

Entrepreneurial Training Status, Social Economic Factors and Enterprisers Entrepreneurial Competencies in Selected Counts in Western Kenya

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Abstract

This study examines the entrepreneurial training status, social economic factors and enterprisers. Enterprisers' skills are considered to be critical inputs in the successful operation of small enterprises. The specific objectives of the study were to; assess the entrepreneur's entrepreneurial orientation competencies basing on the training status and socio economic characteristics and to examine the relationship between the training status and entrepreneurial operation competencies. A sample of 252 respondents for the study was drawn from enterprisers' in Eldoret, Bungoma, Trans Nzoia, Kisumu and Kakamega counties Kenya. This study was based on the functional Positivist in entrepreneurship research. The study was based on the competency model of entrepreneurship. Data was collected from primary and secondary sources. Primary data was collected using questionnaires while document analysis was employed for secondary data. The data was analysed with the aid of Statistical Package for Social Sciences (SPSS v.21) and data presented using both descriptive statistics. The key results of this study were; Training assisted in improving the competencies of the entrepreneurs the foundation for benefits of training lies in the highest level of education, critical and analytical skills are not dependent on training, numerical skills can be imparted well on entrepreneurs with higher academic qualifications, training helps improve competencies in science and technology if the respondents had higher level of academic qualifications. This study concludes that training provided to entrepreneurs enhanced their competencies. A higher level of education was vital for the development of entrepreneurship education programmes. Training needs assessment should be undertaken in order to impart appropriate entrepreneurial operational competencies to entrepreneurs. This study recommends entrepreneurship education should be embedded and mainstreamed in school curriculum stating at upper primary to university level, Entrepreneurship training, BDS organisations should refine the curriculum and target KCSE graduates and above in order to entrench entrepreneurship and drive the move to the creation of an entrepreneurial society, Create talent and entrepreneurship competency development centres through club/societies in high schools to entrench entrepreneurship culture in Kenya and the development of County based entrepreneurial policies which should give priority to the development of education in order to foster entrepreneurship development in Kenya.

Keywords: *Impact, Management Skills, Small and Medium Enterprise, Performance*

Introduction

Enterprisers' entrepreneurial competencies and environmental management skills have been considered important in the assessment of the performance of small enterprises. This study undertook a comparison between trained and untrained entrepreneurs in selected counties in western Kenya. The informal MSE sector is an important contributor to the creation of productive employment and poverty alleviation. Mead and Liedholm (1998) suggest that enterprises that are seeking to expand can contribute in the area of growth and be an important mechanism to help people move up and out of poverty. Dalin (2000) asserts that in the United States of America, an estimated 50% of all current innovations and 95% of all radical innovations are generated by new, small enterprises. Personal motivation and creativity, relevant knowledge and skills are prerequisites in every successful entrepreneurial venture. The design of appropriate education systems to promote entrepreneurship and to prepare school leavers for self-employment has been stressed in several African studies as critical inputs to entrepreneurial success (McGrath & King 1999; Kent & Mushi, 1995). In addition, the general importance of training is deemed as critical in preparing Africa's youth generation for the world of work (Kerre, 1998). Training for entrepreneurship and various support activities for the MSEs have for several years been on the agenda of Non-Governmental Organisations (NGOs) and donor agencies operating in most African countries. Hisrich *et. al.*, (2003) suggests that during the growth stage of an enterprise managerial skills are critical to enterprise performance.

MSEs operate in a complex environment and confront a diverse array of constraints, depending on sector, the region or country, hence searching for a single constraint may not provide solutions to problems faced by entrepreneurs (Levy *et. al.*, 1994). Due to limited understanding of the market economy, small-scale entrepreneurs face great difficulties in finding markets, preparing loan

applications, keeping sets of accounts, and gaining a full knowledge of their profit position. Addressing some of their needs, especially those relating to the lack of basic management skills development, can bring about a structural change to the operations of most of these enterprises (ILO / UNDP Programme VIE/94/005). There is lack of information on effectiveness, efficiency, and impact of business management training in the MSE sector (Nassiuma, 2011; Voeten, 2002). According to Barbazette (2006) skills development is to answer familiar questions of why, who, how, what, and when. The conduct of management skills development is to tie the performance deficiency to a business need and be sure the benefits of conducting the training are greater than the problems being caused by the performance deficiency (Barbazette, 2006; Shibanda, 2001).

It is critical to conduct a target population analysis to learn as much as possible about those involved in the deficiency and how to customize a training program to capture their interest. Training fixes the performance deficiency or suggests other remediation if training is not appropriate (Barbazette, 2006). A need assessment can help determine whether training is the appropriate solution to a performance deficiency. Conducting training without assuring there is a training need is a waste of time and resources (Barbazette, 2006).

Training is expected to fill a deficiency in enterprise performance to ensure success of an enterprise if undertaken correctly in light of the needs assessment. Equally the entrepreneurs understanding of the dynamic entrepreneurial environment is crucial in navigating the rough terrain to achieve enterprise performance. In Kenya there are a lot of efforts undertaken by the National and County Governments to enhance micro and small enterprise performance through a judicious mix of enterprise development interventions in the western region of Kenya. There exist rigorous training programs of entrepreneurs through various forums like seminars, workshops, technical institutes, and various other institutions in the provision of holistic entrepreneurial and management skills with the sole aim of enhancing their performance. However, there exists no discernible change in the way in which the MSEs which have undergone training perform in relation to those that have not undertaken entrepreneurial training. Most MSEs plateau at their small stages not graduating to middle level and eventually to large enterprises as is widely expected. Worst still a majority of these small enterprises don't live to see their sixth birthday. As economic pillars MSEs are expected to contribute immensely to the economic growth and development of the entire region. However, with the challenges facing them, this is not the case. Hence this study aimed comparing the performance of enterprises owned by trained and untrained entrepreneurs in order to establish the link between entrepreneurial management skills development and MSE performance in western Kenya.

This study was guided by three specific research objectives to: Assess the entrepreneur's status of entrepreneurial orientation competencies and examine the entrepreneurial operation competencies and The significance and justification of this study lies in an enhanced understanding on the importance of entrepreneurial competency as an outcome of entrepreneurial training. This study should be of benefit to, entrepreneurs, the Business Development Service providers, employees, the government and researchers. The output could propose issues on policy intervention areas in enterprise management skills development for MSEs and the development of market driven entrepreneurship programmes.

According to Fogel (2001) entrepreneurial environmental constraints refers to a combination of factors that play a role in the development of entrepreneurship. Sethuraman, (1997) alludes that there is overwhelming evidence, which suggests that, MSEs face a number of problems which include entrepreneurial competencies and environmental constraints which could be categorized into; lack of access to resources, markets, land, basic infrastructure, skills, traits and knowledge. Lack of enterprise culture is one of the major factors that contribute to poor enterprise performance in Kenya (ROK, 1992).

Materials and Methods

Study Area

The study area covered selected counties in western Kenya including Uasin Gishu, Trans Nzoia, Bungoma, Kakamega, Siaya and Kisumu. The study area has a diverse eco-climatic conditions coupled with substantial endowments of natural resources yet faces some of the major challenges of unemployment, poverty and general stagnation of enterprises that is manifested in under development of the region.

Research Design

This study was based on the positivism research paradigm. It focused on the learning perspective of entrepreneurial research. The research design of this proposed study was comparative survey. This design assisted the researchers to seek for answers to a specific series of questions. The independent variable constituted the entrepreneurial profiles, and the entrepreneurial operational competencies. The researchers discerned to establish the relationship between the entrepreneurial competencies and enterprise performance and compared the performance of trained and untrained entrepreneurs. The data collection instruments were administered by the researcher with the assistance of the research assistants in the respective study areas.

Target Population and Sampling of Respondents

The target population for this study consisted entrepreneurs in the MSE sector covering the service, Trade and Manufacturing sectors. The researcher(s) accessed the records of trained and untrained licensed entrepreneurs from the municipal council registries in the respective counties and compiled sampling frames of trained and untrained entrepreneurs and the service providers. Entrepreneurs eligible to participate in the study were required to be operating licensed enterprises. A sample size was drawn from the target population using stratified random sampling strategies.

The sampling strategy was focused on entrepreneurs and service providers.

Data collection sources and data Analysis

Data for the study was collected from trained and untrained entrepreneurs in the study region. The data analysis strategy was based on the research objectives. Data measurement scales ranged from nominal, ordinal to interval and ratio scales. Data analysis was based on split file, paired t-test and multiple sets analysis.

Results and Discussion

Enterprisers training status by socio-economic characteristics, entrepreneurial orientation and operation competencies

The respondent's socio economic characteristics

The respondents profile is presented on the basis of the age categories, sex of respondents, marital status, experience categories and forms of ownership.

The results on age categories show that the majority (61%) of the respondents were in the age category of over 35 years. While most (39%) of the respondents were in the age category of below 35 years. On overall 87% of the respondents were in the age category of 25-54 years. This results imply that the majority of the participants in the MSE sector were adults which could be attributed to a number of factors such as lack of capital, a credible business idea or perception about entrepreneurship as a career.

The results on the sex of the respondents show that the male constituted the majority (57.5%) of the respondents while the female constituted the least (42.5%). This results suggests that a small difference exists which may be considered to be reasonable. In spite of the fact that the male still have an advantage over the female entrepreneurs in the management or establishment of SMEs, this could be attributed to collateral requirements, property ownership and cultural practice. Bungoma County had the highest (31%) female respondents while Eldoret had the least female respondents. Male respondents in Eldoret and Kakamega had the highest percentage at 23% respectively while Bungoma County had the least at 12%. The differences in the respondents by sex could be attributed to the entrepreneurial intensity occasioned by the driving forces to entrepreneurship such as; the limitations of financial rewards from conventional jobs, being unemployed in an established economy, job security, career limitations and setbacks

conventional a job, being a misfit in an established organisation, an inability to secure start-up capital, a high cost of start-up

capital, the risks presented by the business environment, legal restrictions to the business activity, lack of entrepreneurial competencies, a feeling that the role of entrepreneurs has a poor image, a lack of suitable human resource, and personal inertia in following through business idea among others.

The results on the marital status of respondents show that the majority (68.3) of the respondents were married, followed by single (19.8%), widowed/widower (6.2%), the separated category was (5.2%) and the least were the divorced at .4%. The results suggest that the family unit could either provide a conducive environment for operating an enterprise or provides negative reinforcement in terms of needs and wants of family members hence the parents strive to meet such needs through entrepreneurship.

The results on the respondents experience by categories show that most (40.9%) of the respondents in the study had less than five years of business experience. While those with over 21 years of experience accounted for 8.3 per cent. An assessment by counties show that Bungoma, Kakamega and Trans Nzoia counties had the highest respondents in the category of 6-10 years, while Eldoret and Kisumu had the highest in the category of less than five years. This is an indicator that many enterprises are started but they do not survive for long periods as forms of income generating activities. Many challenges force many entrepreneurs to quit after a few years of trial. From another perspective new startups could be an indicator of entrepreneurial activity emerging in such areas. A collaboration with the age categories implies that most entrepreneurs stated the enterprise at the age of 25 years

On overall the highest category of respondents had less than five years followed by 6-10 years (31%), 11-15 years, 7% and greater than 21 years constituted 8%. Over 71% of the respondents had less than 10 years business experience while 29% had over 10 years business experience. This could imply that there is a greater interest in entrepreneurship or a greater level of unemployment in the counties with higher new start-ups. It could also suggest higher rates of enterprise failure in counties with enterprises in the age category of less than five years.

Entrepreneurial orientation competencies

The results on the assessment of entrepreneurial orientation competencies between the trained and the untrained entrepreneurs as indicated in Table 1. The entrepreneurial orientation competencies were analyzed on the basis of training status, reading, writing, listening, critical and analytical skills, speaking, numerical skills and science and technology.

The results indicate that respondents who had undergone training constituted 27.9% excellent compared to 18.7% for similar responses for those not trained. This implies that training enhanced the competencies of the respondents. It also emerged that the trained respondents had not demonstrated competencies as indicated by 25.4% of the respondents who felt that it was fair. It equally emerged that Bungoma (32%) and Trans Nzoia (33%) had the highest frequencies for the trained within that category whilst Eldoret (48%) and Trans Nzoia (20%) had highest frequencies in the untrained cohort. This suggests that training assisted in improving the competencies of the entrepreneurs.

Table 1. Training status by county and entrepreneurial orientation skills

Training status/ no or yes	County	Entrepreneurial orientation skills					Total
		Excellent	Very good	Good	Fair	Poor	
No entrepreneurial Training imparted	Bungoma	17	14	7	4	0	
	Eldoret	71	50	100	52	14	
	Kakamega	9	89	81	56	3	
	Kisumu	19	31	32	23	0	
	Trans Nzoia	30	71	32	21	0	
Total		146	255	252	156	17	826
		(17.7%)	(30.9%)	(30.5%)	(18.9%)	(2.1%)	
Yes Entrepreneurial Training imparted	Bungoma	84	55	57	117	2	
	Eldoret	25	11	6	21	0	
	Kakamega	29	42	24	17	0	
	Kisumu	37	61	80	65	2	
	Trans Nzoia	87	50	36	18	12	
Total		262	219	203	238	16	938
		(27.9%)	(23.3%)	(21.6%)	(25.4%)	(1.7%)	

The results on training status by competency in reading and highest academic qualification shows that 51% of the respondents who were trained felt that they were competent in reading skills compared to 38% of the respondents who were not been trained. This suggests that training enhanced their reading competency. Respondents who had lower educational qualification (primary) felt that their reading competency was poor. This means that despite training, the level of education is very important

The results on training status by writing competency and highest education qualification shows that 91% of the trained respondents with University qualifications had excellent writing skills compared to 67% of the untrained respondents who considered themselves excellent in writing skills. This implies that that entrepreneurial training helped the respondents improve their writing competencies. It is also evident that the lower the level of education, the lower the level of writing competency.

The results on training status by competency in listening and highest academic qualification show that 33% of the trained respondents with primary level of education were of the opinion that their competency level was fair. Respondents with University level of education had no differences whether trained or untrained. These findings indicate that respondents with higher level

of education understand the importance of listening as a skill in entrepreneurial management.

The study findings on training status by speaking competency and educational level indicates that 58% of the trained respondents with University level of education were of the opinion that they had excellent speaking competencies unlike 33% of the untrained respondents. It also emerged that respondents with secondary level of education did not reflect any difference in speaking competencies. Those with primary level of education whether trained or not demonstrated lower competency levels as indicated by 40% and 35% reporting it as fair.

The results on training status by critical and analytical skills and highest educational level shows that 19% of the trained respondents with secondary level of academic qualification felt that they had excellent critical and analytical skills compared to 9% of the respondents who were untrained. It also showed that training does not improve such skills for those with lower level of education (primary) as shown by 52% being fair. For those with University level of education, training has not improved their competence in critical and analytical skills. These findings show that critical and analytical skills are not dependent on training.

The results on training status by competency in numerical skills and highest level of education shows that lower academic qualification (primary) inhibits training in numerical skills as shown by 58% of the trained respondents rating their numerical skills as fair. It also showed that trained respondents with University qualification (50%) rated excellent compared with the untrained counterparts (16%). This intimates that numerical skills can be imparted well on entrepreneurs with higher academic qualifications.

The results on training status by science and technology competence by highest education qualifications shows that respondents with lower academic qualification had low competency in science and technology. This was indicated by 77% of the respondents who underwent the training by rating themselves as fair and other 72% for the untrained rating similarly. Those with University level of education did not show greater competency differences after undergoing the training. These findings thus show that training helps improve competencies in science and technology if the respondents had higher level of academic qualifications.

The results on the entrepreneurial orientation competencies support those of ILO/UNDP VIE/94/005 (2003). The importance of entrepreneurial and management skills in creating employment opportunities cannot be overemphasized. The findings of this study support those of Kent, D.W. & Mushi, P.S.D. (1995). The undertaking of training needs assessment is vital for the imparting proper entrepreneurial skills development to entrepreneurs, given that the beneficiaries are able to apply the skills to the enterprise. Arising from this study it can be learned that there are minimal differences in the competence orientation for the trained and untrained entrepreneurs and this could be attributed to lack of needs assessment.

Entrepreneurial Operational Competencies

Entrepreneurial operational competences were analysed basing on functional skills, industry specific knowledge, resource competences, determination competences and opportunity competences. The analysis was based on skill needs development, needs refinement, competent, and excellent. The analysis examined the respondents to who entrepreneurial training had not been

imparted to and those who had undergone the entrepreneurial training by county and operational competence status.

The functional skills analysis comprised; sales, operations/production, accounting, finance and human resources. The results on the functional skills are presented in Table 2. The results of the untrained but needd development

and refinement show that in Bungoma the responses were 5 per cent, Eldoret 40%, Kakamega 27 per cent, Kisumu 12 per cent and Tranzoia 16 per cent respectively. On the aspect of the competent and excellent the results show that bungoma had 7 per cent, Eldoret 17 per cent, Kakamega 35 per cent Kisumu 14 per cent and Tranzoia 27 per cent respectively.

On the aspect of trained entrepreneurs the results show that those who needed development and refinement in respective counties were as follows; bungoma 41 per cent, Eldoret 8 per cent, Kakamega 11 per cent, Kisumu 21 per cent, Tranzoia 19 per cent respectively. On the competent and excellent the results show that bungoma 11 per cent, eldoret 4 per cent, Kakamega 15 per cent, Kisumu 41 per cent, and Tranzoia 28 per cent respectively. On overall the untrained respondents who had needs developmen and refinement constituted 77.5 per cent while those who were competent and excellent constituted

22.5 per cent. The respondents who had been trained on needs development and refinement consituted 75 per cent while those who were competent and excellent consituted 25 per cent.

Table 2. Training status, county by functional skills

Training status/ no or yes	County	Functional Skills				Total
		Needs Development (f)	Needs Refinement (f)	Competent (f)	Excellent (f)	
No entrepreneurial Training imparted	Bungoma	9	12	8	1	6
	Eldoret	72	110	22	1	41
	Kakamega	14	109	42	5	34
	Kisumu	23	34	18	0	15
	Trans Nzoia	36	38	24	12	22
Total		154	303	114	19	118
Yes Entrepreneurial Training imparted	Bungoma	89	117	13	6	45
	Eldoret	20	18	7	0	9
	Kakamega	15	39	24	2	16
	Kisumu	54	51	46	24	35
	Trans Nzoia	33	64	38	10	29
Total		211	289	128	42	134

199The results on training status by industry specific knowledge are presneted in Table 3. The analysis on county basis, in terms of untrained respondents shows that Bungoma had 4 per cent, Eldoret 33 percent, kakamega 29 per cent kisumu 12 per cent and Tranzoia 22 per cent respectively. The trained entrepreneurs by county shows that Bungoma had 8 per cent, eldoret 39 per cent, kakamega 28 per cent and Tranzoia 19 per cent respectively. The overall analysis show that the

majority (72%) of the untrained respondents needed development and refinement of industry specific skills while 28% ranked themselves in competent and excellent. The results for the trained entrepreneurs show that the majority (68%) needed development or refinement while 32 per cent considered themselves competent or excellent. This results imply that entrepreneurial competence development was required in all counties for both the untrained and the trained entrepreneurs. Even though the trained had a better industry specific knowledge in comparison to the untrained respondents.

Table 3. Training status, county by industry specific knowledge

Training status/no or yes	County	Industry Specific Knowledge				Total
		Needs Development (f)	Needs Refinement (f)	Competent (f)	Excellent (f)	
No entrepreneurial Training imparted	Bungoma	4	13	13	0	6
	Eldoret	53	87	61	4	41
	Kakamega	11	113	46	0	34
	Kisumu	10	42	23	0	15
	Trans Nzoia	30	62	18	0	22
Total		108	317	161	4	118
Yes Entrepreneurial Training imparted	Bungoma	79	90	36	20	45
	Eldoret	11	20	11	3	9
	Kakamega	19	36	25	0	16
	Kisumu	51	66	34	24	35
	Trans Nzoia	50	31	58	6	29
Total		210	243	164	53	134

Resource Competences

The results on resource competence analysed on the four scale level shows that the respondents who had not been trained had a needs development of 24.8%, while the trained constituted 50%. Needs refinement for the untrained was 69.4 % while trained was 60%. The competence aspect the un-trained was 23% while the trained 18%. On the excellent competences the untrained had only 0.8 % while the trained had 6% of the respondents. The implications of this results are that training is vital for the performance of an enterprise. Sometimes the trained may have a higher need for more training basing on the perceived benefits of the training provided earlier.

Table 4. Training status by county and resource competences

Training status/ no or yes	County	Resource competences				Total
		Needs Development (f)	Needs Refinement (f)	Competent (f)	Excellent (f)	
No entrepreneurial Training imparted	Bungoma	9	13	8	0	6
	Eldoret	42	125	38	0	41
	Kakamega	45	100	22	3	34
	Kisumu	16	38	20	1	15
	Trans Nzoia	12	71	27	0	22
Total		124	347	115	4	118
Yes Entrepreneurial Training imparted	Bungoma	128	85	6	6	45
	Eldoret	20	22	3	0	9
	Kakamega	16	37	26	1	16
	Kisumu	51	90	12	22	35
	Trans Nzoia	35	67	42	1	29
Total		250	301	89	30	134

Determination Competences

The results on the edetermination competences based on the four level scale is presented in Table 5. The results show that on overall analysis that the needs development component for the untrained constituted 17% while the refinement was 56% , the competent 22% and the excellent 6%. On the part of the untrained

respondents the results show that the needs development category was 33%, needs refinement 38%, competent 28% and excellent 7%. In the category of untrained the results show that 72% of the respondents needed development or refinement while 28% were either competent or excellent. The results on the trained shows that 65% of the respondents needed development or refinement while 35% were either competent or excellent. The results imply that training was vital for the enhancenment of enterprizers competences.

Table 5: Training status by county and respondents determination competences

Training status/ no or yes	County	Determination Competences				Total
		Needs Development (f)	Needs Refinement (f)	Competent (f)	Excellent (f)	
No entrepreneurial Training imparted	Bungoma	0	10	2	0	6
	Eldoret	15	36	28	3	41
	Kakamega	12	47	8	1	34
	Kisumu	3	13	10	4	15
	Trans Nzoia	9	25	4	6	22
Total		39	131	52	14	118
Yes Entrepreneurial Training imparted	Bungoma	52	27	8	3	45
	Eldoret	7	7	4	0	9
	Kakamega	4	14	13	1	16
	Kisumu	23	20	18	9	35
	Trans Nzoia	3	17	32	6	29
Total		89	85	75	19	134

Opportunity Competences

The results on training status of respondents by county and respondents opportunity Competences are presented in Table 6. The results show that the needs development component for the untrained constituted 19% while the refinement was 62% , the competent 18% and the excellent 1%. On the part of the trained In respondents the results show that the needs development category was 28%, needs refinement 42%, competent 21% and excellent 9%. The category

of untrained the results show that 81% of the respondents need development or refinement while 19% were either competent or excellent. The results on the trained show that 70% of the respondents needed development or refinement while 30% were either competent or excellent. The results imply that training on opportunity competence was vital for the performance of small enterprises.

Table 6. Training status of respondents by county and respondents opportunity Competences

Training status/ no or yes	County	Opportunity Competences				Total
		Needs Development (f)	Needs Refinement (f)	Competent (f)	Excellent (f)	
No entrepreneurial Training imparted	Bungoma	3	11	4	0	6
	Eldoret	19	73	31	0	41
	Kakamega	18	62	22	0	34
	Kisumu	13	32	0	0	15
	Trans Nzoia	14	42	7	3	22
Total		67	220	64	3	118
Yes Entrepreneurial Training imparted	Bungoma	41	44	31	19	45
	Eldoret	9	6	8	4	9
	Kakamega	15	27	6	0	16
	Kisumu	23	67	12	3	35
	Trans Nzoia	23	26	26	12	29
Total		111	170	83	38	134

A summary of entrepreneurial competencies is presented in Table 7. The results show that Business development service providers should undertake focused training derived from assessment of training needs in all operational competencies. The results show deficiencies among the trained and the untrained even though the trained had a better competency rating than the untrained.

Table 7. Summary of Entrepreneurial Operational Competencies

Operational Competencies	Not Trained		Trained	
	Development & refinement (%)	Competent & excellent (%)	Development & refinement (%)	Competent & excellent (%)
Functional	77.5	22.5	75	25
Industry specific	72	28	68	32
Resource	80	20	18	82
Determination	72	28	65	35
Opportunity	81	19	70	30

The operational competencies fall in the domain of entrepreneurial and management skills. The findings of this study support the assertions by Barbazette (2000) with respect to the fact that the benefits of conducting training should outweigh the problems caused by the training deficiency. The results further support the scenario presented by the sessional paper number 2 of 1992 with respect to challenges faced by Micro and small enterprises.

Conclusions

- i. Training provided to entrepreneurs enhanced their competencies with respect to reading, writing, listening, speaking and numerical skills. An integration of these competencies in school curriculum could improve the benefits derived from entrepreneurship training.
- ii. Entrepreneurial training especially on critical and analytical skills and numerical skills has a higher impact on entrepreneurs with a higher level of education in comparison to those with a lower level of education
- iii. Training needs assessment should be undertaken in order to impart appropriate entrepreneurial operational competencies to entrepreneurs. All entrepreneurs should be trained with a focus on training needs

Recommendations

- i. Entrepreneurship education should be embedded and mainstreamed in school curriculum starting at upper primary to university level
- ii. Entrepreneurship training, BDS organisations should refine the curriculum and target KCSE graduates and above in order to entrench entrepreneurship and drive the move to the creation of an entrepreneurial society.
- iii. Create talent and entrepreneurship competency development centres through club/societies in high schools to entrench entrepreneurship culture in Kenya.

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