

Evaluation of the new venture creation learnership programme offered by the Sector Education Training Authorities in South Africa

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**A research report submitted to the Faculty of Commerce, Law and
Management, University of the Witwatersrand, in partial fulfilment of the
requirements for the degree of Master of Business Administration**

Johannesburg, 2013

ABSTRACT

“Small, Medium, and Micro-Enterprises (SMMEs) represent an important vehicle to address the challenges of job creation, economic growth, and equity in our country. Throughout the world one finds that SMMEs are playing a critical role in absorbing labour, penetrating new markets and generally expanding economies in creative and innovative ways” (McGrath, 2005; p.6).

The study assessed the “New Venture Creation (Small, Medium, and Micro Enterprises (SMME)” National Qualifications Framework (NQF) Level 2 learnership program offered by the Sector Education and Training Authorities (SETAs) namely the Services SETA (SSETA) and the Management, Engineering and Related Services (merSETA). The primary purpose of the study is to contribute towards the development of an effective new venture creation training program for entrepreneurs within South Africa (SA).

A quantitative approach was therefore best suited to identify the crucial factors affecting the outcome of the above investigation. A 7-point Likert scale was used as the measuring instrument. The captured data was analysed using both descriptive and inferential statistic methods. The mode, mean, frequencies, standard deviation, Chi-square, and regression analyses were used.

The key findings were that more than 90% of new ventures were created across all industry sectors since the completion of the “New Venture Creation (SMME)” learnership programme for the sample population tested. The Return on Investment (ROI) proved to be very attractive with benefits exceeding the cost of the training within a 12-month period.

Overall, the research supported the claim that the “New Venture Creation (SMME)” learnership program is adding value to the development of young entrepreneurs in the sectors covered by the study. The program however does have some areas of concern that need attention, and could restrict the future growth of entrepreneurs if attention is not provided in this regard.

DECLARATION

I, Denver Naidoo, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Denver Naidoo

Signed at Johannesburg

On this day of 2013

DEDICATION

This Report is dedicated to my late Dad & Mum, Mr M.B Naidoo and Mrs S. Naidoo.

ACKNOWLEDGEMENTS

Firstly, I would like to thank my Lord and Saviour, Jesus Christ, for the strength he has provided me to be able to complete the MBA.

My sincere appreciation and gratitude goes to:

- My Wife, Ashnee and daughter Micaela Braedene Naidoo for their continued support and prayers during my MBA studies.
- Dr. Kerrin Myres, my supervisor, for her assistance during this research
- Dr. Dennis Laxton, who assisted with the statistical portion of the report.
- All Young Entrepreneurs from the various businesses for sharing their knowledge and experience from the “New Venture Creation (SMME)” learnership program.

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CHAPTER 1: INTRODUCTION

1.1 Purpose of the study

The primary purpose of the study is to contribute towards the development of an effective new venture creation-training program for entrepreneurs within SA. The study assessed the “New Venture Creation (Small, Medium, and Micro Enterprises (SMME)” National Qualifications Framework (NQF) Level 2 learnership program offered by the Sector Education and Training Authorities (SETAs) namely the Services SETA (SSETA) and the Manufacturing, Engineering and Related Services SETA (merSETA). The NQF Level 4 learnership was not included in the study. The report focussed on the perceptions of Small and Medium Enterprise (SME) owners who participated in the learnership. These perceptions were analysed to determine the effectiveness and impact of this program on new venture-creation in South Africa.

Although there is an increase in research conducted in the area of entrepreneurship training and education, many entrepreneurship training initiatives do not actually address the real needs of entrepreneurs (Henry, Hill & Leitch, 2005). According to Rajeev, Madan and Jayarajan (2009), training evaluation and objective assessment of training programs are not afforded equal priority as the planning and implementation thereof.

Kirkpatrick’s (1959) model for evaluating training programs was chosen as the analytical framework for this study. This model was especially devised for evaluating training programs and has had widespread and enduring popularity since it was first developed (Alliger & Janak, 1989). Even though there are other models for evaluating training programs, this model was chosen for its ease and practical application and for being the most popular approach to the evaluation of training in organizations by far (Bates, 2004). The popularity of Kirkpatrick’s model is based on three fundamental features (Bates, 2004). First the model identifies the need for training professionals to understand training evaluations in a systematic way; second, the information received from the fourth level of results, can be described as the most valuable information obtained from a

training program and; finally that the popularity lies in the potential for simplifying the complex process of training evaluation.

Building on the Kirkpatrick's 1959 four-level model, Jack Phillips (1996) added a fifth level; Return on Investment (ROI) (Arthur, Gage-Little & Munson, 2001). The fifth level was created because Kirkpatrick's four levels focused only on the effectiveness of the training program, and excluded the monetary benefits relating to ROI.

The reason for the interest in the "New Venture Creation (SMME)" qualification is that the SA government has publically expressed an emphasis on job creation. President Jacob Zuma announced in his State of the Nation address in Parliament (February, 2011), that 2011 is the "year of job creation" in South Africa. The "New Venture Creation (SMME)" learnership is one of the vehicles being used to address the job creation within the SMME sector. However, there is often a significant gap between the perceptions of training providers and those of entrepreneurs in terms of training needs. What sometimes may appear as a main focus-area for the trainer may be of little importance to the entrepreneur (Henry, et al., 2005).

1.2 Context of the study

Since 1994, the new democratically elected SA government has been faced with significant challenges such as the re-integration of the SA economy into the world markets as a global economy (Lewis, 2002). The SA government's "National Strategy for the Development and Promotion of The Small Business Sector" was formally endorsed by parliament in early 1995. To achieve and drive the objectives of economic growth through competitiveness and employment generation, the SA small business economy has been actively promoted since 1995 (Kesper, 2000).

"Small, Medium and Micro-Enterprises (SMMEs) represent an important vehicle to address the challenges of job creation, economic growth and equity in our country throughout the world one finds that SMMEs are playing a critical role in

absorbing labour, penetrating new markets and generally expanding economies in creative and innovative ways” (McGrath, 2005; p.6).

However, the successful creation of innovative new ventures is a challenging endeavour, as recent studies indicated that failure rates of new ventures might be as high as 30% over the first two years of operations (Headd, 2003). According to the Global Entrepreneurship Monitor (GEM) (2011), SA’s Total Early-stage Entrepreneurial Activity (TEA) rate of 9.1%, is significantly below the average of 14.1% for efficiency-driven economies participating in GEM 2011 survey. The data showed that across sectors, 66% of new establishments were still in existence two years after their birth, and 44% were still in existence after four years. These survival rates do not vary much by industry, but do fluctuate by country (Campbell, 2005).

Given the “survival of the fittest”, failure is a natural step in the life cycle of new business ventures. Organisational ecology as a metaphor further asserts that the environment will naturally weed out unfit organisations, and that the ability to survive over time is a function of the organisation’s suitability to the current environment, and its ability to adapt appropriately if the environment evolves. Misalignment to the environment may therefore expose firms to different liabilities associated with failure (Barron, West & Hannon, 1994; Praag, 2003).

In many developing economies, SMMEs contributes substantially to the growth, competitiveness, and employment, but in SA, this segment is relatively under-developed (Lewis, 2002). In order to aid the development of the SMME sector, the SA government established institutions and programs designed to improve the access of the SMME sector to critical resources such as training and counselling, finance, infrastructure, markets, and technology. The “New Venture Creation (SMME)” learnership forms part of the training segment (Lewis, 2001).

SMMEs in SA comprise of entrepreneurs who make up 98% of the total number of firms and employ 55% of the country’s labour force, contributing approximately 42% to the total wage-bill according to a recent estimate by the Department of Trade and Industry (DTI), 2008. Small firms, overall, account for 35% of the GDP (Wagle, 2007). According to Ramposo & do Paço (2011) the importance of

entrepreneurial activity for economic growth of a country is well established and relevant literature suggests (Charney & Libecorp, 2000; Dumas, 2001; Kolvereid & Moen, 1997; McLarty, 2005; Monroe, Allen & Price, 1995; Osborne, Falcone & Nagendra, 2000) important links between education, venture creation and entrepreneurial performance.

The “New Venture Creation (SMME)” learnership forms part of the strategic target and requirement by the “National Skills Development Strategy” (NSDS) for 2005-2010, which is offered by the SETAs. The “New Venture Creation (SMME)” learnership aims to develop entrepreneurs effectively by providing them with the right skills-set to manage a new business venture effectively (Lewis, 2002). The development of the learnership is central to the agenda of increasing management effectiveness and productivity, and hence the survival of SMMEs in industries.

The research examined the entrepreneurs’ awareness of, participation in, and perceptions of the “New Venture Creation (SMME)” learnership programs offered by the SETAs, particularly the SSETA and the merSETA within the SME sector.

1.2.1 “New Venture Creation (SMME)” learnership program

The “New Venture Creation (SMME)” learnership formed part of the strategic target and requirement by the National Skills Development Strategy II 2005-2010 (NSDS II). The success Indicator for the “New Venture Creation (SMME)” as per this document was:

Success Indicator 4.3

By March 2010, at least 10 000 young people trained and mentored to form sustainable new ventures and at least 70% of new ventures in operation 12 months after completion of program

The National Skills Development Strategy III 2011 – 2016, (NSDS III) also includes the “New Venture Creation (SMME)” learnership as a tool to achieve the objective:

NSDS III, Outcome 4.6.2: Partnership projects to provide training and development support to small businesses are established in all sectors, and their impact reported on

Output 4.6.2.1: SETAs through their skills-planning research, identify the skills needs of small and emerging businesses in their sector, and promote relevant programs.

The “New Venture Creation (SMME)” learnership program, according to the South African Qualification Authority (SAQA), (2009) aims to provide potential and existing entrepreneurs in the SMME sector with technical, business, managerial and personal skills to create and sustain businesses that form part of the mainstream economy.

From the results released by the merSETA (Sector Skills Plan, 2010/2011 – 2015/16) for the period between 2002 and 2009, a total of 805 new venture creation (SMME) learnership registrations were recorded, which reflected a 2.8% registration as compared to the total learnership registrations for the same period for merSETA. This representation is a small proportion in terms of the NSDS, 2005-2010, success indicator 4.3, which requires at least 10,000 young people in total trained and mentored to form sustainable new ventures by March 2010.

The relatively low level of participation and awareness in the SETA skills development programs may have had a direct impact on survival of new ventures, causing increased unemployment, as SMEs entering into new ventures seldom have the skills to ensure sustainable growth and ultimately survival within the first two years (Wilson & Sepulveda, 2009).

This is reinforced by the FinScope South Africa Small Business Survey, 2010, which recorded a mere 2.3% of small business owners being aware of the business support programs provided by SETAs as per below Figure 1: below.

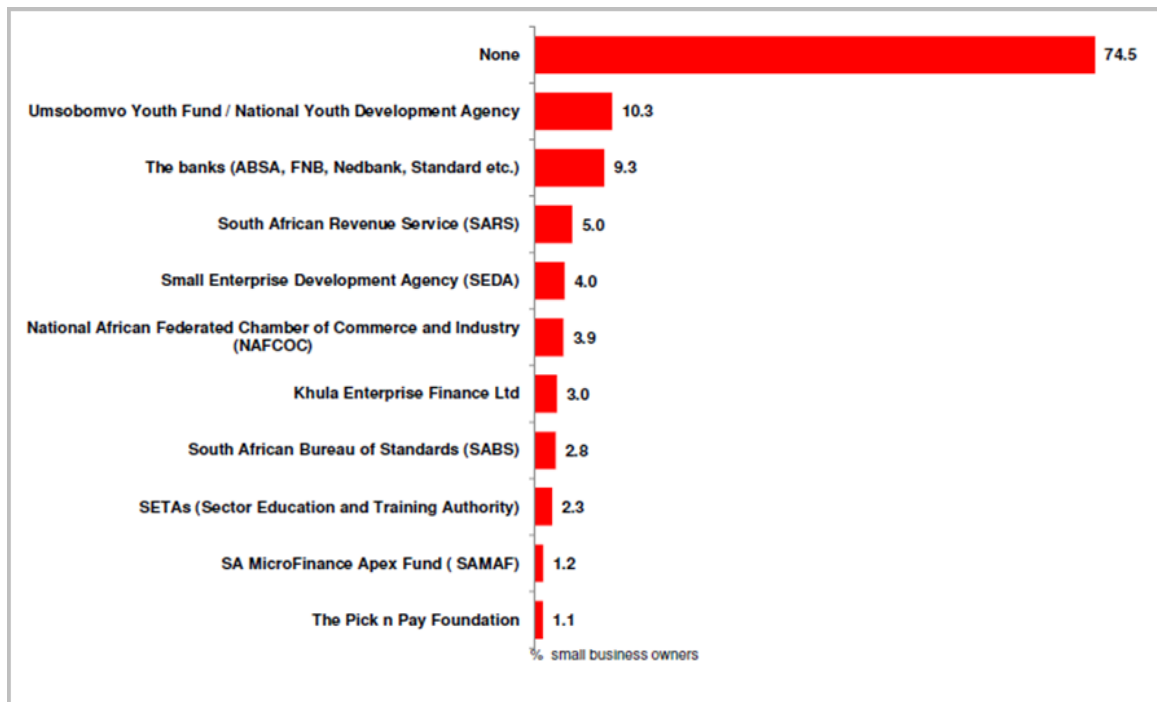


Figure 1: Awareness of Support (*FinScope, 2011*)

1.3 Problem statement

It is assumed that the provision of small business training and support plays a significant role in the survival of SMME businesses and adds significant value to the new ventures created within the SMME sector. The validity of this assumption has not been tested to support the investments made. A need exists to evaluate the impact of the “New Venture Creation (SMME)” learnership offered by the SSETA and merSETA on the creation of new ventures within the SMME sector in SA.

The study assisted the researcher in answering the main research problem, which is ***to conduct an evaluation of the “New Venture Creation (SMME)” learnership offered by the SSETA and merSETA.***

1.4 Significance of the study

The study fills the gap by evaluating the “New Venture Creation (SMME)” learnership program, which formed part of the strategic target of the NSDS II for

2005-2010 and forms part of the “National Skills Development Strategy III” (NSDS III) for 2011-2016. The evaluation will assist in assessing whether the program is a success or not, by gauging from learners’ responses to the questionnaires based on Kirkpatrick’s (1959), model. Without an evaluation of the training program, the SETAs are not be able to gauge whether learners have actually learned the concepts presented, changed their behaviour or even improved their business ventures.

The training evaluation assists stakeholders by providing:

1. Results that report on the quality of the training and the effect it has created on the learners.
2. An assessment of the weaknesses of the training program so that in future these can be corrected.
3. An indication of the extent to which learners have learned from the program.
4. The extent to which learners have transferred their learning into their own business ventures.

There is still an apparent lack of participation and awareness from the SMME sector about the “New Venture Creation (SMME)” learnership offered by the SSETA and merSETA.

The study provides feedback to the relevant SETAs on SMME perceptions of the “New Venture Creation (SMME)” learnership. This feedback may also assist other SETAs in providing guidance for realigning their strategy in order to fulfil their targets as laid out in the NSDS.

The research study provides the necessary means for developing a ‘guide line’ which may assist the SETAs to fine-tune existing programs if necessary, and aiding in the promotion of the SME sector participation in these programs. This could ultimately lead to the survival of more new venture entrepreneurs, thereby assisting in creating more sustainable employment in SA.

The new venture entrepreneurs within the SME sector may benefit from the research study by obtaining information on the current skills development offerings available under the National Strategy.

1.5 Delimitations of the study

The study focussed only on the SMEs entrepreneurial sector within Gauteng.

- The study only covered entrepreneurs who have successfully completed the “New Venture Creation (SMME)” learnership provided by accredited bodies of the SSETA and merSETA within the Gauteng region.

1.6 Definition of terms

DOL:	Department of Labour
DTI:	Department of Trade and Industry
ETQA:	Education and Training Quality Assurance
GDP:	Gross Domestic Product
GEP:	Gauteng Enterprise Propeller
merSETA:	Manufacturing, Engineering and Related Services SETA
NSBA:	National Small Business Act
NSDS II:	National Skills Development Strategy II: 2005 -2010
NSDS III:	National Skills Development Strategy III: 2011 - 2016
NQF:	National Qualifications Framework
NVC:	New Venture Creation
SAQA:	South African Qualification Association
SDA:	Skills Development Act

SETA:	Sector Education and Training Authority
SETAs:	Sector Education and Training Authorities
SETQAA:	Sector Education and Training Quality Assurance Authority
SMEs:	Small Medium Enterprises
SMME:	Small, Medium and Micro-Enterprise
SMMEs:	Small, Medium and Micro-Enterprises
SMS:	Short Message Service
SSETA:	Services SETA
TEA:	Total early-stage Entrepreneurial Activity

1.7 Assumptions

- It was anticipated that SME entrepreneurs are interested in skills development programs, especially those that will provide them with the necessary skills to improve their chances of survival.
- The research survey was answered by the SME entrepreneurs, and not employees of entrepreneurs.
- The demographics in terms of age, race, and sex of the entrepreneurs did not adversely bias the results.

CHAPTER 2: LITERATURE REVIEW

2.1 The importance of entrepreneurship in South Africa

Since 1994, SA has confronted the dual challenges of reintegration into the global economy, and positioning itself to realise the high expectations associated with the new democratic order. In order to attain both the objectives of economic growth through competitiveness and employment generation and income redistribution, policy attention has increasingly focused on the promotion of the country's SMME economic sector (Berry, Blottnitz, Cassim, Kesper, Rajaratnam & van Seventer, 2002).

SMMEs have been identified by the government as a priority in creating jobs to solve the high (25.2%) unemployment rate in SA (Quarterly Labour Force Survey, Quarter 1, 2012). The most pressing problem currently facing SA is the absence of sustained economic growth and job creation, which are essential to reducing poverty and improving living conditions (Lewis, 2002). In other words, 4.3 million people out of 17.1 million economically active people are unemployed. Furthermore, every year hundreds of thousands of new job seekers (the vast majority of them being youth) "join the army of the un-employed" (Nieman & Pretorius, 2004; p.15).

SMMEs encompass a broad range of firms, from established traditional family businesses employing over a hundred people (medium-sized enterprises), to the survivalist, self-employed from the poorest layers of the population (informal microenterprises). While the upper end of the range is comparable to the SMEs population of developed countries, statistics reveal that the majority of SMMEs are concentrated on the lowest end. These are primarily black survivalist firms (Berry et al., 2002).

It is accepted worldwide that the development and the growth of SMMEs can play an important role in turning this situation around (Rogerson, 1997). Today it is internationally acknowledged that the SMME sector is an essential factor in promoting and achieving economic growth and development, and the widespread

creation of wealth and employment (Nieman & Pretorius, 2004). According to Ladzani and van Vuuren, 2002, the development of SMEs across the globe contributes to job creation, social stability, and economic welfare significantly. According to GEM, (2008) a wide agreement on the importance of entrepreneurship for economic development was noted. Entrepreneurs not only drive innovation, they speed up structural changes in the economy, and by forcing old cumbersome companies to re-invent or reorganise themselves, they also make an indirect contribution to productivity.

In common with the experience of many countries in the developing world, post-apartheid SA has been at the forefront of the development and implementation of a set of pro-SMME policies (Rogerson, 2001; Hallberg, 2003). The Human Resource Development (HRD) Review that was completed in 2003 included a chapter that explained enterprise training and outlined the policy and legislative initiatives that were taken by the SA government in the first democratic decade to respond to the old training legacy. These included the Skills Development Act (No.97 of 1998), the Skills Development Levies Act (No.9 of 1999), the Human Resource Development strategy (2001), and the National Skills Development Strategy (2001).

Studies that have explored the influence of venture creation programs suggested that the programs make a positive contribution to venture-creation and the subsequent sustainability of these businesses (Rice, 2002). The SA government has recognised the importance of new venture creation and has implemented a “New Venture Creation (SMME)” learnership.

According to Barringer and Ireland (2008) in their discussions of the economic impact of entrepreneurship, identified three reasons why entrepreneurial behaviour has a strong impact on an economy’s strength and stability. The reasons are innovation, job creation, and globalisation. Marè (1996) summarised the importance of entrepreneurship by noting that it facilitates the advancement of economic prosperity, combats unemployment, and improves future perspectives. This fuels economic prosperity and leads to job creation that will combat unemployment.

2.2 The importance of entrepreneurship education

The key to the successful establishment of a culture of entrepreneurship in SA is education, which depends on all the stakeholders, including state, educators, and learners (Isaacs, Visser, Friedrich & Brijlal, 2007). According to Ramposo and do Paço (2011), entrepreneurs are not “born” but rather, people become entrepreneurs through experiences in their lives. By means of effective entrepreneurship-education, an individual is able to access the skills and knowledge required to start and grow a new venture (Kuratko, 2005), which means that an entrepreneurial orientation can be developed in individuals. It is this perspective that has revolutionised the way business is carried out at every level and in every country.

The interest in developing entrepreneurship is not something new. Stevenson and Gumpert (1985; p. 1), note that:

“Suddenly entrepreneurship is a vogue. If only our nation’s businesses – large and small – could become more entrepreneurial we would improve our productivity and compete more effectively in the world marketplaces”

A research review measuring the impact of general education on entrepreneurship and entrepreneurial performance, suggests three key generalisations according to Raposo & Paço (2011: p: 454) from the Small Business Economics Report (2006): Firstly, “the evidence suggesting a positive link between education and entrepreneurial performance is robust.”

Secondly, “although the link between education and selection into entrepreneurship is somewhat ambiguous, evidence suggests that when «necessity entrepreneurship» and «opportunity entrepreneurship» are considered separately, and when country difference is considered, the link is less ambiguous.”

Thirdly, “the relationship between education and selection into entrepreneurship is not linear in nature, with the highest levels of entrepreneurship being linked to individuals with at least some college education.”

Entrepreneurship and entrepreneurship-education also has a wider market potential, beside evident advantages such as promoting start-ups (Holmgren, From, Olofsson, Karlsson, Snyder, & Sundtröm, 2004). Entrepreneurship-education seeks to promote people, especially young people, to be responsible and enterprising individuals who become entrepreneurs or entrepreneurial thinkers, contributing to economic development and sustainable communities.

The Consortium for Entrepreneurship Education (2008), stated that entrepreneurship-education is not just about teaching someone to run a business, its more about encouraging creative thinking, and promoting a strong sense of self-worth and empowerment.

The knowledge created by entrepreneurship-education includes the ability to recognise opportunities in one's life, the ability to pursue opportunities by generating new ideas and find the needed recourses, the ability to create new firm's and the ability to think in a creative and critical manner. Ramposo and do Paço (2011), divided entrepreneurship-education into a three-category framework.

1. Education about enterprise

This category deals mainly about awareness creation, with the aim of educating students on how to set up and run a sustainable business venture.

2. Education for enterprise

The second category deals with the training of aspiring entrepreneurs for a career in self-employment focussing on encouraging participation of students to start and run their own businesses. Students are taught practical skills required for business management.

3. Education in enterprise

This category focuses more on management training for established entrepreneurs with the goal of ensuring expansion and development of the business.

According to Henry, et al., (2005), the most common aims of entrepreneurship-education can be summarised as the following:

- To obtain knowledge useful to entrepreneurship.
- To increase capacities in the use of techniques, in the examination of business situations, and in the creation of action plans.
- To identify and stimulate entrepreneurial skills.
- To develop empathy and support for all issues of entrepreneurship.
- To develop attitudes towards change, and
- To promote new start-ups and other ventures.

One of SA's greatest limitations to economic development can be ascribed to its lack of entrepreneur (Isaacs, et al., 2007). Isaacs et al., 2007; p. 613) further stated, "experts in the field of entrepreneurship believe that the contribution of small to medium-sized enterprises (SMEs) to the growth of our country can be much higher if entrepreneurship education is implemented at school level".

Entrepreneurship-education is regarded as being critical for developing entrepreneurial skills, attitudes and behaviours that are the basis for economic growth (Wilson & Sepulveda, 2009). It should be noted that many small businesses that emerge tend to fail at their infancy stage or within a few years after start-up due to the lack of preparedness and knowledge of running an enterprise (Ladzani & van Vuuren, 2002). Numerous studies have shown strong correlations between entrepreneurial competences, and especially entrepreneurial knowledge for the success of business start-ups (van der Sluis, Praag & van Witteloostuijn, 2004).

2.3 Description of small, medium and micro enterprises

A recent study conducted by Abor and Quartey (2010) estimates that 91% of the formal business entities in SA are SMMEs and that these SMMEs contribute between 52% to 57% to the GDP and account for approximately 61% of employment. The development of SMMEs within the SA context was noted as being one of the keys to addressing the challenges of job creation, economic growth and equity (O'Neill & Viljoen, 2001). Economic historians have demonstrated the importance of this phenomenon in Europe's industrialisation

and the subsequent development of other emerging economies (Berry et al., 2002).

Apart from SME funding and access to finance, the GEM Report (2008) noted that SA SMMEs suffer from poor management skills, which is a result of a lack of adequate training and education. This results in high rates of business failure. SA has one of the lowest SMME survival rates in the world.

Table 1: below shows the categorisation of the different groups of classifications for SMMEs, as laid out by the National Small Business Act (NSBA).

Table 1: Description of SMME classification

SMME Class	Description of SMME Class
Survivalist enterprises	Operates in the informal sector of the economy. Mainly undertaken by unemployed persons. Income generated below the poverty line, providing minimum means to keep the unemployed and their families alive. Little capital invested, not much assets. Not much training. Opportunities for growing the business very small.
Micro enterprises	Between one to five employees, usually the owner and family. Informal – with no business license, while formal businesses have premises and labour legislation. Turnover below the VAT registration level of R300, 000.00 per year. Basic business skills and training. Potential to make the transition to viable formal small business.
Very small enterprise	Part of the formal economy, uses technology, Less than 10 paid employees, includes self-employed artisans (electricians, plumbers) and professionals.
Small enterprise	Less than 100 employees, more established than very small enterprises, formal and registered, fixed business premises. Owner managed, but more complex management structure.
Medium enterprise	Up to 200 employees. Still mainly owner managed, but decentralised management structure with division of labour. Operates from fixed premises with formal requirements.

Source: Reproduced from the National Small Business Act (NSBA), No.2 of 1996

Survivalist and micro enterprises traditionally operate in informal sectors, and are not legally registered, while a small percentage of the micro enterprises that operate in the formal sector will be registered. Very small enterprises and small and medium enterprises on the other hand traditionally operate in the formal sector, with registered premises, and adhering to the labour laws of the country.

2.4 Sector education and training authorities

The SETAs fall under the umbrella of the Department of Higher Education and Training. The Skills Development Act of 1998 led to the formation of the SETAs. The SETAs are vested with the power and responsibility to compensate firms for costs incurred on training that has been undertaken (Lundall, 2003). The SETAs are broken down into 23 representative economic sectors (Daniels, 2007).

According to Daniels (2007) part of the objective of the SETAs is to ensure that the skills requirements or shortages of the various sectors are identified, and that adequate training assistance and appropriate skills are readily accessible to the various sectors. The SETAs are required to ensure that training is of the appropriate quality, meets agreed standards as laid out by the NSDS III, and caters for the training needs of new entrants to the labour market as well as the currently employed work force. The “New Venture Creation (SMME)” learnership forms part of the training initiative by SETAs targeting the SMMEs.

Between 1998 and 2005, the above 23 economic SETAs have managed to reach 10,192 beneficiaries from the SMME sector, while the estimated number of the registered SMME sector stands at 2.3 million (Lehohla, 2002).

As at 2005, the enterprise beneficiaries mentioned in Table 2: below, were reached by the SETAs since the inception of the national skills fund initiative from 1998.

Table 2: National Skills Fund Initiatives with SMMEs

SETA	Nature of Intervention	Beneficiaries Reached
BANKSETA	Training of SMME Micro Finance Institutions (MFI) as well as SMME borrowers	677 SMME MFI learners trained 500 SMME borrows enterprises complete training.
CETA	Learnership for construction contractors	241 contractors in training
PAETA	Export readiness for emerging farmers	992 learners completed, 570 in training
SETASA	Export readiness training SMME support	960 learners completed training 140 learners in training
THETA	Provider capacity building	91 SMME completed capacity building programs
TETA	SMME development in small fishing boat industry	1,000 beneficiaries completed training
FIETA	Business development for SMME , Skills programs and support for learners in the SMME sector	34 SMME receiving development support, 500 SMME learners currently receiving support
W&R SETA	Skills support to SMME	2,000 SMME receiving support
MAPPP	Skills programs for SMME workplace providers	40 SMME workplace providers in training
FOODBEV	Skills programs to support new and existing SMME Support Network for SMME	727 learners in skills programs 226 learners on learnership for SMME, 47 students received bursaries
MQA	Skills development for small miners	1,500 small miners in training
CHIETA	SMME development in chemical industry	10 SMME in training
Total Number of Beneficiaries Reached		10,192

Source: Reproduced from Department Of Labour (2005a, 49)

According to Table 2: above, it is clear that there is a large variance between the SMME populations of approximately 5.9 million when compared to the SMME

population of approximately 10,000 that were reached by the SETAs during the period between 1998 and 2005. Up to 2005, only 12 of the 23 SETAs provided training programs for the SMME sector in accordance with National Skills Fund Initiatives for SMMEs.

2.5 “New Venture Creation (SMME)” learnership

According to Le Roux, (2004) the New Venture Creation learnership aims to provide holistic intervention for fostering and enabling new business start-ups. The ratio of start-ups to new firms provides an indication of the failure rate of start-ups relative to other countries. In SA, this ratio was 2.4 to 1 compared to an average of 1.6 to 1 in developing countries included in the GEM, 2011. This suggests that SA has relatively low start-up rates and relatively high business failure rates. Within GEM, the start-up to new firm ratio ranges from 0.4 to 1 in Japan to 3 to 1 in France. Overall, SA has the fourth highest start-up to new firm ratio out of the 32 countries that participated in the survey (Orford, Herrington, & Wood, 2004). Furthermore, Shay and Wood (2004) presented disturbing findings with their research, which showed that young South Africans believe significantly less in themselves as business starters, compared with similar developing countries such as Argentina, India, Brazil, and Mexico.

The “New Venture Creation (SMME)” learnership program forms part of the requirements as set out in the NSDS. The Learnership is a 12-month practical and theoretical training program, with 70% of the learnership based on a practical component and 30% on a theoretical component. The formal name of the qualification is National Certificate: “New Venture Creation (SMME)” NQF Level 2 as laid out according to (Document: ID number 49648 – SAQA Decision Number 0480/09) available from SAQA. The new venture creation program caters for the business start-up, assisting respondents to start their own business and assisting existing entrepreneurs to capitalise on opportunities to start and grow sustainable businesses that form part of the mainstream economy.

According to Pretorius and Wlodarczyk, (2007), the salient elements of the new venture creation model include: a selection process aimed at identifying

individuals who possess an inherent entrepreneurial awareness. Furthermore, it includes an institutional learning component leading to the development and submission of a business plan; as well as a practical business development phase, which includes the facilitation of access to markets and sources of finance.

The design and establishment of the new venture entrepreneurship qualification aims to:

- Develop appropriate skills and knowledge for the establishment and development of an enterprise.
- Address the economic/administrative and behavioural barriers that contribute to failures in starting and sustaining an enterprise.
- Create long-term solutions for job creation and SMME development via the building blocks and structure of a qualification that practically addresses the learning requirements of budding entrepreneurs.

According to SAQA Document 49648, the parties involved in the “New Venture Creation (SMME) learnership process are the employers (SSETA levy paying member companies), the learners (either unemployed or employed), the training provider and the SSETA, as described in the Table 3: below.

Table 3: The responsibilities of each party for the NVC learnership

Responsible Party	Responsibilities required by each of the parties
Employer	Refers to the SSETA levy paying member companies. These companies are required to submit a workplace skills plan indicating the company's commitment to training its employees. The employer receives a Learnership grant from SSETA. The employer has the responsibility to project manage and mentor the learners within this Learnership for accountability and service delivery. The employer further needs to submit a business plan with a detailed strategy outlining the employer's commitment to assist the learner in starting a new business.
Learner	Suitable learner applications are selected for assessment against the fundamentals of the Learnership. The learners are required to write numeracy and literacy assessment tests. On completion of the test an interview is arranged by SSETA and takes place between the employer and the learner. The learner is also required to submit an informal business plan. On successful outcome of the interview, the four parties are required to enter into an agreement.
Training Provider	Refers to ETQA accredited training provider which is selected by the employer. This training provider must be accredited to facilitate the specific Learnership qualification which is the "New Venture Creation (SMME)" learnership. The training provider is also obligated to follow the SETQAA accreditation processes.
SSETA	The SSETA manages the process of certification as well as the disbursement of the grants. Monitoring and evaluation of the Learnership processes are also documented on a regular basis. On completion of the Learnership, the learners are certified through the SETQAA upon receiving results from the accredited training provider. The SSETA reports to the Department of Labour on the amount of Learners certified through the SETA.

Source: Reproduced from (Doc: 49648, SAQA Decision Number – 0480/09)

The “New Venture Creation (SMME)” learnership is based on the principles of outcomes-based education (OBE), and the aim of the program is the tangible establishment of new ventures, (Poore, 2002).

Poore (2002) further explained that the learnership process imparts knowledge through the use of formal teachings and the developments of tangible skills are achieved through experimental learning activities as well as behavioural and emotional components, which are difficult to incorporate within a traditional classroom setting. According to the National Skills Development Strategy II 2005-2010 document from the Department of Labour (2005), the SA Government has high expectations for the “New Venture Creation (SMME)” learnership, for assisting young people in becoming entrepreneurs, as the formal sector is not creating jobs to cope with the pace of the young people that are entering into the labour market annually.

2.6 Kirkpatrick’s model for evaluating training programs

Whichever model is used for training entrepreneurs in any institution, there will always be a necessity to examine and assess the effectiveness of the offered programs or courses. The reason for evaluation is to judge the effectiveness of the program, to ascertain whether it is meeting its objectives and the needs of the trainees attending (regarding their development in the field), and to make necessary changes and adaptations to the program to deal with the future. There are many models for evaluating educational programs. Ornstein and Hunkins (1998) divided these models into two types according to the nature of the research conducted for evaluation.

The first type is scientific – positivistic models which reflect the quantitative measures used in evaluation studies.

The second type of model is humanistic – naturalistic models that use qualitative methods of evaluation.

Since Kirkpatrick (1959) established his original model, other theorists (for example Jack Phillips (1996), and indeed Kirkpatrick himself, have referred to a

possible fifth level, namely ROI. The inclusion and relevance of a fifth level is therefore arguably only relevant if the assessment of ROI might otherwise be ignored or forgotten when referring simply to the 'Results Level' (Kirkpatrick, 1998).

A list of alternative Five Level Models follows:

- Jack Phillips' Five-Level ROI Model (Only the fifth level, ROI was used in this study)
- Kaufman's Five Levels of Evaluation
- Provus' Discrepancy Model
- Eisner's Connoisseurship Evaluation Models
- Illuminative Evaluation Model
- Portraiture Model

Undoubtedly, the most popular approach for the evaluation of training in organisations today is the four-level framework by Kirkpatrick (Bates, 2004). Kirkpatrick's (1959) four-level model, as proposed in 1959, assessed the impact of training, on the job performance, and how learning is transferred back into the workplace (Santos & Stuart, 2003).

According to Bates (2004), Level 1 covers the participant's "Reaction" towards the training program. This level discussed reaction in terms of how well participant's liked a particular program. In practice, this level has evolved, and is most commonly directed at assessing trainees' affective responses to quality, for example the trainees' satisfaction with the instructor. The next level is "Learning" Level 2, which is a quantifiable indicator of the learning that has taken place during the course of the training. Level 3 is the "Behaviour" outcomes that addressed the extent to which knowledge and skills received in the training course are applied in real life situations. Lastly, Level 4 covers the "Outcomes" intended to provide some measure of the impact that the training course had on the organisational goals and objectives. Level 4 typically measures financial measures.

2.6.1 Brief overview of Kirkpatrick's model

The research evaluation used Kirkpatrick's (1959) model to provide a questionnaire framework for data collection and analysis. Donald Kirkpatrick (1959) developed a very popular evaluation model that has been used since the late 1950's by the training community. Kirkpatrick's (1959) model is based on a four-level training evaluation, which looks at reaction, learning, behaviour, and organisational results. This model received criticism and support in the literature, and has not been replaced by another model (Bates, 2004). The model remains popular, and is widely used for post-training evaluations. By using Kirkpatrick's four levels of evaluation, managers can effectively determine if the program was effective. Table 4: below describes the Kirkpatrick four-level model.

Table 4: Description of Kirkpatrick's Model

Kirkpatrick Level	Description of Kirkpatrick Level
1. Learner satisfaction (Reaction)	This level of evaluation is intended to evaluate how well participants liked a program. It generally provides data concerning participants' perceptions, satisfaction with program objectives, content, instruction, delivery, and/or instructors.
2. Learner outcomes (Learning)	This level of evaluation involves some form of assessment of changes in skills, knowledge, or attitudes among learners; it is most commonly conducted through pre- and post-test study designs
3. Performance Improvement (Behaviour)	This level of evaluation provides information on the extent to which the learner has influenced the post-learning behaviour or performance of a learner in their practice setting. Evaluating at this level attempts to answer the question: are the newly acquired skills, knowledge, or attitudes being used in the everyday environment of the learner?
4. Organisational Outcomes (Results)	This level of evaluation is concerned with measuring tangible results which are influenced by the performance of the learner as a result of participation in the continuing education activity. These tangible results can be transferred to a health perspective (e.g. improving efficiencies). Evaluation at this level is challenging given the variety of uncontrollable variables a learner encounters when he or she leave the boundaries of a program.

Source: Reproduced form the from Curran and Fleet (2005: 564)

Despite changes in the internal and external organisational environments over the past years, revisions to Kirkpatrick's initial model - such as those proposed

by Kaufman, Keller, and Watkins (1995), and Philips (1970) – have not been widely adopted (Watkins, Leigh, Foshay & Kaufman, 1998).

According to Bates, (2004) Kirkpatrick’s (1959) four-level approach is generally the most popular approach for evaluation of training programs. However, in the past decade, the challenge to provide evidence of how training contributes financially to a business or organisation suggested the adding of another level, ROI, to Kirkpatrick’s four-level evaluation model (James & Roffe, 2000). The fifth level focuses on monetary benefits while Kirkpatrick’s four levels only focus on effectiveness, hence Phillip (1996) added the fifth level to demonstrate cost-value benefit (Arthur et al., 2010):

- $$\text{ROI \%} = \frac{\text{Benefits} - \text{Cost of Training}}{\text{Cost of Training}} \times \frac{100}{1}$$

ROI is a monetary measurement that is used to evaluate the efficiency and effectiveness of an investment made by an organisation. Investments take many forms for example financial, human capital, equipment, and training programs. In 1996, Jack Phillips of the ROI Institute, Inc. developed a Level 5 ROI evaluation, as a follow on to the Kirkpatrick Levels 1 – 4 Evaluation Model for the measurement of training programs (Kirkpatrick, D.L & Kirkpatrick, J 2005).

The training program was evaluated on the four levels of Kirkpatrick’s (1959) model, as per Table 4: above, with an added fifth ROI level for the benefit of the SETAs and service providers of the “New Venture Creation” learnership.

2.7 Conclusion of literature review

Unemployment in SA is potentially a matter of serious concern because it affects economic welfare, production, erosion of human capital, social exclusion, crime, and social instability (Kingdon & Knight, 2001). Therefore, what lies ahead is the daunting task of ensuring that SA’s rich natural and human resources are employed for the benefit of all, promoting sustainable livelihoods, improving social conditions, and alleviating poverty (Lewis, 2002). SA’s current economic situation is a result of an excess labour force being “released,” from large enterprises in

the secondary and tertiary sector as these businesses shift focus on becoming leaner (Berry et al., 2002). Even prior to the current recession, these enterprises were growing and transforming themselves in such a way that their demand for unskilled labour was decreasing. Therefore, skills development for the creation of more sustainable entrepreneurship within the SA context is demonstrably important to enhancing economic development, as this will create more sustainable jobs to boost the SA economy (Nieman & Pretorius, 2004).

According to GEM, (2011) South Africa has a higher failure rate of start-ups to new firms of 2.4 to 1 when compared to an average of 1.6 to 1 for developing countries that indicates a relatively low start-up rate. Shay and Wood (2004), revealed that in SA, the younger population does not think highly of themselves as business starters, when compared to similar developing countries such as Argentina, India, Brazil, and Mexico.

The SSETA and merSETA among others are currently offering the “New Venture Creation (SMME)” learnership to assist in developing and sustaining young South Africans to become business starters. Rice (2002) has indicated that studies have shown the positive influence of “New Venture Creation (SMME)” learnership on newly formed ventures and the sustainability thereof, leading to the creation of sustainable employment.

According to Lewis, (2002), in looking forward, it is clear that measures to promote SMME growth can be a crucial element in SA’s transition to higher economic growth. As every year hundreds of thousands of new job seekers (the vast majority of them being youth) join the army of the un-employed (Nieman & Pretorius, 2004). The New Venture Creation (SMME) learnership, offered by the SETAs aims to promote job creation via the promotion and development of new sustainable ventures.

From Table 2: above, it is also evident that there is large variation in the level of outreach of the SETAs and their link to SMMEs. Clearly, this is partially dependent on SMMEs complying with the Skills Development Act (SDA) and Skills Development Levies Act and submitting Workplace Skills Plans, since it is this that would provide the SETAs with the information needed to commence

engagement and interaction. The corollary to this is that it is therefore also dependent on whether employers see value in the SETAs role and capacity as a service provider.

According to Kirkpatrick (1998), being entrepreneurially competent does not mean that one knows that one should write a good business plan. It also implies that one is able to recognise and act on opportunities that take initiative and action, for example to be able to convince investors to invest money in a project, and to be able to relate to potential suppliers and customers. Kirkpatrick (1998) further implied that one should be able to identify and further exploit an opportunity to create a viable business within a specific context, including its sustainability in the end. By using the four levels of Kirkpatrick's (1959) model (reaction, learning, behaviour, and organisational outcomes), it may be possible to identify whether the "New Venture Creation (SMME)" learnership program is adding value to young entrepreneurs by equipping them with the correct skills-base to successfully run a business.

2.7.1 Research Propositions

The following forms part of the research propositions based on Kirkpatrick's (1959) model for evaluating training programs. Fifteen research propositions have been developed and divided by success criteria into sections A, B, and C, to guide the study.

Section A: Course Evaluation – Research Proposition A₁ to A₁₂

Research Proposition A ₁ :	Individuals who have attended the program are currently operating a business
Research Proposition A ₂ :	The training manuals were easy to understand.
Research Proposition A ₃ :	Training sessions were at a convenient time and place.
Research Proposition A ₄ :	The course content was useful for the operation of the participant's business across all industry sectors.
Research Proposition A ₅ :	The course will be recommended by participants to up-and-coming entrepreneurs.

Research Proposition A ₆ :	The training adequately covered the topic of funding a new venture.
Research Proposition A ₇ :	The training covered effective selling methods adequately.
Research Proposition A ₈ :	The facilitator was able to answer participant's questions.
Research Proposition A ₉ :	The facilitator encouraged participation.
Research Proposition A ₁₀ :	The facilitator was well prepared.
Research Proposition A ₁₁ :	The facilitator was an inspiring role model for entrepreneurs.
Research Proposition A ₁₂ :	Participants would have been happy to pay for this training program, should they have been required to do so.

Section B: Creating New Ventures/Businesses – Research Proposition B₁ to B₂,

Research Proposition B ₁ :	Participants were already running a business when they started the program.
Research Proposition B ₂ :	Since the training program, participants have started their own business.

Section C: Sustainability – Research Proposition C₁.

Research Proposition C ₁ :	Participants have increased sales of products or services.
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CHAPTER 3: RESEARCH METHODOLOGY

This section outlines the methodology that was used to conduct this research. Relevant literature concerning quantitative research is discussed, as well as a review of the research design and research instrument used. Details of data collection and analysis in relation to this study are provided, followed by a discussion on the validity and reliability of this study.

3.1 Research methodology / paradigm

Research can be completed in three approaches which are quantitative, qualitative and mixed-methods research but there needs to be a match between the research problem and the research approach (Creswell, 2003). Creswell (2003) stated that a quantitative approach is most appropriate when a research problem requires investigation into the key factors affecting an outcome. The research problem for this study is to conduct an evaluation of the “New Venture Creation (SMME)” learnership offered by the SSETA and merSETA. According to Creswell, (2009;p.18), “if the problem calls for (a) the identification of factors that influence the outcome, (b) the utility of an intervention, or (c) understanding the best predictors of outcomes, then the quantitative approach is the best”. Based on Creswell, (2009), a quantitative approach was therefore best suited to identify the crucial factors affecting the outcome of the above investigation.

Data analysis was done using both descriptive and inferential statistic methods. The mode, mean, frequencies, standard deviation, Chi-square, and regression analyses were used. The study used the technique of correlation to test the statistical significance of the association, and used regression analysis to describe the relationship precisely by means of an equation that has predictive value regression around the ROI.

3.2 Research design

The design took the form of a cross-sectional survey design. One way of testing objective theories is by using quantitative research to examine the relationships among variables (Creswell, 2009). The variables for this research were measured using a 7-point Likert scale research instrument that has proved to be reliable over a large variety of investigations (Cummins & Gullone, 2000). According to Babbie, (1990) survey research provides a quantitative description of attitudes or opinions of a population, by studying a sample of that population, with a view to generalising from a sample to the population. Descriptive statistics were used to analyse the data collected.

Figure: 2 below, graphically illustrates the process that was followed in this study

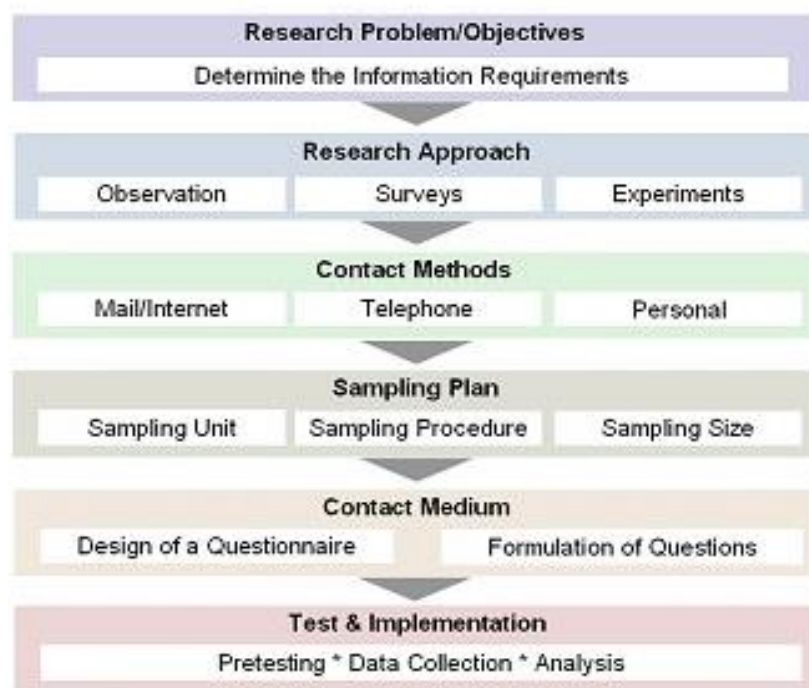


Figure 2: Research Process (Hollensen, 2004; p.145)

3.3 Population and sample

3.3.1 *Population*

The population for the research was taken from the SSETA and merSETA data base within the SMME sector in the Gauteng region. Entrepreneurs from various types of business sectors formed part of the population from which the sample was derived. The limitation in the population was that only entrepreneurs who have passed the “New Venture Creation (SMME)” learnership program were contacted to complete the survey. The population used for the survey was 745 learners from the database of the SSETA and merSETA, which covered all the types of business sectors and all working age groups within the mentioned SETAs. A simple random sampling was used to ensure that each member of the population had a fair and equal chance of being selected and included in the sample according to guidelines suggested by (Creswell, 2009).

3.3.2 *Sample and sampling method*

Due to the cost and time constraints, a convenience sample was selected from the SSETA and merSETA database. Using the bulk short message services (SMS) system, a text message was sent out to a sample of 210 learners from the list of the 745 learners who had completed the “New Venture Creation (SMME)” learnership at the SSETA and merSETA. The SMS requested their email addresses, which were not provided on the databases. The next step was to send out the questionnaires to the learners who had email addresses, and responded to the bulk SMS text message. In total 53 learners completed and returned the questionnaire, which represents 7% of the total population.

3.4 The research instrument

A 7-point Likert scale questionnaire consisting of 28 closed-ended statements derived from previous research was sent out to the sample population. The questionnaire was developed using the guidelines suggested by Kalaf, Dan and Dietz, (2008). A copy of the questionnaire is attached in Appendix A.

A 7-point Likert scale was used and thus the data can be assumed to behave in an interval manner (Dabengwa, 1992). Attitude scales such as the Likert scale are widely in use by researchers to measure people's attitudes towards a variety of stimuli (Cummins & Gullone 2000; McCall, 2001; Friedman, Herskovitz & Pollack, 2003). The Likert scale is easy to use and requires a respondent to indicate the extent of their agreement or disagreement with several statements (Cummins & Gullone, 2000; Friedman et al., 2003). The advantage of questionnaires is that they ask the same questions, in the same order and therefore provides more validity to the data collection method.

Another advantage of using questionnaires is that there is effective communication between the interviewer and the interviewee. A disadvantage of questionnaires is that the non-verbal communication of the respondents is not captured. One major decision when designing the Likert scale is the relative number of favourable Likert items and unfavourable items (Friedman et al., 2003). Researchers have found the existence of a bias towards the response category that is stated first (Friedman et al., 2003). Likert scales with the response categories ordered from strongly agree to strongly disagree will produce different results than a scale with the same items but with the response categories reversed (Friedman et al., 2003). When using a Likert scale there is an assumption that the word scale can be treated as an interval scale (McCall, 2001).

Table 4: below, indicates the fifteen research propositions, aligned with Kirkpatrick's (1959) four-level evaluation model. The table also indicates the corresponding question from the questionnaire. The hypotheses were to test relationships between the various questions and outcomes aligned to Kirkpatrick's (1959) model with the aim of testing how well the outcome was met in the delivery of this new venture creation training intervention.

Table 5: Research propositions testing based on Kirkpatrick's (1959) Model

No.	Kirkpatrick Level	Outcome	Hypothesis Testing	Data
H _{A1}	Outcome	Participant's outcome to the course	Are you currently in Business	(Q3)
H _{A1}	Reaction	Participant's reaction to the course	The training manuals were easy to understand.	Likert (Q7)
H _{A2}	Reaction	Participant's reaction to the course	The training sessions were convenient for me	Likert (Q8)
H _{A3}	Reaction	Participant's reaction to the course	The course content was useful in operating my business	Likert (Q9)
H _{A4}	Reaction	Participant's reaction to the course	I will recommend the course to up-and-coming entrepreneurs	Likert (Q21)
H _{A5}	Learning	Providing entrepreneurs with potential funding avenues where they can have access to funding new ventures	The training adequately covered the topic on funding a new venture creation	Likert (Q22)
H _{A6}	Learning	Equipping entrepreneurs with fundamental selling skills	The training adequately covered effective selling methods	Likert (Q29)
H _{A7}	Reaction	Participant's reaction to the course	The Facilitator was able was able to answer my questions	Likert (Q30)
H _{A8}	Reaction	Participant's reaction to the course	The Facilitator encouraged my participation	Likert (Q31)
H _{A9}	Reaction	Participant's reaction to the course	The facilitator was well prepared	Likert (Q32)
H _{A10}	Reaction	Participant's reaction to the course	The facilitator was an inspiring role model for entrepreneurs	Likert (Q33)
H _{A11}	Reaction	Participant's reaction to the course	I would have been happy to pay for this training course should I have been asked to do so	Likert (Q34)
H _{B1}	Behaviour	Creating Visionary culture for entrepreneurs.	I was already running a business when I started the training program	Likert (Q10)

No.	Kirkpatrick Level	Outcome	Hypothesis Testing	Data
H _{B2}	Learning	Providing entrepreneurs with the adequate skills & visionary foresight for starting new businesses/ventures.	Since the training program, I have started my own business	Likert (Q14)
H _{C1}	Outcome	Providing entrepreneurs with the adequate skills to determine and maintain sustainable profit margins.	I now have more sales of my products or services.	Likert (Q18)

3.5 Data collection

Administered self-assessment questionnaires were used to assess all levels, and measure the post-training reactions. The 7-point Likert scale was used to assess the differences in opinions and perceptions on the part of respondent learners. The questionnaire was based on previously conducted research utilising the Kirkpatrick model (Leach & Lui, 2003).

The data collection was carried out by sending a bulk SMS text message to attain the entrepreneurs email addresses, as this was not captured by the SETA training service providers. Once the email addresses were received, the questionnaires were then emailed to the respondents.

The questionnaire was sent to the respondent learners who replied with their email addresses. The 210 respondents were given a period of two weeks to answer and return the questionnaires. Emails were sent to the respondents to remind them of the questionnaires after one week had expired.

3.6 Data analysis

The data was collected, divided, and analysed using descriptive statistics. A Likert scale was used for the training analysis and frequency distributions as well as descriptive statistics were drawn for the responses received. The entrepreneur profile was captured, and was discussed as part of the results presented.

Inferential statistics were used to attempt to infer what the population thought about the training. Furthermore, the same method was used to test whether learners from different industries had significant differences in their perceptions around usefulness to business, convenience of training, content, and delivery as noted in Table 5: above.

3.7 Validity and reliability

According to Leedy and Ormrod (2005), validity is defined as the extent to which the measurement instrument measures what it is supposed to measure. Reliability refers to the accuracy and consistency of conclusions as produced by a measurement instrument. If all aspects of the study are considered equal, it should also be possible for another researcher to draw the same conclusions within the same study (Whittaker, 2003)

3.7.1 Internal validity

Internal validity refers to the design of a measurement instrument and the manner in which the subsequent data reveals accurate conclusions. According to Leedy and Ormrod (2005), it can also be seen as that branch of validity, which precisely unveils cause and effect and other relationships within the data. Concerning this research, only entrepreneurs who completed the new venture creation learnership-program were contacted, and requested to complete the questionnaire. This ensured that information was received directly from the source.

3.7.2 External validity

External validity refers to the extent to which the conclusions can be regarded as applicable in other similar contexts (Cooper & Emory, 1991). In terms of this research, while the criteria for external validity such as that of a real life setting is in place, a truly representative sample was not available for this study, as the sample was limited to the Gauteng province only.

3.7.3 Reliability

When using the Likert scale, reliability is a major criterion in determining the number of scale points (Cummins & Gullone, 2000). Scale reliability increases from two to five points, but there are no further gains beyond this point (Cummins & Gullone 2000). The questionnaire used in this study was a 7-point scale and reliability was therefore increased. The reliability of the study was also enhanced by piloting the survey questionnaire before implementation (Krosnick, 1999).

CHAPTER 4: PRESENTATION OF RESULTS

The presentation of data was divided into two main parts. Firstly, Section 4.1: presenting the descriptive statistics part, which includes 4.1.1: Section A - Entrepreneur Profile, describing the entrepreneur information such as gender, ethnic group, demographics, and general business information, and 4.1.2: Section B- Likert Data, which analysed the results of the Likert data captured in line with Kirkpatrick's (1959) training evaluation model. Cooper and Schindler (2003) wrote that data analysis is a process of consolidating and presenting data in a summarised format. The next part, Section 4.2: covered the research propositions testing as laid out in Table 5: above, which tested the fifteen hypotheses that were formulated and the results were presented in the inferential statistical section.

4.1 Descriptive statistical presentation of results

The descriptive statistics were based on the completed questionnaires that were received from learners who had completed the new venture program. The data was captured and tabulated, and graphs were plotted and discussed descriptively.

4.1.1 Section A- Entrepreneur profile

The entrepreneurs were asked to answer short questions to describe themselves, and their current business environment. The data was then captured and analysed.

1: Male or Female

The data captured was cross-referenced with the industry sector, and tabulated in Table 6: Distribution of Gender. Industry Sector V. Manufacturing was found to have the highest entrepreneurial activity by both male and female entrepreneurs. Industry Sector M: Engineering followed closely with nine males and three females creating new ventures within this industry sector. The lowest

entrepreneurial activity came from Industry Sector L: Energy, from the sample that was collected.

Table 6: Distribution of Gender

Gender	Industry Sector											Total
	F	H	J	L	M	P	V	W	Z	AA	AC	
Male	3	1	1	1	9	5	11	2	1	1	2	37
Female	0	1	1	0	3	0	4	2	3	1	1	16
Total	3	2	2	1	12	5	15	4	4	2	3	53
% Total	6%	4%	4%	2%	23%	9%	28%	8%	8%	4%	6%	100%

Of those who responded, 37- (70%) were male, and 16- (30%) were female learners from a sample size of 53 learners. According to GEM South Africa, (2011), the ratio of male to female participation in TEA has been constant over the years, as men are more likely than women to become involved in entrepreneurial ventures. GEM surveys carried out before 2010, indicated that men in SA are between 1.5 and 1.6 times more likely to be involved in early-stage entrepreneurial activity than women (Herrington, Kew, Simrie, & Turton, 2011).

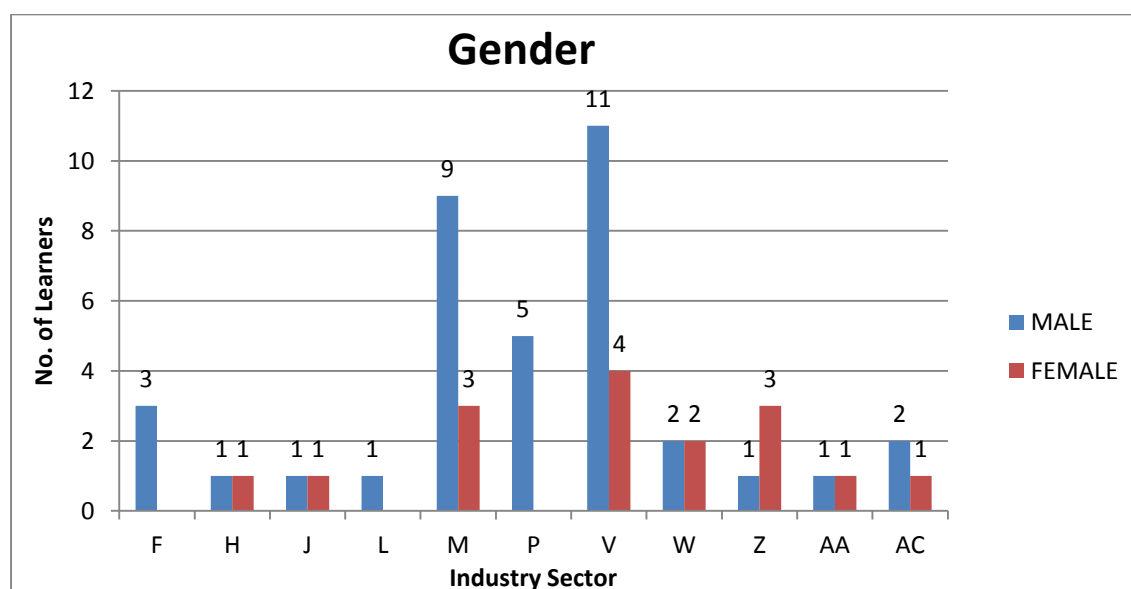


Figure 3: Distribution of Gender across industry sector

Question 2: Which year did you complete the course?

The year of completion of the course was also captured for analysing purposes. The majority of the respondents that replied to the questionnaires were from the program of 2009 (41%), followed by 2010 (38%).

Table 7: Year of Completion

Year of Completion	Count	Total Sample Size	Percentage - %
2008	11	53	21%
2009	22	53	41%
2010	20	53	38%

Figure 4: below, indicates the distribution across the years in which the training program was carried out.

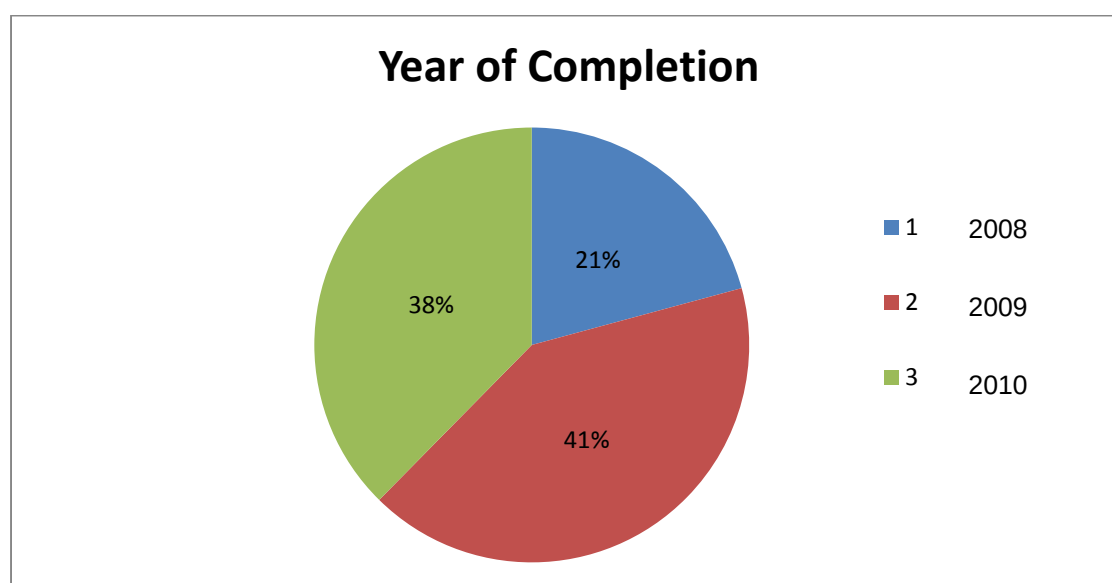


Figure 4: Year of completion

Question 3: Entrepreneurs who are still in business

The next question divided the learners that are still in business, with those that are not operating businesses, across the different industry sectors. This table depicts that overall; respondents displayed a high TEA rate, as classified in the GEM report, (2011). Of the total sample of new venture creation learnership-graduates, 93% are still running a business, with 7% of respondent learners not running business any longer.

Table 8: Entrepreneurs still in business

Question 3	Industry Sector											Total
	F	H	J	L	M	P	V	W	Z	AA	AC	
Yes: Male	2	1	1	1	9	5	10	2	1	1	2	35
Yes: Female	0	0	1	0	2	0	4	2	3	1	1	14
No: Male	1	0	0	0	0	0	1	0	0	0	0	2
No: Female	0	1	0	0	1	0	0	0	0	0	0	2
Total	3	2	2	1	12	5	15	4	4	2	3	53
% - Total	6%	4%	4%	2%	23%	9%	28%	8%	8%	4%	6%	100%

Out of the sample size of 53 learners, 49 entrepreneurs are still operating a business venture since the training program had been completed.

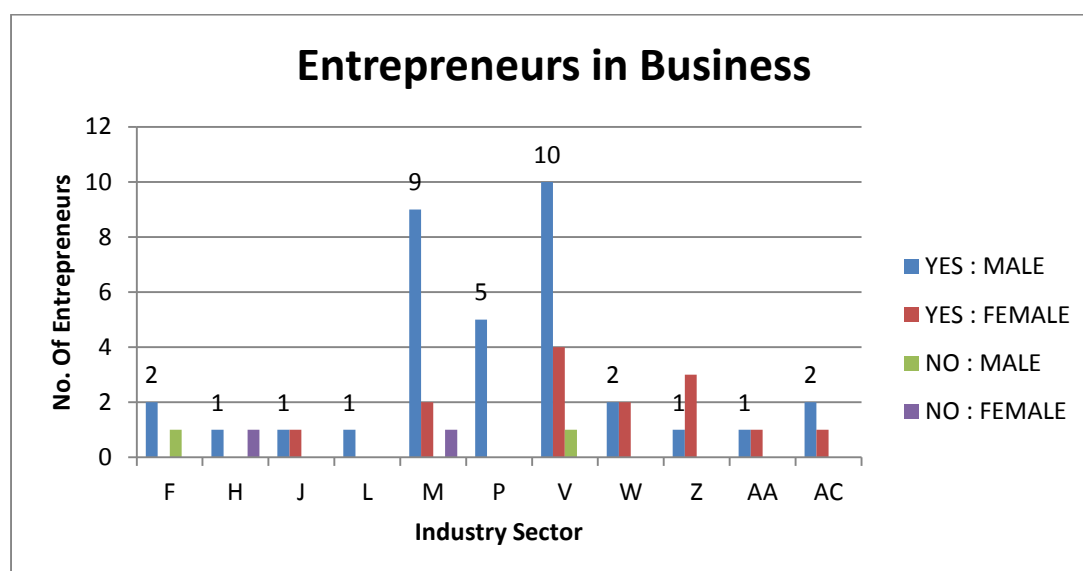


Figure 5: Entrepreneurs still in Business

The highest number of entrepreneurs was found to be from Industry Sector V: Manufacturing; with (28%), followed by Industry Sector M: Engineering with (22%) entrepreneurs who started ventures within the respective mentioned industry sectors. This reflects the nature of the SETA's involved in the survey.

Question 4: For how many years has your business operating?

The entrepreneurs were requested to provide the total number of years in operation. The sample size has decreased to 49, as four students did not manage to start and maintain a new venture successfully. From Table 9: below, 26% are in early start-up and 68% of the entrepreneurs are still in the critical phase, while 6% of respondent entrepreneurs have survived the critical phase. According to Headd, (2003), the critical phase of a new venture is the first three years of operation.

Table 9: Number of years the entrepreneurs in business

How long have you been operating your business	Count	Total Sample Size	Percentage - %
Less than 1 Year	13	49	26%
1 to 3 years	34	49	68%
More The 3 Years	3	49	6%

Question 5: How many people draw a salary from your business?

The entrepreneurs were also called to state how many people earn a salary or wage from the business that they are operating. Only 4% of the respondent leaners do not draw a salary from their business, while 40% employ one person (presumably themselves). The balance of 56% of respondent entrepreneurs adds value to the growth of the SA economy, by providing employment and providing paying jobs for two or more people.

Table 10: Number of individuals drawing a salary

How many individuals draw a salary?	Count	Total Sample Size	Percentage - %
0	2	49	4%
1 Person	20	49	40%
2 -5 People	27	49	54%
6 – 9 People	1	49	2%
10 or more	0	49	0%

The balance of the questionnaire took the form of a Likert Scale questionnaire. The data that was collected from the 7-Piont Likert scale, was analysed

descriptively, and presented below. Respondent learners were asked to rate questions Q7 to Q34 on a Likert scale of 1 to 7 with 1 being strongly disagree and 7 being strongly agree.

4.1.2 Section B- Likert Scale data

This section focuses on the results from the Likert data, captured from the respondent questionnaires. Only questions that formed part of the hypothesis testing will be presented in this section.

Question 7: The training manuals were easy to understand

This question tested the learners' perceptions on the ease of understanding the training manuals that were supplied during the training program.

Table 11: below, provides data captured on the learners' perceptions of the training manuals from the course.

Table 11: Training manuals were easy to understand.

Question 7	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1–Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
2 – Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
3 – Tend to Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
4 – Neutral	1	0	0	0	0	1	1	0	0	0	0	3	6%
5 – Tend to Agree	2	0	1	0	2	1	4	0	1	1	1	13	25%
6 – Agree	0	2	1	0	6	2	7	1	1	0	0	20	38%
7 – Strongly Agree	0	0	0	1	4	1	3	3	2	1	2	17	32%

The median and the mode were captured from Table 11: above, and used for analysis.

- Median (Middle of Data) = **3** which falls in (4, Neutral)
- Mode (Most Common Number) = **20** which falls in (6, Agree)

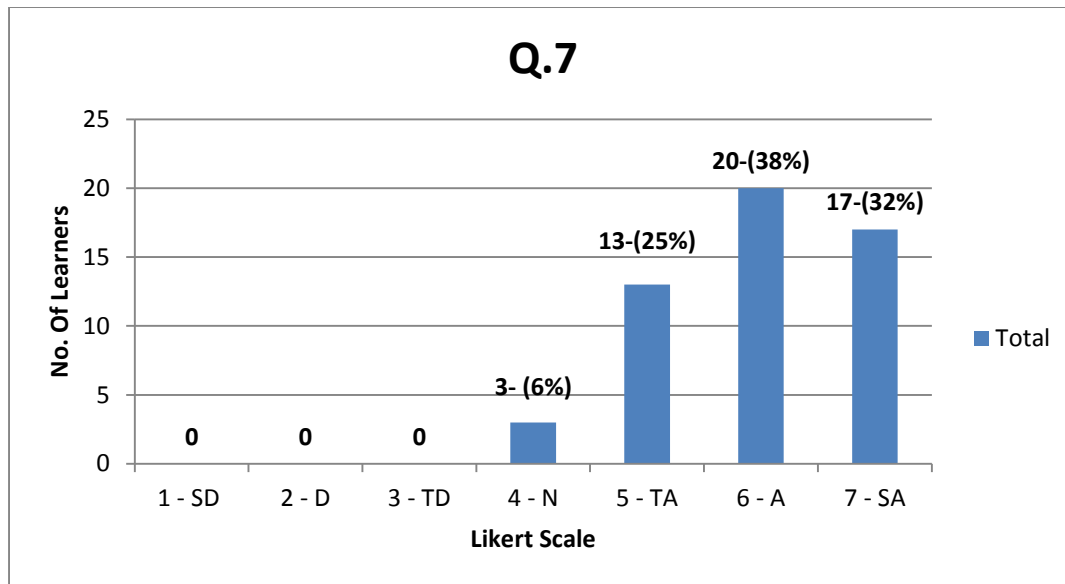


Figure 6: Training manuals were easy to understand

The Mode is above the median, which strongly indicates that the training manuals were easy to understand. The Mode is 20(37%), which indicates that most learners felt that the training manuals were easy to understand. The cumulative percentage above the median to highest 7 - SA, Strongly Agree;

$$\{13/53(24.5\%) + 20/53(37.7\%) + 17/53(32\%) = 94.2\% \}.$$

Note that there was none below 4 - N, Neutral, which indicates that the learners had no negative comments around the training manuals.

Question 8: The training sessions were convenient for me.

Table 12: below, provides data captured on the learners' perceptions of the training sessions from the course.

Table 12: The training sessions were convenient for me

Question 8	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1–Strongly Disagree	0	0	1	0	0	2	0	0	0	0	0	3	6%
2 – Disagree	0	0	0	0	2	1	0	0	0	0	0	3	6%
3 – Tend to Disagree	0	1	0	1	2	0	0	1	0	0	0	5	9%
4 – Neutral	2	0	0	0	1	0	0	0	0	1	0	4	8%
5 – Tend to Agree	1	0	0	0	1	0	7	0	2	0	2	13	25%
6 – Agree	0	0	1	0	4	1	2	2	2	0	0	12	23%
7 – Strongly Agree	0	1	0	0	2	1	6	1	0	1	1	13	25%

- Median (Middle of Data) = **4** which falls in (4, Neutral)
- Mode (Most Common Number) = **13 & 13** which falls in (5, Tend to Agree & 7, Strongly Agree)

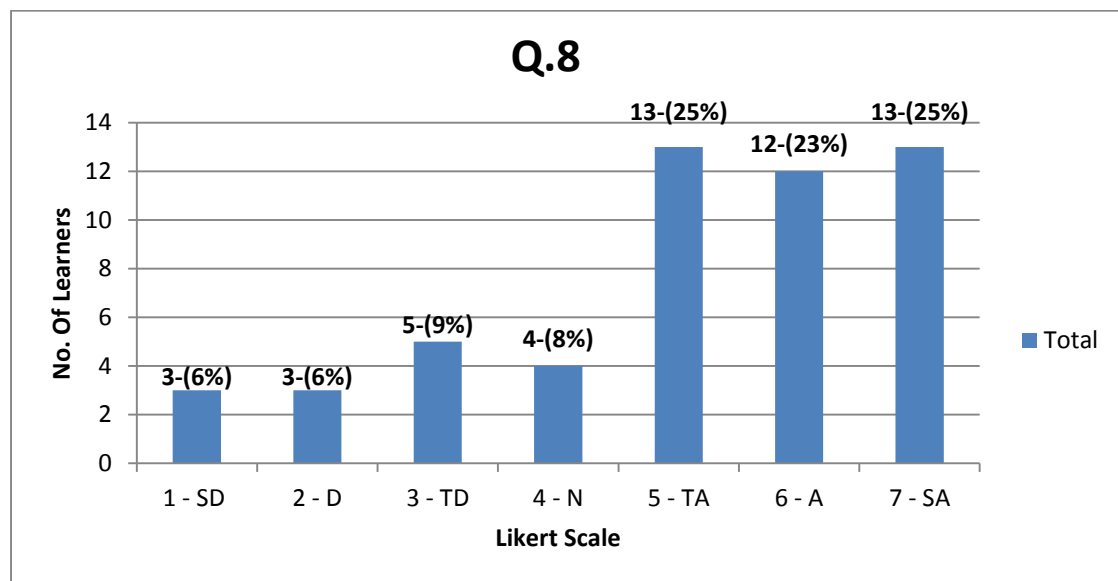


Figure 7: The training sessions were convenient for me

The two Modes, both above the median, which tend to agree and strongly agree, indicate that the training sessions were convenient for the learners. The two modes could indicate two groups within the sample. The possible cause for 'Bi-Modal' may be due to Industry, Age, Gender etc., which could form the basis of another study. The modes of 13 (25%), collectively indicates that most learners felt the training sessions to be convenient for them. The cumulative percentage from the median to highest 7 - SA, Strongly Agree.

$$\{13/53(24.5\%) + 12/53(22.6\%) + 13/53(24.5\%) = 71.6\% \}.$$

Note that 71.6% of learners were above the median 4 - N, Neutral, which indicates that majority of learners had positive comments around the training sessions being convenient for them.

Question 9: The course content was useful for operating my business.

Table 13: below focuses on the data captured on the learners' perceptions of the training course being useful for the operation of their businesses.

Table 13: The course content was useful for operating my business

Question 9	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
2- Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
3- Tend to Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
4- Neutral	0	0	0	0	1	5	2	0	0	1	0	9	17%
5- Tend to Agree	1	0	0	0	1	0	4	0	1	0	0	7	13%
6- Agree	0	1	0	1	5	0	5	2	2	0	0	16	30%
7- Strongly Agree	2	1	2	0	5	0	4	2	1	1	3	21	40%

- Median (Middle of Data) = **9** which falls in (4, Neutral)
- Mode (Most Common Number) = **21** which falls in (7, Strongly Agree)

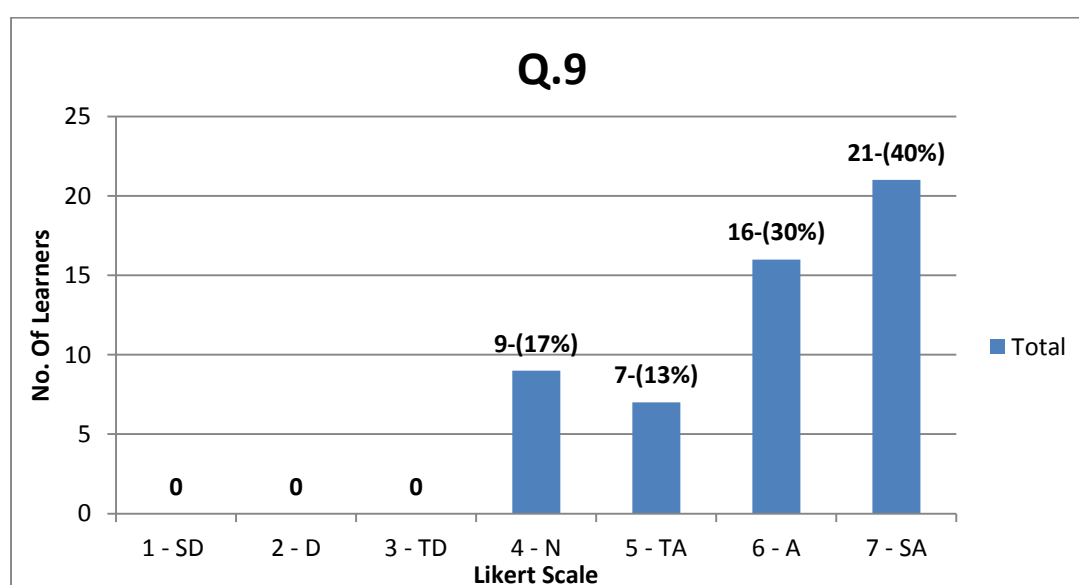


Figure 8: The course content was useful for operating my business

The Mode is above the median, which strongly indicates that the training was useful to the learners for operating their businesses. The Mode is 21(39%), which indicates that most collective learners felt the training was useful for operating their businesses. The cumulative percentage above the median to highest is 7 - SA, Strongly Agree.

$$\{7/53(13\%) + 16/53(30\%) + 21/53(40\%) = 83\%\}$$

Note that there was none below 4 - N, Neutral, which indicates that the learners had no negative comments around the training being useful for operating their businesses.

Question 10: I was already running a business when I started the training program (Disagree = No; Agree = Yes)

Table 14: below, provides data of learners that were already in business prior to the training course.

Table 14: I was already running a business when I started the training

Question 10	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	3	0	0	0	8	3	4	1	2	0	2	23	43%
2- Disagree	0	2	2	1	4	2	9	0	2	2	0	24	45%
3- Tend to Disagree	0	0	0	0	0	0	2	2	0	0	0	4	8%
4- Neutral	0	0	0	0	0	0	0	0	0	0	0	0	0%
5- Tend to Agree	0	0	0	0	0	0	0	0	0	0	0	0	0%
6- Agree	0	0	0	0	0	0	0	0	0	0	1	1	2%
7- Strongly Agree	0	0	0	0	0	0	0	1	0	0	0	1	2%

- Median (Middle of Data) = **0** which falls in (4, Neutral)
- Mode (Most Common Number) = **24** which falls in (2, Disagree)

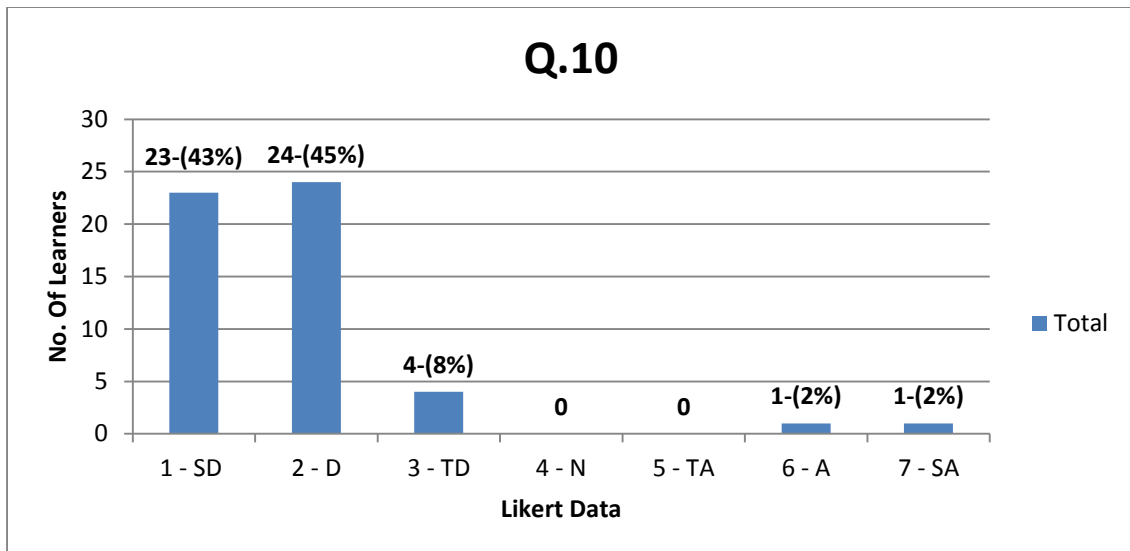


Figure 9: I was already running a business when I started the training

The cumulative percentage above the median to highest 7 - SA, Strongly Agree; {0/53(0%) + 1/53(2%) + 1/53(2%) = 4%}.

This indicates that only 4% of the learners were already running their businesses prior to the training. The cumulative percentage below the median to lowest 1-SD, Strongly Disagree {4/53(7.4%) + 24/53(45.2%) + 23/53(43.4%) = 96%}.

This indicates that 96% of the learners were not running a venture prior to the training program. This implies that if a new venture was created, it was created after the training program.

Question 14: Since the training program, I have started my own business.

Table 15: below, provides data of learners that started a business after the training course.

Table 15: Since the training program I have started my own business.

Question 14	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	0	0	1	0	0	0	0	0	0	1	2%
2- Disagree	1	1	0	0	0	0	0	0	0	0	0	2	4%
3- Tend to Disagree	0	0	0	0	0	1	0	1	0	0	0	2	4%
4- Neutral	2	0	1	1	1	1	0	0	0	0	0	6	11%
5- Tend to Agree	0	0	0	0	0	0	3	1	2	0	0	6	11%
6- Agree	0	0	0	0	2	2	4	0	2	0	2	12	23%
7- Strongly Agree	0	1	1	0	8	1	8	2	0	2	1	24	45%

- Median (Middle of Data) = **6** which falls in (4, Neutral)
- Mode (Most Common Number) = **24** which falls in (7, Strongly Agree)

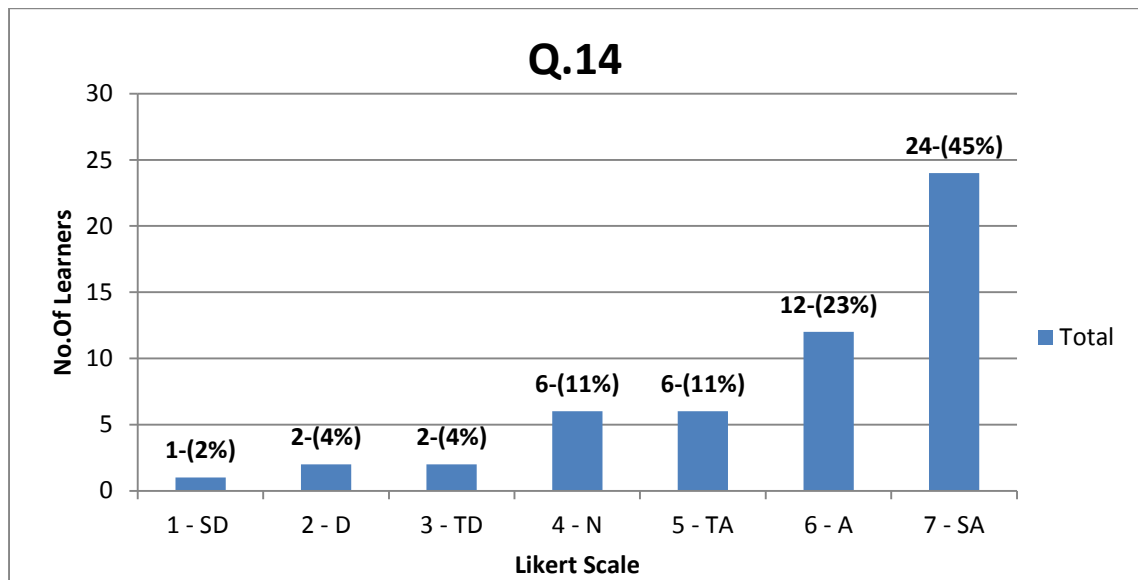


Figure 10: Since the training program, I have started my own business

The Mode is above the median, which strongly indicates that since the training program, learners have started new ventures. The Mode is 24(45%), which indicates that the majority of learners started their ventures after the training program, which reinforces the findings from the previous question. The cumulative percentage above the median to highest 7 - SA, Strongly Agree;

$$\{6/53(11.3\%) + 12/53(22.6\%) + 24/53(45.3\%) = 79.2\% \}.$$

This indicates that 79.2% of the learners positively agree that since the training program, they have opened up their own businesses.

Question 18: Since the training I have more sales of my products or services

Table 16: below, provides data captured on the learners' perceptions of the training manuals from the course.

Table 16: Since the training I have more sales of my products or services

Question 18	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	0	1	0	0	0	0	0	0	0	1	2%
2- Disagree	1	0	0	0	1	0	0	0	0	0	0	2	4%
3- Tend to Disagree	0	0	0	0	2	0	0	0	0	0	0	2	4%
4- Neutral	0	2	0	0	3	0	3	0	1	0	1	10	19%
5- Tend to Agree	0	0	2	0	1	0	3	1	1	0	0	8	15%
6- Agree	1	0	0	0	3	2	5	2	2	1	0	16	30%
7- Strongly Agree	1	0	0	0	2	3	4	1	0	1	2	14	26%

- Median (Middle of Data) = **10** which falls in (4, Neutral)
- Mode (Most Common Number) = **16** which falls in (6, Agree)

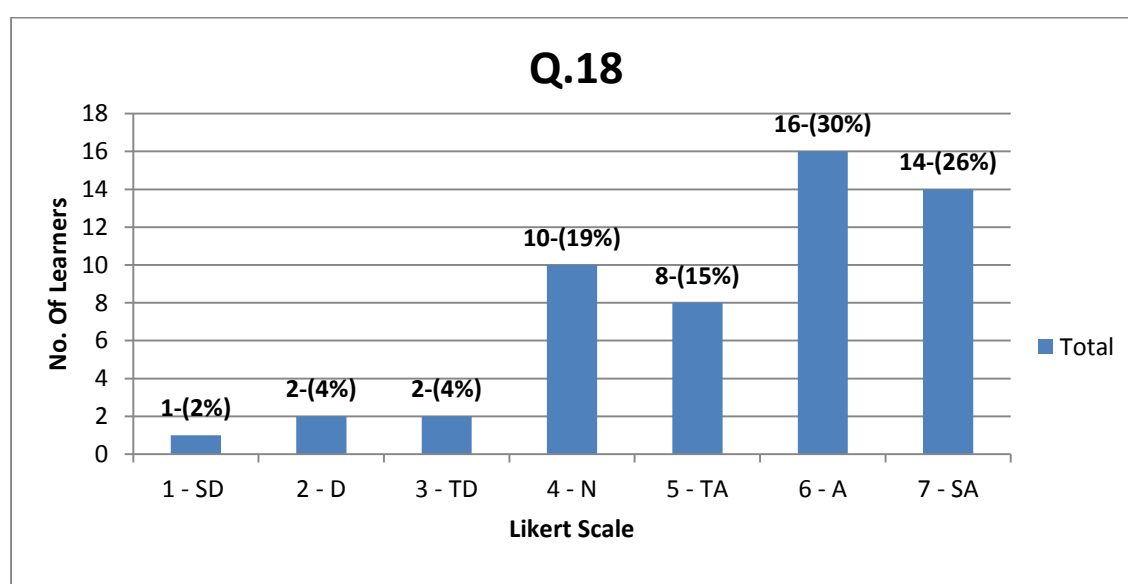


Figure 11: Since the training, I have more sales of my products or services

The mode is above the median, which strongly indicates that since the training the learners now have more sales of their products and services. The mode is 16-(30%), which specifies that most learners agree that they now have more sales of their products and services. The cumulative percentage above the median to highest (7 - SA, Strongly Agree);

$$\{8/53(15.1\%) + 16/53(30.1\%) + 14/53(26.4\%) = 71.6\% \}.$$

This indicates that a majority of 71.6% positively agree that since the training they have more sales of their products or services.

Question 21: I will recommend this course to up-and-coming entrepreneurs.

Table 17 provides data captured on the learners' perceptions on whether they will recommend this course to up-and-coming entrepreneurs.

Table 17: I will recommend this course to up-and-coming entrepreneurs.

Question 21	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
2- Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
3- Tend to Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
4- Neutral	1	0	0	0	0	0	0	0	0	0	1	2	4%
5- Tend to Agree	1	0	0	1	3	1	1	0	1	1	0	9	17%
6- Agree	0	1	0	0	2	2	6	1	0	0	1	13	25%
7- Strongly Agree	1	1	2	0	7	2	8	3	3	1	1	29	55%

- Median (Middle of Data) = **2** which falls in (4, Neutral)
- Mode (Most Common Number) = **29** which falls in (7, Strongly Agree)

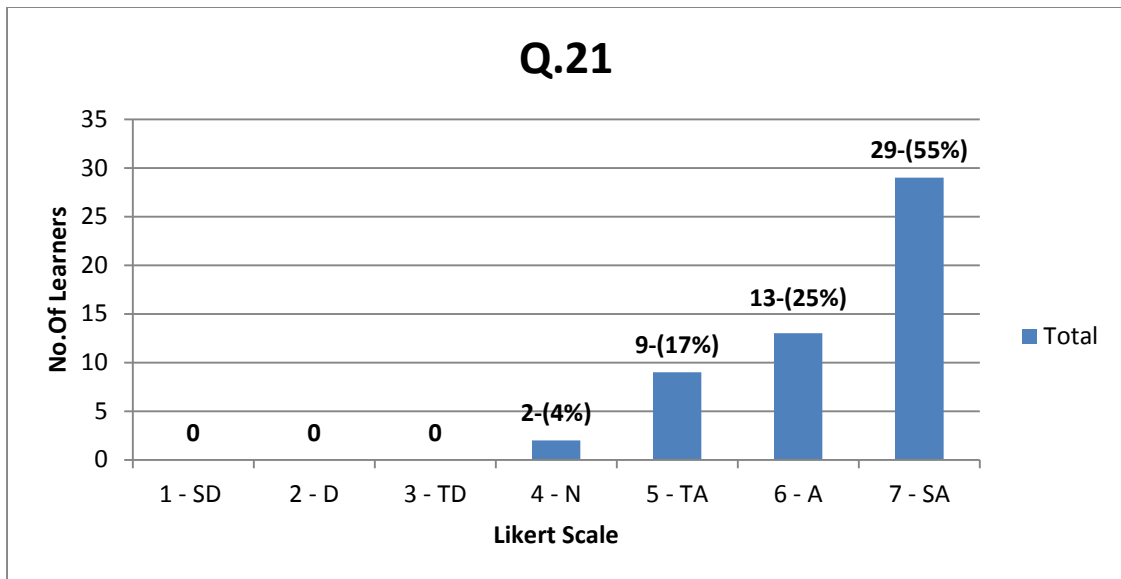


Figure 12: I will recommend this course to up-and-coming entrepreneurs

The mode is above the median, which strongly indicates that the learners will recommend this course to up-and-coming entrepreneurs. The mode is 29(54.7%), which indicates that most learners strongly agree, that they will recommend this course to up-and-coming entrepreneurs. The cumulative percentage above the median to highest 7 - SA, Strongly Agree;

$$\{9/53(17.4\%) + 13/53(24.5\%) + 29/53(54.5\%) = 96.4\% \}.$$

Note that there was none below 4 - N, Neutral, which indicates that the learners had no negative comments around recommending the course to future up-and-coming entrepreneurs.

Question 22: The training adequately covered the topic on funding a new venture

Table 18: below, provides data captured on the learners perceptions of the training adequately covering the topic of funding a new venture.

Table 18: The training adequately covered the topic on funding a new venture

Question 22	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	1	0	1	0	0	0	0	0	0	2	4%
2- Disagree	1	1	0	0	1	0	1	0	0	0	0	4	8%
3- Tend to Disagree	0	0	0	1	3	0	0	1	0	0	0	5	9%
4- Neutral	0	0	0	0	2	1	1	0	1	0	0	5	9%
5- Tend to Agree	0	1	0	0	2	0	4	2	0	0	0	9	17%
6- Agree	0	0	0	0	3	4	2	1	1	1	1	13	25%
7- Strongly Agree	2	0	1	0	0	0	7	0	2	1	2	15	28%

- Median (Middle of Data) = **5** which falls in (4, Neutral)
- Mode (Most Common Number) = **15** which falls in (7, Strongly Agree)

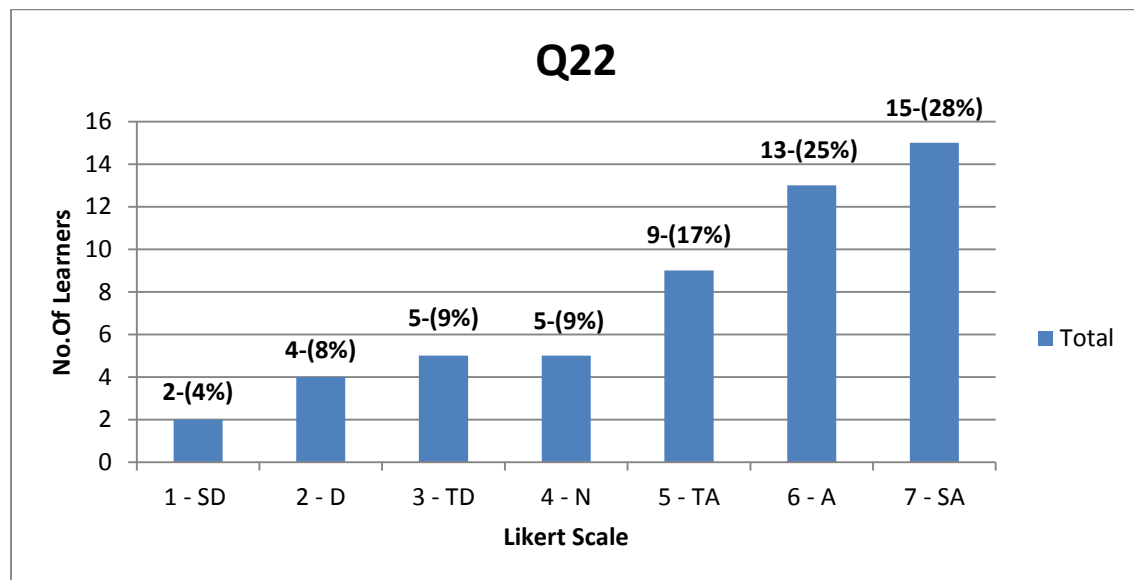


Figure 13: The training adequately addressed the topic on funding a new venture

The mode is above the median, which strongly indicates that the topic of funding a new venture was adequately covered in the training. The mode is 15(28%), which indicates that most collective learners felt that the topic on funding was adequately covered. The cumulative percentage above the median to highest (7 - SA, Strongly Agree);

{9/53(17%) + 13/53(24.5%) + 15/53(28.3%) = 69.8%}.

A majority of 69.8% learners agree that that topic on funding was adequately covered in the course, with positive comments.

Question 23: Since the training, my business has become more profitable.

Table 19: below, provides data captured on the learners' perceptions of their business becoming more profitable since the training program.

Table 19: Since the training, my business has become more profitable

Question 23	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	1	0	0	0	2	0	0	0	0	0	0	3	6%
2- Disagree	0	0	0	0	1	0	0	0	0	0	0	1	2%
3- Tend to Disagree	0	1	1	0	1	0	1	0	0	0	0	4	8%
4- Neutral	0	1	0	0	4	0	0	0	1	0	0	6	11%
5- Tend to Agree	0	0	0	1	2	1	3	1	1	0	0	9	17%
6- Agree	0	0	0	0	1	1	5	2	1	0	0	10	19%
7- Strongly Agree	2	0	1	0	1	3	6	1	1	2	3	20	38%

- Median (Middle of Data) = **6** which falls in (4, Neutral)
- Mode (Most Common Number) = **20** which falls in (7, Strongly Agree)

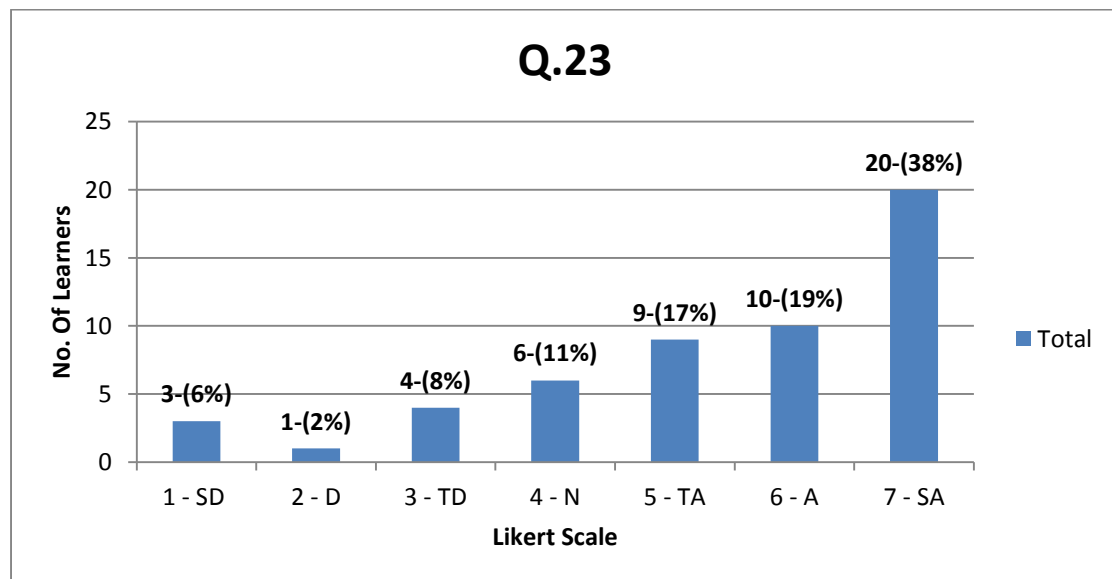


Figure 14: Since the training, my business has become more profitable

The mode is above the median, which strongly indicates that since the training the learners have felt that their businesses have become more profitable. The mode is 20(37%), which directs that most learners felt that training has made their businesses more profitable. The cumulative percentage above the median to highest 7 - SA, Strongly Agree:

$$\{9/53(17\%) + 10/53(18.9\%) + 20/53(37.7\%) = 73.6\% \}.$$

It is noted that 73.6% of learners commented positively on their businesses becoming more profitable since the training program.

Question 24: Since the training, my business has grown.

Table 20: below, provides data captured on the learners' perceptions whether their businesses have grown or not since the training.

Table 20: Since the training, my business has grown

Question 24	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	1	0	0	0	2	1	0	0	0	0	0	4	8%
2- Disagree	1	0	0	0	2	0	0	0	0	0	0	3	6%
3- Tend to Disagree	1	1	1	0	1	0	4	0	1	0	0	9	17%
4- Neutral	0	1	1	0	5	1	4	0	1	1	1	15	28%
5- Tend to Agree	0	0	0	1	2	0	2	1	1	0	1	8	15%
6- Agree	0	0	0	0	2	2	3	2	1	0	0	10	19%
7- Strongly Agree	0	0	0	0	0	1	1	1	0	1	0	4	8%

- Median (Middle of Data) = **15** which falls in (4, Neutral)
- Mode (Most Common Number) = **15** which falls in (4, Neutral)

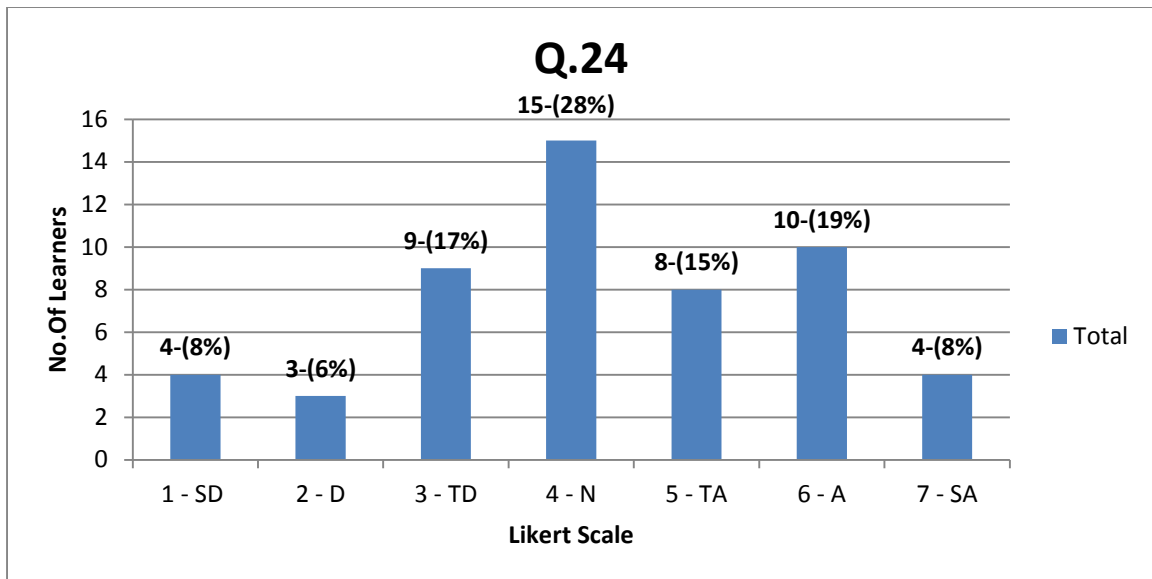


Figure 15: Since the training, my business has grown

The mode and the median are both equal, which indicates that majority of learners are not certain if their businesses have grown since the training. The mode is 15(28.3%), which shows that most learners were not sure if they could attribute growth in their business to the training program. The cumulative percentage below the median $\{9/53(17\%) + 3/53(5.6\%) + 4/53(7.5\%) = 30.1\%$. And the cumulative percentage above the median $\{8/53(15\%) + 10/53(18.9\%) + 4/53(7.5\%) = 41.4\%$, indicate that while the majority of the learners stayed neutral and negative, 41.4% still feel that since the training their business has grown.

Question 27: My revenue has increased after the training.

Table 21: below, provides data captured on the learners' perceptions of their revenue increasing since the training.

Table 21: My revenue has increased after the training.

Question 27	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	2	0	0	0	3	0	0	0	0	0	0	5	9%
2- Disagree	0	0	0	0	1	0	0	0	0	0	0	1	2%
3- Tend to Disagree	0	1	2	0	3	1	2	0	0	0	1	10	19%
4- Neutral	1	1	0	0	2	0	3	0	0	0	1	8	15%
5- Tend to Agree	0	0	0	1	1	3	6	3	3	1	0	18	34%
6- Agree	0	0	0	0	2	1	2	0	0	1	0	6	11%
7- Strongly Agree	0	0	0	0	0	0	2	1	1	0	1	5	9%

- Median (Middle of Data) = **8** which falls in (4, Neutral)
- Mode (Most Common Number) = **18** which falls in (5, Tend to Agree)

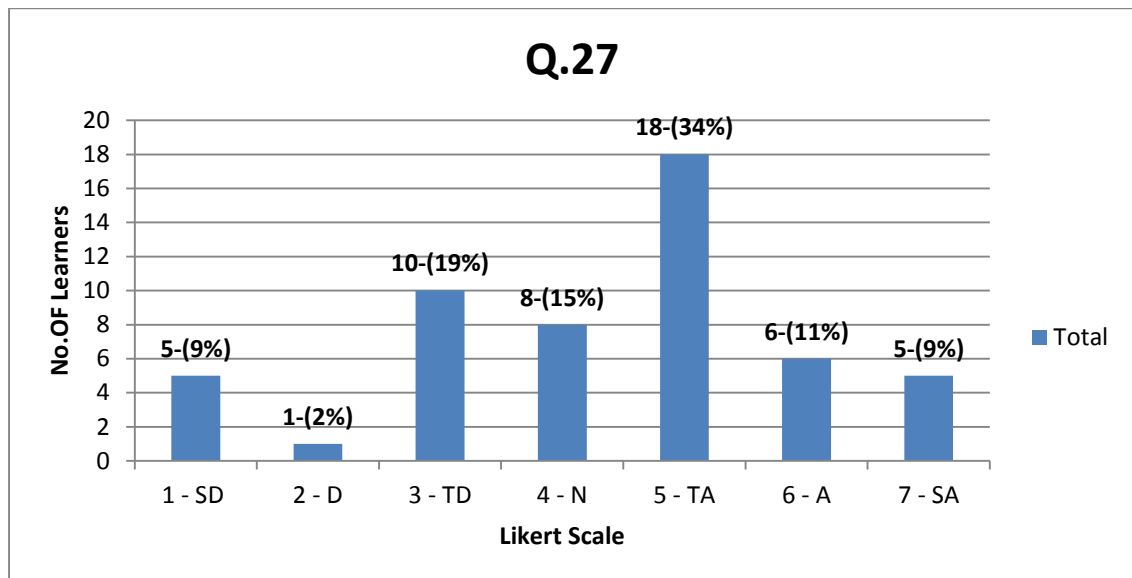


Figure 16: My revenue has increased after the training

The mode is above the median, which indicates that learners feel their revenue has increased since the training. The mode is 18(34%), which point toward the fact that most learners tend to agree that their revenue has increased after the training. The cumulative percentage above the median to (7 - SA, Strongly Agree) is:

$$\{18/53(34\%) + 6/53(11\%) + 5/53(9\%) = 54\%\}.$$

This indicates that 54% of the learners had positive comments towards the statement of their revenue increasing after the training.

Question 29: The training adequately covered effective selling methods.

Table 22 provides data captured on the learners perceptions of the training adequately covering the topic of effective selling methods.

Table 22: The training adequately covered effective selling methods

Question 29	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	1	0	0	0	0	0	0	0	0	0	0	1	2%
2- Disagree	0	1	0	0	1	0	0	0	0	0	0	2	4%
3- Tend to Disagree	1	0	0	1	0	0	0	0	0	0	0	2	4%
4- Neutral	0	0	0	0	1	0	3	1	0	0	0	5	9%
5- Tend to Agree	1	0	1	0	1	1	4	0	2	1	1	12	23%
6- Agree	0	1	1	0	2	3	5	2	0	0	1	15	28%
7- Strongly Agree	0	0	0	0	7	1	3	1	2	1	1	16	30%

- Median (Middle of Data) = **5** which falls in (4, Neutral)
- Mode (Most Common Number) = **16** which falls in (7, Strongly Agree)

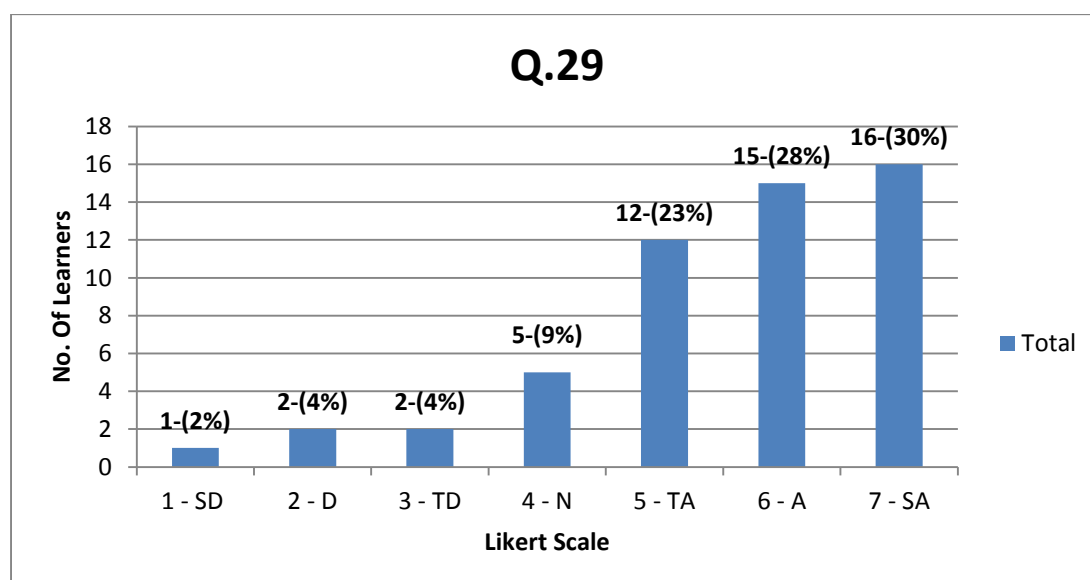


Figure 17: The training adequately covered effective selling methods

The mode is above the median, which strongly indicates that the training adequately covered the topic on effective selling methods. The mode is 16(30%), which indicates that most learners strongly felt that the training covered the topic of effective selling methods adequately. The cumulative percentage above the median to (7 - SA, Strongly Agree) is:

$$\{12/53(22.6\%) + 15/53(28.3\%) + 16/53(30.2\%) = 81.1\% \}.$$

It is also noted that, 81.1% of the learners had no negative comments around the course adequately covering the topic of effective selling methods, which indicates a high level of satisfaction.

Question 30: The facilitator was able to answer my questions.

Table 23 provides data captured on the learners' perceptions around the facilitator being able to answer the learners' questions.

Table 23: The facilitator was able to answer my questions

Question 30	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	0	0	2	0	0	0	0	0	0	2	4%
2- Disagree	1	1	0	0	2	0	0	0	0	0	0	4	8%
3- Tend to Disagree	0	0	0	1	1	0	3	1	0	0	0	6	11%
4- Neutral	1	0	1	0	1	0	3	0	0	0	1	7	13%
5- Tend to Agree	1	0	1	0	0	1	3	1	0	0	2	9	17%
6- Agree	0	1	0	0	3	3	3	1	4	1	0	16	30%
7- Strongly Agree	0	0	0	0	3	1	3	1	0	1	0	9	17%

- Median (Middle of Data) = 7 which falls in (4, Neutral)
- Mode (Most Common Number) = **16** which falls in (6, Agree)

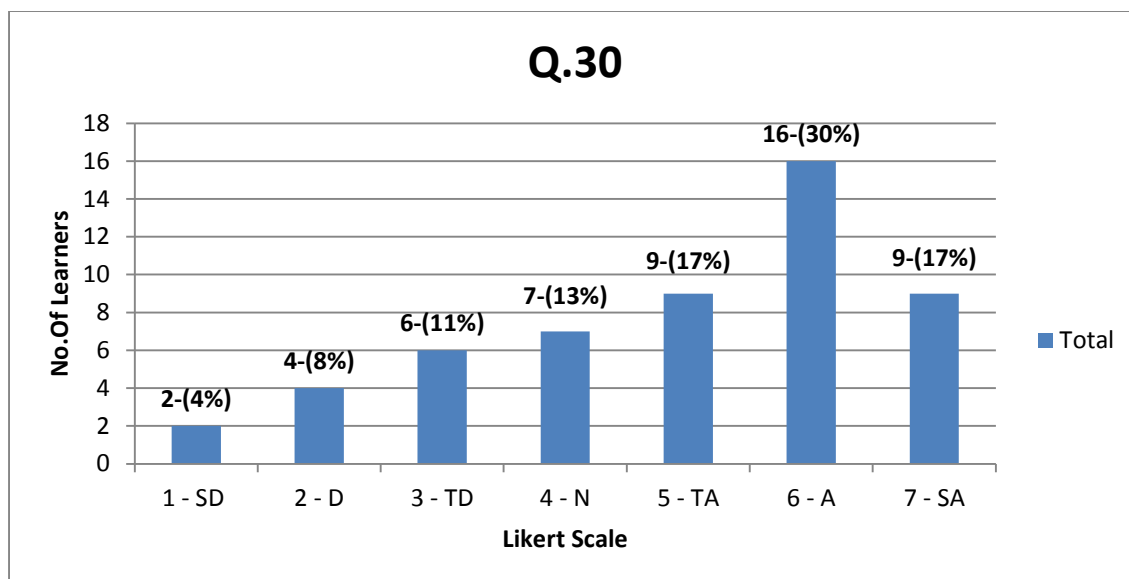


Figure 18: The facilitator was able to answer my questions

The mode is above the median, which indicates that the facilitator was able to answer the learners' questions. The mode is 16(30%), which indicates that most learners felt that the facilitator was able to answer the learners' questions. The cumulative percentage above the median to (7-SA, Strongly Agree) is:

$$\{9/53(17\%) + 16/53(30.2\%) + 9/53(17\%) = 64.2\% \}.$$

It is also noted that 64.2% of the learners had no negative comments around the facilitator's ability to answer the learners' questions, which indicated a medium level of satisfaction.

Question 31: The facilitator encouraged my participation.

Table 24 provides data captured on the learners' perceptions around the facilitator encouraging them to participate within the program.

Table 24: The facilitator encouraged my participation

Question 31	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	1	0	0	0	1	0	1	0	0	0	0	3	6%
2- Disagree	0	1	0	0	1	0	0	0	0	0	0	2	4%
3- Tend to Disagree	0	0	1	1	3	0	1	1	0	0	0	7	13%
4- Neutral	1	0	0	0	1	0	1	0	0	0	0	3	6%
5- Tend to Agree	1	0	0	0	1	2	6	0	1	1	2	14	26%
6- Agree	0	1	1	0	3	1	2	3	3	0	1	15	28%
7- Strongly Agree	0	0	0	0	2	2	4	0	0	1	0	9	17%

- Median (Middle of Data) = **3** which falls in (4, Neutral)
- Mode (Most Common Number) = **15** which falls in (6, Agree)

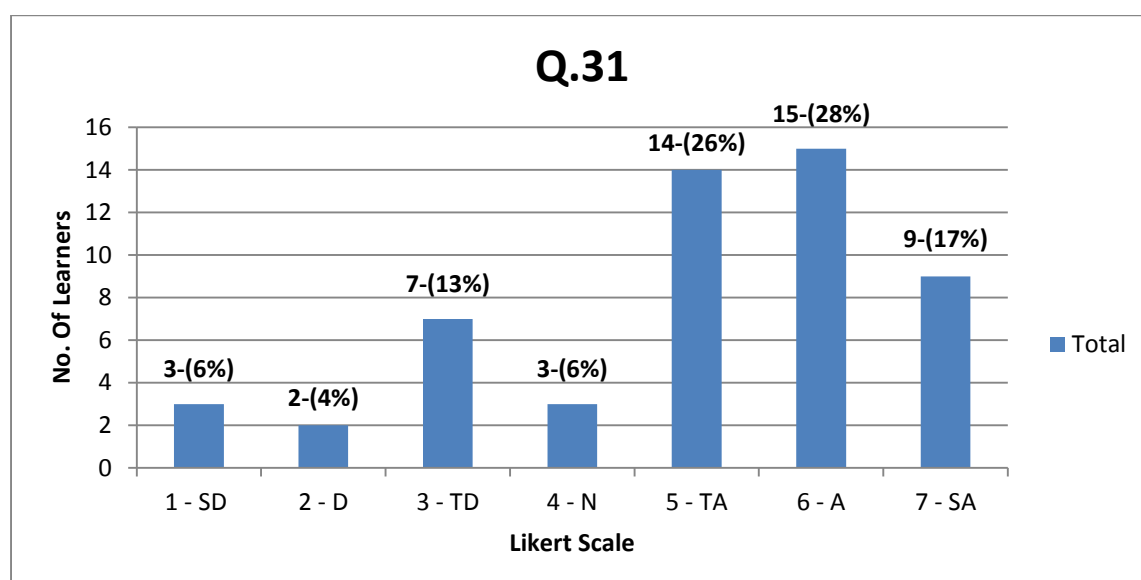


Figure 19: The facilitator encouraged my participation

The mode is above the median, which indicates that the facilitator encouraged the learners' participation during the training. The mode is 15(28%), which indicates that most learners collectively felt that the facilitator encouraged the learner's participation within the training. The cumulative percentage above the median to (7 - SA, Strongly Agree) is:

$$\{14/53(26.4\%) + 15/53(28.3\%) + 9/53(17\%) = 71.7\% \}.$$

It is also noted that 71.7% of the learners had no negative comments around the facilitator encouraging learner's participation within the course, which indicates a medium level of satisfaction on this response.

Question 32: The facilitator was well prepared.

Table 25 provides data captured on the learners' perceptions of the facilitator being well prepared.

Table 25: The facilitator was well prepared

Question 32	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	1	0	0	0	0	0	0	0	0	0	1	2%
2- Disagree	0	0	0	0	2	0	0	0	0	0	0	2	4%
3- Tend to Disagree	0	0	0	0	2	0	1	1	0	0	0	4	8%
4- Neutral	1	0	0	1	0	1	2	0	0	1	0	6	11%
5- Tend to Agree	1	0	2	0	1	0	4	1	0	0	1	10	19%
6- Agree	1	0	0	0	3	1	3	2	3	0	2	15	28%
7- Strongly Agree	0	1	0	0	4	3	5	0	1	1	0	15	28%

- Median (Middle of Data) = **6** which falls in (4, Neutral)
- Mode (Most Common Number) = **15 & 15** which falls in (6, Agree & 7, Strongly Agree)

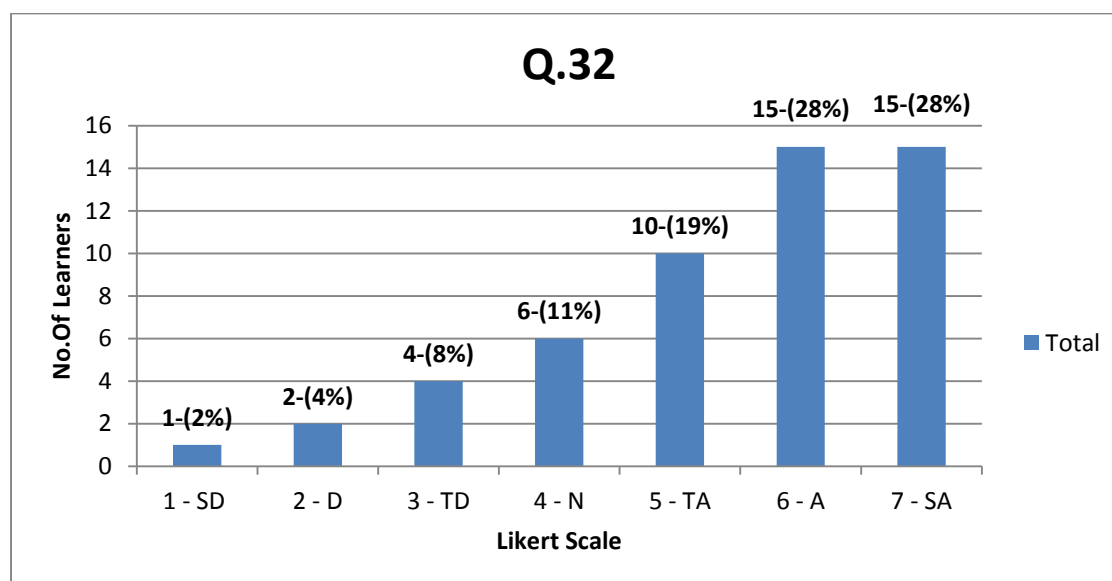


Figure 20: The facilitator was well prepared

The two modes are both above the median, which agree and strongly agree, indicates that the facilitator was well prepared to conduct the training sessions. The two modes could indicate two groups within the sample. The possible cause for 'Bi-Modal' may be due to Industry, Age, and Gender etc., which could form part of another study. Both modes of 15(28.3%), indicate that most learners felt that the facilitator was well prepared for the training sessions. The cumulative percentage above the median to (7 - SA, Strongly Agree) is:

$$\{10/53(18.9\%) + 15/53(28.3\%) + 15/53(28.3\%) = 75.5\% \}.$$

It is also noted that 75.5% of the learners had no negative comments around the facilitator being well prepared for the training sessions, which indicates a high level of satisfaction on this response.

Question 33: The facilitator was an inspiring role model for the entrepreneurs.

Table 26: below, provides data captured on the learners' perceptions of the facilitator being an inspiring role model for them.

Table 26: The facilitator was an inspiring role model for the entrepreneurs

Question 33	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0	0%
2- Disagree	0	0	1	0	1	0	1	0	0	0	0	3	6%
3- Tend to Disagree	1	1	0	0	0	1	2	1	0	0	0	6	11%
4- Neutral	0	0	1	0	3	1	3	0	0	1	0	9	17%
5- Tend to Agree	1	0	0	0	2	0	4	1	0	0	1	9	17%
6- Agree	1	1	0	1	4	1	3	2	4	0	1	18	34%
7- Strongly Agree	0	0	0	0	2	2	2	0	0	1	1	8	15%

- Median (Middle of Data) = **9** which falls in (4, Neutral)
- Mode (Most Common Number) = **18** which falls in (6, Agree)

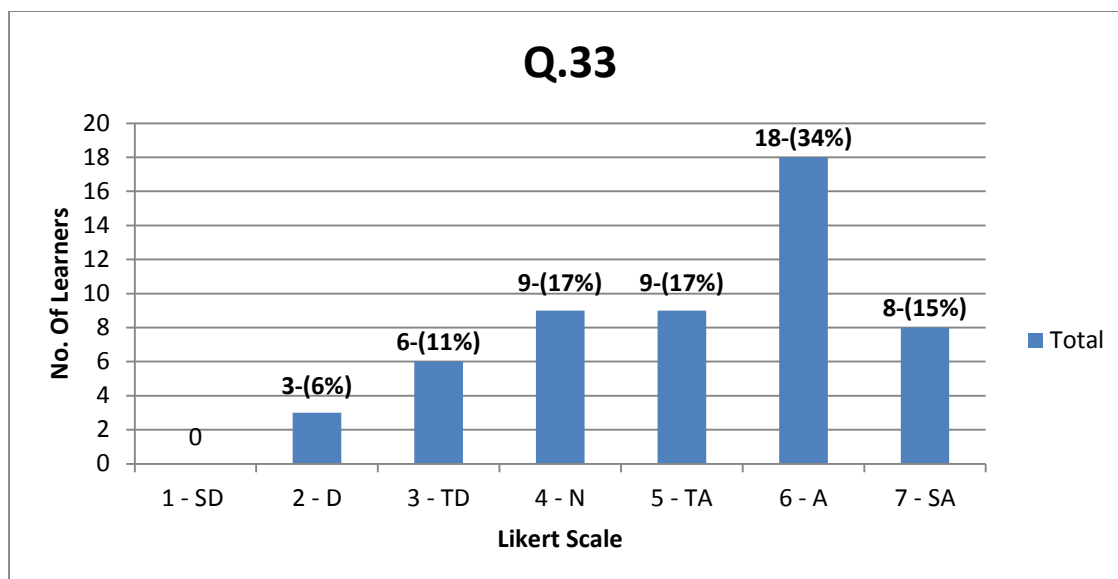


Figure 21: The facilitator was an inspiring role model for the entrepreneurs

The mode is above the median, which indicates that the facilitator was an inspiring role model for entrepreneurs during the training. The mode is 18(34%), which indicates that most learners collectively felt that the facilitator was an inspiring role model for the entrepreneurs within the training. The cumulative percentage above the median to (7 - SA, Strongly Agree) is:

$$\{9/53(17\%) + 18/53(34\%) + 8/53(15.1\%) = 66.1\% \}.$$

It is also noted that, 66.1% of the learners had no negative comments around the facilitator being an inspiring role model for the learner's within the course, which indicates a high level of satisfaction on this response.

Question 34: I would be happy to pay for this course if required to do so.

Table 27 provides data captured on the learners' perceptions of them having to pay for the course themselves.

Table 27: I would be happy to pay for this course if required to do so.

Question 34	Industry Sector											Total	%
	F	H	J	L	M	P	V	W	Z	AA	AC		
1- Strongly Disagree	0	0	1	1	4	2	4	0	1	0	0	13	25%
2- Disagree	1	0	0	0	3	0	0	1	0	0	0	5	9%
3- Tend to Disagree	0	0	0	0	2	2	6	1	0	1	0	12	23%
4- Neutral	1	1	1	0	0	0	4	1	2	0	1	11	20%
5- Tend to Agree	0	0	0	0	0	0	0	1	0	0	0	1	2%
6- Agree	0	1	0	0	3	1	1	0	1	1	0	8	15%
7- Strongly Agree	1	0	0	0	0	0	0	0	0	0	2	3	6%

- Median (Middle of Data) = **11** which falls in (4, Neutral)
- Mode (Most Common Number) = **13** which falls in (1, Strongly Disagree)

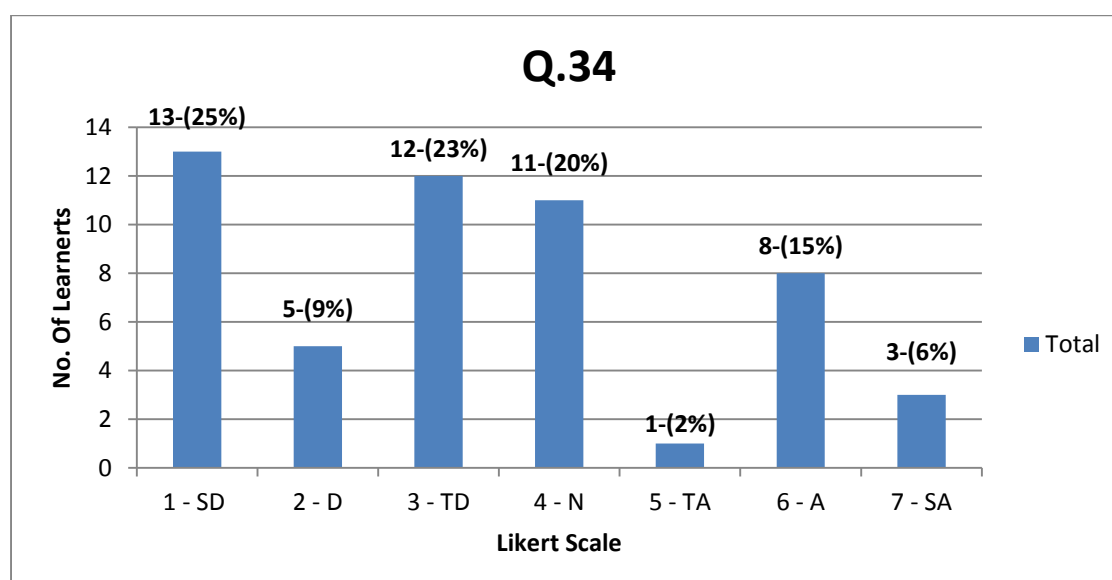


Figure 22: I would be happy to pay for this course if required to do so

The mode is below the median, which indicates that the learners are not happy to pay for the training course by themselves. The mode is 13(24.5%), which indicates that most learners collectively felt that they are not willing to pay for the course should this have been the requirement. The cumulative percentage above the median to (7 - SA, Strongly Agree) is:

$$\{1/53(1.8\%) + 8/53(15\%) + 3/53(5.6\%) = 22.4\% \}.$$

It is also noted that, 22.4% of the learners had no negative comments around the happiness of paying for the course should this have been a requirement. This indicates a low level of satisfaction with regard to this response.

4.1.3 Likert Scale data

Table 28: below was formulated to indicate the percentage agree, as well as the mode for each response for the Likert data captured from the questionnaires. The table was ranked from highest to lowest, based on the percentage agree. The mode was calculated for each corresponding response.

Table 28: Likert Data Ranked by Percentage Agree

No	Questions	Kirkpatrick Level	% Agreed	Mode
21	I will recommend to course to up-and-coming entrepreneurs	1-Reaction	100%	29
7	The Training manuals were easy to read and understand	1-Reaction	94%	20
14	Since the training program, I have started my own business	3-Behaviour	91%	24
9	I found that the course content covered in the training is useful for operating my business	1-Reaction	89%	21
11	I found the mentoring offered during the training program useful for my business	1-Reaction	83%	17
16	My financial record keeping has improved since completion of the training	3-Behaviour	83%	17
29	The training covered Effective Selling methods adequately.	2-Learning	79%	16
17	I know the principles behind identifying good business opportunities.	2-Learning	72%	14
19	I still remember what I learnt on the training about legalities and formalities of business.	2-Learning	72%	16
12	I have a clear understanding of my role as an entrepreneur in South Africa	2-Learning	70%	14
18	I now have more sales of my products or services.	4-Outcome	68%	16
32	The Facilitator was well prepared	1-Reaction	64%	15
8	I found the Training sessions were at a convenient time and place for me	1-Reaction	64%	13
23	Since the training program, my business has become more profitable	4-Outcome	62%	20
20	I work out my selling prices on a regular basis; based on the cost price of the product	3-Behaviour	62%	13
31	The Facilitator encouraged my participation	1-Reaction	60%	15
13	After completion of the training, I have been actively trying to identify New Business opportunities	3-Behaviour	58%	19
33	The facilitator was an inspiring role model for entrepreneurs	1-Reaction	58%	18
27	My Revenue has increased after the training.	4-Outcome	57%	18
15	I have completed my own Business Plan as we were taught in the training.	3-Behaviour	55%	13
24	Since the training program, my business has grown	4-Outcome	53%	15
30	The facilitator was able to answer my questions.	1-Reaction	51%	16
26	Since the training program, I have applied for funding but I was not successful	3-Behaviour	49%	13
22	The training adequately covered the topic on Funding a New venture.	2-Learning	47%	15

No	Questions	Kirkpatrick Level	% Agreed	Mode
28	The business Plan added value to my operation	4-Outcome	45%	12
34	I would have been happy to pay for this training program should I have been required to do so	3-Behaviour	21%	13
25	Since the training program I have successfully applied for funding for my business	4-Outcome	19%	18
10	I was already running a business when I started the training program; (Disagree=No; Agree=Yes)	3-Behaviour	4%	24

Table 28: above, was further broken down into Table's 29;30&31, and re-classified into levels of satisfaction, with the ratings categorised as follows;

- > 70%: High Level of satisfaction
- 50%-69%: Medium Level of satisfaction
- < 50% : Low Level of satisfaction

Table 29: High level of satisfaction

No	Questions	Kirkpatrick Level	% Agreed	Level of satisfaction
21	I will recommend to course to up-and-coming entrepreneurs	1-Reaction	100%	High
7	The Training manuals were easy to read and understand	1-Reaction	94%	High
14	Since the training program, I have started my own business	3-Behaviour	91%	High
9	I found that the course content covered in the training is useful for operating my business	1-Reaction	89%	High
11	I found the mentoring offered during the training program useful for my business	1-Reaction	83%	High
16	My financial record keeping has improved since completion of the training	3-Behaviour	83%	High
29	The training covered Effective Selling methods adequately.	2-Learning	79%	High
17	I know the principles behind identifying good business opportunities.	2-Learning	72%	High
19	I still remember what I learnt on the training about legalities and formalities of business.	2-Learning	72%	High
12	I have a clear understanding of my role as an entrepreneur in South Africa	2-Learning	70%	High

From Table 29: above, we see a 100% recommendation for the “New Venture Creation (SMME)” learnership to up-and-coming entrepreneurs; another highly rated response was that 91% of respondent entrepreneurs have started their own businesses since the inception of the learnership. According to Herrington et al., (2010), start-ups increased from 3.6% (per 100 of adult population aged between 18 and 64 years) in 2009 to 5.1% in 2010, a fact that authors say can be accredited to SA’s hosting of the 2010 FIFA World Cup. The 2011 start-up rate increased from 5.1% 2010 to a mere 0.1% increment to 5.2% as recorded by GEM, (2011). The start-up rate or nascent entrepreneurship rate of 5.2% for SA, 2011, ranks lower than average of 8.4% for the same year from all participating efficiency-driven countries (GEM Report, 2011).

Table 30: Medium level of satisfaction

No	Questions	Kirkpatrick Level	% Agreed	Level of satisfaction
18	I now have more sales of my products or services.	4-Outcome	68%	Medium
32	The Facilitator was well prepared	1-Reaction	64%	Medium
8	I found the Training sessions were at a convenient time and place for me	1-Reaction	64%	Medium
23	Since the training program, my business has become more profitable	4-Outcome	62%	Medium
20	I work out my selling prices on a regular basis; based on the cost price of the product	3-Behaviour	62%	Medium
31	The Facilitator encouraged my participation	1-Reaction	60%	Medium
13	After completion of the training, I have been actively trying to identify New Business opportunities	3-Behaviour	58%	Medium
33	The facilitator was an inspiring role model for entrepreneurs	1-Reaction	58%	Medium
27	My Revenue has increased after the training.	4-Outcome	57%	Medium
15	I have completed my own Business Plan as we were taught in the training.	3-Behaviour	55%	Medium
24	Since the training program, my business has grown	4-Outcome	53%	Medium
30	The facilitator was able to answer my questions.	1-Reaction	51%	Medium

On the next level of satisfaction, the medium level of satisfaction, were the responses with a percentage agree between 50% - 69% was analysed. The reaction level was the most prominent level with five questions out of a total of nine questions, indicating that more than 50% of the reaction based questions was evaluated at a medium level of satisfaction. According to Rajeev et al., (2009), the reaction level evaluation measures the learners' perception (reaction) of the course.

Level 1 evaluation, the Reaction Level, has a few advantages (Kirkpatrick, D.L. and Kirkpatrick, J.D., 2009);

- Learner's feelings about the training event will be determined.
- Missing areas of training will be identified by the learners.
- The level of engagement of participants towards the trainer and event will come out of the responses.
- It can provide information of the learners overall participation reaction towards the training.

The lowest scored received on the reaction level was; Q 30: "the facilitator was able to answer my questions" being scored with 51%. This indicates that 49% of the respondent learners felt that their questions were not being answered to their satisfaction. According to Herrington et al., (2011), one of the vital ingredients of a successful entrepreneurship development program is high quality tutors, as tutors can be regarded as a significant driver to educational success.

Table 31: Low level of satisfaction

No	Questions	Kirkpatrick Level	% Agreed	Level of satisfaction
26	Since the training program, I have applied for funding but I was not successful	3-Behaviour	49%	Low
22	The training adequately covered the topic on Funding a New venture.	2-Learning	47%	Low
28	The business Plan added value to my operation	4-Outcome	45%	Low
34	I would have been happy to pay for this training program should I have been required to do so	3-Behaviour	21%	Low
25	Since the training program I have successfully applied for funding for my business	4-Outcome	19%	Low
10	I was already running a business when I started the training program; (Disagree=No; Agree=Yes)	3-Behaviour	4%	Low

According to the learner responses as ranked in the above low level of satisfaction table, the topic of funding is prominent. Only 47% of the respondents felt that the topic on funding was adequately covered. Only 19% of the respondents were successful in the application for funding, while 49% were turned down on their applications for funding. According to GEM, (2011), across all participating countries in the 2011 survey, the main three constraints to entrepreneurial activity are:

- Financial Support
- Government Policies, and
- Education and Training

These three factors also featured as most significant constraints to entrepreneurship activity within the SA context during a 2010 study, (GEM, 2010).

4.2 Inferential Statistics

This section test the research propositions based on Kirkpatrick's (1959) model. Fifteen research propositions were developed, and were divided by success

criteria into sections A, B and C, to guide the study. In this section the test results for these research propositions are presented.

Section A: Course Evaluation – Research Propositions A₁ to A₁₂,

This part of the testing will cover the course evaluation by testing 12 carefully developed hypotheses A₁ to A₁₂.

A₁ (based on Question 3): Individuals who have attended the programme are currently operating a business.

Ho: Individuals who have attended the program are currently operating a business.

Ha: Individuals who have attended the program are not currently operating a business.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 12
- Chi-Square critical value = 44

Accept Ho: Individuals who have attended the program are currently operating a business.

This confirms that individuals who have attended the programme are currently operating a business. It further confirms the object of the course, which was to take unemployed youth from various business sectors and provide them with entrepreneurial skills, which are generic to all sectors, and assist them to create employment and generate revenue, which will be sustainable, and grow in the future. The results prove that since attending the training, the unemployed youth have since started new ventures in line with the objectives of the course.

A₂ (based on Question 7): The training manuals were easy to understand.

Ho: The training manuals were easy to understand by learners across all industry sectors.

Ha: The training manuals were not easy to understand by learners across all industry sectors.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 27.15877
- Chi-Square critical value = 79.087

Accept Ho: The training manuals were easy to understand by learners across all industry sectors.

The objective was to design a course that could be used by all SMME sectors and equally by all genders. This proves that the course manuals met these requirements and can in fact be used by all SMME sectors and all genders, which should equally be able to apply the knowledge they gained in any sector.

A₃ (based on Question 8): I found the training sessions were at a convenient time and place for me.

Ho: The training sessions were independent in terms of convenience and time for the learners from different industries.

Ha: The training sessions were dependent in terms of convenience and time for the learners from different industries.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 84.50331
- Chi-Square critical value = 79.087

Reject Ho and Accept Ha: The training sessions were dependent in terms of convenience and time for the learners from different industries.

This proves that there is a constraint when rolling out this course regarding where it should be located and what time it should be scheduled to start. This confirms some discussions that were held between the SETAs and learners. Due to

Gauteng's vast geographical location and lack of good public transport systems, the course location needs to be discussed with learners, before the final venues are selected. This is an important aspect, as it may have an impact on the enrolments, as well as the ability of the delegates to complete the course, which will have a direct impact on job creation, and ultimately have a detrimental effect on the continued sustainability of this course.

A4 (based on Question 9): The course content was useful for the operating of the participants business across all industry sectors.

Ho: The course content was useful for learners from all types of industries.

Ha: The course content was not useful for learners from all types of industries.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 47.55
- Chi-Square critical value = 79.087

Accept Ho: The course content was useful for learners from all types of industries.

The learners confirmed that the course content was indeed useful across all industry sectors, and can be used as useful information for operating their businesses across all SMME sectors. This proves that the course content was useful to the learners for the application thereof across all industry sectors, within the SMME sector that were tested.

A5 (based on Question 21): The course will be recommended by participants to up-and-coming entrepreneurs.

Ho: The learners from across all sectors will be prepared to recommend the same course to up-and-coming entrepreneurs from different industry sectors.

Ha: The learners from across all sectors will not be prepared to recommend the same course to up-and-coming entrepreneurs from different industry sectors.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 41.45
- Chi-Square critical value = 79.087

Accept Ho: The learners from across all sectors will be prepared to recommend the same course to up-and-coming entrepreneurs from different industry sectors.

The learners would be willing to recommend this course to SMMEs from any industry sector, and as shown in the previous research propositions, learners indicated that this course material covered could be used as useful information for operating their businesses across all SMME sectors. This proves that the course content was useful and the course would be recommended by the current learners to future possible learners from all industry sectors, within the SMME sectors that were tested.

A₆ (based on Question 22): The training adequately covered the topic on funding a new venture across all industries.

Ho: The learners found that the topic on funding a new venture was adequately covered for all industry sectors.

Ha: The learners found that the topic on funding a new venture was not adequately covered for all industry sectors.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 69.131
- Chi-Square critical value = 79.087

Accept Ho: The learners found that the topic on funding a new venture was adequately covered for all industry sectors.

The learners have confirmed that the training was indeed independent of industry sectors and that the same training concepts and training material can be used across all SMME sectors, which was one of the key requirements in the design, development and the delivery of this course. The outcome of the course which

covered the topic on funding a new venture, was seen by the learners as a very useful part of the course, where the learning can be applied across all industry sectors equally. This is also because funding structures are very consistent, for new start-ups in any SMME sector.

A₇ (based on Question 29): The training covered effective selling methods adequately.

Ho: The training adequately covered effective selling methods across all industry sectors.

Ha: The training adequately did not cover effective selling methods across all industry sectors.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 53.09
- Chi-Square critical value = 79.087

Accept Ho: The training adequately covered effective selling methods across all industry sectors.

The learners have confirmed that the course content on effective selling techniques and methods could be used across all industry sectors, and can be used as useful information for increasing sales within businesses across all SMME sectors. This proves that the course content on sales tools, and techniques was useful to the learners for the application thereof across all industry sectors, within the SMME sectors. This was one of the crucial objectives when designing the course

A₈ (based on Question 30): The facilitator was able to answer participant's questions.

Ho: The learners from all industry sectors felt that the facilitator could answer their questions.

Ha: The learners from all industry sectors did not feel that the facilitator could answer their questions.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 59.27
- Chi-Square critical value = 79.087

Accept H_0 : The learners from all industry sectors felt that the facilitator could answer their questions.

The objective of the course was to employ a facilitator who could understand the different sectors and relate the course material and practical example, and be able to impart knowledge to learners across all sectors. This hypothesis proves that this was indeed the case, and can be seen by the high modal response in the descriptive statistics.

A₉ (based on Question 31): The facilitator encouraged participation.

H_0 : The learners from across all sectors felt that the facilitator equally encouraged their participation in the course.

H_a : The learners from across all sectors did not feel that the facilitator equally encouraged their participation in the course.

Chi-Square test used to test this hypothesis at a 5% level of significance.

Calculations

- Chi-Square calculated value = 54.68
- Chi-Square critical value = 79.087

Accept H_0 : The learners from across all sectors felt that the facilitator equally encouraged their participation in the course.

Based on the previous research propositions, the facilitator was able to effectively impart meaningful knowledge to delegates from the different sectors and maintain their interest while doing so. This confirms that the facilitator equally engaged and encouraged the participation of the learners from across all industry sectors.

A₁₀ (based on Question 32): The facilitator was well prepared.

Ho: The learners across all industry sectors equally felt that the facilitator was well prepared for delivering the course.

Ha: The learners across all industry sectors did not equally feel that the facilitator was well prepared for delivering the course.

Calculations

- Chi-Square calculated value = 73.62
- Chi-Square critical value = 79.087

Accept Ho: The learners across all industry sectors equally felt that the facilitator was well prepared for delivering the course.

The delegates from different sectors all felt equally about the facilitator's preparation, which indicated that the facilitator was well prepared to address all industry sectors equally. Therefore, no preference would have been given to a particular sector over another during the lecturer's preparation and presentation for the lectures.

A₁₁ (bases on Question 33): The facilitator was an inspiring role model for entrepreneurs.

Ho: The learners from all industry sectors equally felt that the facilitator was an inspiring role model for them.

Ha: The learners from all industry sectors did not equally feel that the facilitator was an inspiring role model for them.

Calculations

- Chi-Square calculated value = 41.60
- Chi-Square critical value = 79.087

Accept Ho: The learners from all industry sectors equally felt that the facilitator was an inspiring role model for them.

The delegates from different sectors all felt equally about the facilitator's ability to inspire them, which indicated that the facilitator was equally inspiring to all learners across all sectors. Therefore, no preference would have been given to a

particular sector over another during the lecturers and presentations and the lecturer inspired all learners from all SMME sectors equally. This was also a key objective, for insuring that all learners could equally apply what they have learnt in their own sectors.

A₁₂ (based on Question 34): Participants would have been happy to pay for this training program should they have been required to do so.

Ho: The participants from all sectors would have been equally happy to pay for this training, if were required to do so.

Ha: The participants from all sectors would not have been equally happy to pay for this training, if were required to do so.

Calculations

Calculations at a 5% level of significance;

- Chi-Square calculated value = 76.10
- Chi-Square critical value = 79.087

Accept Ho: The participants from all sectors would have been equally happy to pay for this training, if were required to do so.

Due to the closeness of the Chi-Squared calculated value to the chi-squared critical value, the same hypothesis was tested against 10% level of significance.

Calculations at a 10% level of significance;

- Chi-Square calculated value = 76.10
- Chi-Square critical value = 74.400

Reject Ho, and Accept Ha: The participants from all sectors would not have been equally happy to pay for this training, if were required to do so.

Although the learners from all sectors may have been willing to pay for this training if they had to, as tested against the Chi-Square calculated value at 5% level of significance, the calculated value was very close to the Chi-Square critical value. This marginal difference could be caused by the vast spread of the

responses in the descriptive statistical analysis varying from strongly agree to strongly disagree.

If this were tested at chi-square calculated value of 10% level of significance, H_0 would be rejected, and H_a accepted: The participants from all sectors would not have been equally happy to pay for this training, if were required to do so. This indicates that there is almost a 50/50 divide in the class with different perceptions of whether they will be willing to pay, or not willing to pay for the course.

Section B: Creating New Ventures/Businesses – Research Propositions

B_1 to B_2 ,

This part of the testing will cover the course effectiveness when it comes to the creation of new business ventures. Research Propositions B_1 to B_2 , will be tested in this section.

B_1 (based on Question 10): Participants were already running a business when they started the program.

H_0 : The participants across all industries were running a business when they started the training program.

H_a : The participants across all industries were not running a business when they started the training program.

Calculations

Calculations at a 5% level of significance;

- Chi-Square calculated value = 96.78
- Chi-Square critical value = 79.087

Reject H_0 , and Accept H_a : The participants across all industries were not running a business when they started the training program.

This confirms that one of the course objectives was that the course should lean more towards the catering for participants who have not yet started a new venture or business. The hypothesis proves that the majority of participants on the course were not running a business when they started the new venture creation program.

B₂ (based on Question 14): Since the training program, participants have started their own businesses.

Ho: Since the training program, the learners from all industry sectors have started their own business.

Ha: Since the training program, the learners from all industry sectors have not started their own business.

Calculations

- Chi-Square calculated value = 75.76
- Chi-Square critical value = 79.087

Accept Ho: Since the training program, the learners from all industry sectors have started their own business.

This confirms that the training delivered in the course, can assist with the creation of new ventures across all industry sectors. This was the main objective of the course, and this confirms that the training program did indeed create new ventures across all industry sectors, within the sample population.

Section C: Sustainability – Research Propositions C₁

This part of the testing will cover the sustainability of new ventures created due to the course. Research Propositions C₁, was developed to test this part of the training.

C₁ (based on Question 18): Participants have increased sales of products or services.

Ho: The participants' ability to increase sales of products or services is independent of the type of industry they work in.

Ha: The participant's ability to increase sales of products or services is dependent of the type of industry they work in.

Calculations

- Chi-Square calculated value = 77.61
- Chi-Square critical value = 79.087

Accept Ho: The participant's ability to increase sales of products or services is independent of the type of industry they work in.

Therefore, it can be confirmed that the learners from all sectors have learnt the relevant tools to increase sales of their products or service after successful completion of this course. This should allow entrepreneurs across all sectors to increase sales of products or services and lead to sustainability of their new ventures.

The topic of sustainability can form part of further research.

4.3 Return on Investment (ROI) Calculation

The additional fifth ROI level of the evaluation model (Philips, 1996), was created because Kirkpatrick's four levels only focused on the effectiveness of the training events and not the monetary benefits (Arthur, et al., 2010).

This level was added for the benefit of SETAs because it would indicate the cost-benefit relationship for the "New Venture Creation (SMME)" learnership.

For the purpose of this study, ROI will be calculated by assessing the creation of paying jobs for every rand that was spent on the new venture training-program. This represents the value that is being ploughed back into the SA economy by government.

ROI compares the monetary value of business outcomes with the costs of the training program according to the following formula:

$$\text{ROI \%} = \frac{\text{Benefits} - \text{Cost of Training}}{\text{Cost of Training}} \times \frac{100}{1}$$

The training program cost the SETAs R37, 000.00 per learner in total. The hypothetical learner in turn may have created a new venture, where he could now draw a salary for himself and maybe employ others as well. The salary that the learner draws from his/her new venture was, for the purpose of this study, assumed to be based on a minimum wage. This was done to keep a conservative view on the ROI calculation. This assumption was also made because salary earnings are a very sensitive topic, in that people generally do not disclose this kind of detail.

Table 32 indicates the cost and benefits of the training. The cost was over 12-month period, with ROI being calculated over a five-year period.

Table 32: ROI – Costs and Benefits

Industry Sector	Number of people from the sector	Cost of The Course for the 12 Months	Total Cost per Sector for the 12 Months	Min Wage per person in the Sector per month	Total wage created in the Sector per month	Total wage created in the Sector per 12 months
F	2	37 000.00	74000	4048	8096	97 152.00
H	1	37 000.00	37000	2580.8	2580.8	30 969.60
J	2	37 000.00	74000	2006.4	4012.8	48 153.60
L	1	37 000.00	37000	3760	3760	45 120.00
M	11	37 000.00	407000	4080	44880	538 560.00
P	5	37 000.00	185000	2240.6	11203	134 436.00
V	14	37 000.00	518000	4080	57120	685 440.00
W	4	37 000.00	148000	4048	16192	194 304.00
Z	4	37 000.00	148000	2006.4	8025.6	96 307.20
AA	2	37 000.00	74000	4000	8000	96 000.00
AC	3	37 000.00	111000	2006.4	6019.2	72 230.40
	49	407 000.00	1 813 000.00	34 856.60	169 889.40	2 038 672.80

The above data from Table 32: was then laboured into the ROI formula:

For the year 1:

$$\begin{aligned}
 \text{ROI \% (Y1)} &= \frac{2,038,672 - 1,813,000}{1,813,000} \times \frac{100}{1} \\
 &= 0.124474 \times 100 \\
 &= \underline{\underline{12.45}}
 \end{aligned}$$

The ROI indicates that in the first year after the training for every Rand (R1) invested in the “New Venture Creation (SMME)” learnership program by the SETAs, (R12.45) was injected into the SA economy in the form of paying jobs that were created by entrepreneurs in new ventures.

Figure 23: below, indicates the cost and benefits for a 12-month period after the training.

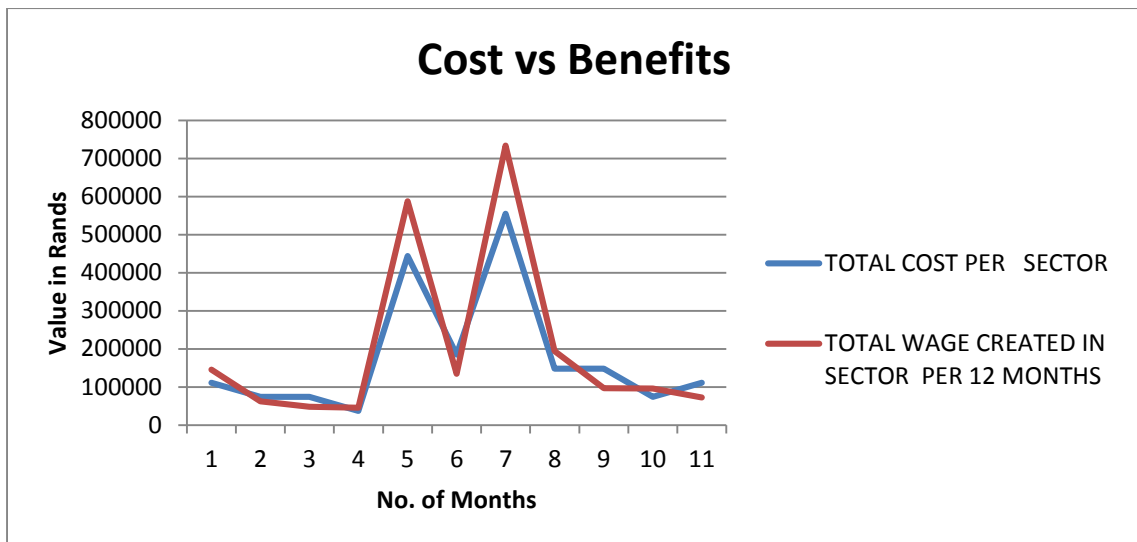


Figure 23: Cost vs. Benefit

Figure 24: below illustrates the total wage created per 12-month period using Correlation and Regression analysis (Pearson's correlation co-efficient)

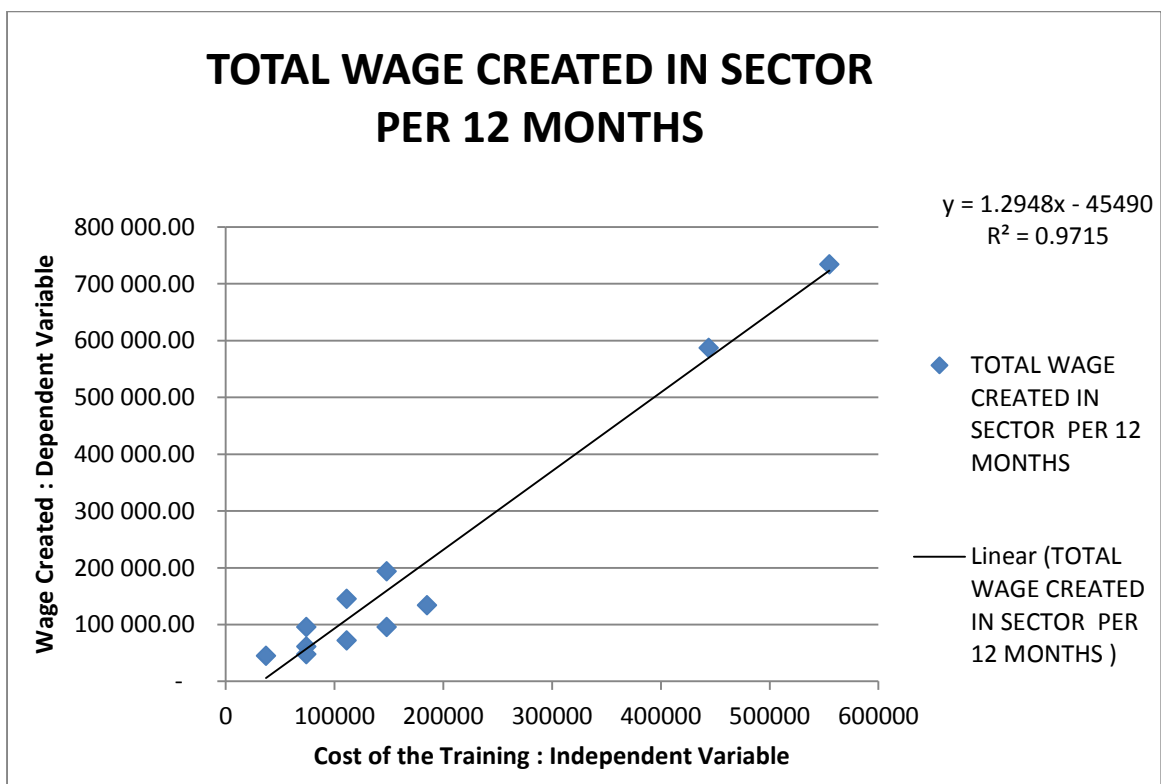


Figure 24: Total wage over 12-month period

The ROI calculation was then projected over a five-year period to indicate the impact that the “New Venture Creation (SMME)” learnership has on the SA economy.

Table 33: ROI calculation over 5-year period

		CPI -5.6%	CPI -5.6%	CPI -5.6%	CPI -5.6%
Cost of the The Course for the 12 Months	Total wage created in the Sector per 12 Month Year 1	Total wage created in the Sector per 12 Month Year 2	Total wage created in the Sector per 12 Month Year 3	Total wage created in the Sector per 12 Month Year 4	Total wage created in the Sector per 12 Month Year 5
74000	97 152.00	102 592.51	108 337.69	114 404.60	120 811.26
37000	30 969.60	32 703.90	34 535.32	36 469.29	38 511.57
74000	48 153.60	50 850.20	53 697.81	56 704.89	59 880.36
37000	45 120.00	47 646.72	50 314.94	53 132.57	56 108.00
407000	538 560.00	568 719.36	600 567.64	634 199.43	669 714.60
185000	134 436.00	141 964.42	149 914.42	158 309.63	167 174.97
518000	685 440.00	723 824.64	764 358.82	807 162.91	852 364.04
148000	194 304.00	205 185.02	216 675.39	228 809.21	241 622.52
148000	96 307.20	101 700.40	107 395.63	113 409.78	119 760.73
74000	96 000.00	101 376.00	107 053.06	113 048.03	119 378.72
111000	72 230.40	76 275.30	80 546.72	85 057.34	89 820.55
1 813 000.00	2 038 672.80	2 152 838.48	2 273 397.43	2 400 707.69	2 535 147.32

There is no national (statutory) Minimum Wage. However, the Basic Conditions of Employment Act (BCEA) permits the Minister of Labour to set minimum terms and conditions of employment, including Minimum Wages. However, in vulnerable sectors minimum wages are established. These sectors are Domestic Work, Contract Cleaning, Private Security, Wholesale and Retail, Farm Worker, Forestry, Taxi and Learnership.

If a sector or area is not considered vulnerable, there are no minimum wages, regardless of the fact that some employees in that sector or area may be paid very low wages. Increases are usually calculated based on the Minimum Wage for the sector, + CPIX/CPI + 1%.

For the projection on Table 33: above, a CPI of 5.6% was used conservatively across the five-year period.

Cumiulative	ROI %(Y2)=	$\frac{4191511.3 - 1813000}{1813000}$	X	$\frac{100}{1}$
	=	1.3119202	x	100
	=	<u>131.19</u>		
Cumiulative	ROI %(Y3)=	$\frac{6464908.7 - 1813000}{1813000}$	X	$\frac{100}{1}$
	=	2.5658625	x	100
	=	<u>256.59</u>		
Cumiulative	ROI %(Y4)=	$\frac{8865616.4 - 1813000}{1813000}$	X	$\frac{100}{1}$
	=	3.8900256	x	100
	=	<u>389.00</u>		
Cumiulative	ROI %(Y5)=	$\frac{11400764 - 1813000}{1813000}$	X	$\frac{100}{1}$
	=	5.2883418	x	100
	=	<u>528.83</u>		

To summarise the above ROI, after a five-year period from the sample collected;

The ROI indicates that in the five years after the training, for every Rand (R1) invested in the “New Venture Creation (SMME)” learnership program by the SETAs, R528.83 was injected into the SA economy in the form of paying jobs that were created by entrepreneurs in new ventures.

4.4 Summary of the results

From the descriptive statistical analysis, it is evident that in the majority of responses on the crucial requirements of the training course, the mode which is the most common number was consistently larger than the median and fell into the (6 - A, agree) and (7 - SA, strongly agree) categories on the Likert scale. This

indicates that the course was found to be practical, relevant, up to date with easy to understand material and lecturers that can practically demonstrate and assist with new venture creation ideas.

The results also indicated that the learners perceived a definite benefit from the course as all the key requirements were well met. This can be attested by the fact that out of the 53 learners, four learners already had an existing business, and 49 started a new venture after the training program was completed. It was also noted that the course assisted the learners with creating product development strategies to sustain their businesses.

From the Inferential statistic results, this was divided into three sections:

Section A: Course evaluation

In this section, the main aim was to test for course evaluation of the “New Venture Creation (SMME)” learnership program. The research propositions testing indicated an overall acceptance, with a few rejections.

The research propositions testing Accepted: The participants are currently in business; the training manuals were easy to understand; the course content was useful for operating their businesses; entrepreneurs will recommended this course to up-coming entrepreneurs; the training adequately covering the topic on funding a new venture; the training covered effective selling methods adequately; the facilitator being able to answer the learners’ questions; the facilitator encouraging the learners’ participation; the facilitator being well prepared and the facilitator being an inspiring role models for entrepreneurs.

The research propositions testing Rejected: The training sessions were at a convenient time and place for the learners, indicating that they were not too comfortable around the venue and timing of the course, the hypothesis test also rejected with a 10% level significance statement on whether they will be happy to pay for the course should they have been required to do so. This rejection can also be considered for further studies, as this could indicate that for the SMME sector, training should be free of charge, as majority of young start-up entrepreneurs do not have the money to outlay for such training.

Section B: Creation of new ventures

In this section, the main aim was to test for new venture creation within the SMME sector. The research propositions testing indicated an overall acceptance, with a rejection as expected.

The research propositions testing Accepted: The learners who have since completed the “New Venture Creation (SMME)” learnership program have indeed started their own new ventures. This acceptance can be seen as a great achievement for the program as the main goal, aligned with the name of the program “New Venture Creation (SMME)” was accepted.

The research propositions testing Rejected: The learners were currently running a business prior to the start of the “New Venture Creation (SMME)” program. This however was expected, and formed part of the target area, as the main aim of the program is to add new ventures into the SA SMME sector. The course however does cater for both young start-ups and up-and-coming entrepreneurs.

Section C: Sustainability

In this section, the aim was to test for sustainability of the new ventures created within the SMME sector. The hypothesis testing was only based on one hypothesis, as the focus of this study was around course evaluation and new venture creation, and not on sustainability. This however will be an interesting topic for future research.

The descriptive and inferential statistic indicated an overall positive acceptance of the learners’ perceptions towards the “New Venture Creation (SMME)” learnership program.

CHAPTER 5: DISCUSSION OF THE RESULTS

5.1 Introduction

The discussion of the results of this research is based on the entrepreneurs' responses to the questionnaires received, and is compared to and contrasted with the findings of the literature review. According to Sandi, (1996), evaluating the results from the Likert data demonstrates the value of the program and can potentially act as a diagnostic tool to the possible material revision of the program.

The results have been summarised and discussed along the guidelines of Kirkpatrick's (1959) four levels of evaluation.

Level 1: Reaction Level

Level 2: Learning Level

Level 3: Behaviour

Level 4: Results

The Fifth Level, as discussed in Chapter 4, will also be discussed to include information on monetary benefits.

Level 5: Return on Investment (ROI)

5.2 Section A – Discussion on entrepreneur profile

The survey had a response rate of 70% from men when compared to 30% from women, in line with the pattern evident in the database. Fewer women were trained compared to men. The respondents were solely from a Black ethnic background. The majority of the responses came from participants who were trained in the most recent year of the study period 2009 and 2010, which resulted in 79% of the learners as compared to 21% of the learners from 2008. This supports the Kirkpatrick (1959), model that states that evaluations conducted within a shorter span of time after the actual training, as being more relevant.

The survey showed that the majority, 94% of the participants trained, were still in business at time of the survey, and a mere 6% of the entrepreneurs closing their doors to trading. This information can be viewed in a positive light, as it could mean that entrepreneurs, who attend the training programs, have a relatively high survival rate. Another interesting fact that emerged from the study is that nearly 96% of those trained and who currently run a business, receive an income from the business, thereby contributing to the economic growth of the country.

5.3 Section B – Discussion of results from Likert data

Level 1: Respondents had a positive reaction to the program on a Reaction Level.

On the Reaction Level, as per Kirkpatrick's (1959) model, it was found that there was a positive reaction to the program overall. Table 28: from chapter 4, was arranged by percentage agreement and the Reaction Level data has been compiled out of this table, and shown in the form of a Bar Graph in Figure 25: below.

According to (Bates, 2004; p. 342), "Kirkpatrick's model assumes that the levels of criteria represent a causal link, such that positive reactions lead to greater learning, which produces greater transfer and subsequently more positive organizational results."

Reaction Level evaluations focus on the entrepreneur or respondents "reaction" to the training program. It measures the entrepreneur's satisfaction with the training, specifically with respect to feedback on the instructor, course material and learning environment (Kirkpatrick, 1998).

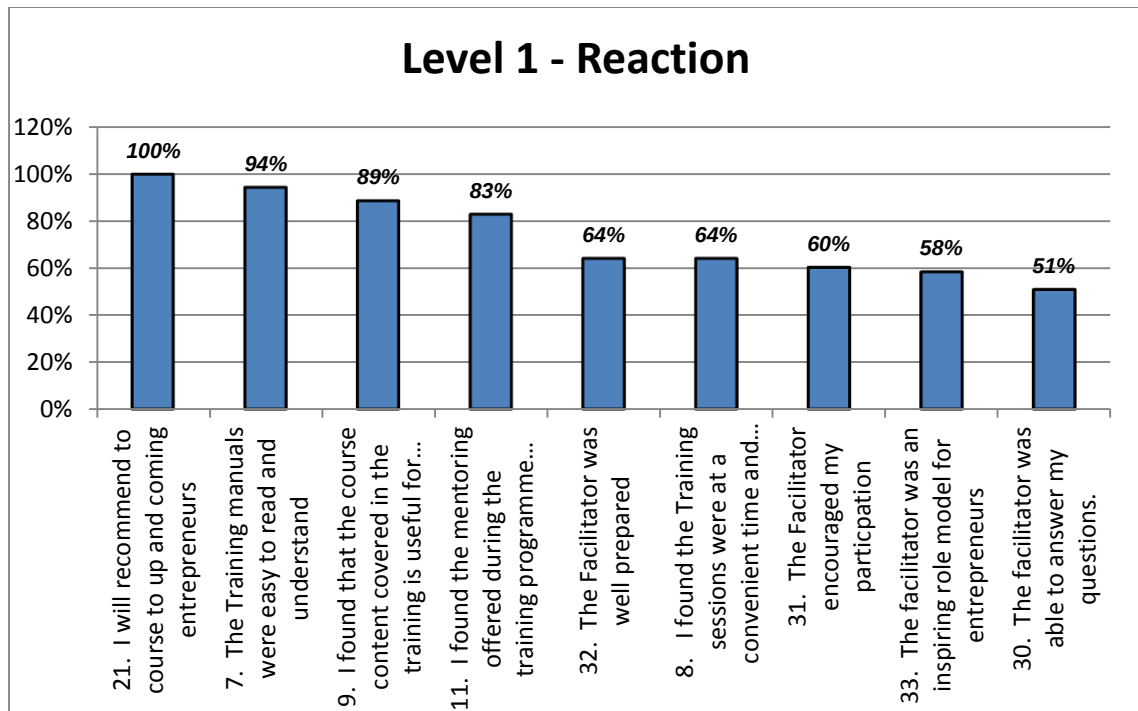


Figure 25: Level 1 - Reaction Level (Source Table: 28)

According to Lewis, et al., (2009), the following classification categories, were considered reasonable for vocational education training:

- A value above 75% , can be considered as “ Good”
- A value between 60-75% , can be considered as “ Acceptable”
- A value below 60% , indicates a “Need for attention”

This implies that the respondent entrepreneurs who completed and passed the “New Venture Creation (SMME)” learnership program rated the following questions as “Good”.

- Will recommend this course to up-and-coming entrepreneurs,
- Found the training manuals easy to read and understand and,
- Found that the course content covered was useful to them for operating their businesses,

- Found the mentoring offered during the training program to be useful and of a high standard.

The survey further indicated that 68% of entrepreneurs equally found the facilitator being well prepared and the training sessions being at a convenient time and place for them. This can be summarised as being “Acceptable”. The facilitator encouraging participation was rated at 60%, which just borderlines the acceptable range. However the questions on the facilitator being an inspiring role model for entrepreneurs, and the facilitator being able to answer my questions with a rating of 58% and 51% respectively at the bottom of the graph for the evaluation according to the Reaction Level of Kirkpatrick’s (1959) model was found be of a low standard, and needs attention.

According to Kirkpatrick (1998), if training is going to be effective, it is important that trainees react favourably.” The respondents reacted favourably to most of the Level 1 - Reaction questions; except the two questions that indicated that the facilitator was not an inspiring role model, as well as the facilitator not being able to answer questions. According to Lewis, et al., (2000) the lowest two ranked questions from the reaction level “need attention”.

Level 2: Respondents had a positive reaction to the program on a Learning Level.

From the responses to the Learning Level, it can be seen that learning data did not rank as highly as the Reaction Level data. However, it was found that the overall response to Kirkpatrick’s (1959) second level of evaluation, the Learning Level was a positive reaction with the majority of the questions been ranked as “Good” and “Acceptable”, except for the training adequately covering the topic of funding.

Level 2 Learning Level evaluations measure the respondents’ “learning” of the course objectives. This level measures the knowledge, skill and attitudes of the respondents (Kirkpatrick, 1998).

Figure 26: below, indicates that 79% of entrepreneurs agreed that the training provided covered effective selling methods adequately. The next top-ranked

according to the respondents, with 72% of the respondent entrepreneurs equally agreeing that they were aware of the principles behind identifying good business opportunities, and still remembering what they have learned on the program about legalities and formalities of business operations. According to the results in the graph, 70% of respondents have a clear understanding of their roles as entrepreneurs in SA. At the bottom of the graph with only 47% respondent entrepreneurs, are those that feel that the training adequately covered the topic of funding a new business venture. According to Lewis, et al., (2000) the lack of the topic on funding in the training program, as rated by the respondent entrepreneurs, needs attention.

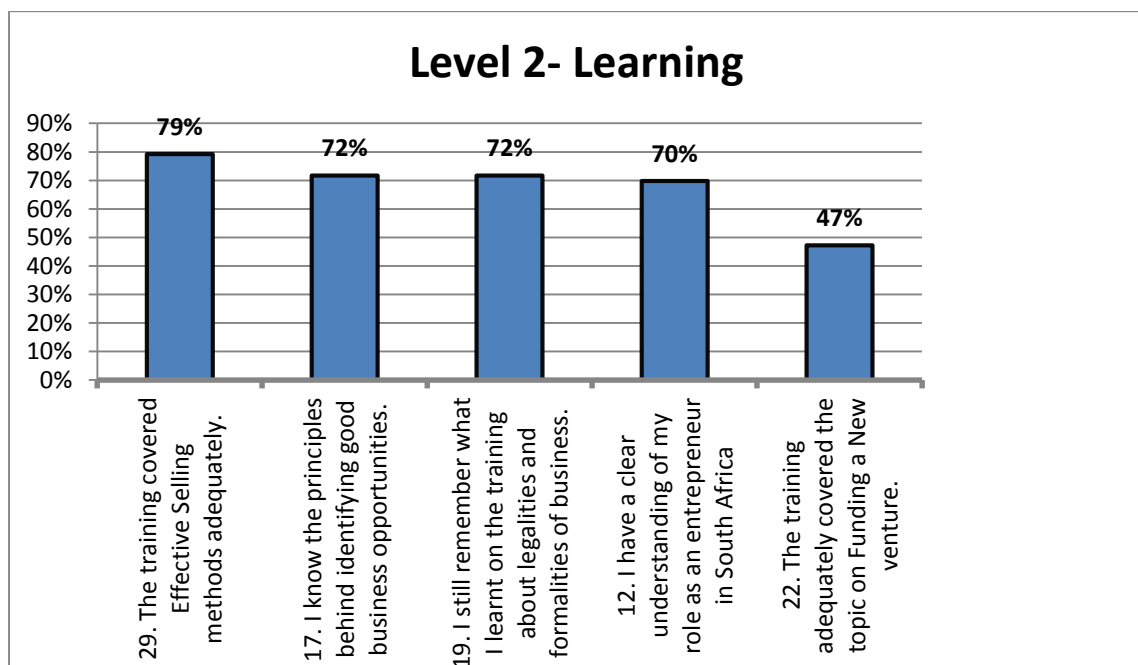


Figure 26: Level 2 – Learning Level (Source Table: 28)

According to Harper (2005), funding a new business is an important topic and should be well covered in the training program, as it is necessary to help entrepreneurs to set up and expand their operations, develop new products, and invest in new staff or production facilities. Many small businesses start out as an idea from one or two people who invest their own money and probably turn to family and friends for financial help in return for a share in the business. There comes a time when all developing entrepreneurs need funding to expand or innovate further if they want to be more successful. This is where they often run into problems, because they find it much more difficult than larger businesses to

obtain financing from banks, capital markets or other suppliers of credit (Harper, 2005).

SMEs play a significant role in the economy in terms of balanced and sustainable growth, employment generation, development of entrepreneurial skills and contributing to export earnings. However, despite their importance to the economy, most SMEs are not able to stand up to the challenges of globalisation, mainly because of difficulties in the area of financing (Trinova's, 2005).

Level 3: Respondents had a positive reaction to the program on a Behavioural Level.

Level 3 evaluations measure the respondents' "on-the-job behaviour" derived from the knowledge, skills, and abilities learned in the training program. Evaluations are done based on the transfer of knowledge, skills, and attitudes to a specific environment (Kirkpatrick, 1998).

To be successful in this level, the learning needs to be transformed into a positive behaviour. There was an overall positive response at the Behavioural Level, with 91% of respondent entrepreneurs starting their own businesses since the commencement of the training program. This was a great achievement, as the main objective of the "New Venture Creation (SMME)" program is to create new businesses. The Behaviour Level also received 83% of respondent entrepreneurs who noted an improvement in their financial record keeping since the completion of the training program.

However, apart from the high rated business start-ups and an improvement in financial record keeping, the rankings on the remaining factors were considerably reduced, with only 62% respondent entrepreneurs agreeing that they work out their selling prices on a regular basis, based on the cost price of the items, as taught on the training program. Only 58% of respondent entrepreneurs agreed that they have been actively trying to identify new business opportunities since the completion of the training program. This is one of the behaviours that the trainers would like to see achieve a higher rating in future, as this type of characteristic is important for the future growth of the SMME sector. Only 55% of respondent entrepreneurs agreed that they have managed to complete their own

business plan since the completion of the program. The business plan topic also needs attention.

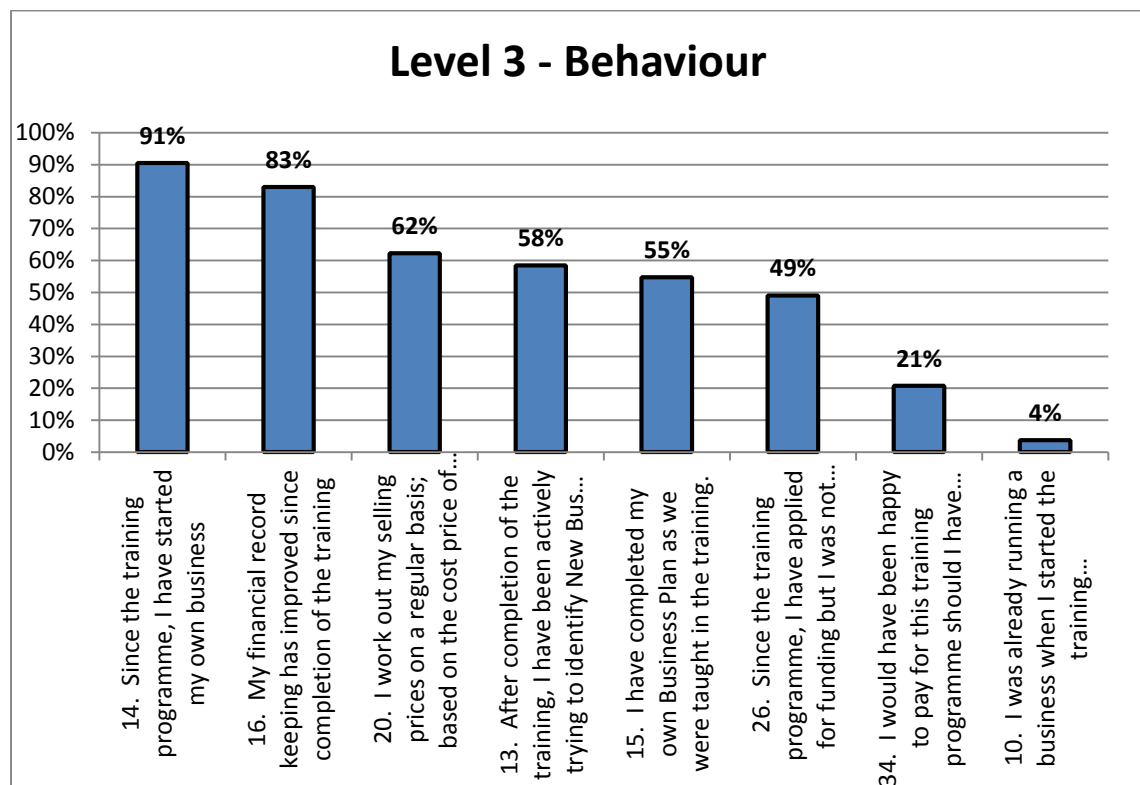


Figure 27: Level 3 – Behaviour Level (Source Table: 28)

The following three dimensions of the Behaviour Level had negative responses as they achieved ratings lower than 50%. In Level 3 – Behaviour Level, it was noted that more than 50% of respondent entrepreneurs feel that the topic of funding new businesses need to be covered more in the program. The next negatively responded question received only 21% agreement, for the option to have paid for the training. This cannot be seen as an indication that the course is not value for money, or the course is not worth paying for. The last negative response on the behaviour level, received only a 4% agreement, regarding the question on whether the respondent entrepreneurs were already running their own businesses prior to attending the course. This was expected as this was the target group, as the aim was to add new ventures into the SMME sector.

The above negatively responded questions forms interesting areas for further research, and provides feedback to the trainers and owners of the “New Venture Creation (SMME)” training program.

Level 4: Respondents had a positive reaction to the program on a Results Level.

According to Kirkpatrick’s, (1998), Level 4 – Results Level evaluations focus on the “bottom line” or business impact. The objective of this level’s evaluation is to quantify the impact of the planned event on the set goals. The evaluation of this level can be seen as difficult, as it is quite difficult to establish firm evidence that the training program was the key or only source that produced the level four results (Kirkpatrick, 1998).

Overall, this level received a positive response, indicating that the training program was successful at this level, with some areas that require improvement. The graph in Figure 28: below, recorded a 68% agreement that the respondent entrepreneurs now have more sales of their products or services. Leading up to the next question, which received 62% agreement also of an acceptable level, according to Lewis, et al., (2005), the respondent entrepreneurs reported that their businesses have become more profitable due to the training program. While still addressing the sustainability issue, 57% of respondent entrepreneurs agree that their revenues have increased due to the training program. The above three can be assessed in the same context, and all three need to show agreement concerning sustainable growth.

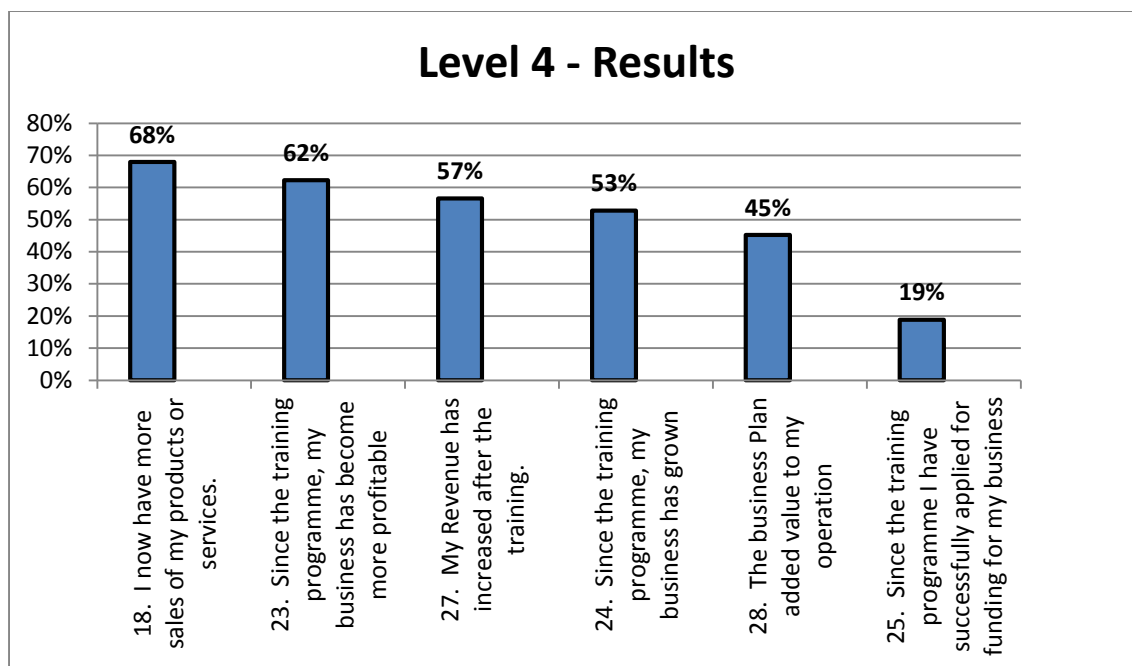


Figure 28: Level 4 - Results Level (Source Table: 28)

The following four responses on Level 4, all need attention, as per Lewis, et al., (2005). Only 53% respondent entrepreneurs agree that their businesses have grown as a result of the training program. The last two responses on the last level, Level 4 – Results level, were negatively scored according to Table 28: from chapter 4. Only 45% of the respondent entrepreneurs felt that the business plan added value to their operations.

The literature suggested that a good written business plan would allow the entrepreneur to look at the business in a balanced and analytical way. A good written business plan also helps the entrepreneur to take full advantage of his/her own strengths and weaknesses (Adams, 2002). It is suggested that the trainers cover the business plan topic in more detail, as it was also reported that only 55% of respondent entrepreneurs agreed to having completed their own Business Plan.

Level 5: Return on Investment ROI

It is equally important to evaluate the benefits of the training and be able to express the value numerically. Training comes at a cost and therefore any

organisation would be interested in knowing the return on investment (Kelly, 1989)

The graph in Figure 29: below, indicates a total analysis related to the ROI calculation, based on 12-month period for the sample that was collected.

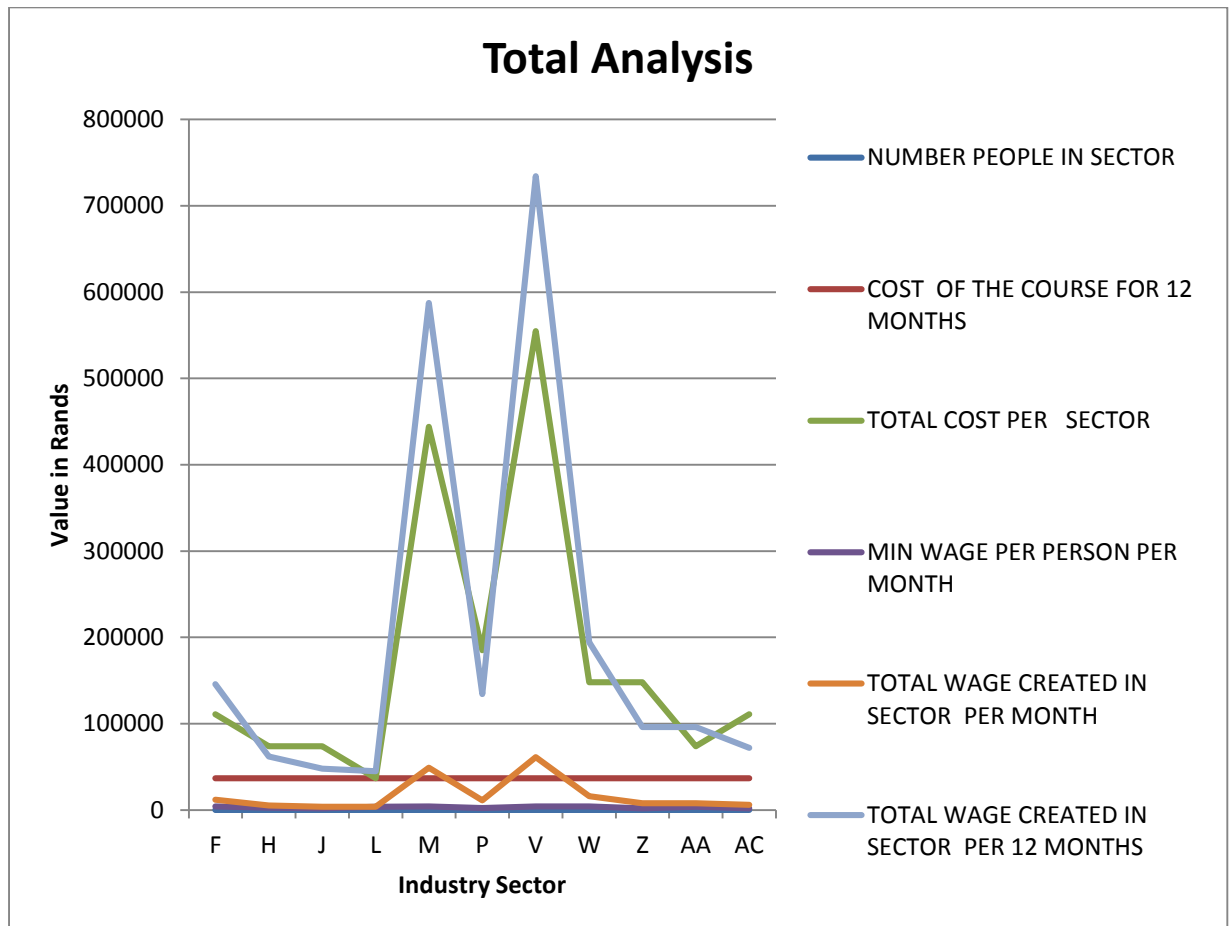


Figure 29: Total Analysis per 12 month period

The graph in Figure 29: above, clearly indicates that the total wage created in the sector per 12-month period was positive on an overall basis. Sector V: Manufacturing and Sector M: Engineering seem to dominate the other industry sectors, while Sector Z: Plastic, and Sectors J: Clothing report a negative ROI in the first 12-month period. This can be examined in more detail in another study to determine which sector has the highest return on investment to indicate which sector is adding more to the economy, and represents the highest potential for creating more new ventures in SA.

5.4 Top five ranked responses

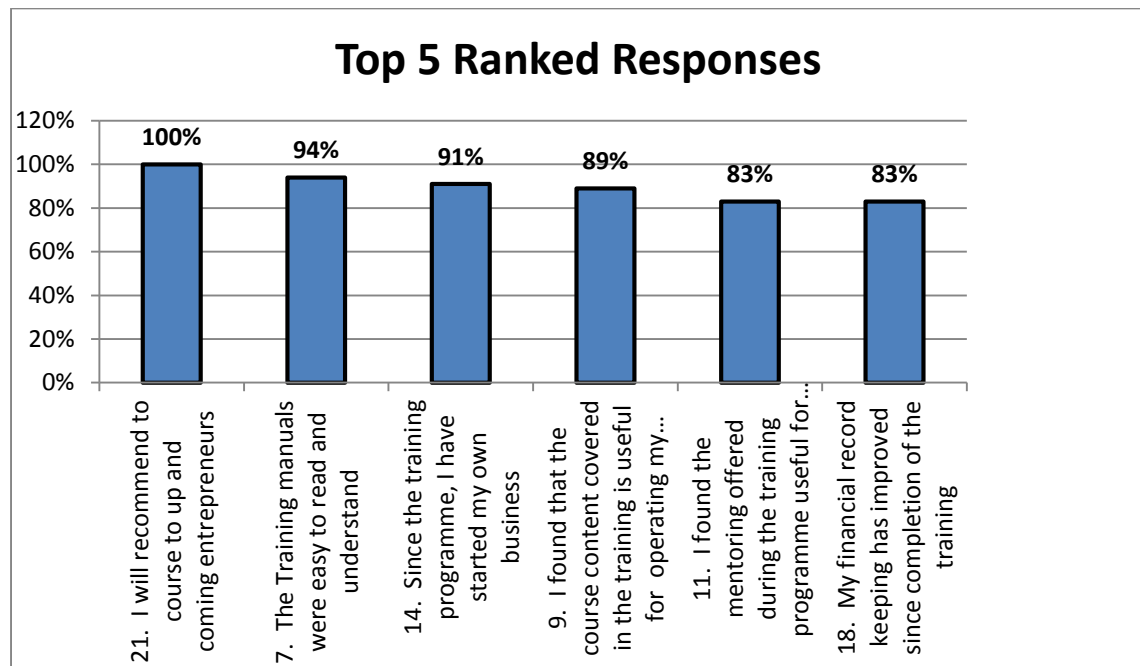


Figure 30: Top Five Ranked Responses (Source Table: 28)

The information from the graph in Figure 30: above, was taken from Table 28: from chapter 4. Likert Data Ranked by Percentage agreed upon, based on the four levels of Kirkpatrick's (1959) model of evaluation and ranked in accordance to the top five responses. The top ranked respondent entrepreneur response came from Level 1 – Reaction Level with 100% of the respondent entrepreneurs agreeing to the statement that they will recommend this course to other up-and-coming entrepreneurs. The next highly agreed response also came from Level 1 – Reaction Level, with 94% of respondent entrepreneurs agreeing that the manuals were easy to read and understand. It is important to ensure that training programs have a positive reaction in order for learning to take place (Kirkpatrick, 1998). It was also noticed that 91% of respondent entrepreneurs have started their own ventures since the start of the training program. This shows a positive behavioural outcome, showing that the respondent entrepreneurs have put their learning to use. The Reaction Level once again ranked highly at 89%, being the 4th highest ranked response, which indicated that respondent entrepreneurs found the course content to be useful for their new ventures. The 5th ranked response was shared between the Reaction Level and the Behavioural Level,

with both responses receiving a high of 83% each, indicating that the training program provided good mentoring, and since the training the respondent's financial record keeping has improved.

The top five ranked responses from the Likert data provide good evidence that successful training was reached to the respondent entrepreneurs during the program.

5.5 Bottom five ranked responses

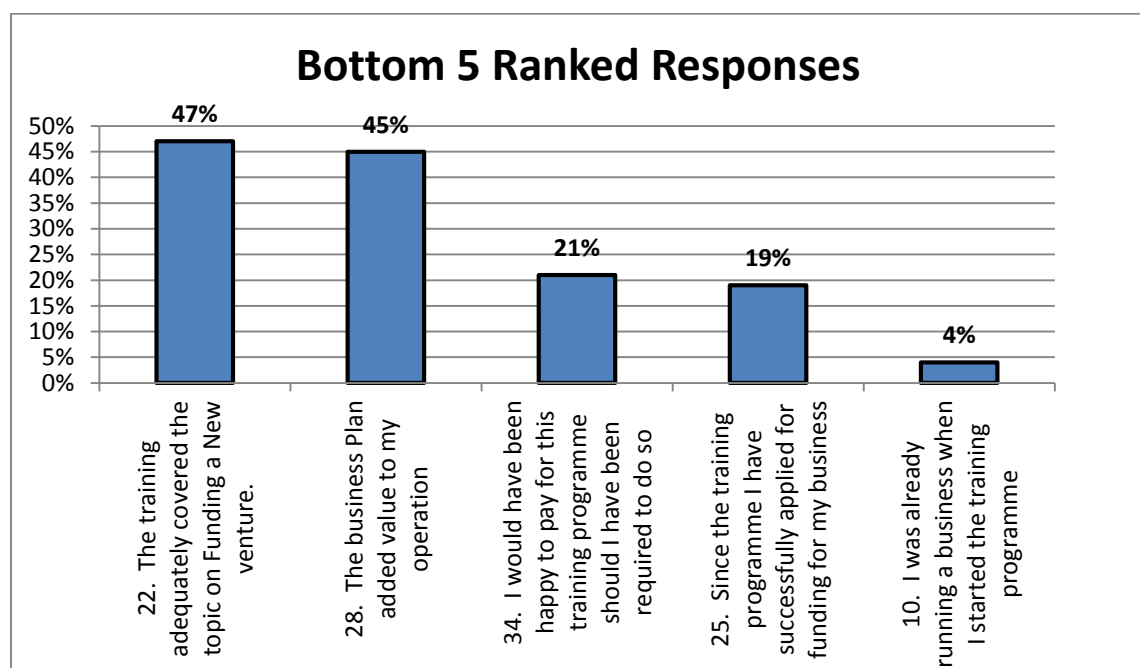


Figure 31: Bottom 5 Ranked Responses (Source Table: 28)

The information presented in the graph in Figure 31: above, was taken from Table 28: from chapter 4; Likert Data Ranked by Percentage Agree using a distribution – fitting algorithm, in accordance with the four levels of Kirkpatrick's (1959) model of evaluation and ranked in accordance with the bottom five responses. The lowest of the bottom five ranked entrepreneur response's came from Level 3 – Behaviour Level, with 4% of the respondent entrepreneurs agreeing to the statement that they were already running a business when they started the training. The next second lowest positive response came from Level 4 – Outcome Level, with only 19% of respondent entrepreneurs agreeing that there have been successful with their applications for funding new ventures within the SMME

sector. The next lowly ranked entrepreneur response came again from Level 3 – Behaviour Level, which indicates only 21% of the learners agreeing to be happy to pay for this course should they have been required to do so. The “business plan adding value to my business” was also seen to be lowly ranked at under 50%. “Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students” (Felder and Brent, 2005; p.57). It is very important to ensure that training programs meet the needs of their students. The bottom five ranked disagree and strongly disagree entrepreneur responses indicated that these requirements as shown in Figure 31: above, need to be improved.

5.6 Conclusion

The overall summary of the results show a positive sign towards entrepreneurs that will recommend this course to future students. This is an important indicator when it comes to making a decision about whether to continue with a training program or not. According to Kiggundu, (2002), demographic characteristics of successful entrepreneurs in Africa include being male, middle-aged, married with children and more educated than the general public. The results of the analysis confirmed Kiggundu on two characteristics, gender and education, but did not confirm age and marital status, as this was not included in the study. Storey, (1994; p.109) concludes that “... whilst the characteristic of an individual entrepreneur such as age, gender, work experience, educational qualifications, family background, etc. – are frequently hypothesised to influence business performance, these do not, other than education, appear to consistently verified in major empirical studies.”

Quality training interventions often result in reduced failure rates, increased profits, and growth in SMMEs (Ladzani & Van Vuuren, 2002). The course evaluation was tested on 12 research propositions $A_1 - A_{12}$, to test the quality of the training program. A positive response was received from all levels of

evaluation, except A₁₂, which received a negative response from the learners who were unhappy to pay for the training should this have been a requirement.

Measuring of returns on training investments and, more specifically, performing cost benefit analyses are widely debated throughout many training and consulting offices. It is seen as necessary for survival by some, while the exercise is seen as something unrelated to the true art of training by others (Arthur, et al., 2010). The ROI received from the calculation indicates a positive return on investment for the new venture program. It can be concluded from the research propositions testing, that the learners had an overall positive reaction on course evaluation, new business creation and sustainability of future business ventures.

The overall response to the “New Venture Creation (SMME)” learnership program was generally positive on all four levels of Kirkpatrick’s (1959) model with definite areas for concern as categorised by Lewis, et al., (2005) as being areas that “need attention”, including:

- Topic on the Application of funding – Q 22 & Q25.
- Topic on the value add of a Business plan – Q28
- Topic on the facilitator’s Behaviour or Knowledge – Q33 & Q30

Emphasis needs to be placed on above listed areas by trainers and owners of the programs. Apart from the negative responses, the program will benefit from the fact that 94% of the respondent entrepreneurs are still currently in business, which also can be related to a good training program being offered.

Respondents had a positive reaction to the program on a Reaction Level.

The overall highest positive response from the Likert data was recorded from the Reaction Level. An overall positive reaction was received from respondents, with negative responses recorded for:

- Q33. The facilitator was an inspiring role model for entrepreneurs. Only 58% of the respondent entrepreneurs found this to true, while the balance 42% did not agree.

- Q30. The facilitator was able to answer my questions. In this area, only 51% agreed to this statement, while 49% disagree with the statement.

Respondents had a positive reaction to the program on a Learning Level.

An overall positive reaction was received from the respondents towards the program on the Learning Level with negative responses coming through from:

- Q22. The trainer adequately covered the topic on funding a new venture. Only 47% of the respondent entrepreneurs agreed with this, while a majority 53% disagree with this statement.

It would therefore seem that the quality of the facilitators delivering the program could be improved.

Respondents had a positive reaction to the program on a Behavioural Level.

An overall positive reaction was received from the respondents towards the program on the Behavioural Level, even though some areas need attention:

- Q13. After completion of the training, I have been actively trying to identify a new business opportunity. This statement saw 58% of the respondent entrepreneurs agreeing to it.
- Q15. I have completed my own business plan as we were taught in the training. Only 55% of the respondent's entrepreneurs agreed with this statement, while the balance of 45% does not agree.
- Q26. Since the training program, I have applied for funding but was not successful. This statement saw only 49% of the respondent entrepreneurs agreeing.

Respondents had a positive reaction to the program on a Results Level.

Again, an overall positive reaction was recorded on the Results Level, with some negative responses that will require attention:

- Q27. My revenue has increased after the training. This statement had a 57% agreeing, while 43% of the respondent entrepreneurs disagreed with the statement.
- Q24. Since the training program, my business has grown. Only 53% of the respondent entrepreneurs felt this true for their businesses.
- Q28. The business plan added value to my operation. This statement found a mere 45% of the respondent entrepreneurs agreeing to statement.
- Q25. Since the training program, I have successfully applied for funding for my business. This was only true for 19% of respondent entrepreneurs who agreed with the statement, while a majority 81% of respondent entrepreneurs disagreed.

Concerning Phillips' (1996), fifth ROI level of evaluation, it can be concluded that the overall benefit across sectors is a positive, over the cost of the training associated for the same sectors within a 12-month period. This indicates that within 12months of the training the benefits exceed the costs.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The research set out to evaluate the “New Venture Creation (SMME)” learnership, using Kirkpatrick’s (1959) model for evaluation of training programs. The “New Venture Creation (SMME)” learnership program received an overall positive response on all four levels of evaluation with concern for improvement from the bottom five ranked responses. These negative responses posed some concern around the quality of facilitators and areas of business plan formulation and funding.

6.2 Conclusions of the study

Overall, the research supports the claim that the “New Venture Creation (SMME)” learnership program is adding value to the development of young entrepreneurs in the sectors covered by the study. The program however does have some areas of concern, which need attention, and could restrict future growth of entrepreneurs if not given attention. The respondent entrepreneurs have mainly noted a positive reaction to the course, leading to some positive learning and behavioural outcomes, as well as impacting business expansion, and revenue growth. A high 94% of participants claim to be still operating their businesses on average of two years after completion of the “New Venture Creation (SMME)” learnership program.

The unit standard requirements for this qualification require that the course be practical, relevant, up to date with easy to understand material and lecturers that can practically demonstrate and assist with new venture creation. Furthermore, the qualification should ultimately lead to the delegates creating their own business ventures and earning their own income, with the long term objective of creating further employment with the various SMME sectors that participate in the

learnership program. The results suggest that these objectives are largely being achieved.

The training course was structured to add value equally across all sectors within the SMME environment, and primarily the aim was to make this training course independent of the sector. This hypothesis was supported in the inferential statistical analysis.

By standardising as much of the course material as possible, where there are generic new venture creation tools and techniques, the cost of the development would be reduced, and diverse groups will be able to share different experiences from different sectors. This would be seen as a critical cross-field outcome, and in new venture creation extremely important for creating new and innovative ideas and products.

- **Respondents had a positive reaction to the course on a Reaction Level.**

Confirmed – The highest rating from the data collected was received from this level. The “New Venture Creation (SMME)” learnership program can be summed up as being a valuable experience for the attendees, as the data received showed that respondent entrepreneurs, felt good about the instructor, the topics, the material, its presentation and the venue.

- **Respondents had a positive reaction to the course on a Learning Level.**

Confirmed – The 2nd highest rating from the data collected was received on the Learning Level. The lowest rating of a mean of 4.63 was recorded for Q22, on the topic of funding which was felt to be inadequately covered. The respondent entrepreneurs showed an increase in knowledge on all business-skill levels trained on, except the topic on funding, which respondents felt was inadequately covered.

- **Respondents had a positive reaction to the course on a Behavioural Level.**

Confirmed – The lowest mean of 1.55 recorded was from Q10, for respondents who were already in business prior to the training. The training was designed for new young entrepreneurs, so a mean of 1.55 was an expected outcome. The data received shows that the respondent entrepreneurs have appreciated the training provided, and have been shown to have behaved in a successfully manner in the application thereof, except with regard to funding.

- **Respondents had a positive reaction to the course on a Results Level.**

Confirmed – The lowest mean of 4.04 recorded was from Q28 on this level, for respondents found little value in the business plan formulation. The overall results level can be summed up as being successful, with respondent entrepreneurs felt that the training provided a positive result that was good for their business.

The “New Venture Creation (SMME)” learnership program was therefore found to be a successful program with a ROI calculation indicating that within a 12-month period after completion of the training program, the benefits exceed the associated costs for the same period. There were however a few exceptions and areas for improvement, which are recommended in the next section.

6.3 Recommendations

The strengths revealed in this study are the course design and course delivery with minor room for improvement in using practical case studies, experiential learning, role-plays and visits to successful SMME businesses. These could be done in conjunction with the theory lectures.

The course content could be improved by designing more templates, checklist sheets, and guidelines per SMME sector to assist in speeding up the administration and operation of the businesses.

A coaching and mentoring program should be established to follow through once the delivery of the theoretical course has been completed, to ensure that the acquired skills are implemented in a more controlled manner.

A practical booklet should be developed for supporting learning in the following areas:

- For all legislative and legal requirements
- For business strategy
- For business plans
- For business finance

These guidelines must be as practical as possible, and also preferably in different languages.

6.4 Suggestions for further research

Further research can be carried out in the following areas:

- Comparison of the business success rate of learners on the program compared to learners who did not attend the program.
- Longitudinal study on time intervals between training interventions to remain successful or not to lose its effect.
- Industry sector with the highest success rate accounted to business training interventions within the SMME sector.
- The effect of coaching and mentorship for new venture start-up businesses.
- The main determinates for the successful application of funding a new venture within the SMME sector in South Africa.

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APPENDIX A

Letter to Respondents

Dear Respondent

My name is Denver Naidoo and I am an employee of Ingersoll Rand. I am currently doing my MBA at Wits University and as part of my research I am analysing the Entrepreneurial awareness/perception of the “New Venture Creation (SMME)” learnership offered by the Sector Education and Training Authorities (SETAs). By understanding why the SMME’s are not actively participating within the “New Venture Creation (SMME)” learnership, as active participation could lead to increased skills development for the Entrepreneurs, assisting towards the survival of his/her new venture within the SMME sector.

I am currently carrying out a survey in order to try and determine the actual perceptions and problems experienced if any, by entrepreneurs when it comes to accessing the “New Venture Creation (SMME)” learnership offered by the SETAs. By you completing this survey, you are assisting in terms of diagnosing the right problems and designing the appropriate solutions to increase participation levels within the said program, contributing to a higher survival rate of new Entrepreneurs. Please be totally honest in your responses. Hence, I would greatly appreciate it if you could kindly complete the questionnaire.

Your responses are anonymous. Any information obtained in connection with this study that can be identified with you will remain confidential. In written reports or publications no persons will be identified. You are free to withdraw your participation at any time. If you have any questions about the research please contact.

Thank you for your cooperation.

Yours sincerely,

Denver Naidoo
083 648 7035
denver_aidoo@irco.com

APPENDIX B

Actual Research Instrument

SECTION A:

Please complete this section by marking an **X** in the appropriate box and answer the questions in the appropriate space provided.

1	Gender	3	Industry Sector						
A	Male	A	Agriculture	J	Clothing	S	Info and Communication	AB	Property
B	Female	B	Agro processing	K	Electronics	T	Jewellery	AC	Recycling
		C	Architecture	L	Energy	U	Leather	AD	Rubber product
2	Ethnicity	D	Emerging Farmers	M	Engineering	V	Manufacturing	AE	Textile
A	Black	E	Contracts Arts and Crafts	N	Financial Services	W	Metals	AF	Tourism
B	White	F	Automotive	O	Fishing	X	Mining	AG	Wood Products
C	Indian	G	Beverages	P	Food	Y	Paper	AH	Furniture
D	Colored	H	Building and Construction	Q	Footwear	Z	Plastic		
		I	Chemicals	R	Forestry	AA	Printing		

Q1. Did you complete the “New Venture Creation (SMME)” learnership?

Yes / No: _____

(If No, Please advise which entrepreneurial training did you receive?)

Name the SETA that offered you the training?

Services Seta: _____

MerSETA: _____

Other: _____

Q2. Which year did you complete the course? _____

Q3. Are you currently running a business? _____

Q4. How long has your business been running for?

Less than 1 Year ☐ 1-3 Years ☐ More than 3 Years ☐

Q5. How Many People earn a salary from your Business?

None ☐ 1person ☐ 2-5 people ☐ 6-9 people ☐ 10-more ☐

Q6. Which Area is your Business Located? _____

SECTION B: Evaluation of the “New Venture Creation Learnership” offered by the Sector Education and Training Authorities (SETA’s).

Please rate how strongly you disagree or Agree with each of the following statements by marking an **X** in the appropriate box

	Statements	Strongly Disagree	Disagree	Tend to Disagree	Neutral	Tend to Agree	Agree	Strongly Agree
7	The Training manuals were easy to read and understand	1	2	3	4	5	6	7
8	I found the Training sessions were at a convenient time and place for me	1	2	3	4	5	6	7
9	I found that the course content covered in the training is useful for operating my business	1	2	3	4	5	6	7
10	I was already running a business when I started the training programme(Disagree=No; Agree=Yes)	1	2	3	4	5	6	7
11	I found the mentoring offered during the training programme useful for my business	1	2	3	4	5	6	7
12	I have a clear understanding of my role as an entrepreneur in South Africa	1	2	3	4	5	6	7
13	After completion of the training, I have been actively trying to identify New Business opportunities	1	2	3	4	5	6	7
14	Since the training programme, I have started my own business	1	2	3	4	5	6	7
15	I have completed my own Business Plan as we were taught in the training.	1	2	3	4	5	6	7
16	My financial record keeping has improved since completion of the training	1	2	3	4	5	6	7
17	I know the principles behind identifying good business opportunities.	1	2	3	4	5	6	7
18	I now have more sales of my products or services.	1	2	3	4	5	6	7
19	I still remember what I learnt on the training about legalities and formalities of business.	1	2	3	4	5	6	7
20	I work out my selling prices on a regular basis; based on the cost price of the product	1	2	3	4	5	6	7
21	I will recommend to course to up and coming entrepreneurs	1	2	3	4	5	6	7
22	The training adequately covered the topic on Funding a New venture.	1	2	3	4	5	6	7
23	Since the training programme, my business has become more profitable	1	2	3	4	5	6	7

	Statements	Strongly Disagree	Disagree	Tend to Disagree	Neutral	Tend to Agree	Agree	Strongly Agree
24	Since the training programme, my business has grown	1	2	3	4	5	6	7
25	Since the training programme I have successfully applied for funding for my business	1	2	3	4	5	6	7
26	Since the training programme, I have applied for funding but I was not successful	1	2	3	4	5	6	7
27	My Revenue has increased after the training.	1	2	3	4	5	6	7
28	The business Plan added value to my operation	1	2	3	4	5	6	7
29	The training covered Effective Selling methods adequately.	1	2	3	4	5	6	7
30	The facilitator was able to answer my questions.	1	2	3	4	5	6	7
31	The Facilitator encouraged my participation	1	2	3	4	5	6	7
32	.The Facilitator was well prepared	1	2	3	4	5	6	7
33	The facilitator was an inspiring role model for entrepreneurs	1	2	3	4	5	6	7
34	I would have been happy to pay for this training programme should I have been required to do so	1	2	3	4	5	6	7

APPENDIX C

Table 34: Consistency matrix

Research problem: to conduct an evaluation of the “New Venture Creation (SMME)” learnership offered by the SSETA and merSETA to conduct an evaluation of the “New Venture Creation (SMME)” learnership offered by the SSETA and merSETA					
Main problem	Literature Review	Research Propositions	Source of data	Type of data	Analysis
The main research problem is to conduct an evaluation of the “New venture creation (SMME)” learnership offered by the Sector Education and Training Authorities namely; Services Seta and MerSETA	Rogerson (1997) Rogerson (2001) Nieman and Pretorius (2004) Kesper (2000) Lewis (2002) Wagle (2007) Berry et al. (2002) Hallberg (2003) Rice (2002) Wilson & Sepulveda (2009) Isaacs et al. (2007) Orford et al. (2004) Shah & Wood (2004), Lundall (2003) Daniels (2007), Skills Development Act (1998) Department of Labour (DOL) National Skills Development Strategy (2005) Global Entrepreneurship Monitor (2006) Kingdon & Knight (2001) Poore (2002)	Research Proposition A₁ – A₁₂ Research Proposition B₁ – B₂ Research Proposition C₁	Respondents will provide the data through the use of a 7 point Likert scale questionnaire.	Likert data	Descriptive Statistics and Inferential Statistics.

APPENDIX D

Table 35: The Training manuals were easy to read and understand

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	0	0	0.00%	0.00%
Disagree	0	0	0.00%	0.00%
Tend to Disagree	0	0	0.00%	0.00%
Neutral	3	3	5.66%	5.66%
Tend to Agree	15	18	28.30%	33.96%
Agree	18	36	33.96%	67.92%
Strongly Agree	17	53	32.08%	100.00%

Table 36: I found the training sessions were at a convenient time and place for me

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	2	2	3.77%	3.77%
Disagree	4	6	7.55%	11.32%
Tend to Disagree	5	11	9.43%	20.75%
Neutral	8	19	15.09%	35.85%
Tend to Agree	11	30	20.75%	56.60%
Agree	11	41	20.75%	77.36%
Strongly Agree	12	53	22.64%	100.00%

Table 37: I found that the course content covered in the training is useful

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	0	0	0.00%	0.00%
Disagree	0	0	0.00%	0.00%
Tend to Disagree	0	0	0.00%	0.00%
Neutral	6	6	11.32%	11.32%
Tend to Agree	8	14	15.09%	26.42%
Agree	16	30	30.19%	56.60%
Strongly Agree	23	53	43.40%	100.00%

Table 38: I was already running a business when I started the training program

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	33	33	62.26%	62.26%
Disagree	18	51	33.96%	96.23%
Tend to Disagree	0	51	0.00%	96.23%
Neutral	0	51	0.00%	96.23%
Tend to Agree	0	51	0.00%	96.23%
Agree	1	52	1.89%	98.11%
Strongly Agree	1	53	1.89%	100.00%

Table 39: I found the mentoring offered during the training program useful for my business

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	1	2	1.89%	3.77%
Tend to Disagree	0	2	0.00%	3.77%
Neutral	7	9	13.21%	16.98%
Tend to Agree	11	20	20.75%	37.74%
Agree	16	36	30.19%	67.92%
Strongly Agree	17	53	32.08%	100.00%

Table 40: I have a clear understanding of my role as an entrepreneur in South Africa.

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	2	2	3.77%	3.77%
Disagree	3	5	5.66%	9.43%
Tend to Disagree	4	9	7.55%	16.98%
Neutral	7	16	13.21%	30.19%
Tend to Agree	14	30	26.42%	56.60%
Agree	14	44	26.42%	83.02%
Strongly Agree	9	53	16.98%	100.00%

Table 41: After completion of the training, I have been actively trying to identify New Business opportunities

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	6	7	11.32%	13.21%
Tend to Disagree	10	17	18.87%	32.08%
Neutral	5	22	9.43%	41.51%
Tend to Agree	7	29	13.21%	54.72%
Agree	5	34	9.43%	64.15%
Strongly Agree	19	53	35.85%	100.00%

Table 42: Since the training program, I have started my own business

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	1	2	1.89%	3.77%
Tend to Disagree	1	3	1.89%	5.66%
Neutral	2	5	3.77%	9.43%
Tend to Agree	14	19	26.42%	35.85%
Agree	13	32	24.53%	60.38%
Strongly Agree	21	53	39.62%	100.00%

Table 43: I have completed my own Business Plan as we were taught in the training

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	9	9	16.98%	16.98%
Disagree	6	15	11.32%	28.30%
Tend to Disagree	6	21	11.32%	39.62%
Neutral	3	24	5.66%	45.28%
Tend to Agree	7	31	13.21%	58.49%
Agree	13	44	24.53%	83.02%
Strongly Agree	9	53	16.98%	100.00%

Table 44: My financial record keeping has improved since completion of the training

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	0	0	0.00%	0.00%
Disagree	0	0	0.00%	0.00%
Tend to Disagree	1	1	1.89%	1.89%
Neutral	8	9	15.09%	16.98%
Tend to Agree	17	26	32.08%	49.06%
Agree	13	39	24.53%	73.58%
Strongly Agree	14	53	26.42%	100%

Table 45: I know the principles behind identifying good business opportunities

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	1	2	1.89%	3.77%
Tend to Disagree	5	7	9.43%	13.21%
Neutral	8	15	15.09%	28.30%
Tend to Agree	10	25	18.87%	47.17%
Agree	14	39	26.42%	73.58%
Strongly Agree	14	53	26.42%	100.00%

Table 46: I now have more sales of my products or services

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	2	3	3.77%	5.66%
Tend to Disagree	3	6	5.66%	11.32%
Neutral	11	17	20.75%	32.08%
Tend to Agree	10	27	18.87%	50.94%
Agree	15	42	28.30%	79.25%
Strongly Agree	11	53	20.75%	100.00%

Table 47: I still remember what I learnt on the training about legalities and formalities of business

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	2	2	3.77%	3.77%
Disagree	2	4	3.77%	7.55%
Tend to Disagree	6	10	11.32%	18.87%
Neutral	5	15	9.43%	28.30%
Tend to Agree	12	27	22.64%	50.94%
Agree	10	37	18.87%	69.81%
Strongly Agree	16	53	30.19%	100.00%

Table 48: I work out my selling prices on a regular basis based on the cost price of the product

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	0	1	0.00%	1.89%
Tend to Disagree	8	9	15.09%	16.98%
Neutral	11	20	20.75%	37.74%
Tend to Agree	13	33	24.53%	62.26%
Agree	13	46	24.53%	86.79%
Strongly Agree	7	53	13.21%	100.00%

Table 49: I will recommend the course to up and coming entrepreneurs

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	0	0	0.00%	0.00%
Disagree	0	0	0.00%	0.00%
Tend to Disagree	0	0	0.00%	0.00%
Neutral	0	0	0.00%	0.00%
Tend to Agree	7	7	13.21%	13.21%
Agree	14	21	26.42%	39.62%
Strongly Agree	32	53	60.38%	100.00%

Table 50: The training adequately covered the topic on funding

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	3	3	5.66%	5.66%
Disagree	8	11	15.09%	20.75%
Tend to Disagree	11	22	20.75%	41.51%
Neutral	6	28	11.32%	52.83%
Tend to Agree	5	33	9.43%	62.26%
Agree	10	43	18.87%	81.13%
Strongly Agree	10	53	18.87%	100.00%

Table 51: Since the training program, my business has become more profitable

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	6	6	11.32%	11.32%
Disagree	1	7	1.89%	13.21%
Tend to Disagree	7	14	13.21%	26.42%
Neutral	6	20	11.32%	37.74%
Tend to Agree	6	26	11.32%	49.06%
Agree	10	36	18.87%	67.92%
Strongly Agree	17	53	32.08%	100.00%

Table 52: Since the training program, my business has grown

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	5	5	9.43%	9.43%
Disagree	0	5	0.00%	9.43%
Tend to Disagree	7	12	13.21%	22.64%
Neutral	13	25	24.53%	47.17%
Tend to Agree	8	33	15.09%	62.26%
Agree	11	44	20.75%	83.02%
Strongly Agree	9	53	16.98%	100.00%

Table 53: Since the training program I have successfully applied for funding for my business

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	5	5	9.43%	9.43%
Disagree	10	15	18.87%	28.30%
Tend to Disagree	18	33	33.96%	62.26%
Neutral	10	43	18.87%	81.13%
Tend to Agree	4	47	7.55%	88.68%
Agree	4	51	7.55%	96.23%
Strongly Agree	2	53	3.77%	100.00%

Table 54: Since the training program, I have applied for funding but I was not successful

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	0	0	0.00%	0.00%
Disagree	2	2	3.77%	3.77%
Tend to Disagree	12	14	22.64%	26.42%
Neutral	13	27	24.53%	50.94%
Tend to Agree	8	35	15.09%	66.04%
Agree	7	42	13.21%	79.25%
Strongly Agree	11	53	20.75%	100.00%

Table 55: My Revenue has increased after the training

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	5	5	9.43%	9.43%
Disagree	2	7	3.77%	13.21%
Tend to Disagree	10	17	18.87%	32.08%
Neutral	6	23	11.32%	43.40%
Tend to Agree	17	40	32.08%	75.47%
Agree	7	47	13.21%	88.68%
Strongly Agree	6	53	11.32%	100.00%

Table 56: The business Plan added value to my operation

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	9	9	16.98%	16.98%
Disagree	3	12	5.66%	22.64%
Tend to Disagree	7	19	13.21%	35.85%
Neutral	10	29	18.87%	54.72%
Tend to Agree	11	40	20.75%	75.47%
Agree	8	48	15.09%	90.57%
Strongly Agree	5	53	9.43%	100.00%

Table 57: The training covered Effective Selling methods adequately

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	3	4	5.66%	7.55%
Tend to Disagree	3	7	5.66%	13.21%
Neutral	4	11	7.55%	20.75%
Tend to Agree	14	25	26.42%	47.17%
Agree	15	40	28.30%	75.47%
Strongly Agree	13	53	24.53%	100.00%

Table 58: The facilitator was able to answer my questions

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	2	2	3.77%	3.77%
Disagree	7	9	13.21%	16.98%
Tend to Disagree	8	17	15.09%	32.08%
Neutral	9	26	16.98%	49.06%
Tend to Agree	5	31	9.43%	58.49%
Agree	14	45	26.42%	84.91%
Strongly Agree	8	53	15.09%	100.00%

Table 59: The Facilitator encouraged my participation

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	3	3	5.66%	5.66%
Disagree	4	7	7.55%	13.21%
Tend to Disagree	11	18	20.75%	33.96%
Neutral	3	21	5.66%	39.62%
Tend to Agree	11	32	20.75%	60.38%
Agree	14	46	26.42%	86.79%
Strongly Agree	7	53	13.21%	100.00%

Table 60: The Facilitator was well prepared

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.89%	1.89%
Disagree	5	6	9.43%	11.32%
Tend to Disagree	5	11	9.43%	20.75%
Neutral	8	19	15.09%	35.85%
Tend to Agree	9	28	16.98%	52.83%
Agree	14	42	26.42%	79.25%
Strongly Agree	11	53	20.75%	100.00%

Table 61: The facilitator was an inspiring role model for entrepreneurs

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	0	0	0.00%	0.00%
Disagree	6	6	11.32%	11.32%
Tend to Disagree	6	12	11.32%	22.64%
Neutral	10	22	18.87%	41.51%
Tend to Agree	9	31	16.98%	58.49%
Agree	16	47	30.19%	88.68%
Strongly Agree	6	53	11.32%	100.00%

Table 62: I would have been happy to pay for this training program should I have been required to do so

	Count	Cumulative Count	Percentage	Cumulative percentage
Strongly Disagree	8	8	15.09%	15.09%
Disagree	9	17	16.98%	32.08%
Tend to Disagree	14	31	26.42%	58.49%
Neutral	11	42	20.75%	79.25%
Tend to Agree	1	43	1.89%	81.13%
Agree	7	50	13.21%	94.34%
Strongly Agree	3	53	5.66%	100.00%

Table 46: Percentage results of the Likert data

The Likert data in Table 46 was convert from actual score's counted, to percentages from a sample size of 53 respondents

DATA	QUESTIONS	Percentages %						
		Strongly Disagree	Disagree	Tend to Disagree	Neutral	Tend to Agree	Agree	Strongly Agree
7	The Training manuals were easy to read and understand	0%	0%	0%	6%	28%	34%	32%
8	I found the Training sessions were at a convenient time and place for me	4%	8%	9%	15%	21%	21%	23%
9	I found that the course content covered in the training is useful for operating my business	0%	0%	0%	11%	15%	30%	43%
10	I was already running a business when I started the training program(Disagree=No; Agree=Yes)	62%	34%	0%	0%	0%	2%	2%
11	I found the mentoring offered during the training program useful for my business	2%	2%	0%	13%	21%	30%	32%
12	I have a clear understanding of my role as an entrepreneur in South Africa	4%	6%	8%	13%	26%	26%	17%
13	After completion of the training, I have been actively trying to identify New Business opportunities	2%	11%	19%	9%	13%	9%	36%
14	Since the training program, I have started my own business	2%	2%	2%	4%	26%	25%	40%
15	I have completed my own Business Plan as we were taught in the training.	17%	11%	11%	6%	13%	25%	17%
16	My financial record keeping has improved since completion of the training	0%	0%	2%	15%	32%	25%	26%
17	I know the principles behind identifying good business opportunities.	2%	2%	9%	15%	19%	26%	26%
18	I now have more sales of my products or services.	2%	4%	6%	21%	19%	28%	21%
19	I still remember what I learnt on the training about legalities and formalities of business.	4%	4%	11%	9%	23%	19%	30%

Table 46: Continued...

DATA	QUESTIONS	Percentages %						
		Strongly Disagree	Disagree	Tend to Disagree	Neutral	Tend to Agree	Agree	Strongly Agree
20	I work out my selling prices on a regular basis; based on the cost price of the product	2%	0%	15%	21%	25%	25%	13%
21	I will recommend the course to up and coming entrepreneurs	0%	0%	0%	0%	13%	26%	60%
22	The training adequately covered the topic on Funding a New venture.	6%	15%	21%	11%	9%	19%	19%
23	Since the training program, my business has become more profitable	11%	2%	13%	11%	11%	19%	32%
24	Since the training program, my business has grown	9%	0%	13%	25%	15%	21%	17%
25	Since the training program I have successfully applied for funding for my business	9%	19%	34%	19%	8%	8%	4%
26	Since the training program, I have applied for funding but I was not successful	0%	4%	23%	25%	15%	13%	21%
27	My Revenue has increased after the training.	9%	4%	19%	11%	32%	13%	11%
28	The business Plan added value to my operation	17%	6%	13%	19%	21%	15%	9%
29	The training covered Effective Selling methods adequately.	2%	6%	6%	8%	26%	28%	25%
30	The facilitator was able to answer my questions.	4%	13%	15%	17%	9%	26%	15%
31	The Facilitator encouraged my participation	6%	8%	21%	6%	21%	26%	13%
32	.The Facilitator was well prepared	2%	9%	9%	15%	17%	26%	21%
33	The facilitator was an inspiring role model for entrepreneurs	0%	11%	11%	19%	17%	30%	11%
34	I would have been happy to pay for this training program should I have been required to do so	15%	17%	26%	21%	2%	13%	6%

APPENDIX E



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

SAQA QUAL ID	QUALIFICATION TITLE			
49648	National Certificate: New Venture Creation (SMME)			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
SERVICES - Services Sector Education and Training Authority				
QUALIFICATION TYPE	FIELD		SUBFIELD	
National Certificate	Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	138	Level 2	NQF Level 02	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 0695/12	2012-07-01	2015-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the NQF level 2 New Venture Creation qualification is to provide a qualification that can form the basis for structured programmes for potential and existing entrepreneurs to capitalise on opportunities to start and grow sustainable businesses that form part of the mainstream economy, enabling the learners to tender for business opportunities within both the public and private sectors. This qualification is designed for learners who intend to set up or have already set up own ventures. Assessment of the competencies and knowledge in the qualification needs to be done in the context of the learner's own new venture.

Research has indicated that people working with their own new ventures at this level need the following competencies:

- Acquisition of an entrepreneurial profile which includes an innovation orientation
- An understanding of the industry/sector in which they wish to establish a new venture
- An ability to match new venture opportunities to market needs within a chosen industry/sector
- An ability to determine and manage the financial requirements of a new venture
- An ability to match new venture opportunities to market needs
- An ability to compile and utilise a business plan to manage a new venture and also where relevant, to seek funding for a new venture

Rationale

The future of South Africa's economy does not just lie in the formal sector, but within the informal SMME sector too. This is a growing part of South Africa's economy and requires substantial focus from a developmental perspective. Following the success of the implementation of the National Certificate: New Venture Creation (NVC): Level 4 and upon doing further research, it has been established that there is a great demand to equip entrepreneurial learners with knowledge and skills at NQF level 2 so that they can become part of the mainstream economy as they set up and manage new ventures. Whilst the complexity of learning will be simpler at this level, the main outputs, requirements and competences of such entrepreneurs are broadly the same.

The small business sector is growing and it is in light of this that various stakeholders have taken the initiative to provide mentorship programmes that will assist budding entrepreneurs to become a more integral part of the mainstream economy, serving both the public and private sectors. Apart from the formative development that can take place via these programmes, it also provides more importantly for sustainable development.

Thus the design and establishment of an entrepreneurship qualification aims to:

- Develop appropriate skills and knowledge for the establishment and development of an enterprise.
- Address the economic/administrative and behavioural barriers that contribute to failures in starting and sustaining an enterprise.
- Create long-term solutions for job creation and SMME development via the building blocks and structure of a qualification that practically addresses the learning requirements of budding entrepreneurs.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment.

This Recognition of Prior Learning may allow for:

- Accelerated access to further learning at this or higher levels on the NQF
- Gaining of credits for Unit Standards in this Qualification
- Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further learning.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 138 credits is required to complete the qualification.

In this qualification the credits are allocated as follows

- Fundamental : 36 credits : 27%
- Core : 70 credits : 50%
- Electives : 32 credits : 23%
- Total: 138 credits : 100%

Motivation for number of credits assigned to Fundamental, Core and Elective

Fundamental Component

Unit Standards to the value of thirty-six credits are allocated to the subject areas of Communication and Mathematical Literacy.

The Communications aspect focuses on basic communication skills required to fulfil entrepreneurial functions and this component caters for twenty credits

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component, focusing on the fundamental Mathematics and statistics required to complement entrepreneurial financial functions. In addition, the Mathematical component will enable the learner to utilize a range of patterns and functions to solve problems.

All the Unit Standards are compulsory.

Core Component

Seventy credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong New Venture Creation focus. The Unit Standards classified as Core describe entrepreneurial knowledge and skills that are generic to various types of new ventures within varying industries/sectors. They provide an opportunity to develop knowledge of new venture creation through basic research, formal learning and business workplace practice and/or simulated situations. The Unit Standards encourage application of knowledge and skills in real situations, with particular emphasis on developing an entrepreneurial profile, matching new venture to market needs, financial management, business plan implementation, ethics and customer service.

All unit Standards are compulsory.

Elective Component

There are Unit Standards totaling Ninety-one credits in this Component. These Unit Standards develop further the competencies and knowledge contained in the Core Component by focusing on learning areas pertinent to New Venture Creation. They will enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner. The Elective Component focuses particularly on teamwork and human resources management, business awareness, administration and records management, information systems, customer and public relations and industry awareness and procurement of new work.

Learners are required to select Electives that add up to at least thirty-two credits.

EXIT LEVEL OUTCOMES

1. Use basic Mathematics in order to fulfil new venture functions effectively.
2. Apply basic Communication skills in new venture creation context.
3. Determine market requirements and manage the relevant marketing and selling processes.
4. Demonstrate an understanding of the sector/industry in which the business operates.
5. Determine financial requirements and manage financial resources of a new venture.
6. Manage business operations.

ASSOCIATED ASSESSMENT CRITERIA

1

- Mathematics is correctly used to perform calculations relating to the various aspects of the new venture.
- Mathematical data is interpreted and used to assist with decision-making and problem solving in the new venture

2

- Internal and external clients of the new venture are communicated with using the most appropriate mode of communication for the client and the context.
- Written and oral communication is correctly interpreted and understood.
- The various forms and reports that are required by legislation and regulation are completed according to requirements.
- Language and communication skills are utilised when participating in occupational learning programmes.

3

- Basic market research is conducted to determine market needs in relation to own business context.
- New venture activities, goals, and business plans are appropriately aligned to identified market needs.
- Marketing and selling processes are defined in accordance with requirements outlined in basic market research.
- Selling processes are relevant to the customer focus required of the new venture.

4

- The value chain within a business sector is identified in relation to the new venture.
- Procurement processes and principles within the sector are identified and applied to the new venture.
- Tendering opportunities are identified and pursued according the new venture capacity and resources.

- The legal environment of the selected industry is understood and explained.
- Any health and safety requirements that pertain to the sector/industry are applied to the new venture produce/service delivery.
- Contracts are administered according to industry/sector requirements.

5

- Financial and cash flow requirements are determined for the new venture.
- Pricing and costing principles are established in line with market needs and financial requirements.
- Funding and start-up capital are obtained where required.
- Financial controls and accounting procedures are determined to ensure financial efficiency of the new venture and to be compliant with relevant legislation.
- Accounts and records are maintained according to generally accepted Accounting principles.
- Financial statements are used to determine business progress.

6

- The business plan is used as a tool to effectively manage the new venture.
- Business progress is determined at regular intervals and corrective action taken where necessary.
- The business plan is constantly reviewed against actual business activities to determine if overall business objectives are being met.
- Appropriate resources for the new venture are mobilized as and when required.
- Personal and business productivity is monitored and enhanced on an on-going basis.

Integrated assessment

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated and the learner is encouraged to set up new venture whilst learning is underway so that assessment takes place after new venture has been set up and learning has been practically implemented.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic new venture contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Embedded Knowledge.

INTERNATIONAL COMPARABILITY

The qualification was benchmarked against international standards and qualifications, specifically those of New Zealand, Australia, Scotland and England. New Zealand only had higher, level 4 qualifications in place for 'establishing new enterprises' and was not really comparable to our level 2 qualification. Scotland revealed no qualifications of this kind and nor did Australia, although they do have a government programme for assisting entrepreneurs, but no qualification or standards aligned to this,

England revealed the most comparable qualification but not at level 2. The qualification relevant here is an ILM Level 3 Certificate in starting your business and the awarding body is the Institute of Leadership and Management. It is registered from 1 June 2001 and up for review on 31 May 2007. Some of the components it includes are:

- You and your business
- Customers quality in business
- Resources for your business
- Business regulation
- The business plan

All these elements are included in the South African national Certificate for New Venture Creation Level 2. It would also seem that our Level 2 qualification is more substantial in content than their qualification.

International and South African support for the proposed conceptual framework and content is evidenced in the work of:

Amos, T.L. & Maas, G. (2001) Developing entrepreneurial students: A proposal of the what and how. University of Rhodes. Paper submitted at the 11th global IntEnt-Conference, 2nd to 4th July 2001, Kruger National Park, South Africa

Begley, T.M. & Boyd, D.P. (1987). A comparison of entrepreneurs and managers of small business firms. *Journal of Management*, 13, pp. 99-108

Davies, TA; Fagan, K. (1995). *The Graduate Enterprise Programmes*. Durban, South Africa.

Siyakhana Holdings

Davies, TA; (2001). Venture Creation : An Innovative Learnership Model for the Self-Employed. (Technikon Natal, Paper submitted to the IVEATA Conference, 11th - 15th November 2001, Tanzania)

Gartner, W.B. & Vesper, K.H. (1994). Experiments in Entrepreneurship Education: Successes and Failures. Journal of Business Venturing. New York

Gibbs, A. (1992). The enterprise culture and education - understanding enterprise education and its links with small business, entrepreneurship and wider educational goals. International Small Business Journal. pp. 24

Gorman, G.; Hanlon, D.; King, W. (April / June 1997). Some Research Perspectives on Entrepreneurship Education and Education for Small Business Management: A Ten-Year Literature Review. International Small Business Journal, pp. 22

Solomon, G.T.; Winslow, E.K. & Tarabishy, A. (1997). Entrepreneurial Education in the United States An Empirical Review of the Past Twenty Years

Terblanche, N.S.; Keyter, L. (1997). Creative Entrepreneurship. Pretoria, South Africa. Kagiso Tertiary

Van Vuuren, J.J. & Antonites, A.J. (2nd to 4th July 2001). Recent developments regarding content of entrepreneurship training programs. Department of Business Management, University of Pretoria. Paper submitted at the 11th global IntEnt-Conference, Kruger National Park, South Africa

Watson, C.H. (2nd to 4th July 2001). Topics for Entrepreneurship Education: Viewpoints of Practitioners in the Gauteng Province of South Africa. Technikon Pretoria. Paper submitted at the 11th global IntEnt-Conference, Kruger National Park, South Africa

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- The National Certificate in Business Administration Services: Level 2
- The National Certificate in Call Centre Support: Level 2

Vertical articulation is possible with the following Qualifications:

- The National Certificate in Business Administration Services: Level 3
- The National Certificate in Management: Level 3

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of

Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- A minimum of 2 (two) years' practical, relevant occupational experience in Administration
- To be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA
- To be in possession of a Qualification in New Venture Creation, entrepreneurship or management at NQF Level 4 or higher.

NOTES

As per the SAQA decision, after consultation with the Quality Councils, to re-register all qualifications and part qualifications on the National Qualifications Framework that meet the criteria for re-registration, this qualification has been re-registered from 1 July 2012.

N/A