

**FACTORS INFLUENCING THE EFFECTIVENESS OF ENTREPRENEURSHIP
TRAINING PROGRAMMES: A CASE OF 'FINANCIAL KNOWLEDGE FOR
AFRICA' KENYA**

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DECLARATION

This project report is my original work and has not been presented for any award in any other university

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DEDICATION

This research report is dedicated to all Kenyans participating in Financial Literacy Training Programme of Equity Bank and Master Card Foundation.

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ABBREVIATIONS AND ACRONYMS

ETPS	-	Entrepreneurship Training Programmes
FIKA	-	Financial Knowledge for Africa
GOK	-	Government of Kenya
UN	-	United Nations
U.N.G.A	-	United Nations General Assembly
S.A.T	-	Systematic approach to training
K.I.B.	-	Kenya Institute of Business training
G.E.M	-	Global Entrepreneurship Monitor
U.S.A	-	United States of America
U.S.S.B.A	-	United States Small Business Administration
G.E.L	-	Global Education Initiative
W.E.F	-	World Economic Forum
M.B.A	-	Masters of Business Administration
T.N.A	-	Training Needs Assessment.
N.G.O	-	Non – Governmental Organisation
I.L.O	-	International Labour Organisation.

ABSTRACT

The main purpose of this study was to identify factors influencing the effectiveness of an entrepreneurship training programme. Although there are many factors that influenced the effectiveness of entrepreneurship training programme, this research project only focused on training methods, learner characteristics, programme content and facilitators skills and examines their influence on entrepreneurship training programme. Researcher elsewhere have noted that the non – competitive production or incorrect competition among entrepreneurs , insufficient knowledge of the trainers from types and kind of the financial and non – financial supports provided to entrepreneurs in the country, lack of resources and useful and informative teaching aids (films, slides and etc), teaching methods , lack of correlation with the realities of the communities and the learners little familiarity with different jobs reduces the effectiveness of entrepreneurial training programme. Literature on entrepreneurship training methods, learner’s characteristics, programme content, facilitator’s skills has been studied through secondary sources. This includes literatures on entrepreneurship education and training on global perspective and has narrowed down to Africa and Kenya. A conceptual framework has been presented to show the relationship between the variables in the study. This research adopted a descriptive survey design to study factors influencing entrepreneurship training effectiveness at FIKA programme. The study targeted a sample of 30 field officers and 291 graduates who had undergone the training programme. Snow ball sampling technique was used to select sample. Data was collected using structured and unstructured questionnaires and an interview guide. The qualitative data were coded, and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by use of tables, frequency distributions and percentages. The study established that the choice of training methods influence the effectiveness of entrepreneurship training programme. Most of the respondents liked a mix of experiential learning and classroom learning methodologies. The study also established that Age, education levels, gender, family size, parental ownership of business all had an influence in enterprise establishment. Subject contents like financial management, budgeting and entrepreneurial skills were highly preferred respondents as the best course units. The role of facilitators was established to be of key significance in influencing effectiveness of the entrepreneurship programme. It was established that a trainer provides a favorable environment for effective instruction, provide learning materials, uses strategies that promotes effective instruction, gives direction on the learning content and offers appropriate classroom management necessary for effective instruction to take place in a classroom. The study recommends that appropriate mechanism for feedback channels should be inbuilt to be used to improve on the programme, learner centered strategies should be incorporated during instruction, entrepreneurial skills, business skills and motivation skills are the mix of content most desired and facilitators should be chosen out from people who have practical experience, business training and educational teaching approaches. Entrepreneurship education is significant in enhancing development of an economy, therefore appropriate methods, time, resource and quality should be employed in such programs to achieve quality results.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

In the closing decades of the 20th century, entrepreneurship gained increased recognition among economists as a significant driver of improvements in societal welfare. Across the globe, governments have acknowledged the importance of their roles in motivating individuals, businesses and related stakeholders to perceive and develop new opportunities that can promote positive change and create economic growth in their societies (Blenker et al, 2008). This entrepreneurial spirit is now seen as the main source of innovations in nearly all industries, leading to the birth of new enterprises and the growth and renewal of established organizations.

According to Gavaran and O’Cinneide (1994) a wide range of factors have contributed to the revival of interest in entrepreneurship and small business in both Europe and the USA in the 1990’s. The United States Small Business Administration (USSBA) reports that small businesses represent more than 99.7% of all employers employ more than half of all private sector employees and generate 60% to 80% of new jobs annually in USA (Longenecker, 2006). Entrepreneurship and small business training is seen as a high priority in the USA. Hisrich et al (2006) agree that many Universities in the USA offer at least one course in entrepreneurship at the graduate or undergraduate levels and a few have major or minor concentration in the area. Hills (2006) reporting on entrepreneurship training development in Puerto Rico , South America suggest that there are three emerging models for entrepreneurship education and training programmes that is; introductory courses which focus on development of business plan, courses for established businesses which focus on growth and management related courses which focus on innovation, team building and entrepreneurial characteristics. In 2008 the Global Entrepreneurship Monitor set out to investigate the prevalence and sources of entrepreneurship education and training, and the effect of this training on starting a business. It was established that, the quality and level of entrepreneurship education and training may have different impacts on attitudes, aspirations, and activity in countries at different stages of economic development. The importance of entrepreneurship

education and training was also stressed in (2009) report by the Global Education Initiative (GEI) of the World Economic Forum (WEF): The report mentions that,

“...while education is one of the most important foundations for economic development, entrepreneurship is a major driver of innovation and economic growth. Entrepreneurship education plays an essential role in shaping attitudes, skills and culture—from the primary level up. ...We believe entrepreneurial skills, attitudes and behaviours can be learned, and that exposure to entrepreneurship education throughout an individual’s lifelong learning path, starting from youth and continuing through adulthood into higher education—as well as reaching out to those economically or socially excluded—is imperative.”

Most micro and macro level studies have shown that entrepreneurship can be learned and taught. Some micro level studies have shown that participants in these courses have set in more businesses than those in other professional courses (Hosseinikhah, 2007). Entrepreneurship training can be one of the most effective methods to facilitate the transfer of graduates to the labour market (Garavan, 2006).

Jones (2007) found that there is a significant relationship between entrepreneurship training and self confidence and peoples skills in recognising businesses opportunities. Reynold (2004) showed that there is a very strong positive relationship between high levels of training and developing the entrepreneurial activities. He considers the proper content and appropriate training tools as the training factors affecting entrepreneurship training. The most effective way to change the behaviour is changing people’s mental plans that would be practical through training.

Azizi (2003) in a research titled ‘ Evaluation of entrepreneurship upbringing and accession in the bachelor and Ms degree collegians ‘ presented that an important factor which to some extent affects the success or failure of entrepreneurship courses is the trainers correct understanding of the abilities and skills of graduates. He concluded that there is a significant relationship between the internal control trust, development motivation, risk taking, independence and creativity of student’s variables and their

entrepreneurial activity. Garavan and O’Cinneide (1994) have summarised the content of five different entrepreneurship programmes and found that the focus of the programmes varied from idea generation and business planning to identification of products, market research and business formation. In another study conducted by Raffo et al (2000), the findings suggest that entrepreneurs learn best by being able to experiment with ideas by doing and networking with others and by working with more experienced mentors in different sectors.

Hashemi (2008) in his study titled ‘Comparative analysis of entrepreneurship Training’ states that the non – competitive production or incorrect competition, insufficient knowledge of the trainers from types and kind of the financial and non – financial supports provided to entrepreneurs in the country, lack of resources and useful and informative teaching aids (films, slides and etc), teaching issues , lack of correlation with the realities of the communities and the learners little familiarity with different jobs reduces the effectiveness of entrepreneurial training. Hazeltive & Falk (1999) while reporting on the results from an exploratory study of 24 entrepreneurs and small business management textbooks cited that there are 19 common topics. These topics include the major business functional areas and strategy formulation and business planning, acquisitions and start ups and international business and ethics. The main topics seems to include marketing, financial management, human resource and operation planning. Since their investigation was mainly aimed at undergraduate students, the target audience influenced the selection of their course content.

Gibb (2002) noted that there is no absolute agreement among providers of entrepreneurship training as to the basic concept of entrepreneurship to be taught. The pressing question is the contents that should be delivered and in which manner in order to achieve the highest impact in terms of meeting the desired intended outcome. Buys and Havenga (2006) posits while looking at key elements of entrepreneurship training effectiveness that environment cannot be excluded in any quantification or measurement of human functioning. Given the academic disadvantages with which the target trainee group may enter the training programme, the classroom environment and training

strategies in delivering training content has a direct influence to training effectiveness. The role of the facilitator becomes, then, paramount in reaching the objectives of the training. (Maas and Herrington, GEM SA Report, (2007). Pretorius, Nieman and Van Vuuren (2005), in support, suggest that the approach the facilitator takes in implementing the training programme is important and should result in a change in attitude and behaviour towards entrepreneurial action. The facilitators should, further, understand the target group and choose a learning methodology, learning strategies that aid entrepreneurial training programmes accordingly (Pretorius, 2004).

Kenyan informal sector has rapidly expanded and now provides numerous opportunities for self employment. In 1997-2002 for example, the formal sector grew by only 1.8% compared to 3.5% growth for the informal sector. Unfortunately, the sector continues to be unattractive the more educated youth creating a skills gap that curtails its growth. In a study on the impact of education on business cognitive skills, Bosire and Etyang (2000) found majority of small-scale entrepreneurs to be secondary school graduates or lower. Most of the Kenyan college graduates find it demeaning and unattractive to engage in small and micro enterprises in the informal sector.

In Kenya several attempts has been made to popularize the idea of entrepreneurship training as a viable option to instill the enterprise culture in the country. A survey was conducted in Kenya which led to the establishment of Kenya Institute of Business training (KIBT) in 1965 by then the Minister of Economic planning and development which reveals that African entrepreneurs and managers were very few. This was because most of entrepreneurial activities were the preserve of European and Asians communities who controlled the economy. In 1980 it was renamed Kenya Institute of Business Training (KIBT) and currently the institute is a department in the office of the Deputy Prime Minister & Ministry of Trade. Between 1980 and 1987 Regional Business training canters were established in Mombasa, Kisumu, Nyeri , Nakuru and Nairobi in order to take the small business training and extension services to existing and potential small and medium business persons in rural areas. In 1987/1988 the Centers were however abolished due to inadequate funds to run them. A major barrier to the growth of

sustainable Small and Medium Enterprises (SSMEs) in the developing world is a generally inadequate level of financial literacy. This gap in financial education and practice, largely due to a lack of comprehensive management training, hampers the prosperity of business through a variety of adverse knock-on effects. In 2010 Equity Group Foundation in conjunction with MasterCard Foundation rolled a three year training project known as FIKA (Financial Knowledge for Africa) a comprehensive 12 weeks programme covering budgeting, savings, debt management, financial negotiations and banking for level one. The programme is suppose to train 1 million Kenyan at a cost of 1 billion and 30 billion has already been set aside to loan the grandaunts to begin businesses. The main objectives of the programme is to equip the youth and women with knowledge, skills, altitudes they will need to adopt good financial management practices, to transform the participants livelihoods and gives the beneficiaries a pathway to greater financial access and to provide financial advisory services to equip, develop, strengthen and grow enterprises in the Country.

The researcher shall define training effectiveness as the extent of achievement of defined training objectives within planned training schedule and available budget. The objectives shall refer to the skills, knowledge. The activities to evaluate training effectiveness shall encompass training needs analysis, identification of required needs and knowledge and altitudes, training objectives, entry levels written tests, identification of training objectives and training materials.

There are a number of performance indicators that can reveals how the training was in each training programme that shall be adopted in the study. An elemental indicator for written exams is the number of people who passed. Analysis indicator associated with testing activities indicates assessing whether the first level of Kirkpatrick model (customer satisfaction) indicates training effectiveness. Another indicator shall be the warning flags like weak self assessments and students dissatisfaction through negative feedbacks.

1.2 Statement of the Problem

Despite the increase in the amount of research that has been conducted into the area of entrepreneurship training and education, Jennings and Hawley (1996) highlighted that many entrepreneurship training initiatives do not actually address the real needs of entrepreneurs. They feel that there is often significant gap between the perceptions of the training providers and those of the entrepreneurs. This is in terms of the training needs for what sometimes appear as key problem areas to the trainer may have little importance for the entrepreneur. This may be because many providers have little managerial or vocational experience of small firms and fail to understand the practical problems facing entrepreneurs. Timmons and Spinelli (2004) mention that there is a limit to what can be taught in entrepreneurship training programmes and that the only way to learn is through ones own personal experience. The study will be based on a programme through partnership between Equity Group Foundation and MasterCard Foundation known as FIKA (Financial Knowledge for Africa) a programme meant to equip the youth and women with knowledge, skills, attitudes they will need to adopt good financial management practices, transform their livelihoods and gives the beneficiaries a pathway to greater financial access as well as providing financial advisory services to equip, develop, strengthen and grow enterprises in the Country. This study therefore aims at establishing the influence of training methods, learner characteristics, program content and facilitator's skills on enhancing entrepreneurship training programme effectiveness.

1.3 Purpose of the Study

The purpose of this study was to establish factors which influenced the effectiveness of entrepreneurship training in FIKA programme.

1.4 Objectives of the Study

The study was guided by the following objectives

1. To establish the extent training methods influence entrepreneurship training programme effectiveness.
2. To establish the extent learner characteristics influence entrepreneurship training programme effectiveness.

3. To establish the extent programme content influences entrepreneurship training programme effectiveness.
4. To establish the extent facilitators influence entrepreneurship training programme effectiveness.

1.5 Research Questions

The research sought to answer the following questions

1. To what extent does an entrepreneurship training methods influence entrepreneurship training programme effectiveness?
2. To what extent does a learner characteristic influence entrepreneurship training programme effectiveness?
3. To what extent does the subject content influence entrepreneurship training effectiveness?
4. To what extent does the facilitator influence entrepreneurship training effectiveness?

1.6 Significance of the Study

This research will provide useful insights on factors influencing effectiveness of entrepreneurship training programme. The results of the study will be useful to other organisations government, non- governmental and corporate bodies pursuing similar programmes within and outside the country. To the sponsors of the FIKA programme this report will act as a basis of an evaluation tool. Finally the study will also be of use to other researchers conducting similar research on training of entrepreneurship in Kenya and elsewhere.

1.7 Delimitation of the Study

This study was restricted the first 1200 trainees in the FIKA programme at Dagoretti Constituency. Although there are many factors that could have influenced the effectiveness of entrepreneurship training programme, this research project only focused on training methods, learner characteristics, programme content and facilitators skills and examines their influence on entrepreneurship training effectiveness.

1.8 Limitation of the Study

Limitations of the study according to Kombo and Tromp (2006) are the challenges that could be anticipated.

Time and cost were the limitations in this research. The researcher is a full time employee at co-operative bank and has therefore to apportion the available time between this research and his job. The researcher was also financially challenged .The researcher overcame these limitations by carefully choosing 30 field officer who were well conversant to the study area this assisted in minimizing time and research cost. The researcher also received financial assistance by getting interest free loan to boost in this study.

1.9 Assumptions of the Study

The study assumed that the respondents will respond to all the questions they were expected to, and be honest in their responses. The respondents were very cooperative indicated by questionnaire return rate of 100%.

1.10 Definitions of Significant Terms

- Programme effectiveness** This refers to the extent to which FIKA programme has achieved its intended objectives.
- Teaching methods** It refers to the instructional methods adopted during the learning process e.g. use lecture methods, discussions, Multi method learning, role play.
- Learner's characteristics** Refers to set of behaviour exhibited by the learners during training. e.g. uniqueness of the learners, motivational levels, Culture and role models.
- Programme content** This refers to the curriculum to be offered in FIKA training programme e.g. entrepreneurs skills, business skills and Motivational skills.
- Facilitators' skills** This refers to knowledge base expected from the trainer Instructor centred strategies, individual learning strategies Interactive strategies.

1.11 Organisation of the Study

The study project is organised in five chapters. Chapter One is the introduction and gives background of the study. Chapter Two reviews the literature on factors that affects effectiveness of entrepreneurship training programme. It examines the influence of teaching methods, learner's characteristics, programme content and facilitator's skills. It ends with both theoretical and conceptual framework of the study. Chapter Three describes the research methodology which includes the research design, sampling methods, data collection methods and ends with an operationalization of variables table. Chapter Four describes the return rate of the questionnaires, the demographic characteristic of respondents and the analysis, presentation and interpretation of the findings from the field data collection. Lastly Chapter Five, which outlines a summary of the key outcomes from the study focusing on the issues emerging in relation to the study objectives. The chapter also presents discussions and recommendations made from the study, targeting responses from the trainees of FIKA programmed. The chapter presents conclusion of the study and identifies areas for future research

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter shall review literature based on factors influencing entrepreneurship training programme effectiveness under the following headings; effectiveness of entrepreneurship training programme, training methods, learner characteristics, the choice of programme content of entrepreneurship, contribution of the facilitator. The chapter also establishes theoretical framework and conceptual framework of the study, which is the foundation of analysis to fill the knowledge gap.

2.2 Effectiveness of Entrepreneurship Training Programmes

Training effectiveness matrix is based on the work of Donald L. KirkPatrick who introduced a four level approach to training evaluation in 1959 (appendix C). These four levels have become commonly known as customer satisfaction (internal and external) level one, learner performance – level two, training process performance level three and returned value – level four evaluation. Determining of entrepreneurship effectiveness should address three areas namely training activities, evaluation activities and training effectiveness indicators. The question of the amount of learning of training needs assessment and the effect of training is answered through evaluation process. The evaluation model and the training program are established by the needs assessment of training. A thorough needs assessment leads to effective and efficient training, which increases the likelihood that evaluation will demonstrate successful value added outcomes (Armstrong, 2007).

2.3 Training Methods

The method by which training is delivered often varies based on the needs of the company, the trainee, and on the task being performed. The method should suit the audience, the content, the business environment, and the learning objectives. Ideally, the method chosen will motivate participants to learn, help participants prepare themselves for learning, enable the trainees to apply and practice what they've been taught, help trainees retain and transfer what they have learned, and integrate performance with other skills and knowledge. Other methods affecting the choice of a training method include:

age, gender, level of education of trainees, number of trainees, budget, trainers skills and training style.

Entrepreneurship education and training must incorporate methods which support experiments, creativity, alertness, critical thinking and interaction. Pihie and Sani (2009) have supported the use of action learning as the best appropriate method due to different educational levels of entrepreneurs. Action learning is an educational process whereby the participants study their own actions and experiences in order to improve performance. They further noted that learners acquire knowledge through actions and practices rather than through traditional instructions like lectures. Smith and Perks (2006) suggested the use of a multi – method learning strategy as a viable option. The authors highlight its capability to enhance the interest, motivation and academic success of the target group. This method of instruction involves integration of classroom learning, online learning and participants learning from their businesses through a mentor. The choice of this method depends on the competencies at stake, the nature and location of the audience and the resources available.

The issues being raised here is which types of entrepreneurship education and training approaches work best. It may depend on the educational context, for example: whether one is learning in primary or secondary (grade) school, colleges or universities or non-school training programs. Most authors agree, however, that experiential learning, or “learning by doing,” is more effective for developing entrepreneurial skills and attitudes than traditional methods like lectures (European Commission, 2008; Walter and Dohse, 2009). Several studies carried out in innovation-driven countries, including Singapore (Tan and Ng, 2006), Sweden (Rasmussen and Sørheim, 2005), and the United Kingdom (Raffo et al., 2002) show that entrepreneurs learn best with an experiential learning approach.

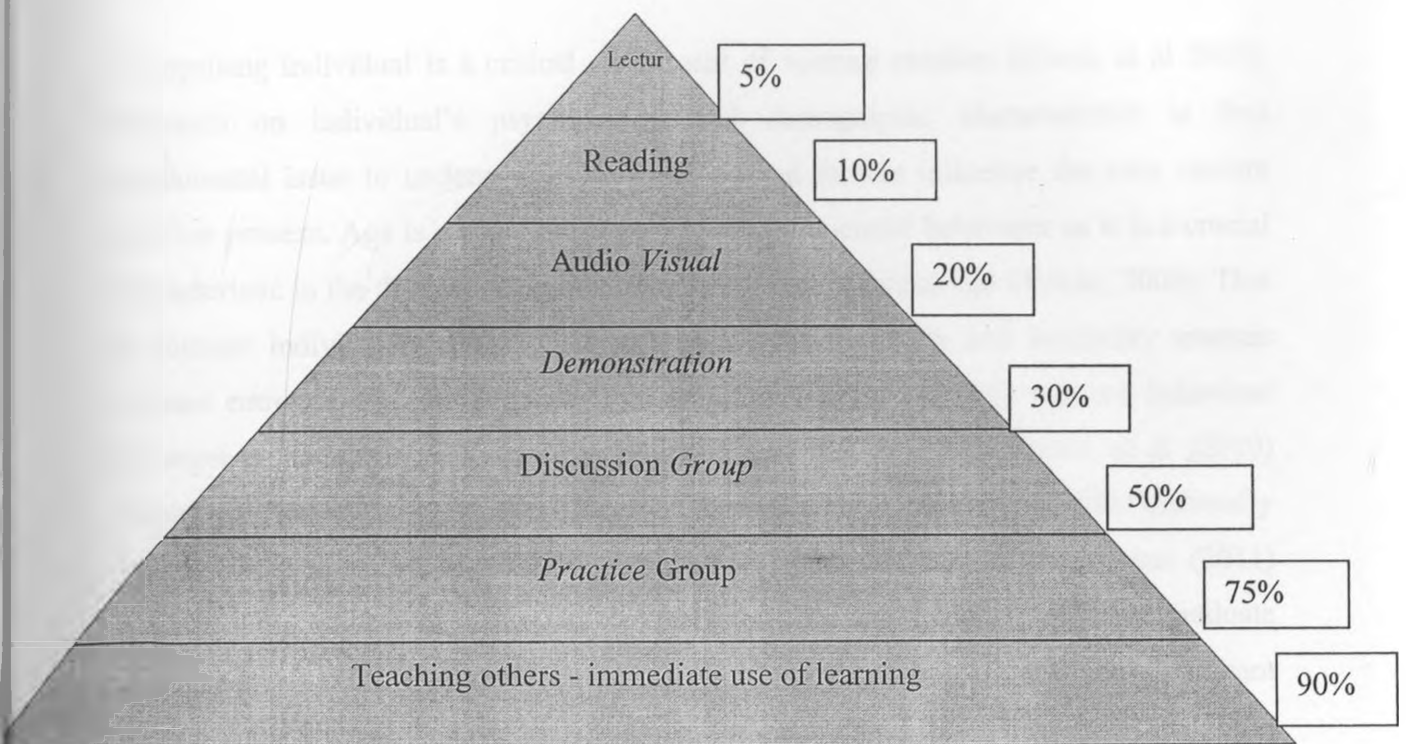
The most effective entrepreneurial learning involves the student actively participating in “hands-on” learning activities. Lzquierdo and Beulens (2008), in support, suggest that perceived benefits of the instructional approach can be attributed to the amount of

practice and the inclusion of real world experiences offered to participants during learning. Researchers, in this respect, concur on the use of learning by exposure, for example interactive workshops, case studies, role play and action learning. Most importantly micro entrepreneurs learn best in areas relevant to their businesses. The authors advocate for the use of pictorial study materials for their impotence in catering for all classes of entrepreneurs regardless of their educational backgrounds. (Smith and Perks, 2006), advocates for consulting activities, working with entrepreneurs, business simulations and involving co-learner group support as more appropriate to instil the relevant skills to entrepreneurs . Pretorius and Wlodarczyk (2007) place more emphasis on role playing, management simulations, structured exercises of focussed learning by mentoring and feedback situations. In this case participants must take an active role. The two researchers relied on a survey conducted by Gartner and Vesper (1994) and Hills (1988) where development of business plans, entrepreneurs and role models were identified as most successful exercises. In the survey it was further identified that training effectiveness can be enhanced by use of live case approach, where trainees would be given the opportunity to work directly with the local entrepreneurs or entrepreneurial agency inviting them to give lectures on their own experiences, Kickal,et all (2008).

Other authors mention the importance of active discussions in the classroom to enables learning to be more learners centred. Laurillard (2002) for example mention that teachers must provide and should encourage discussions as a discursive element to foster learning. Discussions help students and teachers to make conceptions about the discussion topics accessible to each other. Along the same line Garvin (1991) noted the importance of actively involving students in shaping discussions. The relevance of discursive elements was confirmed by the interviewees who noted that open discussions helped to shape or change their perception about entrepreneurs. The author further mentions that entrepreneurial learning is anchored in the experience and interest of students. Therefore elements allowing students to experience what they are supposed to learn and receive feedback are likely to increase the effectiveness of entrepreneurial training programme. Laurillard (2002) suggests that not all participants could have prior experience before the

course in order to cater for the interest of such groups then the facilitator is expected to use case studies, case competitions or doing market research are relevant techniques which will allow all the trainees to experience the actual doing process and creates in the live case approach as highlighted by Gartner and Vesper (1994) and Hills (1988).

Burger and Kruger (2009), mention the use of principles of adult learning and adult learning styles, such as motivation, goals, life experience, responsibility for own learning and relevance in practice, in designing learning activities. The authors, further, ascribed this approach to the fact that adults' experience of learning is complex and characterised by reflection and re-evaluation. De Beer (2009), in support, notes that adult learners display distinct characteristics as learners, which are similar to aspects of resilience training, for example, motivation and self-direction. While training adults trainers or facilitators need to employ the adults learning principles for effective instruction to be achieved that is : Adults learn best when they want to, adults learn best when information is given to them in a logical order and consist in small units, adults learn best when they are treated like adults, adults learn best when they get opportunity to practice what they are learning, adults learn best when the topics are of use to their daily life, adults learn best when there is repetition, adults learn best when the trainer recognises that they have experience and make use of that experience during training, adults learn best when they feel free to ask questions and finally adults learn best when the new knowledge is related to something they already know. Bethel (2010) highlights the retention rate of using different training methods: lecture method 5% retained, reading 10% retained, audio – Visual 20% retained, demonstration 30%, discussion group 50% and practice by doing 75% retained, teaching others 90% retained.



Source: National Training Laboratories Bethel, Maine (2010)

Figure .1 Retention Rate after Using Training Methods

From the table it shows that the lower the pyramid the greater the retention rate and the more effective the training method to the learners.

2.4 Learner Characteristics

Dunn and Dunn (1992) among those who conceptualised students learning styles, they define learning styles as the way each learner begins to concentrate or process and remember new and difficult information. According to Gremli (1996) an individual learning style is the way that person begins to process, internalise and concentrate on new material. Each person learns in a unique way. There are similarities of course but every person has a learning style which should be identified by the instructor. Jones (2007)

found that there is a significant relationship between entrepreneurship training and self-confidence and people skills in recognising business opportunities.

Enterprising individual is a critical component of venture creation (Shook et al 2003). Research on individual's psychological and demographic characteristics is thus a fundamental issue to understand how much critical factors influence the new venture creation process. Age is a triggering factor of entrepreneurial behaviour as it is a crucial characteristic in the thought decision making process (Leverque and Minniti, 2006). That is younger individuals have higher perceptions of desirability and feasibility towards becoming entrepreneurs. Becoming an entrepreneur is an intentionally planned behaviour (Krueger et al 2000) as it involves planning and risk analysis. Franco et al (2010) empirically tested the influence of age of entrepreneurial intention of 988 University students from Eastern and Western Germany and Portugal. Similarly, Ozyimaz (2011) examined the effects of demographic characteristics age included on undergraduate students pre – venture entrepreneurial intentions. Both studies obtained no significant relationship between the two variables. On the other hand, Blanchflower et al (2001) found a negative linear relationship between individual's age and self employment preference, having the probability of preferring self – employment decreasing with age. Studies also show that there is a recent trend of older individuals to engage in entrepreneurship the so called grey entrepreneurship phenomenon (Weber et al 2003). Indeed continued personal ambition, longer and healthier lives, shrinking retirement security make later life entrepreneurship an increasingly attractive option for many older individuals.

Autio et al (2001) found a positive relationship between age and intention on a sample of Scandinavian and US students. Moreover, Schwarz et al (2009) detected an inverse U-shaped relationship between entrepreneurial intention and the students' age, having intention declines as students exceed the age of 35 years. Sequeira et al (2007) found an individual's age to have a significant relationship with start up intentions. Verheul et al (2012) tested the quadratic relationship between age and intention. The findings were age

is positively associated with entrepreneurial aspirations until the mid 20s, but thereafter aspirations decline as individuals get older.

Howard (2004) has evaluated the influence of creativity, risk, internal control, development motivation and independence of entrepreneurship and concluded that there is a direct relationship between these capabilities and the person's entrepreneurial abilities. Authors are in agreement that learner's characteristics can actually affect the interest or intension for venture establishment. Ferreira and Dopoco (2008) noted that the study of learners' entrepreneurial characteristics seems relevant for the development of adequate educational programme related to entrepreneurship and business creation. Raposo et al (2008) cite the empirical theory of Veciana (1980) where the entrepreneurs is the physical person who creates the business, puts it to work and makes it survive for years. Woolfolk (2007) in support of the latter theory adds traits or individual characteristics such as strong need to achieve, a fear of test or enduring interests. Fatoki (2010) talks of a combination of psychological traits interact with background factors making more individuals more likely entrepreneurial candidates than others.

Vesper (1980) pointed out that the more education an entrepreneur has had in business especially small business the more likely the entrepreneurs will succeed in current venture. Lerner, Bush and Hisrich, (1995) conducted a study to determine which factors affecting performance of Israeli women entrepreneurs using a sample of 220 businesses. They reported that human capital and business skills (education) have a significant explanatory power on performance.

MCGraw and Roger (2001) did a survey on students' sustained interest and motivation. They noted that motivation falls in four categories, extrinsic rewards, independence and autonomy, intrinsic rewards and family security. The authors further explain that extrinsic motives have the economic reasons for which entrepreneurs work, such as expected monetary rewards reflected in benefits and salaries. Woolfolk (2007) in support of this view defined extrinsic motivation as doing something for a reason that has little to do with the task itself, for examples rewards social pressure punishment where the focus

is what can be gained. On the other hand intrinsic motives relate to the self fulfilment and growth where intrinsic motivation centre around satisfaction of being one own boss, being more in control of ones own destiny and having ultimate responsibility for the success of the venture.

Lzquierdo and Benlens (2008) view is that the ultimate success levels of learners depend on his or her intrinsic motivational levels. Woolfolk (2007) describes intrinsic motivation as the natural tendency to seek out and conquer challenges as a person, pursue personal interest and exercise capabilities and persons that are intrinsically motivated do not need incentives or punishment because the activity itself is rewarding. Ramachandra, (1998) in support observed that motivation of trainees can be enhanced by self efficacy beliefs which determine the goals people set for themselves, how much effort they persevere in the face of difficulties. The authors further noted that when faced with obstacles and failures people who harbour self doubts about their capabilities slacken their efforts or give up quickly.

Exposure to entrepreneurship is likely to have a positive bearing on an individual's decision to venture into business. While prior exposure to entrepreneurship is important, the breadth and quality of such exposure is most effective when one actually owns a business or is involved in a business owned by a parent, relative, friend, neighbour (Krueger, 1993) as such businesses provide opportunities for one to be intimately involved with all operations. Other researchers like (Verheul, 2012) mentions that family exposure has been found to be a positive predictor of entrepreneurial intentions. Children's tends to strongly identify with their parents occupational area, but this proclivity seems to attenuate as they age. Moreover there exist other studies that claim that parental influence on offspring career value decline after teenage years (Halaby , 2003). Mungai and Velamuri (2011) found that the impact of parental exposure to entrepreneurship on offspring ages (8 years -21 years) self – employment is moderated by offspring developmental stage.

Exposure to career information influences career interests (Phan et al., 2002, London, 1983). According to Shane (2000), 'entrepreneurs discover entrepreneurship opportunities depending on the information they already have'). By providing entrepreneurial knowledge and skills, Enterprise education may therefore have a positive impact on entrepreneurial intentions (Peterman & Kennedy, 2003; Rae, 2006). Such knowledge and skills gained by incorporating internships in entrepreneurial studies provide opportunities for enactive mastery (Bandura, at al 1994) and are likely to enhance perceptions of desirability and feasibility towards entrepreneurship (Audet, 2000).

Colleges provide opportunities for distinct, one-of-a-kind experiences such as first time travel away from home, new courses and new social networks. In these encounters the students get to explore their abilities and experiment with a variety of identities (Kaufman & Feldman, 2004). This exploration is particularly fruitful when the group climate encourages open channels of communication, resulting in more trusting relationships that provide a safe environment for experimenting with new identities, new ways of doing things without being afraid of judgment and reprisal (Choi, & Vinokur, 2003).

Career choice requires the construction of a new identity that is dependent on a person's social interactions and the environment where such interaction takes place (Kaufman *et al.*, 2004). One of the most powerful agents of socialization is the vocational environment where attitudes and values can be influenced (Pike, 2006). College students, grappling with major life decisions for the first time without the direct supervision of their parents find alternative social agents to replace parents as reference points for behaviour adjustments, goal setting, and choices.

Trainees' entrepreneurial intention, their level of interest and motivation together with Psychological characteristics seem to be major influences on the effectiveness of the entrepreneurship training programmes. Smith and Perks (2006), in support, raise, as a shortcoming in entrepreneurship training programmes, that the mental preparations of the

entrepreneur in these training programmes, is often ignored. The mental preparation of trainees is imperative in any training programme to enhance interest of the trainees. Krueger (2007) in this respect refers to successful entrepreneurs as characterised by an expert mindset and posits that expertise can be learned.

Bronte- Tinkew et al (2001) in this respect noted that the foundation for the design of entrepreneurship programmes are grounded in the notion that if the participants can improve their motivation to achieve their locus of control and esteem as well as demonstrate creativity the more likely they are to avoid self destructive behaviours and hence participate effectively in an entrepreneurial venture.

Hamidi et al (2008) highlighted the importance of creativity by noting that, because novelty and effectiveness are the hallmark of creative ideas the expectations is that students creative disposition should affects their eagerness to engage in entrepreneurship. According to Raposo et al (2008) there exists some agreement in literature regarding the following types of characteristics of entrepreneurs. Individual attributes, risk taking, need for achievement, locus of control, self confidence and optimism, profit motivation, creativity and other motivational factors. Karousky (1980) cite in Repoco et al (2008) in support regards these factors as good predictors of entrepreneurial behaviour. The author further noted that developing key entrepreneurial characteristics is important in trainee's mental preparation and behavioural change in these programmes. Negative attitudes and perceptions towards entrepreneurship exist and influence the mind-sets of potential trainees in training programmes (Von Broembson et al., in GEM South Africa Report, 2005). The negative attitudes are shaped by a lack of successful entrepreneurial role models, a high failure rate amongst entrepreneurs and, according to Madell and Adams (2002), perceived obstacles in business development. Pretorius, Nieman and Van Vuuren (2005) add that aspects contributing to a low entrepreneurial culture within a group may be attributed to the influence of culture, family, role models, work experience and personal orientation, lack of entrepreneurial elements in the education system , negative mind-sets towards confidence, negative perceptions towards entrepreneurship as a career choice and `negative attitude towards failure.

Gartner (1985) develops a model that places more emphasis on the environmental variables that are role players in the development of the entrepreneurial business. The process model sees the individual (entrepreneur) as an element with specific traits (need for achievement, locus of control, risk taking, job satisfaction, work experience, role models, age and education. Age affects entrepreneurial activity in several ways, younger entrepreneurs focus on growth while older entrepreneurs are more interested in innovation.

In addition to personality traits, several additional individual difference variables have been found to predict entrepreneurial behaviors. In a review of the literature, Brockhaus and Horwitz (1986) identified several pertinent personal characteristics, including age, gender, education, and role models. Findings regarding gender differences in entrepreneurship (particularly, that males are more likely than females to be entrepreneurs) have been explained in terms of work value differences (Brenner, et al 1991) and psychological characteristics (Sexton and Bowman-Upton 1990). Evidence from a sample of over 181,000 people culled from the 1980 U.S. Census indicated that education is positively related to entrepreneurship and self-employment (Robinson and Sexton 1994). Finally, studies have shown that people having a parent who is an entrepreneur are more likely to express entrepreneurial intentions themselves (Krueger 1993) Scott and Twomey 1988). Hughes (2003) uses data from 61 Canadian female respondents in the province of Alberta who are self-employed. In general 'push' factors were not found to be the primary motivator behind the decision to become self-employed. In contrast most were motivated by reasons such as independence and a positive working environment. Similarly, using data from a much larger nationally representative survey of 3,840 self-employed Canadians for 2000, the same author reports that 'independence/freedom' is the most important motivator for both men and women when entering into self-employment (Hughes, 2006). 42 per cent of men and 24 per cent of women cite this as their main motivation.

The idea that people learn differently is venerable and probably had its origin with the ancient Greeks (Wratcher, Morrison, Riley & Scheirton, 1997). Educators have, for many

years, noticed that some students prefer certain methods of learning more than others. These dispositions, referred to as *learning styles*, form a student's unique learning preference and aid teachers in the planning of small-group and individualized instruction. There are probably as many ways to "teach" as there are to learn. Perhaps the most important thing is to be aware that people do not all see the world in the same way. They may have very different preferences than you for how, when, where and how often to learn thus an effective instruction can only be achieved after taking into consideration the uniqueness of each learner and not generalising but preparing the lesson plan as if its being made for each and every learner.

2.5 The Programme Content

Roynold (2004) showed that there is a very strong positive relationship between high levels of training and developing the entrepreneurial activities. He considers the proper content and appropriate training tools as the training factors affecting entrepreneurship. He noted that the most effective way to change the behaviour is changing people's mental plans that would be practical through training.

Currently there are limited consensuses in the field of entrepreneurship on the contents of training courses and curricula to be adopted that can yield the best results. Several researchers have suggested that the training of entrepreneurs should follow multidisciplinary, holistic and outcome based approach that focuses on the development of the skills and abilities identified as success factors. Appropriate business skills are required to run the business on a daily basis. Nieman and Bennet (2000) mention that there are certain functional areas in a business which are essential. These areas include general management, marketing management, production management, operation management, corporate management, corporate communication, management information, e- business and purchasing and material management.

Another consideration is about what to teach. A survey of entrepreneurs by Sexton (1997) revealed the ten most desired topics for achieving and managing fast growth. These were primarily business concerns, such as selling, financing growth, managing cash flow and

hiring and training employees. Yet entrepreneurship education and training may need to be much broader. It can impact attitudes, help people recognize opportunities and think creatively, and enable them to build leadership skills and confidence (Stevenson and Gumpert, 1985). Recognizing this, a recent European Commission Report (2008) suggested that the goal of entrepreneurship education should be to promote creativity, innovation and self-employment. Entrepreneurship education and training therefore entails more than the development of particular business skills. It can influence an individual's motivation to strive for something that might otherwise seem impossible or too risky. In short, it can create positive perceptions and desire among individuals to start businesses.

Gavaran and O'Conneide (1994) have summarised the content of five different entrepreneurship programmes and found that the focus of the programmes varied from idea generation and business planning to identification of products, market research and business formation. These authors indicate that in terms of the design features of entrepreneurship education and training programmes, the following can be assumed:

A well designed entrepreneurship education and training programme will utilise a mixture of didactic, skill- building and indicative learning strategies.

The programme facilitators will play a combination of role models, consultant and counsellor roles.

A well – designed programme will allow sufficient time for self managed and individuals based training.

A successful programme will focus on needs of a well defined, relatively homogenous groups of participants.

The objectives of a successful programme will contain an appropriate mixture of knowledge, skills competence and attitudes domains of learning.

A well designed programme will emphasise the need for participants to develop an internal locus of control and a positive attitude towards work.

Table 2.1 Typical Entrepreneurial Training Components American Institutions

Southern Utah University	Mi Negocio Training Institute	Louisiana Department of Economic Development
Entrepreneurial Training	Evening Entrepreneurial Training Course	Small emerging business development programme
Provide a practical hand – on and common sense approach to getting the skills you need to grow successful business ventures - 12 weeks course	Provide the small business owner with affordable training aimed at start ups, emerging or expanding phase businesses – 12 weeks programme	To provide a broad base of assistance of small and emerging businesses 10 weeks programme
E- business	Secrets of becoming successful business owner	Entrepreneurial characteristics and business planning process , automating your business
Business planning and research	Legal structure, taxes and organisational matter	
Management and legal structure , market analysis	Key marketing decisions and research understanding money and credit	Market identification and costs of acquiring sales, accounting overview and financial statement analysis
Marketing strategies , financial planning, financial statements	Pricing , start – ups costs and break even , marketing mix, sales and customer service, marketing calendar, action plan & internet and e-commerce	Analysis of cash flow, business structures and risk financing
Cash flow projections, financial your business, the deal making process	Budgets, accurate record keeping, marketing materials and tools	Selling, human resource skills, presentation and graduation
Managing future growth	Business plan completion workshop & insurance	
Developing exit strategy	Borrowing money and business plan	

According to Albert at all (2004) for effective entrepreneurship education, there should be a relationship between the goals of entrepreneurship programme , the audiences to which the programmes is delivered, the content of entrepreneurship courses or modules , the methods of delivery or pedagogy and finally the assessment that will be used. Nieman and Van Vuurum model of entrepreneurial performance training is presented for consideration in the promotion of entrepreneurship at high schools levels. The models includes three components namely motivation, entrepreneurial skills and business skills, Ladzani and VanVuurun, (2002).

Table 2.2 Content of Entrepreneurial Performance Training

Motivation	Entrepreneurial skills	Business skills
Need achievement	Creativity	Management and leadership
Ability to inspire	Innovatively	Business plans
Expectation of higher achievers	Ability to take risks	Financial skills
Obstacles and blocks	Ability identify opportunities	Marketing skills
Help	Ability to vision for growth	Operational skills
Reactions for successful failure	Interpret successful	Human resource skills
	Entrepreneurial role models	

Author Ladzani and Vuuren (2002)

A typical entrepreneurial programme according to Albert (2004) involves three stages, namely pre – training, training and post training. The pre training involves a careful identification and selection of the target group. This is done on the assumptions that everyone cannot be an entrepreneur; individuals must possess the above mentioned entrepreneurial traits to a certain degree in order to become successful businessman or women. Such traits can be identified and measured through psychological tests and social indices at a certain level will be more successful. The selection of participation is done on the basis of scores in behavioural tests aimed at measuring these entrepreneurial traits,

completed by information in personal interview. The first achievement motivation is designed to develop entrepreneurial attributes. This is done by making the trainers to set their objectives realistically, heighten their motivation to achieve the objectives and make them more aware of their strengths and weaknesses. The concepts and techniques used in this type of training derive directly from McClelland's research. The most well known technique is the ring toss game, which tests the trainee's attitudes to risk taking. Business opportunity counselling is the second main point of the training. Hisrich et al (2005) recommend nine topics for imparting the business skills for entrepreneurs that is general management of a business, marketing management how to conduct market research, price and select target market, legal skills, operation management, human resource management, business plan compilation, communication skills, financial management and cash flow management. Hazeltine & Falk (1999) report on results obtained from an exploratory study of 24 entrepreneurs and small business management textbooks also agree on similar topics. Their research reveals that there are 19 common topics emphasising varying aspects of content for each topics. These topics include the major business functional areas and strategy formulation and business planning and ethics. The main topic seems to include operation planning, marketing, financial management and human resource management.

In Various surveys reported on by Dunsby (1996) financial management or financial literacy knowledge and marketing have been highlighted as critical areas entrepreneurs' needs assistance most. Pretorius et al., (2005), however, note that the context will dictate most of the content, as well as the level it should be offered to the specific target group. Researchers agree that the nature of the target audience, in turn, affects the objectives set for the programme and have implications on approaches used in delivery of the programme (Gorman, Hanlon (1997)).

Entrepreneurial Skills

Individual belief in their own ability to start a business plays an important role in their decisions to start a business. People who believe that they have the ability to start a business (Orfond et al 2004). Identify a set of twelve core enterprise skills that are

essential to successful entrepreneurship. These includes the ability to assess and appreciate strengths and weaknesses and evaluate ones performance to communicate with other people in power and authority, to resolve conflict and to cope with stress and tension. In addition, making decisions, planning ones responsibility and solving problems were highlighted.

Hisrich et al (2005) stress that the development of a particular skills, namely inner control, risk taking , innovativeness, being change oriented , persistence and visionary leadership differentiate.

Table 2.3 Entrepreneurial Skills

Entrepreneurial skills	Description
Technical skills	Written and oral communication Taking advantage of technology Interpersonal relationships Ability to organise Management style
Business management skills	Decision making Planning and strategising Human relations Marketing Finance Accounting General management Negotiation skills Business planning communication Managing growth
Personal entrepreneurial skills	Inner control Risk propensity Innovativeness Creativity Opportunity identification Change orientation Persistence Visionary leadership

Source: Adopted for Hisrich et al (2005)

2.6 The Influence of the facilitator in Entrepreneurship Training

The facilitator in an entrepreneurial training is very important. It is often said a good facilitator or a group of facilitators can achieve more with poor programme context than poor facilitators can with a good programme context, Oliver (1999) mentioned that the overall role of the facilitator is to ensure that learning takes place through activities such as creativity, self learning and critical thinking. If successful in this process the participants of the programme would:

Master the critical cross field outcomes of formulating, identifying, performing, concluding, interacting and assessing

Master the required knowledge and values which becomes evident through the processes of identification application and assessment

Acquire the necessary skills and values that become evident when the learner first secures the methods to acquire the competencies and finally apply the competencies to achieve the outcomes.

Facilitators are commonly used in adult education programmes. These facilitators are not always subject experts and they always attempt to draw on existing knowledge of the participants and then facilitate access to training where gaps in knowledge are identified and agreed on. The question of the amount of learning of training needs assessment and the effect of training is answered through evaluation process. With increasing expenditures on training, yet scarce resources, comes a greater need to evaluate the success or failure of training programs. Therefore, the purpose of training need assessment is to add value to an organization. Hence, evaluation measures the progress in achieving this goal by purposefully improving training programs and measuring their worth. The evaluation model and the training program are established by the needs assessment of training. A thorough needs assessment leads to effective and efficient training, which increases the likelihood that evaluation will demonstrate successful value added outcomes (Armstrong, 2007). The question of the amount of learning of training needs assessment and the effect of training is answered through evaluation process. With increasing expenditures on training, yet scarce resources, comes a greater need to evaluate the success or failure of training programs. Therefore, the purpose of training

need assessment is to add value to an organization. Hence, evaluation measures the progress in achieving this goal by purposefully improving training programs and measuring their worth. The evaluation model and the training program are established by the needs assessment of training. A thorough needs assessment leads to effective and efficient training, which increases the likelihood that evaluation will demonstrate successful value added outcomes (Armstrong, 2007).

The success of the facilitator in entrepreneurial training depends on the ability to create a safe and supportive environment (Ankola and Heinonen, 2006). Du Preez and Kruger (2009) refer to the learning environment as including the infrastructure, classroom organisation, teaching and learning activities and assessment. Infrastructure and classroom organisation refer to the training location, venue, training equipment and learning aids important to create an environment conducive for learning. In terms of teaching, Woolfolk (2007), posits that facilitators in the classroom context have basically three major goals, namely to create a state of motivation to the participants, to develop in participants the trait of being motivated to learn and to want our participants to be cognitively engaged.

The supportive environment can be enhanced by employing a team approach based on the constructivist perspective of learning. The constructivist perspective (Webb and Palincsar (1996), characterised by collaboration and cooperation (Woolfolk, 2007; Alstete, 2008; Hamidi et al.,2008) and employing Kolb's (1984) experimental learning theory (Jaana, 2007).

The programme context includes the knowledge and past experience level of participation. A needs analysis before the actual training takes place will ensure that the programme contexts include the knowledge and past experience levels of participation. A well to do analysis before the actual training takes place will ensure that the programme context meets the participant expectations.

2.7 Theoretical Framework

This study will be based on Entrepreneurial Education Model E/E model. An entrepreneurship training model can be defined as structure or layout of constructs that form the framework of an entrepreneurship training intervention. The model was developed by Pretorius (2001) which considers not only the context within which entrepreneurship training programmes are operated but also the facilitators and the approaches that they use. The models also describes the requirements for any learning programmes that enhance the ability for participants to achieve the levels of competence needed for micro and small business venture starts ups. The models identify five constructs relevant to entrepreneurial education.

$$E/E = f [aF (bA \times cB/P) \times dE(S \times e B/S)]$$

Where

E/E = Entrepreneurial education for starts – ups

F = Facilitator skills, knowledge and motivation

A = Approaches used by the facilitator (s)

B/P= Business plan utilisation

E/S = Entrepreneurial success themes and knowledge

B/S = Business skills and knowledge

a & c = constants

This constructs reveals that this model is a linear function that depends on facilitator's ability and skills, entrepreneurial skills and business skills through creative use of different approaches especially the use of business plan. This model shall be adopted together with KirkPatrick evaluation

Entrepreneurial Success Themes

The entrepreneurial success themes are similar to entrepreneurial skills but include leadership, motivation and issues related to altitudes and character. Stumpt and Tymon (2001) agree with Pretorius (2001) and mention that entrepreneurship is fundamentally concerned with vision and action which indicates that visionary leadership results from systematic analysis and must be included as entrepreneurial success themes. The authors further argue that visionary leadership will enable an entrepreneur to share his or her

vision of what the venture could become, overcome setbacks by being resilient, continue to champion innovative ideas when faced with substantial resistance build and sustain a risk taking, opportunity seeking climate and live in the future and manage the present.

Learning Approaches

The authors mentions that several approaches can be followed in an entrepreneurship training programme to ensure meaningful learning has taken place

Instructor – centred strategies (the direction of communication is one way from instructor to the participants. **Individual learning strategies** (participants are permitted to learn at their own pace for example participants to do homework

Interactive strategies (there is two way communications between the instructor and the participants an example would be group discussion and real life case studies. Other approaches to learning include, include in-depth company investigation, role playing, interviewing entrepreneurs, onsite visits and internship with a venture

2.8 Conceptual Framework

Figure presents the conceptual framework for the study

Independent variable

Dependent Variable

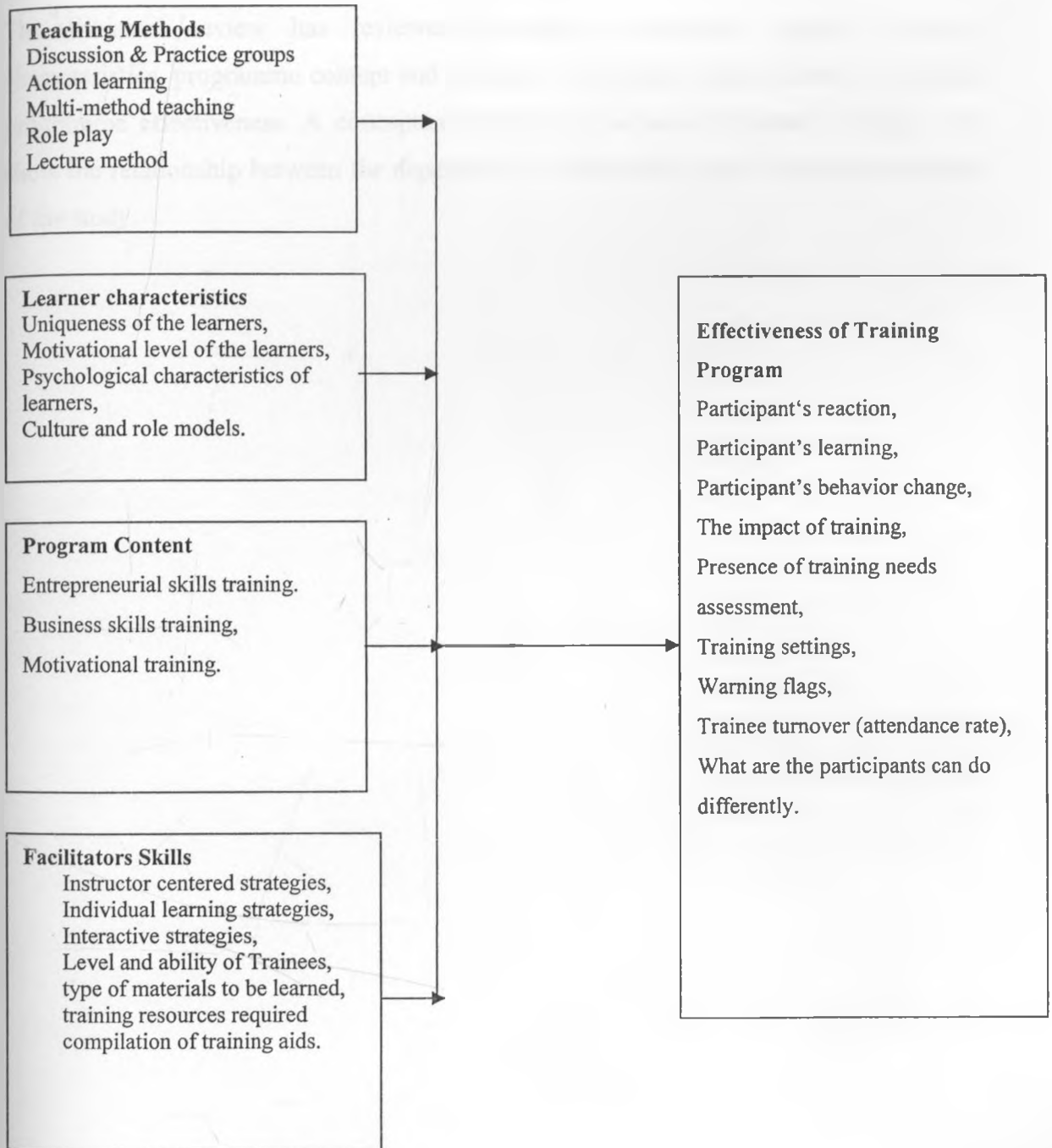


Figure 2. Conceptual Framework

The conceptual framework shows how the independent variables: teaching methods, learners characteristics, programme content and facilitators skills interact with the dependant variables.

2.10 Summary

The literature review has reviewed literature on teaching methods, learner's characteristics, programme content and facilitator's skills and their influence on training programme effectiveness. A conceptual framework has been presented as figure 1 to show the relationship between the dependent, the independent and moderating variables of the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research design that was used in the study and its characteristics. It provided information on the population of the study, the sample frame, sample selection, data collection method and data instrument which was used. Finally the research procedure that was adopted including administration of the interview guide and how the data was analysed and presented. Operationalization of the variables is also included in Table 3.1

3.2 Research Design

The aim of this research was to establish how training methods, learners characteristics, programme content, facilitators skills influence entrepreneurship training programme effectiveness. Descriptive survey design was found to be ideal for the study. Descriptive research is defined as a process of collecting data in order to answer questions concerning the current status of the subject in the study'' (Gay, 1983). This design method could also allow statistical computation of percentages, frequencies, which was used to report the findings of the study. The research discussed the influence of training methods, learner's characteristics, programme content and the facilitator's skills by collecting and analysing data on the four variables influence to entrepreneurship training effectiveness.

3.3 Target Population

The target population is the collection of elements that posses the information the researcher wants (Mutai, 2000). Mugenda and Mugenda define a population as a complete set of individual's cases or objects with some common observable characteristics (Mugenda 1999). The population frame for this study was a list of 1200 grad ands who were trained and graduated at a ceremony on 27th June 2011 in Kawangware. Since the programme began in the country, this was the first reported graduation.

3.4 Sample Size and Sample Techniques

This subsection covered sample size and sampling techniques. The subsection described the sample size as a technique used in obtaining sample from a sample frame. According to Mugenda and Mugenda, (1999) a sampling frame is a list of elements from which the sample is actually drawn and it's closely related with the population.

3.4.1 Sample Size

In order to get the sample size for this study the researcher used the statistical table for determining sample sizes for different population sizes, produced by Krecie and Morgan (1970). This method is very useful for providing samples for a categorical data. The Statistical Table indicates that the smaller the population, the larger the percentage taken for the sample and vice versa appendix C. Statistical Table of Krecie and Morgan (1970), a population of 1200 grandaunts corresponds to a sample size of 291 respondents.

3.5 Research Instruments

Data for this study was obtained from both primary and secondary sources. The primary data was collected through use of questionnaires and interview guide. Both instruments were designed with the aid of research objectives. The choice of interview was semi-structured face-to-face, one-to-one interviewing. A semi structured questionnaires was used to collect data. The researcher had constructed questions as per the objectives of the study and each objective given it own sections.

Khan (2008) supports the use of questionnaires for its capability to collect a lot of information, it can be collected unanimously its information easy to compare analyze and easy to administer. The questions were divided into two parts. Part A which captures personal demographic details to reveal individual characteristics and Part B which captures information on indicators of programme effectiveness.

The qualitative data was also collected through interviewing and unstructured questionnaires; the interview guide had questions based on the thematic areas that the study was seeking knowledge on. The study adopted snow ball sampling methodology to

identify the respondents and 30 research assistant were used. Each were given at least 10 questionnaires, the major determinants for the choice of research assistant was at least college level who were not employed and they had to be residents of Dagoretti Constituency to minimize the cost implications.

3.5.1 Validity of the Instruments

Colen et al, (2000) defines validity as the degree to which inferences can be made based on the results from the instruments. Validity depends on both instruments itself and also the process of instrumentation of the target group and also the characteristics of the group being studied. Best and Khan,(1989) further define validity as the quality of data gathering instrument or procedure that enables it to measure what it suppose to measure. For the purposes of this study, the questionnaires and interview guide was given to other researchers, experts and peer review. This was done to test the appropriateness of the tools in addressing the critical elements of the research. Minor wording and structuring of the instruments was redone using the advice from the team of experts.

3.5.2 Reliability of the Instruments

Cohen et al, (2000) describes reliability as the degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures. Best and Kahn, (1989) further defines reliability as the degree of consistency or procedure demonstration; regardless of whatever it is measuring. Mugenda and Mugenda (1999) observe that reliability is a measure of degree to which a research will yield consistent results after repeated trials. The reliability of the instruments was tested using split – half method to calculate correlation of odd and even numbers separately and suing r- function of spearman’s brown prophecy formula.

$$\text{Reliability} = 2x \text{ Corr. Between the even halves} + \text{corr between the odd halves}$$

$$r = \frac{2r}{r} + 1$$

Whereas r is a quantitative measure of reliability on a scale of 0 – 1 such that as r tends to 1, the stronger the reliability and vice versa. For this study reliability of 0.5 or more shall be acceptable (Salemi, 2008).

3.6 Data Collection Procedures

The research used both primary and secondary data obtained through structured questionnaires consisting of both open ended and closed questions. Interview schedule were used in some few selected respondents as a way of justifying unclear responses especially unstructured questionnaires. The questionnaires were distributed to 30 research assistants; each received an average of 10 questionnaires who administered the same to the respondents. Coordination's was done by one appointed research assistant together with the researcher. Previous research work in entrepreneurship, various journals as well as textbooks were used to provide secondary data. Both the instruments were used to collect primary data from the instruments while secondary data had been analysed through text books, journals and internets services for the sake of development of proposals. The research instruments were administered through 30 trained research assistant.

3.7 Data Analysis and Presentation

According to Kothari (2004), data processing implies editing, coding, classification and tabulation of collected data to make it amenable for analysis while analysis refers to the computation of certain measures along with searching for patterns of relationships that exist among data groups. Data collected was analyzed using Microsoft Excel and presented using descriptive statistics. . The qualitative data was analyzed by the use of content analysis. This tried to identify the key themes, concepts and arguments. This method was useful by examining how respondents view and understand certain issues (Shuttleworth, 2008).

3.8 Ethical Consideration

Ethical research practices were observed throughout the study. A proper introduction was done as well as participation in this study was voluntary.

3.9 Operational Definitions of Variables

Indicators were denoted by the main variables under the study in order to render them measurable.

Table 3.1 Operationalization of Variables

VARIABLE	TYPE OF VARIABLE	INDICATORS	MEASURE	SCALES OF MEASUREMENT	TOOL OF ANALYSIS
Influence of training methods	Independent	Discussions, lectures, role play, Q&A, audio visual	Dimensions of use	Nominal	Descriptive
Effectiveness of training program	Dependent	Learners mastery level, recall & memory	Ability for learners recall	Nominal Ordinal	Descriptive
Influence of learners characteristics	Independent	Uniqueness of learners i.e. age, Culture experience, motivational levels, psychological	Levels of impact	Nominal	Descriptive
Influence of program content	independent	Business skills, entrepreneurial skills, motivational training	Levels of impact	Nominal	Descriptive
Effectiveness of training program	Dependent	Extend of acquisition through the programme.	Extend of acquisition	Nominal	Descriptive
Influence of	Independent	Instructor			

Facilitators skills		centered, individual learning, use of training	Levels of use during the training	Nominal	Descriptive
Effectiveness of training program	Dependent		Implementation	Nominal Ordinal	Descriptive
Environmental factors	Moderating variable	Meals, classroom set up	Percentage of impact	Nominal	Descriptive

3.10 Summary

This chapter has discussed the research design chosen for the study, target population, the sampling techniques, and the data collection methods and data analysis techniques employed for research. Operationalization of variables is also included

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Presented in this chapter are the return rates of the questionnaire, the demographic characteristic of respondents and the analysis, presentation, interpretation of the findings from the field data collection on the participants of FIKA programme. The data has been presented in the form of tables.

4.2 Questionnaire Return Rate

The study received responses from 291. The response rate of 100% was achieved through the support of 30 field officers who were picked on the basis of their familiarity with the target area. Some of the field research assistant even participated in the FIKA Training Programme. Respondents were also briefed on the purpose of the research.

4.3 Demographic Characteristics of Respondents

The demographic characteristics of the respondents helped the study to determine the quality of responses from the respondents to enable the study achieve its objectives. The respondents' demographic characteristics were assessed based on gender, marital status, family size, education level, age, business industry.

4.3.1 Distribution of Respondents by Gender

The study sought to establish the gender of the respondents. Table 4.1 shows the responses given.

Table 4.1 Distribution of Respondents by Gender

Gender	F	%
Male	154	53.0
Female	137	47.0
Total	291	100.0

Majority of the participants were male 53%, female consisted of 47%

4.3.2 Distribution of Respondents by Marital Status

The study sought to establish the influence of marital status to venture interest and establishment. Table 4.2 shows the responses given.

Table 4.2 Distribution of Respondents by Marital Status

Marital status	F	%
Single	175	60.0
Married	35	12.0
Widowed	43	15.0
Separated	15	5.0
Did not respond	23	8.0
Total	291	100.0

Majority of the respondents (60%) in FIKA programme were singles.

4.3.3 Distribution of Respondents by Family Size

The study sought to establish the distribution of family size by households. Table 4.3 shows the responses given.

Table 4.3 Distribution of Respondents by Family Size

Family size	F	%
Less than 3	189	65.0
Between 3 and 5	73	25.0
More than 5	29	10.0
Total	291	100.0

Most of the respondents were either unmarried or newly married with family sizes of less than three persons consisting of 65% of the total responses.

4.3.4 Distribution of Respondents by Level of Education

The study sought to establish the respondent's level of education. The responses were shown in Table 4.4

Table 4.4: Respondents' Level of Education

Level of education	F	%
University	11	4.0
College	73	25.0
Secondary	204	70.0
Primary	3	1.0
Total	291	100.0

The respondents were highly educated with 99% having at least secondary school education.

4.3.5 Distribution of Respondents by Age

The study sought to establish age differences of the respondents. The responses were shown in Table 4.5.

Table 4.5: Respondents' Age Differences

Level of education	F	%
Below 19 years	6	2.0
20 years – 29 years	189	65.0
30 years – 39 years	44	15.0
40 years – 49 years	29	10.0
Above 50 years	23	8.0
Total	291	100.0

Majority of those who participated in the programme were young aged between 20 years to 39 years consisting of (80%)

4.3.6 Distribution of Respondents by the Business Industry

The study sought to establish the business industry the participants were in or were willing to enter after the training. Responses were computed and shown in Table 4.6

Table 4.6: Distribution of Respondents by Business Industry

Business industry	F	%
Manufacturing industry	93	32.0
Service industry	146	50.0
Retail and wholesale industry	52	18.0
Total	291	100.0

Majority of the respondents (50%) had an interest in the service sector.

4.4 The influence of Teaching Methods to Entrepreneurship Training Programme Effectiveness

The study sought to establish the teaching methods that were used by the trainers during the implementation of FIKA Training Programme.

4.4.1 Teaching Methods Used by the Facilitators

Respondents were asked to identify the methods their facilitators used during training and responses were shown in Table 4.7.

Table 4.7 Methods of Training

Training methods	F	%
Lecture	291	100.0
Discussion groups	291	100.0
Case experience from the team	20	7.0
Demonstration	55	19.0
Questions and Answers	291	100.0

The study established that lecture method, discussion groups and question and answer method were overwhelmingly used receiving responses of (100%) each. It was noted that various teaching methods were being used interchangeably.

4.4.2 Ranking of Usefulness of Training Method

The study sought to establish which method the respondent considered to be more effective than the other. The participants were allowed to rank their responses within a scale of 1 to 5 where 1 means least effective and 5 means more effective. The responses were analysed and response with the highest score in a given category was noted as shown in Table 4.8.

Table 4.8 Ranking of Usefulness of Training Method

Training methods	Ranks	F	%
Lecture	1	158	54.3
Questions and answers	2	150	51.5
Case experience	3	100	34.4
Demonstrations	4	148	51.0
Discussion sessions	5	161	55.3

The use of discussion groups was ranked by (55.3%) to be the most efficient method of learning. The use of lectures was proposed to be the least effective method of instruction.

4.4.3 Facilitators Uniqueness in Style of Disseminating Information

The study sought to establish the unique styles the facilitators used to cater for all the learning needs of the participants. Out from the qualitative data it was established that individual exercises through individual questioning, group study, use of simple languages, short or colourful explanations, use of illustrations, attention grabbing techniques were the most effective techniques of creating and sustaining learner's interest in the learning process.

The respondents also cited the use of stories, use of quotes, use of analogy, use of humour, personal experience of the trainers, giving questions to engage the audience either as groups or individuals and even throwing jokes were considered most appropriate during instruction.

4.4.4 Ranking of Learning Methods

The study sought to establish the level of agreements of the participants with methods of learning. The participants were given four learning methodologies for adult's learners to rank that is: choices of the participants were compared and the choice with the highest frequency under a given category was chosen. This was used to produce a pattern of making presentation as shown in Table 4.9.

Table 4.9 Ranking of Methods of Learning

Training methods	Ranks	F	%
Experiential learning	1	199	68.0
Learning by exposure	2	175	60.0
Studying learners experiences	3	185	63.0
Working with mentors	4	168	58.0

Majority of the respondents ranked experiential learning (68%) as number one, however interview established mixed reactions which the researcher deduced were due to varied business levels of the participants those who were in start up never considered experiential learning useful to them.

4.4.5 Comparison between learning by doing and classroom teaching

The study sought to establish the level of agreement of the respondent with regard to the statement is learning by doing better than classroom teaching. The responses presented as shown in Table 4.10

Table 4.10: Level of Agreement of Respondents. 'Is experiential learning better than Classroom Teaching

Level of agreement	F	%
Agree	51	18.0
Prefers a mix of the two learning methods	240	82.0
Disagree	0	0.0
Total	291	100.0

Majority of the respondents preferred a mix of learning by doing and classroom teaching. The researcher also notified that the response was influenced by the choice of participants only those who agreed to participate in the training were sampled.

4.5 The influence of Learners Characteristics on the Effectiveness of Learning Methods

The study sought to establish the learners' characteristics and how they influence the effectiveness of entrepreneurship training programme.

4.5.1 Reasons for Attained Interest in Business

The study sought to establish what makes the participants be interested in business. When the respondents were asked what motivated them to begin enterprises, they gave different views; their responses were later tabled as shown in Table 4.11. Respondents were allowed to choose more than one factor.

Table 4.11: The Drive to Starting Businesses by the Respondents

The Drive Factor	F	%
To be independent	185	65.0
To attain financial freedom	220	76.0
To be able to pursue your vision	181	62.0
Achievement/ sense of acknowledgement	175	60.0
Recognition- desire to gain social standings	102	35.0
Tired of working for someone else	98	34.0
To join family business	58	20.0
Downsized or laid off in their previous work	18	6.0

The findings established the need for attaining financing freedom (76%) and the need for independence (65%) were most popular why people establish ventures.

4.5.2 Factors that Promote the Respondents Learning Style

The study sought to establish different learning styles of the respondents. Respondents were asked to state what promotes their learning styles. Responses were analysed and presented as shown in Table 4.12.

Table 4.12 What Promotes Respondents Learning Style

What promotes respondents learning style	F	%
When free to ask questions	185	64.0
When topics being taught is directly useful to the my business	285	98.0
When trainer uses your experience during classroom instruction	120	41.0
When instructor recognizes the wealth of experience in you	150	52.0

(98%) of the respondents learning styles were being enhanced when topics taught has a direct use to their businesses, another group 64% preferred learning when they are free to ask questions.

4.5.3 Respondents' Parents Ownership of Business

The study sought to establish the influence of parental occupation to their children entrepreneurial intensions. Respondents were asked to state if their parents had earlier on owned an enterprise. Responses were shown in Table 4.13

Table 4.13 Respondents Parents Ownership of Business

Occupation of the parents	F	%
Owned a business	175	60.0
Never owned a business	116	40.0
Total	291	100.0

Majority of the respondent's parents (60%) had previous experience in owning a business.

4.5.4 Participants Future Intensions To Entrepreneurship

The respondents were tested on their future projections to entrepreneurship. Here groupings were done to participants as either those already running businesses and for

those with intentions of establishing one. Those running already established businesses wanted to see growth in terms of more capital injections, increased sales volumes, increased turnover, opening up new branches in other towns, increased number of employees in the business. To those who had not began businesses, they cited settling in their businesses of interest, break even , businesses fully picking up and networking the business in yellow pages and internet.

4.5.5 Challenges that had been Experienced by the Participants in Running the Business

The study sought to establish some of the challenges the participants had experienced in managing their businesses. Respondents were given a list of challenges to choose from. Responses were analysed and presented in Table 4.14.

Table 4.14: Challenges Facing Businesses

Business challenges	F	%
Lack of funds	280	96.0
Lack of customers	87	30.0
Risks	189	65.0
Information explosion	84	29.0
Too much competition	291	100.0

Majority of the respondents cited lack of funds (96%) and too much competition (100%) as some of the major challenges they are experiencing in the business.

4.6 The Influence of Programme Content to Effectiveness of Entrepreneurship Training Programme

The study sought to establish retention rate of the participants in the study. A list of training methods were given to the participants to rate the method they felt could increase their rate of retention.

Table 4.15: Retention Rate of Learning Methodologies

Teaching methods	F	%
Lecture	36	12.0
Reading	30	10.0
Demonstration	51	18.0
Discussion group	52	19.0
Teaching others the concept taught	122	50.0
Total	291	100.0

Majority of the respondents cited ability to teach other the same concept that has been taught they are more likely to retain the concept 50%

4.6.1 Rating of Benefits from Training Programme Received

The study sought to explain the relevance of the course units offered to the participants. Participants were expected to pick the units that benefited most. The responses were analysed and tabled as shown in Table 4.16.

Table 4.16 Rating of first FIKA Programme

Courses trained on	F	%
Budgeting	85	30.0
Financial management	90	31.0
Savings	39	13.0
Debt management	50	17.0
Banking & insurance	27	9.0
Total	291	100.0

Majority of the responses found financial management and budgeting course unit more relevant to their businesses.

4.6.3 Class Attendance Rate

The study sought to test the class attendance rate of the participants. The responses were analysed in Table 4.17 as shown.

Table 4.17 FIKA Class Attendance Rate

Class attendance	F	%
Not able to attend all the classes	189	65.0
Attended all the classes	102	35.0
Total	291	100.0

Majority of the participants (65%) were not able to attend all the classes as scheduled. Participants cited business commitment the main cause of missing some days

4.6.4 Targeted Training Needs

The study sought to establish the targeted training needs of the respondents out from several key business variables which the researcher considered appropriate to the target group. Their responses were analysed and represented as shown Table 4.18.

Table 4.18: Business Skills Training Needs of the Participants

Course needs	F	%
Compiling business plan	220	76.0
Market research	212	73.0
Cash flow & financial planning	291	100.0
Marketing & advertising	280	96.0
Entrepreneurial business training & education	291	100.0
Empowerment / enrichment programmers	185	64.0
Network opportunities	150	52.0
Mentoring to manage the business	210	72.0
Risk management	185	64.0
Business counseling and advice	175	60.0
Tax advice	250	86.0

All the respondents rated all the courses to be of high value with cash flow and financial planning, entrepreneurial education and training taking the first spot.

4.6.5 Entrepreneurial Skills for the Participants

The study sought to establish the entrepreneurial skills most desired to be acquired by the participants. The skills were categorised into two areas that is technical appropriate business skills and personal entrepreneurial skills. The responses were analysed and presented in Table 4: 19.

Table 4:19 Entrepreneurial Skills for the Participants

Appropriate business skills	F	%	Personal entrepreneurial skills	F	%
Written and oral communication	12	4.0	Inner control	125	43.0
Computer skills	50	17.0	Risk propensity	145	50.0
Ability to organise	49	16.0	Innovativeness & creativity	250	86.0
Management of small business study	102	35.0	Ability to vision for growth	241	83.0
			Ability to identify opportunity	212	73.0
Did not respond	78	27.0		0.0	0.0
Total	291	100			

Majority of respondents preferred personal entrepreneurial skills. Creativity and innovation were skilled that were highly preferred 86%. This was followed by ability to identify opportunities 73%.

4.6.5 Evaluation of the Programme Effectiveness

The study sought to establish the effectiveness of the FIKA programme under Kirkpatrick evaluation model. The parameters of evaluation matrix were, participant's satisfaction with the programme, extend of learners performance, the behaviour change and the overall tangible results from the training.

Table 4:20 Evaluation of Programme Effectiveness

The study sought to establish the training measurement evaluation according to Kirkpatrick's model.

LEVELS	What do I want to know?	When do I find it out?
A. Reaction	Participants considered the programme very successful, trainers had the right knowledge content on the courses; choice of the subject content was alright. They preferred the classes divided into two groups – level of experience, timing of classes. They highly preferred courses directly linked to their businesses.	During conducting evaluation of the training programme
B. Learning	Learning took place. The course units were effectively delivered with skilled trainers.	Upon completion of the course
C. Application/behaviour	Majority who owned business said they are employing proper financial management and budgeting in their businesses	Before and after the training
D. Results	Proper budget is assisting them reduce unnecessary business costs. They record all the business transactions well	Before and after

93% of the participants considered the programme a success. Interview revealed that most of the participants were participating in such programmes for the first time. They were happy with Equity Bank. They cited the trainers were qualified for the tasks. Their main concerns were

Classes ought to have been divided into two categories, experienced businesses and start ups for they required different learning needs

The classes were not to take whole day as it was programmed and varieties in teaching aids could have been used , most of the participants preferred the use of projectors and well coordinated PowerPoint presentation

They proposed as well the use of guest speakers which could have been organised locally from a successful businessman ought to be used to tell the participants his/ her experience.

The participants cited they highly benefited from the learning process. 80% of the participants cited their involvement in choosing the topics could not have made a big difference for that could bring confusion due to differences background factors of the participants.

4.7 The Role of Facilitator to the Effectiveness of Entrepreneurship Training Programme

The study sought to establish the skill matrix of the trainers or facilitators in the programme.

4.7.1 How the Facilitators Assisted the Participants to Understand the Learning Process

The study sought to explain the role the facilitators in the learning process. Different views were sought, later the responses were coded and frequencies of responses were established as shown Table 4: 21

Table 4: 21 Role of the Facilitator in Enhancing Programme Content

Role of facilitators	F	%
Grouping participants	115	40.0
Writing and explaining on flip charts	200	69.0
Providing learning materials i.e. writing materials	291	100.0
Invoking our interest providing a motivating environment	221	76.0

When asked on the participants role during the training programmed, 100% said their facilitator provided them with writing materials, 40% said the trainers grouped them into discussion groups, 69% cited the trainers could explain points on the flip charts through marker pens, 79% said the trainer provided humor , jokes that made them have a sustained interest in learning.

4.7.2 Methods the Trainer used During Instruction Process

The study sought to establish the methods the trainer used during the instruction of the programme. It was noted that lecture method was over emphasized, discussion method, demonstration and question and answers were the methods used.

4.7.3 Some of the Activities the Facilitator Engaged the Audience with During all Phases of Training Cycle

The study sought to establish the patterns of events during the training process. This was done through interview of the respondents. The general responses possessing similar themes were classified and presented in Table 4.22.

4.8 Summary

This chapter presented the return rate of the questionnaire, the demographic characteristics of respondents and the analysis, presentation and interpretation of the findings from the field data collected. The data has been presented in the form of tables

CHAPTER FIVE: SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines a summary of the key outcomes from the study focusing on the issues emerging in relation to the study objectives. The chapter also presents discussions, conclusion and recommendations made from the study, targeting the grandaunts of FIKA programme at Dagoretti Constituency.

5.2 Summary of the Findings

This section highlights the key findings from the study.

5.2.1 The Influence Of Training Methods to the Effectiveness of Entrepreneurship Training Programme

The study revealed that the choice of training methods is very significant to the effectiveness of entrepreneurship training programme. Most participants preferred to be taught through learner centered instructional design methods like the use of discussion groups. For those who had already established businesses they advocated for a mixture of training methods but more so the incorporation of their knowledge and business experiences during learning. However it was noted that lecture method was highly used during FIKA Training Programme. There was lack of proper training needs assessment. There was only formal introduction where participants were to cite their expectations after introducing their names. The main tools of training were marker pens and flip charts.

5.2.2 The Influence of Learners Characteristics To Entrepreneurship Training Programme Effectiveness

The study established that most people go into business because of the desire to attain financial freedom and independence. The findings also revealed that effective learning takes place when the environment is conducive and favorable. These environmental factors are state of classroom environment: ventilations, type of chairs, writing materials, noise in the neighborhoods to the classroom environment. Learning took place in

institutions like churches especially during week days. Most of the participants never had 100% class attendance due to their busy schedule; the attendance rate they wished could increase had the programme been organized in flex time manner. The training programme was organized twice per week and it was a whole day programme.

It was also established that some individual personal factors like parental occupation, age, culture, educational factors; gender affects the intension of going into business.

5.2.3 The Influence Of the Choice of Programme Content to Entrepreneurship Training Programme Effectiveness

The study established that the participants had no role in the choice of course units they were offered. The sponsor MasterCard Foundation in collaboration with Equity Bank Foundation did the selection of course units. The study also established that the participants were not taken through adequate pre- training programs that could have acted as a basis of participants groupings. The courses which were offered are: banking and insurance, financial management, budgeting and debt management. All the participants were grouped in one class regardless of their experience levels. However, occasionally the trainers allowed opportunity for sharing during classroom instruction. The study also established that trainees placed higher preference to course units which they considered had direct links to their businesses like budgeting, financial management.

5.2.4 The Role of the Facilitator To The Effectiveness Of Entrepreneurship Training Programme

The study revealed the facilitators had an important role to play during classroom instruction. They were able to organize the class programs, provide lesson materials and guide the lesson development during instruction. The facilitator experience, competency, exposure and knowledge base was established to be of key significant to the effectiveness of FIKA Training Programme.

5.3 Discussion

This section presents a discussion of the key findings.

5.3.1 The Influence Of Training Methods To Entrepreneurship Training Programme

It was established that training methods has a great influence to the effectiveness of entrepreneurship training programme. It's the training methods which should be used to elicit motivation within the trainees, create room for case experience where participants can apply the knowledge that caters for both start up and experienced entrepreneurs. It was established that lecture method was predominant during FIKA Training, though other methods were as well sparingly used like discussions, question and answer sessions and demonstrations.

This finding confirms with what has been said by Laurillard (2002) who supports the use of discussions groups and case experience during classroom instructions. Discussions enable learning to be more learners centred and its helps students and teachers to make conceptions about discussions topics accessible to each other. To cater for differences in learning background and experience gaps in learners Laurillard stressed the use of case studies, case competition, market research and the use of pictorial study materials like the use of projectors during entrepreneurship training. Garvin (1991) similarly supports the view that entrepreneurial learning is anchored in experience and interest of students. Therefore elements allowing students to experience what they are supposed to learn and receive feedback are likely to increase effectiveness of entrepreneurship training programme.

5.3.2 The influence of Learners Characteristics to Effectiveness Of Entrepreneurship Training Programme

This study has established that learner's characteristics do affects the effectiveness of entrepreneurship training programme. It was established that the desire for financial freedom and be independence was the main reason why entrepreneurs go into business. It was also established that effective instruction takes place when learning environment is conducive and favourable. It was also established that personal characteristics like parental occupation, age, culture, education levels, family size, and gender has a contributing effects to people's intension in going to business.

This finding is similar to a study by Hughes (2003) who found out that the push factors are not the primary motivator behind decision to become self employed. Similarly by using a larger sample of 3,840 self employed Canadians for 2000, Hughes reports that independence and financial freedom is the most important motivator for both men and women when entering into self-employment. (Verheal, 2012) supports the findings that family exposure has a positive predictor of entrepreneurial intentions. Children's tends to strongly identify with their parental occupational area. Ferreira and Dopoco (2008) noted that the study of learners' entrepreneurial characteristics is relevant for the development of adequate educational programme related to entrepreneurship and business creation.

5.3.3 The Influence Of The Choice Of Programme Content To The Effectiveness Of Entrepreneurship Training Programme

It was established that courses which directly relates to business of entrepreneurs had a higher ratings. Among the units cited were: marketing management, operation management, human resource management, financial management. These findings are similar to a survey done by Sexton (1997) which revealed the ten most suitable topics for entrepreneurs for achieving and managing fast growth. These topics were mainly of business concerns like selling, financial growth, managing cash flow, hiring and training employees. The Sexton further mentions that the knowledge best suitable for entrepreneurs should consist of motivations skills courses which are meant to change attitudes, help people recognise opportunities, think creatively and enable them build leadership skills and confidence, business skills areas like financial management, operation management, human resource management, cash flow management and business plan compilation and entrepreneurship skills like technical skills, business management skills and personal entrepreneurial skills.

5.3.4 The Influence Of Facilitators skills To Effectiveness Of Entrepreneurship Training Programme

It was established that the facilitator plays a very critical role in an entrepreneurship training programme. Among the duties which were established were they provided writing materials, they grouped participants in group discussions. It was established that

the use of lecture method, discussion groups, demonstration and question and answers were the methods adopted. This findings is similar to a study by Woolfolk (2007), who holds the view that facilitators in the classroom context have basically three major goals, namely to create a state of motivation to the participants, to develop in participants the trait of being motivated to learn and to want our participants to be cognitively engaged.

5.4 Conclusions

FIKA Training Programme was successful; it was noted as the first of its kind targeting Kenyans entrepreneurs to a large coverage. The participants were equipped with the financial literacy skills for better financial choices especially in expanding their businesses. Those who had not yet begun businesses got the right motivation of choosing entrepreneurs as a carrier options. However, the implementation encountered several challenges, timing was an issue, and most participants could not be able to attend all the classes as scheduled. Entrepreneurship education is very significant in enhancing development of an economy, therefore appropriate methods, time, resource, quality and best trainers in content, approaches should be selected to be the one driving the programme.

5.5 Recommendations

The study recommends the following

1. There should be a mechanism put in place by all the sponsors of entrepreneurship training programme to receive quick feedback to be used for quality improvement.
2. For entrepreneurship training programme learner centred teaching methods should be adopted for their capability in utilising the learner's experiences, skills and talents during instructions. In an environment where the participants have no prior experience, the trainer is expected to use methodologies like case studies, case competitions which fully engage the learner in a kind of practical business experience. These approaches should be adopted by trainers of FIKA and other organisation like International Labour Organisation should follow the same.

3. The study recommends that subsequent training programmes targeting effective results to entrepreneurs should incorporate three areas of knowledge that is entrepreneurship skills, business skills and motivations skills. This should be standard design matrix to be adopted by other organisations pursuing similar objectives like FIKA in the country and elsewhere
4. The management of Equity Bank Foundation and MasterCard Foundation and other NGOs pursuing entrepreneurship training in the country should ensure that the trainers selected should have a knowledge base in training, business management and practical business skills.

5.6 Suggestions For Further Research

The study made the following suggestions for further research:

1. Challenges facing the introduction of entrepreneurship training initiatives in Kenya
2. The impact of entrepreneurship education training in Kenya secondary schools

5.7 Summary

Chapter five outlined the summary of the key outcomes from the study focusing on the issues emerging in relation to the study objectives. The chapter also presented discussions and recommendations made from the study, targeting those who participated in FIKA Programme. The conclusions of the study and also areas for future research were also discussed.

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APPENDICES

APPENDIX 1: SAMPLE OF AN INTERVIEW GUIDE

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**SUBJECT: MASTER OF ARTS IN PROJECT PLANNING AND
MANAGEMENT RESEARCH PROJECT**

STUDY TITLE: FACTORS INFLUENCING THE EFFECTIVENESS OF
ENTREPRENEURSHIP TRAINING PROGRAMME; A CASE OF FINANCIAL
KNOWLEDGE FOR AFRICA 'KENYA.

Dear Sir/Madam,

I am a final year Masters of Arts Student carrying out an academic research for the purpose of examination leading to the award of a degree of Master of Arts in Project Planning and Management.

I would like to sit down with you and ask you some questions. This will take around 30 minutes. For all questions, there are no wrong or right answers. Your participation in this study is **entirely voluntary** in addition, you can choose not to answer any question that you feel not comfortable with or terminate the interview at any time.

I want to assure you that all information you give me will be kept confidential. Your name will not be recorded on any document related to this study. A study identification number will be used in place of your name on the interview records.



Peter Nyachome
L50/66253/2010

1. Describe briefly how the training programme was conducted.
2. Assume that you owned a big business in town, would you consider this training useful and how would you like it be planned, organised and coordination of classroom environment.
3. What can you comment worked well during the training programme?
Please elaborate
4. What would you do differently now and which course training benefited you most? Please explain why
5. What strategies, interventions, tools etc would you recommend be sustained and scaled up. please provide justification for your response
6. Mention some of the barriers you encountered during your training process? (Not able to attend all classes because of commitment, language barriers, facilitators too fast or low, time to attend the classes. How did you overcome the barriers
7. Where or who taught you the business skills? Do you think education is useful for business people in our country?
8. How did your supervisor influence your learning behaviour during your training process? Explain how?
9. What did you like most about FIKA Programme? Explain
10. What did you like least about FIKA Programme? Explain
11. What do you consider is driving you to business? Explain
12. Had you ever taken part in similar training before? By which organisation?
13. Please mention some of the general comments or recommendation for the programme
14. Briefly describe the events before , during and after training cycle upon which the trainers engaged in
15. What can you do better after the programme? And which topic or unit benefited you most?

APPENDIX 11: QUESTIONNAIRE

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P.O Box 53569-00200, Nairobi
Tel: 0721-573590; Email:nyachomepeter@yahoo.com

SUBJECT: MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT RESEARCH PROJECT

STUDY TITLE: FACTORS INFLUENCING THE EFFECTIVENESS OF ENTREPRENEURSHIP TRAINING PROGRAMME; A CASE OF FINANCIAL KNOWLEDGE FOR AFRICA 'KENYA.

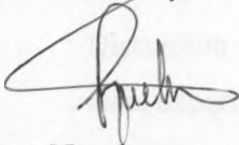
Dear Sir/Madam,

I am a final year Masters of Arts Student carrying out an academic research for the purpose of examination leading to the award of a degree of Master of Arts in Project Planning and Management.

The purpose of this letter is to request you to participate in my research by providing the required information as per the questionnaire provided. Kindly be as honest and as thorough as possible. The information you provide will be considered as confidential and will only be used for the purpose of my examination. It is your right not to participate in this study if for any reason you are unwilling or only answer questions which you are comfortable only.

Thanking you in advance for your cooperation.

Yours faithfully,



Peter Nyachome

L50/66253/2010

Section (A): Demographic characteristics of the respondents. (Kindly respond to the question by marking an X in the boxes).

Instructions: Tick as appropriate

PART 1 Personal Detail

1. **Indicate your gender :** Female () Male ()
2. **Indicate your marital status:** Single () Married () Separated ()
Widowed ()
3. **Family size:** less than 3 () Between 3 & 5 ()
More than 5 ()
4. **Level of education and training:**
Informal education or none () Primary () Secondary () College ()
University ()
5. **What is your age bracket?**
19 years and below ()
20 years to 29 years ()
30 years to 39 years ()
40 years to 49 years ()
50 years and above ()
6. **Tick appropriately the business industry upon which you operate or is willing to enter**
Manufacturing () Service Industry () wholesale or retail ()

**PART B: THE INFLUENCE OF TEACHING METHODS TO
ENTREPRENEURSHIP TRAINING EFFECTIVENESS**

1. **Tick the methods of teaching your facilitators used during your training**
Lecture ()
Discussion groups ()
Case experience from the team ()
Demonstrations ()
Questions & Answers ()

2. Rank the methods above in order of how useful there were during the training in scale of 1 to 5

- Lecture ()
- Discussion groups ()
- Case experience from the team ()
- Demonstrations ()
- Questions & Answers ()

3. Different people have unique learning needs what method did your facilitator use to cater for all the interest of all of you during learning process.....

.....

.....

.....

4. Rank down in a scale of 1 to 5 where 5 is most effective and 1 is least effective Methods of learning:

- Studying learners experiences ()
- Experiential learning (learning by doing) ()
- Learning by exposure ()
- Working with mentors ()

5. Learning by doing is better than classroom teaching do you agree
I AGREE () I DONT AGREE () I PREFER A MIX OF THE TWO ()

PART 11: Learner characteristics and how its affects effectiveness of learning

1. What makes you be interested in business? Tick appropriately
- i) To be my own boss (to be independent) ()
 - ii) To attain financial freedom first ()
 - iii) To be able to pursue my vision ()

Mention any other
.....

.....
.....
2 . How best do you feel you can learn under what environment (choose the ones in the box and add any which could have been left but promotes your learning style) (when you are free to ask questions, when topics being taught is directly useful to my business, when trainer uses your experience in the classroom to demonstrate a point , when instructor recognises the wealth of experience you have)
.....
.....
.....
.....

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.....
.....
.....

2. Has one of your parent owned a business before

YES () NO ()

Explain how your parents influenced your interest in business.....
.....

3. Where do you want to see yourselves in the next 2 years in your business

i)

ii)

4. What are some of the key issues that motivate you so much in operating business.....?

PART B (1) PROGRAMME CONTENT AND HOW ITS INFLUENCES EFFECTIVENESS OF ENTREPRENEURSHIP TRAINING PROGRAMME

1. What should be taught to entrepreneurs

2. Which course programme benefited you most

Budgeting () Savings () Debt management ()

Financial management () Banking & Insurance ()

3. What factors do you consider to be vital in enhancing effectiveness of entrepreneurship training?

4. If a business skills training is organised for you which areas do you require training choose all relevant areas you feel you need.

Variable	Yes	No	Did not indicate
Computing business plan			
Market research			
Network opportunities			
Entrepreneurial business training & education			
Empowerment / enrichment programmes			
Cash flow & financial planning			
Mentoring to manage the business			
Marketing & advertising			
Risk management			
Tax advise			
Business counselling & advise			

5. In addition to the above business skills, for you to perform well in your business you also require appropriate technical skills and personal entrepreneurial skills choose among each category the one you would prefer to be upgraded in. Put an X in all areas

Technical appropriate business skills	Personal entrepreneurial skills
Written and oral communication ()	Inner control ()
Computer skills or taking advantage of technology ()	Risk propensity ()
Ability to organise ()	Innovativeness & creativity ()
Management of small business study ()	Ability to vision for growth ()
	Ability to identify opportunity ()

PART (111): THE ROLE OF THE FACILITATORS TO ENHANCE LEARNING EFFECTIVENESS

1. During training how did your trainers support you understand the concepts well
- i)
 - ii)
 - iii)

2. What were the methods your trainers used in the delivery of the training and how did they influence your motivation.....
-
-

3. Choose at least four roles your facilitator played in the classroom instruction
- A- to create state of motivation to the participants
 - B- to develop participants trait of being motivated to learn
 - C- engage the participants during instruction process

Mention five roles of your facilitator during your classroom instruction. You are free to include the above or give different roles

.....

.....

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.....

.....

**APPENDIX 111: TABLE 1: TABLE FOR DETERMINING SAMPLE SIZE FROM
A GIVEN POPULATION**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.

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APPENDIX IV: KIRKPATRICK'S MODEL: FOUR LEVELS OF EVALUATION

Donald L. Kirkpatrick introduced a four step approach to training evaluation in 1959.

(Shelter and alleger, 1993) He describes his approach in chapter titled evaluation in three editions of the training and development Handbook (1987, 1976, and 1967.

The table below reflects these FOUR levels of evaluation training at each level

Four levels of evaluation (KirPatrick's Model)

Table 2: Kirkpatrick's Four levels of Evaluation Model

LEVELS	What do I want to know?	When do I find it out?
E. Reaction	Did they like it? how well did the participants like the programme or course	Upon completion of the training session or course
F. Learning	Did they learn it? What principles facts and techniques were learned and what attitudes were changed	Upon completion of the course
G. Application/ behaviour	Did they use it? what changes on the job behaviour resulted on the programme	Before and after the training
H. Results	Did it produce tangible business results? What were the tangible results of the programme in terms of the reduced costs, improved quality and improved quantity?	Before and after