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RELATIONSHIP BETWEEN ENTREPRENEURSHIP TRAINING PROGRAMME AND TEACHERS' INSTRUCTIONAL ATTENDANCE IN PUBLIC PRIMARY SCHOOLS IN KAKAMEGA COUNTY, KENYA

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Abstract

Quality teaching is a key role of teachers that is highly dependent on their instructional attendance patterns. High instructional attendance rates for teachers is a major factor in the attainment of Kenya's Sustainable Development Goals, specifically the provision of quality education. It had been observed that teachers' instructional attendance in public primary schools in Kakamega County was significantly low, raising concern among educational stakeholders in the county. It was probable that post-service preparedness programmes offered to teachers by the Teachers Service Commission (TSC) and more specifically the entrepreneurship training programme was likely contributing to the situation under study. The purpose of this study was to investigate the relationship between entrepreneurship training programme and teachers' instructional attendance. Anchored on the Integrative Life Planning Theory, the study adopted a correlational design. The target population comprised 10,104 TSC-employed teachers across 916 schools, from whom a sample of 385 teachers was drawn using Slovin's formula and multi-stage sampling. All 13 sub-county head teachers' association chairpersons were purposively selected as key informants. Data were collected via structured questionnaires and interview schedules. Reliability was ascertained via test-retest ($r > 0.70$) and Cronbach's alpha (0.794-0.892). Quantitative data were analyzed using SPSS, while qualitative data were thematically analyzed using NVivo 12 ($k = 0.86$). A 93.4% teacher response rate yielded 360 usable questionnaires. The study null hypothesis was rejected ($a = 0.05$). Entrepreneurship-trained teachers showed 86% higher odds of high attendance (OR = 1.86), though only full programme completion (5-6 sessions) yielded significant effects. The study concludes that entrepreneurship training programme positively influence instructional attendance through a shared mechanism of psychological security. The study recommends full-completion entrepreneurship training with post-training mentorship, and emphasis on financial independence as a stress-reduction intervention with mobile delivery for rural schools.

Keywords: *entrepreneurship training, instructional attendance, post-service preparedness*

Introduction

Primary school education forms the bedrock upon which economic, industrial, political, and scientific development of any society is built. Its effective implementation depends fundamentally on teachers, who are central to the successful functioning of any educational system. For teachers to discharge their duties optimally, their welfare must be treated as a matter of priority. Teachers in public schools need to be adequately prepared not only to enter the profession, but also for their post-service life, thereby improving and sustaining their instructional attendance throughout their careers (Darling-Hammond, Oakes & Hyler., 2022).

Specifically, this study focused on the relationship between the entrepreneurship training programme and teachers' instructional attendance in public primary schools in Kakamega County, Kenya. Teachers' instructional attendance refers to the act of being present and actively participating in the process of teaching and learning over a sustained period (Ramirez & Kim, 2024). Adedeji and Olaniyan (2024) extend this definition to encompass effective teaching through lesson preparation, classroom organization, identifying appropriate teaching strategies, maintaining learners' discipline, and assessing learning outcomes. Low instructional attendance by teachers directly undermines pupils' academic achievement, with research indicating that a 9% increase in teacher attendance corresponds to an 11% increase in standardized test scores among pupils (Mwila & Chisanga, 2023). Johnson and Martinez (2024) further document that a 10% increase in teacher instructional attendance time is associated with a 0.3 standard deviation improvement in pupils' test scores.

Recognizing the importance of preparing teachers for post-service life, educational institutions and governments worldwide are increasingly implementing appropriate post-service preparedness programmes. In the United States, Chalmers, Johnson and Reuters (2021) noted that several states have established comprehensive post-service preparedness programmes to alleviate the financial uncertainties teachers face upon leaving the teaching service, typically emphasizing financial education, membership in medical and pension schemes, and entrepreneurial skills training (Brown, Kapteyo and Mitchell, 2023). Research indicates that entrepreneurship training significantly influences teachers' career transitions and professional identity development. Williams and Chen (2023) found that teachers who undergo entrepreneurship training during their service years demonstrate greater adaptability and confidence in pursuing alternative career paths, with 68% of those trained successfully establishing their own businesses within three years of leaving the teaching profession. Crucially, such teachers also demonstrated higher levels of commitment to duty while still in service.

According to Martinez and Lee (2024) entrepreneurship training helps teachers develop a dual professional identity, allowing them to maintain their teaching mindset while simultaneously developing business acumen. Teachers who are financially stable through supplementary entrepreneurial income tend to demonstrate high levels of commitment to duty by worrying less about financial obligations, ultimately manifesting in higher instructional attendance rates. In this regard, Zhang and Roberts (2023) reveal that approximately 35% of teachers actively consider entrepreneurial ventures as a post-service career option, highlighting the need for structured entrepreneurship training programmes. This shift in career perspective is attributed to various factors including pension system changes, increased life expectancy, and a desire for continued professional growth beyond the classroom.

Contrary to this, Thompson, Smith and Brown (2024) observe that traditional teacher training programmes have predominantly focused on pedagogical skills and subject matter expertise, largely overlooking the potential need for business and entrepreneurial competencies. This gap has become increasingly apparent as more teachers seek to leverage their educational expertise in entrepreneurial ventures. Failing to identify a viable business venture may result in frustration that manifests through skipping of scheduled instructional time. Beyond financial gains, entrepreneurship training carries psychological and social benefits. Kumar and Singh (2021) argue that entrepreneurship training fosters a sense of purpose and self-efficacy which are critical for mental well-being, while Park and Ahmed (2023) note that entrepreneurship activities help teachers maintain social connections and contribute positively to learning outcomes by consistently interacting with learners during lessons.

The economic impact of entrepreneurship training on teachers' post-service life reveals promising results. A longitudinal study by Martinez and Chen (2023) involving 500 retired teachers over five years found that teachers who underwent entrepreneurship training were 42% more likely to establish successful business ventures within three years of leaving service, with average annual incomes 27% higher than their counterparts without such training. Martinez and Wilson (2023) similarly indicate that teachers who engage in entrepreneurial ventures alongside their teaching careers report higher levels of financial confidence and contribute an average of 27% more to their post-service savings compared to those relying solely on their teaching salary. Davidson (2024) identifies financial deprivation as one cause of teachers missing scheduled instructional time, while Aldeman and Rotherham (2023) confirm that teachers who participate in entrepreneurship training programmes are more likely to engage in income-generating activities during their working lives.

In Africa, governments are recognizing the importance of post-service preparedness in enhancing teachers' instructional attendance. Adedeji and Olaniyan (2024) observed that the Ghanaian government advocated for the establishment of comprehensive post-service preparedness programmes as a means of improving instructional attendance. Similarly, in Zambia, Mwila and Chisanga (2023) found that the government implemented post-service reforms offering teachers structured retirement options. In Kenya, the Teachers Service Commission (TSC), as mandated by the Constitution of Kenya (2010), is responsible for registering, employing, and remunerating teachers in public schools. The Retirement Benefits Authority (RBA) of Kenya (2022) emphasizes that the TSC has a duty to continuously educate and provide relevant post-service information to its staff. A study by RBA (2025) found that most teachers reported low knowledge on available strategies to plan for their post-service life, with 48% admitting to having wasted their earlier years of service in post-service planning.

The TSC has put in place initiatives including training teachers on post-service preparedness programmes that encompass membership to pension schemes, medical cover, entrepreneurial training, credit management, and financial literacy training. According to TSC (2016), these programmes not only aim to improve teachers' professional competencies but also serve as motivation to perform their teaching functions diligently. However, Mutua and Nyagah (2024) noted that there was minimal research evidence on the extent to which TSC post-service preparedness training programmes and specifically, entrepreneurship training programme, has influenced teachers' instructional attendance in public schools - a gap this study sought to fill.

A recent quality assurance and standards assessment report for the second term of 2025 in Kakamega County revealed significant discrepancies in teachers' instructional attendance. Of the 6,264 instructional periods the observed teachers were expected to have attended, only 2,380 (38%) had been delivered, with 3,884 periods (62%) missed (County Education Office, 2024). With Kenya's Competency-Based Education (CBE) requiring consistent teacher physical presence, Kakamega's 62% missed instructional time risks undermining the attainment of national education goals (Dugguh & Iliya, 2023). Despite the implementation of multiple post-service preparedness programmes by the TSC, this persistent high rate of missed instructional time raises serious questions about the effectiveness of these programmes in influencing teachers' professional attendance behaviour. There is a critical knowledge gap in understanding specifically how entrepreneurship training relates to teachers' instructional attendance. This study was designed to address this gap by empirically investigating the relationship between TSC entrepreneurship training and teachers' instructional attendance in public primary schools in Kakamega County, Kenya.

Research Hypothesis

The following null hypothesis guided this study:

H_{01}: There is no statistically significant relationship between TSC entrepreneurship training programme and teachers' instructional attendance in public primary schools in Kakamega County.

Methodology

The study adopted a correlational research design to investigate the relationship between TSC entrepreneurship training and teachers' instructional attendance in public primary schools in Kakamega County. A correlational design was appropriate because the study sought to determine the nature and strength of the relationship between variables without manipulation. This design was also suited to examining whether participation in TSC entrepreneurship training was associated with differences in instructional attendance patterns among teachers. The study employed a mixed-methods approach, integrating quantitative and qualitative data to provide a comprehensive understanding of the phenomenon under study (Creswell & Creswell, 2023).

The target population comprised 10,104 TSC-employed teachers across 916 public primary schools in Kakamega County. Using Slovin's formula and multi-stage sampling, a sample of 385 teachers was drawn. Multi-stage sampling involved stratifying the county's 13 sub-counties, then applying proportional sampling within each stratum. All 13 sub-county head teachers' association chairpersons were purposively selected as key informants, given their strategic positions in monitoring teacher professional conduct and attendance across their respective sub-counties.

Data were collected via two instruments: structured questionnaires for teacher respondents and interview schedules for the sub-county key informants. The questionnaires captured information on teachers' participation in TSC entrepreneurship training (including training intensity and recency), as well as their instructional attendance records as documented through the Teachers' Professional Appraisal and Development (TPAD) system. Interview schedules were used to gather qualitative perspectives on the perceived influence of entrepreneurship training on professional commitment and attendance behaviour.

Validity was established through expert review by educational research specialists and a pilot study conducted outside the main sample. Content validity was assessed through the content validity index (CVI). Reliability was ascertained via test-retest ($r > 0.70$) and Cronbach's alpha, with coefficients ranging from 0.794 to 0.892, confirming acceptable internal consistency for all scales (Haele & Twycross, 2015).

Quantitative data were analyzed using SPSS Version 25. The analytical strategy included chi-square tests of independence for categorical relationships, logistic regression for predicting high attendance achievement, and mediation analysis using Hayes' PROCESS macro to examine pathway effects. Descriptive statistics (means, standard deviations, frequencies) provided a foundation for inferential analysis. Qualitative data from interview schedules were thematically analyzed using NVivo 12 software, with an inter-rater reliability coefficient of $k = 0.86$ confirming consistency in thematic coding. A 93.4% teacher response rate yielded 360 usable questionnaires.

Results and Discussion

Descriptive Statistics on Entrepreneurship Training

Descriptive analysis revealed that of the 360 respondents, 143 (39.7%) had participated in TSC entrepreneurship training while 217 (60.3%) had not. Among those trained, 89 (62.2%) had completed the full 5-6 session programme, 35 (24.5%) had partial completion (3-4 sessions), and 19 (13.3%) had minimal exposure (1-2 sessions). Trained teachers recorded a mean instructional attendance of 76.8% compared to 71.3% for untrained counterparts. Table 1 presents the dose-response analysis of training completeness and instructional attendance outcomes.

Table 1: Entrepreneurship Training Dose-Response Analysis

Training Level	N	High Attendance %	Odds Ratio	95% CI	p-value
No Training	217	47.0%	Reference	-	-
Minimal (1-2 sessions)	19	47.4%	1.02	[0.40, 2.58]	.975
Partial (3-4 sessions)	35	57.1%	1.51	[0.75, 3.05]	.248
Full (5-6 sessions)	89	67.4%	2.35**	[1.44, 3.83]	.001

***p < .01. Linear trend: x2 = 9.74, p = .002. Source: Field data, 2026.*

Table 1 reveals a clear dose-response pattern: meaningful attendance benefits emerge only at full programme completion. Minimal training (1-2 sessions) yields virtually no attendance benefit (OR = 1.02, p = .975), while partial completion (3-4 sessions) produces a modest, non-significant improvement (OR = 1.51, p = .248). Full programme completion generates a significant and substantial effect: 67.4% high attendance with OR = 2.35 (95% CI [1.44, 3.83], p = .001). This establishes a critical effectiveness threshold: teachers must complete the full 5-6 session programme for entrepreneurship training to produce measurable professional commitment gains.

Inferential Statistics: Hypothesis Testing

Group Comparison of Training Participation and Attendance

Table 2: an independent samples t-test.

Training Status	N	Mean % Lessons	SD	95% CI	t-test Results
Participated	143	76.8%	15.1	[74.3, 79.3]	t(358) = 2.97, p = .003
Not Participated	217	71.3%	17.6	[68.9, 73.7]	d = 0.33
Difference		5.5 points		[1.8, 9.2]	Small-Medium Effect

Source: Field data, 2026.

Table 2 shows an independent samples t-test that revealed a statistically significant difference in instructional attendance between teachers who participated in entrepreneurship training (Mean = 76.8%, SD = 15.1) and those who did not (Mean = 71.3%, SD = 17.6), with a difference of 5.5 percentage points (t(358) = 2.97, p = .003, d = 0.33). The effect size of d = 0.33 falls in the small-to-medium range, indicating a meaningful practical difference.

Chi-Square Test of Independence

A chi-square test of independence was conducted to examine the relationship between entrepreneurship training participation and attendance category (high >=75% vs. low <75%). Among 143 trained teachers, 89 (62.2%) achieved high attendance; among 217 untrained, 102 (47.0%) achieved high attendance. Table 3 presents these findings.

Table 3: Chi-Square Test of Independence - Training and Attendance Categories

Training Status	High Attendance (>=75%)	Low Attendance (<75%)	Total	Row % High
Training Completed	89	54	143	62.2%
No Training	102	115	217	47.0%
Total	191	169	360	53.1%

x2(1) = 8.34, p = .004; Phi = .152 (95% CI [.050, .251]); OR = 1.86 (95% CI [1.21, 2.85]).
Source: Field data, 2026.

The chi-square statistic is x2(1) = 8.34, p = .004, with Fisher's Exact Test confirming p = .005. The phi coefficient Phi = .152 (95% CI [.050, .251]) represents a small-to-medium association. The odds ratio of 1.86 (95% CI [1.21, 2.85]) indicates that trained teachers have 86% higher odds of achieving high attendance, leading to rejection of Ho1. There is no statistically significant relationship between entrepreneurship training programme and teachers' instructional attendance in public primary schools in Kakamega County and upholding the alternative hypothesis.

Logistic Regression and Training Content Analysis

Table 4: Specific Training Components and Instructional Attendance

Training Component	N Completing	High Attendance Rate	Odds Ratio	95% CI	p-value
Business Planning	98	68.4%	2.43	[1.45, 4.07]	.001
Record Keeping	94	67.0%	2.28	[1.37, 3.79]	.001
Financial Management	87	65.5%	2.12	[1.23, 3.65]	.007
Marketing Strategies	76	61.8%	1.82	[1.05, 3.15]	.033
Legal Requirements	62	59.7%	1.67	[0.94, 2.97]	.081
Technology Integration	54	57.4%	1.53	[0.83, 2.82]	.171

Source: Field data, 2026.

Table 4 shows logistic regression analysis that confirmed training participation as a significant predictor of high attendance (OR = 1.86, p = .004; Nagelkerke R2 = .031; classification accuracy = 59.7%). In a multiple logistic regression model controlling for age, teaching experience, rural location and education level training, participation remained a significant predictor (OR = 1.78, p = .010), with rural location exerting a significant negative effect (OR = 0.68, p = .041). The model explained 8.9% of the variance in attendance (Nagelkerke R2 = .089).

Analysis of individual training components revealed that business planning (OR = 2.43, p = .001), record keeping (OR = 2.28, p = .001), and financial management (OR = 2.12, p = .007) were the three components most significantly associated with high attendance. Marketing strategies showed a weaker but significant association (OR = 1.82, p = .033), while legal requirements (OR = 1.67, p = .081) and technology integration (OR = 1.53, p = .171) did not reach statistical significance.

Time-Decay and Mediation Effects*:*

Table 5 Training Recency and Attendance Effects

Time Since Training	N	Mean Attendance %	High Attendance Rate	Odds Ratio	95% CI
Current year (0-12 months)	67	79.2%	71.6%	2.89	[1.62, 5.15]
Previous year (13-24 months)	45	75.8%	60.0%	1.70	[0.88, 3.28]
2+ years ago (25+ months)	31	71.4%	48.4%	1.06	[0.50, 2.24]

Trend*: Attendance benefits decline over time (r = -.187, p = .027)*
Source: (Field data, 2026)

Table 5 shows a time-since-training analysis that revealed a significant decay in training benefits over time (r = -.187, p = .027). Teachers trained within the current year recorded the highest mean attendance (79.2%, OR = 2.89), declining to 75.8% (OR = 1.70) for those trained 13-24 months prior, and to 71.4% (OR = 1.06, essentially equivalent to untrained peers) for those trained over 25 months ago. This time-decay pattern underscores the need for refresher training and ongoing entrepreneurial support.

Table 6 Mediation Through Post-Training Business Activity

Mediation Path	Effect	SE	95% CI	p-value
Total Effect: Training → Attendance	0.331	0.112	[.111, .551]	.003
Direct Effect: Training → Attendance	0.201	0.118	[-.031, .433]	.089
Indirect Effect: Training → Business Activity → Attendance	0.130	0.067	[.018, .278]	.047
Proportion Mediated	39.3%		[12.4%, 71.8%]	Partial mediation

Source: (Field data, 2026)

Table 6 shows Mediation analysis using Hayes' PROCESS macro that revealed 39.3% of the total effect of entrepreneurship training on instructional attendance is mediated through post-training business activity (indirect effect = 0.130, p = .047). The direct effect was non-significant after accounting for business activity as a mediator (direct effect = 0.201, p = .089), indicating partial mediation. This finding demonstrates that training primarily improves instructional attendance by motivating teachers to start and sustain business ventures, which in turn builds financial security and professional self-efficacy feeding back into stronger professional commitment.

Thematic Analysis on Behavior Change after Attending f Entrepreneurship Programme

Table 7 summarizes the observations made by head teachers regarding the behavioral changes they noticed among teachers who had participated in entrepreneurship training programme.

Table 7: Head teacher Observations

TSC Program	Observed Benefits	Participant Reports	Supporting Evidence
Entrepreneurship	Improved organization, punctuality	7/13 (53.8%)	Better time management, planning

Source: (Field data, 2026)

Table 7 shows that entrepreneurship training was identified by 7 out of 13 head teachers (53.8%) as resulting in improved organization and punctuality. The supporting evidence cited was better time management and planning. This finding aligns with the argument by Rodriguez and Smith (2024). that teachers who engage in entrepreneurial activities develop valuable skills in financial management and business organization that positively influence their overall professional conduct, including their instructional attendance.

Cross Theme Integration Analysis

Table 8 presents the results of a cross-theme analysis, examining how the three main qualitative themes, programme accessibility, implementation quality, and observed attendance patterns are interconnected.

Table 8: Theme Interconnections

Theme Intersection	Co-occurrence Frequency	Relationship Type	Policy Implication
Accessibility ↔ Implementation	23 instances	Reinforcing barriers	Address both simultaneously
Accessibility ↔ Attendance	31 instances	Direct causation	Improve access to boost attendance
Implementation ↔ Attendance	19 instances	Quality matters	Fix delivery to enhance outcomes

Source (Field data, 2026)

Table 8 reports the frequency with which each pair of themes appeared together in the interview data, describes the type of relationship between them, and draws out the key policy implication of each relationship. The most frequently co-occurring pair of themes was 'Accessibility ↔ Attendance', with 31 co-occurrences, described as a relationship of 'direct causation'. This is the strongest and most direct relationship in the data. It implies that whenever head teachers talked about teachers' attendance patterns, they also talked about whether teachers could access TSC entrepreneurship training programme and they saw the two as directly linked. This direct causal relationship has a clear policy implication: to improve instructional attendance, TSC must first improve programme access. This is supported by Mulenga and Kabwe (2023), who found that teachers with access to reliable welfare schemes reported higher levels of job satisfaction and commitment, which translated into improved classroom performance. Access to services, not just their existence, determines whether they produce benefits.

'Accessibility ↔ Implementation' was the second most common pairing, with 23 co-occurrences, described as 'reinforcing barriers'. This means that access problems and implementation problems do not occur independently but they feed into and worsen each other. Zulu and Mwamba (2024) emphasize that for TSC entrepreneurship programme to meaningfully improve teacher performance, there needs to be a synchronized effort to address both access and delivery quality simultaneously. The findings imply that TSC has to 'address both gaps simultaneously.

'Implementation ↔ Attendance' recorded 19 co-occurrences, with the relationship described as 'quality matters'. This confirms that it is not enough to simply offer training or enroll teachers in TSC entrepreneurship training programme , the quality of implementation determines whether the programme translates into improved attendance. Poorly delivered training does not produce the same attendance benefits as well-implemented counterparts. The findings imply that TSC has to 'fix delivery to enhance outcomes' is straightforward: TSC must not only expand programme coverage but must also rigorously monitor and improve the quality of how the programme is delivered, especially in underserved rural areas.

The rejection of $H0_1$ through the chi-square analysis establishes that entrepreneurship training participation and instructional attendance are not independent. Trained teachers demonstrated 86% higher odds of achieving high attendance, a practically significant threshold effect even though the statistical effect size (Phi = .152) falls in the small-to-medium range. This finding aligns with Rodriguez and Smith (2024), who similarly found that teacher-entrepreneurs develop financial literacy and business management skills that enhance their overall professional planning capabilities and lead to improved instructional attendance.

The dose-response pattern, where only full programme completion (5-6 sessions) generated statistically significant attendance effects, is one of the most actionable findings of this study. Partial training produced negligible return, consistent with Darling-Hammond et al. (2022), who demonstrated that professional development interventions require a minimum dosage of comprehensive exposure to produce durable behavioral change. This has a critical policy implication: TSC resources invested in entrepreneurship training will only yield attendance dividends when teachers complete the full programme.

The strong performance of business planning (OR = 2.43) as the single most effective training component supports the argument that helping teachers develop a structured vision for post-service income generation reduces the financial anxiety that otherwise disrupts their in-service attendance. As Martinez and Lee (2024) argue, entrepreneurship training equips teachers with both the skills and the mindset of financial independence, and it is this mindset shift that appears to translate most powerfully into professional commitment. Record keeping's strong showing (OR = 2.28) reinforces disciplined organizational behavior in teachers, which may transfer from business planning into classroom management and lesson preparation.

The time-decay finding, that trained teachers lose virtually all their attendance advantage within two years without refresher support, directly validates Davidson's (2024) warning that sustainable entrepreneurship strategies are crucial and that without systems for ongoing support, training benefits erode. The mediation analysis further refines this picture: it is not only training but also the actual engagement in business activity that mediates 39.3% of the training-attendance relationship. Martinez and Wilson (2023) confirmed that teachers with entrepreneurial income streams contribute significantly more to post-service savings, and this financial security motivates improved in-service performance.

The rural-urban differential, where training effects were stronger in rural schools (OR = 2.14 vs. 1.52), though statistically non-significant in interaction terms, suggests that entrepreneurship training may carry heightened relevance for rural teachers who face greater financial precarity and fewer alternative income sources. This is consistent with the broader study finding that geographic access disparities constitute a structural inequity disadvantaging rural teachers.

Entrepreneurship results reinforce the study's overarching conclusion that post-service preparedness programmes improve instructional attendance primarily through psychological mechanisms, reducing anxiety and building security, rather than through direct skill-to-performance pathways. Entrepreneurship training's specific contribution is to expand teachers' financial resource base, reduce dependency on a single income stream, and thereby free cognitive and motivational resources for professional commitment.

Conclusions and Recommendations

This study provides evidence that TSC entrepreneurship training is positively associated with teachers' instructional attendance in public primary schools in Kakamega County, Kenya. The null hypothesis $H0_1$ that there is no statistically significant relationship between TSC entrepreneurship training and teachers' instructional attendance was rejected at a = .05 (x2(1) = 8.34, p = .004, OR = 1.86). From the findings, the study made five conclusions. First, participation in TSC entrepreneurship training is significantly associated with higher instructional attendance, with trained teachers demonstrating 86% higher odds of achieving high attendance (>=75% of scheduled lessons taught). Second, the relationship is dose-dependent: only full programme completion (5-6 sessions) generates statistically significant attendance benefits, while partial training produces negligible effects. Third, the most effective training components are business planning, record keeping, and financial management, all of which promote structured financial planning, disciplined organization, and reduced financial anxiety. Fourth, training benefits are temporally bounded: positive effects are strongest within the first year post-training (OR = 2.89) and decline to statistical insignificance after 25 months, underscoring the need for ongoing reinforcement. Fifth, the primary pathway through which entrepreneurship training improves attendance is through motivating actual business engagement (39.3% mediated), which builds financial security and professional self-efficacy.

Based on the study findings and conclusions, the following recommendations are made:

1. TSC should redesign its entrepreneurship training programme to require and incentivize full completion of all 5-6 sessions. Partial training produces negligible attendance returns and represents a misallocation of resources. Mechanisms such as session completion tracking, attendance incentives, and school-schedule accommodations should be introduced to minimize dropout before the fifth session.
2. Post-training mentorship and peer business networks should be institutionalized as standard components of the entrepreneurship programme. Given the documented

time-decay effect, where training benefits effectively disappear within two years without ongoing support, refresher training cycles of 18-24 months and access to business development services should be structured into the programme design.

3. The entrepreneurship training curriculum should prioritize business planning, financial management, and record-keeping modules, as these demonstrated the strongest associations with instructional attendance. Technology integration content should be introduced only after foundational business and financial skills are consolidated, and only when teachers' baseline digital literacy has been adequately developed.

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