ENTREPRENEURIAL TRAINING AND PERFORMANCE OF MICRO AND SMALL ENTERPRISES UNDER YOUTH EMPLOYMENT OPPORTUNITIES PROJECT IN KISUMU COUNTY, KENYA

Menya, P. O., & Machuki, V.

The Strategic JOURNAL of Business & Change MANAGEMENT
ISSN: 2312-9492 www.strategicjournals.com
Vol. 7, Iss. 3, pp 1522 – 1533. September 19, 2020. www.strategicjournals.com, ©Strategic Journals

ENTREPRENEURIAL TRAINING AND PERFORMANCE OF MICRO AND SMALL ENTERPRISES UNDER YOUTH EMPLOYMENT OPPORTUNITIES PROJECT IN KISUMU COUNTY, KENYA

Menya, P. O., [1*]& Machuki, V.[2]

[1*] Master of Science in Entrepreneurship and Innovations Management, University of Nairobi [UoN], Kenya
[2] Ph.D, Lecturer, Department of Business Administration, School of Business, University of Nairobi [UoN], Kenya

Accepted: September 18, 2020

ABSTRACT

Kisumu County is one of the counties that has benefited from KYEOP with more than 500 MSEs benefiting from entrepreneurship training. The beneficiary enterprises were expected to show improved business performance through increased profits. However, the beneficiary enterprises have shown little or no improvement in performance. This study sought to determine the influence of entrepreneurial training on performance of MSEs under KYEOP in Kisumu County. The study was based on descriptive research design. The study targeted 558 MSEs in Kisumu County under Cycle 4 of KYEOP. A sample1of 227 MSEs were selected using the Krejcie and Morgan. Stratified random sampling was used to select the businesses based on size. The study used both primary and secondary data. Primary data was collected using questionnaire while data collection schedule was used to collect secondary data. Descriptive and multiple regression were used for data analysis. The study found that content of training influenced the performance of beneficiary MSEs under KYEOP significantly. The study further found that nature of training significantly influenced business performance among beneficiary MSEs under KYEOP. The business performance grew tremendously as from august 2019 up to Dec 2019. However, a fall in client base was witnessed by business starting from January up to May 2020.

***Key words**: Entrepreneurship, Training, Business Performance, Micro and Small Enterprises, Entrepreneurial skills*

CITATION: Menya, P. O., & Machuki, V. (2020). Entrepreneurial training and performance of micro and small enterprises under youth employment opportunities project in Kisumu County, Kenya. *The Strategic Journal of Business & Change Management*, 7(3), 1522 – 1533.

INTRODUCTION

Entrepreneurship training has been cited to promote innovativeness, risk taking, opportunity identification, business management, and technical skills development (Lewrick, 2011). According to Alarape (2017), small businesses, whose owner/managers who have the experience of participating in entrepreneurship programs, exhibited superior managerial practice; hence, a higher gross-margin and rate of growth than small businesses whose owner/managers did not have such experiential learning. According to KEPSA-KYEOP report (2017), a total of 1464 youth has successfully graduated from the KYEOP program in Kisumu. However, little is known about the extent to which this training relates with youth enterprises under the project in Kisumu County. Research shows that majority of the lot operating MSEs in Kenya are not quite well equipped in terms of education and skills. In the urge of saving the MSEs, numerous agencies in Kenya continue to mount entrepreneurial programs on micro and small enterprises. In this line, the government came up with KYEOP to offer entrepreneurship training to the MSE owners in Kenya.

Global studies have been done on entrepreneurship and business performance. Mayuran (2016) studied the impact of entrepreneurship training1on performance of small enterprises in Jaffna district of Sri Lanka; Yahya1and Othman (2012) studied the impact of1training on small and medium enterprise performance in Malaysia; and Alarape (2017) studied entrepreneurship programs and growth of small businesses in Nigeria and found improved profits and sales due to entrepreneurship programs. Locally, Kithae et al (2013) used the case of Embu municipality to study the impact of entrepreneurship training on performance of micro and small enterprises in Kenya; Nganu (2018) entrepreneurship training and performance of small and micro enterprises in information communication technology sector; while Njoroge and Gathungu (2013) studied the effect of entrepreneurial education and training on development of small and medium size enterprises in Githunguri and found no relationship between the two variables. The question is: what is the influence of entrepreneurship training on the performance of beneficiary MSEs under KYEOP in Kisumu County?

LITERATURE REVIEW

Empirical Review

Yahya and Othman (2012) studied the influence of training on small and medium enterprise performance in Malaysia. The methods used are descriptive analysis, Pearson correlation, stepwise regression procedures and t-test. The data for the study were collected through mail questionnaires sent out to 500 SMEs. The empirical information resulted from analyzing the data1obtained from the SMEs, indicated that entrepreneurship training had a positive impact on business performance. The study also found that the nature of training contributed significantly to improved business performance.

Muthalib, Harafa, Yani and Rostin (2014) did an empirical study on entrepreneurship and its impact on business performance improvement based on a case of micro business industrial sector in Kendari, Indonesia. A hundred enterprises were sampled for the study. The data were analyzed using hierarchical regression analyses. Entrepreneurship has a positive impact effect on the business performance as shown by the findings.

In South wales, Jones, Beynon, Pickernell and Packham (2013) evaluated the impact of different training methods on SME business performance. The study utilized a dataset of 3558 SMEs. Correlations and multivariate regression analysis were done. Training was measured in terms of training methods and related to performance of businesses in terms of sales. The study found that entrepreneurship training had a positive effect on business performance.

In Sri Lanka, Mayuran (2016) studied the impact of entrepreneurship training on performance of SMEs in Jaffna District. Data were collected through questionnaires obtained from sixty employees from SMEs from Jaffna District. The study used correlation and regression statistics to analyse the data. The study also used descriptive statistics in its analysis. An insignificant relationship between entrepreneurship training and business performance. The study found out that customer care, marketing, quality maintenance and financial management were being taught as the content of entrepreneurship training. The content was basically business management skills and the effect of the other entrepreneurial skills on performance were not addressed. This study focused on the content of training to include managerial skills, technical skills and entrepreneurial skills.

In Uganda, Marus, Mwosi, Mutesigensi and Ebong (2019) studied the role of entrepreneurial skills in the performance of SMEs In Nebbi District, West Nile Region. Using both purposive and simple random sampling procedure, 106 participants were selected for the survey. A questionnaire was used in the study. Statistical package (SPSS) assisted in data analysis. The study concluded that there is a moderate relationship between entrepreneurial skills and performance of SMEs. However, entrepreneurial skills contributed only 32.5% of the level of performance in Nebbi district. The relationship was found to be positive and significant.

In Ethiopia, Tesfaye (2018) studied entrepreneurship training and its impact on business performance of SMEs in Oromia Regional State. The study covered micro and small business enterprises those who had been received entrepreneurship training in Ethiopia from 2014-2018 in Oromia Regional State. Systematic and stratified sampling method was employed to select representative samples from the target population. Primary1and secondary data were1collected through open and close ended questionnaires and interview and analysed using paired sample t-test, ANOVA and Linear regression statistical tests. The correlation and regression analysis reveal that there was a positive significant relationship between entrepreneurship training and business performance.

Kithae, Maganjo and Kavinda (2013) used the case of Embu municipality to study the impact of entrepreneurship training on performance of micro and small enterprises in Kenya. The research method was mainly explanatory though elements of descriptive and exploratory strategies were incorporated. A survey targeting sixty-eight beneficiaries was done. Data was analyzed using descriptive statistical tools. Pearson's correlation matrix was used to show the relationship' between the dependent and the independent variables. Entrepreneurship training was found to have had no impact1on the change of attitude and acquisition of entrepreneurial skills to target beneficiaries.

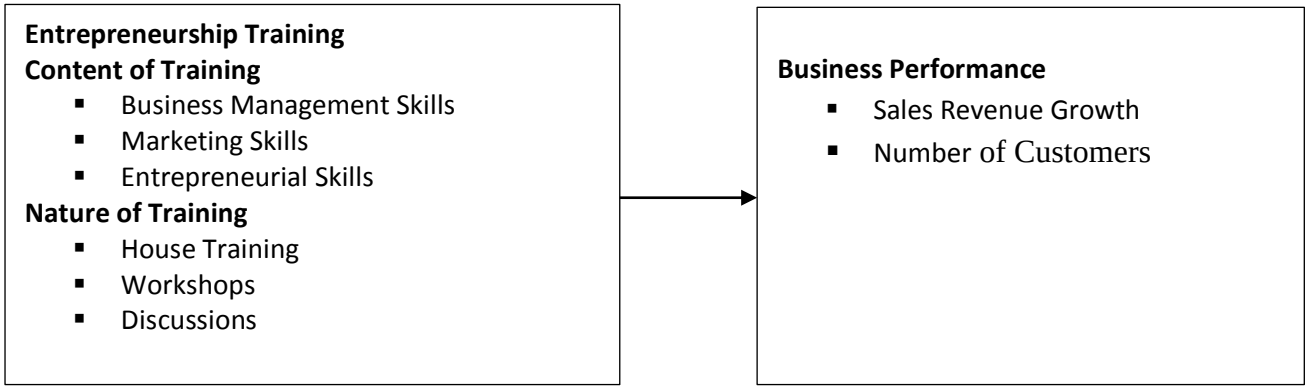
Nganu (2018) entrepreneurship training and performance of small and micro enterprises in information communication technology sector in Nairobi city county, Kenya. The study adopted a positivist research philosophy. Mixed method research design was used to collect qualitative and quantitative data. The target population for this study was 273 small and micro enterprises in the ICT sector that successfully received entrepreneurship training prior to the year 2012 under the ICT Authority. Systematic random sampling technique was used to select 73 respondents. Two sets of semi-structured questionnaires were used to collect primary data. Document analysis was done to collect secondary data. Quantitative data from the structured questions and secondary data was analyzed using descriptive and inferential statistics. Content analysis was used in analyzing qualitative data collected from unstructured questions in the questionnaire. The study established that entrepreneurship training had an insignificant relationship with business performance.

Njoroge and Gathungu (2013) studied the effect of entrepreneurial education and training on development of small and medium size enterprises in Githunguri District-Kenya. This was an exploratory research design. The target population was all the 1670 legally registered SMEs in Githunguri district. The study used simple random sampling in which 167 SMEs were sampled. Data was collected using structured questionnaire. The study established that the entrepreneurs were able to market their products within the district but not around the country. The results of the study revealed that the entrepreneurs were able to do simple daily book keeping of business transactions but were not able to do complex financial statements. There was lack of training on financial, strategic management and marketing which in turn showed no significant effect on SME performance.

Theories

The study was based on the social cognitive and the experiential learning theory of entrepreneurship. The social cognitive theory was postulated by Bandura in 1982. The theory establishes that the environment causes behaviour, but behaviour also1causes the environment. The theory proposes that human conduct must be explained in terms of the reciprocal interaction between cognitive behaviour and environmental determinants. The social cognitive theory of Bandura (SCT) centres on the concepts of reinforcement1and observation, giving more importance to the mental internal processes as well as to the interaction of the subject with others. We can infer that the entrepreneurs learn new things during training and interaction with various entrepreneurs or trainers that reinforce entrepreneurial behaviour which in turn influence the business performance.

Experiential learning theory of entrepreneurship was developed by Corbett (2005). The theory explains experiential learning as a continuous learning process where experience is transformed into knowledge. The theory postulates that entrepreneurship requires several different types of learning (convergent, assimilative, divergent, accommodative) at different stages of the entrepreneurial process (preparation, incubation, evaluation, elaboration, respectively). The theory postulates that experiential learning enable owners, managers and employees to learn skills and knowledge (Sørensen & Fassiotto, 2011). They can then use this knowledge to improve their productivity and enhance the productivity of their business. This theory fits the study in that it shows the need for external learning which can be done through entrepreneurship training. The theory also relates to the study in that it recognizes the need for knowledge and training where it states that business with highly trained employees perform better.



Independent Variable **Dependent Variable**

Figure 1: Conceptual Framework

METHODOLOGY

The study was based on descriptive research design. A descriptive research design describes the relationship between two or more variables. The design enabled the researcher establish the cause effect relationship between entrepreneurship training and business performance. The study targeted the 558 MSEs owned by the beneficiaries of Kenya Youth Employment Opportunities Project in Kisumu County. The respondents were the MSE owners who received entrepreneurship training from KYEOP in cycle 4. According to KYEOP (2019), there were 1,464 beneficiaries of KYEOP in Kisumu County with 558 beneficiaries in Cycle 4.

A sample of 227 MSEs were selected using the Krejcie and Morgan formula. The sample was selected through stratified random sampling based on the size (Small and Micro). Primary data was collected using a structured questionnaire. Questionnaire was administered in a way that the research assistant asked the respondent questions and wrote down the answers.

Data collection schedule was used to collect secondary data on sales revenue and customers. The data was collected based on an 11 month from August 2019 to June 2020. Descriptive and inferential statistics were generated for analysis using SPSS V25. Multiple regression analysis used the model: $Y=\beta_0+\beta_1X_1+\beta_2X_2 + e$. Where: Y = business performance; X_1= Content of training; X_2= nature of training; β0= Constant; β_1, and β_2= Coefficients of determination; e is the error term. F-statistics was used to test the significance of the model.

Demographics

From Table 1, most (40.2%) of the participants were aged more than 29 years. Majority (60.3%) of the respondents were males whereas 39.7% were female. Further results showed that most (40.2%) of the respondents indicated that they had been in business for a period of 11-15 years with most of the SMEs having between 5-10 employees. Results presented confirmed that 43.5% the SME had been in operation for more than 5 months after the training.

Table 1: Demographics

Age	Frequency	Percentage
less than 20 years	18	9.8
20-25 years	38	20.7
26-29 years	54	29.3
More than 29 years	74	40.2
Gender	Frequency	Percentage
Male	111	60.3
Female	73	39.7
Period of Business Operation	Frequency	Percentage
1-5 years	12	6.5
6-10 years	36	19.6
11-15 years	74	40.2
more than 15 years	62	33.7
Employees	Frequency	Percentage
Less than 5 employees	50	27.2
between 5-10 employees	72	39.1
between 11-15 employees	37	20.1
between 16-20 employees	25	13.6
Period of Operation after Training	Frequency	Percentage
Less than 3 months	31	16.8
3-5 months	73	39.7
More than 5 months	80	43.5
Total	184	100.0

Content of Training

Table 2: One-Sample T-Test Business Management Skills

	Test Value = 3					
	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
I have acquired book keeping skills through entrepreneurship trainings	184	3.9293	.77559	16.254	183	.000
I have acquired financial management skills through entrepreneurship trainings	184	4.0000	.82316	16.479	183	.000
I have acquired planning skills through entrepreneurship trainings	184	3.9022	.79010	15.489	183	.000
I can now better implement my business plans after attending entrepreneurship training	184	3.8696	.85209	13.843	183	.000
I have acquired time management skills through entrepreneurship trainings	184	3.9728	.79913	16.513	183	.000
I am able to effectively control the functions of my business after attending entrepreneurship trainings	184	3.8641	.80844	14.499	183	.000
I acquired staff recruitment skills through entrepreneurship training	184	4.0652	.77254	18.704	183	.000
Entrepreneurship training empowered me with computer maintenance skills	184	3.8641	.80844	14.499	183	.000
I can now better maintain my ICT systems after attending1entrepreneurship training	184	4.0598	.85680	16.778	183	.000

From the one sample t test statistics shown by table 2, $p < .05$ for all the statements relating to business management skills ($p = .000$). Therefore, it can be concluded that the means achieved were statistically significant from the mean of the Likert scale (3) at 95% confidence level, df=183.

Table 3: One-Sample T-Test for Marketing Skills

	Test Value = 3					
	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
Entrepreneurship training has empowered me to identify customer needs better	184	3.8641	.80844	14.499	183	.000
Entrepreneurship training has enabled me handle clients complaints more effectively	184	3.8261	.82460	13.589	183	.000
Entrepreneurship training empowered me to price my products better	184	3.6413	.75504	11.521	183	.000
I am able to advertise my business after attending entrepreneurship training	184	3.7717	.76256	13.728	183	.000
My skill on product distribution have been enhanced by entrepreneurship training	184	3.9891	.81642	16.434	183	.000
I have been able to reduce my customer waiting time after I attended entrepreneurship training	184	3.6739	.74817	12.218	183	.000
I am able to effectively source for my business in put after attending entrepreneurship training	184	3.8043	.98889	11.033	183	.000

From the one sample t test statistics shown by table 3, p < .05 for all the statements relating to marketing skills (p = .000). Therefore, it can be concluded that the means achieved were statistically significant and different from the mean of the Likert scale (t=3) at 95% confidence level, df=183.

Table 4: One-Sample T-Test for Entrepreneurship Skills

	Test Value = 3					
	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
Entrepreneurship training that I attended enhanced my creativity	184	3.7989	.87328	12.409	183	.000
Entrepreneurship trainings have enhanced my ability to identify business opportunities	184	3.7717	.85063	12.307	183	.000
I have managed to successfully introduce a new product/service after attending entrepreneurship training	184	3.8587	.81088	14.365	183	.000
I am able to diversify the way of doing things in my business after attending entrepreneurship training	184	4.0761	.81962	17.809	183	.000
My ability to take risks have been enhanced through entrepreneurship trainings	184	3.7391	.85404	11.740	183	.000
My ability to make responsible business decisions has been enhanced by entrepreneurship training	184	3.7717	.81117	12.905	183	.000

From the one sample t test statistics shown by table 4, p < .05 for all the statements relating to entrepreneurial skills (p = .000). Therefore, it can be concluded that the mean of the statements relating to entrepreneurial skills are statistically significantly different from the mean of the Likert scale (t=3) at 95% confidence level, df=183.

Nature of Training

Table 5: Trainings Received

	Opinion	Frequency	Percentage
In house training	Yes	120	65.2
	No	64	34.8
Field trips	Yes	120	65.2
	No	64	34.8
Lecture method	Yes	155	84.2
	No	29	15.8
Discussions	Yes	88	47.8
	No	96	52.2
	Total	**184**	**100.0**

From table 5, 155(84.2%) of the respondents indicated through lecture method, 120(65%) indicated through field trips or in-house training while 88, (47.8%) of the respondent indicated through discussions.

Table 6: Impact of Trainings on Business Performance

Opinion	Frequency	Percentage
Yes	153	83.2
No	31	16.8
Total	184	100.0

From table 6, majority of the respondents (83.2%) indicated that KYEOP trainings had huge impact on their business performance.

Business Performance

Table 7: Business Performance

	N	Minimum	Maximum	Mean	Std. Deviation
Sales	184	1000.00	44000.00	20869.5652	12754.69903
Customers	184	3.00	50.00	27.000	13.71700
Valid N (listwise)	184				

From the descriptive statistics, the firms that benefited from KYEOP training showed an average sale of 20869.56 Kenya shillings between august 2019 and June 2020. Within the same period, the firms showed an average number of 27 customers. The sales, however, showed a high level of variation with a standard deviation of 12754.69 shillings. The customers did not vary much across the firms as they showed a low standard deviation

Entrepreneurial Training and Sales Revenue

Table 8: Model Summary on Sales

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.622[a]	.387	.380	9.79379

a. Predictors: (Constant), nature of training, content of training

From the model summary, R squared was 0.387. This is an indication that there was variation of 38.7 percent on the sales in MSEs under KYEOP in Kisumu due to changes in content and nature of training at 95 percent confidence level.

Table 9: ANOVA on Sales

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1464.844	2	732.422	4.683	.010[a]
	Residual	28306.025	181	156.387		
	Total	29770.870	183			

a. Predictors: (Constant), nature, content

b. Dependent Variable: Sales

From the ANOVA statistics, the study established the regression model had a significance level of 0.010 which is an indication that the data was ideal for making a conclusion. The calculated value was greater than the critical value (4.683>3.046) an indication that the model fits the data and significant to measure the influence of entrepreneurship training on sales performance of MSEs under KYEOP.

Table 10: Regression Coefficients on Sales

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

1	(Constant)	13.035	6.460		2.018	.045
	content of training	.447	.196	.414	2.887	.004
	nature of training	.265	.109	.219	2.425	.016

a. Dependent Variable: Sales

As per the SPSS generated output, the equation ($\mathbf{Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon}$) becomes:

$Y_1 = 13.035 + 0.447X_1 + 0.265X_2$

where, where: Y_1 = business performance as measured by sales; X_1= Content of training; X_2= Nature of training; β0= Constant; β_1, and β_2= Coefficients of determination.

Entrepreneurial Training and Number of Customers

Table 11: Model Summary on Customers

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543[a]	.295	.284	11.61016

a. Predictors: (Constant), nature of training, content of training

From the model summary, R squared was 0.295. This is an indication that there was variation of 29.5 percent on the number of customers in MSEs under KYEOP in Kisumu due to changes in content and nature of training at 95 percent confidence level.

Table 12: ANOVA for Number of Customers

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.562	2	71.281	3.922	.022[a]
	Residual	3289.998	181	18.177		
	Total	3432.560	183			

a. Predictors: (Constant), nature of training, content of training

b. Dependent Variable: Number of Customers

From the ANOVA statistics, the study established the regression model had a significance level of 0.022 which is an indication that the data was ideal for making a conclusion on the population parameters as the value of significance (p-value) was less than 5%. The calculated value was greater than the critical value (3.922>3.046) an indication that the model fits the data and significant to measure the influence of entrepreneurship training on the number of customers of MSEs under KYEOP.

Table 13: Regression Coefficients on Sales

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.178	7.110		3.401	.001
	content of training	.258	.075	.222	3.461	.001
	nature of training	.133	.054	.092	2.458	.015

a. Dependent Variable: Number of Customers

As per the SPSS generated output, the equation ($\mathbf{Y_2 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon}$) becomes:

$Y_2 = 24.178 + 0.258X_1 + 0.133X_2$

where, where: Y_2 = business performance as measured by number of customers; X_1= Content of training; X_2= Nature of training; β0= Constant; β_1, and β_2= Coefficients of determination.

Discussions

The study found that content of training positively and significantly influenced business performance of beneficiary MSEs as measured by sales and number of customers. This implies that where the content of training is improved and increased, businesses experience increased sales and customers. These findings support the theory of experimental learning that postulates that entrepreneurship requires several different types of learning and with the right content of training. The findings concur with those of Tambwe (2015) who found that entrepreneurship training related with business performance positively. However, they differ with those of Mayuran (2016) who found an insignificant relationship.

Content of training was measured through business management, entrepreneurship and marketing skills gained under KYEOP training that led to improved business performance among the MSEs owned by the beneficiaries of KYEOP. The findings concur with those of Mayuran (2016) who found that marketing, and financial management were being taught as the content of entrepreneurship training. Marus et al (2019) found a positive and significant relationship between entrepreneurial skills and business performance similar to this study.

The study further found that nature of training significantly influenced business performance among beneficiary MSEs positively as measured by sales and customers. This shows that when KYEOP positively changes the nature of training, MSEs would experience an improved business performance through increased sales revenue and customers. The findings support the theory in that entrepreneurs learn new things during training that reinforce entrepreneurial behaviour which in turn influence the business performance. The findings concur with the findings of Yahya and Othman (2012) who found that the nature of training contributed significantly to improved business performance.

CONCLUSIONS

From the findings the study concludes that:

- Content of training has a positive significant influence on the performance of MSEs under KYEOP in Kisumu County
- Trainees by KYEOP in Kisumu County acquired book keeping skills such as purchases, payments, credit and cash sales, receipts, prepayments amongst others
- Nature of training has a positive significant performance of micro and small enterprises under Kenya youth employment opportunities project in Kisumu County
- Entrepreneurial training by KYEOP enhances beneficiary's skill on product distribution and that entrepreneurship training has enabled entrepreneurs to handle customer complaints more effectively

Recommendations for Policy and Practice

- KYEOP should set out clear and appropriate policy objectives for policies and programmes that seek to develop entrepreneurship skills among entrepreneurs from under-represented and disadvantaged groups is an essential part of their design.
- A needs assessment should be completed in the initial stage of the life cycle of developing policies and programmes that support the acquisition of entrepreneurship skills.
- KYEOP should review current inclusive entrepreneurship training, coaching and mentoring, and business development services on offer; and identify gaps in the current support provision and options for strengthening policies and programmes.
- Training programs must be tailor in a way that connects young entrepreneurs with the local

business environment, KYEOP must provide additional support and aftercare in order to increase young entrepreneurs' success.

- Identify existing tailored entrepreneurship training programmes, coaching and mentoring initiatives, and business development services for youth entrepreneurs.
- The management KYEOP must Consult with youth entrepreneurs and organisations that deliver youth entrepreneurship support to understand the challenges faced by youth entrepreneurs.
- There need for the government to account for the different profiles of youth entrepreneurs in the identification of gaps in the support offer and areas for improvement.
- The management KYEOP should map the strengths and weaknesses of existing youth entrepreneurship training programmes, coaching and mentoring initiatives, and business development services against the needs of youth entrepreneurs.

Recommendations for further research

- Research based on other localities or counties like Muranga is recommended for comparison of findings on entrepreneurial training and business performance.
- The study recommends a research on other variables influencing performance of beneficiary MSEs other than entrepreneurial training.
- This study recommends a similar research based on panel data involving a longer period like 10 years.

REFERENCES

Alarape, A. A. (2017). Entrepreneurship programs, operational efficiency and growth of small businesses. *Journal of Enterprising Communities: People and Places in the Global Economy*, 1(3), 222 – 239.

Bandura, A. (1982). *Psychologists and their Theories for Students*. In K. Krapp (Ed.), Detroit: Gale virtual Reference Library.

Barney, J. B. (1991). The resource-based view of strategy: Origins, implications, and prospects. *Journal of management*, 17(1), 97-211.

Bidzakin, J. K. (2009). Assessing performance of micro and small-scale Agribusinesses in Northern Ghana: Non-Financial and Stochastic frontier analysis (Doctoral dissertation). Kwame Nkrumah University of Science and Technology.

Conner, K.R. (1991). A Historical Comparison of the Resource-Based Theory and Five Schools of Thought Within Industrial Organization Economics: Do We Have a New Theory of the Business? *Journal of Management*, 66 (3), 121-154.

Corbett,A. C. (2005). Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship Theory and Practice*, 29(4),473–491.

Forsman, H., & Rantanen, H. (2011). Small manufacturing and service enterprises as innovators: A comparison by size. *European Journal of Innovation Management*, 14 (1), 27-50

Franco-Santos, M., Kennerley, M., Micheli, P., Martinez, V., Mason, S., Marr, B. & Neely, A. (2007). Towards a definition of a business performance. *International Journal of Operations & Production Management*, 27(8), 784-801.

Herrington, M., Kew, J., & Kew, P. (2014). *Global entrepreneurship monitor*. Accessed on May, 06, 2020.

Jones, P., Beynon, M. J., Pickernell, D., & Packham, G. (2013). Evaluating the impact of different training methods on SME business performance in South Wales. *Environment and Planning C: Government and Policy*, *31*(1), 56-81.

Kithae, P. P., Maganjo, R., & Kavinda, L. (2013). Impact of entrepreneurship training on performance of micro and small enterprises (MSEs) in Kenya: a case study of Embu municipality. *International Journal of business and management review*, *1*(2), 1-17.

Lewrick, M., (2011). Education for entrepreneurship and innovation: Management capabilities for sustainable growth and success. *World Journal of Entrepreneurship, Management and Sustainable Development*, 6(1),1-18.

Marus, E., Mwosi, F., Mutesigensi, D. & Ebong, C. (2019). The Role of Entrepreneurial Skills in The Performance Of SMEs In Nebbi District, West Nile Region, Uganda. *Researchjournali's Journal of Entrepreneurship*, 5(1), 1-10.

Mayuran (2016). Impact of Entrepreneurship Training on Performance of Small Enterprises in Jaffna District, Sri Lanka. *Global Journal of commerce & Management Perspective,* 5(2), 1-6.

Namusonge, M. (2016). *The role of entrepreneurship education and training in stimulating entrepreneurial careers*. In, 3rd International Entrepreneurship Conference, United States International University (USIU).

Nganu, M. (2018). Entrepreneurship Training and Performance of Small and Micro Enterprises in Information Communication Technology Sector in Nairobi City County, Kenya (Doctoral dissertation). Kenyatta University.

O'Connor, A. (2012). A conceptual framework for entrepreneurship education policy: Meeting government and economic purposes. *Journal of Business Venturing*, 4(28), 546-563

Ogutu, F. (2010). Determinants of microenterprise performance in Uganda. Journal of Agricultural Economics, 5(1), 77-87.

Penrose, E. T. (1959). *The Theory of the Growth of the Business*. Oxford: Oxford printing press.

Sajilan, S., & Tehseen, S. (2016). A Conceptual framework of the impact of entrepreneurial competencies on small and medium enterprises business performance in the Malaysian hospitality and tourism industry. *Review of Integrative Business & Economics Research*, 5(2), 47-61.

Smith, T. M., & Reece, J. S. (1999). The relationship of strategy, fit, productivity, and business performance in a service setting. *Journal of Operations Management*, *17*(2), 145-161.

Sørensen, J. B. & Fassiotto, M. A. (2011). Organizations as fonts of entrepreneurship. *Organization Science*, 22(5), 1322-1331.

Tambwe, A. M. (2015). The impact of entrepreneurship training on micro and small enterprises' (MSES) performance in Tanzania: The case of food vendors in Ilala district Dar Es Salaam. *Business Educational Journal*, 1(1), 1-18.

Yahya, A. & Othman, S. (2012). The impact of training on small & medium enterprise (SMEs) Performance in Malaysia, *Journal of Professional Management*, 2(1), 14-25.