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THE ROLE OF ENTREPRENEURIAL ORIENTATION IN THE RELATIONSHIP BETWEEN ENTREPRENEURSHIP TRAINING AND ORGANIZATIONAL PERFORMANCE OF GOVERNMENT-FUNDED YOUTH GROUP ENTERPRISES

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Abstract

Entrepreneurship has been promoted around the world as a solution to rising unemployment rates. Youth appear to be the population group that is most affected. Organizations, both governmental and non-governmental, are launching initiatives aimed at empowering young people to start and run their businesses. As a result, they have created training programs that are aligned with the creation of new ventures and the management of small businesses. Despite these interventions, the performance of the ventures thereof have not performed as expected, which could be attributed to a lack of entrepreneurial orientation on the beneficiaries of such trainings. The purpose of this study was, therefore, to establish the role of entrepreneurial orientation in the relationship between entrepreneurship training and organizational performance. A cross-sectional survey was carried out. Out of the 262 youth groups registered with the Youth Enterprise Development Fund of Taita Taveta County, Kenya, as of April 2019, 156 were sampled. Questionnaires were personally distributed and a response rate of 62% recorded. Entrepreneurship training was indicated by technical, business management, and personal entrepreneurial skills; entrepreneurial orientation by innovativeness, risk-taking, and pro-activeness; and organisational performance by both financial and non-financial measures. Regression analyses were performed on the data. It was established that entrepreneurial orientation mediates the influence of entrepreneurship training on organizational performance. These findings, hence, indicate that the effectiveness of training in entrepreneurship is dependent on how well it enables the participants to think and act entrepreneurially. The results point to a need for scholars to link entrepreneurship training theories to entrepreneurial orientation. This contribution is important because it will enable policy-makers and managers of entrepreneurship training programmes to consider how their programmes are affected by entrepreneurial orientation. They may have to develop ways of changing the mind-sets of those trained to incline them towards innovativeness, risk-taking, and proactivity.

Keywords: Entrepreneurship training, entrepreneurial orientation, organisational performance, government-funded youth enterprises

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Introduction

Unemployment is a problem that many countries face. According to the International Labour Organization's (ILO) World Employment and Social Outlook Report for 2021, 187 and 220 million people were unemployed in the years 2019 and 2020, respectively. In the same order of the years, the percentages were 5.4 and 6.5. In Africa, the unemployment rates in 2019, 2020, and 2021 were, respectively, 6.8 percent, 7.2 percent, and 7.5 percent. These correspond to 34, 35, and 38 million people, in the same order. The figures of unemployment for the lower-middle-income countries, in which Kenya is classified, were 56 (5.1 percent) million people in 2019 and 67 (6.3 percent) million people in 2020. The report does also show that the global unemployment rate for youth was 13.5 percent in 2019 and 14.6 percent in 2020, and; for lower-middle-income countries, it was 15.1% and 15.4% for the same years in the same order. These numbers communicate the need for countries to create employment opportunities. Entrepreneurship and the development of small businesses have been adopted by many countries as potential solutions to unemployment. The United States of America and the United Kingdom were quick to put business incubation models in place in their respective markets (Al-Mubarak & Busler, 2010).

Entrepreneurship training (ET) refers to activities that instil in a person the mind-set necessary for identifying and pursuing opportunities for the creation and operation of new ventures (Mayuran, 2016). It discusses topics such as idea generation, innovation, identifying opportunities, starting a business, and growing a business. It also instils attitudes and skill sets that encourage entrepreneurship (Ediagbonya, 2013). It initiates and delivers personality changes that allow a person to engage in legally profitable activities (Nyello, Kalufya, Rengua, Nsolezi & Ngirwa, 2015).

Entrepreneurs, both new and established, stand to benefit from training.

Entrepreneurship training programs are typically organized around specific skill areas (Kutzhanova, Lyons, & Lichtenstein, 2009; Cooney, 2012). These include technical abilities, business management abilities, and personal entrepreneurial abilities. Technical skills include communication, scanning the environment, problem-solving, and technology use. Business management skills include planning, goal setting, decision making, human resource management, marketing, finance, accounting, customer service, quality control, negotiation, business expansion management, and rule compliance. Personal entrepreneurial skills include, but are not limited to, innovation, anger management, perseverance, leadership, system building, and intuition.

Training in entrepreneurship is usually expected to make the person become entrepreneurially oriented. According to Anderson, Kreiser, Kuratko, Hornsby, and Eshima, (2015), Entrepreneurial Orientation (EO) is accepted as a concept that refers to a type of 'strategic posture' by a firm's decision-makers. It refers to the processes of developing strategies capable of providing firms with a foundation upon which to make decisions (Wiklund & Shepherd, 2003). It demonstrates the strategy style used by businesses (Lumpkin and Dess, 2001). Entrepreneurs have different orientations based on their knowledge, skills, and experiences, which guide their decision making and, ultimately, their actions.

Miller (1983) conceptualized EO dimensions as being three-fold. These are innovation, risk-taking and being proactive. Innovativeness can be termed as the willingness to deviate from the traditional technologies or behaviours in favour of the present state of the art (Covin, Green & Slevin, 2006). Risk-taking indicates the readiness for conferring enormous assets to circumstances characterized by high chances of failure (Wiklund & Shepherd, 2003). Pro-

activeness encompasses having the will and premonition of a firm to pick up open opportunities, even if it will not be the market leader of such open avenues (Lumpkin & Dess, 1996). This view was supported by Hansen, Deitz, Tokman, Marino, and Weaver (2011).

Lumpkin and Dess added competitive aggressiveness and autonomy because they thought these were salient to EO. Some researchers have however questioned the inclusion of competitive aggressiveness as a component on its own. Hough and Scheepers (2008) argue that it needs to be classified in the pro-active dimension. Earlier studies by Covin and Slevin (1989) posited that EO could be perceived as a construct that is one-dimensional, with the various dimensions affecting firm effectiveness in the same way. Later studies by Stetz, Howell, Stewart, Blair and Fottler (2000) indicate that measurements of EO associate distinctively with the effectiveness of the companies. This study adopted the entrepreneurial orientation construct as propounded by Miller (1983).

Earnings and satisfaction are components of organizational performance (OP), which is the end result of all of an entity's decisions and operations (Lumpkin & Dess, 1996). Performance, like organizational effectiveness, measures how well various objectives are met (Daft, 2007). It is the achievement of expected outputs and outcomes in relation to the resources used to achieve them, according to Manojlovi (2016). Kaplan and Norton (1992) introduced balanced scorecard that can be used to measure four facets of the performance of an organisation. It is a collection of ephemeral measures and indicators of organizational performance. These are measures on finances, customers, internal processes, and growth and learning. Small and Medium Enterprises typically rely on monetary measures of performance rather than non-financial measures of performance due to time and resource constraints (Perera & Baker, 2007). In

this study, performance was measured using profit, loan repayment, customer satisfaction, process improvement, and product improvement.

The Economic Survey of the year 2018 by the Kenya National Bureau of Statistics reports that, in 2017, 20.4 % of the employed persons in the working-age population were under-employed. This rate is higher than 15.2 and 18.7 % in 2009 and 2005/06 respectively, and most of the underutilized were aged 15-19. The largest unemployment rate was recorded in the age group of 20 to 24 years at 19.2 %. This is notwithstanding the fact that the government is committed to empowering the youth, as seen in the creation and making of the Youth Enterprise Development Fund a strategic project under the social pillar of the vision 2030. This fund provides finances and entrepreneurship training to youth and disadvantaged groups to enable them to start and run their enterprises. It was hoped that this move would create employment opportunities for the youth. Entrepreneurial training, being activities that inculcate an entrepreneurial mindset in an individual, has a positive effect on organizational performance (Mayuran, 2016). De Mel, McKenzie and Woodruff (2014) posit that this kind of training produces in its subjects, entrepreneurial orientation. Activities that are entrepreneurial, for instance innovativeness and proactivity, do boost organizational performance (Chen, Tzeng, Ou & Chang 2007). This implies that entrepreneurial training has a direct impact on organizational performance through mediation by entrepreneurial orientation. Given that the unemployment rate seems not to have been reduced by the fund in question, it may be an indication that the fund is yet to achieve one of its main goals. The question that begs, hence, is, 'Is there a chance that entrepreneurship training does not bring about entrepreneurial orientation?' Thus, the objective of this study was to establish the role of entrepreneurial orientation in the relationship between

entrepreneurship training and organisational performance.

Theoretical Foundations

Entrepreneurship training, according to policymakers, is critical to achieving entrepreneurship growth (European Commission, 2006). This view is anchored on the Social Cognitive Learning Theory as propounded by Bandura (1986). He argued that the behaviour of human beings is caused by personal, behavioral, and environmental influences. This study narrowed down on the first two. The personal aspect brings out the role of self-efficacy on behaviour while the behavioural aspect encompasses the response that a person gets after acting in a certain way. These two speak to entrepreneurial orientation and behaviour exhibited by individuals after entrepreneurship training.

The self-efficacy concept is defined by Bandura (1995) as the belief in one's ability to plan and carry out the actions necessary to deal with situations. Entrepreneurship training plays the role of enhancing the levels of self-efficacies of entrepreneurs. The knowledge and skills that are imparted help to increase their confidence to engage and succeed in venture creation and management of the same. The propensity to act entrepreneurially is further increased by the expectation that the training will raise the chances of improving the performance of their organisations.

The notion discussed above supports Van Vuuren and Nieman's (1999) training model on business training and performance. The model demonstrates how motivation, entrepreneurial, and business skills influence entrepreneurial performance. They posited that there is a direct linear relationship between business skills and business performance. Studies indicate that the relationship described above does not always hold water. Some studies have produced contradictory findings. Karlan and Valdivia (2011) used randomized control trials to examine the marginal effect of business

training for Peruvian women micro entrepreneurs. The results of their study showed no evidence of change in key outcomes such as business proceeds, net income, or employee recruitment. Entrepreneurship training has a minor impact on financial performance, according to a study conducted by Martinez, Puentes, and Ruiz-Tagle (2016). Their study also revealed that ET improves the use of good business practices by entrepreneurs. Training in entrepreneurial aspects has no effect on income, according to Cho and Honorati (2013).

The effect of entrepreneurship training on performance may be explained by the concept of entrepreneurial orientation. This concept is utilized here to demonstrate the strategy style that enterprises apply (Lumpkin and Dess, 2001). Miller (1983) characterized a firm that is entrepreneurially oriented as one that embraces market and product innovations, is first to think of 'proactive' advancements and involves self in businesses whose outcomes are uncertain, shattering their competitors. Business growth and profitability are positively associated with EO (Ireland, Covin, & Kuratko, 2009). The organization will have better performance if it becomes more entrepreneurial (Rauch, Wiklund, Lumpkin, & Frese, 2009).

Hult, Hurley, and Knight (2004) and Wiklund and Shepherd (2003) found out that entrepreneurs who adopted EO performed better than those who did not. Brouthers, Nakos, and Dimitratos (2015) did find that organizational-level EO is associated with improved international performance. However, EO's predictive ability on OP does not always hold. According to Messersmith and Wales (2013), the relationship between EO and growth in technologically advanced firms is not significant. Lumpkin and Dess (2001), and Dimitratos, Lioukas, and Carter (2004) found that the correlation between EO and OP is very weak. In addition, the three dimensions of EO relate differently to performance (Kreiser,

Marino, Kuratko & Weaver, 2013). Okeyo (2013) established that EO does not influence the performance of partnerships/composites, though it significantly influenced performance at the individual parameter level. The literature reviewed indicates that entrepreneurship training influences organisational performance through entrepreneurial orientation. The objective of this study was to establish the role of entrepreneurial orientation in the relationship between entrepreneurial training and organizational performance of youth group enterprises. To achieve this objective, the null hypothesis, 'Entrepreneurial orientation does not have an intervening role in the relationship between entrepreneurial orientation and organisational performance groups' was developed.

Methodology

The Government of Kenya has been seen to make deliberate efforts to empower youths to start their own enterprises. This is evidenced by the creation and implementation of the Youth

Enterprise Development Fund (YEDF). Therefore, the target population of this study was all government-funded youth enterprises while the study population was the youth group enterprises of YEDF in Taita Taveta County. A cross-sectional survey design was used. Its sampling frame included all youth enterprise groups registered with the YEDF in Taita Taveta County. This county was selected because in the year 2015/2016, 38.9% of its population experienced food poverty (not being able to get and consume food in quantities that are socially acceptable), which is higher than the national average of 32% then (Kenya National Bureau of Statistics [KNBS], 2018). Further, the researcher did not find studies on the effectiveness of these funds in the county. There were 262 groups registered in Taita Taveta County as of April 2019. Using Krejcie and Morgan's (1970) sampling formula, a sample figure of 156 was calculated, as shown below.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2 P(1-P)} = \frac{1.96^2 * 262 * 0.5(1-0.5)}{0.05^2(262-1) + 1.96^2 * 0.5(1-0.5)} = 156$$

Where:

S = Required Sample size

X = Z value (1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal, assumed to be 0.5)

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

The respondents were drawn at random from the 262 in Taita Taveta County. This was made possible through the use the Microsoft Excel application. The researcher and his research assistants then personally administered structured questionnaires to them. Personally administering the questionnaires allowed for clarification of questions because some of the

respondents had low levels of formal education. One of office-bearers of the groups responded to these questions. The officials were believed to possess the information that the study was interested in. This was either the chairman, the secretary or the treasurer. The concepts were operationalised as shown in table 1.

Table 1 Operationalization of Key Study Variables

Variable	Nature of variable	Operational indicators	Supporting Literature
Entrepreneurial Training	Independent Variable	Technical skills Management skills Personal entrepreneurial skills	Cooney (2012) Kutzhanova, Lyons, & Lichtenstein (2009).
Entrepreneurial Orientation	Intervening Variable	Innovativeness Risk-taking Pro-activeness	Hansen, Deitz, Tokman, Marino, and Weaver (2011) Miller (1983)
Organisational Performance	Dependent Variable	Profit Loan repayment Customer satisfaction Process improvement Product improvement	Rasula, Vuksic, and Stemberger (2012) Kaplan and Norton (1992)

Source: Researcher (2021)

Questions about entrepreneurship training centred on venture-specific skills, business administration skills, and personal entrepreneurial abilities. The ones about entrepreneurial orientation captured innovativeness, risk-taking and pro-activeness. Those discussing organizational performance emphasized fiscal, client, process, and

advancement aspects. The reliability of these measures was established by calculating the Cronbach’s Alpha coefficients for both the overall items and the items in the individual constructs. The summary of the outputs of these analyses is presented in table 2.

Table 2: Coefficients of Cronbach’s Alpha

Variable	Cronbach’s Alpha	Cronbach's Alpha Based on Standardized Items
All variables	0.931	0.940
Entrepreneurial training	0.887	0.927
Entrepreneurial orientation	0.858	0.862
Organisational performance	0.847	0.853

Source: Research data (2021)

The Cronbach’s Alpha coefficient for all the variables was 0.931. Those for the constructs of

entrepreneurial training, orientation, and performance were 0.887, 0.858, and 0.847 in

that order. Coefficients that are greater than 0.7 are considered acceptable (Heale, & Twycross, 2015). Therefore, since the indicators of the reliability of the measures of the variables are all above 0.7, they were all considered acceptable. The researcher ensured content validity of the measurement instrument by conducting extensive literature review on the constructs and by consulting professors from

the School of Business of the University of Nairobi.

The testing of hypotheses requires that the values of the population be normally distributed (Hanusz, Tarasinska, & Zielinski, 2016). Normality for the data collected in this study was tested by running the Shapiro-Wilk tests on the variables. The accompanying results are shown in table 3.

Table 3: Results for Shapiro-Wilk Tests for Data on the Variables

Variable	Statistic	Df	Sig.
Entrepreneurial training	.930	97	.000
Entrepreneurial orientation	.940	97	.000
Organisational performance	.970	97	.027

Source: Research data (2021)

Table 3.3 shows that the statistics for the Shapiro-Wilk tests for entrepreneurship training, entrepreneurial orientation, and performance are 0.930, 0.940, and 0.970 in the same order. Statistics that are greater than 0.05 indicate normal distribution. Since all the values of the statistic reported are significant and greater than 0.05, it can be inferred that the data was collected from a normally distributed population and is thus fit to be subjected to tests of hypotheses. The multicollinearity of the data was checked by determining the Variance Inflation Factors of the variables. Values that are lower than five are considered an indication that multicollinearity may not pose a challenge to the analysis (Hair, Ringle, & Sarstedt, 2011). The values for this study were 1.538 and 1.556 for entrepreneurial training and orientation respectively. Since they were all lower than five, multicollinearity was considered not to pose a challenge to the analysis.

The objective of the study was to establish the role of entrepreneurial orientation in the relationship between entrepreneurial training and organizational performance of youth group enterprises. To achieve this objective, the null hypothesis, 'Entrepreneurial orientation does not have an intervening role in the relationship between entrepreneurial orientation and organizational performance groups' was tested using the Baron and Kenny (1986) method for testing mediation. Details of the analytical models are presented in table 4.

Table 4 Details of the Data Analytical Models

Analytical Models	Hypotheses Tests and Interpretation of Results (SPSS)
$OP_2 = \beta_{20} + \beta_{21}ET + \beta_{22}EO + \varepsilon_2$ <p>Steps according to Baron and Kenny (1986)</p> <ol style="list-style-type: none"> 1. $EO_2 = \beta_{20} + \beta_{21}ET + \varepsilon_2$ 2. $OP_2 = \beta_{20} + \beta_{21}ET + \varepsilon_2$ 3. $OP_2 = \beta_{20} + \beta_{21}ET + \beta_{22}EO + \varepsilon_2$ 	<p>r-value: strength and direction (\pm) of the correlation.</p> <p>R^2: The ratio of the variation of the dependent variable explained by the explanatory variables</p> <p>p-value: the statistical significance level; reject H_0 if $p \leq .05$</p> <p>The independent variable (IV) should have an effect on the intervening variable in equation 1;</p> <p>The IV should have an effect on the dependent variable (DV) in equation 2;</p> <p>The intervening variable should have an effect on the DV in equation 3.</p> <p>The effect of the IV on the dependent one should be lower in equation 3 compared to equation 2. Perfect mediation holds if the IV has no effect when the intervening variable is controlled (Baron & Kenny, 1986)</p>

Source: Researcher (2021)

The symbols and abbreviations used in the analytical models are explained below:

β_0 – is the intercept

β_{xy} – coefficients

ε – is the error term that describes unexplained variations

OP – Organizational Performance

ET – Entrepreneurial Training

EO – Entrepreneurial Orientation

The Baron and Kenny method posits that, if the following three conditions are met, a mediation role is assumed to exist: In the absence of the mediating construct, the predictor concept is significantly related to the dependent variable; the independent variable is significantly

connected to the mediator variable; the mediator variable is significantly related to the criterion construct in the presence of independent construct.

Findings

Ninety-seven of the 156 youth group enterprises targeted for data collection responded positively. This equates to a response rate of 62 percent. For a survey-research designed study, data collection success rates of approximately 60% are considered acceptable (Fincham, 2008). The objective of the study was to establish the role of entrepreneurial orientation in the relationship between entrepreneurial training and organizational performance of youth group enterprises. To achieve this objective, the null hypothesis, ‘Entrepreneurial orientation does not have a significant intervening role in the relationship between entrepreneurial orientation and organisational performance

groups' was tested using the Baron and Kenny (1986) method for testing mediation. The upshot of the regression analysis produced the results presented in the tables that follow.

Table 5: Entrepreneurial Training and Organisational Performance

(a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323 ^a	.104	.095	.57164

a. Predictors: (Constant), Entrepreneurship Training

Source: Research data (2021)

It is illustrated, by the upshot depicted in table 5 (a), that the association between entrepreneurship training and organizational performance is positive (R=0.323). Changes in

entrepreneurship training account for ten percent of the differences in organizational performance.

(b) Analysis of Variance^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	3.620	1	3.620	11.078	.001 ^b
1	Residual	31.043	95	.327		
	Total	34.663	96			

a. Dependent Variable: Organisational Performance

b. Predictors: (Constant), Entrepreneurship Training

Source: Research data (2021)

Table 5 (b) demonstrates that the model representing the nexus between entrepreneurship training and organizational performance fits the data well (F= 11.078, p < 0.05). It is thus concluded that the data provided by the sample supports the conception

that the regression model is a better fit to the data compared to the model without the entrepreneurship training variable. Therefore, the entrepreneurship training can be said to steadfastly predict the organisational performance.

(c) Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.337	.273		4.905	.000
1 Entrepreneurship Training	.388	.117	.323	3.328	.001

a. Dependent Variable: Organisational Performance

Source: Research data (2021)

The standardized coefficient of entrepreneurship training is 0.323 and is also statistically significant ($t=3.328$, $p<.05$). The

first mediation condition, which states that in the absence of the mediating variable, the predictor constructs should be significantly related to the outcome concept, was thus met.

Table 6: Entrepreneurial Training and Entrepreneurial Orientation

(a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 ^a	.281	.273	.37407

a. Predictors: (Constant), Entrepreneurship Training

Source: Research data (2021)

Table 6 (a) puts on display that the nexus between ET and EO is positive ($R=0.530$). It further indicates that changes in entrepreneurship training explain twenty-eight

percent of the differences in entrepreneurial orientation.

(b) Analysis of Variance^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.195	1	5.195	37.125	.000 ^b
	Residual	13.293	95	.140		
	Total	18.488	96			

a. Dependent Variable: Entrepreneurial Orientation

b. Predictors: (Constant), Entrepreneurship Training

Source: Research data (2021)

The model representing the impact of entrepreneurship training on entrepreneurial orientation was significant ($F= 37.125$, $p < 0.05$) as shown in table 6 (b), indicating that the model is a good fit for the data. It is thus concluded that the data provided by the sample supports the notion that the regression model is a better fit to the data compared to the model without the entrepreneurship training variable. Accordingly, entrepreneurship training can be said to dependently predict the entrepreneurial orientation.

(c) Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.004	.178		5.628	.000
	Entrepreneurship Training	.465	.076	.530	6.093	.000

a. Dependent Variable: Entrepreneurial Orientation

Source: Research data (2021)

It is depicted, by table 6 (c) that ET had a significant standardised beta coefficient as well ($\beta = 0.530$, $t = 6.093$, $p < .05$). Consequently, the second condition for an intervening effect is met, which states that the independent construct must be significantly related to the

mediator concept. It is also indicated, in the table, that a 100% increase in entrepreneurship training will bring about 53% increase in entrepreneurial orientation.

Table 7: Entrepreneurial Orientation and Organisational Performance

(a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.358 ^a	.128	.119	.56391

a. Predictors: (Constant), Entrepreneurial Orientation

Source: Research data (2021)

Table 7 (a) puts on display that changes in entrepreneurial orientation account for 13% of the differences in organizational performance.

The nexus between the two is also shown as being positive ($R=0.358$).

(b) Analysis of Variance^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.454	1	4.454	14.006	.000 ^b
	Residual	30.210	95	.318		
	Total	34.663	96			

a. Dependent Variable: Organisational Performance

b. Predictors: (Constant), Entrepreneurial Orientation

Source: Research data (2021)

Table 7 (b) shows that the model expressing the association between entrepreneurship orientation and organizational performance fits the data well ($F= 14.006$, $p < 0.05$). It is thus concluded that the data provided by the sample supports the supposition that the regression

model is a better fit to the data compared to the model without the entrepreneurial orientation variable. Therefore, the entrepreneurial orientation can be said to steadfastly predict the organisational performance.

(a) Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.209	.277		4.368	.000
	Entrepreneurial Orientation	.491	.131	.358	3.742	.000

a. Dependent Variable: Organisational Performance

Source: Research data (2021)

It is put on display by table 7 (c) that the standardised beta was significant ($\beta = 0.358$, $t = 3.742$, $p < 0.05$). As a result, the third

mediation condition, which states that the intervening variable must be significantly interrelated to the dependent variable, was met.

Table 8: Entrepreneurship Training and Entrepreneurial Orientation on Organisational Performance

(a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323 ^a	.104	.095	.57164
2	.391 ^b	.153	.135	.55882

a . Predictors: (Constant), Entrepreneurial Training

b. Predictors: (Constant), Entrepreneurial Orientation, Entrepreneurial Training

Source: Research data (2021)

It is exhibited by table 8 (a) that changes in entrepreneurial orientation and entrepreneurship training account for 15% of the differences in organizational performance and changes in ET alone account for 10% of

the differences in OP. The nexus between the independent variables and the dependent one is also shown as being positive (R=0.323 and R=0.391 for ET and EO/ET respectively).

(b) Analysis of Variance^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.620	1	3.620	11.078	.001 ^b
	Residual	31.043	95	.327		
	Total	34.663	96			
2	Regression	5.309	2	2.654	8.500	.000 ^c
	Residual	29.355	94	.312		
	Total	34.663	96			

a. Dependent Variable: Organisational Performance

b. Predictors: (Constant), Entrepreneurship Training

c. Predictors: (Constant), Entrepreneurial Orientation, Entrepreneurial Training

Source: Research data (2021)

Table 8 (b) shows that the model expressing the association between entrepreneurship training and organizational performance fits the data well (F= 11.078, p < 0.05). It is also

shown that the model depicting the nexus between entrepreneurial orientation and training on organisational performance fits the data well (F=8.500, p < 0.05). Subsequently, it

may be concluded that the data provided by the sample supports the supposition that the regression models are better fits to the data compared to the models without

entrepreneurial training and orientation. Hence, ET and EO can be said to predict, with reliability, the organisational performance.

(c) Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.337	.273		4.905	.000
	Entrepreneurial Training	.388	.117	.323	3.328	.001
2	(Constant)	.979	.308		3.182	.002
	Entrepreneurial Training	.222	.134	.185	1.654	.101
	Entrepreneurial Orientation	.356	.153	.260	2.325	.022

a. Dependent Variable: Organisational Performance

Source: Research data (2021)

In the fourth step, as put on display by table 8 (c), the independent variable (entrepreneurial training) had no significant effect on the dependent variable (organizational performance) when the mediating variable, entrepreneurial orientation, was present ($\beta = .185$, $t = 1.654$, $p = 0.101$). The fourth condition for mediation, which states that the independent variable's effect on the dependent variable should not be significant when the mediating variable is at play, was thus met. The table also shows that when ET, EO, and OP were considered, the intercept was 0.979 and the coefficients of ET and EO were 0.185 and 0.260 respectively.

Going by the results of the tests, all the three conditions for an intervening effect of a mediator variable in the relationship between a predictor variable and the criterion variable

were met. Therefore, it can be concluded that entrepreneurial orientation mediates the influence of entrepreneurship training on organizational performance. The null hypothesis that entrepreneurial orientation does not have a significant intervening role in the relationship between entrepreneurial orientation and organisational performance was therefore rejected. The resultant model is as follows:

$$OP_2 = 0.979 + 0.185ET + 0.260EO$$

Where:

- OP – Organisational Performance
- ET – Entrepreneurship Training
- EO - Entrepreneurial Orientation

The intervening effect of entrepreneurial orientation is diagrammatically represented in

figure 1.

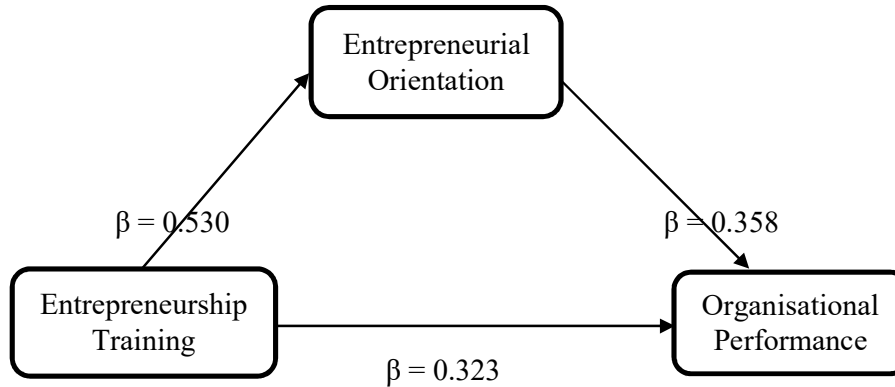


Figure 1: MedGraph for Entrepreneurship Training, Entrepreneurial Orientation and Organisational Performance

Source: Researcher, 2021

It can be seen, from figure 4.1, that entrepreneurship training has a direct effect on organisational performance at a beta coefficient of 0.323. It can also influence organisational performance through entrepreneurial orientation with the beta coefficients between ET and EO, and between EO and OP at 0.530 and 0.358 respectively. Their sum is 0.888. Since this figure is greater than 0.323 (the beta coefficient for the direct relationship between ET and OP), mediation by EO in the relationship between ET and OP is inferred.

Discussion

The findings of this study exhibit that entrepreneurial orientation mediates the role of entrepreneurship training in organizational performance and that the relationship between EO and OP is significant. Consequently, this study supports the postulations of Entrepreneurial Orientation Theory. Rauch et al., (2009) posited that the larger the entrepreneurial orientation, the healthier the organization's performance. These results do

also corroborate those of a study by Olugbola's (2017) which examined the result of ET on young people's inclination towards engaging in entrepreneurial activities. This researcher applied structural equation modelling on a sample of 490 students in Malaysia and found out that entrepreneurship training does actually develop entrepreneurial ability. These results also agree with those of a study by Gupta and Batra (2016). They collected data from 198 SMEs in India and subjected it to correlation and regression analysis and ascertained the presence of a strong positive linkage between EO and organizational effectiveness.

The literature reviewed by the researcher, did not reveal studies that were conducted to determine the intervening role of entrepreneurial orientation in the association between ET and OP. This study, therefore, enriches the body of knowledge of entrepreneurship training, orientation and organisational performance. It propounds that EO has a mediating role on the association

between ET and OP. This contribution is important because it will enable policy-makers and managers of entrepreneurship training programmes to consider how their programmes are affected by entrepreneurial orientation. They may have to develop ways of orienting the participants of their training towards entrepreneurship. Thus, ET is not just about imparting knowledge, but also about changing mind-sets to incline them towards innovativeness, risk-taking, and proactivity.

The above discussion notwithstanding, there exist studies that do not fully support a positive interconnection between EO and OP. A case in point is a study by Messersmith and Wales (2013) who used a cross-sectional design to demonstrate that the connection between EO and enterprise advancement is not significant for young firms that are technology-oriented. They found out that this relationship is dependent on the capability of the firms to develop meaningful relationships with external partners.

Conclusion

This study was aimed at establishing the role of entrepreneurial orientation in the relationship between entrepreneurship training and organisational performance. Entrepreneurship training was found to have a direct positive and statistically significant effect on organisational performance. The influence of entrepreneurship training on entrepreneurial orientation was also positive and statistically significant. That of EO on organizational performance was statistically significant when in the presence of the independent variable.

Therefore, the results of the tests carried out by the study conclude that EO does have a mediating role in the nexus between ET and OP. It was demonstrated that EO mediates the association between training in entrepreneurship and the performance of the youth group enterprises. The findings seemed to posit that it is the EO of the leaders of the

youth groups that outputs entrepreneurship at organisational level.

Implications

This study recommends that policymakers and managers in the area of youth entrepreneurship should always endeavour to make youth entrepreneurs become entrepreneurially oriented. Consequently, they need to ensure that entrepreneurship capacity enhancement programmes are skewed towards transforming the thinking of the subjects to adopt innovativeness, risk-taking, and pro-activeness.

The youth need to be taken through a course that will enable them to come up with new ways of doing things, increase their propensity for risk, and increase their capacity to foresee factors that are likely to affect their enterprises and act accordingly. When the government plans to disburse funds to support youth entrepreneurial activities, it should develop programmes that can achieve the aforementioned and allow enough time for transformation of minds to have occurred before the finances are distributed. It is also recommended that the audience targeted for ET programmes be entrepreneurially oriented, if they are not, attempts should be made to incline their poise towards actioning entrepreneurship.

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