FACTORS INFLUENCING STUDENTS' PERFORMANCE IN WRITING ENTREPRENEURSHIP PROJECT PROPOSALS: A CASE OF FOUR NATIONAL POLYTECHNICS

BY

CATHERINE WAIRIMU WAWERU

D53/OL/1616/02

A RESEARCH PROJECT SUBMITTED FOR REGISTRATION OF THE DEGREE OF MASTERS IN BUSINESS ADMINISTRATION –KENYATTA UNIVERSITY

2007
DECLARATION

This research project is my original work and has never been submitted for a degree in any University.

Signed: ___________________________ Date: 2/11/07

Name: Catherine Wairimu Waweru
D53/OL/1616/02

This research project has been submitted for examination with my approval as the supervisor.

Signed: ___________________________ Date: 12/11/07

DR. Namusonge
Lecturer
Department of Business Administration
Kenyatta University

This research project has been submitted with my approval as Chairman, Department of Business Administration.

Signed: ___________________________ Date: 07.12.07

MR. D. K. NGABA
Chairman, Department of Business Administration
ABSTRACT

The study determined the factors that influence students’ performance in writing entrepreneurship project proposals. The study focused on learning facilities, role of administrators like principals, teacher qualifications, size of the class, role of Kenya National Examinations Council and effects of participation of students in home chores. The study was done to determine the factors that influence students’ performance in writing entrepreneurship projects.

Stratified random sampling was used to obtain the 60 respondents who were interviewed. The sample composed of 60 respondents drawn from teachers, students and principals from Kenya Polytechnic, Mombasa Polytechnic, Kisumu Polytechnic and Eldoret Polytechnic.

The researcher developed an interview guide, which she used during data collection. The major findings were that attitudes of lecturers and those of students had a lot of influence on students’ performance. In the cases under study, a few students had negative attitude and therefore failed to take their work seriously, which made them to fail in their project work. It was also found that those students from institutions with inadequate physical facilities performed poorly. Students who lacked accommodation stayed in hostels or commuted from their homes and this made them do home chores, which reduced their time of study and therefore performed poorly.

The researcher also found that there was good performance amongst students from institutions where there were frequent staff meetings, heads of institutions participated in the supervision of learning and where lecturers were qualified and experienced. In conclusion, the researcher recommended that a lot of emphasis be laid on teaching or entrepreneurship projects because this would promote business growth and economic growth of the country.
ACKNOWLEDGEMENT

I wish to thank DR(MRS) Mary Namusonge for sparing her precious time to guide me during my research period. Special thanks also to the Ministry of Education for sponsoring me to do the Master of Business Administration at Kenyatta University.
DEDICATION

I dedicate my research work to my husband Steven Waweru Kimani who gave me a lot of support and encouragement throughout the research period. I also thank my mother who has been my inspiration during my study time and to my dear daughter Mercy Wanjiku Waweru who was always there for me.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>II</td>
</tr>
<tr>
<td>Abstract</td>
<td>III</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>IV</td>
</tr>
<tr>
<td>Dedication</td>
<td>V</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Introduction</td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>1.0 Background of the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.1 Statement of the Problem</td>
<td>13</td>
</tr>
<tr>
<td>1.2 Purpose of the Study</td>
<td>13</td>
</tr>
<tr>
<td>1.3 Specific Objectives</td>
<td>13</td>
</tr>
<tr>
<td>1.4 Research Questions</td>
<td>14</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>15</td>
</tr>
<tr>
<td>1.6 Assumptions</td>
<td>15</td>
</tr>
<tr>
<td>1.7 Definition of Terms</td>
<td>16</td>
</tr>
<tr>
<td>1.8 Organization of the Rest of the Study</td>
<td>16</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>Literature Review</td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>2.0 Introduction</td>
<td>17</td>
</tr>
<tr>
<td>2.1 Background Information</td>
<td>17</td>
</tr>
<tr>
<td>2.2 Entrepreneurship Projects</td>
<td>18</td>
</tr>
<tr>
<td>2.3 Performance</td>
<td>19</td>
</tr>
<tr>
<td>2.4 Teaching/Learning Resources</td>
<td>20</td>
</tr>
<tr>
<td>2.5 Teachers</td>
<td>22</td>
</tr>
<tr>
<td>2.6 Attitudes</td>
<td>24</td>
</tr>
<tr>
<td>2.7 Role of Supervisors</td>
<td>27</td>
</tr>
<tr>
<td>2.8 Teaching Method</td>
<td>28</td>
</tr>
<tr>
<td>2.9 Home Chores</td>
<td>28</td>
</tr>
<tr>
<td>2.10 Conceptual Framework</td>
<td>29</td>
</tr>
</tbody>
</table>
5.3 RECOMMENDATIONS ........................................................................................................43
5.4 SUGGESTIONS FOR FURTHER RESEARCH .................................................................44
REFERENCES ..........................................................................................................................45

APENDICES
Appendix 1  Research schedule
Appendix 11 Resources and budget
Appendix III Project work examination requirements
Appendix 1v Questionnaires
LIST OF TABLES

Table 1  Table showing gender of lecturers.................................33
Table 2  Table showing age category of lecturers and dead teachers........33
Table 3  Table showing frequency of staff meetings..........................34
Table 5  Table showing marital status of lecturers...........................35
Table 6  Table showing academic qualifications of lecturers and principals.....36
Table 7  Table showing the relationship between KCSE performance and performance in writing entrepreneurship project proposals ...............40
Table 8  Table showing students’ responses on learning facilities.............41
CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

Education plays a key role in moral, cultural, political and socio-economic development of a country. After attaining her political independence Kenya embarked on a number of policy objectives that were aimed at improving and accelerating the rate of economic growth and development. As at that time and even now, much has to be done in terms of improving and maintaining high standards of operations that will help achieve the desired goals i.e. sustained economic growth and development. In order for this to be achieved, development in various sectors of the economy must be increased and sustained in areas like medicine, education, agriculture, law and engineering. These sectors have played their respective role in the country despite the various limitations they have continued to face e.g. limited training facilities, untrained personnel, lack of job opportunities, lack of scholarships/bursary for those who want to pursue further training just to mention a few in the education sector. With high unemployment, public sector retrenchment, downsizing in corporations and other restructuring programmes now in full swing in Kenya, self employment and small enterprise promotion are presently high on agenda. The government has put the right direction and policy guidelines to that effect. In recent times, there has been much concern amongst policy-makers and others to re-orient education and training systems to prepare learners for a situation where formal wage employment may not exist.

Kenya recognizes education as the key to development. Entrepreneurship Education is one of the areas the government of Kenya has put emphasis on in order to achieve its goal on poverty eradication and reduce unemployment levels in the country. To achieve Vision 2030 and for the country to industrialize by year 2020, the government has embraced programmes for entrepreneurship training in youth programmes in both formal
and non-formal institutions. It has been observed that introducing entrepreneurship into secondary schools, vocational institutions and training programmes prepares learners for a self-employment situation at a time where formal wage employment may not exist. It also stimulates the youth to establish their own businesses. This is also seen as a measure to eradicate poverty as laid out in the Economic Recovery Strategy (ERS) for wealth and employment creation (2003). ERS was built on four pillars, namely: good governance, macroeconomic stability, infrastructure improvement and investment in human capital. In the formal institutions this is done under the ministries of Science and Technology and that of Youth Affairs. Entrepreneurship programmes are offered in National Polytechnics, Middle Level colleges i.e. Technical institutions and Institutes of Technology and Youth polytechnics commonly referred to as Technical Industrial Vocational Entrepreneurship Training Institutions (TIVET). Private business and technical colleges also offer entrepreneurship training. Entrepreneurship education as part of Technical Education has been greatly emphasized because Kenya sees technical education as the vehicle to make it industrialized by the year 2020 (sessional paper No.2 of 1997 on Industrial Transformation to the year 2020).

All commissions of Education indicate the emphasis the government lay on the importance of technical education and in particular entrepreneurship education which is seen as a solution to unemployment problem. The report of National Committee on Education Objectives and Policies (Gacathi report, 1976) endorsed the recommendations of the ILO report of 1972 on Education and Unemployment (UNESCO, 1972). There was a strong recommendation to include technical subjects in Kenyan education system. The Gacathi report recommended an education with practical orientation and that, which would concentrate on the needs of the majority who terminated their education at the early levels and also bearing in mind the needs of those who continue.

Students in Technical Industrial Vocational Entrepreneurship Training institutions are expected to learn entrepreneurship education and be able to write good business and project proposals which they can use when they are in self-employment. All the students in TIVET institutions are required to do entrepreneurship education and be able to write a
trade project and a business proposal, which form part of the examination. The lecturers supervising the student mark the projects and these marks together with the project proposals are forwarded to Kenya National Examinations Council for final marking. During the marking and awards session it has been realized that students do not perform very well and even some of the student copy project proposals from students of other institutions (KNEC report 2000). Some examination researchers attribute the poor performance to various factors. Duigan (1986) as quoted by Kibui (1995) concluded that there are many factors, which influence a student’s performance. The factors could be external or internal and they include the following:

- Leadership and decision making
- School culture and climate
- Teacher behaviors
- Student’s behavior
- Parental support and involvement
- Socioeconomic background of students

Other researchers like Eshiwani (1983) and Kathuri (1986) identified policy related factors, which include the following:

School resources and processes such as. Class size, textbooks, school administration, management, and library and laboratory facilities.

Teacher characteristics - teacher qualifications, experience, teacher-pupil ratio, professional commitment and transfer index

Student traits e.g. preschool education, primary and secondary education. Social factors too were a contributory factor.

Commission of enquiry chaired by Koech (1999) found that poor performance in examinations was blamed on poor teaching, absenteeism among learners and teachers, irrelevance of curriculum and inadequacy of the examination system. This study sought to verify if the same factors affect entrepreneurship project writing at tertiary institutions.
1.1 STATEMENT OF THE PROBLEM
Past researchers (Eshiwani 1983, Kathuri 1986) identified the following factors that affect student performance: teaching and learning facilities, experience of teachers, attitude of learners and teachers towards certain subjects and role of parents in guiding students.

However, none of the above studies were done in Technical, Industrial, Vocational Entrepreneurship Training institutions. This prompted the researcher to carry out the current study to find out if these problems are also applicable in TIVET institutions.

The task of the study was to find the factors that lead to poor performance of students in entrepreneurship projects. The factors identified for investigation were students' academic entry point for the various post school programmes, teaching and learning facilities such as text books, library, teacher qualifications, students' attitudes towards entrepreneurship education and Technical Industrial Vocational Entrepreneurship Training programmes, teacher-student ratio, parental education, home environment, involvement of home chores, criteria for job placement, role of Kenya National Examinations Council in project writing, supervision and the role of the Department of Quality Assurance and Standards of the Ministry of Education in overseeing curriculum implementation. The factors affect students' performance in general. However it is not known if the above factors also influence entrepreneurship project development process.

1.2 PURPOSE OF THE STUDY
The aim of the study was to determine the factors that influence students' performance in writing entrepreneurship projects in the four National Polytechnics namely Kenya, Eldoret, Kisumu and Mombasa Polytechnics.

1.3 SPECIFIC OBJECTIVES

The following were the objectives that guided this study:

1. To determine the effect of learning facilities on students' performance
2. To determine the role of education administrators like principals in entrepreneurship project proposal writing.
3. To determine the role of Quality Assurance and Standards Officers in
Curriculum implementation especially in ensuring that students are supervised while writing entrepreneurship project proposals.

4. To determine whether teacher qualifications affect entrepreneurship project proposal writing by students

5. To determine whether the size of the class affect entrepreneurship project Proposal writing

6. To determine the role of KNEC in supervision of entrepreneurship projects.

7. To find out whether participation of students in home chores affect their Performance in writing entrepreneurship project proposals

8. To find out the effect of student’s attitude on entrepreneurship project writing.

9. To find out whether the background of students affect their performance in Entrepreneurship project writing.

1.4 RESEARCH QUESTIONS.

1. Does lack of availability of learning facilities affect level of student’s performance?

2. What role do education administrators play in the writing of entrepreneurship project? Proposals?

3. What role do Quality Assurance and Standards Officers play in ensuring that students are guided while writing project proposals? Does quality of teachers affect the Writing of the project proposals?

4. Does size of the class affect student’s performance?

5. What is the role of K.N.E.C. in ensuring that student’s come up with good project proposals?

6. Does participation of students in home chores affect their performance in project writing?
1.5 SIGNIFICANCE OF THE STUDY

The findings of the study may provide lead for intervention to other researchers, which would help to improve achievement of students in writing better entrepreneurship project proposals. They will also assist future researchers in identifying priority areas in which to carry out more research on other TIVET institutions in the country.

The researcher will also have a better understanding of the factors that affect students’ performance in project proposal writing.

Technical Industrial Vocational Entrepreneurship Training institutions will also be aware of these factors and they can take the necessary action to eradicate them. The findings will also form a useful reference document to curriculum development by Kenya Institute of Education who may use it to generate an entrepreneurship syllabus, which caters for the needs of learners, teachers and general public based on what is in the ground. Staffing officers, administrators and Quality Assurance and Standards Officers in their staffing and supervision activities could use the results to ensure proper curriculum based establishment. This will lead to schools being properly staffed by ensuring that institutions have adequate teachers. The researcher will act as a catalyst to trigger off to other researchers, policy makers, planners, donors for decision making to do further research for future development findings.

1.6 ASSUMPTIONS

1. Questionnaires and observation schedules were adequate instruments for collecting information required for the study.

2. Responses for principal’s heads of departments, and lecturers of the sample institutions.

3. Performance was affected provided adequate information for the study and were representative to give valid results by non-school factors like socio-economic status.

4. Respondents cooperated and gave honest and uninfluenced ideas when answering interview questions and questionnaires.

5. Students came from families with similar social, political and economic background.
1.7 DEFINITION OF TERMS.

Students’ performance refers to the ability of a student to attain a certain mark as prescribed by an examination body.

Entrepreneurship Project proposals refer to report writing on research done by students doing diploma courses and post graduate courses in the institutions of higher learning.

National polytechnics are post school institutions that offer Technical industrial vocational education and training. They are institutions of higher learning.

Physical facilities-this refers to classrooms, libraries, workshops etc in an institution which facilitate the learning process.

**Professional qualifications** are any training that has been achieved by a teacher during in-service or Quality of school pre-service training.

**Administration** refers to head teachers’ academic and professional qualifications and leadership styles.

**Quality of teachers** is the teachers’ academic, professional qualifications and their attitudes.

**Teaching resources** refers to textbooks, quality of library services, availability of journals, quality research methods and learning materials that facilitate teaching and learning.

**Curriculum** refers to the experiences the learner encounters under the authority and environment of the learning institution.

**Attitude** refers to psychological expression of positive or negative thinking, feeling or behavior of a given person towards entrepreneurship education and writing of entrepreneurship projects in particular.

1.8 ORGANIZATION OF THE REST OF THE STUDY

Chapter two provides the literature review and conceptual framework. Chapter three which provides a description of the research methodology follows this. Chapter four reports on the analysis and findings of the survey data. Chapter five discusses the research findings and finally the summary, conclusion and implications of the findings.
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION
The review of the literature will be in the following parts:-
The first part is the background information
The second part is the literature on entrepreneurship projects.
The third part explains about student performance
The fourth part describes the role of the teaching learning resources in examination performance
The fifth part explains the role of teachers in students’ performance.
The sixth part discusses the role of attitude in student’s performance.
The seventh part discusses teaching method while the rest of the sections deal with supervision and students, involvement in home chores.

2.1 BACKGROUND INFORMATION
The report of the working party on education and the presidential working party on the second university (1981) recommended the teaching of technical vocational education i.e. The Mackay report. This resulted to the introduction of 8.4.4 system of education, which is both academic and vocational. Pre-vocational education was to be offered as part of the 8 year in primary school, 4 year in secondary education to lay foundation for training and employment after school. Vocational training which include technical courses e.g. mechanical engineering, entrepreneurship education and other applied courses was to be offered in post school training institutions such as youth polytechnics, technical training institutions and other skill training centers in public and private sectors. The report of the working party on education and manpower for the next decade and beyond (Kamunge report of 1988) and Koech (2001) revised the 8.4.4 system and underscored the importance of technical education. In the Poverty Reduction Strategy paper for the period 2001-2003 the Government priority in the medium and long-term was to ensure affordable and equitable access to education through collaborating with other
stakeholders in enhancing provision of textbooks and teaching/learning resources at primary, secondary and tertiary education levels. To reduce the high cost of tertiary education the government was to reorient curriculum at tertiary level to make it more relevant to the needs of the economy. The Government was to adopt the unit cost principle in universities and promote technical and vocational institutions in public and private sector which were to provide necessary skills at post secondary level while maintaining a focus on quality and standards. Management of education programmes and facilities was to be improved through training, inservice courses for teachers, improving inspectorate services and provision of support facilities.

The importance of education and training for an entrepreneurial society has been underlined on several occasions through United Nations Declarations (Youth Employment Network) which promotes entrepreneurship education as a means to reach the Millenium Goal to halve youth unemployment by 2015) and Conventions (Klaus,2004) ILO Recommendation NO. 189, adopted in 1998, refer to entrepreneurship education as a way of promoting a positive enterprise culture. Entrepreneurship Education is offered in all TIVET institutions as a course requirement for craft/diploma courses.

2.2 ENTREPRENEURSHIP PROJECTS
Entrepreneurship involves identifying what needs to be done, taking action and benefiting from it. It is also about an innovative action whenever one finds himself/herself in different situations of change. An entrepreneur is the prime mover in the business enterprise because he/she identifies the gaps in the market and then turns these gaps into business opportunities. An entrepreneur finances, manages and bears the uncertainties of the risk of the business. Through entrepreneurship, many jobs are created in the economy, wealth is generated for an individual and the community at large. Entrepreneurship is an effective mechanism for ensuring innovation and creativity as well as achieving development at the grassroots level. From 1990, the government recognized the need to cultivate an entrepreneurial culture in the youth. This was because there was rising unemployment amongst the youth. This led to introduction of 8.4.4education, which was more practical oriented. Entrepreneurship education was introduced in post school
institutions. Students undergoing technical training were required to do entrepreneurship education and do a project proposal at the end of the training. This was to equip the graduates with skills that could lead to self-employment. Self-employment is an activity where individuals create their own employment opportunities by creating a business. Entrepreneurship education stimulates young people to think about business and the role of business community in economic and social development. Students also get an opportunity to analyze the changes taking place in their countries and are encouraged to consider self-employment and enterprise creation as their choice.

Entrepreneurship projects are written by all students undertaking Technical industrial vocational entrepreneurship training. The projects enable the students to think critically as they search for topics to cover. At the same time as they do the research, they are able to see the real business world as they mingle with the businessmen/women. If a student comes up with a good entrepreneurship project this can be implemented once he is in the business world after completion of the course.

2.3 PERFORMANCE

Performance is the ability of a student to attain certain marks as prescribed by an examination body. In entrepreneurship projects students are expected to get 50%. The mark is normally an average between the mark the teacher marking the project at the institutional level assigns to the student and the mark given by an examiner from Kenya National Examination Council.

Performance in school is a major concern for many people. Education is seen as an investment by the parents and the government. Education plays an important role in human development through the process of empowering people to improve their wellbeing and participate actively in nation building. Researchers, educationists, textbook writers and the general public are all concerned with performance in schools. Somerset (1974) said that examination at the primary school determines the destiny of a child. By passing well a student is admitted to a good government school e.g. National school like Alliance, Starehe Boys and this ultimately determines the kind of good job he will get with high per capita income. If a student fails, his lifeline earnings may not amount to much more than those of someone with no formal education. Attaining a pass mark of
50% and above in entrepreneurship project work assures a student of attaining the diploma certificate he had been working for in the relevant field of study. If a student does not pass in the project work he does not qualify to get the certificate and this implies that he cannot present his papers to get a job.

2.4 TEACHING/LEARNING RESOURCES

Teaching/learning resources are necessary in effective teaching. They help students with information that they may use in learning. Learning materials are classified as follows according to assessment of Dales works:

- **Visual materials** are the aids, which promote learning through seeing only.
- **Audio-visual resources** are the aids, which promote learning through both seeing, and hearing.
- **Audio resources** are those aids that promote learning through hearing only.
- **Realia** are the real items used in the teaching/learning process. According to Ayot (1986), learning is more interesting when learners use resources. Students should be more active when teachers are passing information to them rather than being passive and this would make them to remember what a teacher teaches even after the learning session. Good use of resources will enable students have practical experience through which they can develop concepts more easily. The resources helps the learners present their work in a variety of ways and in an attractive manner. A case in point would be when students refer to real proposals and projects written by other researchers. Such students will be able to come up with better project proposals than the ones taught by a teacher who only uses theory work when teaching them. Saunders (1974) also indicated that people receive experiences through all the five senses and that if a teacher appeals to more than one sense the students are more likely to understand. Therefore a teacher should use hearing, seeing, touching, doing and making teaching aids that arouse interest and give an accurate impression.

Douglas (1974) also reiterated that good communication leads to good teaching and that some students learn best through their sense of hearing while others prefer seeing. Sampath (1981) highlights on the importance of audio-visual aids noting that their use...
leads to greater acquisition of facts and a longer retention of the information gained. Ogama (1985) has the view that resources create a conducive atmosphere for learning and this results from a teacher who organizes the class, arouses learner’s interest and uses teaching aids appropriately. Patel (1986) argued that if a learner is to gain information and understanding about a theoretical concept, visual aid can work, but if a learner is to acquire a certain skill, then the aid may be in form simulation exercise. He further said that resources should be used as an integral part of learning activity in order to achieve the highest level of understanding within the context of their subject matter. Munyilli (1985) felt that constant use of instructional materials especially teaching aids makes children learn by doing. The research revealed that although teachers appreciated the importance of instructional resources, particularly teaching aids, they do not use many of them and the few that are used may not be used effectively. He concluded that where little use of teaching aid is used, the activity method is discouraged. Supervisors in the Quality Assurance Department of the Ministry of Education observed the same scenario that when they visited student teachers few had teaching aids unless they had prior knowledge that the supervisor was to visit them. After teaching practice exercise, very few teachers continue using teaching aids in the real classroom situation. However it is notable that using realia to teach makes the student develop awareness the fact that they are part of the environment and that he can use them to relate to his problems and to future activities.

Teaching of writing of entrepreneurship project proposals is both practical and theoretical because it involves doing research. Research is the systematic and rigorous process of enquiry into a problem for purposes of discovering relevant information and principles. It is a sequential process involving several defined steps and it begins with a dilemma which leads to the definition and refining of the research questions. The process of conducting research is multi-dimensional in that many stages are involved from identifying the problem up-to the writing of the report. The theoretical part gives the learner the basic principles while the practical help them in writing the project proposal for example by collecting the data to be used in the actual writing. There is evidence from research that
the availability of teaching/learning resources make a difference in performance of a student.

Eshiwani et al (1988) indicates that most of the schools, which perform poorly, spent less money on the purchase of teaching/learning resources. Ibutayo (1982) states that the learning resources are facilitators of teaching/learning process. According to him, learning resources are all information carriers that can be used to promote and encourage effective teaching/learning activities. Teaching learning resources provide the opportunity for learner’s centered method of education. They arouse interest, stimulate imagination, and raise question of discussion and a desire to find out more or solve more problems. Teaching learning resources include textbooks, charts and journals among others.

According to Honaire (1965) it is important that each student should have a copy maps, pictures, journals, periodicals, pamphlets, newspapers, posters, materials from other researchers just to mention a few. For writing entrepreneurship project proposals relevant text books on research methods should be put in place.

Other relevant textbooks, which support the learning of writing entrepreneurship projects like those on statistics, should be available in the school libraries so that the student can use them during research development process.

2.5 TEACHERS

The quality of teaching depends on the quality of teachers. According to Hignet (1963) a teacher should not only know the subject matter but he should have wide and lively intellectual interest in the work and profession. They must like and know their students well and their main goal is to lead students towards learning and behavior prescribed for him. Madason (1995) says that it is the teacher who has to welcome the unwilling learner to school, create a learning environment for learning and inspire the student with charm and enthusiasm that will make them like the school. It is important that the guidance and counseling department and the dean’s office in TIVET institutions ensure that the students are comfortable so that they do not engage in activities that disrupt learning.
This is because if students are uncomfortable they will go on strike and this disrupts learning when students miss classes.

In 1968 the International Labor Organization and United Nations Educational Scientific and Cultural Organization initiated a comprehensive study of vocational and technical teacher education and training. It was felt that the increasing recognition of vocational and technical education to the whole development process justified a comprehensive study of teacher preparation. Available results indicate that the level of education and training of teachers have a bearing on students performance.

Teacher education is a process of providing qualified teachers. The level of academic and professional education and training determines the quality of teaching. According to the Kamunge report (1988) the objectives of teacher education are to;

a) Develop communication skills
b) Develop professional attitude and values
c) Equip the teacher with knowledge and ability to identify and develop the educational needs of a child
d) Enable the teacher to adapt to the environment and society.
e) Create initiative, a sense of professional commitment and excellence in education.

Teachers of technical education are trained in Kenya Technical Teachers College and in the universities. According to Kamunge (1988), a formal training of teachers of technical education was established in the late 1960’s at The Kenya Polytechnic to train teachers for technical secondary schools. The Kenya Science Teacher’s College also trained teachers of industrial education offered in secondary schools. The programs in the two colleges were transferred to KTTC in the mid seventies upon its establishment. With the introduction of the 8.4.4 system of education, the demand for technical and vocational teachers increased. A crash programme was introduced and graduates from TIVET institutions who had qualified in craft certificates and diploma were trained pedagogy at KTTC for one year. This has continued to be the case even up-to date. KTTC has of late introduced a higher diploma in technical education. Training equips a teacher with the skill of imparting content to students more effectively. Staff quality also includes
teaching morale. A motivated teacher is able to handle the students properly. This is especially important in teaching the writing of project proposals in the colleges because the lecturers deal with very large numbers of students. There has been a question of whether Kenya National Examination Council should remunerate the teachers supervising the students while writing the projects or whether the colleges themselves should take up the matter. The lecturers never guide most of the students and yet they are expected to come up with project proposals. Therefore teachers should have good morale. Teachers working in colleges where teacher/student ratio is high are bound to be overworked and will not be able to mark all students’ work. Nguru et al (1982) indicated that crowd- ness in a class affect teaching and learning. Teacher transfer also affect performance because if a teacher handling a class doing project work is transferred during a school term there will be disruption because there will be lack of continuity in supervision and also the rest of the teachers may not be willing to take up the class and the students may be left unattended. A study by Eshiwani (1983) indicates that the higher the turnover rates of teachers, the lower the academic achievement of lear

2.6 ATTITUDES

Attitudes are considered to be very important in relation to schooling and to life in general. They determine behavior either in actions or in words. They provide cues to personality and to one’s needs which is important in understanding the formation of relationships (Even, 1972).

Home and the wider society in general all have a part to play in the inculcation of attitudes. Attitudes possessed by individuals will determine one’s behavior tendencies and help him/her to excel or not to excel in his/her performance of daily tasks. The attitudes will influence ones social interactions and degree of social adjustments. According to Jahoda and Warren (1966) attitudes are the mental dispositions of the human individual to act for or against a definite object. Oskamp (1976) defined attitudes as learned dispositions to respond in a consistently favorable manner with respect to a given object.
Cole (1971) also defined attitudes as a combination of feelings, desires, fears, convictions and prejudices or other tendencies that make a person inclined to act in a certain manner because of varied experiences. Summers (1970) identified four areas of agreement on the concepts of attitudes.

i) An attitude is a predisposition to respond to an object rather than actual behavior towards such objects.

ii) Attitude is persistent over time and change. It requires substantial pressure.

iii) Attitude produce consistency in overt behavior.

iv) Attitude has a directional quality. According to Triandis (1971) attitudes consist of three components which are cognitive, affective and behavioral components.

Attitudes are learnt through the principles of learning that include conditioning, reinforcement and generalizations. They are learnt and maintained in relation to the functions they serve according to Straats and Straats 1958, Ajzen (1975).

The UNESCO report (1980) suggested a category of attitudes, which are considered desirable for study. They include curiosity, perseverance, willingness to cooperate, openmindedness, selfcriticism, responsibility, independence and originality. According to Straats and Straats (1958) attitudes are fundamental to dynamic of behavior and they largely determine what students learn. Sears (1986) emphasizes the role of attitudes in the learning process, by stating that in any thoughtful attack upon improvement of education of people who must live in this modern world, one is immediately struck by fundamental role of attitude and motivation in learning process. Attitude determines not only the willingness to study the subject but to use it as well. The study by Husein (1986), investigated the relationship between pupils educational and vocational plans and mathematics achievement. The study indicated that pupils’ aspirations to some extent influence their scholastic performance. A study by Wako (1975) on the relationship between students’ attitude towards teachers, subjects and their academic performance revealed that there’s a positive correlation between attitudes toward schools, subject’s teachers and academic performance. Wanderi (1989) looked at the relationship between teacher trainees achievement, motivation and attitudes towards the teacher program and the results revealed that attitudes, achievement and motivation are significantly correlated at P-0>05 (r=0.22).
Wanderi says that the strong motive to achieve subconsciously leads one to have positive attitudes towards education. According to Kamungo and Dulta (1969), Jakobovit (1970), spolsky, (1972), Gardwar & Lambert (1972), ways in which a learner learns a foreign language and the extent to which he is successful are affected by attitudes and motivation. Attitude relevant to the target language would encompass a number of elements, for example, attitude towards the language itself, towards the people who speak that language, towards one own culture and language, towards society and towards foreigners in general. During the colonial period technical education was portrayed as substandard type, which could only be exposed to the ‘lesser being’ the colonized, ( Sifuna, 1980). It is likely that the learner already influenced by societal factors in his attitudes towards Technical education will bring into the classroom a set of attitudes particular to him which could in turn directly or indirectly, influence his attitude towards the learning of how to write project proposals. The learner is unlikely to leave behind his emotions and prejudices, whatever they may be, once he steps into the Classroom. The profile of the successful learner in Stern (1975) prompts the following questions: Would efficient learning strategies be used in the absence of positive attitudes and motivations?

Curtain (1979) states that acquisition of favorable attitudes is conducive to appropriate learning behavior. He noted the importance of the right frame of mind in the learner, abandonment of preconceived mental attitudes and he maintained that learning is not easy, as the student may have anticipated and that they should be forewarned on this. Teachers should ensure that student s are properly prepared psychologically for the task of learning even before they start learning. Pattison (1976) also related objectives, motivation and strategies with achievement stating that the learner benefited distinctly from a conscious awareness of his type of motivation. He argued that the learner would then be in a better position to exploit his own motivation constructively during the learning process. Donen (1977) too spoke of the appropriate receptive attitude and Alschuler (1973) maintained that attending behavior was a prerequisite of learning and this behavior was brought about by motivation and interest.
Oyenge (1980) notes that only when education planners have understood society, its values and the attitudes of the children in the schools will, government be able to plan effectively. Planners should plan with the people rather for the people. The negative views, which originated from colonial period regarding technical education has to be rejected, for such a negative view is a rejection of the realities of life. The importance of entrepreneurship and writing of project proposals is too great. Employment opportunities have rose as result of people being able to write good proposals for example to money lenders like banks and donors /development partners. The money got from the lenders is used to start businesses and thus the problem of unemployment is solved.

2.7 ROLE OF SUPERVISORS
Supervision is what school personnel do to maintain or change the school operations in a way that directly influence the teaching process employed to promote learning. Supervision of instruction is directed towards maintaining and improving the teaching and learning process of the school. While writing entrepreneurship project proposals, students are supervised by the subject teacher who guides them on how to write the proposals and the final project.

Supervision in an education institution starts with the principal, heads of departments and the teacher him/herself. The role of Quality Assurance and Standards Officers in supervision is also paramount in ensuring that the teachers are working well. The principal with the assistance of heads of departments should ensure that syllabi, teachers’ guides and textbooks are available in the school. They should ascertain that teachers prepare for their lessons well, keep records, mark the work and ensure that lessons are in progress. Above all, thorough supervision should be put in place to ensure that students are guided well when writing project proposals.

The Education Commission report Ominde (1964) notes that a good system of supervision is essential to any school system. The commission identifies inadequate supervision as one of the main cause of low standards and recommends the strengthening of supervision level of the head teacher.
The Kenya National Examinations council needs to find out how it can facilitate and motivate the teachers supervising students writing project proposals so that the teachers can do a thorough job.

2.8 TEACHING METHOD
Kathuri(1986) indicated that there is a strong relationship between the efficiency of using the various teaching methods and performance. The teaching methods and the related activities include giving students assignments, allowing them to ask questions, consultation with teachers, using the local environment, involving them in manipulative skills and having supervised and guided work. When students are writing project proposals they are able to interact with the environment especially those undertaking entrepreneurship projects. The students are able to mix with entrepreneurs during research mainly when collecting data.

2.9 HOME CHORES
All technical institutions have both day scholars and boarders. The day scholars are expected to perform home chores after school. This affects their time for completing school tasks and this is worse when students are living on their own in rented hostels whereby they are expected to cook and do other home chores for themselves. Project writing is quite involving and students need ample time.
2.11 CONCEPTUAL FRAMEWORK

The following conceptual framework shows the relationship of the factors affecting students’ performance (independent variables) and the performance (dependent variable).

**Figure 1: Study variables**

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLES</th>
<th>DEPENDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Performance in entrepreneurship projects</td>
</tr>
<tr>
<td>Teacher qualifications and experience</td>
<td></td>
</tr>
<tr>
<td>Student involvement in home chores</td>
<td></td>
</tr>
<tr>
<td>Size of the classroom</td>
<td></td>
</tr>
<tr>
<td>Entry behavior of students (KCSE performance)</td>
<td></td>
</tr>
</tbody>
</table>

The study was conducted in a high school with a randomized sampling method. A total of 200 students were selected from the 10 classes in the school. The data was analyzed using statistical software. The results showed that...
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter presents the research design of the study. The chapter also explains the target population, the sample, the method of data collection and data analysis. In this section, various methods used in carrying out the study are explained. It is organised under the following sections:

Research design

Population

Sample and sampling procedures

- Instrumentation

- Pilot study and data analysis.

3.1 RESEARCH DESIGN

This study was descriptive in nature. The design rendered itself to an accurate description of the variables and their relationships in the area of study. In this study the researcher investigated the factors affecting performance of students in Technical, Industrial, Vocational, Entrepreneurship Training institutions while writing entrepreneurship project proposals. Factors such as learning/teaching materials, supervision and attitude were investigated.

3.2 POPULATION

The population for this study consisted of all the final year students in the national polytechnics, administrators and lecturers.

The national polytechnics have a population of about 8000 students. Each of the polytechnic acted as strata. All final year students in the polytechnics were included in the population and since the institutions are large, the results of the study were generalized to be true of the other post school institutions offering the same programmes.
3.3 SAMPLE AND SAMPLING PROCEDURES FROM THE FOUR NATIONAL POLYTECHNICS

A sample of 60 participants was used in the study. The sample size was obtained by stratified random sampling. The sample was composed of 4 principals, 25 lecturers and 200 students.

Table 2 showing sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>25</td>
</tr>
<tr>
<td>Principals</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>200</td>
</tr>
</tbody>
</table>

Stratified sampling was used to get a sample of 60 participants.

3.4 DATA COLLECTION

Data was collected by distributing questionnaires to final year students, lecturers and principals by the researcher. The researcher also interviewed students, lecturers and principals. The researcher also used telephone conversation and observation method to collect data. Data collection was done over a period of six months. The researcher to verify some data collected also used observation. Being in the field of education management, the researcher had observed the problem for a long period and this assisted her to collect data without many problems.

Data was collected in October, November and December, 2006.

3.5 INSTRUMENTATION

The researcher used questionnaires and interview guides due to the nature of the study. Questionnaires were designed for lecturers, students and principals. Both closed and open-ended questions were used. An observation schedule was used to determine the availability, nature and adequacy of learning materials and the preparedness of lecturers in giving guidance to students. An appendix is attached.

3.6 OPERATIONAL VARIABLEs

In this study, the independent variables included the following:

- Academic qualifications
The dependent variables were the performance of students in entrepreneurship project proposals, which was used to measure the mean score of marks obtained in project work.

3.7 DATA ANALYSIS

The researcher edited the completed questionnaires first to inspect the data entries and identified the items that were wrongly responded to and any blank spaces left unfilled by respondents. Data was analysed by use of descriptive statistics. The researcher classified data and used frequency tables. Data was presented in form of frequency tables, percentages, other tables and graphs. The researcher examined percentages to seek the causes of the poor performance in writing entrepreneurship project proposals.
CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The chapter presents the results of the analysis of the data collected and draws interpretations based on the analysis. The data analysis is aimed at addressing the purpose of the study which was to investigate the factors influencing student’s performance in writing project proposals. Main issues discussed in this chapter include questionnaire rate, demographic and background information of the respondents and responses to research questions. Descriptive statistics based on the factors that influence performance of entrepreneurship projects are used.

4.1 QUESTIONNAIRE RETURN RATE

Four questionnaires were administered to the principals of the four national polytechnics who returned all of them. Therefore the questionnaire return rate for the principals was 100%.

Twenty-five questionnaires were sent to the lecturers in the four institutions. The lecturers too responded to all of them with a questionnaire return rate of 100%. Two hundred questionnaires were administered to the students who returned 195, which interpreted to 97.5%, return rate.

4.2 DEMOGRAPHIC DATA OF RESPONDENTS AND INSTITUTIONS

The information obtained was derived from the completed questionnaires of principals and lecturers. Frequency and percentages were used to describe the demographic data of respondents.
Table 2: showing gender of lecturers

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

It was noted that female lecturers composed a smaller percentage than that of their male counterparts in the institutions under study. This was mostly in the engineering courses because gender participation in such courses was low. It was only in business related courses and hospitalities that there was a higher women representation.

It was also noted that 100% of the principals in the four institutions were male.

Table 3: showing age category of lecturers and head teachers

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Age group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>5</td>
<td>20%</td>
<td>20-29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30-39</td>
<td>15</td>
<td>60%</td>
<td>30-39</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40-49</td>
<td>5</td>
<td>20%</td>
<td>above 40</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
<td><strong>4</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It was noted that majority of the lecturers lied between the age bracket of 30-39 which could be explained by the fact that there had been a reduction of employment of teachers in Kenya since 1998 due to a freeze on employment by the government.

Four of the principals were above 40 years which was an indication that principals are appointed after a considerable period of years of experience. Some had even been given extensions of service by the board of governors.

4.3 LECTURERS’ TEACHING EXPERIENCE

The study sought to investigate lecturers’ teaching experience as a factor that influence students’ performance. Of the teachers interviewed, it was noted that experience of lecturers had a direct relationship with the performance of students.
Students taught by experienced lecturers performed better than those whose lecturers had less experience.

### 4.4 FREQUENCY OF STAFF MEETINGS

Table 4 showing frequency of meetings

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Twice a term</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>More than 3 times</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings agreed with those of Eshiwani, in that the more the meetings held in an institution the better the performance. This was because during meetings progress of students can be discussed and any problems affecting staff and students can be identified and be rectified.

Meetings acted as feedback by involving lecturers to run the school. Progress about the school was also discussed during staff meetings and hardworking lecturers were motivated during such forum.

### 4.5 MARITAL STATUS

Table 5 showing single and married lecturers

<table>
<thead>
<tr>
<th>Married</th>
<th>Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>+15(60%)</td>
<td>10(40%)</td>
</tr>
</tbody>
</table>

Majority of the lecturers about 60% were married. The married lecturers were more settled and concentrated more on student supervision and therefore there was good performance for those students under the supervision of such lecturers.
During the study the researcher sought to investigate the academic qualifications of lecturers and principals as a factor affecting students’ performance while undertaking their project work.

**Table 6 showing academic qualifications of lecturers and principals**

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Lecturers</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency %</td>
<td>Frequency %</td>
<td></td>
</tr>
<tr>
<td>Untrained lecturers</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>4</td>
</tr>
</tbody>
</table>

The lecturers and the principals were noted to have good qualifications up to bachelor’s degree level of education. A few had post –graduate qualifications probably due to high costs of education in the universities. Teachers’ academic and professional qualifications could possibly impact on performance of students, which was consistent with Somerset (1966) who said that schools with qualified teachers are more successful. Possible explanation could be that low academic qualifications could imply a low mastery of mastery of subject matter and hence poor teaching.

**4.7 LECTURERS’ TEACHING EXPERIENCE**

The study sought to investigate lecturers’ teaching experience as a factor that influence students’ performance.

Out of the 25 teachers interviewed, 20 of them (80%) explained to the researcher that there was a direct relationship between performance of students and the experience of the teachers.
It was noted that experience of lecturers had a direct relationship with the performance of students. Students taught by experienced lecturers performed better than those whose lecturers had less experience.

4.8 EFFECT OF INSERVICE COURSES AND WORKSHOPS
The study sought to find out whether attendance by teachers for inservice courses and workshops/seminars had any effect on teaching/learning process. The lecturers responded by saying that they had attended in-service courses and seminars on other subjects but none to date had been organized for entrepreneurship projects. All the lecturers 100% said that workshops/seminars and in-service courses were very important and they recommended that KNEC and Ministry of Science and Technology/Education organize such forums for entrepreneurship projects like they do in other subjects. Such forums would give lecturers an opportunity to discuss matters relating to writing of entrepreneurship project proposals.

4.9 FREQUENCY OF TRANSFER OF LECTURERS
The researcher also sought to find out whether transfer of lecturers had any effect on writing of entrepreneurship projects. Five lecturers (20%) said that they had been transferred from other institutions and this had greatly affected the performance of the students writing entrepreneurship projects in the affected institutions due to lack of continuity and consistency by the lecturers taking up the subject upon transfer of a lecturer. They praised Teachers’ Service Commission for its directive on stopping transfer of teachers within the year.

4.10 TEACHING LOAD OF LECTURERS
The researcher sought to find out whether there was any effect of teaching load the lecturers had on performance of students in project proposals. All the 25(100%) lecturers had been assigned other teaching subjects and had an average of 18 lessons/hours per week which made it very difficult for them to supervise students writing project proposals.
One lecturer supervised 60 students a ratio of 1:60 which made the lecturers overworked.

The projects were assigned four hours in a week and lecturers supervised students on an individual basis which was inadequate for lecturers to supervise them. All the students undertaking Craft and Diploma do entrepreneurship project work as a course requirement by KNEC. The lecturers who were interviewed gave adequate support to students and were very committed to their work according to the principals.

Lecturers whose students performed well were given letters of recognition by their respective institutions which helped them when seeking promotions to higher grades.

According to the principals a few lecturers were engaged in moonlighting (teaching in other institutions) and this greatly affected their supervision of the entrepreneurship projects. However, moonlighting was greatly discouraged and lecturers discovered doing this act were disciplined by TSC.

Principals also said that the rate of absenteeism amongst lecturers and students had a negative impact on performance such that if the rate of absenteeism was high amongst either the lecturers or students, the students performed poorly. One principal gave a case where a certain lecturer was HIV positive and was mostly out of school and the principal had to replace him with another lecturer and the affected lecturer was given a smaller teaching load.

All the principals also said they inspected schemes of work prepared by lecturers to ensure that lecturers included entrepreneurship projects in their planning.

The students reported that lack of reference materials, absent teachers or changing of lecturers within the school and transfers affected them when writing projects. They said that the time allocated for research was inadequate. They advocated for an increase of time allocated for project writing so that they start doing project work from the time they enroll for their courses.
4.11 EFFECT OF KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)

The researcher sought to find out whether the entry behavior for students joining Technical Industrial Vocational Entrepreneurship Training institutions had any effect on students’ performance. Students in the national polytechnics are admitted with a C- or a D+ to do a diploma or a craft certificate course respectively.

Table 7 showing relationship between KCSE performance and performance in writing entrepreneurship project proposals.

<table>
<thead>
<tr>
<th>Entry grade</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>45</td>
<td>22.5</td>
</tr>
<tr>
<td>C+</td>
<td>65</td>
<td>32.5</td>
</tr>
<tr>
<td>B and above</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

It was evident that there was a direct relationship between performance and students’ entry behavior. The better the students’ performance at KCSE Level, the better the project proposals they came up with.

At diploma level it was found out that the students who managed to get more than 50% mark in project work had a grade of C+ and above in the KCSE. 195 students scored over 50% mark while 5 students failed. All the students who failed had C- at KCSE.

4.12 TEACHING/LEARNING FACILITIES

The researcher also wanted to find out if availability of learning resources especially textbooks and related literature had an effect on performance of students as they did their project proposals.
Table 8 showing students’ responses

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>180</td>
<td>20</td>
</tr>
<tr>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>

It was found out that when students have adequate reference materials they tended to perform better. A library that was well equipped with relevant literature made the life of students easier as they wrote their project proposals.

4.13 AVAILABILITY OF TEACHERS
The researcher also sought to find out whether adequacy of teachers affected students’ performance. It was deduced that availability of teachers had a lot of effect on performance. The lecturers explained that, when lecturers are inadequate, they are overloaded and they have less time to concentrate on students’ work and this made students to perform poorly.

4.14 ATTITUDE OF STUDENTS
Of the 200 students who were interviewed 180(90%) liked entrepreneurship projects while 10% thought it was a cumbersome exercise which was expensive and time consuming. The twenty students (10%) said that supervision by lecturers was minimal and that they disliked the subject more when the lecturer handling the subject is frequently absent from class and when lecturers are transferred during the school term/course period before they complete project work. Lack of reference materials like research projects done by previous researchers made students dislike the subject.

4.15 PARTICIPATION IN HOME CHORES
Out of the 200 students interviewed 80 (40%) were day scholars and they rented hostels while some commuted from their homes. This made them do home chores which reduced their time for writing entrepreneurship project proposals. By
staying alone they lacked parental guidance and some engaged in undesirable behavior like drinking which impacted negatively on their performance.

4.16 BRIEF SUMMARY OF THE CHAPTER
The chapter attempted to establish if there was statistically significant relationship between performance of entrepreneurship projects and the influencing factors under study. The results of the findings indicated that schools with adequate teaching/learning facilities perform better. It was also noted that when administrators like principals are keen on the learning process, the students do better. The researcher also found out that when lecturers are not adequate, they become overloaded and they are not able to concentrate on supervising and marking students’ work.

Transfer/change of lecturers during the year affected performance of students writing entrepreneurship project proposal because of break of supervision when a lecturer was transferred.

When lecturers have a heavy teaching load they are unable to supervise the students during the writing of entrepreneurship project proposals and this made the students to perform poorly.

The researcher found that students who perform well at KCSE end up doing better in entrepreneurship project writing than those who performed poorly in KCSE. In-servicing of lecturers on entrepreneurship projects regularly or holding seminars on the subject made lecturers to gain more information on the subject and can improve performance.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.0 SUMMARY
The chapter summarizes the factors affecting students’ performance while writing entrepreneurship project proposals in the four national polytechnic.

5.1 SUMMARY OF THE FINDINGS
The study found out that academic qualifications of lecturers and their experience affected students’ performance when writing entrepreneurship project proposals. Lecturers with high qualifications and those who had more experience supervised the students well and the performance was good.

Frequency of staff meetings affected writing entrepreneurship project proposals in that when meetings were held regularly, lecturers were able to discuss issues pertaining to the subject which when addressed led to improved performance.

According to the study, married lecturers who were also aged had better supervision because they were settled in life.

Students who performed well in KCSE and those who were able to access reference materials performed well in entrepreneurship projects. The factors which had a lot of influence on students’ performance were attitudes of teachers and pupils towards entrepreneurship project proposals and a high teacher: student ratio (1:60)

5.2 CONCLUSIONS OF THE STUDY
From the findings of the study the following conclusions were made within the framework of the limitations of the study as stipulated in chapter one. The conclusions were also made from the analysis of the data and testing of the research questions.
It was found out that lack of physical facilities had a great influence on students’ performance. The polytechnics lacked adequate boarding facilities, which made students hire hostels outside the compound of the institution. This made the students do many home chores for themselves like cooking which left them with little time for study. Also students who were not very committed and they engaged in undesirable behavior, which impacted negatively on their performance. Another factor that affected students’ performance was high student ratio. A lecturer was found to supervise more than sixty students in a year, and at the same time teaching other subjects which made them not to be able to supervise students effectively. The principals should ensure workload is shared equitably amongst the lecturers. Lecturers should be taken for refresher courses to enable them to cope with emerging trends in project proposal writing. The Ministry of Science and Technology and Teachers’ Service Comission should address this task of ensuring that lecturers undergo refresher courses and even pay up for courses that lecturers undertake but that which would improve their performance. Upon graduation, lecturers should be motivated by for example giving them a salary increment or upgrading them.

5.3 RECOMMENDATIONS
The researcher recommended the following:
1. The ministry of Science and Technology should grant bursaries to students from poor economic backgrounds and also increase grants to Technical Industrial Vocational Entrepreneurship Training institutions so that they can increase and facelift hostels and other training facilities.
2. Principals of the institutions should share out the workload of entrepreneurship proposal project writing to all the lecturers and liaise with Kenya National Examinations Council on how to motivate the lecturers guiding students on the proposal writing.
3. Lecturers should be in- serviced regularly to be updated on emerging trends on project proposal writing.
4. Lecturers should do guidance and counseling to students and motivate them to promote positive attitude amongst students towards entrepreneurship project writing.

5. Good entrepreneurship project proposals written by students should be used instead of putting them on the shelves. This way students will be motivated.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The researcher suggested the following topics, which can be researched on

1. Social Economic factors influencing performance in entrepreneurship projects.

2. Similar studies covering all Technical institutions.

3. Research considering other factors other than those addressed in this research project.

4. Research on the same factors but using a different methodology.
REFERENCES

Ajzen and Fishbein, M (1980); Understanding attitudes and predicting Social Behavior Prentice Hall Inc. New Jersey

Alschuler, S (1973); Struggle for skills, Longman: Nairobi

Anderson, J. (1970); Struggle for skills, Longman: Nairobi

Borg, M.R. And Gall, (1967); Education Research: An introduction Longman :London

Dales, E. (1969); Audio visual Methods on Teaching: Dry den press: New York

Eshiwani, G.S. (1988); Factors influencing performance among Primary and secondary school pupils in Western Province of Kenya. A policy study bureau of education research Kenyatta University: Nairobi

Evans, K.M. (1972); Attitudes and Interest in Education: Routledge an Kegan Paul; London

Gacathi, P.S. (1976); The report Of National Committee on Education Objectives and Policies: Government Printer, Nairobi

Gakuru, O.N. (1982); Analysis of Factors that influence the achievement of Primary Education Objectives Nairobi

Kamunge, B. (1989); The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond Nairobi


Kenya Government (MOE) (1984); 8-4-4 System of Education: Government Printer, Nairobi


Karugu N.M. (1986); The growth of the teaching profession in Kenya (1885-1967)

Lewis, K.J. (1962); Phelps Strokes Report on Education in Africa. Oxford University Press London


Sampath, K. (1981); Introduction to Education Technology: Panniselram Samthanam, New Delhi


Tomilson, P. and Klaus H. (2005); Know about business Italy

UNESCO (1972); Seminar on Elementary Technology as a component of General Education in Africa; Nairobi, Kenya 15th-25th November, Paris

Wanderi, P (1989); A study of the relationship among Kenya Diploma Teacher Trainees Academic Performance, Achievement, motivation and Attitudes Towards teacher Education-A masters Thesis Kenyatta University
## APPENDICES

### APPENDIX I:

## RESEARCH SCHEDULE

<table>
<thead>
<tr>
<th>MONTH</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>October-November 2005</td>
<td>Proposal writing and presentation</td>
</tr>
<tr>
<td>December 2006</td>
<td>Data collection and data analysis</td>
</tr>
<tr>
<td>January 2006</td>
<td>Write up and submission of final report</td>
</tr>
</tbody>
</table>
### APPENDIX II

#### RESOURCES AND BUDGET

##### RESOURCES

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost in shs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial services</td>
<td>4,000</td>
</tr>
<tr>
<td>Typing the proposal</td>
<td>6,000</td>
</tr>
<tr>
<td>Typing the final report</td>
<td>3,000</td>
</tr>
<tr>
<td>Photocopying the questionnaire</td>
<td>7,000</td>
</tr>
<tr>
<td>Stationery</td>
<td>3,000</td>
</tr>
<tr>
<td>Mailing by post office</td>
<td>1,500</td>
</tr>
</tbody>
</table>

##### TRAVELLING COSTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost in shs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-testing questionnaires</td>
<td>2,500</td>
</tr>
<tr>
<td>Administering questionnaires</td>
<td>6,500</td>
</tr>
<tr>
<td>Collecting questionnaires</td>
<td>4,000</td>
</tr>
<tr>
<td>Consulting the supervisor</td>
<td>7,000</td>
</tr>
</tbody>
</table>

##### BINDING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost in shs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binding the proposals (7 copies)</td>
<td>1,000</td>
</tr>
<tr>
<td>Binding three final copies of project</td>
<td>300</td>
</tr>
</tbody>
</table>

##### OTHERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost in shs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency</td>
<td>3,500</td>
</tr>
</tbody>
</table>

#### GRAND TOTAL

40,000
APPENDIX III

PROJECT WORK EXAMINATION REQUIREMENTS

All the students undertaking Diploma courses are required to do a trade project at the end of the course. A student chooses a topic relevant to his/her area of study and hands it to the teacher who then takes it to K.N.E.C. for moderation by subject panels. On approval the student is given a go-ahead to write the proposal with the guidance of the college supervisor. This takes about 2 school terms up to the writing of the final report. The teacher marks the project work and hands over the projects and the marks obtained by the students to K.N.E.C. The pass mark is normally 50 percent.
APPENDIX IV

QUESTIONNAIRES

A SURVEY ON FACTORS INFLUENCING STUDENTS' PERFORMANCE IN WRITING ENTREPRENEURSHIP PROJECT PROPOSALS

(YOUR RESPONSE WILL BE STRICTLY CONFIDENTIAL)

INSTRUCTIONS

Please indicate what you consider as the most suitable answer by putting a tick (−) on the options. For the questions that require your own opinion/answer, please fill in the blanks.

1. Name of the school

2. What are your professional qualifications?

3. Indicate the number of years you have been in the present position.

   Position  Number of years
   Lecturer
   Head of Department
   Principal
   Senior Principal

4. Fill in the table below academic and professional qualifications of the lecturers in your institution

   Academic qualifications of lecturers
   Academic qualifications  Number of lecturers

   -------------------------------------------------------------
   -------------------------------------------------------------
   -------------------------------------------------------------

5. How many of your lecturers have attended in-service courses/workshops in the last one year?
6. How many lecturers handling entrepreneurship projects have been transferred from your institution in the last:
   1 month
   1 year

7. What is the average teaching load of lecturers handling entrepreneurship projects in your institution?

8. List the methods used in assessing students' performance in entrepreneurship projects.

9. How much time is allocated in the timetable for entrepreneurship projects?

10. What duration do students spend on the entrepreneurship projects?

11. Rate the amount of assistance given by lecturers to the students on entrepreneurship project writing.
   
   Adequate
   Inadequate

12. Does your institution have adequate text books and other reference material for entrepreneurship projects?

13. What is the commitment level of your lecturers?
   
   High
   Moderate
   Low

   If low what are the causes?

14. Are there any incentives given to the lecturers who teach entrepreneurship projects to motivate them to work harder?

15. Please the list the nature of incentives given any...
16. Besides teaching are the lecturers handling entrepreneurship projects engaged in their own private businesses?

17. How does their engagement in other businesses if any, affect their performance?

18. What is the enrolment of students undertaking entrepreneurship projects in your institution?

19. Do you often check the schemes of work to see whether entrepreneurship projects are included?

20. How many meetings are held in a term to discuss entrepreneurship projects in your institution?

21. What is the rate of absenteeism among?
   a) Teachers
   b) Students

22. (i) How many students in your institution are day scholars and where are they accommodated?

   (ii) Do you think accommodation of students out of the institution affects their performance because of the home chores they have to perform?

23. What suggestions would you give that could improve the performance of entrepreneurship projects?

Thank you very much for sparing your time from your busy schedule to complete this questionnaire.
QUESTIONNAIRE FOR LECTURERS SUPERVISING STUDENTS' ENTREPRENEURSHIP PROJECT WRITING

Please indicate what you consider as the most suitable answer by putting a tick (-) on the options. For the questions that require your own opinion/answer please fill in the blanks.

1. Name of school

2. Lecturer's academic qualifications

3. Lecturer's professional qualifications

4. How long have you been teaching? ___

5. How many students are under your supervision in entrepreneurship projects? ______

6. Have you attended any workshop on entrepreneurship projects? __

7. How many times have you been transferred in the last three years? ______

8. What were the causes of the transfer?

9. Do you include entrepreneurship project writing in your schemes of work and lesson plans? ______

10. What is your teaching load? ______

11. How often do you check the progress on the students entrepreneurship project report writing? ___

12. Approximately how much time do the students under your supervision take to complete the entrepreneurship projects? ____________________

13. Do you think the time allocated for entrepreneurship project writing in the syllabus is adequate? __
14. Are you given any incentives by your institution to motivate you to work harder in supervising entrepreneurship projects? 

15. What challenges do you encounter during supervision of students writing entrepreneurship projects?

16. Are the learning materials and reference materials related to entrepreneurship projects provided by the institution adequate?

17. What suggestions would you give that could improve the performance of students in entrepreneurship projects?

Thank you for sparing your time from your busy schedule to complete this questionnaire.
STUDENTS’ QUESTIONNAIRE

Please indicate the correct option as honestly as possible by putting a tick (✓) on one of the options. Fill in the blanks for the questions that require your opinion. Kindly respond to all questions.

1. Name of the school ________________________________

2. The class of the student ________________________________

3. How many lecturers have taught you entrepreneurship project writing since you started your course? ______

4. What is the rate of absenteeism among the lecturers teaching you entrepreneurship project writing?
   - High
   - Moderate
   - Low rate

5. Rate the amount of help given by your lecturer during entrepreneurship project writing.
   - Very adequate
   - Adequate
   - Inadequate

6. Do you think teaching time for entrepreneurship project as laid in the syllabus is adequate? ___

7. How do you like entrepreneurship project writing? ____________

8. How many lessons of entrepreneurship project writing are allocated in the school timetable? ___
9. How prompt is your lecturer in handing back marked entrepreneurship projects to students? 
   Very prompt
   Prompt
   Not prompt

10. To what extent are text-books, learning resources and reference related to entrepreneurship project available in your institution