

**THE INFLUENCE OF ENTERPRENEURSHIP DEVELOPMENT ON  
EMPLOYMENT CREATION AMONG THE YOUTH: A CASE STUDY OF  
KIKUYU DISTRICT**

**BY**

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## DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any other University.

 Date 20/7/2012

Wamahu W. Catherine

L/50/76910/09

This research project has been submitted for examination with my approval as university supervisor

 Date 20/07/2012

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## DEDICATION

This project is dedicated to my beloved son Wamahu and my daughter Sarah for their great affection and understanding and for bearing **my** constant absence.

## ACKNOWLEDGEMENT

Special thanks to God for providing the courage and determination I required to realize this proposal document.

With thanks to Dr. D.M Bulinda, my supervisor, for offering his much needed effort, encouragement towards completing this proposal work.

To my children Sarah, Wamahiu and George, thanks for allowing our family resources to be used for this worthy cause and to all those who contributed towards the successful completion of this report,

May God bless you all.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ILO</b>	-	International Labour Organization
<b>HRM</b>	-	Human Resource Management
<b>TIVET</b>	-	Technical Industrial and Vocational Entrepreneurship Training
<b>UNDP</b>	-	United Nation Development Programmes
<b>GDP</b>	-	Gross Domestic Product
<b>MOYA</b>	-	Ministry of Youth Affairs
<b>MSE</b>	-	Micro & Small Enterprise
<b>IBRD</b>	-	International Bank of Reconstruction and Development
<b>YEDF</b>	-	Youth Enterprise Development Fund
<b>UNESCO</b>	-	United Nations Education Scientific and Cultural Organization

## ABSTRACT

The purpose of this study was to investigate the influence of entrepreneurship development on employment creation among the youth in Kikuyu District. Four research objectives were formulated to guide the study. The study employed the descriptive survey. The target population comprised of one hundred and sixty (160) registered youth groups in the district and who were eligible for funding. The sample comprised of 108 respondents. Findings revealed that awareness of entrepreneurial duties influenced employment creation. The study also revealed that motivation of entrepreneurs affected employment creation. The study also revealed that self perception influenced employment creation. The study further revealed that entrepreneurship education and training influenced employment creation. Based on the findings it was concluded that awareness of entrepreneurial duties influenced employment creation. The study also concluded that lack training for entrepreneurial duties and new youth entrepreneurs not often being familiar with entrepreneurial duties also influenced employment creation. The study also concluded that motivation of entrepreneurs affected employment creation. Based on the findings it was recommended that there is need to have formal training for the new entrepreneurs before they start their occupation. The study recommended that there is need to empower the youth in identifying their abilities in the entrepreneurship. It was also recommended that there is need to cultivate in the youth positive attitude

towards self employment enable them understand that formal employment is not the only way of self development.

Taking the limitations and delimitations of the study, it was suggested that a study of the factors influencing funds management by the new entrepreneurs needs to be carried out. The study also suggested that a study on the effects of formal training on the effectiveness of youth entrepreneurship should be conducted with another study on analysis of the factors influencing implementation of youth development policy among young entrepreneurs.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Globally, one of the major characteristics of the countries that have been able to achieve major transformation in the last decades, for instance Chile and Taiwan has been high quality of their technical, industrial and entrepreneurial human resource capacities. Kenya's main potential too lay in its human resource management; in the creativity, work ethics, education and entrepreneurial and other skills development. The government of Kenya was well aware of this fact as seen from the proposal vision 2030. Vision 2030 was long-term development blue print based on the consultative aspirations of its citizens for a better society. Vision 2030 anchors on the economic, social and political governance. The economic pillars aim was to achieve an average growth rate of 10 percent per annum (Republic of Kenya, 2007). This was a tall order if the strategic anchors were not fully developed. Human resource development was key in the 2030 development blue print which aimed at transforming Kenya into a middle income country by the year 2030.

Unemployment was one of the most daunting economic challenges facing Kenyan youth. In recognition of this fact, the government of Kenya established the youth enterprise development fund which was a step towards radical interventions meant to address the youth unemployment challenge. The Youth Enterprise Development fund was conceived in June 2006 by the Kenya government as a strategic move towards arresting unemployment which was virtually a youth problem.



Seventy five percent (75%) of those unemployed are the youth. The government set aside 1 billion shillings in 2006/07 and subsequent fiscal years budgets to fast track this initiative (Republic of Kenya, 2009). Kenyans population was predominantly young with the age group 15-35 years which accounts for 38 % of the total population which implies four fifths (4/5) of the population. Evidently much of the human capital was in this group and being unemployed meant ineffective use of human resource (Republic of Kenya, 2009 ).

The establishment of the youth enterprise development fund of 2006 was in recognition of the need to find employment the youth. This fund targets unemployed youth who have a higher dependency rate compared to comparable countries in terms of economic growth, a fact that is attributed to limited skills, low levels of education attainment and therefore low human capital which was not supply driven (Republic of Kenya, 2007).

Kenya hoped to create a globally competitive and adaptive human resource base to meet the requirements of economic upturn life long training and education and better planning for human resources needed prioritizing. Developing human resource through education and training would help respond to changes that are triggered by global economic transformation. A positive change would also be realized in higher demand for the youth fund. The youth would be equipped to engage in innovative ventures (UNESCO, 2009) geared towards market supply (Republic of Kenya, 2007).

What was required by the youth was more practical skills, education and training which gives the youth a hands on knowledge and skills to support enterprises and employment creation. In Kenya most people venture into business or self employment when formal

employment opportunities fail to materialize. This is because the target entrepreneurs have little or no knowledge of business (Mwangi, 2000)

According to Fieldman (2007) unemployment in Kenya cannot be solved by training in technical skills alone. There was need to link training to employment (self or paid). While technical skills are needed by some successful entrepreneurs, it is important to identify the difference between technical skills and entrepreneurship capabilities (Nelson, 1998). Entrepreneurship development would provide more opportunities for wealth creation among the youth (Republic of Kenya, 2007).

## **1.2 Statement of the problem**

In the year 2009 the Ministry of Youth Affairs carried out an analysis of the youth situation in the country in which the youth expressed the need for “measures which would help them people develop their livelihoods based on their talent and creativity (Republic of Kenya, 2009). Entrepreneurship, innovation and talent which were among the ranks of the most important issues relay on education and training and there was no nationally agreed policy on skills development in the informal sector and no discussion on what steps needed to be taken for manpower development and therefore economic transformation (Republic of Kenya, 2005b).

Vision 2030 educational requirement needed to meet the demands of the economy and society which could not be achieved without proper manpower development. The problem was entrepreneurs who were not prepared with entrepreneurial skills required for them to venture into employment creation. The youth would be better prepared for the role of employment creation if their abilities to be entrepreneurs were developed.

### **1.3 Purpose of the study**

The study was an investigation of the influence of entrepreneurship development on employment creation among the youth in Kikuyu District. The study sought to find out how in the era of Youth Enterprise Development Fund, the youth in Kikuyu District were being prepared for the roles of entrepreneurs which they are expected to use to create employment.

### **1.4 Objectives of the study**

The objectives guiding the study were:

- 1) To investigate how awareness of entrepreneurial duties influences employment creation.
- 2) To find out how motivation of entrepreneurs influences employment creation.
- 3) To determine the extent to which self perception influences employment creation.
- 4) To establish how entrepreneurship education and training influences employment creation.

### **1.5 Research questions**

The study was guided by the following research questions;

1. How does awareness of entrepreneurial duties influence employment creation?
2. In what ways does motivation of entrepreneurs influence employment creation?
3. To what extent does self perception of entrepreneurs influence employment creation?

4) How does entrepreneurship education and training influences employment creation?

### **1.6 Significance of the study**

The study, explored the education and training preparation of the youth in order to generate knowledge of the gap existing between the entrepreneurship and the utilization of the youth enterprise development fund in order to create employment. It is meant to assist improve on entrepreneurial skills development. The youth will greatly benefit in employment creation abilities. The study will also be useful in sensitizing researchers from the literature and recommendations for further research, policy makers and planners in the Ministry of Youth Affairs and sports and the Youth Enterprise Development Fund programme implementers to explore entrepreneurship development systems .

### **1.7 Delimitation of the study**

The study was carried out in kikuyu District where samples were readily available as many people in the district are business people being next to Nairobi city. The study is on awareness of duties, motivation, self perception, education and training of entrepreneurs in Kikuyu district only.

### **1.8 Limitations of the study**

The study was on the youth entrepreneurs who are members of youth development groups. Some of the respondents did not wholly own the enterprises which they operate while others may be members who had not started enterprises at the time of the study.

## 1.9 Basic assumptions of the study

The target population is youth entrepreneurs who are already involved in some kind of business enterprise management and therefore have some knowledge about the operational needs and requirements of those kinds of establishments. These are people who were assumed to have a felt need for development of knowledge skills and attitudes and that they have given reliable information.

## 1.10 Definition of significant terms

**Curriculum** refers to a Set of programmes meant for educational and training purposes.

**Employment** refers to a situation where individuals get placed in jobs for which they have the right skills.

**Enterprise growth and development** refers to increase in depth of operations and size of enterprise.

**Entrepreneur** refers to the initiator of an innovative and creative venture into operating business.

**Entrepreneurship** development refers to the human capital improvement for enterprise venture labor force.

**Small medium enterprises** refers to the size of enterprise that is basically denoted by number of employees as between 5-20, and the operational level in management e.g. turn over or capacity.

**Training** refers to intentional set of programmes aimed at inculcating skills, knowledge and attitudes for enhanced productivity.

**Unemployment** refers to a situation where individual are willing to work for incomes but they cannot find jobs.

**Youth enterprise development fund** refers to the fund set aside by the government through Ministry of Youth Affairs & Sports to help alleviate youth unemployment by assisting with capital to start and develop business.

**Youth** refers to individuals in the ages between 15 - 35 years of age.

### **1.11 Organization of the study**

The study is comprised of five chapters. Chapter one is the introduction to the study under the following headings; Background of the study , statement of the problem, purpose of the study , research objectives and research questions, significance of the study, delimitations of the study, basic assumptions of the study and the definition of significant terms. Chapter two is the literature review. The review is divided into areas of Background to Entrepreneurship, Entrepreneurship development, Entrepreneurship development in Europe and America, Entrepreneurship development in South Africa and Entrepreneurship development in Kenya. Chapter three consists of research methodology which explains the intended research design, target population, sampling techniques, research instruments, validity and reliability methods of data collection and data analysis techniques. Chapter four consists of data analysis and discussion of the findings while Chapter five consists of summary of the findings conclusions recommendations and suggestions for further research.

### LITERATURE REVIEW

#### 2.1 Introduction

This literature review is a study of the readiness of entrepreneurs to take on entrepreneurship challenges in line with the implementation of the youth enterprise development funding. The review is divided into Entrepreneurial duties, Entrepreneur motivation, Entrepreneur self perception, Entrepreneur preparation and the summary of the literature review.

#### 2.2 Entrepreneurial duties

Enterprise denotes a large important project, especially that of new ideas and make them succeed. It is the ability to think of new ideas and implementing them for business (Ncebere, 2009) . This business is as well an organized set up that is constituted by a manager along with a team who work together to pursue a business goal (Massie,1987). The enterprise aims at improving the economic environment of its surrounding as it makes profit (Ncebere, 1999) Enterprise is therefore essentially a business venture.

The initiator of the enterprise is the entrepreneur. He provides the driving force in the mechanism for change. He brings about the famous 'constructive destruction of elements' as propagated by Joseph Schumpeter, by finding new combination for elements of entrepreneurship. Ncebere (1999) refers to the entrepreneur as the person who has own business. He is the owner manager who has a strong vision and commitment to develop that vision into business activity.

Beyond seeking material success the crucial element in the entrepreneur is openness to change. This is an interest in the different and new experiences while deemphasizing the safe and proven. Entrepreneurs are people who are guided by their spirit to exhibit a particular mode of information processing a cognitive style and in both aspects namely value preferences and cognitive style. They are special people in their attitude towards uncertainty more than towards risk (Ncebere, 1999). It is imperative that the identification and engagement of suitably qualified and competent personnel right from the initial stages be made a priority (Kibuka, 1996).

According to Mwangi(2006) In Harnessing or promoting entrepreneurship cultures , most people in Kenya, venture into business when formal employment opportunities fail to materialize . In his research he noted that most of those who succeeded are either trained on the kind of business the venture into with consideration that every business has many facets which every entrepreneur must be familiar with. Those who do not undergo training are unfamiliar with all facets. This is probably why the success of new business is only 15% in the first five years.

### **2.3 Entrepreneurial Motivation**

According to World bank (2002), human capital is found to be significant determinant of the amount of physical capital investment in an economy. When labour is deficient this reduces the productivity of physical capital and leads to deficient investment in physical capital and insufficient economic growth. The two major factors in generating growth and productivity are labour, and capital.



Poor countries usually have sufficient and even surplus of labour but of low quality. Consequently it is important to upgrade education and training of its workforce (World Bank, 2002). This is the situation of Kenyan unemployed. Training as a systematic attempt to harmonize individual's interest and wishes and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work (Heath, 1989). Training aims at enhancement of professional competence, job satisfaction, improving individual abilities and making more effective use of resources. Human resource is the most dynamic of all the organization's resources. They need considerable attention from the policy makers, if they are to realize the full potential in their work. According to Cole (2004) and Singh (1999), the disparity between the current level of proficiency of personnel on the one hand and the desired level on the other hand characterizes the training needs.

The effective operations of any enterprise or system require that individuals involved learn to perform functions of their current jobs at a satisfactory level of proficiency (Singh, 1992). It requires adoption of the soft approach to HRM because they think and react and cannot therefore be treated like other resources. The strategies involve inculcation of a sense of commitment in employees by sensitizing them about values, plans, and culture. (Okumbe, 2001).

Motivation is mainly psychological (Child, 1997). It refers to those forces operating within an individual which impel him to act or not to act in a certain manner (Monappa, 2008). It maybe defined as propensity or level of desire of an individual to behave in a certain manner at a certain time in a certain situation (Child, 1997).

Work has different connotations to different people. Some people will consider some types of work as hobbies or play while others will not participate in play unless for pay. Mostly, the motives that drive people to work are intrinsic. They have a need for achievement which is the desire to accomplish a task or goal which then gives them satisfaction (Child, 1997). Among the early proponents of motivation, Maslow's Hierarchy of needs is of special significance in work related issues. It has five progressive needs structure that explains individuals drive, that is: physiological, safety, social, ego and self-actualization (Monnappa, 2008).

Satisfaction is encouragement that leads to graduates and later workers to display significant improvements as it forms a great deal of self perception (Child, 1997). Self perception is what one brings to a specific event. The attributing factors are both environmental and personal. These attributors are for example aptitude effort, chance, mood, and fatigue, health, teaching methods, the researcher and others (Child, 1997).

#### **2.4 Entrepreneur self perception**

Monnappa (2008) explains the effects of lack of a good self perception. In his opinion, most often workers orientation towards work is largely decided by external factors. The traditional joint family system in his opinion seems to contribute to over protectiveness and indifference. The paternalistic attitude adopted by employer leads to strain dependency and insecurity. This contributes to making the worker a submissive servant and sluggish worker which is expressed by McGregor's Theory X notion of lazy worker who must be pushed to perform tasks (Monnappa, 2008). Most likely, poor records of

who must be pushed to perform tasks (Monappa, 2008). Most likely, poor records of education and work experience and the difficulty of finding lucrative jobs is responsible for low mobility and also for low levels of occupational aspirations (Monappa, 2008).

The Herzberg Motivation Theory expresses that when the workers describe positive feelings they do so in connection to achievement, recognition and responsibility, work itself, advancement and growth. Herzberg calls these work content factors. (Monappa,

2008). A direct outcome of McClelland's work in the needs theory is the development of training programmes aimed at encouraging achievement and therefore encouraging and motivating students of all ages. If we can specify the characteristics of a high achiever it may be possible to grow the same characteristics or to stimulate the same in individuals of low achievement through tailor made programmes of training (Child, 1997). The aim of such programmes would be to reach those possible entrepreneurs and give them a fair chance at self fulfillment.

The entrepreneur who has already assumed duty will react with pride or shame depending on his/her perceived source of success or failure. This will affect any future attempts and those who attribute failure to lack of aptitude will not persist when they fail (Child, 1997). Equipping the entrepreneur with skills and the right attitude before hand alienates the likelihood of developing this feeling of despondency. This is because the extent to which the individual adjusts to work would be one of critical factors determining his contribution to it and facilitating his self actualization process. The individual adjustment is dependent both on emotional factors and on the set of expectations he has of his job, his superiors, peers, and subordinates. This Monappa

(2008) terms as socialization in the organizations context while Dollinger (1999) calls it impetus for entrepreneurship.

Therefore, poor previous work experience may serve to deter possible good training outcome while provisions for opportunities for growth, allows for flexibility, mobility and discretion and is more conducive to training effort. Human resource is the most important and valuable resource then which the new venture has (Dollinger, 1999). Choices have to be made about the way the resource use is enhanced. Any choice of resource incurs an opportunity cost (Perman & Scouller 2003). When alternative ways of achieving a particular goal are available rational behavior implies selecting the option which minimizes opportunity cost. This leads to the idea of value creation. Economic activity can be thought of as divine by search for value. One way of creating value is by specialization (Perman & Scouller, 2003). It is concerned with the quality of personnel, identifying, the human resource demand and devising means to ensure that sufficient labour is available to meet that demand (Cole, 2002).

Empowerment as a motivational construct relies more for an understanding of empowerment through individual internal needs for power, control and feelings of personal efficacy. When trained an individual feels empowered. This is an internal feeling of power and control as a result of personal efficacy (Greene, 2002). Individuals perceive themselves as being in control of events or situations effectively only when they are empowered. Conversely they are likely to feel powerless in a situation where they cannot influence decisions or they do not have the time, resources or skills to be effective (Greene, 2002).

## 2.5 Entrepreneurship education and training

Bartlet (1999) on a report on Entrepreneurship needs in South East Europe and other European countries found that apart from taxes and regulations, or what are referred to as "finance first" factors and barriers to SME, other forces too played part in prohibiting SME growth. These were referred to as social factors in which coherent strategies for small medium Enterprises development are linked, that is, the human factor and competitiveness.

In the Federal Republic of Germany, vocational and Educational training takes place once the youngsters complete general education. This is at age 15-16 years. The training is aimed at producing skilled workers. He highlights on two types of training. Focusing on the Dual system which he says, is favored by most youngsters, it combines on-the job training in industry or business with part time compulsory attendance to school until the youngsters are 18 years(Cantor, 1989)

This is a classic way in which majority, school leavers enter into vocational training programme. It is distinguished from other training programmes in other countries by two features Training is seen to combine general education with theoretical underpinnings of their vocational subject and vocational training takes place to a considerable greater extent in the workplace at school

Gleeson (1988) supports Cantor's findings that:

When young people are denied entry into the labour market by being made into "trainees" it does not necessarily mean that they have achieved a greater degree of

autonomy as control over their lives, increased levels of participation in further education and training, in other words, cannot simply be equated with expanded opportunities... (Gleeson, 1988 104). Therefore mass training in that form does little more than institutionalize the youth unemployment as an inevitable consequence of the market mechanism.

In the US, research indicates that the supply of entrepreneurs can be increased by developing positive perception about the feasibility and desirability of entrepreneurship through educational perception at early age .Kourilsky and Waistad (1998 & 1999) on Entrepreneurship training in the US agree that, when rooted in solid learning theory Entrepreneurship education helps produce self-sufficient enterprising individuals, develops entrepreneurs by increasing business knowledge and promoting psychological attributes associated with entrepreneurial activities. The primary goal of the new entrepreneur curriculum is to impart entrepreneurial knowledge skills and attitude which will enable students to initiate ventures of their own. The participants construct their own knowledge, make decisions and bear the consequences of their decisions.

To enable these largely self actuated processes, participants are guided through firsthand, real world entrepreneurship experience by the teacher, who takes on a facilitator's role for this curriculum. This new curriculum is oriented towards the believe that successful entrepreneurs must address the following core areas: identifying or recognizing market opportunity , the generation of a business idea, marshalling resources in the face of risk and creation of an operating business. (Marilyn and Kouvisky & Mahtsah Esfandiari 1995 & Slaughter 1995).

These carefully designed experiences establish a common familiar frame of reference for students, upon which they can base their acquisition of new conceptual knowledge. The initial review of these experiences enables the instructor to pinpoint students perceptions and misconceptions (Marilyn, 2000). Kenya was among the first the countries in Africa to introduce aspects of entrepreneurship education in its training systems but as in Dollinger (1999) small enterprises have only rarely had input into policy formulation (McCormick ,1996) Kenya does not have a systematic and comprehensive policy to given the transfer of technology and to guide the development of local technological capability for the private sector. (Coughline Ikiara 1992).

The importance of the informal and small enterprise sector has dominated the debate on employment generation in Kenya and much of the developing world (McCormick ,1996). There was some target of self employment via schools and training institutions for few back as the Gachathi Commission 1976 (Eshiwani, 1993) which was reinforced by the 8.4.4 school reform of 1984 (King, 2005).

However those targets have since been abandoned and the encouragement of technical training reinforced in 1986 to aim at self-employment has also been dropped (King, 2005). Universities have taken siege of training institutions to further generate higher education graduates for employment rather than self employment. The World Bank review makes it clear that Sub-Saharan Africa formal sector training should be oriented much more to the informal sector but sights failure of such programmes of skills training as resulting from fierce opposition of the training institutions to their re-orientation to support preparation for work in the informal-sectors (World bank , 1995:37).

In 1972 ILO mission to Kenya highlighted the potential of the informal sector as a source of new jobs and an avenue for innovation (McCormic, 1996) but the skills domain desperately needs a whole series of intermediate goals and target if it is to play a role in the countries modernization (King .2005).

There are increasingly, voices asserting that the labour market reality for those who have only primary education is bleak (King, 2005) that the rate of return on primary education is really no better off than of those who never attended school. (Ville, 2003) and these one that most likely candidates to start small business ventures, the workers of those small business are rarely studied beyond their ages and gender (Republic of Kenya, 2005) as small enterprise become more and more engulfed in global competition, greater will be demands on the resourcefulness of the entrepreneurs. Inclination towards business may no longer be decided by having a flair for it but by a more factual and professional preparation (McCormick, 1996).

It is arguable that entrepreneurship lies in cultures as education is often believed to be a key instrument in fostering an entrepreneurial spirit. Here in Kenya small scale prestige and entrepreneurial spirit is scathed by the tendency to treat small business as qualitatively different from larger firms (McCormick, 1996). The primary school curriculum should be structured to match the needs of entrepreneur culture conditions and development possibilities of a country. Our primary school system has in the past concentrated on preparing our children for progression to higher levels of education and eventually for employment in the formal sector which is narrowing down and down sizing (Marilyn, 1996). In the circumstances those who drop out before reaching higher levels can not serve as productive economic agents. The secondary school teacher



training only combines teaching methodology and subject mastery. This means that the curriculum does not require any practical orientation.

While this is true those who many of those who reach higher levels can not get employment because our formal sector does not expand at the same rate as population growth and therefore opportunities are limited (Mbaru, 2003) This is because the private sector is the engine of growth and prosperity (King ,2005). It generates employment for millions for youth.

According to Simiyu (2009) the goal of entrepreneurial development is to enhance the entrepreneurial capacity in Kenyan Youth and to have more and more youth embrace and join the MSE sector as an alternative to jobs in the larger formal sector thereby providing productive labour force for development and growth of enterprises in Kenya.

Graduates from the primary level average from that 600,000 annually and out of these 35 percent which is equal to 350,000 proceed to secondary school. The rest join youth polytechnics or the informal sector (Simiyu, 2009). The typical owners or managers of small businesses develop their own approach to management through trial and error result their management style is likely to be more initiative then analytical, more concerned with day to day operations than long term issues . The Kenyan Government has made attempts to include entrepreneur education in the curriculum especially in all tertiary levels of education. However noted, it is just topic or unit in the larger Business skills education syllabus (Ministry of Education, 2005).

The inception of entrepreneurship education in TIVET programmes was meant to raise awareness of the demands of modern employment sector. It was realized that vocational

education alone without entrepreneurship would not generate jobs (Sessional paper No.2. 2005) and from presidential working party report of the need for entrepreneurial skills in the curriculum to develop entrepreneur culture (Republic of Kenya 1988.b & 1989, a).

Strengthening of Kenya's economy through small enterprise development requires growth, not only in number, but also in size of firms (McCormick, 1996). Growth should be in the aspects of the volume and quality of products and in technological improvements (Kibuka, 1996). The government's goal is to improve access to quality and relevance of skills development through technical and vocational entrepreneurship training programme approach (Nyerere, 2009 ).

Various short falls have been documented including: Inflexible and outdated TIVET curriculum, mismatch between the skills learned and skills demanded by industries, inadequate physical facilities for training coupled with lack of modern equipment, uncoordinated programs due to lack of unified policy and legal framework and inadequate funding to the subsector (Simiyu, 2004). This has resulted to ineffective coordination of training policies, disparities in training standards and the disproportionate production of personnel without relevant and adequate exposure. Yet graduates from TIVET programmes are expected to take the lead in the creation of entrepreneurship culture in Kenya.

Employment opportunities will co-exist with surplus labour which is mismatched. This is because the system is academic and school leavers cannot apply any practical knowledge to an activity like entrepreneurship. A relevant education system helps to reduce job selectivity while suitable curriculum should be devised in such a way to enable school

leavers to acquire practical skills. That is an education system which supports the economic sector of the economy (Green, 2002).

Therefore economic competitiveness has begun to suffer as our schools and communities lose the capacity to develop a more creative and entrepreneurial talent base. The entrepreneurial education programme in Kenya can be viewed as a part of the general education for the preparation of young people right from primary school for the world of work. Entrepreneurship education programmes need to include work experience in small scale enterprise(Cole,2002).Integration of enterprise role models need to be done in the training programme and an active participation of trainees enhanced in idea generation and business planning. The availability of youth entrepreneurship education resources should be a critical part of this solution.

## 2.6 Conceptual Framework

A conceptual framework for influence of entrepreneurship development on the youth employment creation.

Figure 2.1

### 2Conceptual framework

#### Independent variables

Entrepreneurship development

Entrepreneurial duties awareness

Entrepreneur's motivation

Entrepreneur self perception

Entrepreneur education and training

#### Moderating variables

Nature of entrepreneur  
Awareness of YEDF

#### Intervening variables

Religion of entrepreneur  
Political influence  
Availability of financial support

Culture of entrepreneur

#### Dependent variable

Employment creation

## 2.7 Summary of the literature review

Enterprise has been reviewed to be the common trend in the economic development in most countries in the world today. This is because of its vast ability to create employment for the youth in the failure of the formal sector to create jobs corresponding to population growth. It also provides a more self sustaining avenue for growth of economy as bigger corporations are more susceptible to economic recession. However in the face of growing funding for the youth to start their own venture stares a lack of knowhow that is a result of inadequate or no training in the business ventures.

The unemployment problem in Kenya cannot be solved by training in technical skills alone. The training needs to link those skills with employment whether (self or paid) which is the base of the best practice strategy (King, 2002). For training needs should have a present focus on entrepreneurship skills development that is a departure from the present aging schooling system to a more practical oriented practice. The traditional approach to vocational and technical training has not addressed this need either. In order to encourage the youth to become more aggressive, innovative, creative and in all manner enterprising, training methods need to be further evaluated. This will further encourage the youth to borrow and use the youth enterprise development fund more, meaningfully and also enhance access to the fund for those who do not know how to utilize the fund to generate wealth for them.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

Chapter three consists of research methodology which explains the intended research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments methods of data collection and data analysis methods.

#### 3.2 Research Design

This was a social research study in which description of the state of affairs as they exist was given and hence choice of research design was descriptive survey. The study was not however restricted to fact finding but also involves measurement analysis and comparison of variables in the study and collection of data. The survey also involved collecting information by administering questionnaires to a sample of individuals. Descriptive survey was used when collecting information about people's attitudes, opinions, habits, educational and social issues (Okombo, 2006). It was therefore the suitable design for the study.

#### 3.3 Target population

The study targeted the Youth in Kikuyu district who have created enterprises and are therefore self employed. Data from the Kikuyu Constituency Development Agency (C.D.A) office show that there are currently one hundred and sixty (160) registered youth

groups in the district and who were eligible for funding. Sampling of the individuals who were interviewed was based on distribution of the groups in the entire district.

### **3.4 Sample size and sampling procedure**

The study used cluster sampling technique. Cluster sampling is a sampling technique in which the entire population of interest is divided into groups, or clusters, and a random sample of these clusters is selected. Each cluster must be mutually exclusive and together the clusters must include the entire population. After clusters were selected, then all units within the clusters were also selected. Using this method, no units from non-selected clusters were included in the sample. According to Gay (1976) as quoted by Mugenda (2003), for small samples (less than 10,000) adequate sample size can be 30% of the population. However to reduce the degree of error a bigger sample from Moser and Kalton, 1979 as reproduced in Peter (1994) provides a sample of 108 as adequate in a population of 160. Using this technique, the researcher first selected the groups to be included in the sample, and then selected group individuals within each of the selected group. This reduced the number of groups the researcher had to visit and therefore reduced the cost of data collection. The groups were referred to as natural clusters. The regions from which samples were taken are Kabete, Karai, Kinoo and Muguga divisions. The subjects to be interviewed were selected randomly from within the selected clusters by means of simple random. The reason for using this method is that the area is large and to have the area adequately represented.

### **3.5 Data collection instruments**

Primary data were collected by use of drop and pick questionnaires. Questionnaires were used as they are convenient in saving time and are economical in terms of finances. Use of questionnaires provided ample time for the respondents to attend to questions without undue pressure. The questionnaires had both close ended and projective questions which required respondents to indicate feelings, opinions and suggestions.

### **3.6 Validity and reliability of Instrument**

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in two locations which were not included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research instruments. This was to ensure that the instrument captures all the required data. The procedure for extracting an estimate of reliability was obtained from the administration of the split-half method which was used to establish the coefficient of internal consistency. The reliability analysis was done after entering the data in the Statistical Package for Social Sciences (SPSS) programme then the reliability analysis – alpha was ran on the computer, hence the following was observed:



## Reliability Coefficients

N of Cases = 10.0

N of Items = 26

Correlation between forms = .8523    Equal-length Spearman-Brown = .9202

Guttman Split-half = .8445    Unequal-length Spearman-Brown = .9202

13 Items in part 1

13 Items in part 2

Alpha for part 1 = .8083    Alpha for part 2 = .8922

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. The questionnaire revealed an alpha 0.821 for part one and alpha of 0.821 for part 2. The questionnaire was therefore deemed reliable. Therefore there was no need for any improvement or change on the instrument.

### 3.7 Data analysis methods

Data analysis is the categorizing, ordering, manipulation and summarizing of data to obtain answers research questions. It is to reduce data to intelligible and interpretable form using statistics. Descriptive statistics were used to analyze data. Responses in the questionnaire were categorized and coded to quantify and reduce data to numerical values. This enabled the researcher to describe the distribution of scores and measurements using measures of central tendencies, frequency distribution tables and percentages. Data were entered and analyzed by use of computer MS spreadsheet to save time and improve on accuracy.

### 3.8 OPERATIONAL DEFINITION OF VARIABLES

Operational definition is a set of procedures that describe the activities to be performed in order to establish the degree of existence of concepts (Nachimias and Nachimias, 2006). A variable is anything that can take two or more values. In this study the following variables will be used as defined in the table below:

Table 3.2 Operation definition of variables

OBJECTIVES	INDEPENDENT VARIABLES	INDICATORS	TYPES OF ANALYSIS	MEASUREMENT SCALE
To investigate if entrepreneurial duties awareness influences employment creation	Awareness of entrepreneurial duties	-lack of awareness -familiarity with entire duties -business records use awareness -possession of skills knowledge and attitude	Descriptive	Ordinal
To find out if Entrepreneur motivation influences employment creation	Motivation in establishing enterprise	-ability to identify business opportunities -knowledge of required entrepreneurship duties -perception of entrepreneur income amount -need for training -satisfaction	Descriptive	Nominal
To determine if self perception influences employment creation	Entrepreneur's self perception	-confidence on performance - will to take financial risk -preference between formal and informal job -need of other requirements other than funding willingness in creating jobs	Descriptive	Ordinal
To determine if entrepreneur education and training influence employment creation	Entrepreneur preparation methods	-Feeling of adequacy from school and college training -need for practical training experience -need for entrepreneurial education curriculum	Descriptive	Ratio

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents namely the youth presentations of and interpretation of findings. The presentations were done based on the research questions. Items addressing the same research question were grouped and discussed together and conclusions drawn.

#### 4.2 Response rate

Response return rate is the rate of the percentage of the questionnaires that were returned to the researcher and which were deemed well completed for the sake of analysis. In this study, out of 108 questionnaires issued 105 (97.2%) filled and returned the questionnaires. The return rate was deemed adequate for data analysis.

#### 4.3 Demographic information

The demographic information of the respondents were based on their gender, age, marital status, number of dependents, level of education, education or training, number of years in the enterprise. The demographic information of the respondents is presented in this section.

**Table 4.1 Distribution of respondents according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	67	63.8
Female	38	36.2
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that majority 67 (63.8%) of the respondents were male while 38 (36.2%) of the respondents were female. The data shows that males were the dominant gender in the enterprises in the division. The respondents were further asked to indicate their age. The data is tabulated in table

**Table 4.2 Distribution of respondents according to age**

<b>Factors</b>	<b>F</b>	<b>%</b>
Below 15 years	3	2.9
16 - 25 years	51	48.6
26 - 35 years	35	33.3
36 - 40 years	8	7.6
Above 40 years	8	7.6
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data on the age of the respondents indicates that 3(2.9%) of the respondents were below 15 years, 51(48.6%) were between 16 and 25 years, 35(33.3%) of the respondents were between 26 and 35 years, 8(7.6%) of the respondents were between 36 and 40 years

while 8(7.6%) were above 40 years. The data shows that majority of the youth in the enterprise were in the age bracket of 16 and 35. This is in accordance to the fact that the programme is for the youth. The respondents were further asked to indicate their marital status. The data is presented in table 4.3.

**Table 4.3 Distribution of respondents according to marital status**

<b>Marital status</b>	<b>F</b>	<b>%</b>
Married	60	57.1
Separated / Divorced	6	5.7
Widowed	3	2.9
Never married	36	34.3
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings on marital status revealed that 60 (57.1%) of the respondents were married. 6(5.7%) of the respondents were separated or divorced. 3 (2.9%) were widowed while 36 (34.3%) of the respondents were never married. The data therefore indicates that majority of the respondents were married. Asked to indicate the number of people who were depended on them, they responded as shown in table 4.4.

**Table 4.4 Number of dependants for financial assistance**

<b>Number of dependants</b>	<b>F</b>	<b>%</b>
None	20	19.0
1 dependant	10	9.5
2 dependants	20	19.0
3 dependants	7	6.7
4 dependants	18	17.1
5 dependants	16	15.2
6 dependants	3	2.9
7 dependants	4	3.8
8 dependants	4	3.8
10 dependants	3	2.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 20 (19.0%) of the respondents had no dependants . 10 (9.5%) of the respondents had 1 dependent. 20 (19.0%) of the respondents had 2 dependents. 7 (6.7%) had 3 dependents. 18 (17.1%) of the respondents had 4 dependents. 16 (15.2%) had 5 dependents. 3 (2.9%) of the respondents had 6 dependents. 4 (3.8%) of the respondents had 7 dependents. 4 (3.8%) of the respondents had 8 dependents. while 3 (2.9%) of the respondents had 10 dependants. The data shows that the respondents had financial dependants. Asked to indicate their highest level of education or training. they responded as indicated in table 4.5.

**Table 4.5 Distribution of respondents according to highest level of education or training**

<b>Education</b>	<b>F</b>	<b>%</b>
KCPE	29	27.6
KCSE	39	37.1
Diploma	26	24.8
Degree	8	7.6
College certificate	3	2.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings showed that 29(27.6%) of the respondents had KCSE education level, 39(37.1%) of the respondents had KCSE certificates, 26(24.8%) of the respondents had attained diploma, 8(7.6%) of the respondents had attained degree level while 3 (2.9%) of the respondents had college certificates. The data on the level of education of the respondents shows that most of the youth are graduates from lower education levels, class 8 and Form four and hence those who are looking for jobs hence they could occupy the great majority. The respondents were further asked to indicate the nature of their occupation. Their responses are presented in table.

**Table 4.6 Distribution of respondents according to the nature of their occupation**

<b>Nature of occupation</b>	<b>F</b>	<b>%</b>
Farmer	28	26.7
N/A	17	16.2
House wife	8	7.6
Teacher	3	2.9
Businessman	15	14.3
Student	3	2.9
Self employed	4	3.8
Information Technology	1	1.0
Transport	1	1.0
Electronics technician	3	2.9
Soldier	1	1.0
Barber	2	1.9
Cook	1	1.0
Welding	1	1.0
Salesman	1	1.0
Hair dressing	3	2.9
Baking	1	1.0
Athletics	1	1.0
Doctor	1	1.0
Dress maker	1	1.0
Hotel	1	1.0
Casual labourer	2	1.9
Business woman	3	2.9
Diver	2	1.9
Librarian	1	1.0
<b>Total</b>	<b>105</b>	<b>100.0</b>



Findings on nature of the respondents occupation revealed that 28(26.7%) of the respondents were farmers. 17(16.2%) of the respondents had no occupation. 8(7.6%) of the respondents were house wife. 3(2.9%) of the respondents were teachers. 15(14.3%) of the respondents were businessman. 3(2.9%) of the respondents were students. 4(3.8%) of the respondents were self employed. 1(1.0%) of the respondents were information technology. 1(1.0%) of the respondents were transport managers. 3(2.9%) of the respondents were electronic technicians. 1(1.0%) of the respondents were soldiers. 2(1.9%) of the respondents were barbers. 1(1.0%) of were cooks. 1(1.0%) of the respondents were welders, bakers, athletes ,salesmen, doctor, dressmakers, hotel workers and librarians. 2(1.9%)of the respondents were casual labourer and drivers while 3(2.9%) of the respondents were businesswomen.

The researcher further wanted to establish the years that the youth had started the enterprise. Their responses are presented in table 4.7.

**Table 4.7 Distribution of respondents according to year they started their enterprise**

<b>Year</b>	<b>F</b>	<b>%</b>
1999	8	7.6
N/A	24	22.9
2007	6	5.7
2009	12	11.4
2000	4	3.8
2003	2	1.9
2008	11	10.5
2005	5	4.8
2010	11	10.5
2011	7	6.7
2001	2	1.9
1993	1	1.0
2006	5	4.8
1997	1	1.0
2002	2	1.9
1998	1	1.0
1990	2	1.9
1983	1	1.0
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings showed that 8(7.6%) of the respondents started their enterprise in the year 1999, 6(5.7%) of the respondents started their enterprise in the year 2007, 12(11.4%) of the respondents started their enterprise in the year 2009, 4 (3.8%) of the respondents started their enterprise in the year 2000, 2(1.9%) of the respondents started their enterprise in the year 2003, 11(10.5%) of the respondents started their enterprise in the year 2008, 5(4.8%) of the respondents started their enterprise in the year 2005, 11(10.5%) of the respondents started their enterprise in the year 2010, 7(6.7%) of the

respondents started their enterprise in the year 2011. 2(1.9%) of the respondents started their enterprise in the year 200. 1(1.0%) of the respondents started their enterprise in the year 1993. 5(4.8 %) of the respondents started their enterprise in the year 2006. 1(1.0%) of the respondents started their enterprise in the year 1997. 2(1.9%) of the respondents started their enterprise in the year 2002. 1(1.0%) of the respondents started their enterprise in the year 1998. 2(1.9%) of the respondents started their enterprise in the year 1990 while 1(1.9%) of the respondents started their enterprise in the year 1983.

After establishing the demographic data of the respondents, the researcher then analysed the data based on the research objectives. The following section discusses the findings from the research objectives.

#### **4.4 Influences of awareness of entrepreneurial duties on employment creation**

To establish the influence of awareness of entrepreneurial duties employment creation, the respondents were supposed to respond to items that sought to establish how awareness of the entrepreneurial duties on employment creation. For instant, the respondents were asked to indicate the extent to which they agreed or disagreed with the item that new youth entrepreneurs often lack entrepreneurial duties. Their responses are presented in table 4.8.

**Table 4.8 Responses on whether new youth entrepreneurs lack training for entrepreneurial duties**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	72	68.6
Agree	23	21.9
Disagree	7	6.7
Strongly Disagree	3	2.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data revealed that 72(68.6%) of the respondents strongly agreed that new youth entrepreneurs often lack training for entrepreneurial duties, 23(21.9%) of the respondents agreed that new youth entrepreneurs often lack training for entrepreneurial duties, 7(6.7%) of the respondents disagreed that new youth entrepreneurs often lack training for entrepreneurial duties while 3(2.9%) of the respondents strongly agreed that new youth entrepreneurs often lack training for entrepreneurial duties. Data therefore showed that new youth entrepreneurs lack training for entrepreneurial duties which affected employment creation. The study further sought to establish on respondents ideas on whether new youth entrepreneurs are often not familiar with entrepreneurial duties. Data is tabulated in table 4.9.

**Table 4.9 New youth entrepreneurs are often not familiar with entrepreneurial duties**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	36	34.3
Agree	52	49.5
Not decided	4	3.8
Disagree	8	7.6
Strongly Disagree	5	4.8
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 36 (34.3%) of the respondents strongly agreed that new youth entrepreneurs are often not familiar with entrepreneurial duties. 52(49.5%) of the respondents agreed that new youth entrepreneurs are often not familiar with entrepreneurial duties. 4(3.8%) of the respondents disagreed that new youth entrepreneurs are often not familiar with entrepreneurial duties while 5(4.8%) of the respondents strongly disagreed that new youth entrepreneurs are often not familiar with entrepreneurial duties. These findings show that new youth entrepreneurs are often not familiar with entrepreneurial duties which affected employment creation.

The researcher also sought to establish the ideas on whether new youth entrepreneurs often do keep business records required to help enhances their enterprise performance.

Table 4.10 presents the findings.

**Table 4.10 Responses on whether new youth entrepreneurs often kept business records required helping enhances their enterprise performance.**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	56	53.3
Agree	29	27.6
Not decided	9	8.6
Disagree	8	7.6
Strongly Disagree	3	2.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings on whether new youth entrepreneurs often do not keep business records required to help enhances their enterprise performance shows that 56(53.3%) of the respondents strongly agreed that new youth entrepreneurs often do not keep business records required to help enhances their enterprise performance. 29(27.6%) of the respondents agreed that new youth entrepreneurs often do not keep business records required to help enhances their enterprise performance. 9(8.6%) of the respondents were not decided on the issue.8(7.6%) of the respondents disagreed that new youth entrepreneurs often do not keep business records required to help enhances their enterprise performance while 3(2.9%) of the respondents strongly disagreed that new youth entrepreneurs often do not keep business records required to help enhances their enterprise performance. These findings therefore showed that new youth entrepreneurs often kept business records required helping enhances their enterprise performance.

After discussing how awareness of entrepreneurial duties influenced employment creation, attention was drawn to the analysis of how motivation of entrepreneur influenced employment creation. The data and findings are presented in the following section.

#### **4.5 Influence of motivation of entrepreneurs on employment creation**

To analyze the influence of motivation of entrepreneurs on employment creation, the respondents were supposed to state the extent to which they agreed or disagreed with statements that sought to establish the influence of motivation of entrepreneurs on employment creation. For example the respondents were asked to indicate the extent to which they agreed to disagreed with the statement that stated 'New entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment' their responses are presented in table 4.11.

**Table 4.11 Responses to whether new entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	46	43.8
Agree	32	30.5
Not decided	2	1.9
Disagree	13	12.4
Strongly Disagree	12	11.4
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings shows that 46(43.8%) of the respondents strongly agreed that new entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment, 32(30.5%) of the respondents agreed that new entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment, 2(1.9%) of the respondents were not decided whether new entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment, 13(12.4%) of the respondents disagreed that new entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment while 12(11.4%) of the respondents strongly disagreed that new entrepreneurs often consider working in enterprise as temporary jobs as they seek permanent employment. From the above findings it was revealed that new entrepreneurs often considered working in enterprise as temporary jobs as they seek permanent employment. This affected creation of job since the youth did not put their heart in whatever they were doing.

The study also sought to establish the respondents' ideas on whether new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment. Data is tabulated in table 4.12.



while 12(11.4%) of the respondents strongly disagreed that that youth development funding is all that the youth require to start enterprise. The findings therefore showed that youth development funding is all that the youth require starting enterprise which affected employment creation. The researcher also sought to establish the influence of entrepreneurship preparation methods on employment creation. The following section presents the data.

### 1.7 Influence of entrepreneurship preparation methods on employment creation

When the respondents were asked whether they had any formal training for their current occupation before starting, they responded as table 4.19.

**Table 4.19 Responses on whether the respondents had received any formal training for their current occupation before starting**

Response	F	%
Yes	33	31.4
No	63	60.0
N/A	9	8.6
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings shows that 33(31.4%) of the respondents had formal training for their current occupation before starting, majority 63(60.0%) of the respondents said that they had had not received any formal training for the current occupation before starting while the statement was not applicable to 9(8.6%) of the respondents.

The respondents were further asked whether the entrepreneurs' enterprise employment is not as good as formal employment. They responded as per table 4.14.

**Table 4.14 Responses on whether enterprise employment is not as good as formal employment for new entrepreneurs**

Response	F	Percent
Strongly agree	31	29.5
Agree	20	19.0
Not decided	7	6.7
Disagree	35	33.3
Strongly Disagree	12	11.4
<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 4.14 shows that 31(29.5%) of the respondents strongly agreed that the entrepreneurs' enterprise employment is not as good as formal employment, 20(19.0%) of the respondents agreed that the entrepreneurs' enterprise employment is not as good as formal employment, 7(6.7%) of the respondents were not decided, 35(33.3%) of the respondents disagreed that the entrepreneurs' enterprise employment is not as good as formal employment while 12(11.4%) of the respondents strongly disagreed that the entrepreneurs' enterprise employment is not as good as formal employment. The above findings therefore revealed that entrepreneurs' enterprise employment is not as good as formal employment. This implies that the majority of the respondents felt that enterprise employment was not as good as formal paying employment. This would make them not put in much effort hence affecting employment creation.

Findings on whether the new entrepreneurs are often not confident that they know their job well is tabulated in table 4.13.

**Table 4.13 Responses on whether new entrepreneurs are often not confident that they know their job well**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	25	23.8
Agree	55	52.4
Not decided	5	4.8
Disagree	18	17.1
Strongly Disagree	2	1.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 4.13 shows that 25(23.8%) of the respondents strongly agreed that the new entrepreneurs are often not confident that they know their job well, 55(52.4%) of the respondents agreed that the new entrepreneurs are often not confident that they know their job well, 5(4.8%) of the respondents were not decided on whether the new entrepreneurs are often not confident that they know their job well, 18(17.1%) of the respondents disagreed that the new entrepreneurs are often not confident that they know their job well while 2(1.9%) of the strongly disagreed that the new entrepreneurs are often not confident that they know their job well. The findings show that the respondents agreed that responses on whether new entrepreneurs are often not confident that they know their job well which affected employment creation.

**Table 4.12 Responses on whether new entrepreneurs regard their enterprise as a temporary measure as they look for better paying employment**

Response	F	Percent
Strongly agree	48	45.7
Agree	32	30.5
Not decided	7	6.7
Disagree	13	12.4
Strongly Disagree	5	4.8
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 48(45.7%) of the respondents strongly agreed that new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment, 32(30.5%) of the respondents agreed that new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment, 7(6.7%) of the respondents were not decided on whether the new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment, 13(12.4%) of the respondents disagreed that new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment while 5(4.8%) of the respondents strongly disagreed that new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment. The above findings therefore revealed that new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment which affected employment creation.

When the respondents were asked whether the youth entrepreneurs are very happy with their employment, they responded as table 4.15.

**Table 4.15 Responses on whether youth entrepreneurs were happy with creating their employment**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	36	34.3
Agree	30	28.6
Not decided	17	16.2
Disagree	16	15.2
Strongly Disagree	6	5.7
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 36(34.3%) of the respondents strongly agreed that youth entrepreneurs are very happy with creating their employment, 30(28.6%) of the respondents agreed that youth entrepreneurs are very happy with creating their employment, 17(16.2%) of the respondents were not decided on whether youth entrepreneurs are very happy with creating their employment. 16(15.2%) of the respondents disagreed that youth entrepreneurs are very happy with creating their employment while 6(5.7%) of the respondents strongly disagreed that youth entrepreneurs are very happy with creating their employment. Findings therefore revealed that the respondents were happy with their employment.

After discussing on how motivation influenced employment creation, the researcher focused on how self perception affected employment creation. This information is presented in the following section.

#### 4.6 Influence of self perception on employment creation

To establish how self perception affected employment creation, the respondents were required to respond to items that sought to find out how self perception affected employment creation. For example, they were asked to indicate the extent to which they agreed to the statement that aspiring entrepreneurs are often unable to identify business opportunities. Their responses are presented in table 4.16.

**Table 4.16 Responses on whether aspiring entrepreneurs are often unable to identify business opportunities**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	35	33.3
Agree	47	44.8
Not decided	5	4.8
Disagree	12	11.4
Strongly Disagree	6	5.7
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data revealed that 35(33.3%) of the respondents strongly agreed that aspiring entrepreneurs are often unable to identify business opportunities, 47(44.8%) of the respondents agreed that aspiring entrepreneurs are often unable to identify business

opportunities, 5(4.8%) of the respondents were not decided on whether aspiring entrepreneurs are often unable to identify business opportunities. 12(11.4%) of the respondents disagreed that aspiring entrepreneurs are often unable to identify business opportunities while 6(5.7%) of the respondents strongly disagreed that the aspiring entrepreneurs are often unable to identify business opportunities. The findings therefore indicated that aspiring entrepreneurs are often unable to identify business opportunities which affected employment creation. The study also sought to establish whether new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures. The findings are presented in table 4.17.

**Table 4.17 Responses on whether new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	41	39.0
Agree	50	47.6
Not decided	4	3.8
Disagree	7	6.7
Strongly Disagree	3	2.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 41(39.0%) of the respondents strongly agreed that new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures. 50(47.6%) of the respondents agreed that new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures, 4(3.8%) of the respondents were not decided whether new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures,

7(3.8%) of the respondents disagreed that new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures while 3(2.9%) of the respondents strongly disagreed that new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures. Data therefore revealed that new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures which affected employment creation. When asked whether youth development funding is all that the youth require to start enterprise, they responded as table 4.18.

**Table 4.18 Responses on whether youth development funding is all that the youth require starting enterprise**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	51	48.6
Agree	23	21.9
Not decided	7	6.7
Disagree	12	11.4
Strongly Disagree	12	11.4
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data in table 4.18 shows that 51(48.6%) of the respondents strongly agreed that youth development funding is all that the youth require to start enterprise, 23(21.9%) of the respondents agreed that youth development funding is all that the youth require to start enterprise, 7(6.7%) of the respondents were not decided whether youth development funding is all that the youth require to start enterprise, 12(11.4%) of the respondents disagreed that youth development funding is all that the youth require to start enterprise



while 12(11.4%) of the respondents strongly disagreed that that youth development funding is all that the youth require to start enterprise. The findings therefore showed that youth development funding is all that the youth require starting enterprise which affected employment creation. The researcher also sought to establish the influence of entrepreneurship preparation methods on employment creation. The following section presents the data.

### 1.7 Influence of entrepreneurship preparation methods on employment creation

When the respondents were asked whether they had any formal training for their current occupation before starting, they responded as table 4.19.

**Table 4.19 Responses on whether the respondents had received any formal training for their current occupation before starting**

Response	F	%
Yes	33	31.4
No	63	60.0
N/A	9	8.6
<b>Total</b>	<b>105</b>	<b>100.0</b>

Findings shows that 33(31.4%) of the respondents had formal training for their current occupation before starting, majority 63(60.0%) of the respondents said that they had had not received any formal training for the current occupation before starting while the statement was not applicable to 9(8.6%) of the respondents.

The study also sought to establish whether new youth entrepreneurs have enough skills, knowledge and attitude required in enterprise establishment. Findings are presented in table 4.20.

**Table 4.20 Responses on whether new youth entrepreneurs had enough skills, knowledge and attitude required in enterprise establishment**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	51	48.6
Agree	29	27.6
Not decided	1	1.0
Disagree	14	13.3
Strongly Disagree	10	9.5
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 51(48.6%) of the respondents strongly agreed that new youth entrepreneurs do not have enough skills, knowledge and attitude required in enterprise establishment, 29(27.6%) of the respondents agreed that new youth entrepreneurs who did not know the requirements often experienced difficulties in their job, 1(1.0%) of the respondents were not decided on whether new youth entrepreneurs do not have enough skills, knowledge and attitude required in enterprise establishment. 14(13.3%) of the respondents disagreed that new youth entrepreneurs do not have enough skills, knowledge and attitude required in enterprise establishment while 10(9.5%) of the respondents strongly disagreed that new youth entrepreneurs do not have enough skills, knowledge and attitude required in enterprise establishment. The data therefore indicated

that majority of the respondents were in agreement that new youth entrepreneurs did not have enough skills, knowledge and attitude required in enterprise establishment.

The researcher further aimed at establishing whether new entrepreneurs needed to be empowered by training in entrepreneurship in order to realize their abilities. The respondents were therefore asked to indicate the extent to which they agreed or disagreed with the statement. The data is presented in table 4.21.

**Table 4.21 Responses on whether new entrepreneurs needed to be empowered by training in entrepreneurship in order to realize their abilities**

<b>Response</b>	<b>F</b>	<b>Percent</b>
Strongly agree	60	57.1
Agree	30	28.6
Not decided	7	6.7
Disagree	7	6.7
Strongly Disagree	1	1.0
<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 4.21 shows that majority 60 (57.1%) of the respondents strongly agreed that new entrepreneurs need to be empowered by training in entrepreneurship in order to realize their abilities, 30 (28.6%) of the respondents agreed that new entrepreneurs need to be empowered by training in entrepreneurship in order to realize their abilities, 7 (6.7%) of the respondents were not decided whether new entrepreneurs need to be empowered by training in entrepreneurship in order to realize their abilities, 7 (6.7%) of the respondents

disagreed that new entrepreneurs need to be empowered by training in entrepreneurship in order to realize their abilities while 1(1.0%) of the respondents strongly disagreed that new entrepreneurs need to be empowered by training in entrepreneurship in order to realize their abilities. The above data therefore indicated that new entrepreneurs needed to be empowered by training in entrepreneurship in order to realize their abilities.

The study also sought to establish whether the entrepreneurs who are not sure of their abilities are not satisfied with their employment. Data is tabulated in table 4.22.

**Table 4.22 Responses on whether entrepreneurs who are not sure of their abilities are not satisfied with their employment**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	52	49.5
Agree	36	34.3
Not decided	4	3.8
Disagree	8	7.6
Strongly Disagree	5	4.8
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data in table 4.22 shows that majority 52(49.5%) of the respondents strongly agreed that entrepreneurs who are not sure of their abilities are not satisfied with their employment, 36(34.3%) of the respondents agreed that entrepreneurs who are not sure of their abilities are not satisfied with their employment, 4(3.8%) of the respondents were not decided on whether the entrepreneurs who are not sure of their abilities are not satisfied with their

employment, 8(7.6%) of the respondents disagreed that entrepreneurs who are not sure of their abilities are not satisfied with their employment while 5(4.8%) of the respondents strongly disagreed that entrepreneurs who are not sure of their abilities are not satisfied with their employment. Majority of the respondents were therefore in agreement that entrepreneurs who are not sure of their abilities are not satisfied with their employment hence affecting job creation.

The researcher also sought to establish whether schools prepare youth well enough on how to become entrepreneurs. When asked to whether schools do not prepare youth well enough on how to become entrepreneurs, they responded as in table 4.23.

**Table 4.23 Responses on whether schools do prepare youth well enough on how to become entrepreneurs**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	55	52.4
Agree	31	29.5
Not decided	5	4.8
Disagree	11	10.5
Strongly Disagree	3	2.9
<b>Total</b>	<b>105</b>	<b>100.0</b>

Data shows that 55(52.4%) of the respondents strongly agreed that schools do not prepare youth well enough on how to become entrepreneurs, 31(29.5%) of the respondents agreed that schools do not prepare youth well enough on how to become

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.1 Introduction

The chapter focuses on the summary, conclusions, recommendations and suggestions for further research.

#### 5.2 Summary

The purpose of this study was to investigate the influence of entrepreneurship development on employment creation among the youth in Kikuyu District. The study sought to find out how in the era of Youth Enterprise Development Fund, the youth in Kikuyu District are being prepared for the roles of entrepreneurs which they are expected to use to create employment. Four research objectives were formulated to guide the study. Research objective one sought to investigate how awareness of entrepreneurial duties influences employment creation. Research objective two aimed at finding out how motivation of entrepreneurs influences employment creation. Research objective three sought to determine how self perception influences employment creation while research objective four sought to establish if entrepreneurship education and training influenced employment creation. The study employed the descriptive survey. The target population comprised of one hundred and sixty (160) registered youth groups in the district and who were eligible for funding. The sample comprised of 108 respondents.

### 5.3 Summary of findings

Finding on the first research question on the influences of awareness of entrepreneurial duties on employment creation, data showed that majority of the respondents 95 (90.5%) were of the opinion that new youth entrepreneurs lack training for entrepreneurial duties which affected employment creation. It was also revealed that majority 88 (83.8%) agreed that new youth entrepreneurs are often not familiar with entrepreneurial duties which affected employment creation. The findings also revealed that majority 85 (80.9%) agreed that new youth entrepreneurs often do not keep business records required helping enhances their enterprise performance. From the above analysis it was revealed that awareness of entrepreneurial duties affected employment creation. These findings support Mwangi (2006) on the need for familiarization on ones business facets before the onset of business or enterprise venture.

The analysis on the influence of motivation of entrepreneurs on employment creation showed that majority of the respondents, 88 (74.3%) agreed that new entrepreneurs often considered working in enterprise as temporary jobs as they seek permanent employment. This affected creation of job since the youth did not put their heart in whatever they were doing. It was also revealed that majority of the respondents 80 (76.2%) agreed that new entrepreneurs regard their enterprises as temporary measures as they look for better paying employment which affected employment creation. Data further showed that new entrepreneurs are often not confident that they know their job well as was reported by 80 (86.2%) who agreed to the statement. Data also showed that majority of the respondents were not happy with creating their own employment as was reported by 66 (62.9%).

The analysis of the influence of self perception on employment creation revealed that majority of the respondents 82 (78.2%) was of the opinion that aspiring entrepreneurs are often unable to identify business opportunities which affected employment creation. It was also revealed that new entrepreneurs are often afraid to risk their savings in trying out enterprise ventures as was reported by 91 (86.6%). Findings also showed that youth development funding was all that the youth require starting enterprise as was indicated by 74(70.5%).

Findings on the influence of entrepreneurship education and training preparation methods on employment creation showed that the youth had not received any formal training before they started the current occupation. This was revealed by 63 (60%). Data also showed that new youth entrepreneurs did not have enough skills, knowledge and attitude required in enterprise establishment as was reported by 80 (85.2%). It was also revealed that new entrepreneurs needed to be empowered by training in entrepreneurship in order to realize their abilities as was reported by 90 (85.7%). This findings support those of Simiyu on the need for education stakeholders concern for a compelling way of thinking about youth engagement.

The findings also revealed that entrepreneurs who are not sure of their abilities are not satisfied with their employment as was reported by 88 (83.8%). Data also revealed that lack of training discourages the youth from starting enterprises as was reported by 97 (92.4%). The respondents believed that training could increase the number of youth interested in starting enterprises as was reported by 96 (91.5%). Findings also showed that new youth entrepreneurs are often not quite informed to make the best business choices as was reported by 87 (82.9%).The UNDP in partnership with MOYA propose



that enhancement of entrepreneurial capacity of the Kenyan Youth in order to have more youth engage in alternative (Informal) job sector providing productive labour force for development and growth of Kenyan economy (Republic of Kenya, 2009).

#### **5.4. Conclusions**

Based on the findings it was concluded that awareness of entrepreneurial duties on employment creation this was revealed by lack training for entrepreneurial duties and new youth entrepreneurs not often familiar with entrepreneurial duties. The study also concluded that motivation of entrepreneurs affected employment creation. This was indicated by the fact that new entrepreneurs often considered working in enterprise as temporary jobs as they seek permanent employment; new entrepreneurs regarding their enterprises as temporary measures as they look for better paying employment which affected employment creation; new entrepreneurs often not confident that they knew their job well. The study also concluded that self perception influenced employment creation. This was revealed by the fact that aspiring entrepreneurs were often unable to identify business opportunities and the fact that new entrepreneurs often being afraid to risk their savings in trying out enterprise ventures. The study further concluded that entrepreneurship education and training influenced employment creation. For example youth had not received any formal training before they started the current occupation. New entrepreneurs had not been empowered through training in entrepreneurship in order to realize their abilities. The new entrepreneurs who are not sure of their abilities and were not satisfied with their employment.

## **5.5 Recommendations**

Based on the findings the following recommendations were made

1. There is need to have formal training for the new entrepreneurs before they start their occupation.
2. There is need to empower the youth in identifying their abilities in the entrepreneurship.
3. There is need to cultivate in the youth positive attitude towards self employment to enable them understand that formal employment is not the only way of self development.
4. The education curriculum should assess the need of including entrepreneurship subjects so that the youth can be prepared to take up entrepreneurship.

## **5.6 Suggestions for further research**

The following were suggestions for further research

1. A study of the factors influencing funds management by the new entrepreneurs
2. A study on the effects of formal training on the effectiveness of youth entrepreneurship
3. An analysis of the factors influencing implementation of youth development policy among young entrepreneurs.

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## APPENDICES

### APPENDIX 1

#### Letter to the respondents

Faculty of Education,

University of Nairobi,

P.O BOX 30197,

Nairobi.

Dear Sir/Madam,

I am a post graduate student at the department of Extramural studies, University of Nairobi. I am currently carrying out a research on Youth development. You are kindly requested to take part in the study. All information given will be treated confidentially.

Thanking you for your co-operation in the study.

Yours Sincerely

.....

WAMAHIU CATHERINE. W.

M A. Student

## APPENDIX II

### QUESTIONNAIRE FOR YOUTH RESPONDENTS

Please answer all questions in the questionnaire as honestly as possible and to the best of your knowledge. Please do not write your name anywhere on the questionnaire. All information will be treated with utmost confidentiality.

*Tick where appropriate*

#### **A. Demographic information**

1. Gender

Male ( ) Female ( )

2. AGE Below 15 ( )

16-25( )

26-35( )

36-40( )

Above 40( )

3. Marital status Married ( )

Separated/Divorced ( )

Widowed ( )

Never Married ( )

4. Number of people who depend on you for financial assistance \_\_\_\_\_

5. What is your highest level of education or training?

K.C.P.E ( ), K.C.S.E ( ), Diploma ( ), Degree ( ), Any other certificate, specify.....

6. What is the nature of your occupation? -----

7. Which year did you start your enterprise? -----

8. Had you any formal training for your current occupation before starting? -----



## STUDY QUESTIONS

Entrepreneurship Development Study Questions : Please tick your answer

Projective Questions Checklist and rating scales	Strongly agree	Agree	Not Decided	Disagree	Strongly Disagree
<b>Duties awareness</b>					
1. New youth entrepreneurs often lack training for entrepreneurial duties					
2. New youth entrepreneurs are often not familiar with entrepreneurial duties					
3. New youth entrepreneurs often do not keep business records required to help enhances their enterprise performance.					
4. New youth entrepreneurs do not have enough skills, knowledge and attitude required in enterprise establishment					
5. Aspiring entrepreneurs are often unable to identify business opportunities					
<b>MOTIVATION</b>					
6. New entrepreneurs often consider working in enterprise as temporary job as they seek permanent employment					
7. New entrepreneurs who do not know the requirements often experience difficulties in their job					
8. New entrepreneurs regard their enterprises as a temporary measure as they look for better paying employment					
9. New entrepreneurs need to be empowered by training in entrepreneurship in order to realize their abilities					

<b>Projective Questions Checklist and rating scales</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not Decided</b>	<b>Disagree</b>	<b>strongly Disagree</b>
<b>Perception</b>					
10. Entrepreneurs who are not sure of their abilities are not satisfied with their employment					
11. New entrepreneurs are often not confident that they know their job well					
12. New entrepreneurs are often afraid to risk their savings in trying out enterprise ventures					
13. For new entrepreneurs enterprise employment is not as good as formal employment					
14. Youth development funding is all that the youth require to start enterprises					
15. Youth entrepreneurs are very happy with their employment					
<b>Education and Training</b>					
16. Schools do not prepare youth well enough on how to become entrepreneurs					
17. Lack of training discourages the youth from starting enterprises					
18. Training can increase the number of youth interested in starting enterprises					
19. Poor management of enterprise is often a result of poor preparation of youth entrepreneur for their job					
20. New youth entrepreneurs are often not quite informed to make the best business choices.					

THANK YOU VERY MUCH FOR DEVOTING YOUR VALUABLE TIME IN FILLING THE QUESTIONNAIRE

## APPENDIX 111

### Budget of the study

1.	Secretarial services	
	a)	
	b) Computer typing	3.000.00
	c) Typing final report	2.500.00
	d) Photocopying questionnaires	1.500.00
2.	Stationery	
	a) Writing materials	500.00
	b) Duplicating papers	500.00
	c) Pens	200.00
3.	Travel expenses	
	a) To pretest questionnaire	2.000.00
	b) To administer questionnaire	3.500.00
	c) To collect questionnaire	3.500.00
	d) To consult supervisors	1.000.00
4.	Mailing costs	
	a) E-mail	300.00
5.	Binding	
	a) Final report (5 copies)	500.00
6.	Computer expenses	
	a) Computer analysis	5.000.00
7.	Miscellaneous expenses	<u>500.00</u>
	<b>Total</b>	<b><u>24.600.00</u></b>

## APPENDIX 1V

### Time frame for the Study

Phases	Period
1) Proposal writing & presentation .....	Jan 2010 - May 2011
2) Instrumentation	
a) Piloting of instruments .....	May 2011
b) Refinement of instrument .....	June 2011
c) Administration of instrument and collection of data ....	June 2011
d) Data analysis .....	Sep 2011
Report writing .....	October 2011