

**ENTREPRENEURSHIP TRAINING AND DEVELOPMENT AND GROWTH OF
YOUTH ENTERPRISES: CASE STUDY OF YOUTH ENTERPRISE DEVELOPMENT
FUND (YEDF), KAJIADO NORTH CONSTITUENCY**

By

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**A Research Project submitted in partial fulfillment of the requirements for the degree of Master of
Science in Entrepreneurship and Innovations Management of The University of Nairobi.**

OCTOBER 2015

DECLARATION

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

Sign:

Date:

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

Sign:

Date:

Dr. James M. Njihia

DEDICATION

This work is dedicated to my dear wife, Joyce and my sons Francis and Daniel for their love, patience, encouragement, understanding and support which gave me the will and determination to pursue my post-graduate studies.

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor Dr. James Njihia for his invaluable guidance and support offered during the study. His availability, patience and helpful suggestions made this study possible.

I appreciate all my lecturers at the University of Nairobi, Department of Business Administration for laboring to impart knowledge in me.

I also wish to thank the chief executive officer of YEDF for allowing me to conduct research and access necessary information from their offices.

Finally I acknowledge the support given by Shadrack Kole who is the youth officer in Kajiado North Constituency and input of all the youth who accepted to participate in this research.

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ABSTRACT

An important aspect of economic growth in any given nation is the entrepreneurs who promote change and initiate development activities. Due to the inability of large organizations to create enough employment opportunities for our youth, the SME sector has received considerable attention. In 2006, the government being cognizant of the dangers posed by youth unemployment established the Youth Enterprise Development Fund with the main aim of reducing youth unemployment. The fund has established a unit known as Enterprise Development Unit whose main work is building capacity of youth enterprises that have either benefited directly or indirectly from the fund through entrepreneurship training. The main issue of concern in the development of youth enterprises is the generally high failure rate. The purpose of this research project was to evaluate the current youth entrepreneurship programs to establish the effectiveness in ensuring beneficiaries are well equipped to start and run viable ventures. The study established that the quality of training being given to the youth does not result to significant growth and development of the youth enterprises. There is therefore need to revise the curriculum used by YEDF to include other training areas such as internship and mentorship in order to improve performance and survival rates of the enterprises.

Keywords: *Youth, entrepreneurship training, enterprise growth and development.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In many developing economies with high levels of young people, formal employment opportunities are not enough to absorb all youth entering the job market from schools and institutions of higher learning. Young people aged between 15 and 25 years are thought to represent over 60% of Africa's total population and account for 45% of the total labor force. With an estimated 12.6 young Africans entering the labor market each year, the youth also account for 60% of all the unemployed in the continent (Buruku, 2015). In an era marked by profound technological change young people must prepare for a future in which rapid innovation is accompanied by the passing of traditional social norms such as career paths and job security (Ward, 2004). With high unemployment, public sector retrenchment, downsizing on corporations and other restructuring programmes in many countries, self employment and small enterprise promotion are high on the agenda of virtually every country (Manu and Nelson, 2002). In the aftermath of the global financial crises, youth employment has been recognized as one of the major challenges of our times (Brixiova, 2014).

Entrepreneurship is a critical input for socio-economic development. Sociological theories such as theory of religious beliefs have been referred to in this study. According to Max Weber, entrepreneurship is a function of religious beliefs and impact of religion shapes the entrepreneurial culture. The human capital theory which has education and experience as the

underlying factors has also been used in this study. The theory of reasoned action as advocated by Ajzen and Fishbein (1975) was also applied in this research.

The establishment of new ventures is likely to have positive impact on youth employment and economic growth. This is due to the fact that it provides youth with an opportunity to build sustainable livelihoods and to integrate into society. It has been established that self-employed youth have higher life satisfaction than youth in the same age group and are more likely to hire fellow youths (Simpson and Christensen, 2009). Entrepreneurship development improves quality of life and contributes to a more even distribution of income. This is due to the fact that entrepreneurs are focused on the immediate environment they live in and therefore if they prosper, the communities in which they operate prosper as well (Manu, 2002). In an economy where job creation is the panacea for most societal problems, it is important that young people should appreciate the need to become enterprise developers and not merely job seekers (Owualah et al, 2008). Micro and small enterprises are the biggest employment creators in both industrialized and emerging economies (ILO, 2014).

1.1.1 Concept of Entrepreneurship

Like other economic concepts, entrepreneurship has been a subject of much debate and discussions. Hence it is defined differently by different authors. While some call entrepreneurship as “risk bearing” others view it as “innovating” and yet others consider it “thrill-seeking” (Saleemi, 2009). The development of the entrepreneurship concept parallels to a great extent the development of the term itself. The word “entrepreneur is a loanword from French, meaning “between-taker” or “go-between” (Hisrich et al, 2007). Entrepreneurship has

been defined in many ways but no universal definition has emerged. It has been researched by many scholars drawn from various disciplines. The key contributors to the debate are mainly drawn from economics, psychology, sociology, history, anthropology and business administration and each of them attempts to define entrepreneurship from own perspective and thereby making search for a common definition difficult. However, there are a few areas of agreement in that they all seem to concur that entrepreneurship involves risk taking, uncertainty, creativity, innovation and opportunity recognition. In general terms entrepreneurship can be regarded as the ability to recognize an opportunity to create value and the risk taking process to act on the opportunity.

1.1.2 Youth and Entrepreneurship

Internationally there is no generalized definition of the term youth as each country has established its own definition based on different cultural, social and economic influence and backgrounds (White and Kenyon, 2001). The United Nations defines youth as persons between 15 and 24 years. The World Health Organization identifies three categories of youth; adolescents (10-19 years), youth (15-24 years) and young people (10-24 years). The African Union considers youth as persons between 15 and 34 years (Kimando et al, 2012). In Kenya, youth refers to young people falling within the age bracket of 14 to 35 years and youth enterprises are those firms owned and managed by the youth. The country has a youthful population with about 73% being under 30 years of age. The youth aged between 15 and 35 years account for about 38% of the population (Sessional Paper, 2012). Youth entrepreneurship involves acquainting young people and students with the opportunities of small business employment and ownership (Ringa and Kyalo, 2013).

1.1.3 Entrepreneurship Training

In recent years entrepreneurship training and education has grown significantly especially in entrepreneurial countries such as the U.S, Canada and Australia. This growth is reflected in the development of many new curricula and study programmes. Entrepreneurship training is crucial in assisting young people to develop entrepreneurial skills, attitudes and behaviors as well as create awareness to realize entrepreneurship as a worthy career option. Lack of experience and skills lead to high percentages of youth enterprises failing during the start-up phase. School environments often do not adequately introduce young people to the concept of entrepreneurship and self-employment as a career option. In Kenya most of the institutions providing entrepreneurship and business development training suffer from inadequate capacity. They are therefore, unable to offer training in a wide range of trades. Consequently, potential entrepreneurs enter the sector ill-prepared to effectively run them to success, while the existing ones remain latent in their operations (Sessional Paper No.2, 2005). One of the key elements in improving the survival rate and performance of the enterprises is improving the management competencies of their owners/managers. This calls for creating access to affordable training and other business development services. The International Labour Organization's Start and Improve Your Business (SIYB) programme in China has trained five million entrepreneurs and created over 2.3 million new jobs in the last 10 years (ILO, 2014).

Education policy makers have in recent times tried to re-orient education and training systems to prepare trainees for a situation where formal wage employment may not exist. The International Labour Organization has developed the "Know About Business" package, a set of training materials for entrepreneurship education. The package seeks to develop entrepreneurial skills to

prepare participants not only to establish own enterprises but also work productively in SME sector (Manu et al, 2002). Parents, educators and entrepreneurial role models play a role in preparing young people for a life of purpose in which they are aware of and can draw on their talents and abilities (Ward, 2004).

1.1.4 Enterprise Growth

An entrepreneurial venture that is properly established and well managed will naturally grow. One of the defining factors of a good entrepreneurial idea is its potential growth (Gathungu, 2012). Growth may be gradual, or fast depending on factors such as market forces, social-cultural environment and management competency. Growth of an enterprise may take several forms including increased sales, opening branches, introduction of new products or services and diversification. Introducing a new product into an existing market provides the opportunity to take market share from competitors (Hisrich et al, 2007). Business growth may be measured in terms of employment, assets value, sales turnover or market share. Enterprise success in Amish society of North America is measured by businesses that do not fail for financial reasons. Success is not defined by profitability and growth, but by the survival and sustainability of enterprises as well as healthy closures which involve selling the business or closing when owner retires after years of successful operation (Donald et al, 2011).

Major constraints to expanding the small enterprise sector in Kenya appear to be lack of capital, infrastructure, and managerial skills (Gichira, 1997). The absence of technical support on how to run and grow a business within the African context, with all its regulatory, logistical and infrastructural requirements is quite a challenge (Buruku, 2015). A research conducted in

Uganda revealed that there was a low level of formal business registration mainly due to the bureaucratic process of registration and the costs attached to it. Growth requires careful analysis of the prevailing situations and conditions since if not well managed can lead to demise of the enterprise. The capacity to scan business environments can be enhanced through proper training. Entrepreneurs must take the initiative to improve their small enterprises by improving their managerial skills through training (Gichira, 1997).

1.1.5 YEDF in Kajiado North Constituency

In 2006, the government being in cognizant of the dangers posed by youth unemployment established the YEDF with the main aim of reducing youth unemployment. The focus of the fund is on enterprise development as a key strategy that should increase economic activities.

The fund has established a unit known as Enterprise Development Unit whose main work is building capacity of youth enterprises that have either benefited directly or indirectly from the fund through entrepreneurship training. It is also mandated to promote networking among youth entrepreneurs and foster partnerships with learning institutions and business development services providers for capacity building. The fund through regional offices was able to conduct entrepreneurship training for 45,000 youth during financial year 2013/14.

As per the county government structure, Kajiado North constituency has five wards, namely; Olkeri, Ngong, Oloolua, Ongata Rongai and Nkaimurunya. The total population in Kajiado North constituency was 202,651 as per the 2009 census. The population of young people between age 15 and 35 was 115,363, or 56.9% of the total population (Kenya National Bureau of Statistics, 2011).

The YEDF's office in Kajiado North constituency was opened in 2007 and operated at the district commissioner's offices until 2013 when it was moved to the youth empowerment centre situated at the Ngong stadium. The office coordinates the activities of the fund in the entire constituency and is manned by one officer. The products being provided by the fund include; Rausha loan giving a maximum of 50,000/= and targeting start up group businesses, Inua for business expansion with a limit of 100,000/=:, Special loans targeting projects in agriculture, livestock and other seasonal businesses, maximum available is 400,000/= repayable in 24 months. Other products are Vuka, LPO financing, bid bonds and hatcheries loans.

The basic conditions to qualify for the funds include; being a member of and recommended by a group of at least eight members, the group must be registered with relevant government body, group membership must be at least 70% youth (18-35years) and the leadership 100% youth and must have an active bank account. The group must undergo a basic training in business development and entrepreneurship before applying for the loans. The training is carried out by the constituency officer or staff from YEDF. The constituency office acknowledges there are challenges in recovering the loans and there instances they seek intervention of the provincial administration to assist in the process.

1.2 Research Problem

Entrepreneurship training is a process through which young people acquire a broad set of competencies which help them to be creative and self-confident in whatever they undertake as it offers them the tools to think creatively and to be effective problem solvers. It is a process of equipping learners with an enhanced capacity to generate ideas and the skills to make them

happen. Entrepreneurship training extends beyond knowledge acquisition to a wide range of emotional, intellectual, social and practical skills (E.U Commission, 2009). Entrepreneurship training is crucial in assisting young people to develop entrepreneurial skills, attitudes and behaviors as well as create awareness to realize entrepreneurship as a worthy career option.

The motive for enterprise development originates from the enterprise's aim of being successful and well positioned. The enterprise should therefore lead towards the higher level of success and towards higher prosperity of the owners (Belak, 1997). Scientists and researchers have established different models of enterprise development. One of the most common models is an analogy of enterprise life cycle built on the product life cycle comprising of the initiation, growth, maturity and decline phases. Growth of an enterprise may take several forms including increased sales, opening branches, introduction of new products or services and diversification. Introducing a new product into an existing market provides the opportunity to take market share from competitors (Hisrich et al, 2007).

The youth constitute a very high percentage of unemployment cases in Kajiado North and this phenomenon manifests itself through high cases of crime and drug abuse especially in major towns such as Ngong and Ongata Rongai. As at May 2015, 238 youth enterprises had received support from the constituency youth enterprise scheme (C-YES). However, the fund continues to experience massive loan default and many of the beneficiaries have not realized their full potential.

An evaluation of an entrepreneurship training programme in Uganda found out that training actually had a big positive impact on the SME entrepreneurs (Uganda Investment Authority, 2010). The Microenterprise Fund for Innovation, Effectiveness, Learning and Dissemination (FIELD) conducted an extensive research into the types of training and technical assistance provided by microenterprise programs across USA. The research revealed that although more than 90% of all microenterprise programs provide training and technical assistance, there are few resources available to help implementers improve their services or assess efforts gained against best practice standards (Candace, 2002). Recent studies by the Global Entrepreneurship Monitor found out that while entrepreneurship rates in Sub-Saharan Africa are high, the majority of entrepreneurs are driven by necessity rather than opportunity (Brixiova, 2014). A thorough investigation of problems faced by small enterprises on a daily basis should be done in order to modify current management technique (Gichira, 1997). A research conducted in Githunguri revealed that lack of adequate and appropriate market research is a frequent cause of failure among youth enterprises. All the respondents expressed the desire for training that would enable them improve their businesses, but most enterprises experienced growth even though the respondents had never received any training on entrepreneurship (Njoroge, 2013). A research on the current curricula on youth entrepreneurship training revealed that different training institutions are not reading from the same script as far as training potential youth entrepreneurs is concerned (Rori et al, 2011). An analysis of YEDF repayments rates in Central and Nyanza provinces indicated that the businesses or projects initiated by the youth were not servicing their loans well (Mburung'a, 2014).

Many individuals from different economic, social and educational backgrounds become entrepreneurs without undergoing any training while others do so only after training (Gichira, 1997). The youth access funds as individuals or groups after being taken through some entrepreneurial training. This research sought to find out if entrepreneurship training has positive influence on the youth's ability to grow and develop their enterprises.

1.3 Research Objectives

The general objective of this research was to establish the relationship between entrepreneurship training and performance of youth enterprises under the YEDF in Kajiado North constituency.

The specific objectives were;

1. To establish level and quality of entrepreneurship training.
2. To establish the level of growth and development of youth enterprises.
3. To establish the relationship between quality of entrepreneurship training and level of enterprise growth and development.

1.4 Value of the Study

The issue of massive loan default and failure of many youth enterprises to realize their full potential is of concern to government and other stakeholders seeking to empower the youth. The study will therefore attempt to give insights on how youth can be more prepared to effectively use the fund to improve their lives while at the same time reducing risk of losing public funds.

The study will guide future empirical research by other researchers and academicians on entrepreneurship training and youth enterprises. This will contribute to an accumulation of knowledge and experience.

The study will also enable government and especially the fund managers to ascertain whether the desired objectives of the fund are being realized. The findings may be applied by government to develop relevant interventions to facilitate growth and development of youth enterprises.

The youth will gain from the study after establishing whether the training programs address their specific needs which would enable them grow and develop their enterprises. The research will also form a basis for evaluating performance of the trainers engaged by the fund.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of relevant literature on entrepreneurship training, growth and development of youth enterprises from the global and Kenyan perspectives.

2.1 Theoretical Background

Various writers have developed several theories on entrepreneurship and popularized the concept.

2.1.1 Theory of Reasoned Behaviour

Theory of reasoned behavior as advocated by Ajzen and Fishbein (1975) declare that behavior is influenced by one's intention to engage in that behavior. This implies intention comes before actual behavior and can therefore be compared to the training facilities by government institutions (Ringa and Kyalo, 2013). This theory recognizes that factors such as norms or expectations of other people influence of attitude on behavior. This means that whenever a person's attitudes lead him to do one thing but the relevant norms suggest he should do something else, both factors influence his behavioral intentions. Human behavior is goal-seeking, people try to achieve objectives or goals which when readied will satisfy their needs. For example, food will satisfy the hunger need (Graham and Bennett, 1995). Applying a behavioral approach enables understanding youth entrepreneurship as it is easier to observe what and how

people do as opposed to trying to identify their specific entrepreneurial traits and qualities implying that entrepreneurship is inborn and cannot be learnt.

2.1.2 Human Capital Theory

Empirical studies show that human capital factors are positively related to becoming entrepreneurs. According to Becker (1975), the knowledge gained from education and experience represents a resource that is central to understanding of opportunity identification and exploitation. Human capital approach emphasizes behavioral aspects of skills, innovation and risk-taking for developing and managing new enterprises (Dejaeghere, 2014). Identification of specific youth needs and designing of youth oriented learning programmes, including extra-curricular training is critical in creating jobs through enterprise development (United Nations, 2014). Creating entrepreneurial societies starts with education that fosters creativity, problem solving skills, positive risk-taking and enterprising mindsets for young people. Young people often lack necessary skills to develop their business ideas, such as preparing market analysis, differentiating products from competition, preparing cash-flow statements and presenting a case for financial support. (White and Kenyon, 2001). This theory will be important in this study since previous research has indicated that many individuals from different economic, social and educational backgrounds become entrepreneurs without undergoing any training while others do so only after training (Gichira, 1997).

2.1.3 Sociological Theory

Socio-cultural factors have significant influence on entrepreneurship. Sociological theory avers that individuals have no self drive but are driven by social background. According to Saleemi

(2009), no universal theory can be developed for all cultures. The experiences of people could influence their thoughts and actions so they want to do something meaningful with their lives. Entrepreneurs have been shown to be particularly sensitive to peer pressure and general social norms in the community, as well as pressures from their competitors. The differences between entrepreneurs in different types of communities and in different countries reflect the general norms and values of communities and countries involved (Hisrich et al, 2007). Entrepreneurship is likely to get a boost in a particular social culture. Society values, religious beliefs, customs, taboos influence the behavior of individuals in a society. (Saleemi, 2009). For example, a pork trader is bound to face difficulties doing business in coast and north eastern regions in Kenya which are largely inhabited by muslim community who do not consume pork owing to their religious beliefs.

2.1.4 Psychological Theory

According to psychologists, entrepreneurship is most likely to emerge when a society has sufficient supply of individuals possessing particular psychological characteristics. An entrepreneur is more than someone who just invests money or manages a business. He must be someone who initiates an undertaking, a self-starter, willing to come out of his comfort zone and overcome his fears and weaknesses (Kiunga, 2009). People with certain set of psychological traits such as risk taking, innovativeness and tolerance for ambiguity have a tendency to exhibit some degree of entrepreneurship. This view holds that entrepreneurs are born with certain traits that predispose them to become entrepreneurs.

2.2 Entrepreneurship Training

According to Ward (2004), emotional intelligence and enterprise skills now form part of a fundamental skill-set which has been given prominence in traditional training curriculum designed towards a job market. Young people need to be equipped with skills and qualities that will enable them to function well as productive citizens. Enterprise skills are a composite skills, attributes, qualities and beliefs acquired through the combination of curriculum-based learning, observation of role models and life experience. The young people should learn entrepreneurship as a preparation for life and not just for carrier progression alone. The subject of entrepreneurship has received scant attention in schools. This is an area that provides fertile ground for the development of school, enterprise and community partnerships, through the exposure of students to mentors and entrepreneurial role models.

The International Labour Organisation has developed a set of entrepreneurship training materials drawn on a successful experience in the field. The “Know About Business” package seeks to develop entrepreneurial skills and in the process prepare participants not only to establish their own enterprises but also to work productively in small and medium enterprises. The overall objective of the package is to contribute towards the creation of an enterprise culture in a country or society (Manu et al, 2002). The primary form of technical and entrepreneurial training among the Amish people in North America is apprenticeship. After youth end their formal education at 14 years, they begin informal apprenticeships where they work for pay under the supervision of experienced adults. The program enables the community to provide youth with skills needed to succeed and consequently the Amish businesses have a success rate above 90%, which is higher than that of other American small businesses (Donald et al, 2011). The success of Amish

enterprises challenges the results of previous studies that underscore the necessity of education, technological expertise and an urban setting for business success.

The Microenterprise Fund for Innovation, Effectiveness, Learning and Dissemination (FIELD) created a series of best practice training modules to facilitate effective training. The topics covered include; finding and assessing training clients, basic training for micro entrepreneurs, planning curriculum, consulting, coaching and mentoring for micro entrepreneurs. Training is effective with respect to both positive business outcomes and personal growth associated with entrepreneurship. Evidence of training effectiveness creates a thirst for more knowledge and deeper insights into those factors that make it effective (Candace, 2002).

A critical aspect which needs to be well looked into if entrepreneurship is to be promoted in Africa relates to the content of training (Nafukho, 1998). While cultural background and personality are important, modern entrepreneurship training proceeds on the precept that given a minimum of certain personal qualities anyone can be trained to become an entrepreneur. In Kenya youth entrepreneurship training is placed in the hands of several stakeholders including financial institutions, the YEDF, Kenya Institute of Business Training and National Youth Service. The institutions use different curricula but the most comprehensive is the 2007 Business Skills Entrepreneurship Development Training Manual. The curriculum has five modules including introduction to Micro and Small Enterprise, Entrepreneurial process, Motivation and Business Skills Development, Spotting Business Opportunities and Environmental Awareness. The curriculum is comprehensive enough to produce a commercial-oriented individual but not necessarily an entrepreneur able to run a business with a human face (Rori et al, 2011).

2.3 Growth and Development of Enterprises

The establishment of new ventures is likely to have positive impact on youth employment and economic growth. This is due to the fact that it provides youth with an opportunity to build sustainable livelihoods and to integrate into society. It has been established that self-employed youth have higher life satisfaction than youth in the same age group and are more likely to hire fellow youths (Simpson and Christensen, 2009). Entrepreneurship development improves quality of life and contributes to a more even distribution of income. This is due to the fact that entrepreneurs are focused on the immediate environment they live in and therefore if they prosper, the communities in which they operate prosper as well (Manu, 2002). There is an entrepreneur in youth who, given a nurturing and stimulating training can contribute to economic growth, community development, individual well-being and social mobility, regardless of whether the individual launches an enterprise (Taylor, 2008). Assisting young people develop own enterprises and facilitating them to be successful removes them from the shrinking job market and also enables them create jobs for others. As more people create their own and other jobs through self-employment and new business formation, the number of unemployed youth should decrease. It is the thousands of anonymous small firms which employ fewer than 20 employees that are the primary job providers in urban areas and also provide a major share of new jobs in the rural areas as well (Manu et al 2002).

However there is need to promote development of youth enterprises as a genuine alternative for young people to achieve financial reward and work satisfaction as opposed to a way of escape from negative consequences of unemployment. Prior research has revealed that most people young people do not consider themselves potential entrepreneurs yet governments increasingly

seek to empower the youth to become entrepreneurial especially those currently not in employment. White and Kenyon (2001) advised that in certain situations and conditions youth enterprise development should not be promoted especially when it is only concerned with “keeping young people busy” or where it sets up the youth for failure by not providing sufficient support. There are many paths to business ownership, some people act impulsively, seizing an unexpected opportunity others inherit the responsibility and many, especially in economically depressed rural areas, choose self-employment out of necessity as it is the only option for moving beyond the minimum wage labour (Candace, 2002). One of the defining factors of a good entrepreneurial idea is its potential growth (Gathungu, 2012). Growth may be gradual, or fast depending on factors such as market forces, social-cultural environment and management competency. Growth of an enterprise may take several forms including increased sales, opening branches, introduction of new products or services and diversification. Introducing a new product into an existing market provides the opportunity to take market share from competitors (Hisrich et al, 2007).

2.4 The Relationship between Entrepreneurship Training and Enterprise Growth and Development

Entrepreneurship training focuses on the development and application of an enterprising mindset and skills in setting up a new venture or growing an existing business (European Commission, 2009). Enterprise development in communities without a tradition of entrepreneurship should be a long-term process carried out in stages from preferably from school (Owuolah et al, 2008). Entrepreneurship training is necessary for development and growth of enterprises. Poor management is a major cause of enterprise failure which can be corrected through proper training

(Njoroge et al, 2013). Entrepreneurship training creates an enabling environment for youth to engage in entrepreneurial activities (Buruku, 2015).

In Kenya most of the institutions providing entrepreneurship and business development training suffer from inadequate capacity. They are therefore, unable to offer training in a wide range of trades. Consequently, potential entrepreneurs enter the sector ill-prepared to effectively contribute to its success, while the existing ones remain latent in their operations (Sessional Paper No.2, 2005). One of the key elements in improving the survival rate and performance of the enterprises is improving the management competencies of their owners/managers. This calls for creating access to affordable training and other business development services. The International Labour Organization's Start and Improve Your Business (SIYB) programme in China has trained five million entrepreneurs and created over 2.3 million new jobs in the last 10 years (ILO, 2014).

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covered include; finding and assessing training clients, basic training for micro entrepreneurs, planning curriculum, consulting, coaching and mentoring for micro entrepreneurs. Training is effective with respect to both positive business outcomes and personal growth associated with entrepreneurship. Evidence of training effectiveness creates a thirst for more knowledge and deeper insights into those factors that make it effective (Candace, 2002).

2.5 Summary of the literature review

The literature review indicates that entrepreneurship training plays a significant role in entrepreneurial activities. However, different training institutions are not reading from the same script as far as training potential youth entrepreneurs is concerned. There is need to evaluate the content and techniques of entrepreneurship training for relevance. Although several researchers have recognized the influence of training in establishment of new enterprises, there exists little information on the impact of entrepreneurship training offered to beneficiaries of the YEDF on the development and growth of the enterprises.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research methodology to be used in the research. It consists of research design, target population, sampling method, data collection and analysis. In this study we will explore how efforts of entrepreneurship training have impacted the growth and development of youth enterprises in Kajiado North constituency.

3.1 Research Design

The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004).

The study adopted a cross-sectional descriptive design to collect data from members of the population considering entrepreneurship training and enterprise growth and development as the various variables. The research design was appropriate since the study sought to describe the quality of entrepreneurship training and characteristics of the youth groups.

3.2 Population

The population comprised of the 238 youth enterprises financed by the YEDF in Kajiado North Constituency. The necessary information relating to the groups was obtained from the fund's constituency office located in Ngong town. A request to access information had been submitted to the fund's head office and authority granted.

3.3 Sampling

An optimum size of sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility (Kothari, 2004). A stratified random sampling method was applied in order to ensure the sample had same composition and characteristics as the population. Since it was not possible to administer the research questions to all the youth enterprises, 10 youth enterprises were randomly obtained from each of the five political wards to form an overall sample comprising 50 youth enterprises. The sample was considered adequate as it ensured every entity out of the target population of 238 enterprises had an equal chance of being selected.

3.4 Data Collection

The study utilized both primary and secondary data. The primary data was collected through structured questionnaires as the only convenient means of data collection. The questionnaires were disbursed face to face to the owners or managers of the enterprises. Sections of the questionnaire included; Enterprise details, Entrepreneurship training, Enterprise growth and Enterprise development. Secondary data was obtained from records at the constituency office of the YEDF located in Ngong town. A request to access information was submitted to the fund's head office and authority granted.

3.5 Data Analysis

After collection, data was analyzed in order to answer the research question. Analysis is a process of resolving data into its constituent components to reveal its characteristic elements and

structure. The aim is not just to describe data (Dey, 1993). The following table shows how data analysis was undertaken.

Table 3.1: Data Analysis

| Research Objectives | Data Analysis Techniques |
|--|--|
| Level and quality of entrepreneurship training | Documentation of data |
| Level of growth and development | Corroboration by evaluating alternative explanations |
| Relationship between entrepreneurship training and growth of enterprises | <ul style="list-style-type: none"> • Examining relationships and connection of data • Correlation analysis |

Descriptive statistics such as percentages were used to summarize the data. The correlation coefficient was used to determine relationships between dependent and independent variables.

3.6 Summary of research methodology

The chapter has discussed the methodology that was applied in the study and various methodology items and their application have been explained. The explanation of these methodology items followed the sequence: research design, population, sampling, data collection and data analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, RESULTS AND DISCUSSION

4.1 Introduction

The study took place in September and October 2015 with the objective of establishing the relationship between entrepreneurship training and performance of youth enterprises under YEDF in Kajiado North constituency. The study targeted a population of 238 enterprises with a respondent sample comprising 50 youth enterprises whereby all the respondents filled the questionnaires resulting to a 100% response rate. The response rate was achieved through repeated visits with the help of the youth officer to locate the owners and managers of the enterprises.

4.2 Basic Information on the Enterprises

The respondents provided following information regarding nature of their enterprises and the duration of operation.

4.2.1 Nature of Enterprises.

The following table shows various form of business ownership being carried out by the youth.

Table 4.1: Nature of Enterprises

| Forms of Business Ownership. | Number of Respondents. | Percentage |
|-------------------------------------|-------------------------------|-------------------|
| Sole proprietorships | 35 | 70% |
| Partnerships | 8 | 16% |
| Limited companies. | 3 | 6% |
| Other forms | 4 | 8% |
| Total | 50 | 100% |

The data reveals that sole proprietorship is the dominant form of business ownership among the youth in the constituency. These forms of enterprises are likely to encounter numerous challenges in pursuit of growth and development since they are mainly dependent on the ability of the single owner.

4.2.2 Duration of Existence

The collected data revealed following details in relation to the periods the enterprises have existed.

Table 4.2: Duration of Existence

| Years of existence. | Number of businesses. | Percentage. |
|----------------------------|------------------------------|--------------------|
| Not yet started. | 2 | 4% |
| Less than 1 year. | 16 | 32% |
| 1-2 years. | 18 | 36% |
| 3-4 years. | 9 | 18% |
| 4-5 years. | 2 | 4% |
| Over 5 years. | 3 | 6% |
| Total. | 50 | 100% |

The research revealed that most of the enterprises the youth were engaging in had only been in existence for less than two years. The YEDF started training and disbursing funds to the youth in the year 2007 and since only 6% of the sampled enterprises have been in existence for more than five years, the training offered might not have been effective in development of the enterprises. The research also reveals that only 2% of those who have attended training had not started their

business. This shows that very few youths are cautious and would seek advice, help and information on respective ventures, sources of finance and business management before making the decision to venture.

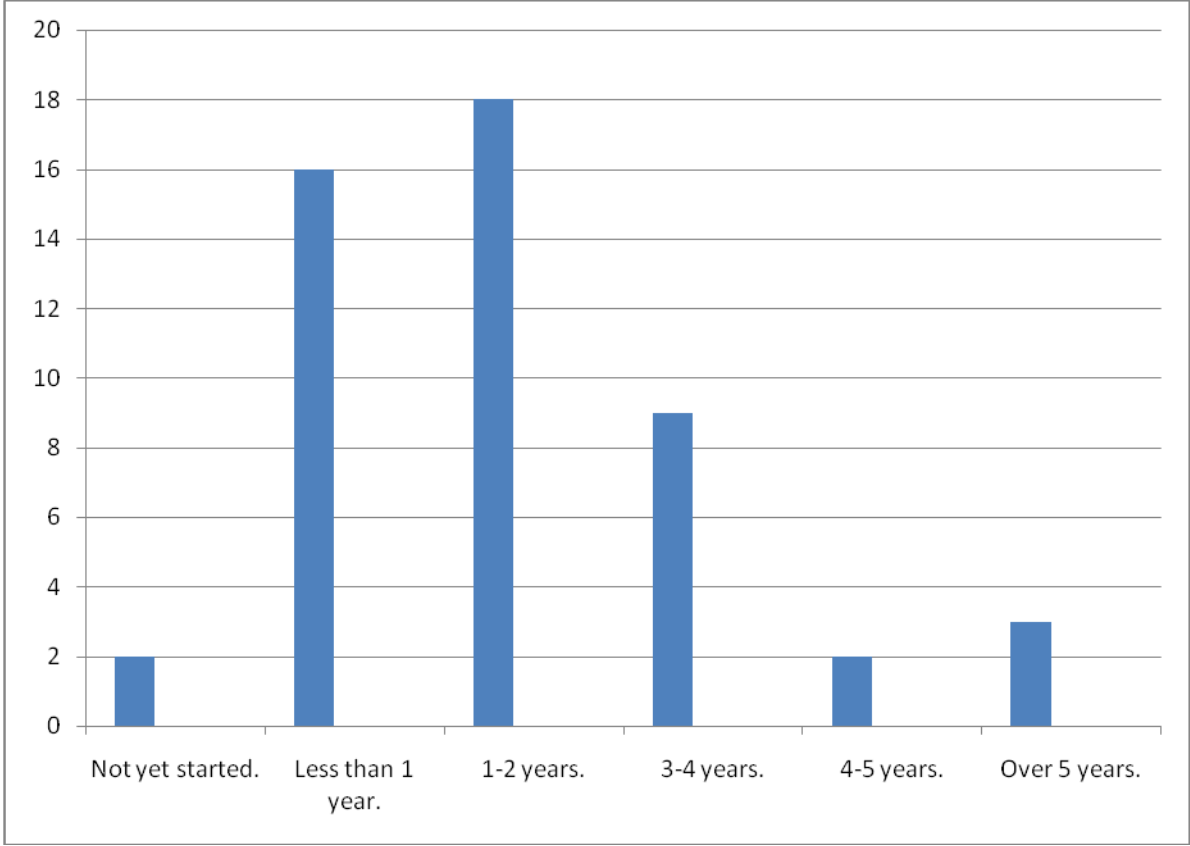


Figure 4.2: Duration of Existence

4.3 Entrepreneurship Training

The research focused on the following aspects of the entrepreneurship training provided by YEDF to the beneficiaries of the fund;

4.3.1 Reasons for Attending Training

The following analysis shows various reasons as to why the youth decided to seek for training.

Table 4.3: Reasons for Attending Training

| Reasons for seeking training. | Number of respondents. | Percentages. |
|---|-------------------------------|---------------------|
| Capacity building. | 5 | 10% |
| To obtain youth fund. | 4 | 8% |
| To get business knowledge and sharpen skills. | 27 | 54% |
| To expand business. | 5 | 10% |
| Other reasons. | 9 | 18% |
| Total. | 50 | 100% |

The research revealed that most youths who undertook the training wanted to get business knowledge and sharpen skills. This is indicated by 54% of the response. However it was noted that some youths had no clear and precise reasons for attending the training.

4.3.2 Trained Before or After Starting Business

The research revealed that some youths undertook the training before, after while some undertook the training before and after starting the business.

Table 4.4: Time of Training

| Point at which training took place | Number of businesses. | Percentages |
|---|------------------------------|--------------------|
| Before. | 17 | 34% |
| After. | 17 | 34% |
| Before and after. | 16 | 32% |
| Total. | 50 | 100% |

The analysis revealed that an almost equal number of youth sought training before and after commencing their enterprises. This is meant to prepare them with necessary information before they venture into entrepreneurship and also address the challenges encountered during their operations.

4.3.3 Training Time Period

The table below shows the length of time taken to conduct the training programs.

Table 4.5: Duration of Training

| DURATION | Number of Youths. |
|---------------------|--------------------------|
| Less than a day. | 22 |
| 1 day. | 22 |
| 4 days. | 1 |
| More than one week. | 3 |
| Non response. | 2 |

It was noted that duration of the training was rather short as most of them were in attendance for one day. This is not sufficient to allow the trainers cover all the relevant areas of training and therefore raises doubt as to how effective the training programs are.

4.3.4 Key Training Areas

The following analysis shows various training areas the respondents say they had covered during the training programs.

Table 4.6: Key Training Areas

| Training Area | No. of Respondents | Percentage % |
|----------------------------|---------------------------|---------------------|
| Entrepreneurship | 22 | 44% |
| Marketing | 4 | 8% |
| Business Proposals & Plans | 7 | 14% |
| Business Records | 5 | 10% |
| Customer Care | 2 | 4% |
| Group Formation | 3 | 6% |
| Self Esteem | 1 | 2% |

| | | |
|------------------------|-----------|-------------|
| Business Management | 3 | 6% |
| Enterprise Development | 1 | 2% |
| No Response | 2 | 4% |
| Total | 50 | 100% |

It was observed that 44% of the respondents could not identify the specific areas of entrepreneurship they were trained in and they had also not been issued with certificates showing the areas covered during the training. This shows the training might not have achieved the desired results.

4.3.5 Quality of Training

In order to assess quality of the entrepreneurship training, the study considered the level of satisfaction expressed by the youth as follows;

Table 4.7: Quality of Training

| Level of satisfaction. | Score | Number of Respondents | Percentage | Total Scores |
|------------------------|--|-----------------------|-------------|--------------|
| Very satisfied. | 5 | 0 | 0% | 5 |
| Satisfied. | 4 | 35 | 70% | 140 |
| Neutral | 3 | 13 | 26% | 39 |
| Dissatisfied. | 2 | 1 | 2% | 2 |
| Very dissatisfied. | 1 | 1 | 2% | 1 |
| Totals. | | 50 | 100% | 187 |
| Average Score | $187 \div 50 = 3.74$ | | | |

An average score of 3.74 on the level of satisfaction indicates the quality of training was satisfactory in respect to expectations of the trainees. 70% of the respondents demonstrated that they were satisfied.

4.3.6 Level of Training

The level of training was based on how the respondents rated competence of their trainers.

Table 4.8: Level of Training

| Rating of trainers | Score | Number of Respondents | Percentages | Total Score |
|----------------------|--------------------|-----------------------|-------------|-------------|
| Very competent. | 5 | 16 | 32% | 80 |
| Competent. | 4 | 22 | 44% | 88 |
| Average. | 3 | 12 | 12% | 36 |
| Incompetent. | 2 | 0 | 0% | 0 |
| Very competent. | 1 | 0 | 0% | 0 |
| Total. | | 50 | 100% | 174 |
| Average Score | 174÷50=3.48 | | | |

The rating analysis provided an average score of 3.48 which is above average indicating the level of training was not adequate enough to meet the expectations of the trainees.

4.4. Growth of Enterprises

The following is an analysis of the information provided by the respondents showing how entrepreneurship training impacted on the growth of the enterprises.

Table 4.9: Growth of Enterprises

| Degree of Agreement | Strongly agree. | Agree. | Neutral. | Disagree | Strongly Disagree. | Average Score | Ranking |
|---|-----------------|----------|----------|----------|--------------------|---------------|---------|
| Score | 5 | 4 | 3 | 2 | 1 | | |
| Sales turnover has increased. | 36% | 44% | 12% | 6% | 2% | 4.06 | 3 |
| Enterprise capable of employing more staff. | 18% | 42% | 26% | 12% | 2% | 3.62 | 7 |
| The profits have increased. | 26% | 42% | 18% | 14% | 0% | 3.82 | 5 |
| The market share has increased. | 22% | 38% | 28% | 12% | 0% | 3.70 | 6 |
| The value of the assets has increased. | 8% | 38% | 40% | 14% | 0% | 3.40 | 8 |

| | | | | | | | |
|---|---|---------------|--------------|--------------|-------------|------|---|
| There is more effective utilization of resources. | 38% | 48% | 10% | 4% | 0% | 4.20 | 1 |
| Loan repayment has improved. | 24% | 46% | 26% | 4% | 0% | 3.90 | 4 |
| The quality of service provision has improved. | 36% | 48% | 12% | 4% | 0% | 4.16 | 2 |
| Average percentage | 26% | 43.25% | 21.5% | 8.75% | 0.5% | | |
| Overall Growth | $26\%*5+43.25\%*4+21.5\%*3+8.75\%*2+0.5\%*1=3.90$ | | | | | | |

The analysis revealed that according to the respondents training mainly helped them to utilize resources more effectively, improve quality of services and increase sales turnover. However training has had little impact on the enterprises ability to increase value of assets, employ more staff and increase market share.

4.5 Enterprise Development

The following analysis shows the level of development of youth enterprises as perceived by the respondents.

Table 4.10: Development of Enterprises

| | Strongly Agree. | Agree. | Neutral. | Disagree | Strongly Disagree. | Average Score | Ranking |
|--|-----------------|--------|----------|----------|--------------------|---------------|---------|
| Score | 5 | 4 | 3 | 2 | 1 | | |
| Your enterprise has developed new products. | 28% | 48% | 12% | 12% | 0% | 3.92 | 7 |
| Your enterprise has entered new markets. | 22% | 34% | 32% | 12% | 0% | 3.66 | 10 |
| Your enterprise has identified other supplier of | 28% | 42% | 26% | 4% | 0% | 3.94 | 6 |

| | | | | | | | | |
|--|--|------------|--------------|-------------|----|------|---|--|
| materials. | | | | | | | | |
| Your enterprise has documented rules and procedures. | 44% | 26% | 22% | 8% | 0% | 4.06 | 4 | |
| Your enterprise has developed a succession plan. | 28% | 34% | 32% | 6% | 0% | 3.84 | 8 | |
| You have been trained how to run your enterprise on a day to day basis. | 38% | 56% | 2% | 4% | 0% | 4.28 | 3 | |
| You have been shown how to develop a business plan. | 40% | 50% | 4% | 6% | 0% | 4.38 | 1 | |
| You have learnt how to keep proper business records. | 46% | 44% | 6% | 4% | 0% | 4.32 | 2 | |
| You have been facilitated to comply with legal requirements. | 24% | 40% | 32% | 4% | 0% | 3.84 | 8 | |
| You have been provided with counseling and mentorship for your business. | 32% | 46% | 16% | 6% | 0% | 4.04 | 5 | |
| Average percentage. | 33% | 42% | 18.4% | 6.6% | | | | |
| Average Development | $33\%*5+42\%*4+18.4\%*3+6.6\%*2=4.014$ | | | | | | | |

The above analysis shows majority of the respondents agreed that entrepreneurship training contributed to development of their enterprises mainly through business plan development skills and knowledge to maintain proper business records.

4.6 Relationship between Entrepreneurship Training and Growth and Development of Youth Enterprises

The following table shows the impact between the quality and level of entrepreneurship training on growth and development of youth enterprises.

Table 4.11: Relationship of Entrepreneurship Training and Growth and Development of Enterprises

| | X1 | X2 | X | Y1 | Y2 | Y |
|-------------------|----------------------------|--------------------------|------------------|--------------------------------------|---|------------------|
| | Quality of Training | Level of Training | (X1+X2)/2 | Level of Growth Average Score | Level of Development Average Score | (Y1+Y2)/2 |
| Enterprise | | | | | | |
| 1 | 4.0 | 5.0 | 4.5 | 3.5 | 3.8 | 3.7 |
| 2 | 5.0 | 3.0 | 4.0 | 3.8 | 3.6 | 3.7 |
| 3 | 4.0 | 3.0 | 3.5 | 4.3 | 3.7 | 4.0 |
| 4 | 4.0 | 4.0 | 4.0 | 3.8 | 3.7 | 3.7 |
| 5 | 5.0 | 3.0 | 4.0 | 4.1 | 3.9 | 4.0 |
| 6 | 5.0 | 5.0 | 5.0 | 4.0 | 3.9 | 3.9 |
| 7 | 5.0 | 4.0 | 4.5 | 3.8 | 3.6 | 3.7 |
| 8 | 5.0 | 4.0 | 4.5 | 4.5 | 3.8 | 4.2 |
| 9 | 5.0 | 5.0 | 5.0 | 3.5 | 3.9 | 3.7 |
| 10 | 4.0 | 4.0 | 4.0 | 4.3 | 4.6 | 4.4 |
| 11 | 5.0 | 5.0 | 5.0 | 3.8 | 4.5 | 4.1 |
| 12 | 5.0 | 5.0 | 5.0 | 3.5 | 4.3 | 3.9 |
| 13 | 5.0 | 5.0 | 5.0 | 4.0 | 4.4 | 4.2 |
| 14 | 5.0 | 5.0 | 5.0 | 3.0 | 4.7 | 3.9 |
| 15 | 5.0 | 4.0 | 4.5 | 4.9 | 4.7 | 4.8 |
| 16 | 5.0 | 4.0 | 4.5 | 3.8 | 3.7 | 3.7 |
| 17 | 5.0 | 5.0 | 5.0 | 4.0 | 4.6 | 4.3 |
| 18 | 5.0 | 3.0 | 4.0 | 3.6 | 3.3 | 3.5 |
| 19 | 4.0 | 4.0 | 4.0 | 3.9 | 3.7 | 3.8 |
| 20 | 4.0 | 4.0 | 4.0 | 4.0 | 4.5 | 4.3 |
| 21 | 5.0 | 4.0 | 4.5 | 4.5 | 4.6 | 4.6 |
| 22 | 4.0 | 4.0 | 4.0 | 3.8 | 3.6 | 3.7 |
| 23 | 5.0 | 5.0 | 5.0 | 4.4 | 4.4 | 4.4 |
| 24 | 5.0 | 4.0 | 4.5 | 4.3 | 4.6 | 4.4 |

| | | | | | | |
|----|-----|-----|-----|-----|-----|-----|
| 25 | 4.0 | 3.0 | 3.5 | 4.4 | 4.4 | 4.4 |
| 26 | 5.0 | 5.0 | 5.0 | 3.9 | 4.8 | 4.3 |
| 27 | 5.0 | 4.0 | 4.5 | 3.9 | 4.0 | 3.9 |
| 28 | 5.0 | 3.0 | 4.0 | 3.9 | 3.7 | 3.8 |
| 29 | 5.0 | 4.0 | 4.5 | 4.4 | 3.6 | 4.0 |
| 30 | 4.0 | 4.0 | 4.0 | 3.6 | 3.8 | 3.7 |
| 31 | 5.0 | 5.0 | 5.0 | 3.6 | 3.5 | 3.6 |
| 32 | 5.0 | 4.0 | 4.5 | 4.0 | 4.0 | 4.0 |
| 33 | 5.0 | 5.0 | 5.0 | 4.1 | 4.5 | 4.3 |
| 34 | 4.0 | 3.0 | 3.5 | 3.6 | 4.7 | 4.2 |
| 35 | 4.0 | 4.0 | 4.0 | 4.0 | 4.4 | 4.2 |
| 36 | 5.0 | 5.0 | 5.0 | 3.9 | 4.6 | 4.2 |
| 37 | 5.0 | 3.0 | 4.0 | 4.3 | 4.5 | 4.4 |
| 38 | 4.0 | 5.0 | 4.5 | 4.1 | 4.1 | 4.1 |
| 39 | 5.0 | 3.0 | 4.0 | 4.5 | 4.2 | 4.4 |
| 40 | 4.0 | 4.0 | 4.0 | 4.0 | 4.6 | 4.3 |
| 41 | 5.0 | 4.0 | 4.5 | 3.6 | 4.0 | 3.8 |
| 42 | 5.0 | 4.0 | 4.5 | 3.3 | 4.1 | 3.7 |
| 43 | 5.0 | 5.0 | 5.0 | 3.4 | 3.7 | 3.5 |
| 44 | 4.0 | 4.0 | 4.0 | 3.8 | 3.9 | 3.8 |
| 45 | 5.0 | 3.0 | 4.0 | 4.4 | 4.5 | 4.4 |
| 46 | 4.0 | 4.0 | 4.0 | 4.0 | 4.8 | 4.4 |
| 47 | 3.0 | 3.0 | 3.0 | 4.3 | 3.7 | 4.0 |
| 48 | 5.0 | 4.0 | 4.5 | 4.5 | 3.9 | 4.2 |
| 49 | 4.0 | 4.0 | 4.0 | 0.0 | 0.0 | 0.0 |
| 50 | 5.0 | 5.0 | 5.0 | 0.0 | 0.0 | 0.0 |

4.6.1 Quality of Training and Enterprise Growth

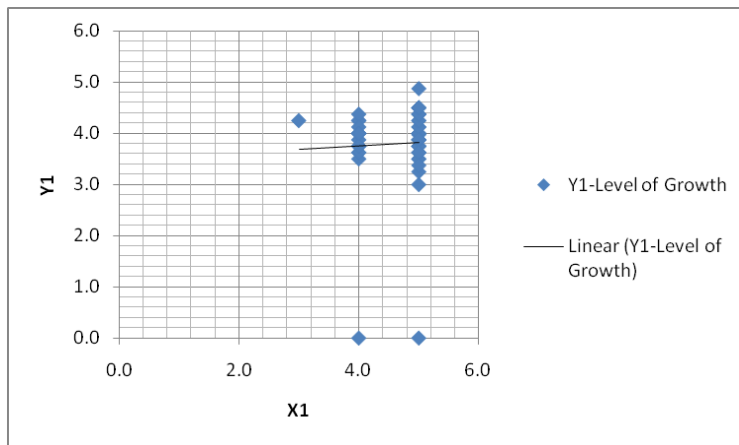


Figure 4.5.1: Quality of Training

Correlation Coefficient of Training and Growth

| | <i>X1-Quality of Training</i> | <i>Y1-Level of Growth</i> |
|------------------------|-------------------------------|---------------------------|
| X1-Quality of Training | 1 | |
| Y1-Level of Growth | 0.043680728 | 1 |

The quality of training and growth of the enterprises are lowly positively correlated at 4.3%.

4.6.2 Quality of Training and Enterprise Development

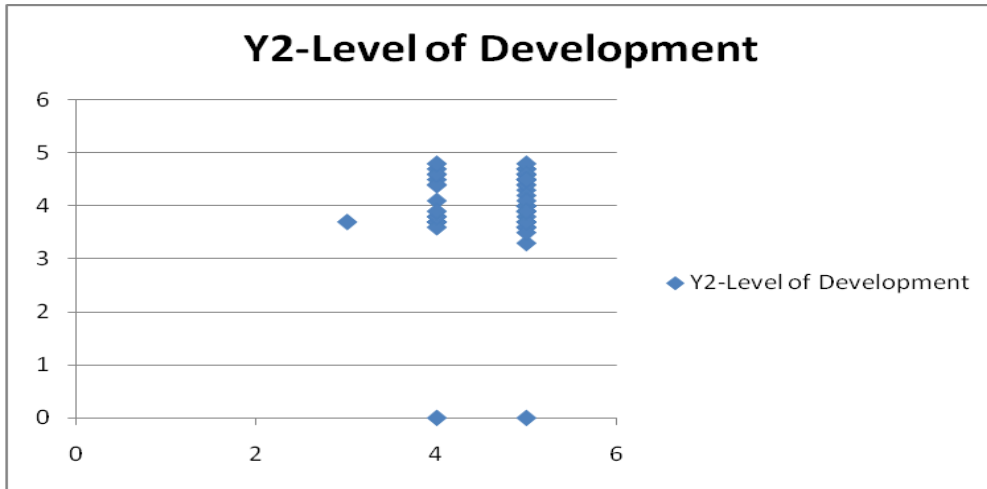


Figure 4.5.2: Quality of Training and Development of Enterprises

Correlation coefficient of quality of training and level of development

| | <i>X1-Quality of Training</i> | <i>Y2-Level of Development</i> |
|--------------------------------|-------------------------------|--------------------------------|
| <i>X1-Quality of Training</i> | 1 | |
| <i>Y2-Level of Development</i> | 0.068589111 | 1 |

The quality of training and development of the enterprises are lowly positively correlated at 6.8%.

4.6.3 Level of Training and Enterprise Growth

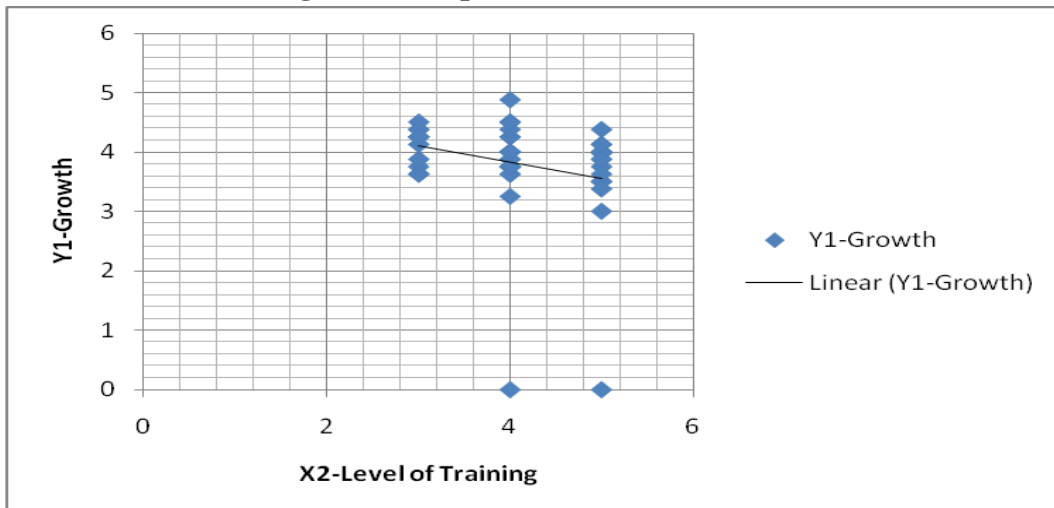


Figure 4.5.3: Level of Training and Enterprise Growth

Correlation coefficient of level of training and growth of enterprises

| | <i>X2-Level of Training</i> | <i>Y1-Growth</i> |
|----------------------|-----------------------------|------------------|
| X2-Level of Training | 1 | |
| Y1-Growth | -0.237293884 | 1 |

The level of training and growth of enterprises are slightly negatively correlated at 2.3%.

4.6.4 Level of Training and Enterprise Development

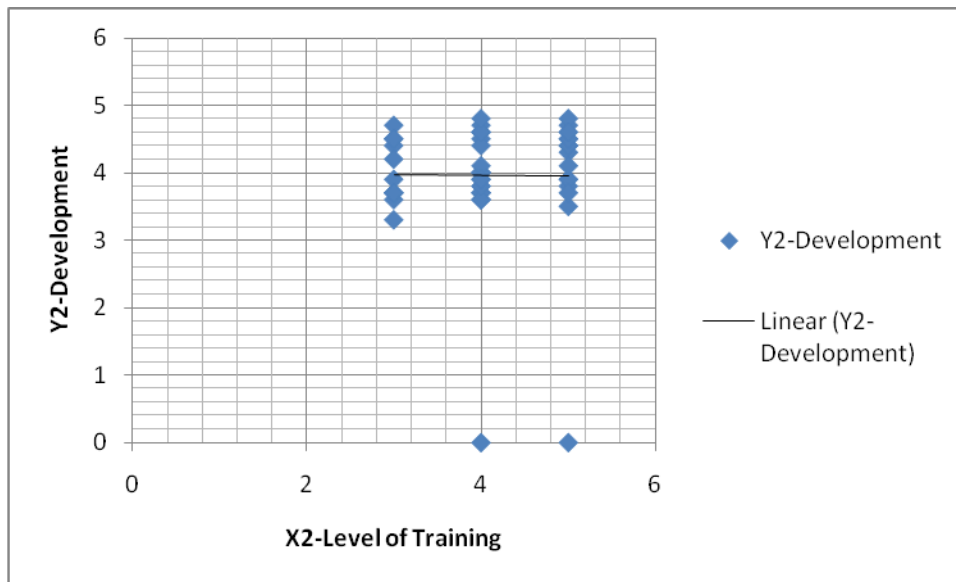


Figure 4.5.4: Level of Training and Development of Enterprises

Correlation coefficient of level of training and development of enterprises

| | <i>X2-Level of Training</i> | <i>Y2-Development</i> |
|----------------------|-----------------------------|-----------------------|
| X2-Level of Training | 1 | |
| Y2-Development | 0.009398119 | 1 |

The analysis shows an insignificant correlation between the level of training and development of enterprises.

4.6.5 Quality and Level of Training, Growth and Development of Enterprises

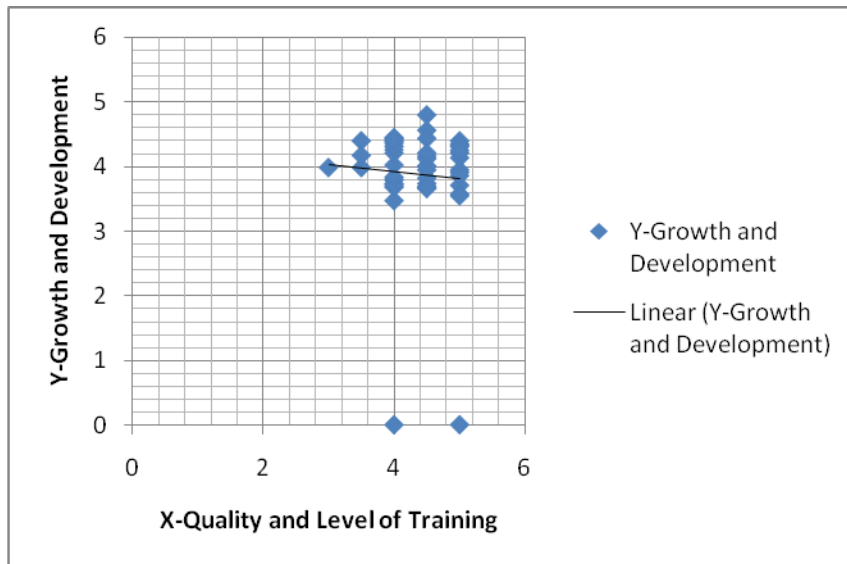


Figure 4.5.5: Quality and Level of Training, Growth and Development of Enterprises

Correlation coefficient

| | <i>X-Quality and Level of Training</i> | <i>Y-Growth and Development</i> |
|---------------------------------|--|---------------------------------|
| X-Quality and Level of Training | 1 | |
| Y-Growth and Development | 0.07743268 | 1 |

The analysis indicates a 7.4% positive correlation coefficient. This implies the quality and level of entrepreneurship training is not highly related to growth and development of enterprises.

4.7 Discussion of findings

This study sought to review the effectiveness of entrepreneurship training on growth and development of youth enterprises.

4.7.1 Level and Quality of Entrepreneurship Training

The time taken to conduct training seems insufficient to enable trainers provide essential skills and expose the youth to successful role models and life experiences. It was noted that only a few people were keen to seek training before venturing into entrepreneurship and quite a good percentage were not sure why they sought training. Prior research has revealed that most young people do not consider themselves potential entrepreneurs yet governments increasingly seek to empower young people to become entrepreneurial especially those currently not in employment (Denny et al, 2011). The training content lacked such important subjects as emotional intelligence, mentorship and corporate social responsibility which are essential to equip young people with skills and qualities that would enable them to function well as productive citizens (Ward A, 2004). A high percentage of the youth could not recall specific areas they were trained on thereby raising doubts as to the effectiveness of the training. This is despite the fact that many of them reported to have been satisfied with the training. However they trainers were also not competent enough to facilitate the training.

4.7.2 Level of Growth and Development of Youth Enterprises

The research revealed that majority of the respondents feel the levels of growth and development of their enterprises have improved. This is mainly in the ability to utilize resources effectively and efficiently as well as providing quality services. Growth of an enterprise may take several forms including increased sales and introduction of new products and services. An entrepreneurial venture that is properly established and well managed will naturally grow, but the owners must improve their skills through training (Gichira, 1997). The research findings that most of the enterprises have only been in existence for one to two years confirmed existing

literature that small enterprises have high mortality rates with most of them not surviving to see beyond their third anniversaries (Sessional Paper No. 2, 2005). This implies that entrepreneurship training has not impacted positively to the development of youth enterprises to improve the survival rates.

4.7.3 Relationship between Quality of Training and Level of Growth and Development of Youth Enterprises.

The study did not establish a significant relationship between quality of entrepreneurship training and growth and development of youth enterprises. According to previous research entrepreneurship training is necessary for the development of enterprises since its focus is to stimulate entrepreneurial activity and performance (Njoroge and Gathungu, 2013). However the current training curriculum lacks some crucial training areas which would ensure positive impact on growth and development of enterprises.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the research findings, conclusion and recommendations. The study aimed at establishing whether the quality of entrepreneurship training offered to the beneficiaries of YEDF had a positive impact on growth and development of youth enterprises.

5.1 Summary

The study found out the content of entrepreneurship training and competence of the trainers was not adequate to prepare the beneficiaries with the required skills for entrepreneurship. The duration of training was also not sufficient to accord trainees practical training and exposure. The entrepreneurship training was found to have limitations especially on the curriculum content and process of delivery.

The study noted that youth who have been trained acknowledged to have benefited as they acquired knowledge on effective utilization of resources and provision of quality services and products. Therefore it was established that entrepreneurship training has the potential to positively impact on growth of enterprises. However, the survival rate and sustainability of most of the enterprises did not manifest significant growth and development since many of them had not operated for more than three years.

The research established a weak positive relationship between the quality of entrepreneurship training and growth and development of youth enterprises. It was noted the quality and level of

training was compromised by inadequate training content and low competent trainers. However it was observed some young people were not clear as to why they sought entrepreneurship training and were most probably forced by scarcity of employment opportunities. This attitude might negate the impact of training since the trainees are not keen to acquire skills vital for growth of their enterprises.

5.2 Conclusion

Youth unemployment has been a great challenge leading to introduction of initiatives like YEDF in Kenya. YEDF aims at building the capacity of youth enterprises that benefit from the fund through entrepreneurship training. The idea by government to establish YEDF is a noble one that should be embraced by all stakeholders desiring to empower the youth.

However, the quality of entrepreneurship training being given to the youth is not capable of adequately equipping them with all the necessary skills. There is therefore need to revise the curriculum being used by YEDF in order to include other training areas such internship and mentorship with the aim of improving performance and survival rates of youth enterprises. Entrepreneurship skills are a composite set of skills, attributes, qualities and beliefs which should be acquired through a combination of curriculum-based learning of role models and life experience.

Growth and development of youth enterprises suffer setbacks encountered in small and medium-size enterprises sector whereby majority of them do not celebrate their third birthday. Therefore the level of growth and development of these ventures remain latent although there is potential

for growth. Youth entrepreneurs often face unique challenges that may impede their growth and therefore should be assisted to overcome them. These issues are such as lack of experience which can be addressed through mentorship and practical experience involving exposure from established entrepreneurs. The success and growth of youth enterprises should not be defined by profitability only but also by their survival and sustainability.

5.3 Recommendations

Entrepreneurship training should incorporate mentorship programs to provide informal guidance and advice from successful entrepreneurs who have good business experience and networks. The training should also have an element of internship in order to allow trainees gain some experience before starting their own enterprises. There is need to enhance competence of the trainers through extensive training and continued support. It would be important to conduct a research on the specific and unique challenges encountered by the beneficiaries of YEDF.

5.4 Limitations of the Study

The questionnaire approach proved time consuming and expensive to reach the scattered enterprises. Some of the respondents might not be objective when the researcher was accompanied by the youth officer who is one of the trainers. The literacy level was a challenge as manifested by some of the responses in the questionnaires. Growth and development of youth enterprises may be influenced by different factors from entrepreneurship training which have not been considered in this study. This study focused on the entrepreneurship training provided by YEDF to the beneficiaries of the fund. Entrepreneurship training by other entities might show a different situation.

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APPENDIX I: QUESTIONNAIRE

The researcher is a student in the University of Nairobi, undertaking studies on Entrepreneurship training, growth and development of youth enterprises which are beneficiaries of the Youth Enterprise Development Fund in Kajiado North Constituency.

Kindly be assured that all your responses will be treated with maximum confidentiality and therefore feel free to give your information/opinions, which will be purely used for academic purposes only.

SECTION A: THE ENTERPRISE

1. Name of the business
2. Nature of enterprise (please specify e.g. limited company, partnership, sacco etc)
.....
3. Type of the business (please specify e.g. retail shop, grocery, car wash etc)
.....
4. Number of Employees.....
5. Products or services dealt with.....
6. Number of years in business (please tick the one that applies best)
 - a) Not yet started []
 - b) Less than 1 year []
 - c) 1 – 2 years []
 - d) 3 – 4 years []
 - e) 4 – 5 years []
 - f) Over 5 years []

SECTION B: ENTREPRENEURSHIP TRAINING

1. Have you been trained on any entrepreneurship skills? Please tick one

Yes [] No []

2. Were you trained before or after starting business? Please tick one.

Before [] After []

3. Why did you seek the training?

4. Where was the training held?

5. Who conducted the training?

6. How long did the training take?

| Duration of the Training | Tick appropriately |
|--------------------------|--------------------|
| Less than 1 day | |
| 1 day | |
| 1 month | |
| 2 months | |
| 3 months | |
| More than three months | |

7. How much did the training cost you?

8. Please mention the training areas covered during the training

.....

9. Kindly tick level of your satisfaction with the training.

Very satisfied [], Satisfied [], No Idea [], Dissatisfied [], Very Dissatisfied []

10. Are able to identify any impact of the training on your business? Please tick one.

Yes [] No []

11. Was the training relevant to your daily operations?

Yes [], No []

If yes explain briefly

.....

12. How would you rate the trainer/s? Please tick one.

Very competent [], Competent [], Average [], Incompetent [], Very Incompetent []

13. Were you awarded any of the following certificates awarded after the training? [] Yes
 [] No

If yes, what kind of certificate were you awarded?

Certificate of Participation [] Certificate of Competence []

Any other Certificate (please specify)

14. In what way could the training have been more effective and beneficial to your business?

.....

SECTION C: ENTERPRISE GROWTH

Kindly indicate the degree in which you agree with the following statements by using the mark (X) about the status of your enterprise after going through the training.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Sales turnover has increased | | | | | |
| Enterprise is capable of employing more staff | | | | | |
| The profits have increased | | | | | |
| The market share has increased | | | | | |
| The value of the assets has increased | | | | | |
| There is more effective utilization of resources | | | | | |
| Loan repayment has improved | | | | | |
| The quality of service provision has improved | | | | | |

SECTION D: ENTERPRISE DEVELOPMENT

Kindly indicate the degree in which you agree with the following statements by using the mark (X) about the status of your enterprise after going through the training.

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| Your enterprise has developed new products and services | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Your enterprise has entered new markets | | | | | |
| Your enterprise has identified other supplier of materials | | | | | |
| Your enterprise has documented rules and procedures | | | | | |
| Your enterprise has developed a succession plan | | | | | |
| You have been trained how to run your enterprise on a day to day basis | | | | | |
| You have been shown how to develop a business plan | | | | | |
| You have learnt how to keep proper business records | | | | | |
| You have been facilitated to comply with legal requirements | | | | | |
| You have been provided with counseling and mentorship for your business | | | | | |

APPENDIX II: LETTER OF AUTHORIZATION



Unleashing Potential

YOUTH ENTERPRISE DEVELOPMENT FUND BOARD

Our Ref: YEDF/CEO/032/2015

15th July 2015

Charles Thairu Nyamu
P.O Box 5807-00100
NAIROBI

Dear

Charles,

RE: AUTHORITY TO CONDUCT AN ACADEMIC RESEARCH

Reference is made to your letter dated 7th July 2015 on the above mentioned subject.

I am pleased to inform you that your request to undertake a research on the topic, "*evaluating the impact of training as an intervention to success of youth enterprises*", has been approved. Accordingly, you are requested to liaise with Monitoring Unit at the Fund headquarters for your basic orientation and also to access the necessary information for your research study.

You are further advised to share with us your findings by sending us a copy of your final report.

I wish you success.

Yours

Sincerely,

fe

CATHERINE NAMUYE
CHIEF EXECUTIVE OFFICER

C.C: M&E Unit-YEDFB

APPENDIX III: LIST OF YOUTH ENTERPRISES

| | | | |
|----|-----------------------|----|--------------------------|
| 1 | Kigonde Enterprise | 26 | Glory M-pesa |
| 2 | Vickers General Shop | 27 | 786 Gas |
| 3 | Wabisu Enterprise | 28 | Mama Joyce Shop |
| 4 | Mwosho Mmoja Cleaners | 29 | Key Cutting Services |
| 5 | Mellow Investments | 30 | Wampepe Key Cutter |
| 6 | Danjo Shop | 31 | Nyota Car Wash |
| 7 | Step-up Boutique | 32 | Posho Mill Enterprises |
| 8 | Alex Loomush | 33 | Tsuri Hotel |
| 9 | Maroa Cereal Shop | | Dennis Second Hand |
| 10 | Robert Kinyanjui | 34 | Cloths |
| 11 | Bold Investment | 35 | Machadeshem Enterprise |
| 12 | Gloriou Hair Salon | 36 | Blessed Unisex Baebars |
| 13 | Maxwell Dairy | 37 | Jiinue Market |
| 14 | Excell Water Supplies | 38 | Disaja Studio |
| | Mkokoteni Ngong | 39 | Njugunas Mtumba |
| 15 | Operators | 40 | James Thuo |
| 16 | Njoroge Barber Shop | 41 | Risas Poshomill |
| 17 | Rescue Shop | 42 | Gwanji Enterprises |
| 18 | Jeroth Hair Salon | 43 | Javas Enterprises |
| 19 | Kibiko Auto Spares | 44 | Little Kids Entertainers |
| 20 | James Mkokoteni | 45 | Dorothy Salon |
| 21 | Sawa Sawa | 46 | Mikes Car wash |
| 22 | Blessed Shop | 47 | Marks motorbike |
| 23 | Mkokoteni Business | 48 | Undugu Sacco |
| 24 | Mkokoteni Services | 49 | Taekwondo club |
| 25 | Digital Vedio | 50 | Fitness club |

APPENDIX IV: MAP OF KAJIADO NORTH CONSTITUENCY

