

ENTREPRENEURSHIP TRAINING PROGRAMMES OF
OPPORTUNITIES INDUSTRIALISATION CENTRE - GHANA,
ACCRA CENTRE

BY
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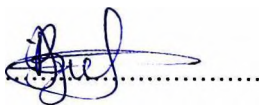
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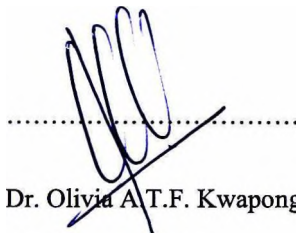
DECLARATION

I certify that this thesis is my own original work, which I produced after intensive research. Where references and quotations of other writers have been cited, full acknowledgements have been made. I affirm that this study has not been presented in whole or part for the award of a degree in this or other institution.



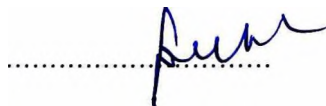
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DEDICATION

I dedicate this work to the Almighty God for his faithfulness in my life. I also dedicate this work to the memory of my late mother, Grace Daitey, through whose effort I have come this far in my education.



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I thank the Almighty God for His unfailing love, grace and provision which has enabled me to complete this research.

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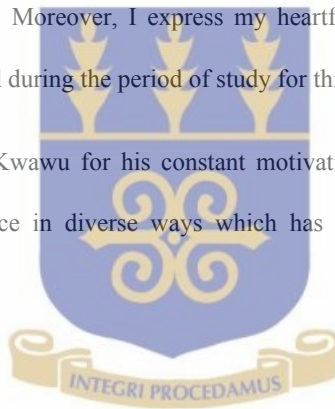


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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Entrepreneurship is widely acknowledged as a key factor in promoting employment, fighting poverty and stimulating sustained economic growth (Adrangi et al. 2003; Botha et al., 2006). Furthermore, Garavan and O’Cinneade (1994: 3) noted that entrepreneurship is “a possible solution to rising unemployment rates and a recipe for economic prosperity.” This recent upsurge of interest has led to a host of supportive interventions aimed at promoting entrepreneurship.

Bolton and Thompson (2004) defined an entrepreneur as a person who habitually creates and innovates to build something of recognised value around perceived opportunities. An entrepreneur develops new idea and takes risks of setting up an enterprise to produce a product or service which satisfies customer needs. Entrepreneurship can then be defined as the dynamic process of creating something new with value by devoting the necessary time and effort, and assuming risks and receiving rewards (Hisrich and Peters, 2002).

Entrepreneurship is associated with possession of personal characteristics, values and attitudes, among which are opportunity seeking, initiative, persistence, networking, goal setting, creativity, and propensity for risk taking that might be expected to be influenced by a formal education programme (Gorman, Hanlon and King, 1997, cited in Mafela, 2009). An entrepreneurship education programme combines the traditional vocational subjects with the knowledge, skills and pedagogical approaches, which are geared towards the development of entrepreneurship in the individual student as well as in the society.

It has been argued that entrepreneurial skills can be both learned and experientially acquired or they can be influenced considerably through strategic measures such as business education (Gibb, 1988, 1998; Namusonge, 2006).

Although entrepreneurial competency cannot be attributed to one single factor, education and training are regarded as necessary components for the development of entrepreneurship. The United Nations recognises that education should encompass both academic knowledge and practical skills to prepare young people for responsible citizenship and the world of work. Moreover, fostering entrepreneurship attitudes and skills raises awareness of career opportunities as well as of ways young people can contribute to the development of their communities, in order to reduce youth vulnerability, social marginalization and poverty (Mafela, 2009).

In the light of the above understanding, governments around the world have embarked on reorientation of education curriculum and pedagogical approaches so as to ensure acquisition of skills and knowledge that reflect the spirit and principles of entrepreneurship (Solomon et al. 2002; Niyonkuru, 2005). Among the growing body of activities aimed at promoting self employment is entrepreneurship training.

In Botswana for example, educational planning places emphasis on “equipping learners with skills to enable them to enter into self employment as well as creation of an opportunity for life long learning” (Botswana Government 2003: 268). To this end, since the 1990s there has been increasing emphasis on entrepreneurship education and its inclusion into students’ educational experience both at the secondary school and the University levels in Botswana. Through business and entrepreneurship education programmes, higher education curricula in Botswana and elsewhere increasingly reflect the role of education as a driver for entrepreneurship development.

In Senegal and Benin, major steps are being taken to redefine institutional mandates. *Formation continue* (skills upgrading) and *formation par l'alternance* (complementary training for apprentices) have become popularized. Policy documents in Senegal give increased priority to the provision of vocational training for small producers and the self-employed. In Benin, government technical schools have started to open their doors for training of masters and apprentices outside regular hours (Johanson and Adams, 2004).

Moreover, in Mozambique, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) instituted a project known as Youth Enterprise upon a request from the Ministry of Culture, Youth and Sports. According to Rodrigues (2004) cited in Preece (2004), the project established youth centres in rural and sub-urban areas, where people accessed basic and vocational training for their income generation activities in order to reduce poverty and promote self-employment.

Similarly, the government of Ethiopia provides Technical and Vocational Education and Training (TVET) through the Ministry of Education and other organisations to those who complete grade 10. It also provides literacy programmes and basic skill training to the youth and adults above the age of 15 with less than grade 10 or even no education (Sandhaas, 2004, cited in Preece, 2004).

In Ghana, the issue of promoting entrepreneurship began over two decades ago when unemployment became a serious socio-economic problem. It had become obvious that the country's educational system had only succeeded in creating a mass of unemployed youth. The inherited colonial educational policy and the subsequent reforms that had occurred after independence could not equip the graduates from the schools, colleges and the universities to be

employable, particularly to become self-employed. Most of these graduates tended to rely on public and civil service for employment. However, these two sectors have seen very little expansion since independence (Nsawah, 2004).

Consequently, entrepreneurship training was identified as one of the channels to assist most unemployed youth to acquire skills and capacities to be self-employed, and particularly to be able to set up their own businesses and manage them viably. The Ghana Poverty Reduction Strategy (GPRS 1) in particular, stresses skills and entrepreneurial development of the youth. The programme calls for developing and expanding traditional apprenticeship training, promoting entrepreneurship among the youth, and technological upgrading for master craftsmen (Ghana National Development Planning Commission, 2006).

Skills, representing the acquisition and mastery of knowledge and processes used to earn a living, may be acquired in a formal technical or vocational school at the secondary or tertiary levels or non-formally in a vocational training centre outside formal schooling. It can also be acquired formally on the job through apprenticeship or informally on the job through observation, unstructured learning activities, and practice (Johanson and Adams, 2004).

The institutional sources used vary by the level of skills acquired. Semi-skilled workers may acquire the fundamentals of a craft or trade through prevocational education in a school setting; or by informal on-the-job methods. Skills from higher-level journeyman up to master craftsman can be acquired informally but can also be obtained through combination of formal vocational education, non-formal training, and apprenticeship. Technicians perform the highest level of skilled work below professionals, and they acquire their skills through experience and

continuing education and training, or through formal technical education at secondary or tertiary levels (Johanson and Adams, 2004).

Skills development is important in Sub-Saharan Africa today for several reasons. First, globalization and competition require higher skills and productivity among workers, both in modern companies and in the micro and small enterprises that support them. Secondly, exploiting the potential of Information and Communications Technology (ICT) requires a strong skills base. Thus, adoption of ICT is associated with the employment of more skilled workers. Furthermore, skills development becomes both more important and more difficult as a result of HIV/AIDS. AIDS depletes scarce human resources and magnifies the need to replace skills lost across a wide range of occupations (World Bank, 2000).

Moreover, poverty reduction requires investing in the productivity and skills of economically and socially vulnerable groups. Investment in people is important for two reasons. First, Africa's future economic growth depends less on its natural resources, which are being depleted and are subject to long-run price declines, and more on its labour skills and its ability to accelerate demographic transition. Secondly, investing in people promote their individual development and enhances their ability to escape poverty. Improving human resources is thus crucial for Africa, both to reduce poverty and to improve people's lives. Efforts to boost human resources in the region must cover education, health and skill development (World Bank, 2000). Thus, skills are an important means to increase incomes and sustainable livelihoods for the poor.

In Ghana, there has been widespread institutional involvement, particularly, in small and medium enterprise development activities (Nsowah, 2004). The participating institutions may be categorized as governmental and non-governmental. While some of the institutions and

organizations have entrepreneurship as their primary function and thus are engaged in its promotion on full-time basis, there are a host of others whose activities in entrepreneurship are secondary or subsidiary. While some institutions operate at the national level, others mostly, the non-governmental organisations operate at the district and sometimes at the community levels.

Furthermore, the scope of entrepreneurship training activities undertaken by these development institutions is also varied and widespread. Nsowah (2004) reported that the scope ranges from actual training of entrepreneurs to facilitating the environment for enterprise launching, growth and development. They include technical and skill training, management and entrepreneurial training, technology transfer, financial services and support, advisory and counselling services, project funding, product development, networking and advocacy, mobilisation and sensitisation.

The target clientele that these entrepreneurship development institutions seek to serve are also varied. They include artisans, micro-rural entrepreneurs, women engaged in manufacturing or service industries, the unemployed youth, university and polytechnic students and graduates, members of associations, ex-servicemen as well as retired and retrenched civil or public servants (Nsowah, 2004).

The GPRS also emphasised that groups of young people requiring support most in entrepreneurial training include persons 15 years and above who never went to school; school drop outs; Junior Secondary School (JSS) and Senior Secondary School (SSS) graduates; people who have acquired some skills but need retraining; as well as persons with disabilities.

Various organisations undertake entrepreneurship development activities in Ghana. They include National Board for Small Scale Industries (NBSSI), EMPRETEC Ghana Foundation, GHACOE Women Ministry, Rural Enterprise Project and the Centre for the Development of People

(CEDEP). Other organisations are Vocational and Technical Institutions as well as non-governmental organisations.

The Opportunities Industrialisation Centre Ghana (OIC Ghana) is one main organisation that provides entrepreneurship training in Ghana. OIC Ghana, an affiliate of Opportunities Industrialisation Centre International (OIC International) in America is a tuition-free, non-profit-making skill training organisation. The mission of OIC Ghana is to contribute to the human resource development of Ghana through the provision of marketable vocational/technical and entrepreneurship skills, job creation opportunities, counselling and follow-up services to the disadvantaged, unskilled, and unemployed youth to enable them settle in self-employment.

The OIC Ghana model of training embodies three components:

- Recruitment- OIC Ghana recruits applicants who lack marketable skills but can be motivated to commit themselves to learning.
- Counselling: professional counsellors take trainees through counselling at the intake level and throughout the training period. This psychological component of the programme is supposed to prepare trainees to take up opportunities and surmount challenges during the training and later in life.
- Training: trainees are provided with vocational/technical and entrepreneurial skills. Instruction is paced at individual trainees learning ability to ensure that the needs of individuals are met.

OIC Ghana has four centres across the country. These centres are located in Accra, Kumasi, Takoradi and Tamale. The centres offer skill training their locations to the youth in those

regions. The head office provides coordinating and monitoring services including technical assistance capabilities to the training centres.

The Accra centre, which is the head office of all the training centres, is located at Shiashie, East Legon. Since its establishment in 1971, OIC Ghana, Accra centre has committed itself to providing employable skills training programmes to the Ghanaian youth. The target groups include early school exiters, street children, unemployed J.S.S. and S.S.S. graduates, people affected or infected with HIV/AIDS, orphans and the underprivileged, and other unskilled youth.

The Accra centre provides 10 skills training in the following areas:

- Catering
- Carpentry
- Electricals
- Plumbing
- Graphic arts
- Ceramics
- Masonry
- Textiles design
- Auto mechanics
- Office skills/computer training

About 200 youth graduate from the centre each year in the above skills in addition to entrepreneurship training (OIC brochure, 2009).

1.2 Statement of the problem

Educational institutions in Ghana eject over 100,000 graduates into the labour market every year. Due to the shrinking labour market, and slow growth of the industrial sector, this workforce cannot be entirely absorbed in the formal wage employment. The result of this scenario has been high unemployment among graduates. Graduates who opt to be self-employed are more often ill-prepared (Atchoarena and Delluc, 2001).

Ngumbi (2004) argued that educational institutions should provide more relevant forms of education designed to promote self-reliance and responsible entrepreneurial capacity for self-employment and community development to reduce unemployment and to revitalise national development.

It is in the above recognition that OIC Ghana was established to provide marketable vocational/technical and entrepreneurship training to the youth. The entrepreneurship training is aimed at providing the youth with the skills necessary to make them self-employed in future.

Although OIC Ghana has incorporated entrepreneurship in its training programme, no research has been conducted to investigate the needs of trainees, the education process, as well as the relevance of the training to beneficiaries. However, Okeem (1979) asserted that it is necessary for researchers to discover precisely the objectives, the content and the methods of a particular programme in order to assess the effectiveness of the programme.

Based on the above assertions, it becomes necessary to assess the training programme of OIC Ghana and determine its relevance to beneficiaries. The question then is: to what extent is the entrepreneurship training programme of OIC Ghana responding to the needs of beneficiaries?

1.3 Purpose of the study

The purpose of the research is to assess the entrepreneurship training programmes of OIC Ghana, Accra in the provision of marketable skills to the youth. The study also seeks to explore how the programme is responding to the needs of beneficiaries of the programme.

1.4 Objectives

The objectives of the study are to:

1. examine the objectives of OIC Ghana;
2. find out the content of the training programme;
3. identify the teaching methods that are employed in the delivery of the training;
4. explore the expectations of trainees on the programme;
5. assess the extent to which the training is relevant for beneficiaries of the programme;
6. ascertain the challenges that are encountered by beneficiaries of the programme.

1.5 Research questions

1. What are the objectives of OIC Ghana?
2. What is the content of the training programme?
3. What teaching methods are used in the delivery of the programme?
4. What are the expectations of trainees on the programme?
5. How is the training responding to the needs of beneficiaries of the programme?
6. What challenges are encountered by beneficiaries of the programme?

1.6 Significance of the study

Entrepreneurship has been increasingly recognised for contributing meaningfully to the development process of many countries. Consequently, governments, Non-Governmental Organisations (NGOs), and donor agencies are promoting entrepreneurship training. However, research on entrepreneurship education and training is sparse, with the development of the literature in the area only in the past two decades.

It is in the above view that this study assesses the entrepreneurship training programmes of OIC Ghana and evaluates how the training is responding to the needs of trainees.

This study is significant in several ways. First, the findings of this study will contribute towards a better understanding and options of how entrepreneurship training programmes can be better structured to enable the formulation of responsive programmes that can, in turn, enhance entrepreneurship development. For example, policy makers, donors and programme planners will have a greater awareness of factors affecting entrepreneurship training delivery and acquisition, and formulate policies to enhance training, provide adequate facilities, financial aid as well as support for graduates of such programmes.

In addition, beneficiaries as well as aspiring trainees will be conscious of the factors which either enhance or impinge on the creation and application of the desired entrepreneurial attitudes and traits in becoming self-employed.

Furthermore, the findings will build on existing knowledge on entrepreneurship training and provide a basis for further research.

1.8 Organisation of the Study

The study will be presented in six chapters. The first chapter provides background to the study. This is followed by the statement of the problem, purpose of the study and objectives of the study. Other highlights of this chapter are research questions, significance of the study as well as theoretical framework of the study. Also, included in chapter one is the presentation of the organisation of the study which shows the outline of the various chapters.

Relevant literature on this study will be reviewed in chapter two. Methodology for the study as well as description of the population for the study will be presented in chapter three. There will be presentation of the results and discussion of the results in chapters four and five respectively. Summary of the results, conclusion and recommendations will be presented in chapter six.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Everywhere in the world, entrepreneurship is seen as one of the most important solutions to unemployment, poverty and low economic growth. This has led to a number of entrepreneurship training programmes by government institutions, Non-Governmental Organisations (NGOs) and other social institutions.

The review of literature is based on research findings, programme reports and journals on entrepreneurship and skill development which are considered relevant to the topic. Review of related literature covered the following thematic areas:

- theories of entrepreneurship training
- concept of entrepreneurship
- objectives, content and methods of entrepreneurship training programmes
- expectations of trainees on entrepreneurship programmes
- need for entrepreneurship education and training
- types of entrepreneurship development programmes
- entrepreneurship education and training in Ghana
- challenges of entrepreneurship training programmes
- evaluation of entrepreneurship training programmes

2.2 Theories of Entrepreneurship Training

Training is defined by Beardwell and Holden (1997) as a planned process to modify attitude, knowledge or skill through learning experience to achieve effective performance in an activity or range of activities. As such it is purposive, directed educational process whose essential element is learning.

According to Ampene (1979), the purpose of learning is to bring about a desired change in the behaviour of the learner. The change in the behaviour of the learner is as a result of acquisition of knowledge, skills and values from a training programme. The concept of training is largely based on learning theories since training involves learning.

Consequently, trainers have drawn from the different learning theories in planning, implementation and evaluation of training programmes. Three major learning theories that this research is based on are:

- Achievement motivation theory
- Andragogy
- Kirkpatrick's learning and training evaluation theory

2.2.1 Achievement Motivation Theory

McClelland (1971) developed a set of strategies for helping adults develop "achievement motivation". In his exploration of individual differences in *need for achievement* - a positive desire to accomplish tasks and complete successfully with standards of excellence, McClelland (1971) realised that *high-need achievers* are most likely to strive hard for success when they

perceive themselves as personally responsible for the outcome. According to Kobia and Sikalieh (2010) a high need for achievement (n-Ach) predisposes a person to seek out an entrepreneurial position in order to attain more achievement satisfaction than could be derived from other types of positions-those which are more managerial.

The argument here is that people with a high personal achieving orientation are more inclined to become the classical entrepreneurs, those who demand targets for themselves and are proactive in accomplishing them. The need for achievement involves goal-setting, planning and information gathering; and requires sustaining goal-directivity activity over a long period of time (Shane, 2007). This view holds true for both individuals driven by opportunity or necessity and is dependent on their enterprising abilities.

McClelland's (1971) original idea was that the need to achieve is inculcated through particular child rearing patterns which stress standards of excellence, maternal warmth, encouragement of self-reliance and low father dominance. This led him to correlate, for different countries, the incidence of achievement imagery used in children's school books with electricity output in each country as a proxy for economic growth. He found a positive correlation between the two.

McClelland's studies revealed that societies with a high level of n-Ach in their children's stories had a relatively larger proportion of entrepreneurial people in their population. By "entrepreneurial people", he meant those who have a desire to take personal responsibility for decision, a preference for decisions involving a moderate degree of risk, and an interest in the concrete knowledge of the results of their decisions (Romijn, 1989).

In a later study he conducted on achievement motivation, McClelland places more emphasis on arousal of n-Ach in adults as a result of exposure to a different ideology, rather than child rearing (McClelland and Winter 1971). This raises more possibilities for achievement-oriented training of adults than the previous version of his theory. He extended the list of psychological attributes associated with entrepreneurial behaviour in his later study. These psychological attributes include: self confidence, task-result oriented, risk-taking ability, leadership behaviour, creativity, and future-orientation (Meredith et al., 1982).

A number of entrepreneurship development programmes, in both developed and developing countries, have been based on McClelland (1971) concept of the entrepreneur. In the developing world, the approach has found acceptance primarily in India and the Philippines (Romijn, 1989).

In Ghana, most of the entrepreneurship development training programmes are widely replicated from India's experience and programmes (NBSSI, 1994). Nsowah (2004) asserted that the entrepreneurship training programmes from both India and Ghana have the potential to exemplify McClelland's (1961) theory and demonstrate effective ways of promoting entrepreneurship through deliberate policy intervention.

Currently, the entrepreneurship training programmes being undertaken by the Opportunities Industrialisation Centre-Ghana (OIC Ghana) are based on McClelland (1961) theory that entrepreneurial behaviour in individuals is associated with a high need to achieve. It is expected that students who undergo training at OIC Ghana who have high personal achieving orientation are more inclined to become the classical entrepreneurs; those who demand targets for themselves and are proactive in accomplishing them.

2.2.2 Andragogy

According to Knowles (1970), andragogy refers to the art and science of helping adults learn. It is aimed at opening opportunities for self-development, change in attitudes, updating of skills and acquisition of new knowledge. The andragogical theory is based on at least four main assumptions:

- Changes in self-concept
- Role of experience
- Readiness to learn
- Orientation to learning.

The first assumption states that as people mature, they develop a deep psychological need to be perceived by others as being self-directing. The second assumption is based on the premise that adults bring with them a package of experience which helps their learning process. Moreover, adults are more likely to participate in programmes that are of immediate relevance to them. Thus, they learn best when the content of training is close to their own jobs or real life situations. Besides, adults come into an educational activity largely because they are experiencing some inadequacy in coping with current life problems. Therefore, they enter into education and training programmes with an orientation towards finding solution to their existential problems.

Other adult educators (Freire, 1970; Bown and Tomori, 1979) have exemplified the assumptions as principles underlying adult learning. These principles are: adult learning is a voluntary activity; learning is a personal experience; the content of the programme must be of immediate relevance to the beneficiaries; problem-solving techniques enhance learning in adults.

Relating Knowles' (1970) assumptions to this study, trainees who have enrolled on the OIC Ghana entrepreneurship training programme are self-determined. Secondly, trainees feel valued when they are given the opportunity to share their experiences. Finally, trainees on the OIC Ghana training programme are experiencing some inadequacy in coping with current life problems. Thus their motivation for enrolling on the OIC Ghana training programme is to find solution to the problems they face. Consequently, they are more likely to participate actively in the training when the content of the training is likely to equip them with the knowledge, skills and attitudes they require in running their own business ventures or be gainfully employed in organisations.

2.2.3 Kirkpatrick's learning and training evaluation theory

Learning is defined by Kirkpatrick (1975) as "the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the programme." According to Kirkpatrick (1975) change will only occur if the person has the desire to change, knows what to do and how to do it, works in the right environment and is rewarded for changing.

Kirkpatrick further developed a four level sequence that can be used to evaluate a variety of programmes. These four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of trainee - deals with what trainees thought and felt about the training.
- learning - the resulting increase in knowledge or capability.
- behaviour - the extent of behaviour and capability improvement and implementation/ application.
- results - the effects on the business or environment resulting from trainee's performance.

Kirkpatrick (1975) discovered that there is a positive correlation between people's performance and their reaction to the learning process and environment. According to Kirkpatrick, measuring reaction is important for four reasons. To begin with, it allows for suggestions on improving the programme in the future. Secondly, it is a way of informing the trainees that the trainers are there to help them do a better job. Thirdly, it allows for the collection of quantitative data for managers. Finally, it allows for the collection of quantitative data for trainers to use in the future. During the results level it is important to look at the information collected during the first three levels and use that information to decide whether the objectives have been accomplished.

Applying Kirkpatrick's theory to this study, it is expected that graduates of OIC Ghana who enrolled in the training programme with the motive of enhancing their skills and for better livelihood would derive maximum benefit from the training than those who went into the programme without any clear aspirations. It is also expected that the theory would help evaluate the level of learning and capacity building that graduates of OIC Ghana have acquired and how these have transformed their lives economically and socially. Finally, the theory will help to assess the performance of OIC Ghana graduates either in their own business ventures or in their various places of employment.

In brief, three theories underlie this study. These are McClelland's achievement motivation theory, Knowles' andragogical theory and Kirkpatrick's learning and training evaluation theory.

2.3 Concept of Entrepreneurship

Since the early eighteenth century, economists as well as scholars from other social disciplines have tried to come to grips with the phenomenon of entrepreneurship. Various approaches were

considered as economists began to single out the special contribution of the entrepreneur to economic development (Romijn, 1989).

The early theories mainly expounded on the role of entrepreneurs in developed economies. However, the more recent interest in entrepreneurship in developing countries emanated from a concern over an observed lack of economic activity and the realisation that entrepreneurship would be a vital quality for the emergence and sustenance of economic growth in these countries. This preoccupation with growth, combined with the radically different condition pertaining in developing countries now as compared to western countries in the 18th and 19th centuries, limit the applicability of the early theories today.

Contemporary literature has identified three approaches which have been used by various researchers in the struggle to understand entrepreneurship. These are the:

- trait;
- behavioural; and
- opportunity identification.

2.3.1 Trait approach

This school posits that individuals are more likely to exploit opportunities, thus behave entrepreneurially, because traits lead them to make different decisions about opportunities than other people with the same information and skills (Frese, 2007; Shane, 2007). In this approach, the entrepreneur is assumed to be a particular personality type, have particular motives and incentives. Hence, the approach is considered to be within the psychological school (Kobia and Sikalieh, 2010). The focus of the trait theory has concentrated on:

- the need for achievement (achievement motivation);
- locus of control; and

- risk-taking propensity, among other traits.

Achievement motivation, as discussed in the previous section postulate that a high need for achievement influences a person to search for an entrepreneurial position in order to attain more achievement satisfaction.

According to the theory of locus of control, individuals believe that the outcomes of events are either within (internal) or beyond (external) their personal control (Kobia and Sikalieh, 2010). Individuals with internal locus of control perceive that the outcome of an event is contingent on their own behaviour or their relatively permanent characteristics. This makes such individuals believe that they can manipulate the environment by their actions and that they are responsible for their own destiny. On the other hand, individuals with a belief in the external locus of control perceive the outcome of events as following some action of their own but that the outcome is not entirely dependent on his/her actions. For such individuals, outcomes of events are attributable to factors beyond their control such as fate, luck, and chance. Much research on this trait shows an association of the internal locus of control trait with entrepreneurship (Boone et al., 2000; Low and Macmillan, 2001).

The high risk-taking propensity characteristic is an aspect of personality that measures people's willingness to engage in risky activity (Shane, 2007). That is, people higher in risk-taking propensity are more likely to exploit entrepreneurial opportunity because risk bearing is a fundamental part of entrepreneurship.

From the foregone information there is a relationship between the traits approach and entrepreneurship. It can also be argued that entrepreneurship relies on the enterprising individual who must have certain traits.

2.3.2 The behavioural approach

According to this theory, “an entrepreneur is an individual who establishes and manages a business for the principal purpose of profit and growth, and is characterised principally by innovative behaviour and employs strategic management practices” (Carland et al., 1984). This approach therefore, looks at entrepreneurship from the perspective of creating an organisation. The behavioural approach to the study of entrepreneurship treats the organisation as the primary level of analysis and the individual is viewed in terms of activities undertaken to enable the organisation come into existence (Gartner, 1985).

Regarding the process of entrepreneurship, Shane (2007) noted that individuals create new organisations through a dynamic process that involves such activities as obtaining equipment, establishing production processes, attracting employees and setting up legal entities. Further, this process involves planning which helps the entrepreneur deal with the uncertainty and information asymmetry present in the exploitation of opportunities and also indicates the human, physical and financial resources the organisation will need.

Shane (2007) identified three distinguishing characteristics of entrepreneurial activity. These are:

- the motivation and intention to create wealth and accumulate capital;
- the ability to recognise opportunities for wealth creation; and
- judgement - knowing which opportunities to pursue.

From the behavioural perspective, entrepreneurs can be distinguished from other owner managers by their intention - to manage and grow an organisation for profit as opposed to maintaining a viable business as a vehicle for achieving personal goals such as income, lifestyle and autonomy.

2.3.3 Opportunity identification approach

Venkataraman (1997) takes a different approach (opportunity identification) in defining the field of entrepreneurship. He argues that economists do not define economics by defining the resource allocator, nor do sociologists define their subject matter by defining their society. According to the opportunity identification approach, entrepreneurship seeks to understand how opportunities, which bring into existence “future” goods and services, are discovered, created, and exploited and by whom.

In the above regard, entrepreneurial opportunity is a situation in which a person can create a new means-ends framework for combining resources that the entrepreneur believes will yield a profit (Shane, 2007). This suggests that entrepreneurship involves a nexus of entrepreneurial opportunities and enterprising individuals. The works of Schumpeter (1976) indicate that there has to be an innovative enterprising individual and the presence of lucrative opportunities brought about by market inefficiencies. Market inefficiencies provide opportunities for enterprising individuals to enhance wealth by exploiting these inefficiencies.

It could be argued that the definition using opportunity identification suggested by Venkataraman (1997) and later Shane (2007), offers a promise for finding a meaning of entrepreneurship as it demonstrates that the individual combines both traits and behaviour to identify and exploit a business opportunity within the environment. In other words, a general framework within which the characteristics of opportunities; the individuals who discover and exploit them; the processes of resource acquisition and organising; and the strategies used to exploit and protect the profits from these efforts are examined must be developed by researchers.

In practice, it is mainly the first approach - based on the idea of psychologists that entrepreneurial behaviour in individuals has to do with their formed attitudes and personality, which has come to be associated with entrepreneurship development. This is because it has resulted in concrete entrepreneurship training for business creation (Romijn, 1989). For example, the entrepreneurship training programmes of OIC Ghana are based on the trait theory. For this reason, the focus of this research will be limited to entrepreneurship training programmes which have resulted from the trait approach.

Essentially, three approaches have been identified in the attempts of researchers to define entrepreneurship. The trait approach has individual personality as its common focus of study. The behavioural approach defines entrepreneurship in terms of the dynamic process involved in creating organisation through activities such as obtaining equipment, establishing production processes, attracting employees and setting up legal entities. Finally, the opportunity identification approach maintains that entrepreneurship involves association of entrepreneurial opportunities and enterprising individuals. Thus, economic environment determines entrepreneurial activity.

2.4 Objectives of Entrepreneurship Training Programmes

Sexton and Kasarda (1991) advanced the notion that the two goals of most entrepreneurship training programmes are to prepare people for career success and to increase their capacity for future learning. Equally important is the learner's personal fulfillment and contribution to society. According to them, the ultimate measure of entrepreneurship training is how well it fosters all these aspirations and leads to start-ups.

Mwasalwiba (2010) acknowledged that most entrepreneurship education and training are generally aimed at creating or increasing entrepreneurial attitudes, spirit and culture among individuals and in the general community. Moreover, entrepreneurship training is associated with new venture creation and job creation. In addition, entrepreneurship training is related to the impartation of entrepreneurial skills among individuals.

Garavan and O’Cinneade (1994) identified the following as the most commonly cited objectives of entrepreneurship education and training programmes:

- to acquire knowledge relevant to entrepreneurship;
- to acquire skills in the use of techniques, in the analysis of business situations, and in the synthesis of action plans;
- to identify and stimulate entrepreneurial drive, talent and skills;
- to undo the risk-adverse bias of many analytical techniques;
- to develop empathy and support for all unique aspects of entrepreneurship;
- to devise attitudes towards change; and
- to encourage new start-ups and other entrepreneurial ventures.

Nkirina (2010) asserted that the expected outcome of entrepreneurship training is to produce trainees who are:

- capable of using their technical skills to create their own employment in casewage employment is not secured within reasonable waiting time.
- self-motivated and can work with minimum supervision.
- conscious of the need to produce quality goods and services for a widermarket range in a competitive environment.

Furthermore, Hytti and Gorman (2004) identified three sets of aims that may be achieved in entrepreneurship education and training programmes. According to them, entrepreneurship education and training programmes typically have some combination of these three objectives. The first objective is to develop a broad understanding of entrepreneurship, and specifically of the role entrepreneurs and entrepreneurship plays in modern economies and societies. The second objective is “learning to become entrepreneurial” and deals with the need for individuals to take responsibility for their own learning, careers and life. The third objective is to learn “how to” be an entrepreneur by learning how to start a business.

Jones and English (2004) supported the above aims and posit that entrepreneurship training is a complex process with wide array of objectives such as:

- to give individuals more and better knowledge **for** entrepreneurial ventures creation, management and growth,
- to provide more awareness **about** entrepreneurship,
- to enhance individuals capability **to** act entrepreneurially in all walks of life by providing them with the set of attitudes and values for embracing changes and self-reliance.

They maintained that while the third objective can be triggered early in the educational process (primary and secondary education), the first and the second objectives are more likely to be influenced during entrepreneurial training sessions.

In entrepreneurship training, the issues of immediate relevance to trainees are acquisition of specific skills and mobilisation of sufficient resources to enable them set up their own businesses after training. The aim of entrepreneurship training is therefore to liberate trainees so that they

can use the skills they acquire to become self-employed or establish micro enterprises which will reduce poverty and improve upon the quality of their lives (Mafela 2009).

It is in the above credence that Rodrigues (2004) stated that the objectives of entrepreneurship training is to provide suitable skills and competencies to future businesspersons, enabling them to acquire basic notions of good performance in productive activities, within the context of small businesses or micro-enterprises.

Johanson and Adams (2004) affirmed the above assertion and noted that the rationale of entrepreneurial training is to provide the youth with entrepreneurial competencies as well as improve the knowledge and skills of workers in order to increase an economy's output of goods and services and contribute to economic development.

In brief, the overall objective of any entrepreneurship programme is to create an efficient, demand driven national training system capable of responding to the needs of the labour market.

2.5 Content of Entrepreneurship Training Programme

Mwasalwiba (2010) stated that every training institution has its own approach in building an entrepreneurship curriculum. This has resulted in wide variations of modules making up an entrepreneurship programme. Given the understanding that there is a wide variation in programme contents, Mwasalwiba (2010) ascertained only the most common subjects or course contents in a typical entrepreneurship programme. The most taught subjects are: resources mobilisation and finance, marketing and salesmanship, idea generation and opportunity discovery, business planning, business management, organisation and team building, new

venture creation, risk and rationality, legal issues, licensing, negotiation skills, communication skills, and problem solving.

In addition to the above, Rodrigues (2004) postulated that the content of the training curricula for entrepreneurship development comprises the following: entrepreneurial attitude, simplified accounting, stock management, credit management and sales promotion.

Similarly, Garavan and O’Cinneade (1994) noted that the key content of entrepreneurship training programmes usually focus on the personal development needs of participants. Examples of personal development initiatives that are built into most programmes include:

- skills and techniques to achieve a balance between business goals and personal goals;
- the development of personal development plans;
- how to deal with a failure of a business;
- financial planning;
- company management;
- management functions and attitudes.



Garavan and O’Cinneade (1994) concluded that entrepreneurship itself is not usually what is taught; rather, it is small business management skills that are provided. The above view supports the assertion by Rodrigues (2004) that the entrepreneurship basic training component, usually known as training on management of small business is a result of the concern for self-employment. According to the latter, more than transferring vocational and technical skills, it is essential training on basic entrepreneurship skills enables trainees to access improved income generation activities.

Hynes (1996) opined that both the course focus and content of any entrepreneurship training programme ought to vary in accordance with the specific requirements and needs of trainees.

In summary, entrepreneurship training programmes incorporate a variety of activities in order to enhance experiential learning. If the content is appropriately packaged, entrepreneurship training has the potential to promote economic development by providing learners with skills, knowledge and values that enable them create employment for themselves and others.

2.6 Methods of Entrepreneurship Training Programmes

The purpose of learning is to bring about a desired change in the behaviour of the learner. Therefore, all who engage in learning activity are concerned that the learning should be as effective as possible, so that the objectives of the learning efforts may be achieved. In this regard, the methods that are used in training programmes are of crucial importance (Ampene, 1979).

Various teaching and learning methods are used in entrepreneurship training programmes. They include lecture, projects, role-play, workshop, counselling/mentoring, study visits, community linkage/attachment, games and competitions. Others methods are practical training, demonstration, discussion, question and answer, tutorial, and small group work (Amedzro and Youdeowei, 2005).

However, most authors (Mwasalwiba, 2010; Bennet, 2006; Hytti and Gorman, 2004) have categorised teaching methods into two groups, namely:

- traditional methods; and
- innovative methods.

Traditional Methods

The traditional methods comprise normal lectures. They are also known as “passive methods”. These are actually the methods used in business-related courses. According to Bennett (2006) the traditional methods are passive and less effective in influencing entrepreneurial attributes.

Nevertheless, Fiet (2000) explains that instructors rely on lecture-based methods because they can be easily accomplished. Besides, the traditional methods require less investment of time.

Furthermore, Hytti and Gorman (2004) noted that traditional methods, for example lectures and assignments, benefit students in terms of a better understanding of the relevance of entrepreneurial activity rather than an understanding of “how to” act as an entrepreneur.

According to Solomon et al., (2002) the pedagogical approaches to entrepreneurship training are regarded to be as just as important as the content of entrepreneurship programmes.

Innovative Methods

The innovative methods are more action-based. Hence they are called “active methods”. According to Bennett (2006) innovative methods are those that require the instructor to facilitate learning, not to control the learning process. During facilitation instructors apply methods that enable students engage in self-discovery.

The above assertion is supported by Hytti and Gorman (2004), who maintained that programmes that adopt an “active learning” method usually enable students to play the primary role. In the action learning model, teachers act more as “coaches” and “facilitators” of learning rather than performing the “traditional” teacher role.

Furthermore, where “active learning” projects require students to leave the school/educational environment, for example to work in a training firm or in an established business, Hytti and Gorman (2004) discovered that student preparation prior to leaving and monitoring while away from the school/educational establishment, are necessary elements to effective student learning.

Active methods are said to be more appropriate for nurturing entrepreneurial attributes among participants (Bennett, 2006). They include projects and experiential learning activities such as group work, workshop, games, presentation, study visits, business simulations and practical (hands-on) work. The overall objective of the active method is to develop entrepreneurial competencies in participants of the programme.

Ampene (1979) acknowledged that adult learning activity should be organised to give learners the fullest opportunity for participation and the best chance to use what they have learned to deal with their environment; for example, for making a gainful living and for maintaining harmonious relation with persons around them. In other words, for the learning experience to be useful in life, it should be as realistic as possible.

Making the learning experience as realistic and as useful as possible requires the use of methods which encourage participation of learners in the learning process. For example, in a training programme, demonstration is appropriate for learners who want to acquire skills (Ampene 1979).

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the methods used in adult education should not appeal to a competitive spirit but should develop in the learners a shared sense of purpose and habits of participation, mutual help, collaboration and team work (UNESCO).

However, a research conducted by Mwasalwiba (2010) on the methods of entrepreneurship education revealed that the active methods are used less, compared to the traditional methods.

In a nutshell, two main methods, traditional and innovative methods, are used in entrepreneurship training. Both methods play vital roles in entrepreneurship education and training.

2.7 Expectations of Trainees on Entrepreneurship Programmes

People who enroll on various training programmes have goals they would like to achieve. Similarly, people on entrepreneurship training programmes have expectations they would like the training to meet.

Consideration of the views of participants was a feature of the development of a small business training programme by Le Roux and Nieuwenhuizen (1996). To ascertain those elements deemed to be most important by prospective students, they surveyed 220 aspiring and developing entrepreneurs. They discovered that the main areas of interest cited by students included marketing, entrepreneurship, business planning, management and financial management.

Hisrich and Peters (2002) examined objectives from the participants' perspective and noted that while awareness raising was not listed, those features that participants believed should be included in potential courses were more practically oriented and geared at improving one's chances of success. Some of the key learning aims of students included developing an understanding of the strengths and weaknesses of different types of enterprises, as well as the opportunity to assess one's own entrepreneurial skills. In addition, knowing the essentials of marketing, finance, operations planning, organisation planning and venture launch planning, together with obtaining resources, were also considered essential (Henry et al., 2005).

The aforementioned expectations were similar to those observed by Hisrich and Peters (2002). Hisrich and Peters (2002) categorised the various skills required by entrepreneurs as technical, business management and personal entrepreneurship skills.

- *Technical skills*: include communication, technical management and organising skills.
- *Business management*: include planning, decision-making, marketing and accounting.
- *Personal entrepreneurial skills*: includes inner control, innovation and risk taking.

Hisrich and Peters (2002) stressed that the personal entrepreneurial skills differentiate entrepreneurs from managers.

Furthermore, Mafela (2009) identified the following as what students expect to learn when they participate in entrepreneurship programmes: how business works; networking; how to work with others in the corporate world, how to work with clients, communication skills, acquisition of business experience, entrepreneurship skills, consultancy skills, presentation skills, leadership skills, assertiveness, and problems that small businesses face.

To sum up, participants of entrepreneurship training have needs which they expect to be addressed by the training they have enrolled on. In the same way, it is expected that trainees on the OIC Ghana entrepreneurship training programmes would have expectations which they anticipate that the training will address.

2.8 The Need for Entrepreneurship Education and Training

It has been argued that entrepreneurial skills can be both learned and experientially acquired or they can be influenced considerably through strategic measures such as entrepreneurial education and training (Gibb, 1988).

A wide range of factors have contributed to the revival of interest in entrepreneurship education and training. High unemployment rates, fluctuation in international trade cycles as well as the recent economic crises are factors that have increase attention paid by policy makers and political decision makers to the potential role of entrepreneurship as a possible solution to rising unemployment rates and as a recipe for economic prosperity (Garavan and O’Cinneade, 1994).

McMullan and Gillen (1998) buttress the above assertion and emphasized that entrepreneurship training and education may be one of the few unexploited, cost-effective, micro-economic tools governments have for developing local economies.

Moreover, surveys have shown the need for graduates to possess business awareness skills as highly desired by employers but they lack this in most graduates (Nkirina, 2010). In other countries researchers have pointed the need to integrate entrepreneurship and business education into the vocational and technical training institutions as well as building capacity for income generation (Okuo, 2002).

In Africa, governments have identified various reasons for encouraging entrepreneurship. In Botswana, the government recognises the potential of small and medium enterprises to alleviate unemployment, reduce poverty and generate rapid economic growth (Mafela, 2009).

In South Africa, Orford et al. (2003) asserted that the only way to encourage larger numbers of people into self-employment is to recognise that there is a clear need to widen access to business start-up and growth training and advice.

Vocational education and training has been considered an important remedy to skill deficiency among most of the unemployed youth in Tanzania. Other countries have also developed a system whereby vocational skills are imparted in a coordinated manner and further proposed the integration of entrepreneurship in the formal school system (Nkanza, 2005).

In Ghana, only 1.4 percent of Ghana's working population has received any formal skills training (Johanson and Adams, 2004). Besides, outside the formal education system, many young people lack the requisite skills and entrepreneurship know-how to access jobs in the labour market or establish their own businesses. This condition makes them vulnerable in their livelihoods and subject to exploitation. Among the measures instituted to enhance the environment for sustainable human resource development is improving skills through training.

The issue of developing the motivation and capacity of many Ghanaians particularly the youth to pursue careers in entrepreneurship has been the concern of successive governments since independence (Nsowah, 2004). The socio-economic reasons for this drive relate to employment generation, creation of wealth, dispersal of business activities, democratisation of socio-political development particularly from state control to private sector-led development strategy, and stimulating creativity in all spheres of socio-economic life.

Currently, the Ghanaian private entrepreneur is a major focus for developmental strategy. The private sector has been described as the "engine of growth" and thus plays a very important role in the development of modern economies since it is the pivot around which development revolves in a true market-oriented economy. Several eminent Ghanaian economists and social commentators have argued that a vibrant, buoyant, responsive and well-developed private sector will enhance and accelerate the development of the Ghanaian economy (Nsowah, 2004).

On the whole, there is the need for entrepreneurial training in every country. This need lies in the fact that entrepreneurship training provides people with entrepreneurial competencies. Furthermore, entrepreneurship training improves the knowledge and skills of people which intend increases an economy's output of goods and services and contributes to economic development.

2.9 Types of Entrepreneurship Development Programmes

Recent literature has projected five main types of entrepreneurship education and training programmes in both developed countries and Sub-Saharan Africa (Garavan and O'Connell, 1994; Johanson and Adams, 2004). These are:

- Traditional Apprenticeship Training
- Education and Training for Small Business Ownership
- Entrepreneurial Education
- Continuing Small Business Education
- Small Business Awareness Education

2.9.1 Traditional Apprenticeship Training

Traditional apprenticeship training is responsible for more skill development than the offerings of all training providers combined. It is well developed in eastern and southern Africa than in West Africa. Worldwide, traditional apprenticeship training is the most important source of technical and business skills for workers in the informal sector (Johanson and Adams, 2004).

In Ghana, 80 to 90 percent of all skills training comes from traditional or informal apprenticeship, compared with five to 10 percent from public training institutions and 10 to 15 percent from non-government for profit and non-profit training providers (Atchoarena and Delluc, 2001). Almost all the training programmes taken at formal vocational training institutes (VTIs) in Ghana can also be mastered through traditional apprenticeship.

Traditional apprenticeships are not just about training. They serve broader social objectives of socialisation and economic objectives of reproduction and expansion of the informal economy. According to Johanson and Adams (2004) traditional apprenticeship can be the least expensive way to get skill training. It can cost only a few dollars per month, although at that price the usefulness of such training may be commensurately low.

The following description captures the main parameters of traditional apprenticeships. A written or oral agreement is made between a “master” and parent or guardian for an apprentice to acquire a set of relevant, practical skills. Sometimes the master receives a training fee. In other situations, the apprentice has to “earn” the training in exchange for work or reduced wages. Training consists of primarily observing and imitating the master. Apprenticeship is usually for a fix period; between two to four years. (Johanson and Adams, 2004).

The main strengths of traditional apprenticeship are its practical orientation, self-regulation and self-financing. Apprenticeship also caters for individuals who lack the education requirements for formal training. Moreover, traditional apprenticeship training serves important target groups (rural populations and urban poor). Besides, it is cost-effective (Johanson and Adams, 2004).

In many counties and business environments, apprenticeship has served the informal sector well but it is proving too narrowly focused to cope with the increasing challenges of technical change,

skills enhancement, and wider markets (Ziderman, 2003). Many contemporary skill training programmes such as that of OIC Ghana are innovations of the traditional skill training programme.

2.9.2 Education and Training for Small Business Ownership

Small business education provides practical help in making the change from ordinary employment to self-employment. The help that start-ups need is difficult for business educators to provide. Business educators need to provide instruction on how to raise finance, legal regulation, choosing premises, taxation, simple accounting, employing people and marketing problems. Since those who come onto entrepreneurship programme are usually highly enthusiastic and receptive, business educators should plan programmes that are relevant to needs of the participants and devise teaching strategies that pose very few problems to the participants (Garavan and O’Cinneade, 1994).

Gibb (1985) maintained that it is usual to group together people who are starting a diverse range of small businesses and to offer them more or less common skills, plus some personalised tuition in preparing their individual business plans. These findings were rebutted by Sym and Lewis (1987) who suggested that many of those taking these classes find a programme that tries to accommodate a wide range of start-up businesses within a single programme too general.

Curran and Stanworth (1989) opined that the essential aspects of many entrepreneurial education and training programmes - content, teaching strategy and evaluation of their effectiveness remain largely unresearched.

2.9.3 Entrepreneurial Education

Turning from education and training for small business ownership to entrepreneurship education shows that the latter focuses on the creation of new economic entities centred on a novel product or service. Many social scientists have attempted to identify the conditions favourable to the occurrence of the creation of new product or service, the connections remain largely unclear. According to Garavan and O’Cinneade (1994), entrepreneurship is a highly creative economic process. Therefore there may even be doubts that conventional forms of education are always helpful.

2.9.4 Continuing Small Business Education

Continuing small business education is a special version of adult continuing education designed to enable people to enhance and update their skills. This form of training is available through many business schools in the form of one-day training modules. It is problematic from a number of perspectives. It is more difficult to organise than the conventional start-up programme. Secondly, research revealed that marketing continuing small business education is an uphill struggle, as many small business owners are very demanding and easily disappointed with what they regard as a programme too generalized for their needs (Garavan and O’Cinneade (1994).

2.9.5 Small Business Awareness Education

According to Garavan and O’Cinneade (1994) small business awareness education is aimed at increasing the number of people who are sufficiently knowledgeable about small business as an economic activity to consider it as a career alternative. This is the type of programme which is suitable for inclusion in secondary school syllabuses and undergraduate programmes. Such

education has the objective of increasing awareness of industry and making participants more sensitive to the small firm. Vesper (1982) reported on the America situation by stating that despite the use of the term “entrepreneur”, most of the courses are actually aimed at increasing student awareness of the small firm and providing basic information on setting up and running a business.

Sym and Lewis (1987) argued that many of the large numbers of introductory business ideas are brief “start your own business” programmes currently on offer are also awareness education. Many of the programmes only provide participants with opportunities and problems associated with starting a business. Serious training only begins if the participants proceed to further their training by enrolling on a programme with a longer duration.

2.10 Entrepreneurship Education and Training in Ghana

In Ghana, the development of the human resources of the country is one of the three key pillars of the Ghana Poverty Reduction Strategy (GPRS). The main goal is to ensure the development of a knowledgeable, well-trained, disciplined and healthy population with the capacity to drive and sustain the private sector-led growth strategy. Among the measures instituted in the medium-term to enhance the environment for sustainable development is entrepreneurial training.

The promotion of entrepreneurship has been high and intense on Ghana’s socio-economic development agenda over the past two decades. A few decades before independence and thereafter, there emerged a growing number of varied artisans who had learnt their trade through apprenticeship. These craftsmen are seen in most towns and all cities with their small shops and businesses. They constitute a large proportion of the private informal sector of the Ghanaian

economy (Nsowah, 2004). The need to make the informal sector vibrant so as to respond favourably to the changes arising from globalisation requires that these craftsmen and women are equipped with entrepreneurial skills to be more creative, innovative, assertive, to see and act on opportunities and take calculated risks among others.

According to Nsowah (2004) the slow pace of growth in the informal sector has been partially attributed to the low level of entrepreneurial skills among its operators. The need to train many small business operators as entrepreneurs within the informal sector had become obvious by the late 1970s and early 1980s.

Another area of concern has been the large group of rural micro and medium enterprise operators in the manufacturing and service industries. Nsowah (2004) noted that most of these operators are illiterates. Their production processes appear obsolete and unplanned. They scarcely keep records about their transactions and other business activities. Many of such businesses collapse or stagnate. Entrepreneurship training for these operators is seen as a channel to modernize the informal sector and infuse new technologies for accelerated national economic development.

The Third Annual Progress Report (2005) on the implementation of the GPRS 1 indicated that in the area of Skills Training and Employment Programme (STEP) 12,750 people were trained in various trades: food processing, dressing, hairdressing, masonry and carpentry. Seven thousand out of the 12,750 were trained and set up in agricultural vocations such as small farming, grass-cutter rearing, bee-keeping and mushroom farming. An amount of six billion cedis micro-credit facility was also released to the Ministry of Manpower Employment and Youth for disbursement to graduates of the STEP programme to establish their own small-scale enterprises.

In order to provide skill and entrepreneurial training in the country, various strategies have been outlined in the GPRS. These strategies include:

- Training the unemployed in competency-based, demand-driven skills;
- Promoting and establishing production units in all vocational training centres;
- Setting standards for vocational training and entrepreneurship development;
- Expanding training infrastructure for skills upgrading;
- Promoting training for people with disability;
- Implementing national apprenticeship programme.

2.11 Challenges of Entrepreneurship Training Programmes

Various challenges are encountered in the operation of entrepreneurship training. These range from coverage, access, programme content, facilities among others.

Romijn (1989) identified limitation of entrepreneurship training programmes in terms of coverage and access. According to Romijn (1989) there are various target groups of entrepreneurship training programmes. The first group consists of those who would like to start very small-scale manufacturing ventures such as soap making or food processing, to supplement their income or operate on full-time basis. Then there are those who have traditionally been involved in non-farm occupations such as carpentry, weaving and pottery, as well as those involved in various small manufacturing, service and trading activities in the urban informal sector. However, current entrepreneurship training programmes do not cater for these groups. Majority of these programmes target the middle class.

Moreover, the contact and selection procedure through advertisements in local newspapers, curriculum design and teaching methods may suit the needs of literates, but they are not appropriate for people without formal education. Conventionally, entrepreneurship training programmes may also be physically inaccessible for people in rural areas.

In addition, by the very nature of its design, entrepreneurship training programmes can cover only a section of the population, specifically those possessing certain entrepreneurial traits. In addition, conventional entrepreneurship training programmes address only those individuals who are interested in starting a small business. However, there are a great number of people who can be termed traditional entrepreneurs who will also need support.

Furthermore, entrepreneurship training programmes require high quality training staff who are competent and committed to the task. However, this is not always available. This could become an important constraint to the dissemination of the current ideas and skills to non-conventional target groups such as the rural poor from traditional backgrounds with limited education who are not used to articulating their needs (Romijn1989).

According to Romijn (1989), different sessions of the training should be conducted by specialists in different areas. Achievement motivation training in particular requires considerable skills, which can be offered by a mature trainer with a sound background in Psychology and a lively interest in people. The importance of this particular aspect cannot be overemphasised since an unsuitable trainer cannot only render the training ineffective, but also do a lot of harm by misjudging trainees' strengths and weaknesses



Again, entrepreneurship education and training programmes are frequently of very short duration compared to other educational programmes concerned with helping people embark on a major career. Curran and Stanworth (1989) have found that most small business entrepreneurship programmes last as little as few days, though a few extend over longer periods. The length of such programmes seems absurd when set against the knowledge and complexities of the multifunctional task of successfully operating a small business which involves a considerable capital investment and responsibility of meeting the needs of customers and employees.

With regards to challenges that participants of entrepreneurship training encounter, Mafela (2009) identify the following:

- lack of resources, especially funds;
- inadequate supervision;
- time constraints;
- inability to meet projects' deadline;
- pressure from academic work; and
- lack of sponsorship.

The above challenges hinder learning by trainees. Consequently, they may prevent graduates of entrepreneurship training programmes from implementing the knowledge, skills and values they have acquired from the programme.

In summary, challenges in entrepreneurship training are varied. However, most of the challenges are experienced by trainees in the areas of finance, academic, time constraints and accessibility of the programme.

2.12 Evaluation of Entrepreneurship Training Programmes

There are varieties of adult education programme both for youths and adults, literate and non literate. These include functional literacy, continuing education, civic education and entrepreneurship training. Variety in these programmes requires researchers to discover precisely the *what* (content), the *why* (objectives) and the *how* (*methods*) of a particular programme in order to assess the effectiveness of the programme (Okeem, 1979).

Evaluation, has been defined by Okeem (1979: 86) as “the process of determining the degree to which the aims and objectives of an educational activity are achieved”. Thus, educational evaluation is the process in determining the effectiveness of the teaching or the value of the learning experience. According to Okeem (1979), a comprehensive evaluation should cover the assessment of the tutors, of the participants and of the adequacy of the curriculum content.

Garavan and O’Cinneide (1994) suggested assessment criteria for entrepreneurial programmes evaluation. These are:

- philosophy of the programme;
- targeted population;
- objectives and content of the programme;
- learning strategies and method,
- programme facilitation; and
- outcomes and impact of the programmes.

The comparison of six entrepreneurship education programmes by Garavan and O’Cinneide (1994) indicated that there are converging and diverging elements in designing a programme. The programmes delivery was of different lengths (from few months to years), at different

institutions (from incubators to universities) and for different targets (from students, to professors and operating entrepreneurs). On the other side, a high convergence was found in the programme content, learning methods and local adaptability of the teaching strategies.

Friedrich et al. (2003) summarised several often quoted stages of success measurements of small business training. These stages of success are:

- Knowledge and skills required;
- Delivery of training;
- Learning occurring in recipient;
- Behaviour change as a result of learning;
- Behaviour leading to a change in business performance; and
- Change in business performance measured.

The above success measurements of training supports the learning and training evaluation model of Kirkpatrick (1975) discussed earlier.

Gibb (2006) highlighted that evaluations and assessment usually deal with the knowledge and skills and short term outcomes; while the long term impact and impact on the attitudes is neglected. On the other side, a potential benefit in assessing designs and delivery outplays the potential deficiencies.

According to UNESCO's recommendation, entrepreneurship education activities should be planned and executed on the basis of identified needs as well as defined objectives. Their impact should be evaluated, and reinforced by whatever follow-up activities may be appropriate to given conditions (UNESCO, 1976).

In relation to the benefit of assessing training programmes, Hytti and Kuopusjarvi (2004) noted that assessments are valuable starting points for learning, monitoring outcomes, growing through self reflection and feedback, experimenting by modification and adjusting best practices, mapping of the trends and paradigms.

Moreover, Curran and Stanworth (1989) maintained that evaluating entrepreneurship education and training programmes enables programme planners to improve upon the quality of programme design and implementation.

Furthermore, Okeem (1979) noted that the main reason for evaluating a programme is to assess how well the programme is doing in the light of its objectives and the resources employed.

In conclusion, evaluating entrepreneurship training programmes allows management of training programmes to know whether the programmes are achieving the objectives for which they have been established. Moreover, it allows for suggestions on improving the programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the procedures employed in collecting and analysing the data for this study. The study is an exploratory, interpretive as well as a descriptive survey. Consequently, various sampling techniques and appropriate data collection instruments were used in order to achieve the purpose of the study. On the whole, the chapter discusses justification for choice of the study area, the research design, population, sample and the sampling techniques used in the study. The chapter also discusses sources of data, the instruments used in collecting the data, the pilot study carried out and the actual fieldwork.

3.2 Study Area

The Accra centre of OIC Ghana was chosen for the study. The centre was purposely chosen because of numerous reasons. First, the Accra centre which is the head office was the first centre to be established in Ghana. Therefore, it was assumed that the centre would have produced more graduates. Being the first centre to be established, it was also assumed that the centre would have experienced tutors who are conversant with the OIC Ghana training programme in terms of objectives, methods of training as well as the content of the programme.

Secondly, the Accra centre was chosen because it is the centre with the highest number of departments in the provision of vocational skills to the youth. The centre has 10 departments. Hence, it was assumed that enrollment of trainees would be higher than the other centres with fewer departments. Higher enrollment at the Accra centre enabled the researcher to collect data from a sample of trainees considered to be a representative of the population of trainees.

Moreover, the proximity of the Accra centre of OIC Ghana to the University of Ghana campus was another factor that influenced the researcher's choice of the study area. The centre, which is located at Shiashie, East Legon, is about 3km from the University of Ghana campus. Therefore it was convenient for the researcher to visit the centre frequently since the travelling duration is relatively shorter compared with the other centres.

3.3 Research Design

The study adopted the parallel-sample cross-sectional survey design. According to Wiersma (2000) a parallel sample cross-sectional survey design involves selecting samples from two or more populations simultaneously and conducting a study related to the same research problem. In this study, the researcher selected samples from three different populations; tutors, trainees and graduates of OIC Ghana, Accra centre in the attempt to assess the OIC Ghana entrepreneurship training programme and its relevance to its beneficiaries.

The units of analysis for the study were the individual respondents who were trainees, tutors and graduates of the OIC Ghana. Characteristics of the units such as variability and homogeneity were considered in selection of the units for the study. The units of analysis were purposefully chosen because they were considered to be key respondents in providing relevant data on the entrepreneurship training programmes of OIC Ghana.

Moreover, the inclusive units of analysis chosen for the study was in line with the recommendation by Okeem (1979) that a comprehensive evaluation should cover the assessment of the tutors, of the participants and of the adequacy of the curriculum content.

3.4 Population

The general population for the study was 769 respondents which comprised trainees, staff and graduates of OIC Ghana Accra centre. The specific population was the 520 trainees and 49 staff of OIC Ghana, Accra centre. There was no proper record on the entire graduates the centre has produced. Hence, the annual turn out of 200 graduates of OIC Ghana, Accra were considered as the population for the graduates in this study. The population for the study was purposefully chosen in order for the researcher to gain in-depth knowledge about the issue being investigated from the intended populace.

3.5 Sample and Sampling Technique

Three separate samples were chosen for the study from three populations; trainees, tutors and graduates of OIC Ghana, Accra centre. A sample of 52 trainees representing 10 percent was drawn from the population of 520 trainees of OIC Ghana, Accra centre. A sample of 25 tutors representing 51 percent was drawn from the population of 49 staff of OIC Ghana, Accra centre while a sample of 60 graduates representing 30 percent of the annual graduate turn out was drawn from graduates of OIC Ghana, Accra centre.

The researcher employed both probability and purposeful sampling techniques in the selection of samples for the study. Homogenous sampling, a type of purposeful sampling was used to select 25 tutors from the staff of OIC Ghana, Accra centre. According to Wiersma (2000), homogenous sampling is used when the purpose of the study is to focus on a particular sub-group, which in some sense is considered homogenous. In this study, tutors were considered homogenous among the staff because they are the instructors of the programme.

Graduates of the OIC Ghana programme were selected using another type of purposeful sampling; the network or “snowball” sampling technique. Five graduates who have been employed by OIC Ghana, Accra centre were initially contacted and interviewed. These five graduates suggested names of other graduates who also suggested names of further graduates who were traced and interviewed. The snowball sampling was employed to select relevant sample for the study.

Patton (1990:182) stated:

“Snowball sampling helps to identify information-rich cases, that is, good examples for study, good interview subjects

Bearing the above statement in mind, the researcher adopted the snowball sampling technique to select graduates of OIC Ghana who were considered to have adequate information about the OIC Ghana training programme. Specifically, graduates were selected because the researcher assumed that they would provide enough information as far as the relevance of the OIC Ghana training programme is concerned.

The purposeful sampling techniques discussed above were used to select samples relevant for the study. Merriam (2001) noted that purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight. Therefore the investigator selects sample from which the most can be learned.

In view of the above assertion, the researcher purposefully selected samples from staff and graduates of OIC Ghana with the assumption that those samples would provide in depth information in order to discover, understand and gain insight into the OIC Ghana training programmes.

The probability sampling technique used in the study was the stratified random sampling method. The researcher employed the stratified random sampling technique to select trainees of OIC Ghana Accra centre because the students were assigned to several departments. Therefore the stratified sampling technique was used to ensure representation from each department.

The allocation of sample among the departments was done using the proportional allocation method. The Accra centre has 10 departments with a total enrollment of 520 students. Department was the stratifying variable. Since a 10 percent sample was required, the sampling fraction was 1/10 or 0.1. Thus, a 0.1 random sample was selected from each department. Table 3.1 shows information on the proportional allocation of samples of trainees.

Table 3.1 Sample selection of trainees using proportional allocation method

Strata (department)	Number in Department	Sample by Department
Carpentry	22	2
Catering	90	9
Ceramics	10	1
Electricals	93	9
Graphic Arts	48	5
Masonry	35	4
Auto mechanic	54	5
Office/computer skills	90	9
Plumbing	38	4
Textiles design	40	4
Total	520	52

For example, to obtain a ten percent sample for carpentry department, the following computation was carried out:

$$22 \times 0.1 = 2.2 \text{ which was rounded off to } \mathbf{2}$$

After allocation of the sample among the strata (departments), a record containing the lists of students for each department was obtained from the administration. The record served as the sample frame from which the sample allocated for each department was drawn.

In order to obtain the random sample, names of students from the 10 departments were written on pieces of papers and placed in 10 boxes accordingly. The papers in the boxes were shuffled. Thereafter, the samples allocated for the various departments were randomly picked from the respective boxes. The random picking was done to give each trainee an equal chance of selection.

The proportional stratified random sampling technique was used to ensure that each department contributed to the sample a number that is proportional to its size in the population. According to Wiersma (2000) stratified sampling guards against wild samples, ensures that no sub-population is omitted from the sample, and avoids overloading in certain sub-populations.

3.6 Representativeness of Sample

The probability sampling method used in selecting trainees for the study was to ensure that the sample was representative of the population from which it was drawn. Though no sample can be perfectly representative, the use of probability sampling helped to avoid the conscious and unconscious biases associated with purposeful sampling (Babbie, 2001).

3.7 Sources of Data

Data for the study were gathered from both primary and secondary sources. Primary data were gathered through structured interviews conducted with trainees and graduates of OIC Ghana, Accra centre as well as administration of questionnaires to tutors of the centre.

Secondary data were gathered by reviewing relevant official documents at OIC Ghana. The documents provided data on how OIC Ghana was set up, its main objectives, its activities and how it collaborates with the business and the wider communities in training the youth. The documents also provided data on the content of the training programmes. Other sources of secondary data consulted were the internet, textbooks and journals. These sources provided the researcher with information on what has been done in relation to the phenomenon under study.

Data sources for the study were triangulated for the purposes of corroboration as well as to minimise the effects of bias, by capitalising on the collective strength of each method.

Denzin (1970: 301) noted:

"By triangulating data sources, analysts can efficiently employ the same methods to maximise theoretical advantage"

The researcher therefore triangulated the data sources in order to examine the nature of the entrepreneurship training programmes of OIC Ghana from various sources.

3.8 Research Instruments

The main instruments used in the study were questionnaire and interview schedule. A questionnaire was developed and administered to the tutors OIC Ghana, Accra centre. The questionnaire gathered data on tutors' knowledge of the objectives, content and the teaching and learning methods of OIC Ghana training programme. The questionnaire also solicited data on the challenges trainees encounter while undergoing training.

Items format in the questionnaire were both closed-ended (selected-response) and open-ended. The closed-ended questions saved the respondents time and energy in completing the questionnaire. Moreover, the closed-ended questions enhanced consistency of response across respondents. The consistency in response made data tabulation generally easier and less time-consuming than open-ended items. According to Kerlinger (1973), closed ended questions have the benefits of obtaining uniformity of measurement. Hence it has high reliability of compelling the respondents to answer to suit the response wanted as well as make coding easier for the researcher.

The open-ended questions on the other hand gave respondents the freedom to express themselves and provided detailed information. Wiersma (2000) emphasised that open-ended questions allow the individual more freedom of response because certain feelings or information may be revealed that would not be forthcoming with closed-ended items.

The questionnaire was administered to the tutors because they are literate. Moreover, the use of this instrument was to ensure anonymity and reliable information from the tutors.

Structured interview schedules were used to solicit information from trainees and graduates of OIC Ghana, Accra centre. Items in the interview schedule for trainees sought information on their demographic characteristics, their expectations about the training, the teaching and learning methods of OIC Ghana as well as the challenges they have been encountering on the programme.

The Kirkpatrick's learning evaluation model (1975) was adopted and used to assess the relevance of training to the graduates and their work environment. The model which is based on four levels of training evaluation measured:

- Reaction - this was assessed through questions that sought feelings of respondents about the programme;
- Learning - "how" questions were asked that specifically sought to determine if the respondents felt that they had acquired new knowledge and skills;
- Behaviour - respondents were asked the extent to which they were able to carry out tasks or stipulate the specific things that they felt they had learnt from the programme; and
- Results - respondents were asked questions which required them to indicate the usability of the knowledge and their actual use of it.

The interview schedule was used to gather data from trainees and graduates of OIC Ghana for several reasons. First, the interview schedule provided the researcher the opportunity to interact directly with the respondents which allowed room for in-depth probing, elaboration and clarification of terms. In addition, the interview schedule enabled the researcher to gain information from non-verbal responses to supplement verbal ones. Moreover, the interview schedule gave the researcher the chance to collect data from lowly educated trainees who might lack the motivation to respond to questionnaire even if the items were written in an understandable manner. Furthermore, it helped the researcher to record responses promptly.

3.9 Pretest

The instruments of the study were pretested at St. Francis Xavier vocational school located at Kotobabi in Accra. The interview schedules were pretested on 10 trainees and five graduates while the questionnaire was pretested on five tutors of the school. The instruments were pretested on the above groups of people because they share similar characteristics with the respondents.

Responses from the pretest enabled the researcher to restructure some of the major questions which were vague and eliminate those items which were ambiguous. For example, an item on the interview schedule which sought to find out the relevance of training to the graduates was found to be vague during the pretest. The item was accordingly modified to be specific by seeking relevance in terms of contribution to current work, economic life, family and community.

The pretest also provided the researcher the opportunity to discuss the items with the members of the pretest group. For instance, after the questionnaire was pretested, it was revealed that the questionnaire was too verbose. Consequently, redundant questions were eliminated. Finally, the items on the questionnaire were revised to suit the objectives of the study.

3.10 Reliability and Validity

The researcher used several techniques to enhance validity and to ensure reliability of results. To begin with, testing of the instruments ensured reliability and enhanced validity of results of the study. The contributions of the pretest to the study have been discussed in 3.9 above.

Secondly, triangulation of the sources of data and methods of data collection strengthened reliability as well as internal validity. Data sources for example were triangulated by

administering research questions to trainees, graduates as well as tutors of the programme. Cases in point were research questions designed to investigate the teaching methods of OIC Ghana and challenges that trainees encounter.

Furthermore, to ensure that results were dependable and internal validity enhanced, the researcher clarified assumptions and theories behind the study, at the onset of the study. Besides, the researcher described respondents and indicated the basis for selecting them.

Moreover, the detailed description of how data were collected, how samples were selected as well as how decisions were made throughout the study was to ensure reliability of the results.

Dey (1993: 251) noted:

“If we cannot expect others to replicate our account, the best we can do is to explain how we arrived at our results

Taking precaution from the above statement, the researcher therefore employed the audit trail technique so that independent judges can authenticate the findings of the study by following the trail of the researcher (Guba and Lincoln, 1994).

In addition, the sample chosen were meant to ensure reliability. For example, a sample of 25 tutors selected from a population of 49 staff (representing 51 percent of the population) was to ensure reliability of the study.

Above all, various sampling techniques were used to enhance validity. The purposeful and the stratified random sampling techniques employed in the study enhanced external validity. According to Merriam (2001), multisite designs using cases especially those that maximise diversity in the phenomenon of interest can be achieved through purposeful or random sampling.

3.11 Field Work

A formal letter of introduction from the Institute of Continuing and Distance Education (ICDE) was sent to OIC Ghana Accra centre at Shiashie, East Legon informing the centre of the intention of the researcher to solicit data in relation to the study. The letter was sent to enable the researcher gain entry to the organisation. After meeting with the management; training supervisor, programme manager and administrative secretary, approval was granted for the researcher to conduct the study at the centre. A period of two months was negotiated to enable the researcher complete the data collection process in the organisation. Consequently, the collection of data was carried out between April and June, 2010.

First, the researcher was introduced to the staff of OIC Ghana at a meeting during which the researcher was given the opportunity to brief the staff of her intention. Few tutors asked questions concerning the outcome of the research and the reason for the choice of OIC Ghana. The researcher addressed the questions and assured the tutors of confidentiality of information they would disclose. The questionnaires were then administered to the tutors.

Secondly, names of the heads of departments and lists of trainees were obtained from the training supervisor. The heads of departments were contacted individually and the purpose of the second aspect of the study; interviewing of trainees, was explained to them. Consequently, various dates were scheduled for the researcher to interview trainees of each department. Prior to each interview, the researcher briefed respondents of the purpose of the study and assured them of utmost confidentiality of information they would provide. The briefing before the interview helped to establish rapport with respondents so as to earn their trust. Respondents were then interviewed individually between twenty to thirty minutes.

Thirdly, five graduates of OIC Ghana who have been employed by the organisation were contacted and interviewed. These graduates provided the contacts of other graduates who were also contacted and interviewed at their various places of work and homes at their convenience.

Graduates were also interviewed individually between fifteen to twenty minutes.

In addition, relevant documents from OIC Ghana, Accra centre were obtained to explore the antecedents for establishment of the centre, the activities the centre undertakes and how the centre collaborates with the industrial sector in undertaking its activities. Exploration of official documents has been established as a methodological approach (Weaver et. al., 2002).

Finally, a letter of appreciation was sent to the management of OIC Ghana after successful completion of data collection.

3.12 Data Analysis

The retrieved questionnaires were counted to ensure that they were up 25 and thoroughly checked to be certain that they were correctly completed. Interview responses were also checked to ensure that the number of respondents corresponded with the scripts at hand.

The instruments generated both quantitative and qualitative data which were independent of each other. The quantitative data were edited, coded and the *Statistical Package for Social Sciences (SPSS)* was employed for its analysis. The SPSS generated frequency tables, percentages and graphs. Cross tabulations were also designed to study the relationship between variables.

Moreover, content analysis was employed to evaluate qualitative data solicited via the interview schedule. Percentages, frequency tables and graphs were also used to represent qualitative data.

3.13 Ethical Considerations

The purpose of the study was written in simple language as a preamble to the questionnaire and verbally made known to interviewees before each interview was conducted. This served as a motivation to respondents.

Secondly, names of respondents were not used in case illustrations. This was done to protect the identities of respondents.

Moreover, articles cited in this study have been duly acknowledged and the sources provided at the reference section of this study.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

The previous chapter which described the methodology for this study indicated that the research was conducted using a sample of 52 trainees, 25 tutors and 60 graduates of OIC Ghana, Accra centre to assess the entrepreneurship training programme of OIC Ghana and how it is responding to the needs of beneficiaries of the programme. The results of the data analysed are presented in the form of tables and charts.

4.2. Demographic Characteristics

Demographic characteristics of trainees and graduates were sought to determine the background of beneficiaries of the OIC Ghana training programme. The variables investigated included sex, age and the level of education. Results of the data gathered are presented in table 4.1 below.

Table 4.1: Demographic characteristics of trainees and graduates

Variables	Trainees		Graduates	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Sex				
Males	27	51.9	32	53.3
Females	25	48.1	28	46.7
Total	52	100	60	100
Age range				
15-19	29	55.8	-	-
20-24	18	34.6	10	16.7
25-29	5	9.6	13	21.7
30 and above	-	-	37	61.7
Total	52	100	60	100
Education level				
Primary	1	1.9	-	-
J.S.S.	50	96.2	-	-
S.S.S.	1	1.9	-	-
Total	52	100	-	-

Field data (2010)

The finding presented in table 4.1 above indicates that more than half (51.9% and 53.3%) of the two groups of respondents (trainees and graduates) were males and the rest (48.1% and 46.7%) were females respectively. The table above reflects the general trend in the formal educational sector in Ghana where most students are males. In addition, it is believed that men are more interested in entrepreneurship development programmes than women. Therefore, the programmes offered at OIC Ghana attract more males than females.

With regards to age, majority (55.8%) of the trainees were between 15 and 19 years while minority (44.2%) was between 20 and 29 years. The result also shows that most graduates (83.4%) were 25 years and above while few (16.7%) were between 20 to 24 years.

On the highest education level of trainees, the result demonstrates that almost all of the respondents (96.2%) have been educated up to J.S.S. level. This information was solicited from only trainees.

From the representation above, it is evident that most of the respondents trainees were teenagers. It is estimated that at most by age 15 most children of school going age would have completed their basic education and gained admission into second cycle institutions. This explains why almost all the trainees are J.S.S graduates. On the other hand, majority of the graduates were young adults (25 years and above) who had completed their second cycle education and had embarked on their careers.

Another variable on which data was obtained were the programme that beneficiaries enrolled on. The results are presented in table 4.2

Table 4.2: Programmes enrolled on by beneficiaries

Programmes	Trainees		Graduates	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Masonry	4	7.7	6	10
Carpentry	2	3.8	2	3.3
Electricity	9	17.3	12	20
Textiles design	4	7.7	2	3.3
Plumbing	4	7.7	2	3.3
Catering	9	17.3	14	23.3
Graphic arts	5	9.6	2	3.3
Motor-mechanics	5	9.6	2	3.3
Office / computer skills	9	17.3	16	26.7
Ceramics	1	1.9	2	3.3
Total	52	100.0	60	100

Field data (2010)

The result of this study revealed that office and computer skills, catering and electricity are the programmes that are mostly patronised by beneficiaries. Ceramics is the poorest patronised programme with (1.9% and 3.3%) for trainees and graduates respectively. One reason which could account for this trend is that those programmes which attract more patronage have ready market either for employment of graduates or demand little capital to establish. However, those programmes that are less patronised do not have ready employment for the beneficiaries. In addition, less patronised programmes require huge capital for start ups after graduation.

Table 4.3 shows the distribution of sex against programmes that are mostly patronised by beneficiaries (graduates).

Table 4.3: Crosstabulation of sex against highly patronised programmes

Sex	Programmes highly patronised by beneficiaries			Total
	Office / computer skills	Catering	Electricity	
Male Count	0	2	12	14
%	0%	3.3%	20%	41%
Female Count	16	12	0	28
%	26.7%	20%	0%	61%
Total Count	16	14	12	42
%	26.7%	23.3%	20%	70%

Field data (2010)

According to the result in table 4.3, majority of the beneficiaries (70%) offered office/computer skills, catering and electricity. This implies that only thirty percent of beneficiaries offered the remaining seven courses. This confirms the result in table 4.2 that the highly patronised programmes are office/computer skills, catering and electricity.

In addition, it is clear from the table above that all the beneficiaries (26.7%) who offered office and computer skills were females. Similarly, the result illustrates that beneficiaries who offered catering were mostly females (20%) compared to their male counterparts (3.3%)

However, the table shows that only males patronise electricity as against office/computer skills and catering. This trend of course preference between male and female could be attributed to the interest of females in secretarial work as well as cooking and males' interest in professions that are male dominant such as electrical work.

The qualification of tutors has been cited as a key factor in determining the effectiveness of entrepreneurship training (Romijn, 1989; Garavan and O’Cinneade (1994). Consequently, the qualification of tutors was sought in this study to determine its influence on the programme. The result is presented in table 4.4 below.

Table 4.4: Academic /professional qualification of Tutors

Qualification of Tutors	Frequency	Percentage (%)
N.V.T.I. certificate	3	12
Diploma/H.N.D.	18	72
University Degree	4	16
Total	25	100

Field data (2010)

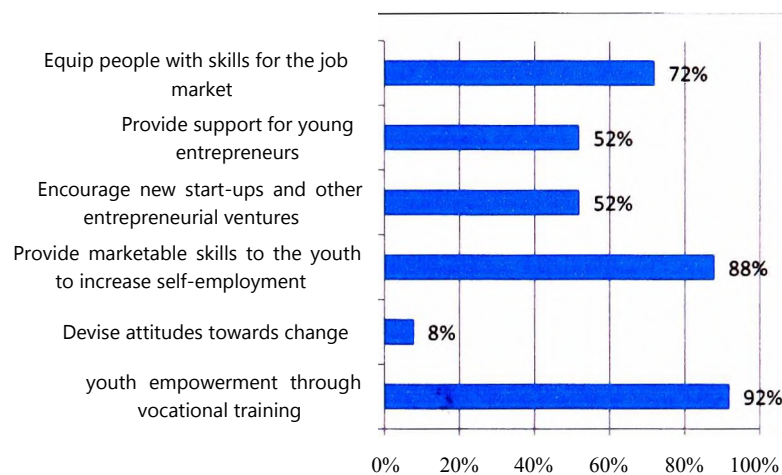
From the table above, it is evident that majority of the respondents (88%) had diploma or degree as their highest academic or professional qualification while few (12%) had qualification equivalent to a second cycle certificate.

Concerning duration of appointment of tutors, most of the respondents (84%) have been working at OIC Ghana for over five years while few of them (16%) have been employed between one and five years.

4.3 Objectives of OIC Ghana

the objectives of OIC Ghana. This information was gathered from the tutors only. The results of the data collected from tutors are presented in figure 4.1 below.

Figure 4.1: Objectives of OIC Ghana



Field data (2010)

Majority of the respondents (92%), (88%) and (72%) indicated youth empowerment through vocational training, provision of marketable skills to the youth to increase self-employment and equipping people with skills for the job market respectively as the main objectives of OIC Ghana. More than half of the respondents (52%) mentioned provision of support for young entrepreneurs and encouragement of new start-ups and other entrepreneurial ventures as the objectives of OIC Ghana while minimal respondents (8%) stated that the objective of OIC Ghana is to devise attitudes towards change. (Total percentages exceed 100% because of multiple responses). The above data shows that OIC Ghana has multiple objectives. As such trainees who go through the programme acquire some employable skills, competences as well as develop attitudes that can enable them establish their own businesses and enterprises.

Table 4.5: How trainees enrol onto the programme

Mode of trainees' enrollment	Frequency	Percentage (%)
Applicants come themselves	18	72.0
Parents/guardians bring them	4	16.0
Recommendation by organisations	2	8.0
No idea	1	4.0
Total	25	100.0

Field data (2010)

Table 4.5 above indicates that a greater number of respondents (72%) affirmed that trainees enrol on the programme themselves while few respondents (28%) indicated that trainees are either brought by parents/guardians, recommended by organisations or had no idea as to how trainees enrol onto the programme.

The finding that majority of the trainees enrol onto the programme themselves is an indication that many people who enrol onto the OIC Ghana training programme are adults who have needs to satisfy. Secondly, the learners expect that their needs would be met by the training they embark on.

4.4 Content of the OIC Ghana training programmes

The researcher assessed OIC Ghana brochure (2009) and other documents in order to find out the content of the OIC Ghana training programmes. The findings indicate that entrepreneurship is a core course that every trainee offers at OIC Ghana. The content of the entrepreneurship course include opportunity discovery, business planning and management, new venture creation, marketing, team building, communication skills, negotiation skills and resource mobilisation. In

addition, each trainee is trained in one vocational/technical skill. The course contents are presented in table 4.6 below.

Table 4.6: Content of the OIC Ghana training programmes

Programme	Content
Masonry	Brick building, block building, basic knowledge in tile laying, interpretation of building drawing and moulding of sandcrete bricks and blocks
Carpentry	Sawing, mortising, planing, sanding and finishing among others which enable carpenters to fit into the woodwork and furnishing industry.
Electricity	Skills and principles of electricity and magnetism relevant to the electrician in industry
Textiles Design	Creating and executing textiles designs for fashion wear, interior decorations, planning furnishings for homes, restaurants and public places of interest. Training in basic computer skills
Plumbing	Training in the use of basic tools and equipment, and materials for pipe fitting, water supply, drainage, heat-metal work, oxy acetylene welding among others, relevant for plumbing work
Catering	Planning, organising, preparing, cooking and serving local and foreign meals
Graphic Arts	Creating designs for industrial and commercial products, interior decoration and planning furnishing for homes and public buildings. Basic computer skills.
Motor-Mechanics	Repairing, servicing and overhauling in mechanical and related equipment of passenger and delivery vans, trucks, vehicles and stationary engines
Office/Computer Skills	Basic computer skills training, office management and routine clerical duties
Ceramics	Basic design, hand-built pottery, wheel techniques, decorations, glaze preparations and applications, kilns and firing, environmental ceramics

Field data (2010)



It is evident from table 4.6 that all the ten courses at OIC Ghana are well-structured vocational and technical skills programmes with entrepreneurial drive and practical orientation. The comprehensive nature of the course content is in pursuit of inculcating in the trainees practical and professional skills and competences as well as attitudes that can help beneficiaries to use the skills acquired to better their family, social and economic life after their graduation.

With regards to the developers of the curriculum of the programme, the National Vocational Training Institute (N.V.T.I.) was identified as the developer of the OIC Ghana curriculum. See table 4.7 for details.

Table 4.7: Developers of OIC Ghana curriculum

Programme developers	Frequency	Percentage (%)
N.V.T.I.	22	88.0
Ghana Education Service	2	8.0
N/R	1	4.0
Total	25	100.0

Field data (2010)

According to the results in table 4.7, majority of the respondents (88%) stated that the OIC Ghana curriculum is designed by the N.V.T.I. while minority (8%) indicated the curriculum is developed by the Ghana Education Service.

As to how often the curriculum is revised, many tutors at OIC Ghana had no idea as to when the curriculum is revised. Over an average respondents (52%) had no idea as to when the OIC Ghana curriculum is revised. A sizeable minority (20%) indicated that the curriculum is revised quarterly, few (12%) stated that the curriculum is revised annually while one respondent (4%) said the curriculum is revised biannually.

Views of tutors were sought regarding programmes that could be included in the OIC Ghana curriculum. Programmes recommended by respondents for inclusion in the OIC Ghana curriculum are fashion design, hairdressing, land surveying, computer engineering, agriculture, bead making and draughtmanship. See table 4.8 for details.

Table 4.8: Recommended programmes for inclusion in the OIC Ghana curriculum

Recommended Programmes	Frequency	Percentage (%)
Fashion design	13	52.0
Hair dressing	4	16.0
Land surveying	2	8.0
Computer engineering	2	8.0
Agriculture	2	8.0
Bead making	1	4.0
Draughtmanship	1	4.0
Total	25	100

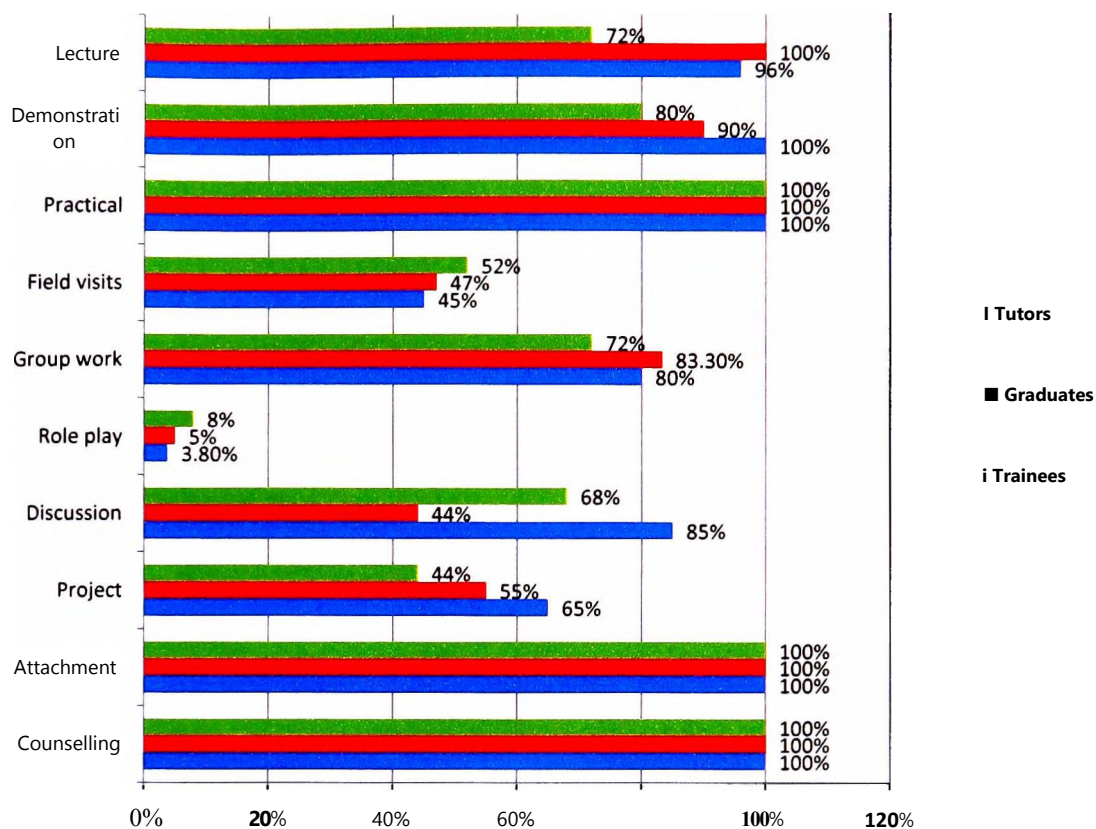
Field data (2010)

From table 4.8, majority of respondents (52%) identified fashion design as a course that needs inclusion in the OIC Ghana curriculum. The remaining respondents identified hair dressing, land surveying, computer engineering, agriculture, draughtmanship and bead making as other courses that need inclusion in the OIC Ghana curriculum. One reason for which fashion design was recommended by many respondents could be due to the high patronage of the fashion industry in Ghana currently.

4.5 Teaching Methods at OIC Ghana

This study also investigated the teaching methods that are used at OIC Ghana in order to identify the adult education methods that are employed in training delivery at the centre. Data was collected from from tutors, graduates and trainees. The results are presented in figure 4.2.

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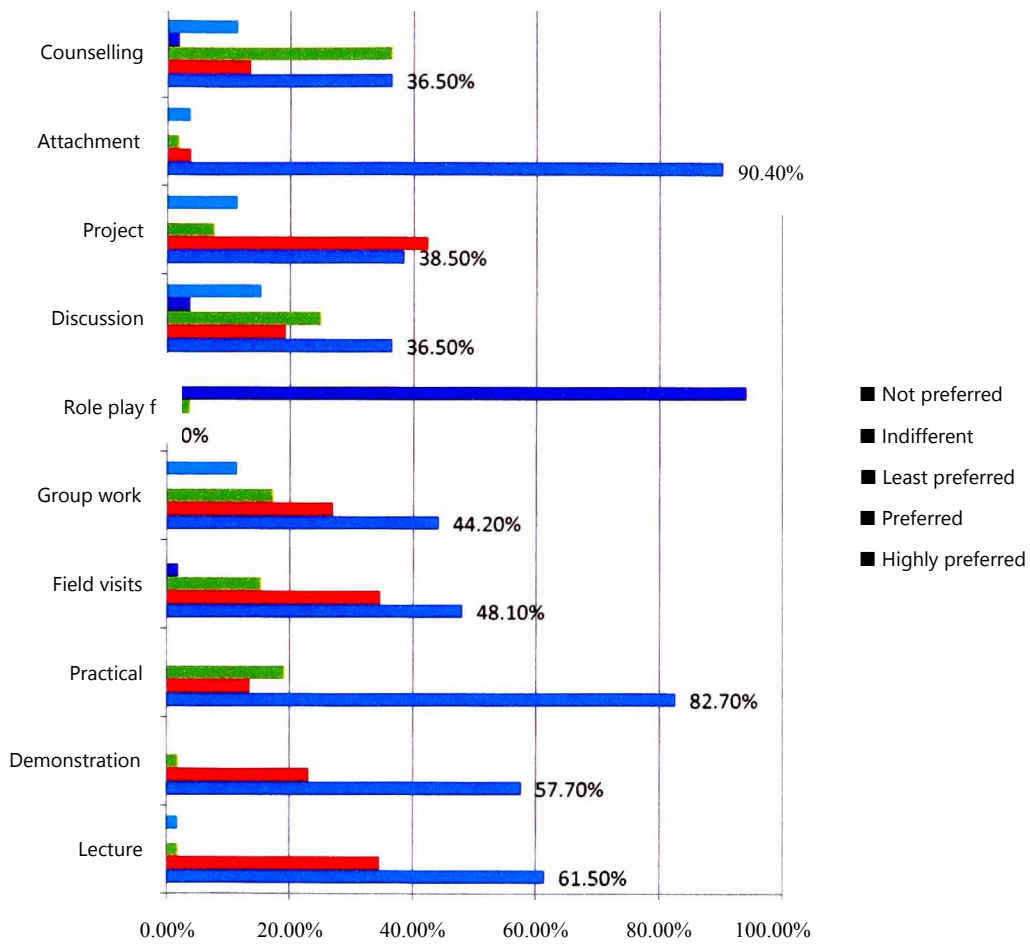


Field data (2010)

All (100%) the three groups of respondents (tutors, graduates and trainees) identified counselling, practical and attachment as the key methods for training delivery at OIC Ghana. Other methods identified include lecture, demonstration, field visits, group work, discussion and project. Very few respondents (8%, 5% and 3.8%) mentioned role play as a teaching method at OIC Ghana for tutors, graduates and trainees respectively. (Total percentages exceed 100% because of multiple responses). The methods identified shows that adult education methods are used for training delivery at OIC Ghana.

_____ , results indicated that trainees' most preferred method is attachment (90.4%). See figure 4.3 for details.

Figure 4.3: Trainees' preferred teaching methods



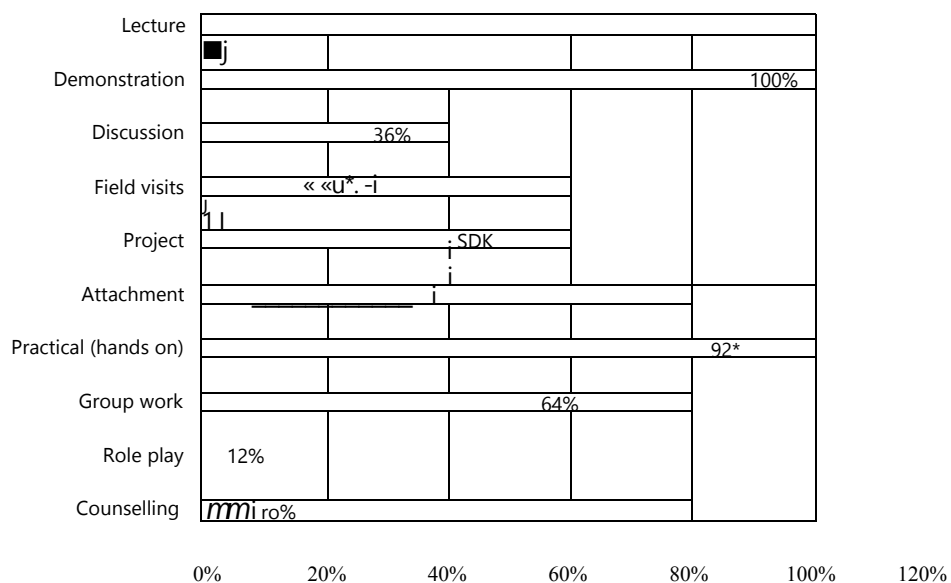
Field data (2010)

Result presented in 4.3 above indicates that trainees' most preferred teaching methods are the

_____ hands-on practical. In addition, lecture has been identified as one of the most preferred methods by trainees - a rather surprising finding which will be discussed within the context of the literature in chapter five. However, many respondents were indifferent with regards to role play. This could be attributed to the finding that it is the least teaching method that is used at OIC Ghana.

Tutors were also asked of the methods they use most during training sessions. Responses given indicate that both practical and theoretical methods are used by tutors for training delivery at OIC Ghana. The result is presented in figure 4.4 below.

Figure 4.4: Methods tutors use most



Field data (2010)

According to the results presented in figure 4.4, all the respondents (100%) mentioned demonstration as the teaching method they use most. Other methods that are mostly used by tutors are lecture, hands on practical, counselling, attachment, group work, discussion, project, field visits and discussion. Role play is the least method that is used by tutors. This confirms the response of trainees in figure 4.3 that their least preferred method is role play.

Tutors were asked to give reasons for which they use particular teaching methods. Responses given include:

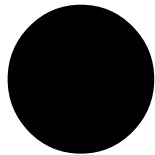
- To enhance teaching and learning;
- To increase active participation of learners in the learning process;
- To nurture entrepreneurial attributes among learners;
- To make learners competent in the skills being trained on;
- To inculcate in learners a sense of participation and collaboration; and
- To impart knowledge.

The responses above show that the tutors of OIC Ghana are aware of adult education methods relevant for effective training delivery. More specifically, the tutors are aware of the various teaching and learning methods relevant for entrepreneurship training and employ them in their training delivery in order to achieve the goals of OIC Ghana.

Concerning the medium of instruction during training, both trainees and tutors affirmed that both vernacular and English are used at OIC Ghana. The result is presented below in figure 4.5.

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■ English
■ Vernacular



Field data (2010)

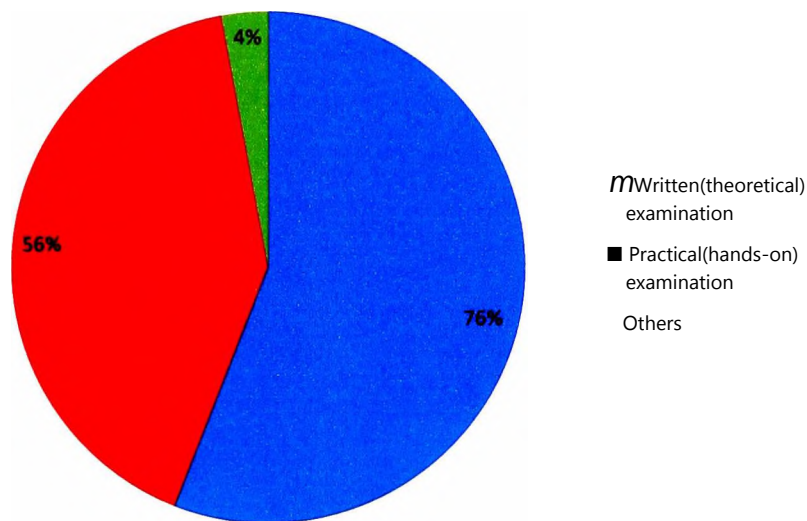
From figure 4.5 most respondents (80%) stated that English language is used as the medium of instruction while few (20%) said vernacular is used as the medium of instruction at OIC Ghana.

The respondents further indicated that the vernacular is used for explain concepts to few trainees who had lower education background.

When trainees were asked their level of comprehension of the English language, all the respondents (100%) indicated that they understood the medium of instruction. This finding confirms the result in table 4.1 that majority of the trainees are J.S.S. graduates. Inferring from the above findings, many of the OIC Ghana trainees might have had their basic school lessons in English and possibly had written their previous examinations in the same language.

Responses provided by tutors on how trainees are assessed at OIC Ghana are presented in figure 4.6 below.

Figure 4.6: Assessment of trainees



Field data (2010)

Majority of respondents (76%) stated that trainees are assessed via written examination while 56% mentioned that trainees are assessed through practical examination. (Total percentages exceed 100% because of multiple responses). This implies that trainees are assessed through both theoretical and practical means.

4.6 Expectations of Trainees

The study also explored the expectations of trainees on the OIC Ghana training programme in order to identify the needs of people who enrol onto the programme. First, both trainees and graduates were asked to identify factors that motivated them in choosing particular programmes.

The results are outlined in table 4.9 below.

Table 4.9: Factors that motivated trainees and graduates to choose particular programmes

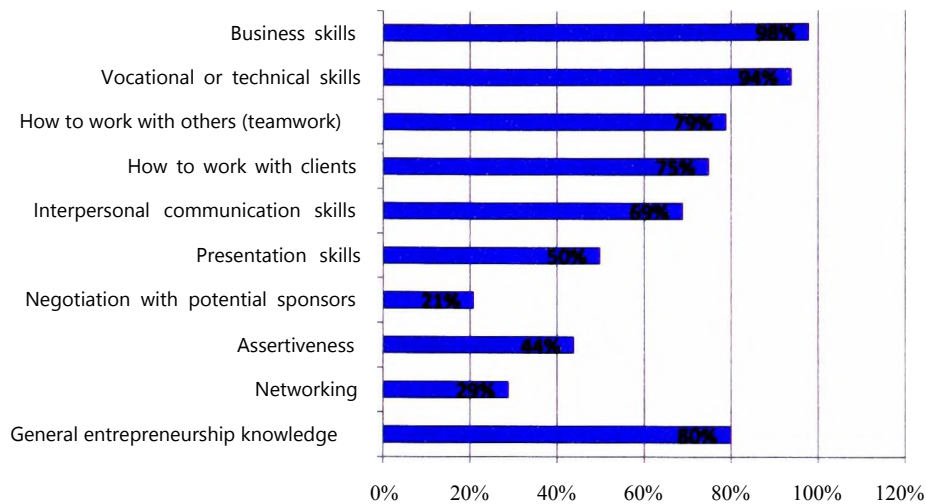
Motivating Factors	Trainees		Graduates	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Parents/ Guardians	3	5.8	2	3.3
Love for the skill	22	42.3	28	46.7
Desire to establish own enterprise	15	28.8	15	25.0
Desire to acquire employable skills	11	21.1	13	21.6
Available job market in that area	1	1.9	2	3.3
Total	52	100.0	60	100

Field data (2010)

It is evident from table 4.9 above that majority of respondents chose particular programmes because of the love they have for the skill and their desire to establish their own business enterprises. Some chose programmes because of their desire to acquire employable skills while very few were influenced by their parents or guardians. The finding that only few respondents (5.8% and 3%) for trainees and graduates respectively were influenced by their parents or guardians in choosing their programmes is an indication that majority of people who enrol on the OIC Ghana training programme are responsible for their lives and take decisions on their own. Secondly, trainees have needs and take steps which they perceive will enable them address those needs.

mu.®, uiujiccs were specincauiy asiicu weir expectations on the programme with regards to entrepreneurial skills. Summary of the findings are presented in figure 4.7 below.

Figure 4.7: Entrepreneurial skills trainees expected to acquire



Field data (2010)

According to the result presented in figure 4.7, most respondents (98%), (94%) and (80%) hope to acquire business skills, vocational or technical skills and learn general entrepreneurship knowledge respectively. Majority of (79%) and (75%) respondents were also aspiring to learn skills relevant for teamwork and working with clients respectively. Moreover, a good number of respondents (69%) and (50%) desire to acquire interpersonal communication skills and presentation skills respectively. Furthermore, some respondents (44%), (29%) and (21%) wanted to learn assertiveness, networking and negotiation with potential sponsors respectively. (Total percentages exceed 100% because of multiple responses).

Findings regarding what respondents intended to do with knowledge and skills being acquired are presented in table 4.10.

Table 4.10: Intentions of trainees concerning skills and knowledge being acquired

Intentions of trainees	Frequency	Percentage (%)
Establish a business	30	57.7
Be gainfully employed	18	34.6
Partner with colleagues to work	3	5.8
No idea	1	1.9
Total	52	100.0

Field data (2010)

Most respondents (57.7%) intended to establish their own businesses with the knowledge and skills being acquired at OIC Ghana. A sizeable minority (34.6%) hope to be gainfully employed. Three respondents (5.8%) want to form partnership with colleagues to work upon graduation while one respondent (1.9%) had no idea of what he wants to do after graduation.

4.7 Relevance of Training to Graduates

The Kirkpatrick's learning evaluation model (1975) was adopted and used to assess the relevance of training to graduates of OIC Ghana. The model which is based on four levels of training evaluation measured:

- reaction of graduates;
- learning acquired;
- behaviour; and
- result.



4.7.1 Reaction

The results of the study indicated that most of the respondents (68.3%) were happy at the beginning of the programme, 26.7% of respondents were expectant while a few respondents (five percent) were indifferent at the beginning if the programme.

Concerning training delivery, all the respondents (100%) liked the way the training was delivered. Reasons given by respondents to support their responses are presented in table 4.11.

Table 4.11: Reasons for which graduates like training delivery

Reasons	Frequency	Percentage (%)
Training was mostly practical	32	53.3
I acquired the intended skill	22	36.7
Tutors respect trainees	6	10.0
Total	60	100.0

Field data (2010)

Table 4.11 indicates that majority of the graduates (53.3%) liked the way the training was delivered because the training was mostly practical. A significant minority (36%) liked the delivery because they have acquired the intended skill while a few respondents (10%) liked the delivery because tutors accorded trainees with the needed respect.

4.7.2 Learning

Asked whether the teaching methods used at OIC Ghana were relevant to their training, most respondents (76.7%) responded in the affirmative, few (16.6%) said the methods were somehow relevant while minority (6.6%) stated that the methods were not relevant. See table 4. 12.

Table 4.12: Relevance of teaching methods

Relevance of teaching methods	Frequency	Percentage (%)
Yes	46	76.7
Some how	10	16.6
No	4	6.6
Total	60	100.0

Field data (2010)

The finding that a significant majority of respondents (93.3%) found the teaching methods of OIC Ghana relevant is an indication that OIC Ghana uses appropriate teaching methods in its programme delivery.

Moreover, all the respondents (100%) confirmed that they had acquired the necessary skills they applied to be trained in at OIC Ghana. Evidence given by respondents for acquisition of skills are summarised in table 4.13.

Table 4.13: Evidence of skills acquired

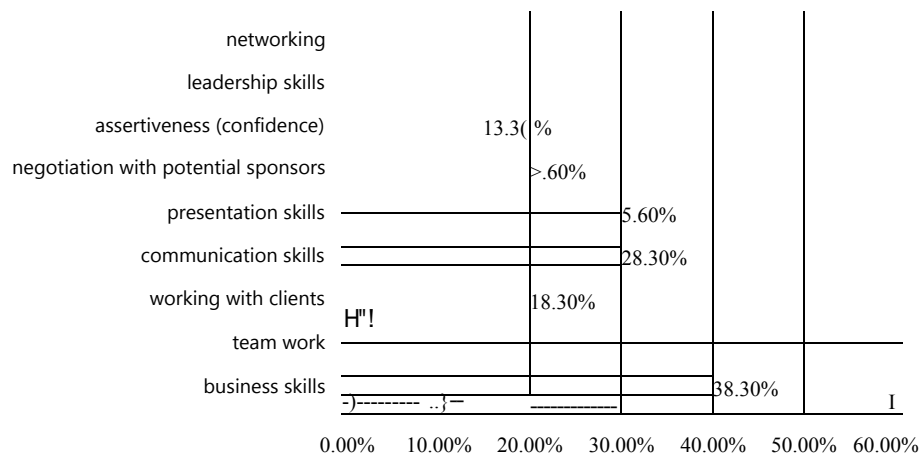
Evidence of skills acquired	Frequency	Percentage (%)
I utilise it in my own business	19	31.7
I demonstrate it at my place of employment	31	51.7
I have trained others	10	16.6
Total	60	100.0

Field data (2010)

Majority of respondents (51.7%) said they have demonstrated the skills acquired at their various places of employment, 31.7 percent mentioned that they could utilise the skills acquired in running their own businesses while 16.6 percent said they were able to train others as a result of the skills acquired at OIC Ghana.

^
 OIC Ghana acquired relevant entrepreneurial skills in addition to the artisanal skills they applied to be trained in.

Figure 4.8: Entrepreneurial skills acquired in addition to artisanal skills



Field data (2010)

Majority of the respondents (55%) said they have learnt team work in addition to their specialised areas they were trained in. Other skills acquired by respondents are business skills, communication skills, presentation skills, working with clients, negotiation with potential sponsors and assertiveness. The rest are leadership skills and networking (3.3%). (Total percentages exceed 100% because of multiple responses). The above responses indicate that OIC Ghana is meeting its goal in entrepreneurship education to some extent.

On the amount of supervision received while on attachment, majority of the respondents (96.7%) said they received maximum supervision from OIC Ghana while on attachment. Only one respondent said he received average supervision while another said he received no supervision.

4.7.3 Results/Behaviour

As to what beneficiaries have been doing since graduation, majority of the respondents (86.7%) said they have been employed in organisations while few of them (13.3%) have managed to establish their own businesses. See table 4.14a.

Table 4.14a: What beneficiaries of OIC Ghana training have been doing after graduation

Work after graduation	Frequency	Percentage (%)
Established my own business	8	13.3
Employed in an organisation	52	86.7
Total	60	100.0

Field data (2010)

The finding above is an indication that graduates of OIC Ghana are not able to utilise the training acquired to enable them to be self-employed. This finding is in contradiction to the result presented in figure 4.9 in which respondents indicated that they had acquired the relevant entrepreneurship skills from their training at OIC Ghana. This calls for a review of the OIC Ghana training programme as well as the need for a follow-up on graduates to ascertain the cause of their inability to establish their own ventures.

The crosstabulation in table 4.14b below shows the distribution of sex against what beneficiaries have been doing after graduation.

-a

WVHMM. iSC-MCJ

ICS_Hm*VC-kjE/Zi) **doing since graduation (Crosstabulation)**

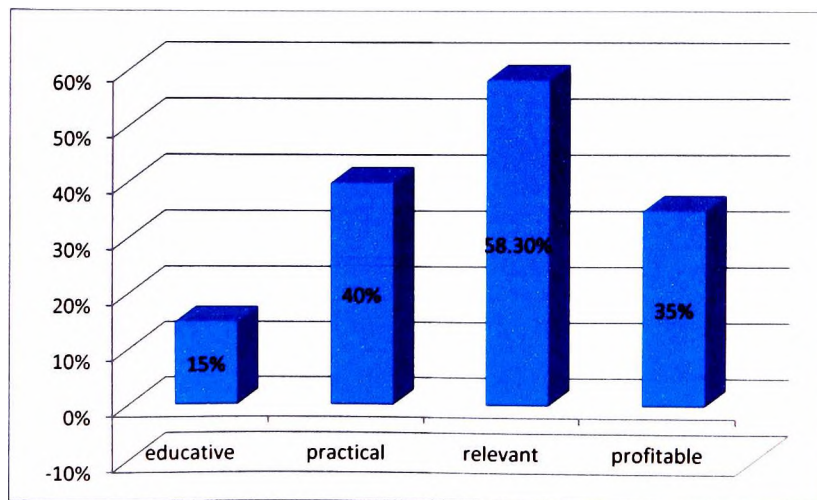
	What beneficiaries have been doing since graduation		Total
	established own business	employed in an organisation	
Sex male Count	8	24	32
%	25.0%	75.0%	100.0%
female Count	0	28	28
%	0%	100.0%	100.0%
Total Count	8	52	60
%	13.3%	86.7%	100.0%

Field data (2010)

The crosstabulation above shows that all the eight graduates (25%) who were able to establish their own businesses after graduation were males. The finding is in line with the general trend in Ghana where majority of entrepreneurs are males.

The description of the training received at OIC Ghana is presented in figure below.

Figure 4.10: Description of training received at OIC Ghana

*Field data (2010)*

The result presented in figure 4.10 shows that the training programme being carried out at OIC Ghana is educative, practical, relevant and profitable. This implies that training being delivered at OIC Ghana should enable graduates to improve upon their living conditions and contribute to the development of their communities and the nation as a whole. (Total percentages exceed 100% because of multiple responses).

Result regarding the various uses to which graduates of OIC Ghana have put their skills is presented in table 4.15.

Table 4.15: Ways in which Graduates have applied their skills

Usefulness of training	Frequency	Percentage (%)
I am self- employed	8	13.3
I train others at my place of employment	12	20
I work effectively for others	40	66.7
Total	60	100.0

Field data (2010)

Results presented in table 4.15 shows that majority of respondents (66.7%) work effectively for others with the skills they have acquired, some (20%) train others while very few (13.3%) have established their own businesses which have made them self-employed.

In addition, all the respondents stated that the training received at OIC Ghana is contributing immensely to their economic life. While most the respondents (86.7%) said the training received had enabled them to be either earn salary from their employers, the minority (13.3%) maintained that they earn money from their own businesses. See table 4.16.

Table 4.16: Contribution of training to graduates' economic life

Economic contribution	Frequency	Percentage (%)
I earn salary from my employment	52	86.7
I am paid for jobs I do on my own	8	13.3
Total	60	100.0

Field data (2010)

With regards to how graduates are applying the knowledge and skills acquired to the wellbeing of their families and communities, 60 percent respondents said they have become responsible members of their families because they are the bread winners for their families whereas 40 percent have been training others in their communities. See table 4.17.

Table 4.17: Application of the knowledge and skills acquired for the benefit of family and community

Benefit of training to family and community	Frequency	Percentage (%)
The remuneration I get from my employment has enabled me to become the breadwinner of my family.	36	60.0
I have been training others in my community with the skills I acquired at OIC Ghana.	24	40.0
Total	60	100.0

Field data (2010)

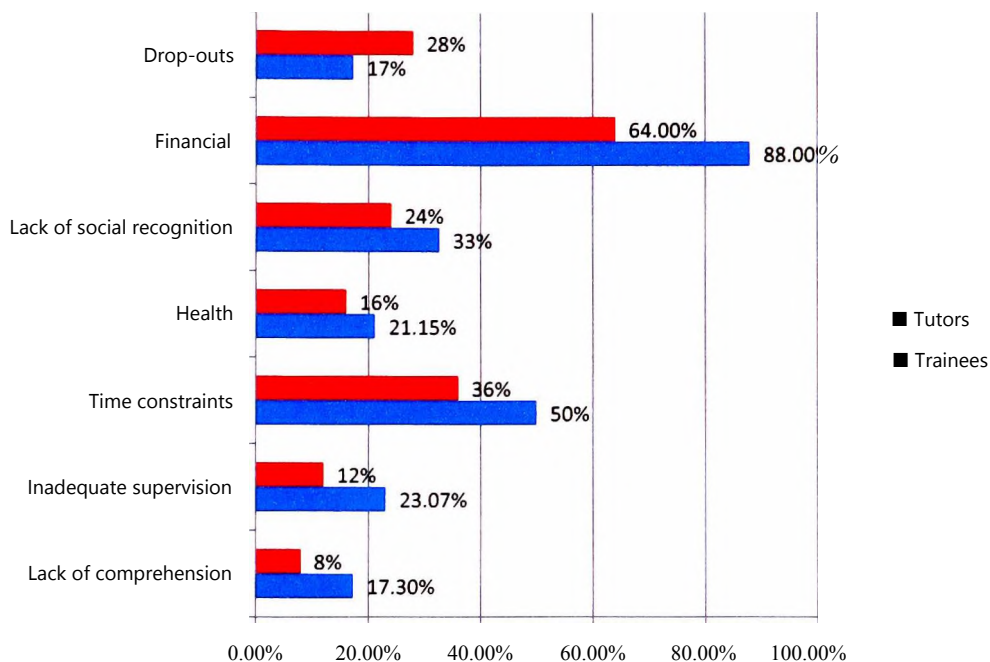
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The study further ascertained the challenges that trainees and graduates of OIC Ghana encounter.

Views of tutors were also sought to confirm those of trainees. The findings are presented in

figure 4.11.

Figure 4.11: Challenges of trainees identified by both trainees and tutors

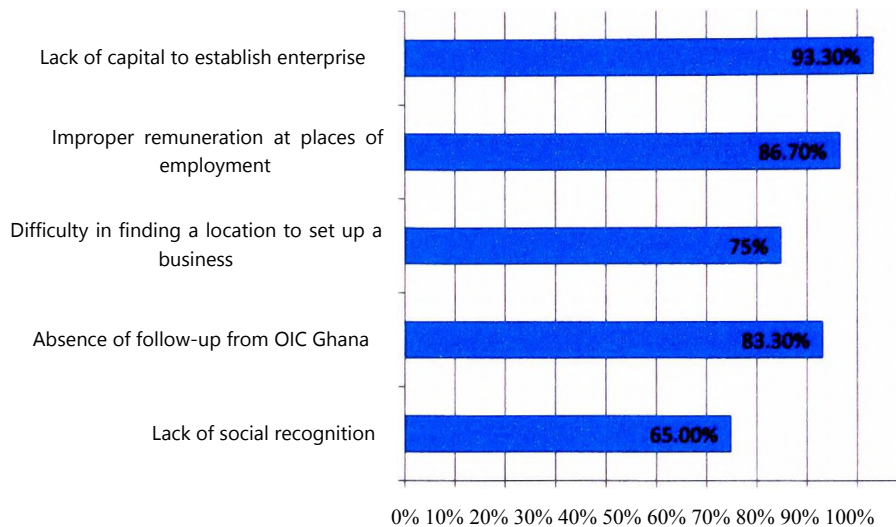


Field data (2010)

It is evident from the table above that the main challenge that trainees at OIC Ghana face is financial (88%). This challenge could be attributed to the fact that the target of OIC Ghana training programme are the underprivileged, the poor, orphans and vulnerable children who may not have anyone to take full responsibility of their education.

members of OIC Otaia were asked of the challenges they encounter. Their responses are presented in figure 4.12.

Figure 4.12: Challenges Graduates of OIC Ghana encounter



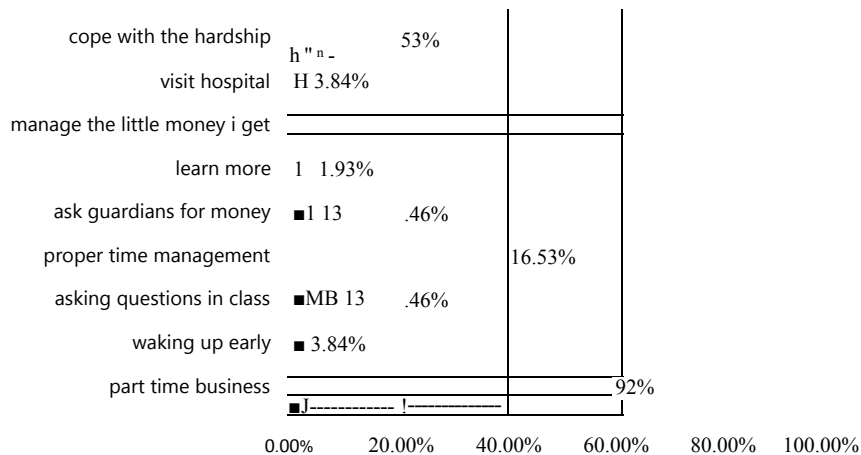
Field data (2010)

The result presented in figure 4.12 above clearly shows that graduates of OIC Ghana encounter many challenges. Key among the challenges is lack of capital to establish ventures (93.3%). Due to the above mentioned challenge, many graduates of OIC Ghana have sought employment in many organisations. However, these graduates are not properly remunerated (86.7%). Although graduates of OIC Ghana have the professional competencies and skills, they are usually poorly remunerated. This could be attributed to the finding that many employers see them as auxiliary staff while others place them in the category of second cycle graduates. Attempts by these graduates to work on their own have also proved futile because of the difficulties they face in finding locations to establish their businesses (75%).

_____ low-up on them by OIC Ghana as a challenge. Moreover, the finding revealed that graduates of OIC Ghana are not socially recognised because their qualification is usually undermined. Hence they are not accorded the necessary recognition in society.

Trainees were asked to mention the ways they have been handling the challenges indicated. The findings on the measures being adopted by respondents to address the various challenges they face are presented in figure 4.13 below.

Figure 4.13: How trainees are dealing with the challenges



Field data (2010)

To address the financial challenges, majority of respondents (51.92%) are engaged in part time businesses, a good number of respondents (46.15%) manage the little money available, few (13.46%) ask their guardians for money while some (11.53%) cope with the financial hardship. In order address the time constraints, respondents (40.37%) adopt proper time management

techniques. To address the challenge of difficulty in understanding what is taught, some respondents (13.46%) ask questions in class for clarification of concepts taught while one person (1.9%) stated that he studies more. Two respondents (3.84%) who have problems concerning their health said they visit the hospital in order to address that challenge. (Total percentages exceed 100% because of multiple responses).

With regard to discussion of challenges, majority (76.9%) of respondents have not discussed their problems with OIC Ghana. Very few respondents (23.1%) have discussed their challenges with OIC Ghana. See table 4.18 for crosstabulation of sex of respondents against discussion of challenges.

Table 4.18: Sex and discussion of challenges with OIC Ghana (Crosstabulation)

	Discussion of challenges with OIC Ghana		Total
	Yes	No	
Sex male Count	7	20	27
%	25.9%	74.1%	100.0%
Female Count	5	20	25
%	20.0%	80.0%	100.0%
Total Count	12	40	52
%	23.1%	76.9%	100.0%

Field data (2010)

The crosstabulation above shows that higher percentage of the male respondents (25.9%) has discussed their challenges with OIC Ghana than their female counterparts (20%). However, more respondents (74.1%) and (80%) of the male and female sexes respectively have not discussed their challenges with the management of OIC Ghana.

Table 4.19 presents findings on how graduates are dealing with the challenges.

Table 4.19: How graduates deal with challenges

How graduates deal with challenges	Frequency	Percentage (%)
Seek sponsorship from organisation and people	8	13.3
Start business from home location as search continues	14	23.3
Seek employment	34	56.7
N/R	4	6.7
Total	60	100.0

Field data (2010)

Results in table 4.19 indicates that majority of respondents (56.7%) have sought employment as a way of dealing with the financial challenge. Some (23.3%) have started operating their businesses at home as they continue to search for appropriate venues while few (13.3%) continue to seek for sponsorship from organisations to enable them establish their ventures.

When asked if they had received assistance from OIC Ghana after graduation, most respondents (91.7%) stated that they had not received any assistance from OIC Ghana since graduation whereas very few (8.3%) had received some form of assistance from OIC Ghana. All the five respondents (8.3%) who had received assistance from OIC Ghana after graduation said it has been in the area of employment.

Regarding how the challenges trainees face could be addressed, respondents offered the following suggestions presented in table 4.20.

Table 4.20: Suggestions by trainees on how the challenges could be addressed

Suggestions on how to address challenges	Frequency	Percentage (%)
Solicit sponsorship for all trainees	29	55.8
Provision of means of transportation	7	13.5
Provision of part time employment	4	7.7
Provision of infrastructure	3	5.8
Extension of entire training duration	2	3.8
Provide training materials	5	9.6
N/R	2	3.8
Total	52	100.0

Field data (2010)

Result in table 4.20 indicates that nearly all (86.6%) suggestions given by respondents are in line with ways of addressing the financial challenges trainees encounter. Majority of respondents (55.8%) suggested that OIC Ghana solicit sponsorship for everyone undergoing training at the centre to enable them meet the financial challenges they face.

Some respondents (13.5%) would like OIC Ghana to provide means of transportation for trainees while others (9.6%) want OIC Ghana to provide training materials to reduce the financial challenges trainees face when they are going to have practical lessons. Few respondents (7.7%) suggested that OIC Ghana should engage trainees in part time business to lessen the financial burden on them. Nevertheless, some respondents (5.8%) and (3.8%) want OIC Ghana to provide adequate infrastructure and extend the duration of programme.

Responses to the question on the strengths of OIC Ghana training programmes are summarised in table 4.21.

Table 4.21: Strengths of the OIC Ghana training

Strengths of the OIC Ghana	Frequency	Percentage (%)
Easy entry admission system	2	8.0
Counselling services by competent counsellors	8	32.0
Practical oriented training delivery	9	36.0
Attachment opportunities	4	16.0
Dedicated staff	1	4.0
Diverse training areas	1	4.0
Total	25	100.0

Field data (2010)

The main strengths of OIC Ghana include practical oriented training delivery (36%), provision of counselling services by competent counsellors (32%), attachment opportunities (16%), shortest training duration (12%), dedicated staff (4%) and diverse training areas (4%).

Suggestions given by respondents regarding what must be done to improve training at OIC Ghana are outlined in table 4.22.

Table 4.22: Ways to improve the training programme at OIC Ghana

Ways to improve OIC Ghana training	Frequency	Percentage (%)
Provide transportation for tutors and students	2	8.0
Provide more infrastructure	11	44.0
Give attractive remuneration to staff	4	16.0
Seek sponsorship for trainees	3	12.0
Provide more training materials for trainees	5	20.0
Total	25	100.0

Field data (2010)

Most of the respondents (44%) suggested that more infrastructure must be provided to enhance training at OIC Ghana. Twenty percent of respondents suggested provision of training materials for trainees by OIC Ghana as a way of enhancing training at the centre. Sixteen percent of respondents mentioned provision of attractive remuneration to staff as a way of improving training at OIC Ghana. Twelve percent suggested that OIC Ghana should seek for sponsorship for more trainees to alleviate the financial challenges they encounter while eight percent of respondents mentioned provision of transportation for both tutors and trainees as a way of improving training at OIC Ghana.

With regards to solving graduates' challenges, respondents identified various institutions that they can play key roles in helping them to deal with the challenges they encounter. The institutions identified are *OIC International, NGOs and the Ministry of Youth and Employment*.

Sixty percent of respondents want OIC International to provide them with sponsorship to further their education, 6.7 percent want provision of regular allowances while another 6.7 percent want provision of employment at OIC International. See table 4.23.

Table 4.23: OIC International

OIC International	Frequency	Percentage (%)
Provide sponsorships	36	60.0
Provide regular allowances	4	6.7
Provide employments at OIC International	4	6.7
N/R	16	26.7
Total	60	100.0

Field data (2010)

An average of the respondents (50%) want NGOs to provide them with capital for their businesses, 40 percent of them want provision of employment while 10 percent sponsorship to further their education. See table 4.24.

Table 4.24: NGOs

NGOs	Frequency	Percentage (%)
Provide employment	24	40.0
Provide capital for business start up	30	50.0
Provide sponsorship for further education	6	10.0
Total	60	100.0

Field data (2010)

More than half of respondents (60%) want Ministry of Youth and Employment to provide employment for them while the rest (40%) want sponsorship from the ministry to enable them upgrade themselves in their various fields of training. See table 4.25.

Table 4.25: Ministry of Youth and Employment

Ministry of Youth and Employment	Frequency	Percentage (%)
Provide employment	36	60.0
Provide sponsorships	24	40.0
Total	60	100.0

Field data (2010)

4.9 Summary

According to the results present, the objectives for which OIC Ghana has been established are to:

- empower the youth through vocational training;
- provide marketable skills to the youth to increase self-employment;
- equip people with skills for the job market;
- provide support for young entrepreneurs;
- encourage new business start-ups and other entrepreneurial ventures; and
- devise attitudes towards change.

With regards to content of the OIC Ghana, the ten courses that are provided at OIC Ghana Accra centre are well-structured vocational and technical skills programmes with entrepreneurial drive and practical orientation.

Moreover, the methods for delivering the programmes at OIC Ghana are adult education methods. These are demonstration, practical (hands on), attachment, counselling, lecture, discussion, group work, project, field visits and role play.

Furthermore, trainees on the OIC Ghana programme desire to acquire vocational or technical skills, business skills, general entrepreneurship knowledge, skills in working with clients and colleagues, communication skills, negotiation with potential sponsors, presentation skills, assertiveness and networking.

In addition, the results indicate that majority (86.7%) of the beneficiaries have been employed in organisations while only eight (13.3%) of them had established their own business enterprises.

Finally, the results revealed that trainees of OIC Ghana face several challenges. Among the challenges trainees face are financial, time constraints, lack of social recognition and inadequate supervision.

Similarly, graduates of OIC Ghana encounter various challenges. Among the challenges are lack of capital to establish their own business ventures, improper remuneration by employers, difficulty in finding business location, lack of social recognition and absence of follow-up from OIC Ghana.



CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter discusses the findings of the study presented in chapter four. The findings are presented in accordance with the objectives stated in section 1.4 of chapter one. Findings for each objective are discussed within the context of this study and prior researches examined in chapter two.

5.2 Demographic characteristics of respondents

All the samples for the beneficiaries of the OIC Ghana training programmes have higher number of males compared to their female counterparts. Specifically, majority (53%) of graduates interviewed were males while minority (46.7%) were females. Similarly, more (51.9%) of the trainees interviewed were males while the rest (48.1%) were females. This finding reflects the general trend in many educational institutions in Ghana where male students outnumber their female counterparts. In addition, the result supports the finding of Mafela (2009) that men predominate in entrepreneurship.

With regards to age, majority (55.8%) of the trainees were teenagers between 15 and 19 years while minority (44.2%) was between 20 and 29 years. The finding regarding the age of trainees is in line with the estimation that at most by age 15, most children of school going age in Ghana would have completed their basic education and gained admission into second cycle institutions. This explains why almost all the trainees (96.2%) are J.S.S graduates. On the other hand, majority (83.4%) of the graduates were young adults (25 years and above) who had completed their second cycle education and had embarked on their careers.

Results presented in table 4.2 indicate that office and computer skills, catering and electricity are the programmes that were highly patronised by beneficiaries. Distribution of result presented in table 4.3 confirmed that seventy percent of beneficiaries offered these three courses compared to thirty percent of beneficiaries who offered the remaining seven courses.

One reason which could account for this trend is that those programmes which attract more patronage have ready market either for employment of graduates or demand little capital to establish. However, those programmes that are less patronised do not have ready employment for the beneficiaries. In addition, less patronised programmes may require huge capital for start ups after graduation.

The qualification of tutors has been cited as a key factor in determining the effectiveness of entrepreneurship training (Romijn, 1989; Garavan and O’Cinneade (1994). Consequently, the qualification of tutors was sought in this study to determine its influence on the programme. The finding presented in table 4.4 showed that majority of the tutors (72%) had diploma as their highest academic or professional qualification while few (16%) were graduates with university degree. A minimal percentage (12%) had obtained academic qualification equivalent to a second cycle certificate.

The finding regarding the academic/professional qualification of tutors of OIC Ghana indicates that most of the tutors have the basic academic qualification (Diploma) in with regards to teaching.

5.3 Objectives of OIC Ghana

This study sought to examine the objectives of OIC Ghana. Results presented in figure 4.1 of chapter four revealed that the key objectives of OIC Ghana are youth empowerment through vocational training, equipping people with skills for the job market and provision of marketable skills to the youth to increase self-employment. Other objectives of OIC Ghana include provision of support for young entrepreneurs, encouragement of new business start-ups and other entrepreneurial ventures, as well as devising attitudes towards change.

The findings highlighted above are in agreement with the literature presented (Nkirina, 2010; Mwasalwiba, 2010; Mafela, 2009; Jones and English, 2004; Garavan and O’Cinneade, 1994). For example, Nkirina (2010) asserted that the outcome of entrepreneurship training is to produce trainees who are capable of using their technical skills to create their own employment. Mwasalwiba (2010) acknowledged that entrepreneurship training is associated with the impartation of entrepreneurial skills to enable individuals create their own ventures. Moreover, Mafela (2009) noted that the aim of entrepreneurship training is liberate trainees so that they can use the skills they acquire to become self-employed or establish their own micro enterprises which will reduce poverty and improve upon the quality of their lives.

Similarly, the findings were in conformity with the assertion of Jones and English (2004) that entrepreneurship training has the objective to enhance individuals’ capability to act entrepreneurially in all walks of life by providing them with the set of attitudes and values for embracing changes and self-reliance as well as give individuals more and better knowledge for entrepreneurial ventures creation, management and growth.

In addition, Garavan and O’Cinneade (1994) stated that the objectives of most entrepreneurship training programmes include provision of skills in the use of techniques, stimulation of entrepreneurial drive, encouraging new start-ups and other entrepreneurial ventures as well as devising attitudes towards change.

According to OIC Ghana brochure (2009) the objectives of OIC Ghana are intended to enable the centre achieve its **goal** of providing more employable skills training to approximately 1,000 youth each year by focusing on the following:

- upgrading its existing training programme to meet the job demands;
- developing more employable skills training programmes; and
- expanding training facilities to accommodate the demand within the community.

The aforementioned goal of OIC Ghana affirmed the claim by Johanson and Adams (2004) that the rationale of entrepreneurial training is to provide the youth with entrepreneurial competencies as well as improve the knowledge and skills of workers in order to increase an economy’s output of goods and services and contribute to economic development.

5.4 Content of the OIC Ghana Training Programme

A review of OIC Ghana brochure (2009) indicated the content of the entrepreneurship course include opportunity discovery, business planning and management, new venture creation, marketing, team building, communication skills, negotiation skills and resource mobilisation.

The findings also revealed that there are ten vocational and technical programmes that are run at OIC Ghana. The vocational/technical programmes at OIC Ghana are comprehensive and practically oriented. The comprehensive nature of the course content is in pursuit of inculcating

in the trainees practical and professional skills and competences as well as attitudes that can help beneficiaries to use the skills acquired to better their family, social and economic life after their graduation.

The findings above are in contrast with those of Rodrigues (2004). According to Rodrigues (2004), the content of entrepreneurship development programme comprises entrepreneurial attitude, simplified accounting, stock management, profit management and sales promotion.

The difference in the findings is not surprising because as Hynes (1996) opined, both the course focus and content of any entrepreneurship programme ought to vary in accordance with the specific requirements and needs of trainees. Moreover, every training institution has its own approach in building an entrepreneurship curriculum. Consequently, there are wide variations of modules making up an entrepreneurship programme.

Nevertheless, the findings affirmed those of Mwasalwiba (2010) that the common subjects in entrepreneurship programme are resource mobilisation and finance, marketing and salesmanship, idea generation and opportunity discovery, business planning, and business management, among others.

Moreover, the findings supported the notion of Garavan and O’Cinneade (1994) that the key content of entrepreneurship training programmes usually focuses on the personal development needs of participants. Some of the personal development initiatives that are built into most programmes of OIC Ghana training curriculum are development of personal development plans; financial planning; small business management skills; dealing with failure of a business; and

attitudes necessary for running successful business; and sustaining a business (Garavan and O’Cinneade, 1994).

With regards to development of the curriculum, majority of the tutors (88%) stated that the OIC Ghana curriculum is designed by the N.V.T.I. while minority (8%) indicated that the curriculum is developed by the Ghana Education Service.

Moreover, with regards to revision of the curriculum, more than half of the tutors (52%) had no idea as to when the OIC Ghana curriculum is revised while the remaining (48%) stated that the curriculum is revised either quarterly, annually, biannually or when necessary. This finding portrays insufficient knowledge of tutors about the curriculum of the OIC Ghana training programme.

Programmes suggested for inclusion in the OIC Ghana curriculum by tutors are fashion design hairdressing, land surveying, computer hardware studies, agriculture, bead making and draughtmanship. These programmes are necessary because of their relevance to the economic development of the nation. According to the Third Annual Progress Report (2004) on the implementation of the Ghana Poverty Reduction Strategy (GPRS 1), training the youth in such competency-based, demand-driven skills is necessary to ensure the development of a knowledgeable, well-trained, disciplined and healthy population with the capacity to drive and sustain the private sector-led growth strategy.

5.5 Methods of training delivery at OIC Ghana

In order to identify the adult education methods that are used in training delivery at OIC Ghana, all the respondents; trainees, tutors as well as graduates were asked various questions concerning the teaching methods at OIC Ghana.

Ampene (1979) acknowledged that adult learning activity should be organised to give learners the fullest opportunity for participation and the best chance to use what they have learnt to deal with their environment; for example, for making a gainful living and for maintaining harmonious relation with persons around them. In other words, for the learning experience to be useful in life, it should be as realistic as possible.

As illustrated in figures 4.2 of chapter four, all the three groups of respondents (trainees, tutors and graduates) acknowledged that demonstration, practical (hands on), attachment, counselling, lecture, discussion, group work, project, field visits and role play are the teaching and learning methods that are used at OIC Ghana. Though there were variations in the percentages of responses, most of the methods identified by the respondents are adult education methods which require trainees to play active role in the learning process.

The above findings confirmed those of Amedzro and Youdeowei (2005); Bennet (2006); Hytti and Gorman (2004); and Ampene (1979). For example, the findings supported Bennett (2006) assertion that action-based methods are those that require the tutor to facilitate learning. During facilitation tutors apply techniques that enable trainees engage in self-discovery. Besides, the active methods are said to be more appropriate for nurturing entrepreneurial attributes among participants. According to Bennett (2006), the overall objective of the active method is to develop entrepreneurial competencies in participants.

Moreover, the findings confirmed the view of Hytti and Gorman (2004) that programmes that adopt an “active learning” method usually enable participants to play the primary role while tutors act more as “coaches” and “facilitators” of learning. The learning experience under the active approach should be as realistic as possible.

Making the learning experience as realistic and as useful as possible requires the use of methods which encourage participation of learners in the learning process. For example, in a training programme, demonstration is appropriate for learners who want to acquire skills (Ampene 1979).

With regards to the methods tutors use most, responses illustrated in figure 4.4 show that the tutors mostly use demonstration, lecture, hands-on practical, counselling, and attachment. Other methods tutors use are group work, field visits, project, discussion and role play.

Responses given by tutors to support their choice of particular teaching methods include:

- To enhance teaching and learning;
- To increase active participation of learners in the learning process;
- To nurture entrepreneurial attributes among learners;
- To make learners competent in the skills being trained on;
- To inculcate in learners a sense of participation and collaboration; and
- To impart knowledge.

The responses above indicate that the tutors of OIC Ghana are aware of adult education methods relevant for effective training delivery. More specifically, the tutors are aware of the various teaching and learning methods relevant for entrepreneurship training and employ them in their training delivery in order to achieve the goals of OIC Ghana.

The finding that lecture and project (assignment) which are known to be traditional teaching methods are used for training delivery at OIC Ghana is relevant in several ways. First, such methods are needed to impart knowledge on entrepreneurship to trainees. Secondly, instructors rely sometimes on lecture-based methods because they can be easily accomplished (Fiet, 2000).

Moreover, Hytti and Gorman (2004) noted that traditional methods such as lectures and assignments, benefit students in terms of better understanding of the relevance of entrepreneurial activity rather than an understanding of “how to” act as an entrepreneur. Besides, the traditional methods require less investment of time.

Although Bennett (2006) noted that the traditional methods are passive and less effective in influencing entrepreneurial attributes, Solomon et al., (2002) maintained that the pedagogical approaches to entrepreneurship training are as important as the content of the programmes.

Regarding trainees’ preferred teaching methods, results presented in figure 4.3 indicate that the teaching method preferred most by trainees is attachment (90.4%). This method is followed by hands-on practical (82.7%), lectures (61.50%), demonstration (57.7%), field visits (48.1%), group work (44.2%), project (38.5%), discussion (36.5%) and counselling (36.5%).

When asked about the relevance of the methods used in training delivery, most graduates (76.7%) responded in the affirmative, few (16.6%) said the methods were somehow relevant while minority (6.6%) stated that the methods were not relevant. The responses indicate that the combination of both innovative and traditional teaching methods are relevant for participants in terms of better understanding of the entrepreneurial activity as well as development of entrepreneurial competencies.

Concerning the medium of instruction, most tutors (80%) stated that English language is used as while few (20%) said vernacular is used. When trainees were asked their level of comprehension of the English language, all the respondents (100%) indicated that they understood the medium of instruction. This finding confirms the result in table 4.1 that majority of the trainees are J.S.S. graduates who might have had their basic school lessons in English and written their previous examinations in the same language.

Results presented in figure 4.6 shows that trainees are assessed via of both written and practical examination. This form of assessment is necessary since the programmes at OIC Ghana are structured to include both practical and theoretical lessons.

5.6 Expectations of Trainees on the Programme

The study also explored the expectations of trainees on the OIC Ghana training programme in order to identify the needs of people who enrol onto the programme.

With regards to factors that motivated trainees to choose particular programmes, trainees cited love for skills, desire to establish enterprises, desire to acquire employable skills, availability of jobs and parental influence. According to the result in table 4.9, majority (42.3% and 46.7%) of trainees and graduates respectively chose particular programmes because of the love they had for the skill. Moreover, some (28.8% and 25%) of trainees and graduates respectively chose certain programmes because of their desire to establish their own business enterprises in those fields. Very few trainees (5.8%) and graduates (3%) were influenced by their parents or guardians in choosing programmes.

This finding is an indication that people who enrol on the OIC Ghana are responsible for their lives and take decisions on their own. Moreover, the finding shows that trainees who have enrolled on the OIC Ghana training programme have needs and take decisions which they perceive will help to address those needs.

The above finding supports the view of Cole (1979) that each individual has needs for what is termed *self-fulfillment* or *self-actualisation*. According to Cole (1979) the learning needs of an individual will vary according to his or her social role and the various stages of their lives. Trainees of OIC Ghana are young adults whose social roles may include worker, association member, citizen, aspiring spouse or parent, neighbour or friend. Hence, their learning needs as indicated by the results include the desire to acquire skills to enable them settle in self-employment or be gainfully employed to become responsible family members and citizens.

Moreover, a question was asked to explore trainees' expectations on the programme as far as entrepreneurial skills are concerned. Result presented in figure 4.7 indicates that most trainees (98%), (94%) and (80%) hope to acquire business skills, vocational or technical skills and learn general entrepreneurship knowledge respectively. Majority (79%) and (75%) of trainees were aspiring to learn skills relevant for teamwork and working with clients respectively. Moreover, a good number of trainees (69%) and (50%) desire to acquire interpersonal communication skills and presentation skills respectively. Furthermore, some trainees (44%), (29%) and (21%) wanted to learn assertiveness, networking and negotiation with potential sponsors respectively.

The above findings are in line with those of Mafela (2009) and Hisrisch and Peters (2002). According to Hisrisch and Peters (2002) those features that participants believed should be

included in potential courses were more practically oriented and geared at improving one's chances of success. Moreover, some of the key learning aims of students included developing an understanding of the strengths and weaknesses of different types of enterprises, as well as the opportunity to assess one's own entrepreneurial skills. On the whole, the findings indicate that people on entrepreneurship training programmes have expectations they would like the training to meet.

However, the findings differ from those of Le Roux and Nieuwenhuizen (1996) and Henry et al., (2005) who discovered that the main areas of interest cited by students included marketing, entrepreneurship, business planning, and financial management, finance, operations planning, organisation planning and venture launch planning, respectively.

The above discrepancy may be due to several reasons. First, the type of samples used might have contributed to the discrepancies. Le Roux and Nieuwenhuizen (1996) for example, used aspiring entrepreneurs who had not yet enrolled on a training programme whereas the sample used in this study was trainees who have enrolled on a programme. Moreover, the discrepancies in results might be due to the countries where the researches were conducted. Henry et al., (2005) conducted their research in the United Kingdom where the level of entrepreneurship practice might be higher than in Ghana where this research was conducted.

When respondents were asked what they intended to do with the skills being acquired, most trainees (57.7%) indicated that they intend to establish their own businesses with the knowledge and skills being acquired at OIC Ghana, a sizeable minority (34.6%) stated that they intend to be gainfully employed, three trainees (5.8%) wanted to form partnership with colleagues to set up a business while one trainee (1.9%) had no idea of what he wanted to do after graduation.

5.7 Relevance of Training to Graduates of the Programme

The Kirkpatrick's learning evaluation model was adopted and used to assess the relevance of the OIC Ghana training to the graduates of the programme. The model measured reaction, learning and the behaviour of graduates as a result of the training acquired at OIC Ghana.

5.7.1 Reaction

With respect to how graduates felt at the beginning of the programme, the result indicated that most of the graduates (68.3%) were happy at the beginning of the programme, 26.7 percent were expectant while five percent were indifferent at the beginning of the programme. Moreover, the manner in which the graduates expressed themselves during the interview showed a great deal of enthusiasm and appreciation for the programme.

Concerning the mode of training delivery at OIC Ghana, all the graduates (100%) liked the way the training was delivered. According to the results presented in table 4.11, majority of the graduates (53.3%) liked the way the training was delivered because the training was mostly practical. A significant minority (36%) liked the delivery because they have acquired the intended skill while a few respondents (10%) liked the delivery because tutors accorded them with the needed respect. The above finding concurs with the conditions for communicating to adults identified by adult educators (Ampene, 1979; Cole, 1979). According to Cole (1979) one of the principal tasks of a tutor is to build a relationship of mutual respect and esteem with those to whom he desires to pass on his message.

5.7.2 Learning

On the question on whether graduates had acquired the core skills in their chosen courses, all the respondents (100%) affirmed that they had acquired the necessary skills they applied to be trained in at OIC Ghana.

Reasons given by graduates to support the above claim as summarised in table 4.13 show that majority (51.7%) of the graduates of OIC Ghana had demonstrated the skills acquired at their various places of employment which had resulted in their promotion at their various departments. Some (31.7%) have been utilising the skills acquired in running their own businesses while few (16.6%) had trained others using the skills acquired at OIC Ghana.

Graduates were also asked if they had acquired entrepreneurial skills in addition to the artisanal skills they acquired at OIC Ghana. Responses illustrated in figure 4.8 indicate that graduates had learnt team work, business skills, communication skills, presentation skills, working with clients, negotiation with potential sponsors, assertiveness, leadership skills and networking in addition to the specific skills for which they enrolled at OIC Ghana. The results confirmed the findings by Mafela (2009) that students who participated in entrepreneurship programme at Botswana acquired skills and characteristics associated with entrepreneurship such as leadership, communication, team work, presentation skills and assertiveness.

5.7.3 Results/Behaviour

The research sought to determine the extent to which participation in the OIC Ghana training programme had enabled beneficiaries to start entrepreneurial ventures or secure gainful employment. Responses indicated that majority of the graduates (86.7%) had been employed in organisations while eight of them (13.3%) had managed to establish their own businesses.

Crosstabulation of sex against entrepreneurial venturing presented in table 4.14b showed that all the eight graduates who were able to establish their own businesses were males. This finding reflects the general trend in the private sector in Ghana where males are dominant with regards to entrepreneurship and business establishment.

Asked to describe the training they received at OIC Ghana, all the graduates indicated that the training they received at OIC Ghana was beneficial in various ways. Results presented graphically in figure 4.10 showed that the training received by graduates at OIC Ghana is relevant, practical, profitable and educative.

Concerning the uses to which graduates have put their skills, result presented in table 4.15 shows that majority of the graduates (66.7%) work effectively for others with the skills they have acquired, some (20%) train others while very few (13.3%) are self-employed. The finding that only a minimal (13.3%) of graduates have been able to establish their own businesses calls for a need to investigate the challenges that hinder graduates from becoming self-employed.

Regarding the contribution of training to graduates' economic life, most of the graduates (86.7%) said the training received had enabled them to either earn salary from their employers whereas 13.3 percent maintained that they earn money from their own businesses.

With regards to how graduates are applying the knowledge and skills acquired to the wellbeing of their families and communities, 60 percent said the remuneration they get from their employment has enabled them to become the breadwinners for their families whereas 40 percent said they have been training others as a result of the skills they acquired at OIC Ghana.

5.8 Challenges of beneficiaries of OIC Ghana training programme

Another objective that this study investigated was the challenges that beneficiaries of OIC Ghana encounter. Views of trainees, tutors as well as graduates were sought regarding the above issue.

According to the results in figure 4.11, the major challenge that trainees face is financial (88%). This challenge could be attributed to the fact that the target of OIC Ghana training programme are the underprivileged, the poor, orphans and the vulnerable children who may not have anyone to take full responsibility of their education.

Other challenges trainees encounter are time constraints, lack of social recognition, drop-outs inadequate supervision, lack of comprehension and health.

Similarly, result presented in figure 4.12 clearly shows that graduates of OIC Ghana encounter many challenges. Key among the challenges is lack of capital to establish ventures (93.3%). Due to the above mentioned challenge, many graduates of OIC Ghana have sought employment in many organisations. However, these graduates are not properly remunerated (86.7%). Although graduates of OIC Ghana have the professional competencies and skills, they are usually poorly remunerated. This could be attributed to the finding that many employers see them as auxiliary staff while others place them in the category of second cycle graduates. Attempts by these graduates to work on their own have also proved futile because of the difficulties they face in finding locations to establish their businesses (75%).

In addition, respondents cited the absence of follow-up on them by OIC Ghana as a challenge. Moreover, the finding revealed that graduates of OIC Ghana are not socially recognised because their qualification is usually undermined. Hence they are not accorded the necessary recognition in society.



The findings on the challenges that trainees and graduates encounter concur with those of Mafela (2009) that the challenges that participants of entrepreneurship training encounter include lack of resources especially funds, inadequate supervision, time constraints and lack of sponsorship.

To address the financial challenges, majority of respondents (51.92%) are engaged in part time businesses, a good number of respondents (46.15%) manage the little money available. However, the part-time businesses that trainees engaged themselves in, in order to meet the financial challenges have resulted in further challenges. For example, trainees experience time constraints. Consequently, they are not able to have ample time for their studies or meet projects completion deadlines. Moreover, trainees are mostly under stress since they are not able to have adequate time to rest. Higher stress levels affect trainees' health which intends results in absenteeism and dropouts.

According to Cole (1979), one of the conditions that promote adult learning is that the learner must have opportunities to put his new knowledge, skill or behaviour into practice. However, trainees of OIC Ghana do not have this opportunity to put their learning into practice by studying on their own or doing their projects because of the time constraints they face as a result of the part-time businesses they are engaged in.

Despite the numerous challenges that trainees of OIC Ghana encounter while undergoing training, only few trainees (23.1%) have discussed their challenges with OIC Ghana. Majority (76.9%) of have not discussed their problems with OIC Ghana. The inability of many trainees to discuss their challenges with OIC Ghana could be attributed to the limited platform created by OIC Ghana for students to discuss their challenges with management.

Asked whether they have received any form of assistance from OIC Ghana, most graduates (91.7%) responded in the negative whereas very few (8.3%) responded in the affirmative. The five graduates (8.3%) who have received some form of assistance from OIC Ghana after graduation said it had been in the area of employment.

Views of graduates were sought as to how OIC Ghana could assist them deal with their challenges. Suggestions from graduates include provision of capital to establish their own businesses, provision of sponsorship to further their education and better remuneration in the case of those employed by OIC Ghana.

As to what other organisations could do to assist beneficiaries, graduates provided answers on sponsorship, scholarship and employment. For example, 60 percent of graduates want OIC International to provide them with sponsorship to further their education, half of the graduates (50%) want NGOs to provide them with capital for their businesses, while 60 percent of the graduates want the Ministry of Youth and Employment to provide them with jobs.

In conclusion, majority of the graduates (60%) suggested that OIC Ghana should provide infrastructure to enhance its training delivery, 21.7 percent stated that OIC Ghana should conduct follow up on its graduates to find out how they have been coping after their training while 18 percent confirmed the need of OIC Ghana to bear the cost of materials trainees require for their practical lessons. The graduates explained that provision of training materials for trainees by OIC Ghana will lessen the financial burden on trainees.

Regarding how the challenges trainees face could be addressed, nearly all (86.6%) suggestions given by respondents are in line with ways of addressing the financial challenges trainees

encounter. For example, majority of trainees (55.8%) suggested that OIC Ghana solicit sponsorship for everyone undergoing training at the centre to enable them meet the financial challenges they face. Some trainees (13.5%) would like OIC Ghana to provide means of transportation for them while others (9.6%) want OIC Ghana to bear the cost of materials for their practical lessons. Few trainees (7.7%) suggested that OIC Ghana should engage them in part time business to lessen the financial burden on them. This finding shows the extent to which the financial challenge is of great concern to trainees.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the overview, conclusion, limitations and recommendations of the study.

6.2 Overview of the study

Everywhere in the world, entrepreneurship is seen as one of the most important solutions to unemployment, poverty and low economic growth. This recognition has led to an increasing interest in activities that encourage and enhance entrepreneurship. One way that many countries are enhancing entrepreneurial activities is provision of entrepreneurial training to their citizens particularly, the youth.

In Ghana, the issue of promoting entrepreneurship began over two decades ago when unemployment became a serious socio-economic problem. It had become obvious that the country's educational system had only succeeded in creating a mass of unemployed youth. Consequently, entrepreneurship training was identified as one of the channels to assist most unemployed youth to acquire skills and capacities to be self-employed, and particularly to be able to set up their own businesses and manage them viably. Recently, the Ghana Poverty Reduction Strategy (GPRS 1) stresses skills and entrepreneurial development of the youth.

OIC Ghana is one of the organisations that provide entrepreneurship training to the youth of Ghana. However, the programme needs (objectives), the education process (content and methods of training delivery), the expectations of trainees and whether these expectations are being met by the training programme, are pertinent issues which have not been clearly unearthed.

This study assessed the entrepreneurship training programmes of OIC Ghana, Accra centre. Specifically, the study investigated the objectives of OIC Ghana; the content of the training programme; the teaching methods and the expectations of trainees on the programme. The study also examined the extent to which the programme has been responding to the needs of beneficiaries. In addition, the study identified the challenges that beneficiaries encounter.

The study adopted the parallel-sample cross-sectional survey design. Samples of 52 trainees, 25 tutors and 60 graduates representing 10 percent, 51 percent and 30 percent respectively were drawn from population of 520 trainees, 49 staff and the annual turn out of 200 graduates of OIC Ghana, Accra centre.

The main instruments used in the study were questionnaire and interview schedules. Questionnaire was administered to tutors whereas structured interview schedules were used to solicit information from trainees and graduates. The Kirkpatrick's learning evaluation model (1975) was adopted and used to assess the relevance of training to the graduates.

The instruments generated both quantitative and qualitative data. Quantitative data was analysed using the *Statistical Package for Social Sciences (SPSS)* while qualitative data was analysed using content analysis.

The findings of the study were presented in chapter four and discussed in chapter five. Summary of the major findings are provided in the subsequent section.

6.3 Summary of Major Findings

The findings of this study have been presented in chapter four and discussed in chapter five. The summary of the major findings are provided below in line with the objectives of the study.

6.3.1 Objectives of OIC Ghana

Results presented in figure 4.1 indicated that youth empowerment through vocational training, provision of marketable skills to the youth to increase self-employment, and equipping people with skills for the job market are the key objectives of OIC Ghana. Other objectives of OIC Ghana include provision of support for young entrepreneurs, encouragement of new business start-ups and other entrepreneurial ventures, as well as devising attitudes towards change. This finding is in agreement with the literature (Garavan and O’Cinneade, 1994; Mafela, 2009; Mwasalwiba, 2010; Jones and English, 2004).

6.3.2 Content of the OIC Ghana training programme

The findings of this study specified that entrepreneurship is a core course that every trainee takes at OIC Ghana. The content of the entrepreneurship course include opportunity discovery, business planning and management, new venture creation, marketing, team building, communication skills, negotiation skills and resource mobilisation. Moreover, the vocational/technical programmes that are run at OIC Ghana are comprehensive and practically oriented. The comprehensive nature of the course content is in pursuit of inculcating in the trainees practical and professional skills and competences as well as attitudes that can help beneficiaries to use the skills acquired to better their family, social and economic life after their graduation.

The content of the OIC Ghana entrepreneurship training programme differs from that of Rodrigues (2004) who stated that the content of entrepreneurship development programme comprises entrepreneurial attitude, simplified accounting, stock management, profit management and sales promotion. However, the content concurs with those of Mwasalwiba (2010) and Garavan and O'Connell (1994) who indicated that the content of entrepreneurship training programmes comprise resource mobilisation, marketing, idea generation and opportunity discovery, business planning, business management, attitudes necessary for running successful business and sustaining a business.

6.3.3 Methods of training delivery at OIC Ghana

According to the findings presented in table 4.2, the methods that are used for training delivery at OIC Ghana are demonstration, practical (hands on), attachment, counselling, lecture, discussion, group work, project, field visits and role play. Though there were variations in the percentages of responses, most of the methods identified by the respondents are adult education methods which require trainees to play active role in the learning process.

The findings confirmed those of Amedzro and Youdeowei (2005); Bennet (2006); Hytti and Gorman (2004); and Ampene (1979). The above researchers hold the view that tutors of entrepreneurship programmes apply techniques that enable trainees engage in self-discovery. Moreover, active methods such as practical, discussion, project, group work, and role play are used in order to nurture entrepreneurial attributes and competencies in participants.

The findings further revealed that trainees' most preferred methods are attachment, practical (hands-on), lecture, demonstration and field visits.

6.3.4 Expectations of trainees of OIC Ghana

On the issue of the expectations of trainees, result presented in figure 4.7 indicated that trainees hope to acquire various skills relevant for entrepreneurship such as business skills, vocational or technical skills, teamwork, working with clients, interpersonal communication skills, assertiveness, networking and negotiation with potential sponsors.

In addition, most trainees (57.7%) intend to establish their own businesses with the knowledge and skills being acquired at OIC Ghana, a sizeable minority (34.6%) hopes to be gainfully employed while few (5.8%) want to form partnership with colleagues to work upon graduation.

6.3.5 Relevance of training to beneficiaries of the programme

One major objective of this study was to determine the extent to which the training programme of OIC Ghana is addressing the needs of beneficiaries. Consequently, graduates were asked variety of questions relating to reaction, learning, results and behavioural changes that had occurred as a result of the training.

First, beneficiaries described the training received at OIC Ghana as educative, practical, relevant and profitable. Secondly, the findings revealed that beneficiaries acquired both artisanal and entrepreneurship skills from the training they received at OIC Ghana.

However, majority (86.7%) of the beneficiaries of the OIC Ghana entrepreneurship training programme have been employed in organisations while only few of them (13.3%) have managed to establish their own businesses.

Nevertheless, majority (66.7%) of beneficiaries stated that the training received at OIC Ghana had made them effective on their jobs while some (20%) mentioned that the training had equipped them with skills to train others. In addition, few (13.3%) indicated that the training has enabled them to become self-employed (table 4.15).

Concerning the economic contribution of training, most beneficiaries (86.7%) said they earn salary from their employers while minority (13.3%) maintained that they earn money from their own businesses. With regards to how graduates are applying the knowledge and skills acquired to the wellbeing of their families and communities, 60 percent respondents said they have become responsible members of their families because they are the bread winners for their families whereas 40 percent have been training others in their communities.

6.3.6 Challenges trainees and graduates OIC Ghana encounter

The study also investigated the challenges that trainees and graduates of OIC Ghana encounter. The findings revealed that trainees encounter several challenges. Key among them is financial. Other challenges trainees face are time constraints, lack of social recognition, drop-outs, inadequate supervision, lack of comprehension and health.

Similarly, graduates of OIC Ghana encounter many challenges. The major challenge graduates face is lack of capital to establish their businesses. Consequently, many graduates have sought employments in organisations. However, these graduates are not socially recognised hence they are poorly remunerated. Besides, many graduates have difficulty finding location to establish their businesses. The findings also revealed that there has not been follow-up on graduates by OIC Ghana.

6.4 Conclusions

On the basis of the results emerging from this study, several conclusions could be drawn.

First, the finding that only a few (13.3%) of graduates had established their own business enterprises while majority (86.7%) have sought employment in organisations implies that the training programme of OIC Ghana is equipping people with skills for the job market. However, it is not meeting its goal of making beneficiaries self-employed.

Secondly, the finding that majority of trainees (88%) face financial challenge and other challenges while undergoing training at OIC Ghana indicates that most trainees on entrepreneurship programmes encounter several challenges with the fundamental being financial.

Thirdly, over an average (52%) of the tutors had no idea as to when the OIC Ghana curriculum is revised because they are not involved in its development or revision. This finding portrays insufficient knowledge of tutors about the curriculum although they are the implementers of the programme.

Furthermore, the research revealed that OIC Ghana does not conduct follow-up on its graduates regularly. The absence of follow-up does hinder OIC Ghana from determining the extent to which the training is meeting the needs of beneficiaries of the programme. Moreover, absence of follow-up does not provide OIC Ghana with the opportunity to identify the challenges beneficiaries encounter after completing their training. As revealed by this research, majority of beneficiaries (93.3%) are faced with financial challenges which have prevented them from establishing their own ventures.

6.5 Recommendations

The findings revealed several issues of concern that require immediate attention by all stakeholders including the board of governors of OIC Ghana, the Government of Ghana, NGOs, parents and entrepreneurs.

First, financial constraints have been cited by both trainees and graduates as their major challenge. For instance, financial challenge has been an obstacle to trainees' effective participation in the OIC Ghana training programme. Besides, the findings of this study revealed that most graduates lack capital to establish their own business enterprises. It is therefore necessary for OIC Ghana to solicit for sponsorship for all trainees to lessen the financial burden on them. In addition, OIC Ghana must put a strategy in place which addresses the question of sustainable sources of funds to assist graduates who wish to establish their own ventures. This approach will enable beneficiaries to utilise the skills better, improve upon their lives and contribute to the development of the nation.

Secondly, the findings revealed that poor infrastructure at OIC Ghana have been a hindrance to training delivery and learning. The government of Ghana must provide adequate infrastructure to enhance training delivery at the centre. OIC Ghana must also allocate a percentage of its revenue to upgrade the infrastructure status of the organisation.

Moreover, the tutors of OIC Ghana are the implementers of the curriculum. However, they are not involved in the design and revision of the content of the programme. In order for effective delivery of the content of the programme, tutors must be involved in the curriculum design and revision.

Furthermore, there is a need to incorporate people that are in business in the discipline the trainees are pursuing in the training sessions so as to share experiences and make it more practical. Success stories can enable trainees to view the subject differently. Furthermore the practicing entrepreneur knows what the anticipating trainees need to be aware of. Thus, incorporating the component of practicing business people especially those that are former trainees of OIC Ghana, to share experiences and show that it is possible to venture into self employment successfully will give trainees a chance to learn through case studies. Moreover, such programme will awaken trainees' creativity once they know that others have succeeded in similar endeavours.

In addition, OIC Ghana need to have a well coordinated unit offering business development services that takes care of all entrepreneurship development needs from pre-start up all through the growth and succession stage. These will not only guide trainees on the process of starting a business, but also work with them as they meander in self employment and business management. The success of such strategy will lead beneficiaries to establish their own enterprises, become confident and be socially recognised in their communities.

Besides, there is the need for role models and support systems in the OIC Ghana training programme. According to Nkirina (2010) one of the most important factors influencing entrepreneurs in their career path is their choice of role models. Role models serve in a supportive capacity as mentors. An entrepreneur needs a strong support and advisory system in every phase of the new venture. OIC Ghana needs to put a supportive system in place to ensure that trainees who wish to venture in self employment are adequately encouraged and helped to continue with the ventures.

To add, entrepreneurs need to establish a strong network of moral support and professional support network to provide confidence, support and information (Nkirina, 2010). Such a system is currently lacking in OIC Ghana and need to be put in place to ensure that graduates and trainees have somebody to turn to in case of difficulties and a way of getting relevant information when necessary. In relation to this, there is also a need to network with other organisations and institutions working in entrepreneurship development initiatives to avoid duplication of efforts and to link and network trainees for the services and information offered by these institutions in a more organised way. Such efforts will enable society to recognise beneficiaries of OIC Ghana training programmes and accord them with the needed respect and remuneration.

Above all, there is the need for OIC Ghana to follow up on former trainees and find out how graduates are putting their entrepreneurship skills into use. Such move will enable OIC Ghana to be conversant with the challenges graduates face and offer assistance where possible.

6.6 Limitations of the study

The study was hampered in some respects by the absence of systematically kept records regarding the beneficiaries of the OIC Ghana programme, particularly graduates of the programme. This situation led to initial difficulty in tracing graduates to be included in the sample. However, the above challenge, by itself, is an important piece of information because it is an indicative of lack of proper record keeping, which is one of the basic entrepreneurship principles.

Moreover, the samples used in this study were from the Accra centre of OIC Ghana out of the entire population of OIC Ghana countrywide. Thus, the study did not cover samples from all the centres across the country. However, the researcher has taken precautions to ensure that the samples were representative of the population that was studied.

6.7 Suggestions for further studies

This research has identified areas of concern that future researchers can embark on. First there is need to conduct a survey of the entire vocational training system in Ghana to establish how entrepreneurship is actually being handled.

Secondly, there is a need to assess the relevance of the training materials being used in comparison to the technical skills being pursued by the trainees.

Impact studies also need to be conducted regularly to help uncover weaknesses in time so that corrective measures can be taken. In line with this is the need to follow up on former trainees to give feedback on programme strengths and weaknesses.



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APPENDIX 1**QUESTIONNAIRE FOR TUTORS****Introduction**

The researcher is a student of the University of Ghana, Legon conducting a study on the entrepreneurship training programmes of OIC-Ghana, Accra. Any information you provide will be used solely for this study. You are assured of the utmost confidentiality of information disclosed.

Please respond by ticking (I) in the appropriate bracket(s) or write in the spaces provided.

A. Demographic Information

1. Sex

01 Male ()

02 Female ()

2. Age range

01 20-29 ()

02 30-39 ()

03 40-49)

04 50-59)

05 60+)

3. Highest academic/ professional training

01 N.V.T.I. ()

02 07 A Level/S.S.C.E. ()

03 Teacher's Cert. A ()

04 Diploma/H.N.D. ()

05 University Degree ()

06 Other (please specify)..... ()

4. How long have you been working at O.I.C.-Ghana?

01 Less than a year ()

02 One to five years ()

03 Six to ten years ()

04 11 years and above ()

B. Objectives of O.I.C.-Ghana

5. What are the goals of OIC Ghana in terms of training? Tick as many as applicable.

- 01 Youth empowerment through vocational training ()
- 02 Devise attitudes towards change
- 03 Provide marketable skills to the youth to increase self-employment
- 04 Encourage new start-ups and other entrepreneurial ventures
- 05 Provide support for young entrepreneurs
- 06 Equip people with skills for the job market
- 07 Other (please specify).....()

6. How do trainees enrol onto the programme?

- 01 Applicants come themselves ()
- 02 Parents/guardians bring them ()
- 03 Recommendation by organisations ()
- 04 No idea ()
- 06 Other (please specify).....()

C. Content of OIC Ghana training programme

7. Who develops the O.I.C.-Ghana curriculum?

- 01 N.V.T.I. programme developers ()
- 02 Ghana Education Service ()
- 03 Other (please specify).....

8. How often is the curriculum revised?

- 01 Annually ()
- 02 Biannually ()
- 03 When necessary ()
- 04 Other (please specify).....

9. How are students assessed? Can tick more than one.

01 Written(theoretical) examination ()

02 Practical(hands on) examination ()

03 Other(please specify).....^ ^

10. Which other course(s) would you recommend for inclusion in the O.I.C.-Ghana curriculum?

D. Training Methods

11. Which teaching methods are used as part of the training at OIC-Ghana? Tick as many as applicable.

01 Lecture ()

02 Demonstration ()

03 Discussion ()

04 Field visits ()

05 Project ()

06 Attachment ()

07 Practical (hands on) ()

08 Group work ()

09 Role play ()

10 Counselling ()

11 Other (please specify).....()

12. Which of the method(s) do you use most? Tick as many as applicable.

01 Lecture ()

02 Demonstration ()

03 Discussion ()

04 Field visits ()

- 05 Project
- 06 Attachment
- 07 Practical
- 08 Group work
- 09 Role play
- 10 Counselling
- 11 Other (please specify). ()

13. Give reason for your answer above.

14. What language(s) do you use for instruction during training? Can tick more than one.

- 01 Vernacular ()
- 02 English ()

15. Give reason for your answer.

f. Challenges

16. What challenges do students face during their training at O.I.C.-Ghana?

- 01 Financial ()
- 02 Social ()
- 03 Health ()
- 04 Time constraints ()
- 05 Inadequate supervision ()
- 06 Difficulty in understanding what is taught ()
- 07 Pressure from academic work ()
- 08 Other (please specify).....()

17. How does O.I.C.-Ghana addresses the challenges students face?

Challenge	Measures by OIC-Ghana to address students challenges
01 Financial	
02 Social	
03 Health	
04 Time constraints	
05 Inadequate supervision	
06 Difficulty in understanding what is taught(Academic)	
07 Pressure from academic work	
08 Other (please specify)	

18. What do you consider as the strength(s) of the O.I.C.-Ghana training?

19. What in your view must be done to improve the training programme at O.I.C.-Ghana?

20. Any other comment.

APPENDIX II**INTERVIEW SCHEDULE FOR TRAINEES****Introduction**

The researcher is a student of University of Ghana, Legon conducting a study on the entrepreneurship training programmes of OIC-Ghana, Accra. Any information you provide will be used solely for this study. You are assured of the utmost confidentiality of information disclosed.

A. Demographic information

1. Sex

01 Male ()

02 Female ()

2. Age range

01 15-19 ()

02 20-24 ()

03 25-29 ()

04 30+ ()

3. What is your highest level of education?

01 None ()

02 Primary ()

03 J.S.S. ()

04 S.S.S. ()

06 Other (please specify)..... ()

4. Which programme have you enrolled on?

01 Masonry

02 Carpentry

03 Electricity

04 Ceramics

05 Textiles Design

- 06 Plumbing ()
07 Catering ()
08 Graphic Arts ()
09 Motor-mechanics ()
10 Office skills/Computer Training ()

B. Expectations of Trainees

5. What motivated you to choose the particular programme you are being trained in?

- 01 Parents ()
02 Friends ()
03 Love for that skill ()
04 Desire to establish own enterprise ()
05 Desire to acquire employable skills ()
06 Available job market in that area ()
07 Other (please specify)..... ()

6. What do you hope to learn by the end of your training? *Choose as many that apply.*

- 01 Acquire vocational or technical skills ()
02 Gain business skills ()
03 How to work with others(Teamwork) ()
04 How to work with clients ()
05 Interpersonal communication ()
06 Presentation skills ()
07 Negotiation with potential sponsors ()
08 Assertiveness (Confidence) ()
09 Leadership skills ()
10 Networking ()
11 General entrepreneurship knowledge ()
12 Other (please specify)..... ()

7. What do you intend to use the knowledge and skills you will acquire to do after your graduation?

- 01 Establish a business
- 02 Be gainfully employed
- 03 Form partnership with colleagues to work
- 04 No idea
- 05 Other (please specify).....

C. Training Methods

8. What methods are used at the training sessions? *Choose as many that apply.*

- 01 Lecture
- 02 Demonstration
- 03 Practical (hands on)
- 04 Field visits
- 05 Group work
- 06 Role play
- 07 Discussion
- 08 Project
- 09 Attachment
- 10 Counselling
- 11 Other (please specify).....

9. On the scale of 1-5, rate the teaching methods in order of preference. One is the lowest and five is the highest.

5 - Highly preferred (HP)

4 - Preferred (P)

3 - Least Preferred (LP)

2 - Indifferent (I)

1 - Not Preferred (NP)

Teaching method	Rating				
	5	4	3	2	1
01 Lecture					
02 Demonstration					
03 Practical(hands on)					
04 Field visits					
05 Group work					
06 Role play					
07 Discussion					
08 Project					
09 Attachment					
10 Counselling					
11 Other (please specify)					

10. What language(s) is/are used for teaching the lessons? *You can choose more than one response.*

01 English

02 Vernacular

11. Do you understand the language(s) used for teaching the lessons?

01 Yes

02 No

12. Give reason for your answer.

D. Challenges

13. Do you face any challenge(s) while undergoing training at O.I.C.-Ghana?

01 Yes

02 No

14. If yes, what are the challenge(s) you are facing?

01 Financial

02 Social

03 Health

04 Time constraints ()

05 Inadequate supervision

06 Difficulty in understanding what is taught

07 Pressure from academic work

08 Other (please specify).....()

15. How are you dealing with the challenge(s)?

Challenge	How respondent is dealing with the challenges
01 Financial	
02 Social	
03 Health	
04 Time constraint	
05 Inadequate supervision	
06 Difficulty in understanding what is taught	
07 Pressure from academic work	
08 Other (please specify).....	

16. Have you discussed your challenges with O.I.C. - Ghana?

Yes

No

17. What has O.I.C-Ghana done to address the challenge(s) you are facing?

Challenge	Measures by OIC-Ghana to address students' challenges
01 Financial	
02 Social	
03 Health	
04 Time constraint	
05 Inadequate supervision	
06 Difficulty in understanding what is taught	
07 Inability to meet projects' completion deadline	
08 Pressure from academic work	
09 Other (please specify)	

18. Suggest any other way that the challenges could be addressed.

APPENDIX III**INTERVIEW GUIDE FOR OIC GHANA GRADUATES****Introduction**

The researcher is a student of the University of Ghana, Legon conducting a study on the entrepreneurship training programmes of OIC Ghana, Accra. Any information you provide will be used solely for this study. You are assured of the utmost confidentiality of information disclosed.

A. Demographic Information

1. Sex:

01 Male ()

02 Female ()

2. Age range:

01 15-19 ()

02 20-24 ()

03 25 - 29 ()

04 30+ ()

3. When did you graduate from O.I.C.-Ghana?

01 Less than a year ()

02 One to five years ()

03 Six to ten years ()

04 11 years and above ()

4. In which programme did you acquire training at O.I.C.-Ghana?

01 Masonry ()

02 Carpentry ()

03 Electricity ()

04 Ceramics ()

- 05 Textiles Design ()
- 06 Plumbing ()
- 07 Catering ()
- 08 Graphic Arts ()
- 09 Motor-mechanics ()
- 10 Office skills/Computer Training ()

B. Reaction

5. What motivated you to choose the particular programme you trained in?

- 01 Parents ()
- 02 Peers ()
- 03 Love for that skill ()
- 04 Desire to establish own enterprise ()
- 05 Desire to acquire employable skills ()
- 06 Available job market in that area ()
- 07 Other (please specify)..... ()

6. How did you feel at the beginning of the programme?

- 01 Happy ()
- 02 Expectant ()
- 03 Indifferent ()
- 04 Discouraged ()

7. Do you like way the training was delivered?

- Yes ()
- No ()

8. Give a reason for your answer.

C. Learning

9. What teaching methods were used during your training sessions at O.I.C. Ghana.

01 Lecture

02 Demonstration

03 Practical (hands on)

04 Field visits

05 Group work

06 Role play

07 Discussion

08 Attachment

09 Counselling

10 Other (please specify).....()

10. Were the methods used relevant to your training?

Yes ()

No ()

Somehow ()

11. Can you say that you have acquired the necessary skills you wanted to learn in the area you trained in?

Yes ()

No ()

12. Give a reason for your answer above.

13. What other skills do you think you have learnt in addition to the one you applied to be train in? *Tick as many as applicable.*

12 Business skills ()

13 Teamwork ()

14 Working with clients ()

- | | |
|--|-----|
| 15 Communication skills | () |
| 16 Presentation skills | () |
| 17 Negotiation with potential sponsors | () |
| 18 Assertiveness | () |
| 19 Leadership skills | () |
| 20 Networking | () |
| 21 General entrepreneurship knowledge | () |
| 22 Other (please specify)..... | |
-

14. How much supervision did you receive from OIC-Ghana while you were on attachment during your training period?

- | | |
|------------------------|-----|
| 01 No supervision | () |
| 02 Minimal supervision | () |
| 03 Average supervision | () |
| 04 Maximum supervision | () |

D. Relevance (Results/ Behaviour)

15. What have you been doing since your graduation?

- | | |
|--|-----|
| 01 Established my own business | () |
| 02 Have been employed in an organisation | () |
| 03 Partnered a colleague to work | () |
| 04 Unemployed | () |
| 05 Other (please specify)..... | |
-

16. How would you describe the training you received at O.I.C.-Ghana? *Choose as many that apply.*

- | | |
|----------------------|-----|
| 01 Educative | () |
| 02 Practical | () |
| 03 Relevant | () |
| 04 Profitable | () |
| 05 Irrelevant | () |

17. How useful « the training you had from OIC-Ghana to your current work?

18. How is the training you had contributing to your economic life?

19. How are you applying the knowledge and skills you have acquired from the training you to the wellbeing of your family and community?

20. Do you encourage others to attend O.I.C.-Ghana?

Yes ()

No ()

b. Why do you say so?

E. Challenges

21. What challenges do you encounter as a graduate of O.I.C .-Ghana? Tick many that apply.

01 Lack of capital (money) to establish a business ()

02 Difficulty in finding a location to set up a business ()

03 Difficulty in searching for a job ()

04 Absence of follow-up from OIC-Ghana ()

05 Other (please specify)..... ()

22. How do you deal with these challenges?

- 01 Seek sponsorship from organisation and people ()
 02 Start business from home location as search continues ()
 03 Distribute applications widely ()
 04 Contact OIC-Ghana for help ()
 05 Other (please specify).....()

23. Have you received any form of assistance from O.I.C.-Ghana after your graduation?

- Yes ()
 No ()

b. If yes, mention the type of assistance you received.

24. What should O.I.C-Ghana do to assist you?

25. What role should the following institutions play to help you deal with the challenges you are facing currently?

Institution	Help
O.I.C-International	
N.G.O.s	
Ministry of Youth & Employment	

26. Any other comment.