

**ENTREPRENEURSHIP TRAINING PEDAGOGY BY NON-
GOVERNMENTAL ORGANIZATIONS AND WOMEN ECONOMIC
EMPOWERMENT OUTCOMES; A CASE OF PANGEA NETWORK, GEM
CONSTITUENCY, KENYA.**

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Degree Of Master Of Arts In Monitoring And Evaluation In The Department Of Social
Sciences And The School Of Business Of Africa Nazarene University**

MAY 2023

DECLARATION

I declare that this thesis is my original work and that it has not been presented in any other university for academic work.

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DEDICATION

I dedicate this thesis to my husband Isaack who has been a constant source of support and encouragement in my academic journey and life, and made sure that I gave it all to finish that which I had started. I also dedicate it to my sons Kyle, Christian, Mitch and Ivan who have been my source of inspiration and source of strength in my academic journey.

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ABSTRACT

The purpose of this study was to assess the influence of entrepreneurship training by non-governmental organizations and women economic empowerment outcomes in Kenya. Specifically, the study sought to assess the influence of Pangea Network entrepreneurship training methodology and women economic empowerment in Gem constituency, the influence of Pangea Network entrepreneurship training program content and women economic empowerment in Gem constituency and lastly establish how learners' characteristics through Pangea Network entrepreneurship training influence women economic empowerment in Gem constituency. Descriptive survey and phenomenology designs were used to measure the influence of independent variables on the dependent variables in Pangea women's empowerment projects in Gem constituency. The study targeted 215 respondents, out of which 206 were women trained by Pangea Network, the rest were Pangea Network staff and local administration. The total number of respondents was 150 (70%). The study used census sampling technique. The researcher used structured questionnaires to collect data from Pangea network beneficiaries (trained women). A pilot test was done on the questionnaire to test for validity, and reliability measured by Cronbach's Alpha. Quantitative data was analyzed using descriptive statistics with the help of statistical package for social sciences (SPSS). Further, unstructured interview guides were used to get in-depth information from the key informants. The qualitative data was organized into themes in the form of comprehensive written descriptions. The researcher used tables and figures to show descriptive statistics of frequencies, percentiles and standard deviation. The study concluded that entrepreneurship training methodology influenced women economic empowerment in Gem constituency, entrepreneurship training programme content influenced women economic empowerment in Gem constituency and Learners' characteristics through Pangea network entrepreneurship training influenced women economic empowerment in Gem constituency. Also, the study concluded that entrepreneurship training pedagogy had influence on the economic empowerment of women in Gem Constituency. The study recommends that management of the Pangea network can adopt other entrepreneurship training methodologies that can enhance women economic empowerment in Gem Constituency, the management of the Pangea network can improve the entrepreneurship training content to capture other areas of concerns in the women economic empowerment and, the management of the Pangea network can encourage the women involved in the economic empowerment to practice behavioural change towards the program. The researcher recommends a comparison study between Pangea Network and other organizations offering entrepreneurship training activities.

DEFINATION OF TERMS

Entrepreneurship training- For the purpose of this study, entrepreneurship training refers to the business skills techniques taught by Pangea Network Kenya to its beneficiaries

Women economic empowerment- In this study, women economic empowerment referred to as the process by which Pangea Network Kenya help women to boost their access to economic resources and decision-making authority that benefits them, their families, and their communities.

Teaching methodology- In this research, teaching methodology referred to the methods/strategies used by Pangea Network Kenya trainers in training their beneficiaries.

Program content- For the purposes of this investigation, program content referred will make reference to the information presented to learners (beneficiaries) by the Pangea Network Kenya training personnel with the aim of training entrepreneurship

Learner characteristics- In this study, learner characteristics referred to as personal aspects/features of Pangea Network Kenya trainees such as academic level or cognitive self that may influence how and what they will learn and the methodology tailored for training purpose.

ABBREVIATION/ACCRONIMS

- COVAW**- Coalition on Violence against Women
- EE**- Entrepreneurship Education
- EET**- Entrepreneurship Education Training
- GEM** – Global Entrepreneurship Monitor
- HIV/AIDS** – Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome.
- ICRW** – The International Center for Research on Women
- ILO** – International Labor Organization
- KNBS** – Kenya National Bureau of Statistics
- LAC**- Latin American and Carribean
- MSMEs**- Micro, Small and Medium Enterprises
- NACOSTI** – National Commission of Science, Technology and Innovation
- OECD** - The Organization for Economic Co-operation and Development
- SDG** – Sustainable Development Goals
- SME** – Small and Medium Enterprises.
- SPSS** – Statistical Package for Social Sciences
- UN** - United Nations
- UNDAF** - United Nations Development Assistance Framework
- UN Women** – The United Nations Entity for Gender Equality and the Empowerment of Women
- WEF** – Women Enterprise Fund

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The purpose of this study was to determine the impact of non-governmental organizations' entrepreneurship training on women's economic empowerment results, with a focus on the Pangea Network in Kenya's Gem constituency. Chapter 1 discusses the background of the study, the statement of the problem, the purpose of the study, the general objectives of the study, specific objectives, research questions, importance of the study, scope of the study, delimitation, limitation, assumptions, theoretical framework, and conceptual framework are discussed.

1.2 Background of the Study

1.2.1 Women Economic Empowerment

The process of ensuring that women have equal access to and control over economic resources, as well as the ability to use those resources to exert greater control over other parts of their lives, is known as women's economic empowerment (Taylor, 2014). Despite the fact that the 2017 Sustainable Development Goals report highlights the significance of empowering vulnerable populations to reduce poverty and promote global prosperity, gender inequity persists, with women spending almost three times as much time doing unpaid household labour as men (Jeffrey.S, 2017).

Women's economic empowerment lays the way for gender equality, poverty reduction, and economic prosperity for all (UN Women, 2015). Economic empowerment of women, according to Bachelet (2016), increases a country's economic growth by raising productivity and removing disparities. SDG No. 5 strives to achieve

gender equality and empower all women and girls by tackling the social, economic, and political barriers that impede women from attaining their full potential.

According to a survey conducted by Hunt and Samman (2016) in Latin America and the Caribbean (LAC), males owned a business in over 135 nations (on average 18% against 12%), and in 2013, an average of 20% of men planned to establish a business within the next three years compared to 16% of women. Women's economic empowerment benefits society in a variety of ways. According to studies, when women have a source of income, their households' income increases, and their spending habits change to benefit their children (World Bank, 2012). Only 47% of women have access to official financial institutions in the world, compared to 55% of men (UN Women, 2015).

Kenyan women account for 24 million people out of a total population of 47.6 million, or around 50.4 percent of the overall population, according to KNBS (2019). Women work in the formal sector for 29% of the time, according to the Kenya National Bureau of Statistics, KNBS (2015), while the rest work in the informal sector. In 2014, there were 1,503,000 males employed in Kenya, compared to 866,000 females, and males accounted for 234,000 of the manufacturing sector's workforce, while females accounted for 53,000. These figures clearly illustrate that Kenyan women are still trailing behind their male counterparts in terms of economic development. Empowering Kenyan women to participate in economic growth improves their quality of life, as well as that of their families and communities.

Women in Kenya are prevented from contributing to the country's economic prosperity by their cultural and traditional duties and responsibilities. Article 27 (3) of Kenya's constitution supports women's economic empowerment, stating that women

are full citizens of Kenya who should not be discriminated against or excluded from the country's prosperity (Government of Kenya, 2010). It is also supported by the Sustainable Development Goals, which have set specific goals for each country to attain, as well as Kenya Vision 2030, which aims to maintain a 10% annual growth rate. The Kenyan government has implemented policies such as a women's entrepreneurship fund and affirmative action to improve women's economic empowerment. Kenya's government published a report in 2007 and Capital FM published a report in 2016.

Women are the majority in Gem Sub-County, according to the Siaya county integrated development program (CIDP) (County, 2018), with 96,092 women and 85,696 men according to 2019 projections of the Siaya county annual development plan 2020-2021 (County, 2021). As a result, women are an important factor in the Sub-County's economic development and should be targeted by appropriate empowerment strategies such as entrepreneurship training. According to Orondo (2018), women in Gem Sub-County are more likely than men to experience poverty and its associated vulnerabilities, owing to their exclusion from economic decision-making, limited access to production factors, particularly land, and traditional customs that assign them undervalued roles and limit their voice and mobility.

Despite these findings, women's entrepreneurship training in the Sub-County has gotten little scholarly attention. Orondo (2018), on the other hand, examined the role of women in the management of community water projects in Gem sub-county in a study on women empowerment in Gem. According to the report, only a small number of women are participating in community water initiatives as treasurers, secretaries, or chairpersons. Furthermore, it was discovered that management committee selection is primarily male-dominated, marginalizing women in the process.

In terms of entrepreneurship, Otieno (2015) stated that lending conditions have an impact on women's access to subsidized funds, and that the odds of women groups getting subsidized funds is diminishing as the government's requirements become more stringent. While Otieno's findings are instructive, they provide a broad overview of the state of women's entrepreneurship in Kenya, necessitating a sub-county-specific approach that emphasizes the contributions of non-governmental organizations such as Pangea Network, which has worked in Kenya through a six-month entrepreneurship training program that includes financial literacy, personal development, basic bookkeeping, and other essential skills (The Pangea Network, 2017) As a result, the purpose of this research is to determine how Pangea Network, a non-governmental organization, influences women's economic empowerment in Gem Sub-County.

1.2.2 Entrepreneurship Training

Entrepreneurship training is a crucial instrument for the establishment and growth of small and medium-sized enterprises (SMEs) since it alters people's views and conveys information and skills to entrepreneurs. GEM emphasizes that the primary impediment to entrepreneurship is a lack of entrepreneurship education, and that Africa has the least encouraging entrepreneurial framework circumstances (GEM, 2019). In 2019, around 163 million women in 74 countries started or ran new businesses, while 111 million owned established businesses (GEM, 2019).

According to research conducted by the International Labour Organization's GET Ahead for Women in Enterprise initiative, business training resulted in a wide range of positive effects for women, ranging from improved business practices to expanded capabilities and, as a result, greater empowerment. Women who completed the program were able to provide financial support to family members, increased the

family's wealth, and were confident and interested in their children's education, among other things (Patel, 2014).

1.2.2.1 Teaching methodology

Teaching methodology is the strategy applied to ensure that the participants learn what they are being taught. Pangea Network uses different methodologies varying from lectures, group discussions and case studies since their trainees are adults.

A good learning strategy should incorporate experimental learning, constructivist learning and inquiry-based learning (Lomine, 2012). The trainees achieve greater results when the methodology includes both teacher-centred and student-centred learning approaches (Ismail et al, 2018).

1.2.2.2 Program content

The program content determines the teaching methodology that is used during training; it should therefore cover all the topics that will help the learner develop their entrepreneurial skills, attitudes and behaviours (Neergaard et al, 2012). The content of a training should be consistent, well-coordinated and in constant review in order to enhance entrepreneurship learning (Moses & Akinbode, 2014)

1.2.2.3. Learner Characteristics

Entrepreneurial activities are influenced by societal norms, individual perceptions and beliefs. This includes how a woman regards herself, her surrounding and perception towards business (GEM, 2019). The learner's characteristics, therefore, influences the ability of a woman to start or expand her business.

Demographic factors may also influence a learner's ability to be an entrepreneur. Training helps one to perceive the importance of entrepreneurship with understanding

hence a woman who have been trained in entrepreneurship will have better outcomes in business as compared to women who have not been trained (GEM, 2019).

1.2.3 Profile of the Pangea Network Kenya

This is a global charitable organization dedicated to providing people with knowledge and skills they need to make meaningful changes in their communities in Kenya and in the United States (The Pangea Network, 2014). Through a six-month entrepreneurship training program that incorporates financial literacy, personal development, basic bookkeeping, essential business skills, human rights, and microfinance, the Pangea Network empowers Kenyan women. It has taught a total of 907 women in Kenya, 468 of whom have started their own businesses. The counties of Nairobi, Homabay, Vihiga, Siaya, and Mombasa are among those where women are dispersed (The Pangea Network, 2017).

As a result, the goal of this study was to see how entrepreneurial training provided by non-governmental organizations affects women's economic empowerment, with an emphasis on the Pangea Network Kenya, a Non-Governmental Organization.

1.3 Statement of the Problem

Women in Small and medium-sized enterprises (SMEs) in Kenya, contribute a lot to the country's economic progress by creating jobs, reducing poverty, and acting as trade intermediates (GOK, 2014).

However, within the first six months of operation, three out of every five SMEs in Kenya fail (Kamunge et al., 2014). The main causes of this high failure rate are a lack of skilled labour and intense competition in the market (Oteri et al., 2015). The Kenyan government and non-governmental organisations (NGOs) have launched entrepreneurship training programmes to equip SME with technical and business skills

in order to address these issues. These entrepreneurship courses are designed to help SMEs develop special human resource capabilities for a competitive edge (Mungai, 2014; Sambo et al., 2015).

To determine the connection between entrepreneurship training and women economic empowerment, several studies have been conducted in Kenya (Kingori & Theuri, 2016). These studies, however, are broad in nature and do not identify the specific gaps in entrepreneurship training (Osoro & Muturi, 2013). Additionally, most of these research has focussed on the financial perspective to measure women economic empowerment. More specifically, there is insufficient data on the effects of training methodology, training content and learner characteristics as components of entrepreneurship training on the performance of women led enterprises.

This study therefore sought to determine the influence of entrepreneurship training by Pangea Network, a non-governmental organization, on women's economic empowerment in Gem constituency, Siaya, Kenya, as it is a necessary step in determining the program's successes and failures.

1.4 Purpose of the study

The purpose of this study was to assess the influence of entrepreneurship training pedagogy by non-governmental organizations on the economic empowerment of women: a case of Pangea Network, Gem Constituency, and Kenya.

1.5 Objectives of the study

- i. To assess the influence of Pangea network entrepreneurship training methodology on women economic empowerment in Gem constituency
- ii. To examine the influence of Pangea network entrepreneurship training programme content on women economic empowerment in Gem constituency

- iii. To establish how learners' characteristics through Pangea network entrepreneurship training influence women economic empowerment in Gem constituency

1.6 Research Questions

- i. How does Pangea network entrepreneurship training methodology influence women economic empowerment in Gem constituency?
- ii. How does Pangea network entrepreneurship training programme content influence women economic empowerment in Gem constituency?
- iii. How does Pangea network entrepreneurship training learners' characteristics influence women economic empowerment in Gem constituency?

1.7 Significance of the Study

The relevance or importance of a study, as well as the advantages revealed in its findings, determine its significance (Easterby-Smith et al., 2021). This study evaluated the influence of entrepreneurship training pedagogy by non-governmental organizations and women economic empowerment outcomes in Kenya. The findings of the study are useful to policymakers concerned with women's development challenges in developing effective methods to strengthen training programs targeted at empowering women economically.

The findings can inform organizations dealing in women economic empowerment to periodically evaluate influence of entrepreneurship training methodology, entrepreneurship training programme content and lastly learners' characteristics on women economic empowerment so that they can establish the outcomes of the training programmes on empowering women. Moreover, the study findings can also be used by County governments and National government in implementing effective training programmes to empower women in the counties and

nationally. The findings can also benefit scholars who would want to advance their theoretical knowledge on women entrepreneurship training by non-governmental organizations and economic empowerment. Finally, the results of this study are valuable in the academic world because they identify research gaps for future studies.

1.8 Scope of the Study

Scope, according to Easterby-Smith et al. (2021), is defined as all the areas that a researcher will cover in terms of content, geographic area, methodology, and population. The geographical scope of this study was Gem Constituency, Siaya County. The content scope was entrepreneurship training methodology, entrepreneurship training content and the learner's characteristics. The study focussed on women who had been trained by Pangea Network Kenya between the years 2015 and 2018.

1.9 Delimitations of the Study

The scope of this research was delimited to Gem Sub-County. A researcher's delimitations are the lines he or she draws to outline the area of his or her investigation (Mugenda, 2008). This study was delimited to women who had been educated by Pangea Network Kenya and no other non-governmental organizations in Gem constituency due to budget and time constraints. The Pangea Network Kenya teaches women reproductive health, human rights, personal development, fundamental business skills, financial literacy, and bookkeeping, however the study focussed entirely on entrepreneurship training. Training in reproductive health, human rights, or personal development were not covered.

1.10 Limitations of the Study

Limitations are the difficulties that a researcher anticipates and how they can be overcome (Dawson, 2019). The researcher had projected that some respondents may

not be available for the study, this was addressed by the researcher ensuring that she acknowledges the respondents group meeting days and the questionnaires were administered to members on the actual regular group meeting day.

Secondly, the researcher had also envisioned that some respondents may be unable to complete the questions in English. All the respondents were able to complete the questionnaires in English and the researcher did not need to translate the questions to either Kiswahili or Dholuo. Thirdly, the independent variables were limited to training methodology, content of training and learner characteristics, and the primary data was collected from women who have been trained by Pangea Network in Gem constituency, therefore the findings cannot be generalized to other populations in Kenya.

1.11 Assumptions

The study was based on the assumption that the respondents have had entrepreneurship training, are involved in various types of entrepreneurships, and are ready to disclose information about their enterprises. The researcher further assumed that the area of study was secure enough for the study, and that the findings from the chosen sample will be generalizable.

1.12 Theoretical frame work

1.12.1 Theory of Change

This is a detailed and quantifiable explanation of a societal transformation endeavor that serves as the foundation for strategic planning, implementation, and evaluation. According to Weiss (1995), a theory of change is a theory that explains how and why an effort works. A theory of change identifies the elements required to achieve a specific objective or effect a specific change (Stein & Vaulters, 2012). These elements

are depicted in a change framework or a change pathway map. Each result in the change pathway is linked to a specific intervention, which is defined by assumptions that explain both the links between early, intermediate, and long-term outcomes, as well as the expectations for how and why suggested interventions would be able to achieve them (Edward, 2013).

Huey Chen, Peter Rossi, Michael Quinn Patton, and Carol Weiss were early proponents of the theory of change. The fundamental reason for the difficulty in evaluating programs, according to Weiss (1995), is that the stakeholders do not understand the change process. She went on to define the set of assumptions that would be used to characterize the tiny steps that lead to the long-term goal, as well as the linkages between the activities and the outcomes that occur at each step (Prinsen & Nijhof, 2015).

The goal of this study was to see how entrepreneurial training has affected women's economic empowerment in Kenya. Pangea Network Kenya's Women Economic Empowerment program is a social development effort that teaches women several aspects of business with the goal of obtaining economic empowerment. Understanding the context in which the economic empowerment outcome happened is essential for attributing the impact of the training to the outcome; the context can also aid replication of the intervention in a new setting. The theory of change outlines logical paths between different components of the training and their subsequent impacts, allowing for claims of causation, efficacy, and effectiveness.

The study benefitted from the theory of change approach because it enabled the researcher to examine the logical steps that led to the achievement of the objective. It

showed the causal relationship between Pangea Network's teaching methodology, program content, learner characteristics and women economic empowerment.

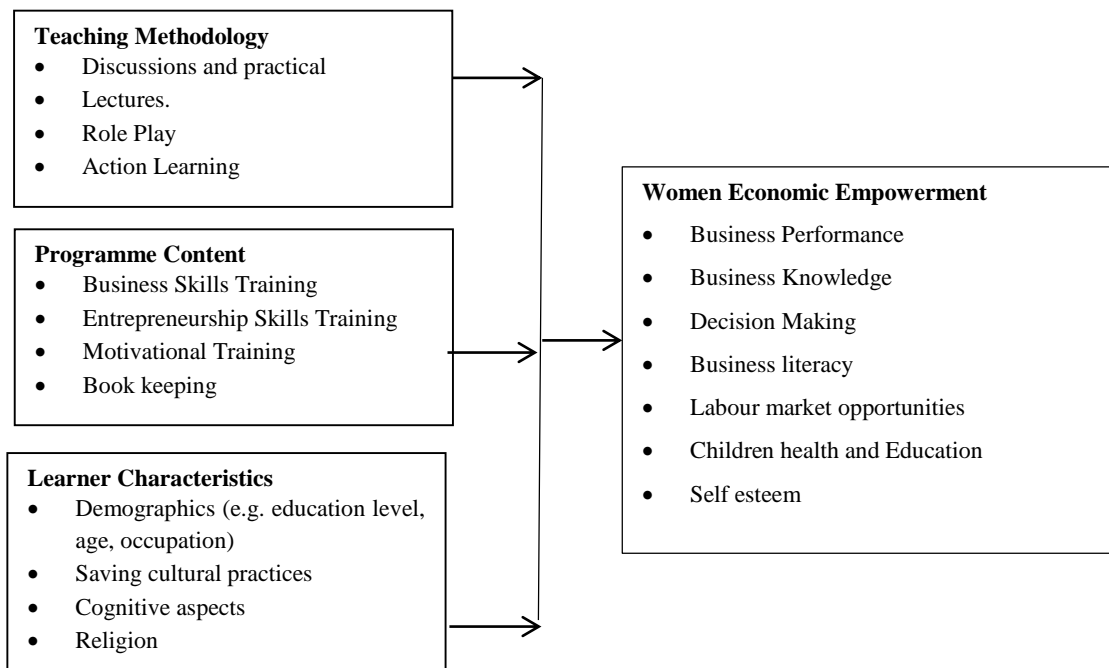
1.13 Conceptual Framework.

A conceptual framework is a visual or written representation of the expected link between the many variables under investigation. It recognizes that for change to occur, the dependent variable must be influenced by independent factors. The research study was guided by a conceptual framework that explains the influence of entrepreneurship training pedagogy on women economic empowerment. The dependent variable, women economic empowerment was defined by business performance, business knowledge, decision making and self-esteem. The independent variable entrepreneurship training pedagogy was defined by training methodology, content of the training and learner characteristics.

Figure 1. 1: Conceptual frame work

Independent Variables

Dependent Variable



Source: Researcher 2022; Entrepreneurship training pedagogy by non-governmental organizations and women economic empowerment outcomes; a case of Pangea Network, Gem constituency, Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this research was to assess how entrepreneurship training provided by non-governmental organizations affects women's economic empowerment. The second chapter examined empirical literature arranged around the objectives' themes. It also examined evaluations of women's economic empowerment as well as literature on entrepreneurial training, and the knowledge gap identified in the literature.

2.2 Review of Empirical Literature

Women's economic empowerment, a substance of entrepreneurship training pedagogy, influence of training/teaching methodology on women's economic empowerment, and influence of learner characteristics on women's economic empowerment are among the strands of literature that inspired this study. These strands are part of a larger body of knowledge about non-formal education and training.

Since the 1960s, when concerns about expanding numbers of unemployed youth, high rates of school dropouts, and a scarcity of trained labor to fuel national economic development first surfaced in developing countries, much has been written on this topic. However, regardless of which strand is studied, there is a scarcity of literature on women's training. Microfinance has dominated as the major plank of the international community's poverty alleviation approach since the international community began to recognize the significant role of women in the economy. The lack of interest in alternative techniques for women entrepreneurs, such as skills-based

training or literacy, has influenced development agencies' and research foundations' research agendas on women empowerment over the last decade.

Developing country governments, for their part, have focused their efforts and resources on extending and enhancing formal education. As a result of the lack of in-depth study and assessment surrounding training for women's micro-enterprise development, the idea that it is unproductive has arisen.

2.3 Entrepreneurship Training Pedagogy

Hung and Brown (2012) study on empowering women through financial awareness and education states that there are remarkable gender differences in financial literacy in China and along several dimensions. On average, women in China perform worse than men on tests of financial knowledge and have less confidence in their financial skills. Women are disadvantaged in comparison to men not only by their lower levels of education and training, but also by their lack of access to information about markets, credit, new technology, and informal networks between entrepreneurs that allow informal flows of often privileged information

However, so far policy awareness of the existence and relevance of these differences is quite low. The literature (albeit so far limited) on what drives such gender differences points to several potentially complementary explanations including differences in skills, attitudes, and opportunities. In this context, the contribution of improved and targeted financial education programmes aimed at better addressing women's needs is promising and worth exploring further.

In India, Bantilan and Padmaja (2008) studied the extent women and men have benefited from social capital build-up (the ability of men and women farmers to develop and use various kinds of social networks and the resources that thereby become

available) in technology uptake, and the role of women in this process was investigated through a sequential analysis using two in-depth case studies in three villages in Maharashtra, India, and complemented by a broader quantitative study of the uptake process covering villages in surrounding districts.

The findings illustrated that build-up of social capital improves access to resources like credit, information and knowledge about new technology options and practices. Furthermore, it expands choices available to each household member for instance selecting and adopting seed technology of their choice, and alternative investment options – and influences the distribution of benefits from the technology because of the ways in which social networks and social relationships facilitate technology dissemination.

The study however indicated that women typically do not have access to programs that promote information about training and employment opportunities, such as those offered by business associations and placement services, business pages of newspapers, and radio programs broadcast at times when women cannot listen to them, or advertised in places where women do not frequent (Goodale 1989, p 12).

Walther and Filipiak (2007) studied the practice of vocational training in the informal sector and its impact on economic stimulation in seven African Countries- Angola, Cameroon, Ethiopia, Morocco, South Africa, Benin and Senegal. They argued that during the 1980s, the growing interest in informal sector training failed to recognize the role of women, and hence failed to design programs and tactics that differentiate between men and women as economic producers. Failure to recognize that men and women engage in various economic activities and have different training needs has

resulted in a very male-biased definition of both skill development and work in the informal sector, in which women are mostly invisible.

They further explained that even when training is specifically aimed at women, it is frequently useless and unsuccessful because it does not seek to provide them with the means to earn a sustainable income that will bring them out of poverty. They give several examples: Women's training organizations (mostly NGOs) have not pursued it in the context of training for present or potential market opportunities tailored to women's situations (Walther & Filipiak, 2007). Because women's economic activities were viewed as 'projects' rather than 'enterprises,' they failed to provide training in business skills alongside vocational/technical skills.

Women's understanding of alternatives to typical female jobs has been limited, and their perceptions of their own employment possibilities have been severely limited. Sewing, needlework, cooked dishes, and vegetable gardening are all low-profit, labour-intensive occupations that lead to oversupply and can never lift women out of poverty (Walther & Filipiak, 2007).

Chiloane and Mayhew (2010) examines a variety of training difficulties encountered by black women entrepreneurs in accessing training from the Small Enterprise Development Agency in South Africa and classifies training requirements into three categories: low-income women, women who are already entrepreneurs, and educators. According to them, low-income women require training in three areas: commercial skills, technical skills, and what she refers to as counselling in family life education, which includes nutrition, child care, family planning, leadership training, and group maintenance. The training will be ineffective if all three strands are not

presented together, or if technical inputs are provided just. They conclude that a gender awareness, value-oriented, empowerment component is particularly important.

Furthermore, the goals of women's training are frequently ill-conceived and uncoordinated. Ama et.al. (2014), for example, observed that women's enterprises frequently failed to combine education/training and manufacturing in Botswana. Many women's projects, in their experience, give various inputs, one of which may be literacy and another may be money generation. They discovered that the one rarely built on the other, thus students were not encouraged to put their literacy abilities to practical use in order to progress their economic activities and gain more control over their lives. They discovered, for example, that primers' vocabulary did not include words used in economic activities that women were encouraged to memorize rather than write down their financial transactions, and that credit group accounts were frequently kept by a literacy instructor or an NGO official rather than by the women themselves.

UNIFEM-funded study by Moser (2012) looked at a variety of inputs that could affect women's micro-enterprises, one of which was training observed that women's training programs have addressed their practical needs (making a living to ensure survival) at best, but have mostly overlooked their strategic needs, which include addressing the root causes of women's subjugation to men

The goal of the study was to see if the impact of eight women's micro-enterprise projects differed depending on whether the project intervened comprehensively or simply, that is, whether the project provided multi-faceted support such as training in technology use, business skills, self-awareness, or group organization, or simply provided a single type of assistance such as access to credit or a new or improved technology.

The study also looked into the role of mobilization in women's projects, such as training women in group organization and management, as well as self-awareness and empowerment, in order to help them take control of their life. Some say that as women achieve in business, they naturally grow empowered, while others argue that mobilization can help women flourish and be more effective in conservative and restrictive contexts. The study discovered that combining new or modified technology, training, and credit had a considerable influence on women's income and quality of life (and that of their families). The link between rising income and mobilization was less obvious. This is most likely explained by the fact that mobilization works toward longer-term empowerment goals and does not always give resources that can help raise income levels in the short term.

However, Moser's study was unable to make strong conclusions about training as a successful method since it did not specify the types or amounts of instruction the women received, nor their starting skill level. Nonetheless, it was discovered that women who had received training were considerably more likely than those who had not to experience high project impacts. In the sample, 71% of those who had been trained stated they had greater incomes, compared to 48% of untrained women.

The goal of our research is to fill in the gaps in our understanding of what type(s) of training by Non-Governmental Organizations on entrepreneurship like Pangea Initiative can have on women's microbusinesses. There is also criticism in the broader literature on training for micro-enterprise development that training has proved ineffectual,

Foss et al., (2019) found out that policy implications from women's entrepreneurship research are mostly vague, conservative, and focus on identifying

skills gaps in women entrepreneurs that need to be “fixed,” thus isolating and individualizing any perceived problem. Despite an increase in the number of articles offering policy implications, we find little variance in the types of policy implications being offered by scholars, regardless of the particular theoretical perspective adopted, and no notable change over our 30-year review period.

They further criticized initiatives to provide business guidance and training through credit organizations and entrepreneurial development programs, particularly for persons who have never started a firm before. Such advice and training can never be tailored to the unique circumstances in which the entrepreneur is operating, nor can it provide access to privileged sources of information, which are critical to the success of many enterprises (Foss et al., 2019).

They claim that the only true impediment to micro-enterprise development is a lack of finance, and that any training should be offered to government employees so that they can learn to be more accepting of the informal sector. He does admit, however, that credit alone is unlikely to help the poorest and most disadvantaged, and that they may require technical (rather than business) skills training. Our research would look to see if technical skills are the most valuable and effective (when taught properly) for women (Foss et al., 2019).

Despite the fact that women typically make up half, if not more, of individuals employed in the informal economy. A recent and large-scale three-year research of 'learning-led competitiveness' and entrepreneurship education in Ghana by Owusu-Ansah (2012) for DFID is a notable example of this. The goal of this study was to learn more about the importance of education and training in building competitive businesses in Ghana. Women, on the other hand, are only mentioned in passing in this competitive

society, despite the fact that some of the limits identified by the writers are gender-specific. Regrettably, they do not recognize them as such.

He criticizes entrepreneurs who perceive their SMEs as primarily serving the purpose of generating cash that may then be invested in other household activities and plans, such as children's education and land purchase. This non-entrepreneurial viewpoint lowers the likelihood of enterprise profitability and expansion, and, if ignored, can lead to reduced intervention efficacy (Owusu-Ansah, 2012). Women are more inclined to divert revenue from the business into the home, whereas men may invest it in land (or in their personal 'luxuries,' such as cigarettes or alcohol). At the same time, because women are often primarily responsible for feeding themselves and their children, the expectations on them to provide for their families are likely to be considerably stronger and more constant than those on men (Owusu-Ansah, 2012).

Addressing these gender-based restraints necessitates a knowledge and investigation of the gendered structure of not only the market, but also the household, the state, and the community, all of which are institutions that have differing effects on women and men. Without it, the possibilities of adopting strategies to encourage the establishment of competitive firms among the many women entrepreneurs in the developing globe are slim. Palmer (2007), whose study for the ILO on skills development, the enabling environment and informal micro-enterprise in Ghana does, by nature of its issue, openly examine women's circumstances and demands, is an exception to the lack of gender sensitivity in the literature. He quotes Moser, who claims that most formal training for women has been strongly linked to gender-stereotyped duties and occupations, and therefore is part of "deep-seated, culturally sanctioned" forms of gender discrimination.

A typical complaint of public sector training for the poor is that it has been essentially 'gender blind,' which is part of a larger problem of mostly male politicians just 'not seeing' women. Training programs have failed to address women's invisibility in the informal sector because they lack a clear, theoretically gendered approach (Palmer, 2007). This study by Palmer highlights the unhealthy divide in development agencies between programs that are intended to stimulate economic growth and thus address those sectors of the population that are economically valuable (owners of medium or large enterprises, skilled labor, etc.) and those that are intended to alleviate the plight of the poor (social development programs, such as healthcare, sanitation, housing, and small-scale income generation) and which women are disproportionately represented in this group, which is not surprising given that women account for two-thirds of the world's impoverished.

Despite the fact that much of the research on SMEs is framed via a pro-poor or poverty reduction lens, it is focused on businesses that are substantially larger and more stable than those owned by the extremely poor, particularly women. The 'not so poor,' who are disproportionately men, are targeted by interventions around SME training, which are guided by an economic narrative of production, growth, and competition (Mosley et al., 2012). Training initiatives sponsored by social development programs, on the other hand, disproportionately target women (and are informed by a social science discourse). Development agencies will continue to exclude the extremely poor and women from economic growth efforts by dealing with these two sets of activities and the research that informs them separately (typically through distinct departments) (including SME promotion). As a result, they will continue to be poor and marginalized (Mosley et al., 2012).

The preceding research demonstrates strong gender biases in the literature on training for business development and women's empowerment, as well as the scarcity of studies on these two topics. This research aims to shed new light on women's strong involvement in the informal sector, as well as their specific training needs.

2.3.1 Teaching Methodology on Women Economic Empowerment

The importance of entrepreneurship as a catalyst for achieving a variety of economic and social development goals is gaining popularity. Entrepreneurship, innovation, and technological development all have positive links in empirical investigations (Robb et al., 2014).

Entrepreneurship training has become more essential in recent years. More people will be encouraged and motivated to start their own business if they are given aid in learning the necessary entrepreneurial skills, concepts, and knowledge that will help them generate profits and revenue. This will have a direct impact on the amount of new business start-up activities, which could have a big impact on local and national economies' prosperity (Meyer & Mostert, 2016).

Governments must, however, continue to recognize the value of entrepreneurship training and help important players, such as higher education institutions (HEIs), in developing entrepreneurial education opportunities. As previously stated, (Mei & Symaco, 2020), this could boost entrepreneurial skills and knowledge among persons who wish to engage in entrepreneurial activity, as this is necessary for economic growth.

Entrepreneurship training is described as an educator's intentional involvement in the life of a student to instil entrepreneurial attitudes and abilities that will help the learner to succeed in the business environment. Entrepreneurship training is the

systematic formal transmission of entrepreneurial competencies, which refers to the concepts, skills, and mental awareness employed by people when they start and grow their growth-oriented businesses. It is a structured program that imparts entrepreneurial knowledge and fosters in students a concentrated awareness of opportunities, recognition, and the formation of new companies (Douglas, 2014).

According to Mwangi (2011), entrepreneurship training is a process of equipping people with the ability to detect commercial possibilities as well as the information, skills, and attitudes necessary to take advantage of them. As a result, entrepreneurship education can be defined as the formalized process of transferring entrepreneurial information, skills, and attitudes to learners through structured instruction. The aims, goals, and objectives of a certain program usually guide formal structured education. Entrepreneurship education and training programs are designed to encourage entrepreneurship, which can be defined as the ownership of a small business or the development of opportunity-seeking managers inside a company.

Entrepreneurship training entails more than just learning how to run a firm. It is a human capital investment to prepare a student to start a new business by combining experience, skills, and knowledge in order to establish and expand a firm. The belief that more and better entrepreneurship education will result in more and better entrepreneurs has fuelled the growth of entrepreneurship courses in colleges and universities (Honig, 2004).

Several experts have noted that entrepreneurship training can help students develop an entrepreneurial mind set. Entrepreneurship education can be looked at from two different angles. The first is to raise awareness, followed by the incorporation of

entrepreneurial skills and knowledge. To build a full entrepreneur, thrust should be applied to both areas (Alberti & Poli, 2004).

Furthermore, scholars believe that there are two types of self-awareness instruction. The first step is for the people being trained to understand the past, present, and future roles of entrepreneurship in the society. The second level of awareness is achieved by allowing the trainees to see that entrepreneurship might be a viable career option for them. However, in Kenya, trainers and counsellors are rarely aware of how to pitch entrepreneurship as a viable source of income (Otuya & Otuya, 2013).

To be successful, entrepreneurship training must focus on learning and facilitating entrepreneurship rather than on entrepreneurship itself. The emphasis in entrepreneurial education must be on "doing" rather than "thinking." Knowledge must be transformed into marketable solutions that benefit customers (Douglas, 2014).

Women's entrepreneurship education and training must be localized. This allows for the research and analysis of the local environment and context in order to build customized programs for local women entrepreneurs that will more effectively contribute to the development of their entrepreneurial abilities. If this is accomplished, the impact on enterprise development and job creation will be substantially greater in the long run (Meyer & Mostert, 2016).

It was also noted that while a lack of access to training is a substantial barrier for women, the inappropriate forms of training and support can be much more so. To put it another way, devising appropriate interventions and policy solutions is no easy task. In 2020, an assessment of capacity building for women entrepreneurs in Vietnam found that current training programs are neither demand-driven nor gender-sensitive (Singh & Belwal, 2008). According to previous research, training programs can fail if

we do not grasp the wants and needs of learners from the start. This is especially true for entrepreneurship training, as learners' needs and preferences differ depending on their gender, stage of venture development, and the environment in which they operate. In order to influence practices and support policies for more successful women's entrepreneurship education and training, more evidence is needed to better understand Kenyan female entrepreneurs' learning requirements and preferences (Otuya & Otuya, 2013).

This study evaluated the training methodology and content surrounding Gem Sub county women entrepreneurs' perceived learning needs and preferences, which will drive Pangea Initiative's intervention and policy creation process on entrepreneurship training. Quantitative and qualitative interviews with participants in the Pangea Initiative's women's entrepreneurship training program in Gem Sub-County can inform the formulation of future gender-responsive policies and initiatives for women's entrepreneurship in Kenya. As a result, the expansion of women-owned enterprises will increase, helping to meet the national development plan.

Despite various discussions about whether or not entrepreneurship can be taught. Kuratko (2003) concluded that it is increasingly evident that entrepreneurship, or certain aspects of it, can be taught. Professionals have progressed past the idea that “entrepreneurs are born, not made. However, there is no universally acknowledged definition of EE as a subject of study; rather, a definition is still being developed (Isaacs et al. 2007).

In general, entrepreneurial education has several components: it focuses on understanding and developing an individual's capacity for pursuing entrepreneurial behaviours, skills, and attributes in a variety of contexts (Jones, 2013; Gibb, 2008).

Entrepreneurship training seeks to provide current and future entrepreneurs with appropriate skills and knowledge that will enable them to either start new businesses or improve existing ones (Mwasalwiba, 2010). As a result, this education aims to build specific skills such as personal and social skills, financial literacy skills, and company start-up abilities (Amaghous & Ibourk, 2013). It is "concern[ed] with the inculcation of a range of abilities and qualities, including the ability to think creatively, operate in teams, manage risk, and deal with uncertainty" as a whole (Amaghous & Ibourk, 2013).

Igwe et al. (2019) discussed how EE can be used to increase students' abilities and competencies, as well as prepare them for employment after graduation. They also present a strategy that connects six key aspects to develop students' entrepreneurial abilities and capabilities: "Knowledge and cognitive learning, Innovation in teaching pedagogy, change in thinking, change in attitudes, social learning, and change in action (Igwe et al., 2019).

According to research in the field, entrepreneurship education at higher education institutions varies by country. According to Nowinski et al. (2019), EE is taught using traditional teaching methods, strategies, and approaches in several parts of Europe (particularly Eastern Europe). The bulk of teaching instructors in these nations rely on lectures to provide entrepreneurial courses and content. Furthermore, the impact of EE on pupils varies from one student to the next, depending on a variety of factors such as age, gender, personality, culture, academic background, and so on. In this regard, some research suggests that female EE students are more affected by EE than male students.

Packham et al. (2010) observed that EE modules improved entrepreneurial insights, comprehension, and awareness in female students in Poland more than male students. Furthermore, Pittaway and Edwards (2012) discovered that stakeholder participation in EE evaluations is not far off, as they discovered that different stakeholders can participate in EE assessments in a variety of ways, including self-assessment, peer assessment, and professional assessment. Scholars believe, however, that such engagement is insignificant, and that the majority of EE assessments are undertaken by the course teachers themselves (Babatunde & El-Gohary, 2019).

According to Babatunde et al., (2021) EE plans, Business plans, Start-up ideas and plans, Essays, Business reports, Group projects, Case studies, In-class presentations, Written tests and examinations, Reflective tasks, and Peers assessment are the most commonly used EE assessments tools. In most African countries, entrepreneurship education is delivered through secondary school in order to develop capacities, skills, and mind sets related to or for the purpose of entrepreneurship, with the goal of increasing the pool of future entrepreneurs. In Kenya, entrepreneurship education is included in the curriculum at all levels and levels of education, including technical and vocational education and training (TIVET), however it is only provided as an elective (Robb et al., 2014).

Entrepreneurship education is frequently incorporated into certificate and diploma teacher education programs, particularly those focusing on commerce and certificate programs for social and community development (Robb et al., 2014). While not required in ordinary secondary school, EE is given as a vocational subject in the TIVET system, with the goal of teaching information about economics and the business sector to students who wish to pursue a career in business or pursue business studies in higher education (Robb et.al, 2014).

In Mozambique, as in Kenya, the Ministry of Education is in charge of EE. In Mozambique, however, it is a more recent phenomenon. During the 2000s, Mozambique initiated two major EE initiatives, one in collaboration with the United Nations Industrial Development Organization (UNIDO) and the other as part of a larger attempt to fight youth unemployment (Robb et al., 2014).

The first endeavour was a set of curriculum modifications targeted at improving students' and instructors' life and entrepreneurship skills at the lower and upper secondary levels. An entrepreneurship curriculum centered on increasing entrepreneurial awareness was adopted throughout 255 schools in 2007, with financial and technical support from UNIDO, benefiting about 240,000 pupils and taught by 1,521 teachers across the country. This was and continues to be the country's largest entrepreneurship education (EE) program (Libombo & Dinis, 2015).

The incorporation of entrepreneurship concepts into Mozambique's technical and vocational education and training system was a second endeavour. Curriculum revisions in 2006, with the help of the World Bank and a number of bilateral partners, merged technical capabilities with entrepreneurship skills (Libombo & Dinis, 2015).

According to Lamola (2021), business, and entrepreneurial skills training may be beneficial categories of training. Despite this wide range of options, many training schools specialize in a single field. Institutions that focus primarily on business skills (management training) or motivational skills while providing little in the way of entrepreneurial skills do a disservice to the SME sector they serve. SME owner/manager training should be viewed as a three-legged pot that will not stand if one of its legs is absent.

According to Ladzani and Van Vuuren (2002), entrepreneurial performance, is a multiplicative function of motivation times entrepreneurial abilities and business skills. Entrepreneurial performance is measured by how well a business is started, how well it is used, and how well it grows. Creativity, invention, risk-taking, and the ability to evaluate successful entrepreneurial role models and identify opportunities are all examples of entrepreneurial qualities. Financial, marketing, operational, human resources, legal, communication, and management abilities are among the most important company talents.

It is not enough for an institution to claim to give entrepreneurship training. The content of what is offered, as well as the analysis of potential entrepreneurs and the expertise of trainers, should all be considered. Reduced failure rates, greater earnings, and SMEs' growth are all associated with high-quality training interventions (Ladzani & Van Vuuren, 2002).

Women's self-efficacy is an important component of entrepreneurship key competence, which is a dynamic mix of abilities, knowledge, and attitudes. Women can raise their self-confidence by obtaining and developing this skill throughout their lives, allowing them to move away from traditional employment and lifestyles, increase their own and their families' incomes, and contribute to society's well-being (St-Jean & Audet, 2012). Training should be focused on inclusive human capital policy and practice, with a focus on the specific requirements of women to develop their entrepreneurial potential, as opposed to more general SME support programs and instruments.

Improving policy knowledge and buy-in on the economic value of women's entrepreneurship and its role as a crucial success factor for national competitiveness

among the main national stakeholder groups are only a few of the critical activities to encourage women's entrepreneurship. Assuring that education, particularly its sensitization phases, and career guidance are 'gender and entrepreneurship sensitive' is a key goal of educational policies. In formal and non-formal learning, entrepreneurship is a crucial competence that is integrated into curricula and teacher training. Early exposure to entrepreneurial success stories including both sexes to counterbalance the dominance of male role models in education and training curriculum and practice; Training should be based on a thorough examination of training needs, both before and after women's engagement in business.

The tools used to monitor and evaluate entrepreneurship training in order to enhance learning and allow trainers to improve program content are known as pedagogy assessments. The learning strategies that enable learners to attain the desired learning outcomes are the main emphasis of entrepreneurship training pedagogy (Lomine, 2012). Pangea Network, for example, will allow all of the women who have been trained to establish or expand their businesses.

According to Morselli (2019), assessing entrepreneurship training has an influence that may be measured at the learner, institution, economy, and societal levels. The ability of a trainee to start their own business is the most crucial signal at the learner level, followed by a shift in the trainee's image of themselves and entrepreneurship.

The ability of the trainees to develop entrepreneurial skills, appreciate entrepreneurial values, and have the right entrepreneurial attitudes should be assessed through three approaches: the ability of the trainees to develop entrepreneurial skills, appreciate entrepreneurial values, and have the right entrepreneurial attitudes (Taiwo & Joseph, 2020).

In Kenya, the widespread linkage of entrepreneurship education with general business or economic studies has confined the practice to formal institutions with the purpose of developing creativity, innovation, and self-employment, according to the reviewed literature in this area. Women's entrepreneurship education has received little attention from the government, despite the fact that women are becoming increasingly important in the socioeconomic development of both developed and developing economies, as they account for a significant percentage of MSE operators in both developed and developing economies (Njoroge & Gathungu, 2013).

Through Kenya Vision 2030, the government aims to strengthen MSEs so that they may become tomorrow's important industries by increasing their productivity and creativity (Ministry of Planning, National Development and Vision 2030 [MPNDV 2030], 2007). Kenya was urged to enhance entrepreneurship training capacity in a report co-authored by the United Nations Development Program (UNDP) and the International Labor Organization (ILO), which might lead to the formation of a "business culture" in the country (Njoroge & Gathungu, 2013). Despite the importance of entrepreneurship education for women entrepreneurs in the start-up, growth, and development of micro and small businesses, as well as the high failure rate in Kenya, little research has been done on it as a factor limiting their growth and development. The Pangea Network Kenya initiative in Gem Sub-County was used to investigate entrepreneurship education on women entrepreneurs in order to offer solutions for enhancing the growth and development of women-owned micro and small businesses in the region.

2.3.2 Training program content and women economic empowerment

According to Azila-Gbettor and Harrison (2013), the content of entrepreneurship training programs is intended to help women who run their own

enterprises enhance, improve, and effectively facilitate their entrepreneurial knowledge and abilities. It contains entrepreneurship-related information as well as training approaches that allow for effective facilitation, participative, and experiential learning, resulting in long-term knowledge and skill gains for the targeted participants.

A wide range of international, regional, national, and local actors are involved in the global experiment of entrepreneurship education (EE) and entrepreneurial education and training (EET). EET encompasses a wide range of therapies, including traditional academic education as well as stand-alone training programs. Both of these programs aim to stimulate entrepreneurship while also providing assistance to those who are already doing so. Entrepreneurship education and training benefits potential and existing entrepreneurs who are traditional students enrolled in degree programs, early school leavers, adult learners, and individuals with doctoral degrees, minority groups, women, and rural and urban populations. Despite broad enthusiasm for entrepreneurial education and training, many high-profile efforts have yet to be evaluated, and little is known about their global impact (Safin et al., 2016)

McKenzie and Woodruff (2014), in a World Bank study of business training and entrepreneurship in selected countries in Africa and Asia compared the course material and participants of various programs. Although most training sessions addressed a number of key subjects, he discovered that there is considerable variety across studies in terms of both the people studied and the length and content of the training delivered. In the minority of studies that have looked at the effects for existing business survival, there is some evidence indicating a favourable benefit for male-owned businesses. Female-owned businesses, on the other hand, are found to have either no effect or a slight negative effect on their survival. Better results have been recorded in terms of the effects of training programs on new business start-ups.

Although there is some evidence that training may simply speed up the entry of firms that would have entered anyway, and possibly change who enters, all of the training programs studied that have content specifically designed to help people start a new business have found that training aids firms in starting up (Safin et al., 2016).

The quantity and breadth of topics covered in entrepreneurship training vary greatly. The most prevalent course topic is keeping business records, and small business owners are encouraged to keep their personal and business finances separate. Although the programs assessed by Drexler et al. (2014) appear to be the only ones that encourage saving and discuss debt management, which are other common financial literacy topics, there is a lot of overlap with financial literacy courses. Many courses, especially those geared toward aspiring rather than present business owners, focus on establishing a product idea and the steps necessary to bring it to market.

When trying to expand an existing firm, marketing, pricing and costing, inventory management, customer service, and financial planning are all crucial topics to consider. Because few microbusinesses have employees, employee management is not a large part of most courses. In courses oriented for larger businesses, quality management, lean production, and/or Kaizen and 5S methodologies for continuous production improvement have all been presented (World Bank, 2012). Some courses are designed to impact people's entrepreneurial ambitions or attitudes.

The amount of time dedicated to these elements in the courses studied by economists was very minimal, but Glaub et al. (2012) assessed a number of non-experimental studies in disadvantaged countries where training programs focused significantly more heavily on psychological difficulties. Glaub et al. (2012) used a three-day course on personal initiative training as an example. Personal initiative

training is a psychological intervention aimed at making business owners more likely to self-start new product and process ideas, be more proactive in anticipating future opportunities and problems, and be persistent in overcoming barriers.

These diverse types of data can have a wide range of consequences for business performance. Simple accounting standards and financial literacy training can assist business owners in better understanding their company's profitability, but they have minimal impact on sales or profits (Glaub et al., 2012). In the long run, however, such strategies may enable them to reinvest more in their operations as a result of improved savings, or to make product line adjustments as a result of a better understanding of which things are more profitable.

Other approaches, on the other hand, may have a more immediate impact. Better marketing and customer service can directly increase sales, while cost-cutting and quality-control methods can lower costs and increase profits. Changes in entrepreneur attitudes could affect how hard they work and how they tackle a number of business issues. Because all of the available training experiments involve a mixture of varying material, existing research are unable to tell which components of training matter the most.

Measuring profits and revenues has its own set of issues. Small-business owners rarely keep written records of these transactions, and those who do may be reticent to share them with others. Existing-firm-owner studies have occasionally looked at the start-up of a second business, but none have found significant effects.

De Mel et al., (2014) found that training improves start-up among women with low Raven test scores (a measure of analytical ability), but decreases ownership among women with the highest test scores. Electivity is more important in cases where the

repercussions are studied over longer time frames or where business failure rates are high. For example, Bruhn and Zia (2013) found that 36% of businesses in Bosnia and Herzegovina closed during their research period, with this high rate likely due in part to the global economic crisis, whereas Calderon et al. (2017) found that 50% of non-attracting businesses had closed by the time of their second follow-up survey 28 months after training.

Glaub et al. (2012) found that the training group outperformed the control group in a study in South Africa that investigated if training improves the business performance of small-scale entrepreneurs. Women who got business skills training reported 18 percent higher sales and 15 percent higher profits than women who did not receive business skills training, according to the ILO's Get Ahead initiative in Kenya. In addition, they said that their mental health, customer service, and housing conditions had improved (Stangl et al., 2015). The effectiveness of the training findings can be used by the researcher to assess the performance of company-provided training in achieving the desired outcomes.

2.3.3 Learner characteristics and women economic empowerment

Entrepreneurial characteristics have a big influence on students' decision to start their own business (Karimi et al., 2011). Some of these features have been shown to be more influential than others. According to some experts, finding a cluster of characteristics rather than focusing on a single quality may be more useful in evaluating the entrepreneurial personality (Karimi et al., 2011).

An examination of many characteristics of a trainee's reaction to a training in India discovered that trainees relate better to the trainer if they can communicate well (Ghosh et al, 2011). Another study of the program empowering self for improved

performance in India discovered that the trainees' group composition effects their reaction to a training; a group of people with comparable characteristics reacts better and concentrates on the training content and duration. A trainee's perception of a training's utility has an impact on their performance after the training (Sahoo et al., 2018).

Alamati (2013) suggested that trainee reaction is a poor indicator of training success, and that a measure that distinguishes between emotive and cognitive reaction is preferable. Yardley and Dornan (2012) understands that while reaction may not be a good indicator of learning, it can contribute to learners being more focused throughout training. Measurement of trainee reactions leads to recommendations for future improvements and decision-making regarding activities to be carried out; it can also aid in the design of improved trainings and their effective management (Giangreco et al, 2009).

The application of acquired skills and information is referred to as behaviour. Work environment, a lack of peer support, and a lack of management support are the three main barriers to knowledge transfer from training to behaviour. According to Kober (2014), quantifying the change in behaviour following a training is difficult, especially if the training objectives are unclear. As a result, most companies do not track change, which is why most programs and organizations fail to meet their goals. She emphasizes that even if learning occurs, if participants are unable to implement what they have learned, the training is considered a failure.

A study conducted in Spain to examine the transfer of learning after a training discovered that the training's relevance, as well as the trainer's efficacy in assisting trainees in obtaining knowledge and skills, has a favourable impact on the transfer of

learning to application. Botha et al. (2006) found that after training, women improved in business systems and strategies, financial indicators, and change orientation, as part of their evaluation of the WEP in South Africa to address lack of training and education as a barrier to women entrepreneurs and how a training program can solve this. Genty et al. (2015)'s earlier work on demographic characteristics as a predictor of entrepreneurial success among micro, small, and medium enterprise (MSMEs) owners in Lagos State, Nigeria, backed up the findings of the study. The mix of education, training, and experience of entrepreneurs predicted the performance of Lagos MSMEs owners, according to Genty et al. (2015).

Women who had been trained exhibited better business practices such as marketing skills, knowledge of bookkeeping, stock taking and control, and financial planning, according to the ILO women enterprise development project in Kenya. They were also 11 percent more likely to introduce new products to their businesses than women who had not been trained (ILO, 2017).

2.4 Women Economic Empowerment

Since the mid-1970s, one of the key concerns of development practitioners has been developing an adequate intervention to transform the status of women both inside and outside their families. Over time, a number of initiatives have been developed, including boosting women's status through education, training, access to health and family planning services, and legal advice (Makombe, 2006). Attempts have been undertaken on a political level to increase the share of female participants in representative organs. Women's involvement and participation in microfinance programs to support micro and small business owners has been the most popular technique, especially since the 1990s (Nwobi, 2010).

Despite the above development efforts to improve women's conditions through changing social and gender relations, women have been left behind in the development process and remain submissive to men. It is unclear why this is the case (Dale, 2020). As a result, researchers, government officials, and business leaders have given the subject of women empowerment a lot of thought. The concept of women's empowerment has a variety of connotations. Women's empowerment is a broad term with no universally agreed definition. Women can gain political, economic, social, cultural, and other forms of empowerment (Honig, 2016).

Amaghous and Ibourk (2013) defines empowerment as the ability to offer a person or a group of individuals the legal authority to make independent decisions in a specific situation without limiting their freedom. Women's empowerment may be described as their ability to access what they have been denied for a long time due to cultural and societal categorisation from one society to the next.

Empowering women to fully participate in economic life across all sectors, is critical to building stronger economies, achieving internationally agreed development and sustainability goals, and improving the quality of life for women, men, families, and communities. Like a result, an empowered woman can readily engage in the implementation of development initiatives as any other member of the community or as a unique community member with distinct deliverables according to Dzingira (2021).

The term women's empowerment has been redefined to encompass women's economic, social, and political strength and is contingent on gender equality. As a result, women's empowerment can be broken down into three stages: political, economic, and educational. In essence, women who are academically empowered will be able to provide the necessary personnel and labor for the implementation of

development projects, whereas women who are politically empowered will be able to decide on the types of projects to be implemented, the location of the projects to be implemented, the sources of funds for the projects, and the ideal models to be used in implementing the projects, among other deliverables (Hjertman, 2017).

According to the International Labor Organization (ILO), economically empowered women may mobilize resources for development, source resources, provide and manage resources for development, and bring peace and stability to their immediate communities. Entrepreneurship is a creative process and innovative reaction in any sphere of society, business, agriculture, education, and others (Boris & Fish, 2015). Entrepreneurship is a dynamic process of creating wealth that is carried out by individuals who take risks with their time, money, careers, and dedication in order to deliver value in the marketplace. Women grew more aware of their social potentials veiled by social, economic, and political restraints throughout the twentieth century. Women's empowerment follows economic empowerment (Boris & Fish, 2015).

In the current environment, new generation entrepreneurs are encouraged to make significant and dramatic changes in the business sector. As a result, entrepreneurship is a crucial tool for women's empowerment and socioeconomic growth. This may be accomplished if society recognizes women as equal social partners, grants them equal rights, offers equal access to education and health care, and allows them to engage equally and successfully. As a result, assisting women in generating income through self-employment or entrepreneurship is a critical instrument for women's empowerment (Rabha, 2020).

Initially, women were more prevalent in agriculture, forestry, fishing, plantation, and related industries, according to Nandy and Kumar (2014). However, as

the seasonality of employment becomes more vulnerable, women have begun to work in traditionally male-dominated industries such as garment textiles, food, and electronics. It was also discovered that, as awareness and education grew through time, women began to engage in various occupations, ranging from traditional business to manufacturing business (Ganeshmurthy, 2008)

Masood (2011) found that India is a male-dominated society where women are thought to be economically and socially dependent on male members in his study "Emergence of women owned enterprises in India-an insight." Absolute reliance appears to be fading among upper-middle-class women as they become more conscious of their own demands and seek greater equality.

Mamatha and Banupriya (2018) examine women's education in India today and in the past, highlighting that there has been significant growth in the overall enrolment of female students in India. They emphasized that women in SHGs discuss health-related issues among themselves and are aware of numerous government initiatives designed specifically for them. According to Duflo (2012), the interrelationships between empowerment and development are likely too weak to be self-sustaining, and that continued policy commitment to gender equality is required.

Lakshmi (2018), in her study to find out the problems women entrepreneurs face in India, discovered that equality in education is the key to satisfying other needs for a peaceful culture. Women's economic empowerment and entrepreneurship continue to be hampered. Discrimination in education, training, hiring, credit, the right to own and inherit property, lower pay, advancement for equal work, and higher home obligations for women are all examples of these barriers.

Women entrepreneurs, according to Lakshmi (2018), are individuals who use their skills and resources to develop or create new business prospects, who are actively involved in managing their firm, own at least 50% of it, and have been in operation for at least one year. Entrepreneurship helps women in a variety of ways, including increasing their income, improving their use of money resources, promoting balanced development, encouraging innovation, improving resource utilization, motivating individual women to start businesses, and enabling them to cope with change in a gradual and peaceful manner.

It is critical for the nation's growth to increase women's participation in productive activities. The position and status of women in any community is a barometer of its civilisation, and it is regarded as a growth process (Rai, 2013). Women have transferred their focus from the kitchen, handicrafts, and traditional industries to non-traditional higher-level activities in recent years. Even the government has emphasized the importance of implementing specialized entrepreneurial training programs for women in order to help them launch their own business with the help of financial institutions and banks (Nandy & Kumar, 2014).

Dzisi (2008) conducted research to determine the type, magnitude, and scope of women's entrepreneurial activity. It demonstrates that women entrepreneurs choose small and micro businesses and prefer to choose products that are mostly used by women over production or service-oriented activities. Finally, it was discovered that women who manage businesses are empowered and self-sufficient, they are able to participate in their children's education, health and general household economic activities.

Rayamajhi (2009) looked at women's entrepreneurship development from a variety of angles, concluding that women's economic empowerment through entrepreneurship development requires a strong focus on the growth of women's negotiating power at all levels. It should ensure that limiting gender stereotypes are broken down and that women's agency is valued.

In their study on the effectiveness of various government policies and programs in empowering women, Mungai et al. (2014) found that the micro-credit strategy was beneficial not only in alleviating poverty but also in empowering women. It also boosts their self-esteem and confidence, which aids in the development of disadvantaged women's competence to manage self-employment prospects.

In their study "Entrepreneurs, Evaluation of the Concept and Characteristics," Alvarez et al. (2018) discovered that the dominant characteristics of women entrepreneurs are self-confidence, perseverance, determination, energy, diligence, resourcefulness, ability to take risks, need for creativity, initiative, flexibility, positive response to challenges, independence, foresight, dynamism, leadership, versatility, knowledge of product and technology, responsiveness, and independence.

In her study "The Need for Developing Women Entrepreneurs," Naik (2003) found that earlier women focused mostly on traditional activities, but that this has changed as a result of the development of education and favourable government policies. Women's attitudes have shifted and they have turned to non-traditional activities as a result of policies promoting women's entrepreneurship.

In a study relating to the empowerment of the oppressed, Sommer and Gamper (2018) suggest that organizing women, building the assets of the poor, building capacity

that allows them to control their own affairs, and ensuring 'social security' defined in the Indian context are the cornerstones of improving their livelihood.

Navi (2017) used a case study approach to investigate the life events and experiences that influenced women's decision to pursue entrepreneurship as a career option. He also looked into the psychological aspects that influence women entrepreneurs in India, finding that single women are less stressed and have less self-role distance than married women. He also discovered that women entrepreneurs were more educated and put a larger value on their work than on their family.

The reviewed literature shows that within the realm of women empowerment, training is an engendered perspective in the realm of women entrepreneurship. The studies also indicate that women are a heterogeneous segment of society having diverse demographic, economic and educational background. However, policies and schemes for empowerment are not tailored to cater for the unique needs of every segment of women particularly in Africa.

2.5 Summary of Literature Review

The empirical review of literature focussed on the variables of the study; the dependent variable, women economic empowerment and the independent variables, teaching methodology, training program content and learner characteristics.

Despite an increase in the number of research undertaken in the domain of entrepreneurship training and education, Krueger (2012) argue that many entrepreneurship training efforts fail to meet the genuine needs of entrepreneurs. Hadock (2015) goes on to say that learning cannot be predicted or controlled because it is shaped by one's emotions during training, attitudes toward the training, previous experiences, and the teaching situation. In terms of training demands, there is a

substantial disparity between trainers' and trainees' perspectives, as what appear to the trainer as important problem areas may be of little relevance to the entrepreneur. This could be due to the fact that many suppliers have no managerial or vocational experience with small businesses and don't grasp the practical issues that entrepreneurs face.

2.6 Knowledge Gap

The conceptual and empirical review of literature showed a relationship between entrepreneurship training and women economic empowerment. Despite this, the context of the literature reviewed covered general entrepreneurship training and did not specifically focus on the specific areas of this study, that is, methods of training, training program content and learner characteristics.

Table 2.1: Research Gap Matrix

Author; year	Research topic	Variables studied	Research findings	Research gaps	Focus of current study
Nganu (2018)	Entrepreneurship training and performance of small and micro enterprises in information communication technology sector in Nairobi City County, Kenya	The influence of entrepreneurship training on performance of small and micro enterprises in information communication technology sector	Trainers should conduct training needs assessment before conducting trainings	The study focused on ICT sector in Nairobi City County	The study focused on women trained by Pangea Network Kenya.
Kariuki (2018)	Effect of entrepreneurship training on entrepreneurial behaviour of youth graduates from vocational training centres in Nyeri County	Establish the effects of entrepreneurship training on entrepreneurial behaviour	Entrepreneurship training has a significant and a positive effect on entrepreneurial behavior	The study focused on graduates of vocational training centers in Nyeri County	The study focused on women in Siaya County
Mukulu and Marima (2017)	Role of entrepreneurship training in growth of micro and small enterprises in Kiambu County	Assess the effect of four components of entrepreneurship training on business growth among micro and small enterprises	Entrepreneurship training components contributed to a certain extent towards business growth among	The study focused on SMEs in Kiambu County	The study focused on women trained by Pangea Network in Gem Constituency

			micro and small enterprises		
Moses and akinbode (2014)	Entrepreneurship curriculum and pedagogical challenges in captivating students' interest towards entrepreneurship education	The relationship between entrepreneurship curriculum and pedagogical challenges in captivating students' interest towards entrepreneurial education	To ensure teaching effectiveness, there is need to encourage and motivate students through entrepreneurship curriculum	The study focused on the entrepreneurship curriculum and pedagogical challenges	This study focused on teaching methodology, content and learner's characteristics
Alamati (2013)	Evaluating the effectiveness of training programs: a case study of Govah company employees in Iran	Reaction, learning, behavior and results	Reactions to the training program were significantly positive & the skills and knowledge of the trainees increased as a result of the training	The study focused on the effectiveness of the training program using kirkpatrick's 4 levels of evaluation.	This study focused on teaching methodology, content and learner's characteristics.
Azila-gbettor and Harrison (2013)	Entrepreneurship training and capacity building of Ghanaian polytechnic graduates	Demographic factors of entrepreneurs as a predictor of success among small businesses	There's a weaker link between entrepreneurship development course of the graduates to create business	The study focused on polytechnic graduates in Ghana	The study focused on women trained by Pangea Network Kenya

Njoroge and Gathungu (2013)	The effect of entrepreneurial education and training on development of small and medium size enterprises in Githunguri District Kenya	The effect of entrepreneurship training on the entrepreneurial development in Kenya	Lack of training on financial, strategic management, and marketing hinders SMEs growth	The target population was all SMEs registered in Githunguri District	The target population of this study is women trained by Pangea Network Kenya in Gem constituency
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Source: Researcher (2023)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The research approach that was employed in the investigation is described in this chapter. The research design, research site, target population, sampling processes, sample size, data collection protocols, research instruments, data processing and presentation, as well as ethical problems are all discussed.

3.2 Research Design

Munyoki and Mulwa (2012) define study design as a criterion that must be met before data can be collected. The impact of independent variables on dependent variables was determined using descriptive survey and phenomenology approaches. A descriptive survey depicts the current situation in its entirety (Creswell, 2017). To demonstrate how Pangea Network's Entrepreneurship program effects Women Economic Empowerment Outcomes, a descriptive survey was used. The qualitative research design was employed because it allows the researcher to collect more specific and rich data in the form of thorough written descriptions and visual evidence. This was utilized in a detailed interview with essential data.

3.3 Research Site and Rationale

The location where the data was collected is referred to as a research site (Mugenda & Mugenda, 2003). The research was carried out in Gem constituency, Siaya county, in Kenya's south western region, which is bordered to the north by Busia county, to the northeast by Kakamega and Vihiga counties, and to the southeast by Kisumu County. Gem constituency occupies 353.20 square Kilometres with an approximate population of 160,675 (KNBS, 2019). Majority of population in this area

consists of the Luo ethnic group. This site was chosen because it has the majority number of women who have been trained by Pangea Network Kenya, the women are also clustered in one constituency hence making accessibility easy.

3.4 Target Population

The target population is the group from which the researcher wishes to draw broad generalizations about the overall population (Obwatho, 2014). The target population in this study was 206 women who had been trained on economic empowerment by Pangea Network in Gem constituency including 9 key informants. Key informants included 6 employees of Pangea Network who have worked in Gem Constituency for more than two years, and 3 local government representatives (assistant chief, chief and ward representative) who have operated in the area for the last two years. This made the total target population of the study 215 women. The target population was summarized in table 3.1 below.

Table 3. 1: Target population

Target	Total number	Percentage%
Trained women	206	95.8
Pangea employees	6	2.8
Local government	3	1.4
Total	215	100

Source: Pangea Network (2018).

3.5 Sampling Procedures

The practice of picking a few examples from a target group to offer information that may be utilized to make decisions about a much broader population is known as sampling (Mugenda, 2008). The study used census to collect data from the Pangea

Network beneficiaries and Pangea Network staff. Census refers to the process by which a researcher selects the entire population as sample. A census reduces sampling error by collecting data on the entire population. This strategy was used primarily to ensure that all recipients had an equal opportunity to participate in the study and did not feel discriminated against.

3.6 Data Collection Procedures

These are the procedures that were followed to guarantee that the data gathering technologies were used effectively and efficiently. Africa Nazarene University and The Pangea Network Kenya were consulted by the researcher. The researcher also applied and was granted permission by the National Commission for Science, Technology, and Innovation (NACOSTI) to conduct research. Test and retest of data collection tools was done in the study area for validity and reliability check. After the test, adjustment of the tools was done to make sure that reliable and valid data was gathered. For actual data collection, research assistants were first trained on how to collect authentic data.

The researcher administered the data collection instruments to the respondents with the assistance of experienced research assistants. For individuals who required assistance, the research assistant guided the respondents. Respondents were given a one-day window to complete the questionnaires. With the involvement of research assistants, interview guides received immediate responses.

Secondary data refers to information gleaned from previously obtained information. This type of information was gathered from reference materials that include important information that were relevant to the investigation. This information was gathered from the Pangea Network's monitoring and assessment reports.

3.7 Research Instruments

The data was collected from Pangea network beneficiaries using standardized questionnaires (trained women). Questionnaires were employed since they are easier to give to a big number of people in a short amount of time. To obtain in-depth information from key informants, unstructured interview guides were employed.

The research tools were divided into four sections: the first section focussed on respondents' demographic information, the second section on entrepreneurship training methodology and women's economic empowerment, the third section on the influence of entrepreneurship training program content on women's economic empowerment, and the fourth section on how learners' characteristics through Pangea network entrepreneurship training influence women economic empowerment outcomes in Gem constituency.

3.7.1 Pilot Testing of Research Instruments

Before the actual data was gathered, the questionnaires and interview guides were pre-tested on a population that is not sampled, and the results were analyzed to see if the instruments are appropriate.

The study instruments were tested on 22 women who had received entrepreneurial training from Pangea Network in Nairobi County. The researcher used 10% of the overall sample size to arrive at 22 women. Questions that are unclear or irrelevant, as well as insufficient writing space were used to improve the questionnaire. Table 3.2 shows the pilot test results.

Table 3. 2: Pilot test

Objective variables	N of Items	Cronbach's Alpha
Training Methodology	5	0.967
Training Content	5	0.919
Learners Characteristics	5	0.945
Women Economic Empowerment	7	0.851
Overall reliability index		0.921

Key: N is the number of items in the objective question

Source: Research Data (2022)

Table 3.2 reveals that the reliability index for entrepreneurship training methodology was 0.967, entrepreneurship training content (0.919), learner's characteristic (0.945), and women economic empowerment (0.851). The overall reliability index was 0.921(92.1%). Since the result was more than 0.70(70%) indicated that the research instrument was considered reliable and valid for the study.

3.7.2 Validity of Findings

Validity, according to Rubin and Babbie (2016), is a measure that accurately reflects the concepts it is intended to measure. To guarantee that the instruments in this study are content valid, the researcher provided copies of the questionnaires and interview guides to the University supervisor, who went over them and made comments, recommendations, and revisions. Furthermore, peer review was used to ensure validity. This was accomplished by enlisting the help of colleagues to examine the instruments and provided feedback on areas that needed to be improved. Face validity was also used by the researcher to assess the instruments' suitability.

3.7.3 Reliability of Research Instruments

According to Kimberlin and Winterstein (2008), an instrument or measure is dependable if it consistently measures whatever it is supposed to measure.

For most instruments, according to Siegle (2002), there are three key types of reliability: test-retest, equivalent form, and internal consistency. Furthermore, test-retest assesses consistency from one time to the next, whereas equivalent-form measures consistency across two versions of an instrument. Internal consistency, on the other hand, assesses consistency within the instrument, or among the questions.

The researcher applied the internal consistency approach in this investigation. The research employed Cronbach's alpha (α) as an internal consistency approach because it just takes one testing session as opposed to the test-retest or analogous form procedures, this technique avoids the possibility of inaccuracy owing to different test conditions (Mugenda & Mugenda, 2013). Cronbach's Alpha is a different formula for determining how consistent subject replies are across questions on a study's instrument. Cronbach's alpha reliability coefficient generally fluctuates between 0 and 1, according to Gliem and Gliem (2003). The better the internal consistency of the scale's components, the closer the Cronbach's alpha coefficient is to 1.0. The result is credible if Cronbach's alpha coefficient is more than or equal to 0.70, because the coefficient is equivalent to or exceeds the 0.70 minimum threshold. Women in Gem constituency who have been taught in entrepreneurship by other NGOs other than the Pangea network were tested in a pilot program.

After pilot testing the research instruments, the researcher utilized SPSS to determine the reliability coefficient of the respondents' Likert scale questions in order to obtain the Cronbach's alpha, the overall reliability index was 0.921 as indicated in table 3.2 above.

3.8 Data Analysis and Presentation

The researcher coded all the responses for analysis after all the data had been captured. The quantitative data was analysed descriptively using statistical package for

social sciences (SPSS) version 20. Further, Qualitative data from interview was analyzed through content analysis. The qualitative data was organized into themes in the form of comprehensive written descriptions. Tables, and figures were used to present descriptive statistical analysed data showing mean, frequencies, percentiles and standard deviation.

3.9 Ethical Considerations

Ethics ensures that no one is hurt or experiences negative effects as a result of the research. The researcher got the required permissions and permits, including a permit from the National Council for Science, Technology, and Innovation (NACOSTI) and Siaya County. Respondents were urged to take part in the survey voluntarily, with their permission and privacy respected. Finally, in order to avoid plagiarism, the researcher ensured that all previous researchers and authors works were recognized. The findings of this study will be shared with The Pangea Network Kenya, Siaya County Government, and all other relevant authorities.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

Chapter four presents the findings of this study based on the answers to the research questions. The results are organized into two parts; the first part covers the characteristics of the respondents including the response rate, part two covers the analysis, findings and interpretations.

4.2 Characteristics of the Respondents

4.2.1 Response rate

A sample size of a total of 215 participated in the study. The response rate is shown in Table 4.1.

Table 4. 1: Response rate

Category	Sample Size	No. collected	Percentage %
Women	206	145	70
Local Authority	3	2	67
Pangea Employees	6	3	50

Source: Field Data (2022)

Table 4.1 shows that a total number of 145 (70%) of the women responded, 2 (67%) of the local authority responded and 3 (50%) of Pangea Network employees also responded. The response rate was within acceptable rates according to Mugenda and Mugenda (2008) that states that a response rate of 50% is adequate for data analysis and reporting, 60% is good and above 70% is excellent.

Some of the women that had been trained by Pangea Network Kenya died while others had relocated to other towns in search of jobs and other income generating activities due to the effect of Covid 19 pandemic and could not be traced.

4.2.2 Respondents' Profile

The respondents' profile are the personal characteristics of the participants that were employed in this study. The variables were age, marital status, period in the women group, level of education, family size, type of employment and family decision making.

Table 4. 2: Respondents Profile

Age group	Women Trained		Key Informants	
	No	%	No	%
20-29	13	8.96	0	0
30-39	34	23.44	2	40
40-49	49	33.79	1	20
50-59	45	31.06	2	40
60 and above	4	2.75	0	0
Total	145	100%	5	100%

Source: Field Data (2022)

Table 4.2 shows that among the women who had been trained by Pangea Network 13 (8.96%) were between 20-29 years old, 34 (23.44%) were aged between 30-39 years, 49 (33.79%) were aged between 40-49 years, 45 (31.06%) were aged between 50-59 years and 4 (2.75%) were 60 and above years old.

Women who had been trained by Pangea Network were mature and knowledgeable enough to understand the influence of training methodology on women economic empowerment in Gem Sub County, Siaya County, Kenya.

The findings also revealed that 2(40%) of the key informants were 30-39 and 50-59 years respectively and 1(20%) was between 40-49 years old. This implied that the Pangea network staff are still energetic and able to train effectively while both the local authority personnel and Pangea network staff are mature enough to understand the influence of training methodology on women economic empowerment.

The researcher sought to determine the marital status of the women who had been trained by Pangea Network. The findings were as indicated in Table 4.3 below;

Table 4.3: Marital Status

Marital Status	No	Percentage
Married	118	81.38
Widowed	20	13.79
Single	7	4.83
Total	145	100

Source: Field Data (2022)

Table 4.3 on marital status above indicates that 118 (81.38%) of the women were married, 20(13.79%) were widowed and 7(4.83) were single mothers. This implies that most of the women (81.38%) who had been trained had someone to help them with household duties and responsibilities.

The respondents were also asked the number of years that they have been in the women group, the gathered findings were analysed as presented in table 4.4.

Table 4.4: Period in Women Group

Period	No	Percentage
Less than 1 year	2	1.38
1 – 5 years	30	20.69
6 – 10 years	73	50.35
More than 10 years	40	27.58

Source: Field Data (2022)

The findings, as displayed in table 4.4 above, revealed that 2 (1.38%) of the women had been members of their women group for less than 1 year, 30 (20.69%) had been members of their group between 1-5 years, 73(50.35%) had been members of their

group between 6-10 years and 40 (27.58%) had been members of their group for more than 10 years. It shows that a majority of the women who had been trained by Pangea Network had been members of their groups for more than 5 years, and therefore were able to understand what they were taught during the training.

The researcher sought to understand the level of education of both the women who had been trained by Pangea Network and the key informants, the analysed findings are indicated in table 4.5 below;

Table 4.5: Level of Education

Level of Education	No	Percentage
Primary	67	44.67
Secondary	45	30
Certificate	22	14.67
Diploma	9	6
Undergraduate	5	3.33
Postgraduate	2	1.33

Source: Field Data (2022)

The findings in table 4.5 shows that majority (67) of the respondents indicated that they had primary education, secondary (45), certificate (22) while diploma was 8. Only 3 had postgraduate and 5 had undergraduate degree. These results clearly indicate that majority of the women are literate enough to handle the economic empowerment training with ease. The researcher sought to determine the family size of the respondents. The data that was gathered, was processed, analysed and summarised in table 4.6 below;

Table 4.6: Family Size

Family Size	No	Percentage
3 and below	13	8.97
4 – 7 members	102	70.34
8 – 10 members	30	20.69
Above 10	0	

Source: Field Data (2022)

According to table 4.6 above, 13 respondents indicated that they had 3 and below members in the family, 102 respondents stated 4-7 members while 30 indicated that they had 8-10 members in the family. Most of the respondents have a family size of 4 – 7 members, some of them have adopted children or orphaned relatives that they are forced to live with.

The researcher further sought to find out the type of employment of the respondents.

The results are displayed in table 4.7 below;

Table 4. 7: Type of Employment

Type of employment	No	%
Employed	10	6.67
Self employed	138	92
None	2	1.33
Total	150	100

Source: Field Data (2022)

The findings in Table 4.7 shows that majority (92%) of the respondents are self-employed, 6.67% are employed and 1.33% are not employed. The results imply that most women in Gem Sub County are doing their own businesses implying that they have implemented the skills and resources acquired from the Pangea Network training. Out of the 138 self-employed respondents, the researcher further sought to find the nature of business that they are doing; 42(30.43%) were doing business, 33(23.92%)

were in farming and a majority 63(45.65%) were doing both business and farming as shown in the table 4.8 below;

Table 4.8: Nature of Employment

Nature of Employment	No	Percentage
Business	42	30.43
Farming	33	23.92
Other	63	45.65

Source: Field Data (2022)

The researcher sought to find out who makes decisions on purchase and sell of family property as indicated in table 4.9 below;

Table 4.9: Family Decision Maker

Decision maker	No	Percentage
Wife	29	20
Husband	65	44.83
Both	51	35.17

Source: Field Data (2022)

The results in table 4.9 reveals that 29 (20%) of the respondents highlighted that they are the ones who make decisions on buying and selling of family property, 65 (44.83%) of the women indicated that it is their husbands who decide on the family property while 51(35.17%) mentioned that they both decide on purchases and sell of family property. Some of the women mentioned that their husbands started consulting them on family property after they had attended the training and started their own businesses.

4.3 Influence of Pangea network entrepreneurship training methodology and women economic empowerment in Gem constituency

Five statements were developed to measure the extent to which entrepreneurship training methodology influences women economic empowerment, this was evaluated by use of a questionnaire in the form of a Likert scale, where SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree and SA=Strongly Agree. The descriptive statistics results are shown in Table 4.10 below;

Table 4. 10: Descriptive statistics of Pangea network entrepreneurship training methodology and women economic empowerment in Gem constituency

Statements	SD	D	N	A	SA	Mean	SD
Discussions and practical methods were used by trainers	1(.7)	1(.7)	11(7.6)	32(22.1)	100(69.0)	4.58	.723
Lectures method was used by trainers	1(.7)	1(.7)	22(15.2)	31(21.4)	90(62.1)	4.43	.823
Role play method was used by trainers		6(4.1)	14(9.7)	32(22.1)	93(64.1)	4.46	.834
Sufficient time was allocated to each subject.		1(.7)	16(11.0)	36(24.8)	92(63.4)	4.51	.718
All the required training materials and assistance were given during training	1(.7)	3(2.1)	17(11.7)	26(17.9)	98(67.6)	4.5	.834
Composite Mean and SD						4.5	.786

Source: Field Data (2022)

Statement (1) Discussions and practical methods were used by trainers, out of 145 respondents who participated in the study, 1(0.7%) of respondents strongly disagreed with the statement, 1(0.7%) disagreed, 11(7.6%) were neutral, 32(22%) agreed while 100(69%) strongly agreed with the statement. This statement had a mean score of 4.58 with a standard deviation of 0.723 which is higher than the composite mean score of

4.5 with a standard deviation of 0.786. This implies that the statement positively influences women economic empowerment.

Statement (2) Lectures methods were used by the trainers, out of 145 respondents, 1(0.7%) strongly disagreed with the statement, 1(0.7%) disagreed, 22(15.2%) were neutral, 31(21.4%) agreed while 90(62.1%) strongly agreed with the statement. This item had a mean score of 4.43 with a standard deviation of 0.823 which is lower than the composite mean of 4.5 with a standard deviation of 0.786 implying that this statement does not have a positive influence on women economic empowerment.

Statement (3) Role play method was used by trainers; out of 145 respondents, 6(4.1%) disagreed with the statement, 14(9.7%) were neutral, 32(22.1%) agreed while 93(64.1%) strongly agreed with the statement. This item had a mean score of 4.46 with a standard deviation of 0.834 which is lower than the composite mean of 4.5 with a standard deviation of 0.786, implying that the statement does not positively influence women economic empowerment.

Statement (4) Sufficient time was allocated to each subject; out of the 145 respondents, 1(0.7%) disagreed with the statement, 16(11.0%) were neutral, 36(24.8%) agreed while 92(63.4%) strongly agreed. This item had a mean score of 4.51 with a standard deviation of 0.718 which is higher than the composite mean of 4.5 with a standard deviation of 0.786. This implies that this statement has a positive impact on women economic empowerment.

Statement (5) All required training materials and assistance were given during training; out of 145 respondents, 1(0.7%) strongly disagreed with the statement, 3(2.1%) disagreed, 17(11.7%) were neutral, 26(17.9%) agreed while 98(67.76%) strongly agreed with the statement. This statement had a mean score of 4.5 with a standard

deviation of 0.834 which is the same as the composite mean of 4.5 with a standard deviation of 0.786, implying that the statement has a positive influence on women economic empowerment. The qualitative data collected from the interview schedules also concurred with the descriptive results. The key informants were quoted as follows:

“The entrepreneurship training methodologies used by the trainers was quite relevant. This enhanced economic empowerment of the women in our constituency”

[Key Informant A]

4.4 Influence of Pangea network entrepreneurship training programme content and women economic empowerment in Gem constituency

Five statements were developed to measure the extent to which entrepreneurship training programme content influences women economic empowerment, this was evaluated by use of a questionnaire in the form of a Likert scale, where SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree and SA=Strongly Agree. The descriptive statistics is shown in Table 4.11 below;

Table 4. 11: Descriptive statistics of Pangea network entrepreneurship training programme content and women economic empowerment in Gem constituency

Statements	SD	D	N	A	SA	Mean	SD
The training content met my expectations	2(1.4)	3(2.1)	10(6.9)	28(19.3)	102(70.3)	4.55	.824
The training materials were easy to understand	4(2.8)	7(4.8)	13(9.0)	29(20.0)	92(63.4)	4.37	1.019
I came across new ideas during training	3(2.1)	12(8.3)	13(9.0)	27(18.6)	90(62.1)	4.30	1.069
The training motivated me to start/expand my business	2(1.4)	19(13.1)	11(7.6)	24(16.6)	89(61.4)	4.23	1.137
I have started keeping daily records of my business	3(2.1)	3(2.1)	14(9.7)	24(16.6)	101(69.7)	4.5	.906
Composite Mean and SD						4.39	.991

Source: Field Data (2022).

Statement (1) The training content met my expectations, out of 145 respondents; 3(2.1%) strongly disagreed with the statement, 3(2.1%) disagreed, 10(6.9%) were neutral, 28(19.3%) agreed while 102(70.3%) strongly agreed. The statement had a mean score of 4.55 with a standard deviation of 0.824 which is higher than the composite mean score of 4.39 with a standard deviation of 0.991. This implies that the statement has a positive influence on women economic empowerment.

Statement (2) The training materials were easy to understand. Out of 145 respondents, 4(2.8%) strongly disagreed with the statement, 7(4.8%) disagreed, 13(9.0%) were neutral, 29(20%) agreed while 92(63.4%) strongly agreed. This item had a mean of 4.37 with a standard deviation of 1.019 which is lower than the composite mean of 4.39 with a standard deviation of 0.991 implying that the statement does not have a positive influence on women economic empowerment.

Statement (3) I came across new ideas during training. Out of 145 respondents, 3(2.1%) strongly disagreed with the statement, 12(8.3%) disagreed, 13(9%) were neutral, 27(18.6%) agreed while 90(62.1%) strongly agreed. The statement had a mean score of 4.30 and a standard deviation of 1.069 which is lower than the composite mean of 4.39 with a standard deviation of 0.991 implying, that the statement does not have a positive influence on women economic empowerment.

Statement (4) The training motivated me to start/ expand my business. Out of 145 respondents, 2(1.4%) strongly disagreed with the statement, 19(13.1%) disagreed, 11(7.6%) were neutral, 24(16.6%) agreed while 89(61.4%) strongly agreed. This item had a mean of 4.23 and a standard deviation of 1.137 which is lower than the composite mean of 4.39 with a standard deviation of 0.991. This implies that this statement does not have a positive influence on women economic empowerment.

Statement (5) I have started keeping daily records of my business. Out of 145 respondents, 3(2.1%) strongly disagreed with the statement, 3(2.1%) disagreed, 14(9.7%) were neutral, 24(16.6%) agreed while 101(69.7%) strongly agreed. This statement had a mean score of 4.5 and a standard deviation of 0.906 which is higher than the composite mean of 4.39 with a standard deviation of 0.991. This implies that this statement has a positive influence on women economic empowerment.

The interview schedules with the key informants revealed that the training content was well done and it covered most of the needs for the women economic empowerment.

The following statement was recorded:

“The entrepreneurship training content was relevant to the training offered for women economic empowerment.”

[Key Informant B]

“The training content was easy to understand for the participants during the women economic empowerment. Further the content was motivating the women to start their own businesses and to expand the existing one.”

[Key Informant A, B and C]

4.5 Influence of learners’ characteristics and women economic empowerment in

Gem constituency

Five statements were developed to measure the extent to which learners’ characteristics influences women economic empowerment, this was evaluated by use of a questionnaire in the form of a Likert scale, where SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree and SA=Strongly Agree. The descriptive statistics is recorded in Table 4.12 below;

Table 4. 12: Descriptive statistics of learners’ characteristics and women economic empowerment in Gem constituency

Statements	SD	D	N	A	SA	Mean	SD
The training was relevant to my needs	2(1.4)	6(4.1)	11(7.6)	24(16.6)	102(70.3)	4.50	.906
I have a bank account	3(2.1)	5(3.4)	12(8.3)	22(15.2)	103(71.0)	4.50	.936
I had enough time to attend all the trainings	1(.7)	6(4.1)	14(9.7)	34(23.4)	90(62.1)	4.42	.879
I learnt new things during the training which are useful to me	4(2.8)	3(2.1)	11(7.6)	32(22.1)	95(65.5)	4.46	.928
The venue for the training was conducive and program was properly managed	4(2.8)	2(1.4)	17(11.7)	44(30.3)	78(53.8)	4.31	.932
Composite Mean and SD						4.44	.916

Source: Field Data (2022).

Statement (1) The training was relevant to my need. Out of 145 respondents, 2(1.4%) strongly disagreed with the statement, 6(4.1%) disagreed, 11(7.6%) were neutral, 24(16.6%) agreed while 102(70.3%) strongly agreed. The statement had a mean score of 4.5 and a standard deviation of 0.906 which is higher than the composite mean of 4.44 with a standard deviation of 0.916. This implies that the statement had a positive influence on women economic empowerment.

Statement (2) I have a bank account. Out of 145 respondents, 3(2.1%) strongly disagreed with the statement, 5(3.4%) disagreed, 12(8.3%) were neutral, 22(15.2%) agreed while 103(71%) strongly agreed. This item had a mean score of 4.5 and a standard deviation of 0.936 which is higher than the composite mean of 4.44 with a standard deviation of 0.916 implying that the statement has a positive influence on women economic empowerment.

Statement (3) I had enough time to attend all the trainings. Out of 145 respondents, 1(0.7%) strongly disagreed with the statement, 6(4.1%) disagreed, 14(9.7%) were

neutral, 34(23.4%) agreed while 90(62.1%) strongly agreed. The statement had a mean score of 4.42 and a standard deviation of 0.879 which is lower than the composite mean of 4.44 with a standard deviation of 0.916. This implies that this statement does not have a positive influence on women economic empowerment.

Statement (4) I learnt new things during the training which are useful to me. Out of 145 respondents, 4(2.8%) strongly disagreed with the statement, 3(2.1%) disagree, 11(7.6%) were neutral, 32(22.1%) agreed while 95(65.5%) strongly agreed. The statement had a mean score of 4.46 and a standard deviation of 0.928 which is higher than the composite mean score of 4.44 with a standard deviation of 0.916. This implies that the statement has a positive influence on women economic empowerment.

Statement (5) The venue for the training was conducive and program was properly arranged. Out of 145 respondents, 4(2.8%) strongly disagreed with the statement, 2(1.4%) disagreed, 17(11.7%) were neutral, 44(30.3%) agreed while 78(53.8%) strongly agreed. The statement had a mean score of 4.31 and a standard deviation of 0.932 which is lower than the composite mean score of 4.44 with a standard deviation of 0.916 implying that this statement does not have a positive influence on women economic empowerment.

The findings from the interview schedules revealed that learner's characteristics influenced women economic empowerment. The following statements were noted:

“The women were very responsive towards the entrepreneurship training and thus were able to gain a lot in the women economic empowerment”

[Key Informant D]

“Most of the women who attended the entrepreneurship training were very happy for the opportunity to be economically empowered”

[Key Informant A and C]

4.6 Entrepreneurship Training Pedagogy and Women Economic Empowerment

Seven statements were developed to measure the extent to which entrepreneurship training influences women economic empowerment, this was evaluated by use of a questionnaire in the form of a Likert scale, where SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree and SA=Strongly Agree. The descriptive results are shown in Table 4.13 below;

Table 4. 13: Descriptive Statistics of entrepreneurship training pedagogy and economic empowerment of women

Statements	SD	D	N	A	SA	Mean	SD
Business Performance	1(.7)	12(8.3)	18(12.4)	52(35.9)	62(42.8)	4.12	.968
Business Knowledge	3(2.1)	23(15.9)	27(18.6)	39(26.9)	53(36.6)	3.80	1.158
Decision Making	1(.7)	27(18.6)	23(15.9)	42(29.0)	52(35.9)	3.81	1.138
Business Literacy	4(2.8)	5(3.4)	25(17.2)	36(24.8)	75(51.7)	4.19	1.023
Labor market opportunities	2(1.4)	47(32.40)	34(23.4)	24(16.6)	38(26.2)	3.34	1.220
Children health and Education	3(2.1)	36(24.8)	33(22.8)	21(14.5)	52(35.9)	3.57	1.262
Self Esteem	3(2.1)	3(2.1)	24(16.6)	37(25.5)	78(53.8)	4.27	.952
Composite Mean and SD						3.87	1.103

Source: Field Data (2022).

Statement (1) Business Performance. Out of 145 respondents, 1(0.7%) strongly disagreed with the statement, 12(8.3%) disagreed, 18(12.4%) were neutral, 52(35.9%) agreed while 62(42.8%) strongly agreed. This item had a mean score of 4.12 and a standard deviation of 0.968 which is higher than the composite mean score of 3.87 with a standard deviation of 1.103. This implies that the statement business performance has a positive influence on women economic empowerment.

Statement (2) Business knowledge. Out of 145 respondents, 3(2.1%) strongly disagreed with the statement, 23(15.9%) disagreed, 27(18.6%) were neutral, 39(26.9%) agreed while 53(36.6%) strongly agreed. The statement had a mean score of 3.8 and a standard deviation of 1.158 which is lower than the composite mean of 3.87 with a standard deviation of 1.103, implying that the statement does not have a positive influence on women economic empowerment.

Statement (3) Decision making. Out of 145 respondents, 1(0.7%) strongly disagreed with the statement, 27(18.6%) disagreed, 23(15.9) were neutral, 42(29%) agreed while 52(35.9%) strongly agreed. The item had a mean score of 3.81 and a standard deviation of 1.138 which is lower than the composite mean of 3.87 with a standard deviation of 1.103 implying that the statement does not have a positive influence on women economic empowerment.

Statement (4) Business Literacy. Out of 145 respondents, 4(2.8%) strongly disagreed with the statement, 5(3.4%) disagreed, 25(17.2%) were neutral, 36(24.8%) agreed while 75(51.7%) strongly agreed with the statement. This item had a mean score of 4.19 and a standard deviation of 1.023 which is higher than the composite mean of 3.87 with a standard deviation of 1.103, this implies that the statement has a positive influence on women economic empowerment

Statement (5) labour market opportunity. Out of 145 respondents, 2(1.4%) strongly disagreed with the statement, 47(32.4%) disagreed, 34(23.4%) were neutral, 24(16.6%) agreed and 38(26.2%) strongly agreed. This statement had a mean score of 3.34 and a standard deviation of 1.220 which is lower than the composite mean score of 3.87 with a standard deviation of 1.103, this implies that the statement does not have a positive influence on women economic empowerment.

Statement (6) Children health and education. Out of the 145 respondents, 3(2.1%) strongly disagreed with the statement, 36(24.8%) disagreed, 33(22.8%) were neutral, 21(14.5%) agreed while 52(35.9%) strongly agreed. The statement had a mean score of 3.57 and a standard deviation of 1.262 which is lower than the composite mean score of 3.87 with a standard deviation of 1.103. This implies that this statement does not have a positive influence on women economic empowerment

Statement (7) Self-esteem. Out of 145 respondents, 3(2.1%) strongly disagreed with the statement, 3(2.1%) disagreed, 24(16.6%) were neutral, 37(25.5%) agreed while 78(53.8%) strongly agreed with the statement. The statement had a mean score of 4.27 and a standard deviation of 0.952 which is higher than the composite mean score of 3.87 with a standard deviation of 1.103 implying that the statement had a positive influence on women economic empowerment.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussions, summary, conclusions, and recommendations. The purpose of this study was to assess the influence of entrepreneurship training pedagogy by non-governmental organizations on the economic empowerment outcomes of women: a case of Pangea Network, Gem Constituency, Kenya.

5.2 Summary of the Main Findings

The descriptive analysis results of the study showed that the respondents agreed that the trainers used discussions and practical methods when teaching, they allocated sufficient time to each subject and they also provided all the necessary materials for the training.

The respondents also agreed that the contents of the trainings met their expectations, and they also started keeping daily records after the training. The respondents also confirmed that the training was relevant to their needs, they managed to open a bank account for the business after receiving the training and were also able to learn new thing during the training.

The results also showed that the respondents agreed that the training helped their businesses to perform better, they received business literacy and their self esteem improved.

5.3 Discussions

5.3.1 Entrepreneurship Training Methodology and Women Economic Empowerment in Gem constituency.

The first objective of the study was to assess the influence of Pangea network Entrepreneurship Training Methodology on Women Economic Empowerment in Gem Constituency. The findings of the study showed that respondents strongly agreed that Entrepreneurship Training Methodology influenced Women Economic Empowerment in Gem constituency.

The findings concurred with Honig (2004) who posited that entrepreneurship training is a human capital investment that prepares student to start a new business by combining experience, skills, and knowledge in order to establish and expand a firm. Therefore, it is believed that more and better entrepreneurship education will result in more and better entrepreneurs who have fuelled the growth of entrepreneurship courses in colleges and universities. In addition, the results were in line with Douglas (2014) who highlighted that a successful, entrepreneurship training must focus on learning and facilitating entrepreneurship rather than on entrepreneurship itself. Thus emphasis in entrepreneurial education must be on "doing" rather than "thinking." Knowledge must be transformed into marketable solutions that benefit customers.

Therefore, there is need for the introduction of Entrepreneurship Training Methodology on Women Economic Empowerment. This will yield to establishment of women entrepreneurs in Gem Sub County thus improve the economic status of the women. The practical methods utilized by the trainers is key to promoting entrepreneurship skills among the women for economic empowerment in Gem Sub County.

5.3.2 Entrepreneurship Training Programme Content and Women Economic Empowerment In Gem Constituency.

The second objective of the study was to examine the influence of Pangea network entrepreneurship training programme content on women economic empowerment in Gem constituency. The results of the study showed that respondents agreed that entrepreneurship training programme content had influence on women economic empowerment in Gem constituency.

The findings of the study were in agreement with Azila-Gbetor and Harrison (2013) who emphasized that the content of entrepreneurship training programs is intended to help women who run their own enterprises enhance, improve, and effectively facilitate their entrepreneurial knowledge and abilities. It contains entrepreneurship-related information as well as training approaches that allow for effective facilitation, participative, and experiential learning, resulting in long-term knowledge and skill gains for the targeted participants.

Also the findings concurred with Safin et al., (2016) who stated that better results have been recorded in terms of the effects of training programs on new business start-ups. Besides, training programs with content specifically designed to help people start a new business have found that training aids firms in starting up.

Therefore, the Pangea network should ensure that they design an entrepreneurship training content that is relevant to boost the perspective of the women towards opening new businesses or expand the existing ventures. This will result into economic empowerment among the women in Gem Sub County. If there is an inappropriate content, then the Pangea network will not be able to achieve the women economic empowerment.

5.3.3 Learners' Characteristics and Women Economic Empowerment in Gem Constituency.

The final objective of the study was to establish how learners' characteristics through Pangea network entrepreneurship training influence women economic empowerment in Gem constituency. The results revealed that respondents agreed that learner's characteristics influenced women economic empowerment.

The results of the study concurred with Karimi et al., (2011) who argued that entrepreneurial characteristics have a big influence on students' decision to start their own business. Further, the findings agreed with Ghosh et al (2011) who highlighted that many characteristics of a trainee's reaction to a training in India discovered that trainees relate better to the trainer if they can communicate well. In addition, the research findings supported Sahoo et.al., (2018) who established that trainee's perception of a training's utility has an impact on their performance after the training.

Therefore, the research encourages the Pangea network to ensure that there is always good communication between the trainers and trainees. In addition, there was need to encourage the trainees involved in the entrepreneurship training to adopt positive attitude towards the economic program. However, when there is poor communication between the trainers and trainees then this will not yield the intended goal of the economic empowerment among the women in Gem Sub County. It should be noted that work environment, a lack of peer support, and a lack of management support are the main barriers to knowledge transfer from training to behaviour (Kober, 2014)

5.3.4 Entrepreneurship Training and Women Economic Empowerment in Gem Constituency.

The purpose of the study was to assess the influence of entrepreneurship training pedagogy by non-governmental organizations on women economic empowerment outcomes: a case of Pangea Network, Gem Constituency, Kenya. The findings showed that respondents agreed that the entrepreneurship training pedagogy had influence on business performance, business knowledge and decision making. Also respondents agreed that entrepreneurship training pedagogy influenced business literacy, children health and education and self-esteem. However, the respondents were undecided whether the entrepreneurship training pedagogy had influence on labour market opportunities. The research findings showed that respondents agreed that entrepreneurship training pedagogy had influence on women economic empowerment

5.4 Conclusion

This study sought to assess the influence of entrepreneurship training pedagogy by non-governmental organizations on the economic empowerment outcomes of women: a case of Pangea Network, Gem Constituency, Kenya. From the study findings, several conclusions were made. The first objective sought to find out the influence of entrepreneurship training methodology on women economic empowerment. The findings revealed that there was a significant and positive influence of entrepreneurship training methodology on women economic empowerment. The second objective sought to find out if entrepreneurship training programme content influenced women economic empowerment in Gem constituency. The findings showed that the training content had a significant influence on women economic empowerment.

The third objective of the study sought to find out if learners' characteristics through Pangea network entrepreneurship training influenced women economic empowerment in Gem constituency. The results of the findings showed that learners' characteristics has a significant influence on women economic empowerment. The fourth objective of the study sought to find out if Pangea network entrepreneurship training pedagogy had influence on the economic empowerment of women in Gem Constituency, the results showed that entrepreneurship training had a significant influence on business performance, children's health and education, and self-esteem of the respondents.

5.5 Recommendations

Pangea Network Kenya, Gem Constituency and the County government of Siaya in Kenya were expected to benefit from this study. From the findings, the following recommendations were made. The study found that the entrepreneurship training offered by Pangea Network Kenya to be significant and made the following recommendations. The management of the Pangea network can adopt other entrepreneurship training methodologies that can enhance women economic empowerment in Gem Constituency. The management of the Pangea network can improve the entrepreneurship training content to capture other areas of concerns in the women economic empowerment. The management of the Pangea network can encourage the women involved in the economic empowerment to practice behavioural change towards the program.

5.6 Areas of Further Research

The researcher recommends a comparison study between the entrepreneurship training offered by Pangea Network Kenya and other stakeholders offering entrepreneurship training.

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APPENDIX 1: INTRODUCTION LETTER

Jane Akelo Ombajo

Africa Nazarene University,

P.O Box 53067-00200

NAIROBI

TO: The Pangea Network Kenya

Dear Trainees,

REF: REQUEST FOR ASSISTANCE IN RESEARCH PROJECT

I am a Master of Arts in Monitoring and Evaluation graduate student at Africa Nazarene University (REG No: 14S03EMME002). I am doing a research study on Assessment of Entrepreneurship Training Pedagogy by Non-Governmental Organizations and Women Economic Empowerment Outcomes: A Case of The Pangea Network, Gem Constituency, Kenya. The research is part of the fulfilment for my post graduate course.

I would appreciate if you would kindly respond to the questions by filling out the questionnaire. Your answers will be treated confidentially.

Thank you in advance,

Yours faithfully,

Jane Akelo Ombajo

APPENDIX 2: QUESTIONNAIRE

I am Jane Akelo Ombajo a student at Africa Nazarene University, pursuing a master's degree of Arts in Monitoring and Evaluation. I am carrying out a research on *“Assessment of Entrepreneurship Training Pedagogy by Non-Governmental Organizations and Women Economic Empowerment Outcomes: A Case of The Pangea Network, Gem Constituency, Kenya.”* I guarantee to you that the information received will be treated with confidence and the study has an academic purpose only.

Questionnaire number.....

Date

Name of Women Group

Section A: Respondent's profile

Kindly tick the correct answer

1. Age bracket

Below 20 () 20-29 () 30-39 () 40-49 ()

50-59 () 60 years and above ()

2. Marital Status

Married () Divorced () Widowed () Single ()

Others please specify.....

3. Period you have been in women groups

Less than 1year () 1-5years () 6-10 years ()

More than 10years ()

4. Level of Education

Primary () Secondary () Certificate () Certificate ()

Undergraduate () Post graduate ()

5. Family Size

3 and below members () 4-7 Members () 8-10 members ()

Above 10 family members ()

6. Type of employment/livelihoods

Self-employed () Employed () None ()

Other, please specify

7. If self-employed, state its nature.

Business () Farming () Others, please specify.....

8. Who decides on the purchase, use and sale of family real/personal property?

Me () Husband () Other please specify.....

SECTION B: Influence of training/teaching methodology on women economic empowerment

Please tick where appropriate your level of agreement or disagreement with the following statements relating to the method of training used by Pangea network.

Use a scale of 1-5 where;

1- Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree

SNO.	Statement	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
B1	Discussions and practical methods were used by trainers					
B2	Lectures method was used by trainers					
B3	Role Play method was used by trainers					
B4	Sufficient time was allocated to each subject.					
B5	All the required training materials and assistance were given during training					

SECTION C: Influence of training program content on women economic empowerment

Please tick where appropriate your level of agreement or disagreement with the following statements relating to the program content used by Pangea network.

Use a scale of 1-5 where;

1- Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree

SNO.	Statement	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
C1	The training content met my expectations					
C2	The training materials were easy to understand					
C3	I came across new ideas during training					
C4	The training motivated me to start/expand my business					

C5	I have started keeping daily records of my business					
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SECTION D: Influence of learner characteristics on women economic empowerment

Please tick where appropriate your level of agreement or disagreement with the following statements relating to the program content used by Pangea network.

Use a scale of 1-5 where;

1- Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree

SNO.	Statement	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
D1	The training was relevant to my needs					
D2	I have a bank account					
D3	I had enough time to attend all the trainings					
D4	I learnt new things during the training which are useful to me					
D5	The venue for the training was conducive and program was properly managed					

Section E: Women Economic Empowerment

Please tick where appropriate your level of agreement or disagreement with the following statements relating to the Women Economic Empowerment at Pangea network.

Use a scale of 1-5 where;

1- Strongly Disagree; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly agree

SNO.	Statement	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
E1	Business Performance					
E2	Business Knowledge					
E3	Decision Making					
E4	Business Literacy					
E5	Labor market opportunities					
E6	Children health and Education					
E7	Self Esteem					

THE END *THANK YOU*

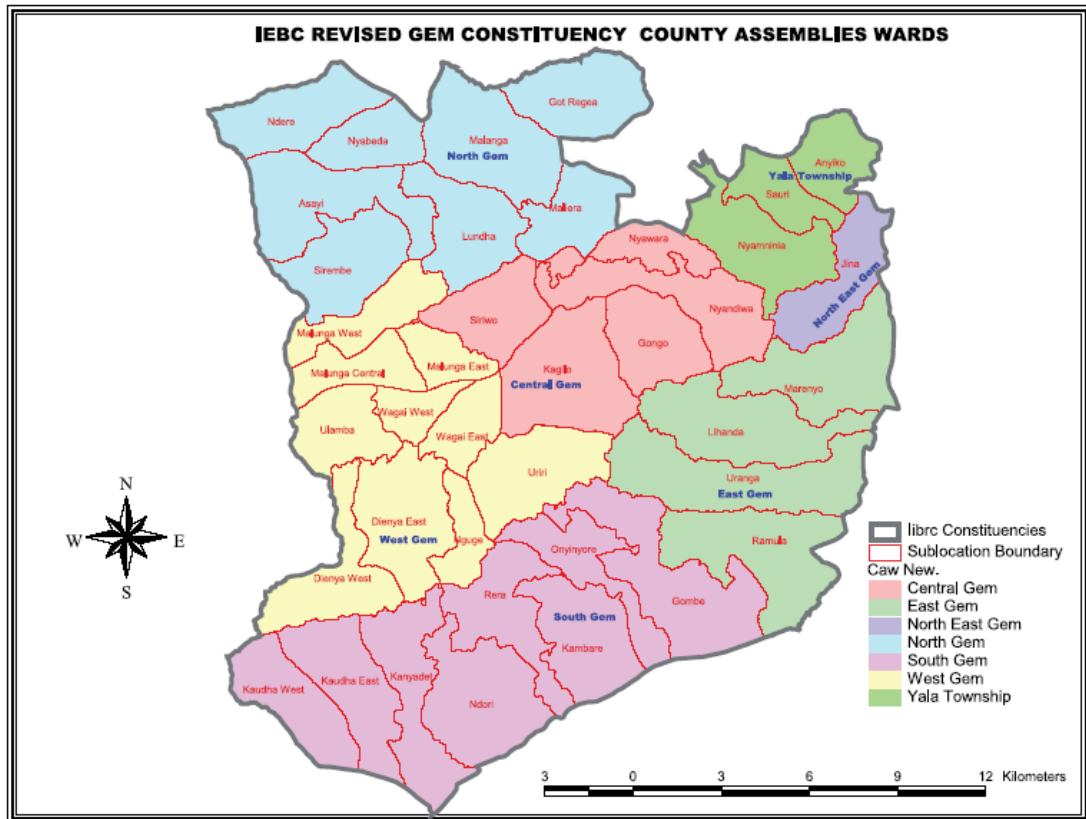
APPENNDIX 3: INTERVIEW GUIDE FOR THE KEY INFORMAMTMS

I am Jane Akelo Ombajo, a student at Africa Nazarene University, pursuing a Master of Arts degree in Monitoring and Evaluation. I am carrying out a research on *Assessment of Entrepreneurship Training Pedagogy by Non-Governmental Organizations and Women Economic Empowerment Outcomes: A Case of The Pangea Network, Gem Constituency, and Kenya.*” I guarantee to you that the information received will be treated with confidence and the study has an academic purpose only.

Date

1. Probe on the methodology used in training women entrepreneurship
2. Probe on the challenges experienced in application of the existing methods
3. Probe on content and topics trained in the entrepreneurship training
4. Probe on the effectiveness of the content, trainee understanding and trainee satisfaction
5. Probe on the adequacy/inadequacy of the training content
6. Probe on the key learner characteristics possessed by trainees
7. Probe whether trainees are applying the knowledge leaned in their social economic life.
8. Comment on the adequacy/inadequacy of the training content?
9. How does trainees characteristics affects organizations performance?

APPENDIX 4: GEM CONSTITUENCY MAP



Source: Softkenya.com

APPENDIX 5: NACOSTI PERMIT

REPUBLIC OF KENYA
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This is to Certify that Ms. Jane Akelo Ombajo of Africa Nazarene University, has been licensed to conduct research in Siaya on the topic: ASSESSMENT OF ENTREPRENEURSHIP TRAINING PEDAGOGY BY NON-GOVERNMENTAL ORGANIZATIONS AND WOMEN ECONOMIC EMPOWERMENT OUTCOMES; A CASE OF PANGEA NETWORK, GEM CONSTITUENCY, KENYA for the period ending : 14/February/2023.

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