

MODERATING INFLUENCE OF TRAINING AND DEVELOPMENT ON ENTREPRENEURIAL PERFORMANCE: A CASE OF SMEDAN NIGERIA

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Abstract

This study assessed the moderating effect of training and development on entrepreneurial performance of Small and Medium Enterprises Development Agency of Nigeria (SMEDAN). The objectives of the study were to examine whether training organized by SMEDAN affects SMEs employment creation and also to determine the effect of Ethical training and development on entrepreneurial performance. Series of questions were asked using the questionnaire adopted by the researcher. The sample size comprised of one hundred and forty two (142) SMEs out of the two hundred and twenty (220) SMEs population of the selected SME that are registered with SMEDAN in Lagos, Nigeria. The ex-post facto and Yamane formula was adopted. The test re-test reliability approach was used. The data was analysed using manual and electronic based methods through the data preparation grid and statistical package for the social sciences, (SPSS) statistical package version 21.0. The study made use of statistical tools which include: analysis of variance (ANOVA), correlation efficient and regression analysis in testing hypotheses where applicable. The findings of the research showed that the impact of ethical training and development would be more significant if the young entrepreneurs had earlier exposure from secondary to tertiary education level to make better entrepreneurs in Nigeria and also training organized by SMEDAN has effects on SMEs employment creation which has enhanced entrepreneurial performance in Nigeria. The study recommends that training and development programme should focus on developing creative or innovative individuals who can help to move the nation forward. A Self-reliant person is a creative individual

Keywords: *Training and development, Entrepreneurial Performance, SMEDAN, Employment Creation.*

Introduction

The need for entrepreneurs to pay attention to training and development has become necessary because of challenges beings faced by entrepreneurs in their various business environment (Shaker, 2011; Thomas 2013; GEM, 2008; Subchat, 2008). Stillman (2003) defined entrepreneurship education as an effective means of providing human beings with skills relevant to social needs of sustainable national and individual development. Harnessing of other factors for formation of business venture is made possible in youths through the idea and skills acquired in entrepreneurship education. Such other factors are capital, site of a business enterprise, material needed among others (Spender, 2002). Entrepreneurship education has been viewed as an effective tool for entrenching sustainable development. Kowo & Kadiri (2018) asserted that entrepreneurship education inculcates in youths efficient methods of distributing goods and services to the consumer and the desirable social and cultural behaviors. Improvement of Managerial Efficiency Entrepreneurship education equips the recipients with relevant skills, behavior, business attitude and curbs managerial deficiency if properly channeled. Creation of Institutional Relationship Entrepreneurship education creates glaring relationship between institutions and industries as the operators of industries allow the students of entrepreneurship education to gain practical work experience. All employees need some form of training that gives them a wider general knowledge of new techniques that will be beneficial to both the employer and employees. Klapper (2004) posit that effective training programme can improve efficiency and morale, develop supervisors and decrease amount of supervisors needed. Jackson (2011) perceived entrepreneurship

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education as the greatest force that can be used to achieve quick development of the nation's economic resources. Any work that involves physical exertion is still frowned at in the country. Snyder (2011) Opined that efficient management of resources entrepreneurship education inculcates in individuals skills enable them manage resources efficiently. Waste and misuse of resources that usually have influence on business are properly guided against; because of the knowledge of efficient application of resources which entrepreneurship education equips individuals. Stewart (1998) emphasized that the objectives of management training is to improve current performance and provide trained staffs, skills to meet present and future needs. He further explained that when training is effective individual need will be determined. Management training yield new techniques, provide for succession, thus ensuring that qualified replacements are available, lead to reduction in waste, scrap rate and improve machine utilization (Ogundele, 2012). The quality of human resources that is available in an entrepreneur organization depend on the processes of recruitment, training and development of the workforce. The procedure of recruiting good staff into the organization, how to train new employees to be useful in their contribution to the organization and the development of management staff should be the concern of all organizations (Ajonbadi, 2017).

Ogundele (2005) emphasized on the need for management and other training and development institution in Africa to focus on developing creative or innovative individuals who can help to move the nation forward. Otokiti (2013) posit that except employees are disciplined and exhibit ethical behavior, all training and development efforts will produce little or no results. It is now an important phenomenon for entrepreneurs to utilized effective management training which is a source of wealth for entrepreneurial growth and expansion of new markets in the regions. (Starr & Fondas, 1992; Stefanovic et al, 2009; Galloway & Brown, 2002).

Literature Review

Training and Development

Ajonbadi (2017) postulates that training and development is the process of modifying behavior in organizations which represent entrepreneurial function. Decades of research considered training as the organized procedure by which people learn knowledge or skills for a definite purpose. Training means to educate someone narrowly by instruction, drill and discipline. Snyder (2011) regarded training as applying principally to the improvement of skills and hence of learning how to perform specific tasks. Training is the systematic development and improvement of an individual;s ability to perform specific task or job (Shaker, 2011; Ogundele 2012). Entrepreneurs are agent of social technological and economic changes, entrepreneurial training and development will encourage Nigerian to become job creators, rather than job seekers. it will equip them with skills for innovation and improvement of ideas and skills (Olayemi & Ogundele, 2004) Adewunmi (2004) posit that within the context of globalized economy, nation states and their economies are being reorganized into one big production unit, where transnational corporations are free to operate virtually on their own terms and without much regard to national legislations. Ogundele (2004) observes that for success of National Economic Empowerment and Development Strategy (NEEDS) we require a new development effort, this he calls spiritual capitalism, which will involve among other things, calling out the best from every Nigerians. Armstrong (2009) notes that globalization has several elements with varying contending demands on national development; this range from self-reliance, ethics or discipline behavior, man power development, entrepreneur stream development to several others. Training brings improvement to employee's skills, leadership with vision and not mafia managers will cap these suggested improvement (Moberg, 2014). Training is concerned with modifying behavior in organization. Ethical training is supposed to have immediate and direct impacts

on behavior modification; this is because it is concerned with building the individual, desirable societal or organizational set of valued behavior (SMEDAN, 2012). Training programme should focus on developing creative or innovative individuals who can help to move a nation forward (Ajonbadi, 2014; Stillman, 2003). Since education is concerned with increasing general knowledge and understanding of total environment, therefore the major burden of education falls upon our formal school system. (Galloway & Brown, 2002). Although training and education frequently occur at the same time (Swierczek & Ha, 2003). Development as a planned process of providing employees with many experiences desired to enhance their contribution to organizational goals (Klapper, 2004; kuratkho, 2005; Kowo, Sabitu & Adegbite, 2018).

Evolution and Evaluation of Training and Development in Nigeria

Ogundele (2004) Pointed that the origin of serious concern for training and development in Nigeria can be dates back to April 1959 when the federal government set up the Ashby commission on the eve of independence to conduct an investigation into Nigeria needs in the field of post-school certificate and higher education over the next twenty years. The deficiencies of the Ashby was a result of lack of balance both in structure and in geographical distribution, Ashby reports recommend a broad based university education. It demands that professional qualification in accounting, personnel and banking should be obtained in the universities, Ashby made direct recommendation on management studies. Ashby also recommend that institute should make sure they make available full time commercial courses. Higher management should be taught at the postgraduate .University of Lagos was arranged for courses leading to commerce and business administration among others (Zahraden, 1981). Nigeria Management Group brought non formal employment training in 1961; the group was renamed in 1962 as Nigeria Institute of Management which was established as a nonprofit making association of professional managers. The Second National Development Plan 1970-1975 brought the establishment of key manpower training and development programs and institutions (Udo-Aka, 1987). (ITF) was established under decree no 47 of 1971 which are set up for four broad categories which are supervisory and management training; employer owned training institutions; trade group training programme and in company training programme (Ogundele,2012).Nigeria Institute of Management(NIM) services and programmes include management consultancy, executive selection, publication, annual national management conference and training, management research and offering courses to help practicing managers for concepts, techniques and method acquired(Otokiti, 2013). According to Ajonbadi (2017) The Administrative Staff College of Nigeria (ASCON) was set up by decree no 39 of 1973 with the following functions which include establishing and maintaining library; conduct management research and to provide exchange ideas and experiences among management and administrators for better understanding and promotion. Adewunmi (2004) postulated that Center for Management Development (CMD) contributed immensely in the role of managerial resources which can be categorized under promotion of entrepreneurial role; coordination of activities of private and public institutions involved in management education training and development and the action role which aim at improving the quality of management education, training and development.Osuagu (2006) Emphasized that National Institute for Policy and Strategies (NIPSS)was established under Decree No 20 of 1st January 1979 to conduct conferences, workshops and seminars for leaders in public services and private sectors with certificates awarded when necessary.

Ogundele (2012) Evaluation is determined whether changes in skills, knowledge and attitudes have taken place as a result of training and development. This is so because; first, there are problems that arise from the nature of behavioral sciences which are not exact, and second, there are problems that arise from the variety of factors influencing employees and

managers (Sule, 2014). Ajonbadi (2014) stated that from 1960 to date there has been phenomenal increase in training and development activities. He emphasized that training and development has expanded horizontally and vertically. It is obvious that training and development have a moderating influence on organizational performance and organizational members effectiveness. Sule (2014) postulates that result of trainers intervention are below expectation because a large number of these trainers themselves need to be trained. Another factor affecting effectiveness in the area of training and development is the concept of reflecting the Federal character in both the public and private organizations. General indiscipline among Nigerian workforce in all sectors of the economy has been a negative factor that affects training and development in Nigeria. (Tavis, 2017). Supervisors and leaders in workshop lack knowledge to do the job and many have lost their sense of identification (Osuagu, 2006).

Thomas (2013) highlight the factors affecting training and development in Nigeria which includes among others: Programmes were largely in the traditional management areas; The existing western management education and training programme in Nigeria is diffused; Inadequate of research grants and facilities limited the rate and size of management education and training research; The dominant use of foreign resources seemed to accept the concept of interchangeability of management education and training knowledge. Leadership problem in all organization sectors, from public, private enterprises, armed forces, political and religious organization has a negative influence on effectiveness of training and development. Most of them are leaders who say one thing and practice an entirely different thing which has contributed to high level of indiscipline in Nigeria organizations. (Swierczek & Ha, 2003; Starr & Fondas, 1992 Spender, 2002 ; Stefanovic et al, 2009 ;Spender, 2002; Tavis, 2017; Otokiti, 2013; Ogundele, 2004; Melodi, 2006; Ajonbadi, 2017; Klapper, 2004; Subchat, 2008).

Research Methodology

In this study, SMEs that are registered with SMEDAN in Lagos are used in determining the role Moderating Influence of Training and Development on Entrepreneurial Performance. Survey method was adopted for collection of relevant data. It is a method that focuses on obtaining subjective opinions of respondents. The ex-post facto method which involved the use of secondary data from the internet, journals, articles, and so on was also used (Creswell, 2009). The data collected was used for intensive analysis and conclusion was based on the data collection. For this study Yamane formula was employed. This formula is concerned with applying a normal approximation with a confidence level of 95% and a limit of tolerance level (error level) of 5% (Yamane, 1967).

To this extent the sample size is determined by |
$$\frac{N}{1+N_e^2}$$

Where: n = the sample size

N = population

e = the limit of tolerance

Therefore, n =
$$\frac{N}{1+N_e^2}$$

$$= \frac{220}{1+220(0.0025)} \frac{220}{220(0.05)^2}$$

$$= \frac{220}{1+0.55}$$

$$= \frac{220}{1.55}$$

$$= 142 \text{ respondents}$$

A sample size of one hundred and forty two (142) SME out of the two hundred and twenty (220) SME population of the selected SME that are registered with SMEDAN in Lagos as calculated above. The test re-test reliability approach was adopted for the convenience of the researcher. The data was analysed using manual and electronic based methods through the data preparation grid and statistical package for the social sciences, (SPSS) statistical package version 21.0. The utilization of structured grids allows specific responses to be located with relative ease and facilitate the identification of emerging patterns (Easterby-Smith, et al, 2011). Also descriptive, statistical and content analyses techniques was employed and the use of statistical tools which include: analysis of variance (ANOVA), correlation efficient and regression analysis in testing hypotheses where applicable. The study made use of Correlation analysis test for the two hypotheses since they are measuring the significant relationships between variables.

Data Presentation, Analysis and Interpretation of Results

Table: 1 Distribution of respondents and response rate

Respondents Occupation	Questionnaire administered (sampled)	Percentage of total response (%)
Supervisory	51	42.1
Managerial	45	37.2
Executive	25	20.7
Total	121	100.0
Gender/Category	Questionnaire administered (sampled)	Percentage of total response (%)
Male	76	62.8
Female	45	37.2
No of Returned	121	85.21
No of Not Returned	21	14.79
Total no of Questionnaires	142	100

Source: Field Survey 2018

Data analysis and Hypothesis Testing

Table 2: The Descriptive statistics of Training and Development on Entrepreneurial Performance

Responses	Total (N)	Mean
Ethical Training and Development and Entrepreneurial Performance.		
You are ready to attend vocational training organized by SMEDAN.	121	4.66
Ethical training and development of SMEs helps to eradicate poverty.	121	3.88
You have benefitted from training organized by SMEDAN	121	3.82

Responses		Total (N)	Mean
Ethical Training and Development and Entrepreneurial Performance.			
Ethical training and development play a critical role in the establishment and management of SME.		121	3.89
Ethical training and development have direct impact on entrepreneurial performance		121	3.86
Training Organized by SMEDAN and Employment Creation		Total (N)	Mean
Vocational training put in place by SMEDAN empowers youth for employment		121	3.77
Employment creation is boosted by SMEDAN organized training		121	3.68
Employment rate reflects empowerment programs by SMEDAN		121	3.49
Employment creation enhances employment growth		121	3.89
Employment creation reduces the level of unemployment		121	3.83
The rate at which Employment is created reflects the rate of empowerment programmes organized by SMEDAN.		121	3.84

Source: Field Survey 2018

Test of Hypotheses and Discussion of Results

Hypothesis 1

H₀₂ Training organized by SMEDAN does not affect SMEs employment creation

H_{a2} Training organized by SMEDAN affects SMEs employment creation

Table 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.979 ^a	.958	.958	.24385

a. Predictors: (Constant), TRAINING

Source: Field Survey 2018

Table 4

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	161.674	1	161.674	2718.968	.000 ^b
	Residual	7.076	119	.059		
	Total	168.750	120			

a. Dependent Variable: EMPLOYMENTCREATION

b. Predictors: (Constant), TRAINING

Source: Field Survey 2018

Interpretation of Results

The results from the model summary table above revealed that the extent to which the variance in SMEs employment creation can be explained by SMEDAN training is 95.8% i.e (R square = 0.958). The ANOVA table shows the Fcal 2718.968 at 0.0001 significance level. Training organized by SMEDAN affects SMEs employment creation.

Table 5**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.144	.082		1.747	.083
	TRAINING	.973	.019	.979	52.144	.000

a. Dependent Variable: EMPLOYMENTCREATION

Source: Field Survey 2018

The coefficient table above shows the simple model that expresses how training organized by SMEDAN affect SMEs employment creation. The model is shown mathematically as follows;

$Y = a+bx$ where y is SMEs employment creation and x is SMEDAN training, a is a constant factor and b is the value of coefficient. From this table therefore, SMEs employment creation = 0.144 +0.973 SMEDAN training. This means that for every 100% change in SMEs employment creation, SMEDAN training contributed 97.3%.

Decision

The significance level below 0.01 implies a statistical confidence of above 99%. This implies that training organized by SMEDAN affect SMEs employment creation. Thus, the decision would be to reject the null hypothesis (H_0), and accept the alternative hypothesis (H_a).

Hypothesis 2

H_{02} Ethical training and development does not affect entrepreneurial performance.

H_{a2} Ethical training and development affect entrepreneurial performance.

Table 6**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.968 ^a	.937	.937	.29473

a. Predictors: (Constant), ETHICALTRAINING &DEV

Source: Field Survey 2018

Table 7**ANOVA^a**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	154.721	1	154.721	1781.188	.000 ^b
	Residual	10.337	119	.087		
	Total	165.058	120			

a. Dependent Variable: ENTREPRENEURIAL PERFORMANCE

b. Predictors: (Constant) : ETHICALTRAINING &DEV

Source: Field Survey 2018

Interpretation of Results

The results from the model summary table above revealed that the extent to which the variance in Ethical training and development can be explained by entrepreneurial performance is 93.7% i.e (R square = 0.937). The ANOVA table shows the Fcal 1781.188 at 0.0001 significance level. Ethical training and development affect entrepreneurial performance.

Table 8

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.204	.099		2.047	.043
	ETHICALTRAINING &DEV	.949	.022	.968	42.204	.000

a. Dependent Variable: ENTREPRENEURIAL PERFORMANCE

Source: Field Survey 2018

The coefficient table above shows the simple model that expresses how Ethical training and development affect entrepreneurial performance. The model is shown mathematically as follows;

$Y = a + bx$ where y is Ethical training and development and x is entrepreneurial performance, a is a constant factor and b is the value of coefficient. From this table therefore, Ethical training and development = $0.204 + 0.949$ entrepreneurial performance. This means that for every 100% change in Ethical training and development, entrepreneurial performance contributed 94.9%.

Decision

The significance level below 0.01 implies a statistical confidence of above 99%. This implies that Ethical training and development affect entrepreneurial performance. Thus, the decision would be to reject the null hypothesis (H_0), and accept the alternative hypothesis (H_a).

Conclusion

The study has revealed that there is a moderating influence of training and development on entrepreneurial performance. The finding of this paper shows that Training organized by SMEDAN affects SMEs employment creation. Moreover, Nigerian educational system has contributed positively in training and development which has enhanced entrepreneurial performance in Nigeria and this is in accordance with the findings of (Ogundele, 2012).

Furthermore, It was also revealed that the impact of ethical training and development would be more significant if the youths had earlier exposure to it from secondary and all through to their tertiary education which would have reduced or eliminate bad leadership and governance in Nigeria enterprise in general. The study concluded that base on the current requirements of the nation, with its privatization and commercialization exercises, our training and development effort should build self-reliance capabilities because this will ensure desirable behavior that will enhance the success of their organization in the fast changing environment. The study also demonstrate the need of developing global skills in Nigerian executives which will helps them to cope effectively with global competitions; these range from self-reliance, ethics or disciplined behavior, man power development and several others. It was emphasized that Nigeria entrepreneurial need skills that will enable them to adjust appropriately to global demands for effectiveness. Nevertheless, the research also concluded that job experience and skills are more effective than any other instrument. It is important to have appropriate training and development techniques of conferences and seminars and that training ranks lowest among the named techniques in accordance with (Stefanovic, Milosevic & Miletic, 2009). The requirement noted in this paper call for disciplined behavior and ethical conduct of the entrepreneurs. Except people are disciplined and exhibit behavior all training and development efforts will produce little or no results. Our training and development programme should focus on developing creative or innovative individuals who can help to move enterprises forward. A Self-reliant person is a creative individual (Mordi & Ojo, 2013).

Suggested Solution to the Problems of Training and Development Programmes in Nigeria.

Ogundele & Olayemi (2004) suggested that interest in research work should increase in the area of training and development, relevance and functionalism should be criteria for accepting training and development in Nigeria. Increase in research work in the area of entrepreneurial training and development will provide a unique solution to Nigeria entrepreneurial existing problems in the aspects of training and development because it will help entrepreneurs to define their standard and purpose.

Osuagu (2006) suggested that there should be training in vocational areas to improve functional literacy skills of talented entrepreneurs and youths which should be the responsibility of the local government by establishing trade centres, craft schools and organizing running craft.

The Federal and State government should give both moral and adequate financial supports to research institutes and universities so as to enable them guide the citizens in molding good educational programme for development of our nation. Presently we have over 100 universities with the federal democratic government approval of new universities which form a basis for positive development for the future of Nigeria (Adewunmi, 2014).

Research has indicated that job experience and skills are more effective than any other instrument. It is important to have appropriate training and development techniques of conferences and seminars. Training ranks lowest among the named techniques (SMEDAN, 2012).

Research has also shown that structured and directive styles were found to be more effective of minimizing participant's conflict, increasing effective communications and achieving good cohesiveness. With this it is obvious that there is need for well-structured training programme which will encourage a favorable attitude towards trainer than a less structured trainer style (Ugoji, Mordi and Ajonbadi, 2014)

Managers are not born but made; training and development are concerned with modifying behavior in organisation. There should be Ethical training and development that will have direct impact on behavior modification and societal or organizational set of valued behavior. Ethical education, training and development should be employed as instrument of innovative change in the society which will eradicate or reduce the pattern of fraud at workplace in Nigeria enterprises (Ogundele&Opeifa 2004).

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