

THE EVALUATION OF TRAINING ON
ENTREPRENEURSHIP SKILLS BY GAUTENG
ENTERPRISE PROPELLER (GEP) IN JOHANNESBURG,
SOUTH AFRICA

D.B. MALHE

The evaluation of training on entrepreneurship skills by Gauteng
Enterprise Propeller (GEP) in Johannesburg, South Africa.



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Daisy Brenda Malele

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Government Leadership, North West University, Mafikeng Campus

in partial fulfilment of the requirements for the degree of Masters in
Business Administration

Supervisor

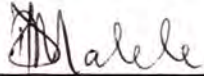
Professor Sam Lubbe

November 2011



Declaration

I, Daisy Brenda Malele, hereby declare that this research thesis is my own original work, that all reference sources have been accurately reported and acknowledged, and that this document has not previously, in its entirety or in part, been submitted to any University in order to obtain an academic qualification.

A handwritten signature in cursive script, appearing to read 'Daisy Brenda Malele', written over a horizontal line.

Signature

28 November 2011

Date

Dedication

I dedicate this mini dissertation to my late aunt Rose Mashigo.

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I wish to express my sincere gratitude to the following persons:

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Abstract

Many studies have revealed that training contributes significantly in the growth of enterprises. Training adds to the skills of SMMEs' owners, change their behaviour on how they perceive and conduct business activities and in turn enhance their ability to perform better. This dissertation investigates impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs serviced by Gauteng Enterprise Propeller (GEP) in South Africa (SA). It highlights problems of the current entrepreneurship skills training and education by delineating the weakness and pitfalls. The relevant literature has been visited and served as a primary data that add value to the dissertation. Collation of the relevant data is followed by a discussion of the impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs. The relative lack of research on impact of entrepreneurship skills training and education is the primary impetus of this study. The sample was drawn from SMMEs who attended entrepreneurship skills training offered by Gauteng Enterprise Propeller. The majority of the respondents were cooperatives in Johannesburg, South Africa. The study findings indicate that the entrepreneurship skills training have the following five major deficiencies: there is deficiency in entrepreneurship skills training and education; lack of involvement in the training program; lack of quality in training; training not being relevant to organizational needs; and lack of training programs. It is suggested that GEP management should explore opportunities to ensure that the training addresses business needs; involve trainees in training evaluation to improve quality; improve the effectiveness of training and its impact; and ensure that respondents are trained on formulation of training programs and policy to address organisational needs.

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Acronyms and abbreviations

GEM	:	Global Entrepreneurship Monitor
GP	:	Gauteng PROVINCE
GEP	:	Gauteng Enterprise Propeller
SA	:	South Africa
SMME	:	Small Medium and Micro Enterprise
SETA	:	Sectoral Education Training Authority
ETQA	:	Education Training Quality Assurance
DoL	:	Department of Labour

Chapter 1

Overview of the study

1.1 Introduction

Ndedi (2009) asserts that South Africa is currently facing unemployment and the government is promoting Small Medium and Micro Enterprises (SMMEs) as one of the solutions of employment source. Furthermore, Ndedi (2009) emphasises that the problem of poverty alleviation and unemployment remains the primary concern of various initiatives that have been developed by South African government. The survival of SMMEs depends greatly on government assistance especially on business skills development due to large skills shortage especially from the previously disadvantaged South Africans. The study investigates the impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs serviced by Gauteng Enterprise Propeller (GEP) in Johannesburg, South Africa (SA).

The importance of training as a tool for SMMEs' growth has been recognised worldwide including South Africa. A number of researchers have revealed that training contributes significantly in the growth of enterprises, for example, Adegbite, Ilori, Ireferin, Abereijo and Aderemi (2007), Oosterbeek, van Praag and Ijsselstein (2011), Rasmussen and Sørheim (2006) and Nasution, Mavondo, Matanda and Ndubisi (2011). Kessy and Temu (2010) established that training has significant impact on participant characteristics and final participant outcomes. Furthermore, Kessy and Temu (2010) state that training adds to the skills of SMMEs owners, change their behaviour on how they perceive and conduct business activities and in turn enhances their ability to perform better.

Tsai, Hsieh, Fang and Lin (2009) state that business organisations are often seen as the backbone of a country's economic development and growth, while governmental organisations working on strategies for national development provide the resources and the infrastructure to support national systems of innovation. Martin, Wech, Sandefur and Pan (2006) propose that training courses are one of the helpful (but not always necessary) conditions for small business

development. Lashley and Rowson (2010) state that the lack of training in the business aspects of SMME operation has serious implications for the quality of business operations, because a significant segment of a business is being managed by unskilled entrepreneurs who are not primarily concerned with commercial objectives which prioritise service quality as a way of generating profits and growth.

Chapter one of the study outlines as follows: the background, the purpose of the study, problem statement, general objective, specific objectives, research design, breakdown of the study and conclusion.

1.2 Background

Over the past fifteen years South Africa has been challenged by rising unemployment rates, skills shortage and poverty. According to the GEM Report (2010), entrepreneurship is critical to the development and wellbeing of society as it also creates jobs. Furthermore, entrepreneurship drives and shape innovation, speeds up structural changes in the economy. Kotey and Folker (2007) believe that training in SMME is as powerful agent to development of capabilities and to growth and profitability of the organisations.

In South Africa the government has introduced various SMMEs training interventions in order to solve its many problems such as business start ups, entrepreneurship skills, job creation, closing skills gaps and poverty alleviation. The South African government established various acts as a means to promote entrepreneurship, for example GEP Act (2005). The GEP Act (2005) has been established based on the identification of the need of a small enterprise support strategy that goes beyond the current programmes of Government and financial institutions, but it provides finance and non-financial support to all enterprises in Gauteng (GP).

GEP is a provincial public entity whose primary objective is to promote, foster and develop enterprises in Gauteng including the promotion of economic growth, job creation, equity and strengthen the capacity of small enterprises to compete successfully domestically and internationally (GEP Act, 2005). The increasing

need for all Government programmes to contribute towards job creation, GEP noted that SMMEs and co-operatives constitute a large and growing share of employment in South Africa and generally labour intensive (GEP Annual report, 2008-2009). In addition, the growth of SMME market is very much dependent on the birth and death rates of enterprises; hence the role of GEP is to focus on enterprise development and self employment opportunities ensuring their increased participation in mainstream economic activities. A natural spin-off is the markets' potential to create work opportunities in the rural, peri-urban and urban areas in Gauteng (GEP Annual Report, 2008-2009).

GEP offers the following training interventions for business start ups, emerging SMMEs and business expansion: Entrepreneurship (Basic Business Skills), Business plan writing, Negotiation skills, Presentation skills, Conflict Resolution, Business etiquette, Marketing and sales, Tendering, Customer Service, Service delivery, Accounting and bookkeeping, Costing and pricing, Budgeting, VAT / TAX, Production management, Quality management, Project management and Microsoft office (GEP Annual Report, 2008-2009). Gem Report (2010) also highlights that governments are faced with challenges of reviving their economies and they can look at entrepreneurship as a major stimulus of new employment. Furthermore, entrepreneurship does not impact an economy simply through higher numbers of entrepreneurs but quality measures, like growth, innovation and internationalisation must be considered.

The South African Government introduced Sectoral Education and Training Authorities (SETAs) in 2001 through the department of labour. The key function of the SETAs was to ensure that all training interventions offered by various institutions are accredited through the SETA and/or Education Training Quality Assurance (ETQA), DoL (2004). GEP aims at establishing that all training providers who are offering entrepreneurial skills training are accredited by the relevant SETA/ETQA to ensure that SMMEs are empowered through relevant quality training.

1.3 The purpose of the study

According to Timmons and Spinelli (2009), without appropriately instructed individuals an exceptional product will never reach the consumer's hands. In addition, they state that a poor training program will inevitably dilute the standardized, consistent delivery of the product and eventually erode the brand's value.

Tsai and Kuo (2011) state that governments must remove barriers to entering the business world, provide opportunities to start new businesses, and stimulate entrepreneurial participation and investment. Although countries worldwide have developed entrepreneurship policies, the evaluation models for these policies are deficient and lack proper evaluation guidelines.

The purpose of this study is to make a contribution with regard to the evaluation of the impact of entrepreneurship skills training and education offered to business start ups, SMMEs and entrepreneurs by GEP, South Africa.

1.4 Problem Statement

The simple perception of prior experience is not sufficient for entrepreneurial learning to happen, but requires that something is to be done with it. Similarly, the acquisition of knowledge alone cannot represent learning, it is when the acquired knowledge and/or skills is expressed in the form of competency either in recognising opportunities or effectiveness in starting and managing new or existing businesses that entrepreneurial learning has actually takes place. Therefore, to gauge the impact of entrepreneurial experience (e.g. participation in entrepreneurship programs) on performance is by recognising the outcome of the knowledge gained (e.g. the competence in entrepreneur-managerial practice) from the experience (Alarape, 2007).

Zhang (2010) emphasises that both cognitive (experiential learning) and social (situated learning) dimensions of entrepreneurial learning demand new teaching models that enable a peer learning environment in which entrepreneurs learn through critical reflection and support one another. Goodman, Wood and Chen

(2011) argue that the impact of different feedback properties on training performance and transfer of training, as well as around the mechanisms through which feedback can enhance or inhibit learning and subsequent transfer. Furthermore, Goodman *et al.* (2011) state that specific feedback may also provide detailed information on corrective actions. For example, less specific feedback may inform performers only of their performance levels or simply that they made errors, whereas high specificity feedback may also identify which actions were correct and incorrect, which actions caused specific errors, and what the correct responses are.

Fairlie and Holleran (2011) suggest that the unemployed benefit the most from entrepreneurship training possibly because of a stronger desire for self-employment but know little about whether would be entrepreneurs who are more risk tolerant, have a preference for autonomy, or are innovative benefit more from entrepreneurship training than potential entrepreneurs without these characteristics. Furthermore, Fairlie and Holleran (2011) argue that individuals with personality characteristics that predispose tolerance for risk, preference for autonomy, and innovativeness for business success might not benefit from entrepreneurship training, or least not benefit any more from entrepreneurship training than individuals who do not possess.

As a result of the pressure for service delivery in terms of job creation, poverty alleviation and skills shortage in South African government entities, there is a demand for change and quick high quality service especially in training and development. SETAs and other South African Government entities like GEP are expected to work in partnership with training providers in closing the skills gap and promotion of entrepreneurship through programmes like new venture creation training which is accredited by Service SETA.

1.5 General Objective

The main objective of this study is to evaluate the impact of entrepreneurship skills training and education on business start-ups, emerging SMMEs and entrepreneurs serviced by (GEP), South Africa.

1.5.1 Specific Objectives

The specific objectives of the study are to:

- a) To investigate effectiveness of the training programmes outcomes and assessment criteria of entrepreneurship skills training and education to business start ups, emerging SMMEs and Entrepreneurs serviced by GEP.
- b) To analyse the impact of entrepreneurship skills training and education that seeks to suppress rather than help SMME.
- c) To identify whether the entrepreneurship skills training is appropriate for business start ups, emerging SMMEs and entrepreneurs serviced by GEP.
- d) To identify the opportunity for improvement of entrepreneurship skills training and education.

1.6 Research design

Bless, Higson-Smith and Kagee (2006) state that research design relates directly to the testing of hypotheses. It is a specification of the most adequate operations to be performed. Furthermore, Bless *et al.* (2006) assert that the important question facing a researcher is: What steps should be taken in order to demonstrate that a particular hypothesis is true and that all other hypothesis must be rejected?

For the purpose of this study, quantitative measures were applied. For the quantitative measure, research questionnaires were distributed to respondents. The rationale to use questionnaires is the validation of information that is gathered to eradicate any doubts or feeling of bias. The information gathered must be in line with the questionnaires, to ensure validity and reliability.

The study used of the following methods to collect and analyse relevant data, namely, a research methodology, which comprises methodological techniques (primary sources, secondary sources and group administration), survey techniques and method of data collection, that is, use of questionnaires, data analysis, validity, reliability testing, ethical considerations, demarcation of research which is, time demarcation and numerical demarcation (general purpose, target population and sample), clarification of terminology and conclusion.

1.7 Breakdown of the study

The study is divided into five chapters, Chapter 1, is the introductory part that gives overview of the study, background of the study and the problem statement.

Chapter 2, which is a literature review relating to entrepreneurship skills training and education is contextualised at GEP. This chapter provides an outline of entrepreneurship in terms of definitions, the entrepreneurship development, entrepreneurship education, entrepreneurship training, effective and appropriate training, enterprise performance, managing business activities, learning enterprise strategies, evaluation of business processes as well as the impact of enterprise development. Chapter 3, which is the research methodology, entails data population, sample size, data collection, data analysis and interpretation. Validity, reliability and ethical issues will be addressed. Chapter 4, provides the findings and analysis of results from entrepreneurship skills training and education in terms of the literature presented. Chapter 5, provides the conclusion and recommendations for further study.

1.8 Conclusion

The study is based on the assumption that evaluation of the impact of entrepreneurship skills training and education is not fully conducted by GEP to ascertain the relevance, effectiveness and appropriateness of programmes offered to SMMEs. The study focussed on SMMEs perceptions on the impact and relevance of entrepreneurship skills training and education offered by GEP for their business.

The chapter has presented an overview of entrepreneurship skills training and education, its background, research objectives and conclusion. The study will add to the pool of knowledge especially for government entities that are focussing on SMME development, particularly GEP and SETAs will benefit during their programmes reviews and identification of the training needs, relevance and appropriateness of their interventions when assisting SMMEs. Entrepreneurship skills training and education offered by GEP is one of the tools used for SMME survival. Also it creates opportunities for SMMEs to make full use of skills and knowledge acquired from entrepreneurship skills training and education.

In Chapter 2 entrepreneurship skills training and education is contextualised at GEP. The chapter provides an outline of entrepreneurship in terms of definition, the concept of entrepreneurship, entrepreneurship development, entrepreneurship education, entrepreneurship training, effective and appropriate training, enterprise performance, managing business activities, learning enterprise strategies, evaluation of business processes as well as the impact of enterprise development.

Chapter 2

Literature Review

2.1 Introduction

Over the past ten years South Africa has been challenged by the high unemployment rate, skills shortage and poverty. According to Timmons and Spinelli (2009), entrepreneurship is a way of thinking, reasoning and acting that is opportunity obsessed, holistic in approach, and leadership balanced for the purpose of value creation and capture. Furthermore, Timmons and Spinelli (2009) illustrate entrepreneurship as an equation, that is entrepreneurship is economic and social mobility, meaning entrepreneurial process will take over and result in economic expansion and accompanying social mobility.

GEM Report (2010) states that an economy's entrepreneurial capacity requires individuals with the ability and motivation to start businesses; it requires positive societal perceptions about entrepreneurship. Entrepreneurship should include participation from all groups in society, including women, a range of age groups and education levels and disadvantaged populations. In addition, GEM Report (2010) states that high-growth entrepreneurship is a key contributor to new employment in an economy. The national competitiveness depends on innovative and cross-border entrepreneurial ventures.

Rasmussen and Sørheim (2006) state that entrepreneurship education can be interpreted in two ways; either learning about entrepreneurship as a phenomenon, or learning useful skills in order to become an entrepreneur. Rasmussen and Sørheim (2006) proceed by stating that entrepreneurship education is to foster the necessary conditions for new ventures and for the strategic expansion of regional SMMEs: the emergence and fusion of viable business concepts, entrepreneurial actors, resources, and a munificent environment.

To search for relevant literature keywords: entrepreneurship in terms of definition, the concept of entrepreneurship, entrepreneurship development, entrepreneurship education, entrepreneurship training, effective and appropriate training, enterprise

performance, managing business activities, learning enterprise strategies, evaluation of business processes as well as the impact of enterprise development, theories on entrepreneurship have been used to search for articles in the following search engines – Elsevier, SA Publications, ask.com, Emerald, EBSCON, Sabinet and Google scholar.

This chapter provides an outline of entrepreneurship in terms of definition, the concept of entrepreneurship, entrepreneurship development, entrepreneurship education, entrepreneurship training, effective and appropriate training, enterprise performance, managing business activities, learning enterprise strategies, evaluation of business processes as well as the impact of enterprise development.

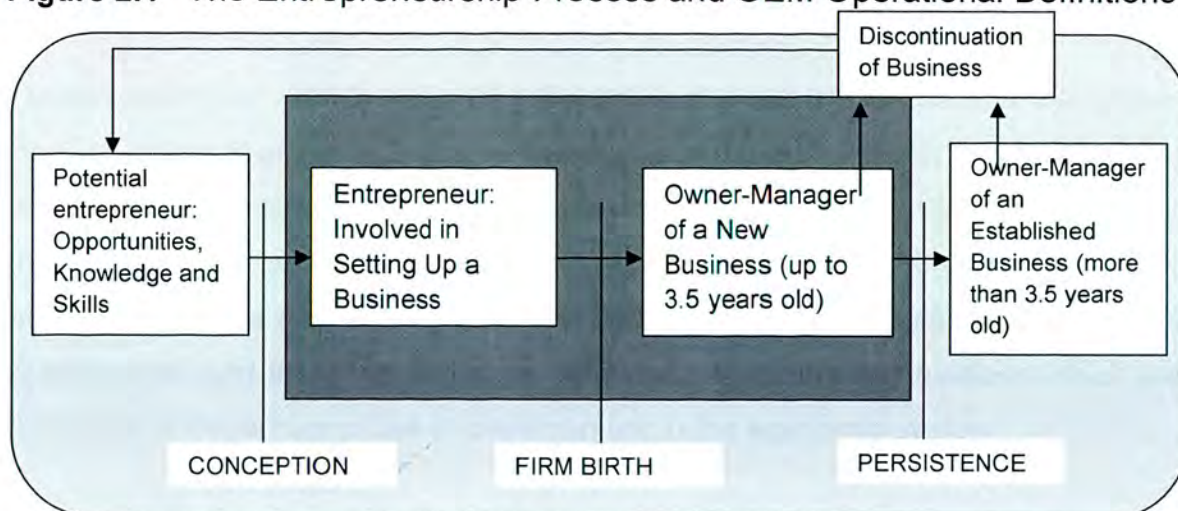
2.2 Definitions

Entrepreneurship

Nasution *et al.* (2011) define entrepreneurship as a process of enhancement of wealth through innovation and exploitation of opportunities, which requires the entrepreneurial characteristics of risk-taking, autonomy and proactiveness.

GEM Report (2010) defines entrepreneurship as a process comprising different phases, from intending to start, to just starting, to running new or established enterprises and even discontinuing these.

Figure 2.1 The Entrepreneurship Process and GEM Operational Definitions



Source: GEM Report (2010)

Zampetakis, Beldekos and Moustakis (2009) define entrepreneurship as a process that takes place in multiple sites and place which should not be seen solely from an economic profit perspective but involves the intentions and actions of key players of all levels towards value creation within the organisation.

Tsai and Kuo (2011) define entrepreneurship as an engine of economic growth and social development. In addition, Tsai and Kuo (2011) state that entrepreneurship is not only a driver for economic competition and employment creation, but also is a vehicle for personal development and social problem solving.

Ndedi (2009) defines entrepreneurship as creating and building something of value from practically nothing; a human creative act. It involves finding personal energy by initiating and building an enterprise or organisation, rather than by just watching, analysing, or describing one. It requires vision and passion, commitment, and motivation to transmit this vision to other stakeholders.

2.3 The concept of entrepreneurship

Fairlie and Holleran (2011) assert that entrepreneurship emphasizes the importance of personality characteristics such as risk tolerance, innovativeness, entrepreneurial ability, extraversion, emotional stability, agreeableness, openness to experience, conscientiousness and preferences for autonomy, in the decision between self-employment and wage/salary work.

Oosterbeek *et al.* (2010) state that the policy makers in Europe and the United States believe that more entrepreneurship is required to reach higher levels of economic growth and innovation. In addition, Oosterbeek *et al.* (2010) emphasise that there is a positive link between entrepreneurial activity and economic outcomes such as economic growth and innovation, that entrepreneurs seek profit opportunities and therefore introduce 'new combinations' or innovations which are the prime endogenous cause of development in the economic system.

Buckley (2009) describes entrepreneurship as replicative entrepreneurship and innovative entrepreneurship. The former is simply the organiser (or undertaker) of an organisation. This may be a way out of individual poverty – operating as a peddler and hiring no one, for example and such tiny enterprises may well grow in huge numbers in poor economies. Indeed they may well appear because the economy is relatively stagnant. Innovative entrepreneurs are characterised by the supply of new products, new production methods, market-making and the creation of new forms of organisation. They are the organisers of innovation – taking an entire process from the generation of a novel idea (invention) through to marketability and entry of the product or service to the (global) market place. Such activities include the risk bearing function and thus involve the mobilisation of capital, but also the exercise of judgement. Buckley (2009) states that it is the combination of these attributes that is crucial and the existence of an environment that nurtures and rewards them that leads to success. Retention of entrepreneurs is against the centrifugal tendencies of metropolises in the global market place.

Ndedi (2009) states that entrepreneurship requires a willingness to take calculated risks, both personal (time, intellectual) and financial, and then doing everything possible to fulfil ones' goals and objectives. It also involves building a team of people with complementary needed skills and talents; sensing and grasping an opportunity where others see failure, chaos, contradiction, and confusion; and gathering and controlling resources to pursue the opportunity, making sure that the venture does not run out of finance when it needs most.

2.4 Entrepreneurship development

According to McGrath and Akoojee (2007), a successful development requires the building of capacity and enabling environment, whereby an enabling environment is both a partial requirement for more effective development and an outcome thereof. Papagiannidis and Li (2005) state that scale of skills and resources usage among the organisations could provide a significant competitive advantage, as entrepreneurs could focus on development of their start-ups. Nieuwenhuizen and Groenewald (2008) states that development of particular skills, namely inner

control, risk taking, innovativeness, being change oriented and persistence and visionary leadership, differentiates an entrepreneur from a manager.

Macpherson and Holt (2007) assert that social capital may enhance opportunities, existing entrepreneurial competencies are embedded within pre-existing networks that influence the type, scope and development of the organisation. In addition, Macpherson and Holt also (2007) state that whilst social capital is vital, smaller organisations must be wary of how closely they associate with, and rely upon significant relationships, such as with a single customer or close ties to a technical or social network. Furthermore, Macpherson and Holt (2007) emphasise that the risk for learning and growth is an embeddedness that can stagnate entrepreneurial orientations. Trust and familiarity may smooth transaction costs, but at the expense of exposure to new knowledge. As such, the network is, in effect, the manifestation of the entrepreneur's social capital and environment.

Cope (2010) asserts that failure represents one of the most difficult, complex and yet valuable learning experiences that entrepreneurs will ever have the misfortune to engage in. In addition, Cope (2010) emphasises that entrepreneurs who have experienced failure are arguably more prepared for the trials and tribulations of entrepreneurship than those who have only enjoyed success or prospective entrepreneurs yet to experience the often harsh realities and intense "pressure points" of the entrepreneurial process. The powerful and beneficial lessons of failure can give entrepreneurs revitalised awareness of their abilities and a broader, more sophisticated knowledge base.

Sambasivan *et al.* (2009) assert that the delegation of responsibility is an important management skill an entrepreneur needs to possess that will help the entrepreneur concentrate on market development, social networking, self-development (in terms of acquiring more skills through higher education), and understand the needs of the customer. Furthermore, Sambasivan *et al.* (2009) they emphasise that these skills increase the alertness of the entrepreneur and help in identifying better opportunities which does not stop with the founding of an organisation but continue throughout the life of the organisation.

Lee (2006) asserts that SMMEs are in general constrained by their capacity to adjust to the changing market conditions (demand, technology, prices, etc.) due to their financial, human, and knowledge constraints, and therefore are disadvantaged in launching training programs for their workers in time so that they may be competitive in a fast changing global business environment, this implies that their entrepreneurship development will be slow.

Bogan and Darity (2008) state that self-employment is a vital force in the United States economy an alternative to unemployment and a route out of poverty. Mok (2005) identified that the rise of the knowledge economy has generated new global infrastructures with information technology playing an increasingly important role in the global economy. Furthermore, Mok (2005) states that Hong Kong realised the need to restructure its higher education institution's mission to promote entrepreneurship with particular reference to the interactions between the government, private sector and the tertiary education sector in promoting a vibrant and dynamic economy.

Alarape (2007) emphasises that in Nigeria the solution to the poor state of industrialisation and unemployment is the promotion of small and medium enterprise development which will fight unemployment and other economic and spatial problems like poverty and its accompanied social vices. In addition, the emphasis on SMME will promote the utilisation of local resources, saving of scarce foreign exchange and the promotion of indigenous technology and process skills.

2.5 Entrepreneurship education

Mojab *et al.* (2011) state that the traditional approach for entrepreneurship education has been designed to train people who intend to start a new venture in the future and supposed to train the founders of enterprises who are able to create and develop wealth. Also, Mojab *et al.* (2011) emphasise that entrepreneurship education should have entrepreneurial competency defined as the aggregation of all entrepreneurs' essential traits for sustainable success and entrepreneurship, including: attitudes, values, beliefs, knowledge, skills, abilities, characteristic, wisdom, expertise (social, technical, managerial) and mental and behavioural

tendencies. Furthermore, Mojab *et al.* (2011) assert that intellect is a specific competency, where the main intellect for a successful entrepreneur is one that contains balanced analytic, creative and operational abilities.

Mojab *et al.* (2011) emphasise that according to the International Consortium for Entrepreneurship Education (ICEE), the following competencies can be defined for entrepreneurs:

- the ability to recognise and analyse market opportunities;
- the ability to communicate, identify mentally, persuade and discuss with customers, clients, suppliers, competitors, service providers and other stakeholders in the business environment;
- The ability to establish linkages with other business persons and other stakeholders for mutual learning, collaborative undertakings and other joint activities, aimed at achieving common objectives; and
- Ability to deal with the life world of entrepreneurship. Entrepreneurs must be able to live with daily insecurity and even enjoy that situation.

Ndedi (2009) states that entrepreneurship education provides more practical skills that entrepreneur require when they are ready to set up their business and the lack of training of entrepreneurs is the main reason for venture failure. Nadia *et al.* (2009) state that education represents a key element for preventing poverty and social exclusion risk, for ensuring human development and for promoting an inclusive society.

Nieuwenhuizen and Groenewald (2008) suggest that the development of competence, gained through small group learning methods, such as project teams, peer exchange, individual counselling and workshops, is a more relevant focus for entrepreneurship education. In addition, Nieuwenhuizen and Groenewald (2008) indicate that individuals who express entrepreneurial intentions exhibit psychological traits which differ from those of other individuals and are characteristic of entrepreneurs. Therefore, such individuals would be expected to have similar learning style preferences. The pedagogical methods

which are best suited to an entrepreneurial learning style are those presented in quadrants III and IV of the learning grid.

Table 2.1: Conceptual grid of learning styles and pedagogical techniques.

CONCRETE EXPERIENCE			
ACTIVE EXPERIMENTATION	Quadrant III – Active-applied • Changes in skills and attitudes • Role plays • Management simulation • Processing discussion • T-groups/encounter groups • Learning diaries • Field projects • Management of learning groups • Counselling	Quadrant II – Reflective-applied • Changes in application • Motives • Applied lecture • Limited discussion • Cases • Role plays • Problem-oriented exams • Programmed instruction with emphasis on skills	REFLECTIVE OBSERVATION
	Quadrant IV – Active-theoretical • Changes in understanding • Focused learning groups • Argumentative discussions • Experiments/research • Suggested readings • Analysis papers • Workshops • Monitoring • Coaching	Quadrant I – Reflective-theoretical • Change in knowledge • Theory lectures • Required readings • Handouts • Programmed instructions with emphasis on concepts • Theory papers • Content-oriented exams	
ABSTRACT CONCEPTUALISATION			

Source: Nieuwenhuizen and Groenewald (2008)

2.6 Entrepreneurship training

Nieuwenhuizen and Groenewald (2008) assert that entrepreneurs who attend entrepreneurship courses have a high tendency to start their own businesses compared with those attending other business courses or not attending any courses. In addition, Nieuwenhuizen and Groenewald (2008) state that

entrepreneurship training is critical to venture success, that is training plays a pivotal role in supporting small businesses. Furthermore, they emphasise that entrepreneurial training involves the establishment and growth of business enterprises and includes, among other entrepreneurial traits, creativity and innovation, risk propensity and need for achievement.

Fairlie and Holleran (2011) suggest that entrepreneurship training might benefit risk-tolerant individuals more because they are pre-disposed to take the risk of becoming a business owner and perhaps because the increased information from the training program leads more risk averse individuals to reconsider business ownership. In addition, Fairlie and Holleran (2011) emphasise that entrepreneurship training may remove these barriers to business entry and allow entrepreneurs to succeed. Sievers and Vandenberg (2007) assert that borrowers are more likely to repay on time and less likely to default if they had undergone entrepreneurship training. Ndedi (2009) asserts that the training of entrepreneurs in the classroom is about the development of an enterprising environment and approaches to learning in which entrepreneurial aptitudes and capabilities can flourish, alongside business acumen and understanding.

According to Timmons and Spinelli (2009), entrepreneurs who build substantial companies have developed a solid base and a wide breath of skills and know-how over a number of years working in different areas, for example, sales, marketing, manufacturing and finance. However, it is unlikely to have an entrepreneur that is good in all but a team with complementary skills is important for the business growth. In addition, employees' talent and skills need to be continuously developed.

2.7 Effective and appropriate training

Tharenou *et al.* (2007) define training as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment and should impart new knowledge and skills if the training is relevant, based on employee and organisational needs, and effectively designed and delivered.

Furthermore, Tharenou *et al.* (2007) emphasise that, when training does result in improvements in relevant knowledge and the acquisition of relevant skills, employee job performance should improve, provided that the skills learned in training transfer to the job, improvement in job performance should be reflected in organisational outcomes or results criteria such as productivity, quality, and service, if the job is strategically aligned to the organisation's needs.

Martin *et al.* (2006) describe training as the transfer of information in a formal setting for the purpose of increasing human capital. In addition, human capital refers to the knowledge, skills, and capabilities a person possesses. Shekarey and Arany (2010) assert that enjoyment of skilful, creative and efficient human force and using skilled human force and promotion of their abilities in development bed of human sources is realized in the light of continuous training and learning. Choudhury *et al.* (2011), in their study on training intervention for India food vendors, state that a feasible training intervention should lead to the improvement of business conditions and allow for the improvement of the livelihoods of vendors and their families, this implies that training interventions must be effective and appropriate to a specific and particular need and environment.

Butcher *et al.* (2009) assert that business improvement, and especially training, is often seen as an act of faith and states that a number of authors have identified a range of factors leading to a loss of faith, including such elements as training not seen as relevant to needs, no credible person teaching the activity, or the delivery of training is too formal. Butcher *et al.* (2009) emphasise that this lack of confidence is compounded by the inflexibility of hours and place of delivery with off-the job training activities more likely to reduce output and that small firm owners tend to distrust training providers who they see as supply focused rather than meeting the needs of the small firm and would be more likely to impose prescriptive views of what they believe small businesses should do, rather than what, they actually need.

Perron *et al.* (2006) describe that it is important that organisations evaluate the efficiency of their training investment to ensure that the benefits will be generated.

A case study of two electricity companies was used to illustrate the importance of evaluating environmental awareness efforts. The results of the study suggested that the training performed did not sufficiently increase employee environmental awareness of the company's environmental impacts despite a considerable time and financial investment in a one-time environmental awareness training program. Furthermore, Perron *et al.* (2006) describe the benefits of environmental awareness education and training in business are well known to include: a feeling of ownership among employees towards the success of the company; an improved ability to retain qualified employees; the ability to attract high achieving graduates; lower staff turnover; greater job satisfaction; closer employee identification with corporate goals and culture; better motivated staff; and, the improved status that comes from working for a company that shows care for the environment and all these can be achieved if training is effective and appropriate which can be achieved by doing a proper desktop analysis of the organisational needs.

Pasin and Giroux (2009) emphasise the argument from other authors that there are four basic kinds of training outcome: reactions (how learners subjectively react to the training strategy), learning (how much has been learned using this strategy), behaviour (how competent learners have become), and results (the extent to which learners perform better in real life and attain superior results). Whereas the first two training outcomes can be measured immediately after the training activity, the last two outcomes can be assessed only on the job, well after the training has finished. In addition, Pasin and Giroux (2009) further divide the learning outcomes into three subgroups: cognitive-based outcomes (the amount and type of knowledge gained); skill-based outcomes (know-how); and affective-based outcomes (changes in attitude and motivation) which imply that all learning competencies must be effective and relevant to the overall organisational goals.

According to Lashley and Rowson (2010), the lack of effective and appropriate training in the business has implications on the quality of operations, because the enterprise which is managed by lifestyle entrepreneur who are not primarily concerned with commercial objectives which prioritise service quality as a way of

generating profits and growth. Gravill and Compeau (2008) state that organisations must encourage employees to set specific work task goals prior to training to ensure that they are embarking on the appropriate training module for their specific objective. Kealey *et al.* (2005) assert that the content of training should add new knowledge and skills intended to enhance some key organisational and environmental requisites of project success.

Sambasivan *et al.* (2009) assert that offering appropriate training; entrepreneurs can become adept at recognising opportunities. In addition, they state that, qualities-skills have a positive relationship with opportunity recognition skills; opportunity recognition skills have a positive relationship with venture performance. Also, personal qualities affect venture performance through alertness, a component of opportunity recognition skills; management skills affect venture performance through prior knowledge and alertness. Furthermore, Sambasivan *et al.* (2009) emphasise that the right type of training to the entrepreneurs can increase the likelihood of recognising the right opportunities and thus increase the success of their ventures. This knowledge can help the governmental and non-governmental agencies that are responsible for developing/identifying entrepreneurs in developing and non-developing countries. These countries spend billions of dollars on providing capital to new ventures and training entrepreneurs. The agencies involved must make sure that they are training and providing capital to entrepreneurs with appropriate traits and skills.

Kotey and Folker (2007) assert that government intervention in training of employees for SMMEs should be more effective at the small level where firms are unable to afford the resources needed to train their staff. Such programs should seek to minimize employee absence from work and should be tailored to the specific needs of the industry sector. In addition, such an intervention would capture the problem of limited employee training where concentration of ownership interest is high.

2.8 Enterprise performance

Performance is an interactive process in which entrepreneurial personal characteristics interact with human capital, particularly education (technical and management), and other salient events in the environment to influence decisions concerning new venture creation, performance and growth. Therefore, a deeper understanding of the biographical traits (age, gender, experience, education etc.), personality and characteristics of the entrepreneurs is needed to assess their technical and managerial competence for small business start-up, growth and sustainability (Adegbite *et al.*, 2006). Furthermore, Abegbite *et al.* (2006) describe performance as an interactive process in which entrepreneurial personal characteristics interact with human capital, particularly education (technical and management), and other salient events in the environment to influence decisions concerning new venture creation, performance and growth. In addition, they emphasise that lack of personal sacrifice by the entrepreneur and the workers leads to lack of customer satisfaction and loss of goodwill which impact negatively on performance and growth of the businesses.

Zhang *et al.* (2008) state that the success of enterprises today, depends on the continuous improvement of employees performance that enhance employee skills, participation in decision making and motivation to put forth discretionary effort. Furthermore, Zhang *et al.* (2008) also emphasise that high-performance human resource practices will encourage employee commitment, cooperation, knowledge sharing and voluntary, and extra-role behaviours that will contribute to enterprise performance.

Tharenou *et al.* (2007) assert that the knowledge and skills of an organisation's workforce have become increasingly important to its performance, competitiveness, and innovation, also, workplace learning and continuous improvement are now considered essential for an organisation to remain competitive. In addition, Tharenou *et al.* (2007) emphasise that applying the resource-based view to training is an investment in human capital that provides employees with unique knowledge, skills and abilities that add value to the organisation and enable the performance of activities required to achieve

organisational goals, thus resulting in positive organisational-level outcomes. Kessy and Temu (2010) assert that proper accomplishment of tasks leads to the good performance within enterprises which trigger the growth process.

Tsai *et al.* (2009) assert that active participation of an organisation in its innovation system plays a critical role in achieving higher innovative performance, as well as shaping the institutional environment evolving in its industry. Huang *et al.* (2011) assert that self-efficacy, instead of skill level, directly affects work related performance outcomes. Alarape (2007) asserts that to enhance the performance of small businesses, particularly, the gross-margin and growth rate, it is of high importance to expose the owners/managers of small businesses to entrepreneurship programs. These should deal with the development of entrepreneur managerial skills of recordkeeping and accounting of financial transactions, inventory management, marketing of products, competitive aggressiveness and recognizing marketing opportunities.

Carayannis *et al.* (2006) state that capacity to access knowledge through relationships and ability to transfer knowledge within the organisation. These are contributing sources to the performance of an enterprise and support collective goals. Jones and Macpherson (2006) assert that interaction with suppliers; customers and knowledge providers offer an enterprise access to knowledge which can improve organisational performance. Nasution *et al.* (2011) assert that innovation is a vital component of enterprise performance; hence, a strong market oriented culture is needed to facilitate organisational innovativeness of which the source of innovation lies in the expressed needs of customers which subsequently, positively influences organisational performance. Sambasivan *et al.* (2009) assert that opportunity recognition skills has a “pure” mediating effect between qualities-skills and enterprise performance, personal qualities affect enterprise performance through entrepreneurial alertness, and management skills affect enterprise performance through alertness and prior knowledge.

2.9 Managing business activities

The limits and constraints to a more sustainable business approach and attitude are related to human aspects of the organisation and the change process that need to take place for an organisation to incorporate environmentally sound behaviours in their activities (Perron *et al.*, 2006). Butcher *et al.* (2009) argue that there is an understanding of the limited uptake of business improvement activity by owner managers. Furthermore, Butcher *et al.* (2009) state that business improvement and customer service improvement activities are the first steps towards developing a suitable customer service improvement tool.

The organisation's growth as a function of both entrepreneurial and managerial capability and an entrepreneur's success at managing a growing business is dependent on the nature of their participation, how they learn from experience and the availability of a broad range of human capital in order to respond to changing contexts (Macpherson and Holt, 2007). Also, they state that investment on empowering the management team of an organisation to acquire skills that will enable them to manage business activities efficiently in an ever changing global business environment. Gravill and Compeau (2008) assert that the use of technology is embedded in most business activities which is important for employees to learn new skills as technology changes or new technology is introduced and employees are increasingly expected to assess and manage their own training needs.

Sambasivan *et al.* (2009) argue that too much involvement of an entrepreneur on managing day to day business activities can limit the alertness and creativity of the entrepreneur. Sambasivan *et al.* (2009) further state that delegation of responsibilities is an important management skill to possess that will help the entrepreneur concentrate on other business activities like marketing development, social networking, self development (in terms of acquiring more skills) and understanding the needs of the customer. In addition these can increase the alertness of the entrepreneur and help in identifying better opportunities. According to Oosterbeek *et al.* (2010), successful entrepreneurs appeal to the specific needs of a clearly defined target group of customers and the ability to

anticipate changes in the market based on their awareness of the needs and wants of customers and business activities of competitors.

2.10 Learning enterprise strategies

Alarape (2007) defines entrepreneurial learning as a continuous process that facilitates the development of necessary knowledge for being alert and act on opportunities and effective starting up and managing new ventures. In addition, Alarape (2007) states that the newly acquired knowledge will lead to changes in organisational behaviour intended to increased performance, however the development of knowledge does not necessarily lead to a change in behaviour.

Zhang (2010) states that entrepreneurial learning implies that entrepreneurs are to learn from critical events or episodes that are either notable successes or failures in their operations. Alarape (2007) describes entrepreneurial learning as a continuous process that facilitates the development of necessary knowledge for being alert and act on opportunities and effective in starting up and managing a new venture. Cope (2010) states that an enterprise that is learning from its failure will either impact on entrepreneurs confidence and result in closure or be an opportunity to review enterprise strategies and evaluate what works well and why and what does not work well and why.

Carayannis *et al.* (2006) state that lifelong learning is critical in making effective enterprise strategies in order to respond to rapidly expanding technological environment and knowledge base. In addition, they define technological knowledge as the process by which a technology driven firm creates, renews, and upgrades its talent and enacted capabilities based on its stock of explicit and tacit resources, that is, it combines purely technical with purely administrative learning processes. Oyelaran-Oyeyinka and Lal (2006) describe technological learning as a way enterprises accumulate technological capability which is knowledge, skill and experience necessary in an enterprise to produce innovative strategic objectives and organise marketing functions. Furthermore, they state that learning does not occur in a vacuum and enterprises do not innovate their strategies in isolation but takes into consideration external environment in order to initialise new

capabilities range from equipment suppliers, input suppliers universities, and research institutions, while the role of business associations is critical in formulating enterprise strategies.

Nasution *et al.* (2011) state that organisation learning enables the enterprise to achieve a higher level of performance, better customer value and promote strong market orientation by taking calculated risks. Mojab *et al.* (2011) suggest that an enterprise need to have the ability to establish linkages with other business persons and other stakeholders for mutual learning collaborative and other joint activities aimed at achieving common strategic objectives. According to Macpherson and Holt (2007), an enterprise that is learning from experience and availability of broad range of human capital from recruitment and consultation of talent provide the knowledge in order to respond to changing context and enable the enterprise to formulate strategies that will help it to adapt and grow in an ever changing global environment.

Kessy and Temu (2010) argue that an enterprise that is learning new skills by working in challenging environments is important for business growth and motivates the employees in wanting to formulate new enterprise strategies that will enable it to be more competitive. In addition, Kessy and Temu (2010) argue that human motivation factors are very important for business growth regardless of whether the business has enough capital or not but owners need to manage business activities in such a way that employees are creating learning opportunities for employees to be able to complete challenging tasks which will be a motivation factor.

Tsai *et al.* (2009) state that the links between the enterprise strategists of an innovation system are essential for promoting the interactive learning process and increasing the opportunity for technological spillovers across firms and sectors, leading to a virtuous cycle of growth and innovation. Jones and Macpherson (2006) describe learning as a process that starts with an individual and for organisational learning to occur, new knowledge must be interpreted, distributed and institutionalised in organisational routines, that is, individual vision, mission

statement and business strategic goals must start at an individual level, then share with the entire organisation. In addition, Jones and Macpherson (2006) state that human capital is important and strategic renewal requires that knowledge be embedded in routines, systems and structures so that it can be distributed throughout the organisation in order to formulated common enterprise vision, mission statement and strategic objectives.

2.11 Evaluation of business processes

Perron *et al.* (2006) assert that evaluation of the training outcomes should be done to ensure that the information has been transferred to and retained by the employees and a suitable assessment process be conducted. In addition, Perron *et al.* (2006) state that simply having a training program is not enough, it must be a good program, and only through training evaluation will a company know that they have a good training program. Tsai *et al.* (2009) state that an integrated performance evaluation process should be established in order to manage and track outcomes on a regular basis. It is an essential tactic to effectively manage business activities.

Butcher *et al.* (2009) assert that micro and small businesses are vulnerable to quality evaluation; hence it is important for improving customer service skills process since its critical for both growing and sustaining the business. Gravill and Compeau (2008) state that self-monitoring is the mechanism by which individuals gain information on their own performance by setting realistic goals and evaluate their progress toward them. Self-judgment involves the processes by which individuals compare their performance or actions to the personal standards they developed in a particular domain. In addition, they emphasise that these standards play a key role in their activities and are formed in a variety of ways; for example, by reactions of others to their behaviour, the social sanctions of others; or direct evaluation. Self-reaction represents the activities undertaken to regulate actions, such as re-reading instructions to ensure fully understood material and by practicing a new skill. Furthermore, they state that evaluation of individual business unit processes, then team performance will lead to identification of gaps

and introduction of skills development which will improve both business procedures and processes.

2.12 The impact of enterprise development

Alarape (2007) asserts that the exposure to entrepreneurship development had positive impact on the performance of small businesses. By participating in entrepreneurship programs, owners/managers of small businesses learnt better managerial skills of recordkeeping and accounting of financial transactions, inventory management, marketing of products, competitive aggressiveness and recognizing marketing opportunities. However, the managerial practices of selling a product in foreign market and utilisation of computers for managerial purpose were not common managerial practices among the small businesses, even when exposed to entrepreneurship programs.

Nasution *et al.* (2011) state that entrepreneurship and human resource practices have significant impact on customer value and innovation respectively. Mojab *et al.* (2011) assert that entrepreneurial competencies are important factors in growth and success and proper understanding of the nature and role of these competencies have a significant impact in practice. In addition, they state that competencies which are a cluster of related knowledge, characteristics, attitudes and skills which have a great impact on individual's job, correlation with individual's performance at work, can be evaluated by the accepted standards and are improved through training and development.

According to Kessy and Temu (2010), entrepreneur development has significant impact in the growth of the organisation by improving the skills of the owners, change their behaviour on how to perceive and conduct business activities and in turn enhance their ability to perform better and owners gain important edges even under stiff competitive environment. Furthermore, Kessy and Temu (2010) emphasise that training has significant impact on positive outcomes, because it helps owners of enterprises to get new ideas on how to improve their business through productivity, reduced production costs, improved management skills and easy access to more profitable and expanded markets.

The GEM Report (2010) asserts that the key imperative in factor-driven economies lies in building basic requirements such as primary education, healthcare, infrastructure and so forth. In addition, it states that the later stage factors like entrepreneurial finance and government entrepreneurship programs are unlikely to have substantial impact if, for instance, entrepreneurs don't have good roads to transport goods or a sufficiently educated labour force from which they can recruit employees. In other words, investments in entrepreneurship specific framework conditions may be less effective in enabling business creation if they are made at the expense of basic requirements.

2.13 Research Questions

From the literature, it has been established that entrepreneurship education and training have an impact in the survival of an SMME. However, the question still remains about the extent to which information quality impact on the entrepreneur's decision making in terms of expanding and sustaining an SMME. Thus the following research questions remain:

- What is the impact of entrepreneurship skills training programme to business start ups, emerging SMMEs and entrepreneurs?
- How do the entrepreneurship skills training programme affect SMMEs business activities?
- How do entrepreneurship skills training course outcomes and assessment criteria contribute to business start ups, emerging SMMEs and entrepreneurs?

2.14 Conclusion

This chapter has presented information pertaining to entrepreneurship in terms of definitions, the concept of entrepreneurship, entrepreneurship development, entrepreneurship education, entrepreneurship training, effective and appropriate training, enterprise performance, managing business activities, learning enterprise strategies, evaluation of business processes as well as the impact of enterprise development.

Sambasivan *et al.* (2009) emphasises that the right type of training of entrepreneurs can increase the likelihood of recognizing the right opportunities and thus increase the success of their ventures. This knowledge can help the governmental and non-governmental agencies that are responsible for developing/identifying entrepreneurs in developing and non-developing countries. These countries spend billions of dollars on providing capital to new ventures and training entrepreneurs. The agencies involved must make sure that they are training and providing capital to entrepreneurs with appropriate traits and skills.

The literature reviewed in Chapter 2 indicates that researchers have focussed on the appropriate, relevant and effective entrepreneurial skills training for SMMEs, but have not been particularly concerned with the evaluation of the impact of these training programs to SMMEs. The academics and different government agencies are improving the content of entrepreneurial skills programs and adding more modules with the intention of promoting business start ups and growing emerging businesses to be sustainable. Based on the literature it is evident that very little has been done to evaluate the impact of entrepreneurship skills training and the study will try to find out if the training offered by GEP to sponsored SMMEs has a significant impact in either starting businesses and/or growing businesses to be sustainable.

The next chapter describes the research design and methodology used in this study. it also looks at instrumentation, research type, population, sampling method, data gathering methods, ethical issues and limitation of the study from a theoretical perspective.

Chapter 3

Research Methodology

3.1 Introduction

In the previous chapter, the research problem was stated in terms of three questions that remain unanswered from the literature reviewed. This chapter defines the research methodology used in this study to give answers to the raised questions. Bless *et al.* (2006) define research methodology as a systematic investigation of a question, phenomenon, or problem using certain principles. According to Leedy and Ormrod (2005), research methodology is the general approach the researcher takes in carrying out the research project. The questionnaires used in this study provide answers to the research questions developed in Chapter 2.

The research questions arrived at are: 1) What is the impact of entrepreneurship skills training programme to business start ups, emerging SMMEs and entrepreneurs? 2) How do entrepreneurship skills training programme affect SMMEs business activities? 3) How do entrepreneurship skills training course outcomes and assessment criteria contribute to business start ups, emerging SMMEs and entrepreneurs?

The aim of this study is to make a contribution with regard to the evaluation of the impact of entrepreneurship skills training and education offered to business start ups, SMMEs and entrepreneurs by GEP, South Africa. To validate this, it is necessary to collect information from targeted population using correct methodology and analyse the responses. This Chapter begins with an introduction to research methodology that is applied in this research, followed by research design, types of research, data collection method, ethical considerations pertaining to the study, limitations and conclusion.

Overall, this chapter defines the research methodology used in this study; the data collection method chosen, types of questions that can be asked and development of the questionnaire, the survey population and sample size determination; data

handling and concludes with the discussion of a researcher's compliance with research ethics.

3.2 Research Design

Bless *et al.* (2006) define research as the set of procedures that guide the researcher in the process of verifying a particular hypothesis and excluding all other possible hypothesis or explanation. Furthermore, they state that the research design allows a researcher to draw conclusions about the relationship between variables. According to Bryman (2004), research design is the framework for the collection and analysis of data. A research design is a plan or blueprint of how a researcher intend conducting the research, (Barbie, 2004).

3.3 The Likert Scale

Likert scale is a type of composite measure developed by Rensis Likert in an attempt to improve the levels of measurement in social research through the use of standardised response categories in survey questionnaires to determine the relative intensity of different items (Barbie 2004). In addition, Barbie (2004) states that the Likert items are those using such response categories as "strongly agree," "agree," "disagree," and "strongly disagree." Such items may be used in the construction of true Likert scales as well as other type of composite measures.

According to Barbie *et al.* (2001), Likert scaling format is the unambiguous ordinality of response categories. Furthermore, Barbie *et al.* (2001) state that if respondents were permitted to volunteer or select such answers as "sort of agree", "pretty much agree", "really agree", and so forth, the researcher would find it impossible to judge the relative strength of agreement intended by various respondents, the Likert format resolves this problem.

3.4 Types of Research

3.4.1 Qualitative and Quantitative Research

Bless *et al.* (2006) define qualitative research as a research conducted using a range of methods which use qualifying words and description to record and investigative aspects of social reality. In addition, they describe qualitative

research analysis as an approach to documents that emphasise the role of the investigator in the construction of the meaning of and its texts. Bryman (2004) states that in the collection and analysis of data qualitative research usually emphasises words rather than quantification. Furthermore, Bryman (2004) emphasises that qualitative research as a research strategy is intuitivist, constructionist and interpretivist, however researchers do not always subscribe to all three of these features.

According to Bryman (2004), quantitative research usually emphasises quantification in the collection and analysis of data. In addition, Bryman (2004) states that quantitative research is a research strategy that is deductivist, objectivist and incorporates a natural science model of the research process (in particular, one influenced by positivism), however researchers do not always subscribe to all three of these features. Bless *et al.* (2006) state that quantitative research is conducted using a range of methods which use measurement to record and investigate aspects of social reality. Leedy and Ormrod (2005) assert that a quantitative study usually ends with confirmation or disconfirmation of the hypothesis that were tested.

Table 3.1 Distinguishing characteristics of quantitative and qualitative approach

Quantitative	Qualitative
• To explain and predict • To confirm and validate	• To describe and explain • To explore and interpret
• Numeric data • Statistics, aggregated data	• Textual and/or image based data • Narrative, individual quotes

(Source: Leedy and Ormrod 2005)

3.4.2 Research Method (s) Used In This Thesis

The qualitative approach can serve the following purposes, namely, description, interpretation, verification and evaluation. Quantitative research is mainly aiming at collecting and analysing data (Bryman, 2004). This study is approached with a quantitative research methodology as the study aims at examining the correlation

between entrepreneurial skills training quality and the extent to which it impacts on the business start ups, emerging businesses and entrepreneurs.

3.4.3 What Data Is Required?

Primary and Secondary Data

According to Bless *et al.* (2006), primary data refers to data collected with the primary aim of answering the research questions posed by the researcher, for example data collected from interviews and questionnaires. Also, Bless *et al.* (2006) state that secondary data refers to data used in a specific study, although collected by a different researcher for the purpose of addressing a different research problem. Bryman (2004) asserts that secondary data analysis is when the researcher was not involved in the collection of those data. This study used both primary and secondary data. A questionnaire was used to acquire primary data by either emailing the questionnaires and/or directly conduct a structured interview with participants using the questionnaire; and secondary data was drawn mostly from GEP annual reports, GEP newsletters and available literature in the academic field.

3.5 Data collection method

3.5.1 Methods for Collecting Primary Data

There are several types of research methods that can be used to collect primary data. Bless *et al.* (2006) state that if data cannot be obtained from observation, then interviews and questionnaires can be used. Also, they state that interview involves direct personal contact with the participant who is asked to answer questions relating to the research problem. They define a questionnaire as an instrument of data collection consisting of a standardised series of questions relating to the research topic to be answered in writing by participants. Bryman (2004) defines a questionnaire as a collection of questions administered to respondents. Also, Bryman (2004) states that when the questionnaire is used on its own, the term usually denotes a self-completion questionnaire.

3.5.2 Interviews

Bless, Higson-Smith and Kagee (2006) define an interview as a data collection technique based on a series of questions relating to the research topic to be answered by research participants. Bryman (2004) states that interviews may be structured or unstructured. A structured interview is when respondents are asked exactly the same questions in the same order with the aid of a formal interview schedule. An unstructured interview is when the interviewer typically only has a list of topics or issues often called an interview guide that are typically covered.

3.5.3 Questionnaires

The questionnaire was used as the data-gathering tool. This allowed the collection of quantifiable and qualitative data and allow for the analysis of this data to determine patterns and relationships. The proposed questionnaire was on word document. GEP sponsored business start ups, emerging business and entrepreneurs who have attended an entrepreneurship skills training were selected and asked using e-mail and/or printed hard copies to complete the questionnaire. Structured interviews were used if necessary using the questionnaire. Emails will include a short disclaimer describing the purpose of the study (Refer to appendix C). In order to improve the response rates, the original email was followed by a reminder (Ref to Appendix D), which was sent two weeks after sending out the questionnaire. A copy of the questionnaire was also attached as a convenience to the participant and to prevent the loss of the questionnaire from being a reason for the lack of a response.

In order to help maximise the number of responses to the questionnaire, the number of questions was limited to no more than 25 questions. The questionnaire consisted of 3 parts (Refer to Appendix E). The first part of the questionnaire is the permission to use respondent information for academic research study. The second part was aimed at gathering biographical data on the respondents including race, gender, qualifications; years in operation as an SMME and the nature of the business, while the third part focused on specific questions with regards to the impact of entrepreneurial skills training offered by GEP to business start ups, emerging businesses and entrepreneurs. Responses are made using

Likert scale response categories as “strongly agree,” “agree,” “disagree,” and “strongly disagree.” To ensure that respondents shared a common notion of information quality, a brief explanation on how to complete the questionnaire will be given. The table below refers to the questionnaire outline.

Table 3.2 Questionnaire Outline

A short disclaimer describing the purpose of the study -Refer to Appendix C	
A reminder - Refer to Appendix D	
Questionnaire – Refer to Appendix E	
'Thank You' Note – Refer to Appendix F	
Part 1	Permission to use your response for academic research purpose.
Part 2 Questions 1 to 6	Gathers biographical data on the respondents including race, gender, qualifications, years in operation as an SMME and nature of business.
Part 3 Questions 7 to 25	<u>Questions 7-13</u> Looks at the effectiveness and appropriateness of entrepreneurship skills training as well as the rate entrepreneurs start sustainable businesses and growth of emerging businesses. <u>Questions 14-25</u> Focuses on specific questions with regards to the extent the entrepreneurship skills training impacts on start ups, emerging businesses and entrepreneurs.

3.6 Population and sample size

Leedy and Ormrod (2005) state that simple random sampling is easy when the population is small. The population will be GEP sponsored trained business start ups emerging businesses and entrepreneurs on entrepreneurship skills training from Johannesburg region. The targeted population was taken because it represents a diverse group of entrepreneurs sponsored by GEP in Johannesburg.

In this study the population of interest are business start ups (zero to 12 months in operation), emerging businesses (12 months to 36 months) and entrepreneurs who has been operating continuously for more than 36 months. The population is composed of SMMEs that are serviced by Gauteng Enterprise Propeller (GEP), in Johannesburg, South Africa. The researcher will use simple random sampling for this study. One hundred and fifty questionnaires were distributed to SMMEs serviced by GEP but only one hundred and thirty six responded.

3.7 Ethical considerations pertaining to the study

Bless *et al.* (2006) state that research ethics helps to prevent research abuses and assists investigators in understanding their responsibilities. In this study the participants were informed the research and ensure that it is conducted with their consent. The participants got the assurance that all information gathered will be strictly confidential and will be used for this study. Also data collected will be kept secure.

If this type of research has been conducted by other researchers, it was ensured that plagiarism is not committed by giving credit to all authors that were drawn from literature to compile the body of knowledge for the research study.

3.8 Limitations

The biggest limitation of a questionnaire is the inability of the researcher to ensure a sufficiently high return rate. The returned questionnaires may not be representative of the sample originally selected for the specific disciplines, which may impact on the relevance of the research findings.

There are also several limitations due to the use of cross-sectional research methodology:

- Cross-sectional analysis will be limited by the fact that it is carried out at one time point and gives no indication of the sequence of events —As a result of this it is impossible to infer causality;
- Being a snapshot, cross-sectional analysis may provide differing results if conducted at another point in time;

- There is also a limitation inherent in correlation research, that is, although correlation studies suggest that there is a relationship between two variables, they cannot prove that one variable causes a change in another variable. In other words, correlation does not equal causation.
- Data Integrity may also be a limitation. This is about whether the sample is giving a true reflection of the situation, with no intention to provide pleasing responses to the interviewer or trying to make things look worse.

3.9 Conclusion

This chapter described the research design and methodology used in this study. Further, it looked at instrumentation, research type, population, sampling method, data gathering methods, ethical issues and limitation of the study from a theoretical perspective.

The next chapter presents the study findings that would be used in rejecting or accepting the raised questions. Statistical analysis of data collected from research methodology, interpretation of results and detailed discussion will be presented as well.

Chapter 4

Data Discussion

4.1 Introduction

This chapter discusses the research findings and provides analyses and interpretation of data. In the survey certain specific questions were asked and the analysis was done on application of Pearson correlation co-efficient and p-value. The Pearson correlation method correlates all listed variables with each other and indicate which of the resulting relationships are statistical significant. The survey was conducted with the custodian of entrepreneurship training and education in different business organisation, to evaluate the impact of entrepreneurship skills training and education offered to business start ups, SMME's and entrepreneurs by GEP, South Africa.

Lashley and Rowson (2010) state that the lack of training in the business aspects of SMME operation has serious implications for the quality of business operations, because a significant segment of a business is being managed by unskilled entrepreneurs who are not primarily concerned with commercial objectives which prioritise service quality as a way of generating profits and growth. Kessy and Temu (2010) assert that entrepreneur development has significant impact in the growth of the organisation by improving the skills of the owners, change their behaviour on how to perceive and conduct business activities and in turn enhance their ability to perform better and owners gain important edges even under stiff competitive environment.

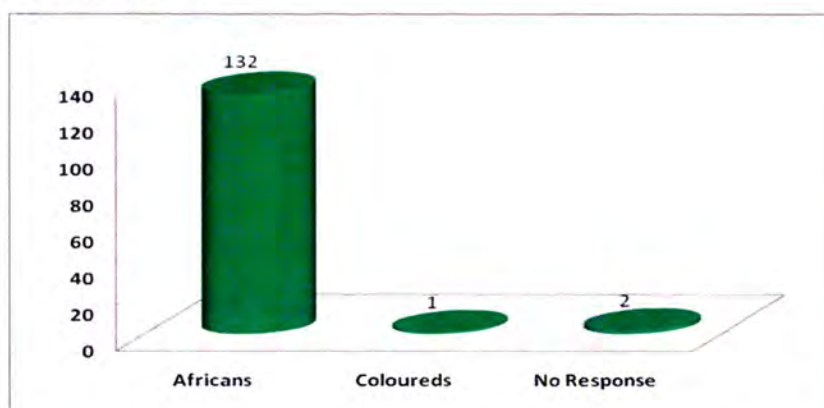
This chapter opens with a descriptive introduction, the response rate, biographical profile of respondents; the next section reflects the analysis involved examination of the data and findings of the target market on the evaluation of the impact of entrepreneurship skills training and education offered to business start ups, SMME's and entrepreneurs by GEP, South Africa.

4.2 Response rate

Out of the total sample of 150 approached only 136 responded where (86) 63% were males, (48)35% females and (2) 2% did not respond. The preference was not given according to sex, the sample breakdown is considered as being a fair representative of the demographics of entrepreneurship skills training and education offered to business start ups.

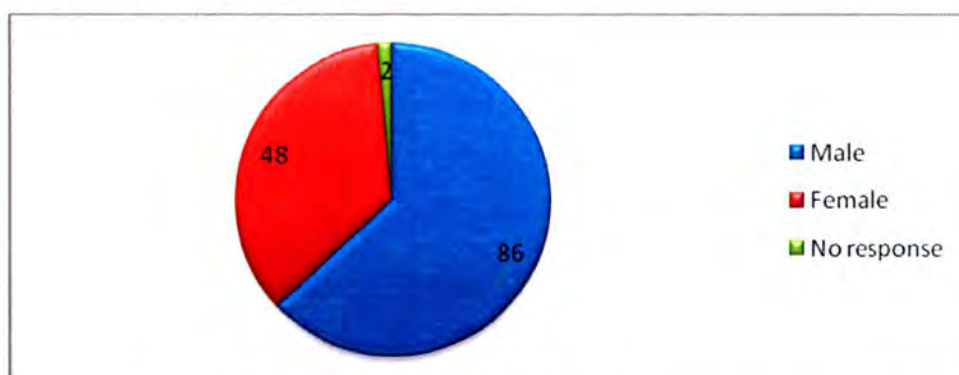
4.3 Demographics

Figure 4.1 Demographics



Out of the total number of respondents being 136, (132) 97% were Africans, (1) 1% being Coloured and (2) 2% did not respond. This may be due to the fact that SMME skills development in South Africa is targeting the previously disadvantaged population which is predominantly African and that this group is benefiting from the government agencies like GEP.

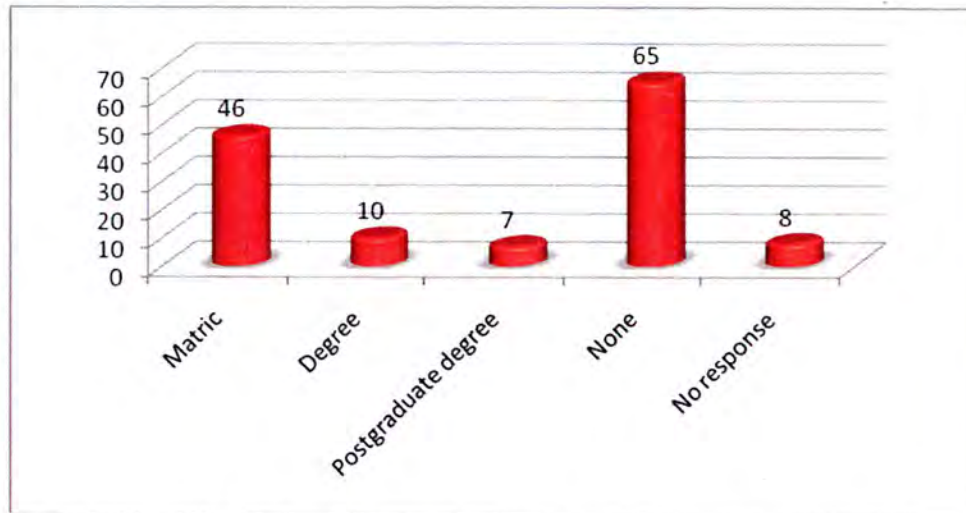
Figure 4.2 Gender of Respondent



Out of the total sample of 136 approached (86) 63% were males, (48) 35% female and (2) 2% did not respond. The preference was not given according to sex, the

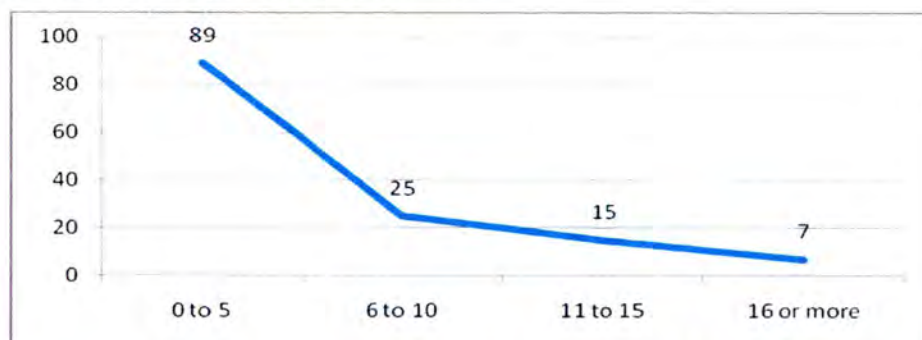
sample breakdown is considered as being a fair representative of the demographics of business start ups. The figure reflects that employees that utilise entrepreneurship skills training and education are dominantly male. This may be due to the fact that males have a historical business background and financial muscle.

Figure 4.3 Qualifications



Out of the sample of 136 respondents, (10) 7% have a degree, (7) 5% have a postgraduate degree, (46) 34 % have matric, (65) 48 % does not have qualifications and (8) 6% did not respond. This indicates that the majority of employees that are in business are not educated which is a possible disadvantage. Further, it means that education cannot be used as a differentiating factor, and business start up does not require high level of education.

Figure 4.4 Years of experience in business

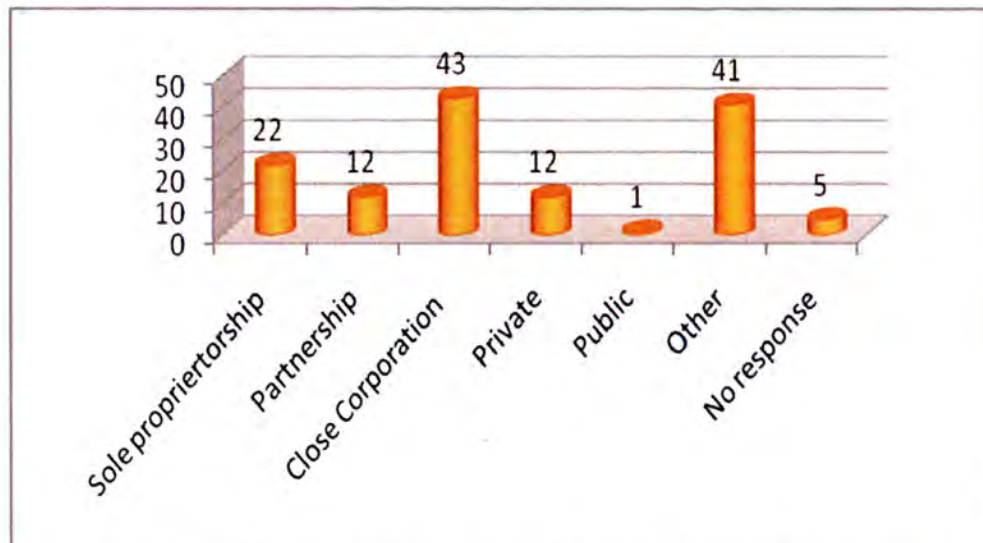


Out of the sample of 136 respondents, (89) 65 % have between one and 5 years of business experience , (25) 18% have between 6 and 10 years of business

experience, (15) 11% have between 11 and 15 years business experience, and (7) 5% have more than 16 years of business experience, (1) 1% did not respond. The figure indicates that the majority fell in the category of 1 to 5 years of business experience. This could be contributed by lack of skills with the business industry. Lower business experience may imply that business start ups may have limited understanding of entrepreneurship skills training and education.

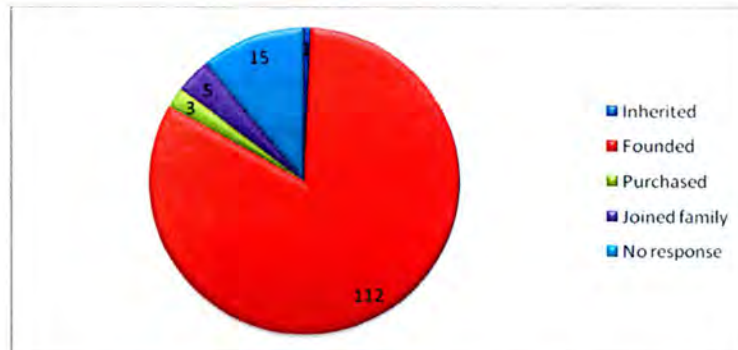
4.4 Results of Investigation

Figure 4.5 Status of business



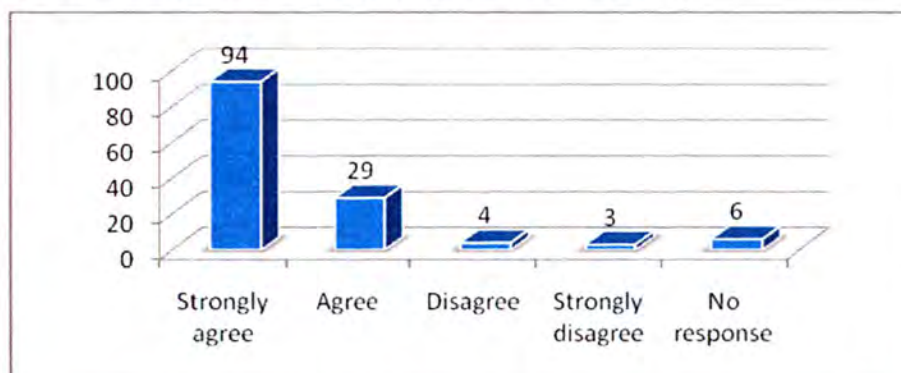
Out of the sample of 136 respondents, (22)16 % are on sole proprietorship, (12) 9 % partnership, (43) 31 % close corporation, (12) 9 % private company, (1)1 % public, (41) 30% other business status and (5) 4% did not respond. A high response on others and no response may be attributed by limited understanding of business. Nieuwenhuizen and Groenewald (2008) assert that entrepreneurs who attend entrepreneurship courses have a high tendency to start their own businesses compared with those attending other business courses or not attending any course.

Figure 4.6 Business ownership



Out of the total sample of 136 approached, (1) 1% inherited the business, (112) 83% have founded the business, (3) 2% purchased the business, (5) 4 % joined family business, and (15) 11% did not respond. The figure indicates that they founded the business. This may imply lack of experience and limited understanding of business strategy. Mojab *et al.* (2011) assert that the traditional approach for entrepreneurship education has been designed to train people who intend to start a new venture in the future and supposed to train the founders of enterprises who are able to create and develop wealth.

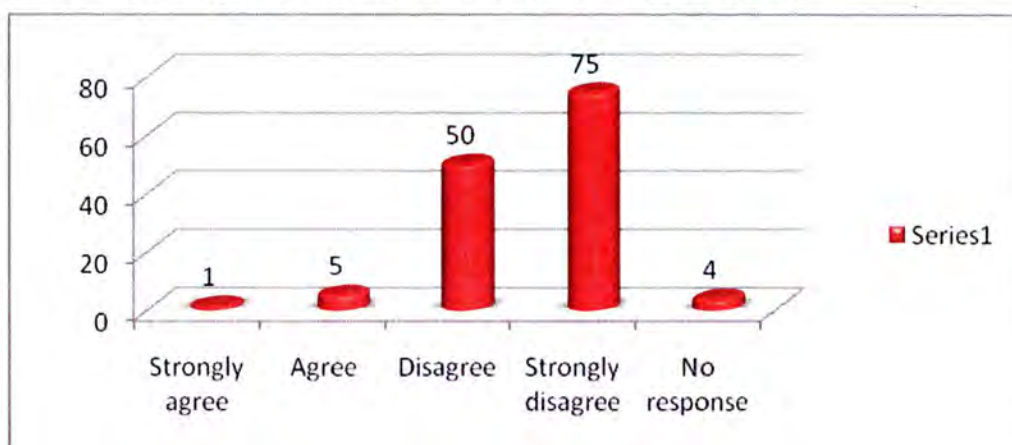
Figure 4.7 Is training an investment for your organisation?



Given the information presented on Figure 4.7, most of the respondents indicated that training is an investment for the organisation, whilst an insignificant number disagree. This could be attributed to exposure to training on business related matters. Tharenou *et al.* (2007) emphasise that applying the resource-based view to training is an investment in human capital that provides employees with unique knowledge, skills and abilities that add value to the organisation and enable the performance of activities required to achieve organisational goals, thus resulting in positive organisational-level outcomes. Ndedi (2009) is in agreement that

entrepreneurship education provides more practical skills that entrepreneurs require when they are ready to set up their business and the lack of training of entrepreneurs is the main reason for venture failure. Nieuwenhuizen and Groenewald (2008) also concur that entrepreneurship training is critical to venture success, that is training plays a pivotal role in supporting small businesses.

Figure 4.8 Are entrepreneurs involved in the training program?



Given the information presented on Figure 4.8, the variation in terms of entrepreneurs involved in the training program is highly significant. Most of the respondents indicated that the entrepreneurs are not involved in the training program. This implies that content of the training program may be irrelevant, and may not address the business need. Tsai *et al.* (2009) assert that active participation of an organisation in its innovation system plays a critical role in achieving higher innovative performance, as well as shaping the institutional environment evolving in its industry. Macpherson and Holt (2007) provide that the organisation's growth as a function of both entrepreneurial and managerial capability and an entrepreneur's success at managing a growing business is dependent on the nature of their participation, how they learn from experience and the availability of a broad range of human capital in order to respond to changing contexts.

Figure 4.9 Is the entrepreneurship training effective and appropriate?

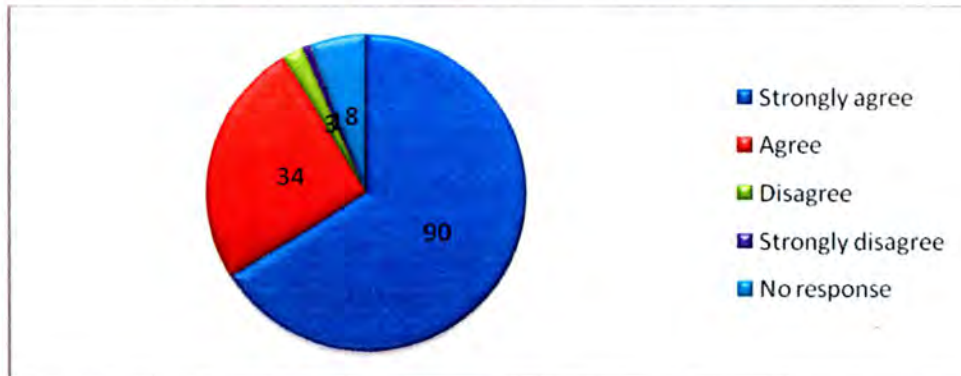
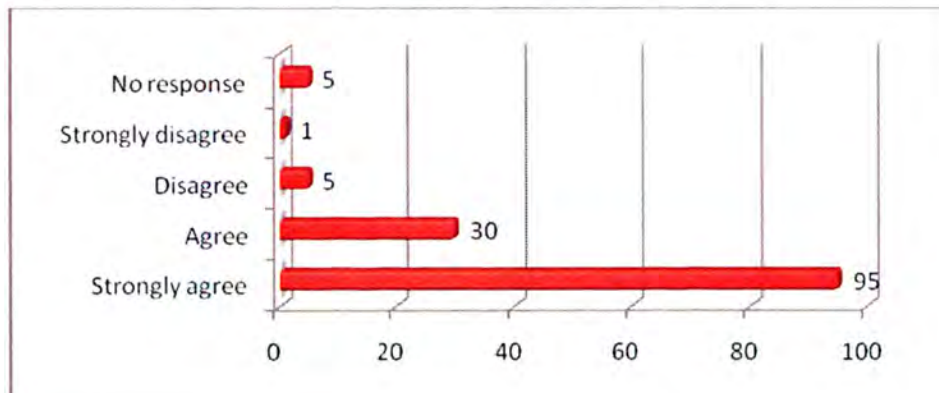


Figure 4.9 shows that (124) 91% view training effective and appropriate. This implies that the respondents perceive training being valuable. According to Macpherson and Holt (2007), an enterprise that is learning from experience and availability of broad range of human capital from recruitment and consultation of talent provide the knowledge in order to respond to changing context and enable the enterprise to formulate strategies that will help it to adapt and grow in an ever changing global environment. Nadia *et al.* (2009) state that education represents a key element for preventing poverty and social exclusion risk, for ensuring human development and for promoting an inclusive society.

Figure 4.10 Is entrepreneurship training helpful and beneficial?



Out of the sample of 136 respondents, most of the respondents presume entrepreneurship training to be helpful and beneficial. The majority of the respondents can be attributed to the fact that they have received training and understand its importance. The less number that disagreed could be attributed by the lack of training and support in business. Perron *et al.* (2006) describe the benefits of environmental awareness education and training in business are well

known to include: a feeling of ownership among employees towards the success of the company; an improved ability to retain qualified employees; the ability to attract high achieving graduates; lower staff turnover; greater job satisfaction; closer employee identification with corporate goals and culture; better motivated staff; and, the improved status that comes from working for a company that shows care for the environment and all these can be achieved if training is effective and appropriate which can be achieved by doing a proper desktop analysis of the organisational needs.

Figure 4.11 Is the entrepreneurship training of high quality?

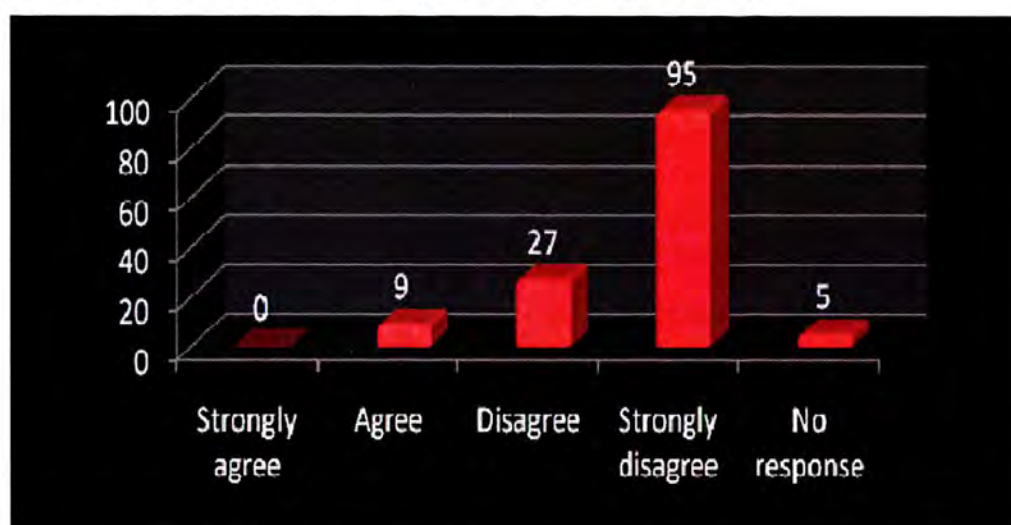


Figure 4.11 shows that the majority of respondents do not consider entrepreneurship training being of high quality. This is supported by Figure 4.8 that respondents indicated that they are not involve in the training program. This could be attributed by lack of participation on the training program. Lashley and Rowson (2010) provide that, the lack of effective and appropriate training in the business has implications on the quality of operations, because the enterprise which is managed by lifestyle entrepreneur who are not primarily concerned with commercial objectives which prioritise service quality as a way of generating profits and growth.

Figures 4.12 Is the training relevant and address your needs?

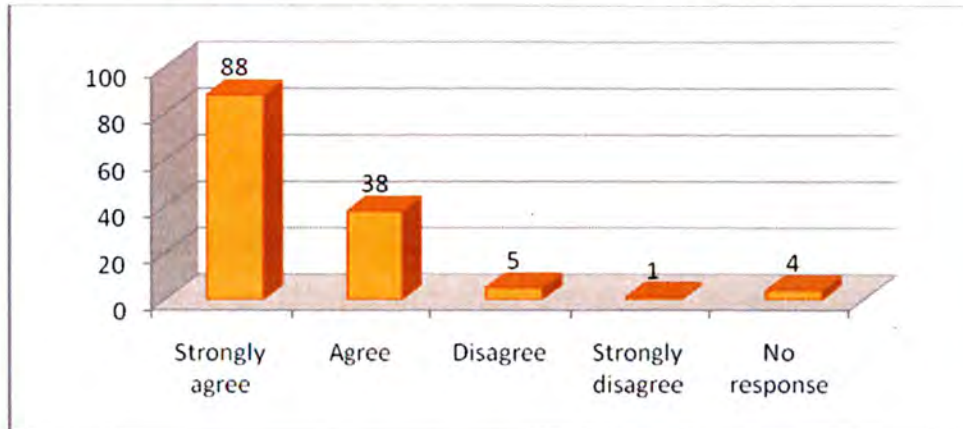
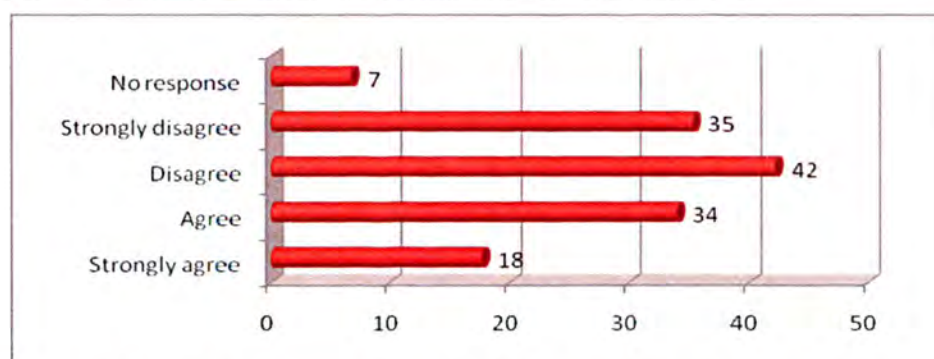


Figure 4.12 shows that most respondents are satisfied with training and its relevance in addressing their needs. This implies that the respondents are happy with training. This is contrary to Figure 4.11 that training is not of high quality. Butcher *et al.* (2009) assert that business improvement, and especially training, is often seen as an act of faith and states that a number of authors have identified a range of factors leading to a loss of faith, including such elements as training not seen as relevant to needs, no credible person teaching the activity, or the delivery of training is too formal. Alarape (2007) provides that the exposure to entrepreneurship development had positive impact on the performance of small businesses.

Figure 4.13 Is training related to organisational performance?

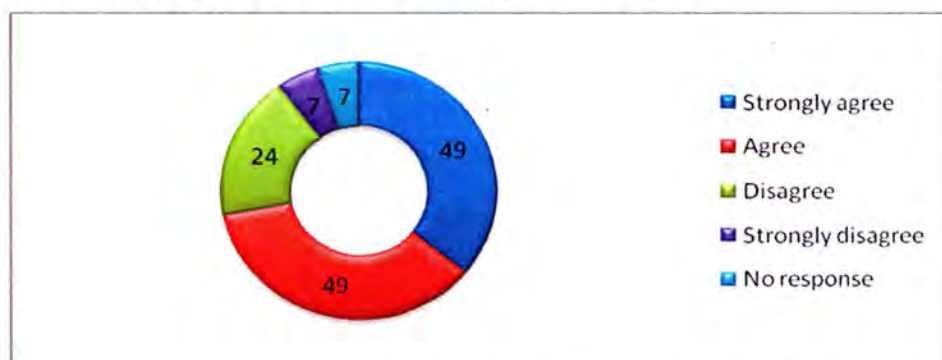


Out of the sample of 136 respondents, most of the respondents do not consider training as being related organisational performance. The less number agree that training is related to organisational performance. This can be attributed by lack of business understanding, and educational background. This is contrary to Figure

4.14 that training is related to financial performance, but is not related to organisational performance.

Tharenou *et al.* (2007) highlight that, when training does result in improvements in relevant knowledge and the acquisition of relevant skills, employee job performance should improve, provided that the skills learned in training transfer to the job, improvement in job performance should be reflected in organisational outcomes or results criteria such as productivity, quality, and service, if the job is strategically aligned to the organisation's needs. Kessy and Temu (2010) are in agreement that an enterprise that is learning new skills by working in challenging environments is important for business growth and motivates the employees in wanting to formulate new enterprise strategies that will enable it to be more competitive.

Figure 4.14 Is training related to financial performance?



Given the information presented on Figure 4.14, the variation in terms of training related to financial performance is slightly significant. Most of the respondents agree that training is related to financial performance. A less number of respondents do not agree. This implies that most of the respondents notice significant improvement on business financial performance as a result of training. The less number that are in disagreement could be attributed by challenges that they experience in the business. Kessy and Temu (2010) emphasise that training has significant impact on positive outcomes, because it helps owners of enterprises to get new ideas on how to improve their business through productivity, reduced production costs, improved management skills and easy access to more profitable and expanded markets.

Figure 4.15 Is evaluation of the training outcomes and assessment being done to ensure that the information has been transferred and retained by employees?

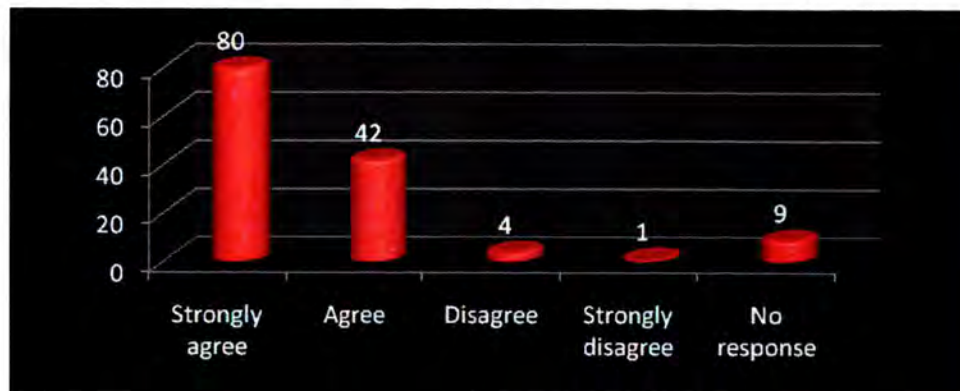
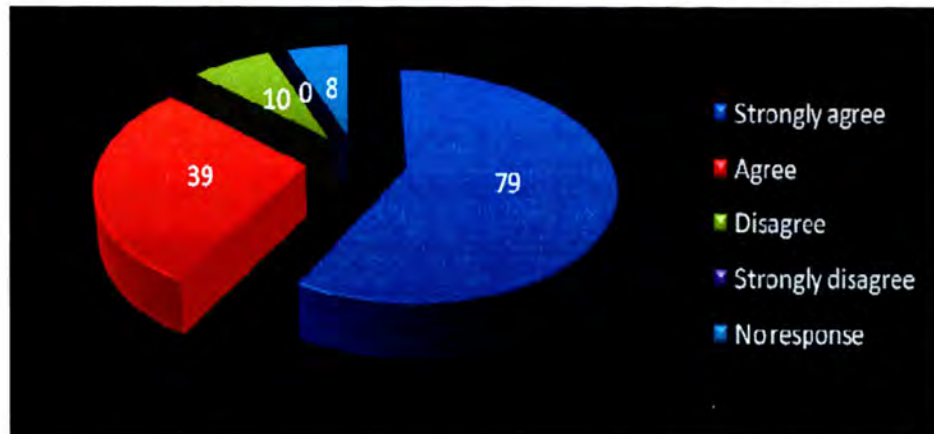


Figure 4.15 shows that most respondents perceive evaluation of training and assessment being done, while an insignificant number do not agree. This implies that most of the respondents are satisfied with the training outcomes and assessment. The less number that are not in agreement can be attributed by lack of understanding and educational background. Perron *et al.* (2006) provide that it is important that organisations evaluate the efficiency of their training investment to ensure that the benefits will be generated. Cope (2010) asserts that an enterprise that is learning from its failure will either impact on entrepreneur's confidence and result in closure or be an opportunity to review enterprise strategies and evaluate what works well and why and what does not work well and why.

Perron *et al.* (2006) indicate that evaluation of the training outcomes should be done to ensure that the information has been transferred to and retained by the employees and a suitable assessment process be conducted. Gravill and Compeau (2008) highlight that the evaluation of individual business unit processes, then team performance will lead to identification of gaps and introduction of skills development which will improve both business procedures and processes.

Figure 4.16 Does entrepreneurship training improve financial outcomes?



Given the information presented on Figure 4.16, the variation in terms of training related to entrepreneurship training improving financial outcomes is insignificant. Most of the respondents agree that training improves financial outcomes. The less number of respondents that do not agree can be attributed by challenges experienced in the business. This is supported by Figure 4.14 that training is related to financial performance. Nasution *et al.* (2011) state that organisation learning enables the enterprise to achieve a higher level of performance, better customer value and promote strong market orientation by taking calculated risks

Figure 4.17 Does training allow employees to learn and adopt new mindsets, skills and attitudes?



Out of the sample of 136 respondents, most of the respondents are in agreement that training allows employees to learn and adopt mindset. A less number of respondents are not in agreement, and others did not respond. The less number that is not in agreement and those that did not respond could be attributed by limited understanding and educational background. Alarape (2007) states that the newly acquired knowledge will lead to changes in organisational behaviour

intended to increased performance, however the development of knowledge does not necessarily lead to a change in behaviour.

Perron *et al.* (2006) describe that the benefits of environmental awareness education and training in business are well known to include: a feeling of ownership among employees towards the success of the company; an improved ability to retain qualified employees; the ability to attract high achieving graduates; lower staff turnover; greater job satisfaction; closer employee identification with corporate goals and culture; better motivated staff; and, the improved status that comes from working for a company that shows care for the environment and all these can be achieved if training is effective and appropriate which can be achieved by doing a proper desktop analysis of the organisational needs.

Kessy and Temu (2010) concur that training has significant impact on positive outcomes, because it helps owners of enterprises to get new ideas on how to improve their business through productivity, reduced production costs, improved management skills and easy access to more profitable and expanded markets.

Figure 4.18 Does entrepreneurship training increase business effectiveness and performance of the organisation?

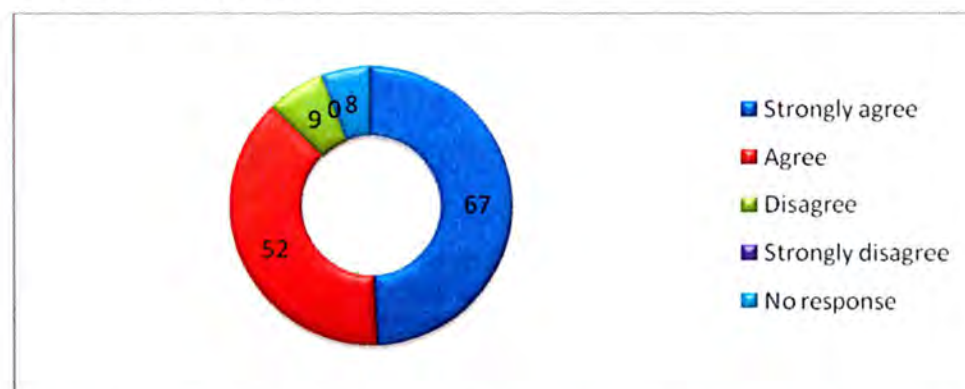
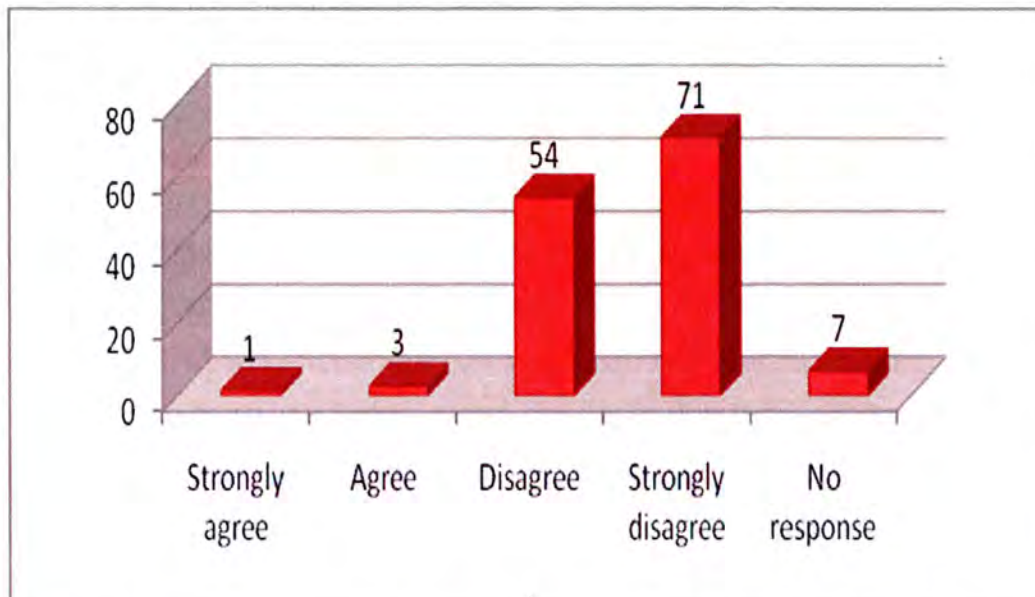


Figure 4.18 shows that most respondents perceive that training increase business effectiveness and program. This implies that training plays a major role in the business effectiveness. This is contrary to figure 4.13 that training is related to organisational performance. A less number of respondents are not in agreement and others did not respond. Tharenou *et al.* (2007) state that, when training does result in improvements in relevant knowledge and the acquisition of relevant skills,

employee job performance should improve, provided that the skills learned in training transfer to the job, improvement in job performance should be reflected in organisational outcomes or results criteria such as productivity, quality, and service, if the job is strategically aligned to the organisation's needs.

Figure 4.19 Does your organisation have a training policy?



Given the information presented on Figure 4.19, the variation in terms of organisations having a training policy is insignificant. Most of the respondents do not agree that the organisation has a training policy. This implies that most of the organisations value the importance of training but don't have a training policy. Kessy and Temu (2010) argue that human motivation factors are very important for business growth regardless of whether the business has enough capital or not but owners need to manage business activities in such a way that employees are creating learning opportunities for employees to be able to complete challenging tasks which will be a motivation factor.

Figure 4.20 Does your organisation have a training program?

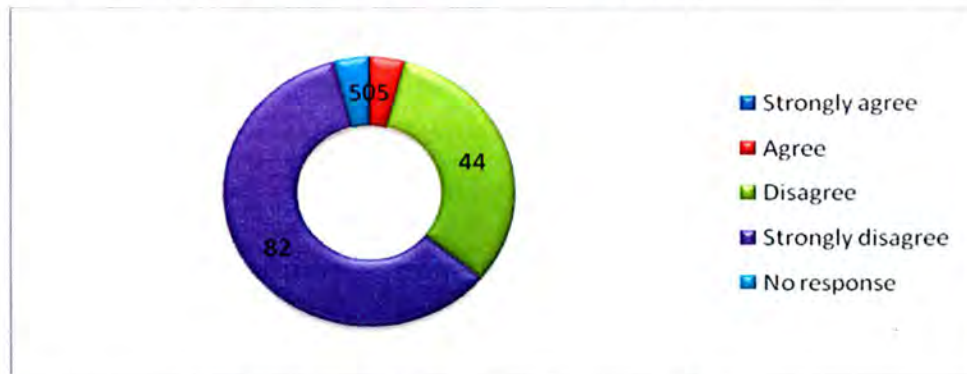


Figure 4.20 shows that most respondents disagree that the organisation has a training program. This implies organisations do not have training programs. This is supported by Figure 4.8. A less number of respondents is not in agreement and others did not respond. Zhang *et al.* (2008) highlight that high-performance human resource practices will encourage employee commitment, cooperation, knowledge sharing and voluntary, and extra-role behaviours that will contribute to enterprise performance. Jones and Macpherson (2006) provides learning as a process that starts with an individual and for organisational learning to occur, new knowledge must be interpreted, distributed and institutionalised in organisational routines, that is, individual vision, mission statement and business strategic goals must start at an individual level, then share with the entire organisation.

Figure 4.21 Is entrepreneurship training provided based on the need of the organisation?

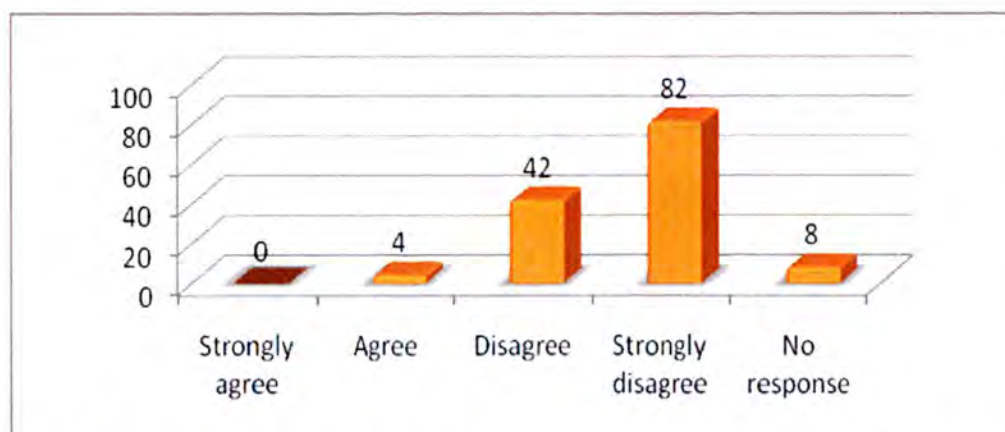
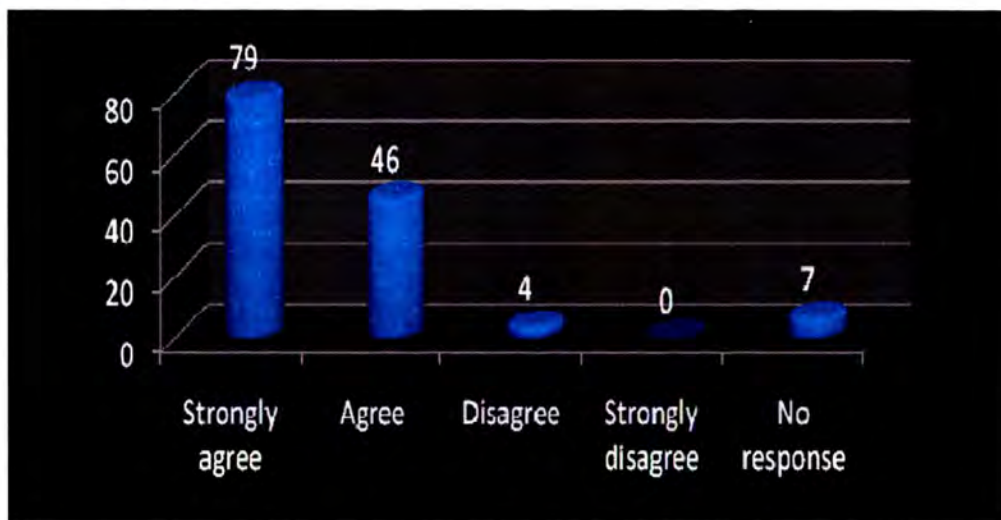


Figure 4.21 shows that most of the respondents do not agree that training is provided on organisational needs. This implies that participation of relevant stakeholders is not taken into consideration. Figure 4.8 and Figure 4.11 concur with

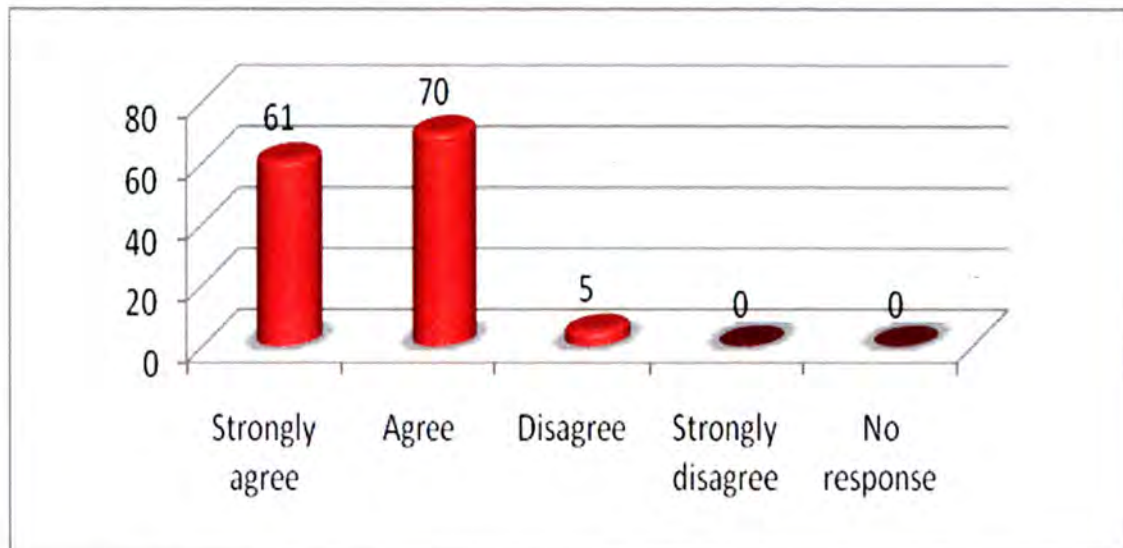
the response. Butcher *et al.* (2009) assert that business improvement, and especially training, is often seen as an act of faith and states that a number of authors have identified a range of factors leading to a loss of faith, including such elements as training not seen as relevant to needs, no credible person teaching the activity, or the delivery of training is too formal.

Figure 4.22 Is training program important part in changing the way business conduct its activities?



Out of the sample of 136 respondents, most of the respondents are in agreement that training program is important in changing conducting activities. This is contrary to Figure 4.8. A lesser number of respondents is not in agreement and others did not respond. Jones and Macpherson (2006) state that human capital is important and strategic renewal requires that knowledge be embedded in routines, systems and structures so that it can be distributed throughout the organisation in order to formulated common enterprise vision, mission statement and strategic objectives.

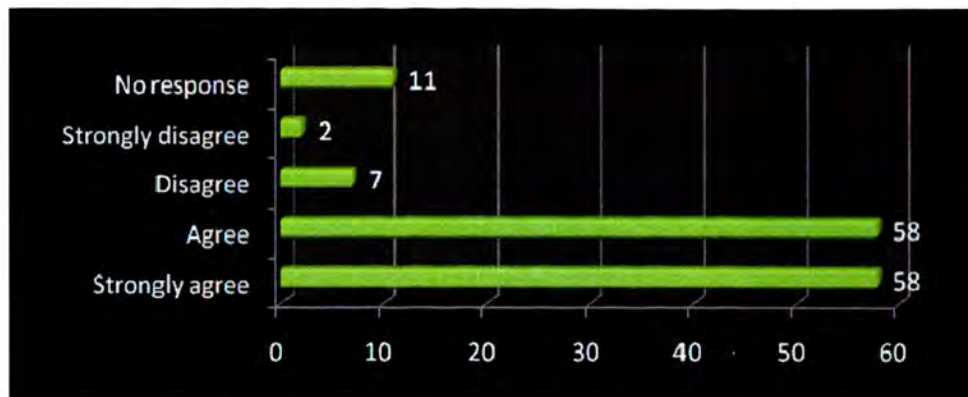
Figure 4.23 Is knowledge and skills of the organisation workforce important for its performance?



Out of the sample of 136 respondents, most of the respondents consider knowledge and skills of the workforce important for performance. This implies that respondents value the benefits of training. This concurs with Figure 4.10. Alarape (2007) states that the newly acquired knowledge will lead to changes in organisational behaviour intended to increased performance, however the development of knowledge does not necessarily lead to a change in behaviour.

Kealey *et al.*, (2005) assert that the content of training should add new knowledge and skills intended to enhance some key organisational and environmental requisites of project success. Tharenou *et al.* (2007) agree that the knowledge and skills of an organisation's workforce have become increasingly important to its performance, competitiveness, and innovation, also, workplace learning and continuous improvement are now considered essential for an organisation to remain competitive.

Figure 4.24 Does training outcomes produce the desired knowledge and change in attitude which is intended and required?



Given the information presented on Figure 4.24, the variation in terms of training outcomes providing desired knowledge change is insignificant. This implies that most of the respondents are satisfied with the impact of training. Sambasivan, Abdul and Yusop (2009) indicate that the right type of training to entrepreneurs can increase the likelihood of recognizing the right opportunities and thus increase the success of their ventures.

Figure 4.25 Does entrepreneurship training provide better job performance and satisfaction?

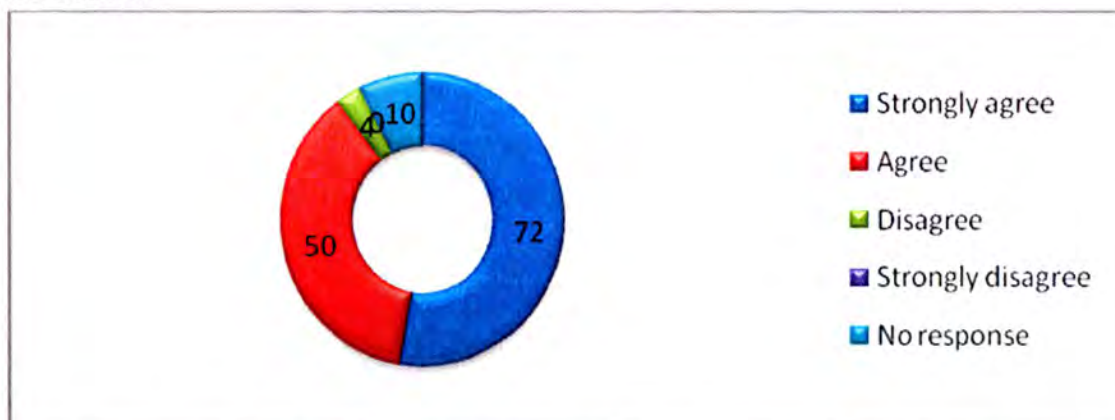


Figure 4.25 shows that most of the respondents presume that training provide better job performance satisfaction. This implies training has an impact in the business. The response is supported by Figure 4.10, Figure 4.23 and Figure 4.18. Tharenou *et al.* (2007) emphasise that, when training does result in improvements in relevant knowledge and the acquisition of relevant skills, employee job performance should improve, provided that the skills learned in training transfer to the job, improvement in job performance should be reflected in organisational

outcomes or results criteria such as productivity, quality, and service, if the job is strategically aligned to the organisation's needs.

4.5 Measures of association

Pearson correlation (hereafter called *correlation*), assumes that the two variables are measured on at least interval scales and it determines the extent to which values of the two variables are proportional to each other. The value of correlation (i.e., correlation coefficient) does not depend on the specific measurement units used; for example, the correlation between height and weight will be identical regardless of whether inches and pounds, or centimetres and kilograms are used as measurements units. Proportional means linearly related, that is, the correlation is high if it can be summarised by a straight line (sloped upwards or downwards). Spearman correlation is a measure of the relation between two or more variables. The measurement scales used should be at least interval scales, but other correlation coefficients are available to handle other types of data. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A value of 0.00 represents a lack of correlation.

For the purpose of this study the correlation that is above the absolute value of 0, 8 will be considered to show a strong relationship. The p-value is the probability that the current results would have been found in the correlation coefficient would have been zero. Appendix E present correlations analysed in the study.

The correlation between educational background and gender is -0.31, a negative correlation between the two variables. This suggests that educational background and gender has an impact on training offered to business start ups. The correlation between gender and evaluation of the training outcomes and assessment being done is -0.095, a negative correlation between the two variables. This could be interpreted that the respondents does not regard the evaluation of the training and assessment very important, and gender has an impact.

The correlation between status of business and years of experience is -0.163, a negative correlation between the two variables. This could be interpreted that the status of business and years of experience have an impact on training. The correlation between path to business ownership and entrepreneurship training providing better job performance and satisfaction is -0.098, a negative correlation between the two variables. This implies that respondents are not satisfied with training providing better job performance and satisfaction and path to business ownership have a significant impact.

The correlation between years of experience and the status of the business is -0.163, a strong negative correlation between the two variables. This could be interpreted that years of experience and the status of the business have a significant impact on training. The correlation between years of experience and training is an investment in the organisation is -0.104, a negative correlation between the two variables. This could be interpreted that the years of experience significantly impact training. The correlation between years of experience and entrepreneurship training helpfulness and beneficial is -0.122, a negative correlation between the two variables. This suggests that the respondents consider years of experience having an impact the benefits of training. The correlation between training being an investment for the organisation and years of experience is -0.104, a negative correlation between the two variables. This could be interpreted that the respondent's perceive years of experience having an impact on training.

The correlation between entrepreneur's involvement in the training program and entrepreneurship training being of high quality is 0.811, a strong positive correlation between the two variables. This suggests that respondents perceive the quality of training being acceptable. The correlation between entrepreneur's involvement in the training program and training related to organisational performance is 0.850, a positive correlation between the two variables. This implies that the respondents perceive involvement on the training program related to organisational performance.

The correlation between entrepreneur's involvement in the training program and organisation having a training policy is 0.940, a strong positive correlation between the two variables. This implies that the respondents are satisfied with the training program and policy. The correlation between entrepreneur's involvement in the training program and organisation having a training program is 0.924, a positive correlation between the two variables. This suggests that the respondents are satisfied with being involved in the organisation training program. The correlation between entrepreneur's involvement in the training program and entrepreneurship training provided based on the need of the organisation is 0.892, a positive correlation between the two variables. This implies that the respondents perceive training being provided on the need of organisation and involved in the training program

The correlation between entrepreneur's involvement in the training program and training program important part in changing the way business conduct its activities is -0.120, a negative correlation between the two variables. This could be interpreted that the respondents are not satisfied with the training program. The correlation between entrepreneurship training helpfulness and being beneficial and years of experience in the business is -0.122, a negative correlation between the two variables. This could be interpreted that respondents are not satisfied with the training benefits and years of experience have an impact.

The correlation between entrepreneurship training being of high quality and entrepreneurs involvement in the training program is 0.811, a strong positive correlation between the two variables. This implies that the respondents are satisfied with training quality and involvement in the training program. The correlation between entrepreneurship training being of high quality and organisation have a training program is 0.847, a strong positive correlation between the two variables. This implies that the respondents perceive the organisation having a training program and training being of a good quality. The correlation between entrepreneurship training being of high quality and entrepreneurship training provided based on the need of the organisation is 0.858, a strong positive correlation between the two variables. This suggests that the

respondents are satisfied with training quality and relevant to organisational needs. The correlation between entrepreneurship training being of high quality and training program important part in changing the way business conduct its activities is -0.104, a negative correlation between the two variables. This implies that the respondents are not satisfied with the training quality and training program impact in changing the way business conduct its activities.

The correlation between training related to organisational performance and status of the business ownership is -0.104, a strong negative correlation between the two variables. This suggests that respondents perceive training insufficient and the status of the business ownership has an impact. The correlation between training related to organisational performance and entrepreneur's involvement in the training program is 0.850, a strong positive correlations between the two variables. This implies that the respondents are satisfied with training in relation to organisational performance and are possibly involved in the training program.

The correlation between training related to organisational performance and the entrepreneurship training effectiveness and appropriateness is -0.091, a negative correlation between the two variables. This could be interpreted that respondents do not consider training being effective and appropriate in relation to organisational performance. The correlation between training related to organisational performance and organisation having a training policy is 0.864, a strong positive correlation between the two variables. This could be interpreted that the respondents perceive their organisation having training policy and training contributing to organisation effectiveness.

The correlation between training related to organisational performance and organisation have a training program is 0.868, a strong positive correlation between the two variables. This implies that the respondents are satisfied with training outcomes. The correlation between training related to organisational performance and entrepreneurship training provided based on the need of the organisation is 0.847, a strong positive correlation between the two variables. This

suggests that the respondents perceive training being provided according to the need of the organisation and related to organisational performance.

The correlation between training related to organisational performance and training program important part in changing the way business conduct its activities is -0.083 , a negative correlation between the two variables. This implies that the respondents are not satisfied with the training impact in relation to organisational performance. The correlation between training related to organisational performance and entrepreneurship training providing better job performance and satisfaction is -0.097 , a negative correlation between the two variables. The interpretation could be that the respondents are not satisfied with the training effectiveness and efficiency in relation organisational and job performance.

The correlation between evaluation of the training outcomes and assessment being done to ensure that the information is transferred and retained by employees and gender is -0.095 , a negative correlation between the two variables. This implies that the respondents are not satisfied with training outcomes and assessment, and gender has an impact. The correlation between organisation having a training policy and entrepreneurs involved in the training program is 0.940 , a strong positive correlation between the two variables. This suggests that the respondents are satisfied with involvement in the training program and training policy.

The correlation between the organisation has a training policy and entrepreneurship training effective and appropriate is -0.081 , a negative correlation between the two variables. This implies that the respondents are dissatisfied with training effectiveness and appropriateness. The correlation between organisation has a training policy and training related to organisational performance is 0.864 , a strong positive correlation between the two variables. This implies that the respondents are satisfied with effectiveness of training. The correlation between organisation have a training policy and organisation have a training program is 0.896 , a strong positive correlation between the two variables. This implies that the respondents are satisfied with training policy and program.

The correlation between organisation has a training policy and organisation have a training program is 0.881, a strong positive correlation between the two variables. This implies that the respondents are satisfied with training impact in the organisation. The correlation between organisation have a training policy and training program important part in changing the way business conduct its activities is -0.083, a negative correlation between the two variables. This can be interpreted that the respondents are dissatisfied with the training policy and impact of training program in changing the way business conduct its activities.

The correlation between organisation having a training policy and entrepreneurship training provide better job performance and satisfaction is -0.083, a negative correlation between the two variables. This can be interpreted that the respondents are dissatisfied with the training policy and training effectiveness to provide better job performance and satisfaction. The correlation between organisations has a training program and entrepreneurs involved in the training program are 0.924, a positive correlation between the two variables. This can be interpreted that the respondents are satisfied with training impact and program.

The correlation between organisation has a training program and entrepreneurship training effective and appropriate is -0.116, a strong negative correlation between the two variables. This suggests that the respondents are dissatisfied with the training program and training effectiveness and appropriateness. The correlations between organisations have a training program and the entrepreneurship training of high quality is 0.847, a positive correlation between the two variables. This implies that the respondents are satisfied with the training program and quality. The correlations between organisations have a training program and training related to organisational performance is 0.847, a strong positive correlation between the two variables. This can be interpreted that the respondents are satisfied with the training program and organisational performance.

The correlation between organisation has a training program and organisation have a training policy is 0.896, a strong positive correlation between the two

variables. This implies that the respondents are satisfied with the training program and policy. The correlation between organisations has a training program and entrepreneurship training provided based on the need of the organisation is 0.926, a strong positive correlation between the two variables. This can be interpreted that the respondents are satisfied with the training relevance. The correlation between organisation have a training program and training program important part in changing the way business conduct its activities is -0.129, a negative correlation between the two variables. This suggests that the respondents are dissatisfied with the training program and impact.

The correlation between entrepreneurship training provided based on the need of the organisation and entrepreneur's involvement in the training program is 0.892, a positive correlation between the two variables. This can be interpreted that the respondents are satisfied with the relevance of training and involved in the program. The correlation between entrepreneurship training provided based on the need of the organisation and entrepreneurship training effective and appropriate is -0.120, a negative correlation between the two variables. This can be interpreted that the respondents are dissatisfied with the relevance of training, its effectiveness and appropriateness. The correlation between entrepreneurship training provided based on the need of the organisation and entrepreneurship training helpful and beneficial is -0.51, a negative correlation between the two variables. This can be interpreted that the respondents are dissatisfied with the relevance of training and perceive it helpful and beneficial.

The correlation between entrepreneurship training provided based on the need of the organisation and the entrepreneurship training being of high quality is 0.858, a positive correlation between the two variables. This can be interpreted that the respondents are satisfied with the relevance of training and quality. The correlation between entrepreneurship training provided based on the need of the organisation and training related to organisational performance is 0.847, a positive correlation between the two variables. This can be interpreted that the respondents perceive training relevant to the need of the organisation and related to organisational performance. The correlation between entrepreneurship training provided based

on the need of the organisation and entrepreneurship training improve financial outcomes is -0.038, a negative correlation between the two variables. This can be interpreted that the respondents are not happy with relevance of training and financial outcomes.

The correlation between entrepreneurship training provided based on the need of the organisation and organisation have a training policy is 0.881, a positive correlation between the two variables. This could be interpreted that the respondents perceive training to be effective and fulfilling the need of the organisation. The correlation between entrepreneurship training provided based on the need of the organisation and organisation have a training program is 0.962, a positive correlation between the two variables. This suggests that the respondents are satisfied with the training program and impact of training in the fulfilment of the organisational need. The correlation between entrepreneurship training provided based on the need of the organisation and training program important part in changing the way business conduct its activities is -0.101, a negative correlation between the two variables. This implies that the respondents are dissatisfied with the training program and its inability to change the way business conduct its activities.

The correlation between training program as an important part in changing the way business conduct its activities and entrepreneurs involved in the training program is -0.120, a negative correlation between the two variables. This implies that the respondents are not satisfied with training impacts and involvement in the training program. The correlation between training program important part in changing the way business conduct its activities and entrepreneurship training of high quality is -0.104, a negative correlation between the two variables. This could be interpreted that the respondents are dissatisfied with the quality of training and impact in changing the business perspective. The correlation between training program important part in changing the way business conduct its activities and training related to organisational performance is -0.083, a negative correlation between the two variables. This could be interpreted that the respondents do not perceive the

benefits of the training program and its impact in relation to organisational performance.

The correlation between training program as an important part in changing the way business conduct its activities and the organisation having a training policy is -0.083, a negative correlation between the two variables. This could be interpreted that the respondents are dissatisfied with training program, and training policy has an impact. The correlation between training program important part in changing the way business conduct its activities and organisation having a training program is -0.129, a negative correlation between the two variables. This could be interpreted that the respondents are dissatisfied with the training program. The correlation between training program important part in changing the way business conduct its activities and entrepreneurship training provided based on the need of the organisation is -0.101, a negative correlation between the two variables. This could be interpreted that the respondents are dissatisfied with the training efficiency and effectiveness.

The correlation between entrepreneurship training providing better job performance and satisfaction and path to business ownership is -0.098, a negative correlation between the two variables. This implies that the respondents are unhappy with training efficiency and the path to business ownership has an impact. The correlation between entrepreneurship training providing better job performance and training related to organisational performance is -0.097, a negative correlation between the two variables. This could be interpreted that the respondents are dissatisfied with training efficiency and effectiveness. The correlation between entrepreneurship training providing better job performance and satisfaction and organisation having a training policy is -0.106, a negative correlation between the two variables. This could be interpreted that the respondents are dissatisfied with training efficiency and effectiveness and lacks training policy.

4.6 Conclusion

In this chapter, the detailed results of the research using statistical method have been provided. Tables, graphs and stats have been used to present analyse the results of the survey. The aim of data analysis is to understand the various constituent elements of one's data through an inspection of a relationship between concepts, constructs or variables as to establish whether there are any patterns or trends that can be identified, isolated or established in the data. There's been coordination on primary and secondary data. It is very interesting to note of literature reviewed has been confirmed by the responses from the research tools.

The analysis of the results revealed that gender, level of education; years of business experience are not determinants of whether respondents are positive or negative about the impact of entrepreneurship skills training and education. The findings have established a link between literature which was reviewed in this study with the data which was collected and presented.

This was based on findings from research done on GEP trainees in South Africa. In the survey certain specific questions were asked and the analysis was done based on the application of Pearson correlation coefficient and p-value, and measures of association. The study used a quantitative approach to describe and analyse the findings on the impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs serviced by Gauteng Enterprise Propeller (GEP) in South Africa (SA). This was followed by the detailing the findings and measures of association statistics.

The next chapter consolidates all the work done all the work done and comprises of the summary of the study, addresses findings per research questions and identify gap areas, provide entrepreneurship skills training and education opportunities and future research opportunity. Conclusion of the study will be drawn and recommendations will also be outlined.

Chapter 5

Summary, Conclusion and Recommendations

5.1 Introduction

Kessy and Temu (2010) established that training has significant impact on participant characteristics and final participant outcomes. Lashley and Rowson (2010) state that the lack of training in the business aspects of SMME operation has serious implications for the quality of business operations, because a significant segment of a business is being managed by unskilled entrepreneurs who are not primarily concerned with commercial objectives which prioritise service quality as a way of generating profits and growth.

The purpose of this research is to determine the extent of the impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs serviced by Gauteng Enterprise Propeller (GEP) in South Africa (SA), identifying and analysing critical factors to be considered to ensure successful entrepreneurship skills training and education, identifying and analysing critical factors that need to be considered to ensure successful entrepreneurship skills training and education.

The study provided an outline of entrepreneurship skills training in terms of definitions, the concept of entrepreneurship, entrepreneurship development, entrepreneurship education, entrepreneurship training, effective and appropriate training, enterprise performance, managing business activities, learning enterprise strategies, evaluation of business processes and the impact of enterprise development.

This chapter consolidates the findings of the research derived from analysis and interpretation of statistical data, discussed in the previous section. The research questions pertaining to the impact of entrepreneurship skills training programme to business start ups, emerging SMMEs and entrepreneurs, the entrepreneurship skills training programme affecting SMMEs business activities and entrepreneurship skills training course outcomes and assessment criteria

contributing to business start ups, emerging SMMEs and entrepreneurs are answered.

This chapter comprises of a summary of the study, addresses findings per research question, provide entrepreneurship skills training and education benefits, improvement guidelines, and highlight future research opportunity in this field of study. Conclusion of the study will be drawn and recommendations will also be outlined.

5.2 Summary of the Study

Nasution *et al.* (2011) define entrepreneurship as a process of enhancement of wealth through innovation and exploitation of opportunities, which requires the entrepreneurial characteristics of risk-taking, autonomy and proactiveness. Goodman, Wood and Chen (2011) highlight that the impact of different feedback properties on training performance and transfer of training, as well as around the mechanisms through which feedback can enhance or inhibit learning and subsequent transfer. The impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs, by Gauteng Enterprise Propeller (GEP) in South Africa (SA) is currently unknown.

The research was aimed at determining how employees perceive the entrepreneurship skills training programme to business start ups, emerging SMMEs and entrepreneurs, how training affect SMMEs business activities and how entrepreneurship skills training course outcomes and assessment criteria contribute to business start ups, emerging SMMEs and entrepreneurs.

This dissertation investigated impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs serviced by GEP. It highlighted problems of the current entrepreneurship skills training and education by delineating the weakness and pitfalls. The relevant literature was visited and served as a primary data that add value to the dissertation. Collation of the relevant data is followed by a discussion of the impact of entrepreneurship skills training and education as one of the factors

that will help in both the survival and sustainability of SMMEs. The relative lack of research on impact of entrepreneurship skills training and education is the primary impetus of this study. The sample was drawn from SMMEs who attended entrepreneurship skills training offered by Gauteng Enterprise Propeller who were cooperative in the execution of the study. The majority of the respondents were cooperatives from Johannesburg, South Africa.

Nieuwenhuizen and Groenewald (2008) assert that entrepreneurs have different learning preferences from other students/learners and this should be taken into consideration in the design of entrepreneurial curricula. The study further provided analyses and investigated the impact of entrepreneurship skills training and education as one of the factors that will help in both the survival and sustainability of SMMEs serviced by GEP and how is perceived by trainees. Furthermore the study also revealed that there is deficiency in entrepreneurship skills training and education that most of the respondents are not satisfied that they are not being involved in the training program, does not consider entrepreneurship training being of high quality. The respondents do not consider training being related organisational needs but it's a one size fits all. Also the findings revealed that the organisations have no training policy and disagree that the organisation has a training program which are essential in doing a desktop analysis for identifying unique and specific needs of an organisation.

Many studies have revealed that training contributes significantly in the growth of enterprises. Training adds to the skills of SMMEs' owners, change their behaviour on how they perceive and conduct business activities and in turn enhance their ability to perform better. GEP have engaged in entrepreneurship skills training and education initiatives to improve the SMME's business performance and have found benefits to the process, such as entrepreneurs training course outcomes and assessment being adequate, and enhancing business performance. However, many constraints can inhibit the SMME's training performance. These constraints include issues related to deficiency in entrepreneurship skills training and education, quality of training, lack of involvement or participation and lack training

program and policy. In addition the lack of effective and appropriate training in the business has implications on the quality of operations.

To overcome these constraints and succeed in implementing a successful entrepreneurship skills training and education initiative, the literature suggests the importance of participation of organisations in training programs in achieving higher innovative performance. GEP should explore the opportunity to ensure that the respondents training address their business needs, involve them in training, improve the quality of training, and training respondents on formulation of training programs and policy to address organisational needs. The right type of training to the entrepreneurs can increase the likelihood of recognising the right opportunities and thus increase the success of their business and could add knowledge and skills intended to enhance some key organisational success. Furthermore training helps owners of enterprises to get new ideas on how to improve their business through productivity, reduced production costs, improved management skills and easy access to more profitable and expanded markets.

Lastly to improve training investment, organizations need to start treating their training investments like other financial investments which they consider. Assessing the needs of the organisation and the needs of the employees, ensuring that GEP training design, content, and delivery will provide maximum uptake considering the organisation's characteristics, and assessing the results of the training to ensure the training was successful in terms of the organizational expectations. This involves more than a simple assessment of trainee reaction to the training to determine whether it was enjoyed by the participants.

However, to make more precise suggestions as to the way training should be undertaken; more research needs to be done to uncover the links between training format and training success, the evaluation and investigation of education level as a barrier to the critical success of skills development. The integration and consolidating basic English and Maths literacy with entrepreneurship training for SMMEs development and using a literacy screening tools that will ensure that correct learners are trained and benefit from the skills acquired.

5.3 Response to Research Questions

The main findings of this research in relation to each research question will now be discussed. Each question is followed by a discussion of the findings relating to that question.

5.3.1 What is the impact of entrepreneurship skills training programme to business start ups, emerging SMMEs and entrepreneurs?

It was found in Figure 4.7 that most of the respondents perceive training as an investment for the organisation, whilst an insignificant number disagree. An important finding in Figure 4.8 most frequent responses indicated that the entrepreneurs are not involved in the training program. It was found in Table 4.1 that the correlation between entrepreneur's involvement in the training program and entrepreneurship training being effective and appropriate is a negative correlation between the two variables. Tsai *et al.* (2009) assert that active participation of an organisation in its innovation system plays a critical role in achieving higher innovative performance, as well as shaping the institutional environment evolving in its industry.

It was also found in Figure 4.9 that 91% of respondents view training as effective and appropriate. It was found in Table 4.1 that the correlation between entrepreneurship training being of high quality and entrepreneurship training provided based on the need of the organization is 0.858, a strong positive correlation between the two variables. Furthermore Figure 4.10 provides that most of the respondents presume entrepreneurship training helpful and beneficial. It was found in Table 4.1 that the correlation between training related to organizational performance and entrepreneurship training provided based on the need of the organization is 0.847, a strong positive correlation between the two variables.

Another important finding in Figure 4.11 is that the majority of respondents does not consider entrepreneurship training being of high quality. The correlation between entrepreneurship training being of high quality and training program important part in changing the way business conduct its activities is -0.104, a

negative correlation between the two variables. Lashley and Rowson (2010) state that the lack of effective and appropriate training in the business has implications on the quality of operations, because the enterprise which is managed by lifestyle entrepreneur who are not primarily concerned with commercial objectives which prioritise service quality as a way of generating profits and growth.

It was found in Figure 4.12 that most respondents are satisfied with training and its relevance in addressing their needs. It was also found in Table 4.1 that the correlation between organizations has a training program and entrepreneurship training provided based on the need of the organisation is 0.926, a strong positive correlation between the two variables. Nieuwenhuizen and Groenewald (2008) argue that entrepreneurship training is critical to venture success, that is training plays a pivotal role in supporting small businesses. Furthermore it was found in Figure 4.13 that most of the respondents do not consider training being related organisational performance. This is contrary to Figure 4.12 that most respondents are satisfied with training and its relevance in addressing their needs. It was also found in Table 4.1 that the correlation between entrepreneur's involvement in the training program and training related to organizational performance is 0.850, a positive correlation between the two variables. Sambasivan *et al.* (2009) state that the right type of training to the entrepreneurs can increase the likelihood of recognising the right opportunities and thus increase the success of their ventures.

It was found in Figure 4.14 that most of the respondents agree that training is related to financial performance. It was also found in Figure 4.17 that most of the respondents are in agreement that training allows employees to learn and adopt mindset. Furthermore it was found that Figure 4.18 that most respondents perceive that training increase business effectiveness and program. This relates to Figure 4.13 that training is related to organisational performance. It was found in Table 4.1 that the correlation between entrepreneurship training provided based on the need of the organization and the entrepreneurship training being of high quality is 0.858, a positive correlation between the two variables. Kealey *et al.* (2005) highlight that the content of training should add new knowledge and skills

intended to enhance some key organisational and environmental requisites of project success.

This implies that the respondents presume the training impact and its effectiveness inadequate. The research concludes that the respondents are not satisfied with the effectiveness of training. The Gauteng Enterprise Propeller (GEP) in South Africa (SA) should explore opportunity to ensure that the respondents training address their business needs, involve them in training and improve the quality of training, to improve the effectiveness of training and its impact.

5.3.2 How do entrepreneurship skills training programme affect SMMEs business activities?

Perron *et al.* (2006) state that it is important that organisations evaluate the efficiency of their training investment to ensure that the benefits will be generated. It was found in Figure 4.19 that most of the respondents do not agree that the organisation has a training policy. In addition it was found in Table 4.1 that the correlation between entrepreneurship training helpfulness and being beneficial and organisation having a training policy is -0.014, a negative correlation between the two variables. Furthermore an important finding in Figure 4.20 that most frequent responses disagree that the organisation has a training program.

It was also found in Table 4.1 that the correlation between organization have a training program and entrepreneurship training effective and appropriate is -0.116, a strong negative correlation between the two variables. It was also found in Figure 4.21 that most of the respondents do not agree that training is provided on organisational needs. In addition, it was found in Table 4.1 that the correlation between entrepreneurship training helpfulness and being beneficial and entrepreneurship training provided based on the need of the organization is a negative correlation between the two variables. Kessy and Temu (2010) indicate that training has an impact on positive outcomes, because it helps owners of enterprises to get new ideas on how to improve their business through

productivity, reduced production costs, improved management skills and easy access to more profitable and expanded markets.

It was found in Figure 4.22 that most of the respondents are in agreement that training program is important in changing conducting activities. This is contrary to Figure 4.8 where respondents indicated that the entrepreneurs are not involved in the training program. Furthermore it was found in Figure 4.23 that most of the respondents consider knowledge and skills of the workforce important for performance. This concurs with Figure 4.10 where most of the respondents presume entrepreneurship training helpful and beneficial. Zhang *et al.* (2008) assert that the success of enterprises today, depends on the continuous improvement of employees performance that enhance employee skills, participation in decision making and motivation to put forth discretionary effort.

This implies that the respondents presume entrepreneurship skills and training programme insufficient. The research concludes that respondents are unhappy with the lack of training program and policy, and training addressing organisational needs. The GEP management should explore opportunity to ensure that respondents are training on formulation of training programs and policy to address organisational needs.

5.3.3 How does entrepreneurship skills' training course outcomes and assessment criteria contribute to business start ups, emerging SMMEs and entrepreneurs?

It was found in Figure 4.24 that most of the respondents are satisfied with the impact of training. It was also found in Figure 4.15 that most respondents perceive evaluation of training and assessment being done, while an insignificant number do not agree. Alarape (2007) provides that the newly acquired knowledge will lead to changes in organisational behaviour intended to increased performance; however the development of knowledge does not necessarily lead to a change in behaviour.

It was found in Figure 4.25 that most of the respondents presume that training provide better job performance satisfaction. The response is supported by Figure 4.10, Figure 4.23 and Figure 4.18. Tharenou *et al.* (2007) assert that the knowledge and skills of an organization's workforce have become increasingly important to its performance, competitiveness, and innovation, also, workplace learning and continuous improvement are now considered essential for an organization to remain competitive. Furthermore it was found in Figure 4.16 that most of the respondents agree that training improve financial outcomes. This implies that the respondent's presume entrepreneurs training course outcomes and assessment adequate. The research concludes that the respondents are satisfied with training.

5.4 Managerial Guidelines

For the results of this study the following guidelines are given to GEP in relation to entrepreneurship skills training and education in future.

On discussion of training impact and effectiveness in Section 2.7, Figure 4.8, Figure 11, and Figure 13, the majority of respondents are not satisfied that they are not being involved in the training program, do not consider entrepreneurship training being of high quality, does not consider entrepreneurship training being of high quality and do not consider training being related organisational performance. Cope (2010) states that an enterprise that is learning from its failure will either impact on entrepreneurs confidence and result in closure or be an opportunity to review enterprise strategies and evaluate what works well and why and what does not work well and why. Nasution *et al.* (2011) assert that organisational learning enables the enterprise to achieve a higher level of performance, better customer value and promote strong market orientation by taking calculated risks.

The organisation should explore an opportunity to ensure participation of respondents in the training program, improve the quality of training and ensure that the training is relevant. GEP should facilitate and encourage SMMEs to establish skills development units, that will identify the relevant skills gaps unique to their organisation and then training be done. The one size fits all approach

SMME training have significant results in terms of organisations going to the next level in business, financial and employee growth.

On discussion of small business training programme and SMME's business activities in Section 2.8, Figure 19, Figure 20 and Figure 21, the majority do not agree that the organisation has a training policy, disagree that the organisation has a training program and do not agree that training is provided on organisational needs. Carayannis *et al.* (2006) indicate that lifelong learning is critical in making effective enterprise strategies in order to respond to rapidly expanding technological environment and knowledge base.

GEP should explore an opportunity to ensure that respondents are trained on the training policy and program, and ensure training addresses the relevant need of the organisation. It should further work closely with SMMEs that are benefiting in skills development by facilitating the continuous improvement of skills that will enable the SMME to compete in an ever changing technological global market. SMME entrepreneurship skills training covers a wide area, hence a relevance of a particular skill intervention must be in line with the overall organisational goal.

5.5 Future Research

Skills development in particular SMME development has received much attention globally because it's seen as a solution to job creation. This study contributes various opportunities for further research. Entrepreneurship skills training and education present an important phenomenon to be studied, notably:

- The evaluation and investigation of education level as a barrier to the critical success of skills development.
- To aim at integration and consolidating basic English & Maths literacy with Entrepreneurship training for SMMEs.
- To develop a literacy screening tools that will ensure that correct learners are trained and benefit from the skills acquired
- To uncover the links between training format and training success.

5.6 Conclusion

According to Mojab *et al.* (2011), the traditional approach for entrepreneurship education has been designed to train people who intend to start a new venture in the future and supposed to train the founders of enterprises who are able to create and develop wealth. Martin *et al.* (2006) assert that training courses are one of the helpful (but not always necessary) conditions for small business development. Papagiannidis and Li (2005) indicate that scale of skills and resources usage among the organisations could provide a significant competitive advantage, as entrepreneurs could focus on development of their start-ups.

The findings of this study provide a strong point of departure for entrepreneurship skills training and education impact for GEP in SA. The study has highlighted challenges experienced by trainees on entrepreneurship skills training and education.

The study indicates that the entrepreneurship skills training can be identified to five major types: there is deficiency in entrepreneurship skills training and education, lack of involvement in the training program, lack of quality in training, training not being relevant to organisational needs and lack of training programs. Results highlight the need for GEP management to explore opportunity to ensure that the training address business needs, involved trainees in training to improve the quality, improve the effectiveness of training and its impact and ensure that respondents are trained on formulation of training programs and policy to address organisational needs.

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Appendices

Appendix A : Matrix

		Theme Number	1	2	3	4
#	Author	Paper Title	2.3 Definition	2.3 The concept of entrepreneurship	2.4 Entrepreneurship development	2.5 Entrepreneurship education
1	G.M. Perron, R.P. Cote' & J. F. Duffy	Improving environmental awareness training in business				
2	F. Pasin & H. Giroúx	The impact of a simulation game on operations management education				
3	C. Lashley & B. Rowson	Lifestyle businesses: Insights into Blackpool's hotel sector				
4	P. Tharenou, A.M. Saks & C. Moore	A review and critique of research on training and organizational-level outcomes				
5	J.S. Goodman, R.E. Wood & Z Chen	Feedback specificity, information processing, and transfer of training				
6	K. Butcher, B. Sparks & J. McColl-Kennedy	Predictors of customer service training in hospitality firms				
7	S. Kessy & S.S. Temu	The impact of training on performance of micro and small enterprises served by microfinance institutions in Tanzania				
8	F. Tsai, L.H.Y. Hsieh, S Fang & J.L. Lin	The co-evolution of business incubation and national innovation systems in Taiwan				
9	J. Gravill & D. Compeau	Self-regulated learning strategies and software training				

10	E.Y. Huang, S.W. Lin & S. Lin	A quasi- experiment approach to study the effect of e-mail management training				
11	D. J. Kelly, N. Bosma and J. E. Amorós	Global Entrepreneurship Monitor - 2010 Global Report	1			
12	B. Kotey & C. Folker	Employee training in SMEs: Effect of size and small firm type - family and non family				
13	W. Martin, B.A. Wech, J. Sandefur & R. Pan	African American small business owners' attitudes toward business training				
14	S.A. Adegbite, M.O. Ilori, I.A. Irefin, I.O. Abereijo & H.O.S. Aderemi	Evaluation of the impact of entrepreneurial characteristics on the performance of small scale manufacturing industries in Nigeria				
15	J. Zhang	Entrepreneurship Education for Owner-Managers: The Process of Trust Building for an Effective Learning Community				
16	A.A. Alarape	Entrepreneurship programs, operational efficiency and growth of small businesses			1	
17	R.W. Fairlie & W. Holleran	Entrepreneurship Training, Risk Aversion and Other Personality Traits: Evidence from a Random Experiment		1		
18	J. Cope	Entrepreneurial learning from failure: An interpretative phenomenological analysis			1	

19	E.G. Carayannis, D. Popescu, C. Sipp & M. Stewart	Technological learning for entrepreneurial development (TL4ED) in the knowledge economy (KE): Case studies and lessons learned				
20	B. Oyelaran-Oyeyinka & K. Lal	Learning new technologies by small and medium enterprises in developing countries				
21	O. Jones & A. Macpherson	Inter-Organizational Learning and Strategic Renewal in SMEs				
22	H. Oosterbeek, M. Van Praag & Ijsselstein	The impact of entrepreneurship education on entrepreneurship skills and motivation		1		
23	L.A. Zampetakis, P. Beldekos & V.S. Moustakis	"Day-to-day" entrepreneurship within organisations: The role of trait Emotional Intelligence and Perceived Organisational Support	1			
24	Z. Zhang, D. Wan & Jia	Do high-performance human resource practices help corporate entrepreneurship? The mediating role of organizational citizenship behavior				
25	K.H. Mok	Fostering entrepreneurship: Changing role of government and higher education governance in Hong Kong			1	
26	E. A. Rasmussen & R. Sørheim	Action-based entrepreneurship education				
27	V. Bogan & W. Darity Jr.	Culture and entrepreneurship? African American and immigrant self-employment in the United States			1	

28	H.N. Nasution, F.T. Mavondo, M.J. Matanda & N.O. Ndubisi	Entrepreneurship: Its relationship with market orientation and learning orientation and as antecedents to innovation and customer value	1			
29	A. Shekarey & S.H. Arany	A Study on the effectiveness of occupational trainings of insurance on the performance of the insurance companies' employees in terms of entrepreneurial skills				
30	W. Tsai & H. Kuo	Entrepreneurship policy evaluation and decision analysis for SMEs	1			
31	F. Mojab, R. Zaefarian & A.H.D. Azizi	Applying Competency based Approach for Entrepreneurship education				1
32	P.J. Buckley	The impact of the global factory on economic development		1		
33	M. Choudhury, L.B. Mahanta, J.S. Goswami & M.D. Mazumder	Will capacity building training interventions given to street food vendors give us safer food?: A cross-sectional study from India				
34	K.W. Lee	Effectiveness of government's occupational skills development strategies for small- and medium-scale enterprises: A case study of Korea			1	
35	D.J. Kealey, D.R. Protheroe, D. MacDonald & T. Vulpe	Re-examining the role of training in contributing to international project success: A literature review and an outline of a new model training program				

36	A. Macpherson & R. Holt	Knowledge, learning and small firm growth: A systematic review of the evidence			1	
37	M. Sievers & P. Vandenberg	Synergies through Linkages: Who Benefits from Linking Micro-Finance and Business Development Services?				
38	S. Papagiannidis & F. Li	Skills Brokerage: A New Model for Business Start-ups in the Networked Economy			1	
39	S. McGrath & S. Akoojee	Education and skills for development in South Africa: Reflections on the accelerated and shared growth initiative for South Africa			1	
40	M. Sambasivan & M. Abdul & Y. Yusop	Impact of personal qualities and management skills of entrepreneurs on venture performance in Malaysia: Opportunity recognition skills as a mediating factor			1	
41	P. Nadia, G. Nicoleta, R. Doina & H. Codruta	Some contributions to the development of education projects in European area				1
42	South African Government Gazette:	Gauteng Enterprise Propeller (GEP) Act (2005)				
43	GEP Board and Employees	GEP Annual Report (2008-2009)				
44	C. Nieuwenhuizen & D. Groenewalt	Entrepreneurs' learning preferences: A guide for entrepreneurship education		1	1	1

45	A.A. Ndedi	Entrepreneurship training and job creation in South Africa: Are tertiary institutions filling the gap?	1	1		1
46	C. Bless, C. Higson-Smith and A. Kagee	Fundamentals of Social Research Methods: An African Perspective: 4th Edition: Juta - Cape Town				
47	A. Bryman	Social research methods, 4th Edition: Oxford: New York				
48	J.A. Timmons & S. Spinelli Jr.	New Venture Creation: Entrepreneurship for the 21st Century: 8th Edition: McGraw Hill- Boston				
49	South African Department of Labour	Skills Development Amendment Act, No. 31 of 2004				
50	P.D. Leedy and J.E. Ormond	Practical Research : Planning and Design, 8 th Edition. Pearson Merrill Prentice Hall: New Jersey				
51	E. Babbie, J. Mouton, P. Vorster and B. Prozesky	The Practice of Social Research. Oxford - New York				
52	E. Babbie	The Basics of Social Research, 4th Edition. Thomson-London				
			5	5	10	4

Appendix A : Matrix (cont.)

		Theme Number	5	6	7	8
#	Author	Paper Title	2.6 Entrepreneurship training	2.7 Effective and appropriate training	2.8 Enterprise performance	2.9 Managing business activities
1	G.M. Perron, R.P. Cote' & J. F. Duffy	Improving environmental awareness training in business		1		1
2	F. Pasin & H. Giroúx	The impact of a simulation game on operations management education		1		
3	C. Lashley & B. Rowson	Lifestyle businesses: Insights into Blackpool's hotel sector		1		
4	P. Tharenou, A.M. Saks & C. Moore	A review and critique of research on training and organizational-level outcomes		1	1	
5	J.S. Goodman, R.E. Wood & Z Chen	Feedback specificity, information processing, and transfer of training				
6	K. Butcher, B. Sparks & J. McColl-Kennedy	Predictors of customer service training in hospitality firms		1		1
7	S. Kessy & S.S. Temu	The impact of training on performance of micro and small enterprises served by microfinance institutions in Tanzania			1	
8	F. Tsai, L.H.Y. Hsieh, S Fang & J.L. Lin	The co-evolution of business incubation and national innovation systems in Taiwan			1	
9	J. Gravill & D. Compeau	Self-regulated learning strategies and software training		1		1
10	E.Y. Huang, S.W. Lin & S. Lin	A quasi-experiment approach to study the effect of e-mail management training			1	
11	D. J. Kelly, N. Bosma and J. E. Amorós	Global Entrepreneurship Monitor - 2010 Global Report				
12	B. Kotey & C. Folker	Employee training in SMEs: Effect of size and small firm type - family and non family		1		
13	W. Martin, B.A. Wech, J. Sandefur & R. Pan	African American small business owners' attitudes toward business training		1		

14	S.A. Adegbite, M.O. Ilori, I.A. Irefin, I.O. Abereijo & H.O.S. Aderemi	Evaluation of the impact of entrepreneurial characteristics on the performance of small scale manufacturing industries in Nigeria			1	
15	J. Zhang	Entrepreneurship Education for Owner-Managers: The Process of Trust Building for an Effective Learning Community				
16	A.A. Alarape	Entrepreneurship programs, operational efficiency and growth of small businesses			1	
17	R.W. Fairlie & W. Holleran	Entrepreneurship Training, Risk Aversion and Other Personality Traits: Evidence from a Random Experiment	1			
18	J. Cope	Entrepreneurial learning from failure: An interpretative phenomenological analysis				
19	E.G. Carayannis, D. Popescu, C. Sipp & M. Stewartd	Technological learning for entrepreneurial development (TL4ED) in the knowledge economy (KE): Case studies and lessons learned			1	
20	B. Oyelaran-Oyeyinka & K. Lal	Learning new technologies by small and medium enterprises in developing countries				
21	O. Jones & A. Macpherson	Inter-Organizational Learning and Strategic Renewal in SMEs			1	
22	H. Oosterbeek, M. Van Praag & Ijsselstein	The impact of entrepreneurship education on entrepreneurship skills and motivation				1
23	L.A. Zampetakis, P. Beldekis & V.S. Moustakis	"Day-to-day" entrepreneurship within organisations: The role of trait Emotional Intelligence and Perceived Organisational Support				
24	Z. Zhang, D. Wan & Jia	Do high-performance human resource practices help corporate entrepreneurship? The mediating role of organizational citizenship behavior			1	

25	K.H. Mok	Fostering entrepreneurship: Changing role of government and higher education governance in Hong Kong				
26	E. A. Rasmussen & R. Sørheim	Action-based entrepreneurship education				
27	V. Bogan & W. Darity Jr.	Culture and entrepreneurship? African American and immigrant self-employment in the United States				
28	H.N. Nasution, F.T. Mavondo, M.J. Matanda & N.O. Ndubisi	Entrepreneurship: Its relationship with market orientation and learning orientation and as antecedents to innovation and customer value			1	
29	A. Shekarey & S.H. Arany	A Study on the effectiveness of occupational trainings of insurance on the performance of the insurance companies' employees in terms of entrepreneurial skills		1		
30	W. Tsai & H. Kuo	Entrepreneurship policy evaluation and decision analysis for SMEs				
31	F. Mojab, R. Zaefarian & A.H.D. Azizi	Applying Competency based Approach for Entrepreneurship education				
32	P.J. Buckley	The impact of the global factory on economic development				
33	M. Choudhury, L.B. Mahanta, J.S. Goswami & M.D. Mazumder	Will capacity building training interventions given to street food vendors give us safer food?: A cross-sectional study from India		1		
34	K.W. Lee	Effectiveness of government's occupational skills development strategies for small- and medium-scale enterprises: A case study of Korea				
35	D.J. Kealey, D.R. Protheroe, D. MacDonald & T. Vulpe	Re-examining the role of training in contributing to international project success: A literature review and an outline of a new model training program		1		
36	A. Macpherson & R. Holt	Knowledge, learning and small firm growth: A systematic review of the evidence				1

37	M. Sievers & P. Vandenberg	Synergies through Linkages: Who Benefits from Linking Micro-Finance and Business Development Services?	1			
38	S. Papagiannidis & F. Li	Skills Brokerage: A New Model for Business Start-ups in the Networked Economy				
39	S. McGrath & S. Akoojee	Education and skills for development in South Africa: Reflections on the accelerated and shared growth initiative for South Africa				
40	M. Sambasivan & M. Abdul & Y. Yusop	Impact of personal qualities and management skills of entrepreneurs on venture performance in Malaysia: Opportunity recognition skills as a mediating factor		1	1	1
41	P. Nadia, G. Nicoleta, R. Doina & H. Codruta	Some contributions to the development of education projects in European area				
42	South African Government Gazette:	Gauteng Enterprise Propeller (GEP) Act (2005)				
43	GEP Board and Employees	GEP Annual Report (2008-2009)				
44	C. Nieuwenhuizen & D. Groenewalt	Entrepreneurs' learning preferences: A guide for entrepreneurship education	1			
45	A.A. Ndedi	Entrepreneurship training and job creation in South Africa: Are tertiary institutions filling the gap?	1			
46	C. Bless, C. Higson-Smith and A. Kagee	Fundamentals of Social Research Methods: An African Perspective: 4th Edition: Juta - Cape Town				
47	A. Bryman	Social research methods, 4th Edition: Oxford: New York				
48	J.A. Timmons & S. Spinelli Jr.	New Venture Creation: Entrepreneurship for the 21st Century: 8th Edition: McGraw Hill- Boston	1			
49	South African Department of Labour	Skills Development Amendment Act, No. 31 of 2004				
50	P.D. Leedy and J.E. Ormond	Practical Research : Planning and Design, 8 th Edition. Pearson Merrill Prentice Hall: New Jersey				

51	E. Babbie, J. Mouton, P. Vorster and B. Prozesky	The Practice of Social Research. Oxford - New York				
52	E. Babbie	The Basics of Social Research, 4th Edition. Thomson-London				
			5	12	11	6

Appendix A : Matrix (cont.)

		Theme Number	9	10	11	12
#	Author	Paper Title	2.10 Learning enterprise strategies	2.11 Evaluation of business processes	2.12 The impact of enterprise development	Usability of Questionnaires
1	G.M. Perron, R.P. Cote & J. F. Duffy	Improving environmental awareness training in business		1		
2	F. Pasin & H. Giroûx	The impact of a simulation game on operations management education				
3	C. Lashley & B. Rowson	Lifestyle businesses: Insights into Blackpool's hotel sector				1
4	P. Tharenou, A.M. Saks & C. Moore	A review and critique of research on training and organizational-level outcomes				
5	J.S. Goodman, R.E. Wood & Z Chen	Feedback specificity, information processing, and transfer of training				1
6	K. Butcher, B. Sparks & J. McColl-Kennedy	Predictors of customer service training in hospitality firms		1		
7	S. Kessy & S.S. Temu	The impact of training on performance of micro and small enterprises served by microfinance institutions in Tanzania	1		1	1
8	F. Tsai, L.H.Y. Hsieh, S Fang & J.L. Lin	The co-evolution of business incubation and national innovation systems in Taiwan	1	1		1
9	J. Gravill & D. Compeau	Self-regulated learning strategies and software training		1		
10	E.Y. Huang, S.W. Lin & S. Lin	A quasi-experiment approach to study the effect of e-mail management training				
11	D. J. Kelly, N. Bosma and J. E. Amorós	Global Entrepreneurship Monitor - 2010 Global Report			1	1
12	B. Kotey & C. Folker	Employee training in SMEs: Effect of size and small firm type - family and non family				1
13	W. Martin, B.A. Wech, J. Sandefur & R. Pan	African American small business owners' attitudes toward business training				1

14	S.A. Adegbite, M.O. Ilori, I.A. Irefin, I.O. Abereijo & H.O.S. Aderemi	Evaluation of the impact of entrepreneurial characteristics on the performance of small scale manufacturing industries in Nigeria				
15	J. Zhang	Entrepreneurship Education for Owner-Managers: The Process of Trust Building for an Effective Learning Community	1			1
16	A.A. Alarape	Entrepreneurship programs, operational efficiency and growth of small businesses	1		1	1
17	R.W. Fairlie & W. Holleran	Entrepreneurship Training, Risk Aversion and Other Personality Traits: Evidence from a Random Experiment				1
18	J. Cope	Entrepreneurial learning from failure: An interpretative phenomenological analysis	1			
19	E.G. Carayannis, D. Popescu, C. Sipp & M. Stewart	Technological learning for entrepreneurial development (TL4ED) in the knowledge economy (KE): Case studies and lessons learned	1			
20	B. Oyelaran-Oyeyinka & K. Lal	Learning new technologies by small and medium enterprises in developing countries	1			
21	O. Jones & A. Macpherson	Inter-Organizational Learning and Strategic Renewal in SMEs	1			
22	H. Oosterbeek, M. Van Praag & Ijsselstein	The impact of entrepreneurship education on entrepreneurship skills and motivation				
23	L.A. Zampetakis, P. Beldekis & V.S. Moustakis	"Day-to-day" entrepreneurship within organisations: The role of trait Emotional Intelligence and Perceived Organisational Support				
24	Z. Zhang, D. Wan & Jia	Do high-performance human resource practices help corporate entrepreneurship? The mediating role of organizational citizenship behavior				

25	K.H. Mok	Fostering entrepreneurship: Changing role of government and higher education governance in Hong Kong				
26	E. A. Rasmussen & R. Sørheim	Action-based entrepreneurship education				1
27	V. Bogan & W. Darity Jr.	Culture and entrepreneurship? African American and immigrant self-employment in the United States				
28	H.N. Nasution, F.T. Mavondo, M.J. Matanda & N.O. Ndubisi	Entrepreneurship: Its relationship with market orientation and learning orientation and as antecedents to innovation and customer value	1		1	
29	A. Shekarey & S.H. Arany	A Study on the effectiveness of occupational trainings of insurance on the performance of the insurance companies' employees in terms of entrepreneurial skills				
30	W. Tsai & H. Kuo	Entrepreneurship policy evaluation and decision analysis for SMEs				1
31	F. Mojab, R. Zaefarian & A.H.D. Azizi	Applying Competency based Approach for Entrepreneurship education	1		1	
32	P.J. Buckley	The impact of the global factory on economic development				
33	M. Choudhury, L.B. Mahanta, J.S. Goswami & M.D. Mazumder	Will capacity building training interventions given to street food vendors give us safer food?: A cross-sectional study from India				
34	K.W. Lee	Effectiveness of government's occupational skills development strategies for small- and medium-scale enterprises: A case study of Korea				
35	D.J. Kealey, D.R. Protheroe, D. MacDonald & T. Vulpe	Re-examining the role of training in contributing to international project success: A literature review and an outline of a new model training program				
36	A. Macpherson & R. Holt	Knowledge, learning and small firm growth: A systematic review of the evidence	1			

37	M. Sievers & P. Vandenberg	Synergies through Linkages: Who Benefits from Linking Micro-Finance and Business Development Services?				
38	S. Papagiannidis & F. Li	Skills Brokerage: A New Model for Business Start-ups in the Networked Economy				
39	S. McGrath & S. Akoojee	Education and skills for development in South Africa: Reflections on the accelerated and shared growth initiative for South Africa				
40	M. Sambasivan & M. Abdul & Y. Yusop	Impact of personal qualities and management skills of entrepreneurs on venture performance in Malaysia: Opportunity recognition skills as a mediating factor				
41	P. Nadia, G. Nicoleta, R. Doina & H. Codruta	Some contributions to the development of education projects in European area				
42	South African Government Gazette:	Gauteng Enterprise Propeller (GEP) Act (2005)				1
43	GEP Board and Employees	GEP Annual Report (2008-2009)				1
44	C. Nieuwenhuizen & D. Groenewalt	Entrepreneurs' learning preferences: A guide for entrepreneurship education				
45	A.A. Ndedi	Entrepreneurship training and job creation in South Africa: Are tertiary institutions filling the gap?				1
46	C. Bless, C. Higson-Smith and A. Kagee	Fundamentals of Social Research Methods: An African Perspective: 4th Edition: Juta - Cape Town				1
47	A. Bryman	Social research methods, 4th Edition: Oxford: New York				1
48	J.A. Timmons & S. Spinelli Jr.	New Venture Creation: Entrepreneurship for the 21st Century: 8th Edition: McGraw Hill-Boston				1
49	South African Department of Labour	Skills Development Amendment Act, No. 31 of 2004				1
50	P.D. Leedy and J.E. Ormond	Practical Research : Planning and Design, 8 th Edition. Pearson Merrill Prentice Hall: New Jersey				1

51	E. Babbie, J. Mouton, P. Vorster and B. Prozesky	The Practice of Social Research. Oxford - New York				1
52	E. Babbie	The Basics of Social Research, 4th Edition. Thomson-London				1
			11	4	5	21

Appendix B : Table of Construction – Research Questions

Research Questions	Survey Questions	Variable(s) and or Relationships measured	Question Type	Statistical test to be used
What is the impact of entrepreneurship skills training programme to business start ups, emerging SSMEs and entrepreneurs?	1. Training impact and Effectiveness	Ordinal/Nominal Variables		Descriptive stats- frequency tables, bar charts
	1.1 Is training an investment for your organization?	1.1 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	1.2 Are entrepreneurs involved in the training program?	1.2 Not within scope, poorly, fairly, mostly, completely	Likert scale	Numerical description location ,spread, distribution, cross tabulation
	1.3 Is the entrepreneurship training effective and appropriate?	1.3 Not within scope, poorly, fairly, mostly, completely	Likert scale	Measures of association, Phi, Crammrs V
	1.4 Is entrepreneurship training helpful and beneficial?	1.4 Not within scope, poorly, fairly, mostly, completely	Likert scale	Numerical description location ,spread, distribution, cross tabulation
	1.5 Is the entrepreneurship training of high quality?	1.5 Not within scope, poorly, fairly, mostly, completely	Likert scale	Numerical description location ,spread, distribution, cross tabulation
	1.6 Is the training relevant and	1.6 Not within scope, poorly,	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation

	address your needs?	fairly, mostly, completely		co-efficient testing with personal information – Pearson & Spearman Rho
	1.7 Is training related to organizational performance?	1.7 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	1.8 Is training related to financial performance?	1.8 Not within scope, poorly, fairly, mostly, completely	Likert scale	Numerical description location ,spread, distribution, cross tabulation
	1.9 Does training allow employees to learn and adopt new mindsets, skills and attitudes?	1.9 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	1.10 Does entrepreneurship training increase business effectiveness and performance of the organization?	1.10 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho

How do entrepreneurship skills training programme affect SMMEs business activities?	2. Skills training programme and SMME's business activities	Ordinal/Nominal Variables		Descriptive stats-frequency tables, bar charts
	2.1 Does your organization have a training policy?	2.1 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	2.2 Does your organization have a training program?	2.2 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	2.3 Is entrepreneurship training provided based on the need of the organization?	2.3 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	2.4 Is training program important part in changing the way business conduct its activities?	2.4 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	2.5 Is knowledge and skills of the organization workforce important for its performance?	2.5 Not within scope, poorly, fairly, mostly, completely	Likert scale	Numerical description location, spread, distribution, cross tabulation

How does entrepreneurship skills' training course outcomes and assessment criteria contribute to business start ups, emerging SMMEs and entrepreneurs?	3. Skills training outcomes and assessment contribution to emerging Business	Ordinal/Nominal Variables		Descriptive stats-frequency tables, bar charts
	3.1 Does training outcomes produce the desired knowledge and change in attitude which is intended and required?	3.1 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	3.2 Is evaluation of the training outcomes and assessment being done to ensure that the information has is transferred and retained by employees?	3.2 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	3.3 Does entrepreneurship training provide better job performance and satisfaction?	3.3 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho
	3.4 Does entrepreneurship training improve financial outcomes?	3.4 Not within scope, poorly, fairly, mostly, completely	Likert scale	Convert nominal to ration 0,1,2,3,4 & do correlation co-efficient testing with personal information – Pearson & Spearman Rho

Appendix C : A short disclaimer describing the purpose of the study.

Dear Respondent

I am a business woman and currently completing the research component of a Masters in Business Administration (MBA) with the North West University (NWU)– Mafikeng Campus.

Towards this end, I would really appreciate your input in understanding the the impact of entrepreneurship skills, training and education on business start-ups, emerging small, medium and micro enterprises (SMMEs) and entrepreneurs serviced by Gauteng Enterprise Propeller (GEP) in Johannesburg, South Africa. I have attached a questionnaire which will assist me in collating the required data.

May I request for your assistance in the following:

- 1) Please complete the questionnaire to the best of your ability and;
 - 2) Kindly forward it to other SMMEs who has attended training offered by GEP.
- For follow-up purpose, kindly copy me when you forward the questionnaire to business associates.

The questionnaire will not take more than 15 minutes to fill in. After filling in, please email your response to: daisy@deestraining.co.za. The closing date is the 25th of October 2011.

Thanking you in advance for your contribution in this regard.

Kind Regards,

Daisy Malele
011-838 3255
072 561 4616

Appendix D: A reminder regarding research questionnaire collection

Dear Respondent

May I please remind you, to fill up the attached questionnaire no later than this coming Tuesday, the 25th of October 2011.

Your support is highly appreciated.

Thank you and kind regards,

Daisy Malele

011-838 3255

072 561 4616

Appendix E: Research Questionnaire

FOR OFFICE USE ONLY: Respondent Code: _____

VOLUNTARY QUESTIONNAIRE

“Evaluation of the impact of Entrepreneurship Skills Training and Education on business start ups, emerging SMMEs and entrepreneurs serviced by (GEP) in Johannesburg, South Africa.”

Graduate School NWU

Researcher: Ms Daisy Malele

Supervisor: Prof Sam Lubbe

Note to the respondent

- The researcher need your help to understand how people view entrepreneurship skills training and education on business start ups, emerging SMMEs and entrepreneurs.
- Although the researcher would like you to help her, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire as three parts:

- Part 1 asks permission to use your responses for academic research.
- Part 2 asks general personal particulars like your age, gender and academic qualifications.
- Part 3 asks about entrepreneurship skills training and education items.

How to complete the questionnaire

1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for the Researcher to do the research project.
2. The researcher **only** asks you about things that you and your fellow employees should feel comfortable to share. For those questions that you do answer, your responses will be kept confidential.
3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil), or by filling in the required words or numbers.

PART 1: Permission to use my responses for academic research

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname

Postal address:

_____ Postal code: _____

Contact numbers: Home: _____ Cell: _____

Signature: _____ Date: _____

Thank you very much for filling in this questionnaire.

PART 2:GENERAL PERSONAL PARTICULARS		PART 2:GENERAL PERSONAL PARTICULARS	
<i>Please tell a little about yourself</i> Please mark only ONE option per question below		<i>Please tell a little about yourself</i> Please mark only ONE option per question below	
1	I am: ☐ African ☐ Coloured ☐ Indian ☐ Oriental ☐ White ☐ A member of another ethnic group :	4	Indicate the status of your business ☐ Sole proprietorship ☐ Partnership ☐ Close corporation ☐ Company (private) ☐ Company (public) ☐ Other: (Please specify)
2	I have a : ☐ A degree ☐ A postgraduate degree ☐ Matric ☐ None of the above	5	Indicate your path to business ownership. ☐ Started (founded) the business ☐ Purchased the business ☐ Joined the family business ☐ Inherited the business (from the family)
3	I am a : ☐ Female ☐ Male	6	How many years do you have in the business ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ More than 16 years

	PART 3 : ENTREPRENEURSHIP SKILLS TRAINING AND EDUCATION ITEMS		PART 3 : ENTREPRENEURSHIP SKILLS TRAINING AND EDUCATION ITEMS
7	Is training an investment for your organisation? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	17	Does training allow employees to learn and adopt new mindsets, skills and attitudes? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
8	Are entrepreneurs involved in the training program? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	18	Does entrepreneurship training increase business effectiveness and performance of the organisation? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
9	Is the entrepreneurship training effective and appropriate? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	19	Does your organisation have a training policy? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
10	Is entrepreneurship training helpful and beneficial? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	20	Does your organisation have a training program? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree

11	Is the entrepreneurship training of high quality? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	21	Is entrepreneurship training provided based on the need of the organisation? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
12	Is the training relevant and address your needs? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	22	Is training program important part in changing the way business conduct its activities? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
13	Is training related to organisational performance? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	23	Is knowledge and skills of the organisation workforce important for its performance? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
14	Is training related to financial performance? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	24	Does training outcomes produce the desired knowledge and change in attitude which is intended and required? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree

15	Is evaluation of the training outcomes and assessment being done to ensure that the information has is transferred and retained by employees? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	25 Does entrepreneurship training provide better job performance and satisfaction? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
16	Does entrepreneurship training improve financial outcomes? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	

Appendix F: 'Thank You' Note

Thank you very much for filling in this questionnaire.

Appendix G: Table of Correlations

		Educational background	Gender	Quest4	Quest5	Quest6	Quest7	Quest8	Quest9	Quest10
Educational background	Pearson Correlation	1	-0.031	.170*	-0.027	0.034	0.154	0.002	0.074	0.151
	Sig. (2-tailed)		0.716	0.048	0.757	0.697	0.074	0.978	0.394	0.08
	N	136	136	136	136	136	136	136	136	136
Gender	Pearson Correlation	-0.031	1	.257**	0.162	0.103	0.094	-0.046	0.004	0.012
	Sig. (2-tailed)	0.716		0.003	0.059	0.233	0.278	0.595	0.965	0.891
	N	136	136	136	136	136	136	136	136	136
Quest4	Pearson Correlation	.170*	.257**	1	0.149	-0.163	0.075	-0.014	0.085	0.128
	Sig. (2-tailed)	0.048	0.003		0.083	0.058	0.387	0.871	0.322	0.136
	N	136	136	136	136	136	136	136	136	136
Quest5	Pearson Correlation	-0.027	0.162	0.149	1	.237**	0.025	0.055	0.013	-0.025
	Sig. (2-tailed)	0.757	0.059	0.083		0.005	0.777	0.528	0.884	0.77
	N	136	136	136	136	136	136	136	136	136
Quest6	Pearson Correlation	0.034	0.103	-0.163	.237**	1	-0.104	0.097	0.014	-0.122
	Sig. (2-tailed)	0.697	0.233	0.058	0.005		0.228	0.26	0.871	0.157
	N	136	136	136	136	136	136	136	136	136
Quest7	Pearson Correlation	0.154	0.094	0.075	0.025	-0.104	1	0.119	.212*	.494**
	Sig. (2-tailed)	0.074	0.278	0.387	0.777	0.228		0.167	0.013	0
	N	136	136	136	136	136	136	136	136	136
Quest8	Pearson Correlation	0.002	-0.046	-0.014	0.055	0.097	0.119	1	-0.051	0.001
	Sig. (2-tailed)	0.978	0.595	0.871	0.528	0.26	0.167		0.559	0.991
	N	136	136	136	136	136	136	136	136	136

Quest9	Pearson Correlation	0.074	0.004	0.085	0.013	0.014	.212*	-0.051	1	.515**
	Sig. (2-tailed)	0.394	0.965	0.322	0.884	0.871	0.013	0.559		0
	N	136	136	136	136	136	136	136	136	136
Quest10	Pearson Correlation	0.151	0.012	0.128	-0.025	-0.122	.494**	0.001	.515**	1
	Sig. (2-tailed)	0.08	0.891	0.136	0.77	0.157	0	0.991	0	
	N	136	136	136	136	136	136	136	136	136
Quests17	Pearson Correlation	.185*	0.026	0.096	0.078	0.059	.375**	0.101	.279**	.567**
	Sig. (2-tailed)	0.031	0.767	0.267	0.368	0.492	0	0.24	0.001	0
	N	136	136	136	136	136	136	136	136	136
Quest18	Pearson Correlation	0.162	0.06	.198*	0.138	-0.057	.391**	0.012	.425**	.698**
	Sig. (2-tailed)	0.059	0.491	0.021	0.11	0.512	0	0.887	0	0
	N	136	136	136	136	136	136	136	136	136
Quest19	Pearson Correlation	0.008	-0.046	0.007	0.052	0.097	0.152	.940**	-0.081	-0.014
	Sig. (2-tailed)	0.925	0.597	0.937	0.548	0.262	0.078	0	0.347	0.869
	N	136	136	136	136	136	136	136	136	136
Quest20	Pearson Correlation	0	-0.002	-0.03	0.088	0.167	0.098	.924**	-0.116	-0.028
	Sig. (2-tailed)	0.999	0.981	0.733	0.309	0.052	0.258	0	0.178	0.748
	N	136	136	136	136	136	136	136	136	136
Quest11	Pearson Correlation	0.015	-0.019	0.042	0.043	0.081	0.075	.811**	0.001	0.07
	Sig. (2-tailed)	0.862	0.828	0.625	0.617	0.351	0.386	0	0.994	0.416
	N	136	136	136	136	136	136	136	136	136
Quest12	Pearson Correlation	0.132	0.128	.198*	0.083	-0.079	.414**	-0.038	.221**	.554**
	Sig. (2-tailed)	0.126	0.137	0.021	0.336	0.358	0	0.664	0.01	0
	N	136	136	136	136	136	136	136	136	136

Quest13	Pearson Correlation	-0.048	-0.025	-0.104	0.028	.229**	0.068	.850**	-0.091	-0.048
	Sig. (2-tailed)	0.581	0.772	0.229	0.746	0.007	0.428	0	0.293	0.582
	N	136	136	136	136	136	136	136	136	136
Quest14	Pearson Correlation	0.055	0.068	0.053	0.088	-0.003	.370**	0.012	.204*	.489**
	Sig. (2-tailed)	0.523	0.429	0.538	0.308	0.971	0	0.889	0.017	0
	N	136	136	136	136	136	136	136	136	136
Quest21	Pearson Correlation	-0.006	-0.011	-0.024	0.05	0.152	0.098	.892**	-0.12	-0.051
	Sig. (2-tailed)	0.942	0.901	0.784	0.56	0.077	0.258	0	0.162	0.555
	N	136	136	136	136	136	136	136	136	136
Quest22	Pearson Correlation	0.057	0.143	.174*	0.077	0.017	.341**	-0.12	.279**	.595**
	Sig. (2-tailed)	0.51	0.096	0.043	0.375	0.841	0	0.164	0.001	0
	N	136	136	136	136	136	136	136	136	136
Quest23	Pearson Correlation	0.046	0.075	0.051	-0.028	0.078	0.103	-0.023	.353**	.379**
	Sig. (2-tailed)	0.597	0.385	0.555	0.75	0.364	0.235	0.795	0	0
	N	136	136	136	136	136	136	136	136	136
Quest24	Pearson Correlation	0.026	0.12	0.057	-0.049	0.048	.223**	-0.029	.392**	.477**
	Sig. (2-tailed)	0.768	0.165	0.512	0.571	0.58	0.009	0.735	0	0
	N	136	136	136	136	136	136	136	136	136
Quest15	Pearson Correlation	0.063	-0.095	-0.012	0.014	0.049	0.102	-0.029	.263**	.279**
	Sig. (2-tailed)	0.465	0.274	0.894	0.875	0.573	0.235	0.736	0.002	0.001
	N	136	136	136	136	136	136	136	136	136
Quest16	Pearson Correlation	0.092	0.007	-0.028	-0.036	0.06	.241**	-0.044	0.104	.304**

	Sig. (2-tailed)	0.288	0.94	0.746	0.674	0.485	0.005	0.612	0.228	0
	N	136	136	136	136	136	136	136	136	136
Quest25	Pearson Correlation	0.003	-0.005	-0.025	-0.098	-0.031	.302**	-0.072	.259**	.445**
	Sig. (2-tailed)	0.973	0.952	0.772	0.257	0.717	0	0.407	0.002	0
	N	136	136	136	136	136	136	136	136	136

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 b Correlations

		Quest11	Quest12	Quest 13	Quest 14	Quest 15	Quest 16	Quets17	Quest18
Educational background	Pearson Correlation	0.015	0.132	-0.048	0.055	0.063	0.092	.185*	0.162
	Sig. (2-tailed)	0.862	0.126	0.581	0.523	0.465	0.288	0.031	0.059
	N	136	136	136	136	136	136	136	136
Gender	Pearson Correlation	-0.019	0.128	-0.025	0.068	-0.095	0.007	0.026	0.06
	Sig. (2-tailed)	0.828	0.137	0.772	0.429	0.274	0.94	0.767	0.491
	N	136	136	136	136	136	136	136	136
Quest4	Pearson Correlation	0.042	.198*	-0.104	0.053	-0.012	-0.028	0.096	.198*
	Sig. (2-tailed)	0.625	0.021	0.229	0.538	0.894	0.746	0.267	0.021
	N	136	136	136	136	136	136	136	136
Quest5	Pearson Correlation	0.043	0.083	0.028	0.088	0.014	-0.036	0.078	0.138
	Sig. (2-tailed)	0.617	0.336	0.746	0.308	0.875	0.674	0.368	0.11
	N	136	136	136	136	136	136	136	136
Quest6	Pearson Correlation	0.081	-0.079	.229**	-0.003	0.049	0.06	0.059	-0.057
	Sig. (2-tailed)	0.351	0.358	0.007	0.971	0.573	0.485	0.492	0.512
	N	136	136	136	136	136	136	136	136
Quest7	Pearson Correlation	0.075	.414**	0.068	.370**	0.102	.241**	.375**	.391**
	Sig. (2-tailed)	0.386	0	0.428	0	0.235	0.005	0	0
	N	136	136	136	136	136	136	136	136
Quest8	Pearson Correlation	.811**	-0.038	.850**	0.012	-0.029	-0.044	0.101	0.012
	Sig. (2-tailed)	0	0.664	0	0.889	0.736	0.612	0.24	0.887
	N	136	136	136	136	136	136	136	136
Quest9	Pearson Correlation	0.001	.221**	-0.091	.204*	.263**	0.104	.279**	.425**
	Sig. (2-tailed)	0.994	0.01	0.293	0.017	0.002	0.228	0.001	0
	N	136	136	136	136	136	136	136	136

Quest10	Pearson Correlation	0.07	.554**	-0.048	.489**	.279**	.304**	.567**	.698**
	Sig. (2-tailed)	0.416	0	0.582	0	0.001	0	0	0
	N	136	136	136	136	136	136	136	136
Quest17	Pearson Correlation	0.122	.425**	0.096	.313**	.184*	0.072	1	.549**
	Sig. (2-tailed)	0.156	0	0.265	0	0.032	0.403		0
	N	136	136	136	136	136	136	136	136
Quest18	Pearson Correlation	0.045	.688**	-0.037	.558**	.353**	.303**	.549**	1
	Sig. (2-tailed)	0.601	0	0.668	0	0	0	0	
	N	136	136	136	136	136	136	136	136
Quest19	Pearson Correlation	.762**	0.042	.864**	0.021	-0.033	-0.05	0.085	0.013
	Sig. (2-tailed)	0	0.63	0	0.808	0.702	0.561	0.328	0.88
	N	136	136	136	136	136	136	136	136
Quest20	Pearson Correlation	.847**	-0.011	.868**	0.009	0.005	-0.069	0.149	0.016
	Sig. (2-tailed)	0	0.902	0	0.919	0.95	0.426	0.083	0.853
	N	136	136	136	136	136	136	136	136
Quest11	Pearson Correlation	1	0.023	.783**	0.006	0.059	0.003	0.122	0.045
	Sig. (2-tailed)		0.795	0	0.947	0.491	0.97	0.156	0.601
	N	136	136	136	136	136	136	136	136
Quest12	Pearson Correlation	0.023	1	-0.022	.671**	.307**	.327**	.425**	.688**
	Sig. (2-tailed)	0.795		0.801	0	0	0	0	0
	N	136	136	136	136	136	136	136	136
Quest13	Pearson Correlation	.783**	-0.022	1	-0.001	0	-0.006	0.096	-0.037
	Sig. (2-tailed)	0	0.801		0.99	0.996	0.947	0.265	0.668
	N	136	136	136	136	136	136	136	136
Quest14	Pearson Correlation	0.006	.671**	-0.001	1	.240**	.386**	.313**	.558**
	Sig. (2-tailed)								
	N								

	Sig. (2-tailed)	0.947	0	0.99		0.005	0	0	0
	N	136	136	136	136	136	136	136	136
Quest21	Pearson Correlation	.858**	0.016	.847**	0.028	0.028	-0.038	0.131	-0.009
	Sig. (2-tailed)	0	0.852	0	0.744	0.747	0.66	0.128	0.914
	N	136	136	136	136	136	136	136	136
Quest22	Pearson Correlation	-0.104	.692**	-0.083	.607**	.347**	.403**	.363**	.610**
	Sig. (2-tailed)	0.23	0	0.338	0	0	0	0	0
	N	136	136	136	136	136	136	136	136
Quest23	Pearson Correlation	-0.024	.363**	0.036	.415**	.515**	.379**	.255**	.341**
	Sig. (2-tailed)	0.783	0	0.674	0	0	0	0.003	0
	N	136	136	136	136	136	136	136	136
Quest24	Pearson Correlation	-0.01	.420**	0.056	.525**	.429**	.325**	.216*	.394**
	Sig. (2-tailed)	0.91	0	0.516	0	0	0	0.011	0
	N	136	136	136	136	136	136	136	136
Quest15	Pearson Correlation	0.059	.307**	0	.240**	1	.482**	.184*	.353**
	Sig. (2-tailed)	0.491	0	0.996	0.005		0	0.032	0
	N	136	136	136	136	136	136	136	136
Quest16	Pearson Correlation	0.003	.327**	-0.006	.386**	.482**	1	0.072	.303**
	Sig. (2-tailed)	0.97	0	0.947	0	0		0.403	0
	N	136	136	136	136	136	136	136	136
Quest25	Pearson Correlation	0.014	.375**	-0.097	.349**	.665**	.654**	.269**	.386**
	Sig. (2-tailed)	0.875	0	0.262	0	0	0	0.002	0
	N	136	136	136	136	136	136	136	136

Table 4.1 c Correlations

		Quest19	Quest20	Quest21	Qest22	Quest23	Quest24	Quest25
Educational background	Pearson Correlation	0.008	0	-0.006	0.057	0.046	0.026	0.003
	Sig. (2-tailed)	0.925	0.999	0.942	0.51	0.597	0.768	0.973
	N	136	136	136	136	136	136	136
Gender	Pearson Correlation	-0.046	-0.002	-0.011	0.143	0.075	0.12	-0.005
	Sig. (2-tailed)	0.597	0.981	0.901	0.096	0.385	0.165	0.952
	N	136	136	136	136	136	136	136
Quest4	Pearson Correlation	0.007	-0.03	-0.024	.174	0.051	0.057	-0.025
	Sig. (2-tailed)	0.937	0.733	0.784	0.043	0.555	0.512	0.772
	N	136	136	136	136	136	136	136
Quest5	Pearson Correlation	0.052	0.088	0.05	0.077	-0.028	-0.049	-0.098
	Sig. (2-tailed)	0.548	0.309	0.56	0.375	0.75	0.571	0.257
	N	136	136	136	136	136	136	136
Quest6	Pearson Correlation	0.097	0.167	0.152	0.017	0.078	0.048	-0.031
	Sig. (2-tailed)	0.262	0.052	0.077	0.841	0.364	0.58	0.717
	N	136	136	136	136	136	136	136
Quest7	Pearson Correlation	0.152	0.098	0.098	.341**	0.103	.223**	.302**
	Sig. (2-tailed)	0.078	0.258	0.258	0	0.235	0.009	0
	N	136	136	136	136	136	136	136
Quest8	Pearson Correlation	.940**	.924**	.892**	-0.12	-0.023	-0.029	-0.072
	Sig. (2-tailed)	0	0	0	0.164	0.795	0.735	0.407
	N	136	136	136	136	136	136	136
Quest9	Pearson Correlation	-0.081	-0.116	-0.12	.279**	.353**	.392**	.259**
	Sig. (2-tailed)	0.347	0.178	0.162	0.001	0	0	0.002

	N	136	136	136	136	136	136	136
Quest10	Pearson Correlation	-0.014	-0.028	-0.051	.595**	.379**	.477**	.445**
	Sig. (2-tailed)	0.869	0.748	0.555	0	0	0	0
	N	136	136	136	136	136	136	136
Quets17	Pearson Correlation	0.085	0.149	0.131	.363**	.255**	.216*	.269**
	Sig. (2-tailed)	0.328	0.083	0.128	0	0.003	0.011	0.002
	N	136	136	136	136	136	136	136
Quest18	Pearson Correlation	0.013	0.016	-0.009	.610**	.341**	.394**	.386**
	Sig. (2-tailed)	0.88	0.853	0.914	0	0	0	0
	N	136	136	136	136	136	136	136
Quest19	Pearson Correlation	1	.896**	.881**	-0.083	0.016	0.042	-0.106
	Sig. (2-tailed)		0	0	0.335	0.852	0.626	0.221
	N	136	136	136	136	136	136	136
Quest20	Pearson Correlation	.896**	1	.962**	-0.129	-0.038	-0.033	-0.079
	Sig. (2-tailed)	0		0	0.135	0.663	0.703	0.362
	N	136	136	136	136	136	136	136
Quest11	Pearson Correlation	.762**	.847**	.858**	-0.104	-0.024	-0.01	0.014
	Sig. (2-tailed)	0	0	0	0.23	0.783	0.91	0.875
	N	136	136	136	136	136	136	136
Quest12	Pearson Correlation	0.042	-0.011	0.016	.692**	.363**	.420**	.375**
	Sig. (2-tailed)	0.63	0.902	0.852	0	0	0	0
	N	136	136	136	136	136	136	136
Quest13	Pearson Correlation	.864**	.868**	.847**	-0.083	0.036	0.056	-0.097
	Sig. (2-tailed)	0	0	0	0.338	0.674	0.516	0.262

	N	136	136	136	136	136	136	136
Quest14	Pearson Correlation	0.021	0.009	0.028	.607**	.415**	.525**	.349**
	Sig. (2-tailed)	0.808	0.919	0.744	0	0	0	0
	N	136	136	136	136	136	136	136
Quest21	Pearson Correlation	.881**	.962**	1	-0.101	-0.003	-0.002	-0.052
	Sig. (2-tailed)	0	0		0.242	0.975	0.981	0.55
	N	136	136	136	136	136	136	136
Quest22	Pearson Correlation	-0.083	-0.129	-0.101	1	.616**	.583**	.455**
	Sig. (2-tailed)	0.335	0.135	0.242		0	0	0
	N	136	136	136	136	136	136	136
Quest23	Pearson Correlation	0.016	-0.038	-0.003	.616**	1	.771**	.467**
	Sig. (2-tailed)	0.852	0.663	0.975	0		0	0
	N	136	136	136	136	136	136	136
Quest24	Pearson Correlation	0.042	-0.033	-0.002	.583**	.771**	1	.384**
	Sig. (2-tailed)	0.626	0.703	0.981	0	0		0
	N	136	136	136	136	136	136	136
Quest15	Pearson Correlation	-0.033	0.005	0.028	.347**	.515**	.429**	.665**
	Sig. (2-tailed)	0.702	0.95	0.747	0	0	0	0
	N	136	136	136	136	136	136	136
Quest16	Pearson Correlation	-0.05	-0.069	-0.038	.403**	.379**	.325**	.654**
	Sig. (2-tailed)	0.561	0.426	0.66	0	0	0	0
	N	136	136	136	136	136	136	136
Quest25	Pearson Correlation	-0.106	-0.079	-0.052	.455**	.467**	.384**	1

Sig. (2-tailed)	0.221	0.362	0.55	0	0	0	
N	136	136	136	136	136	136	136

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).