

# **PERCEPTION TOWARDS THE FACTORS THAT AFFECT THE EFFECTIVENESS OF ENTREPRENEURSHIP TRAINING PROGRAMME**

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**Abstract** – Entrepreneurship is important to economic development due to society development in economies where entrepreneurs can operate flexibly, develop their ideas, and gain the rewards. Nowadays, the government encourage the entrepreneur to participate in Entrepreneurial Training Programme to ensure their capabilities and sustainability in impressive level. However, the training programme has to take initiative to ensuring the effectiveness on such training. Thus, this paper aims to explore the towards the Factors that Affect the Effectiveness of Entrepreneurship Training among UMK's students.. To achieve these objectives, the study adopted purposive sampling method to collect primary data through the structured questionnaire. A total sample of 50 students in Faculty of Entrepreneurship and Business, UMK were used as respondents. The result shows that the trainee's readiness and learning approach are determinant to ensure the effectiveness of training programme. The results also show that there is a significant relationship between two variables which contribute to the effectiveness entrepreneurship training programme. Based on the research findings, the determinant of trainee effectiveness and learning approach unable to determine such of entrepreneurship training programme may provide (1) gain entrepreneur skills, (2), training programme more effective and (3) develops programs to increase global entrepreneurship

**Keywords:** Entrepreneurship, Perception of Student, Training, Entrepreneurship Training Programme

## **1. Introduction**

Entrepreneurship is paramount substantial in the country in supporting rural economic a growth due to alleviation of poverty and unemployment tricky. Numerous definition of entrepreneurship can also be found in the literature. Kuratko (2009) defines entrepreneurship as a vibrant process of idea, change, and creation that requires an application of strength and passion towards the creation and implementation of new ideas and creative solutions. This indicates that the individual, organization, environmental and process are involved in new venture creation in the entrepreneurship. Thus, the entrepreneur has an extensive role in order to obtain some different ideas and prodigious alternatives in entrepreneurial activities.

In the context of Entrepreneurship Training Programme (ETP), Siemens (2012) highlighted that ETP as a training of workshop approximately entrepreneurial activities developed by government agencies and business support organizations enables contribute to the development of business and management skills and entrepreneurship coordination. Similarly, Nikandrou (2009) states that the key of training for entrepreneurs is to impart, deliver and improve the essential skills to facilitate particular organization achieve their target due to improving their worker skills and competitive advantage by added value to their key resources.

The Entrepreneurship training programme is provide a package for Bumiputera equip themselves with the knowledge, skills and entrepreneurial traits to become entrepreneur successful and competitive (MARA, 2015). The programs of entrepreneurship training are courses, training, seminar, workshop input for exposure, knowledge and skills in the level of entrepreneurial culture, creation and enhancement and strengthening of entrepreneurs organized by Division of Entrepreneur Development and BUSMA State and in collaboration with government agencies, private and non-governmental organizations The entrepreneurship training programs organized by Majlis Amanah Rakyat (MARA) is consistent with the objectives of this study is to produce entrepreneurs who have self-insight and quality wise in looking for viable business opportunities.

The main problem has highlighted in this study in terms of the most important determinant of effectiveness of the entrepreneurship training programme. The important determinant enable to give more effectiveness of entrepreneurship training programme and the same time the entrepreneur will be improve their knowledge, skill and capabilities.

### **1.1 Research Questions**

- a) How the effectiveness of entrepreneurship Training Programme?
- b) What is the determinant of Entrepreneurship Training Programme effectiveness?
- c) What is the perception of UMK's student towards Entrepreneurship Training Programme?

### **1.2 Research Objectives**

- a) To examine the effectiveness of Entrepreneurship Training Programme.
- b) To identify the determinant of Entrepreneurship Training Programme effectiveness.
- c) To describe perception of UMK's student towards Entrepreneurship Training Programme effectiveness.

### **1.3 Research Hypothesis**

H1 : There is significant relationship between participation of interest in entrepreneurship training programme and effectiveness of training programme.

H2: There is significant relationship between entrepreneurial orientation and effectiveness of entrepreneurship training programme.

H3: There is significant relationship between trainer skill and effectiveness of entrepreneurship training programme.

H4: There is significant relationship between learning approach and effectiveness of entrepreneurship training programme.

H5: There is significant relationship between trainee readiness and effectiveness of entrepreneurship training programme.

## **2. Literature Review**

### **2.1 Evaluation Entrepreneurship Training Programme**

Training is defined as a learning experience creating a relatively permanent change in an individual that improves their ability to perform on the job (Thassanabanjong, et.al, 2009). Nyambura, J. N. a. a. (2014) indicates that entrepreneurs learn through application, doing, experiences, examples and mistakes-their training must be practical in nature. Thus entrepreneurship training indicate a training on ways of introducing a new good, new method of production, opening a new market, conquering a new source of raw materials, and reorganizing an industry in a new way. Siemens (2012) highlighted that training of workshop approximately entrepreneurial activities developed by government agencies and business support organizations enables contribute to the development of business and management skills and an entrepreneurship coordination.

Therefore, the example of entrepreneurship training programme included courses, training, seminars, workshops for input exposure, knowledge and skills in entrepreneurial culture (MARU, 2015). These courses include short-term, medium and long term. Perbadanan Usahawan Nasional Berhad (PUNB) are also being set up training programs for entrepreneurs in the small and medium industry. Similarly, Nikandrou (2009) states that the key of training for entrepreneurs is to impart, deliver and improve the essential skills to facilitate particular organization achieve their target due to improving their worker skills and competitive advantage by added value to their key resources.

Siemens (2012) highlighted that training of workshop approximately entrepreneurial activities developed by government agencies and business support organizations enables contribute to the development of business and management skills and an entrepreneurship coordination. Similarly, Nikandrou (2009) states that the key of training for entrepreneurs is to impart, deliver and improve the essential skills to facilitate particular organization achieve their target due to improving their worker skills and competitive advantage by added value to their key resources. Therefore, the managerial skills included marketing skills, financial planning, cash flow management will drive to competencies of entrepreneurship activities.

Nafukho (2014) found that in the case of Kenya for instance, the government provides youth and female entrepreneurship fund for Kenyan entrepreneurs in order to encourage

them to develop the new creation of enterprise by own due to education and training programmes excluding financial aid. This is an attempt to drive them into more independent activities like creating new innovative product and develop excessive services in entrepreneurship activities. Likewise, Jones (2014) state that enterprise education is very much approximately teamwork, confidence building, problem solving, and helps encourage the belief that self-employment, starting a business or being a business owner. It also helps people distinguish that working for a SME is an appropriate option and that this requires different skills and competencies compared to working for a large organization.

Thus, Entrepreneurship Training Program lead the participant of trainee more confident in solving problems related to the issue of entrepreneurship and also open-minded to take the risks. This study suggests the following hypotheses as the basis of a research literature study as below:

H1: There is significant relationship between participation of interest in entrepreneurship training programme and effectiveness of training programme.

## **2.2 Entrepreneurial Orientation and effectiveness of entrepreneurship training programme.**

Entrepreneurial Orientation (EO) is one combination of reactiveness, innovativeness and risk taking. The entrepreneurs have willingness to create a new creation in the industry. Innovativeness reflects a tendency to support new ideas, novelty, experimentation, and creative processes, thereby departing from established practices and combination of new technologies. While, reactiveness refer to a posture of anticipating and acting on future wants and needs in the marketplace, thereby creating a first-mover advantage (Wiklund, j., & Shepherd, d., 2003). Usually, the EO reflects to long term outcome of new venture and gives positive performance implications.

Meutia (2013) state that EO is an effort to be the best, both in product and market innovation, dare to take any risks, and pursue any chance to beat the competitor. Therefore, the entrepreneur will be more creative in create a new product through the entrepreneurial orientation. Entrepreneurial orientation will push entrepreneurs to build a main business network through social capital so as to improve the business performance. Business network is identified as an opportunity to distribute a product and market inflation to anticipate any competition. This study suggests the following hypotheses as the basis of a research literature study as below:

H2: There is significant relationship between entrepreneurial orientation and effectiveness of entrepreneurship training programme

### **2.3 Trainer skills and effectiveness of entrepreneurship training programme.**

Compeau, D. (2002) state that that a trainer in a training program in the control should include a six basic dimensions such as knowledge, communication, course design, sympathy, training technique and class management. The trainer has an important role in the delivery of training to the trainee. Therefore, choosing an appropriate trainer is essential to ensure the effectiveness of training and fulfil the objectives of training's objectives. The trainer would be one of the key sources of such information in order to trainee understand what the trainer explain in the particular session of training.

For effective entrepreneurship training, trainers must have total order of learning theories and principles and knowledge of human behaviour to enable them plan learning experiences that are varied and appropriate for each trainee (Chung, Y., 2013). The experiences of trainer also are important because the trainer enable to sharing their past experiences in training courses. It is lead to entrepreneur use as a general guidance in their entrepreneurship activities. This study suggest the following hypotheses as the basis of a research literature study as below:

H3: There is significant relationship between trainer skill and effectiveness of entrepreneurship training programme.

### **2.4 Learning approaches and effectiveness of Entrepreneurship Training Programme.**

Nyambura, J. N. a. a. (2014) pointed out that the learning approach used in the entrepreneurial training included lectures, demonstrations, enhance programs, mentorship programs, exhibitions and common interest groups. However, the most frequent learning approach used during entrepreneurial training is traditional methods such as lecturing and the mentorship program because perhaps the entrepreneur more comfortable in traditional method and less skilled of ICT. The methods used to train entrepreneur are neither interactive nor creative. The learning approach use in training session should be practical and interactive because the entrepreneurs learn from doing than hearing.

Lourenco, F., et al. (2014) introduced some of sessions that can attracted the farmer attention in the entrepreneurial training programme are creativity enhancement sessions, opportunity idenfication sessions, and creative problem solving sessions. Firstly, in the creativity enhancement sessions the participants are encourage to contribute a different ideas in group training so that participants can redesign some of brilliant idea in their own entrepreneurial activity (Lourenco, F., et al., 2014). Due to the process of innovation in entrepreneurship training, participants will be more competitive and they will go a long way in their future planning. Secondly, opportunity idenfication sessions highlighted during these sessions, participants were asked to apply their creative skills so that participants can to identify, recognise, create and explore ideas relating to opportunities (Lourenco, F., et al., 2014).. Thirdly, the participants will learn to solve problems by using creative

techniques in order to apply creativity techniques to inspire their thinking and to allow them to think beyond their normal ways and traditions (Lourenco, F., et al., 2014)..

Milhem, W. ((2014) addresses the training method for entrepreneur that participate in entrepreneurial training programme such as team training, mentoring approach, seminars, field trips and tour, e-learning. However, the only suitable training method for rural entrepreneur are team training, mentoring approach and seminars because mostly the rural community is lower level of knowledge to using high technology like E-learning. The author state that the team training is one approach to deliver training in a program (Milhem, W., 2014). It is allows the participants to solve problems effectively where participants are given a realistic chance to provide feedback solutions. While, the small whereas, through the seminar participants and trainers will together focus on specific topics and enable them to handle problems that arise on a regular basis. In a training course content must be relevant to training in order to improve the knowledge trainees in learning (Chung, Y. 2013).

Furthermore, the learning approach as a determinant of entrepreneurship training programmes and suggest the following hypotheses as the basis of a research literature study as below:

H3: There is significant relationship between learning approach and effectiveness of entrepreneurship training programme.

## **2.5 Trainee readiness and effectiveness of entrepreneurship training programme**

The trainees readiness is one of the determinant to determine the effectiveness of entrepreneurship training program. For instance, the trainee actively response during particular session of courses also determine the effectiveness of training (Chung, Y., 2013). Most of entrepreneurs have own knowledge in terms of entrepreneurship. It is to cause the entrepreneur easily to understand in the seminar, courses or program session. .This study suggest the following hypotheses as the basis of a research literature study as below:

H4: There is significant relationship between learning approach and effectiveness of entrepreneurship training programme

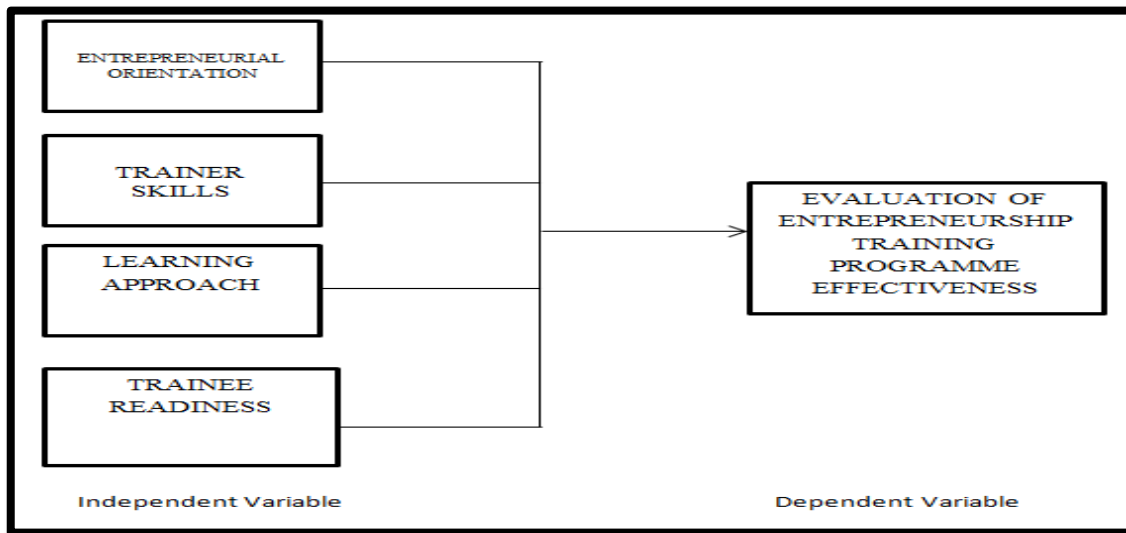


Figure 1: Conceptual Framework

### 3. Research Methodology

#### 3.1 Methodology

The research design is the overall plan for relating the conceptual research problem to relevant and practicable empirical research. In other words, the research design provides a plan or a framework for data collection and its analysis. It reveals the type of research of research and the priorities of the researcher. The research methods refer to the techniques used to collect data. The goal of this descriptive study is to describe the most important determinants determinant of entrepreneurship training programme effectiveness among UMK's student in Kelantan. Further, hypotheses developed will be test to enhance the understanding of relationship that exists among all independent variables and dependent variable. The researcher has distributed to 65 respondents of UMK's student to achieve the objective of the study. Finally, out of 65 questionnaires distributed, researcher received 50 questionnaires returned and used of the final analysis

In order to obtain primary data, questionnaire uses as an instrument. The questionnaire prepared in English and Malay language to have better feedback as the respondents come from various education backgrounds. The questionnaire divided into three sections consists of demographic, determinant of entrepreneurship training programme effectiveness and evaluation of entrepreneurship training programme effectiveness. The determinant used five-point Likert scales ranging from 1= "Strongly Disagree" to 5 = "Strongly Agree".

There are 12 items in demographic part .There are 19 items provide the information on the determinant of entrepreneurship training programme effectiveness in this study include entrepreneurial orientation, trainer, learning approach and trainee readiness. While, there

are 5 items provide information on evaluation of entrepreneurship training programme effectiveness.

#### **4. Findings**



Demographic	Frequency	Percentage (%)
<b>Gender</b>		
Male	13	26
Female	37	74
Total	50	100
<b>Age</b>		
20-29 years	38	76
30-39 years	14	14
40-49 years	5	10
Total	50	100
<b>Race</b>		
Malay	35	70
Chinese	5	10
Indian	6	12
Others	4	8
Total	50	100
<b>Nationality</b>		
Malaysian	43	86
Thailand	3	6
Nigerian	3	4
Total	50	100
<b>Marital Status</b>		
Single	32	64
Married	12	26
Single Father/Mother	1	2
Divorce	4	8
Total	50	100
<b>Higher Education Level</b>		
Diploma	6	12
Bachelor's Degree	28	56
Master	16	32
Total	50	100
<b>Current of Education Level</b>		
Bachelor's Degree	20	40
Master	21	42
PhD	7	14
Others	1	2
Total	50	100
<b>Mode Study</b>		
Full Time	44	88
Part Time	6	12
Total	50	100
<b>Type of Jobs</b>		
Lecturer	4	8
Teacher	3	6
Academician	1	2

Graduate Research Assistant (GRA)	5	10
Manager		
Researcher	2	4
Student	2	4
Total	26	52
	50	100
<b>Monthly Income</b>		
Less than RM1000	15	30
RM1000-RM2500	7	14
RM2501-RM3500	2	4
RM3501-RM4500	2	4
RM4501 and Above	1	2
Total	50	100
<b>Interest On ETP</b>		
Yes	44	88
No	4	12
Total	50	100
<b>Reasons</b>		
Skills	10	20
Interest	4	8
Financial	2	4
Successful Entrepreneur	3	6
Self-Development	7	14
Knowledge	6	12
Business Growth	2	4
Confidence	1	2
Motivations	1	2
Not Interested	1	2
Experiences	3	6
Total	50	

This section presents descriptive statistics and explains the background of respondents and reasons for involving entrepreneurship training programme. Table 1 show that about 74 percent of the respondents are female. In terms of marital status, almost 32 percent of them are single because the respondent is student, 12 percent are still married, 1 percent is single father/mother and 4 percent are divorce. Most of the respondents are holding Bachelor's Degree certificate (28 percent), followed by Master holder are 16 percent. In the study, the respondents are majority master's student and bachelor's degree which are 42 percent and 40 percent respectively. Additionally, 14 percent is PhD's student and 2 percent. The respondent who has study show 44 percent in full time mode and 6 percent in part time mode of study. In terms of type of job, half of the respondent is student (52%) because of the study area in Universiti Malaysia Kelantan (UMK). This is followed by Graduate Research Assistant (10 percent), Lecturer (8 percent), Teacher (6 percent), Manager and Researcher (4 percent) and Academician (2 percent). The respondent is including in educated person. The range of monthly income shows that the majority of respondent obtain less than RM1000 per month because they are student. The result of this study

indicates that 88 percent of the respondent interested to participate in the Entrepreneurship Training Programme compared 12 percent would not participate on that. Most of respondent is willing to increase their skills in the entrepreneurship training programme and become a successful entrepreneur in the future due to gain their entrepreneurship knowledge.

## 5. Descriptive Analysis

The trainer is a main actor in the delivery of training especially to such of trainee . Consequently, it is important to understand the types of behaviours in which trainers engage which are considered effective in addition to understanding the impacts of differences in training methods. In terms of an instructor has extensive entrepreneurial knowledge we found that 23 respondents out of 50 respondents strongly agree with the statement, other 24 respondent (48%) agree with the statement and only 3 respondents (6%) neither agree nor disagree with the statement. Half of total respondent which is 25 respondents strongly agree that the trainer experiences can assist trainees to understand more about the topics taught in the classroom followed by 23 respondents (46%) agree and 2 respondent (4%) neither agree nor disagree with the statement. According to the trainer that are passionate about presenting and providing knowledge , 22 respondents(44%) strongly agree with the statement other 26 respondent (52%) agree with the statement and only 2 respondent (4%) neither agree nor disagree with the statement. This study stated that the trainer which classified as a entrepreneurs and academicians will give new ideas and thoughtful during the learning process, we found that 24 respondents (48%) strongly agree with the statement, other 21 respondent (42%) agree with the statement and only 5 respondent (10%) neither agree nor disagree with the statement.

Table 2: Trainer

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>A trainer has extensive entrepreneurial knowledge</b>	0(0%)	0(0%)	3(6%)	24(48%)	23(46%)
<b>Experience of trainers in entrepreneurship</b>	0(0%)	0(0%)	2(4%)	23(46%)	25(50%)
<b>The trainer that are passionate about presenting and providing knowledge</b>	0(0%)	0(0%)	5(10%)	22(44%)	23(46%)
<b>Learning by using appropriate examples by trainer</b>	0(0%)	0(0%)	2(4%)	26(52%)	22(44%)
<b>The trainer which consist of entrepreneurs and academicians</b>	0(0%)	0(0%)	5(10%)	21(42%)	24(48%)

Learning approach is a method that allows the trainer and trainee to communicate in delivering and sharing knowledge each other. Thus, trainer has a responsibility in use learning approach to develop the entrepreneurship knowledge of trainee. The result state that, 15 respondent (30%) and 28 respondent (56%) strongly agree and agree with the statement the Entrepreneurship Training Programme is provided must follow a current issues in term of entrepreneurship development. . In terms of uses of language that is easily to understand and concise and the creative approach , we found that 23 respondents out of 50 respondent strongly agree with the statement, other 24 respondent (48%) agree with the statement and only 3 respondent (6%) neither agree nor disagree with the statement. Therefore, the instructors can make Information Communication Technology (ICT) as a platform to deliver information to your trainer program. We found that 44% strongly agree with the statement, 46% agree, 8% neither agree nor disagree and 2% disagree with the statement. The learning approach that encourages voluntary attitude and role-play activity also important in the Entrepreneurship Training Programme. The result state that 16 respondent is strongly agree, 26 respondent (52%) is agree, 6 respondent (12%) is neither agree nor disagree and 2 respondent (4%) is disagree.

Table 3: Learning Approach

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Current issues in term of entrepreneurship development</b>	0(0%)	2(4%)	5(10%)	28(56%)	15(30%)
<b>Use language that is easily to understand and concise</b>	0(0%)	0(0%)	3(6%)	24(48%)	23(46%)
<b>The creative approach</b>	0(0%)	0(0%)	3(6%)	24(48%)	23(46%)
<b>ICT as a platform</b>	0(0%)	1(2%)	4(8%)	23(46%)	22(44%)
<b>Learning approach that encourages voluntary attitude and roleplay activity</b>	0(0%)	2(4%)	6(12%)	26(52%)	16(32%)

The trainee readiness is a determinant of effectiveness of entrepreneurship training programme. The trainee have an intention to participate in such a training show that the trainee have readiness to participate in entrepreneurship training programme. The result state that, 11 respondent (22%) and 30 respondent (60%) strongly agree and agree with the statement. While, there are 9 respondent neither agree nor disagree and 2% disagree with the statement which is the respondent have a curious feel to know about the entrepreneurship knowledge. In terms of intention to become an entrepreneur we found that 13 respondents out of 50 respondent strongly agree with the statement, other 33 respondent (66%) agree with the statement and only 4 respondent (8%) neither agree nor disagree with the statement. Furthermore, the interest to exploring and learning all the modules provided

by the organizers in entrepreneurship training program found that 13% strongly agree with the statement, 24% agree, 10% neither agree nor disagree with the statement.

Table 4: Trainee Readiness

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Feel curious about entrepreneurship and willingness to attend	<b>0(0%)</b>	<b>0(0%)</b>	<b>9(18%)</b>	<b>30(60%)</b>	<b>11(22%)</b>
I have the intention to become entrepreneurs	<b>0(0%)</b>	<b>0(0%)</b>	<b>4(8%)</b>	<b>33(66%)</b>	<b>13(26%)</b>
Willingness to participate actively in any activities within the group	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>29(58%)</b>	<b>13(26%)</b>
I'm interested to exploring and learning all the modules	<b>0(0%)</b>	<b>0(0%)</b>	<b>10(20%)</b>	<b>24(48%)</b>	<b>16(32%)</b>

The evaluation of Entrepreneurship Training Programme Effectiveness is used to improve the entrepreneurs capabilities of the entrepreneurial activities. In terms of increase of confident level, we found that 20% strongly agree with the statement, 56% agree, 12% neither agree nor disagree with the statement. The creative ideas in product creative show that the 10 respondent (20%) is strongly agree, 32 respondent (64%) is agree and 8 respondents (16% ) neither agree nor disagree with the statement. The respondent also strongly agree with the statement that the entrepreneurship training programme is effective in term of be open minded in risk taking which is 24%, 48% is agree, and 26% neither agree nor disagree with the statement. Furthermore, 82% of the respondent is agree that the entrepreneurship training programme can cause the entrepreneur practice the entrepreneurial trait in real life and only 2% of respondent is disagree with the statement. Thus, half of respondent is agree with the statement of the topic that they learnt can be used in enterprise management.

Table 5: The evaluation of Entrepreneurship Training Programme effectiveness

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
More confident to solving problems	<b>0(0%)</b>	<b>0(0%)</b>	<b>12(24%)</b>	<b>28(56%)</b>	<b>10(20%)</b>
Creative ideas in product creation	<b>0(0%)</b>	<b>0(0%)</b>	<b>8(16%)</b>	<b>32(64%)</b>	<b>10(20%)</b>
Be open-minded in risk taking	<b>0(0%)</b>	<b>1(2%)</b>	<b>13(26%)</b>	<b>24(48%)</b>	<b>12(24%)</b>
Practice all entrepreneurial skills in the real life	<b>0(0%)</b>	<b>1(2%)</b>	<b>8(16%)</b>	<b>30(60%)</b>	<b>11(22%)</b>
The topics learned by me in entrepreneurship training can be used in enterprise management.	<b>1(2%)</b>	<b>1(2%)</b>	<b>7(14%)</b>	<b>25(50%)</b>	<b>15(30%)</b>

## 6. Hypothesis Testing

Having ascertained there were correlation between entrepreneurial orientation, trainer skills, learning approach and trainee readiness with the evaluation of entrepreneurship training programme effectiveness. The regression analysis was used to test the model and identified variables that might influence the effectiveness of entrepreneurship training programme. Results of analysis were shown in Table below:

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.737 <sup>a</sup>	.543	.502	.37460	2.527

a. Predictors: (Constant), M\_LA, M\_READINESS, M\_TRAINER, M\_EO

b. Dependent Variable: M\_DV

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.495	4	1.874	13.354	.000 <sup>b</sup>
Residual	6.315	45	.140		
Total	13.810	49			

a. Dependent Variable: M\_DV

b. Predictors: (Constant), M\_LA, M\_READINESS, M\_TRAINER, M\_EO

The result in Table 6 indicated the value, R, between all the independent variables and the dependent was 0.737, which could be interpreted as having a very high relationship. The R square value, which explained the variance among the studied variable was .543. In addition, Table show F value of 13.354, which was significant at 0.000. The result suggested the relationship between dependent and independent variables and, the regression model could significantly predict the variance in evaluation of entrepreneurship training programme effectiveness could be explained by the independent variables. Identification of the most important predictors on evaluation of entrepreneurship training programme effectiveness was done through the assessing standardized beta coefficient values for each independent variables. The coefficient values for each variable were presented in Table below :

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	.301	.564		.533	.597
1 M_EO	.234	.187	.217	1.249	.218
M_TRAINER	-.211	.183	-.198	-1.153	.255
M_READINESS	.565	.148	.515	3.821	.000
M_LA	.316	.188	.286	1.685	.099

a. Dependent Variable: M\_DV

The highest standardized beta coefficient value was linked to trainee readiness (0.515) with a significant level of 0.000. This suggested trainee readiness was the strongest predictor of evaluation of entrepreneurship training programme effectiveness and any changes in in trainee readiness have the most impact on the variance on evaluation of entrepreneurship training programme effectiveness. Based on the regression analysis results, the hypothesis testing results are summarised as follows (Table 8):

Table 8: Summary of the Hypotheses Testing Result

No.	Hypotheses	Results
1.	There is significant relationship between participation of interest in entrepreneurship training programme and effectiveness of training programme.	Supported
2.	There is a significant relationship between entrepreneurial orientation and effectiveness of the entrepreneurship training program	Not supported
3.	There is significant relationship between trainer skill and effectiveness of entrepreneurship training programme	Not supported
4.	There is significant relationship between learning approach and effectiveness of entrepreneurship training programme.	Supported
5.	There is significant relationship between trainee readiness and effectiveness of entrepreneurship training programme.	Supported

## 7. Discussion

The main purpose of this study was to indicate which determinant of the effectiveness of entrepreneurship training programme need to emphasize when conducting such of training programme. Result revealed that both of determinant trainee readiness and learning approach were positively related to effectiveness of entrepreneurship training programme. On the other hand, the other determinant such as entrepreneurial orientation and trainer skills were not significant to dependent variable in this study. The contribution of this study was on entrepreneurship training programme implementation and also offered insight on the content, activities, trainer skills, explanation in the courses that were important determinant of effectiveness. The findings in this study suggested that learning approach and trainee readiness were important predictors towards evaluation of such a entrepreneurship training programme effectiveness. This research helps to further our understanding that could transpired into enhance effectiveness of entrepreneurship training programme and improve the courses that implemented in the training programme.

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