

**INFLUENCE OF INTEGRATED INTERVENTION ON THE
SUCCESS OF YOUTH PROJECTS: A CASE OF NAKURU
MUNICIPALITY, KENYA.**

BY

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DECLARATION

This research project report is my original work and has not been presented for degree or any other award in any university.

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

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DEDICATION

To my sister, Sr Mary, for her continuous encouragement during the period of study. To my brother, Francis and mum Tabitha, for their continued financial support. Finally, to my late Dad with whom this research is dedicated to his memory

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TABLE OF CONTENTS

	Pages
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLES.....	x-xi
LIST OF FIGURES.....	xii
ABBREVIATION AND ACRONYMS.....	xiii
ABSTRACT.....	xiv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study.....	1-4
1.2 Statement of the problem.....	4-5
1.3 Purpose of the study.....	5
1.4 Research objectives	5
1.5 Research questions.....	5-6
1.7 Significance of the study.....	6-7
1.8 Delimitation of the study	7
1.9 Limitation of the study.....	7
1.10 Basic assumption of the study	8

1.11	Definitions of significant terms used in the study.....	8-10
1.12	Organization of the study.....	10
	CHAPTER TWO: LITERATURE REVIEW.....	11
2.1	Introduction.....	11
2.2	Entrepreneurial training for the success of youth projects.....	11-13
2.2.1	Different approaches to entrepreneurial training.....	14-15
2.2.2	Entrepreneurial education for business success.....	15-16
2.2.3	Training on Entrepreneurial skills.....	16-17
2.2.4	Importance of Entrepreneurial Training.....	18
2.2.5	Entrepreneurial Mindset.....	18-19
2.2.6	Leadership Skills.....	19-20
2.3	Funding for the success of youth business projects.....	20-24
2.4	Marketing strategies for the success of youth business projects.....	24-27
2.5	Continuous Monitoring for the success of youth business projects.....	27
2.5.1	Road map to continuous monitoring of business enterprise.....	27-29
2.6	Attitude towards entrepreneurship and the success of youth projects.....	30-31
2.7	Theoretical Framework.....	31-33
2.8	Conceptual Framework.....	33-34
2.9	Summary and Knowledge Gap.....	34

CHAPTER THREE: RESEARCH METHODOLOGY.....	35
3.1 Introduction.....	35
3.2 Research Design.....	35
3.3 Target Population.....	36
3.4 Sample size.....	36
3.4.1 Sampling procedure.....	36-37
3.5 Data collection instruments.....	37
3.5.1 Pilot testing of the instrument.....	37-38
3.5.2 Validity of the instrument.....	38
3.5.3 Reliability of the instrument.....	38
3.6 Data collection procedures.....	38
3.7 Ethical considerations.....	39
3.8 Data Analysis Techniques.....	39
3.9 Operational Definition of Variables.....	39
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.....	40
4.1 Introduction.....	40
4.2 Questionnaire return rate.....	40
4.3 General Information.....	41
4.3.1 Gender of the respondents.....	41
4.3.2 Age of the respondents.....	41-42

4.3.3 Academic qualification of the respondents.....	42-43
4.3.4 Year when the groups were started.....	43-44
4.3.5 Number of youths in the groups.....	44-45
4.3.6 Business activities of the groups.....	45
4.3.7 Number of customers per day.....	45-46
4.4 Influence of Entrepreneurial Training on Project Success.....	46
4.4.1 Training before and after joining YEDF initiative	47
4.4.2 Training sessions attended since joining YEDF initiative.....	48-49
4.4.3 Type of training provided to leaders and group members.....	50
4.4.4 Training contribution to project success and youth employment.....	51
4.4.5 Improvement of business key areas through entrepreneurial training.....	52-53
4.5 Support to youth projects through YEDF funding.....	53
4.4.1 Amount used in project funding through YEDF and self financing.....	53-55
4.4.2 How YEDF funding influenced the status of youth enterprises key areas.....	55-56
4.5 Support of youth projects through marketing.....	56
4.6.1 Number of groups benefited from marketing support.....	56
4.6.2 Marketing support on various business key areas.....	57
4.6.3 How the groups marketed their products and services.....	58-59
4.6.4 How YEDF initiative influenced success of youth projects.....	60-61
4.6.5 Loan repayment by youth groups.....	61-62
4.6.6 Issues to be addressed for success of youth projects.....	62-63

4.6.7 Reasons for the disintegration of youth groups.....	63-64
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	65
5.1 Introduction.....	65
5.2 Summary of the findings.....	65-67
5.3 Conclusions of the Study.....	67
5.4 Recommendations.....	68
5.5 Suggestions for further research	68
5.6 Contribution to the body of knowledge	69
REFERENCES.....	70-80
APPENDICES.....	81
Appendix 1-Letter of Transmittal.....	81
Appendix 2-Questionnaire administered to youth groups.....	82-90
Appendix 3-Krejcie and Morgan (1970) Sample Size Table.....	91
Appendix 4-Research permit.....	92

LIST OF TABLES

Table 3.1: Operational definition of variables.....	39
Table 4.1: Response rate.....	40
Table 4.2: Gender of the respondents.....	41
Table 4.3: Age of the respondents.....	42
Table 4.4: Academic qualification of respondents.....	43
Table 4.5: Year when the groups were started.....	44
Table 4.6: Number of youths in the groups.....	45
Table 4.7: Business activities of the groups.....	46
Table 4.8: Number of customers per day.....	47
Table 4.9: Training before and after joining YEDF initiative.....	48
Table 4.10: Training sessions attended by the respondents	49
Table 4.11: Relationship between training and success of youth projects.....	50
Table 4.12: Type of training provided to leaders and group members.....	51
Table 4.13: Entrepreneurial training contribution to project success & employment.....	52
Table 4.14: Improvement of business key areas through entrepreneurial training.....	54
Table 4.15: Amount used in project funding through YEDF and self financing.....	54
Table 4.16: Relationship between funding and the success of youth projects.....	54
Table 4.17: How YEDF funding influenced the status of enterprises key areas.....	55
Table 4.18: Number of groups benefited from marketing support	56
Table 4.19: Marketing support on various business key areas.....	57
Table 4.20: How the groups marketed their products and services.....	58
Table 4.21: Relationship between success of youth projects and marketing.....	59
Table 4.22: How YEDF initiative influenced success of youth projects.....	60

Table 4.23: Loan repayment by youth groups.....	61
Table 4.24: Issues to be addressed for success of youth projects.....	62
Table 4.25: Reasons for the disintegration of youth groups.....	63

LIST OF FIGURES

Figure 1: The Social Learning Theory on Entrepreneurial Development.....	32
Figure 2: Conceptual Framework.....	33

ABBREVIATIONS AND ACRONYMS

CEO	: Chief Executive Officer
CFO	: Chief Financial Officer
CM	: Continuous Monitoring
CMO	: Chief Marketing Officer
DYO	: District Youth Officer
FNDP	: Fifth National Development Plan
HIV/AIDS	: Human Immune Virus/Acquired Immune Deficiency Syndrome
ILO	: International Labor Organization
NGOs	: Non Governmental Organizations'
SLT	: Social Learning Theory
SMEs	: Small and Medium Enterprises
SPSS	: Statistical Package for Social Sciences
SWOT	: Strengths, Weaknesses, Opportunities and Threats
UNDP	: United Nations Development Programme
UNESCO	: United Nations Environmental Scientific and Cultural Organization
UNICEF	: United Nations International Children Education Fund
UYF	: Umsobomvu youth fund
YEDF	: Youth Enterprise Development Fund

ABSTRACT

Youth Enterprise Development Fund Integrated Intervention is concerned with the provision of funds, entrepreneurial training, local and international market linkages and networking skills to youths. It is an initiative by the Kenyan government to empower youths through economic opportunities in terms of self employment. The main aim of the initiative was to address the problem of youth unemployment in Kenya. YEDF applied an integrated intervention where training, funding and marketing were seen as key components that are critical to the success of youth projects. However it has not been empirically assessed to determine what extent the use of this integrated approach has influenced the success of youth projects. The purpose of the study was to investigate the influence of integrated intervention on the success of youth projects in Nakuru Municipality. The objectives of the study were to: investigate the extent to which the provision of entrepreneurial training, funding and marketing influenced the success of youth projects. The study was significant to academic/researchers, micro, small and medium enterprises in Kenya, governmental policy makers, District youth officers, youth group leaders and youths. The study adopted a descriptive survey design in which fifty nine youth groups who were the beneficiaries of the initiative were involved as the target population. Simple random sampling was used as the sampling technique to select respondents. Data was collected using questionnaires, descriptive statistics mainly percentages and frequencies was used to analyze data with the help of Statistical Package for Social Sciences computer programme. Findings of the study were presented in form of figures and tables. The findings of the study demonstrated that YEDF initiative was responsible for the increased youth gainful employment through training, funding and marketing. Entrepreneurial training on the other hand positively influenced the success of youth projects with a correlation test value of 0.272. The findings demonstrated that there was need for more training on entrepreneurial skills. YEDF financing was highlighted to have positively influenced the success of youth projects with a correlation test value of 0.244. However inadequate initial capital amount implied that the YEDF initiative should revise their policies in order to increase the loan amount with time. Findings further demonstrated that the marketing strategies provided by YEDF positively contributed towards the competitive advantage of the youths businesses with a correlation test value of 0.210, through increase in number of customers, identification of new business opportunities, price negotiation and product/service delivery. However, findings showed that the marketing strategies were inadequate and there were suggestions for more marketing strategies especially international market linkages. As a remedy to sustainable success of youth projects, this study recommends, additional YEDF funding, more training sessions on entrepreneurial skills, more marketing strategies, review of YEDF policies on application requirements and quick processing of loans. The study, farther recommends collective responsibility in youth support initiatives not only by YEDF but by local and foreign agencies, NGOs, and arms of the United Nations such as UNICEF, UNDP, and UNESCO as well.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Promoting entrepreneurship and enterprise creation is high on the policy agenda of almost all countries in the world, as successful enterprises generate additional employment (Haftendorn and Salzano, 2003). Young entrepreneurs play therefore a fundamental role because they contribute simultaneously to both economic growth and unemployment reduction (Schoof, 2006). Today's youths are an important resource: they are capable of triggering regional innovation processes and technological advances (Frosch, 2011), they tend to become more socially active and they are internationally oriented and generally endowed with creativity (Kazmi, 1999) and capabilities that allow them to exploit entrepreneurial opportunities. Nevertheless, they face tough challenges in the present socio-economical scenario. For instance, Schoof (2006) argues that there exist five key constraints and barriers to youth entrepreneurship in general: social and cultural attitude towards youth entrepreneurship, entrepreneurship education, access to finance/start-up financing, administrative and regulatory framework, and business assistance and support. As a result, strong support is needed for those youths in order to overcome such challenges and pursue their entrepreneurial activity. Such support can be often given by either governmental or non-governmental agencies.

Many programs have been developed and successfully executed in different countries with the aim of enforcing entrepreneurial education and activities. The main issue with successful initiatives relies on the fact that they often turn out to be disparate and nonreplicable on a more global context (Schoof, 2006). Few, if any, countries have created clear and comprehensive policy frameworks to promote youth entrepreneurship and self employment (Haftendorn and Salzano, 2003). Thus, there exists a lack of an integrated approach to policy in this field of study (Lewis and Massey, 2003; ILO, 2004), which also leads to the absence of regular and robust evaluation of such programs. Globally, the provision of capital combined with training in managerial and entrepreneurial skills to enhance sustainable employment initiative is important for youth empowerment. Providing capital alone to young potential entrepreneurs is only part of

unemployment solution towards youth empowerment. (Fifth African Development Forum 26 October, 2006) This has resulted into the establishment of integrated intervention towards the success of youth projects in a number of countries. The integrated intervention consists of training on entrepreneurial skills, networking skills, market linkages and funding to enhance the success of youth enterprises. In the United States of America, integrated intervention is the key to youth empowerment. For example, In San Francisco, the Youth Empowerment Fund Advisory Board has been formed to deal with the issue of youth unemployment. The board members work closely with the San Francisco Youth Commission and Youth group leaders to serve as the youth voice on important city wide issues. The board also decides how to fund and evaluate youth-led projects/programs within the Youth Empowerment Fund. In addition, the board facilitates trainings, workshops and focus groups. That notwithstanding, the board reaches out to youth and community members to teach them about amazing youth programs and community organizations in San Francisco. Each year; the Youth Empowerment Fund gives over \$1 million to youth-led projects and programs including youth grant-making, community organizing and leadership programs. (www.yefsf.org/whoweare)

The Youth Enterprise Development Fund (YELDF) is funded by the government of Saint Lucia and the Commonwealth Youth Programme in the Caribbean centre to offer thirty hours of training in personal development and three weeks training in small business management .This program allows more young men and women to develop their personal skills and the business acumen necessary to manage successful businesses and ultimately to gain control over their lives in alignment with the provision of finance. (Saint Lucia's report, June 2010)

In Africa, a number of countries have also engaged themselves in empowering youths through training on entrepreneurial skills, marketing of youth's products/services and funding youth lead projects in order to address the issue of youth unemployment.

In South Africa for example, the Umsobomvu Youth Fund (UYF), a government-created development finance agency for skills development and employment creation for youth, has developed a number of initiatives such as micro loans for young entrepreneurs, the creation of a

Venture-capital fund underwritten by a mainstream bank with the UYF providing guarantees, and the development of a voucher programme to access business development services.(Fifth African Development Forum –26 October 2006)

In Zambia; the population stands at 11.7 million and it is comprised of 68% youth and youth unemployment is a serious social problem (FNDP, 2006: 219). A Labor Survey undertaken in 2005 revealed that, “The size of the labor force grew from 2.4 million persons in 1986 to 4.9 million persons in 2005” (Central Statistical Office, 2005: 1). Unfortunately, the story of the youth in Zambia is all too familiar, finding employment a difficult task. Finding employment is what a few are able to be privileged to. The consequences of youth unemployment resonate throughout the country and the situation is dire by the year. Entrepreneurship has been the government’s panacea to youth unemployment in Zambia. However, in as much as government can provide the funds, it risks being a waste of resources unless youths have the skills to utilize it adequately. Government has made the mistake of offering this money up to any group of youth who can come up with a businesses proposal. There is no proper monitoring of the projects or whether the youths possess the business acumen to succeed.

In Kenya; unemployment is not just lack of jobs, but also a lack of job skills due to inadequacy of the training infrastructure as well as means to acquire skills due to poverty. It is out of this that the government mooted the idea of establishing a youth enterprise fund to respond to the raised issues. Youth Enterprise development fund (YEDF) was therefore created to empower youths through engagement into enterprises and entrepreneurial training. However the issue of unemployment prevails despite the availability of the initiative thus failing to meet the set objectives of the fund. This study was therefore aimed at investigating the influence of integrated intervention on the success of youth projects; the findings were used to suggest possible solutions and recommendations to enhance youth employment and empowerment. The Youth Enterprise Development Fund initiative was conceived in mid June 2006 by the government as a strategic move towards arresting unemployment which is virtually a youth problem. The loan targets all forms of youth owned enterprises whether owned individually, as a company, in groups, in cooperatives or any other legal forms of

business ownership; Seventy five percent (75%) of those unemployed are the youth. The government set aside Kenya shillings One billion (Ksh. 1 billion) in the 2006/07 budget to fast-track this noble and timely initiative (www.yedf.go.ke). Minimum conditions for accessing the Fund include; one must fall in the age bracket of 18 to 35 years and should be a Kenyan, one must have the intention of investing the Fund in a business venture, the Fund is a loan and must therefore be repaid in any form of legally registered organization or firm operating in Kenya.

The government's initiative on establishment of integrated intervention measures which in this study included funding, marketing and training for the success of youth projects; should be properly addressed to effectively respond to the challenges of creating productive and sustainable employment opportunities for the youths. This will in return enhance youth empowerment; promote economic growth and poverty reduction in the country. The integrated intervention in this case refers to the combination of training on entrepreneurial skills, provision of local and international market linkages and allocation of funds for business capital to Kenyan youths. The integrated intervention allows the youths to get knowledge on how to, identify an opportunity, start business and manage resources for successful projects. The youths are also assisted in marketing their products and services locally and internationally to enhance the business competitive advantage. In addition, the youths are provided with funds which they use in establishing new enterprises and expanding the existing businesses.

1.2 Statement of the Problem

The Ministry of Youth Affairs and Sports was created in 2005 to address myriad of challenges facing the youth, and which constrained them from effectively participating in National Development. These include: unemployment, inaccessibility to credit, drug and substance abuse, HIV/AIDs, skills acquisition, involvement in conflicts, reproductive health and access to information. Further, it was also evident that Kenya would not achieve the Millennium Development Goals and the vision 2030 without involving the young people who now form about 78% of Kenyan population. (YEDF 5th anniversary report, 2011)

In Nakuru municipality, 400 youth groups were established from the year 2006-2012. Out of these, over 200 groups have so far disintegrated and are not active. Out of the remaining groups, 59 of them are active and have benefited from the fund. In 2007/2008 out of the 59 groups 40 of them applied and qualified for the loan. In 2009, there was no allocation until 2010/2012 (YEDF report, 2012). Youth Enterprise Development Fund initiative applied an integrated intervention where training, funding and marketing were seen as key components that are critical to the success of youth projects. However it has not been empirically assessed to determine to what extent the use of this integrated approach has influenced the success of youth projects. The research was therefore to determine the influence of integrated intervention on the success of youth projects.

1.3 Purpose of the Study

The purpose of this study was to determine how integrated intervention influenced the success of youth projects in Nakuru municipality and to verify how these integrated interventions could be constructively improved for sustainable youth empowerment and economic development in future.

1.4 Research objectives

This study was guided by the following research objectives:

1. To investigate the extent to which entrepreneurial training influence the success of youth projects.
2. To determine how funding influence the success of youth projects.
3. To determine the extent to which marketing influence the success of youth projects.

1.5 Research Questions

To investigate the above mentioned objectives, the study addressed the following research questions.

1. To what extent does entrepreneurial training influence the success of youth projects?
2. How does funding influence the success of youth projects?
3. To what extent does marketing influence the success of youth projects?

1.6 Significance of the Study

This study with its stakeholders as entrepreneurs, trainers, youth officers, youth leaders, youth groups, creditors and venture capitalist and even investors would use these research findings to deal with the challenges that hinder the sustainable creation of employment opportunities for youth empowerment and economic development. However the findings were to help.

Academicicians in broadening of the syllabus with respect to this study hence provide a deeper understanding of the influence of integrated intervention on the success of youth projects. The findings may as well attract other researchers to venture into other integrated interventions influencing the success of youth projects that have not been studied in this research and might arise as issues in recommendation for further research.

The findings of this study were to help micro, small and medium youth business enterprises in Kenya and others, with an insight into the benefits of using the available fund, entrepreneurial skills and marketing strategies hence choose what would be the best outfit for their practice as a continuous performance strategy. The study intended to reveal how funding, marketing and training on entrepreneurial skills can influenced the success of youth projects.

The government can use the findings for their research to assist in policy formulation and development of a framework for integrated intervention to enhance the success of youth projects. Policy-makers will use the knowledge and data to adjust or strengthen the position on integrated interventions for the success of youth projects

The findings of this research were to help the youth officers to plan on ways to address the issues of effective youth trainings on capacity building, entrepreneurial skills and leadership skills to the youths in order to enhance the success of youth projects. They

can also find ways to conduct marketing in order to achieve competitive advantage which in return enhances the success of youth projects. Youth leaders were to benefit on how to lead their groups in a successful way in order to be active and ensure effective use of funds for the success of youth projects.

1.7 Delimitations of the Study

The study was focused mainly on the registered youth groups within Nakuru municipality who had benefited from the integrated intervention and more so avoided targeting youths who were not members of the established groups. This was to assist the researcher to get information from members who already know about the integrated intervention. By targeting the already registered groups the researcher was able to avoid collection of irrelevant information as compared to targeting the non members who did not know what integrated intervention was all about. The researcher enquired information on the integrated intervention from the Ministry of Youth Affairs and sports in Nakuru, District Youth Office and Youth Enterprise Development Fund Office within Nakuru.

1.8 Limitations of the Study

Due to the relevancy of information gathering for the sake of the study, it was not possible to involve all the youth offices and youth groups other than those within Nakuru municipality. The study was confined to the sampled respondents from and around Nakuru municipality and it was to be carefully generalized to all other municipalities in Kenya. The study focused on investigating the influence of integrated intervention on the success of youth projects.

The management at some point was not willing to reveal relevant information and providing access to confidential records. To counter this problem, an effort was made to explain that the exercise was to benefit them when recommendations are eventually undertaken by the Government Ministry. However there were difficulties in scheduling exact dates to meet the youth groups during the administration of questionnaires which affected the time allocated for the completion of activities. To counter this problem prior arrangements were made between the researcher and the District youth officers on how and when to schedule meetings with the youth groups under their leadership.

1.9 Basic Assumptions of the Study

The researcher expected the whole exercise to move on smoothly assuming a total cooperation with all the involved parties most specifically the respondents. The sample was to properly represent the population for generalization purposes. The data collection instruments ensured validity and the desired parameters.

1.10 Definition of Key Terms

The following terms assumed indicated meanings in this study:-

Integrated-In this study refers to providing a combination of training, marketing and funding to youth lead projects in order to enhance their success.

Intervention- It refers to any measure provided for the purpose of improving a situation. In this study the measures are integrated or combined in form of training, funding and marketing to enhance youth employment.

Integrated Intervention-In this study refers to the provision of a combination of training, funding and market linkages to youth lead projects in order to address the issue of youth unemployment and empowerment.

Success- Refers to good performance of projects where the projects are effective and sustainable. In this study success is defined in form of the ability of youths to repay loans at the right time, the rate of business expansion, an increase in sales and number of customers

Unemployed youth – Any male or female between the age of 18 and 35 and who is not in any formal employment or not operating any form of business to get income.

Beneficiaries – Youths who receive the fund for approved projects, training, market linkages and commercial infrastructure.

Marketing-Is the creative strategy to ensure product awareness by customers, boost sales and achieve a competitive advantage in the local and international markets.

Training-In this study refers to the administration of entrepreneurial skills to the youths by qualified facilitators.

Monitoring- refers to the systematic collection and analysis of information as a project progresses to improve its efficiency and effectiveness.

Attitude- In this study it refers to how youths perceive the idea of the YEDF integrated intervention in relation to the success of their projects.

Funding – Financial assistance given to the youth beneficiaries in the form of interest-free loan.

Youth- Any female or male between the age of 18 years and 35 years.

Empowerment- Social process that helps youths gain control of their own lives by receiving financial support, networking skills, commercial infrastructure and entrepreneurial skills to venture into various employment opportunities.

Utilization- To put funds into use in a profitable way for the purpose of empowering the youths.

Enterprise-A business venture or an activity directed towards profit gain.

Disbursement- Allocation and issue of the fund to qualified youth groups to finance their enterprises or projects.

Initiative- In this study it refers to an action or measure on attempt to solve the problem of youth unemployment.

Sustainable employment- refers to the continuation of a project that offers jobs to the youths and yielding positive results even after the external support has been terminated.

Effectiveness- In this study it refers to the extent in which the youth projects achieves the objective of youth empowerment through self employment.

Efficiency-measure of the relationship between the projects outputs generated from inputs.

Entrepreneurship-It refers to the process leading to the creation and running of any business regardless of its size, product, service or form of ownership for profit. It is seen as the process of identifying opportunities and turning them, through innovation, into successful business ventures that can yield profits.

1.11 Organization of the study

The research project is subdivided into five chapters. Chapter one of this study introduces the background of the study, problem statement which describes the specific problem addressed in the study ,the purpose of the study, research objectives and questions, significance of the study ,delimitation and limitations of the study, assumptions and definition of key terms. Chapter two presents a review of literature and relevant research associated with the problem addressed in this study. Chapter three presents the methodology and procedure used for data collection and analysis. Chapter four contains an analysis of the data and presentation of the results. Chapter five offers a summary and discussion of findings, implications for practice, and recommendation for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of theoretical and empirical entrepreneurial literature in relation to the influence of integrated intervention on the success of youth projects. The conceptual framework review is divided into three topics reflecting the research objectives which include; influence of training, funding and marketing on the success of youth projects.

2.2 Entrepreneurial Training for the success of youth projects

One of the main issues with youth entrepreneurship is the little effort made in order to look at the phenomenon from a youth perspective. Youths are mostly treated as part of the general adult population, while their specific needs and particular entrepreneurial potential as well as their critical contribution to economic and social progress are underestimated (Schoof, 2006). Nevertheless, the youth entrepreneurship phenomenon has started raising interest from academics as a new field for research and education, capable of inspiring new theoretical advancement and therefore insights for policy maker and academics. As a result, some of the main theoretical perspectives from which youth engagement is handled in entrepreneurship research are presented below; the section doesn't mean to provide an extended review of literature on youth entrepreneurship, it just intends to convey the relevance that such topic is assuming, both theoretically and empirically in the literature on entrepreneurship and small business in general.

The theory of planned behavior is a theory about the relationship between attitudes and behavior. Intention is a state of mind directing a person's attention and experience toward a specific object or method of behaving; in the words of Ajzen, "an indication of how hard people are willing to try, of how much of an effort they are planning to exert in order to perform the behavior. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance" (p.181).

According to Ajzen (1991), intentions are formed as a result of three factors: attitude toward performing the behavior, subjective norms, and perceived behavioral control. As a consequence, entrepreneurship can be considered as a type of behavior for which intention models are appropriate. For instance, Krueger (1995) developed a model of entrepreneurial potential based on individual's intentions and perceptions. Indeed, Krueger believed that for a person to embrace entrepreneurship, he or she should have been able to perceive the outcome of his or her efforts and truly recognize the ability to succeed. His model is based on a combination of three critical elements: perceived venture desirability, perceived venture feasibility, and propensity to act. He finally concludes that entrepreneurship is not something mystical and entrepreneurs are made and not born. Several pieces of research on young entrepreneur have been recently performed (Zellweger, Siegera, and Halter, 2010; Souitaris, Zerbinati, and Al-Laham, 2007); this stream has allowed focusing on antecedent or enabling factors to the creation of an entrepreneurial intention among youth and therefore an important control factor for the development and the understanding of entrepreneurial dynamics. Social capital exists between individuals and is to be found in the involvement and participation in groups (Portes, 1998). Social capital can be earned and accumulated by establishing relationships purposefully and employing them to generate intangible and tangible benefits in short or long terms. The relevance and the strategic advantage of social capital for nascent entrepreneurs has been extensively handled by Davidsson and Honig (2003), whereas Lewis (2009) explicitly refers to youth as untapped resource for entrepreneurship; in particular the author refers to young engaged in entrepreneurship as committed promoter of the nexus individual-community and unique exploiter of such nexus for entrepreneurial purposes. Among the large extent of career theories, Dyer (1994) developed a comprehensive theory of entrepreneurial careers. In particular, he focused on the fact that such theory should explain the reason why someone would choose a particular occupation and which kinds of socialization experiences would prepare someone to undertake entrepreneurial position.

Educational institutes clearly offer a key opportunity to introduce students to entrepreneurship as a career option as an alternative. Socialization and education in entrepreneurship may therefore be of great value because they highlight career options

that may not be usually realistically considered (Bronte-Tinkew and Redd, 2001). Social Learning Theory (SLT) is a category of learning theories. The theory is derived from the work of Albert Bandura which proposed that social learning occurred through four main stages: close contact, imitation of superiors, understanding of concepts and role model behavior. According to Bandura (1977) human behavior is determined by a three-way relationship between cognitive factors, environmental influences, and behavior. With respect to the issue of learning as a strategic dimension of entrepreneurial development, and education as a tool for it, it is worth to mention a number of recent relevant works, such as Sobel and King (2008) and Athayde (2009), that have focused on the efficacy of school and training program in raising entrepreneurial awareness, intentions and attitude. Results in this sense are encouraging. Even though the concept of self-efficacy can also be enclosed within SLT, it is appropriate to treat it separately as it has been largely used in entrepreneurship research (Boyd and Vozikis, 1994; De Noble, Jung, and Ehrlich, 1999; Drnovsek and Glas, 2002). Self-efficacy relates to a person's perception of ability to execute a target behavior and it is gradually acquired throughout the improvement of complex cognitive, social, linguistic, and physical skills that are obtained through experience (Bandura, 1982). Even if there is a perceived social demand, a certain behavior will be undertaken only if it is perceived to be at hand at the person's ability (Boyd and Vozikis, 1994).

Many studies have investigated the link between self-efficacy and the intentions towards entrepreneurship, concluding that it influences the perceived feasibility of starting a business (Shapiro 1975; Shapiro and Sokol, 1982). Moreover, Herron and Sapienza, (1992) have shown how the acquisition of skills through past achievements reinforces self-efficacy and contributes to higher aspirations and future performance. In family embeddedness perspective, Aldrich and Cliff (2003) investigate how the characteristics of entrepreneurs' family systems (i.e., transitions, resources, and norms, attitudes, and values) influence the venture creation processes. Moreover, it explores how the family transitions can provide individuals with idiosyncratic knowledge that heightens their ability to identify entrepreneurial opportunities.

2.2.1 Different approaches to entrepreneurship training

Economic growth in industrialized as well as developing countries remains a central issue and, as such, particular interest is focused on the role of entrepreneurship to achieve and maintain open and modern economies (Wennekers & Thurik, 1999; Garavan & O’Cinneide, 1994). According to Alberti F, Sciascia S & Poli A (2004), for effective entrepreneurship education there should be a relationship between the goals of the entrepreneurship programme, the audiences to which the programme is delivered, the contents of the entrepreneurship courses or modules, the method of delivery or pedagogy, and finally the assessment that will be used. Four of the five issues have been addressed, but not assessment. Ladzani and Van Vuuren (2002), on the other hand, include motivation, entrepreneurial skills and business skills in their entrepreneurship performance training model. However, as Nieman (2000) points out, confusion exists between entrepreneurship and small business training and the terms are used interchangeably (Zeithaml & Rice, 2005). Nieman’s view is also supported by Solomon and Fernald (2005) who believe that a small business management course is about starting and operating a business, and engaging in the functional aspects of an existing business; whereas Wilson (2004) states that an entrepreneurship training course is about the creation of a new business venture where the emphasis will be on profitability, growth and exit strategies.

According to Ladzani and Van Vuuren (2002), very few programmes are assessed and there is a need for research to be undertaken to assess the content and impact of training programmes. By implication, all business owners may not necessarily be entrepreneurs. In addition, significant numbers of small businesses are started as a means to survive, and are referred to as survivalist entrepreneurs

According to Gouws (2002), the following aspects should be included under the theme *entrepreneur as a person*:

Entrepreneurial qualities, e.g. achievement motivation; creativity; decision making; initiative; innovation; locus of control; and risk taking;

- Entrepreneurial skills, e.g. strategy formulation; leadership; planning and time management and financial concepts; communication and negotiation skills; and
- Self-knowledge.

Under the theme *entrepreneurial process*, the following aspects should be covered:

- Economic education, e.g. unemployment; economic growth; tax; personal financial management; productivity; and industry knowledge;
- Business idea, e.g. searching for an idea; creativity; and innovation;
- compiling a business plan; and
- starting a business, e.g. market day or flea markets.

In essence, each of the above mentioned aspects has the purpose of identifying and monitoring progress as the learner moves from becoming familiar with the concept of entrepreneurship to developing a level of maturity that will enable the learner to start an enterprise to a stage where the learner/prospective entrepreneur possesses most of the elements required for business success.

2.2.2 Entrepreneurial education for business success

Just as the interest towards entrepreneurship has been growing since the seventies, both in the academic and political circles, entrepreneurship education has also experienced a rapid increase all over the world (Loucks, 1988; European Commission, 1999; SBA, 2000). Current theories on economic development and structural adjustment of economies include entrepreneurial promotion as one of their crucial instruments (Liñán & Rodríguez, 2004). In this sense, entrepreneurial education could be pointed out as a potentially very effective strategy (Liñán, 2004). However, it would be necessary to establish a certain delimitation of the different existing types of entrepreneurship education. In this sense, there have been numerous attempts to conceptualize this educational form. The simplest one identifies it with training for firm creation. This is the case, for example, of McIntyre & Roche (1999, p. 33), when they affirm that it is “the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked, and to have the insight and self-esteem to act where others have hesitated. It includes instruction in opportunity recognition, marshalling resources in the face of risk, and initiating a business venture”. On the other hand, wider conceptions are comprised of a number of objectives and of different stages that usually include action during the whole educational system.

The view of the Consortium for Entrepreneurship Education would be an example of this. According to them, entrepreneurship education should be considered as a model

of lifelong learning. One of its more salient characteristics is the division into five stages which are formally independent and that would be developed without the need of a tight coordination between them (Ashmore, 1990). Nevertheless, the conjunction of these five stages may have a very remarkable effect on the level of entrepreneurial spirit of a society, on firm creation rates, and also on their survival and their subsequent dynamism. A similar approach, although not so wide, is supported by the European Commission (2002). Additionally there exist many studies that empirically approach youth entrepreneurs. For instance, Stevenson (1978) confronts young entrepreneurs and their older counterparts (Lorrain and Raymond, 1991), highlighting how the lack of work experience, knowledge and skills tends to affect young credibility. However they are found to be more reactive towards opportunity due to less family responsibility. Favretto and Sartori (2007) point out that risk taking may significantly differentiate young entrepreneurs, who are capable to take more risks, mainly because of lower (job market) stigma failure. Lévesque and Minniti (2005) suggest most relevant barrier for young to engage in entrepreneurial activity, is capital constraint, due to a lack of credibility; authors also discuss the potential implications of age on individual employment motivation and entrepreneurial activities, finding a negative relationship between entrepreneurial attitude and age.

2.2.3 Training on entrepreneurial skills

Rwigema and Venter (2004) define entrepreneurship as the “process of conceptualizing, organizing, launching and — through innovation — nurturing a business opportunity into a potentially high growth venture in a complex, unstable environment”. From the above definition at least four key components can be deduced: firstly, it involves a process which is therefore manageable; secondly, it creates value in organizations and the market place where there was nothing before; thirdly, it requires resources uniquely integrated to create the value and, fourthly, it is the outcome of an identified opportunity (Morris & Kuratko, 2001). The degree of entrepreneurship is dependent on three dimensions, namely, innovativeness; risk-taking; and pro-activeness (Morris & Kuratko, 2001). Lüthje and Frank (2002), Charney and Libecap (2000) and Robinson and Sexton (1994) all put

forward that a positive correlation exists between education and business creation. Based on Timmons and Spinelli (2004) and others who are of the opinion that entrepreneurship can be learnt, Kuratko (2003) observes the decision by many tertiary institutions in the United States of America, Europe, East Asia and Latin America to design and implement relevant entrepreneurship teaching programmes.

Entrepreneurship education and training can be defined as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Alberti, Sciascia and Poli (2004) define entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Kiunga (2009) defines an entrepreneur as a person who initiates, conceptualizes and materializes a business process that is entirely unique and original in modality. In other words an entrepreneur is someone who starts a business from a fresh idea and makes it work or who applies an existing idea differently. Basing on this definition entrepreneurs have to cut their own way through to find their niche in the market and to establish their brand or product. According to Kiunga (2009), over eighty percent of all new businesses fail within the first two years while over eighty percent of business success depends on the entrepreneur's attitude, knowledge and skills. This means that an entrepreneur is the biggest asset in a business and training in entrepreneurial skills is vital. An entrepreneur should have the knowledge on how to choose a business; a good example is using the SWOT analysis where the youths should assess the strengths, weaknesses, opportunities and threats of starting a particular enterprise. Youths should also be trained on the idea of planning, this is because the success of business does not depend so much on the money you have but on the ideas and drive. Although you cannot start a business with ideas alone, you need more ideas than money (Kiunga, 2009).

2.2.4 Importance of entrepreneurial training

Brandt Sakakeeny, training industry analyst for Solomon Smith Barney believes that training can be a great investment and training can be a waste of money (Rosner, 1999). Training is indeed a waste of money when the desired behavior does not occur. Gupta acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary (Gupta, 1999). The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Bartram and Gibson, in their Training Needs Analysis Toolkit agree. Without the right training, employees can be your [the organization's] biggest liability. Trained effectively, however, they can become your biggest asset (Bartram and Gibson, 2000). Rosner (1999) adds another ingredient for success – support after training. He states, “The most effective programs train workers in new behaviors and then train managers to support employees as they apply learning daily (Rosner, 1999, p.43).

Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right training. Basing on Saleemi (2009) definition of an entrepreneur as a person who organizes a business, undertakes innovation, and assumes risk with aim of gaining competitive advantage and profit; it is evident that the youths require organization and management skills. In these turbulent times and with an increasingly competitive global market, it is vital for a country like Kenya to have a good entrepreneurial base which should contribute to wealth creation and to the country's economic development. (Saleemi, 2009)

2.2.5 Entrepreneurial mindset

Ireland, R.D, Hitt, M.A. and Sirmon, D.G. (2003), describes an entrepreneurial mindset as a perspective that is focused on growth through application of flexibility, creativity, continuous innovation and renewal. In order to acquire an entrepreneurial mindset, youths should have good personal skills. Personal skills are those that are attached to individual's personality, more like habits. They are the characters possessed by successful entrepreneurs. According to Ireland, R.D, Hitt, M.A. and Sirmon, D.G.

(2003) ,developing personal skill with respect to building a business, refers to developing ones entrepreneurial mindset .Being in the right mindset entails you have abandoned the get rich quick mentality and above all, you must have integrity.

2.2.6 Leadership skills

According to Wendy Bloisi; Curtis W. Cook and Philip I. hunsaker (2003) Leadership is a process of providing direction, energizing others and obtaining their voluntary commitment to the leader's vision. A leader creates a vision and goals then energizes others to voluntarily commit to that vision. Saleemi (2009) defines leadership as the ability of a superior to influence the behavior of his subordinates and persuade them to follow a particular course of action. It's a means of direction.

Saleemi (2009) explains the reasons for slow growth of entrepreneuring in developing countries as due to lack of entrepreneurship training. He further argues that in presence of training services the facilitators put more emphasis on theoretical aspects rather than practical, lack of competence and dedication to training by trainers, lack of realization of the importance of training by entrepreneurs, training as waste of time and money. The second reason for slow growth is lack of finance, reluctant to assume risks and cling on employment, lack of infrastructure and security.

Kiunga (2009) gives emphasis on commitment to training on Kaizen as an alternative in response to the slow growth of entrepreneurship and success of business enterprises.Kaizen is a Japanese word for continuous improvement. It comes from the Japanese words 'Kai' which means "change" or to "correct" and 'Zen' which means "good". It is a system of continuous improvement in quality, technology, processes, company culture, productivity, safety and leadership. Continuous learning and improvement is a minimum requirement for success in any business. To stay ahead of your competitors, you must continually add value to your goods and services. You must start by improving your own skills, knowledge and attitudes. To be an entrepreneur is to commit yourself to lifelong learning. Keizen involves setting standards and then continually improving those standards. It involves providing the training opportunities, material and supervision needed for employees to achieve the higher standards and

maintain their ability to meet those standards on an on going basis. Continuous learning, growing and developing awakens creativity within us and helps us discover potentials that are personal and unique to us. In reference to this study, youths should adapt the keizen training in order to enhance the success of their projects through continuous learning on important skills and total quality management of goods, services and resources.

Education is one of the factors that impact positively on growth of firms (King and McGrath, 2002). Those entrepreneurs with larger stocks of human capital, in terms of education and (or) vocational training, are better placed to adapt their enterprises to constantly changing business environments (King and McGrath, 1998). To my opinion, an entrepreneur requires entrepreneurial skills in order to work out activities successfully. Youths who are the target population of this study require training on entrepreneurial skills in order to be effective and efficient in their business endeavors. Without the above mentioned skills, one will be opening a business and after a few months or years close down due to poor management, leadership, administration and other essential skills. The skills therefore need to be integrated in the training sessions in order to enhance the success of youth projects.

2.3 Funding for the success of youth business projects

Saleemi (2009) argues that business finance is the life blood of any business. It is required to purchase assets and for the flow of economic activities. It is the life blood and nerve centre of industrial and commercial enterprises. He further defines business finance as the provision of money at the time when it is needed by a business. Finance may be defined as that administrative area or set of administrative functions in an organization which relate arrangement of cash and credit so that an organization may have the means to carry out the objectives as satisfactorily as possible. It is a business activity which is concerned with the acquisition and conservation of capital funds in meeting the financial needs and overall objectives of a business enterprise. Capital is money that you use to start a business or to make more money.

An enterprise requires finance to carry its business activities. An entrepreneur has to ensure proper utilization of funds in order to get maximum possible returns on funds invested on marketing, promotion, expansion of business, and replacement of products. According to Mavuli (2000) a major barrier that prevents young people from starting businesses is the difficulty in accessing start-up finance. Not neglecting the fact that entrepreneurs may face lack of start –up financing as one of the difficulties in accessing start-up finance, there are other factors that come into place such as ignorance of sources of finance and lack of a saving culture. It is quite unfortunate that the problem with access to financial capital has been long due though there seems to be a little improvement. For instance, in 2003, it was recorded that the informal sector entrepreneurs in Ghana relied on their savings or borrowing from their friends and relatives as the main source of financing in the view of the fact that credit from the formal banking system to the informal sector is very limited. However, difficulties still exist regarding access to finance; domestic resource mobilization and the support necessary for SMEs to grow and contribute to the economy (Nepad Business & Investment Guide, 2007).

In a situation, where young people even get financing, factors such as collateral and experience and other biases may deny their access. Young people may have brilliant ideas but these entrepreneurial ideas would be stifled without funds to finance it at the start up stage and sustaining it. More to the issue of lack of start- up finance is the predicament of ignorance among young people in sourcing finance. There a number of micro, small and medium enterprises programs and financial facilities but the potential entrepreneur or manufacturer may not be aware of the financial support available to him or her, both locally and internationally (Tse, 2000). Also, young people dream of huge financial support and lack the culture of saving to support financing of their enterprises. To help young people to start formidable enterprises, the government can liaise with the banks and various micro and small scale finance organizations to provide substantial financial schemes to young people to finance their enterprises and to help young people finance their businesses collateral. However, in order for young people to channel these funds to their businesses, standards must be set for them.

To my opinion, the availability of capital is central to the establishment and continued existence of any enterprise irrespective of the size, focus and objective. It has been observed that for an entrepreneur in Kenya to start a business, he must have adequate funds. In a situation where the working capital is inadequate or unavailable, it becomes a problem. This is one of the major problems that young people encounter when opening a business. Banks have before now been reluctant to give out loans to intending entrepreneurs especially when they are young people. The procedures for accessing such credits are often rigorous and dependent on the provision of collaterals which the potential young entrepreneur may not possess. Furthermore, the financial institutions charge outrageous interest rates to the applicants. With this situation, one would have thought that the government would put in place practical programmes and policies for assisting such people in need of start-up funds. With these state of affairs, intending entrepreneurs often fall back on their personal savings or on loans from family members and friends. Considering the very high cost of establishing business and the environmental factors considered above, this option becomes unappealing thereby terminating an idea that was ready to fly. Moreover, the business entrepreneur misses an opportunity of being guided by an institution such as a bank that would ordinarily offer advice to an enterprise they have invested in. The establishment of integrated intervention by the Kenyan government towards the success of youth projects in my opinion was to address the barriers of capital access, training and marketing assistance for the youths. This study therefore investigated the extent to which the integrated intervention has influenced the success of youth projects.

Muhinda (2004) argues that for one to be an entrepreneur, one requires start-up capital. Such capital would be expected to come in the form of a loan. However, this is not a straightforward procedure. To qualify for a loan in a bank in Kenya one needs collateral or a pay slip from a reputable organization where one needs to have worked for minimum six months. The other option is to form a group and borrow as a group. Members of such a group know each other and hold each accountable. The options mentioned above are not applicable to an entrepreneur who is neither employed or in a group. Youth entrepreneurs have no form of collateral. Lack of planning, improper

financing and poor management have been posited as the main causes of failure of small enterprises (Longenecker, J. G., Petty, C. W., Moore, J. W. and Palich, L. E., 2006). Lack of credit has also been identified as one of the most serious constraints facing SMEs and hindering their development (Oketch, 2000; Tomecko & Dondo, 1992; Kiiru, 1991). Usually, difficulties that young women and men face in obtaining finance for their business is due to their lack of previous business experience, the absence of sufficient collateral upon which the loan can be secured, or the result of a general bias against young women and men taking such initiatives. Limited access to finance can have two results. First, it may prevent a young man or woman from initiating their business idea. It is, obviously, impossible to determine young people are prevented from starting their own business, but it is assumed that the number is considerable. The second result is that people who start a business do so under-capitalized. That is, business viability is threatened as a result of limited access to finance.

Given the difficulties that young men and women experience when it comes to obtaining commercial finance for their business, many are required to find finance from “alternative sources”. There were a wide variety of methods (legal and illegal) used by young women and men to finance their business, (Kenyon and White, 1996) including: loans provided by family members; loans provided by friends; additional employment (i.e. finding a casual, part-time, or in some cases even a fulltime job, to provide extra money to live on or to invest into the business); seeking a financial partner or investor, usually older people with more financial resources; use of credit cards; personal loans; establishing accounts with suppliers; working from home (to reduce the costs of the business); grants; and prizes. To address the problem many young women and men face in securing funds to properly start, operate or expand their business, four general types of strategies and programmes have been used: the provision of grants, soft loans, access to conventional banking finance, and the creation and use of finance and support networks. Before examining these four types it is important to recognize that as with other youth enterprise services, the provision of finance alone is not enough. As the review of one youth enterprise-financing scheme operating in the Pacific found, the success of businesses funded through this scheme often depended on “how projects get identified, implemented, managed and monitored at community level. Inputs on training,

project development and management are requisites for project success. Project planners and implementation officers, or those who follow up on project activities at field level, know this fact both by training and experience. They can readily cite the causes of project failure or success. What seems lacking is the great leap from description and piecemeal solutions to prescription, not merely on a limited-single project basis as what sectoral planners and implementers usually do, but with a wide-angle view, taking the entire development scenario into account.

To my opinion, a single -motive credit programme will not work unless training on entrepreneurial skills and marketing among others are integrated. Funding is however important since without the capital an entrepreneur will only have creative ideas but lack the means to implement those ideas. This is because one requires money to rent a room for the business, pay for legal certificates such as license and purchase the products or services required for the establishment and success of the business. The youths might have great ideas but lack enough capital to implement them.

2.4 Marketing strategies for the success of youth business projects

Kiunga (2009) defines marketing as a process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, services, organizations and events to create and maintain relationships that will satisfy individual and organizational objectives. Creativity and innovation are also important when it comes to marketing of products and the business. Entrepreneurs increasingly require more creative marketing strategies to have an impact on the market. Youth entrepreneurs therefore need creative and innovative ways to effectively and efficiently satisfy the needs and solve the problems of customers. Kohli and Jaworski (1990) define market orientation as the organization-wide information generation and dissemination process, which results in an appropriate response related to current and future customer needs and preferences. Specifically, Narver and Slater (1990) suggest that the market orientation concept be examined through three behavioural components, customer orientation, competitor orientation and interfunctional orientation, and two decision criteria, long-term focus and profitability.

Recent research results (Levitt, 1983, Kotler, 1988, Kohli and Jaworski, 1990, Slater and Narver, 1995) have pointed to the positive relationship between market orientation and marketing performance. Ngai and Ellis (1998) also argue that in Hong Kong, a Chinese society, company performance is related to marketing practices, not to market orientation. Brooksbank (1991a) proposes that successful British SMEs tend to adopt an overall business approach that is marketing-oriented, carry out regular and comprehensive situation analyses, set aggressive and offensive objectives, have a strategic focus based on increasing sales volume rather than on productivity improvement, show a greater degree of organizational flexibility, and are oriented towards marketing information gathering in control. Cox, T., Hooley, G. J. and Lynch, J. E. (1994) reveal that the input of marketing to the strategic planning process is found to be significantly associated with the performance of SMEs. Empirical studies (Moller and Anttila, 1987, Weinrauch, J. D., Mann, O. K., Pharr, J. M. and Robinson, P. A., 1991) also confirm that customer orientation is associated with successful SMEs. However, some researchers (Silin, 1972; Yau, 1988; Wong, 1988, 1991) find that Chinese owner-managers believe that success will not be solely influenced by marketing, but by doing favours for others, trust, creditworthiness and establishing social networks. Management researchers (Chen, 1999, Huang, 2001) argue that as high production costs have eroded Taiwanese competitiveness, maintaining the quality of products and developing new products have become important strategic decisions for Taiwanese owner-managers nowadays.

Researchers (Ackelsberg and Arlow, 1985, McKiernan and Morris, 1994) find that formal strategic planning systems do not provide superior performance. However, empirical studies (Jones, 1982, Bracker and Pearson, 1986, Bracker, J. S., Keats, B. W. and Pearson, J. N., 1988) show that successful SMEs are generally more aware of the existence of strategic planning tools and also make greater use of them in planning their activities. Schlegelmilch, B. B., Boyle, K. M. and Therivel, S. (1985) reveal that better performing companies make good use of marketing research in their planning activities. Brooksbank, R., Kirby, D. A. and Wright, G. (1992) also find that company performance is associated with self-generated market research, not the use of commissioned research. Most prescriptive work (for example, Kotler and Armstrong 1994), along with empirical

findings (Saunders and Wong, 1985, Hooley and Jobber, 1986) supports the argument that successful companies adopt a more proactive rather than reactive approach to the future through planning. However, the survey conducted by Brooksbank, R., Kirby, D. A. and Wright, G. (1992) revealed that there is no statistical relationship between the approach to the future and company performance in SMEs. Research findings (Hooley and Lynch, 1985, Wong, V., Saunders, J. and Doyle, P., 1994) reveal that successful companies set profit objectives with long-time horizons. Brooksbank, R., Kirby, D. A. and Wright, G. (1992) found that the higher performing medium-sized firms set longer-term profit objectives. Cox, T., Hooley, G. J. and Lynch, J. E. (1994) found that the higher performing small firms take a more aggressive stance in marketing and significantly more often adopt marketing domination goals. However, the empirical findings of Brooksbank, R., Kirby, D. A. and Wright, G. (1992) on medium-sized firms do not support this notion.

The research results of Brooksbank, R., Kirby, D. A. and Wright, G. (1992) support the notion that higher performing SMEs are more likely to adopt a strategic focus based on increasing the volume of production, for example by expanding or penetrating existing markets, rather than productivity improvements, for example by increasing price, reducing costs, or rationalizing the product mix. Empirical findings (Chaganti and Chaganti, 1983, Brooksbank, R., Kirby, D. A. and Wright, G., 1992) suggest that better performing companies compete more on the basis of providing value to the customer, for example by offering broad product lines and producing customized products, than just on price alone. Brooksbank, R., Kirby, D. A. and Wright, G. (1992) reveal that small firm performance is related to innovation in business practice, but not to new product development.

Empirical findings (Möller and Anttila, 1987, Cox, T., Hooley, G. J. and Lynch, J. E., 1994) reveal that marketing activities in successful SMEs are more structurally organized than in unsuccessful companies. However, the research findings of Brooksbank, R., Kirby, D. A. and Wright, G. (1992) do not support this notion and they find that the higher performing SMEs have a flatter organizational structure, while better performing SMEs allow 'open' communication flow (Two-way communications between all levels in the management hierarchy) rather than 'fragmented' communications

(communication between some levels in the management hierarchy). Research findings (Peters and Waterman, 1982, Brooksbank, R., Kirby, D. A. and Wright, G., 1992, Hooley and Lynch 1994) reveal that successful SMEs make greater use of marketing information systems for control. Financial success often depends on marketing ability. Finance, operations, accounting, and other business functions will not really matter if there is not sufficient demand for products and services so the company can make a profit. There must be a top line for there to be a bottom line. Many companies have now created a Chief Marketing Officer, or CMO, position to put marketing on a more equal footing with other C-Level executives such as the Chief Executive Officer (CEO) and Chief Financial Officer (CFO).

2.5 Continuous Monitoring (CM) for the success of youth business projects

Deloitte (2010) defines Continuous Monitoring from idea to implementation. In his definition,

Continuous monitoring enables management to continually review business processes for adherence to and deviations from their intended levels of performance and effectiveness. Deloitte further describes Continuous Monitoring as —an automated, ongoing process that enables management to:

- Assess the effectiveness of controls and detect associated risk issues
- Improve business processes and activities while adhering to ethical and compliance standards
- Execute more timely quantitative and qualitative risk-related decisions
- Increase the cost-effectiveness of controls and monitoring through IT solutions

2.5.1 Roadmap for Continuous Monitoring of business enterprise

The basic idea is to leverage the regulatory compliance-driven technology investment to help improve operational efficiency and effectiveness and optimize business processes. Any Continuous Monitoring initiative should be presented as a —process improvement initiative and should describe short-term, near-to intermediate term, and long-term goals. The first step in a series of actions is to anticipate, embrace,

and adapt to change (Kotter, 2008). At any point, the need to involve the experience and expertise of an external consultant should be considered for optimal results.

Articulate an Implementation Strategy. It is important to detail how the CM initiative would be undertaken—what criteria would be used to prioritize its implementation? What are the vision and the strategy and have they been communicated to the relevant people to obtain their buy in? Specifying that criteria such as risk exposure, risk appetite and tolerances, timeliness of information gleaned, enterprise-level reach and visibility would be used to target application as well as setting thresholds, exception reporting parameters, and workflow processes (i.e., real-time alerts), and follow-up protocols are important considerations. As in any other change management and transformation effort, the attitudes of those affected, as well as the resources available, should be taken into account. Empowering those committed to making the vision a reality and by helping them surmount barriers and challenges are critically needed steps along the way.

Organic Design and Implementation. As far as possible, CM initiatives should remain faithful to the core values, culture, and basic strategy of the organization. At a minimum, building CM into processes at inception is far superior to any after-the-fact, —bolt-on strategy. This is what we mean by —organic design and implementation. Another important consideration is scalability—do the CM capabilities scale up as the organization grows? Balancing effectiveness and efficiency considerations is a prudent, realistic approach. A shared sense of project ownership and positive outcomes should be communicated at all times, as this strengthens the —people and culture element in promoting change and innovation. Set attainable and realistic goals when measuring the progress of CM implementation timeline. High-urgency teams act in a way that —quick wins can be demonstrated to keep the momentum of the overall effort going. There should be an intent to make CM initiatives get adopted in an enterprise-wide fashion, and —institutionalizing it into the structure systems, and culture of the organization. (Kotter, 2008).

*Review Progress .*Once the CM implementation appears viable and operational, it is important to broadly communicate the results of the effort to management and all key stakeholders. Monitor performance of the CM system and ensure it is integrated well with

the rest of the organization. Review findings and validate their currency and reliability. Evaluate how the human interface is occurring, and monitoring frequency or exception reporting thresholds to make them relevant and meaningful. This process requires a —feedback loop as part of any organization’s continuous improvement mandate. Recent trends, including an expanding array of compliance requirements, a shifting technology landscape, renewed emphasis on operational excellence and corporate governance are forcing organizations to adopt a structured approach for optimizing the launch and deployment of CM programs and initiatives. The maturity stages are defined as proceeding from *Initiation* to *Propagation* to *Expansion* to *Standardization* to *Mandate* (at the most advanced stage). (Infogix, 2010)

The stages of continuous monitoring and Value Progression consist of:

Initiation Enterprise successfully implements monitoring for the first time. Prevention of information risk

Propagation Enterprise recognizes the benefits of monitoring and implements it throughout a business process

Expansion Enterprise establishes monitoring in multiple business processes Expansion of scope Lower operating costs

Standardization Enterprise establishes policies and standards for monitoring within a business unit Expansion of scope Lower operating costs Lower management costs

Mandate Enterprise mandates monitoring throughout the enterprise Expansion of scope Lower operating costs Lower management costs, cost savings through prevention (Infogix, 2010)

According to my opinion, continuous monitoring of enterprise performance is vital for the success of youth projects. Without monitoring of activities and resources by youths in their businesses, the identification of strengths and weaknesses of the business performance will not be achieved. Risk identification will also be impossible thus leading to projects failure. Youths should therefore engage in continuous monitoring of their businesses to ensure improvement and success.

2.6 Attitude towards entrepreneurship and the success of youth enterprises

Over the years, the decision to become an entrepreneur has been analyzed using very different methodologies. Authors began looking for the existence of certain personality traits that could be associated with the entrepreneurial activity (McClelland, 1961). Later on, other studies have pointed to the importance of different characteristics such as age, gender, origin, religion, level of studies, labor experience, and so on (Reynolds, P., Storey, D.J. & Westhead, P., 1994; Storey, 1994). These are usually called “demographic” variables (Robinson, P.B., Stimpson, D.V., Huefner, J.C. & Hunt, H.K., 1991). Both lines of analysis have allowed the identification of significant relationships among certain traits or demographic characteristics of the person, and the fulfillment of entrepreneurial behaviours. However, the predictive capacity has been very limited (Reynolds, 1997). From the theoretical point of view, those approaches have been criticized (Gartner, 1989; Robinson, P.B., Stimpson, D.V., Huefner, J.C. & Hunt, H.K., 1991; Krueger, N.F., Reilly, M.D. & Carsrud, A.L., 2000; Liñán, F., Martín, D. & González, R., 2002), both for their methodological and conceptual problems and for their low explanatory capacity. From a third perspective, since the decision to become an entrepreneur may be plausibly considered as voluntary and conscious (Krueger, N.F., Reilly, M.D. & Carsrud, A.L., 2000), it seems reasonable to analyze how that decision is taken. In this sense, entrepreneurial intention would be a previous and determinant element towards performing entrepreneurial behaviours (Fayolle & Gailly, 2004; Kolvereid, 1996). In turn, the intention to carry out a given behavior will depend on the person's attitudes towards that behavior (Ajzen, 1991).

A more favorable attitude would increase the intention of carrying it out. In this manner, this “attitude approach” would be preferable to those traditionally used, such as the trait or the demographic approaches (Robinson, P.B., Stimpson, D.V., Huefner, J.C. & Hunt, H.K., 1991; Krueger, N.F., Reilly, M.D. & Carsrud, A.L., 2000). Thus; attitudes would measure the extent to which an individual positively or negatively evaluates something. Attitudes are relatively stable, but they change according to time and situation. This study especially relies on two contributions, due to their influence on recent research. In the first place, Shapero & Sokol's (1982) theory of the “entrepreneurial event” and, secondly, the much more highly structured theory of

“planned behavior” (Ajzen, 1991). These two models present a high level of mutual compatibility (Krueger, N.F., Reilly, M.D. & Carsrud, A.L., 2000). The theory of the entrepreneurial event considers firm creation as the result of the interaction among contextual factors, which would act through their influence on the individual's perceptions. The consideration of the entrepreneurial option would take place as a consequence of some external change -a precipitating event- (Peterman & Kennedy, 2003). People's answers to that external event will depend on their perceptions about the available alternatives. There are two basic kinds of perceptions: – *Perceived desirability* refers to the degree to which a person feels an attraction towards a given behavior (to become an entrepreneur). Similarly, – *Perceived feasibility* is defined as the degree to which people consider themselves personally able to carry out that behavior. The presence of role models, mentors or partners would be a decisive element in establishing the individual's feasibility level. In turn, both types of perceptions are determined by cultural and social factors through their influence on the individual's value system (Shapiro & Sokol, 1982). Therefore, external circumstances would not determine behaviours directly, but rather they would be the result of (conscious or unconscious) analysis carried out by the person about the desirability and feasibility of the different possible alternatives in that situation.

2.7 Theoretical framework

Social Learning Theory (SLT) is a category of learning theories. The theory is derived from the work of Albert Bandura which proposed that social learning occurred through four main stages: close contact, imitation of superiors, understanding of concepts and role model behavior. According to Bandura (1977) human behavior is determined by a three-way relationship between cognitive factors, environmental influences, and learning behavior. With respect to the issue of learning as a strategic dimension of entrepreneurial development, and education as a tool for it, it is worth to mention a number of recent relevant works, such as Sobel and King (2008) and Athayde (2009), that have focused on the efficacy of school and training program in raising entrepreneurial awareness, intentions and attitude. Self-efficacy relates to a person's perception of ability to execute a target behavior and it is gradually acquired throughout

the improvement of complex cognitive, social, linguistic, and physical skills that are obtained through experience (Bandura, 1982). Even if there is a perceived social demand, a certain behavior will be undertaken only if it is perceived to be at hand at the person's ability (Boyd and Vozikis, 1994).

This study was guided by the Theoretical framework on the relationship between the three factors that influence the development of successful entrepreneurs in figure 2.1. The three elements of cognitive factors, environmental factors and learning behaviour were relevant in guiding my studies' objectives about entrepreneurial training, funding of youth enterprises and marketing strategies. The element of cognitive factors and learning behaviour guided entrepreneurial training objective while the element of environmental factors guided funding and marketing objectives.

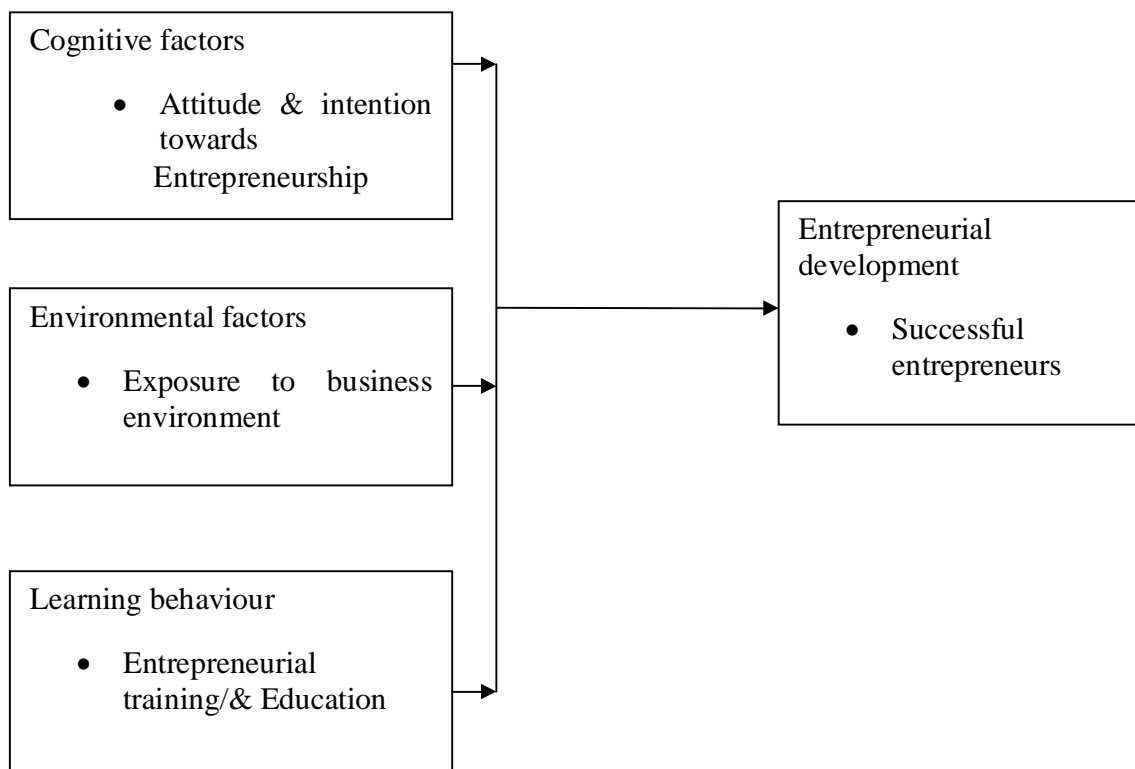


Figure 2.1: The Social Learning Theory on Entrepreneurial Development.

The arrows show the relationship between the three elements: cognitive factors, environmental factors, learning behaviour and entrepreneurial development.

Entrepreneurial development depends on the cognitive factors, environmental factors and learning behaviour. This relationship is essential for successful youth projects.

2.8 Conceptual framework

Conceptual framework is a hypothesized model identifying the concepts under study and their relationship (Mugenda & Mugenda 2003). Below is a conceptual framework developed for the study showing the relationship between Entrepreneurial training, Funding, Marketing and the success of youth projects.

Independent variables

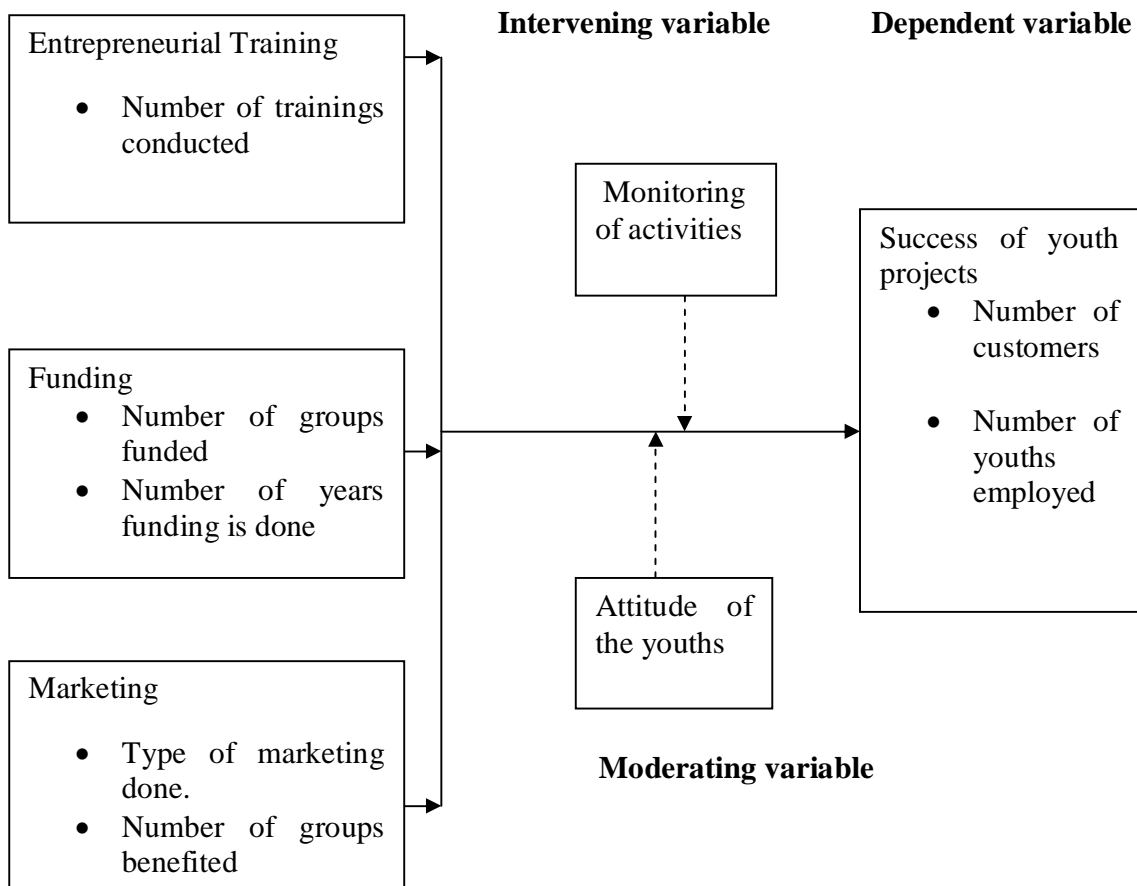


Figure 2.2: Factors influencing the success of youth projects

This study was guided by the conceptual framework on the interrelationship among the various variables of the study in fig 2.2. The model suggests that; Entrepreneurial

training, Funding and marketing which are the dependent variables interacts with attitude which is the moderating variable and monitoring as intervening variable thus affecting positively or negatively the Success of youth projects.

2.9 Summary and knowledge Gap

This chapter has extensively discussed the theoretical literature on entrepreneurship. It also presents the knowledge gaps in literature. Further the chapter presents a discussion of the theoretical models which consist of different approaches to entrepreneurship training by (Lewis and Massey, 2003)and Hytti model of entrepreneurship education (Hytti, 2002). The chapter also describes the issues of entrepreneurial training, marketing and funding, highlighting how they influence the success of youth projects. However the moderating variable and intervening variable have been briefly discussed and included in the literature review. The literature review forms the basis for the development of conceptual framework and is presented at the end of the chapter. Despite the various endeavors, the outreach of financial institutions has covered only 30-35 percent of the population. It means that there are still 65-70 percent people relying on merchants, money lenders, traditional cooperatives among others, for financing on socioeconomic activities with high interest rates (Economic Review, 2005).

YEDF is coined as the financial service rendered to the young entrepreneurs to help them in developing self-employment opportunities and various income generating activities. With the benefits that have come with the fund among them increased youth employment, the fund still experiences challenges towards enhancing the success of youth projects. Youth Enterprise Development Fund initiative applied an integrated intervention where training, funding and marketing were seen as key components that are critical to the success of youth projects. However it has not been empirically assessed to determine what extent the use of this integrated approach has influenced the success of youth projects. This study therefore determined the influence of integrated intervention on the success of youth projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the design, population of the study, sampling procedure and sample size of the phenomenon under investigation. The research is aimed at investigating the influence of integrated intervention on the success of youth projects. It will also include the research design, location of the study, sampling procedure and the sample size, instrumentation, data collection and data analysis.

3.2 Research Design

The study adopted a descriptive survey design. This is due to the fact that the case can be located at many other situations (Mugenda & Mugenda, 2003); the investigation makes detailed examination of a phenomenon. Descriptive survey design involves collecting quantitative information that can be tabulated and presented in numerical form to establish the relationship between given variables. In many cases, data is collected using survey instruments such as questionnaires and interviews. Questionnaire was administered to the sampled 48 groups where by one respondent was to fill the questionnaire to gather information on variables of interest. The information that was collected from the 48 respondents generated the findings to the population which the sample intended to represent (Gall, M.D & Borg, W.R. &Gall, J.P., 1996). The justification for using descriptive research design stems from the fact that it enables the researcher to establish relationships between variables and examine people's beliefs, opinions, and perceptions on the set of questions under study (Golafshani, N, 2003). This design enabled the study to establish the relationships between training, funding, marketing and the success of youth projects in Nakuru Municipality.

3.3 Target Population

Borg & Gall (1989) defines study population as all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the study. The target population was the youth groups within Nakuru municipality whereby 59 groups are registered and are active. Using the Krejcie & Morgan, (1970) sample size table, “N” represents the total population therefore the study targeted 59 groups where $N=59$. This was justified by the table attached as appendix three.

3.4 Sample Size

The main factor to consider in determining the sample size is the need to keep it manageable. This helps in deriving from the sample a detailed data at an affordable cost in terms of time, finances and human resources (Mugenda and Mugenda, 1999). Nakuru municipality had 59 active groups who had benefited from training, funding and market linkages, (YEDF report, 2012). The respondents were 48 groups sampled from the 59 groups using the Krejcie & Morgan, (1970) sample size table. This was justified by the sample size table attached as appendix 3. The table illustrates the computation of sample size “n” for various target populations “N”. The questionnaire was administered to one member in every group. The selected respondents were the chairpersons of the 48 groups.

3.4.1 Sampling Procedure

Sampling is a procedure of selecting members of a research sample from accessible population which ensures that conclusion from the study can be generalized to target population (Frankel and Wallen, 2000). The technique used in selecting the sample was probability sampling. Probability sampling is the type of sampling in which every member of the accessible population has equal chances of participating (non-zero chances of being selected in the study) thus every youth group shall have equal chances of being selected. Simple random sampling was adopted. The names of all the 59 groups representing the total population were written in different papers then folded. The researcher blindly picked 48 papers randomly as the sample size of this study. This use of simple random sampling was justified by the fact that it provides an efficient system of

capturing a small group to obtain a representative sample for generalization to a large population with a margin of error that is statistically determinable (Mugenda & Mugenda, 1999)

3.5 Research Instruments

The study used both primary and secondary data collection methods. The primary data was collected using questionnaire. Secondary data was obtained from the books and records from various offices in justifying the fact that over a specific period of time, funds have been disbursed and the number of groups benefited. The registered youth groups acted as key informants since they were directly benefiting from the funds, training and marketing skills and have used the three in various enterprises. Questionnaire was prepared for respondents to fill and avail data for the purpose of study as a quantitative approach to obtain data. Although the study focused on the influence of integrated intervention on the success of youth projects in Nakuru municipality, questionnaire was formulated or designed to capture relevant data from this study.

The questionnaire was divided into four sections and each section captured each objective of the study. Section A; covered the general information of the respondents, Section B handled entrepreneurial training, section C handled funding and section D covered marketing containing both structured and semi-structured questions. The questionnaire was used because of its simplicity in their administration, scoring of items and analysis of data (Mugenda & Mugenda, 1999). All the data collected through the questionnaire was analyzed to identify any inconsistencies and institute the necessary corrective measures. Documentaries and office records were used to get the clear records of the number of registered groups, those that are active and those that have disintegrated and the amount disbursed alongside the groups.

3.5.1 Pilot of the Instrument

Pilot study was conducted through test retest carried out in ten youth groups found within the study area. One youth was sampled from every group as the respondent. The instruments was administered to 10 individuals that had similar characteristics to target population in a manner that simulated how data was collected when the instruments was administered to the target population According to Kothari. (2004), test

retest is a more conservative method used to estimate reliability. Doing a pilot study as test one and later doing the actual survey as test two, scores of test one and test two were analysed and achieved the same results. Computing the correlation between the two separate measurements assumed that there was no change in the underlying condition which ensured reliability.

3.5.2 Validity of the Instrument

This refers to the extent to which a research performs what it was designed to do (Mugenda, and Mugenda, 1999). The content validity of the instrument was determined by discussing the items in the instrument with the university supervisor and an expert in the field of research validity. For the research instrument validity, the content selected and included in the questionnaire was relevant to the variable being investigated.

3.5.3 Reliability of the Instrument

This refers to the measure of the degree to which research instrument is free from random error (Kathuri and Pals, 1993). In the study, the items were considered reliable if they yielded a reliability coefficient of 0.50 and above. This figure is usually considered respectable and desirable for consistency levels (Koul, 1993). In order to test the reliability of the instrument to be used in the study, the test – retest method was used. The questionnaire was administered twice within an interval of two weeks. With the help of an expert, the two results were analyzed and yielded a reliability coefficient of 0.70.

3.6 Data Collection Procedures

An introductory letter was obtained from the University of Nairobi. Permission to conduct research was obtained from the office of the Ministry of youth affairs and sports in Nakuru. Information to verify the number of registered youth groups in Nakuru Municipality and who have benefited from the youth enterprise development fund was obtained from the District youth office. Letters of authority to conduct research were requested so as to conduct research.

3.7 Ethical Considerations

The study ensured that official authorization to conduct research was obtained from the Office of the president through the Ministry of Youth and Sports. A letter from the municipal council of Nakuru was obtained prior to collection of data within the municipality.[see appendixes] .The study informed the respondents of the purpose of the study and gave them a written assurance that data collected was used only for research purposes and that strict confidentiality was observed.

3.8 Data Analysis Procedures

The data collected for the purpose of the study was adopted and coded for completeness and accuracy of information at the end of every field data collection day and before storage. The data from the completed questionnaires was studied, re-coded and entered into the computer using the statistical package for social sciences (SPSS) version 17. Quantitative type of methodology was used. Descriptive statistics method was used for presenting and analyzing the data in this research project report. Patterns in the responses from the sample were summarized by use of frequency and percentages

3.9 Table of Operationalization of Variables

This summary gives the analysis of data for each of the research objectives and how variables have been operationalized in this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings of the study which sought to: determine the extent to which the provision of entrepreneurial training influence the success of youth projects in Nakuru Municipality, determine the extent to which the provision of funds through the YEDF initiative influence the success of youth projects in Nakuru Municipality and to determine the extent to which the provision of market linkages influence the success of youth projects in Nakuru Municipality. To accomplish these objectives, data was collected from registered youth groups in Nakuru municipality which had received support from the YEDF integrated intervention measures. A total of 48 questionnaires were used to collect data.

4.2 Questionnaire Return Rate

All the 48 questionnaires distributed to the registered youth groups in Nakuru Municipality were returned which represents 100% response rate.

Table 4.1: Questionnaire Return Rate

The table shows the total number of questionnaires returned after being administered to the respondents.

Category of respondents	No. of questionnaires returned	Target No. of questionnaires	Percentage Response rate
Youth group leaders	48	48	100

The study got response from all the 48 respondents to whom the questionnaires were distributed hence a response rate of 100%. This high return rate was achieved because the youth officers assisted in accessing the youth groups by organizing a meeting with all the youth group representatives within Nakuru Municipality.

4.3 General information

This section contains information that is not directly related to the objectives. These includes; the gender of the respondents, age of the respondents, academic qualification of the respondents, year when groups were started, number of youths in every group, business activities of the respondents and number of customers served.

4.3.1 Gender of the respondents

The study sought to establish the gender of the respondents and the results were as given in table 4.2.

Table 4.2: Gender of the respondents

The table presents a total of 48 youth members sampled in terms of male and female.

Gender	Frequency	Percentage
Male	32	66.7
Female	16	33.3
Total	48	100.0

The findings in table 4.2 show that 32 (66.7%) of the respondents were male while 16(33.3%) of the respondents were female. Therefore, there were more males benefiting from the YEDF initiative in Nakuru Municipality.

4.3.2 Age of the respondents

The study sought to establish the age of the respondents and the results were as given in table 4.3

Table 4.3: Age of the respondents

A total of 48 youths sampled fall in two age brackets: below 25 years and 25-35 years.

Age in years	Frequency	Percent
Below 25 years	26	54.1
25-35 years	22	45.9
Total	48	100.0

The results shows that 26(54.1 %) of the respondents were aged below 25 years, while 22(45.9%) were aged 25 to 35 years. This meant that the majority of the youth beneficiaries were below 25 years. This was important to the study since the study target respondents were the youths aged between 18 to 35 years.

4.3.3 Academic qualification of respondents

The study also sought to establish the highest academic qualification of the respondents and the findings were as shown in the table 4.4

Table 4.4: Academic qualification of respondents

A total of 48 youths sampled fall in six levels of academic qualification: Primary, secondary, certificate, diploma, 1st degree and masters.

Education level	Frequency	Percentage
Primary	1	2.1
KCSE	13	27
Certificate	16	33.3
Diploma	14	29.2
1st Degree	2	4.2
Masters	2	4.2
Total	48	100

The results show that 16(33.3%) of the respondents indicated that the highest level of education attained was Certificate, whereas 14(29.2%) of respondents indicated Diploma level. The results further revealed that 13(27%) of respondents attained KCSE level of education. This was important to the study because education level determined the need for entrepreneurial training noting that most of the youths were certificate holders.

4.3.4 Year when the groups were started

The study also sought to establish how long the respondents had been benefiting from YEDF by identifying the year when groups were started and the results were as shown in table 4.5

Table 4.5: Year when the groups were started

The study wanted to identify the years when youth groups were started. The table presents three categories of years starting from 2000 and below, 2001-2006 and 2007-2012.

Year	Frequency	Percent
2000 and below	4	8.3
2001-2006	3	6.3
2007-2012	41	85.4
Total	48	100

Most of the groups were started in the year 2007-2012 having a 41(85.4%) followed by 4(8.3%) in 2001-2006. This was important to the study because it portrayed the duration with which the groups had benefited from YEDF initiative support hence allowed for the determination of the influence of training, funding and marketing towards the success of youth projects.

4.3.5 Number of youths in the groups

The study also sought to establish the number of youths in every group and the results obtained were as shown in table 4.6.

Table 4.6: Number of youths in the groups

A total of 48 youths sampled fall in three group levels. The table presents the levels from 10-20, 21-31 and 32-42.

Number of youths in a group	Frequency	Percentage
10-20	32	66.7
21-31	11	22.9
32-42	5	10.4
Total	48	100

These results show that 32 (66.7%) of the groups had 10 to 20 youth members, followed by 11(22.9%) having 21 to 31 members and 5(10.4%) having 32 to 42 members. The significance of this to the study was to identify the number of youths who had benefited from the YEDF initiative.

4.3.6 Business activities of the groups

The study also sought to establish the business activities that the groups engaged in and the findings were as shown in table 4.7

Table 4.7: Business activities of the groups

The table presents four types of business activities that the groups engaged in. The activities are Boutique, Hardware, Restaurant and others.

Type of business	Frequency	Percentage
Boutique	7	14.6
Hardware	2	4.2
Restaurant	4	8.3
other specify	35	72.9
Total	48	100

The results revealed that 35(72.9%) of the respondents involved themselves in other business activities followed by 7(14.6%) engaging in Boutique, 4(8.3%) restaurant and 2(4.2%) hardware. This was important to the study in that it shows the kind of enterprises the youths engaged in. This was to assist in identifying if marketing was relevant for the different types of groups businesses.

4.3.7 Number of customers served per day

The study also sought to establish the number of customers served by the groups in their businesses and the results were as indicated in Table 4.8

Table 4.8: Number of customers served per day

The table presents the number of customers served by the groups in their businesses ranging from 1-5, 6-10, 11-20 and more than 20.

Number of customers	Frequency	Percentage
1-5	6	12.5
6-10	11	22.9
11-20	12	25.0
More than 20	19	39.6
Total	48	100

From the findings it is evident that most of the groups served more than 20 customers in a day with a 19(39.6%). This is followed by 12(25%) serving 11 to 20 customers a day, 11(22.9%) serving 6 to 10 customers and 6(12.5%) serving 1 to 5 customers per day. This was relevant to the study since it helped in identifying the performance of the youth enterprises by the number of customers served per day for success.

4.4 Influence of Entrepreneurial Training on project success

The study sought to establish how entrepreneurial training provided by the YEDF influenced the success of youth projects as the first objective by analyzing whether youths had training prior YEDF intervention, rate at which YEDF has provided training, number of training sessions provided and the topics covered. The results are presented in tables below

4.4.1 Training before and after joining YEDF initiative

The study sought to identify if the members had been training on how to run a business before joining the groups and attending the YEDF entrepreneurial training. The results were as indicated in table 4.9

Table 4.9: Training before and after joining YEDF initiative

The table presents the responses from the respondents as to whether they had business training before joining YEDF as well as their opinions on whether they were supported by regular business training after joining YEDF. The opinions range from: SA-Strongly agree, A-Agree, D-Disagree, SD-Strongly disagree to NS-Not sure.

Key: F-Frequency

	SA		A		D		SD		NS	
	F	%	F	%	F	%	F	%	F	%
Training on how to run a business before joining YEDF	6	12.5	26	54.5	7	14.6	0	0	9	18.8
Support of groups by regular business training	13	27.1	24	50	7	14.6	1	2	3	6.3

The study established that 26(54.5%) of the group members agreed to have been training on how to run a business before joining their respective groups while 6(12.5%) strongly agreed. Results farther revealed that 9(18.8%) of the respondents were not sure and 7(14.6%) disagreed of having trained on how to run a business before joining YEDF. The study further shows that 24(50%) of the respondents agreed that they have been supported through regular business training while 13(27.1%) strongly agreed. The results father reveal that 7(14.6%) of the respondents disagreed of being provided by business training support by YEDF while 3 (6.3%) were not sure of the provision of business

training. This was relevant to the study since it assisted in identifying whether the groups were being trained. The results portrays that training was a determinant of the youths project success.

4.4.2 Training sessions attended since joining YEDF initiative.

The study sought to establish the number of training sessions offered since the groups joined YEDF initiative. The results were as indicated in table 4.10.

Table 4.10: Training sessions attended by the respondents

The table shows the number of training sessions provided to the youth groups from the year 2006 to 2012.

Year	Number of Training sessions	
	Frequency	Percentage
2006 – 2008	1	4.2%
2009-2010	6	25.0%
2011-2012	17	70.8%
Total	24	100.0%

The study established that most of the training sessions were done in the year 2011-2012 having a 17(70.8%).This was followed by 6(25.0%) in 2009-2010. This revealed that training was a key determinant for project success. The results are significant to the study since they helped in establishing how training as the dependent variable in the first objective had been conducted per year. Training was a determinant of project success; this was verified by correlating number of training sessions with project success in the table below.

Table 4.11: Relationship between entrepreneurial training and success of youth projects.

The table presents the relationship between the number of training sessions and the success of youth projects.

Control Variables		Project success	Entrepreneurial Training sessions
Number of youths in a group	Project success	1.000	.272
	Spearman's Correlation		
	Significance (2-tailed)		.041
Entrepreneurial Training sessions	Df	0	45
	Spearman's Correlation	.272	1.000
	Significance (2-tailed)	.041	
	Df	45	0

There is positive relationship between the dependent and independent variable. In this case the success of youth projects is positively related to entrepreneurial training. This is because for the variables to be positively related the test value should be greater than 0.05 .In this case the test of relationship yielded a value of 0.272 which is greater than 0.05. The relationship between the dependent and independent variable is significant since the test of significance yielded a value of 0.041 which is less than 0.05.This means that the number of entrepreneurial training offered was a determinant for the success of youth projects. The more the youths are trained the higher the success of their projects.

4.4.3 Type of training provided to leaders and group members.

The study sought to determine the type of training provided to youth members and group leaders pertaining business. Results were presented in table 4.12

Table 4.12: Type of training provided to leaders and group members

The table provides the type of training given to the leaders and youth group members.

Type of training	Responses	
	Frequency	Percentage
Financial management training	11	13.1%
Leadership training	23	27.4%
Business plan	5	6.0%
Marketing strategies training	11	13.1%
Record keeping training	12	14.3%
Networking skills training	13	15.5%
Conflict resolution training	9	10.7%
Total	84	100.0%

The study established that 23(27.4%) of the respondents were provided with leadership training followed by 13(15.5%) on networking skills. The results revealed that 12(14.3%) of the respondents were provided with record keeping skills while 11(13.1%) of the respondents were provided with financial management and marketing strategies respectively. The results are relevant to the study since it was easy to identify the kind of training provided. Leadership skills training was vital for the success of youth projects.

4.4.4 Entrepreneurial Training contribution to project success and youth employment

The study sought to establish the perception by respondents on how entrepreneurial training has contributed to youth lead project's success. The results are shown in table 4.13

Table 4.13: Entrepreneurial training contribution to project success and youth employment

The table shows how entrepreneurial training contributed to project success and youth employment. The responses range from:VS-Very significantly, S-Significantly, I-Insignificantly to N-None. ' F' stands for Frequency.

		VS		S		I		N	
		F	%	F	%	F	%	F	%
Entrepreneurial training contribution to project success		17	35.4	28	58.3	1	2.1	2	4.2
YEDF training contribution to youth employment		16	33.3	25	52.1	3	6.3	4	8.3

The results show that 28(58.3%) of the respondents felt that entrepreneurial training had significantly contributed towards the project success while 17(35.4%) of the respondents felt that the training contributed to the project success very significantly. The study farther established that 25(52.1%) of the respondents felt that YEDF had significantly contributed towards the reduction of youth unemployment while 16(33.3%) felt that YEDF contributed towards the reduction of unemployment very significantly. This was significant to the study in that, it showed that training was a determinant of youth project success.

4.4.5 Improvement of business key areas through entrepreneurial training

The study sought to establish whether the entrepreneurial training provided by the YEDF improved the status of the youth businesses in various key areas. The results were as indicated in table 4.14

Table 4.14: Improvement of business key areas through Entrepreneurial Training

The table shows how entrepreneurial training improved different business key areas rating from very significant, significant, not sure, insignificant, very insignificant and none at all. 'F' stands for frequencies.

	Very significant		Significant		Not sure		Insignificant		Very insignificant		None at all	
	F	%	F	%	F	%	F	%	F	%	F	%
Positive business attitude	21	43.8	23	47.9	1	2.1	0	0.0	0	0.0	3	6.3
Financial management	14	29.2	25	52.1	4	8.3	1	2.1	0	0.0	4	8.3
Leadership skills	20	41.7	19	39.6	1	2.1	2	4.2	0	0.0	6	12.5
Risk taking attitude	8	16.7	21	43.8	8	16.7	4	8.3	0	0.0	7	14.6
Business planning	15	31.3	20	41.7	7	14.6	1	2.1	0	0.0	5	10.4
Marketing knowhow	12	25.0	21	43.8	3	6.3	3	6.3	0	0.0	9	18.8
Record keeping	19	39.6	20	41.7	2	4.2	1	2.1	0	0.0	6	12.5
Networking	15	31.3	19	39.6	3	6.3	4	8.3	0	0.0	7	14.6

skills

These findings indicate that 23(47.9%) of the respondents had gained positive business attitude significantly through entrepreneurial training provided by the YEDF initiative while 25(52.1%) had benefited significantly from financial management skills, 20(41.7%) had gained leadership skills very significantly. The study farther revealed that 21(43.8%) gained risk taking attitude significantly and 20(41.7%) had significantly gained business planning skills. The youths had significantly gained marketing knowhow with 21(43.8%) representation and 20(41.7%) had significantly gained record keeping skills while 19(39.6%) had significantly gained networking skills. The results show that training had positively influenced the success of youth businesses significantly in different business key areas presented. Training was therefore a determinant of the success of youth projects thus being significant to this study.

4.5 Support to youth projects through YEDF funding

The study sought to establish how funding has influenced the success of youth projects as the second objective. Results were presented in the following sub topics and tables.

4.5.1 Amount used in project funding through YEDF and self financing

The study sought to the perception of respondents on the extent to which the project were funded by use of self financing and YEDF financing in terms of percentage. Results represented in table 4.15

Table 4.15: Amount used in project funding through YEDF and self financing

The table provides the amount of money used by the youths in terms of self financing and YEDF.

Type of funding	Responses	
	Frequency	Percentage
Self funding	20	41.7%
Funding by YEDF	28	58.3%
Total	48	100.0%

The results revealed that 28(58.3%) of the group's were funded by YEDF while 20(41.7%) self financed. This implied that despite the groups having some amount of self financing, most of the funding was done by the YEDF initiative. This study shows that YEDF funding was a determinant for the success of youth projects; this is justified by the table below.

Table 4.16: Relationship between funding and the success of youth projects.

The table presents the relationship between the duration of funding and the success of youth projects in terms of youth gainful employment.

			Duration of funding	Increase in youth gainful employment
Spearman's rho	Duration of funding	Correlation Coefficient	1.000	.244
		Sig. (2-tailed)	.	.044
		N	48	48
	Increase in youth gainful	Correlation Coefficient	.244	1.000
		Sig. (2-tailed)	.044	.

employment

employment

There is positive relationship between the dependent and independent variable. In this case the success of youth projects is positively related to duration with which funding was done since the test value is 0.244 which is greater than 0.05. The relationship between the dependent and independent variable is significant since the test of significance yielded a value of 0.044 which is less than 0.05. The study therefore establishes that funding was a determinant of project success. For the projects to succeed there should be a source of financing to cater for all its needs.

4.5.2 How YEDF funding influenced the status of youth enterprises key areas

The study sought to establish whether YEDF support through funding of youth businesses improved the various statuses of the businesses. The results are shown in table 4.17

Table 4.17: How YEDF funding influenced the status of youth enterprises key areas

The table shows how YEDF funding has influenced the status of business key areas starting with youth employment, expansion of product/services range, better marketing and opening of new branches.

Business key areas	Responses	
	Frequency	Percentage
Youth employment	22	45.8%
Expanding of product/services range	8	16.7%
Better marketing	6	12.5%
Opening of new branches	12	25%
Total	48	100.0%

The study established that 22(47.8%) of the groups funded by YEDF benefited from youth employment while 12(25%) of the groups benefited by opening of new business branches. The results showed that YEDF funding was important for the success of youth projects through employment creation therefore being significant to the objectives of the study.

4.6 Support of youth projects through marketing

The study sought to establish how marketing support influenced the success of youth projects as the third objective. Results were presented in the following sub topics and tables.

4.6.1 Number of groups benefited from marketing support

The study sought to establish the number of groups benefited from YEDF in terms of marketing support. The results are shown in table 4.18

Table 4.18: Number of groups benefited from marketing support

The table presents the responses by the youths on whether their groups had benefited from marketing.

Opinion	Frequency	Percentage
Yes	16	33.3
No	32	66.7
Total	48	100

The study established that 32(66.7%) of the respondents had not benefited from the marketing support while 16(33.3%) had benefited. This means that the highest number of groups had not benefited from marketing support. This was important to the study since the results were to be used for recommendations on the need for more marketing strategies for the success of youth projects.

4.6.2 Marketing support on various business key areas

The study sought to establish the business key areas which the groups had benefited from through the YEDF support in terms of marketing. The findings were as shown in table 4.19

Table 4.19: Marketing support on various business key areas

The table rates the extent to which specific business areas have been influenced by marketing support.

	Very significant 5	Significant 4	Not sure 3	Insignificant 2	Very insignificant 1	None at all 0
Identification of possible customers	59.2%	20.4%	12.2%	2.0%	0%	6.1%
Identification of new business opportunities	59.2%	22.4%	2%	4%	4.1%	8.2%
Price negotiation	63.3%	10.2%	6.1%	10.2.1%	10.2%	0%
Creativity in marketing strategies	65.3%	18.3%	2.0%	4.1%	2.0%	8.2%
Product and service delivery of customers	65.3%	8.1%	12.2%	4.1%	0%	16.3%

From this information, it's clear that out of the sampled 48 groups, (59.2%) benefited in identification of possible customers very significantly while (59.2%) of the respondents had benefited from identification of new business opportunities very significantly. However, (63.3%) benefited very significantly in price negotiation skills while (65.3%) very significantly gained creativity in marketing and product /service delivery techniques to customers respectively. This shows that the marketing support provided positively influenced the success of youth businesses. In relation to the study, marketing was therefore a determinant for the success of youth projects.

4.6.3 How the groups marketed their products and services

The study sought to establish the perception of respondents on how the groups marketed their products and services and the results are shown in table 4.20

Table4.20: How the groups marketed their products and services

The table shows how the youth groups marketed their products and services.

Marketing strategy	Frequency	Percentage
Through local market linkages	39	81.3
Through international market linkages	1	2.1
Through partnership with established companies	3	6.3
other specify	5	10.3
Total	48	100

From this results, it is evident that 39(81.3%) of the respondents marketed their products and services through local market linkages while 5(10.3%) of the respondents through other strategies. These results guided the study in identifying the strategy of marketing used mostly by the YEDF initiative. It also guided the study in formulation of recommendations to enhance project success. There was a need for more international

marketing strategies to be done. The relationship between marketing and project success was verified in the table below.

Table 4.21: Relationship between success of youth projects and marketing.

The table presents a correlation between the marketing strategy used and the success of youth projects.

		Success of youth projects	Marketing strategy
Success of youth projects	Spearman Correlation	1	.210
	Sig. (2-tailed)		.050
	N	48	48
Marketing strategy	Spearman Correlation	.210	1
	Sig. (2-tailed)	.050	
	N	48	48

There is positive relationship between the dependent and independent variable. In this case the success of youth projects is positively related to marketing strategy. The local marketing done positively influenced the success of youth projects thus resulting to a positive relationship of a test value 0.210 which is greater than 0.05. The relationship between the dependant and independent variable is significant since the test of significance yielded a value of 0.05. This guided the study in determining if marketing was a determinant for projects success. However the study was guided in identifying the areas for recommendations, in this case the need for more international marketing was

one of the recommendations raised since marketing was seen as a determinant of project success.

4.6.4 How YEDF initiative influenced success of youth projects

The study sought to establish the extent to which the integrated intervention (training, funding and marketing) has influenced the success of youth projects. The findings were as shown in table 4.22

Table 4.22: How YEDF initiative influenced success of youth projects

	Very significant		Significant		Not sure		Insignificant		Very insignificant		None at all	
	F	%	F	%	F	%	F	%	F	%	F	%
Increase in youth gainful employment	20	41.7	22	45.8	1	2.1	0	0%	0	0%	5	10.4
Increase in sales	7	14.6	22	45.8	4	8.3	5	10.4	0	0.0	10	20.8%
Increase in profits	13	27.1	19	39.6	2	4.2	3	6.3	0	0.0	11	22.9
Repayment of loans	11	22.9	24	50.0	1	2.1	3	6.3	0	0.0	9	18.8
Crime reduction	20	41.7	14	29.2	7	14.6	1	2.1	2	4.2	4	8.3
Increase in number of customers	10	20.8	22	45.8	2	4.2	7	14.6	1	2.1	6	12.5
Business management ability	12	25	29	60.4	1	2.1	0	0.0	2	4.2	4	8.3

Leadership ability 17 35.4 24 50.0 2 4.2 0 0.0 1 2.1 4 8.3

The study found out that the support of youths through the YEDF integrated intervention had influenced the success of youth projects significantly through 22(45.8%) increase in youth gainful employment. There was 22(45.8%) significant increase in sales. The study revealed increase in crime reduction very significantly with a 20(41.7%) representation and 24(50.0%) significant increase in loan repayment. There was 19(39.6%) significant increase in profits. The study further revealed 22(45.8%) significant increase in number of customers, 29(60.4%) significant increase in business management ability and 24(50%) significant increase in leadership ability. These results were significant to the study since the success of youth projects was determined by the rate of youth employed. The results guided the study in establishing that YEDF initiative had positively influenced the success of youth businesses through training, funding and marketing support.

4.6.5 Loan repayment by youth groups

The study sought to establish the extent to which youth groups had managed to repay their loan in Nakuru Municipality. The findings were as shown in table 4.23

Table 4.23: Loan repayment by youth groups

The table shows how youth groups have repaid their YEDF loan.

Payment	Frequency	Percentage
Fully paid	10	20.8
Partially paid	27	56.3
Not at all	11	22.9
Total	48	100

The results show that 27(56.3%) of the groups had partially paid their loans while 11(22.9%) had not paid. Results farther revealed that 10(20.8%) of the groups had fully paid loans. This guided the study in establishing whether the youth’s projects were performing well, because it was easier for the groups to repay the loans if only their projects were successful.

4.6.6 Issues to be addressed for success of youth projects

The study sought to establish the issues which the youths wanted to be addressed to enhance the success of youth projects in Nakuru Municipality. The findings were as shown in table 4.24

Table 4.24: Issues to be addressed for success of youth projects

The table provides opinions raised by youths to be addressed for the success of their projects.

Opinion	Frequency	Percentage
An increase in the amount of 50,000 as starting capital	10	20.8
More sessions for entrepreneurial training	5	10.4
Flexibility in terms of loan application requirements	7	14.6
Frequent visits of groups by the top YEDF officials	6	12.5
Fast loan processing to avoid delays.	8	16.7
Close monitoring and evaluation of projects	5	10.4
Improvement on information dissemination	3	6.3
Training on business plan and proposal writing	4	8.3

Total	48	100
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The results shows that 10(20.8%) of the respondents wanted an increase in the amount of starting capital from 50,000 to a higher amount while 8(16.7%) wanted fast loan processing to avoid delays. The results farther revealed that 7(14.6%) of the respondents wanted flexibility in terms of loan application requirements while 6(12.5%) wanted frequent visits of groups by top YEDF officials. This guided the study in suggesting areas for further research and development of recommendations as raised by the respondents.

4.6.7 Reasons for the disintegration of youth groups

The study sought to establish the reasons for the high rate of group disintegration in Nakuru Municipality. The findings were as shown in table 4.25

Table 4.25: Reasons for the disintegration of youth groups

The table presents reasons raised by the youths for the high rate of group disintegration.

Opinion	Frequency	Percentage
Impatience of group members due to delay in loan allocation	5	10.4
Poor management of funds by youth groups	11	22.9
The 50,000 loan provided as starting capital is inadequate	13	27.1
Lack of member's commitment	5	10.4
Dishonesty and lack of trust of the group leaders	6	12.5
Lack of strict rules and regulations within groups	5	10.4

Poor communication between the top officials and the group members	3	6.3
Total	48	100

From the results, it is evident that 13(27.1%) mentioned that the 50,000 loan amount provided as starting capital was inadequate while 11(22.9%) suggested poor management of funds by youth groups as a reason for group disintegration. The results revealed that 6(12.5%) of the respondents suggested dishonesty and lack of group leaders trust as a reason for group disintegration while 5(10.4%) mentioned impatience of group members due to delay in loan allocation, lack of strict rules and regulations within groups and lack of members commitment as reasons for group disintegration as well. This guided the study in identifying areas for further research as well as recommendations for the success of youth projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and concludes the findings of the study carried out. At the end of the chapter, some useful recommendations are proposed by the researcher to the organizations under study in order to solve the problem studied, based on the research findings. This chapter is concluded by a contribution to the body of knowledge in the area that was investigated. The purpose of the study was to investigate the influence of integrated intervention on the success of youth projects in Nakuru Municipality.

5.2 Summary of the findings

This section presents a summary of the findings of the study. The section summarizes how each objective was addressed.

From the research findings it was clear that YEDF had been engaged in a number of initiatives to assist youths in Nakuru Municipality. These activities included, training on entrepreneurial skills, funding of youth businesses and marketing support for the success of businesses. Out of all these, funding was the most common event while the provision of marketing support was the least activity undertaken. However, this neither implied that provision of marketing support was the least funded nor least important. Actually, local marketing linkages provided were said to have significantly contributed towards the identification of possible customers in the youth businesses.

The study sought to determine the extent to which the provision of entrepreneurial training influenced the success of youth projects in Nakuru Municipality. From the study, it was established that the provision of entrepreneurial training among the youth groups

in Nakuru Municipality had significantly helped to reduce the high rate of youth unemployment and contributed to the success of youth lead projects. The provision of entrepreneurial training contributed towards positive business attitude and leadership skills by youths. The success of youth projects was found to be positively related to entrepreneurial training. This was because for the variables to be positively related the test value should be greater than 0.05. The test of relationship yielded a value of 0.272 which is greater than 0.05. The relationship between the dependent and independent variable was significant since the test of significance yielded a value of 0.041 which is less than 0.05. This meant that the number of entrepreneurial training offered determined the success of youth projects. The more the youths were trained the higher the success of their projects.

The study sought to determine the extent to which the provision of funding influenced the success of youth projects in Nakuru Municipality. Findings demonstrated that majority 58.3% of the group's capital percentage was funded by YEDF thus contributing greatly towards the reduction of youth unemployment in Nakuru Municipality. Findings showed that the success of youth projects was positively related to duration with which funding was done after correlation was done between the two variables. The correlation results produced a test value of 0.244 which was greater than 0.05. The relationship between funding and success of projects was significant since the test of significance yielded a value of 0.044 which is less than 0.05. The study therefore established that funding was a determinant of project success. For the projects to succeed there should be a source of financing to cater for all its needs.

The study also investigated the extent to which the provision of marketing support influenced the success of youth projects in Nakuru Municipality. Results of the study indicated that the support in marketing helped in identification of possible customers. Majority 81.3% of the groups marketed their products and services through local market linkages. Findings demonstrated that success of youth projects was positively related to marketing strategy. The local marketing done positively influenced the success of youth projects thus resulting to a positive relationship of a correlation test value 0.210 which was greater than 0.05. The relationship between marketing and project success was

significant since the test of significance yielded a value of 0.05. This guided the study in determining marketing as a determinant of projects success.

When asked to give the issues that they would prefer being addressed for the success of youth projects, the respondents gave the following opinions. An increase in the amount of starting capital by YEDF because 50,000 was not enough, more meetings to be scheduled for entrepreneurial training, flexibility in terms of loan application requirements for easy accessibility, frequent visits of groups by the top YEDF officials to enhance seriousness in the youth businesses, fast loan processing to avoid delays, close monitoring and evaluation of projects, improvement on information dissemination, training on business plan and proposal writing before allocation of funds.

When asked the reasons for high rate of group disintegration thus affecting the success of youth projects, the respondents gave the following opinions. Impatience of group members due to delay in loan allocation, poor management of funds by youth groups, the 50,000 loan provided as starting capital was inadequate compared to the high cost of living, lack of member's commitment, dishonesty and lack of trust of the group leaders, lack of strict rules and regulations within groups, poor communication between the top officials and the group members.

5.3 Conclusions of the Study

The study was set to determine the extent to which the provision of entrepreneurial training influenced the success of youth projects in Nakuru Municipality, to determine the extent to which the provision of funding influenced the success of youth projects in Nakuru Municipality and to determine the extent to which the provision of marketing support by YEDF influenced the success of youth projects in Nakuru Municipality.

The study established that a number of activities aimed at enhancing youth empowerment through creation of business opportunities in Nakuru Municipality had been undertaken by YEDF integrated intervention. YEDF had incurred a considerable expenditure on financing youth lead projects activities hence the general perception by most respondents that the funding assistance given to the youth groups was significant.

5.4 Recommendations

The study therefore recommends that the youth support initiatives be done for the success of youth projects in Nakuru Municipality through integrated intervention programmes not only by YEDF but also by other local and foreign development agencies, Non-Governmental Organizations, arms of the United Nations like the UNICEF and UNESCO as well as individuals.

YEDF should consider reviewing their policies so that they can allocate more funds to the development of comprehensive entrepreneurial training. This will enable youths to gain the business skills that are crucial for business success.

There is need to systematically increase the amount of starting capital disbursed as loan due to the high cost of living. The YEDF initiative should consider increasing their initial 50,000 amount disbursed as starting capital to youths so that they can be able to establish a considerable business with a range of products and services.

The YEDF officers should ensure that the youth leaders have the required leadership skills. This will solve the problem of untrustworthy youth leaders in management of the group funds, products and services as mostly suggested by the respondents.

More marketing support strategies should be established in order to achieve a competitive advantage for the success of youth projects.

5.5 Suggestions for further research

The study recommends the following further research studies

A study to evaluate the factors influencing the disintegration of groups in Nakuru Municipality to be undertaken.

A study to evaluate the influence of integrated intervention on the success of youth projects outside the Nakuru Municipality to be undertaken.

A study to investigate the factors influencing poor loan repayment by youth groups in Nakuru Municipality to be undertaken.

5.6 Contribution to the Body of Knowledge

This section presents the study's contribution to existing knowledge as shown in table 5.1

Table 5.1 Contribution to knowledge

No.	Objectives	Contribution to knowledge
1.	To determine the extent to which the provision of entrepreneurial training influence the success of youth projects in Nakuru Municipality.	<ul style="list-style-type: none">• The YEDF support to youth projects through training in Nakuru Municipality helped in providing youths with business management skills and therefore significantly improved project success.
2.	To determine the extent to which the provision of funding influence the success of youth projects in Nakuru Municipality	<ul style="list-style-type: none">• The provision of funding by YEDF to youth projects helped in the reduction of high rate of youth unemployment and significantly improved the project success.
3.	To determine the extent to which the provision of marketing support influence the success of youth projects in Nakuru Municipality	<ul style="list-style-type: none">• The support provided through local market linkages by YEDF helped in the increase of sales, profits, crime reduction, and meaningful youth employment.

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APPENDEX 1: Letter of Transmittal

HANNAH WAITHERERO,

P.O BOX 14197-20100.

NAKURU.

TOWN CLERK,

MUNICIPAL COUNCIL OF NAKURU,

P.O BOX 124-20100.

NAKURU.

Dear Sir,

RE: REQUEST TO COLLECT INFORMATION FROM YOUTH GROUPS

I am a post graduate student of the University of Nairobi. In order to fulfill the requirement for the award of a Master of Arts degree in project planning and management, I am conducting a research entitled “**Influence of integrated intervention on the success of youth projects. A case of Nakuru Municipality, Kenya**”.

The research target population will be 59 youth groups within the Nakuru municipality.

The purpose of this letter therefore is to seek your permission to collect the relevant data in the said youth groups within your area of jurisdiction. The information obtained will be treated with utmost confidentiality and will be used only for the intended purpose.

Thanking you in advance,

Yours faithfully,

Hannah Waitherero

Cell: +254710571863

APPENDIX 2: Questionnaire for Youth groups

This questionnaire has four sections as follows: section A, section B, section C and section D. The filling of the questionnaire is expected to take you a few minutes to complete.

The purpose of the questionnaire is to obtain information that is relevant to my research title. **Influence of integrated intervention on the success of youth projects within the Nakuru Municipality in Kenya.** The information provided will be used purely for my academic researches and will be confidential.

Kindly provide answers to questions in the spaces provided.

Section A: General information

1. Kindly indicate your gender

A. Male ()

B. Female ()

2. Please indicate your age from the categories below

A. below 25 years ()

B 25-35 years ()

C. 36-45 years ()

3. Kindly indicate your highest academic qualification.

A. Primary level ()

B. K.C.S.E ()

C. Certificate ()

D. Diploma ()

E. 1st degree ()

F. Masters ()

4. When was your group started.....

5. How many youths are in your group? Total.....

6. What kind of business activities does your group engage in? (Tick the relevant answers provided)

a) Boutique

b) Hardware

c) Restaurant

d) Other (specify).....

7. Approximately how many customers do you serve in a day? (Tick the relevant answer)

a) 1-5

b) 6-10

c) 11-20

d) More than 20

Section B: Support to youth projects by youth enterprise development fund (YEDF) in terms of Entrepreneurial Training.

1) Before joining the group, the members had been training on how to run a business.

a) Strongly agree ()

b) Agree ()

c) Disagree ()

d) Strongly disagree ()

e) Not sure ()

2) YEDF has supported the youth groups by providing relevant and regular business training

- a) Strongly agree ()
- b) Agree ()
- c) Disagree ()
- d) Strongly disagree ()
- e) Not sure ()

3) How many training sessions have you attended since joining YEDF initiative?

YEAR	NUMBER OF BUSINESS TRAININGS(circle the appropriate)
2006-2007	1 2 3 4 5 6 7 8 9 10 none
2008	1 2 3 4 5 6 7 8 9 10 none
2009	1 2 3 4 5 6 7 8 9 10 none
2010	1 2 3 4 5 6 7 8 9 10 none
2011	1 2 3 4 5 6 7 8 9 10 none
2012	1 2 3 4 5 6 7 8 9 10 none

4) What type of training has been provided to the leaders and the group members? (Tick where appropriate)

Type of Training	Leaders	members
i. Financial management		
ii. Leadership training		
iii. Business plan		
iv. Marketing strategies training		
v. Record keeping		
vi. Networking skills		
vii. Conflict resolution		
ix. Others (Specify)		
x.		

5) In your opinion, to what extent has the YEDF support in provision of entrepreneurial training contributed to the success of youth projects?

- A. Very significantly () B. Significantly ()
 C. Insignificantly () D. Very Insignificantly () E. None ().

6) In your opinion, to what extent has this YEDF project reduced the rate of youth unemployment in your area?

- A. Very significantly () B. Significantly () C. Insignificantly ()
 D. Very insignificantly () E. None ()

7) To what extent has the entrepreneurial training provided by the YEDF improved your status in the following key areas ;(Tick the appropriate answer)

	Very significantly	Significantly	Not sure	Insignificantly	Very insignificantly	None at all
Positive business attitude						
Financial management						
Leadership skills						
Risk taking attitude						
Business planning						
Marketing knowhow						
Record keeping						
Networking skills						

Section C. Support to youth projects by youth enterprise development fund (YEDF) in terms of Funding.

1) Give the percentage amount used in funding your business in terms of

- i) Self financing.....
- ii) YEDF loan.....

2) To what extent has the YEDF support in business funding influenced the status of youth lead enterprise in the following areas.

	Very significantl y	Significantl y	Not sur e	Insignifica ntly	Very insignifican tly	Not at all
Youth employment						
Expanding of product/service s range						
Better marketing						
Opening of new branches						

Section D. Support to youth projects by youth enterprise development fund (YEDF) in terms of Marketing.

1.) Have you received any support from the youth enterprise development scheme in marketing your products/services? Yes () No ()

If yes, please tick the appropriate areas to indicate how marketing has influenced the status of your business in terms of:

	Very significantly	Significantly	Not sure	Insignificantly	Very insignificantly	Not at all
Identification of possible customers						
Identification of new business opportunities						
Price negotiation ability						
Creativity in marketing strategies						
Product and service delivery to customers						

2) How did your group market its products and services?

a) Through local market linkages ()

b) Through international market linkages ()

c) Through partnership with established companies ()

d) Other (specify).....

3. How support by YEDF integrated intervention has influenced the success of youth lead projects.

i) To what extent has the YEDF support in terms of training, funding and marketing enhanced the success of your business enterprise? (Tick the appropriate answer)

	Very significant ly	Significantl y	Not sure	Insignifica ntly	Very insignificant ly	None at all
Increase in youth gainful employment						
Increase in sales						
Expansion in range of products & services						
Opening new business branches						
Increase in profits						
Repayment of loans						
Crime reduction						
Increase in number of customers						
Business management ability						
Leadership ability						

ii) How has your group repaid the loans?

- a) fully paid
- b) partially paid

c) not at all

iii) In your opinion, what issues within the YEDF would you recommend to be addressed in future for the success of youth projects?

.....
.....
.....
.....
.....

iv) In your opinion, what might be the main reasons for the disintegration of youth groups in Nakuru Municipality?

.....
.....
.....
.....
.....

Thank you for your responses.

APPENDIX 3: Sample Size Table

N - n	N - n	N - n	N - n	N - n
10-10	100-80	280-162	800-260	2800-338
15-14	110-86	290-165	850-265	3000-341
20-19	120-92	300-169	900-269	3500-346
25-24	130-97	320-175	950-274	4000-351
30-28	140-103	340-181	1000-278	4500-354
35-32	150-108	360-186	1100-285	5000-357
40-36	160-113	380-191	1200-291	6000-361
45-40	170-118	400-196	1300-297	7000-364
50-44	180-123	420-201	1400-302	8000-367
55-48	190-127	440-205	1500-306	9000-368
60-52	200-132	460-210	1600-310	10000-370
65-56	210-136	480-214	1700-313	15000-375
70-59	220-140	500-217	1800-317	20000-377
75-63	230-144	550-226	1900-320	30000-379
80-66	240-148	600-234	2000-322	40000-380
85-70	250-152	650-242	2200-327	50000-381
90-73	260-155	700-248	2400-331	75000-382
95-76	270-159	750-254	2600-335	100000-384

Source: Krejcie & Morgan, 1970 sample size table