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**EFFECTS OF TRAINING AND DEVELOPMENT ON SUSTAINABILITY
OF SOCIAL ENTERPRISES: A CASE OF SISTERS' BLENDED VALUE
PROJECT**

CELESTINE M. NASIALI



**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF
A MASTER IN BUSINESS ADMINISTRATION (STRATEGY ENTREPRENEURSHIP)
AT STRATHMORE UNIVERSITY**

2024

Declaration

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

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ABSTRACT

This study assessed the effect of training and development on the sustainability of social enterprises, focusing on the participation of the Catholic sisters in the Sisters' Blended Value Project (SBVP) in Kenya. The dependent variable was sustainable social enterprises, which was measured by studying the performance of social, economic and environmental principles. The study was anchored on innovation theory, theory of change and stakeholder theory. A pragmatism research philosophy was adopted with a mixed method approach where both quantitative and qualitative approaches to data collection were used. Quantitatively, a survey was administered while qualitatively, interviews and Focused Group Discussions (FGDs) was acquired. Descriptive research design was used to implement quantitative and qualitative data collection. The target population was 280 from which a sample of 160 was derived using the Yamane's formula (1967) and purposive sampling applied. This involved sisters who had benefitted from the SBVP and stakeholders. Quantitative data was collected using a survey Google form, and a link was sent to the study respondents via email or WhatsApp. This comprised questions that sought demographic information connecting to the research competencies. Structured interview questions were prepared for the interview and used for the FGDs. In addition, the study will be significant in that it will facilitate different stakeholders, including policymakers in the Catholic Church and academicians on how to continue supporting the project's beneficiaries. This study was carried out in Kenya between April and May 2024. The study found that financial literacy is statistically significant to sustainability of Catholic sisters' social enterprises, marketing skills statistically significant to sustainability, and entrepreneurial skills statistically significant to sustainability of social enterprises of Catholic sisters in Kenya. The study concluded that training and development have significant effects on the sustainability of social enterprises of Catholic sisters in Kenya. The study recommends that Catholic sisters operating Blended Value Projects should ensure implementation of training and development programs for their employees to sharpen their skills and capacity in delivering the desired operation outcomes in order to foster business sustainability.

Keywords:

Social Enterprise, Sustainability, Entrepreneurial Spirit, Leadership development, Capacity building

DEDICATION

I dedicate this work to my late grandmother Sophia Injete Itolondo, whose passion for social enterprises continues to inspire our family. We cherish her hard work dearly.



ACKNOWLEDGEMENT

First, I thank the almighty God for giving me this opportunity and providence to have brought me this far in life. Secondly, I recognize the support I got from Strathmore Business School through Conrad Hilton Foundation – SBVP team, not forgetting my Congregational Leadership under the umbrella of Association of Consecrated Women in Eastern and Central Africa – Secretary General for their patience throughout my struggle to balance work, Congregational activities, and school. Thirdly my classmates for always inspiring me to work harder and support that we offered one another as we put in extra hours to finish our assignments. I am also grateful to my family members and friends, especially Rev. Fr. Leonard Okuku for all the spiritual and moral support. Lastly, I thank my supervisor for guidance and support he accorded me throughout this project. God bless you all.



Table of Contents

DECLARATION.....	ii
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
ABBREVIATIONS AND ACRONYMS.....	xii
OPERATIONAL DEFINITION OF KEY TERMS.....	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background Information.....	1
1.1.1 Social Enterprise in Religious Contexts.....	3
1.2 Problem Statement.....	4
1.3 Research Objectives.....	5
1.3.1 General Objective.....	5
1.3.2 Specific Objective.....	6
1.4 Research Questions.....	6
1.5 Significance of the Study.....	6
1.5.1 Policymakers.....	6
1.5.2 Congregational Leadership.....	6
1.5.3 Donors.....	7
1.5.4 Project Beneficiaries.....	7
1.5.5 Scholars and Academicians.....	7
1.6 Scope and Delimitations of the Study.....	7

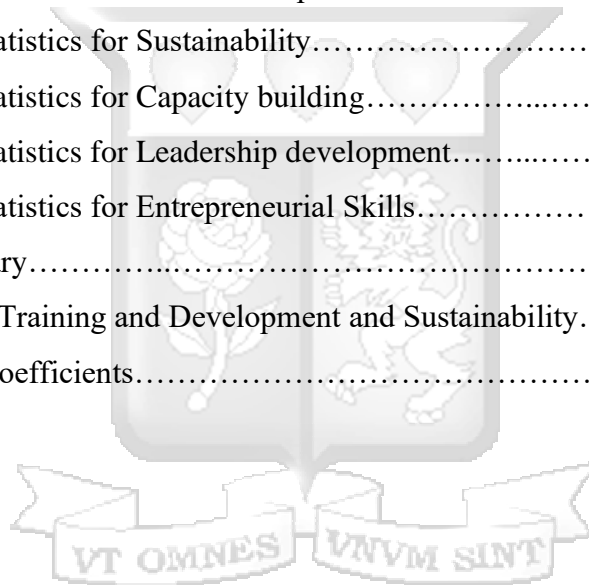
1.7 Chapter Summary.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1. Introduction	9
2.2. Theoretical Review	9
2.2.1 Theory of Change	9
2.3 Empirical Literature	11
2.3.1 Capacity building and social enterprise sustainability	11
2.3.2 Leadership development skills and social enterprise sustainability	12
2.3.3 Entrepreneurship skills and social enterprise sustainability	13
2.4 Literature Review Summary and Knowledge Gap	15
2.5 Conceptual Framework	17
2.5.1 Operationalization of variables	18
2.6 Chapter Summary.....	19
CHAPTER THREE	20
RESEARCH METHODOLOGY	20
3.1 Introduction.....	20
3.2 Research Philosophy	20
3.4 Target Population.....	21
3.5 Pilot Study	21
3.6 Sampling Design	21
3.7 Data Collection Instruments	22
3.8 Data Analysis	23
3.9 Validity and Reliability of Research Instruments.....	23
3.9.1 Validity	23
3.9.2 Reliability	24

3.10 Data Analysis Procedure	24
3.11 Ethical Issues	26
3.12 Chapter Summary.....	26
CHAPTER FOUR.....	27
RESEARCH FINDINGS AND DISCUSSION.....	27
4.1 Introduction	27
4.2 Response Rate.....	27
4.3 Respondent’s Demographics	27
4.3.1 Respondents’ Age.....	27
4.3.2 Education Level.....	28
4.3.3 Religious Affiliation.....	29
4.3.4 Period Involved in Social Enterprises	29
4.4 Qualitative Results	29
4.4.1 Theme 1: Project Execution	30
4.4.2 Theme 2: Budgeting	31
4.4.3 Theme 3: Learning Outcomes	31
4.5 Descriptive Statistics	31
4.5.1 Sustainability of Social Enterprises	32
4.5.2 Capacity building on social enterprise sustainability	33
4.5.4 Entrepreneurship mindset on social enterprise sustainability.....	35
4.6 Inferential Statistics	36
4.6.1 Model Summary	36
4.6.2 ANOVA.....	37
4.6.3 Regression Coefficients	37
CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND	
RECOMMENDATIONS.....	40
5.1 Introduction	40

5.2 Summary	40
5.3 Discussions	40
5.3.1 Capacity building.....	40
5.3.2 Leadership development skills	41
5.3.3 Entrepreneurship skills	41
5.4 Conclusions of the Study.....	42
5.4.1 Capacity building.....	42
5.4.2 Leadership development skills	42
5.4.3 Entrepreneurship skills	43
5.5 Recommendations of the Study.....	43
5.6 Limitations of the Study	44
5.7 Suggestions for Further Research	44
REFERENCES.....	45
APPENDICES.....	49
APPENDIX I: PARTICIPANT INFORMATION AND CONSENT FORM	50
APPENDIX II: QUESTIONNAIRE FOR WHOM.....	53
APPENDIX III: STRUCTURED INTERVIEW QUESTION FOR FGD.....	57
APPENDIX IV: STRATHMORE UNIVERSITY ETHICS APPROVAL LETTER.....	59
APPENDIX V: NACOSTI RESEARCH PERMIT	60

LIST OF TABLES

Table 2.1: Literature Review Summary and Knowledge Gap.....	15
Table 2.2: Operationalization of Variables.....	18
Table 3.1: Distribution of Target Population.....	20
Table 3.2: Validity Results.....	22
Table 3.3: Reliability Results.....	23
Table 4.1: Response Rate.....	26
Table 4.2: Age Distribution.....	27
Table 4.3: Education Level.....	27
Table 4.4: Period of Involvement in Social Enterprise.....	28
Table 4.5: Descriptive Statistics for Sustainability.....	31
Table 4.6: Descriptive Statistics for Capacity building.....	32
Table 4.7: Descriptive Statistics for Leadership development.....	33
Table 4.8: Descriptive Statistics for Entrepreneurial Skills.....	34
Table 4.9: Model Summary.....	35
Table 4.10: ANOVA for Training and Development and Sustainability.....	36
Table 4.11: Regression Coefficients.....	36



LIST OF FIGURES

Figure 2.1: Conceptual Framework.....17



ABBREVIATIONS AND ACRONYMS

ACWECA - Association of Consecrated Women in Eastern Africa

ANOVA- Analysis of Variance

AOSK – Association of Sisterhoods of Kenya

CVI- Content Validity Index

MDG – Millennium Development Goals

P-VALUE- Probability Value

SBVP - Sisters' Blended Value Project

S.D- Standard Deviation

SDGs – Sustainable Development Goals

SMEs- Small-Medium Enterprises



OPERATIONAL DEFINITION OF KEY TERMS

- Project Sustainability:** The goal of creating and successfully launching a project that can continue to generate benefit for an extended period (Tatum, 2023).
- Social Enterprise:** The revenue generating business with primarily social objectives whose surplus are reinvested for the purpose in the business or in the community, rather than being driven by the need to deliver profit to shareholders and owners (Barone, 2022).
- Social Entrepreneurship:** A procedure of social mission to help the society using innovative ideas and to merge resources to develop economic and social values (Rey-Marti et. al., 2020)
- Sustainability:** Consists of fulfilling the needs of current generations without compromising the needs of future generations, while ensuring a balance between economic growth, environmental care and social well – being (Santander, 2022)
- Training and Development:** These are educational and skills building activities which intends to improve the knowledge and skills of employees, aiming to sharpen the employees existing skills and impact new knowledge (Mishra, 2024)
- Capacity building:** This refers to the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the a fast – changing world (UNDP, 2015).
- Leadership development:** The process of building interpersonal relationship and mutual commitments that are required for follower – leader process to unfold within a social context (DeRue, & Myers, 2014).
- Entrepreneurial Spirit:** This can be part of someone’s inherent personality or a set of skills they have developed over time. People who possess an entrepreneurial spirit are self-motivated and strive to fulfil their potential. They seek opportunities to improve themselves or gain traction within their disciplines (Smith, 2023)

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study as it introduces the concepts of sustainability of social enterprises by focusing on the Catholic Sisters' participation in the Sisters' Blended Value Project (SBVP) in Kenya. The study evaluates the project of Sister's Blended Value Project since its initiation. Other topics within this chapter include: problem statement, research objectives, research questions, the study's justification and scope.

1.1 Background Information

Social enterprise is a strategic tool for community empowerment (Desiana, 2022). Respol (2023) reports that the success of social enterprise depends on the outlined characteristics: focus on generating revenue from goods and services without concentrating only on grants and donations, and the incorporation of non-profit and for-profit business structures. Additionally, Respol (2023) argues that one critical element of social enterprise is that of triple impact, that is, social impact, environmental impact and economic impact. Meanwhile, applying business principles, social enterprise maintains great ethical internal processes towards addressing environmental and social challenges by establishing sustainable revenue streams through earned income, (Horosowski, 2021).

The Catholic sisters are known globally for running social ministries that aim at reducing poverty and enhancing human development (Petermann & Keith, 2020). These social enterprises were inspired by the Congregations' charismas with the intention to support innovative ideas, offer quality employment in the community, reinvest the earnings and actively participate as stakeholders to maximize the impact towards sustainability of the initiatives. These call for the Catholic sisters to be equipped with the necessary skills to support running social enterprises towards sustainability. The rapid growth of social enterprise comes with challenges; such as, lack of funding to scale up the social enterprise and lack of proper business strategy, among others (Shossain, 2020). The Catholic sisters' institutions were; majorly hit hard during the COVID-19 pandemic (Bett, *et al.*, 2023). Oteki (2022) posits that most Church-based social enterprises are donor-funded. Due to the pandemic, the donor funding drastically declined leading to difficulty

for the social enterprises to run effectively. The steady decline of foreign funding has been experienced since 2010, especially in Kenya.

Sustainability is a central focus in social enterprise research, particularly in addressing issues related to managing their life cycle (Al-Qudah, 2022). The primary aim of the enterprises is to tackle complex social problems; such as, poverty, with the intention of making significant impact on the environment and the society at large (Jenner, 2016). This can be achieved through offering leadership training in network marketing skills. These skills involve effective communication, while conveying their mission, values, and product and services that are beneficial to potential customers and partners. Additionally, the leaders will build good relationship with stakeholders and community engagement leading to sustainable social enterprises over time (Polley, 2022).

The SBVP aims at transforming social ministries carried out by the Catholic sisters into sustainable social enterprises. Through the blending of the charisma, the social ministries will help the sisters to evangelize more deeply in the community with special attention to their personal needs and the needs of the entire community. The project currently operates in four countries (Kenya, Tanzania, Uganda and Zambia) under Association of Consecrated Women in Eastern Africa (ACWECA) region. The project responds to challenges faced by the Catholic sisters in their ministries including: reduced donor funding (Gatithi, 2017), lack of leadership skills and capacities in managing successful social enterprises; and, imminent constraints within different Congregations due to restrictive financial and organizational sustainability measures.

Training and development in social enterprise sustainability involves equipping individuals with the knowledge, skills and tools to create and manage sustainable business that address social and environmental challenges. It plays a crucial role in enhancing the sustainability of organization; including, social enterprises through skills' enhancements, improved performance, innovation and adaptability; not excluding leadership development (Mishra, 2024) This study therefore aims at evaluating the effects of training and development on social enterprises sustainability; a case of Sister's Blended Value Project in Kenya.

1.1.1 Social Enterprise in Religious Contexts

The Catholic sisters have one intention in the society; that is, the desire and perception of worthiness to work for the vulnerable. Von Friedrichs (2016) states that majority of social enterprises deeply embedded within smaller peripheral communities earn the credibility and trust of the local masses by enabling them to mobilize resources and even assume leadership roles within the local government. This resonates well with the Catholic sisters' social ministries. Entrepreneurial skills gained by the Catholic sisters act as a catalyst in identifying the social enterprise that aligns with the charisma of respective Congregations. According to Annie Klapheka (2020), charisma is bestowed by God upon the world and the Church, serving as diverse expressions of living out the Gospel. It is, therefore, a source of inspiration, a dynamic commitment and a capacity for realization among the Catholic sisters in different Congregations.

1.1.2 Context of Sisters' Blended Value Project

SBVP was launched in 2019 with an invite of eleven Congregations present in four African countries (Kenya, Tanzania, Uganda and Zambia) under ACWECA. This followed the conclusion of the third Vatican Conference on "Impact Investing" held in Rome on July 8-10, 2018. The theme triggered the management of ACWECA to see the need to sustain the Catholic sisters' ministries. The eleven Congregations were invited for the workshop in Nairobi; whereby, three sisters from each Congregation were to roll out the project as a piloting group. The training empowered approximately five hundred sisters with entrepreneurial skills; such as, business management, teamwork, leadership, financial management, branding and marketing, and networking skills, among others.

1.1.3 Training and development for sustainability of social enterprise

Training and development for social enterprise sustainability is essential for any organization to enhance employee performance, stimulate innovation and accomplish its business objectives (Chellappa, 2023). As a result, there are both employee and organizational empowerment through acquiring new skills; hence, resulting to organizational growth. In human resource management, training bridges the disparity between anticipated and current performance levels (Elnaga, & Imran, 2013).

The idea of developing skills and competencies was enriched through capacity building. According to Pierro (2024), capacity building is described as a transformative process that involves altering behaviors and attitude, imparting knowledge, and honing skills; while maximizing the advantages of ownership, participation and knowledge exchange. This could be through training, business development activities and conferences. It is believed that when capacity building is successful, it strengthens a non-profit ability to deliver on its mission over time; thus, having a positive impact on lives and communities.

Leadership development is a crucial aspect of nurturing effective leaders to carry the vision of the organization. Various leadership styles have been analysed in terms of their impact on the performance of social enterprises (Northouse, 2019). (Leitch, C.M., McMullan, C., & Harrison, R.T., 2013) explore the manner in which entrepreneurial leadership develops as a social process, and the role of social capital in the organization in order to achieve optimum organizational results.

Entrepreneurial spirit is the mindset characterized by innovation, risk taking, creativity, determination and passion for starting, and growing successful social enterprises. It is the driving force behind ‘entrepreneurs’ – individuals who identify business opportunities, create and nurture new enterprises.

The researcher will use the data available from the training and development of the Catholic sisters through SBVP in order to understand better the activities that have taken place since the inception of the project. This is essential for stakeholders to ensure resource accountability, while enriching the SBVP. The understanding of the implementation of this project is vital to donors, policymakers and academicians to make right decisions when carrying it out in future. The research will relate the degree to which training and development on social enterprise is customary by the Catholic sisters within different religious institutions.

1.2 Problem Statement

Sustainability involves the capability to consistently support or uphold a process over an extended period, while endeavouring to prevent the exhaustion of physical or natural resources; hence, ensuring their availability in the long run (Mollekamp (2023). The Catholic sisters, especially the ACWECA have taken crucial role in creating positive sustainable change within

the community through SBVP. However, various religious organizations as Mitchell (2021) proclaims are vulnerable to project failure. For the Catholic sisters, they are mirrored in training and development deficiencies on matters capacity building, leadership development skills and entrepreneurial skills for conducting sustainable social enterprises.

From a universal context, the ability to run sustainable social enterprises that are able to address societal challenges effectively relies on enhancing capacity building, leadership development skills and entrepreneurial skills of social entrepreneurs. The ACWECA focuses on establishing the gaps that will effect the sustainability of social enterprises in four African countries (Kenya, Tanzania, Uganda and Zambia) through SBVP in Kenya.

Sustainable social enterprise is a socio-economic element that enhances human development in a viable ecosystem. As a global indicator, it is a common factor within the Sustainable Development Goals (SDGs) towards promoting healthy living in the society. Consequently, SBVP has faced financial constraints due to decline of donations caused by the COVID-19 pandemic just like the other organisations focusing on sustainable development (Bett et., 2023). Reduced donor funding, inadequate leadership skills, and insufficient financial and organizational sustainability measures have exacerbated the difficulty of running sustainable social enterprise. This has raised a concern to enhance training and development activities to factors affecting social enterprises within the Catholic sisters, especially the ACWECA.

Despite the fact that studies on social entrepreneurial training are documented, the contribution of the Catholic sisters' social enterprises as a tool for fostering sustainability across the world are minimally documented. The only Catholic sisters' institutions with documented reports on social enterprises include, the ACWECA website, Hilton Foundation, Global sisters' reporters and the Catholic forums. The researcher anticipates identifying the gaps that will enable the Catholic sisters to run sustainable social enterprises after effective training and development.

1.3 Research Objectives

1.3.1 General Objective

This study's overall objective was to evaluate the effect of training and development on the sustainability of social enterprise in Kenya that emerged from the Sisters' Blended Value Project.

1.3.2 Specific Objective

The study was guided by these specific objectives:

- i. To determine the effect of capacity building on sustainability of social enterprises of the Catholic sisters in Kenya.
- ii. To study the effect of leadership development skills on the sustainability of social enterprises of the Catholic sisters in Kenya.
- iii. To examine the effect of entrepreneurial skills on the sustainability of social enterprises of the Catholic sisters in Kenya.

1.4 Research Questions

The study sought to answer these research questions:

- i. What is the effect of capacity building on sustainability of social enterprises of the Catholic sisters in Kenya?
- ii. What is the effect of leadership development skills on sustainability of social enterprise of the Catholic sisters in Kenya?
- iii. What is the effect of entrepreneurial skills on sustainability of social enterprise of the Catholic sisters in Kenya?

1.5 Significance of the Study

This study hopes to be significant to various categories of stakeholders.

1.5.1 Policymakers

The study is important to policy and decision-makers within the Catholic sisters' development sector. The findings from this study will lead to recommendations that, if adopted, can contribute to identifying strategies to enhance sustainable social enterprises among the Catholic sisters in Kenya and the ACWECA region.

1.5.2 Congregational Leadership

The study is important to the Congregational leadership of the Catholic sisters who have participated in the social entrepreneurial training. The exploration on social enterprises of the Catholic sisters uncovers insightful information and knowledge on social entrepreneurial competency, social enterprise models and training curriculum, which can be used in future

implementation of social enterprises in their Congregations to transform social ministries into sustainable social enterprises.

1.5.3 Donors

The study may be of significance to donors as most of the financial support to the Catholic sisters' projects is from international and local donors. The major expectation for the SBVP donor is that the Catholic sisters' social enterprises will be transformed into sustainable social enterprises; thus, decelerating donor dependency among their institutions in future.

1.5.4 Project Beneficiaries

The study may benefit beneficiaries of SBVP if recommendations to enhance trainings on social entrepreneurial competencies are adopted within the Congregations. If recommendations from this study are implemented, it will give confidence to the financial institutions collaborating with the Catholic sisters in development; hence, generating more social enterprises for the communities.

1.5.5 Scholars and Academicians

The study backs the existing theoretical framework on training and development of social enterprise sustainability by supporting and criticizing existing concepts based on the findings of this research.

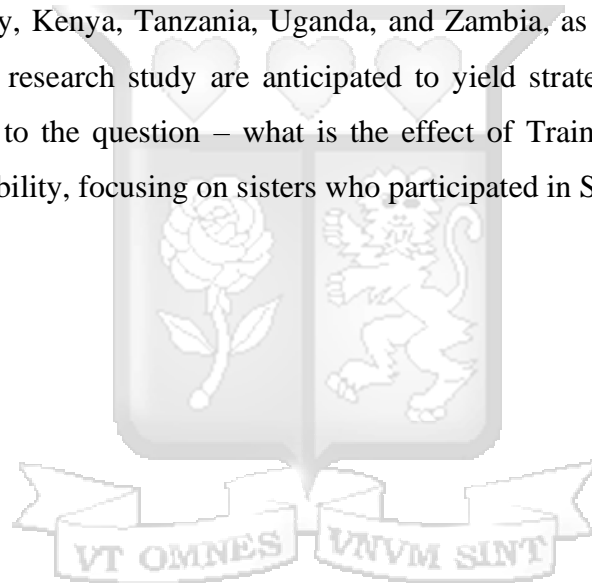
1.6 Scope and Delimitations of the Study

The study was limited to social entrepreneurial competence, social enterprise model and training curriculum components of social enterprise sustainability from the different dimensions described in the literature. This derived the need to focus on social enterprise sustainability within the Catholic sisters' institutions, and to ensure that current and future social enterprises have access to social entrepreneurial skills. A mixed-method approach to research was used that involved application of structured questions to collect data. This research was founded on social entrepreneurial theory and supported by the theory of change. It explored the core competencies that enhance the practical hands-on skills towards transforming social ministries into sustainable social enterprises. The study focused on the Catholic sisters who had participated in the SBVP

project, which is spread out in 47 counties in Kenya, the implementer staff from Strathmore University, and ACWECA staff. The research was conducted from April to June 2024.

1.7 Chapter Summary

The focus of the research was to understand the effect of training and development on social enterprises' sustainability under SBVP. As part of multi-stakeholder concern and initiative to provide skills on sustainability in relation to the SDGs, the Conrad Hilton International Foundation in collaboration with Strathmore University and ACWECA Secretariat/Region resolved to come into partnership to research for long-term goals that would support the sustainability plans for the religious sisters in Africa. The entry scope of this research was based on four countries; namely, Kenya, Tanzania, Uganda, and Zambia, as the primary beneficiaries on whom the successful research study are anticipated to yield strategic results. The research purpose was to respond to the question – what is the effect of Training and Development on social enterprise sustainability, focusing on sisters who participated in SBVP in Kenya?



CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature focusing on the effect of training and development on the sustainability of social enterprises in Kenya. The chapter explores the theory of change; through which the study reflects on existing theories and approaches of various scholars in their work. Finally, the researcher presents the study's conceptual framework.

2.2. Theoretical Review

Merriam (2016) defines the theoretical framework as “the underlying structure” of the study. Framework serves to justify research by linking the researcher to existing literature, setting expectations, guiding research and aiding in the selection of appropriate research questions, design, and data collection methods (Radhakrishna et al., 2007). Theories of social entrepreneurship have emerged towards the growing work on social enterprises. The researcher analyses the theory of change among the Catholic sisters after the training and development on social enterprise sustainability.

2.2.1 Theory of Change

Carol Weiss (1995) defines theory of change as a way of describing the set of assumptions or theories that explain all the steps leading towards achieving a long -term goal; and connections between activities and outcomes in every step in the study. The theory of change is applied in the study to enhance the sustainability of social enterprise of the Catholic sisters. This process can be formulated for interventions at any level; for example, an event, a project or an organization. According to Rogers (2014), the theory of change elucidates the manner in which actions are anticipated to generate a sequence of outcomes that collectively lead to accomplishing the ultimately intended impacts.

Theory of change has been used to rationalize the transition among the Catholic sisters upon acquiring training and development program on social enterprise sustainability. In SBVP, the theory of change brought out the transitioning from a charity-centric approach to a social enterprise model. It equipped the Catholic sisters with a fresh mindset for necessitating

investment in learning and exertion; thus, enabling them to be free from dependency on donors for their projects (Petermann & Keith, 2020). This brings out the role of sustainability as a tool in building financially viable social enterprises; therefore, it enables social enterprises to diverge from conventional non-profit dependency models to generating revenue that is necessary for sustaining social missions through their own established commercial branches and business models (Young, 2015).

The study focuses on applying theory of change in explaining the effects of independent training and development on sustainable social enterprise. Training and development will be discussed using three moderating variables; these include, capacity building, leadership development skills and entrepreneurial skills. These variables are utilized in the study to necessitate an effective sustainable social enterprise among the Catholic Sisters.

Capacity building demonstrates systematic training as a common factor in theory of change; where it develops knowledge, skills, attitude and technological proficiency required to equip individuals with better performance at work; and, it also supports individuals to meet the expectations of higher and more challenging future jobs (Sung, 2013). Oteki (2022) asserts that lack or insufficiency of technological, technical, financial, economic, institutional and social factors contribute to the failure of the projects. Oteki's claim is supported by (Oino et al., 2015) who states that for a social enterprise to be sustainable for a long time, it must pay close attention to aspects of the projects at all its stages.

Leadership development skills through leadership and training within an organization enhances performance of employees, stimulates innovations and accomplish its business objectives (Chellappa, 2023). According to (Jehanzeb, A. & Bashir, 2013), development encompasses training; whereby, it involves acquiring new abilities and skills for personal growth. Subsequently, training is also perceived as a more comprehensive concept entailing holistic growth among individuals for future responsibilities and roles (Nassasi, 2013). From training and development, the Catholic sisters win trust from the local communities; hence, they easily guide the local community towards opportunities for economic advancement driven by their enterprises (Petermann, & Keith, 2020).

Entrepreneurship skills training in theory of change impacts performance of businesses, such as, sales, profits, income, as well as inventory (Cho,Y. & Honorati, M., 2014). According to Barraket (2016), there is a positive correlation between training support and the financial performance of social enterprises. Therefore, the entrepreneurship training becomes successful through training and availability of finance. As Kiss (2020) puts it, training support can be in the form of professional support, coaching and mentorship.

In this study, theory of change is adopted to examine variables within training and development as they effect sustainable social enterprises from different literatures. The moderating variables; such as, capacity building, leadership development skills and entrepreneurial skills, are vital in this study since they lead the study towards solving fundamental problems in enhancing suitable social enterprises among the Catholic sisters in Kenya in particular and ACWECA in general.

2.3 Empirical Literature

The study's empirical review examines the correlation between variables. It is firmly rooted in the research objectives of the study. The dependent variables under the conceptual framework present the understanding and linkage between literature: capacity building, leadership development skills and entrepreneurial skills, and social enterprise sustainability.

2.3.1 Capacity building and social enterprise sustainability

Capacity building in the context of social enterprises refers to strengthening the abilities, skills and resources to achieve the mission of the social enterprises effectively. Capacity building encompasses skill training, which provides training of staff; it fills any gaps for social entrepreneurs, offers mentorship programs and provides skills and knowledge of access to funding (Isabel, B., Franco, & James. T., 2019). These components enable an entrepreneur to make better financial decisions, while effectively managing the available resources. Anshika (2022) illustrates that the experience of the COVID-19 pandemic necessitates the importance of the Catholic sisters to acquire skills in financial literacy; thus, leading to improved performance of an enterprise.

Taking part in capacity building minimizes over – reliance on outside experts as the ultimate sources of knowledge for running social enterprises; and, it also strengthens ownership of the social enterprises. Capacity building strategy facilitates individuals to take charge of their

learning, identify their needs and priorities, and create a strategic plan to address the needs resulting to organization's stability. The financial skills of an entrepreneur facilitate the identification of customer requirements, as well as technical and market prospects (Cacciotti, G., & Hayton, J. C., 2015). Huang (2020) advocates for the development of competencies that empower individuals to address challenges using sustainable solutions. Consequently, Agustina (2020) offers knowledge that practically suggests clarifications to problems within the society.

Capacity building in this study has been defined as the process of developing and strengthening the skills, abilities, and process and utilization of resources towards sustainability of the Catholic sisters' social enterprises. The findings discovered that there is a direct positive effect of capacity building and social enterprise sustainability. This necessitates the need for continued training and development to the Catholic sisters on access to funding, mentorship and coaching for the purpose of enhancing sustainability of social enterprises.

2.3.2 Leadership development skills and social enterprise sustainability

Leadership development is a set of activities that prepare current and future leaders to perform effectively in their roles (Laura, 2024). Through leadership development, skills on network building, team management, project management and marketing are gained. Training individuals in leadership development equips them with ability to handle difficult situations, improve problem – solving skills, enhance interpersonal communication and understand organizational values for the benefit of any kind of business. The study indicates that continued training in leadership development contributes to more leadership engagements with key stakeholders of social enterprises.

It has been argued by some scholars that effective leaders should adjust their leadership style contingent on employees (Kumar & Bhatti, 2020). Leadership styles adopted have been found to either positively or negatively influence employee's performance, which directly impacts the way an enterprise achieves a sustainable organizational performance (Magombo-Bwanali, 2019).

Henarathgoda, & Dhammika (2016) investigated the influence of leadership development on employee performance within large – scale tyres manufacturing organization. Throughout the investigation, they concentrated on five key factors of leadership development; these include, training and development, coaching, participation and delegation. The study revealed that the

effects of these factors positively impacted employees' performance, while combined together. From the study, participation in leadership development had the highest impact, while empowerment had the least effect. However, the study did not delve into sustainability implications for organizational operations.

Garavan, Waston, & O' Brien (2015) explored leadership development strategies within small – and medium sized enterprises (SMEs) in the UK and Ireland. They observed that more than a third companies on an average were implementing leadership development program, while on the other hand, they realized that 36% of the companies are way below average on leadership development practices. The study provided valuable insights into importance of leadership development skills for employees towards sustainability.

Susan, Wendy, & Associates (2016) state that there are four essential key success measures; these are, finance, customer, employee satisfaction and contributes to the society. Financial viability is important for organizational survival and growth. Therefore, an organization is said to be financially viable when it has the ability to continue fulfilling its operating objectives and its mission over a long term.

In the realization of effective leadership development, an organization must emphasize training and development (Kinya., Cherono, & Moguche, 2020). This could help in a way that employees are much aware of the organizational goals and fit into the organization's culture. According to Armstrong and Taylor (2014), training and development play a crucial role in enhancing employees' confidence in carrying out their daily tasks. Additionally, these foster a sense of belonging and ownership within the organization; and, it also heightens the necessity of empowering leadership of different Congregations for them to be able to support the social enterprises.

2.3.3 Entrepreneurship skills and social enterprise sustainability

Entrepreneurial abilities span a wide spectrum of proficiencies. It covers technical expertise, leadership qualities, proficiency in business administration, and problem-solving skills (Hirschauer, 2021). Conversely, entrepreneurship education entails cultivating the mentality, abilities and practical experience required to initiate a new business venture (Neck, 2018). It is efficient in creating human capital besides generating entrepreneurial intent and positively

impacts entrepreneurial action (business start-ups) (Renko & Chase, 2020). The Catholic sisters are trained in social entrepreneurial skills to support and run social enterprises in which they are engaged. According to Ogero (2023), the Catholic sisters' entrepreneurship is founded on social interaction and shared communication. The sisters establish various social enterprise business models, while evangelizing to the people of God (Austin, 2019).

The entrepreneur support model is used to show how social enterprises facilitate the monetary security of its customers by supporting their commercial activities and offering financial support. On the other hand, the market intermediary model supports the client to access the market for their goods, while strengthening the market. All these activities take place with the purpose to create employment opportunities for the clients through coaching and soft skills training (Dawans *et al.*, 2020).

The program noted that the Catholic sisters have stood up to be the most active social entrepreneurs in the community. The sisters are engaged in supporting the community through provision of employment on the established social enterprises. The aim of the Catholic sisters adopting entrepreneurial roles is identified as a contributing element towards establishment of social entrepreneurship. Earlier studies indicated that individuals' intentions significantly influenced behaviours in social entrepreneurship. These behaviours encompass, perspectives on business ownership, proactive disposition and receptiveness to entrepreneurship education (Eleanor, 2015).

According to MacAbee (2022), anyone affected by the organization or its work in any way is considered a stakeholder. Research has effectively demonstrated that prioritizing stakeholders enhances the performance of an organization (Amankwah-Amoah, 2018). The Catholic sisters are encouraged to understand their stakeholders and handle them skilfully. A close relationship with stakeholders may continue to enable strengthened performance of the Catholic sisters' social ministries leading to sustainability (Amankwah-Amoah, 2018); and, value creation to the community (Freeman, 2020). Furthermore, adopting the stakeholder's views can generate value for sustainability; hence, catalysing environmental improvements for enhanced quality of life (Attanasio, 2022).

2.4 Literature Review Summary and Knowledge Gap

Table 2.1 shows the summary of review of literature and the knowledge gap that the study aims to fill. Although studies have explored social enterprise sustainability in relation to training and development (Respol, 2023; Barraket, 2016; Elnaga & Imran, 2013; Pierro, 2024), there is limited research on the Catholic sisters' social enterprises. The empirical literature reviewed reveals an established link between training and development, and the sustainability of social enterprises (Mitchell, 2021; Huang, 2020; Laura Henningan, 2024). However, little attention has been given to the social ministries of the Catholic sisters, which is the primary focus of the study. Furthermore, previous studies have not integrated the training and development variables considered in this study (capacity building, leadership development skills and entrepreneurial skills) into a comprehensive model that influences social enterprise sustainability; instead, these variables have typically been examined in isolation.

The table below, the researcher depicted some research gaps found in the literature.

Table 2.1: Literature Review Summary and Knowledge Gap

Author	Topic	Main findings	Research gap	Gaps filled by the study
Huang, 2020	A design - based learning approach for fostering sustainability competency in engineering education; <i>Sustainability</i>	Capacity building has an influence on sustainability of social enterprise.	Advocate for the development of competencies that empower individuals	The dependent variable for this study is social enterprise sustainability
Agustina (2020)	Role of Social Entrepreneurship in Business management <i>"Journal of critical reviews"</i>	To offer knowledge that enables to suggest clarifications to problems within the society.	Knowledge on solving of social enterprise problems	The dependent variable for this study is social enterprise sustainability.
Isabel B. Franco & James T.	To investigate into bringing sustainability closer to society	Identified areas of greatest significance for practical community capacity building for sustainability development		The dependent variable for this study is social enterprise sustainability

Laura Henningan, 2024	To define what leadership development entails	Highlight importance in cultivating effective leaders within organizations.	To ensure sustainability learning of leaders and significant for an organization	The dependent variable for this study is social enterprise sustainability.
Northouse, 2019).	To explore various theories and concepts related to leadership; and their wide practical application.	Identify the skills, abilities and traits that contribute to effective leadership	Leadership concepts and how to apply in real world scenario.	The dependent variable for this study is social enterprise sustainability.
Henarathgod a & K.A.S Dhammika , 2016)	To investigate the impact of leadership development on employee performance	Factors related to leadership development had a positive on employee	The sample of the study was from large -scale tyre manufacturing industry as a dependent variable	The dependent variable for this study is social enterprise sustainability.
Garavan , Waston & O'Brien, 2015	To analyse diversity training outcomes using a systematic literature review	The diversity training outcome across various organization sectors, cultural context and training settings.	The sample was for literature review	The dependent variable for this study is social enterprise sustainability
Armstrong, M., & Taylor , S., 2014	The book addresses HR issues crucial for professional success including leadership	The importance of training human resource in the organization	The book is based on effective human resource management	The dependent variable for this study is social enterprise sustainability
Mitchell (2021)	Religious Education and the protestant Church of the Caribbean	Failure of religious organization project due to lack of management competence		The dependent variable for this study is social enterprise sustainability
Hirschauer, 2021	Definition of entrepreneurial skills	Design based learning approach is effective for sustainability	The challenge in long term impact due to lack of continued commitment to sustainability	
Austin, 2019	To equip emerging and established leaders with skills and connections to drive positive change in the community	To foster community engagement and leadership development	The book reflects on significant contribution of community leader.	
Amankwah-Amoah, 2018	To address the unique challenges and opportunities of doing business	Emphasizes technological advancement and social changes	The study adopted research on business failure, environmental sustainability	The dependent variable for this study is social enterprise

	in Africa	that impact business practices		sustainability
Chellappa, 2023	Importance of training and development	Importance of investing in employee training and development		The dependent variable for this study is social enterprise sustainability
Elnaga & Imran, 2013	The effect of training on employee performance	Training positively effects both employee and organization performance	The study acknowledges limitations due to the lack of direct evidence linking to performance	Empirical research is needed to validate the proposed relationship.
Pierro 2024	Capacity building	Capacity in a broad perspective		The dependent variable for this study is social enterprise sustainability
Kinya.,Cherono, & Moguche,A., 2020	To investigate the relationship between leadership development and organization success.	A strong relationship between training and organizational success	The study encouraged continue offering job training to enhance employee competence and adaptability	
Barraket, 2016	To examine business planning practices among social enterprise	Importance of business planning process within social enterprise serve as communicative and relative functions		

Source: Researcher (2023)

2.5 Conceptual Framework

A conceptual framework is a means of bringing together different concepts to give and explain a wide understanding of the subject of research (Imenda, 2014). This study's framework is anchored on three independent variables that affect the sustainability of the social enterprise of the Catholic sisters in Kenya. These variables are adapted from the empirical review. Leadership and training as independent variable deploys capacity building, leadership development skills and entrepreneurial skills as moderating variables to effect the sustainability of social enterprise, which is the dependent variable in the study.

The research design and methodology used this conceptual framework to determine the effect of training and development on social enterprise sustainability in Kenya: a case study on Sisters' Blended Value Project through commitment trust theory. The theory implies sustainable social enterprise among the Catholic sisters. In this case, the intervening variable could be an action or strategic plan, which will be a roadmap for implementing various projects. The leadership of the Congregation defined the vision of the future while identifying the goals and objectives of their institutions. The moderating variables effect the strength of the relationship between independent and dependent variables in this study.

2.5.1 Operationalization of variables

The various variable under the study were measured as indicated:

Table 2.1: Operationalization of Variables

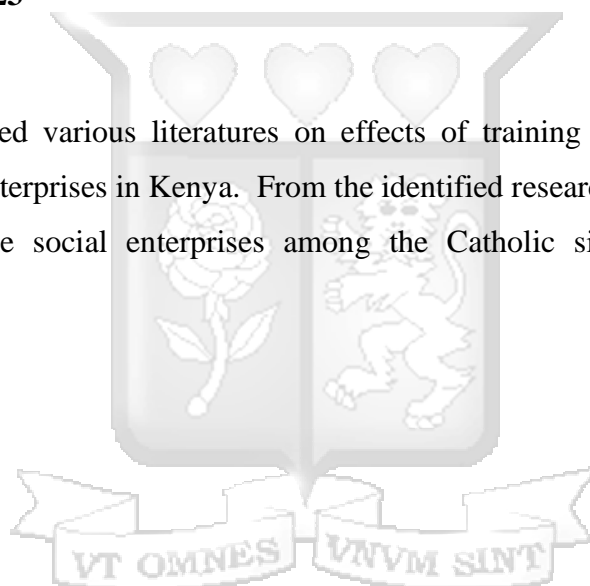
Variables	Indicators	Scale of measurement	Supporting Literature
Capacity building	<ul style="list-style-type: none"> • Skill Training • Coaching and mentorship • Access to funding 	5- Point Likert scale	Pierro, 2024
Leadership development	<ul style="list-style-type: none"> • Network building • Empowerment • Training development • Team management • Leadership style 	5 – Point Likert scale	Henarathgoda & Dhammika (2016); Kinya et al. (2020)
Entrepreneurial skills	<ul style="list-style-type: none"> • Creativity and innovation • stakeholder management 	5 – Point Likert scale	Agustina (2020) Hirschauer, 2021

	<ul style="list-style-type: none"> • Risk taker 		
Social Enterprise Sustainability	<ul style="list-style-type: none"> • Economic • Environmental • Social 	5 – Point Likert scale	

Source: Researcher (2023)

2.5 Chapter Summary

This chapter has reviewed various literatures on effects of training and development on the sustainability of social enterprises in Kenya. From the identified research gap, little literature has been done based on the social enterprises among the Catholic sisters in Kenya and the ACWECA.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This third chapter focuses on research design and methodology, the target population, sample size and sampling techniques. It also includes a description of the research instruments, reliability and validity of instruments, data collection standards and procedures as well as data analysis procedures, and the ethical considerations.

3.2 Research Philosophy

According to Antwi and Hamza (2015), research philosophy is described as the perceptions about what is significant to research, what designs and tools are appropriate, and what standards should be utilized to rate the quality of research. Research philosophy also deals with the source, nature and development and ways in which the data regarding a phenomenon ought to be collected, analysed and utilized (Tsung, 2016).

The study used a pragmatism research philosophy. A pragmatic approach begins with a setback and targets to provide solutions that will guide prospective practice of social enterprise sustainability among sisters (Saunders, 2016). This helped the researcher conduct innovative and dynamic research to find solutions to the problem of the research. Through this, the research learnt newly created values of Catholic sisters through the training towards sustainability of the social enterprises.

3.3 Research Design

The research design outlines a strategy to produce responses aimed at resolving the issue under investigation (Creswell, 2018). For this study, a descriptive cross-sectional research design was chosen to evaluate the effect of training and development on social enterprise sustainability among the Catholic sisters who have participated in the SBVP.

A descriptive cross-sectional research design is particularly suitable for this study as it provides a snapshot of the current situation. It allows the evaluation of relationships between variables at a

single point in time. This design is effective for describing the existing conditions and practices within social enterprises run by the Catholic sisters and understanding how training and development initiatives impact their sustainability.

In summary, the descriptive cross-sectional research design by utilizing questionnaires, Focus Group Discussions (FGDs) and interview schedules was well-justified for this study. It allows the researcher to describe the current state of social enterprises and assess the impact of training and development initiatives on their sustainability. This design effectively addressed the research questions and provided valuable insights into the relationship between training, development, and social enterprise sustainability.

3.4 Target Population

Frost (2023) states that the target population constitutes the complete population or group that a researcher intends to investigate and analyse. Sampling is drawn from this target population. The Catholic sisters in Kenya who had been trained, trainers from Strathmore University and the ACWECA staff made up the target population.

Table 3.1: Distribution of Target Population

NO.	Category	Target Population
1.	Catholic Sisters	240
2.	Stakeholders	
	<ul style="list-style-type: none"> • ACWECA Staff • Strathmore SBVP Implementers 	10 30
	Total	280

Source: Researcher (2023)

3.5 Pilot Study

To enhance the quality of research, a pilot study was conducted to a group of 20 sisters who are not part of the target population.

3.6 Sampling Design

Sampling design is a strategy for acquiring a subset from a specified population (Rashid, 2020). The study was oriented by simple random sampling technique with the use of Yamane's formula

(1967), $n = N/(1+N(e)^2)$ to establish the minimum sample size in respect to the population under study.

$$n = 280/(1+280(0.05)^2) = 168$$

n = the sample size

N = the population of the study

e = the margin error in the calculation

The study used purposive sampling for the other actors whose size is small. Sampling entails the selection of a smaller number of participants to serve as representatives of a broader group. This allowed the researcher to generalize the findings to the entire population. It also used non – probability sampling whereby voluntary response sampling was adopted to allow each participant to be free to participate in the research or not. Through quantitative analysis, closed questionnaires helped to determine the percentage of population of the participants.

3.7 Data Collection Instruments

The study adopted a mixed-method data collection approach. This method helped to draw strength on both quantitative and then qualitative method; thus, minimizing the limitations of both approaches. Questionnaires were chosen for they provide efficient broad view of participants' perspectives and behaviours. In addition, semi-structured interviews were conducted to complement the survey data by providing deeper insights and understanding of participants' experiences and attitudes. The semi-structured interviews allowed flexibility in exploring the topic while maintaining consistency across interviews.

Quantitatively, structured questionnaires were designed using a five-point Likert scale, which was prepared and shared with the respondents, especially among the Catholic sisters who participated in the training. The choice of the Likert scale was driven by its ease and quickness of construction (Cooper, 2014) .The questionnaire was divided into five sections; where section One comprised demographic information of the respondents, section Two contained capacity building and sustainability, section Three comprised leadership development and sustainability, section Four comprised entrepreneurial skills and sustainability while section Five entailed training and development and sustainability of SBVPs.

Qualitatively, both FGDs and structured interviews were adopted to collect data. The researcher self-administered the structured interview guides to the respondents. For the FGDs, the

participants were grouped into typical sizes, which were manageable in numbers (10) per group. Active participation was encouraged while each participant respecting the opinion of the other.

3.8 Data Analysis

The questionnaire was administered online by creating a Google Doc form, which was shared to all the sisters. Qualitatively, FGDs and in-depth interviews were conducted to the senior implementers of this project from Strathmore University and the ACWECA.

3.9 Validity and Reliability of Research Instruments

Validity refers to the extent to which a research instrument contains items that adequately address a research problem to meet the defined objectives; whereas, reliability concerns with the extent to which a research instrument can collect the same data if applied on a different geographical scope.

3.9.1 Validity

Both structured questionnaires and interview guides were examined for content validity. In ascertaining the content validity of the research instruments, the study adopted expert rating tool. Two experts with immense knowledge, skills and experience in strategic entrepreneurship were consulted and asked to rate the valid and invalid interview and questionnaire items. The results were presented as indicated on Table 3.2.

With the threshold being 0.75 (Coleman, 2022), the content validity was measured through Content Validity Index (CVI) given as;

$$CVI = K \div N$$

Where; K is number of questions, raters marked as valid

N is the total question items on the tool.

Table 3.2: Validity Results

Experts	Total N° of Items	Valid Items	Fractions (CVI)	Remarks
Rater One	22	18	0.82	Valid
Rater Two	22	19	0.86	Valid
Average	44	37	0.84	Valid

Source: Pilot Test Data (2024)

From Table 3.2, rater one marked 18 items as valid resulting into a CVI of 0.82, while rater two marked 19 items out of the 22 as valid, resulting into a CVI of 0.86. On total, both the raters gave an overall CVI of 0.84. Since both raters gave a CVI above the 0.75 thresholds, the questionnaire and interview guide items were considered adequate for the study.

3.9.2 Reliability

A pilot study was conducted on randomly selected 20 Catholic sisters from different Congregations despite not being part of SBVP. This was done for the purpose of testing the reliability of the questionnaire. The questionnaires' reliability was measured by calculating Cronbach's alpha statistics for Likert scale questions. Through conducting Cronbach's alpha analysis, a score of 0.7 or higher was deemed satisfactory and the scale considered internally consistent (Park, 2021). The results were presented on Table 3.3.

Table 3.3: Reliability Results

Variable	Cases N	N ^o of Items	Cronbach's Alpha	Remarks
Capacity building	20	6	0.770	Reliable
Leadership development	20	6	0.827	Reliable
Entrepreneurial skills	20	6	0.785	Reliable
Training and Development	20	4	0.806	Reliable
Overall Reliability	20	22	0.797	Reliable

Source: Pilot Test Data (2024)

From Table 3.3, the respective independent variable questionnaire items i.e., capacity building, leadership development and entrepreneurship skill, recorded Cronbach Alphas of 0.770, 0.827, and 0.785 respectively. Training and development collectively recorded 0.806 alpha value, while the overall reliability for the questionnaire items was 0.797. Therefore, since all the variables registered Cronbach Alphas above the minimum threshold of 0.7, the questionnaire tool was considered reliable in the study.

3.10 Data Analysis Procedure

According to Calzon (2023), data analysis is the process of collecting, modeling, and analyzing data using various statistical and logical methods and techniques. Quantitative data was classified into descriptive statistics whereby a measure of central tendency was used to demonstrate the data distribution through mean and standard deviation. Quantitative data was

collected by use of Google Doc form, which was sent to the study respondent via email. The pilot study involved a group of 20 Catholic sisters who were contacted from different Congregations. These individuals were not part of the target respondents to all pre – test data collection tools and recommendations. Qualitatively, this was used for FDGs and the interview for this method to allow the respondent to display their emotions.

Thematic analysis and content analysis assisted the researcher to understand the perception of the Catholic sisters and stakeholders on SBVP. Thematic analysis revealed themes related to trust, communication channels and perceived effective interventions of SBVP. Before the interviews and FDGs respondents were sent official communication via email requesting them to participate in the study. Contact details were obtained from the institutions. Once permission was obtained, an agreed time was set (between the interviewers and interviewees). The FDGs was carried out via zoom platform, 10 participants during each session. In depth, interview took 10 key implementers involving one – on one interview. The research used open-ended questions during the session. A multiple linear regression was used to analyse the relationship between the study variable, Y and single independent variable, X from the data collected. The projected regression model for the study was presented as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y = Social enterprise sustainability

X₁ = Capacity building

X₂ = Leadership development

X₃ = Entrepreneurial mindset

ε = Error term

B₀ = Intercept of the predicted value of y when x is zero.

β₁, β₂, β₃ = Coefficients of independent variables

The dissemination and utilization of the result was through tables and narrative. The interpretation and understanding of the findings facilitated reliable decision for the project.

3.11 Ethical Issues

In research, ethical issues refer to concerns related to the moral guidelines and principles to be followed when conducting research involving human participants or the use of sensitive information. Researchers prepared informed consent for participants that helped them understand the study's purpose, risks, procedures, advantages, and the right to pull out at any time without consequences. Informed consent was voluntary, without coercion or undue influence. The researcher ensured the confidentiality and privacy of participants' personal information. This involved storing and handling data securely using anonymisation or pseudonymization techniques; and reporting results in a way that protects participants' identities. The researcher revealed any probable conflicts of interest that could influence the research process or the interpretation of results. Transparency and integrity are important to maintain the trustworthiness and credibility of the research.

The researcher handled and stored data responsibly by following data protection and privacy regulations. Data was securely stored and disposed properly once it was no longer needed. The researcher first got approval and clearance from Strathmore University's Institutional Ethics Review Committee before going to the field. Furthermore, the researcher clarified to the respondent the objective of the research before collecting any data; hence, seeking their consent. The study used variety of communication formats to communicate with study participants about the progress of the research. This was done 4 weeks after the data analysis. The researcher organized virtual meeting to discuss research progress. During the meeting, the researcher presented findings, answered arising questions and addressed people's different concerns. In addition, the success stories or testimonials were also shared among the participants. There was validation of the data before giving recommendations and conclusions. Lastly, all the material and sources of information used in this study were acknowledged in the reference section.

3.12 Chapter Summary

The study on the effect of training and development on social enterprise sustainability is helpful to the researcher because it will explain how to measure the social impact of SBVP in Kenya. The descriptive survey and the target sample size supported obtaining high-quality information about the program. The implication of this research is significant to various stakeholders as illustrated in chapter one.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents research findings on descriptive and inferential statistics underlying effect of training and development on the sustainability of social enterprise in Kenya that emerged from the SBVP. Tables were used to present findings that were supported with interpretations after each data presented.

4.2 Response Rate

The study considered the successfully filled questionnaires and computed the proportion presented on Table 4.1.

Table 4.1: Response Rate

Type	Incidence	Ratio
Response	158	94.05%
Non-response	10	5.95%
Total	168	100%

Source: Field Data (2024)

From Table 4.1, 158 respondents out of 168 respondents filled the questionnaire that was administered on Google Doc forms, representing a response rate of 94.05%. Additionally, 10 respondents out of 168 respondents failed to fill the questionnaires, representing a non-response rate of 5.95%. Since the response rate (94.05%) was above the (Mugenda and Mugenda (2019) recommended 70%, the response rate was considered adequate for this study.

4.3 Respondent's Demographics

The study examined the following demographic information of the respondents; age, education level, religious affiliation and period of being involved in social enterprises.

4.3.1 Respondents' Age

The study analysed the respective ages of the respondents and results presented on Table 4.2.

Table 4.2: Age Distribution

Years	Frequency	Percentage
Under 18 Years	0	0%
25 – 34 years	31	19.62%
35 – 44 years	52	32.91%
45 – 54 years	49	31.01%
Above 54 years	26	16.46%
Total	158	100.0

Source: Field Data (2024)

From Table 4.2, 0(0%) of the respondents were aged below 18 years, 31(19.62%) of the respondents were aged between 25 to 34 years, 52(32.91%) between 35 to 44 years, 49(31.01%) between 45 to 54 years and 26(16.46%) aged above 54 years. The respondents' age distributions were adequate for their participation in this study since none was under the age of majority, 18 years.

4.3.2 Education Level

The study further examined various education levels of the respondents and results summarized on Table 4.3.

Table 4.2: Education Level

Level	Incidence	Ratio
High School	7	4.4%
Vocational Qualification	9	5.7%
College Level	55	34.8%
University Degree	55	34.8%
Postgraduate Degree	32	20.3%
Total	158	100%

Source: Field Data (2024)

From Table 4.3, 7(4.4%) of the respondent had highest education level as high school, 9(5.7%) had vocational qualification, 55(34.8%) had college level, 55(34.8%) had university degrees and 32(20.3%) of the respondents had postgraduate degree as highest education level. The respondents' education level was relevant to their roles as the Catholic sisters in promoting sustainability of social enterprise in Kenya. Majority of the respondents had college level, undergraduate and postgraduate degrees necessary in promoting entrepreneurial activities among the social enterprises involving SBVP in Kenya, through training and development.

4.3.3 Religious Affiliation

The respondents were further asked to indicate their religious affiliations. All 158 (100%) of the respondents stated that their religious affiliation was the Catholic Church. The distribution of the respondents' religious affiliations was adequate as all of them (158) were Catholics relevant for the Catholic sisters' Blended Value Projects in Kenya.

4.3.4 Period Involved in Social Enterprises

The study sought to determine the period the respective respondents had been involved in the social enterprises to enhance sustainability and results presented on Table 4.5.

Table 4.4: Period Involved in Social Enterprise

Years	Frequency	Percentage
Less than 1 year	24	15.2%
1 – 3 years	55	34.8%
3 – 5 years	30	19.0%
5 – 10 years	26	16.5%
More than 10 years	23	14.6%
Total	158	100%

Source: Field Data (2024)

From Table 4.4, 24(15.2%) of the respondents stated that they had been involved in social enterprises for less than 1 year, 55(34.8%) had been involved between 1 to 3 years, 30(19%) had been involved between 3 to 5 years, 26(16.5%) had been involved between 5 to 10 years, and 23(14.6%) of the respondents had been for more than 10 years in the social enterprises. The respondents' years of involvement in social enterprises of sisters' Blended Value Project were adequately distributed, with majority (55) being involved between 1 to 3 years. This means that the respondents were familiar with the social enterprises to enable their participation in this study.

4.4 Qualitative Results

The study adopted thematic analysis to analyse the qualitative data collected through structured interviews and FDGs. The thematic analysis involved; familiarization with data, examination into the recurring themes, reviewing of the identified themes and finalizing on the common themes. From the assorted responses of structured interviews and recordings of the audio, the

study determined common themes to this study as; project execution, budgeting and learning outcomes.

Consistent with the results of Yakob *et al.*, (2021), the study revealed that financial literacy helps social enterprises in a positive direction by helping their social enterprises make better financial management decisions; thus, leading to a reduction in costs and improving profitability as well as getting a higher rate of return on investment.

This is evidenced by an improvement in the profitability of these social enterprises as a result of financial management skills, knowledge and competencies gained under the SBVP. Furthermore, leadership development, marketing skills and technology was found to have great effect on sustainability where respondents who had adequate communication skills experienced improved sustainability in their social enterprises. The effectiveness of the training was measured through the outcomes achieved and the impact created; such as, an increase in productivity, revenue generation, and the number of customers, employment opportunities and great impact on the community. The following themes were identified:

4.4.1 Theme 1: Project Execution

Most of the respondents reported the need for innovation and creativity in idea generation and mobilization of resources to implement the idea as a project; *“There need to be creative, identify opportunities and translate it to a business idea.”*

Through creativity, the entrepreneurs will accurately identify market focused ideas that upon mobilization ideas and adequate implementation, it would result into social change. Some of these changes will include, improved livelihoods and generation of returns necessary in supporting missionary activities, among others.

The respondents further reported increased mastery and understanding of entrepreneurial idea generation and management; *“Yes, I attended a post evaluation activity of the sisters where they presented their business plans. The sisters first and foremost were able to develop a business plan, which says something about the training received. In addition, the sisters had great ideas on how to improve already existing projects and also come up with new projects and they*

referenced the success and the hope they have with their enterprises to the training that they received”.

4.4.2 Theme 2: Budgeting

The respondents further showed great levels of budgetary controls and measures needed to keep their social enterprises afloat. The Catholic sisters admitted that training and development had been an eye-opener to resource planning in order to avoid wastage; and to achieve optimality with the available resources; *“Sisters can now understand and do the basic financial activities. There might be no urgent/immediate need where sisters have to employ/ use someone else to interpret for them the financials. With the financial literacy, sisters should be able to interpret their finances and make decisions out of this.”*

The budgeting concepts enhanced the respondents’ financial literacy, which is necessary in achieving the required sustainability levels; *“I think financial literacy helps social enterprises in a positive direction by enabling their social enterprises to make better financial management decisions, leading to a reduction in costs; thus, improving profitability, getting a higher rate of return on investment, etc. This is evidenced by an improvement in the profitability of these social enterprises as a result of financial management skills, knowledge and competencies gained under the Sisters’ Blended Value Project.”*

4.4.3 Theme 3: Learning Outcomes

The respondents noted various levels of evaluation of outcomes from the training and development sessions. From effective communication and decision making to innovation, the respondents revealed the great impact of the training sessions; *“The effectiveness of the training is measured through the outcomes achieved and the impact created; such as, an increase in productivity, revenue generation, customer number, employment opportunities, and a greater impact on the community, such as, access to quality education and healthcare.”*

4.5 Descriptive Statistics

The study used mean and standard deviation to describe the findings underlying the study variables. For every study objective, the respondents were asked on agreement and disagreement levels ranging from 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

4.5.1 Sustainability of Social Enterprises

The study sought to determine the effect of training and development of sustainability of social enterprises of the Catholic sisters in Kenya. The results are presented on Table 4.5.

Table 4.5: Descriptive Statistics for Sustainability

Statement on Sustainability	Mean	Standard Deviation
Capacity building has enhanced the economic value of Kenyan sisters' Blended Value Project activities	4.22	0.67
Leadership development skills have enhanced social awareness of the Kenyan sisters' Blended Value Project activities	4.27	0.83
Entrepreneurial skills have enhanced the environmental impacts of Kenyan sisters' Blended Value Project activities	4.35	0.75
Training and development has resulted into enhanced sustainability of the Catholic sisters' social enterprises in Kenya	3.66	0.65
Aggregate Scores	4.13	0.73

Source: Field Data (2024)

From Table 4.4, most of the respondents agreed that capacity building enhanced the economic value of the Catholic sisters' blended value project activities (Mean= 4.22; S.D= 0.67), Leadership development enhanced social awareness of the enterprises' activities (Mean= 4.27; S.D= 0.83), Entrepreneurial skills enhanced the environmental impacts of Kenyan sisters' blended value projects (Mean= 4.35; S.D= 0.75), and training and development resulted in enhanced sustainability of the Catholic sisters' social enterprises in Kenya (Mean= 3.66; S.D= 0.65), indicating a high significant effect of training and development of sustainability on social enterprise.

On average, most of the respondents agreed that training and development result into enhanced sustainability of the Catholic-based sisters' social enterprises in Kenya (Mean= 4.13; S. D= 0.73); further indicating a significant effect of training and development of sustainability of social enterprises of the Catholic sisters' blended value projects in Kenya. These findings conform to those of Gatuyu and Kinyua (2020), which revealed a significant effect of knowledge acquisition on firm performance in the context of small and medium enterprises in Meru County, Kenya.

4.5.2 Capacity building on social enterprise sustainability

The respondents were asked various statements on the effect of capacity building on the sustainability of Social Enterprises of the Catholic sisters in Kenya. The findings are shown on Table 4.6.

Table 4.6: Descriptive Statistics for Capacity building

Statement on capacity building	Mean	Standard Deviation
The sisters were able to get skills on how to prepare budget for their social enterprise	4.25	0.65
Sisters were able to start keeping records of any finance issues in the social enterprise	4.30	0.65
Sisters were able to understand how to use the seed grant	4.43	0.70
Sisters were able to analyze the financial progress of their social enterprise	4.20	0.76
The training motivated the sisters on how to access funds	4.39	0.67
The sisters were able to identify the social enterprises model that leads to financial sustainability	3.31	0.85
Aggregate Scores	4.15	0.71

Source: Field Data (2024)

From Table 4.6, most of the respondents agreed that sisters were able to prepare budgets for their social enterprise (Mean= 4.25; S.D= 0.65), sisters started keeping financial records in their social enterprises (Mean= 4.30; S.D= 0.65), sisters understood how to use seed grant (Mean= 4.43; S.D= 0.70), sisters were capable of analysing financial progress of their enterprises (mean= 4.20; standard deviation= 0.76), training motivated sisters on fundraising (Mean= 4.39; S.D= 0.67), and sisters were able to identify social enterprises model to enhance financial sustainability (Mean= 3.31; S.D= 0.85).

On aggregate, most of the respondents agreed that capacity building resulted into sustainability of the social enterprises of the Catholic sisters in Kenya (Mean= 4.15; S. D= 0.71). These findings are consistent with those of Mustafa *et al.* (2023), which found a direct positive effect of financial attitudes, financial literacy and health literacy on sustainable financial retirement planning with the moderating role of a financial advisor.

4.5.3 Leadership development on social enterprise sustainability

The respondents were asked various statements on the effect of Leadership development on the sustainability of Social enterprises of the Catholic sisters in Kenya. The findings are as shown on Table 4.7.

Table 4.7: Descriptive Statistics for Leadership development

Statement on Leadership development	Mean	Standard Deviation
The training guided the sisters on how to recognize and develop network opportunities for their products.	4.30	0.78
Sisters were able to use social media to market their products	3.78	0.94
The training enhanced on project management	4.18	0.88
The training motivated the sisters to do need assessment before starting any social enterprise	4.33	0.79
The sisters were able to determine the best social media to market their products	3.85	1.00
The sisters learnt skills and importance of branding	3.01	0.88
Aggregate Scores	3.91	0.88

Source: Field Data (2024)

From Table 4.7, most of the respondents agreed that training guided sisters on recognizing and developing network opportunities for their products (Mean= 4.30; S.D= 0.78), sisters were able to use social media in marketing their products (Mean= 3.78; S.D= 0.94), training enhanced on project management (Mean= 4.18; S.D= 0.88), training motivated sisters to undertake needs assessment before starting a business (Mean= 4.33; S.D= 0.79), sisters were able to determine best social media platform to market their products (Mean= 3.85; S.D= 1.00), and sisters learnt skills and significance of branding to enhance the sustainability of their social enterprises (Mean= 3.01; S.D= 0.88). These results pointed to significant effect of network marketing on sustainability of social enterprises among the Catholic sisters.

On average, most of the respondents agreed that leadership development skills enhance sustainability of social enterprises of the Catholic sisters in Kenya (Mean= 3.91; S. D= 0.88), exhibiting a statistical significant effect between the variables. These findings conform to those of Hota (2024), which found a direct significant relationship between sustainable marketing strategies and consumer behaviour.

4.5.4 Entrepreneurship mindset on social enterprise sustainability

The respondents were asked various statements on the effect of entrepreneurial mindset on the sustainability of social enterprises of the Catholic sisters in Kenya. The findings are as follows on Table 4.8.

Table 4.8: Descriptive Statistics for Entrepreneurial Skills

Statement on Entrepreneurial Skills	Mean	Standard Deviation
The sisters were trained on leaderships skills as an entrepreneur	4.39	0.76
The training builds the capacity of sisters on Business plan write-up	4.30	0.82
The training enriched sisters' skills on need assessment before starting a social enterprise	4.26	0.84
Sisters were able to understand the importance of stakeholder management	4.29	0.81
The training implored on the sisters the need to train and have competent human resource to run the social enterprises.	4.28	0.85
The sisters were trained on innovation and creativity	3.29	0.95
Aggregate Scores	4.14	0.84

Source: Field Data (2024)

From Table 4.8, most of the respondents agreed that sisters were trained on leadership skills as an entrepreneur (Mean= 4.39; S.D= 0.76), training build capacity of sisters on business plan write-up (Mean= 4.30; S.D= 0.82), training enriched sisters' skills on need assessment before business start-up (Mean= 4.26; S.D= 0.84), sisters were able to understand the importance of stakeholder management (Mean= 4.29; S.D= 0.81), training encouraged sisters on the need to train and have competent human resource to run the social enterprises (Mean= 4.28; S.D= 0.85), and sisters were trained on innovation and creativity (Mean= 3.29; S.D= 0.95), signifying a statistical significant effect of marketing and branding on sustainability.

On average, most of the respondents agreed that innovative entrepreneurship skills enhance sustainability of social enterprises of the Catholic sisters in Kenya (Mean= 4.14; S. D= 0.84), signifying significance of marketing and branding on sustainability of social enterprises. These findings are consistent with those of Sabahi and Parast (2020), which revealed that entrepreneurship orientation has a statistical significant effect on project performance.

4.6 Inferential Statistics

In examining the effect of training and development on sustainability of social enterprises of the Catholic sisters in Kenya, the study examined the following inferential statistics: model summary, ANOVA and correlation coefficients. These inferential statistics were informed by the initial multiple regression model developed, where training and development (financial literacy, marketing and branding, and entrepreneurship skills) was regressed against sustainability. The results were summarized in the following sections.

4.6.1 Model Summary

The model summary was used to examine the correlation and variation underlying the study variables. The results are presented on Table 4.9.

Table 4.9: Model Summary

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	0.79 ^a	0.63	0.62	0.40

a. **Predictors: (Constant)**, Capacity building, Leadership development, Entrepreneurial Skills

b. **Dependent Variable:** Sustainability

Source: Field Data (2024)

From Table 4.9, the correlation coefficient (R) was given as 0.79, which showed a high positive correlation between training and development and sustainability. Additionally, the coefficient of determination (adjusted R square) was given as 0.62, equivalent to 62%. This meant that sustainability of social enterprises of the Catholic sisters in Kenya was influenced by training and development by 62%, the remaining 38% of social enterprises' sustainability being explained by other factors not included in this study. The correlation coefficient and coefficient of determination findings were adequate since the coefficient of determination 62% was above 50% which is considered adequate for a study (Zakaria *et al.*, 2022).

4.6.2 ANOVA

The study carried out the test for Analysis of Variance (ANOVA) to test the fitness of the multiple regression model used in this study and results presented on Table 4.10.

Table 4.10: ANOVA for Training and Development and Sustainability

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.35	3	14.17	87.39	0.00 ^b
	Residual	24.87	154	0.16		
	Total	67.22	157			

a. Dependent Variable: Sustainability

b. Predictors: (Constant), Capacity building, Leadership development, Entrepreneurial Skills

Source: Field Data (2024)

From Table 4.10, the F-calculated was given as 87.39 while F-critical (df 3,154) was 2.66. Since F-calculated was more than F-critical ($87.39 > 2.663$), the multiple regression model was fit and adequate for the study on effect of training and development on sustainability of social enterprise of the Catholic sisters in Kenya. Additionally, from Table 4.11, the p-value was 0.00, which was less than significance level, 0.01 indicating a statistically significant effect of training and development on sustainability.

4.6.3 Regression Coefficients

The study further sought to determine the respective correlation and significance of independent variables (Capacity building, Leadership development and Entrepreneurial skills) against the dependent variable, sustainability and results presented on Table 4.11.

Table 4.11: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.89	0.20		4.46	0.00
	Capacity building	0.30	0.04	0.39	7.82	0.00
	Leadership development	0.13	0.04	0.17	3.59	0.00
	Entrepreneurial Skills	0.42	0.04	0.61	12.14	0.00

a. Dependent Variable: Sustainability

Source: Field Data (2024)

The study was based on the following multiple regression; $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ which based on the results in Table 4.11, was first fitted as;

$$Y = 0.89$$

From Table 4.11, the constant term is given as 0.89, which means that by holding training and development constant, the social enterprises of the Catholic sisters in Kenya would register sustainability index of 0.89 units. Furthermore, the multiple regression model was fitted, reflecting the respective elements of training and development as shown below;

$$Y = 0.30 X_1 + 0.13 X_2 + 0.42 X_3$$

Where:

Y = Sustainability

X₁ = Capacity building

X₂ = Leadership development

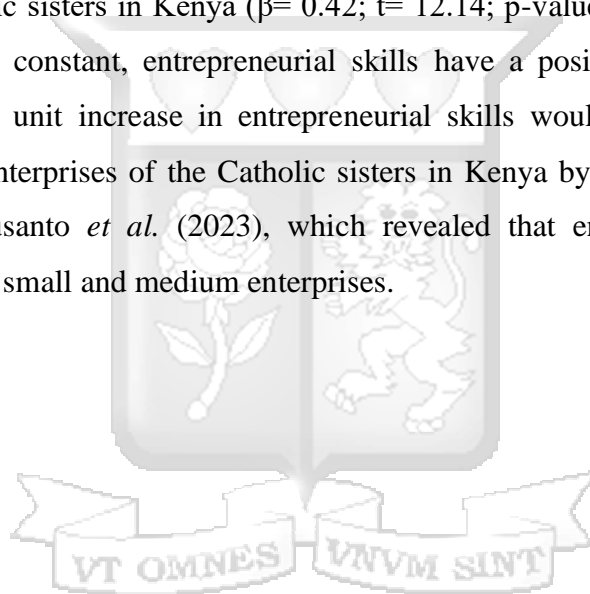
X₃ = Entrepreneurial skills

ε = Error term

Additionally, the results revealed that capacity building is statistically significant to the sustainability of social enterprises of the Catholic sisters in Kenya ($\beta = 0.30$; $t = 7.82$; $p\text{-value} = 0.00$). This means that at 99% confidence level, capacity building is positively and statistically significant to sustainability and that a unit increase in capacity building would result into increase in sustainability of social enterprises of the Catholic sisters in Kenya by 0.30 units, other factors held constant. These findings support those of Pandey *et al.* (2022), which revealed that financial inclusion drivers- financial literacy and financial initiatives statistically foster sustainable growth in North India.

Moreover, the result on Table 4.11 revealed that leadership development skills are statistically significant to sustainability of social enterprises of the Catholic sisters in Kenya ($\beta= 0.13$; $t= 3.59$; $p\text{-value}= 0.00$). These results mean that at 99% confidence level, leadership skills is positively significant to sustainability and that a unit increase in leadership skills would result into increase in sustainability of social enterprises of the Catholic sisters by 0.13 units, other factors held constant. These results conform to those of Reimann *et al.* (2021), which revealed that dynamic and adaptive marketing capabilities significantly enhance performance of Portuguese small and medium enterprises in the business-to-business mode.

Entrepreneurial skills also recorded statistical significant effect on sustainability of social enterprises of the Catholic sisters in Kenya ($\beta= 0.42$; $t= 12.14$; $p\text{-value}= 0.00$). This means that holding all other factors constant, entrepreneurial skills have a positive significant effect on sustainability and that a unit increase in entrepreneurial skills would result into increase in sustainability of social enterprises of the Catholic sisters in Kenya by 0.42 units. These results conform to those of Susanto *et al.* (2023), which revealed that entrepreneurial orientation enhances performance of small and medium enterprises.



CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, discussions, conclusions and recommendations underlying this study.

5.2 Summary

This study assessed the effect of training and development on sustainability of social enterprises of the Catholic sisters in Kenya, in line with sisters who have undergone through sisters blended value project. The study was conceptualized as capacity building, leadership development and entrepreneurial skills as independent variables; and social enterprises sustainability as dependent variable. Theory of change has been implemented to support the study. The target population was 280. A structured questionnaire was designed and administered to the Catholic sisters using Google doc. FGDs and interviews were conducted with concerned implementers of the project. 158 respondents out of a sample size of 168, responses filled the questionnaires that were administered on Google doc forms, representing a response rate of 94.05%. Additionally, 10 respondents out of 168 respondents failed to fill the questionnaires, representing a non-response rate of 5.95%. Since the response rate (94.05%) was above the recommended 70%, the response rate was considered adequate for this study.

5.3 Discussions

5.3.1 Capacity building

The study's first objective was to determine the effect of capacity building on the sustainability of social enterprises of the Catholic sisters in Kenya. From the literatures, theory of change has directed this study towards exploring creative and innovative means of enhancing capacity building. Additionally, various readings in the literature have proven that capacity building is paramount in improving the efficiency and growth of a sustainable social enterprise. Despite the fact that limited literatures focused on the Catholic sisters' social enterprises, the findings revealed that training builds the capacity of the Catholic sisters on fundraising skills to promote their enterprises' sustainability. The Catholic sisters started keeping financial records of their enterprises and were able to prepare budgets after attending training workshops. The Catholic

sisters showed enhanced ability of adequately using seed capital granted to enhance the sustainability of their respective social enterprises. Furthermore, the Catholic sisters were able to prepare budgets for their respective social enterprises and to analyse the progress of their ventures to the corrective financial decisions.

5.3.2 Leadership development skills

The second objective of this study was to investigate the effect of leadership development skills on the sustainability of social enterprises of the Catholic sisters in Kenya. The readings of different literatures showcased the fundamental benefits of leadership development skills. Majority of the interviewed Catholic sisters consented with the importance of leadership development skills in order to enhance social enterprise sustainability. However, the formation of the Catholic sisters differs from the formation of non-religious entrepreneur. Different literatures expounded on the leadership development in response to the secular world. Nonetheless, the readings were important in the findings where majority of the Catholic sisters responded positively to the discussions outlaid in the literatures. From the study, training influenced sisters' ability to recognize and develop network opportunities for their products necessary on social enterprises sustainability. Training and development also enhanced the Catholic sisters' project management skills that enhance their awareness of their social enterprises; thus, experiencing improved business sustainability. Additionally, training motivated the Catholic sisters on the need to undertake focused market assessment before starting a social enterprise in order to avoid product or service failures. The Catholic sisters were also found to have moderate ability of using social media platforms to market their products and services of their social enterprises.

5.3.3 Entrepreneurship skills

The study's third objective was to investigate the effect of entrepreneurship skills on the sustainability of social enterprises of the Catholic sisters in Kenya. The social enterprises may lack steady growth if entrepreneurship skills are not enforced. The theory of change offers avenue of instilling creativity and innovations within an enterprise. Using different literatures, entrepreneurship skills enhance efficiency and professionalism in social enterprises. From the finding in the study, the Catholic sisters were trained entrepreneurship skills as entrepreneurs to enable them successfully lead the growth and sustainability of their enterprises. In spite of the training being majorly done within a secular spectrum, training and development workshops

built the Catholic sisters' ability to develop business plans necessary in sourcing for funds and guiding business operations to achieve the optimal sustainability. Moreover, the findings revealed that the Catholic sisters clearly understood the need for stakeholder engagements and the need to have competent human resource personnel to run their venture towards sustainability.

5.4 Conclusions of the Study

5.4.1 Capacity building

The study's first objective was to determine the effect of capacity building on the sustainability of social enterprises of the Catholic sisters in Kenya. Theory of change necessitated the study explore creativity and innovation in capacity building in order to enhance social enterprise sustainability among the Catholic sisters. Similarly, various literatures reviewed have affirmed the importance of capacity building in social enterprise sustainability. Although the literatures do not majorly discuss capacity building among the Catholic sisters but on the secular milieu, a lot of information provided corresponds with the needs of the Catholic sisters on sustainable social enterprises. The study concluded that there should be adequate financial literacy development to ensure adequate utilization of the available funds for the purpose of managing the cash flows of the social enterprise. This can only be done if frequent workshops are held with various stakeholders on capacity building. The study, therefore, acknowledges that financial literacy and management enhance investment decisions, which result into improved sustainability of social enterprises.

5.4.2 Leadership development skills

The second objective of this study was to investigate the effect of leadership development skills on the sustainability of social enterprises of the Catholic sisters in Kenya. Literatures that have been explored unanimously support the fundamental benefits of leadership development skills in social enterprise sustainability. Given that the SBVP had sisters with minimal leadership skills, majority of the sisters supported the importance of leadership development skills in order to enhance social enterprise sustainability. Since the formation of the Catholic sisters perceives leadership development skills from a religious perspective, the sisters found the need to blend the secular guidelines with their religious leadership principles that this study intends to further its

future research question. From the study, training influenced sisters' ability to recognize and develop network opportunities with respect to their sustainable social enterprises.

5.4.3 Entrepreneurship skills

The study's third objective was to investigate the effect of entrepreneurship skills on the sustainability of social enterprises of the Catholic sisters in Kenya. Entrepreneurial skills are fundamental elements towards enhancing a steady growth of sustainable social enterprises. Creativity and innovation are key aspects that from the theory of change, the Catholic sisters are able to implement entrepreneurship skills towards enhancing a sustainable social enterprise. Additionally, different literatures have also described that efficiency and professionalism are attributes of acquiring entrepreneurship skills for a sustainable social enterprise. The study has indicated that the Catholic sisters undergo training on entrepreneurship that grants them the ability to successfully enhance growth and sustainability of their social enterprises. Given that most training on entrepreneurship skills are done within a secular setting, the Catholic sisters are able to conceptualize avenues of carrying out sustainable social enterprise to every person of different social orientation. In the conclusion, the study supports the necessity of creativity and innovation in entrepreneurial skills in order to run a successful social enterprise. Consequently, entrepreneurial skills help in environmental scanning for identification of societal needs, mobilization of resources through exploiting the identified gap and adequate management of businesses with various stakeholders' interests within sustainable social enterprises.

5.5 Recommendations of the Study

In terms of capacity building, the study recommends that the Catholic sisters need to have continued training and development in this area. The Catholic sisters through the leadership of various Congregations to partner with learning institutions will scale up their social enterprises without any problem if they are equipped with the right skills and knowledge to manage the enterprises.

The study found that most of the Catholic sisters did not have skills on how to create awareness about their products and services. It, therefore, recommends extensive research in network marketing for the Catholic sisters, innovative training and development that will enhance creativity and adequacy in running of the social enterprises.

The study entrepreneurship skills revealed that the Catholic sisters are strength of community development through various projects. This study recommends that there should be sustained and concerted training of the Catholic sisters on innovation and creativity in order to enhance their tactfulness in identification of social problems, mobilization of resources and running of established business ventures to achieve sustainability. This will ensure that the Catholic sisters come up with sound businesses that offer products and services, which address a specific social problem and adequate management result in operation sustainability.

5.6 Limitations of the Study

There was risk of the study suffering from lack of causality between training and development, and sustainability. Lack of causality could be experienced where other phenomena that affect the sustainability of social enterprises, like technological development, government policies and market conditions are not included in this research. Additionally, the study could have suffered from data collection limitation where the self-reported data used in the analysis could be biased; thus, presenting incorrect state of underlying variables and phenomena. The researcher considered and acknowledged these limitations when interpreting the findings to avoid their splitting effect. As a result, the study ensured that an accurate state of the findings is reported for interpretation.

5.7 Suggestions for Further Research

This study was limited to the Catholic sisters engaged in the Blended Value Projects in Kenya. Consequently, a similar study is recommended in other countries where the project is being implemented. The findings from the study can then be compared with the current study's findings that solely focused on the Catholic sisters to establish underlying similarities or inconsistencies to enable generalization and implication for the practice.

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APPENDICES

APPENDIX I: PARTICIPANT INFORMATION AND CONSENT FORM

EFFECT OF TRAINING AND DEVELOPMENT ON SOCIAL ENTERPRISES IN KENYA:
CASE STUDY SISTERS BLENDED VALUE PROJECT

SECTION 1: INFORMATION SHEET

Investigator: Celestine Nasiali

Institutional affiliation: Strathmore Business School (SBS)

SECTION 2: INFORMATION SHEET–THE STUDY

2.1: Why is this study being carried out?

To investigate the effect of training and development on social enterprises in Kenya: Case study Sisters Blended Value Project

2.2: Do I have to take part?

No. Your participation is voluntary, and all responses will be kept confidential. If you decide to take part, you will be asked to complete a questionnaire to get information on effect of training and development on social enterprises in Kenya: Case study Sisters Blended Value Project.

2.3: Who is eligible to take part in this study?

This study targets Catholic Sisters in Kenya and any sisters who has participated in Sisters Blended Value Project within ACWECA region.

2.4: Who is not eligible to take part in this study?

- The laity who are beneficiary of Catholic Sisters social enterprises

2.5: What will taking part in this study involve for me?

You will be approached through an email sent from the researcher and requested to take part in the study. If you are satisfied that you fully understand the goals behind this study, you will be asked to sign the informed consent form (this form) and then see the questionnaire to complete.

2.6: Are there any risks or dangers in taking part in this study?

There are no risks in taking part in this study. All the information you provide will be treated as confidential and will not be used in any way without your express permission. The forms will be anonymized.

2.7: Are there any benefits of taking part in this study?

The information will be used to assess the effectiveness of the Sisters Blended Value Project on transforming social ministries of Catholic sisters into sustainable social enterprise. Also, the research will assist ACWECA administration to make a viable decision on expansion of the project into other countries with ACWECA region and beyond.

2.8: What will happen to me if I refuse to take part in this study?

Participation in this study is entirely voluntary. Even if you decide to take part at first but later change your mind, you are free to withdraw at any time without explanation.

2.9: Who will have access to my information during this research?

Only the people who are closely concerned with this study will have access to your information. All your information will be kept confidential. No information will be relatable to any of the 100 respondents since respondents will not be expected to have their names in the form.

2.10: Who can I contact in case I have further questions?

Feel free to ask any question that has not been addressed in this form:

You can contact me, Sr. Celestine Nasiali at SBS, or by e-mail acwecsbvp2020@gmail.com or celestinenasiali@starthmore.edu, or by phone calls, sms or whatsapp through 0714611301. You can also contact my supervisor, Dr. Noah at the Strathmore Business School, Nairobi, or by e-mail noah@starthmore.edu for any clarification.

If you want to ask someone independent anything about this research, please contact:

The Secretary–Strathmore University Institutional Ethics Review Board, P. O. BOX 59857-00200, Nairobi, email ethicsreview@strathmore.edu Tel number: +254 703 034 375

I, _____, have had the study explained to me. I have understood all that I have read and have had explained to me and had my questions answered satisfactorily. I understand that I can change my mind at any stage.

Please tick the boxes that apply to you;

Participation in the research study: Tick one box below

I AGREE to take part in this research

I DON'T AGREE to take part in this research

Storage of information on the completed questionnaire

I AGREE to have my completed questionnaire stored for future data analysis

I DO NOT AGREE to have my completed questionnaire stored for future data analysis

Participant's Signature:

_____ Date: ____/____/____ DD / MM / YEAR

Participant's Abbreviation e.g., CMN



APPENDIX II: QUESTIONNAIRE FOR WHOM

Thank you for your interest in participating in this research study. The following questionnaire aims to analyze the effect of training and development on social enterprises in Kenya: Case study Sisters Blended Value Project. (SBVP).

SECTION 1: DEMOGRAPHIC INFORMATION

In this section tick **ONLY** the answer that applies to you

1. Which of the categories describe your age:

Under 18 18-24 25-34 35-44 45-54 55 and above

2. Which of the following best describes your highest education level?

Basic studies High school diploma Vocational qualification (college level)

University degree Postgraduate degree (masters and above)

3. Which of the following describes your religious affiliation (if any):

Christianity: Catholic Protestant Orthodox

Islam Judaism Hinduism Buddhism

4. How long have you been involved in the social enterprise?

Less than 1 year 1-3 years 3-5 years 5-10 years More than 10 year

SECTION 2: CAPACITY BUILDING AND SOCIAL ENTERPRISE SUSTAINAILITY

The following statements refer to the indicators of training on social entrepreneurial competency and you are asked to indicate your level of agreement with these statements on a 5-point Likert scale.

Where 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly Agree

	Statement of capacity building	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The sisters were able to prepare budget for their social enterprise					
2	Sisters were able to start keeping records of any finance issues in the social enterprise					
3	Sisters were able to understand how to use the seed grant					
4	Sisters were able to analyze the financial progress of their social enterprise					
5	The training motivated the sisters on fundraising skills					
6	The sisters were able to identify the social enterprises model that leads to financial sustainability					

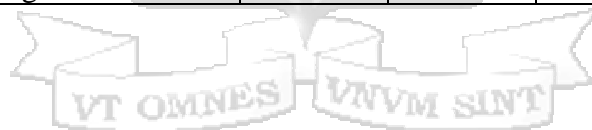


SECTION 3: LEADERSHIP DEVELOPMENT AND SOCIAL ENTERPRISE SUSTAINABILITY

The following statements refer to the indicators on Catholic sisters’ experience on Social Enterprises and you are asked to indicate your level of agreement with these statements on a 5-point Likert scale.

Where 1-Strongly disagree, 2-Disagree, 3-Moderately agree, 4-Agree, and 5-Strongly Agree

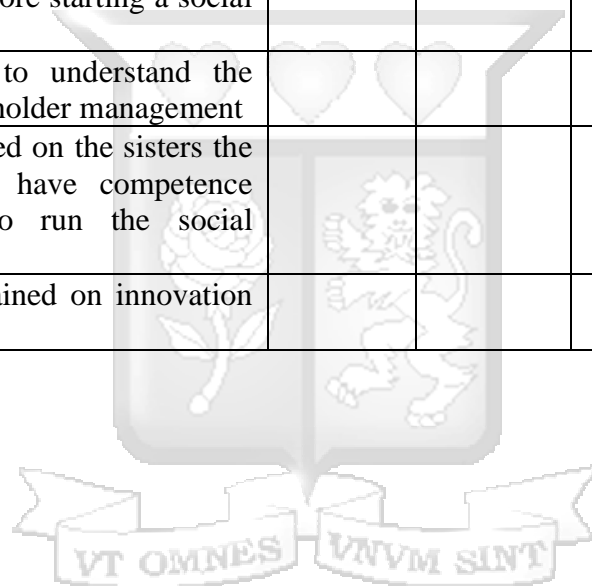
	Statements of Leadership development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The training guided the sisters on how to recognize available opportunities for their products.					
2	Sisters were able to use social media to market their products					
3	The training enhanced on marketing skills					
4	The training motivated the sisters to do need assessment before starting any business					
5	The sisters were able to determine the best social media to market their products					
6	The sisters learnt skills and importance of branding					



SECTION 4: ENTREPRENEURIAL MINDSET AND SOCIAL ENTERPRISE SUSTAINABILITY

The following statements refer to indicators for availability of resources and you are asked to indicate your level of agreement with these statements on a 5-point Likert scale. **Where 1- Strongly disagree, 2-Disagree, 3-Moderately agree, 4-Agree, and 5-Strongly Agree**

	Statements of Entrepreneurial Skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The sisters were trained on leaderships skills as an entrepreneur					
2	The training builds the capacity of sisters on Business plan write-up					
3	The training enriched sisters' skills on need assessment before starting a social enterprise					
4	Sisters were able to understand the importance of stakeholder management					
5	The training implored on the sisters the need to train and have competence human resource to run the social enterprises.					
6	The sisters were trained on innovation and creativity					

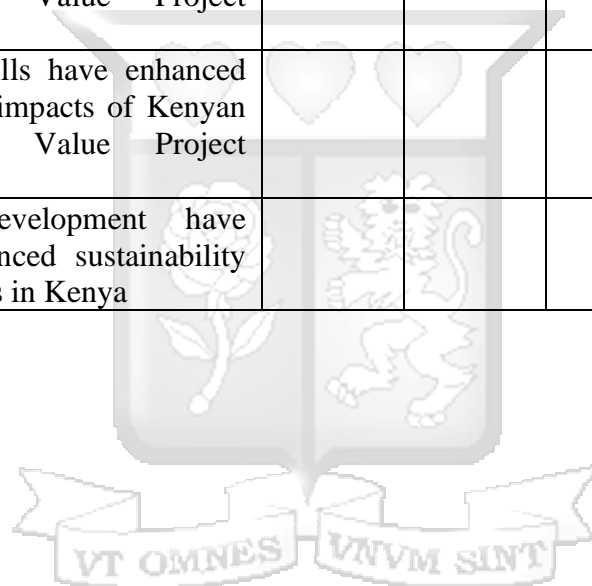


SECTION 5: SUSTAINABILITY OF SOCIAL ENTERPRISES

The following statements refer to indicators for training and development among sisters' Blended Value Project and you are asked to indicate your level of agreement with these statements on a 5-point Likert scale.

Where 1-Strongly disagree, 2-Disagree, 3-Moderately agree, 4-Agree, and 5-Strongly Agree

	Statement of Training and Development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Capacity building have enhanced the economic value of Kenyan sisters' Blended Value Project activities					
2	Leadership development has enhanced social awareness of the Kenyan sisters' Blended Value Project activities					
3	Entrepreneurial skills have enhanced the environmental impacts of Kenyan sisters' Blended Value Project activities					
4	Training and development have resulted into enhanced sustainability of social enterprises in Kenya					



APPENDIX III: STRUCTURED INTERVIEW QUESTION FOR FGD

Section 5. 1: General information on the Respondents

- 1) Gender Male { } Female { }
- 2) How long have you worked with Catholic Sisters? -----

Section 5.2: How does capacity building skills acquired by sisters in SBVP support the social enterprises sustainability in Kenya?

- 3) Do you think capacity building effects the social enterprise sustainability of catholic sisters who participated in SBVP in Kenya?
- 4) In what direction do you think capacity building skills effects the social enterprises sustainability of the sisters who participated in SBVP in Kenya?
- 5) Do you think the direction stated above can be reverted?

Section 5.3: How does the leadership development skills acquired by the sisters in SBVP support their social enterprise sustainability Kenya?

- 6) Do you think leadership development skills effects the training and development on social enterprise sustainability on catholic sisters who participated in SBVP in Kenya?
- 7) What leadership skills supports social enterprise sustainability of catholic sisters who participated in SBVP in Kenya do you suggest for the sisters?
- 8) Give some reasons?

Section 5.4: How does the entrepreneurial skills acquired by the sister's in SBVP support their social enterprise sustainability in Kenya?

- 9) Do you think entrepreneurial training and development effects social enterprise sustainability on catholic sisters who participated in SBVP in Kenya?
- 10) What training where employed to the sisters?
- 11) How do you measure the effectiveness of the trainings?

Thank You for Your Participation

APPENDIX IV: STRATHMORE UNIVERSITY ETHICS APPROVAL LETTER



18th April 2024

Ms Nasiali Celestine,
nasialic@gmail.com

Dear Ms Nasiali,

**RE: Effects of Training and Development on Sustainability of Social Enterprise:
A Case Study of Sister's Blended Value Project**

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** research proposal. Your application reference number is **SU-ISERC2012/24**. The approval period is from **18th April 2024 to 17th April 2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

**Mr Ambrose Rachier,
Chairperson; SU-ISERC**



APPENDIX V: NACOSTI RESEARCH PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **312511** Date of Issue: **24/April/2024**

RESEARCH LICENSE



This is to Certify that Sr., Celestine Musilivi Nasalli of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: EFFECTS OF TRAINING AND DEVELOPMENT ON SUSTAINABILITY OF SOCIAL ENTERPRISES: A CASE OF SISTERS' BLENDED VALUE PROJECT for the period ending : 24/April/2025.

License No: **NACOSTI/P/24/35038**

312511
Applicant Identification Number

**Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
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