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Provision of Entrepreneurship Training and Performance of Jua-Kali Demonstration and Training Empowerment Programmes in Nairobi County, Kenya

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Abstract:

The purpose of this study was to examine the relationship between provision of entrepreneurship training and performance of Jua-kali Demonstration and Training Empowerment Programmes (JDTEP) in Nairobi County, Kenya. The study was founded on theory of constraints and supported by system theory of organization. A descriptive-correlational survey design was used. While 327 beneficiaries of JDTEP formed target, population, a sample of 181 beneficiaries was selected using Krejcie and Morgan formula. Both simple random and purposive sampling technique were used to select 181 beneficiaries and 10 implementors of JDTEP respectively. Both structured questionnaire and informant interview guide were used to garner quantitative and qualitative data respectively. While qualitative data was analyzed using content analysis, quantitative data was analyzed using inferential statistics. The reliability of data collection instruments was tested using Cronbach Alpha Coefficient of reliability (at 0.6668). The correlation analysis was done using Pearson's Product Moment Correlation Coefficient. Prediction of research model was done using regression analysis. The hypothesis was tested using Fisher (F) test at $\alpha=0.05$. For the research objective, $r = 0.467$, $F(1,145) = 39.782$ at $P=0000<0.05$, hence the null hypothesis was not accepted and concluded that entrepreneurship training significantly influences performance of JDTEP. The study recommended for the establishment of more technology-based and market-oriented training centers and training packages so as to equip entrepreneurs with relevance capacities essential for competitive ventures.

Keywords: Entrepreneurship training, performance of Jua-kali Demonstration and training empowerment programmes (JDTEP)

1. Introduction

Knowledge, skills, attitudes and abilities are essential factors of production. The information and knowledge acquired in theory and practice is believed to integrate knowledge stock through the learning processes that promotes productivity (Laperche and Liu, 2013; Oehler, Hofer and Schalkowski, 2012). Training of entrepreneurs enhances their abilities to identify and exploit opportunities for value creation (Laperche and Liu, 2013). In addition, training enables them to build knowledge capital that facilitates attitude changes on entrepreneurship behavioral. Such behavior may revolve around the course areas like value addition, process improvement, product development, marketing among others that form profound grounds for enterprise performance (Parida, Westerberg and Frishammar, 2012). According to Lichtenthaler (2009), trained entrepreneurs have the capacity for change and innovation management essential for business transformation, performance and growth. However, literature calls for prudent tracking, organization and execution of training programme relative to training needs for effective and beneficial outcomes (Kiraka, Kobia and Katwalo, 2013). In the Jua-kali Demonstration and Training Empowerment Programmes (JDTEP), entrepreneurship training was meant to equip entrepreneurs with skills and knowledge related to production, business planning, financial management, marketing, stock management (Republic of Kenya, 2017). Entrepreneurship training was measured by the indicators of training needs analysis, content of the training, duration of training and practical skills acquired.

In Kenya, the word "Jua-kali" is a Swahili word meaning micro and small enterprises who work in open spaces or under "hot sun". In this study, the Jua-kali entrepreneurs are beneficiaries of JDTEP involved in the production of commercial commodities. The entrepreneurship training were subprograms under the Jua-kali Demonstration and Training Empowerment Programmes (JDTEP) spear-headed by the government of Kenya aiming at building the capacity building entrepreneurs in productive ventures thus contribute to the economic growth and realization of Kenya's Vision 2030 (Republic of Kenya, 2013). The World Bank (2013) observes that MSE empowerment is not only transformatory but also critical aspect of boosting value chains towards the growth and expansion industry. The overriding importance of developing competitive enterprises with capacities to utilize locally available resources, boost backward and forward linkages between the primary and tertiary industry, not forgetting the job creation potentials for sustainable livelihoods led to the conception of this study.

1.1. Problem Statement

According to the Republic of Kenya (2017), over 3,836 Jua-kali entrepreneurs have gained from the implementation of Jua-kali Demonstration and Training Empowerment Programme (JDTEP) in Kenya. Nevertheless, a study by KNBS (2016) contest that despite such capital-intensive interventions, about 1.5 Million MSEs were unable to graduate to larger enterprises a situation that saw as little as 26% contribution to total employment. Additionally, the average level of innovation MSEs is about 35% and that about 86% of MSEs could still not market their products. Kithae, Gakure and Munyao (2012) observe that most of MSEs are unable to absorb the benefits affiliated to the empowerment programmes that limited their competitiveness. This limitation has continued to hinder MSEs' optimal contribution to not only employment but also to the national economic growth and development (Nthuni, 2014; Ogollah and Musundi, 2014). Ayoad and Agu (2016) associated poor performance of empowerment programmes to poor implementation and design approaches. However, literature is limited with empirical evidence to support Ayoad and Agu (2016) argument. In this consideration, his study sought to examine the influence of provision of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programme (JDTEP) in Kariobangi, Nairobi County Kenya. The indicators for entrepreneurship training were needs analysis, content of the training, duration of training and practical skills acquired. Performance of Jua-kali Demonstration and Training Empowerment Programme (JDTEP) was measured by extent of new product development, changes in product quality, skill acquisition, skill application, access to new markets, changes in sales, changes in income and changes in customer relations

1.2. Research Objectives

The research aimed at examining the influence of provision of entrepreneurship training on performance Jua-kali Demonstration and Training Empowerment Programmes in Nairobi County

1.3. Research Question

To what extent does the provision of entrepreneurship training influence the performance of Jua-kali Demonstration and Training Empowerment Programmes in Nairobi County

1.4. Research Hypothesis

The following hypothesis was tested:

- H_0 : There is no significant influence of provision of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programmes
- H_A : There is significant influence of provision of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programmes

2. Literature Review

Entrepreneurial knowledge is considered as the most essential element that complements other production factors (Sullivan and Steven, 2003). Past studies focusing on training programmes and business performance have demonstrated that the entrepreneurial knowledge has a positive correlation with development, performance, growth and success of an enterprise (Msoka, 2013; Tungodden and Bjorvatn, 2010). Entrepreneurs who are trained on business management have higher levels of assets, revenues and growth over the untrained (Kessy and Temu, 2010; Peterman and Kennedy; 2003; Afande, 2015). Also, entrepreneurs who are trained in business management skills are said to be better equipped with entrepreneurship skills essential for starting, improving and marketing their businesses (Hassan and Mugambi, 2013). Similar views are held by Klinger and Schundeln (2007) that training programmes enhances the confidence and self-esteem essential for business start-ups and for continuous learning and improvement to entrepreneurs.

Apparently, business managers lacking key entrepreneurial traits and capabilities have their businesses underperforming financially (Nyambura, 2014; Okpara and Wynn, 2007). This arises from the reasoning that while empowerment on business financing and accounting enhances entrepreneur's capacities in budgeting, costing and auditing that facilitates in the optimization of business returns (Akintoye, 2008; Karanja, 2014), training on technical skill enhances the entrepreneur's capacity in process and product development essential for effective and efficient production of specialized goods and services that often requires special skills (Hisrich, 2011). Entrepreneurs who are trained on marketing and customer relations are said to have capabilities of focusing on customer needs in order to satisfy them

beyond their expectations. This enhances customer loyalty, business image, growth in customers and sales that generates return on investment in a shorter period (Lawson-Body and Limayem, 2004).

Whereas the principles of project management demand for systematic need analysis for effective project implementation (Kerzner, 2009), it is strongly recommended that due to uncertainties of needs, interests and expectations of stakeholders, recipient needs must be integrated in the formulation and implementation of projects for responsive deliverables (Assaf and Al-Hejji, 2006). Numerous studies draw consensus on the importance of integrated approaches to project implementation based on justifiable needs and feasibility. Similarly, Culligan, Marks, Nelson, Radstone and Verzuh (2013) are on the opinion that as organization should design their project implementation processes based on the needs and constraining resources as well as productivity and adaptability of interventions (Simon, Houghton and Aquino, 2000; Cleland and Ireland, 2002). This is said to promote relevance, clarity and understanding of the problem for effective operation discourses (Kerzner, 2009).

An exploratory study on the implications of project implementation in Kenyan Local Authorities by Asaka, Aila and Odera (2013) found that most projects were implemented based on the availability of funds and situation factors rather than systemic alignment thus rendering the implementation unresponsive. Even as McKillip (1987) aver that projects should have feasible operational frameworks for responsive implementation (Suddaby, 2010), there exists theoretical gaps on how training programmes influence the performance of the projects. Entrepreneurship training was meant to inculcate skills related to business planning, technical skills, financial management, marketing and stock management, it remains unclear how the implementation factors implicate on the performance of Jua-kali Demonstration and Training Empowerment Programmes in Nairobi County, Kenya. This study measured entrepreneurship training by the indicators of training needs analysis, content of the training, duration of training and practical skills acquired.

3. Research Methodology

3.1. Research Design

A descriptive correlational survey design anchored the implementation of the research strategy. In this design, data was simultaneously garnered from the population for analysis and interpretation of findings while predicting future associations of the phenomenon under consideration (Best and Kahn, 2009).

3.2. Target Population

The 327 direct beneficiaries of Jua-kali Demonstration and Training Empowerment Programmes (JDTEP) in Nairobi County, Kenya formed the target population. These beneficiaries are the Jua-kali entrepreneurs involved in the production of commercial products such as metal products, textile products, motor vehicle accessories etc. The target population is expected to be homogenous based on their capacities during registrations in terms of having capital investment not exceeding Kenya Shillings 5Million in assets and employees not exceeding 20 people (Republic of Kenya, 2012).

3.3. Sample Size and Sampling Procedures

According to Best and Kahn (2009) both sample size as well as the sampling strategy play an important role in determining the extent of generalization of study finding. In order to foster external validity of the findings, this study triangulated both simple randomly and purpose sampling techniques to select 181 beneficiaries and 10 implementors of JDTEP respectively. Krejcie and Morgan (1970) table of sample determination guided the selection of the main respondents.

3.4. Data Collection

In order to saturate data and build internal confidence for concluding the findings, this study collected both quantitative and qualitative data using structured questionnaires and open headed interview guide respectively. AS Best and Kahn (2009) state, such an approach to a data collection safeguards the internal validity of the data through supplementation.

3.5. Validity and Reliability

While content validity was enhanced by matching research questions with data collection instruments and seeking for supervisors' opinion, reliability of data collection instruments was tested using Cronbach's Coefficient Alpha method at $\alpha = 0.80$ (George and Mallery, 2003).

3.6. Data Analysis Methods

Content analysis whereby symbols are assigned to describe the characteristics of the phenomenon was used to analyze qualitative data collected using unstructured interview guide (Best and Kahn, 2009). Quantitative data collected from structured questionnaires was analyzed using descriptive statistics (percentages, arithmetic mean and standard deviation) and inferential statistics (hypothesis tests). While Pearson's Product Moment Correlation Coefficient (r) was used in correlational analysis, regression analysis was used to predict the research model. Hypothesis were tested using F-Fisher test.

4. Findings and Discussion

4.1. Questionnaire Return Rate

The return rate of 80.1% (145 out of 181 respondents) is far above the minimum recommendations by Fincham (2008) of 80% and Saunders, Lewis and Thornhill (2009) of above 30%.

4.2. Descriptive Analysis of Risk Management Practices and the Performance JDTEP

Entrepreneurship training is an independent variable and one of the project implementation factors. Data was gathered using questionnaire by asking the respondents the extent to which they agreed or disagreed with statements describing whether the training was needs based, training content was relevant, training duration was adequate and whether the training was practical. To measure the influence of entrepreneurship training on performance of Jua-kali Demonstration and Training Empowerment Programmes (JDTEP) in Nairobi County, the following indicators were examined; training needs analysis, content of the training, duration of training and practical skills acquired. Eleven (11) items were developed in the self-administered questionnaire and respondents were then requested to indicate the extent to which they agree with the statements. The items rated on a five-point Likert scale with the following scoring ranging from; Strongly Disagree (SD) 1<SD<1.8; Disagree (D) 1.8<D<2.6; Neutral (N) 2.6<N<3.4; Agree (A) 3.4<A<4.2; and Strongly Agree (SA) 4.2<SA<5.0. The mentioned scales give an equidistance of 0.8. Table 1 shows the mean (M) and standard deviation (SD) of the responses on the influence of entrepreneurship training on performance of JDTEP.

Statements	SD f (%)	D f (%)	N f (%)	A f (%)	SA f (%)	Mean	Std. Dev.
The training met all my skill and knowledge needs	3 (2.1)	6 (4.1)	32 (22.1)	100 (69.0)	4 (2.8)	3.6621	0.6994
The training helped me learn on business planning practices	0 (0.0)	1 (0.7)	10 (6.9)	121 (83.4)	13 (9.0)	4.0069	0.4330
By the training, I was able to improve my financial plans	0 (0.0)	0 (0.0)	8 (5.5)	114 (78.6)	23 (15.9)	4.1034	0.4522
By the training, I was able to improve sales and marketing my business	0 (0.0)	0 (0.0)	21 (14.5)	110 (75.9)	14 (9.7)	3.9517	0.4906
Through the training I can manage my stocks effectively	1 (0.7)	0 (0.0)	18 (12.4)	109 (75.2)	17 (11.7)	3.9724	0.5521
The training was conducted in participatory methods	0 (0.0)	0 (0.0)	14 (9.7)	112 (77.2)	19 (13.1)	4.0345	0.4775
The on-job training facilitated quick acquisition of hard and soft skills	0 (0.0)	1 (0.7)	6 (4.1)	118 (81.4)	20 (13.8)	4.0828	0.4488
The training was organized in a progressive manner	1 (0.7)	2 (1.4)	20 (13.8)	110 (75.9)	12 (8.3)	3.8966	0.5740
The duration of the trainings was adequate for learning	12 (8.3)	18 (12.4)	19 (13.1)	90 (62.1)	6 (4.1)	3.4138	1.0381
The training was relevant to your business	0 (0.0)	2 (1.4)	3 (2.1)	78 (53.8)	62 (42.8)	4.3655	0.6647
The training was very practical in solving problems	0 (0.0)	0 (0.0)	0 (0.0)	108 (74.5)	37 (25.5)	4.2552	0.4375
Composite results						3.9768	0.5698

Table 1: Aspects of Entrepreneurship Training

N = 145, Composite Mean = 3.9768, Composite Standard Deviation = 0.5698, Alpha Coefficient = 0.1461

Table 4.1 presents the results obtained on the aspects of entrepreneurship training in the implementation of JDTEP. The overall composite mean (M) was 3.9768. The overall composite standard deviation (STD) was 0.5698. This implies that a majority of the respondents agreed that provision entrepreneurship training influences the performance of JDTEP.

The findings in Table 4.1 are complemented by the responses from interviewees who stated that, "majority of the selected beneficiaries could not keep even a record of daily transactions. It surprised me to find that even those who had a tertiary and university degree could not account on their daily transactions prior to enrolment in this programme". Another programme implementor retorted, "during the recruitment, we came across many skilled and professional SMEs who could had forgotten how to operate tools and equipment or even solve shop-floor (work-related) problems despite having graduated in tertiary institutions.... this was a big waste of human capital. Thanks to the JDTEP program that after recruiting and training these people (SMEs), they have now become experts in running their enterprises". "Training need analysis was conducted prior to selecting the beneficiaries of the JDTEP programmes. This was the first step in the planning for the training content and designing for the implementation of the training intervention". And as so, "the trainings were competitively designed and had modules and packages tailored to suit entrepreneurs". "SMEs were trained in different fields including technical skills, business management skills as well as problem solving skills based on their different skills gaps".

Inadequate entrepreneur and technical skills were found to be the main need for entrepreneurship training. This

denotes the imperative nature of human capital in production. equally, entrepreneurship skills are essential factor for successful management of an enterprise (Johnson, Whittington and Scholes, 2006).

4.3. Correlation between Provision of Entrepreneurship Training and the Performance JDTEP

- H_A : There is a significant influence of provision of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programmes

Correlational analysis was done using Pearson's Product Moment technique and the correlation results for the influence of provision of entrepreneurship training on the performance of JDTEP were presented in Table 2.

		Performance	Entrepreneurship Training
Performance	Pearson Correlation	1	.467**
	Sig. (2-tailed)		.000
	N	145	145
Entrepreneurship Training	Pearson Correlation	.467**	1
	Sig. (2-tailed)	.000	
	N	145	145

Table 2: Correlation between Entrepreneurship Training and the Performance Jua-Kali Demonstration and Training Empowerment Programmes
**. Correlation Is Significant at the 0.01 Level (2-Tailed)

Results from the Table 2 reveal that there is a significant positive relationship between entrepreneurship training and performance Jua-kali demonstration and training empowerment programmes ($r = 0.467$). This implies that there is a moderate positive correlation between entrepreneurship training and performance Jua-Kali demonstration and training empowerment programmes.

4.4. Testing of Hypothesis

Null Hypothesis (H_0): There is no significant influence of provision of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programmes

Alternate Hypothesis (H_A): There is significant influence of provision of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programmes

The regression model used to test the substantive hypothesis was as follows:

Performance of JDTEP = f (provision of entrepreneurship training)

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$ where:

Y: Performance of JDTEP

X_1 : Provision of entrepreneurship training

β_0 : Constant term

β_1 : Beta coefficient

ε : Error term

Regression analysis was used to predict the model on the influence of the provision of entrepreneurship training on the performance of JDTEP is presented in Table 3

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.467 ^a	0.218	0.212	0.2558	0.05	39.782	1	145	0
Coefficients									
Model		Unstandardized Coefficients		Standardized Coefficients					
		B	Std. Error	Beta	t	Sign.			
1	(Constant)	1.85	0.342		5.415	0			
	E Entrepreneurship training	0.494	0.078	0.467	6.307	0			

Table 3: Simple Linear Regression Results for Entrepreneurship Training on the Performance of Jua-Kali Demonstration and Training Empowerment Programmes
Predictors: (Constant), Entrepreneurship Training
Dependent Variable: Performance of JDTEP
 $F(1, 145) = 39.782, T=5.415, \text{ at Level of Significance } P=0.000 < 0.05, R= 0.467 \text{ and } R \text{ Square}=0.218$

The results in Table 3 shows that $p=0.000<0.05$, $r= 0.467$ $r = 0.467$ implying a positive moderate slope between the independent variable (entrepreneurship training) and the dependent variable (performance of Jua-kali Demonstration and Training Empowerment Programmes-JDTEP). R- Squared was 0.218 meaning that 21.8% of the variation in the performance of Jua-kali demonstration and training empowerment programmes was explained by variation in the entrepreneurship training. The other factors explained 78.2%. The slope of the regression line is not zero, it shows that there exists a positive correlation hence the acceptance of substantive hypothesis that there is significant influence of entrepreneurship training on the performance JDTEP. Since p-value of 0.000 is less than 0.05, null hypothesis is rejected at the=0.05 level of significance that there was enough evidence to indicate that there is significant influence of entrepreneurship training on the performance of JDTEP.

Using the statistical findings, the regression model

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon$$

can then be substituted as follows; $Y = 1.850 + 0.467 X_2$

The beta value implies that for a one-unit increase in entrepreneurship training, the performance of Jua-kali demonstration and training empowerment programmes increases by 0.467. This, therefore, confirms that entrepreneurship training has a significant influence on the performance of JDTEP.

The beneficial outcomes from need-based entrepreneurship training are demonstrated by the composite results shown in Table 4.12 that shows majority of the beneficiaries (respondents) agreeing that entrepreneurship training was conducted in a manner that met their expectations. This is backed majority of the respondents who agreed that the apart from the training being able to meet their needs, they were also able to acquire new practices that helped them improve their business planning, production and marketing skills. This saw them reduce running costs while managing their stocks effectively. These benefits were attributed to well organized and relevant training approaches that adopted hands-on participatory methods for problem solving. The findings support those of Nyanbura (2014) in the examination of the influence of entrepreneurship training programmes on practicing MSEs in Roysambu, Nairobi Kenya in that when a training intervention is based and need based entrepreneurial areas, it goes in hand with enhancing management turn around. Equal findings are established in the study on the impact of empowerment project to rural women entrepreneurship in Malaysia by Hashima, Razaka and Amira (2011) that effective implementation of empowerment programmes builds entrepreneur's confidence, inculcates new skills which in turn empowers them into economically and socially lucrative tactics. This demonstrates the imperative need for empowering SMEs in order to boost their management and production capacities like in the case of JDTEP.

5. Conclusion and Recommendations

The presence of enough evidence to indicate that there is significant influence of entrepreneurship training on the performance of JDTEP led to the rejection of null hypothesis (H_0) and acceptance of alternate hypothesis at $p=0.000<0.05$.

5.1. Conclusion

The results from the correlation and regression analysis demonstrate that there is significant influence of entrepreneurship training on the performance of Jua-kali Demonstration and Training Empowerment Programmes (JDTEP) in Nairobi, Kenya. A positive correlation between provision of entrepreneurship training and performance of JDTEP in Nairobi County shows that provision of workspace facility determines how the JDTEP programmes are going to perform. Thus, there is need to expand training centers all over the country and to establish training curriculum for MSEs in Kenya. The curriculum should be technology based and production-oriented so as to effectively respond to dynamic and complex market needs for MSEs.

5.2. Recommendations

The following recommendations are made:

- Recommendation for Practice: it is important for project implementors to equip themselves with the constantly changing needs to their clients. They need to constantly keep on tracking, updating, responding and resolving any grey areas that may limit programme's ability to effectively deliver relevant benefits.
- Recommendation for Policy: there is need for the government to develop a national curriculum for training MSEs In Kenya. The curricula should be technology and need based so as to address the constantly changing market needs.
- Recommendation for research: in order to build strong basis for generalization across settings and populations, future researchers should study should focus on examining how each aspect of training influences assorted empowerment programmes

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