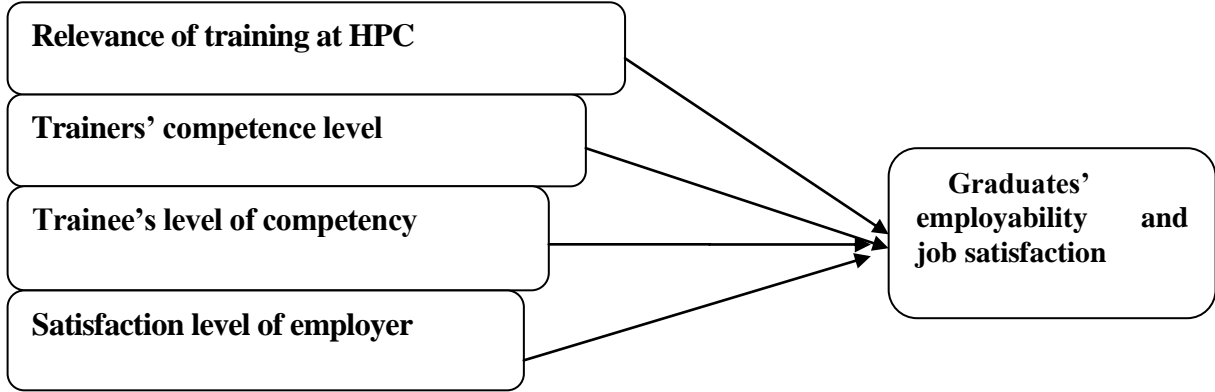
### **2.4. Conceptual Frame work**

The main purpose of conceptual frame work is to make clear impressions and relationships among the variables in the study. Therefore, the investigator theorized in the study association among graduate's employability, skill gaps on work and their satisfaction level towards the training they received in the college.

The following figure is a representation of the initial Conceptual Framework of this Tracer Study for HPC who graduated their training program in 2022.

**Independent Variables**

**Dependant Variable**



**Figure 1. Conceptual Framework**

## CHAPTER THREE: METHODOLOGY

### 3.1. Description of the study area

Holeta town Administration is located in Oromia Regional state. It has a latitude and longitude of 9°3'N 38°30'E and an altitude of 2391 meters above sea stage and on the main road to Ambo, about 30 km due west of the capital city . Currently, the administrative formation of the city is divided into eight Administrative kebeles. From the eight Keble's, 5 of them are characterized by farming society such as Gelgel Kuyu, Burka Welmera, Sadamo, Tullu Harbu and Mada Gudina. (Holeta Town Council Office plan 2022). The study was carried out at Holeta Polytechnic College (HPC) which is located in Holeta City Administration. Data were gathered from graduate cohort and employer organization found in different part of the region using different mechanism

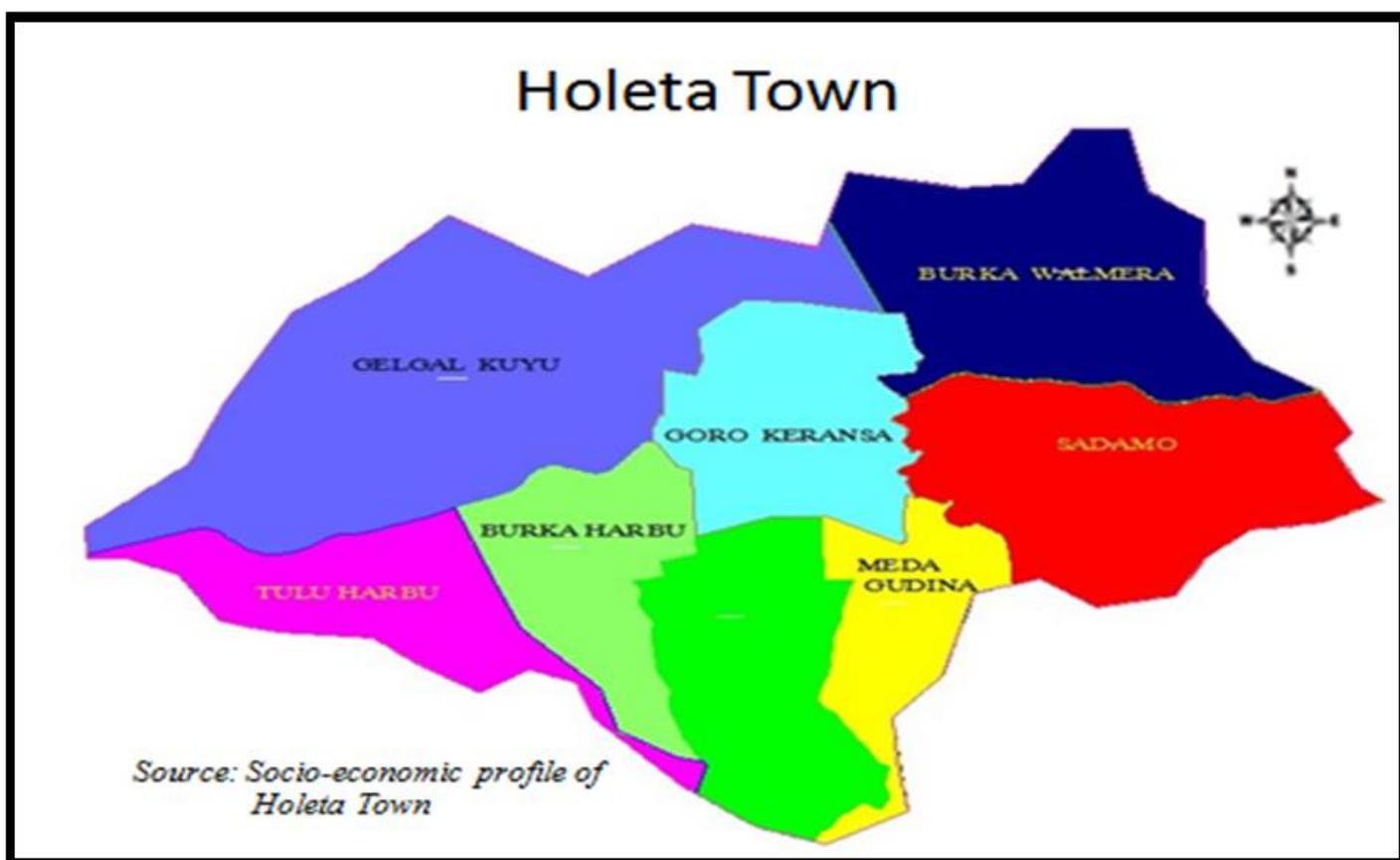


Figure 2. Holeta town Map

### 3.2 Research Design

Research design is considered as the sketch and foundation of any study since it smooth the progress of various research processes. In this regard, Kothari (2006) argues that research design helps the investigator as forward planning methods to be agreed for collecting the relevant data and procedures to be used during analysis. Moreover, this survey research was used a descriptive research design. More importantly, Mugenda (2003) confirmed quantitative and qualitative research approach which is adopted in the study is an approach in which the investigator adequate and relevant data with pertaining to the issue under study.

### 3.3. Target Population

This study attempted to garner baseline information from Holeta Polytechnic College graduates of 2022 cohort. The study unit includes college teaching staff (Department Heads, Senior Instructors, College management team), people from employing organizations were respondents

### 3.4. Source of Sample

The lists of graduates eligible for this survey were collected from the College. The collected and provided lists contained basic information of the graduates (Last name, name, mobile phone number, email address, parent mobile phone number. Zone. District and kebele).

### 3.5. Sample Size and Sampling Techniques

The sample size was determined by taking into account confidence level of 95% (i.e., how sure one can be that the results are accurate) and margin of error of 5% (i.e., the range the results would fall if the confidence level is true). To this effect, the sample size for the study was determined using the formula developed by Yamane (1967).

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

Where  $n$  = the sample size,  $N$  = the population size, and  $e$  = the level of precision.

Based on the above formula our sample size from the total population was:

$$n = \frac{163}{1+163(0.05)^2} = 116$$

Thus by using the above formula the sample of 116 has taken from the total population of 163 graduate respondents has participated on the study. The respondents samples were taken from the

catchment area of Holeta Town and its surrounding within the radius of 100 km namely (Holeta town, Inchini, Menagesha, Burayu, Ejere, and Ginchi, Sebeta and Ambo areas) because of majority of the graduates are from this catchment area

### **3.6. Sampling Approach**

Both quantitative and qualitative data were gathered and analyzed using appropriate techniques and software applications. Depending on the requirements and existing situation, convenience sampling was selected. The lists of all graduates were collected by the VGC team from the registrar office of the College graduates profile filled during registration. The lists were then assigned the sequential numbers up to the total of the eligible population of 163 trainee graduates. All of the graduates who have provided the necessary information (even only mobile number) according to the questionnaire have been included in this tracer study. It was agreed to conduct at least the double number of interviews to achieve a more representative result according to the norm.

The first 116 graduates were the targeted sample; the remaining graduates (in descending order) were the alternates. If a participant could not be reached by phone or wouldn't show interest to participate in the survey, the following graduates on the list were selected. The process continued until the required sample size was reached. The answers to the prepared questionnaire were registered by the interviewers after the completion of the phone survey/interviews, as well as the number of graduates not reached or uninterested to participate in the survey.

### **3.7. Data Gathering Instruments**

#### **3.7.1. Questionnaire**

In this survey, data was collected through questionnaires and interview guides. A structured questionnaire were developed and used/dispatched to all graduated trainees by the vocational guidance and counseling (VGC) team

#### **3.7.2. Interviews**

Semi-structured interviews (key informant interviews) were conducted with different participant groups in this survey. Personal interaction (telephonic and face to face): Depending on the response and where possible, the research team personally met with and conducted one to one interviews and discussion

Graduates, trainers, heads of the departments, College leaders and employers were involved in interviews. Six to eight participants were involved in each Focus group discussion (FGD) in which 20 respondents were involved. Key informant interviews (KIIs) were another important data collection method employed to gather data from sources that have particular access to the information.

### **3.7.3. Observation**

In this study some data were also collected through observation to gauge the status of resource supply. In this respect, all forms of resources with particular emphasis to different facilities, infrastructure, workshop organizations, as well as hand tools and equipment were observed.

### **3.8. Procedure for Data Collection**

The necessary data collection was made by face to face contact and telephone call with graduate trainees. On the other hand, college's instructors, registrar office and employer were contacted and introduced the purpose of the study to facilitate necessary condition during data collection. Some of the Colleges senior instructors those who are needed for explanations on some statements were given the necessary attention as a KII. The completed filled questionnaire by the graduate respondents face to face was returned on the same day.

### **3.9. Data Entry and Management**

After the data collection was completed, the data collected were thoroughly audited, cleaned, and all variables coded and entered in Statistical Package for the Social Science (SPSS) version 24 application (*SPSS*) software *data view and variable view* by the research team. The data cleaning process enabled us to determine and exclude inaccurate, incomplete, or unreasonable data as soon as the collected data from the respondents was made available.

### **3.10. Data Analysis Methods**

The collected quantitative data were analyzed using the Statistical Package for the Social Science (SPSS) version 24 application and excel data sheet. The qualitative data were elicited and narrated obtaining respondents' opinion, feelings perceptions and suggestions and triangulated ways the quantitative information gained and finally summarize and present the outcome in simple tables using the frequency counts, arithmetic mean, standard deviation and percentages

### **3.11. Validation Workshop**

A one day workshop was designed for all college management staffs, instructors, surrounding industries representatives/stalk holders, project's implementation unit (PIU) team, graduate Alumni association members (included past and present members), private colleges and local governance representatives to validate the findings on specific aspects such as impact on policy and influence on people and institutions.



## **CHAPTER FOUR: RESULTS AND DISCUSSION**

Findings are systematically assorted to address graduates' aspiration, satisfaction and relevance of their training at HPC for employment and employers; evaluation of TVET graduates in respect of knowledge, skill and attitude. The graduates interviewed had no orientation/awareness about job search options and had limited access to move from place to place due to security problems encountered. This might have affected their performance in finding appropriate employment.

The majority of employers rated the knowledge, skill and attitude of TVET graduates marginally satisfactory and argues that demand of the labour market is not properly addressed. All the respondents expressed that there is no difference between male and female graduates in respect of knowledge and skill although females were better attitude-wise.

### **4.1. Return Rate**

Before analysis took place the data garnered were cleaned and organized by the research team, keeping respondents relevant original information as they involved in the survey. Out of the 163 levels III and IV graduates of the targeted cohort, a total of 116 graduates were selected as a sample of the study. Based on their acquaintance with the study and their willingness to participate in it, the involved relevant participants were from Graduates, trainers, heads of the departments College leaders and employers were involved in it providing the necessary data.

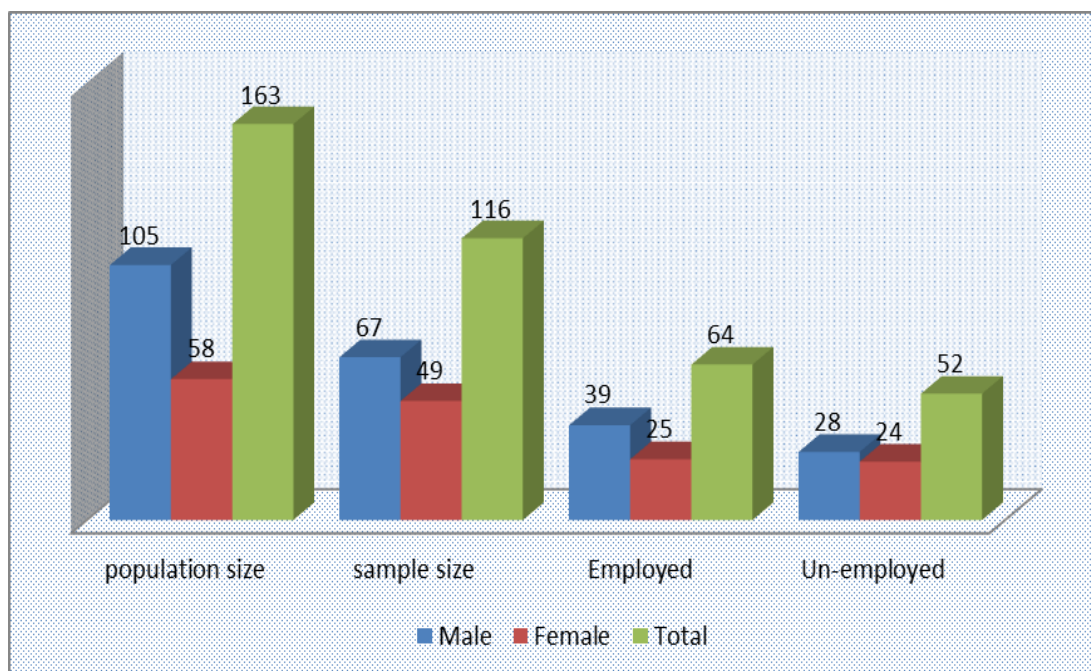
### **4.2. Demographic Data and its Implication**

As Table 1 demonstrates, 67 (57.8%) respondents were males whereas 49 (42.2%) of them were females. In terms of the total population, females (84.48%) participants were involved which was by far greater than male respondent that was 63.81%. This implies that males have probably less involvement than their female counterparts in the study that might be due to their availability with their mobile and network of mobiles while consecutive calls were made to compensate the sampling size. It also indicated that majority of our graduates respondents 111 (95.7%) were in the age category of 20-30 years whereas five (4.3%) of the respondents were between 30- 40yrs. This pattern is consistent with the attention that is being set in the ETVET strategy and its partners towards making TVET easily accessible to the countries' (job seeker) youth population. The Marital status graduates also revealed that, 98(84.48%) of them were single and the rest 18(15.52%) were married. This might help the majority of graduates to move from place to place for search of jobs

**Table 1. Characteristics of the graduate respondents; sex, age, marital status and their occupation**

Name of occupation	<u>Sex</u>		<u>Tot</u> <u>al</u>	<u>Age</u>		<u>To</u> <u>tal</u>	<u>Marital status</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>		<u>20-30</u>	<u>31-40</u>		<u>Married</u>	<u>single</u>	
Animal Production	5	6	11	10	1	11	6	5	<b>11</b>
Animal Health Care Service	22	11	33	32	1	33	4	29	<b>33</b>
Crop Production	7	10	17	16	1	17	2	15	<b>17</b>
Natural Resource Cons. & Dev't	11	7	18	17	1	18	3	15	<b>18</b>
Hard ware and Network Service	9	10	19	19	0	19	2	17	<b>19</b>
Building and Electrical Installation	10	2	12	11	1	12	1	11	<b>12</b>
Fruit and Vegetable Processing	3	3	6	6	0	6	0	6	<b>6</b>
<b>Grand Total</b>	<b>67</b>	<b>49</b>	<b>116</b>	<b>111</b>	<b>5</b>	<b>116</b>	<b>18</b>	<b>98</b>	<b>116</b>

As shown in the figure 3, out of 163 total graduates 105 (64.42%) were males and 58 (35.587%) were females. The low number of female graduates was less than male graduates at about by half up on graduation which has its own impact on the respondents' proportion in the sample drawn from it.



**Figure 3. Total population, sample and employed respondents by gender**

### 4.3. Assessment Level of Respondents

Table 2 below describes, among 116 graduates respondents about 100(86.20%), 8(6.90%) and 8(6.90%) of them were competent in levels IV, III and II respectively during the National assessment (COC). Majority of Level II and III competent graduates are from Building and electrical installation which graduated with level III and the rest are graduated with level IV. This might implies that competency in National assessment (COC) did not grant employment opportunity of graduates but it is one of the criteria to be employed in the governmental organization and to control the quality of training throughout their stay in the training in college.

**Table 2. National assessment (COC) competence of the graduate respondent**

Name of occupation	National assessment			level of competence			Total
	Yes	No	Total	Level II	Level III	Level IV	
Animal production	11	0	11	0	0	11	11
Animal health care	33	0	33	0	1	32	33
Crop production	17	0	17	0	0	17	17
Natural resource cons. & Dev't	18	0	18	0	1	17	18
Hard ware and Network Service	19	0	19	0	1	18	19
Building & Electrical Installation	12	0	12	8	4	0	12
Fruit and Vegetable Processing	6	0	6	0	1	5	6
<b>Total</b>	<b>116</b>	<b>0</b>	<b>116</b>	<b>8</b>	<b>8</b>	<b>100</b>	<b>116</b>

According to the focus group discussion participants:

*.....the frequent change of EOS by the industry and revision of curriculum is one the problem on the socio-economy status of graduates. The OS and curriculum of study reshuffled and lost acceptance even before the enrolled cohort complete their training on a given program and leave the institution. Here, the graduates are forced to take assessment twice or more at different levels to get acceptance.*

*..... Obviously, the re designing of the curriculum and frequent change of OS is, not upon the basis of trainee' need and current market demand. According to the participant respondents, the frequent revision of the OS is due to lack of predefined standardized theory that fit to the specific level of training program. Expertise capability and coordination to set readily accepted occupational standard is under question. OSs usually seen with lots missed points and unedited. According to this discussion, the redesigning and revision of curriculum is important to incorporate some important topics to make the OS complete up on functional job*

*analysis. On the other handed the disability of the OS has great impact on trainees' satisfaction their competence acceptance since the accreditation criteria is also not stable. OS setting is beyond the roll of the college. The OS has even got changed before the target cohort has completed their training*

#### **4.4. Employment Rate**

Graduates' profile were also assessed from the viewpoint of employment status, sex and the level, and occupation as indicated in table 3 and 4 clearly. The study concluded that about 55.17% of them were employed, being employed permanently or temporarily in different sectors and only about 44.83% of the graduate respondents are still unemployed or economically inactive.

*As stated by one of the key informant respondent from employer organization:*

*....the need by the labour market / as of our community/ is business and services but the training delivered by our college is mostly on agriculture, this may be one reason for the unemployability of our graduates. So conducting proper labour market need assessment is mandatory to overcome the mismatch between the demand and supply human resources.*

*..... others complained that the vacancies that invite level graduates is rare and while analyzing the functional job on the field, the supervisors explained that most of our work can be handled by non-professionals after providing them short term trainings on their own farm to reduce costs of production and improve profitability.*

Among these employed graduate respondents of level graduates, 60.94% of them were males whereas the rest 39.06 % were females from the total employed graduates and from surveyed samples 58.20% males and 51.02% females were employed with in 9 month duration implying that the female graduates have less number up on graduation almost by half i.e. 58 female graduated among 163 total population. Based on this, the survey included more females than the male graduates.

In contrast to the steadily growing number of graduates from year to year, employment opportunity may decline in the same pace. This implies that the graduate cohort under study has not been absorbed in the economic activities by the labour market as designed and planned. The

study also indicated that, the graduate unemployment rates mentioned above are due to a mismatch between supply and demand and the situation of the country particularly the region.

On the other hand, degree program from satellite campus HPC were included in the table below to indicate only the total employment rate (**67.3%**) of the graduate. This is because of the degree program graduates were those government employed graduates before coming to the college for upgrading.

**Table 3. Total population, Sex Vs Employment rate including on job training Degree program**

Employment rate		Total graduate/population/	Currently employed		Total sample	% among total respondents	0 to six month of graduation	after 6 month to 9month	Total	% among M & F respondents
			Yes	No						
Level grad	M	105	39	28	67	60.94	22	17	39	58.20
	F	58	25	24	49	39.06	12	13	25	51.02
	<b>Total</b>	<b>163</b>	<b>64</b>	<b>52</b>	<b>116</b>	<b>100</b>	<b>34</b>	<b>30</b>	<b>64</b>	<b>55.17</b>
degree	M	36	36	0	36	83.72	36	0	0	100
	F	7	7	0	7	16.28	7	0	0	100
	<b>Total</b>	<b>43</b>	<b>43</b>	<b>0</b>	<b>43</b>	<b>100</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>100</b>
Total	M	141	75	28	103	70.1	58	17	75	72.8
	F	65	32	24	56	29.9	19	13	32	57.2
	<b>Grand total</b>	<b>206</b>	<b>107</b>	<b>52</b>	<b>159</b>	<b>100</b>	<b>77</b>	<b>30</b>	<b>107</b>	<b>67.3</b>

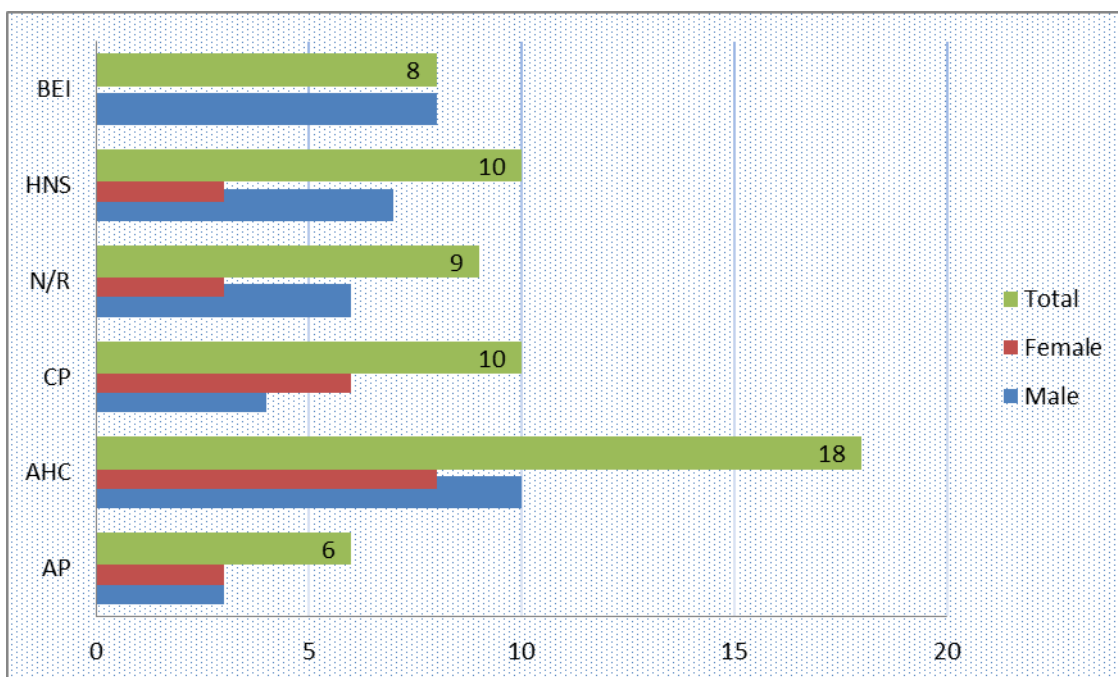
As far as the of occupation of graduates is concerned, a greater proportion of respondents 28.45% were Advanced animal health services (AAHS), 16.38 % were Hard ware and network services (HNS), 15.52% were Natural resource conservation & development (NRCD), 14.66% were Crop production, 10.34% were Building and Electrical Installation (BEI), 9.48% were Animal production (AP). Whereas the smallest ones 5.17% Fruit & vegetable processing (FVP) participants were involved.

The employment rate of graduates in terms of their occupation, a greater proportion of respondents 66.67% were Building and Electrical Installation, followed by 58.82% Crop production, 54.55% Animal production and advanced animal health services, 52.63% hard ware and network services, 50% Natural resource conservation & development and Fruit & vegetable processing. The employability result of this year (55.17%) is better than last year's 9 month

employability rate which was 30.11%. This might be due to the created awareness of graduates and employing organization through consultative meetings conducted at different time.

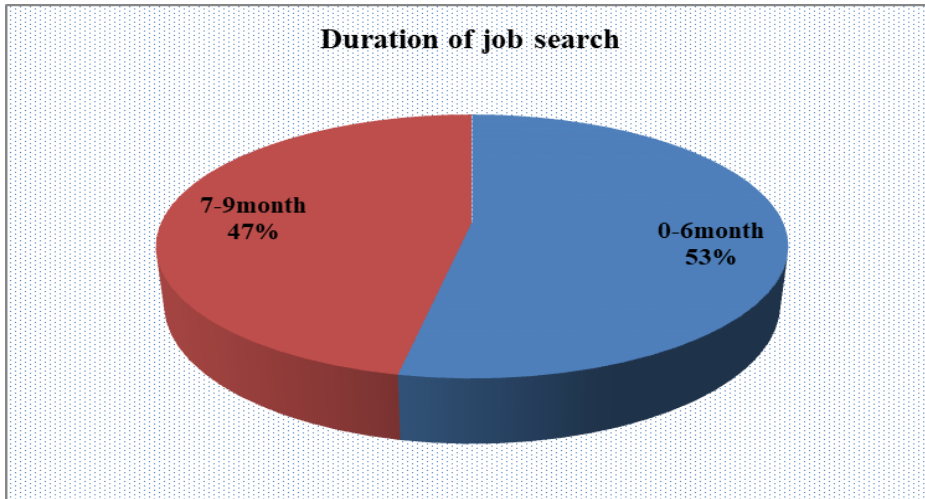
**Table 4. Employment rate and employment duration Vs their respective occupation**

Name of occupation	Are you currently employed?			%	0 to 6 month		Total	After 6 to 9 month		Total
	Yes	No	Total		Yes	No		Yes	No	
	Animal production	6	5		11	9.38		5	0	
Animal health care	18	15	33	28.13	8	0	8	10	0	10
Crop production	10	7	17	15.63	0	0	0	10	0	10
Natural resource cons & Dev't	9	9	18	14.00	5	0	5	4	0	4
Hard ware and Network Service	10	9	19	15.63	7	0	7	3	0	3
Building and Electrical Installation	8	4	12	12.5	7	0	7	1	0	1
Fruit and Vegetable Processing	3	3	6	4.69	2	0	2	1	0	1
<b>Total</b>	<b>64</b>	<b>52</b>	<b>116</b>	<b>55.17</b>	<b>34</b>	<b>0</b>	<b>34</b>	<b>30</b>	<b>0</b>	<b>30</b>



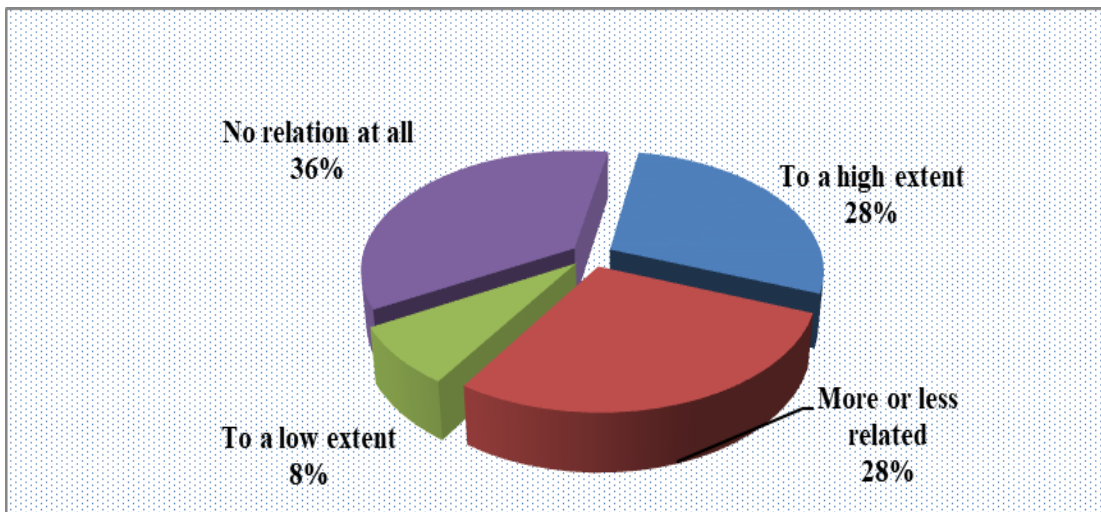
**Figure 4 employment rate VS occupation**

Among the total 55.17% employed graduates respondents, 53% of them were employed within 6 months duration and the rest 47% were employed between 7 –9 months stay. (Figure 5 below),



**Figure 5. Duration on job search for employed graduates**

The extent that graduate respondents' current work related to the field of their training was assessed using Likert scale questions (the five point scale types). Accordingly, majority of the graduate respondents, nearly 36% of them were engaged in the work that has no relationship with their field of study, about 28% of graduate respondents work where more or less related to the occupation they have trained in, 8% were engaged on less related to the occupation, and about 28% of them were seen engaged in work that has direct relationships with the occupation in which they have been trained (figure 6). This indicates that there might be a mismatch between the training program of the TVET institutions and the labour market demand of the qualified workforce and or the graduates were attracted to any work nearer to home.



**Figure 6. Job - profession relationship**

Graduates are largely engaging on the job that has no direct relation with area of training or less likely relevant to their occupation. This is due to market demand variation and lack of accurate forecast for the labor market need that could result in huge number of unemployment. The industry and training institution should precisely work jointly to minimize the mismatch between the training program design and the labor market demand of qualified workforce, and hence minimizing unemployment rate. As the Key informant interview observations:

Informant Interviewee argued .....

*... the graduates are working in different organizations where job opportunity invite them as part time worker and contract bases with less fees in unrelated field until professional vacancies found and invite them to be hired like Floriculture farm, commercial bank, guard of different organizations.*

#### **4.5. Effectiveness of HPC training program**

##### **4.5.1. Help fullness of trainings delivered by HPC Vis-à-vis to current job**

Figure 7.below indicates the helpfulness of the training that trainers attended during their study at the Holeta polytechnic college using Likert scale questions (the five point scale types). To this regard majority of the graduate respondents assert that the knowledge and skill they acquired is highly helpful regardless of the training program frequent change in the OS and curriculum design that might put pressure on the occupational certification accreditation and its acceptance to compute for the available job vacancies in the labor market.

Based on graduates' occupations, the helpfulness of training to current job also reveals (Table 5), those engaged in the area of their occupation like animal health care service mentioned as it is highly helpful and those responded as somewhat, a little and not at all helpful are those engaging on the job that has no direct relation with area of trainings or less likely relevant to their occupation.

Of the total percentage, 47% rated their trainings to be “highly helpful”, 26% rated their trainings to be “somehow helpful”, 16% rated their trainings to be “a little helpful” and 11% rated their trainings to be “not at all helpful” to their current job (Figure 7). While elaborating the case, participants on the focus group discussion and the key informants as well assert that;



... Respondents also suggested that there is a wide opportunity for employment in the labor market regardless of graduates' skill competence poor in the occupation they trained.

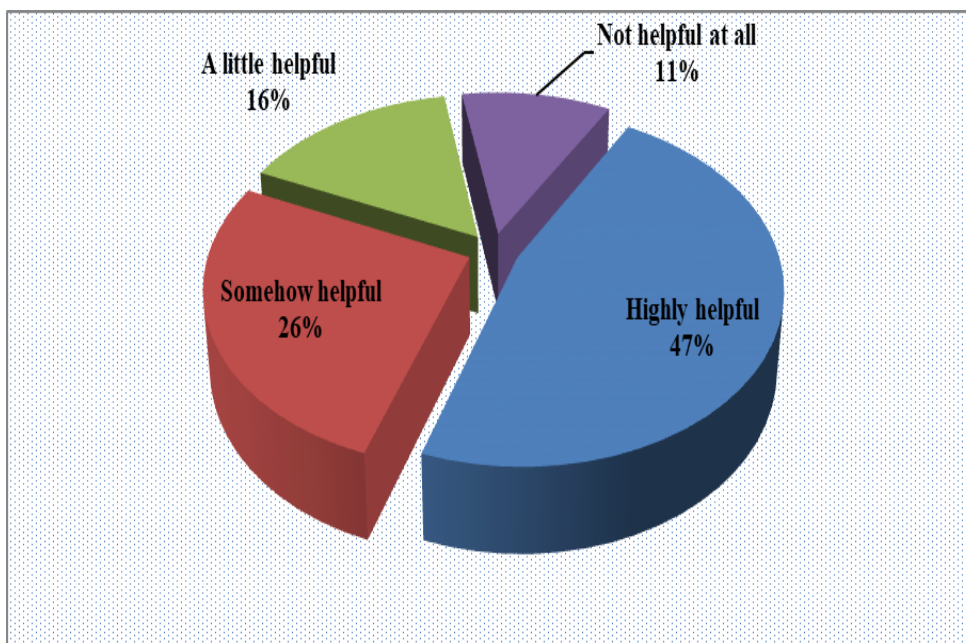


Figure 7. Graduates' rating of Helpfulness of training received at HPC

Table 5. The Utility of Occupations for Employed Graduates

S/N	Occupation and/or sector	Highly helpful	Somewhat helpful	A little helpful	Not helpful at all	Total
1	Animal production	1	4	1	0	6
2	Animal health care	10	6	1	1	18
3	Crop production	6	2	2	0	10
4	Natural resource cons. & Dev't	2	2	2	3	9
5	Hard ware and Network Service	4	2	2	2	10
6	Building and Electrical Installation	5	1	1	1	8
7	Fruit and Vegetable Processing	2	0	1	0	3
Total		30	17	10	7	64

#### 4.5.2. Employment Occupation Relationships

Type of employment and the extent to which the employing organization engaged in hiring the graduates of the Holata polytechnic college specifically the cohort under study was discussed parallel to the table 6 and 7 below. There is no significant difference regarding the rate at which employing organizations involving in job opportunity creation activity to absorb the TVET graduates as it is observed. Graduate respondents either engage in self-employment activities or join private employing organization temporarily. Accordingly, insignificant number of the graduate cohort got work in government sectors implying less job opportunities in the sector.

Table 6 shows graduate employment by types of employer or sector. 35.94% of graduates identified are self-employed, 26.56% of graduates identified the private companies or the private sector as their sector of employment. 18.75% are employed in the non-government sector, 10.94% are employed by government or other public sector agencies. The remaining 7.81% of graduates are other sector.

**Table 6. Graduates' sectors of employment**

variables	Where they employed	Frequency	Percent
1	Government organization	7	10.94.
2	Private organization	17	26.56
3	Nongovernmental organization	12	18.75
4	Self-employed	23	35.94
5	Others	5	7.81
<b>Total</b>		<b>64</b>	<b>100.0</b>

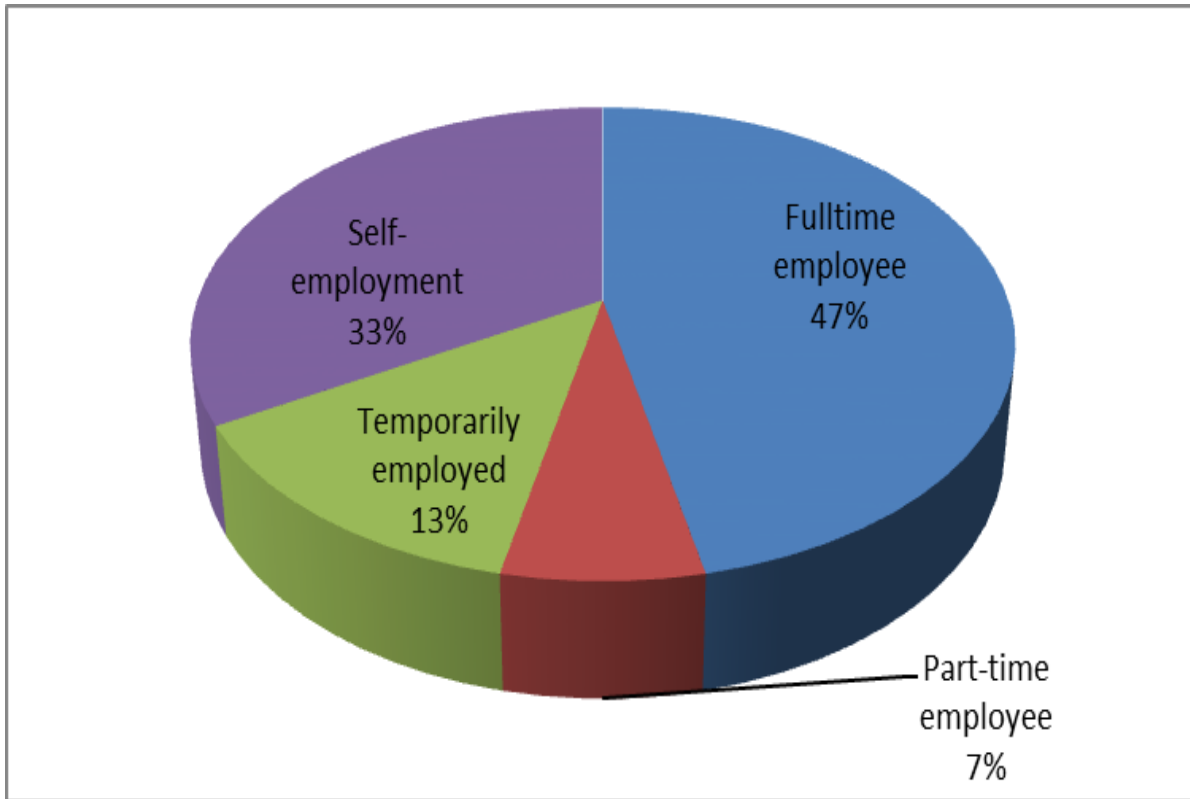
As shown in table 7 below, the employed graduate respondents rated their employment condition using Likert scale questions (the five point scale types). The type of employment informs about the utility of TVET. Among the graduates who have got employment opportunity the overwhelming majority (43 or 35.9%) had been employed temporarily basis, 31.3 % employees are employed as self-employee, followed by 28.1% as full time employee. The remaining insignificant proportion of them (4.7 %.) were employed on a part-time basis. This data supports majority of our graduates are self-employee that coincides with the objective of TVET institution.

**Table 7. Graduates' employment conditions**

Variables	Type	Frequency	Percent
1	Fulltime employee	18	28.1
2	Part-time employee	3	4.7
3	Temporarily employed	23	35.9
4	Self-employment	20	31.3
Total		64	100.0

#### **4.5.3. Level of Satisfaction for the Graduates**

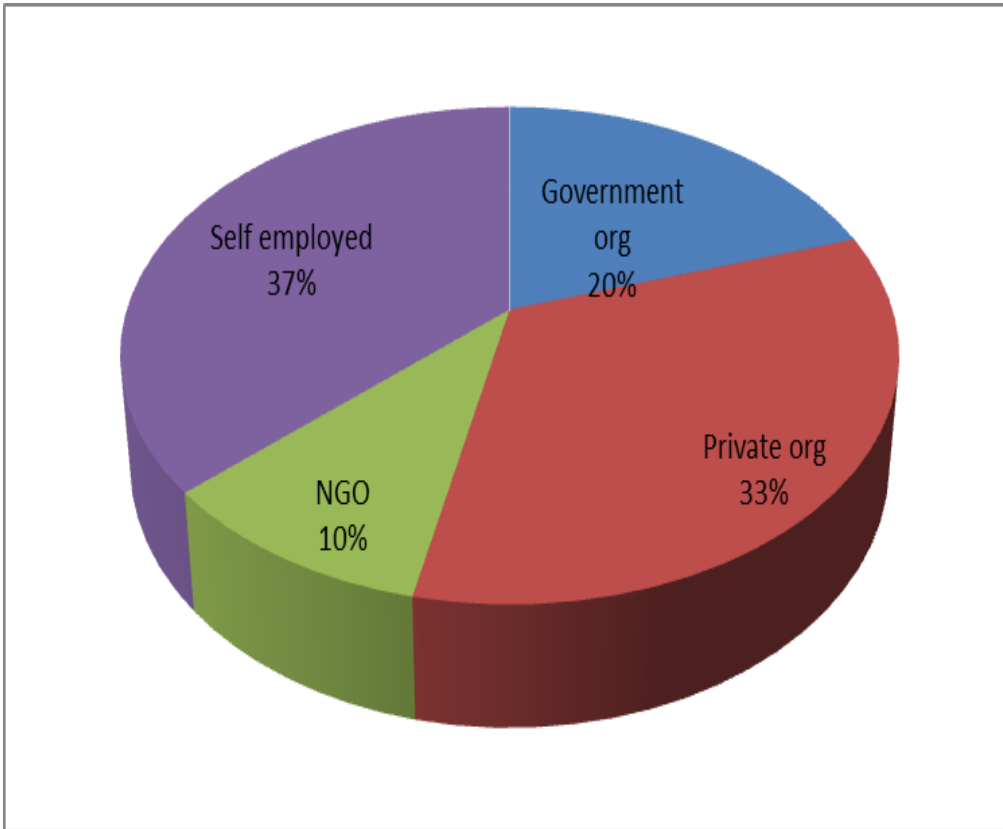
Employee's job satisfaction was observed from different viewpoints in summary. Type of employment (full time employment, part-time employment, temporary employment or self-employment) was one parameter. Indeed, 47% fulltime, 33% self-employed, 13% temporarily employed and 7% part time worker graduate respondents were seen satisfied with the current job they are engaged (Figure 8)



**Figure 8 Type of employment VS their satisfaction level**

On the other hand, Figure 9 also indicate, the type of employing organization was another parameter used to see the employee’s satisfaction level.

Based on this, the self-employed (37%) graduates have high satisfaction, followed by those employed in private organization (33%). On the contrary those respondents employed in governmental organization (20%) and non-governmental organization (10%) showed low job satisfaction with the current job they are engaged. This encourage entrepreneurships or self-governing of individuals at work that develop sense of ownership and one’s level of self-confidence. Therefore, it is advisable to encourage the new graduating youth to rather focus on creation of own job to lead self-employment and maximize their level of work satisfaction, than wasting time looking for wage employment from this deteriorated socio-economic circumstance



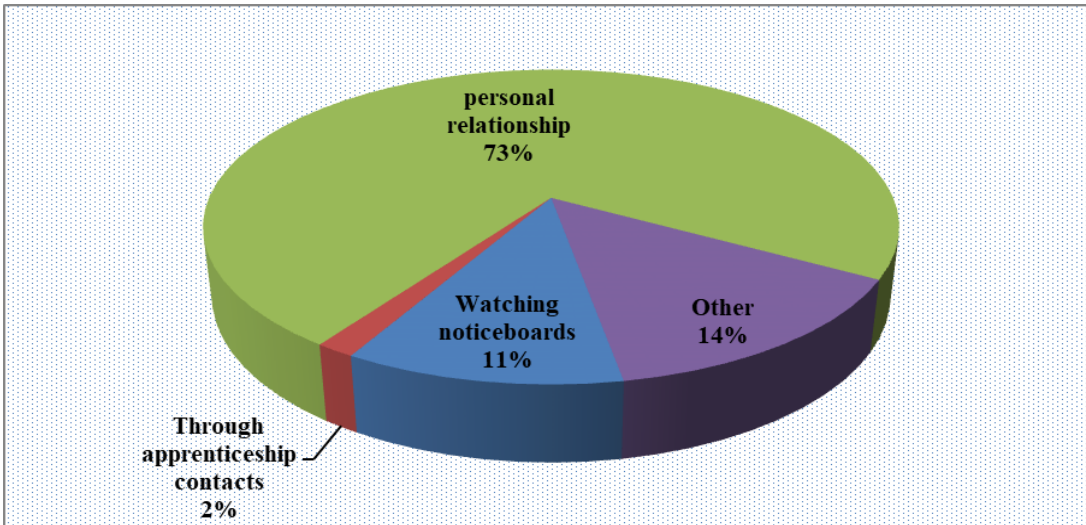
**Figure 9. Employing organization VS their satisfaction level**

As KII, a graduate of Advanced animal health care complained that.

*“...I have learned a lot. Theoretically, it was good but practically there was a gap. Especially our profession demand practice. But currently after I engaged myself in this job, I became competent enough because I have learned from my experience.” And still we unable to get licensee until gaining two years’ experience and the others also complain and become jobless because of the licenses.*

#### **4.6. Job Search**

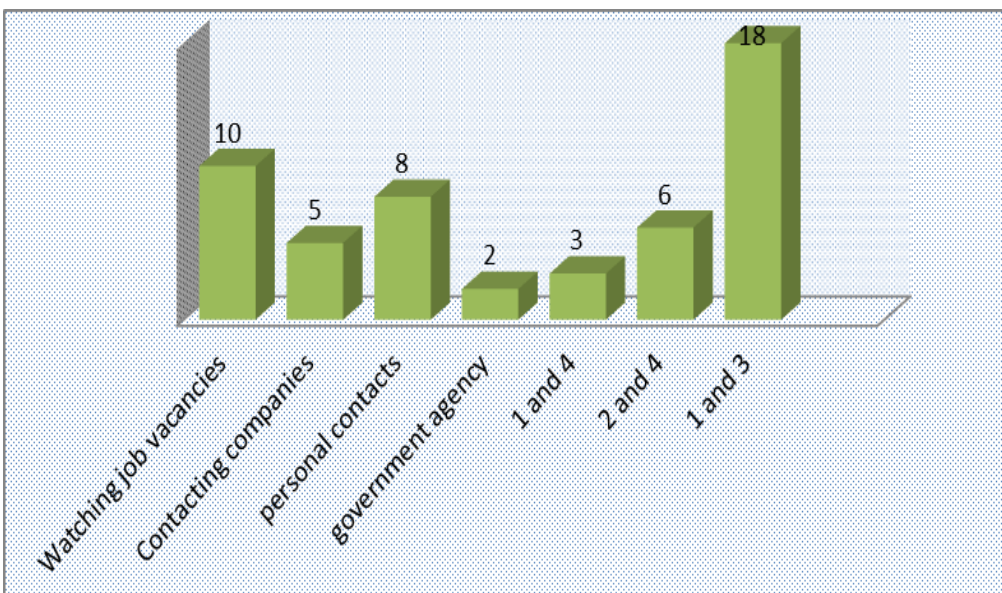
Graduates search job in the labor market through different mechanisms. As indicated in the figure 10, 73% of the respondents were used personal relationship, 11% were used watching of notice board, 2% were through apparent ship contact and the rest 14% were search job through the combination of two or more options to get their current job.



**Figure 10. Employed graduates job search methods**

Obviously, fresh graduates search job in the labor market through watching notice board, following media advert, through personal contact, through apprenticeships and other methods. Respondents of the cohort under study also how they search and get job. The most accustomed job research methods are shown on the figure 11 below

Moreover, the statistically computed data of graduates' not yet employed responded to the question that says 'how they are searching for job' indicates more emphasis to some usual accustomed methods of job searching like watching job vacancies, using government agencies and the combinations of the two or more options



**Figure 11. Unemployed graduates job search ways**

The major bottleneck in search of and get employment was assessed in the table 8 below. Accordingly, respondents figure out that lack of vacancies in the labor market that addresses their occupation, nepotism, corruption and lack of capital to create their own jobs were mentioned as a major bottleneck to job seekers. Beside this, unable to win competition were among the obstacles that might hinder the employability of graduate job seekers. Based on this, the respondent invited to figure out one or two options and the less opportunity of employment requirements for the graduates and a huge investment demands profession together was high.

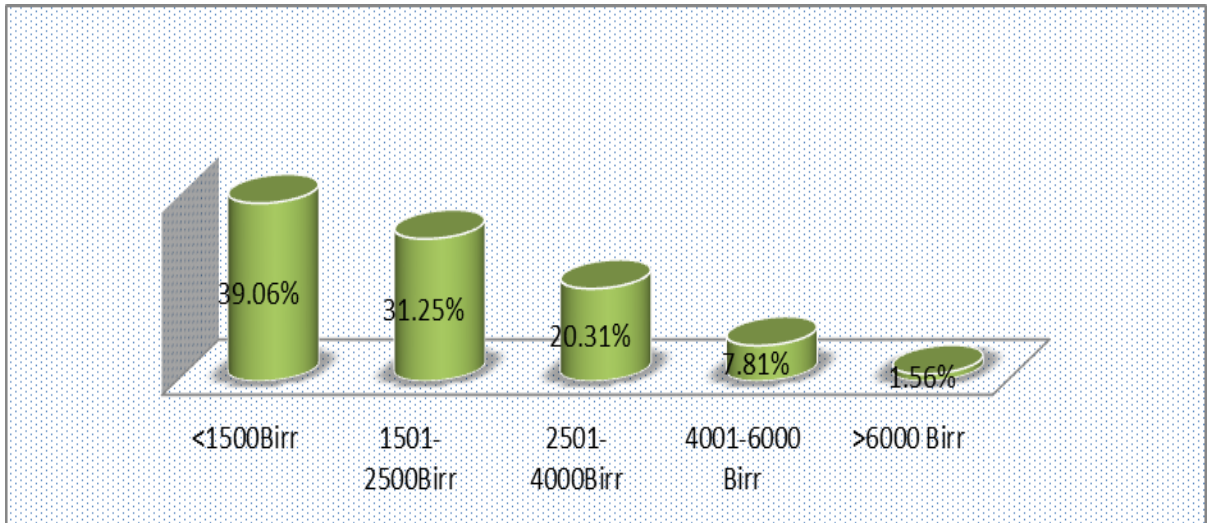
**Table 8. Unemployed graduate response on the major bottle neck not to get a job**

Variable s	Bottle necks	Frequenc y	Percen t
1	Your profession is not demanded in the market	3	5.77
2	You can't win in the competition for employment	1	1.92
3	Employment requirements gives less opportunity for level graduates	8	15.38
4	Your profession demands a huge investment	6	11.54
5	You dislike self-employment	1	1.92
6	Employment opportunities are affected by nepotism and corruption	7	13.46
7	3 and 4	18	34.61
8	3 and 7	5	9.61
9	4 and 7	3	5.77
<b>Grand total</b>		<b>52</b>	<b>100</b>

#### **4.7. Monthly income and current job satisfaction of graduates**

The employee monthly income as a measure of rate of employee satisfaction with their current job was seen in the table 9 below. Indeed, among all graduate employed respondents, 53.12% responded as they have no satisfaction, and the rest 46.87 % of them have satisfaction with their current job. Rate of satisfaction; seems increasing with the amount of income they earn increase. Accordingly, 11 out of 13 (84.15%), 4 out of 5 (80%) and 1 out of 1 (100% ) individuals claim that they are satisfied with their current job with the income level of 2501- 4000, Birr 4001-6000 and birr >6000 respectively. This shows a linear relationship between income level, job satisfaction and relation their profession with of their current job.

On the other hand, 20 out of 25 (80%) and 11 out of 20 (55%) individuals with low income level of <1500Birr and 1501- 2500Birr showed less satisfaction with their current job respectively.



**Figure 12. Income ranges of graduates**

**Table 9. Monthly income VS employee's satisfaction with their current job**

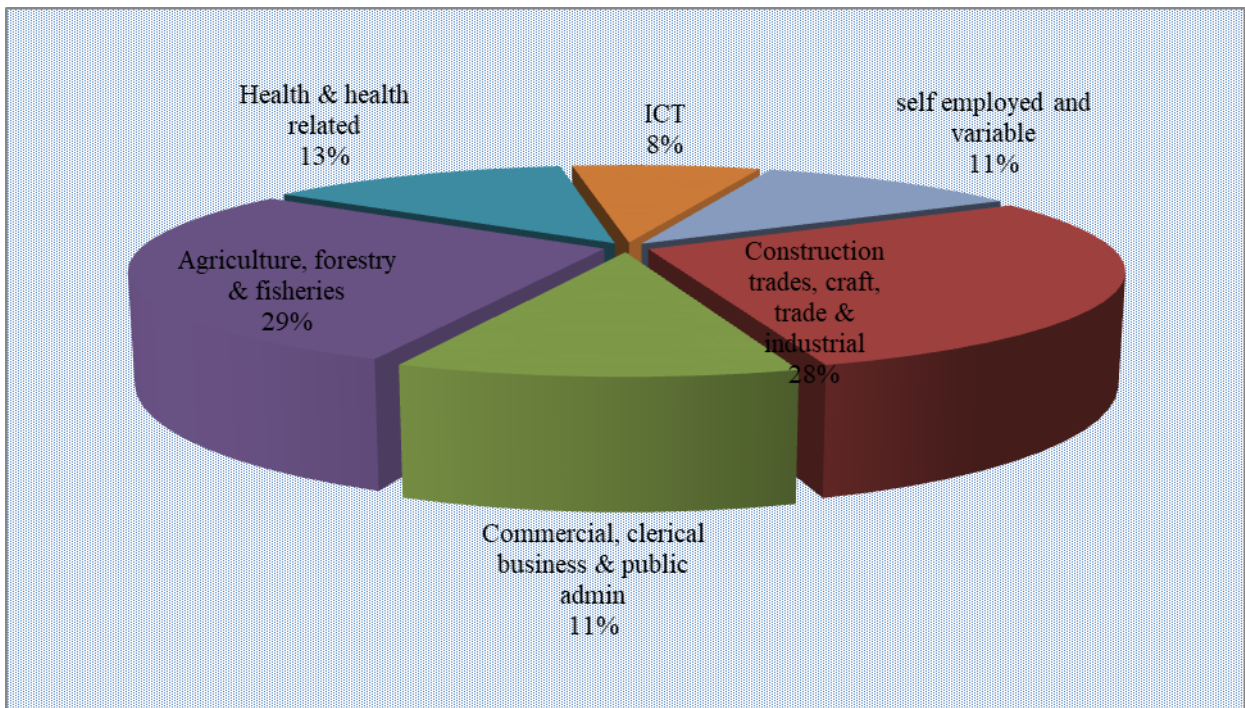
No	Parameters/scales	Are you satisfied with your current job?					
		Yes	%	No	%	Total	%
1	<1500Birr	5	16.67	20	58.82	25	39.06
2	1501-	9	30	11	32.35	20	31.25
3	2501-	11	36.67	2	5.88	13	20.31
4	4001-6000	4	13.33	1	2.94	5	7.81
5	>6000 Birr	1	3.33	0	0	1	1.56
<b>Total</b>		<b>30</b>	<b>46.87</b>	<b>34</b>	<b>53.12</b>	<b>64</b>	<b>100</b>

**Table 10. Extent of graduate current job in relation to the profession they received & satisfaction**

Parameters	0	To a high extent	More or less related	To a low extent	No relation at all	Total
Unemployed	52	0	0	0	0	52
Employee	0	15	9	2	4	30
Satisfaction	0	3	9	3	19	34
<b>Grand total</b>	<b>52</b>	<b>18</b>	<b>18</b>	<b>5</b>	<b>23</b>	<b>116</b>

The extent to which the job engaged in related to the profession the individual, and the individuals' income rate were another viewpoint to measure one's job satisfaction. The correlation between job satisfaction with the amount of individuals' income and the extent that the work related to the profession is almost linear. Most respondents also assert that they are satisfied with job; because they are working with the occupation they have attended training.

As indicated in figure 13, Employment across sectors are assessed using the pie chart revealing that agriculture sector take the lead followed by construction trades, craft, trade and industrial sectors that absorbed relatively higher number of the graduates of the cohort under study. The rest, ICT and health and health related and public administration hire fewer numbers of the graduates.



**Figure 13. . Graduates’ Employment by sector**

#### **4.8. Socio-Demographic characteristics Respondents**

The socio-economic, education and livelihood of community can impose a direct impact upon the achievement of educational studies and latter job attachment of their children. In conducting this tracer study of a single cohort of the Holata polytechnic college graduates; here, the research team interested to assess the family background of the gradate respondents.

As it is clearly shown on the table 11, majority of the graduate respondent come from rural community of which nearly 63% family (of both in average) were without basic literacy and numeracy background indicating the challenges and consequential impact up on the trainee to attend their education easily and achieve fully. about 88% the their family engage self-employment job, obviously, agricultural activities to lead their life that consume much of the



trainees' time involving in the production activities than study their lesson. Therefore, the graduates employability into different economic sectors could be seen in relation this socio backgrounds.

**Table 11. Parents' Educational level and Work status**

Education		Fathers' Education & work		Mothers' Education & Work	
		Frequency	%	Frequenc y	%
Education	No formal Education	63	54.3	83	71.6
	Primary School	41	35.3	26	22.4
	Secondary School	8	6.9	4	3.4
	TVET Graduate	2	1.7	1	0.9
	Higher Education	2	1.7	1	0.9
Work	Yes, Permanent Employment	7	6.0	1	0.9
	yes, Part time/Temporary work	6	5.2	2	1.7
	Yes, Self employed	101	87.1	104	89.7
	No unemployed	2	1.7	9	7.8
<b>Total</b>		<b>116</b>	<b>100</b>	<b>116</b>	<b>100</b>

#### 4.9. Training background

##### 4.9.1. Occupational Relevance

Occupational relevance to the economic sectors demand to easily absorb the new graduate require careful understanding of the circumstances in functional job analysis before OS formulation and curriculum design. Table 12 below reveals some key concepts to measure the fitness of training to some standardized criteria so that graduate from the training program can compete to fulfill the required standard. To this regard, respondents' argue that training they have attended was at an acceptable level but requires more emphasis on its functionality.

**Table 12. Mean Scores of Respondents on Occupational relevance**

Variable	Indicators	Graduates (n=116)	
		Mean	Std. Dev
Occupational relevance	Relevance of you occupation to the job market	2.83	0.85
	The theoretical content of the OS	2.97	0.67
	Fitness to workplace dynamics	2.93	0.71
	Fitness to the local industry (market)	2.84	0.77
	Counseling and career guidance service	3.07	0.70
<b>Average</b>		<b>2.91</b>	

M.B 1=inadequate, 2= somehow adequate, 3=adequate, 4=more than adequate and 5= can't decide

#### 4.9.2. Training methods used in HPC

Training delivery is one of the governing elements that can determine the quality of education/training. Items that contribute training methods in support of the implementation of quality teaching were listed and diagnosed in the table 13 below. Here, the statistical data computed from participants' response to assess whether the necessary items were practiced and effectively implemented were observed slightly at an average value level. The key vocational training elements like industry attachment, regular practice in workshops and effective material utilization, and giving due attention to practical exercises needs an immediate measure and reform on a regular bases. Therefore, to implement an effective delivery of the vocational training and yield with competent qualified workforce that industry demands from the labor market and as result maximize production in the economic sector, training institution should work to implement effective training methodologies, assessment practice and feedback deliveries.

**Table 13. Graduates’ Response on Training method, assessment practice and feedback delivery**

Variable	Indicators	Graduates (n=116)	
		Mean	Std. Dev
Training methods Assessment practices	Emphasis for trainees’ learning needs	2.95	0.67
	Reliance on trainee record book	2.70	0.90
	Adherence to work safety	3.02	0.70
	Continuous competence assessment	3.00	0.65
	Feedback delivery	2.91	0.79
	Practice of competency-based training	2.94	0.73
	Industrial attachment	1.75	0.79
	Workshop and material utilization	2.75	0.64
	Attention for practical exercise	2.84	0.71
Attention for theoretical concepts	2.91	0.62	
	Average	2.78	

#### 4.9.3. Facilities and resources supply

In an attempt made to assess the quantity and quality of training resource supply in the institution under study, graduates were inquired to rate items using Likert scale questions (the five point scale types), i.e. 1= not at all; 2= inadequate; 3= some adequate; 4=Adequate and 5=more than adequate for quantity. In Table 14 it is indicated that, the supply of resources was inadequate in terms of quantity. According to the graduates’ interview respondent, it can be concluded that the quality is also at an average rate that can determine the training quality. This can be traced from the qualitative data sources from trainers and employers who attributed obsolescence of machines and equipment and poor organization of workshops the challenge behind producing graduates

*KII participant from the college delivered important information that indirectly shows the poor practical competence of trainers in the college. When requested about the availability of material resources in the college this participant stated the following that also informed the competence defects of trainers:*

*...the college was supplied with a training material for Agricultural sector and Agro processing sector from KfW and Nuffic donors, The machine is not installed nor started functioning due to lack of an expert with the experiences and skills on how to design a workshop and install the machines. This year Animal production, Animal health care and*

*Agro processing departments trainers were received practical short term trainings by the KfW and Philippine experts respectively which was ascertained by our observation*

*...other trainers from all departments seriously complained that, the attention given for the training resources to be operated by trainer is very low and there are no motivational incentives like further training and up grading transparency in the college*

**Table 14. Responses on the Quantity of Facilities & Resources**

Variable	Indicators	Graduates (n=116)	
		Mean	Std. Dev
Availability of training facilities at HPC	Workshops	2.25	0.95
	Hand tools and equipment	3.00	1.15
	Machinery	3.00	0.81
	Consumable materials	2.75	0.50
	Workshop furniture	2.25	0.50
	Maintenance service	2.00	0.81
	Power supply	3.00	0.81
	Computers	2.00	0.81
	Internet access	2.25	0.95
	Water supply	3.25	0.95
	Reading materials	2.75	0.50
	Modules and teaching materials	3.25	0.50
Grand mean		2.65	

#### **4.9.4. Trainers' Competence**

One of the objectives of this study was to measure trainers' competence as a factor that enhances the graduate competence and empowers their employability. To that effect, how the following six independent variables were perceived by respondents of the study were assessed using five scale parameter. Accordingly, respondents react to the items taking an item-by-item analysis into account under the parameter scales inadequate, somehow adequate, adequate, and more than adequate from 1-5 range. In this respect, the mean scores of the participant groups depicted on table 15 inform that trainers' competences (knowledge, skill and attitude) are seen as good and rated as Adequate. According to these data, it can be argued that trainers do not have that much serious defect in their performance and competence.

**Table 15. Mean Scores of Respondents on Trainers' Competence**

Variable	Indicators	Graduates (n=116)	
		Mean	Std. Dev
Trainer competence	Subject matter knowledge	3.00	0.82
	Practical skills	2.75	0.95
	project formulating competence	2.25	1.50
	Competence assessment practice	3.25	0.50
	communication skills	3.00	1.15
	Determination to trainee competence	4.00	0.81
Grand mean		3.04	

**4.9.5. Trainers' Commitment**

Similarly, the commitment of trainers was gauged by graduate respondents as that of the competence case. Here, the mean scores of the graduates' response regarding the commitment of their trainers were found slightly higher than average value. A comparison of the mean scores displayed in the table, just like that of their competence, informs that graduates rated trainers' commitment as higher, contrary to the response by the trainers themselves, who felt that they did not deliver what was required of them especially project formulation and the likes. This may raise the issue of trainers' satisfaction to be reassessed.

As indicated Table 16 below, the mean scores of graduates on trainers' commitment indicators were higher than average that implies the standard mean of all items were above average. During this survey the graduate respondents perceived as the trainers have the commitment for equipping their trainees with necessary competence except some reservation on practical skills.

**Table 16. Mean Scores of Respondents on Trainers' Commitment**

Variable	Items	Graduates (n=116)	
		Mean	Std. dev
Trainers' Commitment	Classrooms management capability	2.50	1.00
	Respect for trainees	2.75	0.95
	Work place availability	2.25	0.95
	Preparation	3.00	0.81
	Occupational passion	3.25	0.50
	Work place ethics	2.50	0.57
	Occupational knowledge	3.50	0.57
	Occupational skill	3.25	0.50
Standard mean		2.89	

#### 4.9.6. Graduates' opinion on Employability and Ability to perform their jobs

The adequacy of skills as articulated by graduates was compared to those perceived by employers. Employers indicated that they employ graduates from the institutions to work as skilled and good personnel attitude. When the employers were asked to rate the level of competency of HPC graduates, as shown in Table 17 rated it as high. And they indicated that they agree with the statement that “as employers, they are satisfied with performance of HPC graduates. The assessment with the level of competency of employers notes with the self-assessment by graduates.

**Table 17. Employability level of graduate respondents**

variable	Items	Graduates (n=116)	
		mean	Std. dev
Graduate employability	My Training Adequately Prepared me for work	3.84	0.72
	My Employer was satisfied with my level of knowledge and skills	3.27	0.57
	It is Easy for me to get a job	2.75	2.24
	It can easily be trained to improve my level skills	3.84	0.77
	I find myself to be very effective	3.22	0.90
	I can easily change employers with in my area of specialization	3.37	0.76
<b>Grand mean</b>		<b>3.38</b>	

N.B 1=strongly disagree, 2= Disagree, 3=Not applicable, 4=Agree, 5= strongly agree

#### 4.10. Respondents Current Status

In an attempt made to assess the reflection of respondents situation on their current work out of the institution, graduates were inquired to rate it using a Five-point scale. The responses to this regard were very shocking that all data lie below the little extent scale level. This clearly showed that the dissatisfaction of graduate respondents have in terms of employability and livelihood status including supervision, instruction, feedback on their performance and profession job relationship was rated as little.

**Table 18. Respondent Opinion rate on current status**

variable	Items	Graduates (n=116)	
		Mean	Std. dev
Status	I received instruction in the usual work tasks before I was regularly involved in the work	1.52	1.66
	I have a supervisor /co-workers, who control my work	1.50	1.69
	I received continuous feedback about my performance at the work place	1.69	1.75
	My regular work tasks focuses on routine activities	1.74	1.83
	I plan, carry out and oversee my work tasks independently	1.98	1.96
	My work tasks encompasses a wide variety of activities	1.72	1.70
	My work is related to the profession i was trained in.	1.62	1.78
	Considering all aspects of our current work situation (position, income, work task,) how are you satisfied with your current work situation?	1.54	1.63
Grand mean		1.66	

1= not at all; 2= to a little extent 3= to some extent; 4= to a greater extent and 5=don't know

#### 4.11. Employers Opinion & Satisfaction

On the other side, employing organizations were also invited to react on the graduates competence on work and to what extent the skill and knowledge they have acquired is fit to the level of their expectation of performance. Here, employers' were requested to share their experiences about the competence of HPC graduates in their workplaces. However, they still insist that more practical training component is required. This is encouraging response if it could be same for all graduates of the college who are not yet employed all and TVET graduates at large.

This is depicted by Table 19. Just like the claim made by graduates themselves, all the mean scores (ranged from 2.20 regarding Risk taking and Risk Analysis Skill to 4.00 for occupational skill) of employers displayed in the table are only a fraction higher than the average score (M = 3.5). This in turn implies that graduates and employers have no that much difference about the competence

**Table 19. Perception of Employers on the Competence of HPC Graduates**

Indicators	Items	Employer (n=6)	
		Mean	Std. dev
Skill	Occupational Knowledge	3.60	0.54
	Occupational Skill	4.00	0.00
	Problem Solving Capability	3.20	0.44
	Communication Skill	3.40	0.54
	Planning & programing Capability	3.20	0.44
	Information Technology	2.60	0.54
	Learning New Skills & Adaptability	3.40	0.54
	Organizing & Leading Cap.	3.40	0.54
	Decision making skill	3.20	0.83
	Project Management Skills	3.00	0.00
	Time Management Skills	2.80	0.44
	Ability to work Independently	3.20	0.44
	Negotiation Skill	3.20	0.44
	Risk taking and Risk Analysis Skill	2.20	0.83
	<b>Average</b>	<b>3.55</b>	
Behavioral characteristics	Creative Thinking	3.00	0.70
	strategic Thinking	3.00	0.70
	Self Confidence	3.40	0.54
	Work Ethics	3.60	0.54
	Professional Passion	3.60	0.54
	Ability to work under Pressure	3.20	0.44
<b>Average</b>	<b>3.59</b>		

1=very low, 2=low, 3=medium, 4=high, 5= very high

#### 4.12. Companies Involvement in TVET

To fill the gaps that TVET colleges and their trainers have to equip trainees with the necessary competences, these days, involving the industry in all sorts of TVET is one of the strategies employed. Table 20 focuses on the perception of employers about industry involvement or cooperation with HPC. Accordingly, it can be observed from the Table, alike graduates, employers (companies and enterprises) scored that their involvement in TVET was below average at all levels.

Here, the FGD participants on the issue of TVET Industry linkage quote the following;

*... The roll of cooperative training is to facilitate training provision and strengthen the TVET industry linkage. However, the implementation of cooperative training is not effective so far. The act is rather seems "field trip "or "tour". Although cooperative training is implemented with the*



*best tie with the existing industry, respondents equivocally assert that cooperative training engaged up to now were purely theory based and over burden to the trainees. It did not incorporate practical activities.*

*The other problem is industry is not willing to open their door for cooperative training. There is reluctance even to sign memorandum of understanding MoU. According to respondents, to implement effective cooperative training, institutional leaders should enthusiastically work with the industry owners to make the provision of cooperative training meaning full and provide logistics for the effectiveness. However, industries participate in cooperative training on the basis of their will. There is no law base to obligate industry to open their door to participate in cooperative training. In one or another way the problem we face everywhere hide in the effectiveness of our implementation level*

**Table 20. Computed company's/enterprise involvement in TVET delivery**

Indicators	Employer organization	
	Mean	Std. dev
In Training Delivery	2.00	1.41
In TVET instructors training in your enterprise/company	1.60	1.34
In Designing Curriculum	1.20	0.45
In Occupational Assessment	1.40	0.89
In conducting Need Assessment	1.60	0.89
In vocational Counseling	1.20	0.45
<b>Grand mean</b>	<b>1.50</b>	

1.= not at all 2= to a little extent 3= to some extent 4=to high extent

Table 21 indicated that the Company's response on recruitment method, satisfaction, skill gaps and further training opportunities are computed and clearly indicate 50% satisfaction towards our graduate were low, 33.33% was moderate and the rest 16.67 % was very low. On the other hand, about 83% of companies' respondent ascertained that, there is no skill gaps among employees graduated from HPC. This might be due to majority of the employed graduates are those who are very competent and/or are working below their capacity on the jobs which have no relation with their occupation in which they are trained at HPC

**Table 21. Company’s response on recruitment method, satisfaction, skill gaps and further training opportunities**

Items	Variables	(n=6)	
		Frequency	Percent
Means you use to recruited employees from TVET	Media advertisement	3	50.00
	Recruitment Agencies	2	33.33
	Others	1	16.67
Satisfaction level with the performance of employees from HPC	Moderate	2	33.33
	Low	3	50.00
	Very low	1	16.67
Are there skill gap among employees graduated from HPC?	Yes	1	16.67
	No	5	83.33
How Often do you have to send your TVET Trained employees for further training to improve their skill level?	Often	2	33.33
	Sometimes	3	50.00
	Never	1	16.67
How do you compare HPC graduate competency to others	Very good	1	16.67
	Good	2	33.33
	Average	2	33.33
	Below average	1	16.67
Average		6	100

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS**

### **5.1. Summary of Findings**

- I. The College did not keep complete databases for the graduates. In cases where data of them existed, they were not up to date.
- II. The employment rate among respondents of graduates was 55.17%. The majority of these graduates (35.94%) were employed on a temporary basis, 31.25% were self-employed, and 28.12% were employed as full-time and the rest 4.69% were employed on par time basis. The percentage of unemployed graduates lies at 44.83%. The major reasons behind the problems of unemployment included scarcity of enterprises that demand graduate occupations, widespread nepotism and corruption in the selection and recruitment process of graduates in the labor market and providing job opportunities for those in the network at the expense of competence and productivity, lack of starting capital, working place, and market information, and the endurance among graduates to engage in self-employment.
- III. Building and Electrical installation is a more employable occupation followed by crop production, Animal production and animal health occupations among the graduates of 2014 E. C. Even though the proportion of male graduates exceeds those of their female counterparts, employment opportunities are better for females than males only in proportion but not in magnitude
- IV. Employment income for HPC graduates is varied with the least number of them 1 (1.56%) earning more than 6000birr per month. A large proportion 25(39.06%) of graduates earned less than 1500 birr/.month, which is followed by 20 (31.25%) of graduates who earned 1501 – 2500birr per month, 13(20.31%) of graduates was earned between 2501 – 4000birr per month. The rest 3(7.81%) of graduates was earned between 4001 – 6000birr per month. This income is not enough so that more than half of 34(53.12%) of graduate respondents were dissatisfied even though employability is the key problem.
- V. Besides the low concern and commitment observed during focus group discussion, the institutional resource utilization capacity is also very poor in general

- VI. Although quantitative data sources tend to inform that trainers have more than average competence and commitment for equipping their trainees with the necessary competences, data obtained from graduate respondents reflection on the current work, out of the intuition is less than average and strongly refute it.
- VII. Both quantitative and qualitative data sources indicated that the college is suffering from scarcity of some training of resources and facilities including workshops, workshop furniture maintenance services, computers, and internet access. On the other hand machinery, hand tools and equipment, consumable materials, water supply, reading materials and module are at an average level. In some cases these are not only inadequate in their availability and utilization when compared with the requirements or the number of trainees but obsolete to prepare graduates who fit the technology in the market.
- VIII. According to the designed TVET strategy, the involvement of companies/industries in training delivery in the College is very poor.
- IX. The satisfaction level of employer organization to employed graduates knowledge, skill and attitude (competence) during survey was good.

## **5.2. Conclusion**

The objective of this study was to determine whether the quality of training and acquired knowledge, skills and attitude (competences) are related to the graduates' employment potential. It also aimed to develop a clear picture of the situation faced by HPC graduates after completing their Level III and IV trainings. This should be able to assist stakeholders in their decision making processes regarding the responsiveness of training on the supply side, to the situation of the labour market on the demand side.

There is a need for regular graduate surveys to allow for monitoring over time, especially to investigate the way in which graduates transition into the labour market and their labour market outcomes. This cross-sectional graduate survey does not allow capture of long term or mid-term development of the graduates. Little can be said about employability, career stability and long-term success on the labour market. It is, therefore, equally important to have graduate surveys to trace the situation of graduates periodically, over a longer timeframe.

The success and impact in the use of graduate studies is highly dependent on the availability of accurate data about graduates, along with their contact details, to be able to invite them to participate in the survey. In this regard HPC registrar office is pivotal to be able to reach the target audience of this study. For this study a random sample was collected through face to face contact and telephone contact which limited the number of participants.

The key limitations of this study were inconsistent and partial data on the lists of graduates, the restricted mobility, the absence of Pre-field work awareness and sensitization meetings, and the little knowledge and poor perception of respondents about TVET graduates. Since all are constraints in this study, different methods such as face to face interview (key informant interviews) and telephone survey were conducted which would have given the study more insight into the graduates' perspective were included. The choice of sampling technique was also dictated by these factors. The random sampling technique was chosen to obtain as many responses as possible in order to achieve an adequate sample size to allow for analysis. This technique is often used in situations where precise representativeness is necessary and is commonly used in tracer studies.

### **5.3. Recommendations**

Based on the findings and conclusion drawn, the following recommendations were forwarded:

- i. The college should utilize complete Database Management System for the graduate which is an inexpensive, simple solution to many less complex data storage and manipulation requirements. The availability of a continuously updated and comprehensive database for everybody who seeks to utilize it by the institution through the assigned data administrator.
- ii. Changing mindset of the society towards TVET to transform TVET is one of the key factor, Therefore, concerned authority advised to take the issue into consideration.
- iii. A rigorous and continuous market analysis is essential at institutional level to widen the employment opportunity to our graduates.
- iv. Improving the relevance and utility of LMIS and strengthening VGC into its system.
- v. The College has to improve the competency of instructors/trainers through skill development and capacity building training for effective utilization of resources

- vi. Organizing trainees in the College and making them to save some money before leaving the institution so that at the end of the day they can use as start capital as MSE
- vii. For the quality betterment of the training, the institution must strengthen their relationship with Industries and other similar private enterprises to equip trainees with necessary competencies and secure their employability at the end of their study.
- viii. Further study is needed to identify the major challenges of unemployment such as lack of the Law full TVET-industry linkage at the country level and the discrepancy between the training facilities and Utilization of them and skills
- ix. The competence and commitment of trainers, the passion and characteristics of trainee as well as the training and assessment practice need to be closely monitored to foster the overall competences and employability of the graduates.
- x. In essence, the labour market situation for graduates of HPC calls for skills and competencies that meet the expectations of both graduates and employers. To match the TVET supply with the labour market demands and removes the obstacles that deter and demotivate the graduates' effective integration into the labour market, HPC must conduct the need-based programmes in diversified occupations rather than repetitively producing graduates of the same occupations for years.
- xi. The College should make mutual relation with different companies in promoting the field of studies for job opportunity

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### Annex 1: Profile of employer organization involved in the study

S/ N	Employer organization/enterprise	Location of the org/enterpr.	Type of enterprise	Area of operation	Person filled the questioner	Remark
1	Dairy genetic improvement	Holata	Government	Dairy genetic improvement	Process owner	
2	Larca plc	Walmera	NGO	Horticulture	Supervisor	
3	Wemara wereda Agr'l office	Holeta	Government	Agriculture	Process owner	
4	Water supply service	Kolobo	Government	Water supply	Process owner	
5	Kenbone vet clinic	Ammayya/wanci	Private	Veterinary services	Owner	
6	Amen vet. service	Wacalee	Private	Veterinary services	Owner	

## Annex 2: Questionnaire for graduates of HPC

### I. Personal information

1. Sex: 1) Male (2) Female
2. Age
  - a. 20-30
  - b. 31-40
  - c. 41-50
  - d. >50
3. Marital Status
  - a. Married
  - b. Single
  - c. Divorced
  - d. widow
4. Name of occupation you graduated with \_\_\_\_\_
5. Level of qualification you acquired \_\_\_\_\_
6. Year of graduation \_\_\_\_\_
7. Have you take national assessment (COC) No \_\_\_\_\_ Yes \_\_\_\_\_
8. Indicate levels in which you are competent a. I b. II c. III d. IV

### II. EMPLOYMENT HISTORY

9. Are you currently employed? (If no, go to 26) 1) Yes 2) No
10. If employed, how long did it take you to get your first job? Year(s) \_\_\_\_\_ Months \_\_\_\_\_
11. If employed, to what extent is your current job **related** to the profession you received from HPTC?
  - 1) To a high extent
  - 2) More or less related
  - 3) To a low extent
  - 4) No relation at all
12. If employed, how **helpful** is the training you received from HPTC to your current job?
  - 1) Highly helpful
  - 2) Somehow helpful
  - 3) A little helpful
  - 4) Not helpful at all
13. If employed, what type of employment are your current engaged?
  - 1) Fulltime employee
  - 2) Part-time employee
  - 3) Temporarily employed
  - 4) Self-employment
14. If employed, where are you employed?
  - 1) Government organization
  - 2) Private organization
  - 3) Nongovernmental organization

- 4) Self-employed  
 5) Other (please specify) \_\_\_\_\_
15. If employed, are you satisfied with your current job? 1) Yes 2) No
16. For the question 15, if your answer is no, why? \_\_\_\_\_
17. If employed, how did you get your job?  
 1) Media Advertisements (Please Specify)  
 2) Watching noticeboards  
 3) Through apprenticeship contacts  
 4) Through personal relationship (family, friends or any other such networks)  
 5) Other (Please specify) \_\_\_\_\_
18. Monthly income a) <1500Birr b)1501- 2500Birr c)2501- 4000Birr d)4001-6000 Birr e) >6000 Birr
19. In what area of specialization is your job?  
 a) Construction trades, craft, trade and industrial  
 b) Commercial, clerical business and public administration  
 c) Agriculture, forestry and fisheries  
 d) Health and health related  
 e) ICT  
 f) Hospitality and tourism  
 g) Other (please specify) \_\_\_\_\_
20. Is this your first job since graduation?  
 a) Yes  
 b) No
21. How many employing organizations did you contact before getting your current job? \_\_\_\_\_
22. Are you employed in your area of training/occupation?  
 a) Yes  
 b) No (go to Q 22)
23. **(If No to question Q22)**, why not did you employed in your area of training/occupation?  
 a) Lack of vacancy in my occupation  
 b) better salary  
 c) Poor working conditions  
 d) For better job satisfaction  
 e) Other (please specify) \_\_\_\_\_
24. Do you regularly work overtime?  
 a) Yes  
 b) No
25. (If yes to 24), Please specify the average number of overtime hours per week?  
 \_\_\_\_\_
26. If unemployed, how long have you been looking for a job after graduation? \_\_\_\_\_
27. If unemployed, how do you search for a job (multiple answers possible)?  
 1) Watching job vacancies (e.g., internet, newspaper, advertisement boards etc.)  
 2) Contacting companies/enterprises directly (speculative application)  
 3) By using personal contacts (e.g., parents, relatives, friends)

- 4) Using government agency
  - 5) Other (please specify): \_\_\_\_\_
28. If unemployed, what do you think is the major bottleneck for you not to get a job on your profession (more than one answer is possible)?
- 1) Your profession is not demanded in the market
  - 2) You can't win in the competition for employment
  - 3) employment requirements gives less opportunity for level graduates
  - 4) Your profession demands a huge investment
  - 5) You dislike self-employment
  - 6) Salaries offered are not attractive
  - 7) Employment opportunities are affected by nepotism and corruption
  - 8) Any other \_\_\_\_\_

**III. SOCIO-DEMOGRAPHIC CHARACTERISTICS**

29. What is the educational level attained by your father?
- a) No formal Education
  - b) Primary school
  - c) Secondary school (including)
  - d) TVET graduate
  - e) Higher education (Bachelor - First cycle of Higher Education)
30. What is the educational level attained by your mother?
- a) No formal Education
  - b) Primary school
  - c) Secondary school (including)
  - d) TVET graduate
  - e) Higher education (Bachelor - First cycle of Higher Education)
31. What is your father's work?
- a) permanent employment
  - b) part time / temporary work
  - c) self-employed
  - d) unemployed
32. What is your mother's work?
- a) permanent employment
  - b) part time / temporary work
  - c) self-employed
  - d) unemployed

**Instruction II: Read the following items and provide your response by putting a thick mark (“√”) in each box. Please do not leave items unanswered.**

**IV. TRAINING BACKGROUND**

No	Occupational Relevance	Inadequate	Somewhat adequate	Adequate	More than adequate	Can't decide
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	Relevance of you occupation to the job market					
34	The theoretical content of the OS					
35	Fitness to workplace dynamics					
36	Fitness to the local industry (market)					
37	Counseling and career guidance service					
<b>Training methods you used to attend in HPTC</b>						
38.	Emphasis for trainees' learning needs					
39.	Reliance on trainee record book					
40.	Adherence to work safety					
41.	Continuous competence assessment					
42.	Feedback delivery					
43.	Practice of competency-based training					
44.	Industrial attachment					
45.	Workshop and material utilization					
46.	Attention for practical exercise					
47.	Attention for theoretical concepts					
<b>Facilities and resources supplied during training at HPC</b>						
48.	Workshops					
49.	Hand tools and equipment					
50.	Machinery					
51.	Consumable materials					
52.	Workshop furniture					
53.	Maintenance service					
54.	Power supply					
55.	Computers					
56.	Internet access					
57.	Water supply					
58.	Reading materials					
59.	Modules and teaching materials					
<b>Trainer competence</b>						
60.	Subject matter knowledge					
61.	Practical skills					
62.	project formulating competence					
63.	Competence assessment practice					

64.	communication skills					
65.	Determination to trainee competence					
<b>Trainer commitment</b>						
66.	Trainee motivation					
67.	Classrooms management capability					
68.	Respect for trainees					
69.	Work place availability					
70.	Counselling service					
71.	Preparation					
72.	Occupational passion					
73.	Work place ethics					
74.	Occupational knowledge					
75.	Occupational skill					

**What is your opinion regarding the following statements of the adequacy of vocational training, graduates' employability and their ability to perform their jobs? Strongly disagree; Disagree; Not applicable; Agree; strongly agree**

Statements		Strongly disagree	Disagree	Not applicable	Agree	Strongly agree
76	My training adequately prepared me for work					
77	My employer is satisfied with my level of knowledge and skill					
78	It is easy for me to get a job					
79	I can easily be trained to improve my level of skill					
80	I find myself to be very effective in my <u>Current job</u>					
81	I can easily change employers within my area of specialization					

**To learn more about your current work, please tell us to what extent the following statements reflect your situation?**

	Statement	Not at all	To a little extent	To some extent	To average extent	To a great extent
82	I always receive instruction in work task before I start the work.					
83	I have a supervisor / co-worker, who control my work.					

84	I receive continuous feedback about my performance at the workplace.					
85	My regular work tasks focus on routine activities					
86	I plan, carry out and oversee my work tasks independently.					
87	My work tasks encompass a wide variety of activities.					
88	My work is related to the profession I was trained in.					
89	Considering all aspects of your current work situation (position, income, work tasks etc.) how satisfied are you with your current work situation?					





31	Risk taking and risk analysis skill					
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**To what extent does your company/enterprise involve in TVET delivery? Reply by putting a thick mark (“√”) in each box.**

No	Type of cooperation	No at all	To a little extent	To some extent	To a high extent
32	In training delivery for trainees				
33	In TVET instructors training in your enterprise/company				
34	In occupational standard development				
35	In designing curriculum				
36	In occupational competence assessment				
37	In conducting need assessment				
38	In vocational counselling				

**Instruction III: Please, indicate your response either by encircling the choice of your answer or by writing the response in a short phrase in the blank spaces for the following items.**

39. Which one of the following means do you use to recruit employees among TVET graduates most of the time?

- 1) Media Advertisements
- 2) Individual recommendation
- 3) Recruitment Agencies
- 4) Family contact
- 5) Apprenticeship performance
- 6) Other (please specify) \_\_\_\_\_

40. How much is your satisfaction with the performance of employees graduated from HPC

- 1) Very high
- 2) High
- 3) Moderate
- 4) Low
- 5) Very low

41. Are there skill gaps among your employees graduated from HPC? 1) Yes 2) No

42. How often do you have to send your vocationally trained employees for further training to improve their skill level?

- a) Always
- b) Often
- c) Sometimes
- d) Never

43. Do you employ graduates of TVETs other than HPC?

- a) Yes
- b) No

44. (If yes to question 43), how does their level of competency compare with those trained in other colleges?

- a) Excellent
- b) Very good
- c) Good
- d) Average
- e) Below average

45. Please, indicate the major **limitations** of graduates of HPTC in terms of their fitness for workplace requirements you want if your answer for Q43 is yes:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

46. What are the priority occupational areas and their levels of qualifications you require from TVET in the coming three years?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

47. What are the most wanted occupations and their levels of qualifications in the labor market today and in the future in view of the anticipated development goals of your enterprise/company?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## **Annex 4: In-depth Interview guide for Leaders and Trainers**

### **Interview Questions**

1. On what grounds do you admit trainees in your college (labor market need, government strategic plans)? How or on what basis do you place trainees into different occupations
2. On what grounds do you open occupations to provide training? How much do you take institutional capacity (e. g. trainer qualification and material supply) into consideration? Do you admit graduates in occupations where there is scarcity of training facilities? Why?
- 3 How much is the utility of cooperative training in your context? Please explain both its weaknesses and strengths.
4. What if the market is saturated before you supply graduates for the market you assessed, found out the gaps and already admitted trainees?
5. Is there a problem of employment opportunity among your graduates? Why?
6. What do you think are the reasons behind the unemployment? Which occupations and levels of qualification are often subjected to unemployment problem (expound it exhaustively)?
7. If you conduct a tracer study, how do you evaluate the utility of your tracer study?