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The Role of Education, Work Experience and Training in Entrepreneurship Success in Nebbi District, West Nile Region in Uganda

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Abstract

Entrepreneurship success has been globally acknowledged as an instrument for achieving economic growth and development as well as employment creation. The objective of the study was to determine the role of education, work experience and training in supporting entrepreneurship success in Nebbi District, West Nile, Uganda. Using both purposive and simple random sampling procedure, a sample of 89 participants was selected for the survey. A structured questionnaire was used in the study. The data were sought and analyzed using SPSS statistical package. The study indicated Cronbach's alpha coefficient ($\alpha > .70$) and Correlation results indicated that education, training and working experience all have a positive significant relationship with entrepreneurial success at 1% level of significance. This means that entrepreneurs, whose education and working experience are business-related, are more likely to succeed than those whose education and working experiences are outside business. The study recommended that relevant entrepreneurship training should be expanded in the region since it has a significant positive impact on entrepreneurial success as this is expected to accelerate economic growth and reduce unemployment especially among the youth.

Keywords: Entrepreneurial success, Education, Work experience, Training

Introduction:

Today the world is embracing entrepreneurship development as a more sustainable way for economic development. The importance of entrepreneurship for economic development has been widely acknowledged in recent years. Entrepreneurship is assumed to be a major source of innovation, job creation and growth (Andre Van Stel and Roy Thurik, 2002). Increasing emphasis is now being placed on entrepreneurship for promoting economic growth (Bygrave and Zacharakis, 2007) and globally there is a growing recognition of entrepreneurship as a

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driving force to economic development and job creation. This has come about due to the governments' failure to provide employment to the increasing number of youth graduating every year from various universities and Colleges. Until recently, just about a decade ago, entrepreneurship as a course was not taught at all in most tertiary institutions in Ghana (Adjimah, 2011) although there are now a lot of activities that point out to an increased interest and recognition in entrepreneurship education. The Government of Uganda has introduced vocational courses in the educational curriculum (Business Technical Vocational Education and Training (BTVET) Act, 2008). Today, the focal points of these policies have been to promote self-dependence and self-reliance in the generation of gainful self-employment through establishment of business organization. Therefore there is increased entrepreneurship ability through education (Gorman, Hanlon, & King, 1997; Ronstadt, 1987) and European Commission, (2004) regards education as an important means to create more entrepreneurial mindset among the young people.

Research Problem

Academicians, practitioners and government institutions have acknowledged the vital role played by Education, work experience and training in achieving entrepreneurship success world over. Their significance could be seen in terms of contribution of entrepreneurship towards economic growth, employment creation and poverty reduction. However, despite the critical role played by the business sector, it is faced with many challenges which resulted in to a high failure rate in this segment (Global Entrepreneurship Monitors (GEM) 2009). According to the National Credit Regulator (2011), approximately eight in every ten new businesses fail within their first five years of operation. Today's SME are finding it very difficult to survive yet the government is providing a lot of incentive for the startup businesses. Uganda Investment Authority had been set up as a one shop center for business information; they also provide training for small entrepreneurs but the SME failure rates is still high. Entrepreneurship training has been found to be a major determinant in the growth of enterprises. This has been blamed on the entrepreneurs lacking the entrepreneurship skills to steer their business to growth. Wambugu (2005) also identified low educational level as factors that contribute to lack of growth in most business enterprises. Built on the above issues the study investigated the role of the role of education, work experience and training in entrepreneurship success in Nebbi district, West Nile in Uganda and try to solve the failure rates of SMEs in Uganda.

Objective of the study

The study is therefore aimed at determining the role of education, work experience and training in supporting entrepreneurship success in Nebbi District, west Nile Uganda.

Literature review

Entrepreneurial Success

Kumar (2008) associates entrepreneurial success with active interactions between the individual entrepreneur and the environment based on a construct incorporating cognitive complexity, threat to identity and status inconsistency. Majumdar (2008) ties entrepreneurial success to one of the three propositions, the first is that the attitudes and vision of the entrepreneurs drive growth of small organizations, the second is the market and environment and the third is the persistent search for better fit in the market. Entrepreneurial success

focuses on profitability, business growth, increased market share, return on investment. Entrepreneurial success also focuses on extras like entrepreneurs' satisfaction, innovation, meeting customers' needs and wellbeing. Entrepreneurs with a high education level, industrial and managerial experience and exposure had greater chance of succeeding than people without tertiary education, minimal industrial and management experience and with little or no business exposure Prahalad and Hamel, (1999). Entrepreneurs who have the necessary competences especially in the area of operation, finance, marketing and human resources and managerial skills required for the business are more likely to be successful in business.

Education

Higher levels of education are expected to increase the ability of entrepreneurs to cope with problems and seize opportunities for enterprise growth and innovation. Education is presumably related to the entrepreneur's skill, motivation, self-confidence, problem solving abilities, commitment and discipline. In summary, the argument is that education is an investment in human capital and specialized knowledge and, as a consequence, it increases labor productivity and therefore the motivation prospects of firms within an economy (Romer, 1990; Romer, 1993).

Micro enterprise owners and their employees show lower levels of educational attainments compared to those in Commercial Enterprises (CE's) and larger firms (Orlando & Pollack 2000; Soderbom & Teal 2001; de Mel, McKenzie & Woodruff, 2008). In terms of cognitive abilities such as numerical memory, non-verbal reasoning and financial literacy, de Mel, McKenzie and Woodruff (2008) found out that own account workers achieve consistently lower performance levels than CE owners, and hence are rather comparable to wage workers. This stands in contrast to the self-employed in developed countries who on average, have achieved above average educational attainment levels (Woodruff, 1999).

Most empirical evidence in developing countries indicates that firms with better educated owners are more efficient, yet, the effect of education *per se* on the propensity to upgrade is less clear (Burki & Terrelli, 1998; Batra & Tan, 2003; Tan, 2000). Whereas many studies in sub-Saharan Africa show that CE owners who pass the secondary school level indeed have firms that grow more rapidly, this effect is not observed for the primary education level (Mead & Liedholm, 1998; McPherson, 1991; Parker, 1995). Yet, the Inter-American Development Bank study also found that 6 of every 10 Latin American entrepreneurs with high-growth firms are university graduates. Hence evidence seems to be inconclusive. It is highly plausible that human capital and acquisition of specialized knowledge are crucial for productivity growth (Romer, 1990; Romer, 1993), yet at the micro level, the associations between the level of formal schooling and enterprise development is unclear. Small scale entrepreneurs rely on their social and business networks to spread information and exchange business practices (Romijn, 2001; Hobday & Perini, 2009).

Accordingly, formal education might enhance the success of individual entrepreneurs, yet the knowledge and information that is needed to start and grow a business is very likely not taught at school. When comparing CE owner's, wage and own account workers in Sri Lanka, de Mel, McKenzie and Woodruff (2008) also talk at parental backgrounds. They found out that parents of CE owners have higher levels of schooling than parents of wage workers, whose parents have about the same level of educational attainment as those of own account

workers. Although it seems that own account workers and wage workers share many characteristics, the study of de Mel, McKenzie and Woodruff finds that at the age of 12, both CE owners and own account workers were more likely to have had self-employed parents than wage workers. This might indicate that growing up in an environment in which at least one parent is self-employed may provide the incentive and access to relevant knowledge in order to start and grow a business.

Work experience and training

An elaborate research on effectiveness of entrepreneurship training has been provided by Fayolle, Gouilly and Lassas-Clerc (2006). They affirmed that at least some aspects of entrepreneurship can successfully be taught in entrepreneurship academies and Colleges but established that there are some difficulties associated with the design of programs as well as their objectives, content and delivery methods. CE owners and workers in Ghana have, on average, only five years of work experience, whereas owners and workers in larger firms have accumulated at least 10 years of work experience (Barr 1998). Parker (1995) found out that entrepreneurs in Kenya who have worked at least seven years prior to the small business start up did indeed grow faster than those without prior work experience. Mincer (1962) and others have argued for a very long time that practical on the job training is nearly as important as education. Indeed, in Sub-Saharan Africa, McPherson (1996 a) and Parker (1995) reported that entrepreneurs with vocational training and those who gained experience working in another business owned firms that grew much faster than those owned by proprietors without previous experience. In addition, work experience has been found to enhance professional and social networks, which are helpful in accessing financial resources, management advice and identifying business opportunities (Eifert, Belb & Ramachandran 2005; Ramachandran & Ramnarayan, 1993). Business contacts gained during past employment have been found to be a key benefit among Latin American and Asian high growth entrepreneurs (Kantis, Angelli & Koenig, 2004).

Further, having relevant industry experience will help potential entrepreneurs to better understand the subtleties and cultural references within their respective business environments. However, there is only limited research on the role of prior industry specific work experience on enterprise development in developing countries. Most research in developed countries found no or even a negative relationship between prior industry experience and firm growth (Cooper, 1993; Storey, 1994). In particular, Storey (1994) shows that more work experience in a sector is related to slower firm growth. Yet, a longitudinal study in the Netherlands found out that the entrepreneurs prior experience in the same industry does indeed improve the propensity of firms to survive and grow (Bosma, Zoltan and Sternberg, 2004). One explanation for these contradicting results might be that industry experience is critical in some sectors but not in others, for example in high technology firms or in those fields in which operating knowledge is not widely diffused. Yet, in other fields, such as in the food and catering industry or simple manufacturing, prior work experience may not be as important, and the needed skills are easily acquired through learning on the job. However, some prior industry experience will not necessarily do the job; rather it is probably also the position and degree of responsibility that helps a potential entrepreneur to learn the skills and make the contacts needed for a successful business venture.

Methodology

This section covers the research design used in the study, sample and sampling procedure applied, data collection, validity and reliability of the instrument; overview of data and the statistical analytical techniques employed. The study was conducted based on cross-section survey design. This design was chosen to ensure that the study accurately described the true nature of existing conditions at an explicit point in time.

Sample and Sampling Procedure

The population for the research was small and medium size entrepreneurs in Nebbi District in the two Counties of Jonam and Padyere. These areas were chosen because they are busier and have very many businesses startups following a number of interventions in the area to support entrepreneurship growth and development. The respondents were drawn from categories of SMEs which included hairdressing, general retail business and restaurants. Stratified random sampling was conducted to select 89 respondents. The research strategy employed both descriptive and correlation analysis. Descriptive analysis was adopted to identify and obtain the information of the role of education, work experience and training in entrepreneurship success. Self-administered questionnaires were used to enable each person or participant has adequate time to reflect and respond to the same set of questions in a predetermined order. A 5- point Likert scale ranging from 1-5 where 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree), 5 (Strongly agree) was used to gather the data. Correlation analysis was used to establish the relationship between the constructs.

Results and Interpretation

This section presents the basic characteristics of the respondents involved in the study

Table 1: Respondents characteristics.

Characteristic	Category	Frequency	Percent	Valid Percent	Cumulative Percent	
Age	Below 20 years	2	2.5	2.5	2.5	
	20 - 29 years	10	12.5	12.5	15.0	
	30 - 39 years	19	23.8	23.8	38.8	
	40 - 49 years	38	47.5	47.5	86.3	
	50 years & above	11	13.8	13.8	100.0	
Gender	Male	50	62.5	62.5	62.5	
	Female	30	37.5	37.5	100.0	
	Married	single	23	28.8	28.8	28.8
		Cohabiting	47	58.8	58.8	87.5
	Separated	Cohabiting	9	11.3	11.3	98.8
		Separated	1	1.3	1.3	100.0
Education	Masters Degree	3	3.8	3.8	3.8	
	Post Graduate Diploma	3	3.8	3.8	7.5	
	Bachelors Degree	14	17.5	17.5	25.0	
	Diploma	34	42.5	42.5	67.5	
	Certificate	26	32.5	32.5	100.0	
Monthly income	Below 200,000	12	15.0	15.0	15.0	

200,000 and below 300,000	27	33.8	33.8	48.8
300,000 and below 400,000	25	31.3	31.3	80.0
400,000 and below 500,000	10	12.5	12.5	92.5
500,000 and above	6	7.5	7.5	100.0
Total	80	100.0	100.0	

The gender composition of respondents revealed that (62.5%) were male while (37.5%) were female. From the figure above, most of the respondents belonged to 40-49 years of age, very few were below 20 years. About (33.8%) of the business owners were earning above 200,000 UGX but less than 300,000 UGX per month and 7.5% earned above 500,000 UGX per month. As regards the highest level of education, 42.5% had diplomas while only 3.8% had attained master degree. Considering the success of business, (57.5) claimed to be successful while (5.0%) claimed to be most successful. Responses on profitability of business indicated that (48.8%) were covering mostly fixed cost, while (2.5%) were most profitable, as they had surplus money left after covering costs. About (61.3%) had 2 - 4 years' experience in business while only (1.3) had kept in business for the last 10 years. Nearly (33.3 %) confirmed that their businesses had not broken even while (6.3 %) broke even after two years.

Scale Reliability

Reliability analysis was applied to measure consistency and internal stability of data (Table 1) the Cronbach's Alpha was computed to determine the inter-item consistency and reliability of how well items in the set used were positively correlated to one another.

Table 2: Reliability Statistics

Cronbach's Alpha	No of Items
.882	52

The study indicated Cronbach's alpha coefficient ($\alpha > .70$) indicates that the items used in the study were reliable and credible to test the study variables. Therefore, the data that were collected for this research were considered internally stable and consistent.

Table 3: Correlations

		Education	Work experience	Training	Entrepreneurial Success
Education	Pearson Correlation	1	.663(**)	.564(**)	.502(**)
	Sig. (2-tailed)		.000	.000	.000
	N	80	80	80	80
Work experience	Pearson Correlation	.663(**)	1	.549(**)	.433(**)
	Sig. (2-tailed)	.000		.000	.000
	N	80	80	80	80
Training	Pearson Correlation	.564(**)	.549(**)	1	.550(**)
	Sig. (2-tailed)	.000	.000		.000
	N	80	80	80	80
Entrepreneurial success	Pearson Correlation	.502(**)	.433(**)	.550(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	80	80	80	80

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

Correlation results indicated a good combination of education and working experience in determining entrepreneurial success ($r = .663^{**}$, $p\text{-value} < .05$). This means that entrepreneurs, whose education and working experience are business-related, are more likely to succeed than those whose education and working experiences are outside business. The analysis indicated a better relationship between training and entrepreneurial success ($r = .550$, $p\text{-value} < .05$); followed by education and entrepreneurial success ($r = .502$, $p\text{-value} < .05$). This means that regardless of their level of education and work experiences, entrepreneurs are likely to be successful if exposed to regular entrepreneurship skills training. A moderate linear relationship exists between work experience and entrepreneurial success ($r = .433^{**}$), suggesting a relative importance of work experience in determining entrepreneurial success.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598(a)	.358	.333	.49805

A Predictors: (Constant), Training, Work experience, Education

The analysis indicates a coefficient of determination of (R square = .358). This means that education, work experience and training contribute only 35.8% of the total variation in entrepreneurial success. Since this percentage is below 40%, these three factors are less influential in determining the level of entrepreneurial success. Perhaps there are other factors for entrepreneurial success.

Table 5: ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.522	3	3.507	14.139	.000(a)
	Residual	18.852	76	.248		
	Total	29.374	79			

A Predictors: (Constant), Training, Work experience, Education

B Dependent Variable: Entrepreneurial success.

Table 6: Coefficients (a)

Model		Un standardized		Standardized		T	Sig.
		Coefficients		Coefficients			
		B	Std. Error	Beta	B	Std. Error	
1	(Constant)	1.051	.425		2.475	.016	
	Education	.235	.122	.250	1.927	.058	
	Work experience	.059	.124	.061	.475	.636	
	Training	.389	.120	.376	3.236	.002	

A Dependent Variable: Entrepreneurial success

ANOVA tests indicate that regression sum of squares is less than residual sum of squares. This means that training, work experience and education do not account for most of the variations in entrepreneurial success. However, at a significant level of 0.05, only training and education appear to be better predictors of entrepreneurial success, but not work experience ($p > .05$). This model still suggests that education, working experience and training are not the only factors in determining entrepreneurial success. Perhaps there are other factors. Furthermore, linear regression tests indicate that training is the most important variable in explaining entrepreneurial success ($\beta = .389, p < .05$), compared to work experience and training. The model further indicates that work experience ($p > 0.05$), though important in the relationship is not statistically significant in explaining entrepreneurial success.

Discussion

The study indicated a good combination of education and working experience in determining the level of entrepreneurship success. The results, support in part (Bosmel *et al*, 2004) who noted that entrepreneurs' prior experience in the same industry improves the propensity of firms to survive and grow. The study indicated a significant contribution of education, training and working experience in the level of entrepreneurship success. The findings agree with (Prahalad & Hamel, 1999) who argued that entrepreneurs with high education level, industrial and managerial experience and exposure had greater chances of succeeding than those without tertiary education, minimal industrial and management experience and with little or no business exposure. In the same line, (McPherson, 1996) and (Parker, 1995) reported that entrepreneurs with vocational training and had gained experience in working in other businesses owned firms that grew faster than those owned by proprietors without previous experience. The findings

indicated that training was the highest predictor of entrepreneurship success compared to education and training.

Conclusion

The purpose of this study was to investigate the role of Education, work experience and training in entrepreneurship success in Nebbi District, West Nile in Uganda. The results confirmed that education, work experience and training make a good combination in determining entrepreneurial success. While the three factors appeared to be significant in bringing about variations in the level of entrepreneurial success, training is by far the most significant determinant of entrepreneurial success.

Recommendations

The findings indicate that Education, work experience and training has a significant positive relationship with entrepreneurship success in Nebbi District. This implies that entrepreneurs should improve their educational qualifications and training in their areas of their respective business operations. However, training has the most significant influence on entrepreneurial success. The Creation of organizational unit in charge of entrepreneurship development with the mandate and mission to help and support the growth of SMEs in the District. Entrepreneurs should also choose strategically competitive location of their businesses in order to sustain competitive edge. Improvements in working experience by entrepreneurs are also a necessary ingredient for enhancing success of their enterprises. Government policy on poverty eradication should invest more time in entrepreneurial development training.

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