

**ENTREPRENEURSHIP EDUCATION AND PERFORMANCE OF SMALL
AND MEDIUM ENTERPRISES IN KAJIADO COUNTY, KENYA.**

BY

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DECLARATION

This research project is my original work and has not been presented for a degree or any other award in any university. No part of this research project should be reproduced without authority of the author or/and Kenyatta University.

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The research project has been submitted for examination with my approval as the university supervisor

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DEDICATION

I dedicate this research project to my parents, Colonel Fredrick Musyimi and Mrs. Peninnah Musyimi, for their unlimited inspiration, motivation, and support throughout my academic life and my dear sister Grace Musyimi's encouragement and support through everything. I also dedicate this research project to my late cousin, Bruce Muinde, and my dear friend Chepkemoi Koech. May their souls Rest in Peace.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
OPERATIONAL DEFINITION OF TERMS	xi
ABBREVIATION AND ACRONYMS	xiii
ABSTRACT	xiv
CHAPTER ONE	1
1.1 Research Background.....	1
1.1.1 Small and Medium-sized Enterprises’ Performance	2
1.1.2 Entrepreneurship Education	3
1.1.3 Small and Medium-sized Enterprises in Kajiado County	4
1.2 Statement of the problem	5
1.3 Research objectives	7
1.3.1 General objective	7
1.3.2 Specific objectives	7
1.4 Research questions	7
1.5 Research Significance	8
1.6 The scope of the study.....	8
1.7 Research limitations	8
1.8 Organization of the study	9

CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Theoretical Framework	10
2.2.1 Training Needs Assessment Model	10
2.2.2 The Knowledge-Based View of the firm.....	11
2.2.3 Competence-Based View	12
2.3 Empirical Review	13
2.3.1 Training Needs Assessment and SME Performance	13
2.3.2 Mode of Delivery and SME Performance	15
2.3.3 Training Content and SME Performance	17
2.4 Summary of Literature and Research Gaps.....	19
2.5 Conceptual framework	23
CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Research design.....	24
3.3 Target Population	24
3.4 Sample Design.....	25
3.5 Data collection Instrument and Procedure	26
3.6 Pilot Test	26
3.7 Research Instrument Validity and Reliability	27
3.7.1 Validity	27
3.7.2 Reliability	27
3.8 Data Analysis and presentation	28

3.9 Ethical Consideration	28
CHAPTER FOUR.....	30
DATA ANALYSIS, RESULTS AND DISCUSSIONS	30
4.1 Introduction	30
4.2 General Information	30
4.2.1 Response Rate.....	30
4.2.2 Type of business	31
4.2.3 Category of business.....	31
4.2.4 Role of the respondent within the business	32
4.2.5 Number of employees.....	33
4.2.6 Years of operation	33
4.3 Entrepreneurship Education and SME performance	34
4.3.1 Training Needs Assessment.....	34
4.3.2 Mode of Delivery.....	37
4.3.3 Training Content.....	41
4.4 Performance of Small and Medium Enterprises	44
4.5 Chapter Summary.....	46
CHAPTER FIVE	48
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	48
5.1 Introduction	48
5.2 Summary	48
5.3 Conclusions	49
5.3.1 Effect on Training Needs Assessment on SME Performance	49
5.3.2 Effect of Mode of Delivery on SME Performance.....	49
5.3.3 Effect of Training Content on SME Performance	49

5.4 Recommendations	50
5.4.1 Study Recommendations	50
5.4.2 Recommendations for further study	50
REFERENCES.....	52
APPENDICES	59
Appendix 1: Questionnaire.....	59
Appendix 2: Research Budget.....	65
Appendix 3: Research authorization	66
Appendix 4: NACOSTI permit	67

LIST OF TABLES

Table 2.1 Summary of literature and research gaps.....	20
Table 3.1 Target Population.....	25
Table 3.2 Sample size distribution.....	25
Table 4.1 Training Needs Assessment and SME Performance	35
Table 4.2 Correlation of Training Needs Assessment on SME Performance.....	36
Table 4.3 Analysis of Variance (Training Needs Assessment on Organizational performance).....	37
Table 4.5 Correlation analysis of Mode of Delivery and its influence on employee performance	39
Table 4.6 Analysis of Variance (Training Delivery Method on Employee Performance).....	41
Table 4.7 Training Content and SME performance.....	42
Table 4.8 Correlation analysis of Training Content and its influence on SME Performance	43
Table 4.9 Analysis of Variance (Training Content on Employee Performance).....	44
Table 4.10 Entrepreneurship Education and SME Performance	45
Table 4.11 Coefficients Estimates	46

LIST OF FIGURES

Figure 2.1 Conceptual Framework	23
Figure 4.1: Response Rate	30
Figure 4.2: Type of Business	31
Figure 4.3: Category of Business.....	32
Figure 4.5: Number of Employees.....	33
Figure 4.6: Years of operation	34

OPERATIONAL DEFINITION OF TERMS

- Apprenticeship:** A method of training new staff that involves observation and learning applicable skills in their work areas.
- Business growth:** The advancement and progression of a firm concerning its level of output, number of employees and size of the premises.
- Business Venture:** Trading firms developed and managed by an individual or group of people to generate profits.
- Content of Training:** Refers to the range of a topic area during training. Managerial, technical, and entrepreneurial skills were training content for this research project.
- Creativity:** Using original ideas and new approaches to be innovative /inventive in business.
- Entrepreneur:** An innovative person who exploits opportunities by assuming risks.
- Entrepreneurship:** Establishment of a business venture to generate profits in a competitive environment using limited resources while taking on market risks.
- Entrepreneurship Education:** Training and development carried out to improve entrepreneurial performance.
- Innovation:** Inventiveness and creativity in business lead to the production and acquisition of new trends, technology, and input and output.
- Mode of Delivery of Training:** These are the various ways of conducting training, such as on-the-job training, focus groups, lectures and workshops.
- Medium-sized Enterprises:** Business ventures employing between 50 and 249 workers and an annual income of 10 million Euros or less.

Small-sized Enterprises: Business ventures employing between 10 and 49 workers and yearly revenue of less than 10 million Euros.

Performance of Small and Medium-sized Enterprises: Realization of set goals and objectives by enterprises with pre-set targets (financial or non-financial). Output and profitability of the business are also other ways to measure performance.

Training Needs Assessment: Identification of firm essentials by determining gaps and finding ways of how training can fill those gaps.

Training Program: An activity or course of activities undertaken by willing learners to improve skills, capabilities, techniques, and knowledge and experience.

ABBREVIATION AND ACRONYMS

ANOVA	Analysis of Variance
BSC	Balanced Score Card
EUR	Euros
GDP	Gross Domestic Product
GOK	Government of Kenya
KBV	Knowledge-Based View
MSE	Micro and Small Enterprises
MSME	Micro, Small and Medium Enterprises
NGO	Non-Governmental Organisation
RBV	Resource-Based View
SPSS	Statistical package for social sciences
TNA	Training Needs Assessment
UK	United Kingdom
USA	United States of America

ABSTRACT

Studies have variously reported that even though small and medium enterprises are critical for economic development, they face numerous challenges in their initial stages of operation due to mainly insufficient knowledge and training in entrepreneurship. Extant studies have concluded that entrepreneurship education is therefore an important ingredient towards the development of requisite entrepreneurial competencies and the resultant enhanced organizational performance. Thus current study therefore sought to establish the influence of entrepreneurship education, specifically training need assessment, mode of delivery and training content, on the performance of small and medium business enterprises in Kajiado County, Kenya. The training needs assessment model, knowledge-based view of the firm, and competence-based view formed the theoretical foundation, while descriptive research design was chosen in line with the general objective for this study. The unit of analysis was 12,715 small and medium enterprises, while the unit of observation was 121 entrepreneurs. A semi-structured data collection tool was used in gathering both qualitative and quantitative data in line with the specific objectives of the study. Data was analyzed using descriptive statistics and results presented through percentages, tables and graphs. This study with a 68% response rate, established that entrepreneurship education has a significant influence on the performance of small and medium enterprises. The position taken by this study therefore is that entrepreneurship education is not only critical in acquisition of relevant entrepreneurial competencies, but also in the creation of entrepreneurial culture and realization of balanced economic development. There is need therefore for the County Government in Kajiado to put in place a policy and regulatory framework that can enable entrepreneurs and other players in the entrepreneurship ecosystem to not only network and create entrepreneurial communities for mentorship, but also to access relevant training to enhance their competencies. There is also need for the county government to champion creation of a symbiotic and self-sustaining relationship between entrepreneurs and institutions of higher learning. The expected study output upon successful implementation of the given recommendations is enhanced performance of small and medium business enterprises in Kajiado County, Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Research Background

After more than three years of operation, small and medium-sized enterprises have a high failure rate due to the lack of proper business training and education programs to aid in business education. Amin (2014) argues that business is constantly evolving through capitalism and globalization. Hence small ventures must improve their operations to ensure long-term survival. The importance of small and medium enterprises in economic development is an aspect that government and non-governmental organizations understand well (Forth & Bryson, 2019). Subsequently, they both provide training and education forums and programs to support business education. Still, most business struggles originate from having uninformed personnel.

The global advancement of entrepreneurship is due to business training and education programs. Experts, scholars, and governments worldwide continue to recognize the significance of business education in providing entrepreneurs with the necessary techniques and knowledge to be more competent, creative, and efficient (Valerio *et al.*, 2014). Therefore, entrepreneurship training is essential for business development and survival. Backing for entrepreneurship education is vital in ensuring economic growth (Njoroge & Gathungu, 2013). Hence, various business training programs and educational platforms are available in nations like America, India, Iran and Poland.

In Africa, business education is thriving, with the governments acknowledging its significance over the years. Small and medium-sized enterprises support the economy; consequently, governments have recognized the impact of business development in their nations (Sambo *et al.*, 2015). For instance, the Kenyan government's development strategy is an integrated approach to

economic growth and is vital for meeting vision 2030 objectives (Njoroge & Gathungu, 2013). Therefore, policies and incentives have been implemented to promote the SME sector, and entrepreneurial education and training are one of those approaches. Entrepreneurship education is essential to the progression of SMEs (Ucbasaran *et al.*, 2013). Additionally, entrepreneurial training programs impact business and development. However, there limited information on the significance of entrepreneurial understanding on small-scale start-ups. Therefore, this study aims to determine the importance of education on business performance.

1.1.1 Small and Medium-sized Enterprises' Performance

SMEs form a more significant portion of all sectors in the business world. According to the Asian Productivity Organization (APO), SMEs contribute a higher percentage of the GDP (Forth & Bryson, 2019). Moreover, they are crucial to the economy and help provide jobs. Though this is the case, SMEs face similar problems globally, which affect their overall performance and sustainability (Kivinda, 2018). Furthermore, previous studies have confirmed that SMEs influence the national economy, demonstrating that they influence national performance (Forth & Bryson, 2019). Specialists consider small and medium-sized enterprises to be a cornerstone in innovation that benefits their flexibility and consistent organizational structures to the degree that promotes greater accountability. As a result, SMEs are increasingly adding value to the economy.

Nevertheless, their ability to provide new goods may be affected by the absence of management, technical and entrepreneurial skills. More than 50% of all jobs originate from small and medium enterprises (Abd Rahman *et al.*, 2014). However, recent data indicates that most of these SMEs are out of business during their early stages of operation. The performance of small and medium enterprises is very unpredictable (Azim & Al-Kahtani 2014). Hence there is usually a gamble on

whether it could succeed or not. Due to their small size, minor and straightforward mistakes could cause the whole business to shut down (Abd Rahman *et al.*, 2014). Consequently, management needs to evade such minor but costly errors. Inadequate financial and leadership skills are considered one of the critical areas that might lead to the collapse of small businesses if not well managed.

1.1.2 Entrepreneurship Education

Entrepreneurship is the capability to build and develop a venture while taking on known risks to generate profits. An entrepreneur is an individual who can start and operate a business venture using limited resources to make a profit while tackling any possible risks that might arise (Ladzani & Vuuren (2016). Entrepreneurship education and training are crucial aspects of business performance (Boons & Lüdeke-Freund, 2013). Entrepreneurship education is a series of training and development programs undertaken by interested individuals to improve their business skills and awareness.

Sambo *et al.* (2015) define entrepreneurship as recognizing opportunities, taking resources where there is a risk, and constructing a participatory business. Entrepreneurship education prepares people to respond reasonably and have a business sense to handle output and demand while managing incurred risks to earn a profit. Boons & Lüdeke-Freund (2013) also describe business education as arts and innovations used in public, government, and business forums. Furthermore, it encourages one to strive for success (Ucbasaran *et al.*, 2013). Training gives people the awareness of opportunities, develops skills, abilities, and techniques for entrepreneurs, and as a result, contributes to the development of the business

Moreover, entrepreneurs receive essential information on managing and dealing with emerging issues and finding appropriate solutions. Training Needs Assessment (TNA) should consist of all organizational aspects and requirements to avoid over-training or under-training in some areas (Azim & Al-Kahtani 2014). Before the training process begins, TNA must ensure the organization uses the most suitable approach and training content (Azim & Al-Kahtani 2014). Business education and training require more than just reading, and it should include a variety of training techniques (Ladzani and Vuuren, 2016). Teaching objectives are only achievable if there is a significant connection between the training content and the taught skill.

1.1.3 Small and Medium-sized Enterprises in Kajiado County

Small and medium-sized enterprises worth between \$5 million and \$ 20 million are significant aspects of Kenya's 2030 economic development plan. The MSE Act of 2012 under the Kenyan constitution defines small companies as any businesses or organizations whose yearly proceeds range between 5,000 shillings to 5 million shillings, while medium-sized enterprises can employ between 50 to 249 staff, small-sized businesses have 10-49 individuals (Muriithi, 2017). Kajiado County has diverse businesses in different fields, including marketing, production, and other hybrid enterprises (Muriithi, 2017). More than 117 commercial centers in Kajiado East and Kajiado North host over 24 453 registered and licensed companies.

Incompetence and poor working capital are the primary causes of SME failure in Kajiado County. Reports indicate that most enterprises in Kajiado County lack adequate education and training that helps them adopt financial services from banks and other financial institutions (Kivinda, 2018). Subsequently, competition, inadequate funding, regulatory frameworks and technology adversely influence small ventures within the region (Kivinda, 2018). Additionally, the government failing to focus on economic development is vital to why most SMEs experience

a performance decline in their early stages, causing their demise (Sambo *et al.*, 2015). Economic development involves boosting the Nation's GDP, but also addresses eradicating illiteracy.

The Micro, Small, and Medium Establishments Basic Report of 2016 indicates over 46 100 licenses and 10 100 unlicensed MSMEs in the region. More than half of these enterprises comprise SMEs (MSME Basic Report, 2016). Among these licensed enterprises, small and medium-sized ventures are more than 90%. Besides encompassing 36% of the region's 2018 population, Kajiado County has one of Kenya's highest records of MSMEs (MSME Basic Report, 2016). Still, the local government has focused on promoting small and medium enterprises without paying attention to the effect of educating businesses on performance analysis and evaluation within the County (Muriithi, 2017). This research seeks to solve the limitations of delivering education about SMEs' performance using variables such as training needs assessments, training content, and delivery method.

1.2 Statement of the problem

SMEs significantly contribute to the economy through job creation, poverty reduction, and operating as trade middlemen. Although the above statement is true, most of these businesses fail to succeed and rarely make it to their fifth year of operation (Kivinda, 2018). This early failure in business is because of the unavailability of skilled personnel and a highly competitive market (Kivinda, 2018). Non-governmental organizations and the Kenyan Government have intervened by providing training institutions and development programs to nurture entrepreneurial skills and expertise (Sambo *et al.*, 2015). Entrepreneurship education seeks to endow SMEs by equipping them with a well-skilled, efficient, and effective workforce.

The effectiveness of entrepreneurship education influences the future of small and medium sized enterprises, especially where the entrepreneurial landscape is diverse and dynamic, like in Kajiado County, Kenya. This research focused on entrepreneurship education in Kajiado County, Kenya between 2021 and 2022. The above time frame enables the examination of the effectiveness and evolution of entrepreneurship education initiatives over the past five years, while considering any educational advancements, economic shifts, and policy changes. The study will explore entrepreneurial training content, methods and requirements assessment, to shed light on the strengths and weaknesses of entrepreneurship education in Kajiado County.

Various scholars have investigated the relationship between entrepreneurship education and SME performance. Most of these researches were either based on secondary literature, financial perspective alone, or narrow scope and small sample size. Abd Rahman *et al.* (2014) explored the relationship between occupational stress, developing training needs, and performance enhancement of SME employees in Melaka. Findings indicated a significant correlation between occupational stress, training needs, and SME performance. However, the study primarily focused on stress factors.

Another study by Sisimwo *et al.* (2022) explored training in public-sector organizations. Findings indicated that organizational culture and training design are influential in organizational performance. Though, the public sector was the main focus. Azim & Al-Kahtani (2014), in another survey, suggest that various factors affect the productivity of a training program. These factors include time duration, personal and organizational goals, desired results, and the learners. Findings recommended that training be conducted differently at various stages of the business. However, the information only relied on secondary data.

Ladzani & Vuuren (2016), in a different paper, surveyed developing SMEs within South Africa, which emphasized the importance of improving entrepreneurial skills in promoting innovation and the ability to recognize opportunities. However, the above study interviewed trainers and employees rather than owners and entrepreneurs. Additionally, the study was limited to only qualitative data (Ladzani & Vuuren, 2016). Hence, this research project aims to fill these gaps by providing qualitative and quantitative data on how TNA, training content, and method of delivery influence entrepreneurship education and organization performance.

1.3 Research objectives

1.3.1 General objective

To define the significance of entrepreneurship education on the performance of small and medium-sized enterprises.

1.3.2 Specific objectives

- i. To examine the effect of training needs assessment on SME performance in Kajiado.
- ii. To scrutinize the methods of delivering entrepreneurship education and SME performance in Kajiado.
- iii. To assess entrepreneurship training content and how it impacts SME performance in Kajiado.

1.4 Research questions

- i. How does training needs assessment impact SME performance in Kajiado County?
- ii. How does the mode of delivering education influence SME performance in Kajiado County?

- iii. How does entrepreneurship training content impact SME performance in Kajiado County?

1.5 Research Significance

Several participants will find this research project significant. For students, this study will provide the required literature for entrepreneurship education. Study findings will define the connection between education and business performance relevant to tutors and instructors. For policymakers, the study's conclusions are crucial in building and developing a growth framework for SMEs in Kenya. Notably, the absence of business expertise and knowledge is associated with a hindrance to the survival and growth of SMEs.

1.6 The scope of the study

Geographically, this research paper concentrated on licensed and functioning firms within Kajiado County. The MSME basic report (2016) indicates that there are 24 453 licensed and operating businesses in Kajiado, with more than half being small and medium enterprises. Small business employees, managers and owners were the primary focus. The study was conducted in 2022 and focused on training needs assessment, mode of delivery and training content and their influence on SME performance.

1.7 Research limitations

The reluctance of respondents to offer business details is an example of a study limitation. Reassuring respondents can remedy that the purpose of this research is purely educational. Research results can also be influenced by self-reporting, as people are likely to self-assess positively. However, secondary data will mitigate self-reporting.

1.8 Organization of the study

This research project consists of five chapters. The first chapter delivers the research background, objectives, significance, scope, and limitations. The second chapter reviews relevant literature, theories, empirical studies, and the conceptual framework. Chapter three is about research methodology, research design, target population, sample size, data collection tool and procedure, pilot test, validity and reliability of the data collection tool, data analysis and presentation, and ethical consideration. Chapter four presents the data analysis, study findings, and results. Chapter five is the final chapter which discusses a summary of the study, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a theoretical framework, empirical review, conceptual framework, and literature review summary.

2.2 Theoretical Framework

2.2.1 Training Needs Assessment Model

Kaufman and English (1979) formed a model to assess training needs and suggested that organizations can attain real needs without selecting a solution ahead of time. To perform a quality requirements test, the people must first identify the findings by presenting desired results. Thus, the difference between (current and required) is needed (Gaspard & Yang, 2016). Once the firm determines the need, it should select a solution in time. In the simplest sense, a need is a gap that organizations can measure between the present and the future (Gaspard & Yang, 2016). Training Needs Assessment (TNA) identifies problem areas that need resolution.

Ferreira & Abbad (2013) explained that what stands out about needs assessments is that primarily focus is on gaps in the outcome. They further suggest a need for these assessments to look into the potential needs and solutions. In a needs assessment, the requirements are as follows: It requires finding out what the conditions are and what is desirable in the future and comparing the two (Ferreira & Abbad, 2013). Training needs assessment is about making decisions about needs and organizing them in order. The assessment is to guide decisions on what to do next. Bansal & Tripathi (2017) state that in many cases where management assesses needs, there are many opinions but limited resources available to improve (to fill those gaps). Hence, they need to prioritize requirements.

Training needs assessment identifies gaps, promotes solutions that focus on specific coping strategies, and ensures efficient training. A decent example is causal analysis (Draghici *et al.*, 2021). Causal analysis helps identify which gap would allow for change and which solution strategy has tremendous potential for success. However, developing assessments could be time-consuming (Draghici *et al.*, 2021). The inclusion of this concept into business training requires evaluating staff training needs concerning the organization before selecting and implementing training programs (Ferreira & Abbad, 2013). Hence, TNA explains the importance of learning personal, departmental, and organizational requirements to maximize output, making it suitable for this research. Therefore, the training needs assessment model is relevant to this study because it involves identifying the competencies and skills entrepreneurs require for more successful endeavours.

2.2.2 The Knowledge-Based View of the firm

As explained by Kirsimarja & Aino (2015), the Knowledge-based-view (KBV) is the latest extension of the company's Resource Based-View (RBV). KBV of the firm sees knowledge as the most vital resource in the organization and, in that sense, makes it an adjunct of the Resource-Based-View of the firm. Nevertheless, knowledge-based resources are socially complex and difficult to imitate (Gupta *et al.*, 2021). However, the KBV discusses the importance of expertise and skills in building business performance and developing the economy (Kirsimarja & Aino, 2015). Therefore, SMEs with well-trained staff will likely do better than organizations that do not have such vital resources.

Kirsimarja & Aino (2015) explain that a well-educated entrepreneur makes wiser decisions concerning potential market trends, pricing strategies, risks, and opportunity recognition. Often, such crucial choices are the difference between successful and poor-performing businesses

(Gaspard & Yang, 2016). Education and sufficient experience make it possible to form, analyze, plan, and manage small-and-medium enterprises (Kirsimarja & Aino, 2015). Moreover, entrepreneurs can gain knowledge in acquiring, organizing, and utilizing information influencing business performance. Innovation also contributes to SMEs' performance, development, and reinvention over time (Gaspard & Yang, 2016). Hence, education and training foster learning.

The KBV of the firm is relevant to this study since it illustrates the importance of gaining knowledge and experience and how it influences SME performance. The model is a requisition for businesses to invest in their employees through training and education to improve their performance (Randall, 2013). Education and training equip personnel with essential information, skills, and technology to be effective and efficient (Kivinda, 2018). This concept infers that a well-educated workforce is more productive and efficient since the employees gain new expertise applicable to organizational performance.

2.2.3 Competence-Based View

The competence-based view provides a vision for maintaining a competitive advantage and a critical strategic management framework. In addition, based on a skills-based perspective, the competence discussion became an independent theoretical concept from the RBV, although the latter can be considered an older source (Makulova *et al.*, 2016). However, the competence-based view is inapplicable in situations with the rapid acquisition of new information and skills (Latukha *et al.*, 2019). The competence-based view states that the entrepreneur's job is to identify essential skills, intending to seize opportunities through new approaches to achieving sustainability (Makulova *et al.*, 2016). It demonstrates that competition results from quickly producing products efficiently and effectively. Core competence creates a profit, provides access

to various markets and is hard to imitate (Latukha *et al.*, 2019). This process is vital to ensure that core competence points remain relevant.

This study supports that entrepreneurship education is essential to organizational performance. Training gives individuals the ability to identify opportunities and develop skills and abilities (Matofari *et al.*, 2015). It also helps to improve creativity among business owners resulting in the organization's growth (Krishnapriya & Baral, 2014). Therefore, business training and education are core competencies that effectively gain a competitive advantage. Consequently, it is beneficial to a business such as an SME to prioritize entrepreneurship education and training as research supports its benefits to a more efficient and effective business (Krishnapriya & Baral, 2014). Hence, the competence-based view is relevant to this research since entrepreneurship education is a core competence that can aid in gaining a competitive advantage.

2.3 Empirical Review

2.3.1 Training Needs Assessment and SME Performance

Human resource management broadly utilizes training needs assessment since it forms a foundation for an appraisal. This information is relevant in evaluating which employees require training and when to conduct this training (Ferreira & Abbad, 2013). Data collected is helpful for the construction of development programs (Ferreira & Abbad, 2013). TNA has two main areas: the skills and techniques required for efficiency and effectiveness in performance and what effective solutions are needed to meet these requirements.

Managers must utilize minimal resources in areas critical to organizational performance linked to its targets, improving operations, offering better products and services, and maximizing output. Training is the first step of a continuous cycle encompassing all these practices (Ferreira &

Abbad,2013). In this regard, a training needs assessment is the first step before creating a development plan (Dancher *et al.*, 2013). TNA is further used to determine training necessities, content, timetables, and appraisal system.

Hysat *et al.* (2022) studied training needs assessment for small businesses: The case of the hospitality industry in Jordan. The study aimed to assess hospitality training methods and the challenges that the hospitality industry faces. A qualitative method was the research technique Hysat *et al.* (2022) employed, conducting interviews with 60 small business managers and owners. The research findings concluded that on-the-job training was the most effective training technique and that the lack of a training budget was the primary challenge affecting business training. However, the above study was based in Jordan, signifying a geographical gap. The current study will fill this gap by researching the impact of training needs assessment on the performance of SMEs in Kajiado County.

Mazhisham *et al.* (2019) examined training needs assessment in the organizational context. The study's objective was to investigate the effect of training needs assessment on organizational performance. The above study reviewed empirical data to identify the essential training needs assessment components within an organization. The study concludes that training needs assessment is the first step to training and development. Hence, organizational focus on training needs assessment enables the strategic alignment of cultural and individual objectives and organizational goals. However, the above research focuses on previous studies as the primary source of data, indicating a methodological gap. This current study fills this gap by using a descriptive research design to examine the effect of training needs assessment on SME performance.

Laban *et al.* (2017) investigated the effect of training needs assessment on organizational performance in Counties in Kenya. A case study of the City Council of Nairobi. The objective of the research was to determine the effect of individual, departmental and organizational training needs assessment on organizational performance. The study used a cross-sectional survey design and a sample size of 84 employees. The findings indicated that individual needs assessment was the most influential training needs assessment approach. However, training needs assessment must integrate individual needs assessment with departmental and organizational needs assessment to operate together as effectively as possible. The above study focused on organizational performance indicating a conceptual gap. This study will fill the above gap by examining the effect of training needs assessment on SME performance.

Ejakait (2016) studied the effects of training needs assessment on employee performance in the Postal Corporation of Kenya, Bungoma. The purpose of the research was to establish the effect of training needs assessment on employee performance. The study used a descriptive research design and gathered information from a population of 50 employees. The study found that the firm did not conduct a training needs assessment before training its employees. However, results showed that personal, task, and organizational analysis enhanced work output significantly. Still, the research focused on employee performance indicating a contextual gap. The current study aims to fill the above gap by exploring the effect of training needs assessment on SME performance.

2.3.2 Mode of Delivery and SME Performance

According to Huka *et al.* (2015), if individuals take entrepreneurship education at a young age, they will most probably become entrepreneurs. The number of business people who have come up and were raised by self-employed parents can illustrate this, meaning that entrepreneurs'

children learn new concepts and skills through observation and partaking in family enterprise undertakings. Formal training and education have attempted to replace this traditional way of learning (Huka *et al.*, 2015). However, it is not yet clear which training method is more efficient. Conversely, scholars believe practical understanding is more beneficial and effective than other training methods.

Sisimwo *et al.* (2022) investigated the effect of training on organizational performance in the public sector. The purpose of this study was exploring how training influences the performance of public-sector organizations. Sisimwo *et al.* (2022) used descriptive analysis to gather feedback from 80 respondents. Questionnaires were this study's primary data collection tool. The results indicated that organizational culture and training design influenced the firm performance in the public sector. However, this study contains a contextual gap the current research paper aims to fill by focusing on entrepreneurship education and SMEs.

Amegayibor (2021) studied training and development methods and organizational performance: A case of the local government organization in Central Region, Ghana. The purpose of the study was to investigate the relationship between training and development methods and organizational performance. The study used a correlational design and a sample size of 215 employees. Research results show that training and development methods (classroom lectures, conferences, workshops, and job orientation) have a significant impact on the quality-of-service delivery. However, the study was focused on organizational performance and based in Ghana, depicting a contextual and geographical gap. The current study will fill the above gap by examining the mode of training on SME performance.

Matofari *et al.* (2015) established that most SMEs preferred on-the-job training as a learning method. The study examined how training practices influence the performance of small and medium sized hotel enterprises in Mombasa. Some of the tools with the most impact in practical training include interviews, demonstrations, and presentations. The researchers used 24 hotels to specify the number of individuals present. Findings discovered that these hotels were not employing other training methods. However, the study does not indicate the sample size. The above study has a methodological gap which the current study aims to fill using a sample size of 121 SMEs.

Omolo (2015) examined training and development and the performance of small and medium enterprises in Kisumu County, Kenya. The study intended to investigate the effect of training and development methods on SME performance. This research adopted a cross-sectional survey design and drew findings from sample of 260 randomly selected SMEs. Research results indicated that SME performance is directly associated with the mode of training and the status of that training and development method. The study used a cross-sectional survey, creating a methodological gap which the current study will fill using a descriptive research design.

2.3.3 Training Content and SME Performance

Training should involve more practical learning methods to be more effective and not be limited to theory and lectures. Training programs have two main categories; training to acquire specific skills and techniques and training required for start-ups (Matofari *et al.*, 2015). Training is mainly to gain particular knowledge and expertise, improve operations, boost motivation and inspire new investments (Huka *et al.*, 2015). However, it is still unclear what training content is most significant since different disciplines have varying opinions.

Oriji *et al.* (2023) explored the role of managerial skills on the performance of small and medium sized enterprises in Jabi District, Abuja, Nigeria. The research purpose was to determine the role of managerial skills on SME performance. A survey research design was used to collect data from 240 business owners. The study concluded that insufficient managerial skills affect SME performance negatively. However, the study was based in Nigeria, indicating a geographical gap that this study will fill by exploring training content and SME performance in Kajiado County.

Kiiru *et al.* (2022) studied the influence of technology orientation in the performance of small and medium animal feed manufacturing enterprises in Kenya. The study objective was to establish the effect of technological orientation on SME performance. A cross-sectional survey design was employed for this study and information collected from 65 small and medium enterprise managers in animal feed manufacturing. Results showed that technology orientation had a positive and significant impact on SMEs' performance. Hence, entrepreneurs and business managers must possess technical abilities to embrace continuous learning and enhance performance. However, this study used a cross sectional research design, depicting a methodological gap. The current study will fill this gap using a descriptive research design.

Ladzani & Vuuren (2016) examined entrepreneurship education for developing small businesses in South Africa. The objectives of this research were motivation, entrepreneurship skills, and business skills. The study recommended improving entrepreneurial skills to foster creativity, innovation, and opportunity recognition. However, the research collected data from trainers and employees rather than entrepreneurs and business owners. The above study presents geographical and methodological gaps. This research paper will gather data from entrepreneurs in Kajiado County to fill the above study gaps.

Azim & Al-Kahtani (2014) identified factors such as resources, time frame, aim, trainees, and predicted impact of the development program on each individual. Different training content can be applied, meaning that the training objectives define the range of the training. Findings suggest that additional training content needs to be in various stages of an organization, either in the development or implementation stages. However, the study relied only on secondary data. Subsequently, other studies explained different training content for various teaching objectives and goals. Hence, the above study presents a methodological gap. This study will fill this gap by providing primary and secondary data findings.

2.4 Summary of Literature and Research Gaps

Previous literature suggests that entrepreneurship education has a significant effect on SME performance. Table 2.1 discusses the summary of the reviewed empirical literature and available study gaps.

Table 2.1 Summary of literature and research gaps

Author : Year	Research Topic	Study variables	Research findings	Research gaps	The focus of the current study
Hysat <i>et al.</i> (2022)	Studied training needs assessment for small businesses. The case of the hospitality industry in Jordan.	Aimed to assess hospitality training methods and the challenges that the hospitality industry faces.	Concluded that on-the-job training was the most effective technique and training budget affected training initiatives the most.	However, the above study was based in Jordan, signifying a geographical gap.	The current study will fill this gap by researching the impact of training needs assessment on the performance of SMEs in Kajiado County.
Sisimwo <i>et al.</i> (2022)	Effect of training on organizational performance in the public sector.	How training influences public-sector organizations	Study findings indicated that organizational culture and training design influenced organizational performance.	The study was limited to the public sector, indicating a contextual gap.	The focus is on SMEs in Kajiado County.
Mazhis ham <i>et al.</i> (2019)	The effect of training needs assessment on organizational performance.	Examined training needs assessment in the organizational context	Organizational focus on training needs assessment enables the strategic alignment of cultural and individual objectives and organizational goals.	The total population and sample size are not specified, indicating a methodological gap.	Focuses on 121 SMEs in Kajiado.
Laban <i>et al.</i> (2017)	The effect of training needs assessment on organizational performance in Counties in	To determine the effect of individual, departmental and	The findings indicated that individual needs assessment was the most	Study focused on organizational performance	Focused on the performance of small and medium-sized enterprises.

	Kenya.	organizational TNA on organizational performance .	influential training needs assessment approach.	indicating a conceptual gap.	
Ejakait (2016)	The effect of training needs assessment on employee performance in the Postal Corporation of Kenya, Bungoma	Studied the effects of TNA on employee performance	Results showed that personal, task, and organizational analysis enhanced work output significantly	Research focused on employee performance indicating a contextual gap.	Focused on the effect of training needs assessment on SME performance.
Amegayibor (2021)	The relationship between training and development method and organizational performance in Central Ghana.	Studied training and development methods and organizational performance :	Results show that training and development methods have a significant impact on the quality of service delivery.	The study was focused on organizational performance and based in Ghana, depicting a contextual and geographical gap.	Study focused on the effect of mode of training delivery on SME performance.
Matofari <i>et al.</i> , (2015)	Examined how training practices influence the performance of small and medium sized hotel enterprises in Mombasa	Researched the effect of training practices on SME performance .	Established that most SMEs preferred on-the-job training as a learning method.	The study did not specify the sample size, signifying a methodological gap	This study focused on 121 SMEs in Kajiado County.
Omolo (2015)	Studied training and development on the performance of small and	To investigate the effect of training and development methods on	Research results indicated that SME performance is directly	The study used a cross-sectional survey, creating a	This research used a descriptive research design

	medium enterprises in Kisumu County, Kenya.	SME performance	associated with the mode of training	methodological gap	
Orijal. (2023)	The role of managerial skills on the performance of small and medium sized enterprises in Jabi District, Abuja, Nigeria	To determine the role of managerial skills on SME performance	Concluded that insufficient managerial skills affect SME performance negatively.	The study was based in Nigeria, indicating a geographical gap	Studied training content and SME performance in Kajiado County.
Azim & Al-Kahtani (2014)	Impact of duration, objectives, trainees, and expected output on training content	Effect of training objectives on the content of training	There is a significant relationship between organizational goals and content trained	The study was based only on secondary data indicating a methodological gap.	The study focus was primary and secondary data.
Kiiru al. (2022)	The influence of technology orientation in the performance of small and medium animal feed manufacturing enterprises in Kenya.	The effect of technological orientation on SME performance	Results showed that technology orientation had a positive and significant impact on SMEs' performance.	Study used a cross sectional research design, depicting a methodological gap.	Current study used a descriptive research design.
Ladzani & Vuuren (2016)	Entrepreneurship education for developing small and medium enterprises in South Africa	Effect of motivation and business skills on SME growth	Entrepreneurial skills are vital in creativity, innovation, and opportunity recognition	The study focused on trainers and employees, indicating contextual and methodological gaps.	The study focus is business managers and owners in Kajiado.

Source: Researcher and Literature Review (2022).

2.5 Conceptual framework

The conceptual framework is a diagrammatic depiction of the connection between the research variables.

Independent variable

Dependent variable

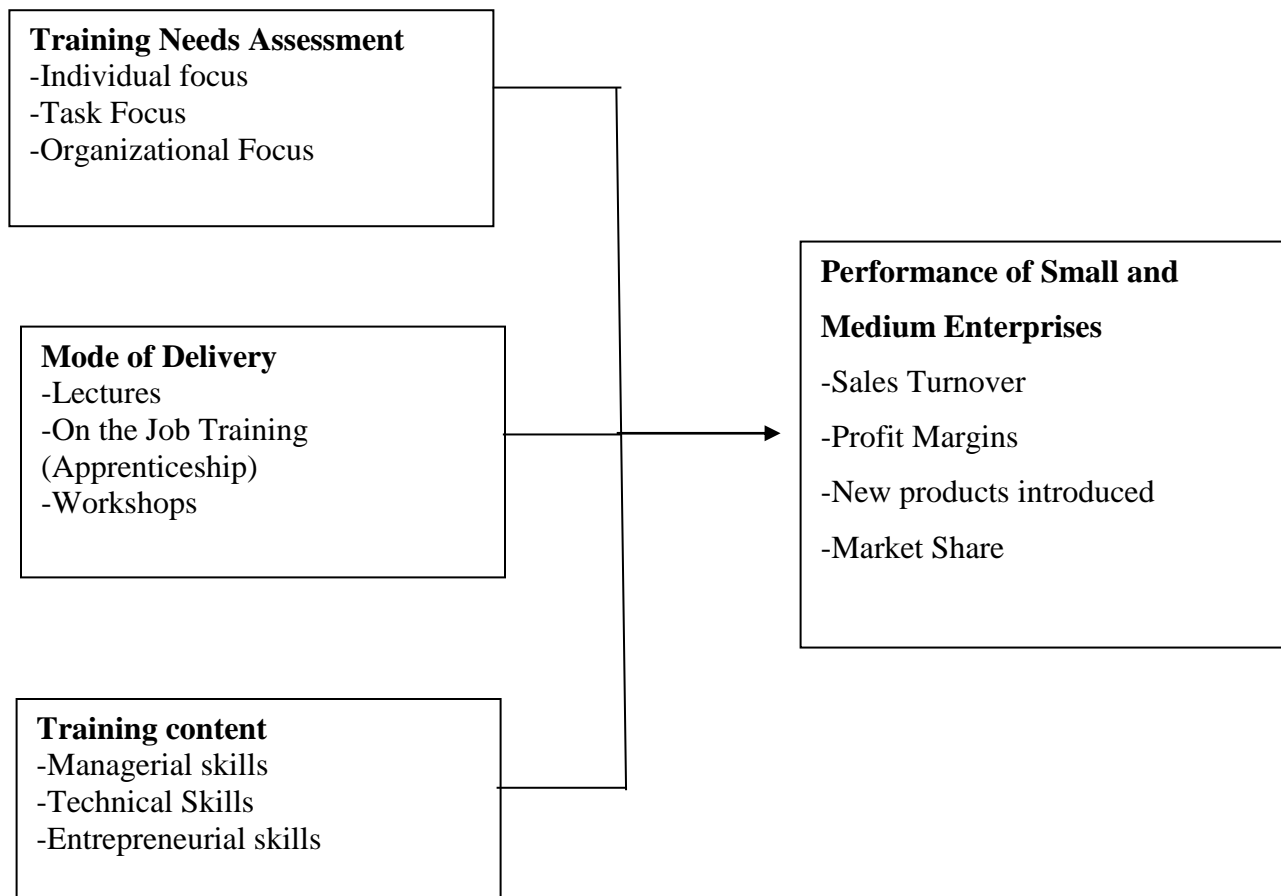


Figure 2.1 Conceptual Framework

Source: Researcher (2022).

SME performance is this study's dependent variable. : profit margins, market share, new products, and sales turnover. The independent variables are training content, delivery mode, and needs assessment. Training content consists of entrepreneurial, managerial, and technical skills. The training needs assessment includes individual, organizational and task focus. The mode of delivery comprises lectures, on-the-job training, and workshops.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter captures the research design total population and sample size, data collection tool and procedure, pilot test, data analysis, and presentation. The study focuses on the effect of entrepreneurship education on the performance of SMEs in Kajiado County, Kenya.

3.2 Research design

A descriptive research strategy was appropriate for this study because it seeks to illustrate the features of particular groups, measure their size and make accurate forecasts. This study focuses on its capacity to diminish material prejudice and deliver consistent evidence and data (Siedlecki, 2020). Therefore, a descriptive research design is more suitable for accomplishing the above objectives. This method will provide data that will generate a proposition of purpose and quality information that will be beneficial in describing the numerous behavioural and psychological studies acquired through the progression of SMEs.

3.3 Target Population

Kajiado County is known for its extensive service, marketing, production, and hybrid business types. An overall number of 24,453 recorded and approved businesses spread within 117 trading centers, with a higher concentration on the East and North (MSME Basic Report, 2016). SMEs account for 52% of all listed and certified trades (MSME Basic Report, 2016). Subsequently, the population targeted for this research project was 12,715 SMEs. This research paper is primarily for administrators, employees and proprietors of all SMEs registered within the County.

Table 3.1 Target Population

Overall Number of Enterprises in Kajiado County	Percentage of SMEs in Kajiado County	Target Population
24,453	52%	12,715

Source: MSME Basic Report (2016).

3.4 Sample Design

The sample size drawn from the total population included SMEs analytically and carefully chosen from many productions in diverse areas of the County and may provide similar replies. 121 SMEs were the sample basis because they strongly represented the total population. A random sampling technique which is divided into several units splitting into several separate categories or subgroups of independent individuals where certain items can be randomly selected was used for this study (Chen *et al.*, 2016). This process ensures that each element has the same opportunity to be chosen. Therefore, all businesses have the chance to be nominated to reduce prejudice and make the results more reliable and the overall population more accessible. This study applied a 95% confidence level and 5% error limit.

Table 3.2 Sample size distribution

SMEs in Kajiado County	Sample Size Distribution Equation	Sample Size
12715	$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{E^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)}$	121

Source: Researcher (2022).

Sample size distribution equation:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{E^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)}$$

where;

n - the sample size

N - the total target population (12715 SMEs).

Z - level of confidence (a 95% confidence level).

P - the estimated proportion of the population that has the characteristic the study examined.
(assuming a conservative estimate of 0.5)

E - the margin of error (5%).

This study drew a sample of 121 SMEs from Kajiado County.

3.5 Data collection Instrument and Procedure

A study questionnaire was the best method to gather essential information because it is more straightforward, provides better analysis, and saves time and money (Krosnick, 2018). The questionnaire provided a list of open and closed-ended questions to individuals within the chosen sample. The initial segment of the questionnaire was specific on the kind of trade and the period of operation. In contrast, the preceding section includes Likert scale questions linked to research variations; training needs training, delivery method, and training content. A pick-and-drop technique was utilized in this research because most people are probably not available to write responses to the questions immediately.

3.6 Pilot Test

An experimental examination was necessary to determine the effectiveness and dependability of the survey. Pilot testing was done at selected businesses in the County to test the tool's precision, complication, and performance. As a sixth rule, a minimum of 1% of the sample is adequate for a

study test (Chen *et al.*, 2016). The researcher selected fifteen respondents from the total population for the pilot examination. Pilot test results had a positive outcome revealing no issues with the research instrument. However, some participants claimed that they would prefer a neutral point in the Likert scale. Still, the researcher opted to avoid the neutral point to encourage thoughtful responses and avoid ambiguity.

3.7 Research Instrument Validity and Reliability

3.7.1 Validity

The validity and reliability of the research instrument determine the questionnaire's rationality. The tool tests the content's legitimacy, drawing the index from test schools to a large base of objects such as those tested Adusei & Gyapong (2017). Validity is the degree to which people understand the composition of an experiment and its features relevant to the situation in which the test is performed. The individuals who reviewed the aspects of the sequence reading determined the study's validity to see if the variables could measure what they were designed to measure.

Content performance was evaluated using reviews of expert texts and opinions. Item analysis aims to identify experimental, interconnected, seemingly identical objects, ensuring that the acquisition deductions are fixated. The authenticity of each category was assessed using critical analysis. Adusei & Gyapong (2017) state that Items with a rating of more than 0.5 indicate the highest level of value

3.7.2 Reliability

Well-functioning honesty measured the reliability of the study (Cronbach alpha). Adusei & Gyapong (2017) state that Cronbach's Alpha of less than 0.5 cannot measure internal consistency because it shows the volatility of the variable. Shackleton (2018) explains that a Cronbach's

alpha of 0.8 is suitable for limited comprehension examinations, like intellect exams, but a minimum of 0.7 is correct for competency tests. Consequently, as this research focused on finding the association between business education and the results of SMEs, the test is built on competence. Therefore, Cronbach alpha 0.7 for all constructs is sufficient in this research when recognizing the exam materials included in the construction.

3.8 Data Analysis and presentation

Information gathered was assessed to respond to the study questions, including the assessment of training requirements, training conveyance methods, and training context in SM performance. Expressive assessment was applied in encoding, analyzing, and evaluating data gathered from respondents. This survey used distribution methods like percentages, frequencies, and the connection of variables. Pie charts, tables, and graphs presented the results. Findings and recommendations relied on the results. Statistics and spreadsheet (SPSS) and (MS-Excel) systems were necessary for entering, encoding, analyzing, and current data.

3.9 Ethical Consideration

The study addresses concerns surrounding privacy and anonymity, informed consent, and the confidentiality of respondents. Robertson *et al.* (2018) believe that the respondent is entitled to anonymity. In this study, the enterprise name index is optional. In addition, discretion and secrecy were obtained by requesting questionnaire participants to not to identify themselves in their responses. Secrecy is confirmed by using group data instead of providing individual responses.

Informed consent is a requirement of conduct, requiring that participants need the chance to decide whether to participate in the survey after obtaining complete data on the perils or profits of contributing (Marshall *et al.*, 2014). In this survey, chosen respondents understood the

resolution of the study. Respondents were allowed to decide whether to take part or not in the survey. Research ensured confidentiality by protecting information in a computer with encryption to protect the data's privacy.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings on education and the performance of small and medium enterprises in Kajiado County. It also contains feedback from respondents based on the research questions and presented in figures and tables.

4.2 General Information

General information includes the response rate and demographic data collected from the questionnaires, such as; the business type and category, the respondent's role within the organization, staff count, and how long the business has been operational..

4.2.1 Response Rate

As illustrated by the figure below, out of 121 issued questionnaires, 82 were correctly filled out and collected, making them eligible to conduct the research, indicating a response rate of 68%, which adequately represents the total sample. According to King *et al.* (2016), a response rate of between 50% and 75% meets the required threshold to conduct data analysis

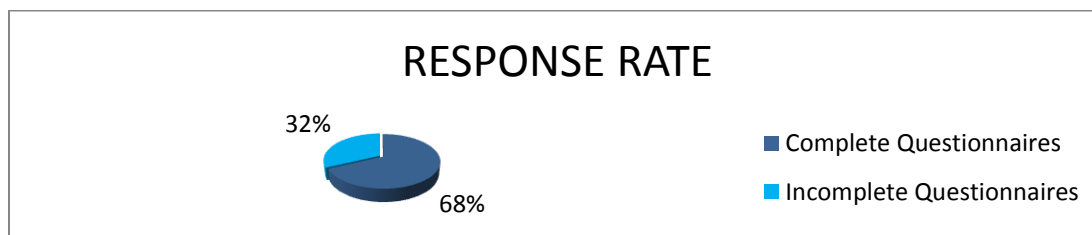


Figure 4.1: Response Rate

4.2.2 Type of business

Figure 4.2 below presents the type of business the respondents operate in; sole proprietorship, partnership, or limited company. 26% of the respondents were operating under a sole proprietorship, 35% under partnerships, and the majority (39%) belonged to a limited company.

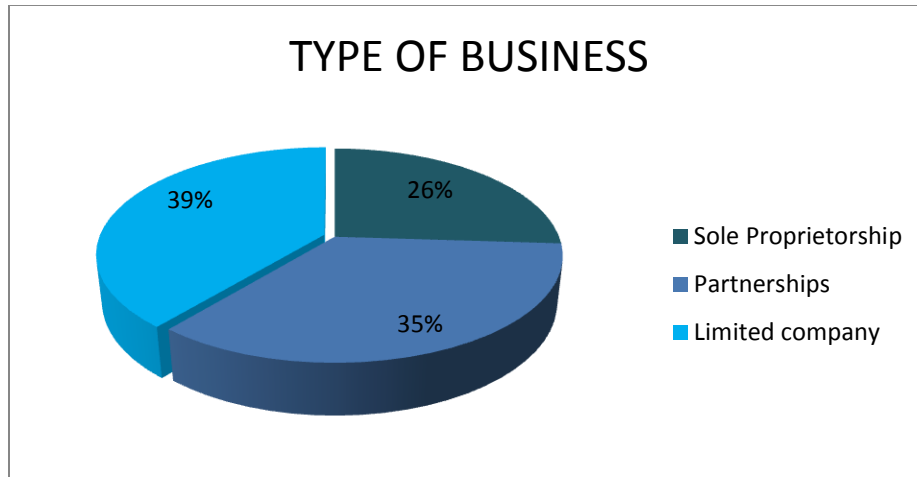


Figure 4.2: Type of Business

4.2.3 Category of business

This section will illustrate the category of business the enterprises operate in with the help of the figure below. Responses indicate that 26% of the respondents represented Farming and Foods, Textile and Clothing represented 15% of the respondents, Transport and Travel 18%, Construction 10%, Entertainment 6 %, and Medicine and Pharmaceuticals 18%. In comparison, other businesses in different categories not listed above were represented by 7% of the respondents.

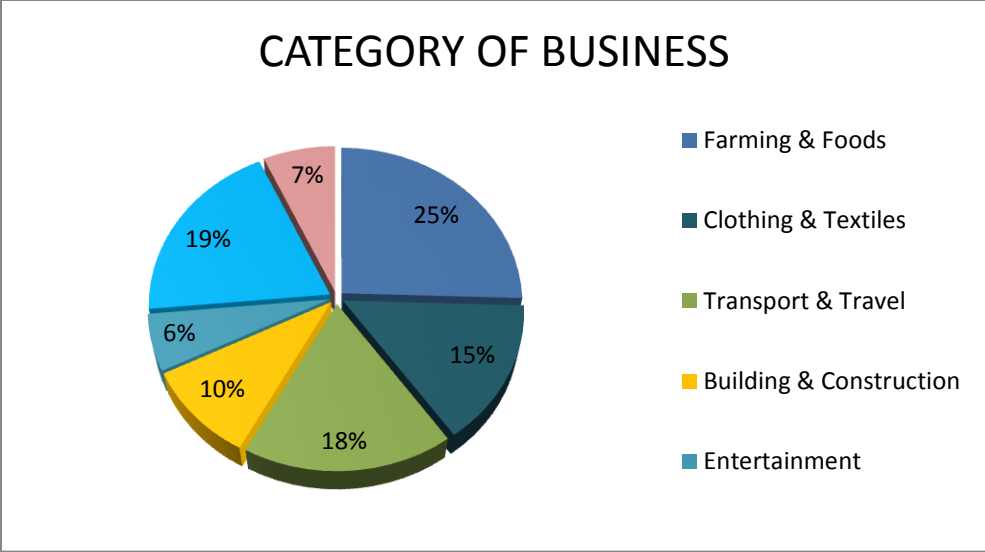


Figure 4.3: Category of Business

4.2.4 Role of the respondent within the business

The figure below will indicate the role of the respondents within their businesses; owner, manager, or employee. According to figure 4.4 below, 22% of the participants represented business owners, 30% were managers, while employees represented 48%.

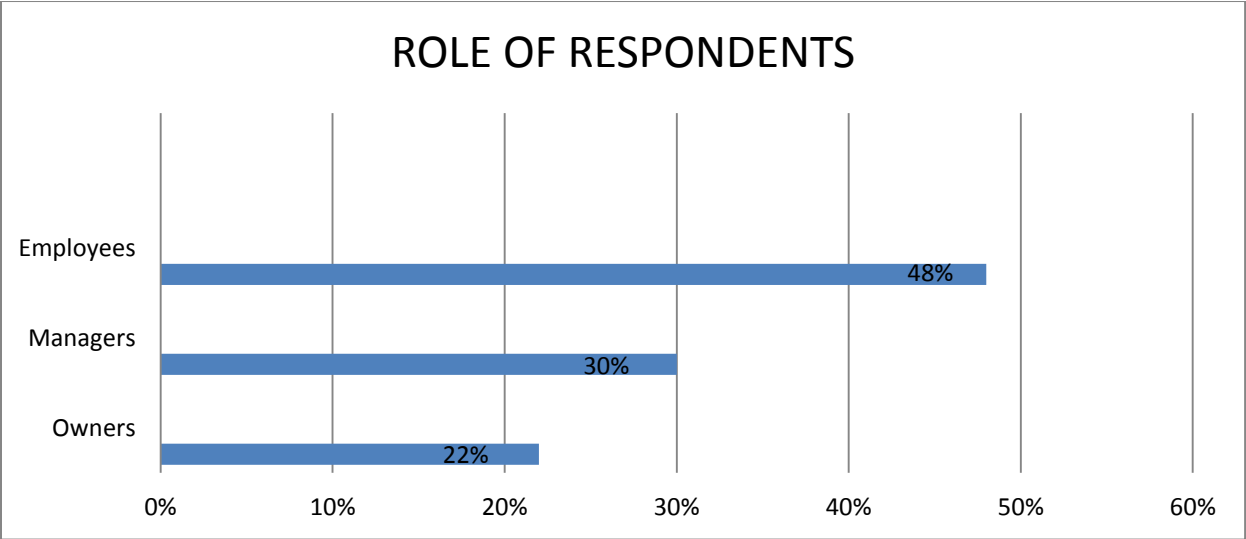


Figure 4.4: Role of respondents within the business

4.2.5 Number of employees

With the aid of the figure below, this section will indicate the number of employees working within the business. Results show that 28% of the respondents represented organizations with employees ranging between (1-9). Those with employees ranging from (10-49) were represented by 46% of the respondents, while those with (50-250) employees were 26%, as illustrated below.

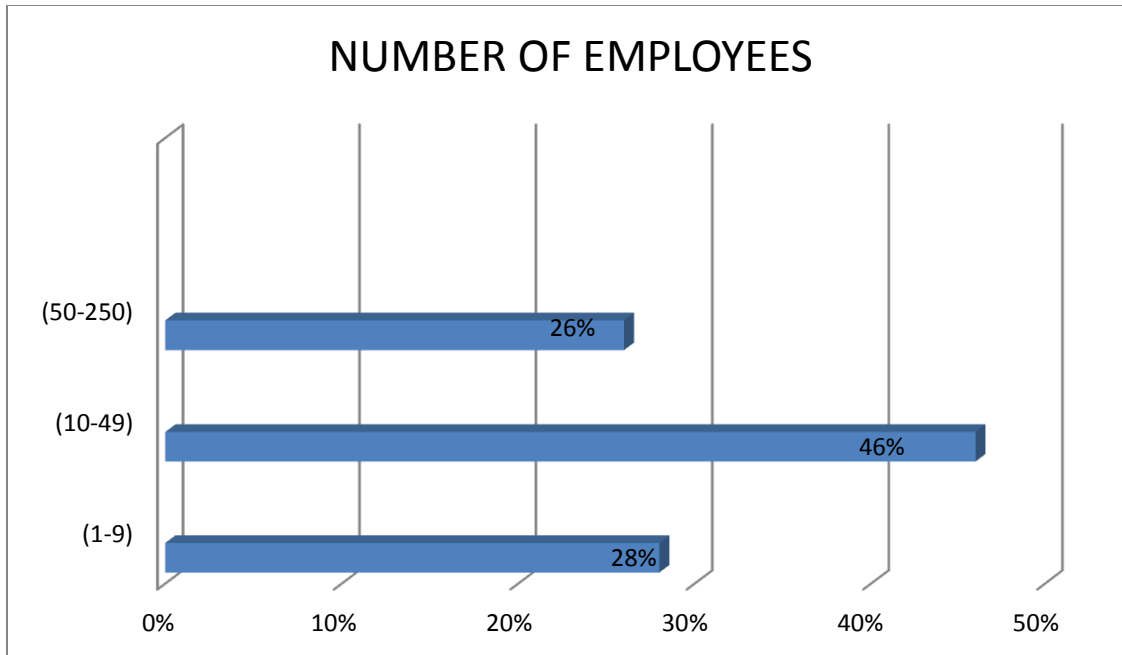


Figure 4.5: Number of Employees

4.2.6 Years of operation

Figure 4.6 below illustrates the number of years that businesses have been operational. Ventures that have been operational for less than five years are represented by 39% of the respondents, 5-10 years are represented by 30%, 11- 20 years are represented by 24%, and lastly, businesses operational for 20 years and above are represented by 7% of the respondents.

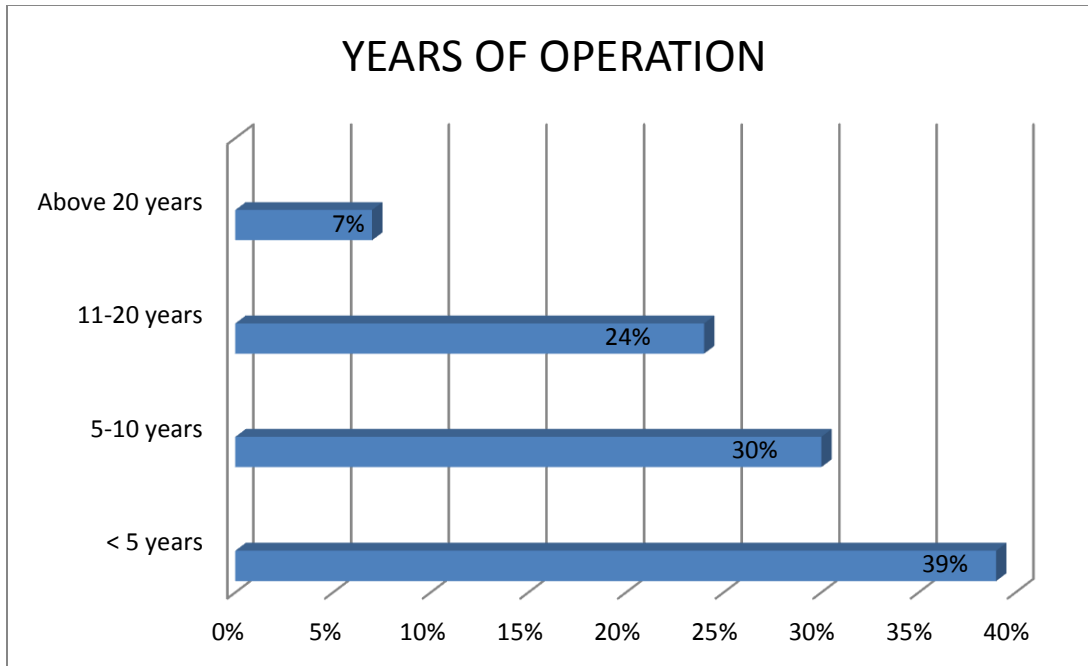


Figure 4.6: Years of operation

4.3 Entrepreneurship Education and SME performance

4.3.1 Training Needs Assessment

As illustrated by table 4.1 below, training Needs assessment influences SME performance as indicated by 100% of the participants, a mean of 3.50 and standard deviation of 1.220. Businesses provide training that helps improve human capital, as indicated by 83% of the participants, a mean of 3.10 and standard deviation of 0.840. Training needs assessment is undertaken before training, as indicated by 81% of the respondents, with a mean of 2.88 and a standard deviation of 0.94. Training Needs assessment considers business goals as indicated by 78% of the participants, a mean of 2,48 and standard deviation of 0.814. Training Needs assessment does not link personal goals to business goals, as 63% of the participants a mean of 1.96 and standard deviation of 0.784 indicated.

Table 4.1 Training Needs Assessment and SME Performance

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Training Needs Assessment influences business performance	0%	0%	42%	58%	3.50	1.220
My venture provides training that emphasizes individual focus	5%	12%	49%	34%	3.10	0.840
Needs Assessment is undertaken before any training is done	2%	17%	52%	29%	2.88	0.94
Training Needs assessment puts into consideration task focus	4%	18%	45%	33%	2.48	0.814
Training Needs Assessment includes organizational focus	28%	37%	22%	16%	1.96	0.784

Table 4.2 below illustrates that training needs assessment impacts SME performance since it has a p-value of <0.01 and an r-value of 0.840 and. Employee Assessment is relevant to SME performance as indicated by a p-value of <0.01 and an r-value of 0.526 and. Assessment of needs is relevant to SME performance, with a p-value of <0.001 and an r-value of 0.54. Organizational assessment is relevant to SME performance since it has an r-value of 1.52 and p-value of <0.001

Table 4.2 Correlation of Training Needs Assessment on SME Performance

	Organizational Performance	Training Needs Assessment	Individual Focus	Task Focus	Organizational Assessment
SME Performance	1				
Training Needs Assessment	.840	1			
Individual Focus	.054	.250	1		
Task Focus	.526	.440	-.905	1	
Organizational Focus	1.52	.082	.062	.428**	1
	.000	.468	.468	.000	

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

Table 4.3 below presents the analysis of variance in training needs assessment and its influence on SME performance. As indicated below, there is a variance of 74.7% in employee performance that could be due to training needs assessment. These results suggest that training needs assessment influences organizational performance.

Table 4.3 Analysis of Variance (Training Needs Assessment on Organizational performance)

Model	R	R square	Adjusted Square	R	Std. Error of the Estimate
1	.865	.749	.747		.31757

Predictors: (Constant), Training Needs Assessment

4.3.2 Mode of Delivery

Table 4.4 below shows that the mode of delivery impacts organizational performance, as indicated by 95% of the participants, an average of 3.24 and standard deviation of 1.206. Workshops offer employees new insights and skills, as indicated by 97% of the responses, a mean of 3.40 and standard deviation of 1.220. On-the-job training gives employees more hands-on experience, as indicated by 100% of the participants, a mean of 3.64 and standard deviation of 1.308. Lectures have improved decision-making abilities, as indicated by 41% of the participants, with a mean of 3.20 and standard deviation of 1.288. Recruits are issued mentors to learn through an apprenticeship, as indicated by 53% of the participants, supported by a mean of 1.98 and standard deviation of 0.804. A mean of 2.64 and standard deviation of 1.224 show that focus group discussions assist in sharing views and ideas, supported by 87% of the respondents

Table 4.4**Mode of Delivery and SME Performance**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Mode of delivery has an impact on SME performance	1%	4%	46%	49%	3.24	1.206
Workshops offer employees with new insights and skills	0%	3%	42%	55%	3.40	1.220
On-the-job training gives employees more hands-on experience	0%	0%	61%	39%	3.64	1.308
Lectures have improved decision making abilities	4%	15%	41%	40%	3.20	1.288
New recruits are issued mentors where they will learn through apprenticeship	17%	30%	38%	15%	1.98	0.804

Table 4.5 below indicates that the mode of delivery impacts employee performance positively, shown by a p-value of >0.05 and r-value 0.128. Workshops are practical to the performance of

personnel supported by a p-value was <0.01 and r-value of 0.310. A p-value of <0.01 and r-value of 0.371 illustrates that on-the-job training influences staff performance. Lectures are essential to the performance of employees as indicated by a p-value of <0.01 and r-value of 0.275.

Table 4.5 Correlation analysis of Mode of Delivery and its influence on employee performance

	Organizational Performance	Mode of Delivery	Workshops	On-the-job Training	Lectures
Organizational performance	1				
Mode of Delivery	.128	1			
Workshops	.310**	.219**	1		
On-the-job Training	.000	.008		1	
Lectures	.371**	.437**	.501	.000	1
	.000	.000	.000	.476	.000
	.275	.328	.422	.000	.000
	.000	.000	.000	.000	.000

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

*** Correlation is significant at the 0.05 level (2-tailed)**

Table 4.6 below represents the analysis of variance in the training delivery method and its influence on SME performance. As indicated below, there is a variance of 90.8% in SME performance that could be due to the training delivery method. These results suggest that the mode of training positively influences SME performance. On-the-job training and workshops have the strongest positive influence on SME performance with an r value of 0.501 and 0.596

respectively. Lectures have a relatively weaker positive influence on SME performance indicated by a correlation coefficient of 0.219.

Table 4.6 Analysis of Variance (Training Delivery Method on Employee Performance)

Model	R	R square	Adjusted Square	R	Std. Error of the Estimate
1	.953	.908	.908		19197

Predictors: (Constant), Training Delivery Method

4.3.3 Training Content

Table 4.7 below shows training content influences employee performance, as indicated by 98% of the respondents, with a mean of 3.46 and a standard deviation of 1.212. An average of 2.68 and a standard deviation of 1.168 show that managerial training content has improved management skills within the business, which 83% of participants agree with. Learning through different training content has improved creativity and innovation, supported by 92% of responses, a 2.88 average and standard deviation of 1.192. 74% of the responses show that ICT Training has improved technical abilities supported by a an average of 1.98 and standard deviation of 0.076. 71% of the feedback, an average of 1.86 and standard deviation of 0.068 show that improved risk-taking and opportunity identification is a result of receiving entrepreneurial training.

Table 4.7 Training Content and SME performance

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Training content influences employee performance	0%	2%	52%	46%	3.46	1.212
The managerial training content has improved managerial skills within the business	3%	14%	45%	38%	2.68	1.174
Learning through different training content has improved my innovation and creativity	2%	6%	40%	52%	2.88	1.192
The training of technical abilities have enhanced my technical skills	8%	18%	38%	36%	1.98	0.076
Receiving entrepreneurial training has enhanced my technical skills	9%	20%	40%	31%	1.86	0.068

Table 4.8 below indicates that training content is relevant to the performance of personnel shown by a p-value of <0.005 and r-value of 0.13. Managerial skills influence SME performance positively, with an r-value of -0.176 and a p-value of > 0.001. Technical skills positively influence SME performance with an r-value of 0.351 and a p-value of >0.001. A p-value of > 0.001 and r-value of 0.325 indicate that entrepreneurial skills positively affect organizational performance. The above analysis suggests that training content positively influences employee performance though its significance is relatively weaker. Correspondingly, managerial, technical and entrepreneurial skills positively affect SME performance.

Table 4.8 Correlation analysis of Training Content and its influence on SME Performance

	Organizational performance	Training Content	Management skills	Technical abilities	Entrepreneurial skills
Organizational performance	1				
Training Content	.130	1			
Management skills	.176*	.397**	1		
Technical skills	.351**	.342**	-.009	1	
Entrepreneurial skills	.352**	-.066	.374**	.363**	1
	.000	.429	.000	.000	.000

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

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.9 below represents the analysis of variance in training content and its influence on SME performance. As indicated below, there is a variance of 74.9% in employee performance that could be due to training content. These results suggest that training content influences SME performance.

Table 4.9 Analysis of Variance (Training Content on Employee Performance)

Model	R	R square	Adjusted Square	R	Std. Error of the Estimate
1	.867	.751	.749		.31617

Predictors: (Constant), Training Content

4.4 Performance of Small and Medium Enterprises

Table 4.10 below illustrates how entrepreneurship education influences small business performance. According to the results, profit margins increase after entrepreneurship education is conducted, with all the respondents agreeing supported by a mean of 0f 2.85 and a standard deviation of 0.813. 90% of the respondents, a mean of 2.57, and standard deviation of 0.852 state that there has been an increase in the number of new products introduced. Sales turnover has augmented, as indicated by 89% of the responses, an average of 2.00 and standard deviation of 0.535. Lastly, the market share increase results from entrepreneurship education, indicated by 91% of the respondents, and average of 2.26 and standard deviation of 0.784.

Table 4.10 Entrepreneurship Education and SME Performance

	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
Profit margins increased after entrepreneurship education	55%	45%	0%	0%	2.85	0.813
Entrepreneurship education has increased the number of new products introduced	40%	50%	6%	4%	2.57	0.852
Sales turnover increased after Entrepreneurship Education	38%	51%	8%	3%	2.00	0.535
Entrepreneurship education has led to an increase in market share	52%	39%	2%	7%	2.26	0.784

Table 4.11 below shows coefficient estimates for the relationship between the independent and dependent variables.

Table 4.11 Coefficients Estimates

Model	Unstandardized Co-efficient	Standardized Co-efficient	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	2.396	.682	4.823	.003
Training Needs Assessment	.471	.134	.527	4.915 .0001
Training Delivery Method	.480	.152	.427	3.201 .002
Training Content	4.30	1.210	.012	-0.354 .715

Dependent variable: Organizational performance

The coefficient estimates reveal that training needs assessment, mode of training, and training content influence the performance of SMEs at a 95% confidence level. The equation below predicts SME performance through entrepreneurship education.

$$\text{SME performance} = 2.396 + 0.471 \text{ Training Needs Assessment} + 0.480 \text{ Mode of Delivery} + 0.430 \text{ Training Content}$$

This equation supports the hypothesis that entrepreneurship education influences SME Performance. Therefore training needs assessment, mode of training delivery, and training content significantly impact the performance of small and medium enterprises.

4.5 Chapter Summary

This chapter presents the data collected by questionnaires issued. Information presented includes the general information of the respondents and research questions; how does training content, delivery method, and needs assessment influence SME performance? And data analysis and

presentation of findings in graphs and tables. The next chapter includes the conclusion, recommendations and summary of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research project, discussions on this research study's findings, conclusions and contribution of the findings to knowledge and recommendations to help fill gaps in this field and possibly offer further insight into future research. This research project's primary objective was to investigate the effect of entrepreneurial training on the performance of small and medium-sized enterprises in Kajiado County, Kenya.

5.2 Summary

Research findings show that training needs assessment positively influences SME performance. Study results also indicate that most organizations provide training to help improve their workforce. Additionally, as per the findings, training needs assessment is carried out before training and considers organizational goals. However, as per the research findings, most organizations do not link individual goals to corporate objectives while conducting training.

Additionally, training delivery method positively influences SME performance. The results indicate that workshops offer employees better skills and insights. On-the-job training gives employees more hands-on experience. Lectures also improve decision-making, as indicated by findings. Results also show that most organizations hand recruits mentors and that discussion groups are a good way of sharing ideas. Training content was measured in entrepreneurial managerial, and technical abilities. According to the study outcome, entrepreneurial training content influences employee performance and impacts organizational performance positively, while managerial, technical, and entrepreneurial skills positively affect performance. The position taken by this study therefore is that entrepreneurship education is not only critical in

acquisition of relevant entrepreneurial competencies, but also in the creation of entrepreneurial culture and realization of balanced economic development.

5.3 Conclusions

5.3.1 Effect on Training Needs Assessment on SME Performance

This research paper concludes that assessing training needs impacts SME performance positively. It further concludes that training needs must be considered before any training. Moreover, organizational goals must be incorporated into training. Nevertheless, individual goals and objectives do not receive much thought when training proceeds.

5.3.2 Effect of Mode of Delivery on SME Performance

This research concludes that the mode of training delivery influences SME performance. Workshops enhance individual skills and insight, while on-the-job training gives employees more techniques and experience through practice. Recruits have mentors and learn through apprenticeships, which the research findings have concluded. Similarly, lectures impact decision-making and improve knowledge as discussion groups allow employees to share ideas and opinions.

5.3.3 Effect of Training Content on SME Performance

This study concludes that training content is a vital aspect of organizational performance, supported by the results of the survey. Managerial, technical, and entrepreneurial training content offers knowledge in their respective fields that issue employees with particular know-how for dealing with challenges within administrative, technical, and entrepreneurial functions.

5.4 Recommendations

5.4.1 Study Recommendations

- This study recommends that SMEs integrate individual goals with business objectives to enhance the effect of training on the performance of small and medium-sized enterprises. Personalized training initiatives can help businesses align individual and business goals, potentially fostering performance outcomes.
- Additionally, all businesses require a robust training needs assessment before implementing any training initiatives or programs. Comprehensively analysing training needs ensures more effective and efficient training.
- Businesses should also observe a balanced mix of entrepreneurial, managerial and technical training content to equip employees with the competencies and knowledge necessary to excel in their respective roles.

5.4.2 Recommendations for further study

- Future studies can investigate the role of employee engagement in training effectiveness and the performance of small and medium-sized enterprises. This research would explore engaged employees are likely to gain from training and contribute positively to business outcomes.
- Research can also investigate the influence of individualized training initiatives on SME performance. This study would investigate how personalized training aligned with career goals and needs would affect business outcomes.
- A different study should explore the effect of customized training content on SME performance. This research would examine how training content tailored to business needs would affect performance.

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APPENDICES

Appendix 1: Questionnaire

Mark your response within the allocated spaces

PART ONE (Business details)

1. What sort of business do you operate /work in?

- Sole proprietorship
- Partnership
- Limited Liability company

2. What business category do you operate in?

- Clothing and textile
- Construction
- Cosmetics and pharmaceuticals
- Entertainment
- Farming and foods
- Travel and transport
- Specify any other

3. Respondent role within the business

- Employee
- Management
- Owner

4. Number of employees

1-9

10-49

50-250

5. How many years has the business operated?

5 years and below

Between 6 and 10 years

More than a decade

Beyond 20 years

PART TWO (Educational background)

6. Education background of the respondent

Primary

Secondary

Diploma

Degree

Masters

PHD

7. Any other additional courses taken? (If yes, specify which)

.....

8. What training did you undertake?

None

Apprenticeship

- Structured entrepreneurship education (diploma, degree, certificate)
- Capacity building programs (seminars, forums)
- Other (specify).....

9. What mode of delivery was used in administering entrepreneurial education?

- Media
- Lectures
- Workshops
- Focus group discussions

10. What entrepreneurial skills did you learn?

.....

11. What learning resources are there within the organization?

- Magazines & Journals
- Internet
- Textbooks
- Videotapes and recordings
- Other (specify).....

PART THREE (Entrepreneurship Education)

12. The statements below perceive the effectiveness of entrepreneurship education on SME performance. Kindly indicate to what extent you agree or disagree.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Training Needs Assessment influences business performance						
My venture provides training that emphasizes individual focus						
Needs Assessment is undertaken before any training is done						
Training Needs assessment puts into consideration task focus						
Training Needs Assessment includes organizational focus						

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Mode of Delivery has an impact on SME performance						
Workshops offer employees with new insights and skills						
On the job training gives employees more hands-on experience						
Lectures have improved decision making abilities						
New recruits are issued mentors where they will learn through apprenticeship						

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Training Content influences Employee performance						
The managerial training content has improved managerial skills within the business						
Learning through different training content has improved my innovation and creativity						
The training of technical abilities have enhanced my technical skills						
Receiving entrepreneurial training has enhanced my technical skills						

	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
Profit margins increased after entrepreneurship education						
Entrepreneurship Education has increased the number of new products introduced						
Sales turnover increased after Entrepreneurship Education						
Entrepreneurship Education has led to an increase in market share						

Thank you for your Cooperation.

Appendix 2: Research Budget

Entry	Sum (kshs)
Data collection	7000
Printing and Photocopying	7500
Transport	6000
Final report preparation	4000
Total	24,500

Appendix 3: Research authorization



KENYATTA UNIVERSITY GRADUATE SCHOOL

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P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/CTY/PT/38910/2017

DATE: 26th October, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

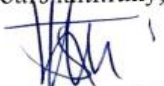
**RE: RESEARCH AUTHORIZATION FOR MICHAEL NZUKA MUSYIMI – REG. NO. D53/CTY/PT/
38910/2017**

I write to introduce Mr. Michael Nzuka Musyimi who is a Postgraduate Student of this University. He is registered for MBA degree programme in the Department of Business Administration.


Mr. Musyimi intends to conduct research for a MBA Project Proposal entitled, “Entrepreneurship Education and Performance of Small and Medium Enterprises in Kajiado County, Kenya”.


Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL


Appendix 4: NACOSTI permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

RefNo: **696207** Date of Issue: **19/January/2021**

RESEARCH LICENSE




This is to Certify that Mr.. Michael Nzuka Musyimi of Kenyatta University, has been licensed to conduct research in Kajiado on the topic: ENTREPRENEURSHIP EDUCATION AND PERFORMANCE OF SMALL AND MEDIUM ENTERPRISES IN KAJIADO COUNTY, KENYA, for the period ending : 19/January/2022.

License No: **NACOSTIP/21/8554**

Applicant Identification Number **696207**

Walter Muriuki
Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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