THE EFFECTS OF ENTREPRENEURSHIP EDUCATION ON THE PERFORMANCE OF GRADUATES OF TECHNICAL INSTITUTIONS IN THIKA DISTRICT

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DECLARATION

This Project is my original work and it has not been presented to any other University for award of any degree.

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DEDICATION

To Tabitha, Alex and David for your inspiration.
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- Those who assisted in typesetting, analyzing and editing this work.

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ABSTRACT

Entrepreneurship education was introduced in all technical institutions in 1990 after recommendation by various government policy documents. According to Sifuna (1981), industrial education was to focus on better housing, clothing, mechanical tools and village industries such as weaving leather work, pottery and mat making. Also Wanjala (1991) called for adoption of an education relevant to the needs of communities and to preserve the best of African tradition and prepare students for the world of work. Entrepreneurship education was therefore introduced as a strategy for self reliance and rapid economic growth.

This study sought to investigate how entrepreneurship education had impacted on the performance of graduates of technical institutions in Thika district.

The study target population consisted of all graduates who successfully went through entrepreneurship education alongside their vocational trade and completed school between 1993 and 2000.

Purposive and snow balling methods were used to select a sample of 150 respondents. Data was collected by use of a questionnaire and analyzed by use of descriptive statistics such as frequency tables, percentages, means and standard deviation.

According to the study entrepreneurship training offered at technical institutions had a positive impact on the lives of the graduates. The training is also adequate despite the failure to effectively capture networking, coping with change and competitive competencies.

From this study it can be concluded that graduates of technical institutions have a positive perception towards entrepreneurship education and self-employment. The study also concluded that training is not an adequate factor that affects performance of graduates, other interventions such as access to technology, markets and capital needs to be addressed. Majority of graduates still take formal employment as their preferred option.

The study recommends that training should be complemented with other factors such as access to capital, access to technology, technological information, and general enabling environment.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>i</td>
</tr>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>List of abbreviations and acronyms</td>
<td>iv</td>
</tr>
<tr>
<td>List of tables</td>
<td>ix</td>
</tr>
<tr>
<td>List of figures</td>
<td>x</td>
</tr>
</tbody>
</table>

## CHAPTER 1 - INTRODUCTION

1.1 Background........................................................................... 1
1.2 Statement of the Problem.................................................. 3
1.3 Research Objectives......................................................... 3
1.4 Research Questions........................................................ 4
1.5 Significance of the Study................................................ 5
1.6 Scope.................................................................................... 5
1.7 Definition of Terms........................................................ 6

## CHAPTER 2 - LITERATURE REVIEW

2.1 Introduction......................................................................... 8
2.2 Definition of Entrepreneurship.......................................... 8
2.3 Entrepreneurship Education............................................... 9
2.4 Technical and Vocational Training...................................... 15
2.5 Entrepreneurship Culture.................................................. 19
2.6 Informal Sector Development............................................. 20
2.7 Policy Issues On Entrepreneurship Development.................... 24
2.8 Summary............................................................................... 26
2.9 Conceptual Framework....................................................... 27

## CHAPTER 3 - RESEARCH METHODOLOGY

3.1 Introduction......................................................................... 28
3.2 Research Design.................................................................... 28
3.3 Population............................................................................. 28
3.4 Sampling Technique............................................................ 28
3.5 Data collection...................................................................... 29
3.6 Pilot Testing.......................................................................... 29
3.7 Data Analysis......................................................................... 30
3.8 Expected output..................................................................... 30
CHAPTER 4 - RESULTS AND DISCUSSIONS

4.1 Introduction ........................................................................................................... 31
4.2 Sample characteristics ........................................................................................... 31
   4.2.1 Gender ............................................................................................................. 31
   4.2.2 Age of the sample ......................................................................................... 32
   4.2.3 Training institutions attended ....................................................................... 33
   4.2.4 Certificates obtained .................................................................................... 33
   4.2.5 Year when respondents completed their vocational training ..................... 34
4.3 Impact of entrepreneurship perception towards self employment ....................... 35
   4.3.1 Occupation of the respondents ...................................................................... 35
4.4 Adequacy of entrepreneurship training .................................................................. 39
   4.4.1 Usefulness of entrepreneurship training ......................................................... 39
   4.4.2 Effects of entrepreneurship training on the respondent’s life ....................... 40
   4.4.3 Enterprise management skills that made respondents effective in their working places ............................................................. 41
   4.4.4 Availability of small business centres (SBC) ............................................... 42
   4.4.5 Rating entrepreneurship skills offered at technical institutions .................... 44
4.5 Shortcomings of entrepreneurship education offered at technical institutions ........ 45
4.6 Ways of improving entrepreneurship training in technical institutions ................. 46
4.7 Other factors besides training that affect enterprise development ...................... 48

CHAPTER 5 - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary ................................................................................................................ 49
   5.1.1 Introduction .................................................................................................... 49
   5.1.2 Sample characteristics .................................................................................. 49
   5.1.3 Trainees’ perception towards self-employment ............................................. 49
   5.1.4 Adequacy of entrepreneurship education ....................................................... 50
   5.1.5 Shortcomings of entrepreneurship education ................................................. 51
   5.1.6 Ways of improving entrepreneurship training ................................................. 51
   5.1.7 Other factors besides training that affect enterprise development ............... 51
5.2 Conclusion .............................................................................................................. 51
5.3 Recommendations ................................................................................................. 53
5.4 Recommendations for further research .................................................................. 54

References .................................................................................................................. 55
Appendices .................................................................................................................. 57
Appendix 1 (Questionnaire) ......................................................................................... 59
Appendix 2 (Observation guide) .................................................................................. 63
Appendix 3 work plan .................................................................................................. 64
Appendix 4 schedule of activities ............................................................................... 65
Appendix 5 Budget ....................................................................................................... 66
**LIST OF ABBREVIATIONS AND ACRONYMS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOK</td>
<td></td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>ILO</td>
<td></td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>UNDP</td>
<td></td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>SMEs</td>
<td></td>
<td>Small and Medium Enterprises</td>
</tr>
<tr>
<td>MRTT</td>
<td></td>
<td>Ministry of Research, Technical Training and Technology</td>
</tr>
<tr>
<td>USA</td>
<td></td>
<td>United States of America</td>
</tr>
<tr>
<td>TEC-VOC</td>
<td></td>
<td>Technical and Vocational Training</td>
</tr>
<tr>
<td>VOTEC</td>
<td></td>
<td>Vocational and Technical Skills</td>
</tr>
<tr>
<td>TTI's</td>
<td></td>
<td>Technical and Training Institutes</td>
</tr>
<tr>
<td>NYS</td>
<td></td>
<td>National Youth Service</td>
</tr>
<tr>
<td>SBC</td>
<td></td>
<td>Small Business Center</td>
</tr>
<tr>
<td>Table No</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>Category of technical institution attended</td>
<td>33</td>
</tr>
<tr>
<td>2.</td>
<td>Level of certification</td>
<td>34</td>
</tr>
<tr>
<td>3.</td>
<td>Reasons for choosing self-employment</td>
<td>36</td>
</tr>
<tr>
<td>4.</td>
<td>Reasons for being formally employed</td>
<td>38</td>
</tr>
<tr>
<td>5.</td>
<td>Reasons behind being unemployed</td>
<td>39</td>
</tr>
<tr>
<td>6.</td>
<td>Enterprise management skills rating</td>
<td>42</td>
</tr>
<tr>
<td>7.</td>
<td>Skills learnt at SBC</td>
<td>44</td>
</tr>
<tr>
<td>8.</td>
<td>Rating the entrepreneurship skills offered at technical institutions</td>
<td>45</td>
</tr>
<tr>
<td>9.</td>
<td>Problems experienced when learning entrepreneurship</td>
<td>46</td>
</tr>
<tr>
<td>10.</td>
<td>How entrepreneurship training in technical institutions could be improved</td>
<td>47</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

**Figure No**

<table>
<thead>
<tr>
<th>Figure No</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conceptual framework</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>Gender distribution</td>
<td>31</td>
</tr>
<tr>
<td>3.</td>
<td>Age of the sample</td>
<td>32</td>
</tr>
<tr>
<td>4.</td>
<td>Dates of completion of studies</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>Occupation of respondents</td>
<td>36</td>
</tr>
<tr>
<td>6.</td>
<td>Relationship of formal employment to vocational trade learnt</td>
<td>37</td>
</tr>
<tr>
<td>7.</td>
<td>Usefulness of entrepreneurship training</td>
<td>40</td>
</tr>
<tr>
<td>8.</td>
<td>Effects of entrepreneurship training on the trainees lives</td>
<td>41</td>
</tr>
<tr>
<td>9.</td>
<td>Availability of SBC’s</td>
<td>43</td>
</tr>
<tr>
<td>10.</td>
<td>Other factors that affect SME development</td>
<td>48</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Training has been identified as one of the interventional tools through which enterprises can be promoted. It equips potential entrepreneurs with skills to start businesses and existing entrepreneurs with management capabilities to enable their enterprises grow. Creation and growth of small enterprises contributes towards solving the problems of unemployment and poverty, which are prevalent worldwide. It also contributes towards the economic growth of nations.

Developing countries, like Kenya are characterized by capital shortages and growing labour surpluses. These problems can be solved by development of entrepreneurship. Small enterprise firms have advantages such as high labour intensity than larger organizations, job creation at lower costs, ability to serve specialized markets like rural areas, provision for a seed bed for entrepreneurial talent and testing places for new industries (Loucks, 1991).

In 1990, a national model of entrepreneurship development by ILO/UNDP was introduced. The model was based on assumptions that entrepreneurs can be developed through training and that people with vocational skills and higher levels of learning have a greater potential for contribution to business success (ILO/UNDP, 1990). Research elsewhere (Nelson, 1978) has revealed that such persons have the ability to identify business opportunities as a result of integration of their technical and entrepreneurial skills. They are also able to gather required resources to take advantage of the opportunities and initiate appropriate action to ensure business success. The ILO model assumed that many people have latent entrepreneurial talents which can be enhanced through training programmes and that positive attributes towards business are best inculcated during the formative years of an individual. The model also assumed that there exists basic general knowledge, competences and skills which are prerequisites for entrepreneurial development and that individual development precedes enterprise development. It is for this reason that the model proposed a similar curriculum to the trainees in technical and vocational institutions, putting emphasis on personal development and creation of an enterprise culture. The ILO model also proposed interaction between local business/industrial community and training institutions. Such interactions enhance enterprise creation since trainees are able to meet with role models, financers and other agencies that support small enterprise development to which they can turn, when they are ready to start their own businesses. It was hoped that developed entrepreneurs would start their own enterprises and create jobs for others (ILO/UNDP, 1990).
1.2 STATEMENT OF THE PROBLEM

The need for entrepreneurship development through formal education was among policy proposals contained in the Sessional Paper no.1 of 1986, on Economic Management for Renewed Growth and Sessional Paper No.8 of 1988 on Education and Manpower Training for the next decade and beyond (GOK, 1988). In the Sessional Paper No.2 of 1992, On Jua Kali and Small Scale Enterprises, (GOK, 1992), it is argued that, Kenyans generally lack an enterprise culture and the paper recommended the introduction of entrepreneurship education in all technical training institutions specifically to address this problem.

Entrepreneurship education was then introduced in all technical institutions and medium level colleges in 1990. It has been taught for the last 16 years. The government has made heavy investment in this education yet it is not clearly known whether it has achieved some of its objectives (GOK, 2005).

This study sought to establish the effects of entrepreneurship education on the performance of graduates of technical institutions.

1.3 RESEARCH OBJECTIVES

The major objective of the study was to determine the effects of the entrepreneurship education on the performance of the graduates of technical institutions in Thika District.

Specific objectives were:

i. To investigate the effects of entrepreneurship education on the perception of the trainees towards self-employment.

ii. To determine whether the entrepreneurship skills provided in the technical institutions match the requirements of the small-enterprise sector.
To establish the shortcomings in the current entrepreneurship education program in the technical training institutions and how they affect performance in the small enterprise sector.

To gather suggestions from the respondents on how entrepreneurship education programme in technical institutions could be improved to enhance performance in the small enterprise sector.

To determine other factors besides entrepreneurship education which affect performance in the small enterprise sector.

1.4 RESEARCH QUESTIONS

(i) What are the effects of entrepreneurship education on the performance of graduates of technical institutions?

(ii) How has entrepreneurship education impacted on the perception of the trainees towards self-employment?

(iii) Do entrepreneurship skills provided in technical institutions match the requirements of the small-enterprise sector?

(iv) What are the shortcomings of the current entrepreneurship programme and how do they affect performance in the small enterprise sector?

(v) In which ways could the current entrepreneurship education program be improved to enhance performance in the small enterprise sector?

(vi) What other factors besides entrepreneurship education, affect performance in the small enterprise sector?
1.5 SIGNIFICANCE OF THE STUDY

The findings of this study are to be of great help to technical and other institutions offering entrepreneurship education as a unit in their programmes. The study has revealed the status of their training programme and will help them correct the weaknesses that have been identified.

Results and recommendations of this study will help curriculum developers to come up with training programmes that are both relevant and effective. Researchers and research institutions seeking information on the promotion of entrepreneurship will greatly benefit from the findings of the study.

Policy makers too will greatly benefit from findings of this study. They will be in a position to make appropriate policies regarding entrepreneurship and technical training in the growth of micro and small enterprises. Through the findings of this study, the government will understand the extent to which entrepreneurship education has contributed to the economic education of the country. General public too who benefit in one way or another from the services and or businesses started by graduates of technical institutions will also benefit from the findings of the study.

1.6 SCOPE

The population with the characteristic under study was present in all regions of this country. However due to financial and time constraints, the researcher concentrated his research efforts in Thika District. The study mainly targeted graduates of technical institutions from Thika district who completed school between 1993 and 2000.
1.7 DEFINITION OF TERMS

Entrepreneurship Education - It is a programme that provides the youth with instructions to equip them with proper positive altitude towards self-employment.

Performance - An action or achievement, considered in relation to how successful it is or the ability to operate efficiently.

Graduate - A person who has completed a school or college course.

Technical and Vocational training - An instruction to a learner, which is expected to impart technical skills through theory and practical instructions. These skills give the learners expertise in a technical trade area and they are acquired through formal training in an educational institution or on the job.

Entrepreneurship Skills - Are personal skills needed by the entrepreneur for successful operation of the business e.g. risk taking, decision making, human relations, leadership skills, networking communication skills etc.

Entrepreneurship - Act of scanning the environment, identifying business opportunities and gathering the necessary resources to initiate a successful business activity (Nelson, 1987)
Small Scale Enterprise  - Employment levels are used to describe this term. Enterprises that employ 1-49 employees including the owner/manager are regarded as being the small-scale sector.

Informal Sector  - This is the sector that is not systematic and business activities are individually owned. It is characterized by ease or entry, reliance on indigenous resources, small scale business operations, labour intensive and adaptive markets, unregulated and competitive markets and skills are acquired outside the formal school system.

Jua Kali  - The literal meaning in Kiswahili "scorching sun". It refers to those small-scale businesses that are operated mainly in the open air without permanent premises. There may be temporally sheds from where manufacturing takes place.

Business Growth  - Vertical increase in size of the business which is measured increased profits, sales turnover, sales volume, ownership of assets, number of employees and capital.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION
This section contains existing literature relating to this study. It includes the following: definitions of entrepreneurship, entrepreneurship education, technical and vocational training, enterprise culture, informal sector development, policy issues on enterprise development and a conceptual framework.

2.2 DEFINITIONS OF ENTREPRENEURSHIP
According to Herbert et al, (1989), entrepreneurship refers to the action of a risk taker, a creative venture into a new business or the one who revives an existing business.

Morries and Somerest, (1971) identify entrepreneurship as a practical creativity, which combines resources and opportunities in new ways. Entrepreneurship is viewed as not necessarily inventive, but as that which turns invention into profit. The originality in entrepreneurship according to Morries et al (1971) lies either in the techniques of production employed, the market served or labour used. In many instances entrepreneurship exploits what was previously neglected and in one way or another, improvises a new arrangement of economic relationships.

Entrepreneurship according to Harper (1983), is that personal quality which enables people to start a new business, or vigorously and innovatively expand an existing one.

An entrepreneur according to Nelson (1987) is a person who is able to look at the environment, identify opportunities to improve the environment, marshal resources and
implement action to maximize those opportunities. An entrepreneur is someone who specializes in taking responsibility for and making judgmental decisions that affect the location, form and the use of goods, resources or institutions. Research by Nelson and Papa (1987) has proved that entrepreneurship is teachable. It is the purpose of this current study to find out the effects of teaching entrepreneurship.

2.3 ENTREPRENEURSHIP EDUCATION

Training, according to Nedler (1982) can be defined as transmission of relevant abilities and inclinations needed for immediate navigation of goals. Training can also mean acquiring knowledge and skills required for particular activities. Training mainly focuses on specific skills and experiences, disciplines or regimes which cause people to acquire non-determined behavior. Training activities include those activities designed to improve performance on the job that an employee is doing or hired to do. Training therefore fills the gap between performance and expected performance (Nedler, 1982).

According to Rae (1999) studies taken by the department of employment’s training agency in the USA on entrepreneurs before setting off in business, training can reduce the probability of failure in the first three years from 80% to fewer than 40%. Rae (1999) suggests that accumulation of skills by entrepreneurs before starting businesses improves the chances for survival of such businesses.

Stumpf (1991) in a study revealed that lack of management competency was the important factor contributing to the failure of small enterprises, accounting for 90% of recorded failures. The study revealed that lack of business management skills is a major contributor
to business failure even in the developed world where entrepreneurs have high levels of education and where business information is easily accessible to entrepreneurs.

According to Henricks (2004) Entrepreneurship education in the United States of America consisted of a few courses taught in a few business schools. Then it became a lot of courses taught in a lot of business schools. Now it is becoming much more, including full fledged doctoral degree programmes, university departments, endowed professorships, and even a change in the way entire university fraternity approach educating their students. Henrick (2004) says that the reason why educators in the United States are embracing entrepreneurship is that entrepreneurial thinking is becoming recognized as fundamental to developing skills in analysis, communication, critical thinking innovation and other competences of high education. Another reason why entrepreneurship education has gained popularity in the United States is the changing of the perception of traditional employment as a source of security. People view starting their own companies as less risky than employment. Students are being seen learning how to really be entrepreneurs, how to bootstrap, how to manage and how to be committed to creating something with value. Entrepreneurship development is one of the most important components of assistance programmes that aim at stimulating enterprise activities in any society (Harper, 1991). Entrepreneurship development is also emphasized in ILO’s small business start up programmes.

A report by the Ministry of Education and World Bank (1985) pointed out the importance of business and entrepreneurship education as a catalyst for economic development through self-employment. Entrepreneurship education was seen to be needed to stimulate entrepreneurial activities in the country. Tolentino (1991) in his integrated approach
identifies training as one of the necessary requirements for enterprise creation and development, but also notes that there are other interventions which are almost equally important.

According to Fluitman (1989), government training agencies and financiers are keen on training for the informal sector because large numbers of young people enter the labour market every year in search of jobs and are forced by the prevailing circumstances to create their own employment.

According to Gibb (1988), training entrepreneurship has in recent years become important mainly because the private sector initiatives in many countries are increasingly being considered as a solution for today's economic and employment problem.

Studies done by McClelland and Winter (1960) provided evidence that the “Need for Achievement Motivation”, that is considered vital for business success can be developed in adults through learning. In another study in India, “Kakinanda Experiment”, Prof McClelland investigated the impact of Achievement Motivation Training on improving performance of entrepreneurs. The study revealed that entrepreneurship could be developed through training interventions.

Gibb's (1988) argument that entrepreneurs can be made dispelled the myth that entrepreneurs are born. Gibb notes that most people could successfully run a small business depending on the business chosen and its relationship to their ability. He contends that although the capability to run a business will vary from person to person, a person's capability to run a business can be developed through learning. As the individual responds
to the challenge of new tasks in the environment, his/her entrepreneurial ability may change over time. The fact that entrepreneurial role can be culturally and experientially acquired gives support to the view that entrepreneurship can be developed through education and training.

However, Fluitman (1989) argues that it is not always evident that training as an intervention measure in the informal sector is needed, wanted, or even feasible. It is not always obvious who should be trained or even how the training should be done. But Gibb (1988) responds by saying that it is perfectly possible to develop and stimulate entrepreneurial attributes outside business training. This has much to do with the style and method of teaching. It is possible to encourage the development of entrepreneurial attributes in schools. The approach however must overlap small business training, but in a manner which avoids the "mechanistic" approach of business studies teaching, which tends to convey the image of business as being about systems and techniques. This teaching ignores motivation and personal competency components of business, which, it has been argued, are the most important. It is perfectly possible, according to Gibb (1988) for small business training to be provided in a fashion which delivers knowledge and at the same time, develops competencies. This, however, needs a focus on training as much on the method as on the knowledge offered. Business plan development can be used as a basis for developing negotiating skills; marketing can be used as a basis for developing presentation, selling and creativity skills; control can be used for development of analytical skills. According to Gibb (1988) the really successful small business training programme is that which combines competency training with management skills and knowledge as an integrated whole.
Henrick, (2004) contends that one of the solid trends in entrepreneurship education in the USA is towards experiential learning, competition for the best business plan, opportunities to consult to real world small businesses, simulations, incubators, on campus venture funds and other approaches that provide students with learning experiences that many educators deem effective than the conventional text book approach. Students are being seen getting out of the classroom and into the practice field.

According to Gibb (1988) causal observation of the education sector leads to the conclusion that it concentrates a great deal on the past, with emphasis on the origins and development of ideas, concepts and synthesis of previous knowledge. It tends to offer knowledge to a more or less passive audience for much of the time, and tests understanding largely by ability to give feedback on paper. Detachment and objectivity are implied and synonymous. This, according to Gibb (1988), seems to be substantially the case of what happens after primary education, right up to and including much of what goes on in universities. In contrast, the world of entrepreneur is very, very removed from this. The entrepreneur has little time for critical analysis of the past and is clearly aware of the limits of such an analysis in use and in relation to finding ways of creativity, avoiding problems (and even neglecting) or anticipating them. Understanding, according to Gibb (1988) is derived from personal experience, and ownership of learning obtained and evaluated, through doing. The entrepreneur is emotionally involved, recognizes others in similar positions, and learns to take this into account. Much of the information received as a basis for decisions is through personal communication, and often the result of emotive debate which brings awareness of sources of influence. Interpersonal exchanges are carried out with awareness of the need to manipulate events in favour of certain outcomes. His world is a world of opportunities and problems which will need to be tackled only when they
provide clear gateways or stand in the way of what needs to be achieved. Gibb (1988),
goes on to say that the fact that entrepreneurial role could be culturally and experientially
acquired, gives support to the view that it might be influenced through education and
training, but for students to be entrepreneurial, there has to be changes in the way learning
takes place. A high degree of control in the classroom and dependence on “authority” and
“expert” validation should be replaced with a new learning style in which deeper aspects of
self, emotion and values are actively involved in changing the learning process. Students
should be encouraged to cope in new ways with the real world.

An entrepreneur needs basic training on such subjects as business organization and
management, marketing, credit utilization, cash flow projections and book keeping, though
most of them tend to de-emphasize training requirements and poor management as
problems affecting enterprise performance. Business organization and management skills
enhance the entrepreneurs’ ability to design organizational structures that match personal
and business objectives as well as available resources and therefore these skills keep the
business running smoothly (Gitobu, 1998).

A recommendation made by Thome and Ball (1981) says that in order to supplement
Sound Management Skills, an entrepreneur, and especially one who intends to grow his/her
business needs access to financial, management, and marketing skills. Financial
management enables the entrepreneur to keep track of the enterprise’s transactions,
financial needs and profitability thereby avoiding losses and resource wastage. Marketing
skills on the other hand enhance entrepreneur’s ability to identify and utilize profitable
markets for their goods leading to improved business performance and probably growth.
These skills were ranked first and second respectively in order of importance to the success of an enterprise.

According to Fluitman (1989) there are limits to what training can do. Training does not create jobs other than for trainers and support staff. Training is not the missing piece in the development puzzle. Interventions which address access to credit, technology, markets etc are often more crucial, at least in the opinion of the informal sector operators. Training according to Fluitman (1989) to a large extent is only an instrument that causes other inputs to come to fruition. This study sought to investigate how entrepreneurship training has affected performance in the informal sector.

2.4 TECHNICAL AND VOCATIONAL TRAINING

The Education Commission of 1919, as reported by Sifuna (1991) recommended that for education to have an effect, it must be of the right kind. For natives, the commission recommended that education should be on the technical skills so as to enable them enter the field of labour rather than pursuing literally education which would ruin them by making them look forward to clerkship and similar occupations.

Phillip Stokes Education Commission of 1924, according to Sifuna (1981) talked of adopting a curriculum to the local situation with an emphasis on training. According to the report, industrial education was to focus on the need for better housing, clothing, mechanical tools and village industries such as weaving leather work, basket making, pottery and mat making. The report as Wanjala (1991) asserts, called for an adoption of an education relevant to the needs of the community, to preserve the best of African traditions and prepare students for the world of work.
Beecher report of 1949, according to Wanjala (1991) encouraged further segregation, because, for Africans to receive education, meant to make them become better laborers. According to Sifuna (1991), although most of these prevocational programmes are geared towards “formal sector” training, there is always an underlying message behind them that due to competitive nature of employment in this type of economy, school leavers from technical, industrial or agricultural institutions will try their hand in the informal sector.

Technical and Vocational training emphasized in the 8-4-4 system of education was meant to ensure that graduates at every level have some practical knowledge that can be utilized for either self-employment, salaried employment or further training. But according to the report by the Kenya Education Commission report of 1999 while some TEC-VOC graduates have used their expertise to successfully set up income-generating ventures, the inclination of most is to obtain formal salaried employment. The reasons for this preference according to the report include:-

- A long established perception that high socio-economic status is largely a factor of formal wage employment in the modern sector of economy. The corollary to this perception is the belief that VOTEC and associated careers are a reflection of failure to climb to the highest level of general education.
- Difficulties in translating training into economic opportunities in an uncertain economic climate especially difficulties in accessing investment credit (GOK, 1999).

According to a report by DANIDA (1990) on Technical and Vocational Training Programmes, technical and vocational training is recognized as one of the prerequisites for industrial development. According to the report, it is not possible to demonstrate a direct
cause/effect relationship between investment in training, infrastructure and industrial output and job creation.

According to Haan (2002), improved technical skills, added to business and financial management skills are of prime importance for enhancing the productivity of micro enterprise activities as well as the quality of products. With the increased competition occasioned by the opening up of economics for imported industrialized goods, only micro enterprises that are sophisticated in technological terms are able to keep up with changing market demands. Therefore access to opportunities for technical skills upgrading is quite important to the survival and growth of micro enterprises.

Training should include skills in business management, financial management, marketing and technical. These skills could be offered through formal, informal and non-formal training methods. Formal training is the kind of training carried out within the hierarchically structured chronologically graded education system running from primary school through to the university and including polytechnics and technical institutes (Sifuna, 1975). But Haan (2002) argues that for a long time public sector training institutions have persisted in a training approach favoring wage employment without any consideration of the training needs of the informal sector, where majority of the micro enterprises fall, and who are in need of skills upgrading. Thus formal training has not been able to serve the needs of the micro enterprises as far as training is concerned.

The traditional approach to vocational and technical training has not addressed the need of providing potential entrepreneurs with modern business management skills, because there exists no provision in their curricula for appraising the programs at business start up,
survival and growth stages to establish the extent to which their programmes are demand driven, value adding and address the specific needs of the operators and beneficiaries (GOK, 2005).

From the Policy Point of View, the Government of Kenya as per the Sessional Paper No.2 of 2005, proposed that in order to promote skills acquisition and development within the MSE sector, programmes will be developed to encourage private sector participation in skills upgrading within the MSE sector. The Government in collaboration with the private sector would develop mechanisms to facilitate industrial, technical and business attachments. Further, it is proposed that measures would be put in place to enhance the capacity of T.T.I’s, MSE training and Demonstration Centers, Youth Polytechnics and National Youth Service (NYS) Skills development centers to offer appropriate skills to MSE’s.

The focus of vocational programmes, according to a report by ILO (1987), have been on the preparation and development of employees. However, vocational training has not been involved in exploring new concepts beyond the traditional role of preparing students for available jobs. VOTEC training according to the report, has not realized its full potential in the whole area of job simulation and job creation. It does not give much attention to people who create their own employment by becoming self-employed. The report continues to say that technical graduates lack hands on experience, have poor work attitudes and are inflexible. In addition, majority of training institutions have not kept pace with changing technologies and lack proper and up-to-date equipment. This leads to entrepreneurs often having to retrain technical graduates. This makes entrepreneurs prefer on-the-job training, to the recruitment of new graduates, yet, by its very nature, on the job training tends to be
specific thus reducing labor mobility and flexibility. A further side effect of this reaction by employers as reported in the Sixth Development Plan (1997) is that presence of unemployed technical graduates reduces attractiveness of pursuing technical training courses and this has led to a situation where excess technical training capacity co-exist with shortages of skilled labor. Entrepreneurship education was introduced to compliment VOTEC skills (GOK, 1999). This current study sought to establish the effects of teaching entrepreneurship on the performance of VOTEC graduates.

2.5 ENTERPRISE CULTURE

According to Gibb (1988) enterprise culture can be defined in terms of set of attitudes, values and beliefs operating within a particular community or environment that lead to “enterprising” behavior and aspiration towards self employment. Report by Gibb (1988) on the issue of enterprise culture lead to proposition that: Those who have parents and relatives working in small businesses are more likely to establish such businesses than others; Those who have worked in small enterprises are more likely to establish such enterprises later in life; Those who work in organization which allow a great deal of independence and freedom of operation under conditions of uncertainty are more likely to establish businesses than others.

It is upon this proposition that the continuity of such enterprise culture is based. For effective development of enterprise culture government should provide guidelines to policy actions, particularly with regard to education and youth, that go far beyond the development of simple entrepreneurship development programmes (Gibb, 1988).
Entrepreneurship education in Kenya was introduced partly as a strategy to promote an enterprise culture. This study seeks to establish the effects that teaching entrepreneurship has towards promotion of enterprise culture.

2.6 INFORMAL SECTOR DEVELOPMENT

Since independence in 1963, there have been attempts by the government to promote local and particularly indigenous entrepreneurship in Kenya. This is clearly indicated in most post independence national development plans and other policy documents, which have in differing degrees, addressed themselves on the need to promote entrepreneurship in Kenya.

Sessional Paper No. 10 of 1965 on “Africa Socialism and its Application to Planning in Kenya” placed emphasis on industrialization as a means of achieving accelerated economic development through creation of more capital, resulting in increased domestic savings. Thereafter, more emphasis continued to be placed on entrepreneurship development with specific intervention measures being identified. A report by Ministry of Education and World Bank, (1985) pointed out the importance of business and entrepreneurship education as a catalyst for economic development through self-employment.

In Kenya, according to (GOK, 1992) the informal sector is largely characterized by small enterprises in manufacturing, rental and service industries. The sector is estimated to provide over half of the total employment within the sector. Manufacturing enterprises are estimated to provide 27.5% of all employment with the remaining 72.5% being in the service industry. Most of the participants in this sector have a technical background.
According to Gibb (1988), the importance of the informal sector in many developing countries extends beyond employment. Small enterprises play a major role in innovation, enhancement of equality in income distribution, acting as a training ground for entrepreneurial managers, provision of a means of meeting limited markets, acting as a vehicle for processing of local produce and materials, use of local and appropriate technology thus conserving scarce capital resources and help prevent the drift from the rural areas into the big cities.

One sobering factor, with which those with responsibilities for SME development have to come to terms with, is the general failure rate of businesses. In developed countries, approximately 50% of all new businesses fail in their first three years of existence. In developing countries, though facts are hard to come by, the failure rate is even higher. In spite of this, self-employment continues to rank high as a career of choice everywhere. In many instances, these failures could have been avoided by proper education and training before the businesses are initiated. The decision to become self-employed is a major one and warrants careful consideration and appropriate training (Manu, 2002).

One of the major problems for those wishing to support small entrepreneurship development is the highly differentiated nature of the small business population (Gibb, 1988). In every economy, there are literally hundreds of thousands of small businesses and sometimes millions, all of whom are very different. According to Gibb (1988) there is no such a thing as the “small business” because businesses differ in terms of service, industry, ambition and education of the owner-manager, age, motivation, degree of sophistication of technology, market and location. It is therefore not possible to generalize about their needs or determine a general development strategy that could be adopted. Tolentino (1991)
advocates for an integrated approach to enterprise development. He argues that many of the adopted promotional strategies are piece meal and fragmented. This often leads to ineffective and expensive results in countries where funds for development are limited. Recent empirical experiences suggest that effective small enterprise development should follow two paths, one leading to business creation and the other leading to the growth of existing enterprises. In Industrial Promotion according to Awasthi et al (1990), initiatives and intervention measures are needed to enlarge the supply and diversify ways of increasing entrepreneurs, in order to accelerate industrial development. While facilities and incentives are essential, they are not sufficient to ensure entrepreneurial responses. Entrepreneurial growth must focus on human resources in addition to finances.

In view of limited opportunities which can be offered through wage employment, self-employment is being increasingly recognized as a highly and effective response to the growing problem of youth unemployment. According to a Commonwealth (1989) report, self-employment as compared to wage employment is a defiant experience full of obstacles which requires great persistence, greater energy and inner force which drives people into this new career. It is therefore necessary to raise the motivation for self-employment to the level where they would persistently be able to follow the difficult course of being self-employed.

Governments, especially of developing economies, have focused their attention on the development of micro and small enterprise sector as a means of alleviation of poverty through wealth and employment creation. This has resulted from the realization that for sustainable development to take place, the strategies used must involve the poor who are the majority in these countries. Since the major participants in the micro-enterprises are the
poor, these enterprises present a good option for poverty alleviation. Further, they have been found to be effective in job opportunity creation and have overshadowed the formal sector in terms of employment creation (Ondiege, 1995). According to the Sessional Paper no. 2 of 2005, the average Kenyan MSE employs 1-2 workers while over 70% employ only one person. The lower end of these MSE’s is often confined to subsistence and low value adding activities, both in urban and rural areas. Only a few MSE’s grow to employ six or more workers. According to research findings by Ondiege(1995) MSE’s have high mortality rates with most of them not surviving to see beyond their third anniversaries. This phenomenon has made it difficult for MSE’s to graduate into medium and large-scale enterprises thus explaining the existence of the “missing middle”. This has resulted in a weak base for industrial take-off and sustainable development.

The government of Kenya looks up on the informal sector to be the solution of unemployment problem in the country. It is expected that for near full employment to be achieved during the period 1997 – 2020, employment growth rate must average 4.3% annually. The government recognizes that such jobs can only be created and sustained through encouragement of efficient industries which are internationally competitive. This concern was further emphasized in the National Development Plan of 1997 – 2001, which said that, in the prevailing environment, Kenya’s manufacturers will have to produce goods and services that are internationally competitive in both quality and price. The industrialization process will have to adapt relevant technologies to enhance production. The process, according to the plan, would have to include broadening the base of participation in the industrial sector by constantly bringing in new streams of entrepreneurs, men and women, and upgrading their skills. Building up the technical and managerial
capacities of micro, small and medium scale industries would produce new products, process waste and develop new markets (GOK, 1996).

According to Manu et al, (2002) introducing entrepreneurship education into vocational education and training programmes prepares trainees for a situation of self-employment at a time where wage employment may not exist. It may also stimulate more trainees to establish their own businesses. As more people create their own and other jobs through self-employment and new business formation, the number of unemployed people should decrease.

The purpose of this study was to investigate how entrepreneurship education has impacted on the performance of vocational and technical graduates.

2.7 POLICY ISSUES ON ENTREPRENEURSHIP EDUCATION

Attempts by the government to promote entrepreneurship in Kenya are clearly seen in most post independence policy documents.

Documents that have emphasized on entrepreneurship development through formal education include: The Sessional paper No.1 of 1986, on economic management for renewed growth; the Sessional paper No. 8 of 1988, on education and manpower training for the next decade and beyond; the Sessional paper No. 2 of 1992, on Jua Kali and Small Scale Enterprises; and the National Development Plan of 1989 – 93.

The need for promoting local and particularly indigenous entrepreneurship through training is clearly seen in various reports of commissions and presidential working parties. The Gachathi report of 1976, recommended that, as a result of the increasing number of school
leavers in the country and the fact that most income earning opportunities were to be based on self employment, education and training should increasingly equip a large majority of Kenyans to self employment (GOK, 1976).

The Kamunge reports of 1988 recommended that in order to utilize the skills learned in schools properly and enhance self-employment, it was necessary for the country to develop indigenous technology and small industries, train people in entrepreneurship skills and expand post school training and support activities in the informal sector of the economy. In this report entrepreneurship training is seen as a method of alleviating unemployment problem (GOK, 1988).

The strategy document for Small Enterprises Development in Kenya Towards the year 2000 argued that the existing entrepreneurial base is small and hence the need to develop entrepreneurial capacity through education. The document recommended that in order to achieve the development of a more widespread enterprise culture in the long run, there is need to integrate business, self-employment and entrepreneurship into more education and training programmes in Kenya. The document acknowledged training of entrepreneurship and self-employment at a national strategy for economic growth (GOK, 1989).

However, according to the Sessional Paper No. 2 of 2005, on Micro and Small Enterprises for Employment and Poverty Reduction, low levels of education and technical training of the majority of micro and small enterprises operators, and inadequate financial capacity to acquire available technology and infrastructure typify the sector. Most operators, according to the paper, are primary school leavers and only a few of them have ever had technical training. The institutions expected to provide technical services to the micro and small
enterprises are weak and lack specialized capacity to meet the needs of the sector. Where such capacity is available, there exists poor links between Micro and Small Enterprises and the institutions of technology training (GOK, 2005).

On the implementation of the enterprise development policies, the Sessional paper No. 2 of 2005, notes that there lacks institutional mechanisms within government for identifying and resolving policy conflicts and for overseeing implementation of policies and programmes. Neither is there any mechanism for coordination of all stakeholders. Because of lack of a coherent monitoring and evaluation mechanism, it has not been possible to follow the progress on policy implementation to identify the gaps, take corrective measures, develop feedback mechanism and assess the impact (GOK, 2005).

In July 1990, an aggressive programme was implemented to promote enterprise culture and equip technical and vocational trainees with entrepreneurial skills to enable them opt for self employment as a career. This has been done through emphasizing attitude change, motivating trainees, generating business ideas, integrating technical skills and business experience with entrepreneurial focus and developing business plan projects before graduation (GOK, 1990). Graduates of vocational and technical training programmes were to become self-employed if they understood the skills and attitudes needed to successfully own and operate a business (GOK, 1999). This current study sought to investigate the effects of these interventions.

2.8 SUMMARY

The literature review section looked at the existing information in the area under study. Areas that were investigated included: Entrepreneurship education, Vocational and
Technical Training, Enterprise Culture, Informal sector development and Policies in enterprise development, but none of them addressed the actual effects of entrepreneurship training thereby leaving the gap as what the real effects of this training really are.

2.9 CONCEPTUAL FRAMEWORK

According to Gibb (1988), for entrepreneurship development promotion to bring forth the desired effects, several factors must be considered. These include: psychological, ability, social/cultural factors, infrastructure factors, policies in enterprise development and legal and regulatory environment factors.

One way of conceptualizing this model would be as follows:-

**Figure 1: Conceptual Framework**

```
Ability
   • Technical / vocational skills
   • Entrepreneurship skills

Effective performance in the small enterprise sector

Psychological factors
   • Perception
   • Motivation
   • Learning
   • Briefs and altitudes

Other factors
   • Social cultural factors
   • Infrastructure factors
   • Legal and regulatory environment
   • Policies in enterprise development
```

*Source: Researcher-modification of Gibb's(1988) model*
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter contains the methodology that was used in this study. It includes research design, population and sampling techniques, data collection, pilot testing and data analysis.

3.2 RESEARCH DESIGN
This study was an exploratory research and sought to establish the effects of entrepreneurship education on the performance of graduates of technical institutions. This design was considered appropriate because entrepreneurship education is an existing phenomenon.

3.3 THE POPULATION
The target population was all graduates of technical institutions who did entrepreneurship education and had completed at least three years in the industry. The study targeted students from Thika district who completed their courses between 1993 and 2000.

3.4 SAMPLING TECHNIQUE
Since the subjects that contain the characteristics under study were present both within and without Thika District, the researcher, by purposive sampling contacted an initial sample of 50 respondents using addresses available at the Industrial Liaison Office, Thika Technical Training Institute. It is from this sample that the researcher, by snowball sampling asked each of them to volunteer contacts of at least two other graduates so as to arrive at a final sample of 150 respondents.
3.5 DATA COLLECTION

The instruments used for this study was a questionnaire. Most items in the questionnaire were questions that had a set of responses from which the respondents were required to choose. These types of questions were found to be appropriate because of their ease of administration and analysis thereby becoming economical in terms of time and money. To some very limited extent, matrix questions with likert type scaled solutions were used.

The data collected included general information such as age, gender and technical training certification. Other information related to the effects, relevance and adequacy of the entrepreneurship education course offered at the technical institution and whether entrepreneurship education had in any way contributed to what the respondent was doing. An observation guide sought to establish whether the respondent possessed entrepreneurial traits and also whether whatever he/she was doing was related to his/her vocational and/or entrepreneurship skills. Other things that were observed included physical and financial growth and development of the respondents. The researcher administered the questionnaire and the observation guide at the place of business or work of the respondents.

3.6 PILOT TESTING

Before carrying out the main research, pilot testing was carried out by the researcher for the purpose of determining the validity and reliability of each item in the questionnaire and to test the format. Five respondents were used for pilot testing and these were not included in the main research sample. The researcher then adjusted the questionnaire accordingly.
3.7 DATA ANALYSIS

Descriptive Statistics were used to analyze data. This included measures of central
tendency, that is, percentages, mean, mode and median and measures of dispersion, that is,
the range and standard deviation. Results were presented in tables, percentages and graphs
on each item in the questionnaire.

3.8 EXPECTED OUTPUT

This study has among other things determined the effects of entrepreneurship education on
the performance of the graduates of technical institutions. It also tried to establish the
shortcomings in the current entrepreneurship programme and how such gaps affect
performance in the small scale enterprise sector.

The study also attempted to match the entrepreneurship skills provided in technical
institutions with the requirements of small enterprises.
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 INTRODUCTION
This chapter presents the results of the research findings. It provides an analysis of the data collected in the form of graphs, frequency tables, percentages and some measures of central tendency. It includes demographic information: that is gender, age, vocational training, certificate attained, and also the year completed.

It also includes findings on the perception of entrepreneurship training, adequacy impact of entrepreneurship training, shortcomings of entrepreneurship training, factors other than training that affect enterprise development and how entrepreneurship education in technical institutions could be improved.

4.2 SAMPLE CHARACTERISTICS

4.2.1 Gender
Figure 2 shows that 70.4% of the respondents were male while 29.6% of the respondents were female. This result brings an enrolment of about only 1 female to every 3 male students enrolled.

**Figure 2: Gender distribution**
4.2.2. Age of the sample

Figure 3 shows that majority of the respondents (44) representing 38.3% fell in the age bracket of between 26-30 years. This age bracket was followed by 31-35 years which had 32 respondents representing 27.8% of the sample, followed by 36-40 age brackets which had 18 respondents representing 15.7% of the sample. The age bracket of between 20-25 years had 12 respondents representing 10.43% of the sample while those over 40 years in the sample were only 9 representing 7.8% of the sample. The mean age was found to be 31.6 years. However it was clear that most of the respondents (81.8%) of the sample were between 26 and 40 years old.

This finding is in agreement with the national model for entrepreneurship in Kenya by the then Ministry of Research, Technical Training and Technology (MRTT) through ILO/UNDP, Entrepreneurship Education project implemented in 1990. Most of the trainees affected by this project are in the age bracket of between 30-40 years old.

Figure 3: Age of the sample
4.2.3. Training institution attended

Table 1 shows that 60 respondents representing 52.1% of the sample attended technical training institutes, 24 respondents representing 20.9% of the sample attended national polytechnics, 23 respondents representing 20% of the sample attended institutes of technology while only 8 respondents representing 7% attended institutions described as “other”. Other institutions included Christian Industrial Training Centre (CITC) and National Youth Service (NYS). The study revealed that over 52% of the respondents attended technical training institutes. This can be attributed to the fact that the study concentrated its efforts in Thika District where Thika Technical training Institute, which gave contact addresses for the first 50 respondents, is located.

Table 1: Category of technical institutes attended

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Training Institutes</td>
<td>60</td>
<td>52.1</td>
</tr>
<tr>
<td>National polytechnics</td>
<td>24</td>
<td>20.9</td>
</tr>
<tr>
<td>Institutes of technology</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.4 Certificates obtained

Table 2 below shows that 54 respondents representing 46.1% of the sample had ordinary diploma level of certification, 40 respondents representing 34.8 % of the sample had craft certificate, 15 respondents representing 13% of the sample had higher diploma, 3 respondents representing 2.6 % of the sample had done trade tests while 4 respondents
representing 3.5% of the sample had qualifications classified as “other”. The researcher did not encounter any respondent with artisan level of certification.

Table 2: Level of certification

<table>
<thead>
<tr>
<th>LEVEL OF CERTIFICATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Diploma</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Ordinary Diploma</td>
<td>54</td>
<td>46.1</td>
</tr>
<tr>
<td>Craft certificate</td>
<td>40</td>
<td>34.8</td>
</tr>
<tr>
<td>Artisan certification</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.5 Year when respondents completed their vocational training.

Figure 4 shows that 66 respondents representing 57.4% of the sample completed their vocational training in the year 1999 and 2000, 21 respondents representing 18.2% of the sample completed their training between 1997 and 1998, 18 respondents representing 15.7% the sample completed their training between 1993 and 1994. The average year of completion of respondents is 1998. The study targeted only those graduates who completed their studies between 1993 and 2000.
4.3 IMPACT OF ENTREPRENEURSHIP EDUCATION ON THE PERCEPTION OF TRAINEES

4.3.1 Occupation of the respondents

Figure 5 shows that 65 respondents representing 56.5% of the sample were formally employed, 30 respondents representing 26.1% of the sample were unemployed while only 20 respondents representing 17.4% of the sample were self employed.

This finding is in agreement with (GOK 1999) that shows that most graduates of technical institutions still prefer wage employment.
Figure 5, on occupation of respondents, shows that only 17.4% are self-employed. Out of these, as seen in table 3, 90% chose self employment because they wanted to utilize entrepreneurship and vocational skills learnt while 5% chose self employment because of the reason that they wanted to be their own bosses. From these findings it is clear that majority of those that are self-employed though few, were motivated by the fact that they had acquired entrepreneurship skills. These findings point to the role of education in stimulating entrepreneurship careers. They are in agreement with the findings of Gibb (1988) that though entrepreneurial role could be culturally and experientially acquired, it might be influenced through education and training.

Table 3: Reasons for choosing self-employment.

<table>
<thead>
<tr>
<th>REASONS FOR BEING SELF EMPLOYED</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inherited business from parents /relatives</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Utilize vocational entrepreneurship skills learnt</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Lacked formal employment</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Copied role model</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other reasons</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
On those that are formally employed, as figure 6 shows, 58 of the respondents representing 89.2% are in employment where they perform tasks that are related to the vocational trade they learnt at the vocational institutions while the remaining 7 respondents representing 10.8% where doing tasks that are not related to the trades they learnt at the vocational institutions. These findings slightly differ with (ILO, 1987) report that indicates that technical graduates lack hands-on experience, have poor work altitudes and are inflexible.

Figure 6: Relationship of formal employment to the vocational trade learnt.

On the reasons why those in formal employment chose to be employed, as table 4 shows, 20 respondents representing 30.8% indicated that they went for formal employment because they lacked capital, 16 respondents representing 24.6% went for formal employment because they wanted to raise capital, 14 respondents representing 21.5% went for formal employment because they wanted to gain some experience, 10 respondents representing 15.4% said they went for formal employment because they liked being employed while only 3 respondents representing 4.6 said they went for formal employment because they lacked the necessary skills. Only 2 respondents representing 3.1% went for
formal employment because of unspecified reasons. This shows that 50 out of the 65 respondents who are in formal employment, representing 76.9% gave their reason for choosing formal employment as lack of capital, wanting to raise some capital, or wanting to gain some experience. Only 3 participants said that they lacked entrepreneurial skills.

Table 4: Reasons for being in formal employment

<table>
<thead>
<tr>
<th>REASONS FOR GOING FOR FORMAL EMPLOYMENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of capital</td>
<td>20</td>
<td>30.8</td>
</tr>
<tr>
<td>Want to raise some capital</td>
<td>16</td>
<td>24.6</td>
</tr>
<tr>
<td>Want to gain some experience</td>
<td>14</td>
<td>21.5</td>
</tr>
<tr>
<td>Like to gain some experience</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>Lacked necessary skills</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

On the reasons behind being unemployed, as indicated in table 5, 22 respondents representing 73.3% said that they are unemployed because they lacked start up capital while only 4 respondents representing 13.3% cited lack of formal employment as the reason behind being unemployed. These findings differ with the views of Ondiege (1995) who said that governments in developing economics have focused their attention on the development of micro and small enterprise sector as a means of alleviating poverty through wealth and employment creation. The findings are however in agreement with Fluitman (1989) who sees training more as an instrument that causes other inputs to fruition rather
than a means of addressing the problem of unemployment. The findings also agree with Tolentino (1991) who said that though training is a necessary requirement for enterprise creation and development, there are other interventions which are almost equally important.

Table 5: Reasons behind being unemployed

<table>
<thead>
<tr>
<th>REASON FOR BEING UNEMPLOYED</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacked start-up capital</td>
<td>22</td>
<td>73.4</td>
</tr>
<tr>
<td>Lacked formal employment</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Don’t like being self employed</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Lack a business idea</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4 ADEQUACY OF ENTREPRENEURSHIP TRAINING

4.4.1 Usefulness of entrepreneurship training

Figure 7 shows that 63 respondents representing 54.8% found entrepreneurship training offered at the vocational institutions very useful, while 50 respondents representing 43.5% found this training to be useful. Only 2 respondents representing 1.7% said that they didn’t find entrepreneurship education useful.

The researcher noted here that a total of 113 respondents representing 98.3% saw entrepreneurship educations either very useful or just useful. Most respondents said that entrepreneurship training had improved their leadership and management skills, it had improved their risk taking skills, it had taught them on the need for hard work and to see
opportunities in every situation. The training had positive effects on the lives of most respondents.

These findings are in agreement with Henricks (2004) who reported that one reason why educators are embracing entrepreneurship is that entrepreneurial thinking is becoming recognized as fundamental to developing skills in analysis, communicating, critical thinking, innovation and other competencies of high education.

**Figure 7: Usefulness of entrepreneurship training**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>54.80%</td>
</tr>
<tr>
<td>Not useful</td>
<td>1.70%</td>
</tr>
<tr>
<td>Useful</td>
<td>43.50%</td>
</tr>
</tbody>
</table>

**4.4.2 Effect of entrepreneurship training on the respondent's life**

The study found, as observed in figure 8, that 111 respondents representing 96.5% said that entrepreneurship education had a positive impact in their lives, while 4 respondents representing 3.5% said that the training had no impact. Most respondents said that entrepreneurship training had improved their leadership and management skills; it had improved their risk taking skills; it had taught them the need for hard work and to see opportunities out of every situation. The training had some positive effects on the lives of
most respondents. These findings are in agreement with Henricks (2004) who reported that one reason why educators are embracing entrepreneurship is that entrepreneurial thinking is becoming recognized as fundamental to developing skills in analysis, communication, critical thinking, innovation and other competencies of high education.

**Figure 8: Effects of entrepreneurship training on the trainees lives**

<table>
<thead>
<tr>
<th>Impact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>96%</td>
</tr>
<tr>
<td>No impact</td>
<td>4%</td>
</tr>
</tbody>
</table>

4.4.3 Enterprise management skills that made respondents effective in their working places

The study established that 53 respondents representing 46.1% ranked decision making and risk taking skills first, 38 respondents representing 33% ranked leadership and management skills first, 14 respondents representing 12.2% ranked coping with change and competition skills first while 10 respondents representing 8.7% ranked communication and networking skills first.
### Table 6: Enterprise management skills rating

<table>
<thead>
<tr>
<th>ENTERPRISE MANAGEMENT RATING</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision making and risk taking skills</td>
<td>53</td>
<td>46.1</td>
</tr>
<tr>
<td>Leadership and management skills</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>Coping with change and competition skills</td>
<td>14</td>
<td>12.2</td>
</tr>
<tr>
<td>Communication and networking skills</td>
<td>10</td>
<td>8.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

#### 4.4.4 Availability of small business centers (SBCS)

The study found, as indicated in figure 9 that, 60 respondents representing 52.2% had Small Business Centers in their institutions while 55 respondents representing 47.8% did not have Small Business Centers. These results point towards the importance of Small Business Centers for effective training of entrepreneurship. The results are in agreement with Henricks (2004) who reported that the trend towards entrepreneurship education should be towards experiential learning, competition for the best business plans, opportunities to consult real world small businesses, simulations, incubators, on campus venture finds and other approaches that provide students with learning experiences that are different from the conventional text book approach. Students should be seen getting out of the classroom and into the practice field.
In places where Small Business Centers existed as indicated in table 7, 22 respondents representing 36.7% gained handling business start up challenges from the centers, 17 respondents representing 28.3% said that they gained business plan implementation skills from the center, 13 respondents representing 21.7% said that they learnt application of enterprise management skills from the centers, 6 respondents representing 10% said that the centers facilitated linkage with business finance organizations while 2 respondents representing 3.3% said that they gained networking skills. These results point towards the importance of Small Business Centers for effective training of entrepreneurship. The results are in agreement with Henricks (2004) who reported that the trend towards entrepreneurship education should be towards experiential learning, competitions for the best business plans, opportunities to consult real world small businesses, simulations, incubators, on campus venture finds and other approaches that provide students with learning experiences that are different from the conventional text book approach.
Table 7: Skills learnt at SBCs

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling business start up challenges</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Implementation of the business plan</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Application of business management skills</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Linkage with business finance organizations</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Networking skills</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.45 Rating entrepreneurship skills offered at technical institutions

Table 8 shows that 30 respondents representing 26.1% rated entrepreneurship skills offered at the technical institutions as very adequate, 74 respondents representing 64.3% rated the skills as adequate, while 11 respondents representing 9.6% rated the skills as inadequate. The findings revealed that 64.3% of the respondents gave an average rating on the entrepreneurship skills offered at technical institutions. These findings show that most respondents felt that there still existed room for improvement in the manner entrepreneurship training at technical institutions is done. The findings are in agreement with Gibb (1988) who said that for students to be entrepreneurial there has to be changes in the way learning takes place. A high degree of control in the classroom and dependence on “authority” and “expert” validation should be replaced with a new learning style in which deeper aspects of self, emotion and values are actively involved in changing the learning process.
Table 8: Rating of the entrepreneurship skills offered at technical institutions

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very adequate</td>
<td>30</td>
<td>26.1</td>
</tr>
<tr>
<td>Adequate</td>
<td>74</td>
<td>63.3</td>
</tr>
<tr>
<td>Inadequate</td>
<td>11</td>
<td>9.6</td>
</tr>
<tr>
<td>Grossly inadequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5 SHORTCOMINGS OF ENTREPRENEURSHIP EDUCATION OFFERED AT TECHNICAL INSTITUTIONS.

On the problems experienced when learning entrepreneurship, 56 respondents representing 48.7% cited lack of reference books and materials, 34 respondents representing 29.6 said that time allocated to the subject is inadequate, 9 respondents representing 7.8% cited lack of qualified teachers, 6 respondents representing 5.2% cited mode of examination being inadequate while 10 respondents representing 8.9% said that the subject lacked support from institutions’ management.

These findings indicate that the most critical shortcomings in the teaching of entrepreneurship include lack of reference books and the time available for teaching entrepreneurship being inadequate. These findings show that trainees were exposed to some competences more than to others. These findings agree with the (GOK, 2005) report that the institutions expected to provide technical services to the micro and small enterprises are weak and lack specialized capacity to meet the needs of the sector. Where
such capacity is available, there exists poor links between micro and small enterprises and the institutions of technology and training.

These findings also concur with a GOK (2005) report which said that there lacks coherent monitoring and evaluation mechanism, thereby making it difficult to follow progress on policy implementation to identify the gaps, take corrective measures, develop feedback mechanisms and assess the impact. Entrepreneurship education is no exception to this problem.

Table 9: Problems experienced when learning entrepreneurship

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacked reference books and or materials</td>
<td>56</td>
<td>48.7</td>
</tr>
<tr>
<td>Time allocated not enough</td>
<td>34</td>
<td>29.6</td>
</tr>
<tr>
<td>Lacked support from management</td>
<td>10</td>
<td>8.7</td>
</tr>
<tr>
<td>Lacked qualified teacher</td>
<td>9</td>
<td>7.8</td>
</tr>
<tr>
<td>Mode of examination</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6 WAYS OF IMPROVING ENTREPRENEURSHIP TRAINING IN TECHNICAL INSTITUTIONS

On how entrepreneurship training in technical institutions could be improved at table 10 indicates, 46 respondents representing 40% cited establishment of functional SBCs, 36 respondents representing 31.3% said provision of reference books and materials could improve entrepreneurship learning, 17 respondents representing 14.8% said that
entrepreneurship teachers should be given opportunities for further training, 15 respondents representing 13% said entrepreneurship education could be improved if graduates are linked with financial institutions while 1 respondent representing 0.9% said that more time should be provided in entrepreneurship education. These findings are in agreement with the ILO/UNDP (1990) national model for entrepreneurship which proposed establishment of small business centers (SBCs) in all technical institutions as an important component for effective teaching of entrepreneurship. According to the model such centers would provide interaction between local business community and training institutions. Such interaction would in turn enhance enterprise creation because the trainees are able to meet with role models, financiers and other agencies that support small enterprise development to which they can turn when they are ready to start their own businesses.

**Table 10: How entrepreneurship training in technical institution could be improved.**

<table>
<thead>
<tr>
<th>FACTORS THAT CAN IMPROVE ENTREPRENEURSHIP TRAINING</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish functional SBCS</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Provides reference books and materials</td>
<td>36</td>
<td>31.3</td>
</tr>
<tr>
<td>Provides training to entrepreneurship teachers</td>
<td>17</td>
<td>148</td>
</tr>
<tr>
<td>Links graduates with financial institution</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Provide more time for teaching entrepreneurship</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.7 OTHER FACTORS BESIDES TRAINING THAT AFFECT ENTERPRISE DEVELOPMENT

On other factors that affect enterprise development besides training as figure 10 shows, 65 respondents representing 56.5% cited access to capital as the major factor, 28 respondents representing 24.3% cited business licensing and registration requirements is a major factor that affect small enterprise development, 12 respondents representing 10.4% said harassment by authorities too is a factor that affect small enterprise development, 7 respondents representing 6.2% said policy issues affect SME development while 1 respondent representing 0.9% cited other reasons. These findings agree with Fluitman (1989) who argued that there are limits to what training can do. Training is not the missing piece in the informal development puzzle. Interventions which address access to credit, technology, markets etc are often more crucial. Training is only an instrument that causes other inputs to come to fruition.

Figure 10: Other factors that affect SME development

![Figure 10: Other factors that affect SME development](image)
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 Introduction
This chapter looks at the sample characteristics of how entrepreneurship education has impacted on the trainees' perception towards self employment, adequacy of entrepreneurship training, shortcomings of entrepreneurship education, ways of improving entrepreneurship training and other factors that affect enterprise development as deduced from the study.

5.1.2 Sample characteristics
The study established that 70.4% of the sample trainees of technical institutions are male while female trainees are only 29.6%. The study found that the average age of the trainees is 31.5 years, but majority of them that is 76% fell in the age bracket of between 26-35 years. Most graduates of technical institutions (52.9%) attended technical training institutes. 46.1% of them obtained ordinary diploma certificates while those with craft certificate are 34.1%. 66% of the graduates completed their training in the years 1999 to 2000.

5.1.3 Trainees perception towards self employment
The study established that 56.5% of the trainees are formally employed. 55.4% chose formal employment because they either lacked capital or wanted to raise some capital so as to start their own businesses, 21.5% said they are in formal employment because they
wanted to gain some experience. Over 80% of all those in formal employment were doing
tasks related to the skills learnt in the technical institutions. According to the findings, only
17.4% of the trainees are self employed, 90% of whom are in self employment so as to
utilize vocational and entrepreneurship skills learnt in the technical institutions. The study
established that 26% of the trainees are neither formally employed nor self employed.
73.3% of these cited lack of start up capital as the main reason behind their being
unemployed while 13.3% said they are unemployed because they lacked formal
employment.

5.1.4 Adequacy of entrepreneurship
The study established that over 98% of the trainees found entrepreneurship education to be
either very useful or useful to them, while over 96.5% confirmed that entrepreneurship
education has had positive impact in their lives. Majority of the trainees (76.5%) said that
they mostly benefited with leadership and management skills followed by risk taking and
decision making skills with 69.6%. Other skills like, networking, coping with change and
competition ranked low with less than 30% respectively. The study also established that
only 52.2% of the trainees had Small Business Centers (SBCs) in their institutions, 86% of
who benefited with handling business start up challenges, implementation of business plans
and application of business management skills from these SBCs.

However 90.4% of the trainees rated entrepreneurship skills offered at the technical
institutions as either very adequate or adequate.
5.1.5 Shortcomings of entrepreneurship education
The study established that 78.3% of the trainees felt that lack of reference books and lack of enough time for training as the main problems hindering effective training of entrepreneurship education. Other problems cited included lack of adequate support from management, lack of qualified teachers and mode of examination not being adequate all of which had 21.7% representation.

5.1.6 Ways of improving entrepreneurship training
The trainees proposed provision of functional SBCs, provision of reference books, provision of training to entrepreneurship teachers and linking graduates with financial institutions as some interventions for improving entrepreneurship education in technical institutions.

5.1.7 Other factors besides training that affect enterprise development
The study established that access to capital was the biggest challenge with 56.5% followed by business licensing and registration requirements with 24.3% and then harassment by local authorities with 10.4%. Policy issues and cultural problems were other factors but with less than 10% representation.

5.2 CONCLUSIONS
From this study, it can be concluded that:

(a) Trainees have a positive perception towards entrepreneurship and self-employment. Entrepreneurship education is both useful and has a positive impact on trainees. It makes them develop entrepreneurial thinking skills which
are fundamental in analysis, communicating, critical thinking and other competences.

(b) Most graduates still take up formal employment as their preferred option, though majority of them take formal employment so as to either gain experience or raise capital.

(c) Training alone is not an adequate factor that affects performance of graduates of entrepreneurship. Interventions that address access to credit, technology, market etc. are often more crucial.

(d) Most institutions lacked adequate capacity to offer practical entrepreneurial lessons.

(e) Most institutions lacked proper monitoring and evaluation mechanism to monitor implementation process of policies and entrepreneurship programmes. This has made it difficult to identify the gaps, take corrective measures and develop feedback mechanisms.

(f) Small Business Centers can help in improving entrepreneurship education. The centers can help promote interaction between local/industrial community and the trainees. Such interaction enhance enterprise creation since trainees are able to meet with role models, financiers and other agencies that support small enterprise development to which they can turn when they are ready to start their own businesses.

(g) Styles and methods used when teaching entrepreneurship in technical institutions tend to offer knowledge to a more or less passive audience and tests understanding largely by ability to give feedback on paper. This style does not lead trainees towards experiential learning. Trainees should be given opportunities to consult to real world small businesses simulations incubators,
on campus venture finds and other approaches that provide students with learning experiences that are more effective than the conventional text book approach.

(h) Majority of respondents benefited from entrepreneurship education offered at technical institutions. They benefited with leadership management decision-making and risk taking skills.

5.3 RECOMMENDATIONS

From this study it can be recommended that:

1. Entrepreneurship alone cannot bring the desired change. Training should be complemented with factors like provision or access to capital, relaxing of business licensing and registration requirements. Proper policies should be enacted in the sector by the local authorities and other relevant authorities so as to avoid regular harassment.

2. For entrepreneurship training to be effective enough reference books and training materials should be provided to both teachers and students. Efforts should be made to link trainees with financial institutions. Entrepreneurship trainers should be provided with regular and relevant training.

3. Proper monitoring and evaluation mechanism be put in place to monitor implementation of policies like training of entrepreneurship. This will help identify the gaps that may exist, take corrective measures and develop feedback.

4. The style and method used in teaching entrepreneurship should strive to lead trainees towards experiential learning. Trainees should be given opportunities to consult to real world small businesses.
5. Functional small business centers (SBCs) should be established in all technical institutions. These centers should be made a requirement before any technical institution can start training entrepreneurship.

6. Entrepreneurship education should be made a core subject in the curriculum of technical education. The mode of examining entrepreneurship should be changed such that it stands alone rather than being combined with other subjects.

7. The government should encourage private sector participation in developing mechanisms that facilitate industrial, technical and business attachments. Such an initiative would go along way in promoting skills acquisition and development in the MSE sector.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

This research looked at the effects of entrepreneurship training on the performance of graduates of technical institutions. Another research can be carried out to compare the performance of technical institutions graduates who have had entrepreneurship training and those who have not had such training.

Research can also be carried out to look at the effects of vocational and technical training on the growth of the informal sector.
REFERENCES


APPENDIX 1 (QUESTIONNAIRE)

Demographic Data.

1. (a) Your name (optional) ____________________________________________
   (b) Gender: Male □ Female □
   (c) Your age (tick as appropriate)
      20 – 25 □
      26 – 30 □
      31 – 35 □
      36 – 40 □
      40 and above □

2. Which category of Technical Institution did you attend? (Tick as appropriate)
   National Polytechnic □
   Institute of Technology □
   Technical Training Institute □
   Other □ (Specify) ____________________________________________

3. Which certificate did you obtain? (Tick as appropriate)
   Higher Diploma □
   Ordinary Diploma □
   Craft Certificate □
   Artisan Certificate □
   Trade Test □
   Other □ (Specify) ____________________________________________

4. Which year did you complete training (Tick as appropriate?)
   1993 – 1994 □
   1995 – 1996 □
1. What is your present occupation? (Tick as appropriate)

- Formally Employed
- Self-employed
- Un-employed

(Questions 2 and 3 below to be answered by those who are in formal employment)

2. Why did you settle for formal employment instead of self-employment? (Tick as appropriate)

- Love being employed
- Lacked necessary skills
- Lacked capital
- Want to gain some experience
- Want to raise some capital
- Other (specify)

3. How the work you are doing currently is related to the vocational trade you did at the institution? (Tick as appropriate)

- Related
- Unrelated
- Other (specify)
(Question 4 below to be answered by those who are self-employed)

4. Why did you settle for self employment instead of formal employment (tick as appropriate)

- Inherited business from parents/relatives
- To utilize vocational and entrepreneurship skills learnt at the institution
- Lacked formal employment
- Copied a role mode
- Other reasons (specify)

(Question 5 below to be answered by those who are unemployed)

4. What can you say is the main reason behind your being unemployed? (Tick as appropriate)

- Lacked formal employment
- I do not like being self-employed
- Lacked start-up capital
- Lacked a business idea
- Other (specify)

Data On Adequacy Of Entrepreneurship Training

1. In your view, how useful has the entrepreneurship education been to you? (tick as appropriate)

- Very useful
- Useful
2. What impact does entrepreneurship education have in your life? (tick as appropriate)

- Positive
- No impact
- Other (specify) __________________________

3. Entrepreneurship education was intended to make you effective in enterprise management. In order of priority, rank the following skills, with 1, 2, 3, and 4, starting with the strongest that have enabled you to do this.

- Decision making and Risk taking skills
- Coping with change and competition
- Leadership and management skills
- Communication and Networking skills

4. (i) Did you have a Small Business Center (SBC) in your institution? Yes □ No □

(ii) If yes, what skills did you learn from the Small Business Center? (tick as appropriate)

- Implementation of a Business Plan
- Handling business start-up challenges
- Linkage with business finance organization
- Networking skills
- Application of enterprise management skills
- Others (Specify) __________________________
4. How can you rate the entrepreneurial skill offered at the technical institutions? (tick as appropriate)

- Very adequate
- Adequate
- Inadequate
- Grossly inadequate

Data On Shortcomings Of Entrepreneurship Education

1. What problems did you experience when learning entrepreneurship education course at your Institution? (Tick as appropriate)

- Lacked qualified teachers
- Lacked reference books
- Time allocated not enough
- Mode of examination not adequate
- Lack of support from the Institution’s Management
- Others (specify)

Data On Other Factors Besides Training That Affect Enterprise Development

1. What other factors besides training affect small business development? (Tick as appropriate)

- Harassment by authorities
- Business Licensing and Registration requirements
- Access to capital
- Cultural problems
- Policy (government) issues
- Others (Specify)
Data On Entrepreneurship Education Development

1. How could entrepreneurship education in technical institutions be improved? (tick as appropriate)

   Provide training to entrepreneurship teachers
   
   Provide reference books and/or materials
   
   Establish Functional Small Business Centers (SBC's)
   
   Link graduates with financial institutions
   
   Others (specify)
APPENDIX 2 (OBSERVATION GUIDE)

1. Nature of business venture, whether trade or service.

2. Form of ownership, whether sole proprietorship, partnership or company.

3. Whether the respondent own or is employed in the business.

4. Role played by the respondent in the business.

5. Whether the respondent is in a decision making position in the business.

6. What entrepreneurial traits are evident in the respondent.

7. Technology available in the business.

8. Number of employees in the business.


10. Evidence of activity in the business, customers flow.
### APPENDIX 3 (WORK PLAN)

<table>
<thead>
<tr>
<th>Activities</th>
<th>4 weeks</th>
<th>4 weeks</th>
<th>4 weeks</th>
<th>Week 4</th>
<th>4 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot study and questionnaire distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection of filled up questionnaires from respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization &amp; compilation of data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 4 (SCHEDULE OF ACTIVITIES)

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pilot study and questionnaire distribution</td>
<td>6 weeks</td>
</tr>
<tr>
<td>2</td>
<td>Collection of questionnaires from respondents</td>
<td>6 weeks</td>
</tr>
<tr>
<td>3</td>
<td>Data analysis</td>
<td>5 weeks</td>
</tr>
<tr>
<td>4</td>
<td>Organization of data</td>
<td>2 weeks</td>
</tr>
<tr>
<td>5</td>
<td>Submission of report</td>
<td>1 week</td>
</tr>
</tbody>
</table>
# APPENDIX 5 (BUDGET)

## PROJECTED COST OF THE PROPOSAL

<table>
<thead>
<tr>
<th>Activities</th>
<th>Unit cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formation of research problem</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>2. Preparation of research prospectus</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>3. Literature review documentation</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>4. Preparation of research proposal and submission</td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7,300</strong></td>
</tr>
</tbody>
</table>

## PROJECTED COST OF THE PROJECT

<table>
<thead>
<tr>
<th>Activities</th>
<th>Unit cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Traveling expenses</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>2. Research assistants expenses</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>3. Cost of processing and presenting data</td>
<td>8,500</td>
<td>8,500</td>
</tr>
<tr>
<td>4. Miscellaneous expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Telephone</td>
<td>3,500</td>
<td></td>
</tr>
<tr>
<td>(b) Stationery</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>(c) Printing and binding</td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>31,000</strong></td>
</tr>
</tbody>
</table>