

Role of Entrepreneurship Training in Growth of Micro and Small Enterprises in Kiambu County

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Abstract: Survival and growth of business ventures is a key concern which is determined by varied factors. Entrepreneurship training has been identified as one factor that can play varied roles towards growth of micro and small enterprises across the world. The purpose of this study was to assess the effect of four components of entrepreneurship training on business growth among micro and small enterprises in Kiambu County. The four components of entrepreneurship training to be studied are objectives, content, trainers' competence/ attitudes and training delivery methods/presentation styles. The study was grounded in Blooms taxonomy and theory of planned behaviour. The study adopted mixed methods (both quantitative and qualitative) research design and applied a descriptive study design. The population for the study was 6,420 licensed MSEs operating in Ruiru Sub County. The study utilized stratified random sampling to select 382 respondents in main trading centres in each of the four administrative wards based on the nature of business they are involved. The study relied on primary data collected using questionnaires from owners and key employees of the selected micro and small enterprises. The data gathered were analysed using descriptive statistics and thematic analysis. The study found that entrepreneurship training components contributed to a certain extent towards business growth among the micro and small enterprises. The study thus recommends customization of entrepreneurship training programs and taking into consideration of the input of the owners and employees to improve its impact on the survival and growth of the business enterprises.

Keywords: Business Growth, Objectives, Content, Competence, Delivery Methods

INTRODUCTION

Micro and small enterprises (MSEs) are said to be those enterprises with 1 to 49 employees. Micro and small enterprises have been recognized as socio-economic and political development catalysts in both developed and developing economies [1-3]. Maalu *et al.* [4] discussed the role of micro and small enterprises in the economy of Kenya and noted the important role it has played and continues to play. They note that the micro and small enterprises are a major employer and a source of livelihood. In addition to employment creation and income generation Bowen, Morara and Mureithi [5] note that micro and small enterprises play other important roles in the economy, such as production of goods and services and development of skills.

The Kenya Government's commitment to foster the growth of MSEs has emerged as one of the key national development strategies over the years. Micro and small enterprises are noted as a crucial catalyst for achieving Vision 2030 [6]. Therefore, the Kenyan government has developed strategies and promotion programs aimed at supporting the micro and small enterprise sector. Entrepreneurship training has

been cited as one of the most important of these strategies [7]. Alberti, Sciascia and Poli [8] define entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. According to Arogundade [9] entrepreneurship training entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges.

According to Dobbs and Hamilton [10] there are two main types of business growth – internal/organic growth and external growth involving merger and acquisition. Internal growth is financed by asking shareholders to contribute more capital, or by ploughing back profits into the business which enables firms maintain a healthy gearing position. External growth on the other hand can be carried out by seeking external finance, or by merger and acquisition [11]. There is a little agreement in the existing literature on how to measure growth thus most previous studies have used a variety of different measures such as total assets,

sales, employment size, profit and capital among others [12-14]. The most common means of firm growth is through relatively easily available, objective and measurable characteristics such as growth in sales turnover, total assets and employment size [15-17]. There are difficulties in getting reliable time series data on growth of fixed assets or sales which would be a better indicator of growth and hence measurement of growth in terms of changes in the numbers of workers seems objective [18]. Interestingly, Hagos [15] reports that estimates using employment size is similar to those that use sales besides growth in sales and growth in the number of workers are highly correlated.

As noted the micro and small enterprises have been to be a key economically empowering tool across the world. Despite the significance of the MSEs, statistics indicate that three out five face stagnation or fail before their third year of operations [19]. There was thus need to understand factors such as entrepreneurship training which can enhance business growth. Further, despite the large number of players offering entrepreneurship training including government agencies, institutions of higher learning and Non-Governmental Organizations (NGOs) there has been limited assessment on effect of the training programs on business growth of the MSEs. Thus, assessing the role of entrepreneurship training on business growth is a fertile study area.

Majority of the available studies [20-24] on growth in businesses have concentrated on large firms as well as small and medium enterprises. These studies have also been conducted in the developed countries context. The Kenyan studies which were available on business growth included that by Waweru [25], who investigated the patterns of growth among MSEs in the manufacturing industry and detailed the characteristics of the growth. Another study by Mwaka [26] studied the relationship between business growth and capital structure among small and medium enterprises in Nairobi. Ndirangu and Mukulu [27] focused on effects of entrepreneurial training content on the growth of micro and small enterprises in Kangemi, Nairobi. The proposed study seeks to take a different approach by studying the link between four entrepreneurship training components and business growth among the MSEs in Ruiru Sub County, Kiambu County – a study area which had not been explored.

These four components were identified as training programs objectives, training content, trainers' competence and training delivery methods. Heinonen and Poikkijoki [28] identified three types of objective for an entrepreneurship training program: learn to understand entrepreneurship, learn to act in an entrepreneurial way and learn to become an entrepreneur. Similarly, Fayolle and Gailly [29] categorized three main entrepreneurship learning processes including: first, learning to become an

enterprising individual with the expectation of changes in attitude, perception and intention toward entrepreneurship; second, learning to become an entrepreneur with the expectation of acquisition of knowledge and skill and focused on professional/practical dimension; and finally learning to become an academic, focused on conducting research.

According to Mwangi [30] the major objectives of enterprise education in Kenya are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes. Mwangi emphasizes that these objectives underscore the fact that entrepreneurship education should reflect carefully on acquisition of business skills and ways of enhancing the probability of success. The objectives of entrepreneurship education are mainly focused on starting a business and subsequent sustainability of the business. Mkala and Wanjau [31] argued that it is important to understand the objectives of the entrepreneurship training to be able to assess their effectiveness and impact on entrepreneurial ventures.

It has been suggested that entrepreneurship training programs vary greatly in duration, structure and content [32]. While the duration and mode of delivery of such programs can range, the training content would seem to focus on the development of three main areas-technical skills, business management skills and personal entrepreneurial skills [33]. Financial management, marketing and management appear to be the most popular topics in entrepreneurship programs [34], coupled with what has been described as an excessive focus on the development of a business plan [35]. Interestingly, despite the increase in program provision, both from an educational and training perspective, there is still no generally accepted curriculum for aspiring entrepreneurs to follow [34].

Nieman [36] in a study based in South Africa entrepreneurship program for small business found that entrepreneurial training with relevant content leads to birth and growth of a business enterprise. Harris and Gibson [37] argued the attitudes are learned and developing more appropriate student-centered education programs may change the attitude toward entrepreneurship. Harris *et al.* [38] showed that the completion of one course in a small business institute program had a major impact on the students' entrepreneurial attitudes. Nyanhome [39] in a study on factors influencing the effectiveness of entrepreneurship training programmes based on the case of financial knowledge for Africa (FIKA) found that subject contents like financial management, budgeting and entrepreneurial skills were highly preferred as the best course units. Ndirangu and Mukulu [27] found that entrepreneurship learning content is of great importance in promoting the learning ability of SME owners in Kangemi's Nairobi County.

Competence has been historically associated with the knowledge, skills, experience and attributes required to carry out a defined function effectively. Spencer and Spencer (1993) considered that competence is a group of personal characteristics that can lead to efficiency or excellent performance. According to Bunk (1994), competence is the combination of knowledge, ability, attitude and many other factors possessed by an individual. Eraut (1998) defines competency as more than just knowledge and skill. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.

UNESCO (2008) defines three categories of competences in relation to entrepreneurship training - ability to operate in socially heterogeneous groups, an ability to act autonomously and an ability to use tools interactively. Stoof [40] argue that trainers' competence which is a combination of knowledge, skills and attitudes required by employees in the performance of their jobs or tasks has to be evident among trainers for it to be transferred to the students. Nyanhome [39] established that a trainer provides a favorable environment for effective instruction, provide learning materials, uses strategies that promotes effective instruction, gives direction on the learning content and offers appropriate classroom management necessary for effective instruction to take place in a classroom. Nyanhome further observed that the role of facilitators was of key significance in influencing effectiveness of the entrepreneurship programme.

Jack and Anderson (1998) have suggested that teaching entrepreneurship is a bit of an enigma since the actual entrepreneurial process involves both arts and science. The "science" part, which involves the business and management functional skills, appears to be teachable using a conventional pedagogical approach. However, the "art" part, which relates to the creative and innovative attributes of entrepreneurship, does not appear to be teachable in the same way. Instead this aspect is inductive, which contrasts with the rational deduction of resource management. Saeed (1996) had compared the teaching of entrepreneurship to an art form and suggests that some individuals are naturally talented, whilst others must work hard to achieve similar ends. He suggests that a curriculum cannot create an entrepreneur, rather it can only demonstrate the process involved in being successful. The individual will always be responsible for their own success.

Boussouara and Deakins (1998), in examining the development of high technology small firms, suggest that entrepreneurs learn, not through structured teaching, but through experience and trial and error. In Kenyan context, Nyanhome [39] found that most of the entrepreneurs liked a mix of experiential learning and classroom learning methodologies. Nyanhome

observed that the choice of delivery method has to take into consideration local context unique characteristics to be effective. Ndirangu and Mukulu [27] noted that delivery of training has to be effective for it to impact on business growth.

The study was conducted on the grounds of Bloom's Taxonomy and the Planned Action Theory. As noted by Gathenya, Bwisa and Kihoro [41] training and education programs in Kenyan context address specific tasks and skills tackle not only increased expertise, but also enhance levels of self-confidence. In addition, Ndirangu and Mukulu using Bloom's theory examine three skills in learning namely cognitive, psychomotor and affective and argue that these skills need different methods of delivery and also varying contents. These scholars hold that effectiveness of training depends on the content, method and the learning environment. This study therefore sought to demonstrate application in Kiambu County micro enterprises.

The theory of planned behaviour has been tested and empirically validated in depth [42]. Following the TPB, for learning to result in altering behaviour, cognitive structures – such as attitudes or intentions or the underlying mental models – need to be changed. An additional advantage of this theory in studying entrepreneurship training and business growth is the opportunity to measure the development of intentions and impact through entrepreneurship education programmes [43]. Njoroge and Gathungu [44] noted that the theory of planned behavior is suitable guide for studying effects of entrepreneurship on business survival and growth. Njoroge and Gathungu further noted that the theory was appropriate in designing of conceptual framework in studies related to entrepreneurship training as it linked the process, strategies, antecedents of entrepreneurship behavior and outcomes (survival and growth). The current study using planned behavior perspective will explore how training influences business growth and put to test relevance of the theory to this area of research interest in the context of MSEs in Kiambu County.

The research study is expected to be of significance to the MSE(s), the community, researcher and others. This study conception coincided with the Global Entrepreneurship Summit (GES) which was held in Kenya between 25th and 27th July 2015 whose aims were fostering entrepreneurship across the world. This study was thus a timely effort as governments, private sector and non state actors continuously strive to promote entrepreneurship which is one the most promising solution to the complex economic, political and social problems such as unemployment, trade imbalances and drug abuse. The study gives insights on the role of entrepreneurship training for growth of micro and small enterprises.

The study will be beneficial to the owners and employees of MSEs as it will help them appreciate the value of entrepreneurship training and the role it can play in the growth process of the business ventures. The study will be beneficial to policy makers and regulatory authorities in ensuring micro and small scale entrepreneurs get the right training for the business growth. The study will also be useful to non state actors as they design strategies aimed at bringing to fruition the country's economic and development blueprint, Vision 2030. Vision 2030 emphasizes entrepreneurship and thus this study is a crucial step towards achieving this endeavour. The study will also be useful to research institutes, current researchers and future researchers. The study examined the challenges MSEs face in embracing training which will be beneficial to their business growth.

RESEARCH METHODS

The study adopted mixed methods research design approach where quantitative and qualitative tools and data were utilized. Mixed methods research according to Creswell, Clark, Gutmann and Hanson [45] enables a researcher or team of researchers to combine elements of qualitative and quantitative approaches (viewpoints, data collection, analysis and inference techniques) for the broad purpose of breadth and depth of understanding and corroboration. This study then applied the descriptive study design. Creswell [45] cites that a descriptive study is one in which information is collected without changing the environment and nothing is manipulated. In this study, a descriptive study provides information about the characteristics of the business owners/employees and growth of the business ventures.

The population of the study was the licensed MSEs licensed and operating in Ruiru Sub County, Kiambu County. Enterprises operating in Ruiru Sub County were deemed representative of the enterprises in Kiambu County as it has urban, peri-urban and rural classifications. Ruiru Sub County is also the most vibrant entrepreneurial Sub County as has the largest number of varied enterprises. Data from Kiambu Sub Counties Authority show that there were 4,348 enterprises which fell into classification of MSEs. The target population for this study was the owners and key employees of these MSEs in Ruiru Sub County. This target population provided relevant information that assisted the study in fulfilling its objectives.

Kiambu County is a unique commercial and industrial hub being host to thousands of micro, small, medium and large enterprises. The county shares its borders with five other counties; Nakuru to the west and Kajiado to the south, Nyandarua to the North and

Murang'a County to the East [6]. Kiambu is earmarked as a future anchor to the capital city Nairobi, which is undergoing rapid development with limited space for growth. The county has recorded a high increase in population and in turn businesses as entrepreneurs compete to serve the needs of the ever growing population. The county's diverse characteristics ranging from core-urban, peri-urban and rural present a suitable study area focusing on the micro and small enterprises [46].

The study applied multi stage sampling based on Krejcie and Morgan (1970) sample size determination table. According to the table, for a target population of 4,348 a sample size of 354 was deemed appropriate. The study then randomly select the respondents in main trading centres in each ward based on the nature of business they are involved. Research questionnaires were administered to the respondents at their business premises and filled immediately or picked after a week with the help of research assistants. Respondents who opted not to take part in the study were excluded. The data from the questionnaires were analyzed quantitatively through SPSS (Statistical Product and Service Solutions) for windows. The presentation of findings from the quantitative data was through tables and figures. Qualitative data were analysed through thematic analysis where the information was organized into themes which were summarized and discussed.

RESULTS AND DISCUSSIONS

The study was carried out to investigate the role of entrepreneurship training on business growth among micro and small enterprises in Ruiru Sub County. The data is presented as per the study's objectives. There were four objectives which guided the study. First the study investigated how entrepreneurship training programs' objectives contribute to MSEs' growth. Secondly the study explored role of entrepreneurship training programs content on MSE's growth. Thirdly the study sought to establish how entrepreneurship programs trainers' competence contributes in MSEs' growth. Lastly the study assessed contribution of entrepreneurship training methods in MSEs' growth. The findings are presented in form of tables which give frequencies and percentages beefed up with a narrative explanation.

General information was obtained on the general characteristics of the respondents. This information was given in terms gender, age and duration of service in the procurement sector. First the study sought to get gender distribution among the respondents where the results obtained are presented in Figure 1.

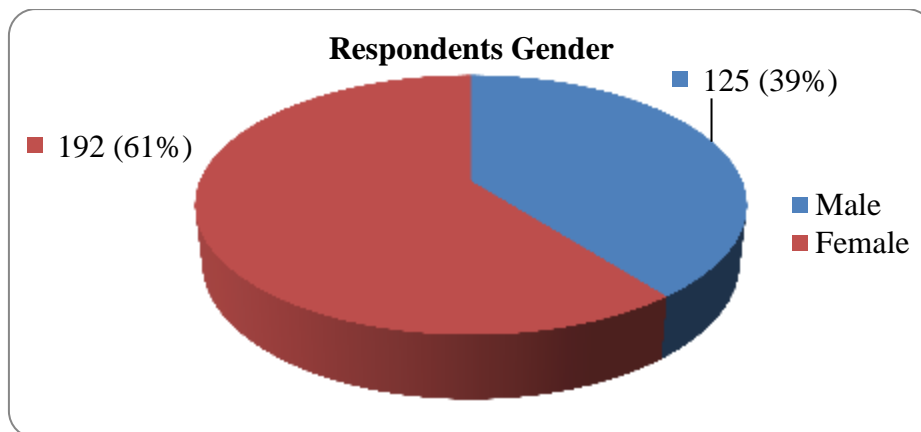


Fig-1: Respondent’s Gender

Sixty one percent of the respondents were female while 39% were male. This implies that the study findings have both gender representations though there were more female owners and employees of the micro and small enterprises sampled. In this context, women entrepreneurship is particularly important. This is in line with Kiraka, Kobia and Katwalo (2013) who observed that across the globe, women owned businesses account for 25 to 33 % of all businesses with the percentage being higher in Africa at between 40 and 50 percent and in some countries up to 60 %. As noted

by Gupta, Turban, Wasti and Sikdar [47] most roles in enterprises are dictated by stereotypes. This could explain the situation where females form large proportion of the surveyed micro and small enterprise respondents given the employees/owners of the MSEs perform roles such as customer relationship which are deemed more feminine.

The study also sought to know the age distribution of the respondents. This is shown in Table 1.

Table 1: Respondent’s Age

Age	Frequency	Percentage
Below 18 years	0	0
18-27 years	119	38
28-37 years	105	33
38-47 years	52	16
48-57 years	28	9
Over 57 years	13	4
Total	317	100

The table shows that majority of the respondents were drawn from the 18-27 years and 28-37 years brackets at 38% and 33% respectively. This implies that majority of the key employees and owners of micro and small enterprises are aged between 18 and 37 years. This is in line with the current trends where young people are opting for self-employment due to the contracting formal sector employment. The results are in line with Osoro [48] who found that as people grow older their propensity to engage in risky entrepreneurial ventures decrease and they opt for stable occupations which include wage/salaried economic activities or agricultural activities.

The study then sought to find the highest level of education of the respondents. The results in Figure 2 show that 38% of the respondents had secondary level education, 24% had diplomas, 19% had professional/technical certificates, 9% had post graduate diplomas and 5% had primary education while another 5% were undergraduates. The results imply that the owners and key employees were well versed with the issues which were being investigated by the research. It is also clear that most of owners and employees of the micro and small enterprises surveyed were diploma and secondary school graduates. This is in line with Gioche (2012) who found that youths who were undergraduates and postgraduates had a significant bad attitude towards such enterprises.

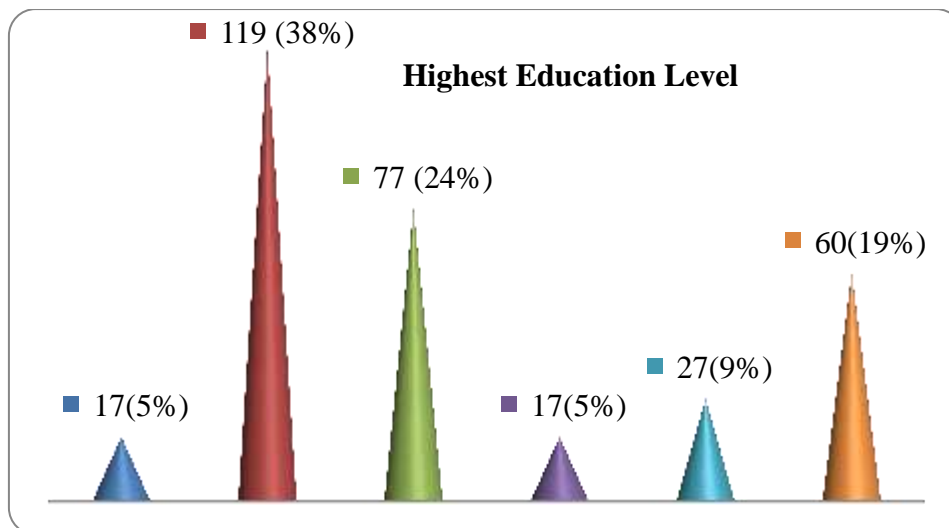


Fig-2: Highest Level of Education

The first objective of the study sought to demonstrate how entrepreneurship training programs’ objectives contribute to MSEs’ growth. To achieve this objective a number of questions were posed to the respondents and the responses presented and discussed in this section. First, a five point scale with statements

on the features of the objectives of entrepreneurship training programs was used. The results are interpreted using percentages where ratings of Strongly Disagree (1) or Slightly Disagree (2) on one hand, and Slightly Agree (4) or Strongly Agree (5) on the other end, are combined. The results obtained are shown in Table 2.

Table 2: Entrepreneurship Training Objectives

Entrepreneurship Training Objectives	1	2	3	4	5
The training have well thought out objectives	0%	2%	6%	23%	69%
The objectives of the training are well communicated to MSE owners and employees	0%	3%	3%	33%	61%
The objectives of the training are in line with objectives of the MSEs operations	9%	12%	16%	26%	37%
The objectives stress on application of knowledge and skills acquired	0%	0%	0%	30%	70%

The results in Table 2 show that the training have well thought out objectives as 92% of the respondents either slightly agreed or strongly agreed to this statement. It is also evident that the objectives of the training are properly conveyed to the MSE owners and employees as indicated by 94% of the respondents who either slightly agreed or strongly agreed to this statement. The objectives of the training programs were deemed largely in line with objectives of the MSEs’ operations as 63% either slightly agreed or strongly agreed. It also emerged that the objectives of the training programs stress on application of knowledge and skills acquired. The findings imply that the entrepreneurship training programs objectives are matched to the needs of the micro and small enterprises. As noted by Mkala and Wanjau [31] the training objectives are very important in determining their success and effectiveness. It is evident that the entrepreneurship training providers have designed with the MSEs’ operational needs in mind.

The second objective of the study sought evidence on the role of entrepreneurship training programs’ content on MSEs’ growth. To achieve this objective a number of questions were posed to the respondents and the responses presented and discussed in this section. An interpretation scale similar to the one used for Table 2 was used.

The results in Table 3 show that the training programs content were deemed not relevant for MSEs’ local environment context as 87% of the respondents. It also emerged that the training programs do not have well structured curriculums as indicated by 95% of the respondents. There were mixed reactions from the respondents with regard to whether the content of training programs is relevant for MSEs’ operations where 53% either slightly disagreed or strongly disagreed; 19% either strongly agreed or slightly agreed while 29% indicated neutrality.

Table 3: Entrepreneurship Training Content

Entrepreneurship Training Content	1	2	3	4	5
The training programs content is relevant for MSEs local environment context	23%	64%	10%	3%	0%
Training programs have well structured curriculums	48%	47%	0%	4%	1%
The content of training programs is relevant for MSEs operations	9%	44%	29%	14%	5%
The training programs include relevant technical skills	28%	58%	2%	8%	4%
The training programs include relevant personal entrepreneurial skills	24%	18%	40%	12%	6%
The training programs include relevant financial management content	15%	14%	5%	33%	32%
The training programs include relevant marketing content	0%	0%	2%	35%	63%

Further, it emerged that the training programs did not include relevant technical skills as indicated by 86% of the respondents. It was not clear whether the training programs include relevant personal entrepreneurial skills as 42% of the respondents either slightly disagreed or strongly disagreed; 40% indicated neutrality while 18% either strongly agreed or slightly agreed. The content of training programs includes relevant financial management content as indicated by 65% of the respondents who either strongly agreed or slightly agreed. The training programs include relevant marketing content as indicated by 98% of the respondents. As noted by Cope and Watts (2000) these results show that the content does not adequately

capture the distinct context and operations of the most of MSEs surveyed. The MSEs require different specific operational and technical skills such as how to identify and deal with an M-Pesa fraudsters or how to deal with very drunk customers in bars.

The third objective of the study explored the contribution of entrepreneurship programs' trainers' competence content towards MSEs' growth. To achieve this objective a number of questions were posed and the responses presented and discussed in this section. An interpretation scale similar to the one used in Table 2 was used.

Table 4: Entrepreneurship Trainers' Competence

Entrepreneurship Trainers' Competence	1	2	3	4	5
The trainers are well knowledgeable	1%	0%	5%	48%	46%
The trainers have requisite skills	0%	0%	2%	44%	54%
The trainers have positive attitude towards entrepreneurship	1%	2%	3%	64%	29%
The trainers have positive attitude towards micro and small entrepreneurs	0%	0%	1%	59%	40%
The trainers have positive attitude micro and small businesses	2%	3%	4%	33%	57%

The results in Table 4 show that the trainers were deemed well knowledgeable as indicated 94% of the respondents either slightly agreed or strongly agreed to this statement. The trainers were also deemed to have requisite skills and positive attitude as indicated 94% of the respondents. This was evident with graduates of universities such as JKUAT. The trainers have positive attitude towards micro and small entrepreneurs and their business ventures as indicated by 99% and 91% of the respondents. It was therefore evident that the trainers were competent and thus offered effective

instruction in line with Nyanhome [39] who observed that the role of trainers was determined by the competence of the trainers.

The fourth objective of the study sought to demonstrate how entrepreneurship training methods contributes in MSEs' growth. To achieve this objective a number of questions were posed to the respondents and the responses presented and discussed in this section. An interpretation scale similar to the one used for Table 2 was used.

Table 5: Entrepreneurship Training Methods

Entrepreneurship Training Methods	1	2	3	4	5
Training programs are conducted in convenient locations and venues	43%	46%	3%	6%	2%
Training programs are conducted in convenient times and durations	54%	40%	2%	2%	3%
Training programs use innovative teaching methods	21%	17%	18%	21%	23%
The training programs incorporate practical aspects	4%	3%	5%	69%	19%

The results in Table 5 show that the training programs were not conducted in convenient locations and venues relevant for MSEs as indicated by 89% of the respondents. The training programs are also not conducted in convenient times and durations as 94% of the respondents either slightly disagreed or strongly disagreed. There was no clarity on whether the training programs use innovative teaching methods as 44% either slightly agreed or strongly agreed; 37% either slightly disagreed or strongly disagreed while 18% were uncertain. The training programs were deemed to incorporate practical aspects as 88% either slightly agreed or strongly agreed. These findings paint a picture where the training providers do not adequately take into considerations the unique features of the micro and small business stakeholders they are targeting as was advised by Nyanchome [39].

Business growth was the study’s dependent variable which the study conceptualized that it is influenced by the four entrepreneurial training aspects. To understand business growth among the surveyed businesses the study posed a number of questions. First the study sought the number of employees who were currently engaged by the businesses. Table 6 shows the responses. The results show that 86% of the businesses surveyed had one to five employees, 12% had between six and ten employees while six percent (6%) had over ten employees. The results imply that the surveyed businesses fell within the micro and small enterprises classification. This finding is in agreement with the 1999 National Micro and Small Enterprise Baseline

Survey which found that the average size of an MSE was 1.8 persons (approximately two people as owners and or employees).

The study then sought whether there had been employee(s) increase(s) within the sampled businesses. The results showed that there were employee increases among 75% of the surveyed MSEs, while there were no increases among 25% of the surveyed businesses in the past two years. For the MSEs which had an increase in number of employees Figure 5 (N=238) shows the nature of the increases, with 69% having one to two employees increases, 24% had three to four employees increases and 7% had five and more than five employees increase noted. These increases were deemed significant as majority of the surveyed businesses indicated they had less than 10 employees and also in line with the National survey which found that MSEs on average have approximately two persons as owner or employees. The study also asked the respondents on the average daily customer. The results show that 33% of the businesses had between one and 25 customers, 23% had between 26 and 50, 11% between 51 and 75 daily customers, five percent (5%) had between 76 and 100 customers while nine percent respondents indicated their businesses had over 100 daily customers. Meanwhile, 18% indicated they were not sure about the number of their daily customers. The study then inquired about nature of changes in the number of daily customers in the past two years among the surveyed businesses.

Table 6: Number of Daily Customers

Number of daily customers	Frequency	Percentage
1 - 25	104	33
26 - 50	74	23
51 - 75	36	11
76 - 100	17	5
Over 100	28	9
Not Sure	58	18
Total	317	100

The results in Table 7 show a scenario where 79% of the businesses recorded an increase in number of customers, 15% recorded a decrease in number of customers and six percent did not record any change in number of customers. With regard to the businesses that recorded a decrease 88% noted that the decrease was

very little or little while 13% noted that the decrease was either large or very large. On the other hand, the businesses that recorded an increase 85% noted that the decrease was very little or little while 13% noted that the decrease was either large or very large.

Table 7: Changes in Number of Daily Customers

	Very Little	Little	Neutral	Large	Very Large
Decrease (N=47)	34%	51%	0%	9%	6%
Increase (N=251)	26%	62%	0%	9%	4%
No Change (N = 19)					

The study then sought to assess the extent to which the surveyed businesses had grown within the

past two years. Figure 3 illustrates the results where 75% indicated that the businesses growth was little or

very little while 14% indicated that the growth was large or very large. Eleven percent of the respondents

indicated that the business growth was moderate.

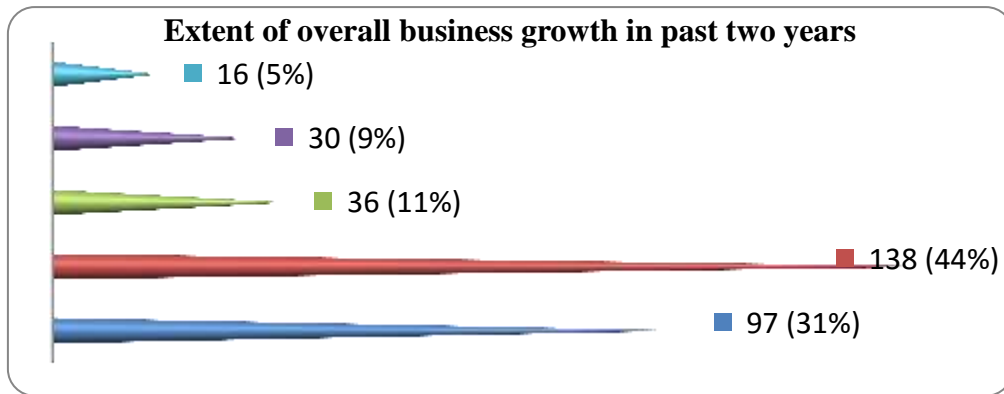


Fig-3: Overall Business Growth within past two years

The limited role of entrepreneurship training implies that micro/small businesses growth is largely influenced by a host of other factors such as overall economic conditions, access to finance and location (Maragia, 2008). The results can be explained by the findings that the content and the delivery methods employed by the training providers do not adequately consider the specific features of the diverse micro and small enterprises stakeholders and their needs.

The study then queried the respondents on what percentage of business growth they would you attribute to entrepreneurship training. Table 9 shows the results where 84% of the respondents indicated that the growth attributable to training is between one percent and twenty five percent. Fourteen percent indicated that the growth attributable to training is between 26% and 50% while three percent indicated training accounts for between 51% and 75% of the businesses growth.

Table 8: Percentage of Growth Attributed to Training

	Frequency	Percentage
1% - 25%	266	84
26% - 50%	17	14
51% - 75%	8	3
76% - 100%	-	-
Total	317	100

The respondents were asked to indicate what would best describe or measure business growth given their experiences in micro and small enterprises ventures. The respondents indicated higher profits and increased sales were good signs of micro and small enterprises. Another indicator of growth was noted as business expansion for bars/hotels and more customers for M-Pesa businesses as the most reliable indicators of business growth.

The respondents also noted being featured in the media (television, radio and newspapers) in business programmes and stocking new products or brands were also indicators of micro and small businesses growth. The ability to directly import by clothes, spare parts and phone accessories dealers was also noted as an indicator of growth.

Lastly the study sought to find the extent to which entrepreneurship training played a role on business growth either positively or negatively.

Table 9: Extent of Entrepreneurship Training Role on Business Growth

	Positive Role		Negative Role	
	Frequency	Percent	Frequency	Percent
Very Little Extent	147	46	224	71
Little Extent	94	30	74	23
Moderate Extent	39	12	9	3
Large Extent	28	9	7	2
Very Large Extent	9	3	3	1
Total	317	100	317	100

The results showed that 76 percent of the respondents indicated that entrepreneurship training played/plays a positive role in business growth to a very little or little extent, 12% moderately and another 12% to a large or very large extent. The respondents explained that the training programs equipped the employees and owners of the micro and small enterprises with skills which are applied to grow the businesses.

The results further showed that 94 percent of the respondents indicated that entrepreneurship training played/plays a positive role in business growth to a very little or little extent, 3% moderately and another 3% to a large or very large extent. The respondents explained that the training disrupted the running of the business when the employees and owners of the micro and small enterprises attend the training. The respondents also indicated that the funds used to finance the training programs also meant that the businesses were denied cash that could be used to grow the business. Some of the respondents also indicated that the employees who got training usually left the business disrupting its operations and consequently the negative effect on growth. Maragia (2008) explains the disconnect between entrepreneurship training programs and lack of growth among business ventures noting that this could be attributed to deficiencies in these training programs. As the study results show there are shortcoming in the content of the entrepreneurship training programmes and further in the delivery, weaknesses which could be attributed to the disconnect as the MSEs' owners and employees find it difficult to apply the skills and knowledge they acquire into the context of these MSEs.

CONCLUSIONS

This study was based on the perspectives of the micro and small enterprises owners and key employees from Ruiru Sub-County in Kiambu County. The study concludes that entrepreneurship training programs play an insignificant role towards survival and growth of MSEs. The conclusions are explained under the four specific objectives of the study. The study holds that the while the objectives of the entrepreneurship training programs and the trainers' competence was deemed to be favourable and were rated positively and could explain the positive contribution of the training programs to business growth. On the other hand training programs' content and the training delivery methods were rated unfavourably thus the not limited and negative role associated with training on business growth. the other are matched to the needs of the micro and small enterprises.

The study makes a number of recommendations to the following identified stakeholders. First the study recommends that the government agencies, institutions of higher learning and non state actors offering entrepreneurship consult

widely with the business owners and employees when designing and undertaking entrepreneurship training programs. These trainers need to customize the objectives and content of these programs in line with the operations of the target business owners and employees.

The study also recommends that the business owners and employees provide feedback on the entrepreneurship training programs they participate in. The input and feedback of the business owners and employees would ensure that the training programs are cognizant of the unique context of the micro and small enterprises and thus enhance their impact on the survival and growth of the business ventures.

The study while having contributed to knowledge base enhanced in the subjects of entrepreneurship training and business growth, believes there exists gaps which future researchers can explore. First the study suggests that further research can be conducted to investigate strategies adopted by government agencies, institutions of higher learning, vocational training institutions and non state actors offering entrepreneurship training aimed at enhancing relevance and applicability of the training programs.

Secondly the study notes that there are opportunities for future researchers to conduct research on the most effective training delivery methods and approaches for the entrepreneurship training programs. There also exists opportunity for a wider scale study with a national wide population which will take into consideration the distinct characteristics of the MSEs to enable well informed policy decisions aimed at enhancing survival and growth of businesses in Kenya.

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