

**TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING,
ENTREPRENEURSHIP TRAINING AND SUCCESS OF START UPS
AMONGST EQUITY GROUP FOUNDATION TVET PROGRAMME
GRADUATES**

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DECLARATION

I, the undersigned, declare that this is my original work and has not been presented to any institution or university other than the University of Nairobi for examination.

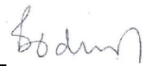
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DEDICATION

This project paper is dedicated to my family, who have always encouraged and supported me throughout my life and during the entire period of my study as well as successful completion of this course.

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ABBREVIATIONS AND ACRONYMS

CBK	Central Bank of Kenya
GDP	Gross Domestic Product
KCSE	Kenya Certificate of Secondary Education
KTTC	Kenya Technical Trainers College
KTID	Karen Technical Training Institute for the Deaf
MoEST	Ministry of Education, Science and Technology
NYS	National Youth Service
RBV	Resource Based View
SME	Small and Medium Enterprise
SPSS	Statistical Package for Social Sciences
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TVET	Technical and Vocational Education and Training
YEDF	Youth Enterprise Development Fund

ABSTRACT

Launch and subsequent growth of start-ups remains a concern for policy makers, practitioners and researchers. This is mainly explained by the fact that even after taking people through entrepreneurship and technical training, a good percentage still end up looking for employment. Opportunities for start-ups are expanding, but most people lack the education, skills, and knowledge to take advantage of these opportunities. It is critical that TVET prepare students for the marketplace, business world and most especially for self-employment. This informed this study as its intent was determining how TVET and entrepreneurship training impacts success of start-ups amongst Equity Group Foundation TVET graduates. It was to determine how TVET and entrepreneurship training impacts success of start-ups amongst Equity Group Foundation TVET graduates. The theories underpinning this study included identity empowerment theory and resource-based view theory. Qualitative design was used for the study. The target population of the current study is the 118 graduates who have already completed the course as they were also trained on entrepreneurship. This study therefore focused on 10% of the target population giving a total of 12 respondents. The study used primary data to be collected using a focus group discussion and collected data was analyzed using content analysis. The study concluded that the TVET and entrepreneurship training programme influenced the success of start-ups among Equity Group Foundation TVET graduates. This can be attributed to the fact that the training programme acquainted the graduates with requisite skills that are relevant in today's job market. The programme also gave the graduates exposure to real life business environments and provided them with life skills necessary to run a successful business. From the findings it recommends that the stakeholders involved in the provision of the Equity Group TVET and entrepreneurship training programme should increase their awareness campaigns about the existence of the programme. This would attract more scholars to the programme and thereby create a bigger impact on the society as more youths would acquire market skill that are on demand. This would aid in solving the unemployment problem in Kenya as many would also start their own businesses.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

McKinsey Global Institute (2013) concluded that lack of mentorship; inadequate knowledge and skills, lack of entrepreneurship training and access to finance are the main hindrances to the success of start-ups in Africa. Medlin (2016) posits that lack of technical knowhow and entrepreneurship training are the main hindrances to the success of start-ups. Badawi (2013) hypothesized that entrepreneurship training by TVETs will lead to successful launch and growth of small businesses. Haolader (2015) suggests that combinations of general knowledge, technical know-how and enhanced entrepreneurial skills are major tools that would facilitate business and self-employment opportunities.

This study's theoretical foundation is built on identity empowerment theory and the resource-based view theory. Hall (1992) identity empowerment theory is grounded on the assumption that entrepreneurs that are empowered actually commit themselves and conduct activities that are effective and goal-oriented that they themselves choose, can understand the strengths and weaknesses of their collective and personal past and present and can cope with conflict in their relationships. The Resource Based View (RBV) theory states that, growth of a firm is centered on how its resources and capabilities enable it to acquire competitive edge (Hart, 1995).

Although Kenya is recognized to be among countries that have achieved tremendous growth of self-employment among TVET graduates with over 40% starting their own business, there is still quite a number of TVET graduates who have not ventured into business even after successfully completing the course. Deloitte Kenya Economic Outlook

(2016) concluded that lack of entrepreneurship training, access to finance, inadequate knowledge and skills and corrupt governance are the main hindrances to the success of startups in Kenya. Equity Group Foundation Technical and Vocational Education Training (TVET) was developed based on this realization as it seeks to empower youths with the necessary technical and entrepreneurial skills to boost the growth of start-ups.

1.1.1 Technical and Vocational Education Training

TVET is defined as education and training which aids in the provision of knowledge and skills for employment and enterprise development. The modes of learning used are formal, non-formal and informal learning. It has been given recognition as the key driver of social equity, inclusion and sustainable development (Brijal, 2011). TVET education is considered key to poverty alleviation and is considered vital to the realization of Sustainable Development goals. A report by Badawi (2013) recognizes Kenya to be among countries that have achieved tremendous growth of self-employment among TVET graduates with over 40% starting their own business. Part of the success has been credited to integration of entrepreneurship training into the TVET curriculum that encourages its graduates to become innovative and confident in taking risk and establishing enterprises.

Recent education policies in Kenya have seen a steady increase in the enrolment in TVET Institutions. In 2018 the number of students rose to 273,139, from 165, 638 in 2016, representing a 60% increase in two years (UNESCO-UNEVOC, 2018). This expansion comes alongside a substantial improvement in the number of education loan applicants who benefit from TVET. Consequently, there has been a gradual decline in university enrolment across public universities. For instance, the university enrollment dropped by

1.7 percent in the 2018/19 academic year. Additional factor that has contributed to recent decline in university enrolment is the recommendation by the Kenya National Examination Council that students who had attained grade C and below in the KCSE examinations were eligible for admissions to TVET institutions (Maina et al, 2019).

1.1.2 Entrepreneurship Training

Scholars and different researchers have described entrepreneurship training as an organized activity aimed at imparting and inculcating practical skills, knowledge and attitudes that enable one to perform business tasks more efficiently (Heti, 2013). Entrepreneurship training entails any platform, package, program or educational process that enhances entrepreneurial, knowledge, and skills (Fayolle & Gailly, 2013).

A core aim of entrepreneurship training is, by and large, to increase participants' awareness towards entrepreneurship, to allow different participants to mature their individual entrepreneurial skills, to teach them how to transform theory into practice, and promotes entrepreneurial pathway as a real and acceptable career choice (Bae et al., 2014; Fayolle & Gailly, 2013; Osterbeek, van Praag, & Ijsselstein, 2010). Peterman & Kennedy (2003) research confirmed that specific entrepreneurship training and support programs inspired individuals to become entrepreneurs and establish their own enterprises with the aim of making profits and improving their lives.

1.1.3 Business Success

The concept of business success has been described as value creation in a firm that may produce a positive change in the financial situation of a company depending on the financial results that an improved Return on Investment (ROI) will bring. Improved ROI is the result of better utilization of raw material, labour, capital and proper resource

management (Richard, Yip, Johnson & Devinne, 2009). Given the importance a company's performance plays in the making of investment decisions, it is crucial for investors to utilize appropriate criteria for the concept of a firm to succeed (Mustafa & Yaakub, 2018). Richard et al. (2009) acknowledge failure to have consensus on firm success definition. This is indicated by the contrary definition by Valmohammadi and Servati (2011) who described business success as relating to the efficiency in performing a task. March and Sutton (2014) however defines business success as both behaviour and results which are the fundamental interest of every business manager that are undertaken in any firm.

Business success is an important measure which helps determine the productivity, organizational efficiency and competence of a company. It can be viewed as a measure of the efficiency and effectiveness by which resources have been used to produce the output of products of the kind that are needed by consumers and society in the long run (Bain, 2016). Firm success helps show the profitability of the firm which is measured with income and expense. Promoting firm success is a vital task for business managers because a profitable business has the ability to survive (Chakravarthy, 2016).

There is thus no single index to explain firm success. This has led to the reluctance in the application of both non-financial and financial measures of success of a business entity (Chakravarthy, 2016). Bain (2016) equates firm success in an industry to having above-average profitability. Schmalensee (2019) refers to firm success as Return on Asset (ROA). Qualitative and quantitative criteria have so far been provided to evaluate the successes of firms. Accounting measures that are vital can be used in evaluating firm success. These measures include net profit and return on assets (Mustafa & Yaakub, 2018). The current study measured success using the method developed by Cohen and Hochberg (2014) that

operationalized firm success in terms of profitability, scaling up, minimization of waste and innovations.

1.1.4 Start Ups

The term ‘startup’ is typically used to describe a new business venture that involves either a new form of technology that is not commonly adopted or an innovative business model that is disrupting the manner in which businesses in the same sector have been operating in the past (Anholt, 2016). Thus, a start-up is not just a newly established business, but a venture that is pioneering a new way of doing things, which is distinct from other types of new businesses (Bone, Allen, & Haley, 2017). Start-ups are differentiated from small and medium enterprises (SMEs) which are also new businesses but are not necessarily innovating traditional business models. SMEs typically come up to tap into a growing market segment, launch traditional business models in new markets or compete with dominant players that are unable to meet the demand of the entire market.

New business ventures are more likely to fail than to succeed given the multiple challenges that come into play along the entrepreneur’s journey (Venkateswarlu & Ravindra, 2012). In addition to this, new business ventures may fail to realize the initial projections set out in the business plan due to a variety of factors such as limited capital, lack of leadership within the organization, poor product quality, lack of market awareness, lack of a strong team to carry forward the vision of the organization among others. New business ventures in the current world of technology are particularly more inclined to fail given the novelty associated with these business models (GSMA Intelligence, 2018).

In terms of operationalization, several processes have been developed to measure start-ups but most of them have focused on success, growth or performance of these start-ups. Cohen and Hochberg (2014) operationalized startup success in terms of profitability, scaling up, minimization of waste and innovations. Bain (2016) equates start-up success in an industry to having above-average profitability. Qualitative and quantitative criteria have so far been provided to evaluate the successes of start-ups (Mustafa & Yaakub, 2018). The current study will use the number of new business ventures as a measure of start-ups.

1.1.5 Equity Group Foundation TVET Programme

Equity Group Foundation was founded by Equity Group in an effort to enable the creation of a financial and operational infrastructure for social programs that will benefit the low-income earners. In 2017, the foundation in collaboration with its partners; the German Government through the implementing agency KfW, Equity Bank, and the Ministry of Education, Science and Technology (MoEST) initiated an empowerment programme targeting the youth which sponsored approximately 3,000 Wings to Fly graduate scholars that sat for their 2016 Kenya Certificate of Secondary Education (K.C.S.E.) Examinations into Technical and Vocational Education and Training (TVET) institutions in the country (Equity Group Foundation, 2018).

The programme was formed with the objective of providing the beneficiaries (whether headed for further education, employment, or entrepreneurial opportunities) with life, employment exposure and skills. The enrollment courses vary from those running for 3 months (certificate course), to those longer than 3 months (Diploma courses). The scholarship covers their first 6 months after which they become eligible to apply to the

Higher Education Loans Board (H.E.L.B.) to obtain financing for the remainder of their education (Equity Group Foundation, 2018).

1.2 Research Problem

Launch and subsequent success of start-ups remains a concern for policy makers, practitioners and researchers. This is mainly explained by the fact that even after taking people through entrepreneurship and technical training, a good percentage still end up looking for employment. Opportunities for start-ups are expanding, but most people lack the education, skills, and knowledge to take advantage of these opportunities. It is critical that TVET prepare students for the marketplace, business world and most especially for self-employment. Entrepreneurial transferable skills are highly valued in the entrepreneurship world and enhance an individual's ability to earn a living (TechnoServe, 2014). Badawi (2013) hypothesizes that entrepreneurship training by TVETs will lead to an increased number of start-ups. Haolader (2015) suggests that a combination of general knowledge, technical know-how and enhanced entrepreneurial skills are major tools that would facilitate business and self-employment opportunities.

Kenya is recognized to be among countries that have achieved tremendous growth of self-employment among TVET graduates with over 40% starting their own business. Part of the success has been credited to integration of entrepreneurship training into the TVET curriculum that encourages its graduates to become innovative and confident in taking risks and establishing enterprises (Badawi, 2013). A report by the Kenya Labour Market Information System in the year 2016 showed high absorption of TVET graduates from both private and public institutions to the labour market compared to university graduates. Graduates who had taken TVET courses at artisan, crafts, certificate and diploma levels,

constituted the majority of people entering the labour market (KLMIS, 2019). Equity Group Foundation TVET graduates provide a good context to evaluate the success of TVET programmes in establishment of Start-ups in Kenya.

Despite the potential benefits of TVETs and entrepreneurship training, there is debate about whether and how their adoption enhances start-ups. According to Brijal (2011), only a small proportion of TVET graduates became entrepreneurs. Thus, a mismatch continues to be witnessed between the anticipated and actual level of graduates participation in enterprise establishment. Gorman et al. (2011) reviewed over ten years of entrepreneurship training literature and concluded that the impact of the entrepreneurship training on entrepreneurial attitudes and behaviors requires further research and critical investigation. A study by Solesvik et al. (2014) found that investments in entrepreneurship training in the universities facilitate building capacity of human capital as critical assets required to discover and create new ideas, new businesses and exploit new opportunities.

A study by Simiyu (2010) on entrepreneurship development by TVET graduates in Kenya also reported that more than 40 percent of the TVET graduates started their own businesses upon graduation. On the other hand, over 20 percent of those on paid jobs at some point also created their own businesses even while remaining employed. It was not however clear whether all these businesses survived. It was also not clear who operated licensed and unlicensed enterprises. Muganda (2017) sought to establish the effect of entrepreneurship training on entrepreneurial behaviour of strengthening rural youth development through enterprise programmes in Bomet County. The study found out that improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the County. Although the study

is closely related to the current study, it only focused on entrepreneurship training leaving a gap on other TVET training. In addition, the dependent variable was entrepreneurial behavior while the current study focuses on success of start-ups.

Nyamu (2015) investigated the relation between entrepreneurship training and performance of youth enterprises under the YEDF in Kajiado North constituency. Findings indicated that the training quality did not translate into substantial growth and development of the enterprises. The study was however conducted in a different context and therefore its findings cannot be generalized in the current context. Lwal (2019) sought to evaluate the contributions of TVET education to the development of entrepreneurship among deaf TVET graduates of KTTID in Nairobi County. The study revealed that most TVET graduates transition to entrepreneurship. From the foregoing, most of the studies conducted on TVETs and entrepreneurship training have concentrated on other contexts. The few studies conducted locally have not been exhaustive as they have dealt with some aspects of entrepreneurial training and different contexts (Nyamu, 2015; Muganda, 2017; Lwal, 2019). This study seeks to fill this literature gap by answering the research question; what is the effect of TVETs and entrepreneurship training on success of start-ups amongst Equity Group Foundation TVET graduates?

1.3 Research Objectives

The study sought to determine the effect of TVET and entrepreneurship training on success of start-ups amongst Equity Group Foundation TVET graduates.

1.4 Value of the Study

This study contributes significantly to theory as it will help confirm whether indeed the hypothesized relationship among variables indeed holds. This study may be significant in terms of future references to future academicians. The study may identify further areas of research by highlighting related topics critiquing to identify research gaps. The study contributes significantly to entrepreneurship training among firms.

Policy makers may be enlightened by the study findings, by showing them how TVET and entrepreneurship training adoption influence start-ups and thereby find mechanisms that the regulators can use to improve the number of start-ups and consequently assist the attainment of economic goals and development of Vision 2030. Firms that have not adopted entrepreneurship training will be assisted by this study.

Various findings of this study may become a basis on which effective entrepreneurship training and TVET programs may be implemented. The Kenyan government can also be assisted when formulating and implementing policies for better performance of start-ups. Small businesses will realize benefits from this study and find more ways in which they can realize extra benefits that would enable them to operate and perform optimally.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covered theoretical and empirical review of literature on TVETs, entrepreneurship training, start-ups and their relationship. The chapter begins by discussing the theories underpinning these concepts, review of empirical literature on the concepts showing similarities and contradictions and the research gaps.

2.2 Theoretical Foundation

A review of literature involves the examination of the work done of other scholars on the variables being reviewed. This review provided detailed knowledge of work done and was the standard by which the findings were interpreted and to bypass the limitations of earlier studies. The following section describes and discusses different theories such as identity empowerment theory and resource-based view theory.

2.2.1 Identity Empowerment Theory

Hall (1992) presents an identity empowerment theory which is sociologically clinical based on predictability and patterns that have been documented in interpersonal, family and group behavior. It is used as an integrated frame of reference regarding entrepreneurs and empowerment. The theory is grounded on the notion that entrepreneurs that have been empowered commit themselves meaningfully and take up goal-oriented activities that are effective which they themselves choose, can understand the weakness and strengths of their collective and personal past and present and can cope with conflict in their relationships.

The theory suggests that entrepreneur's awareness of the weaknesses and strengths pertaining to their collective and personal past and present boosts their sense of direction and purpose for posterity. By examining their values, entrepreneurs become more conscious and able to formulate lifetime goals of their own choice (Hall, 1992). External boost such as training accorded to entrepreneurs goes a long way in enhancing entrepreneurial success (Muganda, 2017).

This theory is applicable to this study as entrepreneurs become aware of the problems they face and, in a bid, to address them, they commit themselves to undertaking activities with the main aim of generating income. Programs such as Equity Group Foundation TVET play a role in empowering the TVET graduates to ensure growth in the number of start-ups.

2.2.2 Resource Based View Theory

RBV came to fore in the early 90's after Jay Barney's evaluation study on successful firm management. He examined the mechanisms that a firm could influence on its resources for building a competitive environment. Barney (2001) posits that the RBV was a factor that was critical which led to the enhancement of the firm ability to continue within a market that is highly competitive, when it came to develop organizational capacity. The Resource Based View (RBV) brought about the RBT and it is key in the evaluation of firm resources and its capacity to build competitiveness (Taylor & Armstrong, 2014).

The resource-based view theory has highlighted the firm resources which lead to creation of the valuable factor that enables the business organization to keep on growing transactions as well as attracting new investments. Terziovski (2010) noted that

organizational strategies contribute in a significant way in establishing how organizational resources are utilized and distributed when it comes to the facilitation of organizational business operations.

This hypothesis is pertinent to the study as it examines the role of entrepreneurs in identifying the essential resources and performance drivers. Human capital is a great resource to improve enterprise growth and a competitive advantage basis for firms that are entrepreneurial. There is a high influence of entrepreneurship training among TVETs on growth of start-ups. Resource based view is of great value to the practitioners when utilized to enhance the value of human resource contribution in achieving competitive advantage in a market that is highly unexploited.

2.3 TVETs, Entrepreneurship Training and Start-Ups Success

Lwal (2019) sought to evaluate the contributions of TVET education to the development of entrepreneurship among deaf TVET graduates of KTTID in Nairobi County. The study employed mixed methods to gather data from KTTID TVET deaf graduates in Nairobi and its surroundings. Survey and case study methods were used to generate quantitative and in-depth qualitative data about the individual cases using questionnaire, interview schedule and observation from the businesses establishments that they run. This study traced and contacted thirty-six deaf graduates from KTTID between January and August 2019. The study found that the majority of the deaf TVET graduates transited to the business world almost immediately after graduating at a youthful age. Majority of the respondents (56%) believed that TVET training had sufficiently prepared them to become entrepreneurs. The other 44% however claimed that whereas they had acquired useful technical skills the education was insufficient to prepare them to create and run businesses independently.

Jahazi (2018) aimed at establishing effects of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County. Descriptive research design was applied in this study. Nine hundred and fifty was the target population, from which a sample of ninety-five graduates, from vocational Training Centres in Nyeri County, was randomly selected for the study. Questionnaires with close ended questions were used to collect data. Data was analyzed using descriptive statistics. The analyzed data was presented in tables and figures. The study's multiple regression analysis revealed that entrepreneurship training has a significant and a positive effect on entrepreneurial behavior, implying that a unit increase in entrepreneurial training will lead to a proportionate unit increase in entrepreneurial behavior. Both attitude and knowledge had a positive impact on entrepreneurial behavior while the coefficient of entrepreneurial skills had a negative but insignificant effect on entrepreneurial behavior.

Muganda (2017) sought to establish the effect of entrepreneurship training on entrepreneurial behaviour in strengthening rural youth development through the Enterprise programme in Bomet County. Descriptive design was used in collecting the data from respondents. The study targeted five hundred people from which a sample of 100 respondents was selected which consisted of entrepreneurship trainers and youth under the training programme in Bomet County. Questionnaires containing closed-ended questions were used to obtain responses to closed ended questions were used. The data collected was then analyzed using descriptive statistics. From the findings of the analysis, all the factors being studied which were: attitude, skills, knowledge and social network/norms had a substantial positive impact on entrepreneurial behaviour of rural youth in the region.

Mahendra (2017) investigated the effect of entrepreneurship education on entrepreneurial intention amongst college students enrolling in the Department of Management, Faculty of Economics, State University of Malang. The research employed descriptive correlational design, and a number of 230 students are taken proportionate randomly as a sample from 540 students enrolled in three study programs. Path analysis utilizing LISREL 8.50 for windows was used to examine relationships among variables. Research findings revealed that entrepreneurial intention is indirectly affected by entrepreneurship education, meaning that students' entrepreneurial motivation and attitude are two important mediating variables.

Sigu (2017) focused on assessing the impact of Vocational Education and Training on socioeconomic empowerment of youth in Mukuru slum. The slum was purposely sampled due to ease of access, its closeness to the industrial area and the high population of unemployed youth. Descriptive research design was used, targeting youth between 15 and 35 years old from 3 TVET institutions in Mukuru slums. Respondents were selected using different sampling techniques including stratified sampling, simple random sampling and purposeful sampling. Questionnaires, in-depth interviews and focus group discussion were used to collect both primary and secondary data, which was thereafter coded and analyzed. The study revealed that personal interest, job satisfaction and future employment prospects are the key factors influencing the choice of TVET course by youth. It also demonstrated that TVET courses equip youth with multiple skill benefits such as self-awareness, effective communication, stress management, time management, interpersonal relations, and basic problem solving. Irrespective of their employment status, the study indicated that majority of the youth are still able to utilize their acquired TVET skills.

Patricia (2016) studied the relationship between entrepreneurship education and entrepreneurial intention of university students. Ajzen's theory of planned behavior and Shapero's entrepreneurial event model was incorporated to identify the effect of exogenous variables such as entrepreneurship education, prior entrepreneurial exposure, perceived desirability and feasibility towards entrepreneurial intention in university students. The data was collected from one of the private and reputable universities in Indonesia in multiple departments with a form of entrepreneurship education. The study found that entrepreneurship education does shape entrepreneurial intention. Students with pre-educational entrepreneurial intention would be more likely to have higher entrepreneurial intention. Further, the study revealed that there's a strong relationship between social influence of classmates and entrepreneurial intention. In addition, they found that male and female students have a different perspective about entrepreneurship education that affected their entrepreneurial intention.

Nyamu (2015) sought to establish the relationship between entrepreneurship training and performance of youth enterprises under the YEDF in Kajiado North constituency. The study adopted a cross-sectional descriptive design to collect data from members of the population considering entrepreneurship training and enterprise growth and development as the various variables. The population comprised of the 238 youth enterprises financed by the YEDF in Kajiado North Constituency. Since it was not possible to administer the research questions to all the youth enterprises, 10 youth enterprises were randomly obtained from each of the five political wards to form an overall sample comprising 50 youth enterprises. The study utilized both primary and secondary data. The primary data was collected through structured questionnaires as the only convenient means of data

collection. Descriptive and inferential statistics were conducted. Results revealed that the quality of training being given to the youth does not result to significant growth and development of the youth enterprises. There is therefore need to revise the curriculum used by YEDF to include other training areas such as internship and mentorship in order to improve performance and survival rates of the enterprises.

Ellen, Anantadjaya and Saroso (2014) evaluated the variables relationships; entrepreneurial attitude as well as entrepreneurial features toward management performance practices and performance of businesses on Indonesian food service MSMEs. 97 out of 100 questionnaires collected from owners of MSMEs business in food industry in Serpong. They found that the mindsets of entrepreneurs as well characteristics of entrepreneurs exhibit an influence that is positive towards performance. This further indicates that besides the increase in management practices performance, the business improves in performance. Entrepreneurs need to possess the essential combinations of competencies in entrepreneurship for performance maintenance. This boosts the business success possibility.

Mungai (2014) sought to establish whether the TIVET graduates utilize the knowledge, skills and attitudes acquired during their training to establish business. This study interviewed graduates from TIVET institutions by following them to where they work. It also interviewed artisans who trained through on-job training but are engaged in similar ventures. The study utilized snowballing sampling technique and data collection was through structured interview method. Statistical Package for the Social Sciences (SPSS) was used to analyse the data and presented in simple tables and graphs. The study found that there is a sizable number of graduates trained by TIVET that is in business just because

they could not secure a paid job. In addition to this there are a good number of those in paid job because they have the fear that their business would not succeed. The study revealed that there is need for the graduates to understand the meaning of market and have better market analysis methods. This study also found out that product and radical innovation are missing among the graduates. Many respondents felt that the entrepreneurship skills given to them were adequate to assist in starting and running business. Besides, they felt that the training content should be increased, and the training should be more skill based.

2.4 Summary of Literature Review and Knowledge Gaps

In this theoretical review two theories namely the identity empowerment theory and the resource-based view theory have been discussed. Various empirical studies have been conducted locally as well as internationally on TVETs, entrepreneurship training and start-ups success and discussed in this chapter.

The above literature review indicates that little research has been done in the establishment of the relationship between TVETs, entrepreneurship training and start-ups thus more studies need to be done. This study seeks to clearly demonstrate the association between TVETs, entrepreneurship training and start-ups amongst Equity Group Foundation TVET graduates after which the conclusions will be dispelled after obtaining empirical evidence from the research. Local studies done (Nyamu, 2015; Jahazi, 2018; Lwal, 2019) are not conclusive in their findings and it is this gap that the current study intends to fill.

Nyamu (2015) sought to establish the relationship between entrepreneurship training and performance of youth enterprises under the YEDF in Kajiado North constituency. The study established that the quality of training being given to the youth does not result to

significant growth and development of the youth enterprises. Although this study was quantitative in nature like the current study, it was conducted in a different context and therefore its findings cannot be generalized in the current context. Lwal (2019) sought to evaluate the contributions of TVET education to the development of entrepreneurship among deaf TVET graduates of KTTID in Nairobi County. The study revealed that most TVET graduates transition to entrepreneurship. From the foregoing, most of the studies conducted on TVETs and entrepreneurship training have concentrated on other contexts. The few studies conducted locally have not been exhaustive as they have dealt with some aspects of entrepreneurial training and different contexts (Mungai, 2014; Muganda, 2017; Sigu, 2017). This study seeks to fill this literature gap by answering the research question; what is the effect of TVETs and entrepreneurship training on start-ups success amongst Equity Group Foundation TVET graduates?

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In order to establish the alignment between the study variables, a research methodology is necessary to outline how the research was carried out. This section discussed the research design, population and sample to be selected in this study. Data collection, data analysis and presentation techniques that were used in the study are also highlighted in this chapter.

3.2 Research Design

Kumar (2005) described research design as that method that is procedurally acquired by the researcher and that which enables the researcher to answer questions accurately, validly, objectively, and economically. According to Wanyama and Olweny (2013), a research design aims at improving the ability of the research in conceptualizing an operational plan in order to embark on the various techniques available and required tasks for the completion of the study while at the same time ensuring that the procedures used are sufficient enough to acquire valid, objective and precise responses to the research questions.

Qualitative research design was used for the study. The appropriateness of this design is that it will allow the researcher to utilize qualitative data so as to determine the effect of TVETs and entrepreneurship training on start-ups success amongst Equity Group Foundation TVET programme graduates. Qualitative research design helps the researcher to outline an issue; demonstrates methods for taking care of an issue; or potentially sheds light that is required in research, clinical applications or hypothetical matters. This research

design was used by the researcher to gather information, summarize, present and interpret it in order to obtain more clarification on issues.

3.3 Population of the Study

A study population consists of the entire cluster of individuals, objects, items, cases, articles, or things with mutual characteristics existing in space at a particular period of time that are significant to research findings. According to Equity Group Foundation (2018), there are 3,000 Wings to Fly graduate scholars who enrolled to their TVET programme out of which 118 have already completed their courses. The target population of the current study is the 118 graduates who have already completed the course as they were also trained on entrepreneurship.

3.4 Sample

A sample refers to a subset of the target population (Cooper & Schindler, 2019). Since reaching each member of the target population is expensive and time consuming, researchers opt to work with a representative sample when the population is considered large. According to Mugenda and Mugenda (2003), 10% or more of a large sample is considered representative. This study therefore focused on 12% of the target population giving a total of 14 respondents. The researcher classified the respondents into two groups of 7 graduates each. One group contained participants who have already started a business while the other group contained participants who are not in business. The respondents in each group were arrived at through convenience sampling.

3.5 Data Collection

This study used primary data to be collected using a focus group discussion. The targeted respondents in this study were graduates of the Equity Group Foundation TVET program. The researcher focused on these graduates as they were best positioned to give insight on the influence of TVETs and entrepreneurship training on start-ups success in Kenya. The focus group discussions were two, one focusing on graduates with start-ups and the other focusing on those without.

To make sure that the research instrument captured the intended information, the researcher asked the respondents open-ended questions that gave room for further prodding if any of the responses were not clear. The researcher personally moderated the focus group discussions. Care and control was attained through a register that recorded all the questions asked and their responses.

3.6 Data Analysis

The primary data collected in this study was qualitative data and therefore it was important to employ content analysis in evaluating the responses, coming up with conclusions and finally making recommendations. Content analysis involves the analysis of the responses from the interview by identifying the differences and similarities. This assists to discover themes and develop categories. According to Khan (2008), content analysis entails analysis of contents of documentary materials like magazines, books, newspapers and content of all verbal materials that are either printed or spoken. Additionally, Burns and Burns (2008), maintain that content analysis is the systematic qualitative description of the composition of the objects or materials of the study.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The research objectives were to determine the effect of TVET and entrepreneurship training on success of start-ups amongst Equity Group Foundation TVET programme graduates. This chapter presents the analysis and findings in line with the study topic. The data was collected from 2 focus group discussions each consisting of 6 participants. The first group consisted of TVET graduates who had started a business while the second group consisted of TVET graduates who had not started a business. The two focus group discussions were successful and had 100% attendance. This represents a response rate of 100%.

4.2 Background Information of the Respondents

This section provides the basic information about the participants of the focus group discussion. To start with the TVET graduates who had started a business, all of them were from Miramar International College and had pursued Agribusiness. The duration of time taken to complete the course was 3 months.

Considering the case of the TVET graduates who had not started a business, they had each pursued different courses in different institutions. To start with, the first participant had pursued International Computer Driving Licence at Kitale National Polytechnic, while the second participant had pursued proficiency in cake making and decoration at Kiambu Institute of Science and Technology. The third participant had pursued basic computer repair and maintenance at Kisumu Polytechnic, the fourth participant had pursued welding

and fabrication at Kisii National Polytechnic, the fifth participant had pursued automotive engineering at Nairobi Technical Training Institute while the sixth participant had pursued proficiency in cake making and decoration at Kiambu Institute of Science and Technology. Further, the seventh participant had pursued computer programming and software management at Kenya Technical Trainers College (KTTC) Gigiri. It is important to note that for all the participants, the courses lasted for 3 months.

4.3 Entrepreneurship Training and Start-Ups Success of TVET Graduates with Start-Ups

4.3.1 Opinions about the Equity Group Foundation TVET programme

The researcher implored the participants to give their opinions on what they thought about the Equity Group Foundation TVET programme now that they had graduated. In response, the first participant said that the programme was very helpful and focused concern on the scholars. The participant also added that if possible, those offering the programme should consider chances of further learning to enable scholars achieve higher dreams. The second participant stated that they loved the programme and that it had granted them a second chance in life. The third participant stated that it was a fruitful journey to potential youth empowerment in the society.

The fourth participant pointed out that the program had really helped in changing the lives of many individuals who would not have not been able to unleash their potential due to their financial inability, the participant also noted that the programme had also changed his level and approach of addressing issues as he has acquired relevant skills and knowledge on how to live a better life by creating positive impact in their immediate environs and the society as a whole. The fourth participant also stated that through the program, he was able

to meet his daily basic needs throughout schooling and thus approved the program as it not only gave financial support but also organized rallies and conferences which positively impacted his life as a beneficiary. Lastly, the fourth participant posited that the TVET Program involved engagement in educating and rallying different scholars into the marketing and promoting unit within the Bank's sector which enabled a large number to support themselves and even their families through the earned commission.

The fifth participant noted that TVET is a great programme which has uplifted and enlightened the minds of the youths mentally, emotionally, physically, and economically. She also added that it is a programme that fits in every aspect of the community. The sixth participant stated that it is really a supportive and an encouraging programme to majority of the youths who do not have a chance to join university. He added that the programme enables the students to acquire great technical skills needed in the current market as well as prepare the youths in readiness to meet the demands in the current market. More to that is the fact that the programme has given her hope for a bright future while the seventh participant stated that the programme is good as it acquaints one with useful skills that can help make the future bright.

4.3.2 Equity Group Foundation TVET Programme and Preparedness for Entrepreneurship

The researcher also inquired from the participants whether the programme had prepared them for entrepreneurship and how. All the participants were of the affirmative. To expound their response, the first participant stated that the programme had equipped him with full knowledge on how to start a business, how to register and manage the business, how to create value addition and maintain business relations with other business owners.

The second participant stated that through the programme he learned how to start and manage a business as well as prepare mentally, emotionally and physically for the responsibilities that come with a business. The third participant reiterated that the program helped him realize his great abilities and potential.

The fourth participant posited that through the programme he has learnt how to become a successful entrepreneur and how to face the possibilities of failure related to it. Secondly, he stated that through the programme he has learnt several modalities associated with the business world. The participant was also able to relate different Kenyan public figures and influencers in different fields in real life situations based on how they came into existence and catapulted their businesses to such high ranks as per their net worth as well as how they identified different business opportunities in the market which were less utilized due to people's ignorance in acquiring necessary skills from different TVET institutions. Further, the fourth participant added that he learnt the importance of self-employment and the importance of not over relying on white color jobs.

The fifth participant stated that the programme gave her a chance to acquire skills in agribusiness and how to run her future desired goals based on uplifting her status as well as giving back to the society. The sixth participant pointed out that through the programme he acquired financial and project managerial skills thus making him ready to run a project with ease. He also stated that the programme has prepared him with hands-on and technical skills which have allowed him to work effectively in the field. Further, the seventh participant stated that the programme she has learned how to start and run a business. She also added that she learned about hydroponics.

4.3.3 Best Take Home from the Equity Group Foundation TVET programme

The researcher asked the participants to state what they liked most about the programme. In response, the first participant alluded that what he liked most included having an opportunity to equip himself with hands-on skills on his area of interest, having his fees paid and receiving mentorship on how to use the acquired skill in real life. The second participant noted that the acquired skills, leadership and the opportunity to advance his literacy was what he liked most while the third participant noted that what he liked most was the fact that the programme helped him realize his hidden potentials as a youth which in most times are not recognized by society.

The fourth participant pointed out that what he liked most was acquiring basic skills and knowledge on real life, specific skills aligned to his area of specialization. The fifth participant was happy that she was given a second chance to make things right while the sixth participant posited that the nature of the programme allowed him to acquire hands-on skills needed in the field. Further, the seventh participant reiterated that he liked the fact that the programme was designed to make the scholars become the best version of themselves.

4.3.4 Improvements on the Equity Group Foundation TVET programme

The researcher implored the participants to point out what can be improved in the programme. The first participant stated that the programme should consider catering for further studies so as to help scholars withstand the competitive environment in terms of knowledge and experience in specific fields and stay updated on global trends and changing market dynamics. He also noted that the programme should allow scholars to pursue their courses of choice which is not the case at the moment as for his case he wanted to pursue

a diploma but was only allowed to pursue a certificate course. The third participant was satisfied with how the TVET programme operated currently while the fourth participant reiterated that the programme should consider incorporating provision of financial support to graduates seeking to establish startups. Additionally, the number of students getting absorbed into the TVET program should be increased through targeted outreach efforts and educating potential scholars on the pros of TVET programmes and institutions through sharing and availing testimonials of successful TVET alumni during annual conferences. This will enable them build confidence in technical courses and eventually have it.

The fifth participant stated that the programme should conduct regular follow up and create a platform where the TVET scholars can participate in working together for a common goal as well as give hope and life to the ones who are at the verge of losing it. The sixth participant suggested that the programme should revamp their awareness creating mechanisms so that they can attract more youth to join the programme and thereby acquire hands-on and technical skills demanded by the market. He also added that more funds should be allocated for improving the infrastructure and the technical institutions to offer adequate and reliable skills to youths. Finally, the seventh participant suggested that the programme should conduct more follow ups on the scholars and also consider educating more scholars.

4.3.5 Proposed Changes to Improve the Equity Group Foundation TVET Programme

The researcher requested the participants to indicate what changes they would make to improve the program if they were in charge. In response the first participant stated that he would provide scholarship opportunities for those who would wish to further their studies, ensure the schools fees and stipends would only be released to scholars already in the

institution, continuous improvement of the mentorship and motivation programmes for the scholars as there is stiff competition in the business environments especially if one does not have the needed skills and regularly visiting the scholars to monitor their progress. The second participant alluded that he was satisfied with everything and thus would not change anything while the third participant stated that he would only enroll the youths to courses that offer skills in the most opportunistic sectors.

The fourth participant stated that he would educate the public on the importance of joining TVET institutions through different media such as Televisions, radios, Facebook, Twitter, YouTube among others. He also stated that he would request the government through the relevant ministry to assist the local manufacturing industry by safeguarding them against imported goods through imposing heavy taxes. This would have a ripple effect as the local manufacturing industry will have many opportunities which can be exploited by the youths. This way many youths will be motivated to pursue courses that acquaint them with technical skills as dictated in the market which will thereby spur an improvement in TVET institutions in terms of recruitment.

The fifth participant suggested that she would make changes that allowed TVET scholars to participate in congresses involving business mentorship, social approach and more life changing agendas. The sixth participant stated that he would increase the number of practical classes and also improve on the efficiency of the current institution offering the technical skills while the seventh participant stated that she would encourage scholars to join TVET institutions to become self-employed and also make sure that scholars who join get adequate education.

4.3.6 Relationship of Starting a Business to the Equity Group Foundation TVET programme

The researcher asked the participants to state whether they attribute starting a business to taking the TVET course. All the participants were of the affirmative and the researcher was interested in exploring how the programme had helped them. The first participant stated that the course had equipped him with skills on how to register a business, how to apply for a loan, how to advertise the business, and how to make value addition and minimize loss making. The second participant alluded that the course equipped him with requisite skills needed to establish a business while the third participant noted that the course helped him to realize his potential and increase his entrepreneurial intention, the hidden entrepreneur ability.

The fourth participant posited that the training enabled him to acquire relevant skills associated with farming especially in hydroponic farming. He explained that this was made relevant through their well-organized theories and above all well planned and informed farm visits which enabled them acquire skills on what it takes to start and manage any business related to Agriculture and its related principles. The fifth participant stated that she was trained on group dynamics and various business approaches while the sixth participant noted that she acquired adequate skills in the field of agriculture specifically hydroponics farming and thus was able to manage and run the project as well as acquired financial literacy and managerial skills to run the project. Finally, the seventh participant stated that the course acquainted her with financial management skills necessary for one to become a good entrepreneur.

4.3.7 Challenges faced when Starting a Business

The researcher inquired from the participants whether they had encountered any challenges in the course of starting the business. Only the seventh participant had not encountered any challenges. Those who had encountered challenges stated that they had various challenges including challenge of registering the business, opening of business account and application of the loan to start the business, lack of capital to start a business/project, challenge of meeting the living expenses before the business is profitable enough and challenges of transitioning from class to the field.

4.3.8 Relationship between Overcoming Challenges and the Equity Group Foundation TVET Programme

The researcher inquired from the participants whether they attribute their ability to overcome the challenges to the TVET programme. All the participants were of the affirmative. On explaining how the programme had helped them to overcome, the first participant stated that the Equity bank staff on credit loan section educated them for a whole week on everything concerning business registration, loan application, business account opening, advertisement of business and how to evaluate business performance while the second participant stated that it was through guidance and mentoring received while the third participant noted that he did everything it took intrinsically to overcome the challenges while actively looking for investors.

The fourth participant pointed out that it was through the TVET program that they were able to meet their monthly basic needs together with other hydroponic farming team. He stated that what has helped them is remaining focused and very reactive to any challenge which crops up along the way. The fifth participant noted that she overcame the capital

challenge by acquiring a loan to start her business from Equity Bank. She also stated that she learned how to thrive and become a go-getter which made adapting easier. This was in addition to doing more research on the relevant skills and field and being more persistent to learn more was the game changer.

4.4 Entrepreneurship Training and Start-Ups Success of TVET Graduates without Start-Ups

4.4.1 Opinions about the Equity Group Foundation TVET programme

The researcher implored the participants to give their opinions on what they thought about the Equity Group Foundation TVET programme now that they had graduated. In response, the first participant said that the programme is good and had equipped her with important skills as well as catered for her school fees. The second participant noted that it is a great program with good intentions in mind but the practicality of starting a business is a strain especially due to lack of sufficient funds. However, he noted that he loved it as he got to learn a skill and got exposure which was important as well as acquired a certificate. The third participant stated that the programme was very short and thus they did not have sufficient time to gain enough knowledge to then open up a business. However, he noted that the course is very relevant as one could easily open up a business venture if the course was fully and comprehensively covered. He noted that they rushed through the syllabus because of time and didn't do enough practicals that would give one the confidence to start a business.

The fourth participant noted that the program should be incorporated to fit with the course one is to pursue at the universities while the fifth participant stated that he would kindly urge all TVET institutions to scrap all outdated courses and embrace short quick profit

making courses like cake baking, graphic design and digital courses that were more in line with the technological direction that the world was taking. He also stated that courses like computer proficiency should be scrapped as what is taught is basic computer skills that one can grasp with within a few hours following a YouTube tutorial. To support his suggestion he added that the short quick profit making courses can help to open up one's mind to wider opportunities in the world and they will manage themselves better once they finish the course or even their life when they join University.

The sixth participant posited that the programme is very beneficial because it empowers one to go and face life out here after acquiring the skills. Furthermore, the programme is vital in instilling skills and knowledge which goes a long way in helping one to be more entrepreneurial, self-reliant, adds more knowledge to one's university course, broadens one's mind to think in different aspects regarding. For instance, he stated that the programme opened up his mind on how to identify opportunities around him and this is a turning point since he was focused on employment before but after the programme he was enlightened on self-employment opportunities.

4.4.2 Equity Group Foundation TVET programme and Preparedness for Entrepreneurship

The researcher also inquired from the participants whether the programme had prepared them for entrepreneurship and how. The first participant stated no. To explain her answer, she stated that the course was adequately taught but the practical aspect was wanting as the teachers were not always physically present to teach. The institution she studied at also did had a 3-month course of the industry she was passionate about so that eventually she could start a business. The second participant stated yes and explained that the programme gave

him a skill that helped his self-development as baking is a commercial skill. However, he requested that the duration of the course be extended as the 3 months course was not enough to venture fully in business. The third participant also stated yes as the course acquainted him with basic skills. However, he noted that he does not think he was confident enough to launch the business as the practical aspect of teaching was minimal.

The fourth stated no and explained that he did a course different from his field of interest due to limitations in course availability at the institution. The fifth participant also stated no and explained that in his case, Automotive Engineering for 3 months was not satisfactory and that it is a waste of resources. He went on to explain that all they learnt was a 100% theory and no practicals and this left them all as fresh as they were when they entered the institution as far as hands on skills were concerned. He further noted that those who did quick profit-making courses like cake baking, something purely practical rather than theoretical learnt much more within the 3 months. The sixth participant stated yes and explained that she was able to do small scale commercial baking for some of her friends and close family. She also noted that she received the technical skills and creativity and did not necessarily need to open a physical business. Further, the seventh participant stated yes and explained that he acquired skills and knowledge which are needed in business, he acquired life skills especially to be self reliant, and is able to face challenges which come along in entrepreneurship and tackle them appropriately. He also noted that he got an opportunity to interact with the lecturers who shared ideas on how to explore business ideas and opportunities.

4.3.3 Best Take Home from the Equity Group Foundation TVET programme

The researcher asked the participants to state what they liked most about the programme. In response, the first participant alluded that what he liked most included good facilitation, provision of accommodation, transport, and effective use of time to learn new skills. The second participant noted that the exposure and the acquisition of knowledge that one can open a business and learn financial management skills and networking with people from different backgrounds. The third participant stated that having practicals was what he liked most as he pursued a course in computer literacy which is advantageous as most businesses are becoming digital while the fourth participant stated new experience.

The fifth participant stated that what he liked most was the fact that he was given an opportunity to manage himself and grow as a young adult. He added that this allowed him to learn a lot of things. For instance, he knew that taking alcohol was wrong and acquired skills on social competency. The sixth participant also pointed to skills acquisition whereby she was equipped technically for life out there. Finally, the seventh participant noted that he liked the fact that the programme is well tailored to meet the needs of the day to day livelihood. He also noted that exposure to real world opportunities, hands on skills taught and networking amongst the TVET circles was very beneficial.

4.4.4 Improvements on the Equity Group Foundation TVET programme

The researcher implored the participants to point out what can be improved in the programme. The first participant stated that exams fees and allocation of courses and schools should be done as per one's choice. Additionally, she added that more courses should be available to the schools depending on demand for the skills in the job market. The second participant stated the programme should allocate more time to learn extensively

especially for those going to campus before they do so while the third participant stated that the programme duration should be extended such that students have enough time to cover the whole course. He added that the programme should consider engaging in collaborations with industry players for capital and internship opportunities so that one is able to start up the business on their own later. Further, he added that the 3 months course should be extended to 6 months to amass enough knowledge and gain confidence.

The fourth participant suggested that the programme duration should be extended and it should be continuous maybe during long holidays. The fifth participant suggested that the learning programmes needed to be those that were relevant so as to ensure one is able to begin earning as soon as one graduate. Furthermore they need to be short courses that do not take too much time in school without financial freedom like cake baking, motorcycle driving course which is a lot cheaper than taking Automotive Engineering and will yield more utility for the students. He suggested other short CISCO courses like setting up Wifi for people and graphic design. He argued that apprenticeship is key. The sixth participant stated that the timeline of covering courses should be extended for instance for the 3 months should be 6 months. This would make the shorter courses more practical to perfect skills. The seventh participant was also suggesting that the time period should be extended as the 3 months was not enough to get the skills he felt he needed in order to fully gain enough knowledge for business, 6 months should be minimum. He also added that the time period taken to issue the certificates should be shortened to allow one to pursue opportunities.

4.4.5 Proposed Changes to Improve the Equity Group Foundation TVET programme

The researcher requested the participants to indicate what changes they would make to improve the program if they were in charge. In response the first participant stated that she

would ensure each scholar gets the course at the school of choice and also ensure fees are paid on time. She also added that the duration should be a minimum of 6 months. The second participant also stated that he would add more time for the program while the third participant suggested that he would ensure that the students get enough time to complete the course with more practical lessons to give them confidence and provide a small amount of capital as a kick start. He also added that students should be given internship opportunities.

The fourth participant stated that the course of student at both levels, that is at TVET level and degree level, should match while the fifth participant noted that he would eliminate courses heavily related to white collar jobs and put emphasis on hands-on technical courses that can be used to solve the emerging problems in our country and can be competitive even outside our country. He gave an example of the Indian TVET Institutions and noted that they focus heavily on practical and apprenticeship. The sixth participant stated that more practical classes should be added for most handy courses while the seventh participant stated that they would ensure that all high school leavers enroll and join TVET to learn a hands-on skill course and begin having financial independence as soon as possible. Just like how NYS was mandatory back in the day. Additionally, he stated that the programme should be based on skills that are demanded in the job market and should be adaptable to market changes.

4.4.6 Reasons for Not Starting a Business

The researcher implored the participants to give reasons as to why they had not started a business. In response, the first participant stated that the 3 months course is not fully adequate to start one though she learnt a bit of skills which she applies in higher learning.

The second participant stated that he was facing challenges to startup capital for acquiring equipment as well identifying a location to start up. The third participant stated that he joined campus immediately and the environment became different as the transition was too fast. He added that too much time went by before he began the business so the knowledge diminished, and he has less confidence and thus he will need a mentor to train with and rejoin. The fourth participant also stated that he is still in school.

The fifth participant noted that automotive Engineering for 3 months is not enough time to diagnose and repair a vehicle for a client. Especially when all knowledge gained was taking notes rather than being practical with the course. The sixth participant stated that she had no capital for buying equipment like a big cooker for commercial baking. She also noted that she has not established herself well enough to open a business and does not have a ready market. The seventh participant posited that he lacked sufficient capital to run his business and time was also constrained as he joined campus so management would have been a challenge.

4.4.7 Relationship of Not Starting a Business to the Equity Group Foundation TVET programme

The researcher asked the participants to state whether they attribute not starting a business to taking the TVET course. All the participants stated no apart from the fifth participant who stated yes and explained that the programme did not acquaint him with enough skills to start a business in the 3 months duration.

4.4.8 Challenges faced when Attempting to Start a Business

The researcher inquired from the participants whether they had encountered any challenges in attempting to start a business. All the participants had encountered challenges which

included lack of capital and required skills, inability to find repeat clients and lack of confidence to start a business.

4.4.9 Recommendations on the Programme and Reasons for Recommendation

The researcher implored the participants to state whether they would recommend someone else to undertake the programme. All the participants were of the affirmative. The first participant explained that the programme allows one to gain skills and knowledge and it is a platform to network and build a basis of starting a business. She added that the practical aspect found in TVET is a plus. The second participant stated that it is amazing to learn another skill while the third participant stated that the programme is very relevant if one is able to do extra study and master the content, one can easily open up a business.

The third participant stated that the TVET programme is more practical than University degree courses. Additionally, the ratio between the students and lecturers is smaller so follow up is better. The fourth participant explained that they would recommend based on the fact that the programme is skilled based learning. The fifth participant stated that he would recommend a different course that will yield optimum utility. TVET has more pros than cons. It just needs to be modified in terms of study planning and apprenticeship and more practical emphasis then it will change the chances of students identifying and taking up opportunities. The sixth participant stated that she would recommend as one acquires practical technical skills which are very useful in the job market. Finally, the seventh participant stated that it is one of the best ways someone can be self-reliant while at school and after campus as it instills knowledge and skills which are important in a day to day work environment and offer employability skills. Additionally, he noted that it opens up

your mind to the world and one is able to see the world in a different way as one can survive in the world with a skill that is on demand.

4.5 Discussion of Findings

Looking at the study findings it is evident that TVET and entrepreneurship training affects the success of start-ups among Equity Group Foundation TVET graduates positively. This can be explained by the fact that the graduates, those who had started businesses and those who had not, stated that the training programme acquainted them with technical skills needed in the job market as well as life skills and financial management skills that are prerequisite to starting and running a business successfully. This relates to the resource-based view theory. The technical skills are fundamental to provision of the human resource capital required by the graduates when starting a business. These findings tally with those of Lwal (2019) who sought to evaluate the contributions of TVET education to the development of entrepreneurship among deaf TVET graduates of KTTID in Nairobi County. The study found that the majority of the deaf TVET graduates transited to the business world almost immediately after graduating at a youthful age. Majority

Secondly, the study results relate to the identity empowerment theory. This can be explained by the fact that the general information on how to register and run a business form a basis of empowerment where the graduates draw their motivation from within even in the event that a business fails to pick up as projected. Through acquisition of these general life skills the graduates are become resilient regardless of being in a competitive business environment until they break even. Results reported that the graduates were able to overcome challenges encountered since they had gone through the TVET and entrepreneurship training. These findings concur with those of Sigu (2017) who focused

on assessing the impact of Vocational Education and Training on socioeconomic empowerment of youth in Mukuru slum. The results demonstrated that TVET courses equip youth with multiple skill benefits such as self-awareness, effective communication, stress management, time management, interpersonal relations, and basic problem solving. Irrespective of their employment status, the study indicated that majority of the youth are still able to utilize their acquired TVET skills.

Results also demonstrated going through the programme prepared the graduates for entrepreneurship. The graduates explained that going through the programme changed their way of thinking and opened their minds to a world of opportunities. They realized that they must not be employed but can use their skills and create employment for themselves. These findings tally with those of Jahazi (2018) who aimed at establishing effects of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County. The study's multiple regression analysis revealed that entrepreneurship training has a significant and a positive effect on entrepreneurial behavior.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the summary of the findings, conclusions and the recommendations.

This is done in line with the objectives of the study.

5.2 Summary of Findings

The general objective of the study was to determine the effect of TVET and entrepreneurship training on success of start-ups among Equity Group Foundation TVET graduates. The study focused on two groups, those who had started businesses and those who had not started businesses after graduating. The study showed that all the graduates who had started a business viewed the programme to be very helpful as it acquainted them with technical skills needed in the job market as well as life skills and financial management skills that are pre-requisite to starting and running a business successfully. These findings tally with the assertions of Bae et al., (2014) and Fayolle and Gailly (2013) who noted that the core aim of entrepreneurship training is, by and large, to increase participants' awareness towards entrepreneurship, to allow different participants to mature their individual entrepreneurial skills, to teach them how to transform theory into practice, and promote the entrepreneurial pathway as a real and acceptable career choice.

The views were the same for the graduates who had not started a business but for a few who reiterated that the course duration time was short and thus they did not get an opportunity to acquire adequate practical skills. These findings are consistent with those of Nyamu (2015) who sought to establish the relationship between entrepreneurship training

and performance of youth enterprises under the YEDF in Kajiado North constituency. The study established that the quality of training being given to the youth does not result to significant growth and development of the youth enterprises.

The results also showed that all the graduates who had started a business were of the affirmative that the Equity Group Foundation TVET programme had prepared them for entrepreneurship. In explanation, the results showed that the programme not only acquainted them with technical skills but also knowledge on how to start and run a profitable business. The results also showed that the graduates who had not started a business had mixed opinions with some indicating that the programme had prepared them for entrepreneurship in a much as they had not yet started business while others reiterated that the programme was short and not comprehensive. Thus, it did not equip them accordingly with the much-needed skills to start a business.

Results revealed that all the graduates involved in the study, those that had started a business and those who had not, were happy about various aspects of the programme. This included the fact that they had their school fees and other expenses such as transport and accommodation covered, received mentorship, and acquired both technical and life skills. They also liked the exposure to real life experiences. These findings are congruent with the assertions of Baolader (2015) who asserted that a combination of general knowledge, technical know-how and enhanced entrepreneurial skills are major tools that would facilitate business and self-employment opportunities.

However, they pointed out a few issues which they thought required improvement. To start with the graduates who had started a business, they stated the programme should incorporate scholarship opportunities for those wishing to further their studies, the

programme should have a mechanism to provide capital to fresh graduates to aid in establishing a business, the programme should allow scholars to pursue their preferred courses at the desired institutions, and that the stakeholders running the programme should revamp their awareness creation campaigns so as to reach out to more youths. In the case of those who had not started a business their major recommendation was that the course duration time should be extended to allow for optimal acquisition of skills. They also added that other short quick profit-making courses should be incorporated and highlighted within the programme. These findings are congruent with those of Mungai (2014) who sought to establish whether the TIVET graduates utilize the knowledge, skills and attitudes acquired during their training to establish business. This study also found out that product and radical innovation are missing among the graduates. Many respondents felt that the entrepreneurship skills given to them were adequate to assist in starting and running business. Besides, they felt that the training content should be increased, and the training should be more skill based.

The study results also showed that those graduates who had started a business gave suggestions on what could be done to improve the programme. The suggestions included provision of scholarship opportunities, proper allocation and release of funds to students already enrolled in the programme, continuous mentorship and motivation of graduates to help them wade through the competitive business environment, increase campaigns to create awareness on the benefits of joining TVET institutions and ensure continuous follow up. The main suggestion for those students who had not started a business was that the course duration period should be extended.

The study also illustrated that the graduates who had started a business attributed their success in entrepreneurship to joining the programme. They noted that the course had equipped them with skills on how to register a business, how to apply for a loan, how to advertise the business, and how to make value addition and minimize loss making. Additionally, they learnt the art of hydroponic farming in agriculture. The results from the graduates who had not started a business was also consistent with those who had started a business and noted that they could not attribute starting a business to the programme. However, they gave various reasons as to why they had not started a business. This included joining higher institutions of learning, not having enough capital and not having enough skills and confidence to start a business. These results are consistent with Peterman and Kennedy (2003) who in their research confirmed that specific entrepreneurship training and support programs were successful in inspiring individuals to become entrepreneurs and establish their own enterprises with the aim of making profits and improving their lives.

Results revealed that the main challenges faced by the graduates who had started a business included the challenge of registering the business, opening of business account and application of the loan to start the business, lack of capital to start a business/project, challenge of meeting the living expenses before the business is profitable enough and challenges of transitioning from class to the field. However, they stated that having gone through the programme helped them to overcome the challenges.

On the other hand, the graduates who had not started a business gave various challenges including lack of capital and required skills, inability to find repeat clients and lack of confidence to start a business. However, despite facing challenges, they still stated that they would recommend the programme to other youths who may be interested. This is

because the programme is relevant and grants one an opportunity to acquire very useful skills for the day to day life. These findings tally with those of Muganda (2017) who sought to establish the effect of entrepreneurship training on entrepreneurial behaviour of strengthening rural youth development through enterprise programmes in Bomet County. The study found out that improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the County.

5.3 Conclusions

The study concluded that the TVET and entrepreneurship training programme influenced the success of start-ups among Equity Group Foundation TVET graduates. This can be attributed to the fact that the training programme acquainted the graduates with requisite skills that are relevant in today's job market. The programme also gave the graduates exposure to real life business environments and provided them with life skills necessary to run a successful business.

The study also concluded that the courses offered under the Equity Group TVET and entrepreneurship training programme are practical. Hence, the courses grant the scholars with hands-on technical skills that are useful immediately one graduates from the programme. The study thus concludes that TVET and entrepreneurship training increases the entrepreneurial expertise of the graduates.

Further, the study concluded that the graduates from the Equity Group Foundation TVET and entrepreneurship training programme face various challenges. These challenges differed depending on whether one had started a business or not. For instance, the challenges for graduates with businesses included the challenge of registering the business,

opening of business account and application of the loan to start the business, lack of capital to start a business/project, challenge of meeting the living expenses before the business is profitable enough and challenges of transitioning from class to the field. On the other hand, the graduates who had not started a business gave various challenges including lack of capital and required skills, inability to find repeat clients and lack of confidence to start a business.

5.4 Recommendations for the Study

Based on the findings the study recommends that the stakeholders involved in the provision of the Equity Group Foundation TVET and entrepreneurship training programme scholarships should increase their awareness campaigns about the existence of the programme. This would attract more scholars to the programme and thereby create a bigger impact on the society as more youths would acquire market ready skill that are on demand. This would aid in solving the unemployment problem in Kenya as many would also start their own businesses.

The study also recommends that TVET institutions should evaluate their programmes in terms of viability in the market. This would ensure that graduates from these institutions would only possess skills that are relevant in the market and thereby increase their employability. This would also help to abandon courses that are obsolete as they are no longer useful in the current job market.

Further, the study recommends that the TVET institutions should review how they offer their courses. The institutions should ensure that they package their courses in such a way that the scholars undertaking those courses have ample time to cover what is required.

Additionally, the tutors should ensure that they impart practical skills to the students as this is what matters most in the job market.

5.5 Limitations of the Study

Firstly, this study relied on primary data collected with an aid of a focus group discussion which has limitations especially in regards to the number of people that can be accommodated in one focus group discussion. This study focused on only 14 respondents divided into two focus group discussion each with 7 members. One category consisted those already in business while the other category was not in business. Due to the small size of the sample, the findings cannot be generalized to represent wider contexts.

The focus was on some factors that are hypothesized to influence success of startups. Specifically, the study focused on TVET and entrepreneurship training. In reality however, there are other variables that are likely to influence success of startups some which are internal such as availability of capital, in born entrepreneurial skills, hard work among others while others are external such as competition, taxation, political stability, availability of markets among others.

For data analysis purposes, the researcher used content analysis to analyze responses collected using the focus group discussions. Although, content analysis has advantages such as giving information that would not have otherwise be obtained using quantitative methods, it has its own limitations such as being more prone to biasness as compared to quantitative methods. It is also difficult to generalize results of content analysis in other contexts.

5.6 Recommendations for Further Research

Since this study was qualitative, the study recommends that a similar study be conducted but adopt a quantitative approach. This would help to clearly define the magnitude of influence of Equity Group Foundation TVET and entrepreneurship training programme on business success. This would thus help to establish how the programme compares to other training programmes.

Since this study only focused on Equity Group Foundation TVET and entrepreneurship training programme, the study recommends that a similar study should be replicated among other entrepreneurship training programmes. This would help to establish whether there was a variance on the impact of these programmes on success of start-ups.

Further, the study recommends that a study seeking to determine the influence of Equity Group Foundation TVET and entrepreneurship training programme on other aspects such as economic growth should be conducted. This would help to establish whether there is a variance of the influence of the Equity Group Foundation TVET and entrepreneurship training programme in other aspects.

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APPENDICES

Appendix I: Focus Group Discussion for Graduates with Start-ups

Thank you for taking the time to join us to talk about TVET, entrepreneurship training and start-ups success amongst Equity Group Foundation TVET programme Graduates. My name is Josephine Wanjuhi Njiiri, a Masters students at the University of Nairobi. You were invited because you have participated in the Equity Group Foundation TVET programme and so you are familiar with the programme. There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said.

- 1) You have graduated from the Equity Group Foundation TVET programme, what do you think of the programme?
- 2) Did the programme prepare you for entrepreneurship? How?
- 3) What did you like most about the programme?
- 4) What needs improvement?
- 5) Suppose that you were in charge and could make one change that would make the program better. What would you do?
- 6) After the course, you started a business. Do you attribute the start up to the course?
- 7) Can you attribute the start-up to the entrepreneurship training you received?
- 8) Are there challenges you faced in the course of starting the business?
- 9) What are these challenges?
- 10) Do you attribute your ability to overcome the challenges to the TVET programme?

Appendix II: Focus Group Discussion for Graduates without Start-ups

Thank you for taking the time to join us to talk about TVET, entrepreneurship training and start-ups amongst Equity Group Foundation TVET programme Graduates. My name is Josephine Wanjuhi Njiiri, a Masters students at the University of Nairobi. You were invited because you have participated in the Equity Group Foundation TVET programme and so you are familiar with the programme. There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said.

- 1) You have graduated from the Equity Group Foundation TVET programme, what do you think of the programme?
- 2) Did the programme prepare you for entrepreneurship? How?
- 3) What did you like most about the programme?
- 4) What needs improvement?
- 5) Suppose that you were in charge and could make one change that would make the program better. What would you do?
- 6) After the course, you have not started a business. Why so?
- 7) Can you attribute your failure to start a business to the TVET programme?
- 8) Are there challenges you are facing in the course of starting a business?
- 9) What are these challenges?
- 10) Would you recommend someone else to undertake the programme? Why or why not?