

ENTREPRENEURSHIP EDUCATION FOR SMALL AND MEDIUM BUSINESS ENTERPRISES IN KAJIADO COUNTY, KENYA

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ABSTRACT

Studies have variously reported that even though small and medium enterprises are critical for economic development, they face numerous challenges especially in their initial stages after inception. Most of these businesses fail to make it to their fifth year of operation mainly due to insufficient entrepreneurship competencies. Extant studies have therefore concluded that entrepreneurship education is an important ingredient towards the development of requisite skills set and the resultant enhanced business performance. However, most of the existing studies were either based on secondary literature, examined financial performance indicators alone, or have a narrow scope and small sample size. Thus the current study that sought to establish the influence of entrepreneurship education, with specific reference to 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 180 SMEs, while the unit of observation was 121 entrepreneurs and senior executives selected using cluster sampling from five divisions. A semi-structured data collection tool was used to generate qualitative and quantitative data in line with the specific objectives of the study. Data

was analysed 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 for enhanced performance, but also in the creation of entrepreneurial culture and realization of 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.

Keywords: Entrepreneurship Education, Performance of Small and Medium Enterprises.

INTRODUCTION

Small and Medium Enterprises (SMEs) constitute a significant portion of all economic sectors, and do contribute a higher percentage of the Gross Domestic Product (GDP) in many countries around the world (Forth & Bryson, 2019; Mwasiagi, Kombo & Gravenir, 2022). SMEs are therefore crucial to economic development especially through their job creation abilities, poverty reduction, facilitation of balanced economic development and their trade middlemen role along the supply chains (Forth & Bryson, 2019; Putri, Nugroho & Purnomo, 2019; Ipinnaiye, Dineen & Lenihan, 2017; Krishnapriya & Baral, 2014). For instance, Abd Rahman, Aman, Adnan, Ahmad and Darus, (2014) reported that more than 50% of all jobs originate from the SME sector. Other studies have also concluded that SMEs are a cornerstone in innovation that benefits their flexibility and consistent organizational structures to a degree that promotes better performance (Kivinda, 2018; Atieno, 2013). However, empirical data indicates that most of the SMEs tend to go out of business during their early stages of operation, punctuated by unpredictable performance assessed through myriad of indicators (Kivinda, 2018; Azim & Al-Kahtani 2014). Performance by SMEs has variously been assessed using one or a combination of indicators such as periodical sales turnover, representing the amount of revenue a business generates from its daily activities, excluding investments because they are non-operating income (Papulová *et al.*, 2021). In the same vein, Forth and Bryson (2019) in their study on management practices and performance of SMEs, suggested that it takes approximately four years to analyze business performance. The first period is a two-year follow-up, then year three and four appraisals. An increase in productivity and turnover growth are additional measures of business performance. Similarly, profit margins have also been applied because some studies have judged them to be a good indicator of an SME's financial viability (Rojas-Lema *et al.*, 2021). Profit margins determine whether a business can manage its expenses and gain returns (Atieno, 2013). Other parameters that have been used include new product development which is said to be an effective measure of a firm's performance because introducing new goods and services is an indication that a business is operating in a manner to meet changing customer tastes and service preferences for competitiveness (Putri *et al.*, 2019). There is also the use of market share which defines the size of a business by illustrating its competitiveness and dominance within a specific market (Rojas-Lema *et al.*, 2021). Market share is determined by calculating business sales against the total share of sales over a specified period (Rojas-Lema *et al.*, 2021; Mwasiagi, Kombo, Nawiri & Iloka, 2022; Forth & Bryson, 2019).

The reported poor performance of SMEs has been attributed to many factors including minor and straightforward mistakes that culminated into business shutdowns (Abd Rahman *et al.*, 2014). Some studies have also reported that most of these SMEs fail to make it to their fifth year of operation mainly due to insufficient entrepreneurship competencies (Kivinda, 2018; Azim & Al-Kahtani 2014). Numerous studies have therefore concluded that entrepreneurship education is an important ingredient towards the development of requisite skills set, entrepreneurial culture and the resultant enhanced SME performance (Mwasiagi, Kombo, Nawiri & Iloka, 2022; Forth & Bryson, 2019; Kivinda, 2018; Azim & Al-Kahtani 2014). Entrepreneurship education is here used to refer to a series of training and development programs undertaken by interested individuals to improve their business skills and awareness (Boons & Lüdeke-Freund, 2013). This position is related to Mong'are (2017) and Muriithi (2017) description that explains entrepreneurship education as business training

that includes arts and innovations used in public, government and business forums. The relevance of entrepreneurship education towards business performance according to Sambo *et al.* (2015) is that it prepares people to respond reasonably and have a business sense to handle output and demand while managing incurred risks to earn a profit. Furthermore, entrepreneurship education encourages one to strive for success (Ucbasaran *et al.*, 2013). Training in entrepreneurship therefore gives people the awareness of opportunities, develops skills, abilities and techniques for entrepreneurs, thus contributing to the development of the business (Mwasiaji, Kombo, Nawiri & Iloka, 2022; Forth & Bryson, 2019). Moreover, through entrepreneurship education, entrepreneurs receive essential information on managing and dealing with emerging issues and finding appropriate solutions (Mwasiaji, Mambo, Mse & Okumu, 2021).

The current study therefore sought to establish the influence of entrepreneurship education, with specific reference to training need assessment, mode of delivery and training content, on the performance of SMEs in Kajiado County, Kenya. Kajiado County was identified for this study partly because it 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 constituencies host over 24,453 registered and licensed commercial companies, with some studies reporting incompetence and poor working capital as the primary causes of SME failure in Kajiado County (Nganu, 2018; Ipinnaiye, Dineen & Lenihan, 2017; Koech, 2015). Among the licensed enterprises in Kajiado County, small and medium-sized ventures account for more than 90% of the population (Kivinda, 2018; MSME Basic Report, 2016). Within this context, the local County government has attempted to promote SMEs without paying much attention to programmes on entrepreneurship education, even though the same has previously been linked to improved business performance in other contexts (Muriithi, 2017; Njoroge & Gathungu, 2013). Other studies such as Kivinda (2018) reported that most SMEs in Kajiado County lack adequate education and training that would help them adopt financial services from banks and other financial institutions. Hence the current study that sought to bridge the data gap on the influence of entrepreneurship education in the said Kajiado County.

Problem Statement

Numerous studies have reported that SMEs are critical for economic development (Mwasiaji, Mambo, Mse & Okumu, 2021; Forth & Bryson, 2019; Ipinnaiye, Dineen & Lenihan, 2017; Koech, 2015). Despite this, SMEs normally face numerous challenges especially in their initial stages of operation (Muriithi, 2017; Sambo *et al.*, 2015; Matofari *et al.*, 2015; Abd Rahman *et al.*, 2014). Unfortunately, most SMEs do not make it to the fifth year after inception mainly due to insufficient entrepreneurship competencies (Forth & Bryson, 2019; Mwasiaji, Kombo & Gravenir, 2022). Several studies have therefore concluded that entrepreneurship education is an important ingredient towards the development of requisite skills set by entrepreneurs and the resultant enhanced business performance (Mwasiaji, Kombo, Nawiri & Iloka, 2022; Kivinda, 2018; Kivinda, 2018; Sambo *et al.*, 2015; Abd Rahman *et al.*, 2014). Other studies have also been undertaken seeking to investigate various operational aspects of SMEs and their link to performance. For instance, Abd Rahman *et al.* (2014) investigated the relationship between occupational stress, developing training needs and performance enhancement of SME employees in Melaka. Another study by Ladzani and Vuuren

(2002), surveyed SMEs within South Africa, emphasizing the importance of improving entrepreneurial skills in promoting innovation and the ability to recognize business opportunities. However, the unit of observation for the study was trainers and employees rather than enterprise owners and or entrepreneurs. Additionally, the study was limited to only qualitative data (Ladzani & Vuuren, 2002). Another study by Dancher *et al.* (2013) which sought to identify training needs for unknown and dynamic situations, concluded that a needs assessment is essential for effective training and development. However, the study did not provide population and sample size information. Another study conducted in Mombasa County, Kenya by Matofari *et al.* (2015) investigated the impact of training on SMEs in the hospitality industry. Most of the existing studies on SME operations however, were either based on secondary data, examined financial performance indicators alone, or have a narrow scope and small sample size. Thus the need for the current study which sought to establish the influence of entrepreneurship education, with specific reference to training need assessment, training content and mode of delivery, on the performance of SMEs in Kajiado County, Kenya.

LITERATURE REVIEW

Training Needs Assessment Model

The model to assess training needs suggests that organizations can and should establish real capacity building 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 (Draghici, Fistis, Carutasu & Carutasu, 2021). 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 (Nadeem & Hafeez, 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 and Tripathi (2017) reported that in many cases where management assesses need, 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 (Nadeem & Hafeez, 2016). Hence, TNA explains the importance of learning personal, departmental, and organizational requirements to maximize output, making it suitable for this research.

Knowledge-Based View

Knowledge-Based-view (KBV) is the latest extension of the company's Resource Based-View (Kirsimarja & Aino, 2015; Randall, 2013). KBV of the firm therefore acknowledges 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. According to Kogut and Zander (1992), the central competitive dimension of enterprises is the sharing and transfer of not only information and know-how of individuals and groups within an organization, but also knowledge embedded in the organizational principles by which people cooperate within firms. It's noteworthy that 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 and Aino (2015) observed 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 (Draghici, Fistis, Carutasu & Carutasu, 2021; Bansal & Tripathi, 2017). Education and sufficient experience make it possible to form, analyze, plan and manage small-and-medium enterprises (Kirsimarja & Aino, 2015; Randall, 2013). 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 (Draghici, Fistis, Carutasu & Carutasu, 2021; Randall, 2013). Hence, education and training foster learning.

The KBV of the firm was judged to be relevant to this study since it illustrates the importance of gaining knowledge and experience and how it influences business 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.

Competence-Based View

The competence-based view provides a vision for maintaining a competitive advantage and a critical strategic management framework (Kadenyeka & Mwasiagi, 2023; Latukha *et al.*, 2019; Makulova *et al.*, 2016). 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). The competence-based view states that the entrepreneur's job is to identify essential skills, intending to seize opportunities through new approaches to achieving business 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; Krishnapriya & Baral, 2014). This process is vital to ensure that core competence points remain relevant through training which accords individuals the ability to identify opportunities and develop skills and abilities (Kadenyeka

& Mwasiaji, 2023; 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 allows the acquisition and development of core competencies that can allow the entrepreneurs effectively manage their enterprises and gain a competitive advantage. Consequently, it is beneficial to a business such as an SME if it prioritizes entrepreneurship education and training in order to have more efficient and effective business operations (Krishnapriya & Baral, 2014), hence the relevance of competence-based view to the current study.

EMPIRICAL REVIEW

Training Needs Assessment and SME Performance

Business leaders need to optimize use of business resources in areas critical to enhanced organizational performance linked to its targets, improving operations, offering better products and services, and maximizing output. This can be facilitated through training which is the first step of a continuous cycle encompassing relevance practices (Ferreira & Abbad, 2013). In this regard, a training needs assessment (TNA) is a critical requirement before creating a development plan (Dancher *et al.*, 2013). TNA is further used to determine training necessities, content, timetables and preferred performance appraisal system. This conclusion is based on studies that have been undertaken seeking to establish a link if any between training Needs Assessment (TNA) with SME performance. Abd Rahman *et al.*, (2014) for instance explored the relationship between occupational stress, developing training needs, and performance enhancement of SME employees in Melaka. The primary objective of the study was to define the impact of stress factors on training needs on SME performance enhancement. Study findings indicated a significant correlation between occupational stress, training needs, and SME performance. Moreover, firms could use stress factors to develop a training needs assessment. However, the study primarily focused on stress factors which then imply a contextual gap. Another study by Dancher *et al.*, (2013) sought to identify training needs for dynamic and unknown situations. The survey aimed to investigate the implication of training needs in dynamic and unknown situations. The study findings showed that a needs assessment is essential for effective training and development. Moreover, needs assessment helps advance dynamic competences and human capital. .

Mode of Delivery and SME Performance

According to Huka *et al.* (2015), if individuals take entrepreneurship education at a young age, they are most likely to end up as 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; Valerio, Parton & Robb, 2014). However, there is no universal agreement as to which training method is more efficient and effective than the other, though some scholars believe that practical understanding is more beneficial and effective than other training methods (Mwasiaji, Kombo, Nawiri & Iloka, 2022; Mwasiaji, Mambo, Mse & Okumu, 2021; Nganu, 2018; Ipinnaiye, Dineen & Lenihan, 2017; Azim & Al-Kahtani, 2014; Njoroge & Gathungu, 2013). Other studies

such as Matofari *et al.* (2015) reported that that most SMEs preferred on-the-job training as a learning method. Some of the tools with the most impact in practical training include interviews, demonstrations and presentations (Matofari *et al.*, 2015; Valerio, Parton & Robb, 2014). However, the study does not indicate the population or sample size. The above study has a methodological gap which the current study sought to fill using a sample size of 121 SMEs. Another study by Jones, Beynon, Pickernell and Packham (2013) investigated the effect of training on organizational performance in the public sector. The purpose of the study was to examine how different training methods influence the performance of Small and Medium Enterprises (SMEs).

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 aspects of training content are most significant considering that scholars in different disciplines have varying opinions. However, Azim and Al-Kahtani (2014) study 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. The study findings suggest that additional training content needs to be in various stages of an organization, either in the development or implementation stages (Azim & Al-Kahtani, 2014). This study however relied only on secondary data, hence implying a methodological gap. Another study by Ladzani and Vuuren (2002) examined entrepreneurship education for developing small businesses in South Africa, with specific reference to 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, hence the current study that generated empirical data from entrepreneurs in Kajiado County to fill the identified data gaps.

RESEARCH METHODOLOGY

Descriptive research design was adopted in line with the objectives of this study as per Siedlecki (2020) recommendation. The unit of analysis was 180 SMEs out of the 12,715 registered businesses within Kajiado County, while the unit of observation was 121 entrepreneurs and senior executives, determined as per Krecie and Morgan (1970) formulae, and selected using cluster sampling from five (5) different divisions. Specifically, 92 SMEs represented 76.03% of the total sample from Kajiado North. 6 SMEs contributed 4.95% from the Central region of Kajiado. Kajiado East and West had a percentile representation of 12.39% and 2.47%, respectively, standing for 15 SMEs from the East and three from West Kajiado. Lastly, Kajiado south had 4.13%, which signified 5 SMEs from that region. Cluster sampling was used so as to ensure that each element had the same opportunity to be chosen (Chen *et al.*, 2016). This means that all businesses within the SME sector had the chance to be nominated to reduce prejudice and make the results more reliable. A piloted

semi-structured data collection tool whose reliability and validity had been assessed and found authentic, was used in gathering both qualitative and quantitative data in line with the specific objectives of the study (Siedlecki, 2020; Krosnick, 2018; Adusei & Gyapong, 2017). The initial segment of the questionnaire required data on the kind of trade and the period of operation, while the preceding section included items linked to research variations; training needs training, delivery method, and training content. A pick-and-drop technique was utilized in this research because most of the respondents were not immediately available to provide responses to the questionnaire items. SPSS software was used to compute descriptive statistics and results presented through percentages, tables, pie charts and graphs (Siedlecki, 2020).

STUDY RESULTS

Response Rate

Out of 121 issued questionnaires, 82 from different clusters and businesses spread across five administrative areas in Kajiado County were correctly completed and collected, making them eligible to conduct the research, indicating a response rate of about 68%, which adequately represents the total sample as per King et al., (2016).

Descriptive Statistics

Descriptive statistics for the both the independent and the independent variables have been presented in Tables 5.1.1, 5.1.2, 5.1.3 and 5.1.4 as follows.

Table 5.1.1: Training Needs Assessment and SME Performance

Item Description	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Training Needs Assessment influences on organizational performance	0%	0%	42%	58%	3.50	1.220
My organization provides training that helps improve human capital	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 organizational goals	4%	18%	45%	33%	2.48	0.814
Training Needs Assessment links personal objectives to organizational goals	28%	37%	22%	16%	1.96	0.784

Correlation analysis of Training Needs Assessment and its influence on Organizational Performance revealed that training needs assessment impacts organizational performance since it has a p-value of <0.01 and an R-value of 0.840 and. A p-value of <0.01 and an R-value of 0.526 suggest that employee Assessment is relevant to organization performance. Assessment of needs is relevant to

organizational performance, with a p-value of <0.001 and an R-value of 0.54. Organizational assessment is relevant to organizational performance since it has a p-value of <0.001 and an R-value of 1.52. Analysis of Variance for Training Needs Assessment on Organizational performance is as follows:

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

Predictors: (Constant), Training Needs Assessment

Table 5.1.2: Mode of Delivery and SME Performance

Item Description	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Mode of Delivery has an impact on Organizational 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
Focus group discussions assist in sharing views and ideas	3%	10%	49%	38%	2.64	1.224

Correlation analysis of Mode of Delivery and its influence on Organizational Performance revealed that the mode of delivery impacts employee performance 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. A p-value of <0.01 and R-value of -0.292 signify that focus discussion groups influence the performance of employees. Analysis of Variance for Training Delivery Method on Organizational performance is as follows:

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

Predictors: (Constant), Training Delivery Method

Table 5.1.3: Training Content and SME Performance

Item Description	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 management skills within the organization	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
ICT Training has improved my technical abilities	8%	18%	38%	36%	1.98	0.076
Improved risk-taking and opportunity identification is a result of receiving Entrepreneurial training	9%	20%	40%	31%	1.86	0.068

Correlation analysis of Training Content and its influence on Organizational Performance revealed that training content is relevant to the performance of organizational personnel shown by a p-value of <0.005 and R-value of 0.13. Management skills influence organization performance, with an R-value of -0.176 and a p-value of > 0.001. Technical abilities influence organizational 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 affect organizational performance. Analysis of Variance for Training Content on Organizational performance is as follows:

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

Predictors: (Constant), Training Content

Table 5.1.4: Entrepreneurship Education and SME Performance

	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
Profit margins increased after implementing 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

The coefficient estimates for the relationship between the independent and dependent variables reveal that Training Needs Assessment, Mode of Training and Training Content influence the performance of SMEs at a 95% confidence level. The following equation predicts SME performance after the implementation of Entrepreneurship Education.

SME performance = 2.396 + 0.471 Training Needs Assessment + 0.480 Mode of Delivery + 0.430 Training Content

This equation supports the proposition 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 in Kajiado County Kenya.

Summary, Conclusion and Recommendations

The purpose of this study was to examine the influence of entrepreneurship education, with specific reference to training need assessment, mode of delivery and training content, on the performance of small and medium enterprises in Kajiado County, Kenya.

The study revealed that Training Needs Assessment, Mode of Training Delivery, and Training Content significantly influences the performance of SMEs in Kajiado County Kenya. These findings are in many aspects in agreement with similar others that sought to examine various operational aspects and organizational performance (Dancher *et al.*, 2013; Abd Rahman *et al.*, 2014; Azim & Al-Kahtani, 2014; Matofari *et al.*, 2015; Ladzani & Vuuren, 2016; Forth & Bryson, 2019; Ipinnaiye *et al.*, 2019). The position taken by this study therefore is that Entrepreneurship Education is not only critical in acquisition of relevant entrepreneurial competencies for enhanced organizational performance, but also in the creation of entrepreneurial culture and realization of balanced economic development. There is need therefore for the County Government of 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 formal training to further enhance their competencies in line with the ever-changing market conditions. 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.

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