IMPACT OF TRAININGS ON THE PERFORMANCE OF MICRO AND SMALL ENTERPRISES IN LIDETA SUB-CITY ADDIS ABABA TOWN

BY

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Declaration

Here I declare that the study on ***"the impact of entrepreneurship training on the performance of micro and small scale enterprises in Lideta sub-city:*** is my original work and has not been submitted for a degree in any other higher institution, and all the source of materials used for the study have been duly acknowledged.

Name: **Yitagesu Mulugeta**

Signature_____

Date_____

CERTIFICATION

This is to certify that Mr. Yitagesu Mulugeta has completed his thesis entitled ***"the impact of entrepreneurship training on the performance of micro and small scale enterprises in Lideta sub-city:*** I would like to confirm that all the materials used for the thesis have been duly acknowledged and this thesis is appropriate to be submitted as partial fulfillment of the requirement for Masters of Business Administration.

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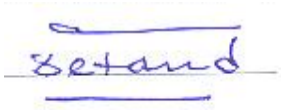
Approval of the board of examiners

1. ____Dr Getie Andualem_____		7/7/2021
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Abstract

The aim of this research was to test whether there is relationship between Sub-city entrepreneurship training program and the performance of MSEs operators. Thus, to attain the objectives of the study quantitative research using a descriptive and causal study models were used to investigate the situation, phenomena and frequencies of variables. In addition to this correlation and regression models were used to analyze variables of study. The descriptive statistics (standard deviation and mean) were used to study the status of Sub-city entrepreneurship training programs. Correlation matrixes were used to study the relationship between entrepreneurship trainings and perceived performance of micro and small-scale enterprise operators. In addition, the regression analysis was also used to assess the effect of Sub-city entrepreneurship training programs on perceived performance of MSE. In order to collect the necessary data, researcher took a sample of 372 MSEs among the participants of Sub-city trainings by using stratified random samplings. The finding proved that Sub-city entrepreneurship training programs/packages(business planning training) have low and intermediate correlations with the performances of Sub-city MSEs Operator. Specifically, financial management training and business management have positive strong correlation with performances of MSEs and other one categories of the training business planning has very low correlation with performance of MSEs. Generally, accounting/ financial management trainings and business management training were found to be strong and intermediate correlation with performances MSEs. Regression analysis indicated that Sub-city entrepreneurship training programs has positive impact on performance of MSEs operators. Among the training"s Accounting/Financial management trainings and business management training were found to be the strongest and best predictor of the MSEs perceived performance than other categories of the trainings. Based on these findings of the study the research recommend that efforts should be made by the government, NGOs and Business Development Services (BDS) providers to ensure and enhance availability of these training packages to all MSEs Operators in the sub-city and town as a whole.

KEY WORDS: Entrepreneurship, Entrepreneurship training, Micro and Small Enterprises, Performance and Lidetasub-city.

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Acronyms

MSEs **Micro** and Small-Scale Enterprises

GDP Growth Domestic Product

FEMSEDA Federal Micro and Small Enterprises Development Agency

FDREMUDC Minister of urban development and construction

CSA Central statistic authority

LSC Lideta Sub-city

ILO International Labor Organization

MOUDH Minister of urban development and housing

PIP Project implementation

CHAPTER ONE

INTRODUCTION

The significance and importance of micro and small-scale enterprises have been well known and recognized throughout the world. The sector could create jobs through the creation of industries and the introduction of commercial enterprises (Gok, 2001). In chapter one background of the study, the statement of the problem, the objective of the study (general & specific), the significance of the study, the scope, and limitation of the study, literature review, and methodology are presented.

1.1. Background of the Study

At present Micro and Small Enterprises (MSEs) play a very crucial role in contributing to economic development in many countries. This is supported by many researchers such as Holcombe (1995), Khandker (1998), Otero and Rhyne (1994), and Remenyi (1991) where in a way they showed that SMEs are considered as "corner stone" of economic development and hence, it is a driving force towards alleviating poverty and unemployment at the national level. Because of this, the sustainability development of SMEs is very important due to its role in helping economic growth. To ensure sustainability, it needs to understand that it is influenced by both inside and outside factors. The outside factors are explained as those factors where the occurrence of the phenomena totally cannot be handled by the respective SMEs or sometimes they have very little or low control over its occurrence. Those factors can be in terms of supporting social, political, and economic environment, availability of funds, and so forth. On the other hand, internal factors are factors that are opposite to the external factors and as for internal factors, normally they are the factors where the SMEs may have some degree of control, and a good example is training for its staff. Training is something that SMEs can handle. A well-trained staff can be expected to result in having better skills, and subsequently, lead to the efficient operation of SMEs. Partly, the efficient operation will contribute to the success of SMEs. There are many types of training to be offered to SME staff. But, Magableh and Al-Mahrouq (2006) suggested that micro and small scale train there in terms of management skills and entrepreneurship skills because these two factors based on their study affected SMEs performance and success. Due to its nature of small and medium sizes, in the past, SMEs tend

not to acknowledge training as something that adds value". But, studies such as by Noe (1998) suggested that enterprises that used to send their staff for training innovative training are more likely to result in better financial performance when compared to enterprises that ignored training.

Despite its contribution, the sector has been confronting with many challenges whose severity varies across regions and cities. Among others, access to training and other BDSs were determinant factors for enterprises to be effective in their daily business activities but there was limited training support and follow-up (FDREMSEDA, 2011). The evidence shows that most new start-up businesses in Ethiopia die during at early stages of development. As FEMSEDA (2011) noted that most of the new entrants had no experience of business at all and their business collapse due to a lack of adequate training and education on saving, bookkeeping/accounting, finance management, articulating the business vision and strategic planning, and the like. Therefore, this research further will assert the impacts of entrepreneurship training programs and how could it influence the performance of MSEs in the sub-city. More importantly, the researcher is motivated to fill gaps in the area and then will consolidate all relevant research publications and findings to support the government, NGOs, BDS providers, and MSEs operators with strategic directions and solutions.

1.2. Statement of the problem

Training of Entrepreneurship has been playing a very important role for MSEs to be effective and efficient in business plan preparation, articulating long-term growth vision, innovation, bookkeeping, marketing, motivation, taking calculated risks, leadership, advocacy, strategic analysis, and so on. Reviews of studies in the area confirm that Entrepreneurship training has played important role in enterprise development (ILO, 2003; Munune, 2008; Kessy, 2010; Aseffa. Zerfu, and Tekle, 2014). According to Human capital theory, investment in knowledge, skills, and the abilities to improve the productive capacity, competencies to engage in a more enterprising, innovative, and flexible manner in improving the working environment are very important (Becker, 1964). There should be skills and knowledge acquired to run a business and to be competitive in the local and global markets. The knowledge and skills of conducting feasible business activity and to be an entrepreneur were acquired from educations or training schemes or gifted naturally. There is an ongoing debate as to whether the skills of an

entrepreneur are born or can be created through entrepreneurial training (Henry, Hill, and Leitch, 2005: 98). Bezabih (2010) noted that entrepreneurship talents and skills have been achieved either by having education (both formal and informal ways) or naturally a person can be gifted with entrepreneur skills and talents. Bezabih stated that motivational training on entrepreneurial traits and characteristics could be a stepping stone for entrepreneurs to be innovative and successful in his/her work. As Gartner (1989), Regley, and Ronnqvist (2010) argued that if entrepreneurs are born with skills and abilities, the importance of training and education of getting those skills was abandoned. Therefore, the above studies assure that entrepreneurial talents could leverage innate qualities of youths and citizens can be made productive through offering effective training and educations.

When teaching entrepreneurship, we deal not only with specific knowledge and skills related to business, management, and finance. A much wider range of competencies can be developed through special teaching approaches, methods, and techniques and will result in fostering entrepreneurial students. Entrepreneurial graduates will have plenty of opportunities for their profess- onal self-actualization whether they will become successful entrepreneurs or creative employees in a company, a government organization, or an educati- onal institution. The competencies they will be equipped with during entrep- reneurship education will enable them to realize their professional and perso- nal potential to the maximum effect (pluzhnik and Linitskaya, 2018)

Although the researcher did not deny that talented entrepreneurs can be born, researcher tend to agree with Peter Drucker, one of the leading management thinkers of the 21st century, who said: "Entrepreneurship is not magic, it is not mysteri- ous and it has nothing to do with genes. It is a discipline. And, like any dis- cipline, it can be learned" (pluzhnik and Linitskaya,2018)

It was well known that supporting MSEs with technical and managerial skills could improve the performance of operators on communication, value creation, human resource issue, marketing, and financing. Because of this training, MSEs operators can be equipped with better skills of management, expand their entities and adopt new technology. These can be done through adopting rigorous entrepreneurship training programs that will be guided by four key questions; *(a*) whom do entrepreneurship-training programs target? (b) What outcomes do

entrepreneurship-training programs aim to get? (c) What dimensions shape these outcomes? And (d) at what cost are outcomes achieved? (Valerio, Brent, and Robb, 2014). Accordingly, entrepreneurship trainings targets specifically on MSEs who are vulnerable and unemployed individuals and they have high growth potential and change. MSEs in the sub-city is contributing an important role in creating job opportunity for unemployed youths and women. Currently, in the sub-city, more than 1672 enterprises were engaged in various business activities and thousands of unemployed youths, women, and elders were benefited from it.

The significance of training can be seen in terms of contribution towards economic growth, job creation, poverty reduction, income generation, alleviating juvenile delinquency/crime, and growth of industry (sub-city, 2020). To support the enterprise's Government has been executed a policy framework and strategy at the national level. Based on 1997 and 2003 modified MSEs implementation strategy multi-facet supports were included in the enterprise's development program. Among others, access to BDS and entrepreneurship training is a major focus of government to enhance the soft skills of enterprise operators in finance and business management (FEMSEDA, 2011; FDREMUDC, 2013).

Therefore, the researcher has identified the need of conducting an assessment and listed Practical and theoretical gaps motivated to undertake the study on Impacts of entrepreneurship training. However, most of the research on the area deals with entrepreneurship education at the university and college level, and only a few studies have investigated entrepreneurship efforts on MSEs and there was a lack of studies at the Sub-city level is further motivated the researcher to undertake this study. So, this study will assess the impacts of entrepreneurship training on the performance of MSEs in the Sub-city.

1.3. Research questions

1. What is the nature and content of entrepreneurship training programs?
2. What are the impacts of Sub-city entrepreneurship and Business skill training?
3. What gaps and deficiencies challenging entrepreneurship training programs and how they affect the performance of enterprises?

4. How entrepreneurial training programs could be improved to enhance the Performance of MSEs Operators?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study is to investigate the impact of entrepreneurship training on the performance of micro and small enterprises in Lideta Sub City A. A-town.

1.4.2 Specific objectives of the study

1. To explore the type and contents of entrepreneurship training programs delivered to MSEs
2. To evaluate the impacts of sub-city entrepreneurship and Business skill training packages on MSEs
3. To find out the deficiencies in entrepreneurship training programs
4. To suggest the recommended ideas to enhance the performance of enterprise Operators and entrepreneurship training programs

1.5. Research Hypotheses

H1: Accounting/Financial management training has a positive and significant impact on the Performance of MSEs Operators

H2: Marketing management training has a positive and significant impact on the Performance of MSEs Operators

H3: Business management's training has a positive and significant impact on the Performance of MSEs Operators

H4: Business-planning training has a positive and significant impact on the performance of MSEs Operators

1.6. Significance of the study

This research has a vast range of effects on the development and growth of MSEs in Ethiopia, in the town of Addis Ababa specifically in the Lideta sub-city. The primary objective of the analysis is to determine the effects of the Entrepreneurship training program on the performance of Sub- City MSE. The effect on MSEs was then assessed and analyzed and strategic directions were then proposed consequently. Detail research and interpretation were carried out to indicate if there was a relationship between training in entrepreneurship and MSE success and results. And help Lideta sub-city to look back on the impacts and milestones reported so far and what the challenges are and how will this be resolved? And then the researcher based on the results was recommended constructive issues and solutions.

1.7. Scope and limitation of the study

1.7.1 Scope of the study

The scope of the research is delimited on impacts of Entrepreneurship training on the performance of MSEs in the Lideta sub-city, using a quantitative and qualitative research design. Because of the wide nature of MSEs, the other issues such as; policy frameworks on MSEs, finance-related concepts, politics, government interventions programs, macro economy, and so forth concepts were less likely considered by the researcher to support a main focus area of the research and to make the research more specific. All relevant primary data were collected from only MSEs operators who had undertaken a Sub-city training program

1.7.2 Limitation of the study

The weaknesses of the study are:

- Time constraints
- Lacks of finance
- Respondents' hesitation to fill questionnaires appropriately
- Lack of domestic studies

CHAPTER TWO

LITERATURE REVIEW

2.1. Definition of Terms and Concepts

2.1.1. Performance

The performance can be expressed that how well a person does a piece of work or activity and Performance is execution or accomplishment of work and also articulate the effective business planning, financial and non-financial capitals, a system of management and resource allocation, goods/services produced, satisfied customers and employees (Njoroge, 2013; Kesy, 2010; Yahya, 2012). Also, Performance can be seen from the perspective that the Enterprises articulate effective business planning, financial and non-financial capitals, System of management and resource allocation, goods/services produced, satisfied customers and employees (Njoroge, 2013; Kesy, 2010; Yahya, 2012).

Tambwe (2015) in his study viewed performance as the growth, stagnation, or decline of a business entity. Growth will be defined as successful performance and decline as unsuccessful performance or failure and the Stagnation can be defined as successful performance because some business owners have no motive and/or intention to grow (Tambwe, 2015). According to Munune (2013), performance can be measured, firstly (Number of employees, growth in employees, number of customers, sales turnover, and value of capital assets); secondly, proxy performance measures (geographical range of markets- national versus international markets, formal business, and VAT registration); thirdly, subjective measures (including the ability of the business and domestic needs- confidence in running a business); and fourthly, entrepreneurial performance measures (the need to start a business or the need for growth and ownership of multiple businesses) (MUNENE, 2013). Thus, for this study, the researcher assesses the performance of MSEs based on the success and accomplishment of what they have planned at the beginning of a business.

2.1.2. Entrepreneurship training

Entrepreneurship training can be defined as a more planned and systematic effort to modify or develop knowledge, skills, etc. through learning experiences to achieve effective performance in

an activity or range of activities. The methods used to deliver instructions will vary depending on the learners. The educator acts as an expert by instructing and facilitating the learning process by providing instructions for MSEs operators on how to raise finance, legal regulations, choosing premises, taxation, bookkeeping, and accounting and marketing problems (Njoroge, 2013).

According to World Bank (2014), Entrepreneurship education and training aimed to stimulate entrepreneurship but they are distinguished from one another by their variety of programs, objectives, or outcomes. Entrepreneurship education programs tend to focus on building knowledge and skills about the purpose of entrepreneurship. Entrepreneurship training programs by contrast tend to focus on building knowledge and skills explicitly in preparation for starting or operating an enterprise. The academic nature of Entrepreneurship education means these programs target two groups in particular: secondary education students and higher education students, the latter including both graduate and undergraduate students enrolled in formal degree-granting programs. Whereas, Entrepreneurship training programs target a range of potential and practicing entrepreneurs who are not part of formal degree-granting programs. Potential entrepreneurs targeted by Entrepreneurship training programs can include, at one end of the range vulnerable, unemployed, inactive individuals or necessity-driven potential entrepreneurs, at the other end, highly-skilled, innovation-led, or opportunistic potential entrepreneurs (Valerio, 2014).

2.1.3. Theories of Entrepreneurship

Various theories are important to the entrepreneurship body of knowledge and have contributed to the entrepreneurial development in the economy; among others: the economic theory, classical economic theory, psychological theory, sociological theory, human capital theory, socio-cognitive theory, shapers enterpriser event theory, and the theory of planned behaviors *are* an important part of Entrepreneurship knowledge (Tambwe, 2015; Rwamitoga, 2011; Lorz, 2011).

The human capital theory is defined as an individual's stock of competencies, education, experience, skills, and intelligence. Becker's (1993) human capital theory suggests that education and experience develop skills that enable workers to be productive. Human capital is enhanced through such learning and this manifests itself in a variety of high-value opportunity recognition, skills enhancement, and resource acquisition and use (UNDP, 2009). But the Human Capital

theory, like many other theories, does not have comprehensive coverage on entrepreneurship education and its impact on MSEs' successful performance (Tambwe, 2015; Kesy, 2010).

The social cognitive theory proposes a framework for understanding, predicting, and changing human behavior, and the central tenet "social cognitive theory is that individuals can influence their actions" (Lorz, 2011). Intentions represent "a person`s motivation to make an effort to act upon a conscious plan or decisions" (Conner, 1998). Due to the applicability of the entrepreneurial intention concept, it is often used as a Measure of the impact of entrepreneurship programmers (Lorz, 2011). In this Model, the interaction between the person and the environment entails one's beliefs and cognitive competencies that are developed and influenced by their environment, both social (family members, friends, and role models) and physical (the individual's surroundings and access to resources).

Lorz (2011) noticed that Shapiro's and Sokol`s Entrepreneurial Event Model introduced In 1982 and the model aims to explain the processes that lead to an Entrepreneurial event, that is, the moment of launching a new business. This model assumes that inertia guides human behavior until some event "displaces "that inertia and unblocks previously undesired behaviors. (Shapero, 1982; Lorz, 2011; McStay, 2008) classifies this life path changes into three categories: 1st, negative displacements such as being fired, insulted, angered, bored, reaching middle age, getting divorced, or becoming widowed, the 2nd is being between things Such as graduating from high school, university, finishing military duty or being released from jail and 3rd category is positive, the so-called positive pulls from the partner, Mentor, investor or customers.

Economic theory It is common knowledge that the «progress» of economic theory in the past two centuries has neglected entrepreneurship (see Baumol, 1968; Demsetz, 1983; Blaug, 1998; Endres & Woods, 2006). This should not mean that economists did not discuss entrepreneurship. They have discussed it intensively, especially starting in the early 1980s. These discussions, as Milo Bianchi and Magnus Henrekson (2005) demonstrate, generally trace entrepreneurship to some talent, drive, or individual trait and then proceed to draw the macro-economic implications. The every day/entrepreneurial dichotomy leads economists into two choices: The first choice, undertaken by the classical and Austrian economic traditions, is to assume that entrepreneurship is part of the nature of the actor, i.e., a character trait. The second choice, undertaken by the

neoclassical tradition, is to postulate that entrepreneurship, similar to innovation, is the outcome of stochastic, exogenous shocks. This approach has been used extensively in growth models.

Classical Economics Does classical economics offer a framework that can better explain entrepreneurship? Much has been written about the classical tradition and how it differs from neoclassical economics (e.g., Harris, 1978, Introduction). One can trace the classical tradition to Adam Smith, David Ricardo, and Karl Marx. It has experienced a revival recently in the work of modern Marxian economists (e.g., Shaikh & Tonak, 1994) and neo-Ricardians such as Piero Sraffa (1960; cf. Steedman, 1977). classical economics defines the economic problem in terms of the production of *surplus*. In the classical paradigm, resources are not scarce but rather spread through nature in heterogenous qualities. For example, the land is not scarce, but rather it comes in different gradations of quality or proximity to the desired location. The economic problem for classical economists is how agents can work productively and abstain from luxury consumption so that they can effectively reach out to lower-quality resources. If agents do not work productively, the product of low-quality land may not justify the effort, i.e., the surplus would be negative.

Human motivation theory Motivation is the force that initiates, guides, and maintains goal-oriented behaviors. It is what causes us to take action, whether to grab a snack to reduce hunger or enroll in college to earn a degree. The forces that lie beneath motivation can be biological, social, emotional, or cognitive.

The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. The theory was intended to explain all behaviors over which people can exert self-control. The key component to this model is behavioral intent; behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome (N, LaMorte,2019)

Psychological theory psychological approach focusing more on behavioral and cognitive aspects helps to shed new light on entrepreneurial alertness. Concerning behavioral aspects, Kaish & Gilad (1991) conceptualized entrepreneurial alertness as searching for information related to business op- portunities, and they found significant differences between entrepreneurs

and managers concerning entrepreneurial alertness. Although their study has been criticized for its purely behavioral approach and the limited generalizability of its findings (Busenitz 1996), it has provided a new perspective on entrepreneurial alertness, specifying the actions performed by entrepreneurs to be more entrepreneurially alert. Concerning cognitive aspects, Gaglio & Katz (2001) conceptualized entrepreneurial alertness as cognitive schemata that prompt people to think in new and unusual ways. Thinking in new and unusual ways should help people to identify innovative business opportunities.

2.1.4. Micro and Small Enterprises (MSEs) Development in Ethiopia

In Ethiopia, like other developing countries, MSEs have great roles in socio-economic development endeavors. MSE sector contributes job opportunity, an instrument in bringing about the economic transition through generating income and saving, exploiting niche market, enhancing productivity and technological change of which all these stimulate economic development. Also, the sector is the home of entrepreneurship, an essential springboard of growth, job creation, and social progress at large (Shiferaw, 2013). According to the Federal Micro and Small Enterprise Development Agency (FMESDA), a total of 70.5 thousand new MSEs were established in 2011/12 employing 806.3 thousand people across the country (EEA, 2015). For the 1st time, the government has planned a National MSEs creation and promotion Strategy in 1997 which promotes and paves the ground for the growth and development of the sector (FDREMSEDA, 2011). Assefa et al., (2014) suggested that the primary target of the strategic framework was to create a favorable climate for MSEs so that MSEs could be able to facilitate economic growth, create long-term jobs, strengthen cooperation between MSEs, Provide the basis for medium and large-scale enterprises and promote export.

According to Mesfine (2015), the Federal Micro and Small Enterprises Development Agency (FEMSEDA) was established by the council of minister's regulation number 33/1998 to lead and stir Ethiopia's MSE development. The agency has been established as an autonomous government institution under the supervision of the Ministry of Urban Development and Construction (FDREMUDC, 2013). Recently, MSEs in Ethiopia have been guided by national support and provide strategies of FEMSEDA and regional states have respective agencies of micro and small enterprises (FDREMSEDA, 2011).

National MSEs promotion and growth strategy was structured to ensure the sustainability of the growth achieved in all economic sectors of the country, the primary focus of the government is to build Job opportunities through MSEs growth, to reducing unemployment and alleviate poverty, and enhancing MSEs to be base for industrial Development in the country (AWiB, 2015).

Federal Micro and Small Enterprises Development Agency (2011), outlined the following direct policy supports growth in MSEs: Access to Market, Access to the expansion of Industry Extension, Access to Finance, and Access to Working Space. In addition to direct policy supports, the government designed support schemes to create a conducive environment for MSEs. Among these: Manpower development and the technology growth support, industry extension Support, Strengthening the Sub-contracting, out-sourcing, franchising and out Grower system of marketing support, Finance and credit service support scheme, Development of Production, and sell centers, and General BDS supports are included in the document.

Despite, the important contributions of MSEs, the sectors have had challenges and problems on Access to Finance, Collateral Challenges, Marketing Challenges, Working and Sales Space Constraints, Capital goods and Machinery challenges, Licensing and registration challenges, Attitudinal Challenges, and Institutional Coordination Problem (Assefa, 2014). In addition to the above challenges, MSEs have been confronted with many challenges that obstructed their successes such as - inadequate infrastructure facilities, poor managerial and technical skills, and inadequate working premises as the major challenges of MSEs successful operations followed by marketing problems, low support from respective institutions, inadequate supply of raw materials, and regulatory issues (Mekonnen, 2006; Mesfin, 2015).

Research by Welday and Gebrehiowot (2004) showed that access to land and finance took a Lion shares and also factors that restricted the growth and performance of enterprises Included limited access to finance, market and business development services (BDS), Unsatisfactory working conditions, disadvantageous policy environments and an absence of Institutional interconnection.

So far, the government has provided companies with policies and strategies to achieve consecutive Economic development and alleviating poverty (Mesfin, 2015). The establishment of one Centre's total structures of trade and industry offices in sub-cities opened a way for

companies to have easily accessible ways for Business development services and support (FDREMSEDA, 2011).

As a result of the comprehensive support extended from the government and the concerted effort of the major stakeholders, the development of the sector is bearing fruit (AWiB, 2015). This is proved through the accomplishment of the sector in the first 4 years of the GTP. During the planned Period 2011-2014 the sector was able to;

- Generate 6,671,012 jobs, more than the goal set for the total GTP period (3 million Jobs),
- Generate ETB 25.62 billion through local Market linkage, exceeding the goal set for the total GTP period (ETB 10 billion),
- Generate 65,375,026 USD through Foreign Market linkage, more than the goal set for the total GTP period (46,166,142USD),
- The success of the development of the sector is also reflected in the transfer of 3,141 MSEs to the Medium Enterprises level.

2.1.5. Entrepreneurship Training Curriculum

According to World Bank (2014), Entrepreneurship Training and Education are two distinct fields of intervention. The big difference between Entrepreneurship Training and Education Depends on durations, contents, accreditation of certificate or diploma, program target Audiences, methodology, and so forth (Njoroge, 2013).

The curriculum of both Entrepreneurship Training and Education was designed depending on the four outcomes of the program (Valerio, 2014). The four outcomes are:

1) The first, *entrepreneurial mindsets,* refers to the socio-emotional skills and overall Awareness of entrepreneurship associated with entrepreneurial motivation and future Success as an entrepreneur (e.g., self-confidence, leadership, creativity, risk Propensity, motivation, resilience, and self-efficacy).

2) The second, *entrepreneurial capabilities,* refer to entrepreneurs' competencies, Knowledge, and technical skills associated with their entrepreneurship (e.g., Management skills, accounting, marketing, and technical knowledge).

3) The third, *entrepreneurial status* refers to the temporal state of a program beneficiary as measured through entrepreneurial activities and beyond (e.g., starting a business, becoming employed, and achieving a higher income).

4) Lastly, the fourth domain, *entrepreneurial performance*, refers explicitly to how Indicators of a venture's performance have changed as a result of an intervention (e.g., higher profits, increased sales, greater employment of others, and higher survival rates).

The ENUNIDO (2016) Entrepreneurship Curriculum Program was described as a cost-effective investment in the development of the entrepreneurial capacity of young people. The program is inclusive since it reaches out to both girls and boys in rural and urban areas. Entrepreneurship is introduced as a subject in general secondary schools or technical and vocational schools on a nationwide basis. Universities and colleges serve as a Centre of excellence to support People in acquire personal qualities such as self-confidence, innovation, and creativity, the Ability to take initiatives, as well as the willingness to take calculated risks and to collaborate. These competencies help them select and shape their Career path as employees or entrepreneurs. The curriculum is action-oriented: more than 50 percent of the program's time consists of practical research in identifying business Opportunities, assessing resources for setting up and steering a business, and learning from successful entrepreneurs in their companies and the classroom (UNIDO, 2016).

2.2 Factors affecting the performance of MSEs

Munene (2013) argued that performances of entrepreneurs have been measured in terms of Motivations, creativity and innovation, risk-taking, identification of opportunities, business Skills, business plan, financial skills, Marketing skills, operational skills, Human Resource Skills, legal skills, communication skill, and management skill. Various researches revealed that the performances of MSEs can be influenced by the level of pieces of training and educations (EEA, 2015; FDREMSEDA, 2011; Lorz, 2011; McStay, 2008). Kalleberg & Leicht (1991) Cited in Munene (2013) developed the following key performance measures after a study on 400 entrepreneurs. Firstly, primary performance measures (Number of employees, growth in Employees, number of customers, sales turnover, and value of capital assets); secondly, proxy Performance measures (geographical range of markets- national versus international markets,

Formal business and VAT registration; thirdly, subjective measures (including the ability of The business and domestic needs- confidence in running a business); and fourthly, Entrepreneurial performance measures (the desire to start a business or the desire for growth And ownership of multiple businesses).

A study by Welday and Gebrehiowot (2004) found that factors that constrained the growth and performance of small enterprises included limited access to finance, market and business development services (BDS), unsatisfactory working premises, unfavorable policy environments, and an absence of institutional linkages. Despite their significant contribution to the economy, small enterprises face serious challenges on the inaccessibility of Business development services, marketing challenges, working location challenges, financial challenges, technology, and policy-related challenge, and institutional linkage challenges (Mesfin, 2015). Eshetu and Zeleke (2008) also identified that the following are the main challenges that women and young entrepreneurs in Ethiopia face in sequential order from very Sevier to least important: difficulty in obtaining a loan from commercial banks, failure of business/bankruptcy, failure to convert profit back into investment, Shortage of technical skills, Poor managerial skills and Low level of education.

2.2.1. Impacts of Entrepreneurship Trainings Program

Hisrich & Peters (1998) cited in Njorege (2013) argue that training creates new opportunities and possibilities as Well as a consciousness to attempt and complete certain tasks in a different way. The researchers and scholars magnified the importance of pieces of training in different publications and they found that the most common causes for internal failure of enterprises are lack of training on business management, financial management, and poor planning (Njoroge, 2013). The effect of Entrepreneurship Training on Business and Marketing management, financial management, and planning are discussed as follows.

2.2.2. Impacts of Entrepreneurship Training on Financial Management performance of MSEs

Financial resource management is one training area and the government given due attention to the growth of MSEs (FDREMSEDA, 2011). Adequate financial management pieces of training for MSEs are a determinant factor of enterprises' development (Mesfin, 2015). Poor cash flow management, misuse of capital, poor saving culture, poor financial document records, inability to

pay back the loan, and so forth are influencing the performances of enterprises (Mekonnen, 2006; Shiferaw, 2013). As Njorege (2013) cited the European Federation of Accountants (2004) stated that among start-up businesses a frequent cause of business failure is a lack of adequate and appropriate market research. Market research is required to help businesses to identify their customers and inform them of the size of the potential customer base, determine what price customers might be prepared to pay, and suggest how demand for the product or service will change according to the price charged.

2.2.3. Impacts of Entrepreneurship Training on Business and marketing Management Performances of MSEs

Research done by Zimmerer & Scarborough (1998) revealed that internal issues especially those associated with management are most likely to cause business failure. Central to these issues is bad management skills, which can often be due to a lack of experience on the entrepreneur's part, and that can be caused several issues; it can lead to poor financial control, the failure to plan, uncontrolled growth, and other issues (Zimmerrer, 1998; Yahya, 2012). Njorege (2013) also informed that poor marketing, weak financial control, lack of strategic planning, inadequate liquidity, and lack of market awareness are commonly identified as internal causes of small business failure.

2.2.4. Impacts of Entrepreneurship Training on preparing a business plan of MSEs

The majority of MSEs neglect the process of strategic planning because they think strategic planning only benefits larger companies (Njoroge, 2013). The need for entrepreneurs to produce a marketing plan is deemed to be essential in deciding marketing strategies, customer base, and promotion of the company (Cornwall, 19990). It is important to prepare strategic plans and perform other types of planning, for example, the production of business plans and Marketing plans (Hisrich P., 1998). Valerio (2014) highlighted that each entrepreneurship training and Education at the end of courses forced the participants to prepare an action plan, which is short, medium, and long-term. This will create a way for participants to practice what they have learned and it is a scenario to be successful in their endeavors.

2.3 Empirical Reviews

Several studies have been conducted on the same theme of this study and the previous studies and they suggest that a large number of factors contribute to small firm performance. For entrepreneurship training to be successful, according to The Foundation of Economic and Business Growth (2006), it must not only be through factual knowledge and limited skills acquired in the classroom but also through other more practical interventions. Dewhurst and Livesey (2007) argue that entrepreneurship training programs focus mainly on two areas; business start-up training and implementation training.

This training focuses primarily on the expertise, experience, and skills of entrepreneurs and the preparation of start-up firms through the growth of entrepreneurs. GEM (2010) states that some commonly cited objectives of entrepreneurship training include; to acquire knowledge relevant to entrepreneurship; to acquire skills and synthesis of action plans; to identify and stimulate entrepreneurial drive, to develop empathy and support for all unique aspects of entrepreneurship; to devise attitudes towards change and to encourage new start-ups and other entrepreneurial ventures.

Tambwe (2015) evaluates the effect of entrepreneurship training on Micro and small enterprise's performance and a sample of 60 food vendors from Ilala District Was used to test the hypothesis before and after the training. The study findings proved that Proper entrepreneurship training would result in the successful performance of MSEs. The key skills received to be the most important by MSEs include financial, marketing, sector-specific Technical, and communication skills. The result also shows that there is a positive or direct Relationship between entrepreneurship training and MSEs' successful performance. Based on These findings the study recommends that efforts should be made by the government and Business Development Services (BDS) providers to ensure and enhance the availability of this Training to all MSEs in the country for sustainable economic growth (Tambwe, 2015).

Exploratory research of Njoroge and Gathungu (2013) was conducted on 1670 legally Registered SMEs in Githunguri district to determine the effect of entrepreneurship training on the entrepreneurial development in Kenya. The researcher took 167 SMEs sample by using a Simple random sampling mechanism. The results of the study revealed that the entrepreneurs were able

to do simple daily bookkeeping of business transactions but were not able to do Complex financial statements. This leads to the conclusion that even though the entrepreneur may be reporting an increase in sales and profits, and may seem to be registering growth. Lack of training on financial, strategic management, and marketing will mean that the SME will not grow beyond the first stage of enterprise development to other stages and will hence eventually fail within its first five years of existence. The study recommended that the Government through the Ministry of Trade should formulate and implement training Programs aimed at equipping SME owners with entrepreneurial skills (Njoroge, 2013).

Wei, Ping, and Leong (2012) through the Contingency Theory developed by Fiedler (1964) were used to investigate the factors affecting the performance of SMEs in the manufacturing sector in Malaysia. Thus, the data collected from 300 enterprises in the Malaysian manufacturing sector, the results showed that there is a significant negative relationship between ineffective entrepreneurship as well as inappropriate human resource management (HRM) and the performance of SMEs. On the other hand, the results also proved that there is a significant positive relationship between the use of marketing information as well as the application of information technology and the performance of SMEs (Moorthy, 2012).

Kithae, Maganjo, et al., (2013) study examined the components of the entrepreneurship training program and their impact on the performance of entrepreneurs. The research method was mainly explanatory though elements of descriptive and exploratory strategies were incorporated. Entrepreneurship training was found to have had a substantial impact on the performance of entrepreneurs. However, constant monitoring was found necessary to make the skills learned to be translated into more practical work. Equally important is financial assistance as it is due to lack of necessary capital that most training beneficiaries are not practicing their learned skills in business (Kithae, 2013).

A research carried out by Azim and Al-Kahtani (2014) found that, depending on the period, Target audience, resource availability, and perceived efficacy of the training's, multiplicity objectives for different entrepreneurs different training content can be observed. In this respect, objectives determine the contents of the training program. During the formation stage, the focus should be on understanding the nature of entrepreneurship, characteristics of an entrepreneur Entrepreneurship Relevance, creativity and innovation skills, business idea generation,

opportunity identification, entrepreneurial and ethical self-assessment. During the stage of development, the focus should be on product identification, business planning, market selection, financial planning, and making financial presentations. During the implementation stag, entrepreneurship training should emphasize communication skills, especially persuasion; creativity skills; critical thinking and assessment skills; leadership skills; Skills for negotiation and problem-solving.

Mayuran's (2016) empirical research in the Jaffna district in Sri Lanka on the impact of entrepreneurship training on the performance of small enterprises established a positive correlation between entrepreneurship training and firm performance. The study found out that customer care, marketing, quality maintenance, and financial management were being taught as the content of entrepreneurship training. The content was business management skills and the effect of the other entrepreneurial skills on performance was not addressed. The methodology focused only on the correlation between the independent variable and the dependent variable This research concentrated on the content of training to include managerial skills, technical skills, and entrepreneurial skills. Descriptive and inferential statistics were also used in the analysis.

Ladzani and Vuuren's (2016) research discussed entrepreneurship training for emerging SMEs in South Africa. The study analyzed the course content to include motivation, entrepreneurship skills, and business skills. Motivation content included; the need for achievement, ability to inspire, and ability to cope with failure. Entrepreneurship skills included; creativity, innovation, ability to take risks Generation of ideas, and identification of opportunity. Business skills included: - management, leadership, financial management, marketing, human resource, business planning, and operational skills. The research indicated the need to strengthen entrepreneurial skills for the emerging entrepreneurs to understand how to produce business ideas, scream the ideas and identify business opportunities from the business idea that is developed.

A study by Munene (2008) on the impact of entrepreneurship training on the performance of micro, small-medium enterprises in Nakuru County, investigated the nature and content of entrepreneurship pieces of training offered by the Kenya Institute of Business Training and Joint loans. The study found out that the trainers focused on the management of working capital, record keeping, and marketing. The study, however, recommended inclusion to the content of

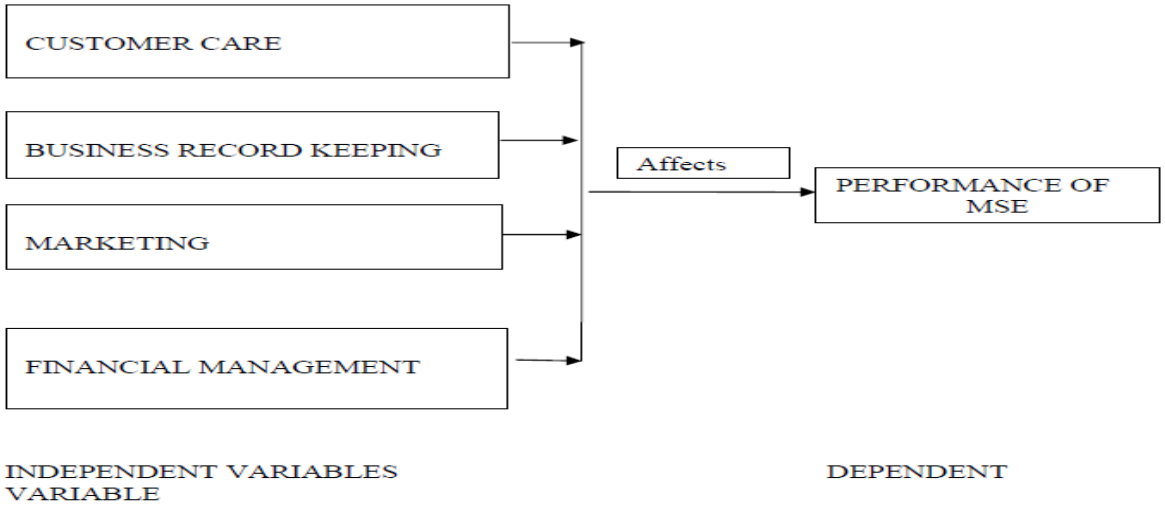
training; risk management, business expansion strategies, and management of loan delinquency and default...

According to ILO (2004), the content of entrepreneurship training should include; managerial skills, technical skills, and entrepreneurial skills. Managerial Skills include competencies in, business management, marketing, record keeping, financial management, and human resource management. Technical skills include; ability to practice competencies acquired such as; computing, tailoring, mechanical and motor vehicle skills, carpentry among others. Entrepreneurial skills include; abilities such as; creativity, innovativeness, risk-taking, persistence, self-drive among others. To run the company daily, business management skills are needed (Botha, 2006).

Eshetu and Zeleke (2008) conducted a longitudinal study to assess the impact of influential factors that affect the long-term survival and viability of small enterprises by using a random sampleof500 MSEs from 5 major cities in Ethiopia. According to this research, that lasted from 1996-2001, the factors that affect the long term survival of MSEs in Ethiopia are found to be the adequacy of finance, level of education, poor managerial skills, level of technical skills, and ability to convert part of their profit to investment. This is so because the findings of the study revealed that businesses that failed, during the study period were characterized by inadequate finance (61%), low-level of education (55%), poor managerial skills (54%), shortage of technical skills (49%), and inability to convert part of their profit to investment (46%).

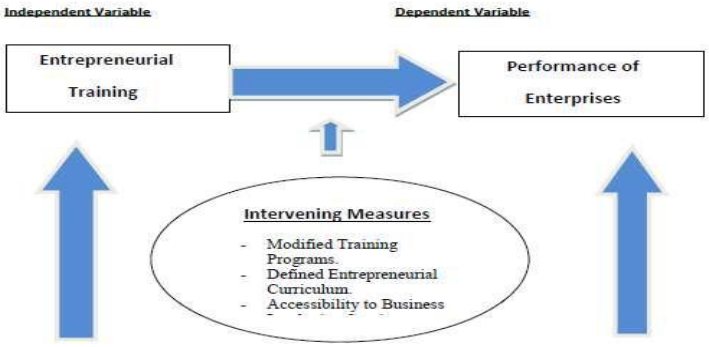
2.4. Conceptual frameworks

According to the research report of Kithae (2013), the conceptual framework which shows the relation between ingredients of entrepreneurship training program (The independent variable) and performance of MSEs (the dependent variable) depicted below:

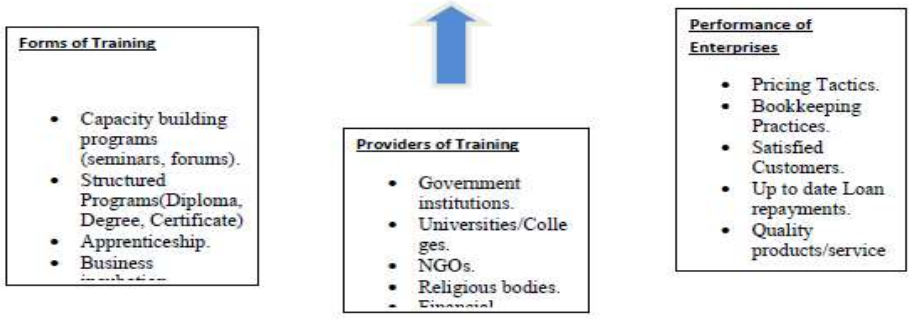


Source: (Kithae, 2013)

The researcher Munene (2008) to establish the relationship among the dependent variable (Performance of MSEs) and independent variable (Entrepreneurial training) developed the following conceptual framework.



Source:(MUNENE, 2013)



Therefore, in this study the researcher to form the relationship between the independent variable and dependent variable designed the following conceptual framework.

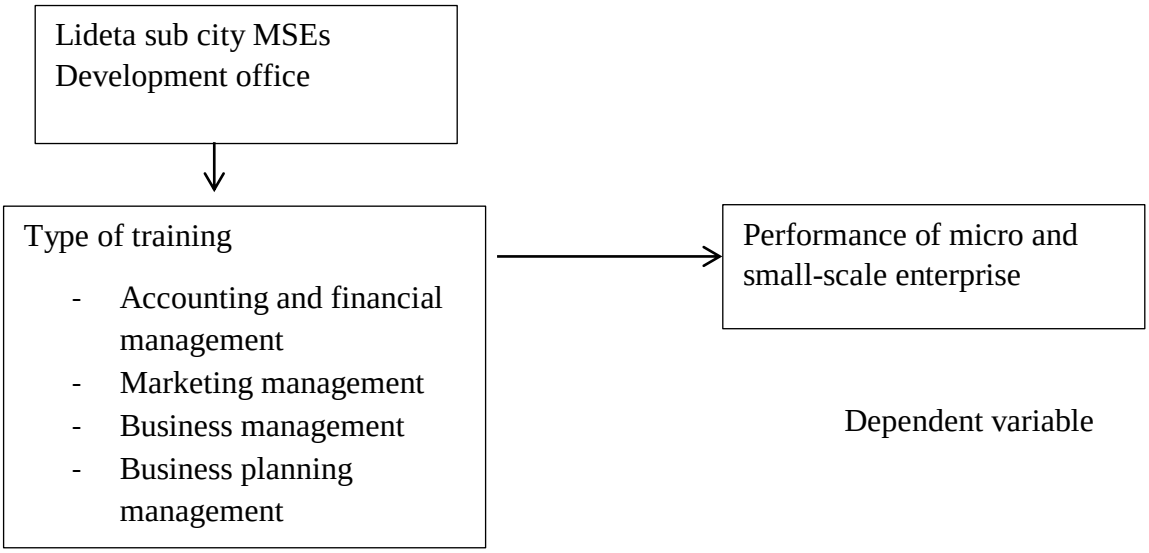


Figure 2.1 conceptual framework

Source: Researcher (2021).

CHAPTER THREE

3.1. Research Approach and Design

3.1.1. Research Approach

This study is intended to examine the effect of entrepreneurship pieces of training on the performance of Sub-city MSEs. Thus, to achieve the objectives of the study the researcher deployed a quantitative research approach using descriptive and causal study models.

3.1.2.Research Design

To establish the relationships between variables such as the performance of MSEs and the importance/influences of acquiring entrepreneurship skill training, the causal research design was adopted. The causal design allows the researcher to use a correlational & regression analysis. This model was chosen on the basis that it is appropriate when attempting to examine the relationship between variables without determining cause and effect (Bluman, 2001). This type of design (Bluman, 2001) can be used to determine the magnitude and direction of the relationship between two or more quantifiable variables. Again, this study design has created a way for the researcher further to investigate the hypotheses and a means to accept and reject them.

3.2. Source of data and collection method

The study used both primary and secondary sources. From the primary source, information was gathered using structured questionnaires and it was collected from the sample population of the study. This method of data collection permits anonymity and the results are more honest than other methods. In addition to this, secondary sources of information like research papers published conference papers, web site, research publications, books, reports, magazines, and so forth were used.

3.3. Target Population

The target populations of the study are the Operators who Have completed a Sub-city entrepreneurship training program. Thus, a totally of 5470 MSEs who have completed the Sub-city Business and Entrepreneurship pieces of the training program is considered as the main target population of the study

3.4. Sampling Design

Normally, accurate information about a given population will expect to be obtained from a census study. However, due to the large population size, in many cases, complete coverage of a population is not possible. Thus, sampling is one of the methods, which allows the researcher to study a relatively small number of units representing the whole population (Saratnakos, 1998). The target populations of the study were composed of five enterprise sectors. Thus, the researchers were used cluster sampling to differentiate and categorize MSEs into five enterprise sectors, and based on five strata, the researcher computed samples for each stratum. Then, the researcher distributed the questionnaire to each stratum through a random sampling technique. This method created a chance for all sectors of enterprises to be selected and more likely represent the entire population of the study.

3.4.1. Sampling Framework and size

In the study, the researcher took the sample size of the population by using the formula from (Yomane's 1967) which is

Assumptions:

A 95% confidence level and e= $\pm$ 5%

n= N/ 1+N (e) 2 $$n = \frac{5470}{1+(5470)(0.05)^2} = \frac{5470}{14.675} = 372$$

Where

n= the sample size

N= the population size

e= the level of precision or sample error

In Ethiopia, the enterprises were classified into five sectors i.e.

1. Service sector
2. Construction sector
3. Trade sector
4. Manufacturing sector
5. Urban agriculture sector

(Source FEMSEDA (2013)

MSEs Sector	Population/ Strata	Proportional percentage	Sample
Service	1852	33.8%	126
Constitution	1441	26.3%	98
Urban Agriculture	559	10.2%	38
Trade	485	8.8%	33
Manufacturing	1133	20.7%	77
Total	5470	100%	372

Sample size from each stratum

Source: Researcher's survey

From the above table samples 126, 98,38,33,77 are selected from each target stratum and a questionnaire was distributed to the operators

3.5. Research Instruments

A structured questionnaire was developed to get the opinion and understanding of the respondents regarding the issue. Since the research aimed to analyze the impacts of training on the performance of MSEs operators, hence, Likert scale questions and attitudinal questionnaires were distributed both strata's and it allows respondents freely to express their inner beliefs, attitudes, insights, perceptions, and the influences of pieces of training on their business performances. Therefore, to collect the primary data from the sample population 21

item questions was designed and it has five parts. The 1st part consists of the demographic profiles of respondents. The second part is content and nature entrepreneurship training. The third part is the impact of entrepreneurship training on MSEs. The fourth part is the gaps and challenges of sub-city entrepreneurship training programs. And finally, questions and suggestions about entrepreneurship training.

Initially, the questionnaire was prepared in English, and then considering the respondent's educational background questionnaires were translated to Amharic. To assure the validity of the questionnaires, it was re-translated to Amharic by other scholars and pretested before delivering to respondents. Furthermore, spelling and grammatical errors were edited by language professionals, and then certain amendments were made by the researcher before proceeding to the next steps.

3.6. Data Collection Procedures

The quality of data will assure the relevance, impact, and representativeness of any study. Unqualified Data will produce negative results and leads to the wrong conclusion. Thus, the Researcher focused on the quality of data at the very beginning of the data collection process. The researcher himself and supporters collected all relevant data. The respondents directly filled questionnaires. Researcher-oriented data collector on every item of the questionnaire before starting field survey. This technique avoided biases at the data collection stage.

To make the study effective, the following measure steps were taken.

1. The respondent made to fill the questionnaire themselves
2. Orientation was given to data collectors
3. All data were collected by the researcher and his supporters

3.7. Variable in the study

In this study, the researcher tried to know the correlation between training and performance of the micro and small enterprise in Lideta sub-city Addis Ababa. Here the independent variables are the training programs like accounting and financial management training, business management training; marketing training, and business plan pieces of training.

1. In accounting and financial management trainings: - generally, this training helps the operator to read and understand the financial statement to know and evaluate how business performance is affected like profitability, cost management asset management and managing work capital & so on.
2. In business management training; - the operators will expect to know human resource management, supply business management, and growth strategy and product feature, and so on.
3. In marketing training, the operators expect to know: how to handle customers, what are promotion tools and how to make their communication effective, and so on
4. In business planning the operators expect to know marketing strategy and implementation, market analysis preparing the business plan, and so on.

On the other hand, the dependent variables are: - service and product quality, job creation, profit growth, development and ability to pay the loan, and so on. Therefore, the researcher has measured the performance of MSEs through the training programs being delivered for MSEs operators in the sub-city MSEs office.

3.8. Method of data analysis

For the study, quantitative data were collected using a standard questionnaire and then analyzed by using descriptive statistics such as SPSS version 20 (Statistical Package for Social Sciences). The results were presented through percentages, means, standard deviation, and frequencies. Pearson Correlation and multiple linear regression analysis were used to measure the impacts of pieces of training on Perceived performance MSEs. In statistics, the Pearson correlation coefficient (r) is a measure of the linear correlation between two variables *X* and *Y*, giving a value between +1 and −1inclusive, where 1 is a total positive correlation, 0 is no correlation, and −1 is total negative Correlation.

Multiple Linear Regression analysis can be defined as an analysis done on testing the effect of multiple Independent variables on a single dependent variable with an interval scale (Zikmund, 2010). The coefficient of determination of multiple regressions, R^2 shows the variance of dependent variable explained by the combination of all independent variables (Zikmund, 2010). Each Independent variable has a different percentage of contribution towards the variation of the

Dependent variable. The effect of independent variables on the dependent variable will be ranked.

In this study, multiple regressions will be used to identify the impacts of entrepreneurship pieces of training on MSEs Performance and then to show how the sub-city training program can bring significant influences on the performance of SMEs.

3.9. Validity and Reliability Test

Using SPPS output the validity of the questionnaire was conducted and the results show that questionnaires are significantly correlated (**Accepted Cranach's Coefficients alphas ranging from 0.70 to 0.95)**.

Since the researcher in this study modified the questionnaires of previous researchers and then redesigned them based on the literature review of the study. Hence, the reliability of the research instrument was tested and based on SPSS Cronbach Coefficients Alphas for questionaries' are presented below which is acceptable so these instruments are ideal to test impacts of Sub-city entrepreneurship training on the performance of Sub-city MSEs. The questionnaires are significantly correlated since all Cronbach's Coefficients Alphas for Questionnaires are within an acceptable range. Rule of thumb provided that Accepted Cronbach's Coefficients alphas ranging from 0.70 to 0.95 (George and Malley,2003 p.231).

SN	**Variables**	**No of Items**	**Cronbach's Coefficients Alphas for Questionnaires**
1	Accounting and Financial Management Trainings	13	0.70
2	Marketing Management Trainings	5	0.81
3	Business Management Trainings	9	0.7
4	Business Planning pieces of training	3	0.7
5	Performance of MSEs Operators	4	0.790

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Chapter four contains the study's findings and discussion. The study targeted all trainees of the sub-city office. The data collection method; -questionnaire was distributed to the participants through hand delivery in the working site of the enterprises. However, out of the 372 questionnaires distributed only 311 questionnaires were sent back fully complete making a response rate of 83.6 percent.

The first part of this chapter addresses the demographic characteristics of the respondents. The second part presents the summary of the descriptive statistics of the study variables. The descriptive summary includes means, standard deviations, and percentages of nature and contents of the sub-city entrepreneurship training program and performances of MSEs operator after the pieces of training. The third part presents, the correlation among independent and dependent variables.

The fourth part discusses regression analysis and results of hypothesis testing, based on the objectives of this study. Finally, gaps and challenges on sub-city Entrepreneurship Training Programs and strategies for improving the program were presented and discussed.

4.1. Demographic Information of MSEs Operators

In the first part of the survey, the demographic information of the participants is included. Thus, the following variables of the respondents were described and summarized in table 4.1 below. These variables include Gender, Age, academic background, marital status, location of enterprises, a position occupied by MSEs operators, duration of MSEs operators who have been worked in respective enterprises, and Previous experiences of MSEs operators.

Table 4.1: Summery of the respondent's Profile

SN	Respondents profile	Description	Count	%
1	Gender	Male	177	56.9
		Female	133	42.8
2	Age of the respondent	18- 20	13	4.2
		21-30	221	71.1
		31-40	67	21.5
		Above 40	10	3.2
3	Academic backgrounds	Illiterate	19	6.1
		Grade 1-8	47	15.2
		Grade 8-10	70	22.6
		Preparatory	50	16.1
		Technical and vocational	66	21.3
		Higher education	58	18.7
4	Marital status	Single	99	31.8
		Married	167	53.7
		Divorced	36	11.6
		Widowed	8	2.6
5	Location MSEs	Wereda 1	31	10.0
		Wereda 2	81	26.0
		Wereda 6&7	56	18.0
		Wereda 3&4	73	23.5
		Wereda 5	70	22.5
6	Position occupied by MSEs operators	Owner	105	33.8
		Manager	62	19.9
		Employee	141	45.3
7	Duration of MSEs operators has been worked in respective enterprises	Less than 1 year	35	11.3
		1-2 years	99	31.9
		2-5 years	123	39.7
		Above 5 years	51	16.5
8	Previous occupation of respondents before MSEs business	Unemployed	132	42.4
		Civil Servant	26	8.4
		NGO or self-employed	126	40.5
		Student	27	8.7

Source: Survey (2021)

Based on the above table 4.1, the demographic composition of the respondents in terms of gender implication, age range, academic background, marital status, location MSEs, a position occupied by MSEs Operators, duration of the business, and the previous job of MSEs Operators presented as follows:

It was discovered that 56.9% of respondents are male and 42.8% are female. The gender composition of the study population and ownership of MSEs tend more to male dominance and they managed a majority of enterprises.

The age of the respondent showed that 13 were found below 20, 221 fell between 21 to 30 years, 67 fell in a range of 31 to 40 years and 10 were fallen above 40.It can be described in terms of percentage as 4.2%, 71.1%, 21.5%, 3.2% and 6.1% respectively. This shows a majority of the respondents were in the age range of 21-30 years and young entrepreneurs. Thus, youth's age range 21-30 were the main targets of this study.

The academic background of the respondents was Illiterate 19, 47 grade 1-8, 70 grade 8-10, 50 preparatory school, 66 technic, and vocational educations and 58 higher education that describe as a percentage as 6.1%, 15.2%, 22.6%, 16.1%, 21.3%, and 18.7% respectively. The majority of respondents were grade 8-10. This shows that the respondents can understand the questionnaire easily. Therefore, they can give relevant information on the area of the study easily and will be benefited from the output of the study.

The marital status of the respondent shows that 99 were single, 167 were married and 36 were divorced and 8 were widowed respondents. The result shows that the study is more likely focused on single and energetic youth MSEs Operators of the sub-city.

The data shows that the majority of MSEs in this study was the employee. In percentages: 33.8% of the businesses are managed by the owners, 19.9% are managed by a manager and 45.3% were being taken care of by trusted employees.

The work experience of the respondents concerning the respective enterprises were 35,99, 123, and 51 below one year, one to two years, two to five years, and above five-year experience respectively. In percentages: 11.3%, 31.9%, 39.7% and 16.5%.

According to the above result, almost 39.7% of respondents have two to five years of experience in the enterprise business. This is an opportunity for the researcher to get detailed insights on MSE development, Entrepreneurship pieces of training, and Impacts of the sub-city plan.

Finally, among the total sample, 132 were unemployed, 26 were civil servants, 27 were students, and 126 NGO or private employees before starting MSEs Businesses. It can be described in terms of percentage as 42.4%, 8.4%, 8.7%, and 40.5% respectively. The majority (42.4%) of respondents have no job before organized in MSEs. Therefore, from the above table MSEs sector in the sub-city plays a role in job creation and income generation for unemployed people.

4.2 Descriptive statistics

This part contains information about the following variables: Entrepreneurship training programs of the sub-city undertaken by MSEs, focus areas of sub-city Entrepreneurship pieces of training programs, and perceive the performance of MSEs through the following descriptive statistics such as percentage, mean and standard deviation.

Table 4.2; Measurement of descriptive statistics based on sub-city training programs

Variables	**Mean**	**Std. Deviation**
Accounting/financial management trainings	3.57	0.73
Marketing management trainings	3.71	0.86
Business management trainings	3.66	0.89
Business Planning trainings	3.65	2.33
Performances of MSEs of operators	3.55	0.79

Source: Developed for this research (2021)

Mean score range =Max-Min/Max 3.71-3.55/3.71 =0.04

The above table shows the response rates of respondents toward sub-city Entrepreneurship training program and their performances after the pieces of training. The mean value of sub-city Entrepreneurship training programs and MSEs perceived performances ranged from highest (3.71) to lowest (3.55) and the mean score range is equal to 0.04. Let us see the position of the descriptive part of the above variables using mean and standard deviation values.

4.2.1. Accounting and Financial Management pieces of training

The mean score of Accounting and financial management training was 3.57 sd= 0.73; as we compare with other variables this result varies its value from 2.84 to 4.30 shows a low-level impact on the performance of Sub-city MSEs. as we compare with other variables this result indicates a low-level impact accounting piece of training of sub-city. The neutral response or a low level for this variable might be since the overall training curriculum of sub-city focus on motivating new startups with business ideas rather than training MSEs with detail accounting concepts, majority of respondents has neutral (good) responses on Accounting and financial management training. In percentages; 0.96%, 16.73%, 38.9%, 38.8% & 4.6% were poor, fair, good, very good and excellent rates respectively.

Moreover, it was a poorly utilized training program/curriculum of Sub-city than the others like marketing management, Business management, and business planning. In this regard, Njorore (2013) And Cornwall (2005) acknowledged that the securing of inadequate capital, the misuse of capital, and poor cost control are serious issues for many entrepreneurs and MSEs. Njoroge further states that the failure of small businesses because of weak planning and lacks of adequate pieces of training on financial management.

4.2.2. Marketing management pieces of training

The mean score of marketing management pieces of training was 3.71 sd= 0.86; as we compare with other variables this result varies its value from 2.84 to 4.30 shows average position of respondents for this variable. The average response for this variable might be since the MSEs office may not gives due emphasis for the trainees to know their passion and potential to add value and creativity in the market. In percentages; 0%, 0.69%, 15.64%, 41.59% and 42.08% were poor, fair, good, very good and excellent rates respectively. This finding is Compliment with the organization‟s project pillar which is creating market linkages for MSEs owned and operated by youths (PIP 2013). An average rate of respondents on this variable shows that the majority of MSEs operators were not appropriately practicing the learned skills of marketing such as; knowing customers, handling customers, reaching customers, effectively communicating with others, and designing attractive promotion tools. Furthermore, MSEs office may not support the trainees with 21st-century workforce readiness skills and ICT training such

as; designing flyers and business cards, email and social media to develop skills on promotion and advertisement (PIP 2013).

4.2.3 Business Management Training

The means score was found to be 3.66 sd= .89; as we compare with other variables this result varies from 2.77 to 4.45 the respondents are rated neutral and medium on business management pieces of training which are in percentage 34.27% and 35.67% respectively. Also, the result might indicate that MSEs operators are satisfied with the business management training of the project. According to the rates of respondents, more than 50% were understood and implementing Human resources, crisis management, business expansion and growth strategy, quality improvement, and product testing. In addition, the majority of respondents rated very well on product/service features and benefits and quality management pieces of training of sub-city MSEs training. The researchers confirmed that bad management skills which can often be due to a lack of experience on the entrepreneur's part and some issues, could lead to poor financial control, the failure to plan, uncontrolled growth, and other issues (Zimmerrer, 1998; Yahya, 2012).

4.2.4 Business Planning pieces of training

Besides, business planning pieces of training scored mean varies from 1.32 to 5.98. These findings show that there was a better level of business planning pieces of training in sub-city entrepreneurship training programs than Accounting and financial training programs. As a result, 64.6 % of respondents ranked excellent position in average on business planning training category of the sub-city. As Njorore (2013) cited in his publication, too many small business managers neglect the process of strategic planning because they think strategic planning only benefits larger companies. (Zimmerer & Scarborough, 1998), stated it is important to not only create strategic plans but also perform other types of planning, for example, the production of business plans and marketing plans.

4.2.5. Perceived Performances of MSEs Operators

Performance can be defined in terms of job generation, growth, profitability, sustainability, survival, and stability (Storey, 1994). Performance can be seen from the perspective that the enterprises articulating the effective business planning, financial and non-financial capitals, a system of management and resource allocation, goods/services produced, satisfied customers and employees (Njoroge, 2013; Kesy, 2010; Yahya, 2012). Also, Performance could be a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organizational goals (Gareth 2003). Likewise, Buttress, Jones et al. (2003) suggests that these two overriding issues of efficiency and effectiveness are working in the measurement of performance in every organization, where efficiency measures how well resources are used to achieve goals, while effectiveness connotes the measure of the appropriateness of the goals that managers have selected for the organization to pursue, and of the degree to which the organization achieve these goals.

Table 4.3; Performance of MSEs Operator after sub-city pieces of training

Level	**Frequency**	**Percent**
Very Poor	6	1.9
Poor	37	11.8
Average	112	36.0
Good	93	29.9
Very Good	63	20.4
Mean	3.54	
Std. Deviation	1.00	

Source: Developed for this research (2021)

Thus, based on descriptive statistics in table 4.3. the mean score of MSEs operator's performance was 3.54 + 1, which indicates MSEs operator's performance after the pieces of training of sub-city exist in average status because 36.0% of respondents rated average ranks, 29.9% good rank, 11.8% poor, and 20.4% very poor level. The majorities of respondents (36.0%) were not satisfied with Sub-city entrepreneurship training and rated average rank on the performances after the training.

4.3 Correlation between sub-city Entrepreneurship training and the performance of MSEs in the sub-city

This research was designed to assess the effect of sub-city Entrepreneurship training on the perceived performance of sub-city MSEs operators. Hence, this section revealed the correlation between entrepreneurship training programs and the performance of MSEs operators. As it was explained in the previous section. Pearson's Product Moment Correlation Coefficient was used to determine the following relationships:

- The relationship Between Accounting/financial management training (Fmt) and Performances of MSEs Operators
- The relationship Between Marketing management training (MMT) and Performances of MSEs Operators
- The relationship Between Business/operation management pieces of training (BMT) and Performance of MSEs Operators
- The relationship Between Business planning pieces of training (bpt) and Performances of MSEs Operators

4.3.1. Correlation analysis

According to Brooks (2008), the correlation between two variables measures the degree or extent of linear association between those two variables. In correlation there is no independent and dependent variable identified rather it states that whether the two variables move in the same direction or not. Thus it is not implied that change in the independent variable causes changes in the dependent variable. The correlation coefficient is used to determine the strength/relationship between variables. According to Ratner (n. d) classification of the strength of the relationship is based on the following table.

Table 4.4 Classification of the Strength of Relationship

Correlation strength	Positive values	Negative values
weak	r=0.10 to 0.29	r = -10 to -.29
Medium	r=.30 to .69	r= .30 to -.69
strong	R >= 0.7	r >= -0.7

Source: Ratner (n. d)

Table 4.5 Correlation analysis

		Performance
Performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	311
Fmt	Pearson Correlation	.483**
	Sig. (2-tailed)	.047
	N	311
mmt	Pearson Correlation	.318**
	Sig. (2-tailed)	.000
	N	311
Bmt	Pearson Correlation	.431**
	Sig. (2-tailed)	009
	N	311
bpt	Pearson Correlation	.291**
	Sig. (2-tailed)	000
	N	311
**Correlation is significant at the 0.01 level (2- tailed)		

Source, survey (2021) SPSS output

The Above correlation table result shows that the linear association/relationship between independent variables and also the dependent variable. The result tells us the linear relationship between financial management training and performance is medium with a correlation coefficient of 0.48 but the relationship is significant at 1%. The relationship between marketing management training and performance is medium with a correlation coefficient of 0.32. The relation between business management training and performance is medium this is significant at 1% with a correlation value of 0.43. Businesses planning training and performance have also a weak relationship with a correlation coefficient of 0.29 and significant at 1%. Therefore, the correlation matrix/table tells us there is a positive relationship between financial management training, marketing management training, business management training, Business planning training, and performance of SMEs and they are moving positively in the same direction or the relationship is positive.

4.3.2. Regression analysis and Test of Assumptions

Regression analysis is concerned with describing and evaluating the effect of one or more independent variables on a single dependent variable. In regression, there has to be a clear difference between independent and dependent variables. The sign, magnitude, and coefficients are very important in regression to evaluate the effect of independent variables on dependent variables (Brooks, 2008). For this study, the researcher used multiple regression analysis models to examine the nature of relationships between the independent variables and the dependent variable. To run the regression analysis, assumptions underlying it are tested as given below.

Test of Normality: The normality test assumes that the residual has zero mean and constant variance. This test of normal distribution could be checked by the graphical (histogram) method of tests. Thus, the result on the following figure indicates the mean of the residual is close to zero and its variance is 0.99 close to one, which implies that the distribution of the error term is normally distributed. Therefore, the assumption was not violated.

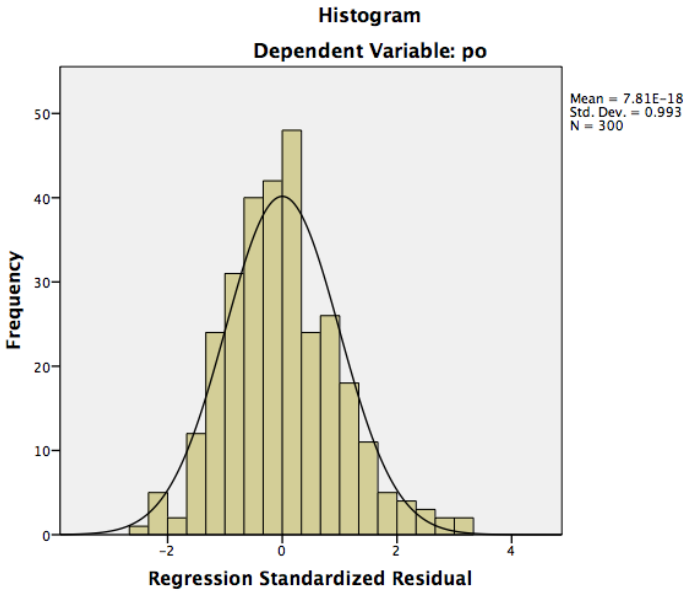


Figure 4.1: Test of Normality

Multi collinearity Test: in multiple regression analysis, multicollinearity refers to the correlation among the independent variables. After the Normality of the data in the regression model is met, the next step is to determine whether there is a similarity between independent

variables in a model that is necessary for multicollinearity test. Thus, if the VIF value lies between 1-10 then there is no multicollinearity, and if the VIF <1 or > 10, then there is multicollinearity (Brother SPSS, 2015).

Table 4.6 Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Financial management training	0.749	1.335
2	Marketing management training	0.678	1.476
3	Business management training	0.811	1.232
4	Business planning training	0.811	1.232

Therefore, based on the above collinearity statistics output table VIF value obtained is between 1-10, it can be concluded that there are no multicollinearity symptoms.

Autocorrelation Test

Autocorrelation states the existence of a relationship between error terms/disturbance terms whether it is a positive or negative correlation. But CRM assumes that there is no serial correlation among error terms. Durbin Watson (DW) test is the common technique of detecting autocorrelation. The residuals are not correlated if the Durbin-Watson statistic is approximately 2, and found between acceptable ranges of 1.50 - 2.50. As the table indicates, the DW test is approaching 2 therefore; there is no autocorrelation problem.

Table 4.7 Autocorrelation test

Model	Durbin-Watson
1	1.910
a. Predictors: (Constant), Financial management, Marketing Management, Business Management, and Business planning training b. Dependent Variable: performance	

The mean of the residual has to be zero (0)

This assumption required that the average value of the errors is zero. If a constant term is included in the regression equation, this assumption will never be violated. But if there is no intercept included in the model the assumption will be violated and the average value of the

errors was non- zero. So this assumption was not violated since the mean of the residual is zero and there is a constant term value included in the model.

Table 4.8 Residuals Statistics

	Minimum	Maximum	Mean
Predicted Value	2.1676	5.5849	3.5458
Residual	-1.54902	2.14307	.00000
Std. Predicted Value	-3.120	4.616	.000
Std. Residual	-2.350	3.251	.000

a. Dependent Variable: performance
Source, survey (2021) SPSS output

Homoscedasticity test

This assumption takes into consideration the variance of the errors in the same/constant. The researcher applied a scatter plot diagram technique standardized residuals (ZRESID) against the standardized predicted values (ZPRED) in SPSS. As per this assumption, if the predicted values increase, the variation in the residuals should be roughly similar /same. If the dots do have a pattern like a funnel or a curve shape there is a possibility of a heteroscedasticity problem but in this case, the graph looks like a random array of dots. So, the model is homoscedasticity.

As the figure is shown below there is no pattern or shape of the residual, thus, this assumption is not violated.

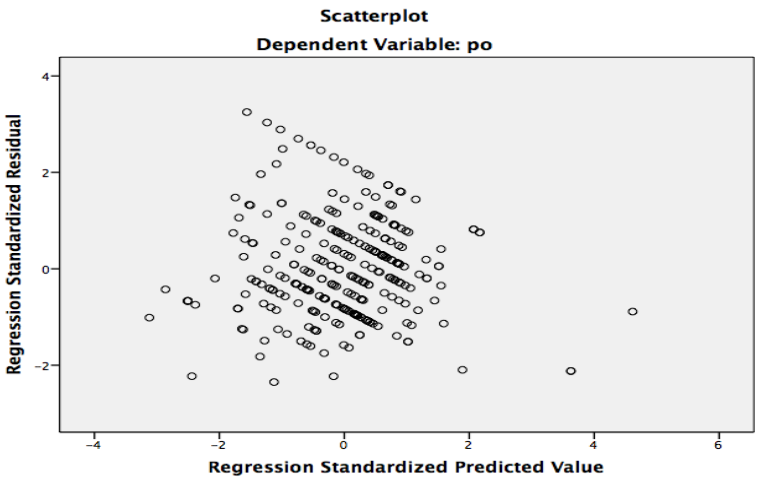


Figure 4.2 Homoscedasticity test

4.3.3. Model summary

In the model summary, the point-like R tells us the sign/direction and magnitude/strength of the relationship between training and performance of SMEs. R is used and noted as a correlation coefficient that can state the overall relationship between independent and dependent variables. R square shows that by how much does the dependent variable explained by the independent variables or the variability of the dependent variable when the value of the independent variables change whereas the adjusted R-squared gives the percentage of variation explained by only those independent variables that in reality affect the dependent variable. When we add an independent variable to a regression model, the value of R-squared increases, even if the independent variable is insignificant, it never declines. But the value of adjusted R-squared increases only when the predictor/independent variable is significant and can affect the dependent variable (Gugrati, 2007).

Table 4.9 Model Summary to be drown

Model	R	R square	Adg.R square	Standard error of the estimate	R-square change	F change	df_1	df_2	Sig. F change
1	0.559	0.313	0.303	0.65926	0.313	33.561	4	295	0.000

Source, survey (2021) SPSS output

As we can see from the above table R/correlation coefficient of the model was 0.56. Therefore, this implies that there is a moderate/medium relationship between training and the performance of SMEs. And R square value is 0.31, this shows that the variability of the dependent variable/ performance was explained by 31% of the independent variable/ financial management training, marketing management training, and business management training. As we can observe from the regression model coefficients table business planning training had an insignificant effect on performance rather than financial management training marketing management training and business management training. So in this study, the only explanatory variables were financial management marketing management and business management training. But according to different authors, R-square does not explain the power of the independent/explanatory variables even its value is inflated since it might contain an insignificant variable to the model. So to determine whether the model is good /good of a fit, we depend upon the values of adjusted R

square, because adjusted R square tells us the explanatory powers of the independent variables determined by the researcher. Hence, the table adjusted R square shows that performance is explained by 30% of the independent variable/only financial, management marketing management, and business management training and the remaining 70% showed unexplained factors. As per the researcher understanding the reason why adjusted R square becomes low was that the performance of SMEs could be explained by other factors instead of marketing management and business planning training.

4.3.4. ANOVA

The ANOVA table below had to present a model; with regression and residual sum of squares, degree of freedom, F- statistics, and the corresponding exact significant level /p-value. In ANOVA, the F statistic must be used in combination with the p-value when we are deciding the overall results are significant. If we have a significant result, it does not mean that all the variables are significant. The statistic is just comparing the joint effect of all the variables together.

Therefore: 1. Is the model statistically significant?

Yes: The model is statistically significant, and so that overall training program had a significant effect on performance since F- statistics is 33.56 with a p-value < 0.05and R^2= 0.313 this indicates, the model is statistically significant and as a result, the model has contained a significant explanatory variable.

Table 4.10 ANOVA

Model	Sum square	Df	Mean square	F	Sig.
1 Regression	58.345	4	14.586	33.561	0.000
Residual	128.213	295	0.435		
Total	186.557	299			

4.3.5. Model coefficients

The regression coefficient analysis table below consists of five columns. The first column is about variables of training, the second column is about unstandardized coefficients, the third column standardized coefficients, the fourth column the T- statistics, and the fifth one is about the exact p-value in which training becomes statistically significant. In this study, the researcher used the unstandardized coefficients to explain the magnitude of the relationship. A positive or negative sign indicates the nature/direction of the relationship. Whereas, p-value under sig. Column indicates the statistical significance or probability of the model providing the wrong prediction/conclusion.

Table 4.11 Regression model coefficients

	Unstandardized coefficient	Standardized coefficient			
	B	Std. error	Beta	t	Sig.
1 (Constant)	1.063	.226		4.709	.000
Financial management training	.405	.064	.353	2.330	.000
Marketing management training	.053	.054	.058	.995	.032
Business management training	.195	.053	.220	3.696	.000
Business planning training	.028	.019	.080	1.494	.136

The following is a multiple regression model determined using coefficients of the independent variables and the constant term.

Performance (P) = $\beta 0 + \beta 1FMT + \beta 2MMT + \beta 3BMT + \beta 4BPT + e$

P= 1.063 + 0.405(FMT) + 0.053(MMT) + 0.195(BMT) + 0.028(BPT) + e

Where: P= Performance

$\beta 0$ = Intercept/constant term

FMT= Financial management training

MMT= Marketing management training

BMT= Business management training

BPT= Business planning training

e = error (Residual) and β1- β4 = Coefficients of the independent variables.

From the above table, the constant term 1.063 indicates a mean score of performance of SMEs if all other independent variables are constant. But on average the constant term can increase or decrease by a standard error of 0.23. From the model Financial management training has a coefficient of 0.41 with a standard error of 0.064 at the true significance level of 0.000. This shows that there is a positive and significant effect of Financial management training on performance. Other explanatory variables held constant, a unit change in the mean score of Financial management training increases the mean score of performance on average by 0.41 and statistically significant since p< 0.05, a unit change in the mean score of marketing management training increases the mean score of performance on average by 0.05 and statistically significant since p< 0.05, a unit change in the mean score of business management training increases the mean score of performance on average by 0.20 and statistically significant since p< 0.05. Business planning training shows statistically insignificant or simply these variables did not have a statistically significant impact on performance since it's p-value is greater than the significance level of 0.05.

4.4. Hypothesis Test

Table 4.12 Summary of Tested Hypothesis

Hypothesis	Value of T-statistical and T-critical		Value of t-stat > or < t-critical	Result
	t-statistical	t-critical		Accepted
H1	2.33	3	<	Accepted
H2	1	3	<	Accepted
H3	3.7	3	>	Not Accepted
H4	1.5	3	<	Accepted

Source: own survey, 2021

In hypothesis testing, we test a certain given assumption or belief about the population using some sample information. The decision to support the hypothesis is based on the information contained in a sample drawn from the population. The information's are test statistics (t-statistics) which is a single number calculated from the sample data and p-value which is a probability value calculated using the test statistics. Therefore, to make a decision we can use the p-value and α- value and compare the two probability values. Then support the hypothesis if the p-value is less than the α- value (significance level determined in advance by the researcher). Or by finding t- critical from the t- distribution table using significance level and degree of freedom we can compare it with the t- statistics value and support the hypothesis if the test statistics value is greater than the t- critical. But in this case, the researcher used a significance level approach to test the hypothesis by comparing the t- critical with t- statistics value. Then reject the null hypothesis if t- statistics is greater than the t- critical and support the alternative hypothesis developed by the researcher. Note: the t- critical value from the table is approximately 3.00 using a 95% confidence interval and 295 degrees of freedom.

Hypothesis 1: Accounting/financial management training has a positive and significant effect on performance. Based on the comparison of t- critical value obtained from the t-distribution table characterized by the degree of freedom and significance level and t-statistics, the researcher did not reject the hypothesis, in which financial management training has a statistically significant effect on performance at 5% significance level. (Since t- stat=2.33<t- critical=3.00).

Hypothesis 2: Marketing management training has a positive and significant effect on performance. This hypothesis was supported based on the comparison of t-statistics and the t-critical value. So t-critical is greater than the t-statistics value. As a result, it was statistically significant and Marketing management training has a positive and significant effect on performance at 1%. So the researcher did not reject the hypothesis. (Since t-statistics=1<t-critical=3.00)

Hypothesis 3: Business management training has a positive and significant effect on performance.

The researcher rejects the hypothesis that is Business management training has a positive and significant effect on the performance of SMEs at a 5% significance level. (Since t- stat=3.7>t-

critical=3.00).

Hypothesis 4: Business-planning training has a positive and significant effect on performance.

The researcher can not reject the hypothesis that is Business planning training has a positive and significant effect on the performance of SMEs at a 5% significance level. (Since t- stat=1.5<t-critical=3.00).

4.5. Gaps and challenges in sub-city Entrepreneurship Training Programs and strategies for improving the program

The last part of this chapter discusses the challenges/weaknesses on sub-city

Entrepreneurship training programs and then suggest strategies for improving them.

Table 4.13: Post-training supports and follow up

SN	Frequency	%
Yes	185	59.5
No	126	41.5

Source: Survey Question of (2021)

59.5% of respondents took post-training services from sub-city, 41.5% did not take any supports and follow up from sub-city training program. Therefore, the majority of respondents confirmed that sub-city provided post-training supports and follow-up to enhance the skills and performances of MSEs operators.

According to Munene (2013) low follows up to be found as the main challenge for the growth and development of entrepreneurship pieces of training and managing MSEs after each piece of training was very important for the development of the sector.

Table 4.14; Duration of sub-city Entrepreneurship training programs

SN	Frequency	%
Short Time	63	20.2
Fair	217	69.7
It was a long time training	31	10.1

Source: Survey Question of (2021)

The table showed that 20.2%, 69.7%, and 10.1% respondents were rated sub-city training program takes short, fair, and long-time duration respectively. Majority rated that the training took short time to finish all contents of the training. This implies that the sub-city should use the respondent's feedback as an input to redesign new technic, which consolidates all training packages without the redundancy and missing of subject matter.

4.6. Topics that should be Included

Respondents mentioned that: Auditing technics training, time management training, technical pieces of training, operational management training, detail pieces of training on budget allocation training, supporting each training with a business model and prototypes and government policy directions are the missing topics that should be included in the future

4.7. Strategies for Improving Sub-city Entrepreneurship training programs

The respondents who participated in this study suggested different kinds of strategies and methods that can be taken into consideration to improve the Entrepreneurship training programs and performance of MSEs. Among others, the respondents suggested the following strategies: continuous follow-up, linkage with financial institutions, and creation of a market. Munene (2013) also suggested that making programs accessible, affordable, and continuous follow-up improve the skills and performances of MSEs operators. According to Munene (2013) low follows up to be found as the main challenge for the growth and development of SMEs.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

This chapter presents summary conclusions and recommendations that are drawn from the study/ the impacts of Sub-city Entrepreneurship training programs on the performance of sub-city MSEs Operators. The chapter is hence structured into summary, conclusions, recommendations, limitations of the study, and area of further research.

5.1 Summary of the Major Findings

The major objective of this study was to find out the impact of training on the performance of micro and small-scale enterprises. The result indicates that other variables contribute to the performance of micro and small-scale enterprises considered in this study. Concerning Financial management, marketing management, Business Management, and Business planning training, The study depends on a 372 sample size for analyzing the data. For data analysis, descriptive statistics & inferential statistics were used. Descriptive statistics table, frequencies, and percentage were used to analyze the background information such as; gender, age interval, academic level, working experience, and work position of the respondents.

- Based on previous theories and researches regarding determinants of performance of MSEs, this study shows that independent variables like Financial management, Marketing management, and business management training have a significant variable.
- Financial management, Marketing management, and business management training have a positive correlation and have a major effect.
- R Square value of 0.331 that 33.1% of the variance in Performance of MSEs can be accounted for by these three independent variables. It should be noted that the variance accounted for by these variables is relatively small, with the remaining 68.9% of the variance being explained by factors other than those considered.

5.2 Conclusion

Since there is increasing literature on the area of Entrepreneurship and MSEs sectors, not much similar research has been conducted on Entrepreneurship development programs. Thus, this research was primarily intended to investigate whether a Sub-city Entrepreneurship training program can affect the performance of Sub-city MSEs Operators or not. The specific objectives are determining the gaps, nature, and content of Sub-city training programs and to come up with recommendations to help to solve the challenges and problems related to Sub-city training programs. Currently, Prior work has argued that there is a relationship between Entrepreneurship training and the performance MSEs (Tambwe, 2015; Njoroge, 2013; Kesy, 2010; Kithae, 2013). Similarly, within the limitations of the study, the findings suggest that Sub-city Entrepreneurship training Programs (such as *Accounting/financial Management pieces of training, Marketing management pieces of training, Business management pieces of training and Business Planning pieces of training*) are significantly positively correlated with the perceived performance of sub-city MSEs Operators. Accounting/financial management pieces of training and Business Management pieces of training have a strong correlation with the perceived performance of MSEs. Marketing Management pieces of training and Business Planning pieces of training have a medium correlation with the perceived performance of MSEs.

From the multiple linear regression analysis, Sub-city Entrepreneurship training programs have a significant impact on the perceived performance of Sub-city MSEs Operators. Also, Sub-city Accounting/financial management training is the strongest predictor variable than the other three categories of Entrepreneurship pieces of training on the perceived performance of MSEs Operators. Business planning pieces of training are the weakest predictor variable. Business management pieces of training are the second predictable variable that can measure the perceived performance of MSEs. From the descriptive part, it was found that even though Entrepreneurship training programs have been considered to be significant factors for boosting the performance of MSEs operators, Sub-city does not utilize the components of pieces of training effectively in area financial management, value chain, and organizational development of MSEs. It has been found that Business Planning and Marketing Management pieces of training were relatively in a lower position than the other two training categories (Business Management and Accounting/Financial Management). Because Sub-city can not provide

continuous follow-up and Business coaching after the training on those two training categories which shows (41.5%) of the respondents did not take post-training services from Sub-city.

The findings also found that Sub-city Entrepreneurship training programs have the following challenges and deficiencies like the duration of pieces of training takes short time, some important topics (such as *Auditing technics training, time management training, technical pieces of training, operational management training, detail pieces of training on budget allocation, supporting each training with a business model and prototypes, and government policy directions*) are missing. And finally, respondents suggested the following feedbacks: continuous follow-up, linkage with financial institution and market should be created, more comprehensive programs are initiated and made accessible and regular.

5.3 Recommendations

Based on the findings and conclusions of the research, the researcher forwards the following recommendations to the management of Sub-city as well as MSEs operators and government offices considered in this research.

According to the findings of the study, the Sub-city Business planning training category is not used effectively by the project to enhance the financial management performance of MSEs and it has least impact than others. Therefore, the researcher forwarded the following best strategies and remedial measurement:

- Training that will be given to MSEs should be Specific Skills and need-based pieces of training.

-The training offered should be applicable and not ambiguous to practice in daily activities.

- Sub-city should include basic planning Principle courses Such as short term, medium term, long term, and the like concepts.

- Since there was a medium correlation with business management training the project holder should follow up and monitor continuously the progress of trainings.

- Sub-city should support all project beneficiaries with post-training business development services (BDS).

- The Duration of Sub-city pieces of training should consider the respondents' interest and feedback as an input to redesign new technic which consolidates all training packages without the redundancy and missing of subject matter

5.4 Limitation of the study

The research had the following limitations, which can be looked at the future studies:

- The research was conducted on the MSEs sector and can not be generalized into other business enterprises, PLCs, Share Companies, etc. This makes the study very specific and then difficult to extrapolate.
- The study is also limited to the Sub-city MSEs and specifically Sub-city MSEs project beneficiaries and cannot be generalized for other organizations and MSEs operators who were unable to attend Sub-city pieces of training. Hence future research could look at including other business sectors and organizations so that a more generalized conclusion can be obtained.
- The researcher encounters problems of time as the research was undertaken in a period with limited time for doing this study. Due to the limitation of time and resources, the report may not be detailed. Thus, other researchers should take this report as an important opportunity to conduct extensive surveys and researches.

5.5 Implication for further study

To help other scholars and researchers, the researcher has tried to recommend further study areas in the following way; Future studies should look into the possible inclusion of other entrepreneurship training categories, such as; proper loan utilization, market creation for a business product, saving and its relation with performances of MSEs.

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ANNEX I

Addis Ababa University

College of Business and Economics MBA Program

A Survey on Impact of training on Performance of MSEs

Dear Respondent!

I am a student of Master of Business Administration (MBA) at Addis Ababa University and am researching Impact of training on performance of MSEs". The objective of this questionnaire is to find out the relationship between Lideta sub-city MSEs Office training on the performance of MSEs.

These questions pertain to your experiences in your current businesses. Your answer will be kept strictly secret and will only be used for research purposes. Your name will not be mentioned anywhere on the document so kindly give an impartial opinion to make the research successful. Your cooperation is highly appreciated. Finally, if you need the findings of the research, I will share them and ready to present them to you.

Thanks for your time and cooperation. Yitagesu Mulugeta MBA Scholar

Section one: Demographic

1)	Gender	2) Age
	1) Male 2) Female	1) Below 20 2) 21-30 3) 31-40 4) Above 40
3)	Academic Background	4) Marital Status
	1) Illiterate 2) Grade 1-8 3) Grade 8-10 4) Preparatory 5) Technical and vocational 6) Higher education	1) Single 2) Married 3) Divorced 4) Widowed
5	Location of your business	6) Position held in the business
	1) Woreda 1 2) Woreda 2 3) Woreda 3&4 4) Woreda 6&7 5) Woreda 5	1) Owner 2) Manager 3) Employee
7)	How long you have been worked in your Enterprise	8) What was your occupation before you Starting a business?
	1) Less than a year 2) 1-2 years 3) 2-5 Years 4) Above 5 years	1) Unemployed 2) Civil Servant 3) NGO or Private worker 4) Student

Section Two: performance of MSEs Operators

Instruction two: To what extent do you level with the following statements? Please put tick (√) Mark in the box that corresponds with the appropriate answer

The perceived performance of MSEs	Very poor,	Poor,	Average	Good	Very good
Trends of growth in sales and profit					
Timely and update loan repayment					
Product or service quality					
Number of job opportunities created through					
Properly executing activities and budgets					

Accounting and Management Training	Very poor,	Poor,	Average	Good	Very good
Design your Value preposition					
The value Preposition sheet					
Key business activity and resource costing					
Record Keeping					
Source of business finance					
Estimating Annual sales and income					
Revenue and pricing strategy					
Management of cash, stock, and credit					
Financial Analysis					
Pricing of product/service					
Terms and conditions of the loan					
Loan Processing Procedure					
Taxation Issue					

Marketing Management Training	Very poor,	Poor,	Average	Good	Very good
Know your customer					
Customer handing					
Reaching Customer					
Effective business communication					
Designing marketing materials and promotion					

Business Management Training	Very poor,	Poor,	Average	Good	Very good
Validating the Customers problem Assumption					
Product and service feature and benefits					
Testing your Minimum Viable products					
Networking for your business					
Effective Team Management					
Quality Improvement and Management					
Human Resource issues					
Business Expansion and growth strategies					
Managing Crises in business					

Business planning Training	Very poor,	Poor,	Average	Good	Very good
Articulating your business idea					
Project planning and management					
Preparing business plan and proposal					

Section Three: challenges on Lideta sub-city MSEs Office Entrepreneurship Training Programs

1) Does Lideta sub-city MSEs office conducted post training supports and follow up

1) Yes 2) No

2) If your response is "yes" please indicate below

_____

_____

3) In the training program attended, which areas/topics do you feel were missing and should be included in future?

_____

_____

4) In your own opinion, how would you rate the duration of Lideta sub-city MSEs Office entrepreneurial training

1) Short time 2) Fair 3) It was long time training

5) In your opinion, what do you think can be done to improve entrepreneurship training programs that you have previously taken?

_____

_____

_____

6) If you have any comments, suggestion, and recommendations for Lideta sub-city MSEs Office please mention below

_____

_____

_____

Thank You for your Cooperation

አዲስ አበባ ዩኒቨርስቲ

ኮሌጅ ኦፍ ቢዝነስ ኤንድ ኢኮኖሚክስ

አዲስ አበባ

ይህን መጠይቅ በመሙላት ትብብር ለምታደርጉልኝ በሙሉ

ከሁሉ አስቀድሜ ሠላምና ጤና እየተመኘሁላችሁ ስሜ በስተመጨረሻ የሚገኘው የአዲስ አበባ ዩኒቨርስቲ ክፍለ ከተማችን ባለው የአነስተኛና ጥቃቅን ኢንተርፕራይዝ ልማት ጽ/ቤት በሚሰጠው ስልጠናና በተገኘው ውጤት እንዲሁም ባጋጠሙ ችግሮችና መውሰድ ባለባቸው መፍትሄዎች ዙሪያ በመስራት ላይ ስሆን ለዚሁም እንዲረዳኝ ዘንድ የሚሞላ መጠይቅ አዘጋጅቻለሁ፡፡

መጠይቆቹ በምትሰሩት ስራ መስክ ዙሪያ ላይ ያተኮሩ ሲሆኑ አገልግሎታቸውም ለዚሁ ጥናት የሚውሉና በሚስጥር የሚያዙ ናቸው፡፡ በተጨማሪም ላረጋግጥልዎ የምፈልገው በዚህ ጥናት ውስጥ በማንኛውም ቦታ ስምዎ የማይወቀስ ስለሆነ ለጥናቱ ውጤታማነት በመጠይቁ መሰረት መልስዎን እንደምትሰጡ እየተማመንኩና እያመሰገንኩ የጥናቱንም ውጤት ከፈለጉ የሚካፈልዎ መሆኔን እያረጋገጥኩ ለምታደርጉልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ፡፡

ይታገሱ ሙሉጌታ

ክፍል አንድ

አጠቃላይ መረጃ

1. ጾታ ወንድ ሴት	2. እድሜ ከ 20 በታች ከ 21 – 30 ከ 40 በላይ
3. የትምህርት ሁኔታ - ያልተማረ - ከ1ኛ-8ኛ ክፍል - ከ8ኛ - 10ኛ ክፈል - የመሰናዶ ትምህርት - የቴክኒክና ሙያ ትምህርት - የዩኒቨርስቲ ትምህርት	4. የጋብቻ ሁኔታ - ያላገባ /ያላገባች - ያገባ/ያገባች - የፈታ/ የፈታች - የትዳር አገር በሞት የተለየ/ የተለየች
5. የስራ ቦታ አድራሻ - ወረዳ 1 - ወረዳ 2 - ወረዳ 4 - ወረዳ 7 - ወረዳ 10	6. በስራው ላይ ያለዎት ሀላፊነት - የድርጅቱ ባለቤት - የስራ አስኪያጅ - ተቀጣሪ ሰራተኛ
7. በድርጅቱ የሰሩበት ጊዜ - ከ 1 አመት በታች - ከ1-2 አመት - ከ 2-5 ዓመት - ከ5 ዓመት በላይ	8. ይህን ስራ ከመጀመሪያ በፊት የስራው ሁኔታ - ስራ የሌለው/የሌላት - የመንግስት ተቀጣሪ - የግል/የመንግስት - የግል/ የመንግስታዊ ያልሆነ - የድርጅት ተቀጣሪ - ተማሪ

የክፍል ሁለት

የአንቀሳቃሽት የስራ አፈጻጸምን በተመለከተ

ለእያንዳንዱ ጥያቄ የመረጡትን መልስ ከጥያቄው ፊት ለፊት በሚገኘው ሳጥን ውስጥ የ (√) ምልክት አስቀምጡ

1 በእርስዎ እይታ የድርጅትዎ ሁኔታ	በጣም ጥሩ	ዝቅተኛ	መካከለኛ	ጥሩ	በጣም ጥሩ
- የሽያጭና የትርፋማነት እድገት					
የምርትና አገልግሎት ጥራት					
በድርጅትዎ ስር የተፈጠረ የስራ እድል ብዛት					
በእቅድ መሰረት ስራን ከመስራትና በጀትን ከመጠቀም አኳያ					
15. አጠቃላይ የሂሳብ አያያዝና አስተዳደር በተመለከተ					
ምርትዎ/አገልግሎት ያለው ተፈላጊነት					
የምርትዎ/አገልግልዎትን ዝርዝር ሁኔታን ከዋወቅ አንጻር					
የግብአትና የስራ ሁኔታ ዋጋ ትመናን በተመለከተ					
የሂሳብ አያያዝ ሁኔታ					
የድርጅትዎ የገንዘብ ምንጭ					
አመታዊ ሽያጭና ገቢን ከመገመት አንጻር					
ዋጋ ከመተመንና ገቢን ከመገመት አንጻር					
የገንዘብ የብድርና ክምችት አያያዝ ሁኔታ					
የድርጅትዎ አጠቃላይ ሁኔታ					
የምርትና አገልግሎ ዋጋ ትመና					
የብድር ቅድመ ሁኔታዎች					
የብድር ለማግኘት የሚፈፀሙ ተግባራት					
የግብር ሁኔታ					
16. የንግድ አያያዝ ሁኔታ ስልጠናን በተመለከተ					
ደንበኛን ከማወቅ ረገድ					
ደንበኛን ከመንከባከብ ረገድ					
ደንበኛን ከመድረስ ረገድ					
ውጤታማ የስራ ግንኙነት ከማረግ አንጻር					
ገቢዎትን ከማሳወቅና ውጤታማ ከማረግ አንጻር					
17. ቢዝነስዎትን (ስራዎችን ከመራት አኳያ የተሰጠ ስልጠና)					
የደንበኛን ፍላጎት ከመረዳትና ችግር ከመፍታት አኳያ					
የምርትና አገልግሎ ጥራትና ጠቃሚነትን በተመለከተ					
የምርት አስተማማኝነት ማረጋገጥ በተመለከተ					
ስራን ከማስተሳሰር አኳያ					
የጋራ አስተዳደርን በተመለከተ					
ጥራትን ከማሻሻልና ከመያዝ አኳያ					
የሰራተኞች ሁኔታ					
ገቢዎትን ከማሳደግና ከማስፋት አኳያ ያለዎት ረጅም የስራ እቅድን በተመለከተ					
በስራዎ ላይ ችግር ሲያጋጥም ችግሩን የሚይዙበት ሁኔታን በተመለከተ					
18. የስራ እቅድ ማውጣት ስልጠናን በተመለከተ					
የሚሰሩትን ስራ ከማቀድ፣ ከመተግበር ከመምራት አኳያ					
የቢዝነስ/ የስራ እቅድ ከማዘጋጀት አኳያ					
የቢዝነስ እቅድ በግልጽ ከማዘጋጀት አኳያ					

ክፍል ሶስት

ለሚከተሉት ጥያቄዎች አጭር የጽሁፍ መልስ ይስጡ

1. ከስልጠና በኋላ የሚሰጥ ድጋፍ

   ሀ. አለ ለ. የለም

2. የተራ ቁጥር አንድ መልስዎ ‘‘አለ’’ ከሆነ የድጋፉን አይነት ይጥቀሱ _____

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3. ከወሰዱት ስልጠና በተጨማሪ ቢካተቱ የምትሉት የስልጠና አይነት ካለ ቢጠቅሱ _____

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4. በርስዎ አስተያየት በክ/ከተማው ለስልጠናው የሚሰጠው የስልጠና ሰዓትን ርዝማኔን በተመለከተ

   1. አጭር ሰዓት ነው
   2. መካከለኛ ሰዓት ነው
   3. ረዥም ሰዓት ነው

5. የወሰዱትን ስልጠና የተሻለ ለማድረግ ምን ቢደረግ ጥሩ ነው ይላሉ? _____

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6. ለ ክ/ከተማው አነስተኛና ጥቃቅን ኢንተርፕራይዝ ጽ/ቤት ሲሰጡ የሚፈልጉት አስተያየት ጥቆማ ካለዎት ይጻፉ ____

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