THE EFFECT OF ENTREPRENEURIAL TRAINING ON DEVELOPMENT OF SMALL AND MEDIUM SIZE ENTERPRISES IN GITHUNGURI DISTRICT

BY

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OCTOBER, 2012
DECLARATION

I declare that this research project is my original work and to the best of my knowledge it has not been submitted for the award of a degree in any other university.

Signature……………………………………Date……………………………………

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This research project has been submitted for examination with my approval as the University Supervisor.

Signature……………………………………Date……………………………………

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DEDICATION

This project is dedicated to my family; my husband Paul Njoroge and my children; Shawn Kangethe and Michelle Wanjiru, who were my inspiration and the reason why I never gave up. I thank the Almighty God for giving me the strength, wisdom, motivation, and resources to undertake and complete this course.

I also dedicate this project to all the honest entrepreneurs in this country for the work they do to build our beloved country.
ACKNOWLEDGEMENT

I must give thanks to the Almighty God without whose grace I would not have started, nor completed this course. I also give my deep appreciation and thanks to my husband for his encouragement, his patience as I kept the light on while burning the midnight oil, for bearing the brunt of my absence in Grace and giving me the peace of mind and support to carry on.

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Thank you all and may God Bless you abundantly.
ABSTRACT

Entrepreneurship training has been found to be a major determinant in the growth and survival of enterprises. According to the human capital theory, investment in knowledge, skills and the abilities enhance the productive capacity of the individual. While the studies have shown mixed relationship between entrepreneurship training and entrepreneurial development, they never highlighted the effect of entrepreneurship training on the growth of enterprises. The aim of this study was to determine the effect of entrepreneurship training on the entrepreneurial development in 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 in Githunguri district were sampled. Data was collected using structured questionnaires which were on a five point Likert scale. Data was analysed using descriptive statistics such as percentages, frequency distribution, mean scores, and standard deviation. The presentation was done in a table.

The study established that the enterprises had experienced some level of growth. Though most of the respondents have never received any training on entrepreneurship. The study further established that the entrepreneurs were able to market their products even though the entrepreneur had not received training. The results of the study revealed that the entrepreneurs were able to do daily book keeping of business transactions. However, most of the respondents were not able to prepare serious accounting practices such as profit and loss account or a balance sheet.

This leads to the conclusion that even though the entrepreneur may be reporting an increase in sales and profits, and may seem to be registering growth, lack of training on
financial, strategic management and marketing will mean that the SME will not grow from the first stage (existence) to other stages such as survival, success, take off and resource maturity and will hence eventually fail within its first five years of existence.

The study recommended that the government through the Ministry of Trade should have training programs aimed at equipping SME owners with entrepreneurial skills.
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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In Kenya, like in other countries, the economic landscape is changing, with a move from foreign direct investment to self-employment and entrepreneurship. This is noted in the increase in the number of individuals considering self-employment as a career option due to the high rate of unemployment in the country. Analyzing the levels of enterprising activity in Ireland, the Global Entrepreneurship Monitor (2005) found that the number of individuals starting and planning new businesses increased to 9.8 per cent up from 7.7 per cent in 2004 which is equivalent to almost a quarter of a million individuals in 2005. Furthermore, the report also suggested that there is an increase in the proportion of the population in the 25-44 age groups considering entrepreneurial activity (Ita and Briga, 2008).

The key to the success of establishing a culture of entrepreneurship in Africa is education, which depends on all the stakeholders, including state, educators, and learners themselves. Apart from the educational impact of the home influence, the school can be regarded as the place where the most (holistic) profound impact can be brought about in the development of the youth.

One of Africa’s greatest limitations to economic development can be ascribed to its lack of entrepreneurs. The ratio of entrepreneurs to workers in Africa is approximately 1 to 52, while the ratio in most developed countries is approximately 1 to 10 (Acs, Armington, 2004).
Furthermore, their research presents disturbing findings which shows that young Africans believe significantly less in themselves as business starters, compared with similar developing countries such as Argentina, India, Brazil, and Mexico.

The small and medium enterprise (SME) sector plays a pivotal role in creating innovation, wealth, employment and economic growth in industrialized and developing countries (Robson and Bennett, 2000). For example, in the UK, SMEs account for 99.8 per cent of enterprises and 52.4 per cent of employment (Small Business Service, 2008). The encouragement of entrepreneurial behavior is therefore critical for the economy (Gray, 2006) especially given its contribution to economic prosperity within knowledge-based economies (Hannon, 2005). Harrison and Leitch (2010) have noted that researchers, governments, and policy makers are recognizing the significant role that the education sector in particular must play in economic development. The need for more entrepreneurship in particular has been noted as important.

The report by the Expert Group on Future Skills Needs, (2004) identified the key role of the education sector in the process of increasing the levels of graduate entrepreneurship. More particularly, Dana (2001) notes that countries as diverse as Austria, Brazil, India, Malaysia, Singapore and the UK have introduced entrepreneurship education programs since 1990. The previous decade has therefore witnessed a global increase in entrepreneurship education program provision aimed at encouraging entrepreneurial activity, business start-ups and entrepreneurial mindsets (Fayolle, Gailly and Lassas-Clere, 2006).
1.1.1 Enterprise Development Programmes in Kenya

The Government of Kenya has recognized the potential of small enterprises to support the job growth requirements of the country by establishing an inter-ministerial unit on Small Enterprise Development (SED) within the Ministry of Planning and National Development (King, 1997). In a report developed collaboratively with the United Nations Development Program (UNDP) and the International Labor Organization (I.L.O), Kenya was encouraged to develop a training capacity in entrepreneurship that could lead to the creation of an "enterprise culture" in the country (Republic of Kenya, 1990). Within the same time frame, a new Ministry of Research, Technical Training and Technology was established; one of its goals was to harness and develop the entrepreneurial efforts in the country.

One of the first efforts to move in the new direction to entrepreneurial development in Kenya involved introducing entrepreneurship education into all technical training institutions in the country. In 1990, the Ministry of Research, Technical Training and Technology (MRTT&T) initiated a four-year project to implement a new policy requiring all vocational and technical students to complete a course in entrepreneurship education. A Department of Entrepreneurship Education has been initiated in most technical training institutions in Kenya. In addition, each institution was encouraged to develop a Small Business Center (SBC) whose mission (as described by the Ministry of Research, Technical Training and Technology) was to "facilitate the development of small and ‘Jua Kali’ enterprises (small artisan-run manufacturing and service enterprises)."
The centers should also promote an entrepreneurial culture within the institution and the local community (Republic of Kenya, 1993). Initially, Small Business Centers were attached to seven technical training institutions to promote linkages between education and business and to facilitate entrepreneurship development at the local community level. One of the primary objectives was to assist people in initiating entrepreneurial activities. In the future, it is expected that Small Business Centers will be created in all technical training institutions in Kenya.

Recently the government set up a Youth Enterprise Development Fund (YEDF) to find a solution to the increasing levels of poverty and youth unemployment among the youth. The Fund was gazetted on 8th December 2006 to provide the necessary legal framework to govern its use and operations. The Fund facilitates youth employment through enterprise development and structured labor export. One of the mandates of the fund was to offer entrepreneurship training to the youth across the country with the aim of empowering them.

1.1.2 Small and Medium-size Enterprises in Kenya

According to the National Micro and Small Enterprise Baseline Survey in Kenya, (1999), SMEs are the driving force behind the economy. Data from the Ministry of Trade indicates that this sector provides employment to over 5 million of the Kenyan workforce and contributes to about 18.4% of the GDP. The survey further indicates that there were approximately 1.3 million MSEs, creating employment for 2.3 million people.
An estimated 26 per cent of households were involved in some kind of non-primary business activity and approximately two-thirds of Kenyan MSEs are located in the rural areas which has over 80 per cent of the population, (National Baseline Survey, 1999). Despite this, the SME sector has continued to experience several constraints that include limited access to markets; inhibitive legal and regulatory environment; inadequate skills and technology; poor quality of products, inadequate business skills; limited access to information; lack of institutional framework; and limited linkages with large enterprises, (National Baseline Survey, 1999).

Kenya’s Vision 2030 identifies poverty and unemployment as major issues to be addressed under the Economic Pillar. The SMEs have a significant role to play in poverty alleviation, wealth creation and promotion and participation by the less privileged in society. In order to build a globally competitive and prosperous economy as envisaged in Vision 2030, the government is putting in place strategies aimed at strengthening SMEs to play a pivotal role in industrial transformation by improving their productivity and innovation. SMEs are universally acknowledged as effective instruments for employment generation and economic growth (Kenya Vision 2030).
1.1.3 SMEs in Githunguri District

Githunguri District is one of the four districts that form Kiambu county. It is in the rural set up where agriculture is the main activity. The SMEs there therefore mainly sell agricultural products such as cereals and fresh produce and fast moving goods. They’re mainly small scale retail shops. The enterprises are mainly run by one person whom in most cases is the owner and most of them hardly ever grow to be large in size.

1.2 Research Problem

Academics, practitioners and governments worldwide increasingly recognized the role of education and training in providing entrepreneurs with the necessary business skills and acumen to plan, set up and grow their business ideas. This is because according to the human capital theory, investment in knowledge, skills and the abilities enhance the productive capacity, competencies to engage in a more enterprising, innovative and flexible manner in a changing workplace environment (Becker, 1964).

The SMEs in Kenya play an important role in the socio-economic development of the country. Their significance can be seen in terms of contribution towards economic growth, employment creation, poverty reduction and development of an industrial base. However, despite the critical role played by the sector, it is faced with many challenges which makes over 90% of the SMEs not to see their third birthday. Mullei and Bokea, as cited in Wambugu, (2005) stated that in Kenya, very few enterprises have grown into large formal organizations, an adverse scenario that is apparently common among youth owned business enterprises.
Entrepreneurship training has been found to be a major determinant in the growth of enterprises. This has been blamed on the entrepreneurs lacking the entrepreneurship skills to steer their business to growth.

Limited studies have been done on entrepreneurship training and development in Kenya. Wambugu (2005) did a study on risks and investment in the provision of entrepreneurship training in which he targeted the training providers in Nairobi. Wambugu (2005) also identified low educational levels as factors that contribute to lack of growth in most business enterprises. While these researches are of importance to the study, they were done on other established organizations and not on SMEs hence a knowledge gap.

This study therefore seeks to establish the relationship between entrepreneurship training and entrepreneurial development among SMEs in Kenya by providing answers to the following questions: what is the level of entrepreneurship training among the SMEs in Kenya?

What is the effect of financial management skills on the development of small enterprises in Kenya? ; What is the impact of marketing skills on the development of small enterprises in Kenya? ; To what extent do the entrepreneurs’ strategic management skills affect the development of small enterprises in Kenya? And; how does financial and management skills of the entrepreneur affect the development of small enterprises in Kenya?
1.3 Research Objectives

The objective of the study is to determine the effect of entrepreneurship training on entrepreneurial development in Githunguri District.

1.4 Value of the study

The study contributes new knowledge to the existing body of knowledge on entrepreneurship growth in Kenya. It will specifically contribute to the literature on entrepreneurship development and the importance of training on the development of small enterprises. The study will also inspire future researchers to carry out a study on similar or related areas.

This study helps the young entrepreneurs in Kenya to know the importance of entrepreneurship training on the growth of their enterprises and how to provide solution to the challenges facing them. The government will have necessary information to enable the planning of various national developments. Policy makers in government departments will gain insight from the study and make policies that are geared towards enhancing entrepreneurship training.

This addresses the problem of entrepreneurship growth. The donors play a very important role in the field of entrepreneurship. With the help of this study, they will be able to see the importance of education of the growth of entrepreneurship hence put more resources on the empowerment of the entrepreneurs, through training.
CHAPTER TWO : LITERATURE REVIEW

2.1 Introduction

This chapter presents empirical literature related the concept of entrepreneurship, entrepreneurship training, the effect of entrepreneurship training on the development of SMEs. The chapter also presents the conceptual framework.

2.2 Concept of Entrepreneurship

The concept of entrepreneurship from a personal perspective has been thoroughly explored in the recent past. The exploration is reflected in the following three definitions of an entrepreneur: In almost all of the definitions of entrepreneurship, there is agreement that we are talking about a kind of behavior that includes: (1) initiative taking, (2) the organizing and reorganizing of social and economic mechanisms to turn resources and situations to practical account, (3) the acceptance of risk or failure.

According to Amzad, Kamal, Asif and Rana (2009), an entrepreneur is one who brings resources, labor, materials, and other assets into combinations that make their value greater than before, and also one who introduces changes, innovations, and a new order. To any psychologist, such a person is typically driven by certain forces such as the needs to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others. Entrepreneurship is the dynamic process of creating incremental wealth in innovative ways.
Entrepreneurs are individuals who assume the major risks in terms of equity, time and/or career commitment or provide value for some product or service. The product or service may or may not be new or unique, but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources (Amzad, et al 2009). Timmons, Smollen and Dingee ,(1990) say that entrepreneurship is the creating and building something of value from practically nothing. This implies that entrepreneurship involves creating and distribution of value to individual groups, organizations and society as a result of seizing an opportunity regardless of the resources currently controlled. Entrepreneurs must have a vision and a passion commitment and motivation to build an organization or enterprise, look for resources necessary, and take the necessary risks in order to pursue the opportunity

The role of entrepreneurship in economic development involves more than just increasing per capita output and income. It involves initiating and constituting changes in the structure of business and society. This change is accompanied by growth and increased output. In order to create economic growth, we must have innovation leading to investment in new products and ventures. Although these definitions views entrepreneurs from a slightly different perspective, they all contain similar notions, such as newness, organizing, creating, wealth, and risk taking.
2.3 Effect of Entrepreneurship Training

In the classic Mincer cited in Kolstad and Wiig (2009) human capital model, education has a productive impact. Training reflects an investment decision by an agent who compares future net benefits and current costs of education, including forgone income. The optimal investment decision is where the marginal return of investment in education (s’th year of schooling) is equal to marginal costs (of the s’th year of schooling) and generally one assumes a concave return function. As there is heterogeneity across individuals according to marginal costs and marginal returns, the optimal decision varies across individuals.

Mincer treats earnings as separable in years of schooling and experience and more schooling generally improve performance (otherwise it would not been initiated) (Kolstad et al. 2009). However, the theory does not provide any clear answer on the impact of training on performance of different occupational groups. The Mincer model focuses on income from wages and does not analyze the selection and performance decisions simultaneously.

The econometric evidences on the role training play for occupational choice and performance are mixed. However, generally training improves performance. The mixed results can partly be explained by differences in methodological approaches for dealing with selection, endogeneity and unobserved heterogeneity.
Entrepreneurial training and education acts as a facilitator for entrepreneurial activities with the main focus being to stimulate entrepreneurial activity and performance. This fact acts as a base to ensure that the research that is necessary and conducive in this field to ensure economic growth, is in fact conducted. Training within this perspective is supported by the work of Hynes and Richardson,(2007), where the training per se is defined as an intentional effort to teach specific abilities, which are knowledge bearing, to complete the project better.

Hisrich and Peters (1998) argue that training creates new opportunities and possibilities as well as a consciousness to attempt and complete certain tasks in a different way. The trainability of entrepreneurs is accepted as a given in this study and is supported by Gibb (1985), Kuratko and Hodgetts (1998). Currently the problems of entrepreneurial training is seen in the lesser consensus that exists where the content of courses and curricula are involved. Rosa and McAlpine (1992) supports this statement by pointing out that there is a big gap where substantial standardised components within the entrepreneurial training program exist.

Their research further points out that more emphasis within the training situation should be placed on the complex and multi-disciplinary aspects of entrepreneurship. Those that are regarded as successful programs vary between being exceptionally simplistic to being mostly abstract.
Many researchers have compiled data on what they believe to be the most prominent business issues, for example research into the reasons for business failure by the European Federation of Accountants (2004) informed of a distinction between “internal” factors (i.e. those which are unique to the business in question), and “external” factors (i.e. factors within the trading environment in which the firm operates). They concluded that the most commonly found external causes of small business failure include the external price environment and inflation, interest rates, wage costs, declining markets, tax rates, bad debts and late payment and market competition.

In regard to internal business issues, the European Federation of Accountants (2004) stated that the most commonly occurring internal factor in business failure is poor management, and also informed that other internal causes of business failure are often inevitably linked to poor management.

Likewise the Small Business Research Centre, (2008) commented that the most common causes of internal failure are “bad management”. Stating that a common feature of internal issues is the “one person” issue, whereby most if not all of the senior management responsibility is invested in one person who may not have the appropriate range of skills, or may not have the time to apply them appropriately. This one person, usually the entrepreneur, takes on many of the management functions including those related to, sales, marketing, financial control, resourcing, purchasing and planning.
2.3.1 Effect of Entrepreneurship Training on Management

Research done by Zimmerer and Scarborough (1998) also revealed that internal issues especially those associated with management are most likely to cause business failure. Central to these issues are bad management skills which can often be due to a lack of experience on the entrepreneurs’ part.

Lack of experience in an entrepreneur can cause a number of issues, it can lead to poor financial control, the failure to plan, uncontrolled growth and other issues. Cornwall (2005) also acknowledged managerial incompetence to be a serious issue for enterprises. Equally Small Business Research Center, (2008) also informed that poor marketing, weak financial control, lack of strategic planning inadequate liquidity, and a lack of market awareness are commonly identified internal causes of small business failure. Taken further these can be attributed to personal characteristics of one person managers, such as their attitudes to risk and control, poor judgment, inexperience and narrow focus.

2.3.2 Effect of Entrepreneurship Training on Financial Management

Poor financial control is rated by many researchers as a precursor to business failure. Issues occur with finance in different ways, some entrepreneurs may have trouble securing finance while other entrepreneurs may simply have trouble managing their finances.
Cornwall (2005) acknowledged that the securing of inadequate capital, the misuse of capital and poor cost control are serious issues for many entrepreneurs. Poor cash flow management is amongst the most common internal causes of business failure, according to the European federation of accountants (2004).

The European Federation of Accountants (2004) also stated that among start-up businesses a frequent cause of business failure is a lack of adequate and appropriate market research. Market research is required to help businesses to identify their customers and inform them of the size of the potential customer base, to determine what price customers might be prepared to pay and to suggest how demand for the product or service will change according to the price charged. Research will also inform them about their competitors and their likely reaction.

Poor financial control was one of the main issues encountered by the entrepreneur (Hisrich et al. 1997). Their research also stated that sound management is the key to the success of a small business and effective managers should realise that any successful business venture requires proper financial control. Cornwall (2005) also stated that entrepreneurs and small businesses can often suffer from issues and issues associated with financing. Timmons et al. (1990) also informed that the largest investment the small business manager must make is usually inventory, yet inventory control is one of the most neglected managerial responsibilities. While both Cornwall (2005) and Zimmerer and Scarborough (1998) viewed failure to plan as a reason for small business failure.
Timmons et al. (1990) stated that too many small business managers neglect the process of strategic planning because they think strategic planning only benefits larger companies.

2.3.3 Effect of Entrepreneurship Training on Planning

Too many small business managers neglect the process of strategic planning because they think strategic planning only benefits larger companies. (Zimmerer and Scarborough, 1998). They stated it is important to not only create strategic plans but also perform other types of planning, for example the production of business plans and marketing plans. Cornwall (2005) also stated that lack of an adequate viable business plan can lead to issues. These issues can be encountered at the start of the business and when planning is needed for growth or advancement. Cornwall (2005) stressed the need for entrepreneurs to produce a marketing plan, stating that production of a marketing plan is deemed to be essential in deciding marketing strategies, customer base and promotion of the company.

According to Hisrich and Peters ((1998), it is important to not only create strategic plans but also perform other types of planning, for example the production of business plans and marketing plans. Cornwall (2005) stated that absence of an adequate viable business plan can lead to issues that can be encountered at the start of the business and when planning is needed for growth or advancement. Timmons et al. (1990) asserted the need for entrepreneurs to produce a marketing plan.
Producing a marketing plan is deemed to be essential in deciding marketing strategies, customer base and promotion of the company. Likewise Hynes and Richardson, (2007) believed that planning is essential and cited research which identified a link between planning and small business failure, stating that those businesses who had prepared business and strategic plans were less likely to fail.

While many entrepreneurs make it over the initial “entrepreneurial start-up hump”, success does not guarantee long-term prosperity, (Zimmerer and Scarborough, 1998). Zimmerer and Scarborough, (1998) continued that this inability to make the entrepreneurial transition, from a start up entrepreneur to a business manager can lead to issues. Zimmerer and Scarborough also state that after the initial start-up, growth usually requires a radically different style of management. Growth requires entrepreneurs to delegate authority and to relinquish hands-on control of daily operations something that many entrepreneurs simply cannot accomplish.

Likewise Hanushek and Woessmann, (2008) stated entrepreneurs are often good at starting businesses, but poor and running them and many entrepreneurs believe that they have an obligation to run their businesses and become great managers. Hanushek and Woessmann, (2008) concluded that while many entrepreneurs are successful at starting up a business they are not as skilled at running or managing a business.

The European Federation of Accountants (2004) stated that as most small businesses are established by one entrepreneur or, or a small group of them, who have an idea for creating a specific product or providing a particular service.
These entrepreneurs may not have skills and experience in areas such as business planning, financial reporting, marketing, customer relations and financial management. Suffering from one or many of the issues previously outlined may lead to business failure, an issue which is obvious in the small business and enterprise world. It’s widely perceived that throughout the world small businesses have a high rate of failure. European Federation of Accountants, (2004) informed that the U.S Small Business Administration noted that fifty percent of small businesses fail in the first year and ninety-five percent fail within the first five years..

Holland (1998) also pointed out that entrepreneurs can avoid some of the pitfalls of small business failure by engaging in good marketing practices which include, the profiling of target customers, the profiling of competitors, and the assessing of changes in customers tastes and preferences. Overall there are a number of actions which an entrepreneur can take to avoid business failure, such as business planning, market research and the delegation of management duties to others.

2.4 Development of Small and Medium Enterprises (SMEs)

There are many different definitions of business growth and ways of measuring this growth (Small Business Research Centre, 2008). The Small Business Research Centre pointed that business growth is typically defined and measured, using absolute or relative changes in sales, assets, employment, productivity, profits and profit margins. Sales data are usually readily available and business owners themselves attach high importance to sales as an indicator of business performance (Small Business Research Centre, 2006).
In addition, sales growth is also easier to measure compared with some other indices and is much more likely to be recorded. Sales are a good indicator of size and growth. Sales may also be considered a precise indicator of how a firm is competing relative to their market (Barringer, Jones, Neubaun and Donald, 2005). According to Churchill and Lewis (1983) as a new small firm starts and develops, it moves through some growth stages, each with its own distinctive characteristics.

Churchill and Lewis (1983) identified five stages of growth: existence, survival, success, take-off and resource maturity. In each stage of development of a business a different set of factors is critical to the firm's survival and success. The Churchill Lewis model gives an insight into the dynamics of SME growth, including the distinguishing characteristics, problems, and requirements of growing SMEs and explains business growth processes amongst SMEs.

However, the idea of business survival could be equated with a firm that has fully completed the transaction to stage-two organization in the five stages of small business growth. The real issue in new firm growth is that most new SMEs in Africa do not move from the first stage (existence) to other stages such as survival, success, take off and resource maturity. Growth according to Roomi, Harrison and Beaumont-Kerridge, (2009) is also a complex process and can be demonstrated by a range of SMEs in different sectors and of different maturities. The received view until recently was expressed by Burns cited in Roomi, et al. (2009) that most firms grow in their early years, but then growth levels off.
Recent evidence suggests that growth is a very complex process and is just as likely in mature firms as in new firms (Roomi, et al. 2009). Churchill and Lewis cited in Roomi, et al. (2009) have postulated that any small firm, that experiences growth, will go through a life-cycle process of growth stages. This approach is analogous to life-cycle approaches to products, implying an early growth stage, following birth, then maturity and eventually decline and death (Roomi, et al. 2009). Roomi et al. noted an implication of such an approach is that growth of small firms should be linked to the age of firms. However, such life-cycle approaches have been criticized as too simplistic and postulated that the growth process is far from cyclical, but instead may consist of a series of disconnected “jumps” or spurts of growth, which may be interspersed with relative periods of stability (Roomi, et al. 2009).

Enterprise growth can be measured in sales and profits which may give a more accurate estimation of growth. However, the entrepreneur may not give accurate figures (Churchill and Lewis, 1983) so using the measurement of employment growth becomes more practical and prudent. Several studies have used the number of employees as a proxy for the size of the firm. The growth is determined by the entrepreneurial characteristics of the entrepreneur and the enterprise characteristics, where the latter are partly determined by the environmental factors and the sector in which the business operates, (Bruder, Neuberger, Rathke-Doppner, 2011).
2.5 Summary

The review of the literature has shown that entrepreneurship training is necessary for the development of the enterprises. Education was linked to the growth of an enterprise of between 9% and 15% of the performance in terms of growth. Poor management was found to be the main cause of enterprise failure which could be enhanced if one had the right training. The review further revealed that entrepreneurial performance could be enhanced by improving the entrepreneur’s management skills. Other factors which were found to influence the performance of most enterprises was poor financial management. While the literature review highlighted the importance of the training and education, there was no literature that highlighted the importance of introducing entrepreneurship training in secondary schools in Kenya, hence a knowledge gap.
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology to be used for the study. It specifically addresses the following: research design, target population, sample design, sampling procedure and data collection procedures, data collection and analysis.

3.2 Research Design

This was an exploratory research design. According to Cooper and Schindler, (2001) exploratory research is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study as it intends to find out the effect of entrepreneurship training on entrepreneurial development in Kenya. The researcher chose exploratory research due to the fact that it provides significant insight into a given situation (Kothari, 1990), for this matter the effect of entrepreneurship training on the development of entrepreneurs. It provides data about the population being studied and is used when the objective is to provide a systematic description that is as factual and accurate as possible (Mugenda and Mugenda, 2003).

3.3 Target Population

Target population is the collection of elements that possess the information sought by the researcher (Orodho, 2005). The population of interest in this study was SMEs in the Githunguri District. The population consisted of all entrepreneurs legally operating in Githunguri District.
According to the report from the Githunguri County Council as at May 2012 there were 20,063 registered SMEs in Githunguri district, out of which 1,670 are Githunguri town center and its environs.

3.4 Sample Design

The study used simple random sampling to select 167 SMEs in the Githunguri Town Center and its environs. According to Mugenda and Mugenda (2003), as sample size of 10% of the total population is considered adequate for descriptive study. This means that a sample of 167 SMEs which is 10% of the population was within the required proportion hence adequate.

3.5 Data Collection Instruments

Primary data for the study was collected by the use of structured questionnaire. The respondents were the owners/managers of these enterprises. The use of a questionnaire was selected because it is convenient in obtaining the answers from a large number of respondents. A questionnaire enables the researcher get first hand information about the work situation (Mugenda and Mugenda, 2003). It also provides an opportunity for anonymity to promote high response rate. The researcher self administered the questionnaires to the respondents.
3.6 Data Analysis

After all the data was collected, the researcher did a check to ensure all the questionnaires were completed. The researcher then conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. After data cleaning, the data was coded and entered in the computer for analysis. This research yielded both quantitative and qualitative data. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from the information provided by the respondents. On the other hand, quantitative data was analyzed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics were employed to analyze quantitative data. The statistics used included frequency counts, means, standard deviations and percentages. The results of data analysis were presented using a frequency distribution table.
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter outlines the analysis of data, presentation of results and their discussions in line with the study objectives of determine the effect of entrepreneurship training on the entrepreneurial development in Githunguri District. Primary data was collected from the entrepreneurs though questionnaires. Out of the 167 small enterprises that were targeted in Githunguri town and its environs. 109 respondents completed the questionnaires and returned them to the researcher. This gave a response rate of 65%.

4.2 The Level of Entrepreneurship Training among the SMEs in Kenya

The study sought to determine the level of entrepreneurship training among the SMEs in Githinguri District. The respondents were therefore asked to indicate the extent to which they agree with the statements regarding the entrepreneurship training they have received. This was on a five point Likert scale of ‘strongly disagree’, ‘disagree’, ‘undecided’, ‘agree’ and ‘strongly agree’.

According to the results presented in Table 4.1, all the respondents run enterprises that are legally registered with the government. The results show that 71% (mean score 2.29) of the respondents indicated that they have never had any training on entrepreneurship.
The results show that 79% (mean score 4.00) of the respondents indicated that their businesses have witnessed tremendous growth. According to 89% (mean score 1.39) of the respondents, there are no entrepreneurship trainings organized within the year.

Majority of the respondents (85%, mean score 4.07) indicated that their businesses have been doing well in terms of sales turnover. The results show that 50% (mean score 3.36) of the respondents are able to generate new clients everyday. However, 75% (mean score 2.32) of the respondents do not attribute the improved sales to the entrepreneurship training they received. This is because the previous results showed that the entrepreneurs have never received any entrepreneurship training. The results show that only 40% of the respondents are able to prepare marketing plan for their businesses. Majority of the respondents (68%, mean score 2.32) do not attribute their ability to market their products to entrepreneurship training.

The study results show that 71% (mean score 3.82) of the respondents indicated that they are able to carryout daily book keeping of their business transactions. However, only 28% of the respondents are able to prepare a profit and loss account. The results show that 96% (mean score 4.36) of the respondents are able to separate working capital from other moneys. Majority of the respondents (68%, mean score 2.29) do not attribute their financial skills to the training received.

The study results showed that 47% (mean score 3.25) of the respondents are able to prepare business plans for their businesses. The study findings revealed that 64% of the respondents indicated that they are able to conduct market research for their businesses.
The findings of this study agree with those of the study by Tushabombwe-Kazooba (2006) that revealed that most SMEs fail due to poor record keeping and basic financial skills. This is due to the fact that these entrepreneurs are not able to prepare a profit and loss account and a balance sheet. These findings also agree with the European Federation of Accountants (2004) view that one of the most common internal causes of business failure is the poor control of cash flow.

The study established that 79% (mean score 3.86) of the respondents indicated that they are able to manage their employees well. The results however show that 82% (mean score 4.25) indicated that they sometimes attend some form of informal entrepreneurship training. Majority of the respondents (97%, mean score 4.57) were aware of their customers needs. All the entrepreneurs indicated that their customers are very happy due to services they offered. The study established that according to 54% of the respondents, they do not attribute their success or failure to the entrepreneurship training received.
Table 4.1: The Level of Entrepreneurship Training among the SMEs in Kenya

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (%)</th>
<th>Disagree (%)</th>
<th>Undecided (%)</th>
<th>Agree (%)</th>
<th>Strongly agree (%)</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>My business is legally registered (n=109)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>57</td>
<td>43</td>
<td>4.32</td>
<td>.670</td>
</tr>
<tr>
<td>I have had training on entrepreneurship (n=109)</td>
<td>25</td>
<td>46</td>
<td>4</td>
<td>25</td>
<td>0</td>
<td>2.29</td>
<td>1.117</td>
</tr>
<tr>
<td>My business has witnessed tremendous growth (n=109)</td>
<td>0</td>
<td>4</td>
<td>18</td>
<td>54</td>
<td>25</td>
<td>4.00</td>
<td>.770</td>
</tr>
<tr>
<td>Trainings on entrepreneurship are organized at least once a year (n=109)</td>
<td>75</td>
<td>14</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>1.39</td>
<td>.786</td>
</tr>
<tr>
<td>My business is doing well in terms of sales turnover (n=109)</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>64</td>
<td>21</td>
<td>4.07</td>
<td>.604</td>
</tr>
<tr>
<td>Am able to generate new clients everyday (n=109)</td>
<td>4</td>
<td>11</td>
<td>36</td>
<td>46</td>
<td>4</td>
<td>3.36</td>
<td>.870</td>
</tr>
<tr>
<td>The improved sales is attributed to the training received (n=109)</td>
<td>21</td>
<td>54</td>
<td>0</td>
<td>21</td>
<td>4</td>
<td>2.32</td>
<td>1.156</td>
</tr>
<tr>
<td>I am able to prepare a marketing plan for my business (n=109)</td>
<td>7</td>
<td>18</td>
<td>36</td>
<td>36</td>
<td>4</td>
<td>3.11</td>
<td>.994</td>
</tr>
<tr>
<td>I am able to market my products due to training received (n=109)</td>
<td>32</td>
<td>36</td>
<td>4</td>
<td>25</td>
<td>4</td>
<td>2.32</td>
<td>1.278</td>
</tr>
<tr>
<td>I carry daily book keeping of the business transaction (n=109)</td>
<td>4</td>
<td>4</td>
<td>21</td>
<td>50</td>
<td>21</td>
<td>3.82</td>
<td>.945</td>
</tr>
<tr>
<td>I am able to prepare a profit and loss account (n=109)</td>
<td>7</td>
<td>29</td>
<td>36</td>
<td>21</td>
<td>7</td>
<td>2.93</td>
<td>1.052</td>
</tr>
<tr>
<td>I separate my working capital from other moneys (n=109)</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>54</td>
<td>43</td>
<td>4.36</td>
<td>.678</td>
</tr>
<tr>
<td>My financial skill are attributed to the training received (n=109)</td>
<td>36</td>
<td>32</td>
<td>4</td>
<td>25</td>
<td>4</td>
<td>2.29</td>
<td>1.301</td>
</tr>
<tr>
<td>I am able to prepare a business plan (n=109)</td>
<td>11</td>
<td>4</td>
<td>39</td>
<td>43</td>
<td>4</td>
<td>3.25</td>
<td>1.005</td>
</tr>
<tr>
<td>I am able to conduct market research for my business (n=109)</td>
<td>4</td>
<td>4</td>
<td>29</td>
<td>50</td>
<td>14</td>
<td>3.68</td>
<td>.905</td>
</tr>
<tr>
<td>I am able to manage my employees well (n=109)</td>
<td>0</td>
<td>4</td>
<td>18</td>
<td>68</td>
<td>11</td>
<td>3.86</td>
<td>.651</td>
</tr>
<tr>
<td>Sometime I attend informal entrepreneurship training (n=109)</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>18</td>
<td>64</td>
<td>4.25</td>
<td>1.266</td>
</tr>
<tr>
<td>I am aware of my customers needs (n=109)</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>36</td>
<td>61</td>
<td>4.57</td>
<td>.573</td>
</tr>
<tr>
<td>My customers are very happy due to the services I offer (n=109)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
<td>71</td>
<td>4.71</td>
<td>.460</td>
</tr>
<tr>
<td>I attribute my business success/failure to the entrepreneurship training received (n=109)</td>
<td>29</td>
<td>25</td>
<td>18</td>
<td>25</td>
<td>4</td>
<td>2.50</td>
<td>1.262</td>
</tr>
<tr>
<td>From my experience in business, I feel it's necessary for the government to train entrepreneurs (n=109)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>5.00</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: Research Data (2012)
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

From the primary data collected and analyzed, the following summary of findings, conclusions, recommendations were made based on the objectives of the study which was to determine the effect of entrepreneurship training on the entrepreneurial development in Githunguri District.

5.2 Summary of Findings

According to the study all the participating enterprises were legally registered with the government. The results show that 71% (mean score 2.29) of the respondents have never had any training on entrepreneurship. Majority of the respondents (79%, mean score 4.00) indicated that their businesses have witnessed growth. According to 89% (mean score 1.39) of the respondents, there are no entrepreneurship trainings organized within the year.

Majority of the respondents (85%, mean score 4.07) indicated that their businesses have been doing well in terms of sales turnover. Most respondents 50% (mean score 3.36) are able to generate new clients everyday. The results revealed that 75% (mean score 2.32) of the respondents do not attribute the improved sales to the entrepreneurship training they received. The results show that only 40% of the respondents are able to prepare marketing plan for their businesses. Majority of the respondents (68%, mean score 2.32) do not attribute their ability to market their products to entrepreneurship training.
The study results revealed that 71% (mean score 3.82) of the respondents are able to carry out daily book keeping of their business transactions. Only 28% of the respondents are able to prepare a profit and loss account. The results show that 96% (mean score 4.36) of the respondents are able to separate working capital from other moneys. Majority of the respondents (68%, mean score 2.29) do not attribute their financial skills to the training received. The study results showed that 47% (mean score 3.25) of the respondents are able to prepare business plans for their businesses. The study findings revealed that 64% of the respondents indicated that they are able to conduct market research for their businesses.

The study established that 79% (mean score 3.86) of the respondents are able to manage their employees well. The results also show that 82% (mean score 4.25) of the respondents sometimes attended informal entrepreneurship training. Majority of the respondents (97%, mean score 4.57) were aware of their customers needs and as such, all the entrepreneurs indicated that their customers were happy due to services they offered. The study established that 54% of the respondents did not attribute their success or failure to the entrepreneurship training received, since they had not received any training.
5.3 Conclusion

The study established that the enterprises have experienced growth, even though the respondents have never received any training on entrepreneurship. However, enterprise growth may be more accurately measured in terms of sales and profits, which may give a more accurate estimation of growth than relying on the word of mouth of the entrepreneur, since the entrepreneur may not give accurate figures (Churchill and Lewis, 1983).

The study further established that the entrepreneurs were able to market their products and do a market research. They were also able to meet the needs of their consumers. However, this was not attributed to training because they have never received entrepreneurial training. This contradicts previous research on the field of entrepreneurship training conducted by Hynes and Richardson, (2007) which established that for their businesses to grow, entrepreneurs must be taught marketing, management and basic financial skills.

The results of the study also revealed that the entrepreneurs were able to do daily bookkeeping of the business transactions. However, most of the respondents were not able to prepare serious accounting practices such as preparation of a profit and loss account and a balance sheet. Suffering from any of these issues may lead to business failure, an issue which is obvious in the small business enterprise world (The European Federation of Accountants, 2004).
The European Federation of Accountants,( 2004) also informed that the United States of America Small Business Administration noted that fifty percent of small businesses fail in the first year and ninety-five percent fail within the first five years.

This leads to the conclusion that even though the entrepreneur may be reporting an increase in sales and profits, and may seem to be registering growth, lack of training on financial, strategic management and marketing will mean that the SME will not grow from the first stage (existence) to other stages such as survival, success, take off and resource maturity and will hence eventually fail within its first five years of existence.

5.4 Recommendations

The study established that majority of the entrepreneurs did not have skills and experience in areas such as business planning, financial reporting, strategic planning and financial management. All the respondents expressed the desire for training that would enable them improve their businesses. The study recommends that the government through the Ministry of Trade should conduct regular training programs aimed at equipping owners of SMEs with entrepreneurship skills in areas such as business planning, financial reporting, strategic planning, and financial management.
5.5 Limitations of the Study

The study faced the following limitations:

Some respondents were semi illiterate and could therefore not understand the questions clearly. The researcher however read and explained to the respondents what was required. Some respondents may have decided not to provide all the information about their businesses they deemed sensitive, thereby denying this study the much required information. The researcher however, ensured that all the questions were answered by the respondents.

Some respondents may have exaggerated details about the performance of their businesses in order to create the impression of a thriving establishment.

5.6 Recommendations for Future Research

The study was done on the effect of entrepreneurship training on the development of SMEs in Githunguri District only. The study recommends that similar studies should be done in other SMEs in other parts of the country, with an aim of establishing the effect of entrepreneurship training on the development of SMEs in those areas. This may compel the government to organize regular training where entrepreneurs would be imparted with skills that would lead to the success of their businesses.
REFERENCES


Global Entrepreneurship Monitor (2003), *How Entrepreneurial is Ireland?*, *Department of Business Administration*, University College Dublin, available at: [www.gemconsortium.org](http://www.gemconsortium.org)


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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

May 2012

Dear Respondent,

REF: REQUEST FOR RESEARCH DATA

I am a student at University of Nairobi, pursuing a course leading to Master of Business Administration. In a partial fulfillment of the requirements of the stated course, I am conducting a research entitled, “The impact of entrepreneurship training on entrepreneurial development in Kenya: a case study of small and medium size enterprises in Githunguri District.”

To achieve this, you have been selected to participate in this study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Yours truly

Caroline Wangeci Njoroge
Student, Researcher
APPENDIX 2 QUESTIONAIRES

Instructions

- Please read each statement carefully and tick the appropriate answer.
- Fill in answers to all questions with blank spaces.

**Part B: The Level of Entrepreneurship Training Among the SMEs in Kenya.** State the extent to which you agree with the following statement with regard to entrepreneurship training on a five point Likert scale of 1 – 5 where 1 represents strongly disagree and 5 strongly agree

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My business is legally registered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I have had training on entrepreneurship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. My business has witnessed tremendous growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Training on entrepreneurship are organized at least once an year in Githunguri</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. My business is doing well in terms of sales turnover</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Am able to generate new clients everyday</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The improved sales is attributed to the training received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I am able to prepare a marketing plan for my business</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I am able to market my products due to the training received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I carry daily book keeping of the business transaction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I am able to prepare a profit and loss account</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I separate my working capital from other moneys</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. My financial skill are attributed to the training received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I am able to prepare a business plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I am able to conduct market research for my business</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I am able to manage my employees well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Sometimes I attend informal entrepreneurship training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. I am aware of my customers needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. My customers are very happy due to the services I offer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20.</td>
<td>I attribute my business success/failure to the entrepreneurship training received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>From my experience in business, I feel it’s necessary for the government to train entrepreneurs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Kindly add any additional information or comments that you may deem relevant to this questionnaire

Thank you!