

ROLE OF TRAINER'S COMPETENCE AND TRAINING FACILITIES ON MICRO AND SMALL ENTERPRISES DEVELOPMENT IN KANO STATE NIGERIA

Muazu Hassan Muazu,
Dangote Business School

Aliyu A. Abubakar,
Dangote Business School

Ummi Rahama Shehu,
Department of Business Administration and Entrepreneurship
Bayero University, Kano – Nigeria

Bala Ado K-Mata,
Department of Business Administration and Entrepreneurship
Bayero University, Kano – Nigeria

Auwal Bashir,
Plan Aid Initiative for Development (PAID),
Damaturu, Yobe State

Corresponding Author:
muazumuazu@gmail.com

Abstract

Kano state established a number of training institutes to help develop the capacities of its unemployed population to engage in productive enterprises. The objective of establishing the institutes was to further promote and deepen the enterprising history of the Kano people so as to provide an enabling environment that would create smaller and micro businesses, prevent the increasing number of business closures, and provide opportunities for more employment. About ten thousand people graduated from the institutes, many of whom have established new enterprises that hardly scale through the first six months. Hence, the objective of this study is to assess the effectiveness of the training in terms of the effect of trainer's competence, and availability and functionality of training facilities on enterprise development. The study applied a quantitative survey design

by administering a closed ended questionnaire to collect data from 370 beneficiaries of the program using convenience sampling technique. The study used multiple regression to analyse the identified variables and the findings revealed that trainer's competence and training facilities are significant predictors of enterprise development. The study thus recommended that the training institutes should determine trainers training needs and should send them for further training. The institutes should provide up-to-date training facilities. Also, future studies should examine effects of variables like government political will and funding that could explain the remaining variance in enterprise development.

Keywords: Capacity-building; Enterprise-development; Trainers; Training-facilities

Introduction

Capacity development is increasingly becoming a means through which micro and small enterprises are created in developing countries. The conception of creating greater entrepreneurial activity has become a noticeable goal of many national governments (Cooney, 2012). In countries like Malaysia efforts were made to instil and develop the culture of entrepreneurship among the FELDA settlers specialising in small enterprise development (Radzi, Mohd Nor & Ali, 2017). Enterprise development therefore has become a medium through which self-employment jobs are created in countries across continents. It is clear that Micro, Small and Medium Enterprises (MSMEs) contributed between 40-55% of GDP and 50-80% of global employment (World Bank, 2013). The World Bank states

clearly that the labour intensity is 4 to 10 times higher for small enterprises thus this is where jobs are created. Equally in Nigeria, 75% of total employment in the country was from MSMEs, which is higher than the global average of 50% (National Enterprise Development Program (NEDEP), 2014). This thus shows that the sector is key to job creation in the country and therefore micro, small and medium enterprises needs to be developed accordingly.

This recent rise of interest in enterprise development has led to a host of supportive policy interventions aimed at promoting micro and small enterprises development in Nigeria. These interventions range from credit facilities, grants, development programmes and strategies, establishment of training institutes and many others. Through enterprise development people can earn a living and rise out of poverty. According to Liedholm and Mead, (1991) small enterprises have potential for enhancing job creation through establishment of industries and initiation of commercial enterprises. In turn over time they create jobs as well as empower other individuals and the communities in which they live. Furthermore, Radziet *al.*, (2017) advocates the need for government or its agencies to continue providing proper training support and advice for small enterprises to succeed. Another argument in favour of supporting the small and micro enterprises development is that it may serve as an entrepreneurial 'seed bed', with entrepreneurs graduating to run the larger industries. Such a seed bed might be particularly important given the role of entrepreneurship in economic development (McPherson, 1996). Equally, knowledge and skills (Radziet *al.*, 2017) are regarded as crucial if small and micro enterprise sector development is to continue

playing a leading role in sustainable job creation and in overall economic development (Bosire & Etyang, 2003).

The need to increase the supply of entrepreneurs or adding to the stock of existing micro, small, and medium enterprises available to a country by creating and promoting innovative enterprises, nurture them to growth and sustain them as observed by Tijjani-Alawiye (2004), requires development of capacities of its people. This is with a view to achieving broad socio-economic development goals. Also, failure rate of micro and small enterprises resulting to early closure of businesses is alarming and raises concern for both policy makers and the general public. This is in line with the view of Mead and Liedholm (1998). Again, in view of the huge youths unemployment experienced in the country as a result of the inability of the formal wage sector to absorb all the job seekers due to limited capacity and because employment was pegged to educational qualifications in the country. Enterprise development therefore, could provide opportunities for economic development, self-employment and employment for few others in Nigeria (Izedonmi, 2009; Unachukwu, 2009) and specifically Kano state.

Earlier researchers like Rae and Woodier-Harris (2012), highlighted a model for entrepreneurship education and training that considered 'effectiveness' as the key outcome rather than learning, hence it focused on issues that concerns training design and techniques, trainee mindset, capability and training effectiveness. Equally in a study conducted in Ghana by Azila-Gbetteor and Harrison, (2013) uses training content and pedagogy as effective

factors in training. There is still room to investigate into the issues of trainer's competence and experience, and the availability and functionality of training facilities in the institutes, particularly in Kano state, Nigeria.

In view of the need to develop the enterprising skills of its people and the need to create employment, Kano state government established a number of training institutes in the state within the years of 2011-2013. Until recently, the institutes were semi-autonomous, but they have now been moved and shared between Kano University of Science and Technology, Wudil and North West University, Kano. The institutes have graduated many over the years. However, the enterprises are still not fully developed and hardly survive the first six months to talk more of creating the said employment. It is against this backdrop, that the study therefore aimed at assessing capacity building programs run by these institutes in order to establish the effects of trainer's competence and training facilities on enterprise development. Specifically the study objectives are; to assess the professional competence and experience of the trainers in the training institutes and how it affects enterprise development; and to assess the availability and functionality of training facilities in the institutes and how it affects enterprise development. It is therefore hypothesised in this study that trainers' professional competence and experience do not have any effect on enterprise development. Also, availability and functionality of training facilities in the institutes has no effect on enterprise development.

Literature Review

Many countries have given sufficient emphasis to micro, small, and medium enterprises, and have identified them as a building block for their economic development. An enterprise is considered to be any entity engaged in an economic activity, irrespective of its legal form (Raizcorp, 2010). This includes, in particular, self-employed persons and family businesses engaged in craft, agri-business, retailing or other activities, and partnerships or associations regularly engaged in an economic activity.

Enterprise development is the combination of certain actions that lead to the creation of new enterprises or the development or expansion of existing enterprises. Enterprise development is an important tool and essential element to economic growth of a society as it covers assistance in different form for the informal business sector to progress Jenkins, Gilbert and Baptista (2014). Such measures have included training of entrepreneurs in management, bookkeeping, and marketing, as well as measures to make credit available to the small enterprises (McPherson, 1996). These supports especially training help individuals develop new enterprises and skills necessary for growing their businesses. This is because skills-related training is regarded as key factor in the individual's ability to accomplish an effective and successful business development and operation (Morris & Leyland, 1995). This argument is based on the notion that enterprise development is about identifying and utilizing opportunities by accessing information and using knowledge to link awareness and interest to starting an enterprise (Cannon, 1991). In this respect, it is often argued that business

operated in an effective manner tends to achieve higher sales, create more jobs and develop a more sustainable and buoyant outlook (Morris & Leyland, 1995; Ghate et al, 1996). Enterprise development therefore, materialises as any action, movement or activity that creates new business value.

As cited in the work of Gupta, Guha and Krishnaswami (2013), Churchill and Lewis (1983) have developed a five stage model of enterprise development and growth. Existence is the first stage of the enterprise development. In this stage, the enterprise struggles to establish its processes and works without a formal structure in place. The owner of the enterprise takes close supervision of each and every business activity. At the second stage, which is survival, the business grows and the entrepreneur feels the need to have additional capital to enlarge the business. Since the business activity is growing, the business owner may prefer to add family members or known people as partners to expand the business as well as attain breakeven point (Gupta, Guha & Krishnaswami, 2013). At this stage, the target of the enterprise is to reach the breakeven point so that adequate cash flow can be maintained to meet operational requirements of the enterprise.

In their model, Churchill and Lewis (1983) states that the third stage of enterprise development is characterised by a reasonable profit. The enterprise begins to make profit and tend to have adequate funds to either invest in further business opportunity or continue with the same pace of growth. At this stage, the enterprise may initiate team building and people development, mostly driven by personal values and vision of the entrepreneur

(Gupta, Guha & Krishnaswami, 2013). At the takeoff stage which is the fourth stage, the focus is on further growth, expansion, and seeking new opportunities. The enterprise becomes more formal in nature, and work is properly defined and delegated. Finally, at the resource maturity stage, the enterprise is no more called a small enterprise but instead a company, that emphasises on quality control, financial control, and creating a niche in the market.

MER model was adopted to further explain the enterprise development stages as outlined above. The model described by Belak, Duh and Belak (2004) hinges on enterprise's strategy, structure and culture of the phases of development. The MER model was an expansion of Bleicher's model of enterprises development with the elements of needed strategies, structures, and cultures as shown on Table 1(Thommen, 1997). In the model all three elements (strategy, structure and culture) have to be well-defined for every developmental stage of enterprise separately. It is very important that all three defined elements change adjustably bearing in mind the developmental particularities of certain developmental stage and developmental changes of an enterprise.

Table 1: MER Model for Enterprise Development

Phase	Strategy	Structure	Culture
Pioneer	The business idea should be brought to the market	No hard structures; the pioneer (grounder) dominates	Spontaneous, flexible, strong influence by the founder
Market opening	Enterprise profession	Structure in	Customer

phase	alizing	building	oriented , the influence of the founder in the background
Diversification phase	Development of the new core business ideas	Development of the business reports	The ground for the branch culture
Acquisition phase	The usage of external growth potentials	Divisional structure, holding	Potential culture conflicts between daughter enterprises
Cooperation phase	Strategic alliances for achieving the higher flexibility	Strategic alliances led by teams	Cooperation culture crucial for progress and development
Restructuring phase	Step back in earlier phase to ensure the survival	The usage and testing of the new org. structures (e.g. profit centre)	The crisis awareness, the battles between old and new culture

Source: Thommen (1997)

Enterprise development, like every other human endeavour has some critical constraints that make such development very difficult. According to Campos and Gassier (2017) there are barriers that limits

entrepreneurs' decision on the level of investment and risk-appetite, competition, formalization of their activity, and the type of activities and industries they venture. Their emphasis was more on the gender issue that concerns enterprise development. Campos and Gassier (2017) argued that all the mentioned constraints are more particular to women entrepreneurs that make them feel more inferior to men enterprises in growth and even competition. On the other hand access to finance is another constraint that has been featured obviously in a number of studies on small enterprises development (Radzi *et al.*, 2017).

The importance of skills for entrepreneurs is growing in Africa and other developing nations. These skills such as: self-confidence, leadership, creativity, risk propensity, motivation, resilience, self-efficacy and psychology (Campos & Gassier, 2017). The skills can be developed through intervention programs like training institutes, training program and or capacity building program. Capacity building is the art of enhancing new and improved skills for performing an undertaking by people (Muazu & Ibrahim, 2016). Capacity building is the process by which individuals, groups, organisations, institutions and societies increase their abilities to perform core functions, solve problems, define and achieve objectives (UNDP, 1997). Capacity building consists of activities designed to increase the competence and electiveness of individuals and organizations (Stryk, Damon, & Haddaway, 2011). According to ESRC (2012) capacity building is a process where individuals, groups, networks, and organisations are encouraged and facilitated in enhancing their knowledge and skills so as to increase their ability to perform tasks. Capacity building can be defined narrowly

as training- increasing knowledge and skills in general.

A trainer is any person, either paid or voluntary, who is charged with the development, counselling, encouraging and motivating potential entrepreneurs in informal or formal activities. These activities may take place within the training related programmes of the entrepreneurship development institutes. It becomes a great deal in entrepreneurship training to require competent trainers because an unsuitable trainer cannot only make the training ineffective, but also do allot of harm by demotivating the trainees (Romijn, 1989).

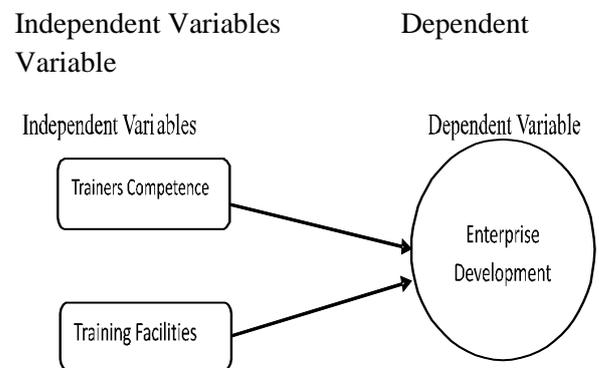
Increasingly, trainers are identified as the most important factor influencing the quality of training (European Commission, 2013). Trainers can be the change agents that transform the training system by being the ones who encourage participants to develop their entrepreneurial skills and mind-sets including fostering their ability to turn ideas into action, spur their creativity and sense of initiative along with other skills and attributes to fit the needs of a knowledge-based and innovative society (OECD, 2014). Such a transformation is carried specifically through a significant paradigm shift in training and learning practices. According to Romijn, (1989) achievement motivation training for instance requires considerable skills, which can only be offered by a mature trainer with a sound background in psychology and lively interest in people. It is therefore expected of trainers to transmit not only knowledge, but rather support and encourage each trainee's own learning process and to develop their full business potential, individually and in groups. Donovan, Bransford and Pellegrino (1999), in their review of training evaluation models

from the economic and human resource literature, pointed out that when dealing with the issue of human competence, trainers' expertise is critically important.

Availability and functionality of training facilities in the institutes could help greatly in building participants capacities for enterprise development. Facilities like workshop for practical, adequate class rooms, business incubators and instructional facilities like tools and equipments. The mother issue here is also the availability and adequacy of funding of the institutes, with which the training facilities can be acquired. With adequate funding, the most competent trainers can be sought also.

Conceptual Framework

Figure 1: Research Proposed Conceptual Model



Source: Muazu, H. M. (2016)

Figure 1 above show the linkage between the independent variables (trainer's competence & training facilities) and the dependent variable (Enterprise development). It shows the flow of the independent variables relationship with the dependent variable.

Methodology

Sampling Design

The population of the study were the graduates of the eight (8) functional training institutes of entrepreneurship development in Kano State. The graduates are up-to 10000 beneficiaries, hence a sample size of three hundred and seventy (370) respondents as put by Krejcie and Morgan (1970) was used. A convenient sampling technique was used in selecting the respondents, where closed- ended questionnaire was used as the instrument, considering 5 point Likert scale interval in measuring the data.

Research Procedure

Survey research design was adopted in conducting this study because it involves collecting data in order to test hypothesis or answer research questions. Three variables were identified to include Enterprise development as the dependent variable and on the other hand, the independent variables are trainers' competence and experience and training facilities.

The variables are represented by:

Y, X1, and X2.

$$Y=f(X1,X2+u).....(1)$$

(Linear Form)

$$Y_t = b_0 + b_1 X_1 + b_2 X_2 + u(2)$$

The internal consistency analysis employed for this study was the coefficient called Cronbach's alpha, maintaining a threshold

of 0.60 as considered by Hair *et al.*, (2010). The regression coefficient R² was used to measure predictive power of the independent variables (model), level of significance of .000 using ANOVA was adopted and beta (β) was used to assess individual contribution of the independent variables. The β and the p value of .005 or below was used in testing this study's hypothesis.

Multicollinearity assumption was tested using Tolerance value of morethan 0.10 and VIF of less than 10 and Durbin Watson of 1.5 – 2.5 was used to measure error term for this study. Normality and linearity assumptions were plotted on Q.Q curve and a histogram respectively. Scattered diagram was also used to test for Homoscedasticity. For data analysis, inferential statistics specifically multiple regression was used, using SPSS software to test the dependency of the relationship between the dependent and independent variables and was also used to test the study hypothesis. Pearson's correlation was used to explain the relationship between the independent variables.

Data Analysis

The results of reliability testing showed in this study for the dependent variable (enterprise development) is 0.616 and for the independent variables are 0.664 and 0.702 for trainers competence and training facilities respectively. This is showing that consistency of the instrument was met.

To arrive at an accurate conclusion on the results of regression analysis that would enable application of a model on another population of interest, would require a thorough examination of normality, collinearity, linearity, homoscedasticity and independence of the residual (Hair, Black,

Babin & Anderson, 2010). The authors put it that, these assumptions are applicable to both dependent and independent variables and their relationship as a whole.

Table 2: Model Summary^b

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson	
				R Square Change	F Change	df1	df2		Sig. F Change
1	.583 ^a	.340	2.16917	.340	55.624	2	216	.000	1.700

Source: Author computation

a. Predictors: (Constant), TRAININGFACILITIES, TRAINERSCOMPETENCE

The results of multiple correlation (R), squared multiple correlation (R²) and adjusted squared multiple correlation (R²adj) shows how well the combination of independent variables predicts the dependent variable. This study's R² of 0.340 in table 1 above indicates that the variability in Enterprise Development being the dependent variable was up to 34%. This means that the independent variables are good predictors of enterprise development. The 1.700 Durbin Watson has fallen within the acceptable range of 1.5 – 2.5 as recommended by Norusis (1999)

Table 3: ANOVA^b

Model		Sum of Squares	Df	Mean Square
1	Regression	523.458	2	261.729
	Residual	1016.347	216	4.705
	Total	1539.805	218	

Source: Author computation

a. Predictors: (Constant), TRAININGFACILITIES, TRAINERSCOMPETENCE

b. Dependent Variable:

ENTERPRISEDEVELOPMENT

Regression model is considered significant when it is 0.000 under Anova. Having Sig. F Change value (F(2, 218) = 55.624, p < .0005 in table 3 shows that the model used in this

study was appropriate as 0.000 significance value was attained.

Results of Multiple Regression and Hypotheses Testing

This section presented results of the coefficients, meaning hypotheses testing concerning the relationship between Enterprise development which is the dependent variable and independent variables – trainer's competence and training facility. In testing the hypotheses developed for this study, the choice of p < .05 and p < .01 as level of significance was adopted as put by (Cooper & Schindler, 2003; Hair et al., 2010).

Durbin Watson value ranges between 1.5 and 2.5. On this note, this study's Durbin Watson was 1.700 as shown in table 2, was within the acceptable value and as such did not violate the assumption of independence of samples. To this end this study's result had shown the non violation of the assumptions of linearity, normality, collinearity, multicollinearity, homoscedasticity and independence of error.

Table 4: Coefficients^a

Model	Standardized Coefficients (Beta)	T	Significance
1. ENTERPRISE DEVELOPMENT (Constant)	-	7.276	.000
2. TRAINERS COMPETENCE	.464	8.388	.000
3. TRAINING FACILITIES	.366	6.612	.000

Source: Author computation

Table 4 above showed that Trainers competence is having the highest Beta value of .464 indicating a strong prediction of the dependent variable. With standardized

coefficient Beta of .464 relative to other predictors, Trainers competence emerged as the strongest predictor. This implies that when all other independent variables are held constant, Trainers competence explains exactly 46.4 percent variation in the dependent variable of this study. Additionally, at Beta point .366 in the coefficient table above indicated that Training Facilities represent lower predictive power among the independent variables. Therefore whenever the other variable is dropped Training Facilities explains 36.6 percent variation in enterprise development.

The multiple regression and the hypotheses testing results as indicated in table 4 and the model summary in table 2 above showed that the independent variables were able to explain 34 percent of the variance in the dependent variable. Notwithstanding any other independent variables not used in this study, the achieved $R^2 = 0.340$ is adequate enough to predict variation in Enterprise development as the dependent variable of this study.

A detail investigation of the contribution of individual independent variables in the explanation of the dependent variable showed that Trainers Competence ($\beta = 0.464$, $t = 8.388$, $p = 0.000$) with significant contribution and Training Facilities with ($\beta = 0.366$, $t = 6.612$, $p = 0.000$). With positive values of Beta, Sig. and t in the regression result, therefore shows that all the two null hypotheses of the study which states that "Trainers' professional competence and experience do not have any effect on enterprise development" and "Availability and functionality of training facilities in the institutes has no effect on enterprise

development" are not supported and therefore considered rejected.

Discussion of Findings and Conclusion

The result shows clearly that the two (2) null hypotheses were not supported and as such considered rejected. This is because the two independent variables were found to be good predictors of enterprise development and are also significant at .000. In this section therefore, the discussion on the finding would objectives and hypotheses.

One of the objectives of the study was to assess the professional competence and experience of the trainers in the training institutes and how it affects enterprise development. The corresponding null hypotheses H_{01} states that trainers professional competence and experience do not have any effect on enterprise development. However, the result of this study showed that there is a positive relationship between trainers' competence and enterprise development, meaning that trainers' competence has great effect on enterprise development. This is in line with the assertion of Donovan, Bransford & Pellegrino (1999), who pointed out that when dealing with the issue of human competence, trainers' expertise is critically important.

The other objective of this study was to examine the availability and functionality of training facilities in the institutes and how it affects enterprise development. Consequently, the null hypothesis H_{02} states that the availability and functionality of training facilities in the institutes has no effect on enterprise development. This study's finding in this regard did not support the null hypothesis because it indicates that the variable has positive relationship with

the dependent variable, as such availability of training facilities has a significant effect on enterprise development.

Conclusion

Although previous studies established positive link between some of the variables and enterprise development in different contexts, the linkage was not empirically examined on a sample of 370 respondents who were participants of Kano state entrepreneurship development training institutes. This study was presumably the first of its kind to be conducted in Kano state Nigeria that examines the effect of trainer's competence and training facilities on enterprise development. The study was able to establish and validated that the more competent the trainers are and availability of training facilities the more effective a capacity building would be in the development of micro, small and medium enterprises.

The study findings show clearly that these gaps uncovered from the literature review have been covered. It also laid a foundation for further studies in the near future that would employ other effective variables capable of predicting enterprise development which were not examined under the current study.

Recommendations

The recommendations are provided to Kano state entrepreneurship development training institutes, Kano state government, any other training institutes within and outside Nigeria, state governments who may wish to establish these kinds of training institutes in the country and every other stakeholder. They are as follows;

- i. Building on trainers competence – the result of the regression analysis of this study showed trainers competence having 0.464 (46.4%) predictive power as the strongest predictor of enterprise development, hence the need for training institutes to always consider professional competence of trainers before recruitment. Also, the institutes should continuously determine trainers training needs and send them for further trainings.
- ii. Provision of up-to-date and functional training facilities – the variable indicated positive relationship with enterprise development, having up-to 0.366 Beta (36.6%). It is therefore recommended that the institutes/government to provide adequate facilities like workshop, equipments and machines in the institutes, incubation centres and all necessary tools and improve on their maintenance.
- iii. This recommendation on the other hand was in consideration of the study scope and limitation. The study covers only eight functional training institutes in Kano State instead of the 21 established institutes and specifically in Kano State. Contextually, further studies are recommended to cover North-western Nigeria, Northern Nigeria etc. Also, this study is positioned in the outcome dimension of capacity building effectiveness. It is recommended for future studies to be conducted on the impact dimension of capacity building effectiveness.
- iv. This study's R^2 of 0.340 indicated that the utilised variables as shown

by the model variance did not sufficiently explained enterprise development, meaning that there are other effective variables that were not treated in this study. Variables like availability and adequacy of funding and government political will etc. It is therefore recommended that the above mentioned additional variables be incorporated in future studies which may better explain the remaining 68.6% variance in enterprise development.

This study also suggests that further research can be conducted on capacity building for enterprise development on a broader form, such that capacity building is introduced as intervening variable. It could be on assessing the impact of enterprise development training on potential entrepreneurs or existing small business owners.

References

- Allison, P. D. (1999). *Sociological Methods & Research*, 28 (2),
- Azila-Gbettor, E. M. & Harrison, A. P. (2013). Entrepreneurship Training and Capacity Building of Ghanaian Polytechnic Graduates. *International Review of Management and Marketing* 3, (3), 102-111.
- Belak, J., Duh, M. & Belak, J. (2004). The MER Model of Enterprise Development: Research Cognitions for its Creation. Accessed 5/02/2018: https://kgk.uni-obuda.hu/sites/default/files/Belak_0.pdf
- Bosire, J. & Etyang, M. (2003). The Effect of Education on Business Skills Cognition: the case of indigenous microscale enterprise owners in Kenya. *Journal of Vocational Education and Training*, 55, 1,
- Campos, F. & Gassier, M. (2017). Gender and Enterprise Development in Sub-Saharan Africa: A Review of Constraints and Effective Interventions. World Bank Group Policy Research Working Paper, number 8239.
- Cannon, T. (1991). *Enterprise: Creation, Growth and Development*. Oxford: Heinemann.
- Churchill, N.C. & Lewis, V. L. (1983). The five stages of small business growth. *Harvard Business Review*, 61(3), 30–50.
- Cooney, T. M. (2012). Entrepreneurship Skills for Growth-Orientated Businesses. Report for the Workshop on ‘Skills Development for SMEs and Entrepreneurship’, Copenhagen.
- Cooper, D. R. & Schindler, P. S. (2003). *Business Research Methods*. McGraw-Hill/Irwin.
- Donovan, S., Bransford, J., & Pellegrino, J. (Eds) (1999). - *How People Learn: Bridging Research and Practice* - National Academy of Sciences
- ESRC (2012). A Strategic Framework for Capacity Building within the ESRC National Centre for Research Methods (NCRM) (Economic and Social Research Council)
- European Commission (2013). *Entrepreneurship Training – A Guide for Educators*.
- Ghate, P., Ballon, E. & Manalo, V. (1996). Poverty Alleviation and Enterprise Development. The Need for a Differentiated Approach, *Journal of International Development*, 8, 163-178.
- Gupta, P. D., Guha, S. & Krishnaswami, S. S. (2013). Firm Growth and its

- Determinants. *Journal of Innovation and Entrepreneurship*, 2 (15).
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R.E. (2010). *Multivariate Data Analysis* (7th ed.). Prentice Hall, Upper Saddle River, New Jersey.
- Izedonmi, F.O. I. (2009). *Model of wealth creation*, Benin City, Mindex Publishing Company
- Jenkins, B., Gilbert, R. & Baptista, P. (2014). *Sustaining and Scaling the Impact of Enterprise Development Programmes*. CSR Initiative at the Harvard Kennedy School and Business Fights Poverty
- Krejcie, R. V. & Morgan, D. W. (1970). *Determining Sample for Research Activities*. *Educational and Psychological Measurement*, 30, 607-610.
- Liedholm, C. & Mead, C. (1991). *Dynamics of Micro-enterprises Research Issues and Approaches*, Michigan State University.
- McPherson, M. A. (1996). *Growth of Micro and Small Enterprises in Southern Africa*. *Journal of Development Economics*. 48, 253-277
- Morris, H. M. & Leyland, F. P. (1995). *Informal Sector Activity as Entrepreneurship: insights from a South African township*, *Journal of Small Business Management*, 79-85.
- Muazu, M., H. & Ibrahim, N., A. (2016). *The Effect of Entrepreneurship Training on the Capacity Building Program of Kano State Enterprise Development Training Institutes*. International Conference on Innovation and Management ICIM2016 proceedings.
- NEDEP (2014). *National Enterprise Development Program Report on Strategy and Activities in Nigeria*.
- Norusis, M. J. (1999). *SPSS Base System User's Guide to Data Analysis*. Prentice Hall, New Jersey.
- OECD, (2014). *Supporting Entrepreneurship in the Vocational Training System in Tunisia*. *Reviews on Skills and Competences for Entrepreneurship*
- Rae, D. & Woodier-Harris, N. (2012). *International Entrepreneurship Education: Postgraduate Business Student Experiences of Entrepreneurship Education*. *Education and Training*, 54: 8-9.
- Radzi, K. M., Mohd Nor, M. N. & Ali, S. M. (2017). *The Impact of Internal Factors on Small Business Success: A Case of Small Enterprises under the Felda Scheme*. *Asian Academy of Management Journal*, 22, 27-55.
- Raizcorp, (2010). *Enterprise Development Made Easy*. www.raizcorp.co.za
- Romijn H. A., (1989). *Selected Issues in Entrepreneurship Training for Small Business in Developing Countries*. A working Paper series No.46.
- Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach* (2nd ed.). New York: John Willey & Sons, Inc.
- Stryk, R. J., Damon, M., & Haddaway, S. R. (2011). *Evaluating Capacity Building for Policy Research Organizations*. *American Journal of Evaluation*, 32(1), 50-69.
- Tijjani-Alawiye, B. (2004). *Entrepreneurship Processes and Small Business Management*, Ilaro, Nigeria.

Thommen, J. P. (1997). Management-Kompetenz und Unternehmensentwicklung. In: JankoBelaket al. (Hrsg.): Unternehmensentwicklung und Management unter besonderer Berücksichtigung der Klein- und Mittelbetriebe in den Reformländern. *Versus Verlag, Zürich, 229-242*

Unachukwu, G. O. (2009). Issues and Challenges in the Development of Entrepreneurship Education in Nigeria.

UNDP (1997). Capacity Development. Technical Advisory Paper II. In: Capacity Development Resource Book.

World Bank (2013). Annual Report

*Muazu H.M., Aliyu A.A., Ummi R.S., Bala A.K., Auwal B. (2018). Role of Trainer's Competence and Training Facilities on Micro and Small Enterprises Development in Kano State Nigeria
GO-Uni Journal of Management and Social Sciences 6(1), 1-13
ISSN: 2550-7265*