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**The influence of entrepreneurial training on the performance of social enterprises in Nairobi city county, Kenya**

**By**

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## **ABSTRACT.**

The purpose of this research was to analyze the influence of entrepreneurial determinants on the performance of social enterprises in Nairobi City County, Kenya. This paper specifically emphasizes on the influence of entrepreneurial training on the performance of social enterprises in Nairobi city county, Kenya. The study was guided by a descriptive cross sectional design and a mixed methodology was used to collect data. The study population was composed of a target population of 300 registered social enterprises from which a sample of 107 was selected using simple random sampling. Self administered semi structured questionnaire was administered. The validity and reliability of the questionnaire was established through piloting where reliability was established by test retest results attaining a Cronbach alpha of above 0.7. The regression analysis for Entrepreneurial Training and Performance on Social Enterprise yielded a coefficient of 0.52,  $p=0.001<0.05$ . This implies that the influence of Entrepreneurial Training on Performance of Social Enterprise is positive and significant at 5% levels of significance.

Other inferential statistics, the Pearson's correlation, chi-square were used to test the relationship between entrepreneurial training and the performance of social enterprises. The null hypothesis

$H_0$ : Entrepreneurial training has no significant influence on the performance of social enterprises in Nairobi City County, Kenya was rejected

**Keywords:** *Entrepreneurial Training, Social Enterprises, Business Management Skills -Entrepreneurial Behavior,-Technical Skills,-Inter-Personal Skills*

## **BACKGROUND TO ENTREPRENEURIAL TRAINING**

Firstly, the definition of social entrepreneurship has an important bearing on the practice of training as entrepreneurial competencies cannot be gained through administration of general knowledge. Training is defined as programs aimed directly at stimulating entrepreneurship mindset, competencies for opportunity-seeking entrepreneurial activity of small business owners (Bryne, 2010; Cho, 2013; Bornstein, 2007). Evaluation of entrepreneurial training programmes found that, training is fundamental in promotion of business practices, with several program evaluations indicating improved record keeping, formal registration, access to new loans, and a more strategic orientation of the businesses concerned (Alexandria *et al.*, 2014). Entrepreneurship training is indispensable in the effort to create and foster any form of entrepreneurship. Entrepreneurship education and training helps to shape the individuals innovative and entrepreneurial character, while intensifying potential for successful venture creation (Henry, Hill & Leitch, 2005).

The multi-skills will foster technical aspect, business management and personal entrepreneurial skills of the entrepreneur (Osugwu, 2006; Ogundele *et el.*, 2012). Moreover the entrepreneurship training and education creates a philosophy of self reliance as far as new ideas, promoting new mind-set and culture of undertaking future challenges successfully. The educational process starts in a school that produces generally more informed individuals who promote social interactions and share the social responsibilities. Educated individuals have a

better understanding of the positive impacts of associational activities and collective action on society or interpersonal skills than do those with less education (Rupasingha *et al.*, 2006). Universally, it is accepted that education generates positive influence and improves overall productivity in the economy. Social capital is embedded in human capital and education fosters its accumulation. Benefits accrued in the economy through social capital are developed. The improvements of social trust, reciprocity and cooperation are the basis for formation of social capital (Lucas, 1988). The research found it necessary to assess the extent to which entrepreneurial training inculcates and affect the social entrepreneur behaviour in the process of creating and operating the social enterprise. Creativity, skills, competencies, entrepreneurial behaviour and enterprise culture are developed through training, but how there is hardly any empirical literature on how ET influences the social enterprise performance in the Kenyan context.

## **LITERATURE REVIEW**

### **Need for Achievement Theory**

This theory proposes that the drive to excel, to achieve in relation to a set of standards, to strive to succeed is inherent in human beings. Mclelland theory of needs (1961) asserts that individual's trait and specific needs are acquired over time and may be shaped by one life's experience, education and training. The need for achievement theory holds that human beings have desire to excel, as such. they seek personal responsibility for finding solutions to problems and are driven to set goals that are realistic and achievable. In their quest to satisfy their needs and achieve they take calculated risks, and also think and act innovatively (Brockhaus, 2012). The expectation is that the human being will experience improvement and consequently better performance There exist evidence that there is a relationship between achievement motivation and entrepreneurship (Brinckerhoff, 2009).

Entrepreneurship training involves learning the value of the innovative approaches and business model that may enhance growth and profitability. This also scales the level of risk taking propensity which prepares the entrepreneur in problem solving, adapting to changes in the business and social environment, developing creativity and operating a sustainable business.

### **Theory of Planned Behaviour**

According to the Theory of Planned Behaviour (Ajzen, 1991) is about predicting how an individual is likely to engage in a behavior in a given environment. The engagement of an individual in a particular way is driven by their intentions which are subject to perceptions, laid down rules and their ability to be in charge of action taken. Therefore lack of awareness may be a hindrance experienced in form of knowledge and information. Most students interested in venture creation indicated the need for training, mentorship, (Ajzen, 1991).

Theory of Planned Behavior, and research by Krueger and Carsrud (1993), for example, has demonstrated the applicability of the theory to new venture creation. In essence, the theory states that intentions depend on attitudes towards the attractiveness of the behaviour, social expectation, and associated competencies. The theory recommends that a person's intention to

perform the behaviour will increase with his/her perceived behavioural control. Therefore, an individual will try to start a business if they believe they have the ability to do so and the activity is deemed to be socially acceptable. Clearly, not everyone is capable of being either an entrepreneur or a social entrepreneur but the findings suggest that if students were equipped with

the appropriate knowledge and skills, it is possible that more social enterprises could be created, especially if ongoing support were made available. Training increases the develops capacity in terms of competencies, technical, managerial skills and interpersonal skills, entrepreneurial skills, and attitudes and therefore the organizational performance(Raja A.G. Khan, Furqan A.K.& Muhammad A. K., 2011 ).

### **Entrepreneurial training**

Training is defined as programs aimed directly at stimulating entrepreneurship mindset, competencies for opportunity-seeking entrepreneurial activity of small business owners (Bryne, 2009; Cho, 2013; Bornstein, 2007).According to a study by Alexandria *et al.* (2014) on Entrepreneurship Education and Training Programs around the World Dimensions for Success identified and examined a total of 16 ET programs targeted at potential entrepreneurs. Of these 16 programs, impact evaluations and review were conducted on 7 programs. One such review indicated that some of the stronger effects of Entrepreneurship Training–Potential Entrepreneurs (ETPo) programs relate to helping potential owners launch new businesses more quickly. The targeted outcomes of the other evaluated ETPo programs concentrated in the entrepreneurial status domain and to a lesser extent in the entrepreneurial performance, capabilities, and mind-sets domains. With regard to entrepreneurial status, several of the evaluations demonstrate mixed but promising results around the capacity of these programs to improve employment, income, and savings for beneficiaries. While few evaluations looked explicitly at rates of new business start-ups, many used proxies for business start-up, such as self-employment and increased business income. Among the most promising results in the firm performance domain was the enhancing of business practices, with several program evaluations indicating improved record keeping, formal registration, access to new loans, and a more strategic orientation of the businesses concerned. Nonetheless, there was little evidence that training fostered the creation of high-revenue or high-employment firms in the long run.

Spear *et al.* (2012) opines that training and educating community leaders and managers of socially driven enterprises is crucial to development of social enterprises. Further to this they emphasized that training in schools, training managers of social enterprises is key to success of the social enterprise as it instills creative skills, social skills, entrepreneurial skills, management skills, to perform tasks which are key to achieve sustainability and growth of the social enterprise.

According to a study conducted in Nigeria a developing African country by Ogundele *et al.* (2012) entrepreneurship training helps to empower individuals and to escape social problems like poverty by providing the knowledge, skills and competences to understand the environment, realize opportunities and raise their outcome.

A study done by David A. Kirby and Nagwa Ibrahim, (2011) "The case for (social) entrepreneurship education in Egyptian universities" bases its argument on the theoretical premise that if young people are made aware of the concept of social entrepreneurship, recognize its role and importance to society and believe they have the ability to create a new venture, they

will do so. Its aim, then, was to explore Egyptian student awareness of entrepreneurship in general and social entrepreneurship in particular, and to consider how the education system might need to be adapted to help encourage more students start their own (social) ventures on graduation. They used the Theory of Planned Behaviour as a framework to guide both the study and subsequent analysis and interpretation. The study suggested that if Egypt is keen to promote a more socially aware, sustainable economy where the issues of society are addressed, there was a need to pay attention not just to the quality of the education system but to its purpose and

process (Kirby & Ibrahim, 2010). Students need not just to learn about social entrepreneurship and entrepreneurs, but be equipped with the skills, abilities and, importantly, attitudes to create a social enterprise.

Ogundele (2011) contends that entrepreneurial training inculcates the culture of self-reliance by promoting new sets of attitude and ability to face future challenges. This increases the development of entrepreneurial activity and the consequent development of a society,. Further this reduces the social economic challenges like unemployment. It contributes to increased affordable goods in the market place. Further to this Ogundele *et al.* (2012) contends that entrepreneurial training promotes behavioural change that encourages innovative ideas which are transformed to profitable activities. Concepts, skills and knowledge gained through training leads to creation of new ventures. Application of management and financial skills gained during entrepreneurial training contributes largely to the success of new business and growth of the already existing ventures. Through entrepreneurial training sustainable economic activities are born, new jobs are created, allocation of resources.

According to Mullins (2010) training gradually transforms an individual by inculcating job related skills, knowledge and attitudes that are enabling factors in efficient and effective task performance.

Noruzi, Westover and Rahimi (2010) in the study on Exploration of Social Entrepreneurship in the Entrepreneurial Era in Iran outlines models of improving social entrepreneurship by using education. The study contends that for developing a good and professional social entrepreneurship in a country, government officials and public policy makers should use elements of an effective entrepreneurship education system for educating citizens about the attributes and benefits of quality social entrepreneurship.

The model of European Expert Group agreed about five objectives of Entrepreneurship Education:

<b>Expert group: Education for Entrepreneurship: Objectives of teaching about entrepreneurship</b>
<ul style="list-style-type: none"><li>• "Promoting the development of <b>personal qualities</b> that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility;</li><li>• Offering <b>early knowledge</b> of and <b>contact</b> with the world of business, and some understanding of the role of entrepreneurs in the community;</li><li>• Raising students' <b>awareness of self-employment</b> as a career option (the message being that you can become not only an employee, but also an entrepreneur);</li><li>• Organizing activities based on <b>learning by doing</b> — for example by means of students running mini-companies or virtual firms;</li><li>• Providing <b>specific training</b> on how to start a business (especially in vocational or technical schools and at University level)."</li></ul>

Figure I Objectives of teaching about entrepreneurship.

Source; (EGEE 2004: 12)

### **Critique of Literature**

Ajzen's (1991) Theory of Planned Behavior, and research by Krueger and Carsrud (1993), demonstrated the applicability of the theory to new venture creation. In essence, the theory states that intentions depend on attitudes on how attractive the behaviour, (social expectation) and perceived behavioural control (perceived ability), and it proposes that a person's intention to exercise and display character will increase with his/her perceived behavioural control. The proposal here is that people will try to start a business if they believe they have the ability to do so and the activity is deemed to be socially acceptable. This therefore Concurs with the findings of Alberti, Sciascia & Poli, 2004; Ogudede, Akingbade & Akinlabi, 2012; Hosseinzadeh, M., Razavi, S. M., Hosseinzadeh, D. (2014) that training is the process of acquiring task related skills, knowledge and attitude in order to perform efficiently and effectively in the organization. There is a higher chance to be attracted toward social enterprise initiative based on the confidence in ability to perform.

A consensus by various studies Ogundele *et al.* (2010, 2012), Mullins, (2010), and Ajzen, (1991) reveals that entrepreneurship education is critical in promoting a new set of attitudes and ability to face future challenges. This nurtures an entrepreneurial culture which scales the consequent

development of a society, Further it reduces the social economic challenges e.g. unemployment and increased affordable goods in the market place. The behavioural change fosters innovative ideas which are transformed to profitable activities. Concepts, skills and knowledge gained through training leads to creation of new ventures. It is learning during entrepreneurial training how to apply management and financial skills gained that contributes immensely to the success of new business and growth of the already existing ventures. Through entrepreneurial training sustainable economic activities are born, new jobs are created, allocation of resources, social challenges are addressed successfully with sustainable solutions.

The model by model of European Expert Group outlines about five objectives of Entrepreneurship Education: Promoting the development of personal qualities that are relevant to entrepreneurship, offering early knowledge of and contact with the world of business, and some understanding of the role of entrepreneurs in the community, raising students' awareness of self-employment as a career option, Organizing activities based on learning by doing and Providing specific training on how to start a business ,especially in vocational or technical schools and at University level *EGEE,2004*. The logical truth is that while the model is good hardly do policy makers provide adequate resources to achieve the objectives, the system of education is more about academic papers and not the practical orientation for stimulating the desired results, further our school curriculum does not have the facilities and capacity to meet the requirements. Some action is currently taking place as the policy makers are driven by the demand for applicable knowledge as opposed to acquisition of academic transcripts.

Theoretical and empirical literature shows that through entrepreneurial training sustainable economic activities are born, new jobs are created, allocation of resources, social challenges are addressed successfully with sustainable solutions. The fact that not everyone is capable of being either an entrepreneur or a social entrepreneur training will endow students with the appropriate knowledge and skills, which will attract more social enterprises especially if ongoing support were made available. Miettinen (2007). However, proposes debate whether the relationship between entrepreneurship education and new venture creation is, in fact, positive.

This notwithstanding, focus has been given to the role of community based organization and established social enterprises neglecting the grassroots enterprises owned by the vulnerable in the society. In addition, studies focusing on social entrepreneurship are few in Kenya. There is a huge knowledge gap in empirical analysis on the link between social entrepreneurial determinants and their impact on performance of social enterprises in Kenya and other developing countries. Understanding key factors driving social entrepreneurship is critical in developing social economic context. Developing policy framework will contribute to the building an ecosystem for social enterprise. This will stimulate adoption of social enterprises as viable means of addressing social economic challenges facing many communities in Kenya.

## **METHODOLOGY**

A mixed methodology was adopted for this research. It was important in order to collect both qualitative and quantitative data to make an in depth analysis. For the purpose of this study, logical positivism research philosophy was used as the basis of methodological formulation. Creswell (2009) holds that logical positivism holds that true knowledge is derived from objective analysis of factual or historical accounts using scientific systems of analysis. This study employed descriptive cross-sectional research design. According to Creswell (2009), descriptive research design is used when collecting information about people's attitude, opinions and habits and is appropriate for analyzing social behavior and patterns. On the other hand, the research design was found relevant for the tools selected for data collection. The design is suitable when observing phenomena in their natural state. It is more applicable in social sciences because understanding the natural environment under which social agents operate is more realistic and practical for policy formulation (Vogt W.P., Gardner, D.C., & Haeffele, L.M, 2012). The target population was composed of the 300 registered social enterprises and a sample of 107 respondents was selected using a formulae by Nassiuma (2000) which provides an appropriate scientific formula of choosing the sample size.

Simple random sampling was used to identify the sample from the target population. The instruments for data collection were semi structured questionnaires and. A pilot test was done to test the reliability of the instruments. Validity was established through discussion with experts in the field of research.

Quantitative and qualitative methods of analysis were employed in the study using descriptive and inferential statistics, content analysis, test of hypothesis was conducted by use Pearson's correlation and Chi-square, regression analyses was used to establish the extent of influence of the independent variable on the target variable.

## **Results and Discussions**

### **Response Rate**

The data was collected from the social enterprise management representatives in Nairobi County, Kenya which are registered with East African Social Enterprises network (EASEN). The sample of the study consisted of 107 respondents. A total of self administered 98 questionnaires were filled out of the 107 yielding a response rate of 91.6% as displayed on Table 1. This data was considered sufficient for analysis since its above 80% of total expectation according to (Babbie, 1995) who considers 70 percent response rate and above to be very good.

According to Bailey (1987) the adequacy rate is 75%. This insinuates that based on the above argument the response rate is very good.

Table 1: Response Rate

Items	Respondents	Response Rate
Filled questionnaires	98	91.6%
Non Filled questionnaires	9	8.4%
Total	107	100

### **Descriptive analysis of entrepreneurial training on the performance of social enterprises.**

This section discusses descriptive statistics of the study variables on the influence of entrepreneurial training on the performance of social enterprises in Nairobi county Kenya. The test for normality was first presented then the empirical data on respondents and the qualitative data followed by discussion and content analysis.

### **Diagnostics Test for Entrepreneurial Training**

The researcher sought to test suitability of the data collected (Table 2) on individual entrepreneurial training among the social enterprises in Nairobi City County, Kenya. This was done by testing whether the data was normally distributed using Kolmogorov-Smirnov.

Table 2: Kolmogorov-Smirnov Test for Entrepreneurial Training

	Individual Entrepreneurial Training	
Normal Parameters <sup>a,b</sup>	N	92
	Mean	4.30
	Std. Deviation	0.808
Most Extreme Differences	Absolute	0.295
	Positive	0.198
	Negative	-0.294
Kolmogorov-Smirnov Z-value		2.823
<i>p</i> -value		0.000

The results as represented in Table 2 indicate that the Kolmogorov-Smirnov Z-value entrepreneurial training was 2.823 with a *p*-value of  $0.000 < 0.05$  which signifies that the data for entrepreneurial training as a variable is normally distributed. This shows the data as presented is suitable for further analysis.

### **Respondents Opinions towards Entrepreneurial Training**

The researcher sought to assess the extent of agreement by the respondents with regard to the entrepreneurial training by social enterprises in Nairobi City County, Kenya. The response (Table 4.13) was structured into a five Likert Scale measure comprising of Not at All, Small Extent, Moderate Extent, Large Extent as well as Very Large Extent.

**Table 3: Extent of Agreement on Statements Regarding Entrepreneurial Training**

<b>Statements</b>	<b>Percent</b>				
	<b>Not at All</b>	<b>Small Extent</b>	<b>Moderate Extent</b>	<b>Large Extent</b>	<b>Very Large Extent</b>
Formal training on business related issues	7.6	8.7	5.4	35.9	42.4
Importance of contributing to the society and self-efficacy.	6.5	1.1	5.4	32.6	54.3
Relations with customers and other stakeholders improves	1.1	1.1	4.4	27.5	65.9
Skills and competencies	1.1	2.2	6.6	30.8	59.3
Cohesiveness among members of the social enterprise	3.3	2.2	16.5	29.7	48.4
Response to risks	6.6	4.4	11.0	29.7	48.4
Managerial skills	3.3	0.0	12.1	31.9	52.7
Leadership style	1.1	3.3	5.6	38.9	51.1
Networking skills	7.8	0.0	12.2	38.9	41.1
Information accessibility	8.0	0.0	10.2	40.9	40.9
Access to resources	7.9	4.5	18.0	33.7	36.0

The study findings indicate that 78.3% of the respondents had attended at least one formal training session on business related issues. Majority of the respondents (86.9%) claimed that the training has helped them understand the importance of contributing to the society as well as their self efficacy. From the findings, a unilateral opinion according to 93.4% of respondents who stated that the individual training has improved their relations with customers and other stakeholders. Provision of entrepreneurship training was considered by 90.1% to be important in improving entrepreneur skills and competencies.

Training was argued to be important in development of cohesiveness as well as increased response to risks in the social enterprise according to 78.1% of the respondents. Majority of respondents (84.6%) attributed their managerial skills to training programs they had attended. Entrepreneurship training was considered by 85.7% to increase adaptation to changes in environment for instance technology, economic situation and social aspects. In an account to individual entrepreneurial trainings attended by social enterprises member, 90.0% of the respondents confirmed to have improved their leadership style openness to new ideas.

Majority of the respondents (80.0%) stated that group training has facilitated their networking skills. Members were considered to be able to gain access to financial aid and services as well as acquiring and sharing information better as a result of group training as indicated by 81.8% of the respondents. With regards to resources, majority of the respondents 69.7% pointed out that group entrepreneur training ensures access to resources, optimization in resources acquisition as a group as well as improving risk mitigation amongst members. Through the findings (Table 3) it is evident that entrepreneurial training was accessed and was essential for performance of social enterprises.. The results indicate that managerial skills in terms of leadership, coordination of the business, managerial skills and net working skills had been acquired. Entrepreneurial behaviour was displayed by the existence of self efficacy increased risk responsiveness, ability to network with others. Technical skills for social enterprise operations were also exhibited as most

respondents cited ability to negotiate and increased resource acquisition. Interpersonal skills improvements were found to rate highly within the respondents. The collaborations and partnerships had led to better information acquisition from the networks and institutions of high order, e.g banks, cooperatives incubations and social enterprises agents. These factors combined were found to contribute to the success of the social enterprises. The findings are supported by Needs Theory (McClelland, 1961) which proposed that individual's attributes were developed over a long time and shaped by the individuals contextual settings and life's experience, education and training, further supported by the Theory of Planned Behaviour (Ajzen,1991) which posit that intentions depend on attitudes towards behaviour attractiveness, social expectation and competencies. The findings are congruent with those of (Ogundele, 2012; Henry *et al*, 2005) in which it was concluded that entrepreneurship education and training helps to shape the individuals innovative and entrepreneurial character, while intensifying potential for successful venture creation, further The results of this study also concur with Mohammad *et.al*, (2010) , that for developing a good and professional social entrepreneurship in a country, government officials and public policy makers should use elements of an effective entrepreneurship education system for educating citizens about the attributes and benefits of quality social entrepreneurship.

### **Role played by Entrepreneurial Training**

The respondents unilaterally considered the training to be effective as majority 86.5% stating that group and individual training bring a significant difference. Majority (45.0%) of the employees stated to have been trained thrice, 40 % twice and only 15% having been trained once. This shows that social enterprises take entrepreneurial training seriously according to their regular sequence of training that enable the members receive multiple trainings. According to the opinions, some of skills found to have been acquired by the respondents include; technical, managerial, networking (cooperation and interpersonal skills), negotiation, creativity, behaviour change, decision making, time management, problem solving, record keeping and finance management among others among others. However, 45% of respondents felt training programmes are not evolving they are always offering same types of training. The findings agree with those of earlier studies by Alexandria *et al*.(2014), Osuagwo (2006) which posits that entrepreneurial training was essential for promotion of enterprise operations as it built multi skills which fostered technical aspect, business skills and personal entrepreneurial aspect. The

findings collaborate with other studies done earlier (Arogundele, 2011; Mullins, 2010), which agrees that entrepreneurial training inculcates the culture of self-reliance by promoting new sets of attitude and ability to face future challenges. This increases of entrepreneurial activity and the consequent development of a society, further to this reducing the social economic challenges e.g. unemployment and increased affordable goods in the market place. The findings are congruent with those of (Henry *et al*, 2005) in which it was concluded that entrepreneurship education and training helps to shape the individuals innovative and entrepreneurial character, while intensifying potential for successful venture creation, further training gradually transforms an individual by inculcating job related skills, knowledge and attitudes that are enabling factors in efficient and effective task performance which are crucial for the success of business.\

### **Hypothesis testing for the Entrepreneurial training influence on the Performance of Social Enterprises**

H<sub>0</sub>: Entrepreneurial training has no significant influence on the performance of social enterprises in Nairobi City County, Kenya.

The researcher conducted inferential statistical to test hypothesis (Triola, 2008) that comprised of Pearson Correlation of coefficient, Multiple Regression and Chi-square.

A correlation exists between two variables when one of them is related to the other in some way (Triola, 2008).Where more than one independent variables exists in the study multiple regression models are used (Lind *et al*, 2008). Chi-square statistics is also used for confirming whether a variable in a sample represents the actual relationship between the variables under observation. Therefore the three statistics were conducted to proof the existence of a relationship nature of the relationship and the extent of the relationship between the Entrepreneurial Determinants and the Performance of Social enterprises

#### **4.11.1 Karl Pearson Correlation Analysis**

##### **4.11.1 Karl Pearson Correlation Analysis**

The researcher used Karl Pearson Correlation analysis to test the relationships between Performance of Social Enterprise (PSE)and Entrepreneurial Training (ET). The nature of the relationship is determined by the coefficient of correlation while the significance of the relationship at 5% levels of significance is explained by the p-value.

Table 4: Karl Pearson Correlation of Entrepreneurial Determinants and the PSE

		PSE	ET
Karl Pearson Correlation (r)	PSE	1	0.625
	ET	0.625	1
p-value	PSE	.	0.00
	ET	0.00	.
N=92, =0.05			

The results from Karl Pearson Correlation coefficient of Entrepreneurial Training and Performance of Social Enterprise was  $r(92) = 0.625$ ,  $p = 0.00 < 0.05$ . This implies that the variables have a strong positive relationship that is significant at 5% levels of significance.

**Regression Analysis of social enterprise performance on the Entrepreneurial training. The researcher conducted regression analysis to explain the influence of Entrepreneurial Training (ET) on Performance of Social Enterprise (PSE).**

First the data was tested to determine its suitability of the data for regression analysis as explained by the regression ANOVA (Table 4). The data should be accurate complete and suitable for further analysis (Sekeran & Bougie, 2010)

Table 5 Regression ANOVA

	Sum of Squares	df	Mean Square	F	p-value
Regression	41.265	6	6.878	11.295	.000 <sup>b</sup>
Residual	49.93	82	0.609		
Total	91.195	88			

a Dependent Variable: PSE

b Predictors: (Constant), ET

Since the  $p\text{-value} = 0.000 < 0.05$  as displayed in the Regression ANOVA, this implies that regression analysis at 5% levels of significance is applicable for this variable in the study.

Table 6: Regression Analysis on Determinants of Social Enterprise Performance

	Un standardized Coefficients (B)	Std. Error	Standardized Coefficients ( )	t	p-value
(Constant)	-0.258	0.686		-0.376	0.708
ET	0.520	0.144	0.413	3.6	0.001

a Dependent Variable: PSE

The regression analysis for Entrepreneurial Training and Performance on Social Enterprise yielded a coefficient of 0.52,  $p = 0.001 < 0.05$ . This implies that the influence of Entrepreneurial Training on Performance of Social Enterprise is positive and significant at 5% levels of significance.

**PSE = -0.258 + 0.520ET.....Equation 4**

From the results of the findings the effect of relational social capital was found to be higher than the other determinants, it was followed by entrepreneurial training effect, the structural social capital. Social innovation contribution trailed in the social enterprises studied.

## **Chi-Square Analysis on the Influence of Entrepreneurial Determinants on Performance of Social Enterprises**

Further analyses were conducted for confirmatory purposes using Chi-Square analysis. The chi square tests (Table 5) results are indicated in terms of the Pearson Chi-Square Values, degrees of

freedom and p-value at 5% levels of significance. Large value of  $\chi^2$  statistics means a small probability by chance alone ( $p < 0.05$ ) hence there exist a relationship between the variables under assumption of no association.

Table 7: Chi-Square Results

<b>Determinants</b>	<b>Pearson Chi-Square</b>	<b>Degrees of Freedom</b>	<b>p-value</b>
IET	58.000	12	0.000

The influence of Entrepreneurial Training on Performance of Social Enterprises yielded a  $\chi^2$  (12, N = 92) = 58.000,  $p=0.00 < 0.05$ . This implies that entrepreneurial training influence on the performance of social enterprises is significant at 5% levels of significance.

## **CONCLUSION AND RECOMMENDATIONS**

### **Summary of findings**

From the findings most of the respondents stated that the entrepreneurial training aspects had a high extent of occurrence. Most respondents had attended a formal training on business related issues. The training equipped them with social skills the importance of contributing to the society as well as their empowerment. Training done improved their relations with customers and other stakeholders. Provision of individual entrepreneurship training was considered to be important in improving entrepreneur skills and competencies. Training was argued to be important in development of cohesiveness as well as increased response to risks in the social enterprise.

Competent managerial skills were attributed to training programs they had attended. Entrepreneurship training was considered to increase adaptation to changes in environment for instance technology, economic situation and social aspects. In an account to individual entrepreneurial trainings attended by social enterprises member confirmed to have improved their leadership style openness to new ideas. Group training had facilitated their networking skills. Members were considered to be able to gain access to financial aid and services as well as acquiring and sharing information better as a result of group training. With regards to resources entrepreneur training ensures access to resources, optimization in resources acquisition as a group as well as improving risk mitigation amongst members. From demographics indications a majority of the respondents engaged in this study were graduates, while others had attained a minimal of primary education, they were in a position to foster sustainable development, mainly

through their engagement in social entrepreneurial activities. This meant that an increase in access and quality education relative to national population is critical to socioeconomic growth and productivity, increased individual earnings and subsequently reduced income inequalities and reduction of poverty. It contributes significantly to improved health, enhanced democracy, good governance and effective leadership (Ministry of Education and Technology, 2007).

## **Conclusions**

The study showed Entrepreneurial Training has significant influence on performance of social enterprise. This implies that Entrepreneurial Training has strong positive influence on Performance of Social Enterprise. Among the dependent variables the entrepreneurial training was second to relational social capital in influencing the social enterprise performance. Training was found to generate self efficacy, cohesiveness, responsiveness to crises, entrepreneurial behaviour, managerial skills, enhances attitude towards creativity and problem solving mindset which enhances the firm performance; however there was a need to tailor programmes for social enterprises. Social entrepreneurs should therefore invest in training as it enhances creativity and the aspect of innovativeness which also enhance the social enterprise performance. The theory of planned behaviour (Ajzen, 1991) states that intentions depend on attitudes towards the attractiveness of the behaviour, social expectation, and associated competencies. Training programmes should however focus on the needs of those social enterprises which were still at infancy stage in Kenya, with a view of creating social value for the members of the community.

Lack of information on Programmes offered and the cost of obtaining such services limited social entrepreneurs while high inventory cost was a major drawbacks for success in enterprises. From the findings it was also concluded that while social entrepreneur had at least some formal educations there was a need to continually access entrepreneurial training programmes which would improve their competencies considering the nature of social enterprises mission driven activities. Most programmes offered were tailored for profitability of businesses, and meant for the benefit of entrepreneurs and not the larger community. Entrepreneurial training inculcates the culture of self-reliance by promoting new sets of attitude and ability to face future challenges. The conclusions are in agreement with other scholars that entrepreneurial increases of entrepreneurial activity and the consequent development of a society, further to this reducing the social economic challenges e.g. unemployment and increased affordable goods in the market place (Arogundele, 2011; Mullins, 2010).

## **Recommendations**

The successful performance of social enterprises is highly influenced by utilization of social capital, application of social innovations and enhancement of training for social entrepreneurs to achieve the value creation intended.

Nascent social entrepreneurs should seek more assistance and support for their social innovations so as to enable fast tracking goals. Social innovations entrepreneurial determinant was found to influence the way social enterprise performs, it will be important to understand how this factor

can be scaled in individuals through entrepreneurial training.

Entrepreneurial training and education largely influences how the enterprises achieve the social mission. A mechanism for rolling out training Programmes should be rolled out by the government and support agencies to stimulate more social enterprise creation and to accommodate social entrepreneur's needs in achieving their goals

### **Areas for further Research.**

Social entrepreneurship is a new area of study in Kenya with scarce academic literature on history and development of social entrepreneurship, hence the need for in depth research on the subject.

From the findings of the research social entrepreneurship seems to be growing rapidly fuelled by the rapidly increasing social challenges in growing population struggling with limited resources. There is a need to research on antecedent factors contribution to social enterprise emergence. Moreover investigations of new methods of training with aim of scaling stimulation of social entrepreneurship should be explored.

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