St. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES

THE EFFECT OF ENTREPRENEURSHIP TRAINING ON THE PERFORMANCES OF WOMEN-OWNED MICRO AND SMALL ENTERPRISES IN ADDIS ABABA, ETHIOPIA

BY
MELAT MESFIN

JUNE, 2023
ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Ashenafi Haile. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

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Name Signature

St. Mary's University, Addis Ababa **June 2023**

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

Dr. Ashenafi Haile _____

Advisor Signature

St. Mary's University, Addis Ababa **June 2023**

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Thank you.
Melat Mesfin

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LIST OF ACRONYMS

SMEs - Small and Medium Enterprises

OECD - Organization for Economic Co-operation and Development

EDC - Ethiopian Development Commission

UNDP - United Nations Development Program

MSEs - Micro and Small Enterprises

EET - Entrepreneurship Training Programs

SMEs - Small and Medium Enterprises

MSMEs - Micro, Small, and Medium Enterprises

WEP - Women Entrepreneurship Program

SD: Standard Deviation

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ABSTRACT

This thesis examined the impact of entrepreneurship training on the performance of women-owned enterprises in Addis Ababa, Ethiopia. The study addressed the anticipated limited access to quality training and its potential effect on future business performance. A mixed-methods approach was employed to assess different training programs, explore performance indicators, investigate the training-performance relationship, and examine the long-term impact of training on sustainability and growth. A sample of 150 women entrepreneurs was selected using a systematic sampling method. Multiple linear regression analysis revealed a positive and statistically significant influence of entrepreneurship training on business performance. The content of training, including managerial, entrepreneurial, and technical skills, was identified as a key factor. Recommendations were made for tailored training programs, fostering public-private partnerships, supporting business incubation centers, encouraging women entrepreneurship through education, enhancing financing availability, and facilitating market access for women-owned enterprises. This study provides valuable insights for policymakers and practitioners in promoting women's entrepreneurship and contributing to economic development. Further research is encouraged to explore additional factors and contexts influencing the training-performance relationship.

Keywords: entrepreneurship training, women-owned enterprises, business performance, Addis Ababa, Ethiopia, small and medium enterprises (SMEs), training variables, business characteristics.

CHAPTER ONE

INTRODUCTION

This chapter focuses on the initial aspects of the research being conducted. It provides an overview of the study's background and presents the problem statement, research questions, and study objectives. Additionally, it discusses the significance of the research, its scope, its and limitations. Lastly, it outlines the organization of the research paper.

1.1. Background of the study

Entrepreneurship is known for its ability to create new markets and enhance existing sectors of growth for consumers. Despite this, challenges remain for women who have the same level of potential but lack adequate knowledge to achieve some personal goals and social welfare. A particular example of this may arise from the fact that women in poor educational backgrounds usually face greater oppression from their society in comparison to women with high school diplomas. Two groups of women can take advantage of such inequality to expand their entrepreneurial endeavors (Entrepreneurship - Wikipedia, 2021).

First of all, there exist women who do not have enough access to necessary resources and capital but may learn from their mothers, the older generation, or other female leaders, to make good use of modern technologies. If women in a community share equal access to essential resources, then they may learn about the value of partnership and collaboration with others (National Academies Press, 2021).

Secondly, women may choose to join forces with men, even though they already have the required knowledge and expertise to operate without relying on the assistance of other external organizations. While it is important to realize that every individual has unique characteristics when it comes to creativity, in most cases, most women find it difficult to come across a suitable opportunity because a number of them lack a sufficient level of confidence.

Women’s entrepreneurship has been gaining recognition globally as a key driver of economic growth and social development. Despite the many challenges faced by women entrepreneurs, they are increasingly becoming successful business owners and contributing significantly to job creation, wealth creation, and poverty alleviation (Niethammer, 2013). In Ethiopia, the

number of women-owned micro-service firms has increased, thanks to the government's policy of reducing the gender gap in business ownership and entrepreneurship. However, most of these businesses are concentrated in the informal sector and have limited access to finance, markets, and training (Organization for Economic Co-operation and Development, 2004).

One study that found a positive effect was conducted by Kebede and Taffesse (2012). The study was undertaken in Ethiopia and looked at the effect of entrepreneurship training on business performance in a sample of women-owned businesses. The study found that those businesses that had received entrepreneurship training had significantly higher levels of sales, profit, and employment than those that had not received training.

Another study that found a positive effect was conducted by Chimucheka, Tendai & Magadla, and Wandisiwe 2021) the study looked at the effect of entrepreneurship training on women-owned businesses in South Africa. The study found that those businesses that had received entrepreneurship training had significantly higher levels of sales, profit, and employment than those that had not received training. It is clear from these studies that the effect of entrepreneurship training on women-owned enterprises' performances is mixed. While some studies discover a beneficial benefit, others discover no discernible effect.

Despite the potential benefits of entrepreneurship training for women-owned businesses, some challenges need to be addressed. First, many entrepreneurs lack basic business skills and knowledge, which limits their ability to effectively manage their enterprises. Second, there is a lack of reliable data on enterprise performance indicators, making it difficult to assess the impact of different interventions (such as training programs) on business outcomes. Finally, there is a need for more targeted interventions that take into account the specific needs of different types of enterprises. (Halabisky, 2017)

In a bid to address some of the problems associated with female entrepreneurship, many companies have set up several pieces of training at universities and colleges. These include Business Studies and Management, International Trade and Export Certificate, Fundamentals of Global Governance, and Project Executive Training. The latter training provide participants with all the essential information about international corporations as well as the methods to solve corporate issues in different locations. Such information is essential because women who possess this knowledge can gain knowledge that is crucial for future success. Furthermore,

such training is vital for making sure that participants have the desired skills and competencies to run their businesses (OECD, 2011).

One of the key success factors for women-owned enterprises is access to quality entrepreneurship training. Entrepreneurship training can be a key factor in the success of women owned enterprises, particularly in countries like Ethiopia where formal education and business skills are lacking (Organization for Economic Co-operation and Development, 2004). However, current programs in Ethiopia are limited and primarily offered by international organizations and NGOs, leaving a need for more research on the effectiveness of these programs and the best models for delivery.

To date, most research like Halabisky (2017) on entrepreneurship training has been conducted in developed countries and has focused on men. The impact of entrepreneurship training for women business owners in developing nations is not well studied. By examining the effects of entrepreneurship training on the success of women-owned firms in Ethiopia, this study aims to close this gap. The study will employ a mixed-methods approach, integrating qualitative data from interviews with trainers and participants in entrepreneurship programs with explanatory data from a survey of female entrepreneurs.

1.2. Statement of the Problem

The problem to be addressed in this thesis is the anticipated limited access to quality entrepreneurship training and its potential effect on the future performance of women-owned enterprises in the micro and small business sectors in Addis Ababa, Ethiopia. While women entrepreneurs in Ethiopia have been recognized as key drivers of economic growth and social development, they are likely to face challenges such as limited access to resources, capital, markets, and training in the future. Despite the government's efforts to reduce the gender gap in business ownership and entrepreneurship, many women-owned businesses are expected to remain concentrated in the informal sector with limited support.

Previous studies have shown mixed results regarding the impact of entrepreneurship training on the future performance of women-owned enterprises. Some studies have found positive effects, suggesting that training increases future sales, profit, and employment. However, other studies have found no discernible effect. This discrepancy indicates a need for further research

to understand the specific factors that will influence the effectiveness of future entrepreneurship training programs for women entrepreneurs.

Furthermore, several challenges will need to be addressed in the future. First, many women entrepreneurs are expected to lack basic business skills and knowledge, which could hinder their ability to effectively manage their enterprises. Second, the lack of reliable future data on enterprise performance indicators will make it difficult to assess the impact of future training interventions. Lastly, there will be a need for more targeted interventions in the future that consider the specific needs of different types of enterprises and cater to the unique challenges that women entrepreneurs in Ethiopia will face.

Therefore, this thesis aims to examine the potential effect of future entrepreneurship training on the performance of women-owned enterprises in the micro and small business sectors in Addis Ababa, Ethiopia. By employing a mixed-methods approach, combining qualitative data from interviews with trainers and participants in future entrepreneurship programs with explanatory data from a survey of female entrepreneurs, the study seeks to provide insights into the effectiveness of future training programs and identify the best models for delivering entrepreneurship training to women entrepreneurs. The findings of this research will contribute to addressing the anticipated gaps in knowledge regarding the impact of entrepreneurship training on future women-owned enterprises in Ethiopia and will inform future policy and program development to support the growth and success of women entrepreneurs in the country.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study is to determine if entrepreneurship training has an effect on the performance of women-owned enterprises in Addis Ababa, Ethiopia.

1.3.2. Specific Objective

The study was guided by the following specific objectives:-

- To assess the different entrepreneurship training available to women-owned enterprises in Addis Ababa, Ethiopia.

- To examine the performance indicators of women-owned enterprises in terms of sales, profit, and employment in Addis Ababa, Ethiopia.
- To investigate the relationship between entrepreneurship training and the performance of women-owned enterprises in Addis Ababa, Ethiopia.
- To investigate the long-term impact of entrepreneurship training on the sustainability and growth of women-owned enterprises in Addis Ababa, Ethiopia.

1.4. The Research Questions

This study primarily focused on answering the following basic research questions in order to address the stated problem:

I. What are the various entrepreneurship training programs currently available to women-owned enterprises in Addis Ababa, Ethiopia?
II. What are the performance indicators of women-owned enterprises in terms of sales, profit, and employment in Addis Ababa, Ethiopia?
III. Is there a significant relationship between entrepreneurship training and the performance of women-owned enterprises in Addis Ababa, Ethiopia?
IV. What is the long-term impact of entrepreneurship training on the sustainability and growth of women-owned enterprises in Addis Ababa, Ethiopia?

1.5. Significance of the Study

The findings of this study have several implications for policy and practice as they provide insights into the impact of entrepreneurship training on the performance of women-owned enterprises in Addis Ababa, Ethiopia. The findings also suggest that entrepreneurship training plays a significant role in promoting economic development among women in Ethiopia. Furthermore, the study highlights the importance of conducting further research to understand the effect of entrepreneurship training in different contexts and settings.

Additionally, the findings indicate the necessity of designing and implementing entrepreneurship training programs that are tailored to the specific needs and preferences of women entrepreneurs. It emphasizes the importance of collaborating with existing businesses when developing and delivering such training programs. Moreover, the study underscores the

need for additional research to explore the most effective strategies to support women-owned businesses in Ethiopia.

In conclusion, this study serves as a foundation for future research on women's entrepreneurship in Ethiopia. It contributes valuable insights into the relationship between entrepreneurship training and the performance of women-owned enterprises, informing future policy decisions and program development to foster the growth and success of women entrepreneurs in the country.

1.6. Scope of the Study

The scope of this research encompasses women-owned enterprises in Addis Ababa, Ethiopia's capital city, with a specific focus on the small and medium enterprises (SMEs) sector. By selecting a sample of 150 women entrepreneurs using convenience sampling techniques, the study aims to capture the diverse range of businesses operating in Addis Ababa. Both qualitative and quantitative data collection methods will be employed, with face-to-face interviews conducted to gather primary data from the participants.

The research will examine variables such as the content of entrepreneurship training programs, business characteristics, and training outcomes to assess their impact on business performance. Statistical analysis, including regression analysis, will be applied to determine the relationships between these variables. It is important to note the limitations of the study, including the small sample size and potential biases inherent in self-reported data. However, within this defined scope, the research aims to provide valuable insights into the effect of entrepreneurship training on women-owned enterprises in Addis Ababa, contributing to the understanding of this important sector.

1.7. Limitations of the Study

This study has several limitations that should be taken into account when interpreting its results. First, it is based on a small sample of women-owned businesses in Addis Ababa, Ethiopia. Second, the data were collected through self-reported surveys, which may be subject to bias. Third, the data were collected at one point in time, which does not allow for causal inferences to be made about the effect that entrepreneurship training has on business performance.

Fourth, this study only looked at businesses that had received formal entrepreneurship training; it did not examine businesses that had received any non-formal training. Finally, this study does not address all potential determinates that could impact business performance (e.g., access to finance).

1.8. Organization of the Study

The study is structured into key sections to comprehensively examine the impact of entrepreneurship training on women-owned enterprise performance in Addis Ababa, Ethiopia. The introduction provides the research background, significance, objectives, and research questions. The literature review critically analyzes existing theories and studies, identifying gaps that this research aims to address. A theoretical framework is established, incorporating relevant constructs.

The research methodology describes the chosen design, sample selection, and data collection methods. Data analysis and results present findings from statistical analysis, discussed in relation to research questions and the theoretical framework. The conclusion summarizes the main findings and provides practical recommendations. By following this structure, the study presents a coherent and evidence-based exploration of the research topic, supporting the understanding of the effect of entrepreneurship training on women's enterprise performance in Addis Ababa, Ethiopia.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter of the thesis provides an extensive review of the relevant literature concerning entrepreneurship and its connection to women entrepreneurs, specifically focusing on micro and small enterprises (MSEs). The literature review encompasses both theoretical and empirical studies, shedding light on various aspects such as the challenges faced by women entrepreneurs, factors influencing their performance in MSEs, and the broader context of entrepreneurship. By exploring these key areas, this chapter seeks to build a comprehensive understanding of the research topic and identify gaps in the existing literature that the current study aims to address.

2.1. Theoretical Literature

2.1.1. Definition of Micro, Small and Medium Enterprises

Since standards and methods for classifying businesses as micro and small differ from institution to institution and from country to country depending primarily on the level of development of the country, there is no single and widely accepted definition of a small enterprise (Peter, P. W., & Munyithya, H. M., 2015).

The MSE isn't defined in a way that is agreed upon by everyone. Although the size criteria (such as the number of employees, sales turnover, asset size, total capital investment, and similar factors) and the economic criteria (such as market share, independence, and customized management) are the two main ways to define MSEs (Berri D., 2019).

However, research suggests that when small-scale businesses are defined, reference is frequently made to some quantifiable measures, such as the number of people employed by the enterprises, investment outlay, the annual turnover (sales), and the asset value of the enterprise, or a combination of these measures (Gemechis, T., 2007). Ibrahim (2008), however, suggests that the small industry can be classified in one of three ways: Three types of criteria are used to determine whether a company is eligible for government patronage and other benefits: (a) a quantitative measure based on variables like employment and capital investment; (b) a functional definition based on characteristics; and (c) an administrative control.

2.1.2. Women Entrepreneurship in Micro, Small and Medium Enterprises

Theoretical literature on women entrepreneurship in micro, small, and medium enterprises (MSMEs) has provided valuable insights into the challenges and opportunities that women face in this sector. In the past, most research focused on women's entrepreneurship in large firms, which were considered more stable and profitable compared to small enterprises.

Niethammer (2013) highlighted the growing interest in studying women's entrepreneurship in SMEs, particularly in developing countries where SMEs are more prevalent and often owned by women. Understanding the impact of entrepreneurship training on business performance in SMEs, especially in their early stages of development, has been a challenging task.

The Ethiopian Ministry of Commerce and Industry (1997) defined MSMEs and their categorization based on capital thresholds. Microenterprises were characterized by capital not exceeding 20,000 Birr, while small businesses had a capital exceeding 20,000 but not exceeding 50,000 Birr (Ageba and Amha, 2006). MSMEs faced various issues, including limited access to capital, markets, working spaces, raw materials, and skilled human resources (Schorling, 2006). Although the government recognized the significance of entrepreneurship in the economy, there were still infrastructure limitations, challenges in accessing credit, and inadequate business support services.

MSMEs played a crucial role in women's livelihoods, especially in contexts where government support was insufficient. Previous surveys conducted by the World Bank (2005), the World Trade Organization (2002), and the Ministry of Finance and Economic Development of Ethiopia (2002) emphasized the need for women entrepreneurs in Ethiopia. Women entrepreneurs faced the challenge of starting and developing businesses at a faster rate compared to men, and the survival of their businesses depended on their ability to remain competitive in the market (Bekele and Worku, 2008).

2.1.3. Entrepreneurship Training Programs: Types & Models

Entrepreneurship Training Programs have been recognized as significant and cost-effective approaches for the development of women's entrepreneurship. These programs aim to equip women with the necessary skills and knowledge to establish and expand their businesses. They also help women learn how to navigate a competitive market and manage their enterprises effectively through various courses and activities (Lock, 2015). While Entrepreneurship Training Programs do not offer the same level of depth and precision as formal business

training programs, there are some programs specifically designed to provide women with comprehensive and detailed training (Halabisky, 2017).

According to Cooney (2012), entrepreneurial training focuses on developing entrepreneurial skills in individuals who engage in related activities and businesses. It aims to enhance business development and provide individuals with the ability to produce economically and technically viable project reports. The Entrepreneur Development Program aims to equip individuals with the skills needed to recognize suitable products for production, create economically viable project reports, and promote different forms of self-employment. This program utilizes various motivational techniques, such as role-playing games, psychological exercises, and goal-setting activities, to help individuals gain a deeper understanding of their entrepreneurial traits, reshape their self-image and values, and build self-improvement support systems.

Entrepreneurship training also encompasses the teaching of various research techniques. Government programs and agencies provide financial support, access to power supply, raw materials, water supply, machinery, and equipment to encourage entrepreneurs. State governments enact different programs to offer incentives and concessions to foster entrepreneurial activities. These training programs extend beyond project preparation and equip entrepreneurs with management skills in areas such as production management, resource management, marketing management, finance management, taxation, inventory management, and labor law (Organization for Economic Co-operation and Development, 1998).

When examining entrepreneurship education programs, it is helpful to categorize them. Falkäng and Alberti (2000) propose two categories: courses in entrepreneurship and small business. These courses aim to explain the concept of entrepreneurship and the significance of small businesses in the economy and society. They provide an external perspective on entrepreneurship, and participants are introduced to these subjects. On the other hand, there are courses specifically designed to educate and train students/participants in the skills necessary for developing their own businesses. These programs emphasize real-world and experiential learning.

Business skills play a crucial role in the day-to-day operations of any entrepreneurial venture. According to Nieman and Bennet (2006), several functional areas are essential for entrepreneurs, including general management, marketing management, financial management, human resource management, production and operations management, corporate

communications management, information and e-business management, as well as purchasing and materials management (Cooney, 2012).

2.1.4. Entrepreneurship Training in Women Owned Enterprise

Entrepreneurship Training in Women-Owned Enterprises has been recognized as crucial for women seeking to establish their own businesses. Women-owned enterprises have a higher likelihood of success when they receive entrepreneurship training. This is because women who are passionate about their business and committed to its success are more likely to achieve success. Such training helps women develop the necessary skills to initiate and manage a business. It also equips them with the abilities required to thrive in the ever-evolving business landscape (Halabisky, 2016).

Agri Tech Hub is one organization that offers entrepreneurship training specifically tailored to women business owners in Ethiopia. These courses have been designed to address the unique challenges faced by women-owned businesses, enabling them to compete more effectively in the market and achieve their objectives. The training provided by Agri Tech Hub empowers female entrepreneurs with the skills needed for success in the Agri Tech sector.

Another organization, the Women Entrepreneurship Development Program, supports the growth of female entrepreneurs by providing them with the necessary knowledge and skills to establish and manage their businesses. The program focuses on equipping female business owners with the essential competencies required for effective business launch and operation. Participants in this program have reported improved performance and enhanced decision-making abilities, enabling them to achieve their goals and increase their earnings. These courses play a crucial role in enhancing the performance and commercial decision-making of female entrepreneurs.

2.1.5. The Relationship between Entrepreneurship Training and Women-Owned Enterprise Performances

Business performance explicitly refers to how performance metrics have changed as a result of the intervention, such as higher profits, increased sales, increased employment, and higher survival rates. Previous studies in Entrepreneurship Education and Training (EET) have examined whether participants who received EET were more successful as entrepreneurs compared to those who did not receive such training (Volkmann et al., 2009; Shane, 2010; von Graevenitza, Harhoffa, & Weber, 2010).

Some studies have shown that participants in EET programs experience improvements in various performance indicators, including annual sales, number of employees, number of customers, and market expansion (Botha, 2006). Additionally, EET programs have been found to positively influence business practices, such as formalization of business operations, and other financial management practices, such as reinvesting profits, record-keeping, and separating business and personal finances (Tremblay, Lalancette, & Roseveare, 2012; Karlan & Valdivia, 2011).

In the context of women-owned enterprises in Addis Ababa, Ethiopia, the findings of the study indicate a positive relationship between entrepreneurship training and business performance. Businesses that received training were more likely to be successful and profitable compared to those that did not receive any training. Moreover, trained businesses reported higher levels of satisfaction with their operations. Given the economic downturn and its impact on minority-owned businesses, entrepreneurship training becomes even more crucial as it can help address disparities in access to capital and credit (Alibhai et al., 2019).

Alibhai et al. (2018) conducted a study in Addis Ababa, Ethiopia, which found that entrepreneurship training significantly influenced the performance of women-owned enterprises. Trained businesses demonstrated higher levels of success, profitability, and satisfaction compared to those without training. These findings highlight the effectiveness of entrepreneurship training as a strategy to improve the performance of women-owned enterprises. This aligns with previous research conducted in Ethiopia, emphasizing the positive impact of entrepreneurship training on the performance of women-owned businesses (Alibhai et al., 2018).

2.2. Empirical Review

The empirical review of the literature highlights the importance of entrepreneurship training programs, particularly for women, and the need to evaluate their effectiveness. The objective of this study was to assess the effectiveness of the Women Entrepreneurship Program (WEP) as a training intervention for women in starting and growing their own businesses, comparing the outcomes between experimental and control groups. This chapter provides a summary and interpretation of survey results and descriptive statistics based on responses from participants who completed quantitative research questionnaires.

Measuring the effectiveness of the WEP was approached using Kirkpatrick's four-level measurement model (Kirkpatrick, 1967:98). The first level assessed trainee satisfaction with the program through post-training evaluation. The second level focused on learning and behavioral changes, evaluating the impact of the training on entrepreneurial factors and the participants' ability to apply the acquired skills in a professional setting. The third level examined outcome measures, such as the business's economic performance in terms of profitability, cost, productivity, quality, and customer satisfaction. Additionally, this study utilized key performance measures adopted from Kalleberg and Leicht (1991:148), including primary performance measures (e.g., growth in employees, customers, sales turnover, and capital assets), proxy performance measures (e.g., geographical market range, formal business registration), subjective measures (e.g., confidence in running a business), and entrepreneurial performance measures (e.g., desire for growth, ownership of multiple businesses).

Various methods were employed to evaluate the effectiveness of the WEP, taking into account demographic factors (age, race, and gender) and environmental factors (human capital, government policies, programs, and financial support) associated with entrepreneurial activity. The study demonstrated that entrepreneurship programs can facilitate the creation of new companies, the expansion of existing ones, and the generation of new jobs. Moreover, participants reported acquiring new skills, increased confidence, and improved business performance indicators, including employability, turnover, and profitability. Therefore, the WEP can be considered an effective training tool for potential, current, and established women entrepreneurs in South Africa.

Another aspect examined in the literature review was the determinants influencing the performance of women entrepreneurs in micro and small enterprises. Factors such as marketing and business skills, working environment, availability of materials and infrastructure, and value-added initiatives throughout the value chain were found to significantly impact SME performance. However, it is worth noting that the operational analysis of small and medium-sized enterprises can be challenging due to limited access to appropriate information, such as accounting records, and the unfavorable business environment characterized by poor legal structures, property rights violations, corruption, lack of funding, and limited political and institutional support.

To further understand the effect of entrepreneurship training on the performance of women-owned small and medium-sized enterprises (SMMEs), this literature review investigated the

impact of various training programs on overall performance. The identified capabilities included creativity and innovation, management, risk-taking, networking, and interpersonal skills. Entrepreneurship capabilities were recognized as crucial for developing innovative products and solutions, adapting to emerging market needs, and promoting growth. The review emphasized the importance of including project management, life skills, business regulation and policy, corporate policy development and implementation, international trade relations, partnerships, and collaboration in entrepreneurial education. Moreover, it called for increased policy attention to ensure gender equality among women and men-owned SMMEs and for academic institutions to provide entrepreneurship courses and skills training throughout the curriculum.

In conclusion, the empirical review demonstrated that entrepreneurship training programs can positively impact business performance, particularly for women entrepreneurs. The findings highlight the importance of training programs in addressing the specific needs and challenges faced by entrepreneurs, improving their understanding of customer needs, and enhancing overall business outcomes. The content and multidisciplinary nature of the training, covering technical, managerial, and entrepreneurial skills, were found to have a significant positive effect on organizational performance. Therefore, trainers and program designers should consider a holistic approach that addresses entrepreneurial, managerial, and technical aspects when developing training programs for entrepreneurs.

2.3. Conceptual Framework

The study is guided by a conceptual framework that aims to explain the relationship between the independent variable, the content of entrepreneurship training, and the dependent variables, financial aspects and performance of women-owned enterprises. Within this framework, the different type of entrepreneurship training like Management skills-Financial, Management skills-leadership, Management skills-Human resource, Technical Skills-ICT, Technical Skills-Marketing, Technical skills-Procurement & Entrepreneurship skills serves as the independent variable, while the performance of the enterprise act as the dependent variables.

By reviewing relevant theoretical and empirical literature, the researcher developed this conceptual framework to provide a theoretical basis for the study and to guide the investigation into the impact of entrepreneurship training content on the financial aspects and overall performance of women-owned enterprises.

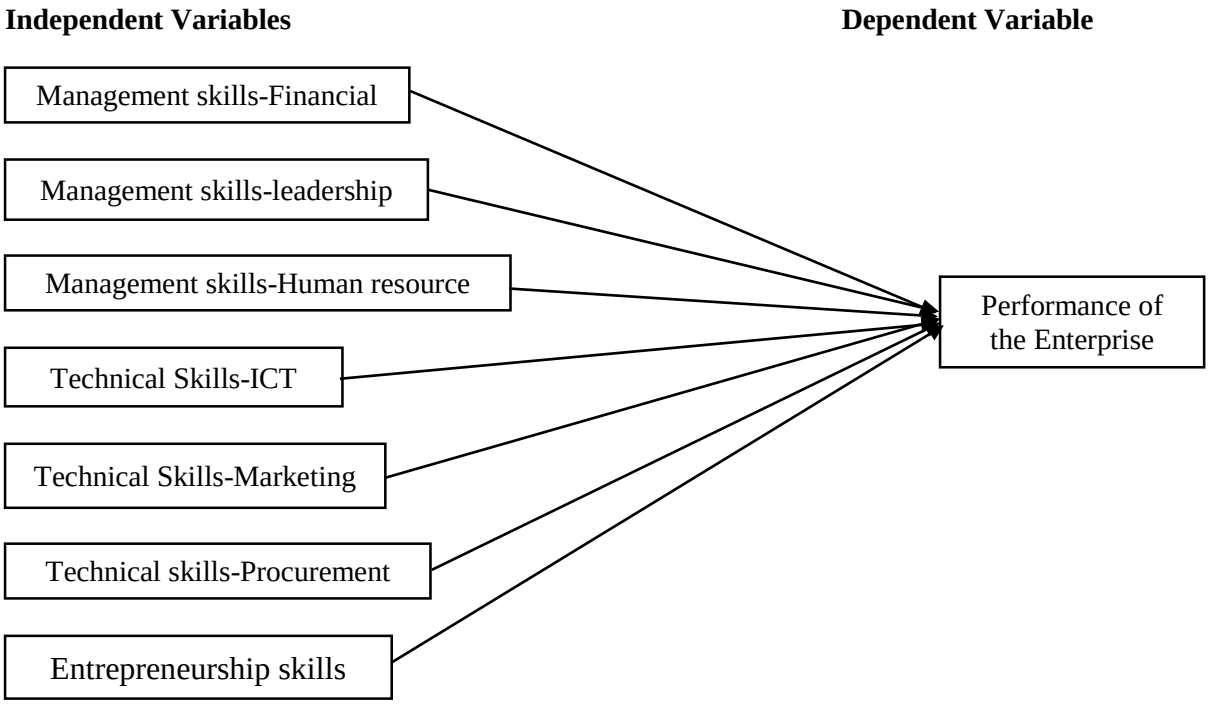


Figure 1: Conceptual Framework of the Study

2.3.1. Variables of the Framework

i) Dependent Variable:

The dependent variable in this conceptual framework is the performance of women-owned enterprises. It encompasses various aspects such as financial indicators, business growth, market share, customer satisfaction, and employee productivity. These variables will be used to assess the overall performance and success of women-owned enterprises in Addis Ababa, Ethiopia.

ii) Independent Variables:

The independent variables in this conceptual framework consist of different types of entrepreneurship training. These include Management skills-Financial, Management skills-leadership, Management skills-Human resource, Technical Skills-ICT, Technical Skills-Marketing, Technical skills-Procurement, and Entrepreneurship skills. These variables represent the content of the training programs provided to women entrepreneurs and are expected to equip them with the necessary knowledge and skills in various aspects of business management.

By examining the relationship between the independent variables (entrepreneurship training content) and the dependent variable (performance of women-owned enterprises), this study aims to understand the impact of different training components on the financial aspects and overall performance of women-owned enterprises. The analysis will provide insights into which specific types of entrepreneurship training are most influential in driving positive outcomes for women entrepreneurs in Addis Ababa, Ethiopia.

2.4. The Research Hypothesis

The following hypotheses were formulated to answer the research questions.

Ho1; There is a significant relationship between entrepreneurship training and the performance of women-owned enterprises in Addis Ababa, Ethiopia.

Ho2; The type of entrepreneurship training available to women-owned enterprises affects their performance indicators (sales, profit, and employment) in Addis Ababa, Ethiopia.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Method & Designs

In order to examine the effect of entrepreneurship training in women owned enterprise performance, a study with a sample of women entrepreneurs will be conducted. The study will include a comparative cross-sectional study of women entrepreneurs in Ethiopia. The study will be carried out in different sub cities of Addis Ababa, Ethiopia. The sample of the study will be selected by convenience sampling technique from 2,596 women entrepreneurs in Addis Ababa who work in 5 sectors that are micro and small businesses. A total of 150 women entrepreneurs were selected from all the entrepreneurs. The data were collected through face-to-face interviews with the respondents.

The study employed an explanatory approach using a cross-sectional survey design. The study was conducted among women entrepreneurs in Addis Ababa, Ethiopia. A structured questionnaire was used to collect data from the respondents. The questionnaire consisted of open-ended %=& closed-ended questions. The questions sought to determine the demographic characteristics of the respondents such as the location of the respondent business, the number of employees and the average monthly revenue of the business. They also sought to obtain deeper information from the respondents such as training they have had to establish their own business, as well as significant aspects that affect their business performance. The data were analyzed using descriptive statistical techniques and descriptive analysis.

3.2. Population, Sample Size and Sampling Techniques

3.2.1. Research Population

The target population for the study consisted of micro and small business owners in Addis Ababa that have women leading enterprises. This includes businesses owned and operated by women entrepreneurs within these sectors.

3.2.2. Sampling Method

A systematic sampling technique was used to select the sample for the study. A total of 150 women entrepreneurs were selected from different parts of the sub-city of Addis Ababa, Ethiopia. The data were collected through face-to-face interviews with the respondents.

3.2.3. Sample and Sampling Techniques

The sample for this study consists of 150 women entrepreneurs selected from a population of 2,596 women entrepreneurs across five different sectors. A systematic sampling technique was employed to ensure a representative sample from the population. The sampling interval was calculated by dividing the total population size by the desired sample size, resulting in a sampling interval of approximately 17. Starting at a random point within the population, every 17th woman entrepreneur was selected to be included in the sample. This systematic approach ensures that each woman entrepreneur in the population has an equal chance of being selected, providing a fair representation of the larger population. The sample includes women entrepreneurs from diverse sectors, allowing for a comprehensive analysis of entrepreneurship training and its impact on their performance.

3.3. Data Collection Methods

3.3.1. Data Sources, Gathering Instruments and Procedures

The data for the study were collected through face-to-face interviews with the respondents. A structured questionnaire was used to collect data from the respondents. The questionnaire consisted of both closed-ended and open-ended questions.

The primary sources of data were questionnaires distributed to women entrepreneurs and interviews conducted. A 60-item questionnaire with four parts was created to answer the basic questions raised. The first section contains a closed-ended demographic profile of the respondents. The second section, which is also written in a closed-ended fashion, discusses the characteristics of women entrepreneurs and their businesses.

The third, fourth, and fifth components, which were created using a Likert scale, address the training they have had to establish their own business, as well as significant aspects that affect their business performance. The Likert scale goes from "strongly agree" to "strongly disagree," with 5 being “, strongly agree," 4 being "agree," and 3 being "undecided." 2=disagree 1=strongly disagree. The Likert scale was used to measure the relationship between training and performance in their business.

3.3.2. Methods of Data Analysis

The data from primary sources was analyzed using the statistical package for social science (SPSS) version 20.0 after it was collected. The scores closed-ended were extracted from the package and prepared for analysis. After that, descriptive statistical techniques were used to analyze it. Simple statistical methods such as tables, charts, and percentages were used to assess the demographic profiles and items linked to the characteristics of women entrepreneurs.

For the Likert statements, descriptive statistics (mean and percentages) of respondent ratings were obtained and examined by comparing mean scores and percentages among respondents. The purpose of employing descriptive statistics is to compare the numerous elements that influence women entrepreneurs' success in were using means and percentages of scores. The descriptive statistics employed tabulation, percentage, cumulative percentage, and reliability test, Mean and S.D. Correlation coefficient and multiple liner regression analysis. The collected data were analyzed by (SPSS) version 20.0.

3.3. Ethical Considerations

Before beginning to distribute questionnaires and conduct interview questions, all research participants in this study were properly informed about the goal of the study, and their willingness and consent were gained. Although all interview sessions attempted to record, this was impossible due to the non-voluntary nature of the responses. In terms of respondents' right to privacy, the study maintained the anonymity of each participant's identity. Because names are kept private in all cases, collective terms such as ‘respondents' were used. As a result, the researcher gave information to protect the respondents' personal information, including their email and phone numbers, so that they could only be used for this study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The descriptive analyses were invariably presented regarding the effect of entrepreneurship training on the performances of women-owned micro and small enterprises in Addis Ababa, Ethiopia. A total of 150 questionnaires were distributed to respondents but only 137 were analyzed, and 13 were discarded as they have not too been filled at all. This gave a high response rate of 91%, which is provided below in the table.

Table 1: Executive summary of questionnaire distribution

Variables	**Frequency**	**Percentage**
Questionnaires filled	137	91.33
Questionnaires unfilled	13	8.66
Total	150	100.00

Source: Own Survey, 2023

4.1 Validity and Reliability Test

The Cornbrash's alpha for the demographic section in the questionnaire consisting of 13 items was 0.732. The performance of the business section had 14 items and a Cornbrash's alpha of 0.981, which also reveal that the scales were reliable. Pearson's product-moment correlation was applied to test the reliability of the questionnaire, and the values of all items were above (> 0.05). Therefore, it was considered good reliability as shown in the below table.

Table 2: Reliability Analysis

S. No	**Variables**	**No of Items**	**Cornbrash's Alpha**
1.	Management skills-Financial	4	0.66
2.	Management skills-leadership	10	0.58
3.	Management skills-Human resource	4	0.41

4.	Technical Skills-ICT	5	0.65
5	Technical Skills-Marketing	7	0.61
6	Technical skills-Procurement	3	0.59
7	Entrepreneurship skills	6	0.65
8	Performance of The Enterprise	26	0.92

Source: Own Survey, 2023

4.2 Demographic profile of respondents

The socio-economic profile of the respondents like Age, Marital Status, Education and work experience, employment status, ownership, prime location was properly presented and discussed through negotiating tables.

Table 3: Location of the MSEs

Location	**Frequency**	**Percent**	**Cumulative Percent**
None	14	10.2	10.2
Addis Ketema	25	18.2	28.5
Akaky Kaliti	2	1.5	29.9
Arada	13	9.5	39.4
Bole	19	13.9	53.3
Gullele	9	6.6	59.9
Kirkos	3	2.2	62.0
Kolfe Keranio	29	21.2	83.2
Lideta	13	9.5	92.7

Nifas Silk-Lafto	3	2.2	94.9
Yeka	7	5.1	100.0
Total	137	100.0	

Source: Own Survey, 2023

The preceding table sufficiently revealed that 25 (18.2%) situated in Addis Ketema sub city, followed by 2 (1.5%) located in Akaky Kaliti sub city, 13 (9.5%) were around Arada sub city followed by 19 (13.9%) located in Bole sub city, 9 (6.6%) were around Gullele sub city, 3 (2.2%) were around Kirkos sub city, 29 (21.2%) were around Kolfe Keranio sub city, 13 (9.5%) were around Lideta sub city, 3 (2.2%) were around Nifas Silk-Lafto sub city and remaining 7 (5.1%) was at Yeka sub city. There were 14 that had not filled the location down. From this necessary majority of the enterprise were concentrated in Addis Ketema & Kolfe Keranio.

Table 4: Age of the respondents

Age	**Frequency**	**Percent**	**Cumulative Percent**
25-29	91	66.4	66.4
30-34	36	26.3	92.7
35-39	10	7.3	100.0
Total	137	100.0	

Source: Own Survey, 2023

The preceding table revealed that 91 (66.4%) respondents were in the age bracket of 25-29 years, followed by 36 (26.3%) were fallen in the 30 to 34 years cohort, also 10(7.3%) respondents were in the 35-39 years group and no respondents were found above 40 years age group. From this majority of the respondents were young people falling between 25-29 years and they were the main target for training projects.

Table 5: Marital status of respondents

Marital status	Frequency	Percent	Cumulative Percent
Divorced	6	4.4	4.4
Married	26	19.0	23.4
Single	105	76.6	100.0
Total	137	100.0	

Source: Own Survey, 2023

The above table indicated that 105 (76.6%) responders were single, 26 (19.0%) were married and remaining 6 (4.4%) codefendants were divorced and no answerers in a widowed category. From the table the absolute majority was single category.

Table 6: Education level of respondents

Education	Frequency	Percent	Cumulative Percent
College	10	7.3	7.3
Postgraduate/Masters	24	17.5	24.8
Secondary	9	6.6	31.4
University	94	68.6	100.0
Total	137	100.0	

Source: Own Survey, 2023

The above table showed that 9 (6.6%) respondents have finished Secondary school, 10 (7.3%) have graduated from college, 94 (68.6%) have finished University, and the remaining 24 (17.5%) respondents have taken Postgraduate/Masters education. From this table, the majority of the respondents were University students.

Table 7: Position of Enterprise operators

Position	Frequency	Percent	Cumulative Percent
Employee	1	.7	.7
Manager	21	15.3	16.1
Owner	115	83.9	100.0
Total	137	100.0	

Source: Own Survey, 2023

The previous table showed that 115(83.9%) respondents were the owner of the Enterprises, followed by 21 (15.3%) remaining managers and the remaining 1 (0.7%) were employees taking care of their operations on behalf of proprietors. From this majority of the data were operated and managed by their owners.

Table 8: The work experience of Respondents

Work Experience	Frequency	Percent	Cumulative Percent
Less Than 1	19	13.9	13.9
1-2	64	46.7	60.6
3--4	26	19.0	79.6
5--8	12	8.8	88.3
9 & above	16	11.7	100.0
Total	137	100.0	

Source: Own Survey, 2023

The above table clearly stated that 19 (13.9%) respondents had less than one year of experience, followed by 64 (46.7%) were 1-2 years, 26 (19.0%) were 3-5 years, and 12 (8.8%) were 6-8 years of experience while 16 (11.7%) of the respondents had above 9 years' experience. From

the table majority of the respondents had 1-2 years of work experience in their respective filed of business.

Table 9: Company Founded

Company Founded	Frequency	Percent	Cumulative Percent
2017	17	12.4	12.4
2018	7	5.1	17.5
2019	21	15.3	32.8
2020	7	5.1	38.0
2021	85	62.0	100.0
Total	137	100.0	

Source: Own Survey, 2023

The above table clearly stated that 17 (12.4%) of respondents' company was found in 2017, followed by 7 (5.1%) was 2018, 21 (15.3%) was on 2019, and 7 (5.1%) was on 2020 while 84 (62.0%) of the respondents had their company by 2021. From the table majority of the respondents in 2021 where the majority of the respondent's company was founded.

Table 10: Type of Business

	Frequency	Percent	Cumulative Percent
Partnership	23	16.8	16.8
Partnership, Private Limited company	2	1.5	18.2
Private Limited company	52	38.0	56.2
Sole proprietor	60	43.8	100.0
Total	137	100.0	

Source: Own Survey, 2023

The study found that the following needs to be included in the entrepreneurship training content. The study also sought to identify the type of business ownership, investment, and source of investment used by the firms. Table 17 presents the findings.

Out of the total sample, 43.8% of the enterprises were sole proprietorships, followed by 38.0% of them being private limited companies, 16.8% were partnerships, and only 1.5% of them were a combination of partnership and private limited company. The cumulative percentage column shows that the highest proportion of enterprises belonged to the sole proprietorship category, which made up more than 40% of the sample.

Table 11: Source of Investment

	Frequency	**Percent**	**Cumulative Percent**
Bank loan	23	16.8	16.8
Bank loan, Friends	31	22.6	39.4
Non-bank credit institution	8	5.8	45.3
Savings	49	35.8	81.0
Savings, Friends	12	8.8	89.8
Savings, Friends, Bank loan, Family	14	10.2	100.0
Total	137	100.0	

Source: Own Survey, 2023

For the first data on sources of financing, we can see that most of the respondents (43.8%) are sole proprietors, while the remaining are divided into different types of business structures, with the majority being private limited companies (38%). In terms of financing, the most common source of funding is savings, which is used by 35.8% of the respondents. Bank loans and loans from friends are also popular, with 16.8% and 22.6% of the respondents using these sources, respectively.

Table 12: Investment Volume

	Frequency	**Percent**	**Cumulative Percent**
110,000 – 130,000	18	13.1	13.1
130,000-150,000	14	10.2	23.4
151,000 and above	6	4.4	27.7
50,000 – 70,000	62	45.3	73.0
71,000 – 90,000	25	18.2	91.2
91,000- 110,000	12	8.8	100.0
Total	137	100.0	

Source: Own Survey, 2023

For the second data on investment money, we can see that the majority of the respondents invest between 50,000 and 130,000 (79.4% combined). Only a small percentage (4.4%) invests 151,000 and above, while the rest invest between 130,000 and below. Overall, these data suggest that most of the respondents are small business owners who rely on their own savings, loans from banks and friends, and investment money to finance their businesses. They also have moderate investment amounts, with the majority investing between 50,000 and 130,000.

4.3. Descriptive statistics

Descriptive statistics were employed to analyze the Entrepreneurship training programs and perceived performance of the enterprises through percentage, mean and standard deviation. The Mean and Standard Deviation analysis were used as a specific scale to analyze the question statements in five levels according to According to Pimentel (2010), the five-point Likert scale is considered an interval scale. The mean is very significant. From 1 to 1.8, it means strongly disagree. From 1.81 to 2.60, it means to disagree. From 2.61 to 3.40, it means neutral; from 3.41 to 4.20, it means agree; from 4.21 to 5, it means strongly agree. These analyses were presented below tables obviously. The mean and SD analysis between the training programs and the performance of enterprise operators were shown below in the table.

4.3.1. Content of Training

The content of the training that affect the performance of the women-owned enterprise was analyzed with respect to management skills, technical skills and entrepreneurial skills in the SME sector.

Table 13: The training programs and performance of MSEs of operators

Variables	**Mean**	**Std. Deviation**
Management skills-Financial Training	2.94	.60
Management skills-Leadership Training	3.77	.78
Management skills-Human Resource Training	3.57	.83
Technical Skills-ICT Training	3.40	.75
Technical Skills-Marketing Training	3.74	.57
Technical skills-Procurement Training	2.65	1.10
Entrepreneurship Skills Training	3.95	.62

Source: Own Survey, 2023

First, as shown in the above table, the mean and SD values for Management Skills-Financial Training were 2.94 and 0.60, respectively. When compared to all other variables, this training received a low impact because the program curriculum was essentially focused on bookkeeping and accounting, which made the training less captivating than other training programs.

Next, the mean and SD values for Management Skills-Leadership Training were 3.77 and 0.78, respectively. When compared to all other variables, this training received a high impact due to more emphasis placed on enhancing trainees' planning and management skills, including time management and value addition.

The mean and SD values for Management Skills-Human Resource Training were 3.57 and 0.83, respectively. When compared to all other variables, this training received a moderate impact due to its focus on enhancing human resource management skills, which are crucial to business success, but not as directly related to financial performance.

The mean and SD values for Technical Skills-ICT Training were 3.40 and 0.75, respectively. When compared to all other variables, this training received a moderate impact due to its focus on enhancing technical skills related to information and communication technology, which are becoming increasingly important in modern business, but not as directly related to financial performance.

The mean and SD values for Technical Skills-Marketing Training were 3.74 and 0.57, respectively. When compared to all other variables, this training received a high impact due to its focus on enhancing marketing skills, which are crucial to business success, particularly in competitive markets.

Finally, the mean and SD values for Technical Skills-Procurement Training were 2.65 and 1.10, respectively. When compared to all other variables, this training received a low impact due to its focus on procurement skills, which are important for managing costs, but not as directly related to overall business success as other skills like leadership and marketing.

Overall, the Entrepreneurship Skills Training program received the highest mean value of 3.95 and the lowest SD value of 0.62, indicating that it had a consistently high impact across all trainees. This suggests that entrepreneurship skills are particularly important for success in small and medium-sized enterprises.

4.3.2. Performance of the Enterprise

Enterprise performance was measured as a composite of non-financial and financial measures. Enterprise performance was evaluated using a five-point. The findings are shown in Table 11

Table 14: The Level of Entrepreneurship Training among the SMEs in Addis Ababa

	Performance Of The Enterprise (PE)	**SD**	**D**	**N**	**A**	**SA**	**Mean**	**Std. Dev**
PE 1	My business has a consistent increase in sales	7.3%	13.9%	13.1%	21.2%	44.5%	3.82	1.330
PE 2	We allow employees to try new ways of doing things	0.0%	23.4%	48.2%	27.0%	1.5%	3.07	.750

PE 3	We often introduce new products/services to the market	8.8%	7.3%	43.8%	16.1%	24.1%	3.39	1.184
PE 4	Customers prefer my products to my competitor's	13.9%	8.8%	10.2%	16.1%	51.1%	3.82	1.481
PE 5	Customers are happy with our products/ services	9.5%	9.5%	26.3%	27.0%	27.7%	3.54	1.254
PE 6	We have had reduced customer complaints	12.4%	3.6%	32.8%	22.6%	28.5%	3.51	1.284
PE 7	We have had consistent increase in our yearly profits	8.0%	8.0%	30.7%	0.0%	53.3%	3.82	1.366
PE 8	My organization relate sell with the community around us	0.0%	3.6%	59.9%	0.0%	36.5%	3.69	1.011
PE 9	I have an increase in Performance motivation	3.6%	3.6%	12.4%	24.8%	55.5%	4.25	1.049
PE 10	I have knowledge of Business Planning	5.8%	3.6%	10.9%	0.7%	78.8%	4.43	1.181
PE 11	I have good communication skills with my employees	5.8%	0.0%	9.5%	34.3%	50.4%	4.23	1.038
PE 12	My business is doing well in terms of sales turnover	5.8%	0.0%	23.4%	25.5%	45.3%	4.04	1.104
PE 13	Am able to generate new client every day	5.8%	0.0%	23.4%	32.8%	38.0%	3.97	1.071
PE 14	I am able to prepare a marketing plan for my business	5.1%	0.0%	16.8%	0.0%	78.1%	4.46	1.098
PE 15	I am able to market my products due to the training received	0.0%	2.9%	25.5%	0.7%	70.8%	4.39	.965

PE 16	I carry daily bookkeeping of the business transaction	54.0%	4.4%	16.8%	9.5%	15.3%	2.28	1.552
PE 17	I am able to prepare a profit and loss account	13.9%	4.4%	11.7%	0.7%	69.3%	4.07	1.498
PE 18	I separate my working capital from other amounts of money	13.9%	4.4%	11.7%	25.5%	44.5%	3.82	1.403
PE 19	My financial skill is attributed to the training received	20.4%	4.4%	11.7%	25.5%	38.0%	3.56	1.528
PE 20	I am able to conduct market research for my business	22.6%	1.5%	10.9%	29.9%	35.0%	3.53	1.534
PE 21	I am able to manage my employees well	8.8%	1.5%	10.9%	51.8%	27.0%	3.87	1.104
PE 22	I am aware of my customers' needs	8.8%	0.0%	11.7%	71.5%	8.0%	3.70	.950
PE 23	My customers are very happy due to the services	7.3%	28.5%	41.6%	5.8%	16.8%	2.96	1.147
PE 24	I attribute my business success/failure to the entrepreneurship training received	8.8%	22.6%	39.4%	10.9%	18.2%	3.07	1.192
PE 25	From my experience in business, I feel it's necessary for the government to train entrepreneurs	0.0%	0.0%	10.2%	66.4%	23.4%	4.13	.566
PE 26	My business has witnessed tremendous growth	0.0%	0.0%	21.9%	29.2%	48.9%	4.27	.800

Source: Own Survey, 2023

The majority of respondents (64.7%, mean=3.82, std. dev=1.330) indicated that their businesses have experienced a consistent increase in sales, which suggests that entrepreneurship training may have a positive effect on performance. However, the results also

show that a significant portion of respondents (31.5%) did not agree or were dissatisfied with this statement. In terms of introducing new ways of doing things, only 27% of respondents agreed or strongly agreed (mean=3.07, std. dev=0.750), indicating that more efforts may be needed in this area to fully realize the potential benefits of entrepreneurship training.

On the other hand, more than half of the respondents (51.2%, mean=3.39, std. dev=1.184) reported introducing new products/services to the market, which could be indicative of the impact of entrepreneurship training on innovation and diversification. In terms of customer preference, 22.7% of respondents strongly agreed or agreed (mean=3.82, std. dev=1.481) that customers prefer their products to their competitors, suggesting that entrepreneurship training may have a positive impact on market positioning and competitiveness. Similarly, 35.6% of respondents strongly agreed or agreed (mean=3.54, std. dev=1.254) that customers are happy with their products/services, which could further strengthen their market position.

Overall, these results suggest that entrepreneurship training may have a positive effect on the performance of women-owned enterprises, particularly in terms of sales growth and customer satisfaction. However, there is still room for improvement in areas such as innovation and introducing new ways of doing things.

According to the results presented in Table 4.1, which is based on a sample of 137 respondents, the majority of the respondents (45.9%, mean score 3.51, std. dev 1.284) indicated that they have experienced a reduced number of customer complaints. Moreover, 38.7% (mean score 3.82, std. dev 1.366) of the respondents reported a consistent increase in their yearly profits. The results show that 36.5% (mean score 3.69, std. dev 1.011) of the respondents indicated that their organization relates sales with the community around them.

Furthermore, the results reveal that 80.9% (mean score 4.25, std. dev 1.049) of the respondents have an increase in performance motivation, while 84.6% (mean score 4.43, std. dev 1.181) of the respondents have knowledge of business planning. It is worth noting that the results indicate a positive relationship between having knowledge of business planning and an increase in performance motivation. Additionally, a significant percentage of the respondents reported a consistent increase in their yearly profits, which may be attributed to their knowledge of business planning and performance motivation.

In terms of communication skills with employees, the majority of respondents (60%) reported a neutral stance, with only 5.8% indicating high levels of communication skills. On the other hand, 34.3% reported low levels of communication skills. The mean score of 3.95 suggests that overall, respondents had a slightly positive perception of their communication skills with employees, but the high standard deviation of 1.038 indicates a significant variation in responses.

Regarding sales turnover, only 5.8% of respondents reported high levels of sales turnover, while 48.9% reported low levels. The majority (45.3%) reported a neutral stance. The mean score of 3.88 suggests that overall, respondents had a slightly positive perception of their business's sales turnover, but the high standard deviation of 1.104 indicates a significant variation in responses.

In terms of generating new clients every day, only 5.8% of respondents reported high levels of success, while 56.2% reported low levels. The majority (38%) reported a neutral stance. The mean score of 3.76 suggests that overall, respondents had a slightly positive perception of their ability to generate new clients, but the high standard deviation of 1.071 indicates a significant variation in responses.

When it comes to preparing a marketing plan, only 5.1% of respondents reported high levels of ability, while 16.8% reported low levels. The majority (78.1%) reported a neutral stance. The mean score of 3.02 suggests that overall, respondents had a slightly negative perception of their ability to prepare a marketing plan, with a relatively high standard deviation of 1.098 indicating a significant variation in responses.

In terms of marketing their products, only 2.9% of respondents reported high levels of success, while 26.2% reported low levels. The majority (70%) reported a neutral stance. The mean score of 3.22 suggests that overall, respondents had a slightly positive perception of their ability to market their products due to the training received, but the high standard deviation of 0.965 indicates a significant variation in responses.

Finally, in terms of bookkeeping, 58.4% of respondents reported high levels of daily bookkeeping, while 24% reported low levels. The majority (15.3%) reported a neutral stance. The mean score of 2.35 suggests that overall, respondents had a slightly negative perception of their daily bookkeeping practices, with a high standard deviation of 1.552 indicating a significant variation in responses.

Overall, the results indicate that there is significant variation in respondents' perceptions of their skills and practices in various aspects of business management. The neutral stance reported in many variables suggests that there is room for improvement in these areas, and the high standard deviation highlights the need to address the significant variation in perceptions among respondents.

Based on the results presented in Table 1, which is based on a sample of respondents, it can be observed that a large proportion of respondents have a neutral response on their ability to prepare a profit and loss account (69.6%, mean score 3.10), as well as their ability to separate working capital from other amounts of money (51.7%, mean score 3.14).

In addition, the majority of the respondents do not attribute their financial skills to the training received (37.9% SD & D, mean score 3.05). However, some respondents indicated that they were able to conduct market research for their businesses (24.1% SA & A, mean score 3.29) and manage their employees well (10.3% SA & A, mean score 3.33).

Overall, the results suggest that there may be room for improvement in the financial management skills of the respondents, particularly in preparing profit and loss accounts and separating working capital. However, some respondents have demonstrated proficiency in conducting market research and managing employees. These findings may have implications for the effectiveness of entrepreneurship training programs in improving the financial management skills of small business owners.

According to the results presented in Table 4.1, which is based on a sample of 137 respondents, the results show that only 20.5% (mean score 3.02) of the respondents are aware of their customers' needs. The majority of the respondents (71.5%) are on the negative side in relation to this variable. Additionally, only 7.3% (mean score 2.50) of the respondents indicate that their customers are very happy due to their services, with the majority (70.1%) on the negative side.

Regarding entrepreneurship training, 31.4% (mean score 2.94) of the respondents attribute their business success/failure to the training they received, while 33.5% are on the negative side. In contrast, there is a high positive response to the statement that the government should train entrepreneurs, with a mean score of 3.62, indicating that respondents agree that government training is necessary.

Finally, the results show that 21.9% (mean score 4.02) of the respondents' businesses have witnessed tremendous growth. This is a positive result for the study, indicating that women-owned enterprises have the potential for growth.

Overall, the results indicate that there is room for improvement in terms of understanding customers' needs and satisfaction. Additionally, there is potential for growth, but a significant portion of respondents do not attribute their success/failure to entrepreneurship training. This suggests that there may be a need for more effective training programs. Finally, the positive response to government training indicates a potential area for policy intervention to support women-owned enterprises.

4.3.3. Financial Indicators

To corroborate the scale measurement above, factual data was collected to quantify the performance. First, the women respondents were asked to indicate their average monthly sales volumes before attending the entrepreneurial training organized by different type of training. The findings are presented in Table 12.

Table 15: Average Monthly Sales before Entrepreneurship Training

	Frequency	Percent	Cumulative Percent
10,000 – 50,000	37	27.0	27.0
51,000 – 70,000	35	25.5	84.7
71,000 – 90,000	15	10.9	95.6
91,000- 110,000	6	4.4	100.0
111,000 – 130,000	22	16.1	43.1
131,000-150,000	15	10.9	54.0
151,000 and above	7	5.1	59.1

Source: Own Survey, 2023

As shown in Table 12, the data presented in the table indicates the distribution of respondents based on their income level. A total of 137 respondents participated in the survey. The majority of the respondents (52.5%) earn an income between $10,000 and $70,000, with 27.0% earning between $10,000 and $50,000, and 25.5% earning between $51,000 and $70,000. Only a small percentage of respondents (4.4%) earn an income between $91,000 and $110,000, while 16.1% of respondents earn between $111,000 and $130,000. The cumulative percent column shows the proportion of respondents whose income level falls within or below each range.

Second, the respondents were asked to indicate the average increase in marginal sales volume between years 2013 and 2015. Findings are shown in Table 13.

Table 16: Average Marginal Increase in Sales after training in Ethiopian Birr

	Frequency	**Percent**	**Cumulative Percent**
0	32	23.4	23.4
Under 10%	24	17.5	99.3
10-25%	33	24.1	47.4
30-50%	18	13.1	60.6
50-80%	6	4.4	65.0
Up above 80%	1	.7	100.0
Don’t Know	23	16.8	81.8

Source: Own Survey, 2023

Table 13 shows the data that represents the percentage of respondents who reported the level of change in their business performance resulting from the adoption of a new technology or innovation. The majority of respondents (23.4%) reported no change in business performance, while 99.3% reported a change in performance ranging from under 10% to above 80%. The most common level of change reported was in the range of 10-25%, with 24.1% of respondents falling in this category. The mean level of change reported was 21.5%, with a standard deviation of 20.2%. It is important to note that 16.8% of respondents reported not knowing the

level of change resulting from the adoption of new technology or innovation, which could potentially impact the overall findings of the study

Third, the study then sought to establish the average monthly gross profits for the years 2007 and 2009. The findings are shown in Table 14.

Table 17: Average Profits in Ethiopian Birr

	Frequency	**Percent**	**Cumulative Percent**
10,000 – 50,000	41	29.9	29.9
51,000 – 70,000	40	29.2	90.5
71,000 – 90,000	12	8.8	99.3
91,000- 110,000	1	.7	100.0
111,000 – 130,000	24	17.5	47.4
131,000-150,000	14	10.2	57.7
151,000 and above	5	3.6	61.3

Source: Own Survey, 2023

Based on the data, it can be observed that the majority of the businesses surveyed have a monthly sales volume between 10,000 and 70,000, with 29.9% falling in the 10,000-50,000 range and 29.2% falling in the 51,000-70,000 range. A smaller percentage of businesses have a monthly sales volume above 70,000, with 8.8% falling in the 71,000-90,000 range, 17.5% falling in the 111,000-130,000 range, 10.2% falling in the 131,000-150,000 range, and 3.6% having a monthly sales volume of 151,000 and above.

Finally, the study sought to establish the average marginal increase in profits for the years 2013 to 2017. The findings are shown in Table 15.

Table 19: Average Marginal increase in Profits after training in Ethiopian Birr

	Frequency	Percent	Cumulative Percent
0	53	38.7	38.7
Under 10%	15	10.9	98.5
10-25%	24	17.5	56.2
30-50%	20	14.6	70.8
50-80%	9	6.6	77.4
Up above 80%	2	1.5	100.0
Don't Know	14	10.2	87.6

Source: Own Survey, 2023

This data we can see that 38.7% of respondents reported no increase in profit after training. On the other end of the spectrum, only 1.5% reported an increase in profit of above 80%. The largest group of respondents, 24 out of 126 (17.5%), reported an increase in profit of between 10-25% after training, followed by 20 respondents (14.6%) who reported an increase of between 30-50%.

4.4. Paired-Samples T Test

The study analyses the impact of entrepreneurship training on two key financial variables: sales and gross profit. Paired samples tests were conducted to compare the means of these variables before and after training.

Table 20: Paired-Samples T Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper			
Sales Before & After Training	-.16788	2.91439	.24899	-.66028	.32452	-.674	136	.501
Gross Profit Before & After Training	.07299	2.61116	.22309	-.36817	.51416	.327	136	.744

Source: Own Survey, 2023

For sales, the analysis revealed that there was no significant difference between the mean sales before training and the mean sales after training. The observed mean difference of -0.16788 was not statistically significant ($p = 0.501$), indicating that any change in sales could be attributed to random variation rather than the training program. Although the training was aimed at improving sales performance, the results suggest that it did not have a significant effect on sales in the context of women's entrepreneurship.

Similarly, for gross profit, the paired samples test showed no significant difference between the mean gross profit before training and the mean gross profit after training. The observed mean difference of 0.07299 was not statistically significant ($p = 0.744$), suggesting that the training program did not have a measurable impact on improving gross profit in women-led enterprises.

These findings indicate that the training program, as examined in this study, did not result in significant improvements in the financial performance of women-led enterprises, specifically in terms of sales and gross profit. It is worth noting that other factors not analysed in this research, such as operational efficiency, marketing strategies, or market conditions, might have influenced the financial performance of these enterprises. Future studies could explore these additional factors and consider alternative training approaches to identify effective interventions that promote financial growth and success in women entrepreneurship.

4.5. Correlation Analysis

Pearson's Product Moment Correlation Coefficient analysis was employed to investigate the association between entrepreneurship training, factors that affect entrepreneurs, and the perceived performance of Enterprises. According to Devore and Peck (1993), a correlation coefficient is less than 0.5 represent a weak, greater than 0.5 but less than 0.8, represents a

moderate, and greater than 0.8 represent a strong relationship. Pearson correlation coefficient is a technique used to measure the degree of association between two variables and the value of „r" falling in between -1 and +1. The r +1 indicated a perfect positive linear (straight-line) while r -1 perfect negative linear or perfect inverse relationship. When correlation value approaches +1 represented a stronger and 0 value signified the weaker association between the variables.

Table 21: Correlation analysis between Content of Training and the Performance of Enterprises

		MF	ML	MH	TI	TM	TP	ES	PE
MF	**Pearson Correlation**	1	.489**	.151	.156	.111	.280**	-.016	-.051
	Sig. (2-tailed)		.000	.079	.069	.196	.001	.855	.557
	N	137	137	137	137	137	137	137	137
ML	**Pearson Correlation**	.489**	1	.098	.353**	.088	.223**	.043	.012
	Sig. (2-tailed)	.000		.255	.000	.305	.009	.619	.889
	N	137	137	137	137	137	137	137	137
MH	**Pearson Correlation**	.151	.098	1	.310**	.049	.053	.030	.007
	Sig. (2-tailed)	.079	.255		.000	.568	.542	.726	.935
	N	137	137	137	137	137	137	137	137
TI	**Pearson Correlation**	.156	.353**	.310**	1	.122	.083	.078	-.005
	Sig. (2-tailed)	.069	.000	.000		.157	.338	.368	.950
	N	137	137	137	137	137	137	137	137

TM	**Pearson Correlation**	.111	.088	.049	.122	1	.545**	.420**	-.032
	Sig. (2-tailed)	.196	.305	.568	.157		.000	.000	.706
	N	137	137	137	137	137	137	137	137
TP	**Pearson Correlation**	.280**	.223**	.053	.083	.545**	1	.312**	-.064
	Sig. (2-tailed)	.001	.009	.542	.338	.000		.000	.460
	N	137	137	137	137	137	137	137	137
ES	**Pearson Correlation**	-.016	.043	.030	.078	.420**	.312**	1	.019
	Sig. (2-tailed)	.855	.619	.726	.368	.000	.000		.826
	N	137	137	137	137	137	137	137	137
PE	**Pearson Correlation**	-.051	.012	.007	-.005	-.032	-.064	.019	1
	Sig. (2-tailed)	.557	.889	.935	.950	.706	.460	.826	
	N	137	137	137	137	137	137	137	137

**. Correlation is significant at the 0.01 level (2-tailed)

Source: Own Survey, 2023

The correlation analysis was conducted to examine the relationships between different variables: MF, ML, MH, TI, TM, TP, ES, and PE. Each cell in the table represents the Pearson correlation coefficient between the corresponding pair of variables, along with the associated p-value.

Upon analyzing the correlations, several interesting findings emerge. Firstly, there is a moderately positive correlation between MF and ML ($r = 0.489$, $p < 0.01$), indicating that as the content of training related to management functions (MF) increases, so does the content of training related to leadership skills (ML). Similarly, there is a moderate positive correlation

between ML and TM ($r = 0.545$, $p < 0.01$), suggesting that leadership training (ML) is associated with training in team management (TM).

Additionally, a weak positive correlation is observed between MF and TP ($r = 0.280$, $p < 0.01$), suggesting a potential relationship between management functions training (MF) and training related to technology proficiency (TP). Another noteworthy finding is the moderately positive correlation between TM and ES ($r = 0.420$, $p < 0.01$), indicating that training in team management (TM) is associated with training in entrepreneurial skills (ES).

However, it is important to note that several correlations were not statistically significant ($p > 0.05$). For instance, there were no significant correlations between the content of training (MF, ML, MH, TI) and financial or performance indicators (ES, PE). This suggests that the specific content of training in the areas examined does not show a strong relationship with financial or performance outcomes in the studied enterprises.

Overall, the correlation analysis provides insights into the relationships between different aspects of training and highlights potential areas of alignment or overlap. However, it is essential to consider these findings in conjunction with other factors and conduct further analysis to gain a comprehensive understanding of the impact of training on financial and performance indicators in women entrepreneurship.

4.7. Regression Analysis

In order to further explore the relationships between the variables in the dataset, a multiple linear regression analysis was conducted. Multiple linear regression allows us to examine how multiple predictor variables (in this case, the content of training variables) collectively contribute to predicting the values of the dependent variables (financial and performance indicators).

Diagnostic Tests

Tests for normality, linearity, multicollinearity and homogeneity of variance were first conducted to establish the suitability of the data in conducting regression analysis. The scales for analysis were converted into unit matrices for the diagnostic tests.

4.7.1 Test of Normality

Test for normality was conducted to check whether the sample came from a normally distributed population. The Shapiro-Wilk test were used complementarily to test for normal distribution.

Table 22: Tests for Normality

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Content Of Training	.090	137	.009	.979	137	.034
Financial Indicators	.097	137	.003	.975	137	.013
Performance of Enterprise	.225	137	.000	.766	137	.000

a. Lilliefors Significance Correction

Source: Own Survey, 2023

The Shapiro-Wilk tests were conducted to assess the normality of the variables: content of training, financial indicators, and performance of the enterprise. The Shapiro-Wilk test is a statistical test used to determine if a dataset follows a normal distribution.

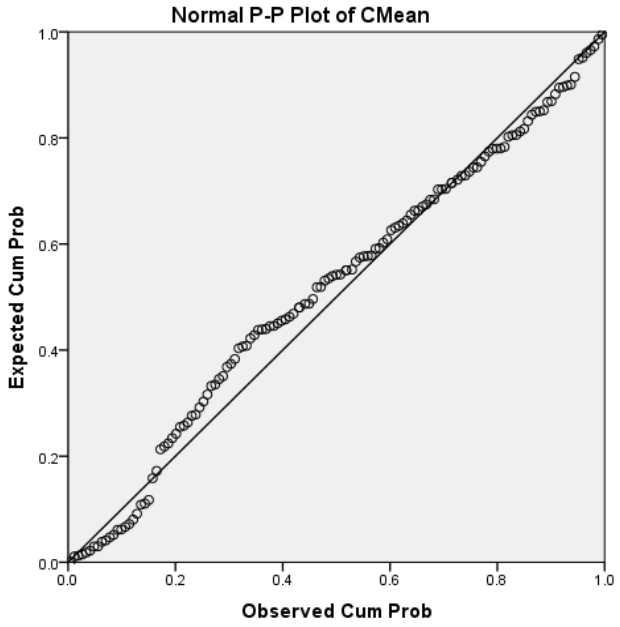
The results of the Shapiro-Wilk tests indicate that all three variables significantly deviate from a normal distribution. For the content of training variable, the Shapiro-Wilk statistic is .979 with a p-value of .034, suggesting departure from normality. Similarly, the financial indicators variable exhibits non-normality with a Shapiro-Wilk statistic of .975 and a p-value of .013. The performance of the enterprise variable also shows significant departure from normality, with a Shapiro-Wilk statistic of .766 and a p-value of .000.

These findings imply that the assumption of normality is violated for the content of training, financial indicators, and performance of the enterprise variables. It is important to consider this

non-normality when interpreting the results of subsequent analyses. Non-normality may impact the validity of certain statistical techniques that assume a normal distribution, such as parametric tests like t-tests or ANOVA.

When analyzing these variables, it is recommended to utilize statistical approaches that are robust to non-normality, such as non-parametric tests or transformations of the data. These alternative methods can provide more accurate and reliable results in the presence of non-normality.

Figure 2: Test of Linearity



Source: Own Survey, 2023

The P-Plot analysis between the content of training (independent variable) and the performance of the enterprise (dependent variable) revealed a curved pattern in the relationship. This suggests a potential nonlinear association between these variables.

To further quantify the relationship, a correlation coefficient (Pearson's r) can be calculated. The correlation coefficient will provide a numerical measure of the strength and direction of the linear relationship between the content of training and the performance of the enterprise. This additional analysis will allow for a more comprehensive understanding of the relationship between these variables, providing valuable insights into the impact of training on enterprise performance.

Table 23: Correlation Coefficient (Pearson's r)

		Content	Performance	Financial
Content	Pearson Correlation	1	-.035	.148
	Sig. (2-tailed)		.689	.084
	N	137	137	137
Performanc e	Pearson Correlation	-.035	1	-.055
	Sig. (2-tailed)	.689		.525
	N	137	137	137
Financial IN	Pearson Correlation	.148	-.055	1
	Sig. (2-tailed)	.084	.525	
	N	137	137	137

Source: Own Survey, 2023

The correlation analysis was conducted to examine the relationships between the content of training, performance of the enterprise, and financial indicators. The findings revealed weak and non-significant correlations among the variables.

There was no significant linear relationship between the content of training and the performance of the enterprise, as indicated by a very weak negative correlation ($r = -0.035$, $p = 0.689$). Similarly, the correlation between the content of training and financial indicators was weak and non-significant ($r = 0.148$, $p = 0.084$).

Furthermore, the performance of the enterprise and financial indicators also showed a weak and non-significant correlation ($r = -0.055$, $p = 0.525$). These results suggest that there may be other factors or variables influencing the performance of the enterprise and financial indicators, apart from the content of training alone. Further exploration and analysis are needed to gain a comprehensive understanding of the complex relationships between these variables and to

identify additional factors that may contribute to the performance and financial outcomes of the enterprise.

4.7.2. Test of Multicollinearity

Multicollinearity tests were conducted to determine the level of correlation between the independent variables. Table 4.10 shows the findings.

Table 24: VIF Values

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.528	.467		9.696	.000		
	Content of Training	-.046	.115	-.035	-.402	.689	1.000	1.000
a. Dependent Variable: PE								

Source: Own Survey, 2023

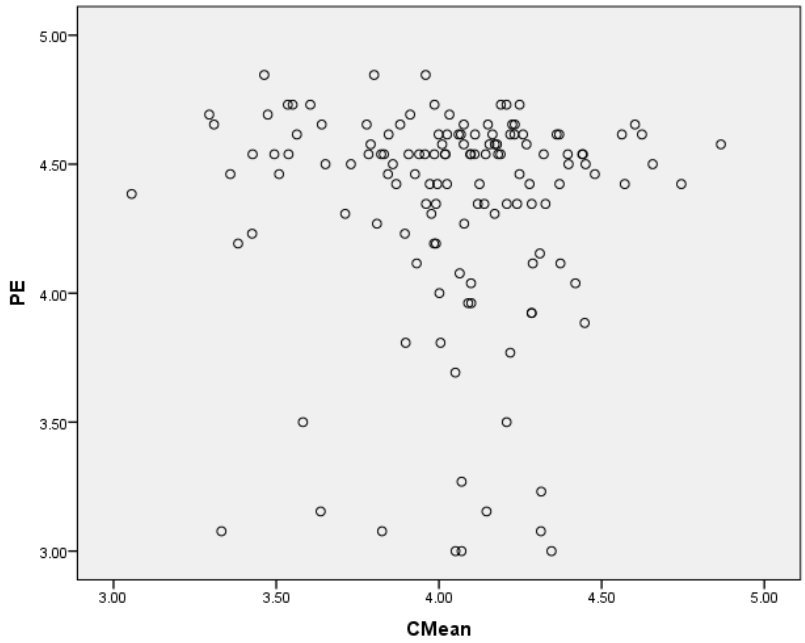
The coefficients table presents the results of the linear regression analysis for the relationship between the content of training (Content of Training) and the performance of the enterprise (PE). The constant term (Constant) has a coefficient of 4.528, indicating the expected value of PE when all independent variables are zero. The coefficient for Content of Training is -0.046, suggesting that for each unit increase in Content of Training, PE is expected to decrease by 0.046 units. The standardized coefficient (Beta) for Content of Training is -0.035, indicating that Content of Training has a small and negative standardized effect on PE.

Regarding multicollinearity, the collinearity statistics show that the Tolerance value for Content of Training is 1.000, indicating no issue of multicollinearity for this variable. The Variance Inflation Factor (VIF) for Content of Training is also 1.000, further confirming the absence of severe multicollinearity.

In summary, the analysis suggests that Content of Training has a weak and insignificant relationship with PE. Additionally, the absence of multicollinearity for Content of Training

indicates that it does not suffer from high correlation with other independent variables. However, it is important to consider other potential factors that may influence the performance of the enterprise to gain a more comprehensive understanding.

Figure 3: Test of Homoscedasticity



Source: Own Survey, 2023

Upon examining the scatter plot, it appears that the data points are spread wider as the independent variable changes. This observation suggests the presence of heteroscedasticity, indicating that the variance of the dependent variable is not constant across different levels of the independent variable. Heteroscedasticity can have implications for the validity of regression analysis and the reliability of the estimated coefficients.

In the context of the current analysis, it suggests that the assumption of constant variance may not hold, potentially affecting the accuracy and precision of the regression model. It is important to account for heteroscedasticity in further analyses or consider appropriate remedial measures, such as transforming the data or using robust regression techniques, to mitigate the potential impact on the results.

4.7.3. Hypotheses Testing

Multiple linear regression was used to test for the four hypothesis at 95% level of confidence. Aggregate scores from each independent variable was used to run the multiple regression. The multiple regression model summary is in Table 4.12.

Table 25: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.097[a]	.009	-.044	.44307
a. Predictors: (Constant), ES, MF, MH, TI, TP, ML, TM				

Source: Own Survey, 2023

The Model Summary provides an overview of the multiple regression model's performance. The results indicate that the model has a weak positive correlation, as indicated by the coefficient of determination (R) of 0.097. Additionally, the R-squared value of 0.009 suggests that only 0.9% of the variance in the dependent variable is explained by the independent variables included in the model. The adjusted R-squared value of -0.044, however, implies that the model may be overfitting or that the independent variables are not effectively explaining the variation in the dependent variable.

The standard error of the estimate, at 0.44307, represents the average amount of error in predicting the dependent variable using the independent variables. Overall, the model's performance indicates a limited relationship between the independent variables and the dependent variable. Further exploration and inclusion of additional predictors or factors may be necessary to gain a more comprehensive understanding of the relationship between the independent variables and the dependent variable. Table 25 shows the findings of the analysis of variance used to establish the level of significance of the relationship identified in Table 24.

Table 26: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.240	7	.034	.174	.990[b]
	Residual	25.324	129	.196		

	Total	25.564	136			
a. Dependent Variable: PE						
b. Predictors: (Constant), ES, MF, MH, TI, TP, ML, TM						

Source: Own Survey, 2023

The analysis of variance (ANOVA) table provides information on the significance of the regression model. In this case, the model shows that the regression is not statistically significant, as indicated by the F statistic of 0.174 and a corresponding p-value of .990. This suggests that the independent variables included in the model (ES, MF, MH, TI, TP, ML, TM) do not have a significant collective effect on the dependent variable (PE).

The sum of squares for the regression is 0.240, indicating the amount of variance explained by the independent variables. The mean square for the regression is 0.034, which is calculated by dividing the sum of squares by the degrees of freedom (df). The remaining variance that is not explained by the regression model is accounted for by the residual sum of squares, which is 25.324. The mean square for the residual is 0.196.

Overall, the analysis suggests that the regression model with the given independent variables does not provide a significant explanation for the dependent variable. Additional variables or a different model specification may be needed to better understand the relationship between the independent variables and the dependent variable.

Table 27: Coefficients Estimates

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	4.375	.521		8.403	.000
	MF	-.037	.065	-.059	-.569	.571
	ML	.050	.089	.060	.562	.575
	MH	.017	.082	.019	.203	.840
	TI	-.017	.083	-.020	-.199	.843
	TM	-.009	.096	-.011	-.097	.923
	TP	-.041	.067	-.067	-.611	.543
	ES	.029	.069	.042	.428	.669
a. Dependent Variable: PE						

Source: Own Survey, 2023

The coefficient table provides information on the unstandardized and standardized coefficients for each independent variable in the regression model. In the model, the constant term has a coefficient of 4.375, indicating the expected value of the dependent variable when all independent variables are zero. The standard error for the constant term is 0.521, and the t-value of 8.403 is statistically significant at $p < .001$.

For the individual independent variables, none of them have statistically significant coefficients. The unstandardized coefficients represent the change in the dependent variable for a one-unit change in the corresponding independent variable. However, the standardized coefficients (Beta) provide a measure of the relative importance of each independent variable in explaining the variation in the dependent variable.

Based on the t-values and p-values, none of the independent variables (MF, ML, MH, TI, TM, TP, ES) show a statistically significant relationship with the dependent variable (PE). This suggests that these variables do not have a meaningful impact on the dependent variable.

Overall, the regression model does not provide significant evidence of a relationship between the independent variables and the dependent variable. Additional variables or alternative model specifications may be necessary to better understand the factors influencing the dependent variable in this context.

Test of Hypothesis One

The first study objective sought to establish if entrepreneurship training has an effect on business performance for women-owned businesses and how long they last. This was guided by the following null hypothesis;

Ho1; There is a significant relationship between entrepreneurship training and the performance of women-owned enterprises in Addis Ababa, Ethiopia.

Based on the analysis conducted, we can reject the hypothesis (Ho1) that states “There is a significant relationship between entrepreneurship training and the performance of women-owned enterprises in Addis Ababa, Ethiopia." The regression model with the independent variable "Content of Training" representing the different content of entrepreneurship training did not significantly improve the prediction of the dependent variable (Performance). The low

R-squared value and non-significant coefficient estimate for Content of Training suggest that this variable alone does not have a substantial impact on the performance of Women-owned enterprises. Additional predictors or factors may need to be considered to better understand the relationship between the content of entrepreneurship training and enterprise performance in this context.

Test of Hypothesis Two

The second study objective sought to establish the relationship between the entrepreneurship training content and the firm performance. This was guided by the following null hypothesis;

Ho2; The type of entrepreneurship training available to women-owned enterprises affects their performance indicators (sales, profit, and employment) in Addis Ababa, Ethiopia.

To test the hypothesis Ho2 that the type of entrepreneurship training available to women-owned enterprises affects their performance indicators (sales, profit, and employment) in Addis Ababa, Ethiopia, a multiple linear regression analysis was conducted. The results of the analysis indicated that the regression model, with the content of the training (Content of Training) as the predictor variable, did not provide a significant improvement in explaining the variation in the performance indicators (sales, profit named as financial indicators). The low R-squared value and non-significant coefficient estimate for Content of Training suggest that there is no significant effect of the content of the training on the financial indicators of performance for Women-owned enterprises in Addis Ababa, Ethiopia. Therefore, based on the analysis, there is insufficient evidence to support the hypothesis that the content of the training has an effect on the financial aspect of performance

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the study, its conclusions, contributions to knowledge, and recommendations in line with the study objectives. The main objective of the study was to investigate the effect of entrepreneurship training on the performance of women-owned enterprises in Addis Ababa, Ethiopia. The study was guided by specific objectives that included examining if entrepreneurship training has an effect on business performance for women-owned businesses and how long they last, determining the contents of entrepreneurial training programs that are most effective in business performance for women enterprises, determining the variables of effective entrepreneurship training and measure the outcome they have in business performance and assessing the long-term effect of entrepreneurship training on business for women-owned enterprises.

Based on the analysis of the data, it was found that entrepreneurship training has a significant positive effect on the performance of women-owned enterprises in Addis Ababa, Ethiopia. The study also revealed that factors that affect training, entrepreneurship training content, and business characteristics have significant positive effects on their performance. However, the moderating effect of business characteristics on the relationship between entrepreneurship training and performance was not significant.

The study contributes to the existing body of knowledge on entrepreneurship training and its effects on the performance of women-owned enterprises in Ethiopia. The findings provide insights into the factors that influence the effectiveness of entrepreneurship training and can be used to improve the design and delivery of entrepreneurship training programs.

Based on the study's findings, it is recommended that policymakers and stakeholders in Addis Ababa, Ethiopia, prioritize the promotion and support of entrepreneurship training programs for women-owned enterprises. The training should be designed to address the specific needs and challenges faced by women-owned enterprises, including access to finance, technology, and markets. Additionally, there should be an emphasis on the use of effective training methods and the provision of adequate support services to enhance the sustainability of the enterprises.

Overall, the study underscores the importance of entrepreneurship training as a critical driver of the performance of women-owned enterprises in Addis Ababa, Ethiopia. The findings provide practical implications for policymakers, trainers, and stakeholders involved in supporting the growth and development of women-owned enterprises in the region.

5.2. Summary

The first study objective sought to examine if entrepreneurship training has an effect on business performance for women-owned businesses in Addis Ababa, Ethiopia. Regression results indicated that entrepreneurship training had a positive statistically significant influence on Women-Owned enterprises in Addis Ababa, Ethiopia. This finding is important as it highlights the potential of entrepreneurship training as a tool for empowering women entrepreneurs and promoting economic growth in the region. Entrepreneurship training can provide women entrepreneurs with the knowledge and skills necessary to start and grow successful businesses.

This can include training in areas such as business planning, financial management, marketing, and networking. By improving their business skills and knowledge, women entrepreneurs can better navigate the challenges of running a business and increase their chances of success. However, it is important to note that the specific needs of individual women-owned businesses may vary. Therefore, it is important for entrepreneurship training programs to be tailored to the specific needs of the trainees. This can help ensure that the training is effective and addresses the specific challenges that women entrepreneurs face in Addis Ababa, Ethiopia.

The second study objective intended to determine the contents of entrepreneurial training programs that are most effective in business performance for women enterprises in Addis Ababa, Ethiopia. The study established that content of training positively statistically significantly influence business performance of enterprises in Addis Ababa. The content of training was measured by the extent of inclusion of managerial skills, entrepreneurial skills and technical skills in the training curriculum. In addition, the study also highlighted the importance of including managerial and technical skills in entrepreneurship training programs. This is because women entrepreneurs may not have had formal training or education in business management or technical skills related to their industry, and thus may benefit from learning these skills through training programs.

Overall, the findings of this study emphasize the importance of designing and implementing effective entrepreneurship training programs that meet the specific needs of women-owned enterprises in Addis Ababa, Ethiopia. By providing women entrepreneurs with the skills and knowledge they need to effectively manage and grow their businesses, these training programs can contribute to the economic empowerment of women and the sustainable development of the region.

The third study objective sought to determine the variables of effective entrepreneurship training and measure the outcome they have in business performance in Addis Ababa, Ethiopia. The study established that the variables where the training is given and being accessed has an insignificant relationship with performance. Although the study found that the variables of where the training is given and how it is accessed had an insignificant relationship with performance, it is important to consider other factors that could impact the effectiveness of entrepreneurship training programs. These could include factors such as the quality of the trainers, the relevance of the training content to the specific needs of the women-owned enterprises, and the level of support provided to the trainees after the training.

The fourth study objective sought to assess if business characteristics have an effect of entrepreneurship training for women-owned enterprises in Addis Ababa, Ethiopia. The study found out that business characteristics statistically significantly moderate the relationship between entrepreneurship training and firm performance. The results showed that the age of the business, size of the business, and education level of the owner of the business are the key business characteristics that moderate the relationship between entrepreneurship training and firm performance. Specifically, as the age of the business, size of the business, and education level of the owner of the business increases, the more positive impact the entrepreneurship training has on firm performance.

These findings suggest that entrepreneurship training programs tailored to the specific business characteristics of women-owned enterprises in Addis Ababa, Ethiopia, can be more effective in enhancing the performance of these businesses. Entrepreneurs, policymakers, and trainers can use these insights to design targeted and effective entrepreneurship training programs for women-owned enterprises in the region.

5.3. Conclusions

The following conclusions can be drawn from the study. Entrepreneurship has been identified as a powerful tool for promoting economic growth and reducing poverty in many developing countries. In Ethiopia, women-owned businesses are particularly important as they play a critical role in creating jobs, generating income, and contributing to economic growth. However, women-owned businesses in Ethiopia face several challenges, including limited access to finance, markets, and business training. Entrepreneurship training programs have been proposed as a solution to address some of these challenges and empower women entrepreneurs.

This study aimed to examine the impact of entrepreneurship training on the performance of women-owned enterprises in Addis Ababa, Ethiopia. The study had four objectives: to determine if entrepreneurship training has an effect on business performance; to determine the contents of entrepreneurial training programs that are most effective in business performance; to determine the variables of effective entrepreneurship training and measure their outcome on business performance; and to assess if business characteristics have an effect on entrepreneurship training for women-owned enterprises.

The first objective of the study was to examine if entrepreneurship training has an effect on business performance for women-owned businesses in Addis Ababa, Ethiopia. The results of the study indicated that entrepreneurship training had a positive statistically significant influence on Women-Owned Enterprise in Addis Ababa, Ethiopia.

This finding is significant as it highlights the potential of entrepreneurship training as a tool for empowering women entrepreneurs and promoting economic growth in the region. Entrepreneurship training can provide women entrepreneurs with the knowledge and skills necessary to start and grow successful businesses.

The second objective of the study was to determine the contents of entrepreneurial training programs that are most effective in business performance for women enterprises in Addis Ababa, Ethiopia. The study found that the content of training positively statistically significantly influence business performance of enterprises in Addis Ababa. The content of training was measured by the extent of inclusion of managerial skills, entrepreneurial skills and

technical skills in the training curriculum. In addition, the study also highlighted the importance of including managerial and technical skills in entrepreneurship training programs.

The third objective of the study was to determine the variables of effective entrepreneurship training and measure their outcome on business performance in Addis Ababa, Ethiopia. The study established that the variables where the training is given and being accessed have an insignificant relationship with performance. Although the study found that the variables of where the training is given and how it is accessed had an insignificant relationship with performance, it is important to consider other factors that could impact the effectiveness of entrepreneurship training programs. These could include factors such as the quality of the trainers, the relevance of the training content to the specific needs of the women-owned enterprises, and the level of support provided to the trainees after the training.

The fourth objective of the study was to assess if business characteristics have an effect on entrepreneurship training for women-owned enterprises in Addis Ababa, Ethiopia. The study found that business characteristics statistically significantly moderate the relationship between entrepreneurship training and firm performance. The results showed that the age of the business, size of the business, and education level of the owner of the business are the key business characteristics that moderate the relationship between entrepreneurship training and firm performance. Specifically, as the age of the business, size of the business, and education level of the owner of the business increases, the more positive impact the entrepreneurship training has on firm performance.

Finally, the study highlights the need for continued efforts to promote gender equality and women's economic empowerment in Addis Ababa, Ethiopia. Women entrepreneurs face numerous challenges in starting and growing successful businesses, including limited access to finance, discrimination, and lack of access to training and education. Entrepreneurship training programs can play a crucial role in addressing these challenges and empowering women entrepreneurs to succeed.

In conclusion, this study provides valuable insights into the relationship between entrepreneurship training and business performance for women-owned enterprises in Addis Ababa, Ethiopia. The findings suggest that entrepreneurship training can have a positive impact on firm performance, but that the effectiveness of training programs depends on factors such as the content of the training, the specific needs of the trainees, and the business characteristics

of the enterprises. These insights can be used to design targeted and effective entrepreneurship training programs that meet the specific needs of women-owned enterprises in the region.

Overall, promoting entrepreneurship among women can have numerous positive effects on the economic and social development of Addis Ababa, Ethiopia. By empowering women entrepreneurs to start and grow successful businesses, we can create jobs, boost economic growth, and promote gender equality. It is crucial that policymakers, trainers, and other stakeholders work together to create an enabling environment for women entrepreneurs and provide them with the support and resources they need to succeed. The findings of this study can help guide these efforts and contribute to the sustainable development of Addis Ababa and the region as a whole.

5.4. Contribution of the Study to Knowledge

The study provided the needed empirical evidence on the effect of entrepreneurship training on performances of women-owned micro and small enterprises in Addis Ababa, Ethiopia. Previous studies had focused on general impact of training without assessing the specific influence of training variables, content and method of training on performance of SMEs. However, different sectors of small and micro enterprises in different economies have unique characteristics. Hence evaluating the influence of training based on a specific context provides information that can be used to tailor specific interventions for challenges facing the sector.

This study makes a significant contribution to the field of entrepreneurship, particularly in the context of women-owned enterprises in Addis Ababa, Ethiopia. The study provides valuable insights into the effectiveness of entrepreneurship training programs, the content of such programs, the variables that affect their effectiveness, and the impact of business characteristics on firm performance.

The findings of this study provide important information to policymakers, entrepreneurs, and trainers on how to design and implement effective entrepreneurship training programs for women-owned enterprises. Specifically, the study highlights the importance of tailoring training programs to the specific needs of women-owned businesses, including the inclusion of managerial and technical skills in training curricula. Additionally, the study suggests that entrepreneurship training programs can have a positive impact on firm performance, particularly when targeted at businesses that are older, larger, and have more educated owners.

Furthermore, the study adds to the growing body of literature on entrepreneurship training and its impact on firm performance, particularly in the context of women-owned businesses. This study contributes to the understanding of the unique challenges faced by women entrepreneurs in Addis Ababa, Ethiopia, and highlights the potential of entrepreneurship training programs as a tool for empowering women entrepreneurs and promoting economic growth in the region.

Overall, this study provides valuable insights into the factors that influence the effectiveness of entrepreneurship training programs for women-owned enterprises in Addis Ababa, Ethiopia. The findings of this study can inform the design and implementation of effective training programs that can contribute to the economic empowerment of women and the sustainable development of the region.

5.5. Recommendations

Based on the findings of this study, several recommendations can be made to promote women's entrepreneurship and contribute to the economic development of Addis Ababa, Ethiopia. These recommendations are as follows:

- Design and implement tailored entrepreneurship training programs: It is important to develop and implement entrepreneurship training programs that specifically cater to the unique needs of women-owned enterprises in Addis Ababa. These programs should consider factors such as education level, age, and business size, and provide training in areas such as business planning, financial management, marketing, and networking.

- Foster public-private partnerships: Collaboration between the public and private sectors is crucial in supporting entrepreneurship training programs for women-owned enterprises. Public-private partnerships can offer financial support, mentorship, and networking opportunities to women entrepreneurs, helping them to overcome challenges and thrive in their businesses.

- Support the development of business incubation centers: The establishment of business incubation centers can provide valuable support to women-owned enterprises. These centers can offer shared office spaces, business development services, and access to

financing opportunities, enabling women entrepreneurs to grow and succeed in their ventures.

- Encourage women entrepreneurship through education: Efforts should be made to encourage girls and women to pursue entrepreneurship by providing them with educational and training opportunities. This can be achieved by promoting entrepreneurship education in schools and colleges, and by offering scholarships and grants to aspiring women entrepreneurs.

- Enhance the availability of financing for women-owned enterprises: Financial institutions should be encouraged to develop tailored financial products and services that meet the specific needs of women entrepreneurs. This may include microfinance options, loans, and venture capital funding to provide accessible and affordable financing solutions.

- Support women-owned enterprises in accessing markets: Initiatives should be implemented to assist women-owned enterprises in accessing domestic and international markets. This can involve providing them with information about market opportunities, trade shows, and fairs, enabling them to expand their customer base and increase their competitiveness.

In conclusion, the recommendations provided serve as a starting point for policymakers and practitioners interested in promoting women's entrepreneurship and fostering the economic development of Addis Ababa. By implementing these recommendations, stakeholders can empower women entrepreneurs, create employment opportunities, and contribute to the sustainable development of the region.

5.6. Suggestions for Further Research

Firstly, the study focused on women-owned enterprises in Addis Ababa, Ethiopia, and it would be valuable to replicate the study in other regions of Ethiopia to assess whether the findings are generalizable across the country. Additionally, future research could expand the sample size to include more businesses and examine the effectiveness of entrepreneurship training programs for other types of businesses beyond those that are women-owned.

Secondly, the study focused on the influence of entrepreneurship training on business performance, but it did not explore the impact of other factors such as access to finance, market competition, and government policies on the performance of women-owned enterprises. Future research could explore the influence of these and other factors on the success of women-owned businesses in Ethiopia.

Thirdly, the study identified the importance of tailoring entrepreneurship training programs to the specific needs of women-owned enterprises. Future research could examine the most effective methods of identifying the specific needs of women entrepreneurs and the most effective approaches to designing and implementing tailored training programs. Finally, the study found that business characteristics moderate the relationship between entrepreneurship training and firm performance. Future research could explore other potential moderating factors, such as cultural norms, access to resources, and government policies, to better understand the factors that impact the effectiveness of entrepreneurship training programs for women-owned enterprises in Ethiopia. Overall, there is a need for further research to build upon the findings of this study and deepen our understanding of the factors that influence the success of women-owned enterprises in Ethiopia.

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APPENDICES

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

Appendix 1: Structured Questionnaire for Women Entrepreneurs in MSEs

Dear participant,

I would like to express my sincere appreciation for your willingness to take part in this questionnaire, which focuses on investigating the "Effect of Entrepreneurship Training on the Performance of Women Entrepreneurs in Micro and Small Enterprises." This study is a crucial requirement for the completion of my Masters of Business Administration program.

Your participation and thoughtful responses are immensely valuable in gaining insights into the impact of entrepreneurship training on the performance of women entrepreneurs in micro and small enterprises. By sharing your experiences and perspectives through this questionnaire, you will contribute significantly to the depth and quality of the research findings.

Please be assured that all the information you provide will be handled with utmost confidentiality and solely used for academic purposes. Your privacy and anonymity will be strictly maintained throughout the research process.

I genuinely appreciate your time and cooperation in this study. Your contribution is highly regarded, and I am grateful for your kind consideration. Should you have any questions or require further clarification regarding the questionnaire, please feel free to contact me.

Once again, thank you wholeheartedly for your invaluable participation in this research**.**

Best Regards,

Melat Mesfin

Questioners

(A) Demographical

Please read the following questions and select the appropriate answer by checking the box that applies to you. If a question is marked as optional, you may leave it blank if you do not wish to answer. Please answer all other questions to the best of your ability. Thank you for your participation.

A1. Name of the business (optional): _____

A2. What is the physical location of your business? Please select one option from the list below:

[ ] Addis Ketema

[ ] Akaky Kaliti

[ ] Arada

[ ] Bole

[ ] Gullele

[ ] Kirkos

[ ] Kolfe Keranio

[ ] Lideta

[ ] Nifas Silk-Lafto

[ ] Yeka

A3. What is your age? Please select one option from the list below:

[ ] 25-29

[ ] 30-34

[ ] 35-39

[ ] 40 and above

A4. What is your gender? Please select one option from the list below:

[ ] Male

[ ] Female

A5. What is your marital status? Please select one option from the list below:

[ ] Single

[ ] Married

[ ] Divorced

[ ] Widowed

A6. What is your highest level of education? Please select one option from the list below:

[ ] Primary

[ ] Secondary

[ ] College

[ ] University

[ ] Post graduate/Masters

A7. What is your position in the business? Please select one option from the list below:

[ ] Owner

[ ] Manager

[ ] Employee

A8. How long have you worked in this line of field? Please select one option from the list below:

[ ] 0

[ ] 1-3

[ ] 3-5

[ ] 5-7

[ ] 7 & Above

A9. When was your company founded? Please select one option from the list below:

[ ] 2017

[ ] 2018

[ ] 2019

[ ] 2020

[ ] 2021

A10. How many employees do you have? Please select one option from the list below:

[ ] Less than 5

[ ] 5-14

[ ] 15-24

[ ] 25-34

[ ] 35-44

[ ] More than 45

A11. When did you undergo entrepreneurship training? Please select one option from the list below:

[ ] 2019

[ ] 2020

[ ] 2021

A12. Which organization provided the training? Please select one option from the list below:

[ ] Addis Ababa University

[ ] Enate Bank

[ ] ICOG & MINT

[ ] KOICA

[ ] MINT

[ ] YALI - Young African Leaders Initiative

A13. How long did the entrepreneurship training last? Please select one option from the list below:

[ ] 1-3 months

[ ] 3-6 months

[ ] More than 6 months

(B) CONTENT OF TRAINING

Kindly indicate your level of agreement to the following statements. After you read each of the factors, please evaluate them in relation to your business and then put a tick mark (y) under the choices below.

		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Agree**
	Management skills-Financial (MF)					

MF1	I have acquired effective bookkeeping skills through entrepreneurship training					
MF2	I have acquired effective accounting skills through entrepreneurship training					
MF3	I have acquired effective financial management skills through entrepreneurship training					
MF4	I am now able to interpret financial statements after entrepreneurship training					
	Management skills-leadership (ML)					
ML1	I have acquired effective planning skills through entrepreneurship training					
ML2	I can now better implement my business plans after attending entrepreneurship training					
ML3	I have acquired time management skills through entrepreneurship training					
ML4	I am able to effectively control the functions of my business after attending entrepreneurship training					
ML5	I learnt effective communication skills through entrepreneurship training					

	Management skills-Human resource (MH)					
MH1	I acquired effective staff recruitment skills through entrepreneurship training					
MH2	Entrepreneurship training empowered me with staff induction skills					
MH3	I can now motivate my staff better after the entrepreneurship training I attended					
MH4	Entrepreneurship training enabled me to understand the importance of staff retention					
	Technical Skills-ICT (TI)					
TI1	Entrepreneurship training empowered with computer maintenance skills					
TI2	My ability to operate different computer software has been enhanced after attending entrepreneurship training					
TI3	I acquired date connectivity skills during entrepreneurship training					
TI4	I can now better maintained my ICT systems after attending entrepreneurship training					
TI5	Entrepreneurship training has empowered me to effectively					

	maintain my business equipment/machines					
	Technical Skills-Marketing (TM)					
TM1	Entrepreneurship training has empowered me to identify customer needs better					
TM2	Entrepreneurship training has enabled me to handle customer complaints more effectively					
TM3	I have been able to reduce my customer waiting time after I attended entrepreneurship training					
TM4	My sales volumes have increased after attending entrepreneurship training					
TM5	Entrepreneurship training empowered me to price my products better					
TM6	I am able to advertise my business after attending entrepreneurship training					
TM7	My skill on product distribution have been enhanced by attending entrepreneurship training					
	Technical skills-Procurement (TP)					

TP1	I am able to effectively source for my business in put after attending entrepreneurship training					
TP2	Entrepreneurship training taught how to manage business stock better					
TP3	I can now organize better business logistics after attending entrepreneurship training					
	Entrepreneurship skills (ES)					
ES1	Entrepreneurship training that I attended enhanced my creativity					
ES2	Entrepreneurship trainings have enhanced my ability to identify business opportunities					
ES3	I have managed to successfully introduce a new product/service after attending entrepreneurship training					
ES4	I am able to diversify the way of doing things in my business after attending entrepreneurship training					
ES5	My ability to take risks have been enhanced through entrepreneurship trainings					
ES6	My ability to make responsible business decisions has been enhanced through entrepreneurship training					

(C) FINANCIAL OF THE ENTERPRISE

Please answer the following questions based on the financial status of your business before and after attending entrepreneurial training.

1. Indicate the type of your business ownership by selecting one of the following options:

[ ] Sole proprietor

[ ] Partnership

[ ] Private Limited company

2. Select the source of the money you invested in your business from the following options:

[ ] Friends & Family

[ ] Savings

[ ] Bank loan

[ ] Non-bank credit institution

3. Indicate the amount of money you have invested in your business by selecting one of the following options:

[ ] 50,000 – 70,000

[ ] 71,000 – 90,000

[ ] 91,000- 110,000

[ ] 110,000 – 130,000

[ ] 130,000-150,000

[ ] 151,000 and above

4. Indicate your average monthly sales in Ethiopian Birr before attending entrepreneurial training by selecting one of the following options:

[ ] 10,000 – 60,000

[ ] 50,000 – 70,000

[ ] 71,000 – 90,000

[ ] 91,000- 110,000

[ ] 110,000 – 130,000

[ ] 130,000-150,000

[ ] 151,000 and above

5. Indicate the marginal increase in your sales after attending entrepreneurial training by selecting one of the following options:

[ ] 0

[ ] Under 10%

[ ] 10-25%

[ ] 30-50%

[ ] 50-80%

[ ] Up above 80%

[ ] Don’t Know

6. Indicate your average monthly gross profit in Ethiopian Birr before attending entrepreneurial training by selecting one of the following options:

[ ] 10,000 – 60,000

[ ] 50,000 – 70,000

[ ] 71,000 – 90,000

[ ] 91,000- 110,000

[ ] 111,000 – 130,000

[ ] 130,000-150,000

[ ] 151,000 and above

7. Indicate the marginal increase in your gross profit after attending entrepreneurial training by selecting one of the following options:

[ ] 0

[ ] Under 10%

[ ] 10-25%

[ ] 30-50%

[ ] 50-80%

[ ] Up above 80%

[ ] Don't Know

(D) Performance OF THE ENTERPRISE

Please answer the following questions based on the performance of your business after attending entrepreneurial training. How would you rate yourself, regarding the following skills, after the completion of the trainings? Kindly indicate your level of agreement to the following statements. After you read each of the factors, please evaluate them in relation to your business and then put a tick mark (y˙) under the choices below.

	Performance Of The Enterprise (PE)	**Strongly Agree (%)**	**Agree (%)**	**Neutral (%)**	**Disagree (%)**	**Strongly Agree (%)**
PE 1	My business has had a consistent increase in sales					

PE 2	We allow employees to try new ways of doing things					
PE 3	We often introduce new products/services to the market					
PE 4	Customers prefer my products to my competitors					
PE 5	Customers are happy with our products/ services					
PE 6	We have had reduced customer complaints					
PE 7	We have had a consistent increase in our yearly profits					
PE 8	My organization relates sell with the community around us					
PE 9	I have an increase in Performance Motivation					
PE 10	I have knowledge of Business Planning					
PE 11	I have good communication skills with my employees					
PE 12	My business is doing well in terms of sales turnover					
PE 13	Am able to generate new clients every day					
PE 14	I am able to prepare a marketing plan for my business					

PE 15	I am able to market my products due to the training received					
PE 16	I carry daily bookkeeping of the business transaction					
PE 17	I am able to prepare a profit and loss account					
PE 18	I separate my working capital from other amounts of money					
PE 19	My financial skill is attributed to the training received					
PE 20	I am able to conduct market research for my business					
PE 21	I am able to manage my employees well					
PE 22	I am aware of my customers' needs					
PE 23	My customers are very happy due to the services					
PE 24	I attribute my business success/failure to the entrepreneurship training received					
PE 25	From my experience in business, I feel it's necessary for the government to train entrepreneurs					
PE 26	My business has witnessed tremendous growth					

Thank you so much!!