

**VOCATIONAL ENTREPRENEURIAL TRAINING AND THE SUCCESS OF  
YOUTH-OWNED ENTERPRISES IN KASARANI SUB-COUNTY, KENYA.**

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## DECLARATION

This research project my original work and has not been submitted for a degree or academic award in any other university.

Wanyonyi Titus

Date: 01.03.2022

Signature: T.W

This project has been submitted with my approval as the appointed University supervisor.



Signature:

Date: 29<sup>th</sup> November, 2022

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## **DEDICATION**

I dedicate this project to my niece Vivian Akiru. I learned from her that resilience and faith are important in life. May the almighty God who healed you continue blessing as you continue in your rehabilitation journey.

## **ACKNOWLEDFMENT**

My supervisor and moderator deserve my appreciation for all the support they accorded me. I appreciate the entire academic staff of the University of Nairobi for providing the necessary support throughout this project. Special thanks to enterprise owners in Kasarani who willingly gave the information, allowing me to complete this study. Also, I thank God for his blessings upon me throughout this project.

## **ABSTRACT**

*One of the immerging issue relates to how vocational entrepreneurial training affects the success of enterprises. An investigation of the link between vocational entrepreneurial training and the success enterprises owned by youths in Kasarani formed the basis of this research project. In so doing, the study succeeded in answering the question: How does integrating entrepreneurial studies in vocational training impact success of youth-owned enterprises in Kasarani? A literature review focused on defining and explaining pertinent issues in youth-owned enterprises and vocational entrepreneurial training. A descriptive design was employed. The study targeted technical enterprises operated/owned by youth in Kasarani sub-county. A sample of 30 respondents was utilized. The study disclosed that vocational entrepreneurial training positively impacts the performance youth-owned technical enterprises.*

## TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDFMENT.....	iii
ABSTRACT.....	iv
LIST OF TABLES.....	vii
CHAPTER ONE:.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 Vocational Entrepreneurial Training.....	2
1.1.2 Youth-Owned Enterprises.....	3
1.1.3 Context – Kasarani Sub-County.....	3
1.2 Research Problem.....	4
1.4 Value of the Study.....	5
CHAPTER TWO:.....	7
LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Theoretical Foundations.....	7
2.2.1 The Contingency Theory.....	7
2.2.2 The Human Capital Theory.....	7
2.3 Vocational Entrepreneurial Training and Youth Owned Enterprises.....	8
2.3.1 Vocational Entrepreneurial Training.....	8

<b>2.3.2 Youth-Owned Enterprises</b> .....	9
<b>2.4 Summary &amp; Research Gap</b> .....	10
<b>CHAPTER THREE:</b> .....	12
<b>RESEARCH METHODOLOGY</b> .....	12
<b>3.1 Introduction</b> .....	12
<b>3.2 Research Design</b> .....	12
<b>3.4 Sample Design</b> .....	13
<b>3.5 Data Collection</b> .....	14
<b>3.6 Data Analysis</b> .....	15
<b>CHAPTER FOUR:</b> .....	17
<b>DATA ANALYSIS, RESULTS, AND DISCUSSION</b> .....	17
<b>4.1 Introduction</b> .....	17
<b>4.2 Response Rate</b> .....	17
<b>4.3 Demographics of the Respondents</b> .....	17
<b>4.3.1 Title of Participants</b> .....	18
<b>4.3.2 Gender</b> .....	18
<b>4.3.3 Age Category</b> .....	19
<b>4.3.4 Number of Employees</b> .....	19
<b>4.3.5 Technical and Vocational Training</b> .....	20
<b>4.3.6 Enterprise Industry</b> .....	21
<b>4.3.7 Duration in Business</b> .....	21

<b>4.3.9 Gross Monthly Turnover Rates .....</b>	<b>22</b>
<b>4.4 Vocational Entrepreneurial Training and Performance of Enterprises .....</b>	<b>23</b>
<b>4.5 Vocational Entrepreneurial Training and Entrepreneurial Activities of the Enterprises.....</b>	<b>24</b>
<b>4.6 Influence of Vocational Entrepreneurial Training on Performance of Enterprise .....</b>	<b>25</b>
<b>4.7 Discussion of Findings .....</b>	<b>26</b>
<b>CHAPTER FIVE: .....</b>	<b>28</b>
<b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....</b>	<b>28</b>
<b>5.1 Introduction.....</b>	<b>28</b>
<b>5.2 Summary.....</b>	<b>28</b>
<b>5.3 Conclusions.....</b>	<b>29</b>
<b>5.4 Recommendations .....</b>	<b>29</b>
<b>5.5 Limitations of the Study .....</b>	<b>29</b>
<b>5.6 Suggestions for Further Research .....</b>	<b>30</b>
<b>REFERENCES.....</b>	<b>31</b>
<b>APPENDIX I: QUESTIONNAIRE .....</b>	<b>35</b>

**LIST OF TABLES**

<b>Table 3. 1.....</b>	<b>13</b>
<b>Table 3. 2.....</b>	<b>13</b>
<b>Table 4. 1.....</b>	<b>17</b>



<b>Table 4. 2</b> .....	18
<b>Table 4. 3</b> .....	18
<b>Table 4. 4</b> .....	19
<b>Table 4. 5</b> .....	19
<b>Table 4. 6</b> .....	20
<b>Table 4. 7</b> .....	21
<b>Table 4. 8</b> .....	21
<b>Table 4. 9</b> .....	22
<b>Table 4. 10</b> .....	23
<b>Table 4. 11</b> .....	23
<b>Table 4. 12</b> .....	24

## **ACCRONYMS AND ABBREVIATIONS**

TVET: Technical and Vocational Education and Training

YEDF: Youth Enterprise Development Fund

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The formation and the success of businesses are impacted by a mix of technical and entrepreneurial abilities, which is why vocational entrepreneurial training is important for young people with aspirations of starting and owning businesses (Oyelola, et al., 2014). Students may better prepare for the workforce by gaining practical experience via vocational and technical education. It has been stated that giving young people access to technical, vocational, and academic education would help them develop the entrepreneurial mindset required to start their own businesses. Maigida et al. (2013) conducted research in Nigeria to determine the source of youth unemployment and the challenges they encounter. They discovered that a lack of entrepreneurship skills was to blame. Therefore, by learning how to start and run businesses, young people may get the skills necessary to make a livelihood in today's economy. Vocational education, according to Mouzakitis (2010), equips individuals with the knowledge and abilities that are essential to efficiently carry out crucial tasks for businesses. There has been a shift in vocational education's emphasis from producing trained employees to producing competent persons with entrepreneurial abilities, which is encouraging. Kenya's young unemployment rate is so high that it has forced the country to rethink how produce individuals who are able to create and sustain successful enterprises.

The contingency theory and human capital theories served as the study's foundations. According to Fred Fielder's (1957) contingency theory, an organization's success is decided by how well its resources, structure, and tactics, on the one hand, and the constraints of the external environment, on the other, fit together (Linton, 2014). The concept suggests that knowledge of company design and strategy, together with skills and education, are crucial for carrying out entrepreneurial activities. In order to excel in the market, for instance, individual entrepreneurs need the skills and expertise that allow them to discover opportunities, strategize, and even design their companies. Therefore, entrepreneurial education and training are in demand.

Education and experience are foundations of the human capital theory (Simpeh, 2011). The theory is attributed to Gary Becker (1993). According to the theory, information earned through education and experience is a valuable resource and is critical in explaining disparities in opportunity identification and exploitation. This theory was valuable in emphasizing the significance of entrepreneurial vocational training in arming youth with the information, skills,

and experience for discovering opportunities, developing businesses, and guiding them to success.

Youth unemployment in Kenya is very high, and entrepreneurship is seen to be a potential solution. According to a 2016 survey by Awiti and Scott, 55% of Kenya's youths are unemployed. The study further revealed that sixty-three percent of youths are concerned about the level of unemployment in the nation but are optimistic about the future. Nearly 48% of the young people surveyed said that business and entrepreneurship were their preferred occupations (Awiti & Scott, 2016). Many youth lack the abilities and information necessary to locate and effectively run businesses. So, with a focus on Kasarani Sub-County, this research looked at how vocational entrepreneurship training affected the performance of youth-owned businesses.

### **1.1.1 Vocational Entrepreneurial Training**

According to Marliyah (2018), a module that aims at empowering learners with job creation abilities is known as vocational entrepreneurial training. For many years, vocational training has failed to impact the youths with an entrepreneurial mindset. According to Marliyah (2018), many vocational and technical trained graduates continue to battle unemployment. The focus on hard skills while excluding the soft entrepreneurial skills is highlighted as a primary contributing factor. Thus, sustainable entrepreneurial instructions that empower people with skills and knowledge to enable them successfully create and manage ventures is the foundation for entrepreneurial vocational training.

Entrepreneurial programs offer individuals with many benefit. According to The European Commission (2009), individual are empowered to think creatively, and communicate effectively. Their analytical skills are also enhanced and they are able to lead, and evaluate business projects. Moreover, since individual are able to test their ideas in entrepreneurial oriented modules, they are able to develop confidence-wise in identifying business gaps and exploiting them. Thus, the importance of this program.

Vocation entrepreneurship training relates to particular knowledge and skills that are aligned with the demands of the labor market (Stadler & Smith, 2017). Moreover, the authors that the through the module, development of entrepreneurial behaviors for different vocations by learners is possible. Moreover, experiences and attitudes of students are positively impacted

making them to opt for entrepreneurship rather than seeking employment. Therefore vocational entrepreneurial training promises many benefits to the Kenyan unemployed youths.

### **1.1.2 Youth-Owned Enterprises**

According to the United Nations (n.d.) persons in the age group eighteen to twenty-four are considered as youths, but a globally agreed definition of what constitutes a youth does not exist. Within the context of Kenya, persons whose ages range from 18 to 35 are considered youths. Entrepreneurial enterprises are created when one or more entrepreneurs develop a product for the market. Therefore enterprises owned and operated by individuals aged 18-35 years to serve specific customer needs can be referred to as youth-owned enterprises.

According to Asan (2017), the lack of requisite entrepreneurial skills is the root cause of the high failure rates of enterprises belonging to young people. The study further notes creative and innovative thinking are lacking among business establishments belonging to the youth. Hence, the ideal strategy to aid the youth into creating and sustaining successful ventures lies in entrepreneurial based training.

A number of factors affecting the performances of enterprises owned youths in Kajiado County was undertaken by Odhiambo (2013). Based on the study, a lack of entrepreneurial training was a major issue that had to be addressed immediately. A possible solution to the problem included developing relevant support systems and appropriate modules of education. Thus, the uniqueness of enterprises owned by the youths is manifested through the challenges faced and as well as the required reasoned interventions.

Mohamed (2017) contends that knowledge of business planning and strategy execution are important in owning successful ventures. Many young people are opting entrepreneurship in the current world where the unemployment rate is hitting double figures. Other recommendations from the study was that youths should be enabled to design and come up with ideas that correspond to the immediate business needs. That way, their enterprises can manage to remain competitive.

### **1.1.3 Context – Kasarani Sub-County**

Thousands of youngsters live in Kasarani sub-county is a low to moderate income residential neighborhoods. Due to high levels of unemployment, many young people have turned to entrepreneurship (Kenya National Bureau of Statistics, 2019). Internet service, building, motor vehicle repair, and welding have all attracted technically skilled youths. While some of these

young people's ventures have prospered, others have failed (Kenya Bureau of Statistics, 2019). This brings up the question of whether the success of these businesses was influenced by expertise in entrepreneurship. Hence, this study aimed at understanding the link between vocational entrepreneurial training and the performance of youth-owned businesses. Quantitative approaches were used to establish how entrepreneurial vocational training has benefited youth-owned businesses in Kasarani Sub-county. Contextualization was done by exploring relevant literature and statistical analysis of data.

## **1.2 Research Problem**

Kenya is keen on establishing the Competency Based Curriculum (CBC). TVETs is one of the new curriculum's primary components. The expectations of the government are that providing young people with suitable knowledge and competencies, it will manage to boost their chances of employment and ability to create job opportunities. Vocational training is essential for providing people with hands-on knowledge, skills, and experiences. As a result, individuals with suitable employment skills are produced. Currently, many young people in Kenya are unemployed. As per Awiti and Scott (2016), the unemployment rate in 2015 among young people stood at 55% in 2015. The unemployment has been linked to the government's incapacity to develop job possibilities and inadequacy of entrepreneurial skills to enable youths find and exploit on company chances. Most studies have examined the contributions of vocational training and entrepreneurship as distinct entities in economic empowerment. Hence, little research relating to how the creations of enterprises is stimulated by vocational entrepreneurial training has been conducted.

The mandatory requirements in the 21<sup>st</sup> century are innovation and creativity at work. A study Nakano and Wechsler (2017), explored how innovation and creativity relate. The study established that creativity and innovation through eliciting positive aspects of the individual boosted human potential. The study, which involved a review of multiple peer reviewed articles was conducted in Brazil. Further, exploring this issue at a personal level is now crucial. The study Landström et al. (2015) explored whether entrepreneurship and innovation are similar or different aspects in explaining the importance of creativity and innovation has been magnified by transformations that has seen societies becoming knowledge-intensive. The authors reviewed twelve texts on entrepreneurship and twelve books on innovation, and concluded that creativity and innovation enhance entrepreneurship. Nguyen and Li (2019) found that creativity and innovation are associated with positive outcomes such as increased productivity and ethical

behavior through their study that looked at the role of creativity and innovation as a situational variable for expected as well as unexpected consequences. The research involved collecting and reviewing data gathered from employees from numerous Vietnamese firms. Clearly, creativity and innovation are greatly valued in today's world.

The study Lindner (2021), on TVET curriculum development that entrepreneurial training has much significance in today's world. The study was a collaboration between members of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training department. As per the study, possession of entrepreneurial knowledge is important due to the rapidly growing population and high rate of unemployment within this population group (Lindner, 2020). The most unfortunate discovery is that many of the Kenyan youths cannot exploit the opportunities despite possessing relevant skills and knowledge of different job. As a result, there is intense competition for the few available job opportunities. Several measures have been undertaken by Kenya to stimulate entrepreneurship in youths. YDEF is one such measure (Sikenyi, 2017). Training with the aim of impacting youths with employable skills giving them preferential treatment in certain tenders is the other mechanism. Hence, a better understanding of vocational entrepreneurial training is essential.

Although the issue of vocational training has attracted a lot of research, the integration of entrepreneurial studies in vocational training has attracted few studies. Furthermore, no single study has focused on entrepreneurial vocational training in the sub-county of Kasarani. The purpose is to provide to answer the research question: How does incorporating entrepreneurial studies in vocational and technical training affect the capacity of the youth in Kasarani sub-county to launch and run successful enterprises?

## **1.2 Objectives of the Study**

The aim of the study was to

- Determine the importance of the entrepreneurial curriculum in technical and vocational education;
- Establish how the performance of youth-owned businesses is impacted by entrepreneurial knowledge and skills.

## **1.4 Value of the Study**

Stakeholders in government, commerce, and academia were targeted in this study. First, highlighting the interrelationship between entrepreneurial vocational training and successful

operation of enterprises, the study is important for commerce. Youths in Kasarani and across Kenya will be eager to acquire entrepreneurial knowledge alongside technical skills to identify and make good use of opportunities in their fields of expertise.

Second, policymakers can remarkably can accrue value from this study. They will comprehend the essence of developing appropriate policy to ensure that vocational and technical education includes the entrepreneurial studies. They can develop financing, monitoring, and quality assurance policies to facilitate the success of the TVET module.

Finally, this research is significant for academics. For starters, scholars will be prompted into undertaking further research in entrepreneurial vocational training. The generation of new and additional information, leading to a better understanding of appropriate ways of integrating entrepreneurial knowledge into vocational training, and related aspects will also be achieved through future researchers.



## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature concerning vocational entrepreneurial training and youth-owned enterprises was reviewed in this chapter. Topics and empirical studies on how vocational entrepreneurial training and the success of youth-owned enterprises in Kasarani related was the explored. The two ideas that underlie this research were also investigated.

#### **2.2 Theoretical Foundations**

This project was built on the contingency and human capital theories. The theories highlighted the impact of the hands-on approach and the internal/external motivations for entrepreneurship. How education and training affect entrepreneurship was also explicated through the theories.

##### **2.2.1 The Contingency Theory**

This theory argues that the fit between an organizations resources, structure, and strategies on one hand, and the external environment conditions on the other hand determine its performance (Linton, 2014). The notion refers to the competence of entrepreneurs in the sense that skills and education, knowledge of company design, and strategy are essential to running entrepreneurial operations. Even in an ideal entrepreneurial climate, individual entrepreneurs must have the skills and expertise to identify opportunities, develop, and build their enterprises in order to achieve market success. Therefore, entrepreneurship training and education are essential.

Two aspects of the contingency theory applied to this study. They were the internal/external motivations for entrepreneurship and the entrepreneurial experiential approach. Hence, possession of the relevant entrepreneurial skills and knowledge by youths enables them to initiate, maintain, and run profitable enterprises. The government may offer a conducive environment for young entrepreneurship by implementing the policy on entrepreneurial training integration in vocational education. In addition, youths can learn essential entrepreneurial lessons and apply them when launching and operating their own businesses through this hands-on approach.

##### **2.2.2 The Human Capital Theory**

The theory is credited to Dr. Becker Garry (1993), a University of Chicago-educated American economist (Dimov, 2017). Dimov (2017) explains that the theory puts stress on individual's

knowledge, routines, and personality traits. The hypothesis makes reference to invention and creativity as an outcome of education and training. The knowledge and expertise earned through training and education are essential in identifying and maximizing market possibilities (Simpheh, 2011).

In reference to the theory, Loasby (2011) posits training and experience assist seizing opportunities thus allowing people to define a problem and provide solutions. In addition, a series of studies have shown that human capital and the degree of entrepreneurial activity are positively correlated. According to Stuart and Abetti (1990), this motivates governments to invest in or subsidize education and training. The theory further reveals the relationship between entrepreneurial education and training and effective business practices. Therefore, the theory's applicability to this research.

## **2.3 Vocational Entrepreneurial Training and Youth Owned Enterprises**

### **2.3.1 Vocational Entrepreneurial Training**

Gielnik et al. (2016) conducted a quantitative research at Nakawa Vocational Training Institute involving students numbering 178 at the Kampala-based College. The research sought to establish the effect of incorporating entrepreneurial courses within technical and vocational education. The study established that the integration resulted in increased creation of jobs and higher generation of income among the youth. According to Gielnik et al. (2016), curriculum/training should be tailored based needs of student.

Maigida et al. (2013) performed a quantitative study in Lagos, Nigeria. The study explored the relationship between vocational entrepreneurial training and entrepreneurship levels among the youth. The study found that entrepreneurial vocational training was a strategic approach for youth empowerment. The study further disclosed that vocational entrepreneurial training exposed students to multiple employment opportunities and instilled in them the abilities of inventing, creating, taking risks, and managing projects in very competitive environments.

A study targeting two hundred and fifty private and public institutions was carried out in Spain. This study was undertaken by Hernández et al. (2019) to disclose the effect of entrepreneurial education on overall entrepreneurial efforts. The study was qualitative in nature. The research found that vocational entrepreneurship training stimulated entrepreneurial activity across Spain's 17 autonomous communities. The study argued that entrepreneurial effect on fostering

problem-solving abilities, opportunity recognition, creativity, and confidence in establishing businesses was highlighted.

Karyaningsih et al. (2020), a qualitative study targeting students enrolled in entrepreneurial courses focused on answering how the intentions of the participating students were influenced by entrepreneurial studies. The study took place in Jakarta. Variables knowledge, intention, and mind-set are impacted by this education formed the findings. The research similarly established that entrepreneurial knowledge improves the attitudes and entrepreneurial goals of students.

Ni and Ye (2018) conducted a quantitative investigation of the influence of vocational and entrepreneurial training and education on Chinese secondary school students. On the study's outcomes basis, the authors concluded that vocational entrepreneurship training improved entrepreneurial activity among students.

### **2.3.2 Youth-Owned Enterprises**

Ama and Okurut (2013) study conducted in Botswana suggested that lack of entrepreneurship skills were major challenges for both youths and women entrepreneurs. These abilities include communication, financial, analytic, and problem-solving abilities, as well as strategic planning and thinking. These restrictions contributed to the power imbalance and demise of their enterprises. The writers urged the government to create and promote entrepreneurial initiatives for the benefit of populations in question. The study included both quantitative and qualitative approaches to collect information from a total of 590 individuals.

Kiruja (2013), through a qualitative study, explored factors responsible for the development of firms owned by youths in Tigania West, in the county of Meru. The issues affecting youth entrepreneurs were revealed as inadequate knowledge and lack of networks. Inadequate awareness of market dynamics and a lack of networks made it tough for young entrepreneurs to get appropriate capital for their businesses. According to a study, these entrepreneurs were unable to compete to their more seasoned counterparts in terms of effective company management practices, wealth creation, and business concept generation owing to their lack of experience and networks (Kiruja, 2013). Consequently, the development and growth of their enterprises was adversely affected.

The focus of a quantitative study Sindambiwe and Mbabazi (2014) among selected University students in Kigali Rwanda was the identification of the issues faced by businesses owned by youth. Inadequate entrepreneurial abilities, such as poor management and planning methods, and restricted entrepreneurial training chances have negative effects on the success of youth-owned businesses were the conclusions of the study. Further, weak entrepreneurial abilities led to bad company selection, poor business practices, and a lack of business acumen, thus increasing the risk of failure of the enterprises.

Kilonzo (2013) conducted a qualitative study on challenges encountered by businesses operated by young people. A major challenge for youth-associated enterprises was the lack of entrepreneurial experience. The lack of skills for analyzing market, and failure to seek and obtain adequate funding, and inadequate soft skills was the manifestation of the challenge. Thus, the high probabilities of the failure of their businesses. This research was conducted in Machakos with the goal of identifying strategic and policy approaches to boost the competitiveness of firms owned by youth.

#### **2.4 Summary & Research Gap**

According to Marliyah (2018), the inclusion of the entrepreneurial curriculum in vocational training with the aim of empowering students with skills and knowledge to create, sustain, and run businesses profitably is a hotly debated topic in Kenya. There is a lot of attention and focus on entrepreneurship to remedy the high unemployment within the youth unemployment (Chigunta, 2017). While vocational education continues to provide youth with practical skills, a lack of entrepreneurial abilities has hampered their capacity to create and maintain profitable businesses. With the inclusion of entrepreneurship curriculum in vocational training, youths may be armed with the skills and information required to launch businesses.

Detailed exploration of the theories and empirical studies on vocational entrepreneurial training and the success of firms under the ownership of youths were undertaken in this study. Several research on the relationship between vocational entrepreneurial training and the success of entrepreneurial activities of the youth have been mainly conducted in developed countries. However, there is zero studies focusing on enterprises owned by youths in Kasarani. The study's goal was to fill that void. Understanding the impact of vocational entrepreneurship training will be critical in formulating a strategy for addressing the high youth unemployment rate by providing them (youth) with the entrepreneurial knowledge and skills required to effectively manage their businesses.



## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter contains the research methodology that was employed in the study. The data collection procedures and analysis of data are also presented. The chapter began by going over the research design techniques applied to the study. The target population, technique of sampling, size of the sample, generation of data, and approaches of analysis were highlighted.

#### **3.2 Research Design**

The research design refers to the strategy utilized in carrying out research. According to Moissenko et al. (2017), a clear and logical plan to address the research questions constitutes the design. It involves collecting, organizing, analyzing, and interpreting the data. A descriptive research approach was employed. The design was suitable since it could utilize the information gathered to define a phenomena being studied.

Cross sectional survey design and quantitative approaches were employed. Because of its ability to measure a specific aspect at a particular point in time, the survey technique was utilized. The method is crucial for obtaining quantitative data from a particular sample group. Additionally, it may be used to measure the characteristics of huge populations and assists in examining the connection between different variables. Quantitative methods were also utilized in the research investigation. According to Moissenko et al. (2017), quantitative research produces statistics using multiple research instruments, large-scale survey research, and large-scale survey research.

#### **3.3 Population**

The whole group for which conclusions are drawn constitutes the study population (Mauldin & Open Textbook Library, 2020). The definition of the characteristics of a population and the choice of the sample size that is representative of the study population are important undertakings. There are close to 300 enterprises owned by the youths out of the 839 SMEs in Kasarani Sub-County (Karengo, 2016). Licensed firms involved technical skills in motor vehicle mechanics, welding, provision of internet, and plumbing in Kasarani sub-county constituted the target population. Groups of objects or event with similar observable traits constitute a target population (Mauldin & Open Textbook Library, 2020). This research

focused on selected youth-owned businesses in each of the Kasarani Sub-five County's Wards. Kasarani, Clay City, Mwiki, Njiru, and Ruai are the wards in question.

**Table 3. 1**

*Target Population*

<b>Wards</b>	<b>Population</b>
Kasarani	15
Clay City	10
Mwiki	25
Ruai	30
Njiru	20
<b>Total</b>	<b>100</b>

**3.4 Sample Design**

A random sampling method was applied in selecting the participants because of the varying characteristics of items within a research population. The risk a wrong view of the population and making wrong conclusions was achieved through selected sampling method. The argument by Mugenda and Mugenda (2003) is that ten percent sample can sufficiently represent the population under study. Consequently, the sample size of 30 businesses provided a precise representation of youth-owned enterprises in Kasarani.

A sample ratio of 0.3 was utilized. The sample size for the research was 30 entities (0.1100) from a target population of 100 enterprises. In collecting the necessary data for the research, only the sampled population was considered in the data collection process. Table 3.2 indicates sample population distribution.

**Table 3. 2**

*Sample Size*

<b>Enterprise Class</b>	<b>Distribution of Population</b>	<b>Sample Size</b>
-------------------------	-----------------------------------	--------------------

Clay City	10	3
Kasarani	15	5
Mwiki	25	7
Njiru	20	6
Ruai	30	9
<b>Total</b>	<b>100</b>	<b>30</b>

### 3.5 Data Collection

Primary data collected from youth entrepreneurs in Kasarani Sub-county was utilized in the study. According to Bryman, (2013), information collected first hand by the researcher from the source constitutes primary data. The reliability, authenticity, and objectivity of primary data in addressing the issue under investigation was desirable. In addition, the data could be collected in real-time, making it up-to-date. Full control of the data collected in terms of design and data analysis technique was exercised by the researcher.

Questionnaires was the major technique for collecting data. The questionnaire had several sections. Section I entailed participants' general information. Section II requested respondents' opinions on the link between entrepreneurial training and firm performance. Finally, part III evaluated respondents' perceptions on the impact of vocational entrepreneurship training on people' entrepreneurial tendencies. Questionnaires are useful data gathering tools because they are practical, affordable, simple to analyze and visualize, and provide rapid results (Bryman, 2013). Hence, this data gathering approach was ideal for collecting data.

Structured questionnaire composed of closed-ended questions were applied leading to speedier obtaining of responses. During the data collecting process, a 5-point Likert scale was used, with 1 signifying the lowest degree of satisfaction and 5 denoting the greatest level of satisfaction. Permission to participate in the research was obtained from respondents through a comprehensive letter outlining the purpose of the investigation. Further, the respondents' privacy/confidentiality was ensured by the promise hiding their identities. Hence, the study's integrity was maintained and possible legal complications minimized.



### 3.6 Data Analysis

The accuracy and completeness for questionnaires was done through sorting. Incomplete surveys were detected, deleted, and disposed in a safe way during data cleaning. The data was subsequently coded, with responses grouped into various categories.

Analysis and processing of data was achieved by the use of descriptive statistical tools in SPSS (Statistical Package for Social Sciences software) and MS Excel. Moreover, the complexity and time consuming nature of data analysis was overcome, by using these automated tools. Computation of covariance, frequencies, means, standard deviation, and percentages for both the independent and dependent variables to be generated was done. Data was presented through tables.

Correlation analysis was performed to show the link between vocational entrepreneurial training and the success of youth-owned enterprises. The correlation coefficient determined how strongly the variable related. Performance of youth-owned businesses was the dependent variable, while vocational entrepreneurship training was the independent variable. Any one of the three correlations was anticipated. First, positive correlation, which refers to two kinds of variables that statistically connect in a way that that the variables vary or change in the same direction. Second, negative correlation, which is defined as the statistical opposite of two variables (Janse et al., 2021). Hence, changing one of the variables causes the other variable to change in a different direction. Zero correlation, which includes two variables that aren't necessarily statistically connected, comes in third. In this type of correlation, altering one variable may not always result in altering the other variable in the same or a comparable manner.

The following model was adopted to calculate correlation

$$\text{Correlation} = \rho = \frac{\text{cov}(X,Y)}{\sigma_X \sigma_Y}$$

**Where;**

**P** = Correlation

**Cov** = Covariance

**σ** = Standard deviation

**X** = Vocational entrepreneurial training

**Y** = Success of enterprises

## CHAPTER FOUR:

### DATA ANALYSIS, RESULTS, AND DISCUSSION

#### 4.1 Introduction

This chapter present the results of the study. The analysis, interpretation, and presentation of findings gathered were undertaken to answer the research question.

#### 4.2 Response Rate

The investigator administered thirty questionnaires. The response rate is depicted in table 4.1.

**Table 4. 1**

*Response Rate*

<b>Category</b>	<b>F</b>	<b>Percentage (%)</b>
Respondents	20	66.7
Non-Respondents	10	33.3
<b>Total</b>	<b>30</b>	<b>100</b>

**Source: Author, 2022**

Based on Table 4.1, of targeted sample size of 30 respondents, 20 responded, translating to a response rate of 66.7%. A response rate of fifty percent and above is sufficient for statistical reporting (Mugenda & Mugenda, 2003). Hence, this study meets this requirement. Data was then analyzed using the Statistical Package for Social Sciences (SPSS) data analysis tool and MS excel. A 5-point Likert scale was applied for multiple-response questions, while frequencies were utilized for single-response questions. Tabular presentation of data and relevant descriptions in prose format were given.

#### 4.3 Demographics of the Respondents

Section I of the questionnaire sought the respondents' background information. Information on the title, age, gender, age of the business, the number of employees, the enterprises' industry segment, and turnover rates in five years, and whether entrepreneurial knowledge in technical and vocational training is important was captured and recorded. Section II sought to establish the relationship between vocational entrepreneurial training and the performance of

enterprises. Lastly, section III aimed at identifying the effect of vocational entrepreneurial training on the firms' entrepreneurial activities.

#### 4.3.1 Title of Participants

Participants were instructed to indicate their titles. This enabled the researcher to understand whether youths that had undergone vocational entrepreneurial training were running their enterprise or employed to operate other people's enterprises. The information obtained was captured through % and frequencies as shown in table 4.2 below.

**Table 4. 2**

*Title of Participants*

<b>Title</b>	<b>Frequency</b>	<b>Percentage</b>
Owner	7	35%
Manager	2	10%
Owner/Manager	11	55%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source: Author, 2022**

Based on the table, a majority of the respondents (55%) indicated being owners/managers. Owners were 35% while 10% indicated as being managers. Thus, the implication was that the majority of technical-based enterprises in Kasarani are owned by the youth.

#### 4.3.2 Gender

Respondents were instructed to indicate their gender. It was important in establishing the proportion of men versus women owning/operating technical enterprises in Kasarani. Table 4.3 depicts the results.

**Table 4. 3**

*Distribution of Gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	14	70%

Female	6	30%
<b>Total</b>	<b>20</b>	<b>100%</b>

According to table 4.3, a large proportion of the respondents were male (70%), while the proportion of females was 30%. Hence, compared to men, a small proportion of women have ventured into technical enterprises in Kasarani.

### 4.3.3 Age Category

The ages of people involved in technical businesses in Kasarani was collected. The age bracket with a higher attraction to owning and operating technical-based enterprises was 31-35 years. Table 4.4 depicts the information.

**Table 4. 4**

*Ages of Respondents*

Age Category	Frequency	Percentage
19 – 24 years	1	5%
25- 30 years	7	35%
31- 35 years	12	60%
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Author, 2022**

Based on 4.4, the largest section of the respondents (60%) falls under the age 31-35 years, 35% aged 25-30 years, and 5% aged between 19 and 20 years. The findings indicate that the majority of the youth owning and operating technical enterprises in Kasarani are aged above thirty years.

### 4.3.4 Number of Employees

The number of workers recruited by the enterprises in question was sought. The researcher managed used the information to establish the size of the business. Table 4.5 depicts the results.

**Table 4. 5**

*Number of Employees*

<b>Employees Count</b>	<b>Frequency</b>	<b>Percentage</b>
1 – 5	11	55%
6 – 10	7	35%
11 and Above	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 4.5 reveals 55% of enterprises had number of employees between 1 and 5, 35% of enterprises had 6 to 10 employees and 10% of enterprises had more than 11 employees. This implied that most technical enterprises owned and operated by youth in Kasarani do not have more than five employees.

#### **4.3.5 Technical and Vocational Training**

The research aimed at establishing whether the participants had undergone through technical and vocational training for the purpose of determining the link between the training and successful ownership and operation of enterprises. Findings are shown in table 4.6.

**Table 4. 6**

##### *Technical and Vocational Training*

<b>Technical &amp; Vocational Training</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	13	65%
No	7	35%
<b>Total</b>	<b>20</b>	<b>100%</b>

Based on table 4.6, 65% of the respondents had undergone through the training while 35% had not undergone through it. The results imply that a majority of the youth in Kasarani who own/operate technical enterprises have undergone technical and vocational training.

#### 4.3.6 Enterprise Industry

The research aimed at establishing the industry of enterprises for the purpose of identifying the industry with the highest influence of technical and vocational training. Table 4.6 depicts the findings

**Table 4. 7**

##### *Enterprise Industry*

<b>Industry</b>	<b>Frequency</b>	<b>Percentage</b>
Motor Vehicle Mechanics	3	15%
Plumbing	4	40%
Welding	8	20%
Internet Services	5	25%
<b>Total</b>	<b>20</b>	<b>100%</b>

As per table 4.7, the industries for the enterprises in this study were 15%, 2%, 40%, and 25% for motor vehicle mechanics, plumbing, welding, and internet services respectively. This implied that most youth within Kasarani have technical skills in welding, with the highest value of 40%.

#### 4.3.7 Duration in Business

The research aimed at identifying the period the enterprises had been in operation. This was important in establishing the importance of entrepreneurial studies in the longevity of the business. Table 4.8 depicts the findings.

**Table 4. 8**

##### *Length of Operation*

<b>Years of Operation</b>	<b>Frequency</b>	<b>Percentage</b>
1-2 Years	3	15%
3-4 Years	12	60%
	21	

5 Years and Above	5	25%
<b>Total</b>	<b>20</b>	<b>100%</b>

Based on table 4.8, the composition of enterprises that had been in operation for less than two years, three to four years, and more than five years was 15%, 60%, and 25% respectively. The data indicates that only a handful of enterprises survived more than five years.

#### 4.3.9 Gross Monthly Turnover Rates

This research sought the gross monthly approximations from the enterprises for the purpose of determining whether the possession of entrepreneurial knowledge and skills had impact on the performance of the enterprises. Table 4.9 depicts the findings.

**Table 4.9**

*Net Monthly Turnover Approximations (Ksh. \*1000)*

Monthly Turnover	Frequency	Percentage
10 – 20	0	0%
21 – 30	4	20%
31 – 40	6	30%
50 and Above	10	50%
<b>Total</b>	<b>20</b>	<b>100%</b>

Data from table shows that the net monthly income from the enterprises was 20% for income between 21000 and 30,000, 30% for income between 31,000 and 40,000, and 50% for income above 50,000. The data implied that a majority of the businesses had the capacity to generate more than fifty thousand per month.

#### 4.3.10 Entrepreneurial knowledge and Skills in Technical and Vocational Training



This research sought to establish the respondents' attitude towards entrepreneurial knowledge and skills for the purpose of establishing whether these skills and knowledge are important in technical and vocational training. Table 4.10 show the study findings.

**Table 4. 10**

*Entrepreneurial knowledge and Skills*

<b>Entrepreneurial knowledge and Skills Importance</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	11	55%
No	9	45%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source: Author, 2022**

Table 4.10 indicates that 55% of the respondents felt that entrepreneurial knowledge and skills were important in technical and vocational training, while 45% had a contrary opinion. The results imply that the respondents are not fully convinced that entrepreneurial knowledge and skills are not very important for the youth to own and operate technical enterprises in Kasarani.

**4.4 Vocational Entrepreneurial Training and Performance of Enterprises**

Respondents were asked to indicate their views concerning how vocational entrepreneurial training affects the entrepreneurial activities of their enterprises. The information was placed on a five-point Likert scale. Descriptive statistics for each statement by generating the mean and standard deviation. The 5-point Likert scale is an interval scale. Within the scale, a mean of 1-1.8 relates to strongly disagree, 1.81-2.60 relates to disagree, 2.61-3.40 means neutral, 4.41-4.20 means agree, and 4.21- 5 means strongly agree. Effectively, satisfaction on each mean is represented by a mean of three and above. The standard deviation showed the variation from the mean. The findings are shown in table 4.11.

**Table 4. 11**

*Respondents Perception of the effect of vocational Entrepreneurial Training on Performance of Enterprises*

<b>Parameter</b>	<b>Mean</b>	<b>Standard Deviation</b>
Vocational entrepreneurial training greatly influence the profitability of enterprise	3.35	0.9333
Better organization and overall management is evident in businesses operated by people having entrepreneurial skills and knowledge	3.80	0.8944
Businesses run by people entrepreneurial skills and manage to attract more customers	3.26	1.046
Possessing entrepreneurial knowledge helps businesses to have a higher customer retention rate	3.85	0.8127
<b>AVERAGE</b>	<b>3.57</b>	<b>0.9216</b>

**Source: Author, 2022**

According to table 4.11, majority of the respondents were neutral as to whether the profitability of their enterprises is influenced by vocational and entrepreneurial training (Mean = 3.35). Respondents also concurred that enterprises whose owners/operators had entrepreneurial knowledge and skills were better organized and overall were better managed (Mean = 3.80). As to whether most customers were attracted by enterprises owned/operated by persons with entrepreneurial skills and knowledge, respondents were neutral (Mean = 3.26). Besides, respondents agreed that enterprises owned/operated by people with entrepreneurial knowledge and skills had higher customer retention rates (Mean = 3.85). The average mean for the four parameters was 3.57 implying that the respondents agreed that vocational entrepreneurial training has a positive impact on the performance of enterprises. A small standard deviation of 0.9216 was recorded, denoting a small variations across the responses.

#### **4.5 Vocational Entrepreneurial Training and Entrepreneurial Activities of the Enterprises**

The respondents were instructed to indicate how vocational entrepreneurial training affects entrepreneurial activities of the enterprises. The information was placed on a 5-point Likert scale. Descriptive statistics for each statement. A mean score of above three indicated satisfaction with the statement. The variation from the mean was shown by the standard deviation. Findings are shown in table 4.12 below.

**Table 4. 12**

*Respondents Perception of how Vocational Entrepreneurial Training affects Entrepreneurial Activities of the firms*

<b>Parameter</b>	<b>Mean</b>	<b>Standard Deviation</b>
Vocational entrepreneurial training stimulates greater creativity and innovations in the organization (networking, new product development, and new processes)	4.00	0.9177
Vocational entrepreneurial training enhances the quality of business decisions	3.90	0.9119
Vocational entrepreneurial training is associated with better organizational skills (communication, planning, teamwork, and prioritization)	4.15	0.8751
Vocational entrepreneurial training leads to increased risk taking tendencies	3.75	1.208
<b>AVERAGE</b>	<b>3.95</b>	<b>0.9782</b>

According to table 4.12, most respondents agreed that vocational entrepreneurial training influences greater creativity and innovation (Mean = 4.00).

Respondents agreed that high-quality business decisions were also influenced by vocational entrepreneurial training (Mean = 3.90). The data also indicate that vocational entrepreneurial training led to better organizational skills (Mean = 4.15). Finally, the respondents agreed that individuals' risk-taking tendencies were enhanced through vocational entrepreneurial training (Mean = 3.75). The mean standard deviation on the issue of how vocational entrepreneurial training affects entrepreneurial activities of the enterprises was 0.9782; this indicates a small variation among the responses.

#### **4.6 Influence of Vocational Entrepreneurial Training on Performance of Enterprise**

To determine the effect of vocational entrepreneurial training on the performance of youth-owned enterprises, a correlation coefficient was determined using the following model:

$$\text{Correlation} = \rho = \frac{\text{cov}(X,Y)}{\sigma_X \sigma_Y}$$

**Table 4.13**

*Analysis of Correlation*

<b>Covariance (cov(X,Y))</b>	<b>Product of Standard Deviations (<math>\sigma_X \sigma_Y</math>)</b>	<b>Correlation Coefficient (P)</b>
<b>0.1132</b>	<b>(0.9216×0.9782) = 0.9015</b>	<b>0.1256</b>

\*Note. Based on Excel, the covariant between the two variables was 0. 11132

Based on table 4.13, the correlation coefficient between the two variables (vocational entrepreneurial training and success of enterprises) was 0.1132. The correlation coefficient is determined by dividing the covariance by the product of the two variables' standard deviations (correlation coefficient = 0.13). Since the correlation is greater than 0, the implication is that the two aspects are positively correlated.

#### **4.7 Discussion of Findings**

The goal of the study was to establish the effect of vocational entrepreneurial training on the success of youth-owned enterprises in Kasarani sub-county. Based on the research findings of past studies on the same topic, the following interpretations were made.

Regarding vocational entrepreneurial training and the performance of enterprises, most respondents were neutral as to whether the possession of entrepreneurial skills and knowledge influences the profitability of enterprises. The finding concurs with Prijadi and Desiana (2017) who explain that profitability is a combination of several aspects including market share, competition, production costs, economy, and product life-cycle among others. Thus, entrepreneurship cannot be the only determinant of the profitability of the enterprises.

Moreover, respondents agreed that possession of entrepreneurial knowledge and skills is important in organizing and overall management of enterprises. According to Coelho et al. (2018), entrepreneurship knowledge and skills enhance communication, learning, strategizing, focusing, and effective control of various aspects of the business. Therefore, the findings in this study affirm how important knowledge and skills in entrepreneurship are to managing and organizing business entities.

Results of this study showed that a majority of youth owning/operating technical enterprises agree that integrating entrepreneurial studies in technical and vocational training positively

affects the performance of a business on dimensions like management and organization. The findings concur with the study Soto-Acosta et al. (2016) that links entrepreneurship with business performance. The neutrality on the issue of profitability illustrates that there is no clear association between the possession of entrepreneurial skills and knowledge and profitability.

Respondents' perception of the effect of vocational entrepreneurial training on the entrepreneurial activities of firms revealed that vocational entrepreneurial training enhances the quality of business decisions. These findings correspond to the study Sariwulan et al. (2020) that maintains that managerial capabilities are enhanced through entrepreneurial knowledge and skills that enable individuals to make tactical decisions and effective decisions during uncertain moments.

Additionally, the findings of the study indicate that risk-taking tendencies are enhanced through vocational entrepreneurial training. Business leaders are encouraged to take risks because they provide a learning opportunity, stimulate innovation and creativity, and improve the self-confidence of business owners and employees (Wang & Poutziouris, 201). The findings concur with Maigida et al. (2019) that recommends the integration of vocational entrepreneurial training to encourage the risk-taking behavior among technical and vocational training learners.

Correlation analysis is useful in measuring the linear relationship strength between two variables. According to Janse et al. (2021), a correlation coefficient that is greater than 0 indicates a positive relationship. Further, when the value of  $\rho$  is closer to +1, then the relationship is stronger. For this study,  $\rho$  was 0.13, indicating a weak positive relationship between vocational entrepreneurial training and the success of enterprises. Overall, it can be argued that integrating entrepreneurial studies in vocational and technical training can enhance the performance of enterprises operated by youths who have undergone vocational and technical training.

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

The summary of study findings, conclusions, and recommendations on vocational entrepreneurial training and the success of youth-owned enterprises in Kasarani sub-county is presented in this chapter.

#### **5.2 Summary**

This study looked at the relationship between vocational entrepreneurial training and the success of enterprises owned by youth in Kasarani sub-county. The study succeeded in answering the question: how does the integration of entrepreneurial studies in vocational training impact the ability of the youth in Kasarani Sub-County to successfully initiate and operate their enterprises? A literature review focused on defining and explaining pertinent issues in youth-owned enterprises and vocational entrepreneurial training. The study targeted technical enterprises operated/owned by youth in Kasarani sub-county. A sample of 30 respondents was utilized.

Findings imply that a majority of the youth running the technical businesses in Kasarani sub-county were male. Many of the respondents agreed that vocational entrepreneurial training is important for the successful operation of their enterprises. Many of the respondents were aged above thirty years. Respondents were of the perception that entrepreneurial knowledge helps in better decision making and better management of the enterprises.

In addition, data collected indicates that most of the business had been in operation for less than five years. Many respondents also confided that individuals with entrepreneurial knowledge and skills were more likely to take risks, and generally more creative and innovative compared to those lacking entrepreneurial knowledge and skills.

Finally, a correlation coefficient of 0.13 was obtained from the computation indicating that vocational entrepreneurial training and performance of enterprises are positively related. The strength of the relationship between the two variables was measured by how close the correlation coefficient was closer to +1. In this case, the correlation coefficient was not closer to +1, indicating that the relationship was not very strong. Since the coefficient is greater than 0, the result is significant.

### **5.3 Conclusions**

The study concludes that there is a positive relationship between vocational entrepreneurial training and the success of youth-owned enterprises in Kasarani sub-county. A positive correlation coefficient of 0.13, which is greater than zero indicate the significance of the relationship between the variables. However, this relationship is not very strong, which may imply that other factors come into play as far as the success of youth-owned enterprises in Kasarani is concerned.

Additionally, it can be argued that vocational entrepreneurial training is important in equipping the youths with skills to manage and organize their business in a professional manner. Besides, the training is important in enhancing the capacity of the youth to innovate and come up with new ideas. Last but not least, vocational entrepreneurial training helps the youths to take risks, meaning that they are able to exploit the opportunities that their counterparts may be hesitant to pursue.

### **5.4 Recommendations**

The results showed that vocational entrepreneurial training positively impacted the success of youth-owned enterprises in Kasarani. On this basis, the youth operating technical enterprises in Kasarani sub-county should be empowered with entrepreneurial knowledge and skills. This study also recommends the integration of vocational training curricula in technical and vocational training to assist the youths in successfully initiating and operating their enterprises.

Also, the government through relevant authorities should move with speed and integrate entrepreneurial studies in vocational and technical training so as to enhance the ability of the youth to identify opportunities, and exploit them by taking risks. In the end, the government will manage to reduce the issue of youth unemployment to moderate extent.

### **5.5 Limitations of the Study**

The study was limited to Kasarani sub-county. Hence, there is the danger of generalizing the findings to the entire Nairobi County or the whole of Kenya. Time and funds were the other limitations of the study. Due to the limited time to undertake the study, a lot of information on the topic could not be collected. Similarly, the lack of adequate funds meant that the study could not cover a large area and utilize a large sample. Finally, some respondents were unwilling to provide information due to the fear of exposure. Fortunately, an introduction letter from the university helped in allaying their fears.

## **5.6 Suggestions for Further Research**

From this research, the following issues came up necessitating further research. First, this research had a limited scope on Kasarani sub-county. Therefore, the study should be replicated across all the sub-counties in Nairobi. Secondly, future studies can try to explore the link between vocational entrepreneurial training and the attractiveness of firms to customers. Last but not least, future studies should focus on the impact of vocational training on the success of specific technical enterprises.



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## **APPENDIX I: QUESTIONNAIRE**

Dear Respondent,

RE: REQUEST FOR YOUR PARTICIPATION

You are humbly asked to take part in a research study on the effect of vocational entrepreneurial training and on the success of youth-owned enterprises in Kasarani sub-county of Nairobi City County.

Any information disclosed will be treated with utmost confidentiality and will only be used for research purposes. To participate in this study, please answer the listed questions as accurately as possible.

### **SECTION I: Background Information**

Please complete this section by ticking the relevant bracket

- A. Participants Title      Manager { }    Owner { }    Manager/Owner { }
- B. Gender                      Male { }      Female { }
- C. Age Bracket                19-24 { }      25-30 { }      31-35 { }
- D. Have you undergone technical and vocational training?  
Yes { }      No { }
- E. Is entrepreneurial knowledge important in technical and vocation training?  
Yes { }      No { }
- F. Number of employees in the enterprise 1-5 { }      6-10 { }      11 and Above { }
- G. Industry of the enterprise  
Motor Vehicle Mechanics { }      Plumbing { }      Welding { }      Internet Services { }
- H. Indicate the duration the business has been in operation  
1-2 Years { }    3-4 Years { }    5+ Years { }
- I. Gross monthly approximations (Kshs \*1000)  
10-20 { }      21-30 { }      31-40 { }      50 and above { }
- J. Are you satisfied with the performance of your business?  
Yes { }      No { }

### **Section II: Vocational Entrepreneurial Training and Performance of Enterprises**

In this section, please indicate your level of agreement with the statement relating to the relationship between vocational entrepreneurial training and enterprise performance with the following scores: Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); and Strongly Agree (5)

PARAMETER	SD (1)	D (2)	N (3)	A (4)	SA (5)
The profitability of enterprises is greatly influenced by vocational entrepreneurial training.					
Enterprises owned and operated by individuals with entrepreneurial knowledge and skills enjoy better organization and overall management.					
Enterprises owned and operated by persons with entrepreneurial skills and knowledge are more attractive to customers					
Retention of customers is higher for enterprises owned/operated by individuals with entrepreneurial knowledge and skills					

### **Section III: Vocational Entrepreneurial Training and Entrepreneurial Activities of the Enterprises**

In this section, please indicate your level of agreement with the statement relating to the link between vocational entrepreneurial training and entrepreneurial activities of the enterprises using the following scores: Strongly Disagree (1); Disagree (2); Neutral (3); Agree (4); and Strongly Agree (5)

PARAMETER	SD (1)	D (2)	N (3)	A (4)	SA (5)
Vocational entrepreneurial training stimulates greater innovations in the organization (networking, new product development, and new processes)					

Vocational entrepreneurial training enhances the quality of business decisions					
Vocational entrepreneurial training is associated with better organizational skills (communication, planning, teamwork, and prioritization)					
Vocational entrepreneurial training leads to increased risk taking tendencies					

*Thank you very much for your responses and cooperation*