

**INFLUENCE OF KENYA YOUTH EMPOWERMENT
PROJECT ON GRADUATES' PERCEIVED
EMPLOYABILITY: A CASE OF KISUMU CENTRE,
KENYA.**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF ARTS
DEGREE IN PROJECT PLANNING AND MANAGEMENT OF THE
UNIVERSITY OF NAIROBI.**

2014.

DECLARATION

This Research Project Report is my original work and has not been submitted for academic award in any university/institution.

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DEDICATION

This research project report is dedicated to my husband Gerishom Ominde, My sons Jeveller Ingolo and Gleane Ekhuya and daughter Jane Khayeli for their moral and financial support. I also dedicate this research project to my parents Stephen and Rebecca Opeywa, my brothers and sisters for their encouragement and moral support.

ACKNOWLEDGEMENT

I am grateful for The University of Nairobi for according me an opportunity to undertake my Masters degree in Project Planning and Management. I am sincerely grateful to my senior supervisors; Dr. Raphael Nyonje and Dr. Samuel Wanjare for their technical guidance and support throughout the process of developing this research proposal. Their objective critique enhanced my struggle to make the research process a success.

I extend my gratitude to my lecturers Dr. Charles Rambo, Dr. Paul Odundo, Dr. Maria Onyango, Dr. Ouru Nyaega, Professor Ongati and Mr. Wilson Nyaoro for their tireless efforts in equipping me with skills in report writing, presentation skills and proposal writing. I would also like to thank the entire staff of Kisumu Extra – Mural Center for providing support and a conducive learning environment.

I appreciate the members of my class, MA Project Planning and Management for peer review of my work. My appreciation goes to the Kenya Private Sector Alliance, Kisumu Programs officer and Kisumu County Director of Youth Development for providing me with useful information that is core to this study. I am grateful for my colleagues at work for giving me an ample time to be out of my workplace during my studies and especially Mary Omukhango for your encouragement and Anne Njau for your guidance, encouragement and for taking up assignments on my behalf in my absence.

I thank my immediate family members for their understanding and enduring my absence during the weekends throughout my study period and my employer for according me enough time to do my course work. Finally I recognize all the efforts and contributions of those who in one way or another provided assistance in seeing me through the study. Thank you all.

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ABSTRACT

The Government of Kenya has clearly identified employment creation as a key policy objective as envisioned in Vision 2030. One of the interventions in addressing youth unemployment is the Kenya Youth Empowerment Project (KYEP), a World Bank four year funded project which aims to support the Government of Kenya efforts to improve youth employability. The KYEP is a 6 months program that includes youth training and private sector internship. It is in the light of the above that this study sought to assess the influence of the KYEP on Graduates' perceived Employability. KYEP was assessed by training levels in Business Practices, Financial Management, Human Resource Practice and Management and Marketing while perceived employability possession of skills, knowledge and attitudes required in securing employment in terms of self employment or wage employment. The objectives of the study were; to determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability, establish the extent to which Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability, assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability and examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability. Descriptive

research design was used for the study. The target population for the study was 602 KYEP graduates from Kisumu center and a sample size of 242 youth was selected using stratified random sampling technique. Questionnaires were used as instruments to collect data from the respondents of which there was a 97% response rate. Data collected was analyzed using Statistical Package for Social Sciences (SPSS) computer program. Descriptive statistics (frequencies and cross tabulation) and inferential statistics (chi-square and correlation) were computed. From the data analyzed it was found that there existed a significant relationship between KYEP and graduates employability among university and tertiary graduates but the association was not significant among secondary graduates. It was evident from the study that there was a very strong association between KYEP and perceived employability among university graduates, a fairly weak relationship among tertiary graduates and a very weak relationship among secondary graduates. It was concluded that the curriculum for KYEP was very effective in promoting employability among university and tertiary graduates but was not effective for secondary and primary graduates since the variation in employment preference among secondary graduates was due to chance. The study recommended that KYEP curriculum be adopted for implementation for university and tertiary graduates but be revised to suit the specific needs of the secondary and primary graduates in promoting their employability and that it be linked to other government funding agencies to effectively implement plans for starting up business and for business incubation.

LIST OF ACRONYMS AND ABBREVIATIONS

DYOs- District Youth Officers

EDP – Entrepreneurship Development Program

GOK- Government of Kenya

HRM - Human Resource Management

ILO- International Labor Organization

KEPSA – Kenya Private Sector Alliance

KCPE- Kenya Certificate of Primary Education

KKV – Kazi kwa Vijana

KYEP- Kenya Youth Empowerment Project

MOYAS- Ministry of Youth Affairs and Sports

PA – Performance Appraisal

SMEs – Small and Medium Enterprises

SPSS - Statistical Package for Social Sciences

UN – United Nations

USA – United States of America

WEDF – Women Enterprise Development Fund

WDR - World Development Report

YEDF- Youth Enterprise Development Fund

YREs – Youth Run Enterprises

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to ILO (2008), the vast majority of jobs available to youth are low paid, insecure, and with few benefits or prospects for advancement. Through their entrepreneurial activities they create jobs, ventures and in addition they increase not only their living standard but at the same time others living standard. Small Medium Enterprises (SMEs) (Sunje, 2005) observed they contribute to sustainable growth and employment generation in a significant manner. Kuratko & Hodgetts (2004) found that the United States has achieved its highest economic performance during the last ten years by fostering and promoting entrepreneurial activity. Within the Framework of potential efforts and strategies to boost employment and job creation for young people, entrepreneurship is increasingly accepted as an important means and a useful alternative for income generation in young people (Ryan, 2003). As Malaysia entered the twenty first century, interest and concerns on the subject of entrepreneurship heightened among others by the government's enormous funding allocation towards the promotion of entrepreneurship especially for small and medium enterprises (Yusof et al, 2007).

As Chiquita, (2002) pointed out one reason for promoting youth entrepreneurship is creating employment opportunities for self-employed youth as well as the other young people they employ. Entrepreneurship is increasingly accepted as an important means and a valuable additional strategy to create jobs and improve livelihoods and economic independence of young people (Awogbenle & Iwuamadi, 2010). According to the World Development Report [WDR] (2007), employment marks an important transition period for young people and it is characterized by independence, increased responsibility and

active participation in national building as well as social development. A successful transition to work for today's many young people can accelerate poverty reduction and boost economic growth. In spite of the benefits and opportunities brought about by employment, (Njonjo, 2010) notes that it is regrettable that majority of Kenya's young people are unemployed, underemployed or underpaid and are therefore in the swelling ranks of the working poor.

Kenya has clearly identified employment creation as a key policy objective as envisioned in Vision 2030. According to the Kenya Economic Survey (2012), job creation in both modern and informal sector has been on a steady rise from 2007 to 2011. However the total number of jobs created in the informal sector constitutes an average of 85% of the total jobs created. Government of Kenya report (2009) noted that to address economic inequalities there was need to create more income generating opportunities especially for the youth. The government is currently implementing programs with the broad outcome of empowering youth under the National Action plan. They include expanding the National youth service and revitalization of youth polytechnic training, There are other key youth programs in the area of sports and talent development. The following initiatives currently being implemented by the government to curb youth unemployment include; Youth Enterprise Development Fund (YEDF), Women Enterprise Development Fund (WEDF) and Kenya Youth Empowerment Project (KYEP)

KYEP is a World Bank four year funded project which aims to support the Government of Kenya efforts to improve youth employability (World Bank report, 2012). The project is composed of three components i.e. Component 1; Labor intensive public works program, Kazi Kwa Vijana (KKV), Component 2; Private Sector internships and training

which is implemented by Kenya Private Sector Alliance (KEPSA) and Component 3; Capacity building and policy development which is implemented by the Ministry in Charge of Youth Affairs Department. This study was focused on Component 2: of the KYEP which is Private Sector Internships and training for youth. The Project Development Objective was to improve youth employability, by providing youth with work experience and skills through creation of internships and relevant training in the formal and informal sector in the Private Sector (World Bank report,2012). KEPSA is mandated by the Government of Kenya to implement the KYEP project on Provision of Training and Internship to approximately 10,000 youth aged 15-29 years in the private sector over the period 2011 to 2014. According to the (World Bank Report, 2012) this component provide work experience and training in the sectors, with priority given to potential growth sub-sectors identified in Vision 2030 which includes Energy, Manufacturing, Finance, Information Communication Technology and Tourism Skills.

Eligible candidates for KYEP were Kenyan youth aged 15-29 years with a minimum of Kenya Certificate of Primary Education (KCPE), have been out of school for at least a year, not in school, in business nor working. The application process entailed the completion of an application form, either online through the KEPSA or Ministry of Youth Affairs and Sports (MOYAS) websites, or in a hard copy at the District Youth Offices (DYO). Advertisement was made before the start of every cycle in the local dailies as well as through the Ministry of Youth Affairs and Sports offices.

The entire project was divided into eight cycles. Each cycle took a period of six months. A complete cycle consisted life skills training, core business skills training, entrepreneurship training, sector specific training based on the sub-sector of choice and

three months of internship of which placement was done competitively. The project was implemented in Nairobi in the first cycle, then was extended to Mombasa the second cycle and finally to Kisumu. The program had so far been implemented in four cycles with Kisumu having fully implemented two cycles i.e. the third and fourth cycle. According to KEPSA-KYEP report (2013), 259 youth graduated in the third cycle in June 2013 and 343 youth completed the program on 9th December 2013. A total of 602 youth have successfully graduated from the KYEP program in Kisumu. The objective of the project was to improve employability of youth through skills training and internship. The study intended to establish how effective the project had been in improving youth employability. The study was therefore to establish the influence of KYEP on graduates' perceived employability.

1.2 Statement of the Problem

The high youth unemployment rates that continue rising globally have long-term adverse consequences both for their labor market chances and for the economy more broadly (ILO, 2012). Long-term unemployment in early career has long-lasting consequences in terms of skill loss, lower productivity and additional strain on public finances, which is difficult to compensate for. These Concerns led International Labor Organization's (ILO) 101st conference devoted to discussions on youth employment that culminated into, "The Youth Employment Crisis: A call for action" (ILO 2013). One of the interventions agreed upon was governments come up with policies that encourage youth entrepreneurship.

Organization for Economic Co-operation and Development (OECD) countries have been willing to create programs that finance young entrepreneurs' ventures, or offer mentoring or counseling before and after the start-up of a business. Examples such as

Imprenditorialita Giovanile in Italy or The Prince's Trust in the United Kingdom are notable in that they have inspired efforts by policy makers to promote youth entrepreneurship. The main concern with programs of this type is the fact that after the assistance ends there is rarely any data on what happened to the young entrepreneurs and their enterprise' (Xheneti, 2006). It is thus challenging to establish whether the intervention programs work and the youth businesses actually grow.

According to the UNESCO (2013), Kenya's prospects of reducing poverty depend to a large extent on expanding secondary education and training opportunities for these young people, while improving their working conditions. In Korogocho slum in Nairobi, (Oketch & Mutisya, 2012), only around one in five of those aged 19 and 20 report having received any training in a trade or skill, and just half of these can use their training to help them earn an income. About 50% of men and 80% of women aged 15 to 24 have no income-generating activities. Many young women are confined to household work. Most of the employed (about 60% of men and 40% of women) are in petty trading or casual employment for survival.

There have been various interventions by the government of Kenya to empower the youth and curb unemployment. The interventions include Youth Enterprise Development Fund (YEDF) in 2007, and Kenya Youth Empowerment Project (KYEP) which included Kazi kwa Vijana component in 2009 and currently the Kenya Private Sector Alliance Internships and Training. Several studies have revealed that the interventions did not have the desired effect of alleviating youth unemployment in the country. The study carried by Muchibi (2012) on determinants of sustainability of Youth Enterprise Development Fund (YEDF) in Emuhaya explored the performance of group owned

projects in terms of loan repayment. However the study failed to examine the relationship of entrepreneurship training and business performance at individual level.

Another study carried out by Ochola (2011) on the influence of YEDF on economic empowerment of youth in Bondo district focused on how YEDF loans advanced to group projects influenced the performance of business in terms of Information Communications Technology (ICT) utilization. However the study failed to show how the individual youth were prepared with necessary business skills and how it influenced their choice and management of business venture.

Reports from the District Youth Development Office, Kisumu East (2012) indicate that a majority of Youth Enterprises that were funded by the Government and Development Partners in terms of Loans, Grant and Start up Kits have failed as result of lack of skills and experience to manage the enterprises.

The Kenya Youth Empowerment Project; Private Sector Internships and training for youth is a fairly new strategy in Kenya that covers a comprehensive approach towards improving youth employability. According to the KEPSA-KYEP report (2013) a total of 602 youth had graduated from the project in Kisumu. The project was implemented in Nairobi, Mombasa and Kisumu. According to the KIPPRA (2013) and GOK (2010), Kisumu has the highest representation of informal employment of 75% and the highest prevalence of underemployment levels among the youth at 14.5%, ahead of Nairobi and Mombasa with 7.5% and 5.8% respectfully. There was limited information on studies done to determine the employability of the KYEP graduates and hence this study sought to determine the effectiveness of KYEP in preparing youths for employability. The study

intended to assess the influence of Kenya Youth Empowerment Project on graduates' perceived employability with a focus on Kisumu Centre.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of Kenya Youth Empowerment Project on graduates' perceived employability.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability.
- ii. To establish extent to which Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability.
- iii. To assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability
- iv. To examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability.

1.5 Research Questions

This study sought answers to the following research questions

- i. To what extent does Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability?
- ii. To what extent does Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability?
- iii. What is the level of influence of Human Resource Management (HRM) training in on Kenya Youth Empowerment Project (KYEP) graduates' perceived employability?
- iv. To what extent does Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability?

1.6 Significance of the Study

The findings of this study will be useful to the Ministry responsible for Youth Development and Empowerment at the National level in coming up with strategies useful in addressing youth unemployment in Kenya. The study was expected to yield data and information that was useful to the County Government of Kisumu in coming up with a marshal plan and strategic plan on youth employment and job creation strategies for sustainable development.

The study findings will contribute towards filling the knowledge gap on the influence of Kenya Youth empowerment project on youth employability. The information from the study will be used as reference for drawing up youth programs and activities that are geared towards addressing youth unemployment.

Since the Kenya Youth Empowerment Program (KYEP) is a pilot project sponsored by World Bank and Government of Kenya (GoK) and implemented by Kenya Private Sector Alliance (KEPSA), the study findings will provide useful information to the parties that will make full implementation of the KYEP sustainable. It will also help KYEP to upscale and improve on their program.

1.7 Basic Assumptions of the Study

Government policies, environmental factors and politics could also affect the employability perceptions of the youth if not controlled. However the researcher was confident that the factors were fairly the same for all the youth because they lived in Kisumu. Individual attitude and family differences where the youth came from may have influenced the employability perceptions of youth. As a result the researcher ensured the research instruments were well structured for ease of understanding by the respondents. It was also assumed that the respondents gave accurate information.

1.8 Limitations of the Study

The youth were not under any official migratory administrative control within Kisumu town. Their presence in Kisumu town was unpredictable especially after completion of the project which lasted six months. The challenge was mitigated by accessing the target group through mobile phone contacts provided by KEPSA office for data collection.

1.9 Delimitations of the Study

According to the KEPSA Report Kisumu (2012), not all the youth who were enrolled in the project went through the entire program, some were dropped after life skills training if they didn't secure competitive internship placement.

Therefore the study was delimited to the youth aged between 15-29 years who had successfully completed the Kenya Youth Empowerment Project from Kisumu that lasted six months. The study was delimited to 602 graduates of the third and fourth cycle of the KYEP, Kisumu.

1.10 Definition of Significant Terms as used in the Study

Kenya Youth Empowerment Project graduates: Individuals who have successfully undergone a six month empowerment program implemented by Kenya Private Sector Alliance (KEPSA) and sponsored by Ministry of Youth Affairs and Sports that involves life skills training, core business skills training, entrepreneurship training, sector specific training and internship.

Perceived Employability: Individual attitudes towards the form of employment to undertake in terms of wage employment or self employment.

Business practices: Methods, procedures and rules employed by an organization or enterprise to realize its objectives.

Financial Management: Efficient and effective handling of money (funds) in such a manner as to accomplish the objectives of the organization

Human Resource Practice & Management: Recruitment, training, assessment and rewarding of employees in an organization.

Marketing: Process of creating, communicating and delivering the value of a product or service to customers and society at large.

Self employment: Working for him/her self while generating income directly from clients and customers.

Wage employment: Working for an employer that pays salary or wages.

Tertiary Education: Post secondary training.

Entrepreneurship training: A course offering of skills and attitudes necessary in identifying and starting a business venture, sourcing and organizing the required resources and taking both the risks and rewards associated with the venture.

Internship: It is a method of on-the-job training for white-collar, trade and vocational jobs.

Youth: A person aged 15- 29 years.

1.11 Organization of the Study

The study was organized into five chapters; Chapter one, introduction constitutes background of the study, statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, basic assumptions, limitations, delimitations of the study and definition of significant terms as used in the study. Chapter two constitute literature review is organized under the following sub headings, Business practices training and employability; Financial Management training and employability; Human Resource Practice and Management training and employability and Marketing training and employability. It also constitutes theoretical and conceptual framework showing the relationship between independent, intervening and dependent variables. Chapter three describes research methodology and constitutes research design, target population, sample and sampling techniques to be used, research instruments, validity

and reliability of the instruments, data collection procedures, data analysis techniques and finally ethical considerations. Chapter four contains data analysis, presentation, interpretation and discussions. Chapter five consist of a summary of findings, conclusions, recommendations of the study, contributions of the study to body of knowledge and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section contains a comprehensive literature review of past studies and arguments related to Youth empowerment through entrepreneurship training around the globe. Important aspects of skills training and mentorship programs that determine employability of youth have been looked into as they occur in different countries of the world. These factors are: Youth Empowerment program and youth employability; Business practices training and youth employability; Financial Management training and youth employability; Human Resource Management training and youth employability and Marketing training and youth employability. The chapter concludes with a theoretical and conceptual framework which is a diagrammatic representation of the relationship between the independent variables and the dependent variable and then a summary of the chapter.

2.2 Youth Empowerment Program and Youth Employability

The world in the 21st century is witnessing a wave of entrepreneurship happening with more and more people looking for self-empowerment and business ownership Awogbenle & Iwuamadi (2010) ILO estimates that 93 per cent of all jobs available to young people in developing countries are in the informal economy. Hence these young people are “forced” into a type of entrepreneurship where there is often little respect for the rights and legal protections of workers. This is confirmed by UN (2006) on implementation of the world program of action for youth which indicates that young people have difficulties in finding suitable employment with a decent income partly because of insufficient training and difficult in transition from school to job market.

However, youth are the best able to make use of new opportunities offered by globalization.

A study conducted by Meng and Liang (1996) involving entrepreneurs in Singapore disclosed that successful entrepreneurs have higher educational levels compared to that of unsuccessful entrepreneurs. According to Meng and Liang (1996), Straw (1991), and Holt (1992), after entering the entrepreneurial world, those with higher levels of education are more successful because university education provides them with knowledge and modern managerial skills making them more conscious of the reality of the business world. In contrast Sudatta (1996) in his study in Sri Lanka observed that most of the successful entrepreneurs have not gone through higher education or formal courses in entrepreneurship. Furthermore Minniti and Bygrave (2003) hold the same view that people with more education are not necessarily more entrepreneurial.

UN (2006) findings revealed that in many developing countries curriculum of many training programs do not reflect the current labor demands hence skills need to be constantly upgraded and expanded to suit the contemporary job market. According to Lichtenstein, Gregg A. and Thomas S (2006), entrepreneurs and businesses move through stages of development that reflect a high level of uniformity of management, technical and financial challenges. Paul, David and Westheada (1994) reiterated that the local governments need to form meaningful partnerships with outside organizations working and developing entrepreneurs and small businesses.

Training in entrepreneurship has been used by nations like Germany to set up unique engineering-oriented business programs in the university where their potential engineers

are encouraged to seek out ideas and subsequently develop the promising ones from invention phase to commercialization (Oviawe, 2010). Similarly, entrepreneurship programs developed in some universities have graduated into business schools. For example, a nation like Norway has used entrepreneurship to inculcate innovation spirit, deliberately targeted at the youths. These examples are in line with the assertion of Dana (1992) which states that “entrepreneurship education will enable potential entrepreneurs and create avenues for people to: manage innovations; manage entrepreneurial process; and develop their potentials as managers of creativity in given fields.

Mexico’s an impact evaluation of a training program, Probecat, which provides a scholarship equivalent to the minimum salary to young beneficiaries to participate in a three-month training course for self-employment, found no clear effect on employment or wages for the self-employed. However, Delajara, Freije, and Soloaga (2006) found out on-the-job training in larger firms of unemployed youth led to better employment and income outcomes than entrepreneurship training though young women were found to have benefited most from the entrepreneurship program.

Comprehensive entrepreneurship programs comprising training, mentoring, networking, and microcredit are more likely to be effective. Karlan and Valdivia (2007) conducted a randomized study offering female clients of a microfinance institute in Peru entrepreneurship training in addition to weekly or monthly banking meetings. The group that got entrepreneurship training improved business practices and revenues and had greater repayment rates, suggesting that client outcomes could be improved by combining entrepreneurial training and coaching with access to credit.

In Chile, the Chile Joven scheme is widely cited as a successful training model for unemployed youth. The scheme was originally designed for four years (1991-94) with a target of 100,000 trainees, but it was subsequently extended for three more years. Specific programs have been developed which target poor youth and thus try to prevent the better educated and trained from participating. The four main types of provision are: the standard model of 400 hours of formal training plus 2-3 months 'practical labor' geared to wage employment; self employment orientation – 350 hours of training around an established production project with credit and other support services; training targeted at the most marginalized groups - 420 hours of training with an emphasis on remedial learning activities; and alternative apprenticeship which has been strongly influenced by the German dual system. According to the ILO (1999) evaluations have shown a significant number of formerly unemployed or inactive young people who found jobs after the program. In the first three years, almost 60 percent of the young people enrolled found a job at the end of the program, compared with 40 per cent for young unemployed people not in the program” (ILO, 1998:181).

In Colombia Youth in Action program which provided three months of in-classroom training and three months of on-the-job training (OJT) to young people between the ages of 18 and 25 in the two lowest socioeconomic strata of the population recorded success. As Orazio ,Kugler, and Meghir (2011) point out, following participation, male and female participants were 5.8 and 6.9 percentage points more likely to have a formal sector job, respectively. However, the program raised earnings for women only. Women offered training earned 19.6 per cent more than those not offered training, mainly in formal-sector jobs. They noted that employment effects observed could be due to

signaling effect of program participation in which workers are seen to have been screened for basic skills and honesty.

In a similar program DFID in 2010-2011 developed a Youth Employment Pilot Program in Iraq working on strengthening vocational skills and reducing unemployment among 15-to-30 year-olds in Iraq's Basra region. The Program placed trainees on two-month vocational training courses at government colleges, and during training matched them to local businesses for ten-month work placements. The skills taught ranged from welding, construction and car mechanics to carpentry, sewing and computing. The Pilot claims to have resulted in 399 young people completing a year-long training program and 227 securing permanent paid employment as reported by Holden (2013). This is therefore implies that skills development in terms of training have a direct influence on employability of the graduates.

In South Africa, Monitor survey revealed that Entrepreneurship is increasingly being viewed as a legitimate career option and individuals are being encouraged to take responsibility for their individual success. Skills Development Strategy in South Africa seeks to cater for the training needs of both the formal and informal sectors. However, as Bennell (1993) notes basic disagreements between employers and the government has meant that the government has had to move forward with its own proposals which draw heavily on active labor market policies adopted in Australia, Sweden and other developed industrial countries. Concerns have also been expressed about such heavy reliance on training policies that have been developed in very different economic and social contexts.

The ILO has had considerable experience in trying to graft training projects onto indigenous apprenticeship systems, particularly in Sub Saharan Africa. One of the main lessons that has been drawn from the ILO's 'self-training projects' in Francophone Africa is that, initially, informal sector artisans do not usually regard skills training as a priority. They only become aware of its usefulness once they have gained access to new markets and have negotiated favorable terms of purchase for key raw materials (Maldonado, 1989). Similarly; the results of a large number of country surveys in SSA during the 1990s have repeatedly shown that training is not perceived as a major problem viva-vis other operational constraints. While training is invariably identified as being desirable, when respondents are asked to specify particular problems facing their enterprises, training and/or availability of skilled labor are nearly always ranked as being of very minor importance (Mead, 1990; Parker et al, 1992). While this does not mean that appropriate skills training could not significantly improve productivity, the overwhelming perception among informal sector operators is that its role is limited

The World Bank has supported entrepreneurship training in a number of countries. As Premand et al (2012) impact evaluations suggest negligible effects in Tunisia but positive effects for young entrepreneurs in rural areas in Uganda and Colombia. The Tunisia "Turning Thesis into Enterprise" program offers business training and coaching to undergraduate students who graduate with a business plan and submit their plan to a competition. Participants reported a 3 percentage point increase in their probability to be self-employed from a low baseline of 4 per cent. However, the training did not affect students' probability of finding a job or increasing their earnings. In Nigeria Entrepreneurship Development Program (EDP), designed for the Nigerian youths is an

urgent mechanism to youth unemployment and aims to help them realistically consider the options of starting a small business or of self-employment.

In Kenya, the results from Monitor survey (2012) indicate that positive perceptions exist regarding the local entrepreneurial environment: Key strengths include an education system that produces adequate skills for entrepreneurial ventures, limited administrative burdens and a strong culture of entrepreneurship. However as much as entrepreneurs believe that they derive significant value from business support services, survey responses indicate that the fees charged are too expensive for start-ups. Training vouchers for Jua Kali enterprises in Kenya in the Micro and Small Enterprise and Technology Project was implemented through provision of training vouchers to 60,000 entrepreneurs and workers among already established jua kali (hot sun) manufacturing enterprises as the main mechanism for improving skill levels. The use of vouchers in Kenya is intended to promote private sector training provision while building on traditional forms of apprenticeship and other forms of enterprise-based training in the informal sector and encouraging cost recovery even amongst the poorest. This study therefore endeavors to establish the extent to which entrepreneurship skills imparted to the KYEP graduates influence their employability.

2.3 Business Practices Training & Youth Employability

Edcomb (2002) noted that training of entrepreneurs in business management help change their behavior and perception on business activities. This view has also been emphasized by(Rommi et al.,2009) who noted that the skills acquired through training are an asset in decision making and opening new avenues for decision making. The Business Practice skills include Business planning, Strategic planning and business proposal development

among others. Strategic planning skills should include an understanding of an entity's vision, mission, values and strategies. According to ILO report (1998), the conclusion of most evaluations of training programs for unemployed youth is that they have not been successful in raising incomes and job offers for these workers. Training keeps “unemployed youth off the streets but does not land them jobs”. The findings of extensive and sophisticated research on the impacts of major training programs for disadvantaged youth since the 1960s in the United States have been particularly influential. With the possible exception of Job Corps, “no program has produced significant benefits, whether by improving labor market outcomes for participants or by increasing efficiency in the economy as a whole” (ILO, 1998:92). Godfrey (1998) argues that the impacts of many retraining programs for the unemployed have, if anything, been negative. In particular, by raising job expectations, training programs can increase the reservation wages of trainees and thereby actually unemployment.

A study carried out by Chen, Kotha and Yao in 2009 in a public university in the United States of America revealed that entrepreneurs who have accurate and detailed knowledge about their business proposals and who display a thorough understanding of the opportunities and challenges they face are in a better position to receive investment funding. World Bank (2013) revealed that in the United States, the Growing America through Entrepreneurship (GATE) project that provides training and business counseling to young people increased the likelihood of starting a business by 3 to 5 percentage points, with significantly lower effects for women, but no impact on income and business performance.

Vangundy(1992) observed that training in entrepreneurship and creativity can help the individual view problems from different perspective. It is also useful in generating unique solution. (Gebru, 2009) agrees with this view and notes that entrepreneurship training is geared towards building entrepreneurial skills and traits of the recipient in order to better their business. Therefore if training is effectively carried out the recipients are well prepared and motivated to venture into business as either self employed or be employed by others. Entrepreneurship training has demonstrated positive impacts for some groups. Bandiera et al. (2012) conducted a randomized evaluation of an entrepreneurship program that provides assets and training to the poorest women in rural Bangladesh. They found out that the program transforms the occupational choices of the poor women who participated in the program by inducing them to spend more time in self-employment, less in wage labour and increases their labour market participation, leading to a 36 per cent increase in annual income on average.

South Africa's financial sector emerged as a key enabler for entrepreneurs in a monitor survey (2012). The sophistication of financial markets provided entrepreneurs with an array of options for financing their businesses. Entrepreneurs in South Africa had alternative financing vehicles, such as stock options, pension funds and mergers and buy outs, than their counterparts not only in Africa but the rest of the world as well.

In Mozambique ,ILO-supported 'Start Your Own Business ' Program was seriously underfunded and training needs in local labor markets were not properly identified. Serious shortages of trainers in rural areas meant that training was generally of poor quality and the skills acquired could not be effectively utilized mainly due to lack of credit and market opportunities (Bryant, 1997).In youth training programs, relatively few

trainees have become self-employed. In Nigeria, for example, by the early 1990s, only 2 per cent of the over 10,000 apprentices trained through the government's Open Apprenticeship Scheme had managed to start their own businesses mainly because of the high cost of equipment (Gallagher and Yunusa, 1996). In Zimbabwe, only three per cent of students graduating from Youth Training Centers in the early 1990s became self-employed (Bennell, 1992).

2.4 Financial Management Training & Youth Employability

Understanding figures, or financial literacy, is an essential skill for a successful small business owner. According to Perry and Pendleton (1983), ninety percent of business failures are associated with "management inadequacy" which consists of either management inexperience or incompetence. However many of the Medium Size Enterprises (MSEs) owners or managers lack managerial training and experience. Straw (1991) asserts that experience is the best predictor of business success. Commark (2007) states that some basic skills are required in financial management like keeping accounting records and providing financial information that is required by law. Studies carried out in the USA by Colorado's Department of Education showed that among the youth population men with 58% dominated in accounting aspects: book keeping, financial plans, auditing. While 41.4% were women who were well vast with cash handling and presentation of financial reports.

In Australia, most of the youth development initiatives have taken the issues of financial management in running their projects very seriously. As Gibbs (1988) points out, youth are given insights on basic management of cash flows and money accountability. As a result over 90% of business starts ups by the youth survived due to business skills

training. Gibson (2009) states that all companies must maintain financial records. Some medium size and large youth projects provide time and funding for their staff to study for professional accountancy qualifications which is of a lower cost than recruiting an accountant.

Budgeting is an important aspect of financial management. A budget is a plan for your future income and expenditures that you can use as a guideline for spending and saving. Training in budgeting enables one acquire skills necessary in setting and prioritizing financial goals. One probably won't be able to achieve every financial goal ever dreamed of. So it is important to identify your goals clearly and why they matter to you, and decide which are most important. By concentrating your efforts, you have a better chance of achieving what matters most. Availability of financial records form an integral part of an organization's accounting process. As Nzomo N. (2012) puts it that if accounting data is not available when needed it lacks relevance and is of little or no use in decision making .A study carried out by Kipkoech R.M (2011) on influence of financial management training on youth enterprises in Nandi North district revealed that training in financial records had positive influence on the monthly income of the enterprises.

2.5 Human Resource Management Training & Youth Employability

Staff is one of the greatest business assets, so it's vital that one hires the right people for the job. According to Small Business Development Corporation, It is important to attract and retain the right people. The employment process will run more smoothly if one knows how to advertise, interview, select the right applicant and draw up a formal offer of employment. Good human resource management also includes proper induction, training and review of employee performance, Based on the above it is clear that

effective training in human resource management increases capability of one in managing staff for the success of an organization.

Commack (2007) points out that in order to implement a successful business strategy; one must ensure that they have the right people capable of delivering the required task and activities. In the United Kingdom the market place of talented people is expensive. Studies carried out by Norwich educational centre in 2007 in London show that the majority of the Human Resource Management Offices in business and projects (86%) are managed by people aged 69-72 years. According to Storey (2000), there have been significant innovations in the provision of wider training and development opportunities to employees through open and distance learning schemes.

Another important aspect of Human Resource Management is performance appraisal. It is described by Manasa and Reddy (2009) as a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. According to Muchinsky (2012) Performance management systems are employed to manage and align all of an organization's resources in order to achieve highest possible performance. Muczyk and Gable (1987) further notes that, how performance is managed in an organization determines to a large extent the success or failure of the organization. Therefore, improving performance appraisal for everyone should be among the highest priorities of contemporary organizations.

Performance Appraisal (PA) has legal implications, Muchinsky (2012) notes that lawsuits may result from charges of an employer's negligence, defamation, and/or

misrepresentation. He therefore recommends that performance appraisal should keep the content of the appraisal objective, job-related, behavior-based and related to specific functions rather than a global assessment. Malos (1998) has also suggested that a legally sound PA should standardize operations, communicate formally with employees, provide information of performance deficits and give opportunities to employees to correct those deficits, give employees access to appraisal results, provide written instructions for the training of raters, and use multiple, diverse and unbiased raters. Therefore, employment appraisal procedures must be validated like tests or any other selection device. Schultz and Duane (2010) holds the view that those employers who base their personnel decisions on the results of a well-designed performance review program that includes formal appraisal interviews are much more likely to be successful in defending themselves against claims of discrimination. It is therefore important that one is effectively trained in performance appraisal to reduce the risk of costs of law suits on organization due to negligence and ignorance of the manager or entrepreneur.

Business is all about people regardless of your industry or the product or service you're offering. On a daily basis you will encounter a range of people including customers, suppliers, employees and business associates. Developing your communication and negotiation skills will be invaluable in a range of situations from negotiating a supplier contract to dealing with a difficult customer. It is therefore imperative that one has to acquire the necessary communication and negotiation skills through training.

Importance of effective communication in business and organizations cannot be ignored. Taylor Shirley (2005) refers effective communication to an organization's lifeblood. She

asserts for organizations to be successful in today's business world, good communication at all levels is essential.

In Kenya (GoK, 2010) the large share of employment is in the informal sector and this indicates low productivity, low pay and high levels of unpaid family employment. According to KIPPRA (2013) the growing informal economy is characterized by either under-employment or working for very long hours, and a large share of the informally employed are classified as the working poor. These jobs are therefore less attractive to most of the job seekers, who have preference for formal sector jobs. There is need to come up with Human Resource Skills that are geared towards transforming the informal sector.

2.6 Marketing Training & Youth Employability

Marketing according to Chekitan & Schultz (2005), is an integrated process through which companies build a strong customer relationship and create value for their customers and for themselves. Therefore training in marketing equips one with knowledge and skills that enable him/her to identify, satisfy and keep the customer (Wong and Saunders, 2008). Armstrong & Kotler (2003) notes that today's successful companies, large or small, domestic or global share a strong customer focus and heavy commitment to marketing. They further emphasize that marketing combines many activities that include marketing research, product development, distribution, advertizing, pricing, personal selling and others designed to satisfy the customer needs while meeting organizational goals. Marketing also encompass skills in marketing strategy, benchmarking and networking which are key in enterprise development and sustainability.

In an era when many organizations are trying to catch up with global competition, rapid technological advances and technological advances and ever changing customer needs, benchmarking has been gaining attention as a means of strengthening a company's ability to compete. Camp (1989) defines benchmarking as a search for best practices that will lead to superior performance. In a more elaborate definition of benchmarking, Lema and Price (1995) notes that it is a systematic and continuous measurement process of comparing an organization's business process against business leaders to gain information which will help an organization to take action to improve its performance.

In the USA and Europe a large number of organizations make use of benchmarking. In fact Carpinetti & Melo(2002) noted that following international trend of promotion of benchmarking by different organizations in Europe and USA, many organizations in Brazil, from large to medium size started adopting benchmarking. Drew(1997) summarizes the activity of benchmarking into five steps mainly; identification of object of study; selection of benchmarking partner; collection and analysis of data; setting of performance goals for improvement and finally implementing plans and monitoring results. However, Carpinetti & Melo (2002) observed that many medium to small size companies in their attempt to adopt benchmarking, adopt a strong operational view of improvement paying little or no attention to its alignment to market demands and strategic objectives.

Accelerating Entrepreneurship in Africa Initiative in 2012 survey conducted by Omidyar Network in six sub- Saharan countries revealed that access to market is a greater challenge than access to funding. According to Chigunta, many Youth Run Enterprises (YREs) in both developed and developing countries largely rely on the local market.

Available evidence suggests that heavy reliance on the local market, especially in poor countries, is a key constraint on earnings and growth of enterprises. The evidence suggests that YREs in both developed and developing countries largely rely on the local market (Chigunta, 2002).

According to the European Network baseline survey on youth employment, 2010 information on marketing to Youth Run Enterprises is very limited. YREs, especially those in poor countries, are concentrated in low value local markets and these youth also lack access to information on product and input markets. Thus, promoting the viability of YREs will require facilitating the access of youth to information on product and input markets and linking them to global value chains. Chigunta, 2002 emphasises that this will require encouraging young to explore existing global initiatives aimed at promoting trade between Developed Countries and Less Developed Countries. An example is the African Growth and Opportunity Act (AGOA) passed by the US Congress which was signed into law by President William Jefferson Clinton. Chigunta(2002) adds that there is urgent need to explore the opportunities that such global trade initiatives offer to potential youth entrepreneurs and existing YREs in Less Developed Countries.

In favor of local markets Philip (2002) notes that the critical advantage of producing for local markets is that the entrepreneurs know and understand local needs and opportunities, as well as the quality standards and expectations of that market (as cited by Chigunta , 2002). However Chigunta points out that in many LDCs, government and domestic company patronage of the informal sector is extremely limited. In many poor countries, the informal sector virtually has no foreign consumers among its entire clients. This has serious implications on the growth of YREs (Chigunta, 2002).

Greene (2005), for example, finds that young people are more likely to be unaware of the entrepreneurial option in the US and Europe, more likely to find the administrative procedures in their relevant country irksome and, above all, face difficulties in accessing finance. (Greene 2005).

In Nigeria, Abiola, B (2006) notes that over the years, Nnewi entrepreneurs developed close links with automotive spare part producers and wholesalers in Asian countries. As a result of these links Nnewi traders began to develop their own production activities and were able to obtain detailed advice and other technical assistance from their Asian suppliers on the type of machinery and other technologies they should acquire and the specific skills needed to operate these efficiently. The study therefore intends to establish the effectiveness of training on marketing strategies on preparing youth for entrepreneurship and employment.

2.7 Theoretical Framework

The study conforms to the transformation theory that was propounded by Dr. Edwards Deming in 1993 as theory of the body of profound knowledge. The theory has been used in the USA and Britain through engagement mentoring for socially excluded youth that emerged in the US in the early 1990s and in Britain in the latter half of that decade, (Ford, 1999).The program is planned and formalized within institutional settings and agendas and targets specifically socially excluded young people, and its aim is to re-engage those young people with the labor market and structured routes. The role of mentors in this process is that of transforming young people's attitudes, values, behaviors and beliefs so that they acquire 'employability.

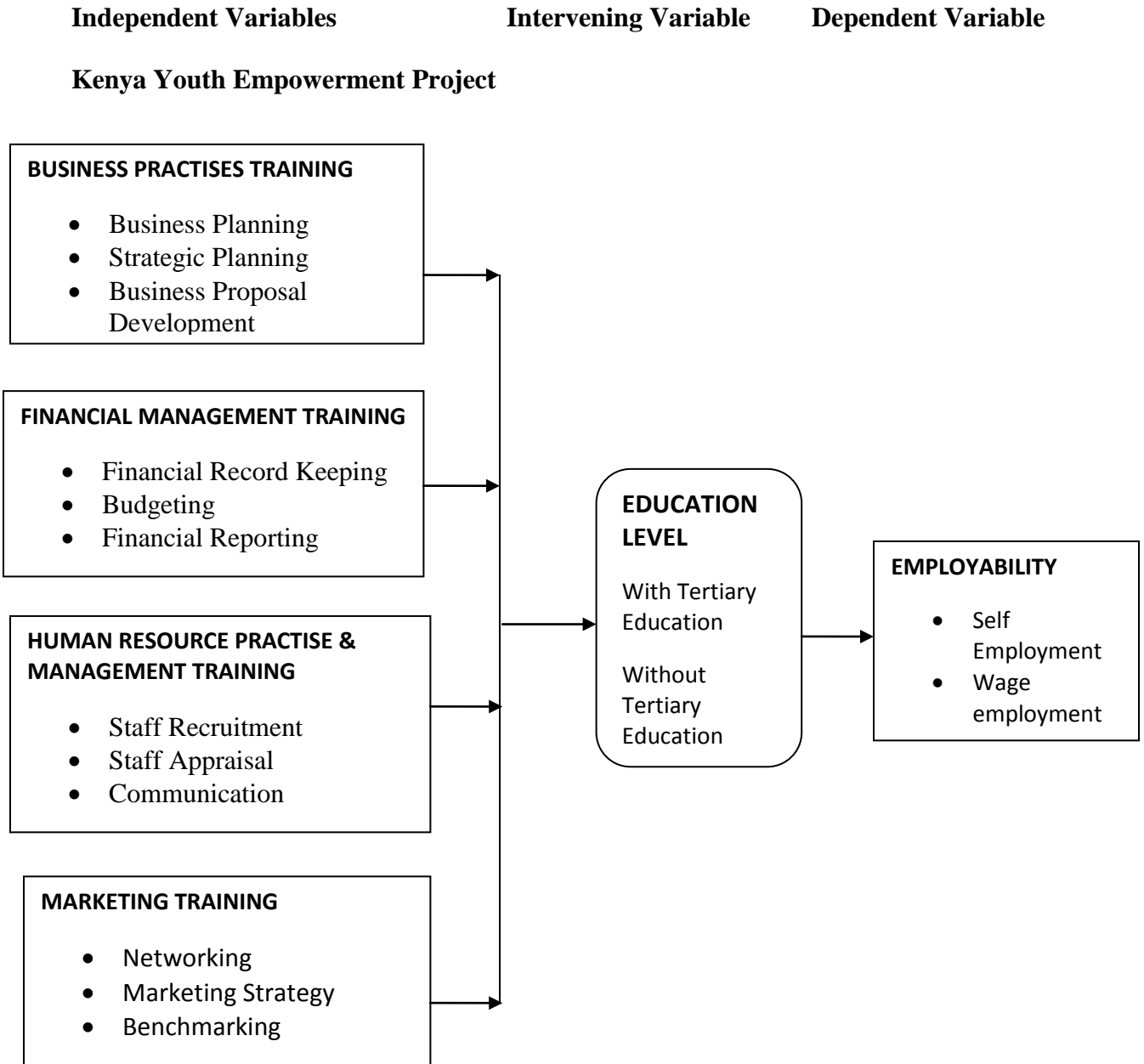
Personal transformation comes from understanding the system of profound knowledge. The individual, transformed, will perceive new meaning to his life, to events, to interactions between people. Once the individual understands the system of profound knowledge, he will apply its principles in every kind of relationship with other people. He will have a basis for judgment of his own decisions and for transformation of the organizations that he belongs to (Deming, 1993). It's an idea of stretching or pushing beyond the boundaries with which we normally think and feel. Deming's theory of profound knowledge is made up of four interrelated components i.e. appreciation a system, theory of knowledge, psychology of change and knowledge about variation. It states that engaging the hearts and minds of people inspires intrinsic motivation.

Entrepreneurship training of youth in necessary skills and mentorship conforms to the Deming's theory of profound knowledge which is aimed at transforming individual attitudes, values and behaviors towards employability. This brings about a profound change in mind, a transformation of our whole mental process and a paradigm shift. If unemployed youth successfully undergo transformation of their minds through acquisition of knowledge, proper skills and attitudes they will take advantage of employment opportunities available in terms self and formal employment. Given the current statistics that 99% of available employment opportunities available in Kenya are in the informal sector, the level of preparation of the KYEP graduates in entrepreneurship skills will determine their potential to create partnerships and networks to start up business organizations and find gainful employment. This will go a long way in alleviating unemployment.

2.8 Conceptual Framework

The study will be guided by the following conceptual framework

Figure 2.8.1



2.9 Knowledge Gap

The importance of Entrepreneurship training and mentorship programs among the youth has been identified as a panacea to tackling unemployment and sustainable economic growth of our Country's GDP. It is not enough for provision of funds to start business among the youth and the vulnerable groups. The international literature on youth employment programs suggests a comprehensive approach works best. A "comprehensive approach" is a multipronged strategy that includes complementary interventions aimed at removing key constraints to youth employment across multiple elements of the youth employment spectrum, namely: influencing the job creation and work opportunities for youth (both demand for youth by firms and self-employment), labor markets characteristics, and labor supply (skills and labor attributes). It was notable that implementation of policies which provide a conducive environment for employment creation will go a long way in resolving unemployment issue.

CHAPTER THREE

RESEARCH METHODOLOGY.

3.1 Introduction

This chapter explains the methods to be applied in carrying out the research. The chapter covers the following sections: Research design; target population; instruments; data collection procedure and data analysis.

3.2 Research Design

The research design selected for the study was descriptive research design. The choice of the design was dictated by its effectiveness to secure evidence concerning all existing situations or current conditions, identify standards or norms with which to compare present conditions in order to determine how to take the next step having determined where we are and where we wish to go. According to Mugenda (2008) descriptive survey design is used when collecting information about peoples' attitudes, opinions, and habits. The study considered this design as appropriate since it would facilitate towards gathering of reliable and accurate data.

The study adopted a descriptive research design method and collection of data from the population using both closed and open ended questionnaires and interviews asking the respondents facts, their opinions and perceptions regarding their level of knowledge in business Practice Skills, Financial Management, Human Resource Practice and Management and Marketing and how it influences their employability.

3.3. Target Population

The target population was the youth who successfully completed a full cycle of the KYEP training and Internship program that consist of life skills training, core business skills training,

entrepreneurship training, sector specific training based on the sub-sector of choice and internship. The target population was 602 graduates from Kisumu KYEP center.

3.4 Sampling Technique

This section describes the sample size and sampling procedure.

3.4.1 Sample Size

The sample size of this study was based on Krejcie and Morgan’s (1970) table for determining sample size for a given population, refer to the appendix. Hence the sample size for this study for a population of 602 KYEP graduates was 242 respondents.

3.4.2 Sampling Procedure

A stratified random sampling technique was employed in the study because Stratification will always achieve greater precision Hunt, Neville; Tyrrell, Sidney (2001).

Table 3.1 Sampling technique

Group	Gender	Population Frequency	Percentage	Sample Size
KYEP Graduates with Tertiary Education	Males	96	15.95%	39
	Females	84	13.95%	34
KYEP Graduates with no Tertiary Education	Males	240	39.87%	96
	Females	182	30.23%	73
Total		602	100%	242

Source: KEPSA-KYEP report 2013

A sample of 242 used in the study was grouped into four strata as shown in the table 3.1 for showing sampling technique. The four strata included male and female KYEP graduates with tertiary and without tertiary education by the time of enrolling in the program. Proportional allocation was used to determine the size of the sample in each stratum. . The respondents were selected from each stratum using a simple random sampling technique

3.5 Data Collection Instruments

The study collected both quantitative and qualitative data from both primary and secondary sources. The study data was gathered through content analysis of data from KEPSA-KYEP Project Kisumu office. Telephone interviews using an interview guide were used to gather information from KYEP graduates residing outside Kisumu. Questionnaires were self administered by the researcher for the respondents to fill. Questionnaire was chosen based on the nature and objectives of the study. It was preferred because of confidentiality upheld and it saves time.

Section A of the questionnaire outlined information regarding demographic characteristics of the respondents. Section B outlined questions regarding the respondents' level of training in business practices. Section C of the questionnaire outlined questions concerning the respondents' level of training in financial management. Section D of the questionnaire outlined questions concerning the respondent's level of training in Human resource practice and management. Section E outlined questions regarding the level of training in marketing while section F outlined questions regarding employment.

3.5.1 Pilot testing

A pilot study was conducted to check validity and reliability of the questionnaire and also to check its appropriateness. The instrument was pilot tested among 20 respondents selected randomly. The pilot study took 5 days after which data will be analyzed and corrections done on the instrument. This increased the reliability of the instrument.

3.5.2 Validity of the instrument

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study (Mugenda & Mugenda, 2003). According to Taylor, Sinha and

Ghoshal (2008), validity is the success of a method in probing or assessing what it sets out to probe or assess. To enhance validity in this study content related validity of the questionnaire on schedule was determined by the help of experts, such as the research supervisor. The supervisor gave guidance to ensure that the instruments were well constructed, so that the research instruments address the information sought by the research objectives.

3.5.3 Reliability of the instrument

Reliability, according to Mulwa (2006), is the extent to which a measuring device or a whole research project would produce the same result if used again on a different occasion with the same objective of the study. Reliability of the instruments was ascertained for internal consistency using split half reliability method. The questionnaires were administered once to the same individuals and then split into two equal parts. The parts were scored and the scores correlated using SPSS program. The instrument was considered reliable after attaining reliability coefficient of 0.88.

3.6 Data Collection Procedure

Data Collection exercise commenced on approval from University of Nairobi to proceed with the research. The researcher sought permission to collect data from KYEP graduates from the National Council for Science and Technology and the permission to collect data was secured. The researcher took the letter of authorization to the County Director of Youth Development, Kisumu who provided consent to conduct the study among the KYEP graduates. The o brief him and KEPSA-KYEP officers of the research and schedule appointments for data collection. Necessary arrangements were made for the identified respondents to fill the questionnaire at the venue and time of convenience.

3.7 Data Analysis Technique

The data obtained was coded appropriately and analyzed using Statistical Package for Social Scientists (SPSS version 21). The results were presented in tables using descriptive statistics (frequency counts and cross tabulations). Inferential statistics (chi-square test and correlation analysis) were used to measure the degree of association of the Kenya Youth Empowerment Project and employability of the graduates.

3.8 Ethical Considerations

The researcher keenly considered and maintained all the ethical issues in research. The major ethical issues considered during research were informed consent, privacy and confidentiality, anonymity and researcher responsibility. The researcher ensured informed consent by making sure the respondents had been adequately informed on the purpose and procedure of the study. Privacy, Confidentiality and anonymity of the respondents was maintained by not recording the identity of the respondent. Patent rights of the author of materials used were protected by the researcher by making correct reference to materials used.

3.9 Operational Definition of Variables

This section presents the dependent and independent variables, the associated indicators and how they were measured. The data collection instruments were outlined and the scales of measure represented. The techniques used for the analysis of data were also laid down. Both the independent and dependent variables were operationalized as shown in table 3.2.

Table 3.2: Operational Definition of Variables

<i>Objectives</i>	<i>Variables</i>	<i>Indicators</i>	<i>Measurement</i>	<i>Tools of Data Collection</i>	<i>Measuring Scale</i>	<i>Tools of Analysis</i>
To determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability.	<u>Dependent variable</u> KYEP graduates' perceived employability	No. of youth on wage employment or seeking self employment	No. of youth Currently or seeking wage employment	Document analysis Questionnaire	Ordinal Nominal	Descriptive inferential
		No. of youth currently engaged or seeking Self employment	No. of youth engaged or seeking self employment	- Questionnaire	Nominal	Descriptive Inferential
		No. of youth on further or seeking further training	No. of youth on further or seeking further training	Questionnaire	Ordinal	Descriptive Inferential
	<u>Independent variable</u> Business Practices training	Level of knowledge in business planning	Self rating in Business planning skills	- Questionnaire	ordinal	Descriptive inferential
		Level of knowledge in strategic planning	Self rating in Strategic planning skills	- Questionnaire	Ordinal	Descriptive inferential
		Level of knowledge in Business Proposal development.	Self rating in Business proposal development skills.	- Questionnaire	Ordinal	Descriptive inferential
To establish extent to which Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability	<u>Independent variable</u> Financial Management training	Level of knowledge in Financial Record Keeping	Level Financial record keeping skills	Questionnaire	Ordinal	Descriptive Inferential
		Level of knowledge in budgeting.	Budgeting skills	Questionnaire	Ordinal	Inferential
		Level of knowledge in financial reporting.	Financial Reporting skills	Questionnaire	Ordinal	Descriptive Inferential

Continuation of Table 3.2: Operational Definition of Variables

<i>Objectives</i>	<i>Variables</i>	<i>Indicators</i>	<i>Measurement</i>	<i>Tools of Data Collection</i>	<i>Data</i>	<i>Measuring Scale</i>	<i>Tools of data analysis</i>
To assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability	<u>Independent variable</u> HRM training	Level of knowledge in staff appraisal	Self rating in staff appraisal skills	Questionnaires		Ordinal	Descriptive inferential
		Level of knowledge in communication	Self rating in communication skills	Questionnaire		Ordinal	Descriptive Inferential
To examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability.	<u>Independent variable</u> Marketing training	Level of knowledge in networking	Self rating in networking skills	Questionnaire		Ordinal	Descriptive Inferential
		Level of knowledge in marketing strategy	self rating in marketing strategy skills	Questionnaire		Ordinal	Descriptive Inferential
		Level of knowledge in benchmarking	self rating in benchmarking skills	Questionnaire		Ordinal	Descriptive Inferential
To compare the KYEP and graduates' perceived employability	<u>Independent Variable</u> Comparison of KYEP graduates and graduates employability	Type of employment currently engaged or seeking	% of graduates engaged or seeking self employment	Questionnaire		Ordinal	Descriptive Inferential
			% of graduates engaged or seeking wage employment	Questionnaire		Nominal	Descriptive Inferential

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and discussions of the study as captured in the analysis of the objectives. The study had four objectives which were to determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability, establish the extent to which Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability, assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability and examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability in a case of Kisumu, Kenya.

4.2 Questionnaire Response Rate

The study sent out 242 questionnaires out of which 232 were dully filled and returned which is a response rate of 95.45%. According to Cooper and Schider (2000), a questionnaire response rate of at least 75% is sufficient for any study of social scientific nature to proceed. The high questionnaire return rate was due to the fact that the researcher took advantage of KYEP Kisumu Alumni monthly meetings to get the respondents fill the questionnaires and return before they dispersed. A few of the respondents outside Kisumu were interviewed on phone. Two research assistants were used to administer questionnaires. 11 respondents could not be reached by the researcher to return the questionnaires.

4.3 Demographic Characteristics of the Respondents

This section presents the demographic characteristics in the study. The study explored level of education, age and gender. The researcher chose to study these demographic characteristics because of their importance in explaining the perceived employability of the KYEP graduates.

4.3.1 Respondents Highest Level of education and its influence to perceived Employability

The study sought to determine the level of education of the respondents who participated in the study and how they perceived their employability. The data was cross tabulated and the results presented in table 4.1

Table 4.1 Highest Level of education and Perceived Employability of the Respondents

Employability	Highest Education Level				Total
	primary	secondary	tertiary	university	
PW	0	26(11.21%)	39(16.81%)	6(2.59%)	71
PS	8(3.45%)	82(35.34%)	63(27.16%)	8(3.45%)	161
Total	8	108	102	14	232

KEY: PW- Preference for wage employment

PS – Preference for self employment

Results on table 4.1 indicate all the 8(3.45%) respondents with primary education preferred self employment, 26(11.21%) respondents with secondary education preferred wage employment as compared to 82(35.34%) respondents who preferred self employment. 39(16.81%) respondents with tertiary education preferred wage employment in contrast with 63(27.16%) with similar education level who preferred self employment. However, 6(2.59%) university graduates preferred wage employment as compared to 8(3.45%) who preferred self employment. The

results indicate that the preference for wage employment increases proportionally with educational level of the respondents.

Educational attainment of youth, according to a study by EscuderoV. & Mourelo(2013) both primary and secondary educational attainment increases the likelihood of youth of being self-employed by only around 1 per cent. The same study revealed that education variables strongly influence the probability of youth of being employed while a university degree reduces the probability of being self-employed in the case of the group 25-34 by 22 per cent. This is in line with the findings that the youth with higher educational level tend to prefer wage employment to self employment as compared to those with lower education levels.

4.3.2 Distribution of Respondents by Age

In this study it was deemed important to establish the distribution of the respondents by age and their perceived employability. Age of the respondents may influence the career choices or path.

Table 4.2 Relationship between Age and Perceived Employability of the Respondents

Employability	Age of the respondents			Total
	15-20 years	20-24 years	25-29 years	
PW	0	35(15.09%)	26(11.21%)	71
PS	8(3.45%)	90(38.79%)	63(27.16%)	161
Total	8	125	99	232

KEY: PW- Preference for wage employment
PS – Preference for self employment

From table 4.2, all the 8(3.45%) respondents below 20 years of age preferred self employment, 35(15.09%) respondents of age 20-24 years preferred wage employment while 90(38.79%) respondents within the same age bracket preferred self employment. 26(11.21%) respondents in

the age bracket of 25-29 years preferred wage employment while 63(27.16%) respondents in the same age bracket preferred self employment.

The model by (EscuderoV. & Mourelo (2013) pinpoints the age of individuals as one of the main factors determining their status in employment. The study noted that the probability of the odds of being self-employed increases slightly with the age of youth. According to the data obtained from (UNDP, 2010) the life expectancy of Kisumu County stands at 42 years the second lowest in the country. There is need for concerted efforts to have youth spend their prime years productively to improve the life expectancy of the County.

4.3.3 Distribution of Respondents by Gender and perceived Employability

In this study it was deemed important to establish the gender distribution of the respondents and how they perceived employability. The data was cross tabulated and presented in table 4.3

Table 4.3 Gender and Perceived Employability of the Respondents

Employability	Gender of the respondents		Total
	Male	Female	
PW	45(19.40%)	26(11.21%)	71
PS	88(37.93%)	73(31.47%)	161
Total	133	99	232

KEY: PW- Preference for wage employment
PS – Preference for self employment

Table 4.3 shows that 45 (19.40%) male respondents preferred wage employment as compared to 88(37.93%) male respondents who preferred wage employment. However 26(11.21%) female respondents preferred wage employment in contrast with 73 (31.47%) female respondents who preferred wage employment. The preference for wage employment proportionally reduced from

male to female respondents. The gender of the respondents might have a contribution in terms of job preference. Okojie (2003) notes that young women face additional difficulties on entering and remaining in job market.(World Bank, 2009;ECA, 2011) reports support this view that the differences to access to education between female and male children play a role in explaining gender gaps among youth in employment and labor force participation.

4.3.4 Relationship between Demographic Characteristics and Employability of KYEP Graduates

When analyzing the relationship between the Demographic characteristics and employability of KYEP Graduates it was vital to determine if there was an association using Chi square test and also the strength of the relationship (correlation). The results were presented in table 4.4.

Table4.4 Chi Square Test and Correlation Analysis for Relationship between Demographic characteristics of KYEP Graduates and Perceived Employability.

Demographic Characteristics	Pearson Chi square test			Spearman Correlation	
	value	Df	Ass. sig	value	Sig
Education Level	9.483	3	.024	-.192	.003
Age	5.474	2	.065	-.128	.052
Gender	1.532	1	.216	-.081	.218

KEY

Df – degree of freedom

Ass. Sig – 2 sided asymptotic significance

The results from table 4.4 on Pearson Chi-square test indicate that Educational level of KYEP Graduates and perceived employability had a significance value of .024. This therefore indicated that the relationship was significant. The results were confirmed by spearman correlation analysis which confirmed the relationship was fairly weak with a correlation coefficient of -.192.

The negative correlation indicated that education level rose with preference for wage employment.

The results from table 4.4 on relationship between age of the respondents and their perceived employability indicate that the association was suggestive of a relationship with significance level of .065. The relationship was confirmed by spearman correlation analysis which indicated the correlation coefficient of $-.128$ existed between age and perceived employability of the respondents. This was a fairly weak relationship and the negative value indicated that the age of the respondents increased with preference for wage employment. This may have been partly contributed by the education level of the respondents ie the older youth had higher education attainment than the younger ones.

The results from table 4.4 on relationship between gender of the respondents and their perceived employability indicate that the association was not significant with a significance level of .216. Therefore, the difference in employment preference by the male and female respondents is due to chance variation. The relationship was confirmed by spearman correlation analysis which indicated the correlation coefficient of $-.081$ existed between age and perceived employability of the respondents. This was a very weak relationship and the negative value indicated that male respondents preferred self employment more than female respondents. This is consistent with the view that sex of individuals has a strong impact on becoming self-employed among the youth, according to (EscuderoV.& Mourelo (2013),being a woman decreases the probability of being self-employed by close to 2 per cent among younger youth(15-24), but increases slightly the odds of being self-employed for the older youth.

4.4 Training in Business Practices and its influence on Graduates' perceived Employability

The first objective of the study was to determine the extent to which Business Practice training influence KYEP graduates' perceived employability in Kisumu Center. This was captured using how the respondents rated their level of knowledge in Business planning, strategic planning and Business Proposal Development and how it influenced their perceived employability.

4.4.1 Respondents Knowledge Level in Business Planning and Perceived Employability

The responses of the KYEP graduates on their knowledge level in business planning and the employment preference were computed using cross tabulation and presented in table 4.5. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.5 Business Planning Knowledge level and KYEP graduates Perceived Employability Based on Education Level

Educational level	Employ ability	Business Planning Knowledge Level				Total
		poor	average	good	Excellent	
Primary	PS	0	4(1.72%)	4(1.72%)	0	8
Secondary	PW	0	7(3.02%)	17(7.33%)	2(0.86%)	26
	PS	0	6(2.49%)	55(23.71%)	21(9.05%)	82
Tertiary	PW	0	0	27(11.64%)	12(5.17%)	39
	PS	7(3.02%)	7(3.02%)	32(13.79%)	17(7.33%)	63
University	PW	0	0	6(2.49%)	0	6
	PS	0	0	1(0.43%)	7(3.02%)	8
Total	PW	0	7(3.02%)	50(21.55%)	14(6.03%)	71
	PS	7(3.02%)	17(7.33%)	92(39.66%)	45(19.40%)	161
Total		7	24	142	59	232

KEY: PW- Preference for wage employment

PS – Preference for self employment

Table 4.5 shows the results of the KYEP Graduates responses on their knowledge level in business planning and their perceived employability based on their highest education level. The results show that 7 respondents considered their knowledge level in business planning as poor, 24 as average, 142 respondents as good while 59 as excellent. Out of 24 respondents who rated their knowledge level as average 17(7.33%) preferred self employment while 7 (3.02%) respondents preferred wage employment. For the 142 respondents with good knowledge in business planning, 50(21.55%) preferred wage employment and 92(39.66%) self employment. Of 59 respondents with excellent knowledge, 14(6.03%) preferred wage employment while 45(19.40%) self employment. Highest education level of the respondents was considered because of its contribution to employability. From the table it is clear that the preference for wage employment proportionally increased with rise in educational level. Since preferences for self employment tend to rise as education level decreases the apparent relationship between employability and business planning may also be as the result of the differences in education level.

4.4.2 Respondents Knowledge Level in Strategic Planning and Perceived Employability

The responses of the KYEP graduates on their knowledge level in strategic planning and the employment preference were computed using cross tabulation and presented in table 4.6. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.6 Strategic Planning Knowledge level and KYEP graduates Perceived Employability Based on Education Level

Education level	Employ ability	Strategic Planning Knowledge Level				Total
		poor	average	Good	excellent	
Primary	PS	4(1.72%)	0	4(1.72%)	0	8
Secondary	PW	0	8(3.45%)	17(7.33%)	1(0.43%)	26
	PS	0	16(6.90%)	55(23.71%)	11(4.47%)	82
Tertiary	PW	0	2(0.86%)	13(5.60%)	24(10.34%)	39
	PS	7(3.02%)	18(7.76%)	26(11.21%)	12(5.17%)	63
University	PW	0	6(2.59%)	0	0	6
	PS	0	1(0.43%)	0	7(3.02%)	8
Total	PW	0	16(6.90%)	30(12.93%)	25(10.78%)	71
	PS	11(4.47%)	35(15.09%)	85(36.64%)	30(12.93%)	161
Total		11	51	115	55	232

KEY: PW- Preference for wage employment

PS – Preference for self employment

Table 4.6 shows the results of the KYEP Graduates responses on their knowledge level in strategic planning and their perceived employability based on their highest education level. The results show that 11 respondents considered their knowledge level in strategic planning as poor, 51 as average, 115 respondents as good while 55 as excellent. All the respondents who rated their knowledge level as poor preferred self employment. Out of 51 respondents who rated their knowledge level as average 35(15.09%) preferred self employment while 16(6.90%) respondents preferred wage employment. For the 115 respondents with good knowledge in strategic planning, 30(12.93%) preferred wage employment and 85(36.64%) self employment. Of 55 respondents

with excellent knowledge, 25(10.78%) preferred wage employment while 30(12.93%) self employment. Highest education level of the respondents was considered because of its contribution to employability. From the table it is clear that the preference for wage employment proportionally increased with rise in educational level. Since preferences for self employment tend to rise as education level decreases the apparent relationship between employability and strategic planning might also have been as a result of the differences in education level.

4.4.3 Respondents Knowledge Level in Business Proposal Development and Perceived Employability

The responses of the KYEP graduates on their knowledge level in business proposal development and the employment preference were computed using cross tabulation and presented in table 4.7. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.7 Business Proposal Development Knowledge level and KYEP graduates Perceived Employability Based on Education Level

Education level	Employ ability	Business Proposal Development Knowledge Level				Total
		poor	average	Good	excellent	
Primary	PS	4(1.72%)	0	4(1.72%)	0	8
Secondary	PW	1(0.43%)	1(0.43%)	23(9.91%)	1(0.43%)	26
	PS	5(2.16%)	10(4.31%)	56(24.14%)	11(4.74)	82
Tertiary	PW	0	8(3.45%)	26(11.21%)	5(2.16 %)	39
	PS	7(3.02%)	26(11.21%)	21(9.05%)	9(3.88%)	63
University	PW	0	6(2.59%)	0	0	6
	PS	0	1(0.43%)	0	7(3.02%)	8
Total	PW	1(0.43%)	15(6.47%)	49(21.12%)	6(2.59%)	71
	PS	16(6.90%)	37(15.95%)	81(34.91%)	27(11.64%)	161
Total		17	52	130	33	232

KEY: PW- Preference for wage employment

PS – Preference for self employment

Table 4.7 shows the results of the KYEP Graduates responses on their knowledge level in business proposal development and their perceived employability based on their highest education level. The results show that 17 respondents considered their knowledge level in strategic planning as poor, 52 as average, 130 respondents as good while 33 as excellent. 16(6.90%) respondents who rated their knowledge level as poor preferred self employment but only 1(0.43%) who preferred wage employment. Out of 52 respondents who rated their knowledge level as average 37(15.95%) preferred self employment while 15(6.47%) respondents preferred wage employment. For the 130 respondents with good knowledge in business proposal development, 49(21.12%) preferred wage employment and 81(34.91%) self employment. Of 33 respondents with excellent knowledge, 6(2.59%) preferred wage employment while 27(11.64%) self employment. All the university graduates with excellent knowledge in business proposal development preferred self employment.

4.4.4 Influence of training in Business Practices on KYEP graduates employability.

When analyzing the relationship between the Business Practice knowledge level and employability of KYEP Graduates it was vital to determine if there was an association using Chi square test and also the strength of the relationship (correlation).

Table 4.8 Chi Square Test and Correlation Analysis for Relationship between Business Practices Knowledge Level and Employability.

Educational Level	Pearson Chi square test			Spearman Correlation	
	value	df	Ass. sig	value	sig
Secondary	3.652	2	.161	.124	.202
Tertiary	6.618	2	.037	-.227	.220
University	10.500	1	.001	.866	.000
Total	5.791	4	.215	-.080	.226

KEY

Df – degree of freedom

Ass. Sig – 2 sided asymptotic significance

The results from table 4.8 indicate that the association between business practices knowledge level and perceived employability was at .161 significance level for secondary school graduates, .037 for tertiary and .001 for university graduates. Therefore, the difference in employment preference with knowledge level in business practice among respondents with secondary education might have been due to chance variation. However, the difference in employment preference with knowledge level in business practice among respondents with tertiary and university education was significant. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .124 for secondary school graduates and hence there was a weak relationship. When Business Practice knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.227 and .866 respectively. This therefore meant that there existed a very strong relationship between business practice training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicated that the knowledge level increased with preference for wage employment. Majority of

the respondents indicated that Business Practices training had a positive influence on their employability. One of the respondents said *“the skills I gained in business planning, proposal development and networking landed me the job I have now, as I was retained at my placement organization after internship. Jointly with my friend have registered a company and plans are at advanced stage to start our own business, thanks to KYEP.”* Some of the respondents who rated their knowledge in core business as below average and poor said they need to study to improve their skills to enable them start their business.

4.5 Training in Financial Management and its influence on Graduates’ perceived Employability

The second objective of the study was to determine the extent to which financial management training influence KYEP graduates’ perceived employability in Kisumu Center. This was captured using how the respondents rated their level of knowledge in Financial Record Keeping, Budgeting and financial reporting and how it influenced their perceived employability.

4.5.1 Knowledge Level in Financial Record Keeping and Perceived Employability

The responses of the KYEP graduates on their knowledge level in financial record keeping and the employment preference were computed using cross tabulation and presented in table 4.9. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.9 Financial Record Keeping Knowledge level and KYEP graduates Perceived Employability

Education level	Employ ability	Financial Record Keeping Knowledge Level				Total
		poor	average	Good	excellent	
Primary	PS	0	0	8(3.45%)	0	8
Secondary	PW	0	3	17(7.33%)	6(2.59%)	26
	PS	0	16(6.90%)	41(17.67%)	25(10.77%)	82
Tertiary	PW	1(0.43%)	7(3.02%)	18(7.76%)	13(5.60%)	39
	PS	13(5.60%)	1(0.43%)	27(11.64%)	22(9.48%)	63
University	PW	0	0	6(2.59%)	0	6
	PS	0	0	1(0.43%)	7(3.02%)	8
Total	PW	1(0.43%)	10(4.31%)	41(17.67%)	19(8.19%)	71
	PS	13(5.60%)	17(7.33%)	77(33.19%)	54(23.27%)	161
Total		14	27	118	73	232

KEY

PW- Preference for wage employment

PS – Preference for self employment

Table 4.9 shows the results of the KYEP Graduates responses on their knowledge level in financial record keeping and their perceived employability based on their highest education level. The results show that 14 respondents considered their knowledge level in financial record keeping as poor, 27 as average, 118 respondents as good while 73 as excellent. 13(5.60%) respondents who rated their knowledge level as poor preferred self employment but only 1(0.43%) preferred wage employment. Out of 27 respondents who rated their knowledge level as average 17(7.33%) preferred self employment while 10(4.31%) respondents preferred wage

employment. For the 118 respondents with good knowledge in financial record keeping, 41(17.67% preferred wage employment and 77(33.19%) self employment. Of 73 respondents with excellent knowledge, 19(8.19%) preferred wage employment while 54(23.27%) self employment. All the university graduates with excellent knowledge in financial record keeping preferred self employment. According to Gibbs (1988), youth should be given insights of basic management of cash and money accountability; this encourages and gives them needed experiences to venture into business. As Gibbson, (2009) points out all business must maintain financial records therefore training in financial record keeping will enhance the capacity of youth to venture into business.

4.5.2 Knowledge Level in Budgeting and Perceived Employability

The responses of the KYEP graduates on their knowledge level in budgeting and the employment preference were computed using cross tabulation and presented in table 4.10. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.10 Budgeting Knowledge level and KYEP graduates Perceived Employability.

Education level	Employability	Budgeting Knowledge Level			Total
		average	good	excellent	
Primary	PS	0	8(3.45%)	0	8
Secondary	PW	3(1.29%)	17(7.33%)	6(2.59%)	26
	PS	17(7.33%)	53(22.84%)	13(5.60%)	82
Tertiary	PW	11(4.74%)	14(6.03%)	13(5.60%)	39
	PS	3(1.29%)	31(13.36%)	16(6.90%)	63
University	PW	0	6(2.59%)	0	6
	PS	0	1(0.43%)	7(3.01%)	8
Total	PW	10(4.31%)	37(15.95%)	19(8.19%)	71
	PS	17(7.32%)	93(40.09%)	36(15.52%)	161
Total		27	130	55	232

KEY

PW- Preference for wage employment
 PS – Preference for self employment

Table 4.10 shows the results of the KYEP Graduates responses on their knowledge level in budgeting and their perceived employability based on their highest education level. The results show that 27 respondents considered their knowledge level in budgeting as average, 130 respondents as good while 55 as excellent. Out of 27 respondents who rated their knowledge level as average 17(7.32%) preferred self employment while 10(4.31%) respondents preferred wage employment. For the 130 respondents with good knowledge in budgeting, 37(15.95%) preferred wage employment and 93(40.09%) self employment. Of 55 respondents with excellent knowledge, 19(8.19%) preferred wage employment while 36(15.52%) self employment. All the university graduates with excellent knowledge in budgeting preferred self employment while 6 with good knowledge preferred wage employment but 1. This is in agreement with the findings of a study in South Africa by Zimmer (2009) that lack of adequate financial control in

implementing proper cash management techniques and undisciplined spending habits are most common factors in many business and project bankruptcy and this would demotivate one from venturing into self employment.

4.5.3 Knowledge Level in Financial Reporting and Perceived Employability

The responses of the KYEP graduates on their knowledge level in financial reporting and the employment preference were computed using cross tabulation and presented in table 4.11. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.11 Financial Reporting Knowledge level and KYEP graduates' Perceived Employability.

Education level	Employ ability	Financial Reporting Knowledge Level				Total
		poor	average	good	excellent	
Primary	PS	0	0	8(3.45%)	0	8
Secondary	PW	0	7(3.01%)	14(6.03%)	5(2.15%)	26
	PS	0	32(13.79%)	43(18.53%)	7(3.01%)	82
Tertiary	PW	1(0.43%)	19(8.19%)	19(8.19%)	0	39
	PS	13(5.60%)	30(12.93%)	13(5.60%)	7(3.01%)	63
University	PW	0	0	6(2.59%)	0	6
	PS	0	0	1(0.43%)	7(3.01%)	8
Total	PW	1(0.43%)	26(11.21%)	39(16.81%)	5(2.15%)	71
	PS	13(5.60%)	62(26.72%)	65(28.02%)	21(9.05%)	161
Total		14	88	104	26	232

KEY: PW- Preference for wage employment
PS – Preference for self employment

Table 4.11 shows the results of the KYEP Graduates responses on their knowledge level in financial reporting and their perceived employability based on their highest education level. The results show that 14 respondents considered their knowledge level in financial reporting as poor, 88 as average, 104 respondents as good while 26 as excellent. 13(5.60%) respondents who rated their knowledge level as poor preferred self employment but only 1(0.43%) preferred wage employment. Out of 88 respondents who rated their knowledge level as average 62(26.72%) preferred self employment while 26(11.21%) respondents preferred wage employment. For the 104 respondents with good knowledge in financial reporting, 39(16.81%) preferred wage employment and 65(28.02%) self employment. Of 26 respondents with excellent knowledge, 5(2.15%) preferred wage employment while 21(9.05%) self employment. All the university graduates with excellent knowledge in financial reporting preferred self employment. Clark & Summers, 1982) summed up less knowledge and experience on financial reporting, business regulations and institutional framework as factors that discourage youth from venturing into business and career.

4.5.4 Influence of Training in Financial Management on KYEP graduates employability.

When analyzing the relationship between the financial management knowledge level and employability of KYEP Graduates it was vital to determine if there was an association using Chi square test and also the strength of the relationship (correlation) and the findings were presented in table 4.12.

Table 4.12 Chi Square Test and Correlation Analysis for Relationship between Financial Management Knowledge Level and Perceived Employability.

Educational Level	Pearson Chi square test			Spearman Correlation	
	value	df	Ass. sig	value	sig
Secondary	5.422	4	.247	.052	.523
Tertiary	6.692	2	.035	-.246	.058
University	13.380	1	.001	.866	.000
Total	17.367	6	.008	-.097	.143

KEY

Df – degree of freedom

Ass. Sig – 2 sided asymptotic significance

The results from table 4.12 indicate that the association between financial management knowledge level and perceived employability was at .247 significance level for secondary school graduates, .035 for tertiary and .001 for university graduates. Therefore, the difference in employment preference with knowledge level in financial management among respondents with secondary education was due to chance. However, the difference in employment preference with knowledge level in financial management among respondents with tertiary and university education was significant.

The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .052 for secondary school graduates and hence there was a very weak relationship. When financial management knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.246 and .866 respectively. This therefore meant that there existed a very strong relationship between financial management training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicates the knowledge

level in financial management increased with preference for wage employment. The overall relationship between financial management knowledge level and perceived employability was significant .008

4.6 Training in Human Resource Management and its influence on Graduates’ perceived Employability

The third objective of the study was to determine the extent to which Human resource management training influence KYEP graduates’ perceived employability in Kisumu Center. This was captured using how the respondents rated their level of knowledge in staff recruitment, staff appraisal and communication and how it influenced their perceived employability.

4.6.1 Knowledge level in Staff Recruitment and Perceived Employability

The responses of the KYEP graduates on their knowledge level in staff recruitment and the employment preference were computed using cross tabulation and presented in table 4.13. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.13 Staff Recruitment Knowledge level and KYEP graduates Perceived Employability.

Education level	Employ ability	Staff Recruitment Knowledge Level					Total
		poor	Below average	Average	good	excellent	
Primary	PS	0	0	0	8(3.45%)	0	8
Secondary	PW	0	1(0.43%)	10(4.31%)	13(5.60%)	2(0.86%)	26
	PS	0	5(2.15%)	7(3.01%)	47(20.25%)	23(9.91%)	82
Tertiary	PW	6(2.59%)	0	0	19(8.19%)	14(6.03%)	39
	PS	7(3.01%)	7(3.01%)	4(1.72%)	30(12.93%)	15(6.47%)	63
University	PW	0	0	6(2.59%)	0	0	6

	PS	0	0	1(0.43%)	0	7(3.01%)	8
Total	PW	6(2.59%)	1(0.43%)	16(6.90%)	32(13.79%)	16(6.90%)	71
	PS	7(3.01%)	12(5.17%)	12(5.17%)	85(36.64%)	45(19.4%)	161
	Total	13	13	28	117	61	232

KEY:

PW- Preference for wage employment

PS – Preference for self employment

Table 4.13 shows the results of the KYEP Graduates responses on their knowledge level in staff recruitment and their perceived employability based on their highest education level. The results show that 13 respondents considered their knowledge level in staff recruitment as poor, 13 below average, 28 as average, 117 respondents as good while 61 as excellent. 7(3.01%) respondents who rated their knowledge level as poor preferred self employment while 6(2.59%) preferred wage employment. Of 13 respondents with below average knowledge, 12(5.17%) preferred self employment but 1 preferred wage employment. Out of 28 respondents who rated their knowledge level as average 12(5.17%) preferred self employment while 16(6.90%) respondents preferred wage employment. For the 117 respondents with good knowledge in staff recruitment, 32(13.79%) preferred wage employment and 85(36.64%) self employment. Of 61 respondents with excellent knowledge, 16(6.90%) preferred wage employment while 45(19.4%) self employment. All the university graduates with excellent knowledge in staff recruitment preferred self employment.

4.6.2 Knowledge level in Staff Appraisal and Perceived Employability

The responses of the KYEP graduates on their knowledge level in staff appraisal and the employment preference were computed using cross tabulation and presented in table 4.14. Cross

tabulation was computed based on the education level of the respondents because of its influence on perceived employability.

Table 4.14 Staff appraisal Knowledge level and KYEP graduates Perceived Employability

Education level	Employ ability	Staff Appraisal Knowledge Level					Total
		poor	Below average	Average	good	excellent	
Primary	PS	0	0	0	8(3.45%)	0	8
Secondary	PW	0	1(0.43%)	15(6.46%)	8(3.45%)	2(0.86%)	26
	PS	0	5(2.15%)	21(9.05%)	45(19.4%)	11(4.74%)	82
Tertiary	PW	6(2.59%)	0	11(4.74%)	1(0.43%)	7(3.01%)	39
	PS	7(3.01%)	7(3.01%)	7(3.01%)	21(9.05%)	21(9.05%)	63
University	PW	0	0	0	6(2.59%)	0	6
	PS	0	0	0	1(0.43%)	7(3.01%)	8
Total	PW	6(2.59%)	1(0.43%)	26(11.21%)	29(12.5%)	9(3.88%)	71
	PS	7(3.01%)	12(5.17%)	28(12.07%)	75(32.33%)	39(16.81%)	161
Total		13	13	54	104	48	232

KEY:

PW- Preference for wage employment

PS – Preference for self employment

Table 4.14 shows the results of the KYEP Graduates responses on their knowledge level in staff appraisal and their perceived employability based on their highest education level. The results show that 13 respondents considered their knowledge level in staff appraisal as poor, 13 below average, 54 as average, 104 respondents as good while 48 as excellent. 7(3.01%) respondents who rated their knowledge level as poor preferred self employment while 6(2.59%) preferred wage employment. Of 13 respondents with below average knowledge, 12(5.17%) preferred self employment but 1(0.43%) wage employment. Out of 54 respondents who rated their knowledge level as average 28(12.07%) preferred self employment while 26(11.21%) respondents preferred wage employment. For the 104 respondents with good knowledge in staff recruitment, 29(12.5%) preferred wage employment and 75(32.33%) self employment. Of 48 respondents

with excellent knowledge, 9(3.88%) preferred wage employment while 39(16.81%) self employment. All the university graduates with excellent knowledge in staff appraisal preferred self employment.

4.6.3 Knowledge level in Communication and Perceived Employability

The responses of the KYEP graduates on their knowledge level in Communication and the employment preference were computed using cross tabulation and presented in table 4.15. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability

Table 4.15 Communication Knowledge level and KYEP graduates Perceived Employability

Education level	Employability	Communication Knowledge Level					Total
		poor	Below average	average	good	excellent	
Primary	PS	0	0	0	8(3.45%)	0	8
Secondary	PW	0	1(0.43%)	0	17(7.32%)	8(3.45%)	26
	PS	0	5(2.15%)	14(6.03%)	37(15.95%)	26(11.21%)	82
Tertiary	PW	6(2.59%)	0	0	1(0.43%)	32(13.79%)	39
	PS	7(3.01%)	7(3.01%)	11(4.74%)	19(8.19%)	19(8.19%)	63
University	PW	0	0	0	0	6(2.59%)	6
	PS	0	0	0	0	8(3.45%)	8
Total	PW	6(2.59%)	1(0.43%)	0	18(7.76%)	46(19.83%)	71
	PS	7(3.01%)	12(5.17%)	25(10.77%)	64(27.59%)	53(22.84%)	161
Total		13	13	25	82	99	232

KEY:

PW- Preference for wage employment

PS – Preference for self employment

Table 4.15 shows the results of the KYEP Graduates responses on their knowledge level in communication and their perceived employability based on their highest education level. The

results show that 13 respondents considered their knowledge level in communication as poor, 13 below average, 25 as average, 82 respondents as good while 99 as excellent. 7 respondents who rated their knowledge level in communication as poor preferred self employment while 6 (2.59%) preferred wage employment. Of 13 respondents with below average knowledge, 12(5.17%) preferred self employment but 1(0.43%) wage employment. All the 25 respondents who rated their knowledge level as average preferred self employment. For the 82 respondents with good knowledge in communication, 64(27.59%) preferred self employment and 18(7.76%) wage employment. Of 99 respondents with excellent knowledge, 46(19.83%) preferred wage employment while 53(22.84%) self employment. All the university graduates had excellent knowledge in communication.

Importance of effective communication in business and organizations cannot be ignored. Taylor Shirley (2005) refers effective communication to an organization's lifeblood and for organizations to be successful in today's business world, good communication at all levels is essential.

4.6.4 Influence of training in Human Resource Management on KYEP graduates' Perceived employability

When analyzing the relationship between the Human resource management knowledge level and employability of KYEP Graduates it was vital to determine if there was an association using Chi square test and also the strength of the relationship (correlation). The results were presented in table 4.16.

Table 4.16 Chi Square Test and Correlation Analysis for Relationship between Human Resource Management Knowledge Level and Employability.

Educational Level	Pearson Chi square test			Spearman Correlation	
	value	df	Ass. sig	value	sig
Secondary	.972	2	.615	.056	.565
Tertiary	13.925	4	.008	-.246	.013
University	10.500	1	.001	.866	.000
Total	7.292	4	.123	-.073	.265

KEY

Df – degree of freedom

Ass. Sig – 2 sided asymptotic significance

The results from table 4.16 indicate that the association between human resource management knowledge level and perceived employability was at .615 significance level for secondary school graduates, .008 for tertiary and .001 for university graduates. Therefore, the difference in employment preference with knowledge level in human resource management among respondents with secondary education was due to chance. However, the difference in employment preference with knowledge level in human resource management among respondents with tertiary and university education was significant. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .056 for secondary school graduates and hence there was a very weak relationship. When human resource

management knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was $-.246$ and $.866$ respectively. This therefore meant that there existed a very strong relationship between human resource management training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicates the knowledge level in human resource management increased with preference for wage employment.

This would also be explained by the ILO (2000) report that noted that when equipped with skills and work attitudes that are ill adapted to informal sector work, school-leavers often find themselves unemployed or seriously underemployed. Those who engage in informal sector work often find that the business, entrepreneurial and technical skills they require are different from those needed in wage jobs. This is one side of the skills mismatch that puts a break on job creation, productivity and income growth in the informal sector. The weak relationship may have been as a result of the skills and attitudes acquired were not adaptable to the informal sector employment and hence they KYEP graduates were not highly motivated into self employment.

4.7 Training in Marketing and its influence on Graduates' perceived Employability

The fourth objective of the study was to determine the extent to which marketing training influence KYEP graduates' perceived employability in Kisumu Center. This was captured using how the respondents rated their level of knowledge in networking, marketing strategy and benchmarking and how it influenced their perceived employability.

4.7.1 Knowledge Level in Networking of KYEP graduates and Perceived Employability

The responses of the KYEP graduates on their knowledge level in networking and the employment preference were computed using cross tabulation and presented in table 4.17. Cross

tabulation was computed based on the education level of the respondents because of its influence on perceived employability

Table 4.17 Networking Knowledge level and KYEP graduates Perceived Employability.

Education level	Employ ability	Networking Knowledge Level				Total
		poor	average	good	excellent	
Primary	PS	0	0	8(3.45%)	0	8
Secondary	PW	1(0.43%)	1(0.43%)	21(9.05%)	3(1.29%)	26
	PS	5(2.15%)	6(2.59%)	49(21.12%)	22(9.48%)	82
Tertiary	PW	0	0	25(10.77%)	14(6.03%)	39
	PS	7(3.01%)	0	41(17.67%)	15(6.47%)	63
University	PW	0	0	6(2.59%)	0	6
	PS	0	0	1(0.43%)	7(3.01%)	8
Total	PW	1(0.43%)	1(0.43%)	52(22.41%)	17(7.32%)	71
	PS	12(5.17%)	6(2.59%)	99(42.67%)	44(18.97%)	161
Total		13	7	151	61	232

KEY

PW- Preference for wage employment

PS – Preference for self employment

Table 4.17 show the results of the KYEP Graduates responses on their knowledge level in networking and their perceived employability based on their highest education level. The results show that 13 respondents considered their knowledge level in networking as poor, 7 as average, 151 respondents as good while 61 as excellent. 12(5.17%) respondents who rated their knowledge level in networking as poor preferred self employment while 1(0.43%) preferred wage employment. Of the 7 respondents who rated their knowledge level as average 6 preferred self employment and only 1(0.43%) preferred wage employment. For the 151 respondents with good knowledge in networking, 52(22.41%) preferred wage employment and 99(42.67%) self

employment. Of 61 respondents with excellent knowledge, 17(7.32%) preferred wage employment while 44(18.97%) self employment. All the university graduates with excellent knowledge in networking and tertiary graduates with poor knowledge in networking preferred self employment.

Knowledge in networking and market access is a great motivator for disadvantaged groups to venture into business, although (UNECA, 2005) warns that it is not enough to only give skills, the youth need to be supported to gain access to markets and networking opportunities.

4.7.2 Knowledge Level in Marketing Strategy of KYEP graduates and Perceived Employability

The responses of the KYEP graduates on their knowledge level in marketing strategy and the employment preference were computed using cross tabulation and the results presented in table 4.18. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability

Table 4.18 Marketing strategy Knowledge level and KYEP graduates Perceived Employability.

Education level	Employ ability	Marketing strategy Knowledge Level				Total
		poor	average	good	excellent	
Primary	PS	0	0	8(3.45%)	0	8
Secondary	PW	1(0.43%)	8(3.45%)	9(3.88%)	8(3.45%)	26
	PS	5(2.15%)	15(6.47%)	39(16.81%)	23(9.91%)	82
Tertiary	PW	0	5(2.15%)	27(11.64%)	7(3.01%)	39
	PS	7(3.01%)	2(0.86%)	40(17.24%)	14(6.03%)	63
University	PW	0	6(2.59%)	0	0	6
	PS	0	1(0.43%)	0	7(3.01%)	8

Total	PW	1(0.43%)	19(8.19%)	36(15.52%)	15(6.47%)	71
	PS	12(5.17%)	18(7.76%)	87(37.5%)	44(18.96%)	161
	Total	13	37	123	59	232

KEY:

PW- Preference for wage employment

PS – Preference for self employment

Table 4.18 show the results of the KYEP Graduates responses on their knowledge level in marketing strategy and their perceived employability based on their highest education level. The results show that 13 respondents considered their knowledge level in marketing strategy as poor, 37 as average, 123 respondents as good while 59 as excellent. 12(5.17%) respondents who rated their knowledge level in marketing strategy as poor preferred self employment while 1 (0.43%) preferred wage employment. Of the 37 respondents who rated their knowledge level as average 18(7.76%) preferred self employment and 19(8.19%) preferred wage employment. For the 123 respondents with good knowledge in marketing strategy, 36(15.52%) preferred wage employment and 87(37.5%) self employment. Of 59 respondents with excellent knowledge, 15(6.47%) preferred wage employment while 44(18.96%) self employment. All the university graduates with excellent knowledge in marketing strategy and tertiary graduates with poor knowledge preferred self employment.

4.7.3 Knowledge Level in Benchmarking of KYEP graduates and perceived Employability

The responses of the KYEP graduates on their knowledge level in benchmarking and the employment preference were computed using cross tabulation and the results presented in table 4.19. Cross tabulation was computed based on the education level of the respondents because of its influence on perceived employability

Table 4.19 Benchmarking Knowledge level and KYEP graduates Perceived Employability.

Education level	Emplo yability	Benchmarking Knowledge Level					Total
		poor	Below average	average	good	excellent	
Primary	PS	0	0	0	8(3.45%)	0	8
Secondary	PW	1(0.43%)	1(0.43%)	14(6.03%)	9(3.88%)	1(0.43%)	26
	PS	5(2.15%)	6(2.59%)	19(8.19%)	47(20.26%)	5(2.15%)	82
Tertiary	PW	0	0	5(2.15%)	34(14.65%)	0	39
	PS	7(3.01%)	0	9(3.88%)	33(14.22%)	14(6.03%)	63
University	PW	0	0	6(2.59%)	0	0	6
	PS	0	0	1(0.43%)	0	7(3.01%)	8
Total	PW	1(0.43%)	1(0.43%)	25(10.77%)	43(18.53%)	1(0.43%)	71
	PS	12(5.17%)	6(2.59%)	29(12.5%)	88(37.93%)	26(11.21%)	161
Total		13	7	54	131	27	232

KEY: PW- Preference for wage employment
PS – Preference for self employment

Table 4.19 show the results of the KYEP Graduates responses on their knowledge level in benchmarking and their perceived employability based on their highest education level. The results show that 13 respondents considered their knowledge level in benchmarking as poor, 7 below average, 54 as average, 131 respondents as good while 27 as excellent. 12 respondents who rated their knowledge level in benchmarking as poor preferred self employment while 1(0.43%) preferred wage employment. Only 1(0.43%) respondent with below average knowledge in benchmarking preferred wage employment and 6(2.59%) preferred self employment. Of the 54 respondents who rated their knowledge level as average 29(12.5%) preferred self employment and 25(10.77%) preferred wage employment. For the 131 respondents with good knowledge in benchmarking, 43(18.53%) preferred wage employment and 88(37.93%) self employment. Of 27 respondents with excellent knowledge, only 1(0.43%)

preferred wage employment while 26(11.21%) self employment. All the university graduates with excellent knowledge in benchmarking and tertiary graduates with poor knowledge preferred self employment.

4.7.4 Influence of training in Marketing on KYEP graduates employability

When analyzing the relationship between the Marketing knowledge level and employability of KYEP Graduates it was vital to determine if there was an association using Chi square test and also the strength of the relationship (correlation). The results were presented in table 4.20.

Table 4.20 Chi Square Test and Correlation Analysis for Relationship between Marketing Knowledge Level and Employability.

Educational Level	Pearson Chi square test			Spearman Correlation	
	value	df	Ass. sig	value	sig
Secondary	6.484	10	.773	-.040	.678
Tertiary	7.011	4	.135	-.213	.031
University	7.875	1	.005	.750	.002
Total	12.630	12	.397	-.100	.130

KEY

Df – degree of freedom

Ass. Sig – 2 sided asymptotic significance

The results from table 4.20 indicate that the association between marketing knowledge level and perceived employability was at .773 significance level for secondary school graduates, .135 for tertiary graduates and .005 for university graduates. Therefore, the difference in employment preference with knowledge level in marketing among respondents with secondary and tertiary education was due to chance. However, the difference in employment preference with knowledge level in marketing among respondents with university education was statistically

significant. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of -.040 for secondary school graduates and hence there was a very weak relationship. When marketing knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.213 and .750 respectively. This therefore meant that there existed a very strong relationship between marketing training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicates the knowledge level in marketing increased with preference for wage employment.

4.8. Employability of KYEP graduates

Employability of KYEP graduates was measured by the current employment status, immediate employment plan (less than one year plan) and future employment plan (beyond one year) of the KYEP graduates.

4.8.1 Current Employment Status of KYEP graduates

The researcher sought to know current employment status of the respondents and the results were as shown in table 4.21.

Table 4.21 Current Employment Status of KYEP graduates

Current Status	Employment Frequency	Percent
Unemployed	81	34.9
volunteering	75	32.3
studying	28	12.1
employed	28	12.1
employed & studying	20	8.6
Total	232	100.0

From the results in table 4.21 at the time of the study, 81(34.9%) of the respondents were unemployed, 75(32.3%) were volunteering, while 28(12.1%) were studying. 28(12.1%) of the respondents were employed, while 20(8.6%) were employed and studying.

4.8.2 Immediate Employment Plans of KYEP Graduates

The researcher sought to know the immediate employment plans(less than one year) of the respondents and the results were as shown in the table 4.22.

Table 4.22 Immediate Employment Plans

Immediate employment plan	Frequency	Percent
Skills development	12	5.2
self employment	134	57.7
wage employment	42	18.1
study and be employed	44	19
Total	232	100.0

From the table 4.22, 12(5.2%) respondents had their immediate plans to undertake studies to advance their skills, 134 (57.7%) respondents planned to be engaged in self employment , 42 (18.1%) respondents planned to seek for wage employment while 44(19%) of the respondent plan proceed with their studies while be in employment. The results from table 4.21 indicate that all the respondents had an employment plan in the short term.

4.8.3 Future Employment Plans of the KYEP Graduates

The researcher sought to know the future employment plan (after one year and beyond) of the respondents and the results were as shown in the table 4.23

Table 4.23 Future Employment Plan

Future Employment Plan	Frequency	Percent
study	17	7.3
self employment	175	75.4
seek wage employment	9	3.4
Study and be employed	31	13.4
Total	232	100.0

From the table 4.23, 175 (75.4%) of the respondents plan to be engaged in self employment, while 9(3.4%) of the respondents have plans to seek wage employment in future. 17(7.3 %) plan to study and advance their skills while 31(13.4%) plan to work and do their studies as part time. From the results it is clear that all the respondents have useful employment plans in the future and this would be attributed to the training they received that served as an eye opener and the interaction with the peers. The majority of the respondents plan to be engaged in self employment which is in line with the Kenya key policy priority area of employment creation as envisioned in Kenya Vision 2030. The trainings offered by KYEP have a positive influence on the employability of KYEP graduates in terms the kind of employment preference and this conforms to Laura, Beker (2013) report that Individuals are most employable when they have broad based education and training, basic and portable high level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter focuses on the summary of findings of the study, conclusions, contribution to the body of knowledge, the recommendations and suggestions for further study.

The purpose of the study was to assess the Influence of Kenya Youth Empowerment Project (KYEP) on graduates' perceived employability. The study was guided by the following objectives; to determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability, establish the extent to which Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability, assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability and examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability.

5.2 Summary of the Findings of the Study

The summary of the findings were made based on the objectives and the research questions which the study sought to address. The study purposively targeted 602 Kenya Youth Empowerment Project Graduates of which the sample size of 242 was selected using stratified random sampling. There was 232 (95.5%) response rate. 9 (3.9%) respondents were aged between 15- 20 years, 127 (54.7%) were aged between 20- 24 years while 96(41.4%) were aged between 25- 29 years. Educational level of the respondents was, 4 (3.4%) of the respondents had primary education, while 119(51.3%) secondary education, 92(39.7%) of the respondents had

tertiary education at the time of joining the project while 13(5.6%) had university degree. 136(58.7%) of the respondents were male, while 96(41.4%) were female respondents

In the first objective, the study sought to determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability. The results indicated that the association between business practices knowledge level and perceived employability for secondary school graduates might have been due to chance variation, since it was at .161. However, the difference in employment preference with knowledge level in business practice among respondents with tertiary and university education was significant at .037 and .001 respectively. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .124 for secondary school graduates and hence there was a weak relationship. When Business Practice knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.227 and .866 respectively. This therefore meant that there existed a very strong relationship between business practice training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicated that the knowledge level increased with preference for wage employment.

The second objective of the study was to establish the extent to which Financial Management training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability. The results indicate that the difference in employment preference with knowledge level in financial management among respondents with secondary education was due to chance, it was at .247 significance level. However, the difference in employment preference with knowledge level in financial management among respondents with tertiary and university

education was significant at .035 and .001 respectively. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .052 for secondary school graduates and hence this was a very weak relationship. When financial management knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.246 and .866 respectively. This therefore meant that there existed a very strong relationship between financial management training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicates the knowledge level in financial management increased with preference for wage employment. The overall relationship between financial management knowledge level and perceived employability was significant .008

On the third objective the study sought to assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability. The results revealed that the association between human resource management knowledge level and perceived employability was at .615 significance level for secondary school graduates, hence the variation was due chance and the variables were independent. However, the difference in employment preference with knowledge level in human resource management among respondents with tertiary and university education was significant at .008 and .001 respectively. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .056 for secondary school graduates and hence a very weak relationship. When human resource management knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.246 and .866 respectively. This therefore meant that there existed a very strong relationship between human resource management training and employability for university

graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicates the knowledge level in human resource management increased with preference for wage employment.

The final objective of the study was to examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability. The results indicate that the difference in employment preference with knowledge level in marketing among respondents with secondary and tertiary education was due to chance since association was at .773 and .135 respectively. However, the difference in employment preference with knowledge level in marketing among respondents with university education was statistically significant at .005 significance level. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of -.040 for secondary school graduates and that was a very weak relationship. When marketing knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.213 and .750 respectively. This therefore meant that there existed a very strong relationship between marketing training and employability for university graduates but a fairly weak relationship for tertiary graduates. The negative correlation for tertiary graduates indicates the knowledge level in marketing increased with preference for wage employment.

5.3 Conclusions

From the findings, this study concluded that indeed there existed a positive relationship between KYEP and graduates preference for self employment. All the respondents had employment plans and hence the researcher concluded that KYEP was an eye opener which provided an opportunity for graduates to discover themselves and their potential for engaging in gainful employment. Furthermore 69.40% of KYEP graduates planned to venture in self employment.

The findings of the study indicated that there was higher preference for self employment among the male youth than for female youth. Findings on education level revealed that the youth with tertiary education had a higher preference for wage employment as opposed to those with without tertiary education who had a higher preference for self employment.

It was evident from the study findings that KYEP influence on graduates' perceived employability varied significantly across respondents with different educational levels. There was a very strong relationship between KYEP and Perceived Employability among university graduates. All the primary school graduates preferred self employment. There was no significant relationship between KYEP and perceived employability among secondary graduates hence it was concluded that the variation on employment preference was due to chance. Among tertiary graduates there was a fairly weak relationship between KYEP and perceived employability although the association was significant. Therefore, it was concluded that the curriculum design was most suited for university and tertiary graduates in influencing their employability.

5.4 Recommendation for Policy Action

From the findings of the study the following recommendations were suggested for policy action and adoption;

- i. While coming up with a program to address youth employability, the curriculum for KYEP be adopted for university and tertiary graduates but be revised to suit the specific needs of the secondary and primary graduates in promoting their employability.
- ii. The Ministry responsible for Youth Affairs should adopt a multi-sectoral approach in addressing youth employability. In provision of soft skills to the youth more emphasis

should be placed on career guidance for secondary and primary promote engagement in sustainable self employment as a key priority area.

- iii. The Ministry responsible for youth affairs should adopt a training policy to enroll class 8 leavers and secondary school graduates into a flexible curriculum geared towards promoting self employment and employment creation.
- iv. National government and County government should come up with strategies of rewarding Small Medium Enterprises that enroll youth for on job training, internship and apprenticeship. The two levels of government should create a favorable business environment that is attractive to both gender of the youth in starting sustainable businesses.
- v. Youth training in entrepreneurship should be linked to other government funds or funding agencies to effectively implement their plans for starting up business and for business incubation.

5.5 Suggestions for further studies

This study did not explore certain areas that were equally of great importance. Such areas were left out because the scope of the study warranted. In view of this the study suggests the following areas for further research:

- i. The study recommends future researchers should replicate the same study in Mombasa and Nairobi where a similar project has been implemented.
- ii. Future researchers should do a study on the influence of internship and apprenticeship on employability of KYEP graduates and include the views of employers and KEPSA officials as the implementers.

5.6 Contributions to the body of Knowledge

The study made the following contributions to the Body of knowledge as shown in table 5.1

Table 5.1 Contribution to the body of knowledge

Objective	Contribution to the Body of Knowledge
To determine the extent to which Business Practices training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability	The association between business practices knowledge level and perceived employability for secondary school graduates might was due to chance variation, since it was at .161. However, the difference in employment preference with knowledge level in business practice among respondents with tertiary and university education was significant at .037 and .001 respectively. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .124 for secondary school graduates and hence there was a weak relationship. When Business Practice knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.227 and .866 respectively. This therefore meant that there existed a very strong relationship between business practice training and employability for university graduates but a fairly weak relationship for tertiary graduates.
To establish the extent to which Financial Management training	The difference in employment preference with knowledge level in financial management among respondents with secondary education was due to chance, it was at .247 significance level. However, the

<p>influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability</p>	<p>difference in employment preference with knowledge level in financial management among respondents with tertiary and university education was significant at .035 and .001 respectively. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .052 for secondary school graduates and hence this was a very weak relationship. When financial management knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was -.246 and .866 respectively. This meant that there existed a very strong relationship between financial management training and employability for university graduates but a fairly weak relationship for tertiary graduates.</p>
<p>To assess the level at which Human Resource Management (HRM) training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability</p>	<p>The association between human resource management knowledge level and perceived employability was at .615 significance level for secondary school graduates, hence the variation was due chance and the variables were independent. However, the difference in employment preference with knowledge level in human resource management among respondents with tertiary and university education was significant at .008 and .001 respectively. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of .056 for secondary school graduates and hence a very weak relationship. When human resource management knowledge level was correlated with</p>

	<p>perceived employability for tertiary and university graduates the correlation coefficient obtained was $-.246$ and $.866$ respectively. This therefore meant that there existed a very strong relationship between human resource management training and employability for university graduates but a fairly weak relationship for tertiary graduates.</p>
<p>To examine the extent to which Marketing training influence Kenya Youth Empowerment Project (KYEP) graduates' perceived employability</p>	<p>The difference in employment preference with knowledge level in marketing among respondents with secondary and tertiary education was due to chance since association was at $.773$ and $.135$ respectively. However, the difference in employment preference with knowledge level in marketing among respondents with university education was statistically significant at $.005$ significance level. The relationship was confirmed by spearman correlation analysis which indicated a correlation coefficient of $-.040$ for secondary school graduates and that was a very weak relationship. When marketing knowledge level was correlated with perceived employability for tertiary and university graduates the correlation coefficient obtained was $-.213$ and $.750$ respectively. This therefore meant that there existed a very strong relationship between marketing training and employability for university graduates but a fairly weak relationship for tertiary graduates</p>

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Appendix 1: Letter of Transmittal.

Permission to collect data among KYEP graduates from Kisumu County, Kenya.

**COUNTY DIRECTOR YOUTH DEVELOPMENT,
KISUMU COUNTY,
P.O. BOX 1912-40100,
KISUMU**

Dear Sir,

RE: REQUEST TO COLLECT INFORMATION FROM KYEP GRADUATES, KISUMU

I am a post-graduate student of the University of Nairobi. In order to fulfil the requirements for the award of a Master of Arts degree in Project Planning and Management, I am conducting a research entitled *“Influence of Kenya Youth Empowerment Project (KYEP) on graduates’ perceived employability”*.

The research target population will be the 602 KYEP graduates of both the third and fourth cycle of KYEP, Kisumu.

The purpose of this letter, therefore, is to seek your permission to collect the relevant data 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,

Phoebe Makanga

Tel: 0720894040

Cc – Programs Officer, KEPSA- KYEP Project, Kisumu.

Appendix 2: Questionnaire for KYEP graduates

The researcher is a student of the University of Nairobi, undertaking Masters of Arts degree in Project Planning and Management. The purpose of this questionnaire is to obtain information that is relevant to my research study; “*The Influence of Kenya Youth Empowerment Project (KYEP) on graduates’ perceived employability*”. Please, note that all your responses will be treated with maximum CONFIDENTIALITY. Be free to give your opinions, which will only be used purely for academic purposes.

SECTION A: BACKGROUND INFORMATION

Kindly please tick appropriately.

1. Indicate your gender. Male () Female ()
2. Indicate your age bracket:
Below 20 years () 20 – 24 years () 25 years and above ()
3. Indicate your highest level of education
Primary education ()
Secondary education ()
Tertiary education ()
University education ()

SECTION B – TRAINING IN BUSINESS PRACTISES

4. Have you been trained in Business Practices?
YES () NO () DON’T REMEMBER ()

5. How do you rate your level of knowledge in the following business practice aspects.

Business Practice Aspects	Excellent	Good	Average	Below average	Poor
Business Planning					
Strategic Planning					
Business Proposal Development					

6. State briefly how your knowledge in business practices influence your employability.

.....

SECTION C – TRAINING IN FINANCIAL MANAGEMENT

7. Have you been trained in Financial Management?
YES () NO () DON’T REMEMBER ()

8. How do you rate your level of knowledge in the following financial management aspects.

Financial Management Aspects	Excellent	Good	Average	Below average	Poor
Financial Record Keeping					
Budgeting					
Financial Reporting					

9. State briefly how your knowledge in financial management influence your employability.

.....

SECTION D – TRAINING IN HUMAN RESOURCE MANAGEMENT

10. Have you been trained in Human Resource Management?

YES () NO () DON'T REMEMBER ()

11. How do you rate your level of knowledge in the following Human Resource Management aspects.

Human Resource Management Aspects	Excellent	Good	Average	Below average	Poor
Staff Recruitment					
Staff Appraisal					
Communication					

12. State briefly how your knowledge in Human Resource Management influence your employability.

.....

SECTION E – TRAINING IN MARKETING

13. Have you been trained in Marketing?

YES () NO () DON'T REMEMBER ()

14. How do you rate your level of knowledge in the following Marketing aspects.

Marketing Aspects	Excellent	Good	Average	Below average	Poor
Networking					
Marketing Strategy					
Benchmarking					

15. State briefly how your knowledge in marketing influence your employability.

.....

SECTION F: EMPLOYABILITY

16. Please indicate your current employment status. Tick as appropriate

- Employed ()
- Employed and studying ()
- Studying ()
- Volunteering ()
- Unemployed ()

17. State your immediate employment plan.

- Seek for employment in the formal sector ()
- Seek for employment in the informal sector ()
- Become self employed ()
- Study ()
- Not sure ()
- Have no plans ()

18. State your future employment plan (Beyond one year from now).

- Seek for employment in the formal sector ()
- Seek for employment in the informal sector ()
- Become self employed ()
- Study ()
- Not sure ()
- Have no plans ()

THANK YOU VERY MUCH FOR YOUR RESPONSES AND PATIENCE

Appendix 3: Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>
10	10	220	140	1200
15	14	230	144	1300
20	19	240	148	1400
25	24	250	152	1500
30	28	260	155	1600
35	32	270	159	1700
40	36	280	162	1800
45	40	290	165	1900
50	44	300	169	2000
55	48	320	175	2200
60	52	340	181	2400
65	56	360	186	2600
70	59	380	191	2800
75	63	400	196	3000
80	66	420	201	3500
85	70	440	205	4000
90	73	460	210	4500
95	76	480	214	5000
100	80	500	217	6000
110	86	550	226	7000
120	92	600	234	8000
130	97	650	242	9000
140	103	700	248	10000
150	108	750	254	15000
160	113	800	260	20000
170	118	850	265	30000
180	123	900	269	40000
190	127	950	259	50000
200	132	1000	278	75000
210	136	1100	285	100000

Note.—*N* is population size. *S* is sample size.

Table for Determining Sample Size from a Given Population by Krejcie & Morgan (1970)

Appendix 4: Letter from University to undertake research



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
KISUMU CAMPUS

Our Ref: UON/CEES/KSM/4/13

Your Ref:

Telephone: 057-2021534 Ext. 28626

University of Nairobi Plaza
Oginga Odinga Street,
P.O. Box 825,
KISUMU, Kenya.

14th July, 2014

TO WHOM IT MAY CONCERN

RE: MAKANGA PHOEBE NAOMY - REG NO: L50/60501/2013

This is to confirm to you that the above named **Makanga Phoebe Naomy** is a student of the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education undertaking Masters in Project Planning and Management in Kisumu Campus and she has successfully completed her course work and examinations as required.

In partial fulfilment of the requirements for the Masters in Project Planning and Management, **Phoebe** is undertaking research for her Masters Project. We therefore request you to allow her access the data/information she may need for the purpose of her study. Any assistance, information or data collected is needed for academic purposes only and will therefore be treated in strict confidence.

We would appreciate any assistance that may be given to her to enable her carry out the study.

Thank you.

Dr. Raphael O. Nyonje, PhD
RESIDENT LECTURER
KISUMU CAMPUS



ISO 9001: 2008 CERTIFIED

The Fountain of Knowledge Providing Leadership in Academic Excellence

Appendix 5: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/4006/3571

11th November, 2014


Phoebe Naomy Makanga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The influence of Kenya Youth Empowerment Project (KYEP) on graduates perceived employability,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **12th December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

- On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

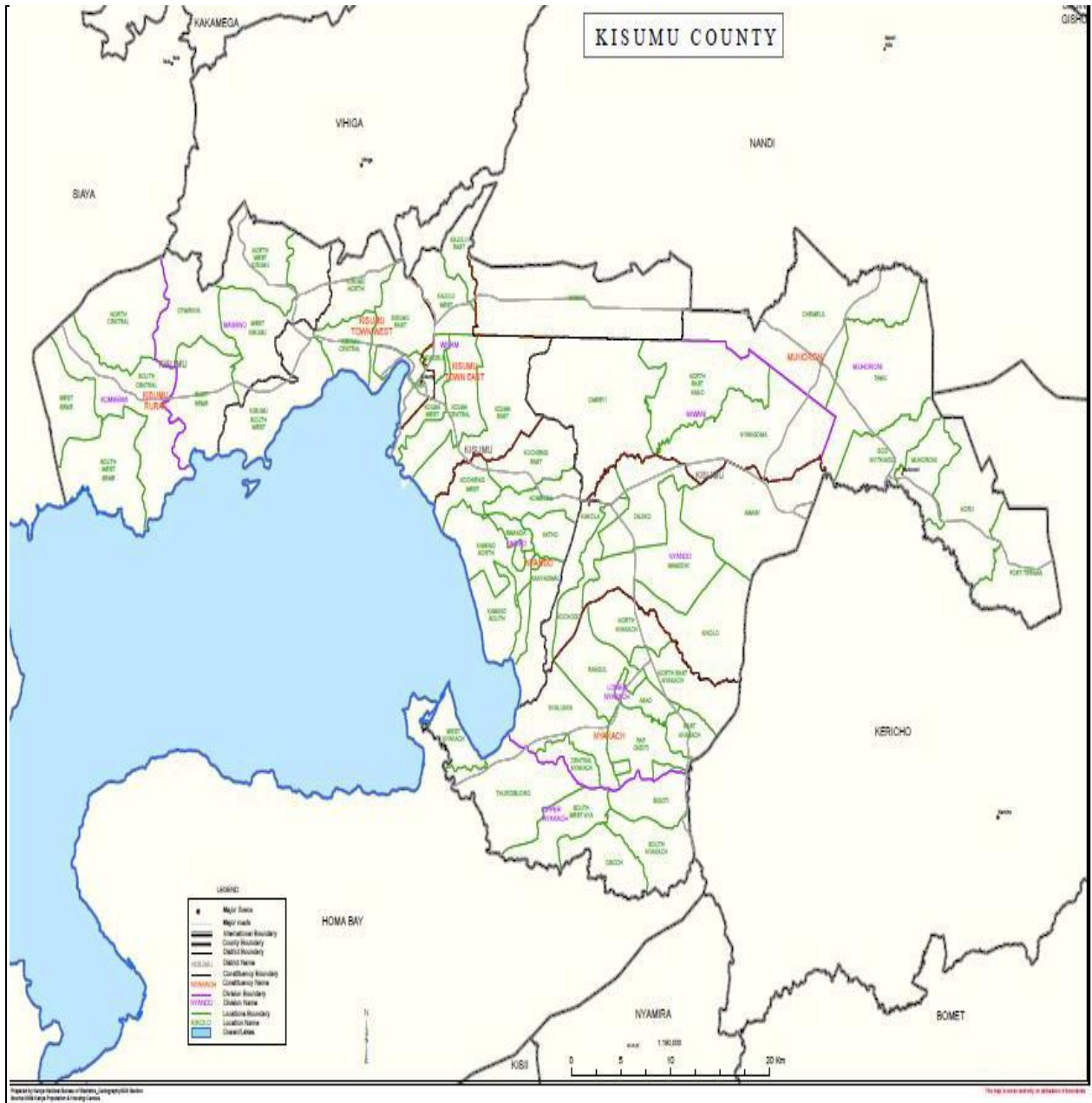
The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix 7: Map of Kisumu County (Administrative/Political Boundaries)



Source: Kenya National Bureau of Statistics, 2010

Appendix 8: Time Schedule

This section details the activities undertaken throughout the proposed study which lasted for six months (March 2014 to August 2014).

S/NO.	Activity	Period in Months					
		Mar	April	May	June	July	Aug
1.	Problem formulation	■					
2.	Literature search and review	■	■				
3.	Proposal writing		■	■	■		
4.	Proposal defense				■		
5.	Questionnaire Design			■	■		
6.	Pre- testing of data collection instruments and Data collection					■	
7.	Data analysis					■	■
8.	Final project report writing						■
9.	Submission of report and final project defense						■

Appendix 9: Project Budget

Below is an estimation of the expenses incurred in the process of carrying out the study.

Particulars	Amount in KSH
Proposal development	
Internet services during literature review	5,000.00
Typing, printing and binding the proposal	4,000.00
Transport and subsistence	5,000.00
Piloting the data collection tools (transport and subsistence)	4,500.00
Sub-total	18,500.00
Data collection	
Printing and photocopying data collection tools	8,000.00
Transport during data collection	10,000.00
Subsistence during data collection	8,000.00
Sub-total	26,000.00
Project report preparation and presentation	
Data analysis	10,000.00
Typing and printing the report	4,000.00
Photocopying and binding	10,000.00
Sub-total	18,500.00
Total	69,500.00
10% Contingencies	6,950.00
Grand Total	74,450.00