

**INFLUENCE OF ENTREPRENEURSHIP SKILLS ON SUSTAINABILITY OF YOUTH  
ENTERPRISE DEVELOPMENT FUNDED PROJECTS IN THE SLUMS OF NAIROBI:  
THE CASE OF KAWANGWARE SLUM**

**BY**

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**Research project submitted in partial fulfilment of the requirements for the award  
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## DECLARATION

This is my original work and has not been presented for an award of a degree in any other University.

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## **DEDICATION**

I dedicate this research project to my siblings Edwin Macharia, Erick Macharia and Sara Evelyn for their moral support and sacrifices they have made for my success in education. In addition I dedicate to the girls on the move in Nairobi slums who inspired me to look for sustainable measures for their life and community.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DYO:</b>	District Youth Officer
<b>EU:</b>	European Union
<b>IFAD:</b>	International Fund for Agriculture
<b>SMEs:</b>	Small and Medium Enterprises
<b>YCIFK:</b>	Youth Challenge International Kenya
<b>YEDF:</b>	Youth Enterprise Development Fund

## ABSTRACT

With the establishment of Youth Enterprise Development Fund in 2006 in Kenya, Several Youth income generating projects have been implemented in the country but with low success rate. In order to enhance sustainability of youth projects and businesses, the fund identified entrepreneurship as a way of enabling the youth acquire the much needed skills. Despite the fact that there has been a lot of funding from the Kenya Government through the Youth Enterprise Development Fund, there is a significant disparity between the implemented youth projects and the sustainable or active ones. Therefore, purpose of this study was to establish the influence of entrepreneurship skills on sustainability of youth development projects in the Kawangware Slum. The objectives of the study were to assess how entrepreneurship training provided under the National Youth Enterprise Development Programme, training in project planning, financial literacy, market access and resource mobilisation influence sustainability of youth development projects in Kawangware slums, Nairobi. The study is significant as it will provide information to entrepreneurship curriculum developers that will inform the designing of the curriculum to include aspects that enhance project sustainability. The findings will also inform donor organizations on the areas of capacity building of youth development projects to enhance sustainability. The findings will further provide information to youth development projects on resource mobilization strategies to enhance sustainability. The study was based on the human capital theory advanced in the 1960s by Nobel Laureate economists, Theodore Schultz and Gary Becker and will use a descriptive survey design. The target population was 20 youth groups that have been funded through the National Youth Enterprise Fund and have in addition received entrepreneurship training. The stratified simple random sampling technique was used to select 3 leaders and 3 members from each group the sample size for this study comprised of 40 group leaders, 120 group members and 5 Sub-county youth officer making a total sample of 165 respondents. The research instruments included questionnaires and an interview schedule. A pilot study was conducted prior to the actual research to ascertain validity and reliability of the instruments. The Cronbach Alpha coefficient was used to check the internal consistency of items in the questionnaires and was computed with the help of SPSS 21 program to determine if the items used were reliable. Data from the field was coded in preparation for analysis. The researcher then triangulated the questionnaire and interview data to draw conclusions on the influence of entrepreneurship skills on sustainability of youth development projects. Qualitative data obtained from interviews and open-ended items in the questionnaire was analyzed using content/narrative while quantitative data obtained from closed-ended questionnaire items was analyzed using descriptive statistics such as frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used to analyze the data. The study concluded that most youth development projects face challenges of sustainability as the implementers may not have skills and experience in areas such as project planning, financial management, marketing, and resources mobilization. This may lead to project failure especially among small-scale projects. The study finally recommended that the challenges of project sustainability can be enhanced through training on entrepreneurship skills such as project planning, financial management, marketing, and resources mobilization.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Promoting entrepreneurship among the youth is one of the key objectives of the European Union as it has been identified as a critical way towards ensuring excellence in employment, growth, competitiveness and innovation (EU 2002:10). Entrepreneurship through SMEs is viewed as the leading source of employment and wealth creation and has therefore been globally acknowledged as a way of ensuring economic growth and sustainable development (Burger, Mahadea & O'Neill 2004: 203; Döckel & Ligthelm 2005: 54; Jeppesen 2005: 468–470; Naudé & Krugell 2003: 5). Mkhize (2010) added that in both developed and developing countries entrepreneurship serves as a solution to the problem of unemployment and therefore it is important to ensure sustainability of small, micro-and medium-sized enterprises. Marais (2005: 28) and Petrakis (2005: 243) further argue that the start-up and sustainability of small businesses are crucial for economic development and poverty alleviation.

In recent years there has been an increased focus on the need to give more emphasis to sustainability when designing and implementing projects in order to increase the chances of success and efficiency (IFAD, 2007). Recent studies (TANGO International 2008c, 2008d, 2008e) noted that, while organizations are showing more interest in improving project implementation, project sustainability has not been given more priority. As a result, more resources are being used up during implementation with minimal benefits to the beneficiaries. The major and most common constraint on sustainability identified among development projects in the Philippines and Vietnam was that project implementers do not conduct risk analyses prior to project design and that there

is lack of concrete risk management strategies which was attributed to inadequate project planning and management skills.

Sustainability of development projects has been a major concern amongst donor institutions (United Nations document, 1987). IFAD Strategic Framework (2007-2010) describes sustainability of a project in terms of ensuring that institutions supported through development projects not only benefit but also the benefits realized are maintained and continue beyond the end of the project external funding period. In developing countries and Africa in particular, a high number of development projects experience a lot of challenges during implementation and are abandoned completely upon the expiry of the funding period. Similarly, according to Martin, (2005) in a study of sustainability of development projects in rural areas of Limpopo Province in South Africa, projects sustainability was linked to capacity building through entrepreneurship skills and active community participation. McKay & Sarakinsky (1995) noted that inadequate education and managerial skills has a negative impact on the implementation of development projects as it results in project implementers making poor decisions which hamper the sustainability of the projects.

According to Landzani (2004), entrepreneurship training enables youth development groups to acquire new set of values and attitudes towards the appreciation of their inherent but untapped potential and reinforce their self-confidence and sense of autonomy as opposed to dependency. For development projects to be successfully implemented and sustained, people working in the projects must be trained on all necessary tasks identified during planning phase and post implementation phase of the project (Landzani, 2004). Training offered should be of quality and must match with the project requirements to ensure effective and efficient post-implementation of the project.

Auken, Howard Van. (2007) note that in order to increase chances of successfully sustainability of the project, the manager and the team members need to be trained on the project risk assessment and management, fundraising and project evaluation and monitoring. Knowledge of what leads to project failure will make the team to stand a better to forestall the pitfalls by being more proactive in planning. To counteract the foregoing and ensure success and sustainability, the project team should be trained in risk management, project control and resource mobilization (Mwirigi, 2007). Wickham (2008) however noted that most youth income generating projects are in form of small businesses and as a result lack financial capacity to provide training their managers and members on essential skills needed for effective implementation and sustainability of the projects. Small business projects also have a much lower incidence of formal training, relying mainly on training on the job.

Rasmussen & Sorheim (2006) argue that entrepreneurship training has traditionally focused on teaching individuals, but many initiatives are increasingly becoming more action-oriented, emphasizing learning by doing. In their paper they present a number of action-based activities at five Swedish universities. The cases show that entrepreneurship education focuses less on teaching individuals in a classroom setting and more on learning-by-doing activities in a group setting and network context. Given that past research results have consistently found SME training to result in better company performance, even under different cultural settings such as the Netherlands, Spain, Hungary, and China (Mullei, 1999), it is expected that implementation of entrepreneurship training programs will lead to higher performance in Youth SMEs. This statement underpins the importance of training and development in the national economic development process.

The Government of Kenya recognizes that access to entrepreneurial skills development is key to the growth and development of any enterprise and more so the SMEs. Skilled entrepreneurs have

what it takes to pursue their dreams and acquire their objective. They have a way of surviving the tough situations. Rasmussen & Sorheim (2006) argue that most successful entrepreneurs exhibit the following entrepreneur skills: they are passionate and obsessive about making their business opportunity work with a strong vision. Their determination to succeed is due to their strong will. Setbacks and risks do not discourage them and they are relentless in their pursuit of goals (Mochache, 2010).

The Government of Kenya established the Youth Enterprise Development Fund (YEDF) in 2006 in its effort to support the youth development initiatives. This was a strategic move by the government aimed at dealing with the challenge of youth unemployment in the country by engaging young people in gainful economic activities. As a result of this, many youth projects have been initiated and implemented across the country however, some of them have not been sustainable during and after implementation (YEDF guide, 2009). The main objectives of the Youth Enterprise Development Fund (YEDF) are to provide loans for on-lending to youth enterprises, attract and facilitate investment for youth enterprises, market products and services of youth enterprises and provide business development services and employment for the youth. The main beneficiaries are the youth aged between 18-35 years who are in business or who want to be entrepreneurs. Under the programme funds are channeled to youths and youth groups through financial intermediaries like banks and Saccos. While lending was the core mandate of YEDF, there are other mandates such as training on entrepreneurship and facilitating youth to access markets as well as provision of commercial infrastructure for youth to trade from.

A report from the District Youth Office, Kangema District (2011) shows out of 80 youth groups registered and applied for the youth fund(Kshs 50,000-250,000) to start income generating activities in 2007 only 42 were still active by 2011. The 42 youth groups were found to be still

active but facing a lot of challenges to sustain themselves (DYO report 2011). This has raised concerns on the effectiveness of this program which formed the basis upon which the researcher seeks to establish the influence of entrepreneurship training of youth development projects under the YEDF in Kawangware Slum in Dagoretti Sub-County, Nairobi County.

## **1.2 Statement of the Problem**

The Youth Challenge International Kenya which is an international NGO concerned with youth notes that the youth is a significant group which cannot be ignored in community development agenda (YCIFK, 2005). However, World Bank (2009) notes that empowering youth through initiating and supporting income generating projects to successful completion and sustainability globally is far from being achieved. Evidence has shown that project sustainability is still a major challenge in many developing countries as many of development projects implemented at huge costs often tend to experience difficulties with sustainability. Abianga (2010) identified poor project management due to inadequate skills of project implementation as a major impediment to sustainability. TANGO International (2008c, 2008d, 2008e) notes that while implementation of most projects has been successful in most counties, this has not been reflected in the post-implementation as fewer projects have been sustained. With the establishment of Youth Enterprise Development Fund (2006) in Kenya, Several Youth income generating projects have been implemented in the country but with low success rate. In order to enhance sustainability of youth projects and businesses, the fund identified entrepreneurship as a way of enabling the youth acquire the much needed skills. The fund therefore undertook to train beneficiaries in entrepreneurship skills where youths in groups of not more than 40 persons were taken through 2 days entrepreneurship training as a funding pre-condition (Republic of Kenya, 2007). Despite the fact that there has been a lot of funding from the Kenya government through the Youth Enterprise

Development Fund, there is a significant disparity between the implemented youth projects and the sustainable or active ones. It has been established that a number of youth projects registered and funded by the YEDF were unable to sustain themselves as indicated by the repayment schedule of the loan given to the youth groups or individual projects. A report from the District Youth office, Kangema District (2011), also revealed that 80 youth groups were registered and applied for the youth fund ranging from Kshs 50,000-250,000 to start income generating in the District in 2007. However, in 2011 only 42 youth groups were found to be still active but facing a lot of challenges to sustain themselves (DYO report 2011). This amounts to 52.5% failure rate. The situation is the same and even worse in other parts of the country leading to questions about the viability of the Youth Enterprise Development Fund as an initiative towards achieving vision 2030. This study was set out to examine the influence of entrepreneurship skills on sustainability of youth development projects in Dagoretti Sub-County in Nairobi County.

### **1.3 Purpose of the Study**

The purpose of this study was to establish the influence of entrepreneurship skills on sustainability of youth development projects in Kawangware Slum in Dagoretti Sub County.

### **1.4 Objectives of the Study**

The study hoped to achieve the following;

1. To establish ways in which training in project planning influences sustainability of youth development projects in Kawangware slums, Nairobi
2. To examine how financial literacy training influences sustainability of youth development projects in Kawangware slums, Nairobi
3. To assess ways in which training in market access influences sustainability of youth development projects in Kawangware slums, Nairobi

4. To determine ways in which training in resource mobilisation influences sustainability of youth development projects in Kawangware slums, Nairobi
5. To identify ways in which personal characteristic of traders influences sustainability of youth development projects in Kawangware slums, Nairobi

### **1.5 Research Questions**

The study sought to answer the following research questions:

1. In which way has entrepreneurship training in project planning influenced sustainability of youth development projects in Kawangware slums, Nairobi?
2. How does financial literacy influence sustainability of youth development projects in Kawangware slums, Nairobi?
3. To what ways does training in market access influences sustainability of youth development projects in Kawangware slums, Nairobi?
4. In which ways does training in resource mobilisation influences sustainability of youth development projects in Kawangware slums, Nairobi?
5. How do personal characteristics of traders influence sustainability of youth development projects in Kawangware slums, Nairobi?

### **1.6 Significance of the Study**

The study is significant as it will provide information to entrepreneurship curriculum developers that will inform the designing of the curriculum to include aspects that enhance project sustainability. The findings will also inform donor organizations on the areas of capacity building of youth development projects to enhance sustainability. The findings will further provide information to youth development projects on resource mobilization strategies to enhance sustainability.

### **1.7 Basic Assumptions of the Study**

The study made the following assumptions:

The youth development programmes in Kawangware slums have received entrepreneurship training in project/business planning, financial management, marketing and resource mobilization. The youth development projects in Kawangware Slums are using entrepreneurship skills to enhance sustainability.

### **1.8 Limitations of the Study**

In collecting of information, it will not be possible to control the attitudes of respondents during the study as respondents may choose to give socially acceptable responses that may result in the study having inaccurate findings. However the respondents will be assured of privacy and confidentiality so as to increase accuracy of the findings. Also in as much as the study wishes to capture views of all stakeholders about the influence of entrepreneurship skills on youth development project sustainability, it may face difficulties of tracking and factoring in the much needed first-hand information given that it will not involve all donor/funding organisations.

### **1.9 Delimitation of the Study**

The study will target youth development projects in Kawangware slum and confine itself to youth project leaders who were directly involved in project implementation. As a result of these, the findings of this study may not be generalized to reflect the situation in the rest of the country. Although there are youth development projects in others parts of the country they will not included in the sample even though they would have had important input to the study.

### **1.10 Definitions of Significant Terms Used in the Study**

**Entrepreneurship skills:** Refers to skills in project/business planning, financial management, market access and resource mobilization.

**Financial management:** Refers to the planning, organizing, directing and controlling the financial activities such as procurement and utilization of funds of the enterprise. It means applying general management principles to financial resources of the enterprise.

**Market access:** Refers to the ability of the youth development project to find outlets to sell their goods and services

**Project sustainability:** Refers to the ability of youth development projects to develop a strategy of growth and development that continues to function indefinitely.

**Project/business planning:** Refers to the process of designing project activities stating how to complete a project within a certain timeframe, usually with defined stages, and with designated resources.

**Resource mobilization:** Refers to the process of raising different types of support for your organization which include both cash and in-kind support.

**Youth development projects:** Refers to the project initiated by the youth organizations with support from donors and the government as a way of alleviating poverty and providing employment opportunities for young people.

### **1.11 Organization of the Study**

This study is organized in to five chapters. Chapter one comprises of the introduction of the study and is organized into the following themes: Background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significant of the study, basic assumptions of the Study, limitations of the study, delimitation of the study and

definitions of significant terms used in the study. Chapter two contains reviewed literature from related studies, the theoretical framework and the conceptual framework. Chapter three presents the research methodology and is organized under research design, target population, sample size and sampling procedures, data collection instrument, pilot testing of the instruments, validity of the instrument and reliability of the instrument, data collection procedures, data analysis techniques, ethical considerations and operational definition of the variables. Chapter four presents data analysis, presentations, and interpretations while chapter five comprises of the summary of the findings, discussions, conclusions and recommendations

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section presents the reviewed literature from similar studies. The literature is presented under the following themes: Nature of entrepreneurship training, training in project management and

sustainability of youth project, training in financial management and sustainability of youth projects, training in marketing and sustainability of youth projects, the theoretical framework and the conceptual framework of the study.

## **2.2 Nature of Entrepreneurship Training**

Entrepreneurship training in South Africa, according to a study by Mokoena, (2013) conducted in South Africa was directed towards preparing of project implementers into change agents and simultaneously producing the much needed entrepreneurs required for the country. Under programmes targeting the youth, entrepreneurship training offered specifically to youth development projects was mainly in form of business skills training, technical skills training and entrepreneurial skills training (Kroon, 1997, as cited in Verheul, et al. 2001). The study relied on document review to collect data and therefore some of the information was inapplicable to the study, unavailable or out of date and also biased. Some the information was also incomplete and inaccurate. The use of primary sources of data helped to fill this gap.

In a study by Sifunjo (2012), business skills training offered to youth projects in covered all the conventional management training areas. These include, strategy, planning, marketing, financial and project management as well as time management. The study established that technical skills training offered addressed the ability to use knowledge or techniques to enhance project sustainability. In a study by Karanja (2013) entrepreneurial training targeting youth development projects was geared towards creating and growing business enterprises and included promotion of creativity and innovation, risk propensity and desire for achievement. In study by Kroon (1997) entrepreneurship skills training offered to development projects was formal and covered all aspects of project management which included leadership, motivation, delegation, communication and negotiation (Kroon, 1997, as cited in Verheul, et al. 2001). These studies relied on an end line

survey in which results were arrived at through focus group discussions where the findings are likely to be inaccurate as the views of some stakeholders may not be captured as a result of some respondents dominating the sessions. The current study used interview and questions which gave all respondents an equal chance to give their views.

A survey by Kisaka & Mwewa (2014) revealed that entrepreneurial skills training offered by NGOs targeting youth groups included imparting of entrepreneurial skills which enhanced project performance and most importantly project sustainability. The Entrepreneurial skills targeted by this training could be divided into two categories: general management skills (strategy, planning, marketing, financial, project management & time management) and skills in dealing with people, leadership, motivation, delegation, communication and negotiation. In addition, industry knowledge and personal motivation was also include in the training. This study focused on the entrepreneurship training offered by NGOs which have different approaches and objectives. The current study however focused on the training offered under the National Youth Enterprise Fund which is a government sponsored programme.

### **2.3 Training in Project Planning and Sustainability of Youth Development Projects**

A study by Ojiako (2007), noted that most informal youth development projects lacked the capacity to carry out proper strategic planning in their operations. The study argued that sound planning is a necessary input to a sound decision-making for new ventures particularly to succeed and meet their set objectives and also to enhance project sustainability. Wangeci & Gathungu (2013) in a survey noted that many small business managers neglect the process of strategic planning out of belief that strategic planning only benefits larger companies. There is also lack of knowledge on the development of strategic plans. Zimmerer & Scarborough (1998) emphasized that it is important for project implementers not only create strategic plans but also undertake other

forms of planning which include the development of business plans as well as marketing plans. These studies gave a general overview of the impact of lack of training of project implementers and did not review specific areas where training in project planning influences sustainability of youth development projects.

Cornwall (2005) argued that lack of an adequate viable business plan can lead to implementation challenges which are most experienced at the start of the projects and when planning is needed for growth or sustainability. Cornwall (2005) in a study stressed the need for project implementers to be adequately trained in development of quality marketing plans, stating that good marketing plans are essential in decision-making process on effective marketing strategies, customer base and promotion of projects' goods and services. A study by Hynes and Richardson, (2007) posits that project planning is essential in project sustainability and identified a strong link between planning and failure of youth development project. The study noted that projects whose implementers had adequate training in project planning and had prepared strategic plans which guided their operations were less likely to fail. Hynes and Richardson, (2007) added that in the absence of knowledge in project planning, organizations may be able to successfully start operations but fall short in terms of sustainability as early success does not guarantee long-term prosperity, (Zimmerer & Scarborough, 1998). Zimmerer and Scarborough, (1998) continued that this inability to make the entrepreneurial transition, from a startup is the main cause of project failure. Zimmerer & Scarborough emphasizes that after the successful project start-up, growth also sustainability requires a radically different style of management which is heavily dependent on sound project planning. The study relied on document review to collect data and therefore some of the information was inapplicable to the study, unavailable or out of date and also biased. Some of the

information was also incomplete and inaccurate. The use of primary sources of data helped to fill this gap.

A study by Hanushek & Woessmann, (2008) concluded that many project implementers are often good at starting projects, but poor at running them and many of them hold a belief that they have an obligation to run their projects and become great managers. Hanushek & Woessmann, (2008) attributed this to the fact that while many project implementers are successful at starting up, are not as skilled at running or managing a business as a result of inadequate training in project planning. The European Federation of Accountants (2004) stated that as most youth projects are established by individuals with little or no skills training in project planning and as a result most of these projects cannot be sustained long enough to meet their objectives. It was further reported that the U.S Small Business Administration had noted that fifty percent of small businesses initiated especially by the youth fail in the first year and ninety-five percent fail within the first five years, making project sustainability to be a major concern. These studies were conducted in the Europe and USA, countries that have different socio-economic conditions and therefore the findings may not fully apply to the Kenyan scenario.

A study by Mullei and Bokea (1999) established most youth development projects face challenges of sustainability as the implementers may not have skills and experience in areas such as project planning, financial planning, marketing, customer relations and financial management. This may lead to project failure especially among small-scale projects. It's widely perceived that throughout the world small projects have a high rate of failure. This study presented areas in which development projects encountered challenges as a result of inadequate project planning skills but did not critically analyze specific areas of project management that were affected. The current

study will provide an analysis in areas most affected by lack of training and how they can be enhanced through training in project planning.

Hannon (2005) also pointed out that project implementers can avoid some of the pitfalls of failure by engaging in good marketing practices which include, the profiling of target customers, the profiling of competitors, and the assessing of changes in customers tastes and preferences. Overall there are a number of actions which project implementers can take to avoid failure, such as proper project planning, market research and the delegation of management duties to others (Hannon, 2005). A study by Ameyia, Onsongo & Guyo (2006) revealed that entrepreneurship training in project planning significantly enhanced project planning which was crucial in promoting project performance and sustainability. The findings showed that 47% (mean score 3.25) of the respondents who had received entrepreneurship training were able to prepare business plans for their businesses while 64% of them indicated that they were able to conduct market research for their businesses. These studies relied on document review to collect data and therefore some of the information was inapplicable to the study, unavailable or out of date and also biased. Some the information was also incomplete and inaccurate. The use of primary sources of data helped to fill this gap.

#### **2.4. Financial Management and Sustainability of Youth Development Projects**

According to Chambers and Conway (1992) as wants and techniques of production change, survival and growth of any business depends on the readiness and exactness with which the firm adapts to the change. He argues that the measure of survival and success-solvency, net income, growth in assets and employment creation, are all measured in monetary terms and rests around the firm's financial management. Therefore, increased range of external sources of funds calls for greater skills in the application of value judgment. Chirisa and Muchini (2011) notes that financial

management has the dual function, that of maximizing utilization of funds employed by the firm and minimizing the burdens imposed by recourse to external sources. Thus the central feature of financial management is its formulation of the firm's strategy. This is seen in the way the firm determines the most effective use of funds currently at its disposal. The firm's financial capability is also used in selecting the most favorable sources of additional funds that the enterprise will need in the foreseeable future.

According to Osamwonyi (1988) financial problems facing youth development projects in developing countries include availability and accessibility of funds. Ndege (2010) notes that sources of finance to these project are mainly personal equity, loans and grants from relatives and friends, institutional sourcing of funds which according to Roger (2002) include banking industry, Small-Scale Industries Credit Scheme (SSICS), Small and Medium Industry Equity Investment Scheme (SMIEIS), the Bank for Industry; and the Capital Market. The problem with funding projects is not so much the sources of funds but the accessibility. Factors identified inhibiting funds accessibility include stringent conditions set by financial institutions, the lack of adequate collateral and credit information and the cost of accessing funds (Osamwonyi, 2005). However, proper training in financial management is found to be critical in enhancing accessibility to financing as a result of project implementers having adequate knowledge of sources of finances, the process of applying for funding and conditions of funding (Osamwonyi, 2005).

A study by Cornwall (2005) revealed that poor financial control is rated by many researchers as a precursor to failure of youth development projects. It was established that some project implementers may have trouble securing finance while others may simply have trouble managing their finances. Cornwall (2005) acknowledged that inadequate capital, the misuse of capital and poor cost control are serious issues for many youth project implementers. Poor cash flow

management is amongst the most common internal causes of failure, according to the European federation of accountants (2004).

Ndavi (1999) recommends adequate financial management training for project implementers as knowledge in financial management will equip project managers with knowledge on sound financial management decision-making. A survey by Ndambiri (2002) also established that poor financial control was one of the main issues encountered by the entrepreneur. Their research also stated that sound management is the key to the success of a small business and effective managers should realize that any successful business venture requires proper financial control. Kithae, Maganjo and Kavinda (2011) observed that finance is a major resource in project, without which it cannot operate and so the resource should be given the attention it deserves if the youth projects have to survive. Financial activities in youth groups should be planned for, recorded, monitored and controlled if the projects have to be sustainable.

Mkhize (2010) noted that the demand for careful project planning has made financial management a key activity in organizations and projects in general. Financial Management is the process of managing the financial resources, including accounting and financial reporting, budgeting, collecting accounts receivable, risk management, and insurance for a business. Finance manager has not only to plan, procure and utilize the funds but he also has to exercise control over finances. This can be done through many techniques like ratio analysis, financial forecasting, cost and profit control, etc. In many cases, a financial project manager plays a key role in developing the long-term financial goals of a company or organization to ensure a profitable future for the firm.

According to Magableh and AL-Mahrouq (2007), financial planning involves setting objectives, assessing assets and resources, estimating future financial needs and making plan to achieve

monetary goals. He continued to suggest that, one systematic approach for attaining effective management performance is financial planning, budgeting and that sustainability of any project lies in effective financial management right from the implementation stage to post implementation phase. It is important to lay and plan our budget for the amount of money received (Mochache, 2005). Mokoena, S. (2013), points out that financial statements contain valuable information that managers can use to analyze past performance of a project. Naudé and Krugell (2003) noted that financial statements are used to track the monetary value of goods and services into and out of the organization. This then calls for the youth project managers to have a careful financial management strategy to guarantee the sustainability of these projects.

Cornwall (2005) also stated that entrepreneurs and project implementers often suffer from issues and issues associated with financing due to lack of training in financial management. Timmons et al (1990) also posits that the largest investment the small business manager must make is usually inventory, yet inventory control is one of the most neglected managerial responsibilities. While both Cornwall (2005) and Zimmerer & Scarborough (1998) viewed failure to plan as a reason for small business failure. Timmons et al. (1990) stated that lack of training in an entrepreneur can lead to poor financial control and the failure to plan. Cornwall (2005) also acknowledged managerial competence in management of project finances was greatly enhanced through entrepreneurship training. Equally Small Business Research Center, (2008) also informed that weak financial control among youth project was majorly as a result of lack of training in financial management.

A study by Kanyari & Namusonge (2011) revealed that entrepreneurship training greatly enhanced financial management of SMEs. According to the findings 71% of the respondents who had received entrepreneurship training reported that they were now able to carry out daily book keeping

of their business transactions. The study also showed that 28% of the respondents were able to prepare a profit and loss account. The findings further showed that 96% of the respondents were able to separate working capital from other moneys. This study relied on questionnaires as data collection instrument which gives no room for probing to obtain additional and conclusive information. The current study will in addition use interviews to fill this gap.

A study by Mungai (2012) revealed that 90% of the beneficiaries of entrepreneurship training were of the opinion that the training programme helped them very much in calculating their profits, keeping their business records as well as distinguishing business resources from personal resources. Most beneficiaries also felt that the training fairly helped them identify when their businesses need more finances as well as securing appropriate sources of finance and uncertainty avoidance. They were equally enthusiastic that the training was of much help in business financial risk minimization. Training is important as it enables the entrepreneur to explore the environment and identify opportunities for improvement, mobilize resources and implement actions to maximize those opportunities. Mochache (2005) also emphasizes the importance of entrepreneurship training and states that financial management skills are necessary for initiation and growth of an enterprise. This study relied on interview which restricted the size of the study sample and as a result a small number of beneficiaries were involved. The use of questionnaires in the current study will help fill this gap.

In a study by Njoroge and Gatungu (2013), regarding proper financial records keeping, majority of the chairpersons and the members felt that when proper financial records are kept in youth income projects their sustainability would be promoted. This is supported by Petrakis (2005) who argued that proper record keeping sustains and expands an organization and without it the business runs a risk of hitting cash flow crunches wasting money and missing out opportunities to expand.

A study by Mochache (2005) revealed that majority of the chairpersons of youth groups and members agreed that for a project to be sustainable level of training and experience of the project leader in financial management matters was paramount in youth income projects. Frequent financial reporting on the project progress was supported by a big proportion of the chairpersons and equal number of members to have had influence on the sustainability of the youth projects. These studies targeted girls-only groups have different interests and aspirations for initiating development projects. The current study will on the other hand target youth groups involving both genders.

In a study by Wambugu (2005) efficient budgeting of the project activities was strongly supported by majority of the project managers and members who were interviewed to have a great influence on sustainability of youth income projects. The same is advanced by Madison (2009) who suggested that, one systematic approach for attaining effective management performance is financial planning, budgeting and that sustainability of any project lies in effective financial management right from the implementation stage to post implementation phase. This is also noted by Nafukho and Muyia (2010), who argued that sustainability of any project lies on a good plan and budget for the amount of money received. A study by Karanja (2013) however revealed that a sizeable number of youth groups in Kangema District do not prepare or use budgets appropriately or even had enough financial management skills and this posed a challenge in their sustainability. These studies targeted individual entrepreneurs who have the privilege of preparing budgets without having necessarily to consult other persons with a view of seeking consensus. The current study will target youth groups and therefore consider various group dynamics.

## **2.5 Training in Marketing and Sustainability of Youth Development Project**

According to Stanton (1981), marketing includes; finding out what consumers want, planning and developing a product or service that will satisfy those wants, determining the best way to price, promote and distribute that product or service. Fulop (2009) defines marketing as “the making available of the product at the place, at the time and at the form in which they are required by customers”. It also includes provision of services as an integral accompaniment of products, investigation of customer needs, and initiation of the product of merchandise to satisfy customer needs. According to Jeppesen, (2005) marketing is another obstacle for companies to grow since many businesses confront challenges establishing effective distribution channels, communicating product features, pricing products and services in an attractive way, implementing sales and marketing efforts to win and retain customers and undertaking constant product development in order to sustain sales.

A study by Ndambiri (2002) revealed that enterprise development training provides the necessary skills to promote business and facilitate economic growth as owner-managers can be equipped with skills, such as how to identify their competitive advantage over their counterparts, both local and foreign. The study observed that most managers of youth development projects often lack the ability to gather and process market information outside of what is immediately relevant to their current business due to lack of technical knowledge and training on how to make use of this information (Ndambiri, 2002). A study by The Office of Small and Medium Enterprises Promotion (2007) revealed that SMEs tend to have low productivity and they are weak in terms of competition which is the result of using less advanced technology, not maximizing machinery utility and not improving in technology due to the limitation of lack of training for managers. The study established that many managers are not knowledgeable of applying the accurate technology in

their business and they do not have the ability to choose appropriate marketing technology for their business. These studies provided a general overview of the influence of entrepreneurship on marketing but fell short of interrogating specific ways in which training affects the marketing processes.

A study by Moyi & Njiraini (2005) revealed that lack of entrepreneurship training leads to difficulty in accessing market information and markets. The study noted that due to inadequate skills training in marketing, SMEs face difficulties accessing and utilizing information regarding local, regional and international pricing, a major constraint to business planning as well as about the regulatory environment in Rwanda and regionally. SMEs have inadequate access to market information that could benefit their businesses as well as inadequate knowledge about marketing their products both nationally and internationally. The study further observed that among most SMEs there is poor participation in the policy making process, meaning they have little knowledge of marketing interventions designed to assist them. This study targeted individuals running SMEs and therefore did not examine groups. This study also examined SMEs operating independently and therefore not under a programme like the National Youth Enterprise Fund.

A study by Mukulu, Oyugi & Mwarania (2011) revealed that entrepreneurship training in marketing enables beneficiaries to have better access to local and international markets. The study revealed that majority of the respondents indicated that their businesses have been doing well in terms of sales turnover as a result of the training. Most respondents were also able to generate new clients every day. The results also show that 40% of the respondents were able to prepare marketing plan for their businesses. However, a number of the respondents did not attribute their ability to market their products and improved sales to entrepreneurship training they received. This study targeted individuals running businesses and therefore did not examine groups. These

individuals were also operating independently and therefore not under a programme like the National Youth Enterprise Fund which influences decision making to some extent.

In a study by Wambugu (2005), majority of the respondents noted that as a result of the entrepreneurship training, they were now aware of their customers' needs and as such, all the entrepreneurs indicated that their customers were happy due to services they offered. From the study most beneficiaries felt that skills learnt helps them solve their customer complaints as well as retaining them quite well. However they have a mixed feeling when it came to reclaiming their lost customers where majority felt training on customer care does not help them much in reclaiming their lost customers. This study relied on interview which restricted the size of the study sample and as a result a small number of beneficiaries were involved. The use of questionnaires in the current study helped fill this gap.

In a study by Amenya Onsongo and Guyo (2006) when asked how much the learnt skills help them solve the problem of lack of market, majority of the respondents indicated fairly well. However, they seemed to differ in opinion as seen from their choices. There was however consensus amongst beneficiaries that the training very much helps them cope with market competition as well as incorporate innovation and differentiation in their products. This study relied on interview which restricted the size of the study sample and as a result a small number of beneficiaries were involved. The use of questionnaires in the current study will help fill this gap. This study also targeted individuals running businesses and therefore did not examine groups. These individuals were also operating independently and therefore not under a programme like the National Youth Enterprise Fund which influences decision making to some extent.

## **2.6 Resource Mobilisation Training and Sustainability of Youth Projects**

A study by Mala (2011) revealed that in order to enhance sustainability, youth groups were trained on how to identify current and New Donors (short-term, medium, and long-term). In the short and medium terms, the groups were sensitized on how to continue engaging current donors for funding of continuing programmes. These donors were to be those that have demonstrated interest and commitment to groups' work and it is cheaper to raise funds from them since they know the institution and are sympathetic to its cause. The groups were to maintain strong ties with organizations that have been supportive of their work and be knowledgeable of how to hold candid discussion with them about their resource mobilization efforts. This in end will critical in ensuring continuous funding support and in the medium to long terms, increase the number of donors participating in groups' programmes thus enhancing sustainability. New donors to be targeted include "friends" of current donors that could be approached through recommendation letters or word of mouth, through researching those whose areas of interest and strategic plans are similar to those of the groups and through courting others who are willing to buy into the groups' work. This of course requires a specialized human resource in the form of a staff member or a contractor. The study findings were obtained from focus group discussions and as a result some information lacked objective as the presence of the researcher might have influenced informants. Use of questionnaires in the current study provided privacy to the respondents thus filling this gap.

A study by Mwitwa (2010) established that youth development groups could also approach wealth individuals who would be willing to finance projects activities. That study noted that despite the pervasive poverty in Kenya today, there is a growing middle class (of affluence and influence) that is committed to alleviating poverty and suffering as well as upholding democratic principles. This

group is educated and has a sizeable proportion has been educated or worked abroad. Thus, the individuals of groups that have experienced these benefits would wish to contribute towards the projects. Republic of Kenya (2005). (Sessional Paper N0 2) on Development of Micro and Small Enterprises for Wealth and employment creation for poverty Reduction established that besides the middle-class, there are wealthy individuals in Kenya who could make a large one-off donation to specific thematic areas or specific activities. Some target good governance and leadership, health and political stability among other interests. It was proposed that youth groups would breaks their programmes into specific activities that would interest individuals. For example, peace initiatives and empowerment to youth and women could have elements that individuals could participate. Moreover, individuals who have benefited from groups' work could be asked to "give back" to the institution for sustainability. The study targeted different types of youth groups with different backgrounds. As a result the findings were generalized in view of the diversity of the groups. The current study focused on the youth groups under the National Youth Enterprise Development Fund to fill this gap.

A survey by Timms, (2006) revealed that training youth groups on the available opportunities through the corporate social responsibility initiatives could provide an opening in resource mobilisation. The study noted that the reasons why the corporate sector gives include creating goodwill and a better image, associating with a cause, satisfying the Chief Executive Officer, wanting to gain publicity, and fulfilling their Corporate Social Responsibility (CSR) budgets. Some organizations in this sector recognize the significance of empowering young people economically and given a clear entry to participate, the sector could make a contribution. Through the training, the youth were informed that success in mobilizing resources from the corporate sector will depend on how the groups can explain or "market" the qualitative and quantitative

needs of their projects. The actual funds given by corporations may not be significant when one removes the high content of advertisement and marketing costs associated with such donations. The findings were obtained from the feedback during the training and therefore some participants might not have had a chance to give their contribution. The current study used questionnaires and in the process provides equal opportunity to all respondents.

A survey by UNDP (2006) revealed that one way of mobilizing resources in for the groups to continue increasing the number of its enviable list of strategic partners. At one level, these may include parliamentarians, local authority bodies and civic leaders; civil society and the private sector. On another level, they may include local, regional, and international partners with which they can work in collaboration. It was recommended that the groups' secretariat review all current and potential partners with a view to ascertaining which ones it could forge closer partnerships for resource mobilization. Also, the secretariats are required to develop partnership criteria to ensure the new partners are vision, values, and ethics that resonate with those of the groups. The study findings were obtained from focus group discussions and as a result some information lacked objective as the presence of the researcher might have influenced informants. Use of questionnaires in the current study provided privacy to the respondents thus filling this gap.

## **2.7 Personality Characteristics and Sustainability of Youth Development Projects**

Personality characteristics are constructs that explain the consistency of an individual's behaviour and help to explain why people react to the same situation in different ways (Cooper, 1998 quoted in Llewellyn & Wilson, 2003). Personality traits are partially developed by upbringing, socialization and education. These generate values and beliefs that can influence people's intentions and behavior (Koe Hwee Nga & Shamuganathan, 2010). A study by Parker (2004) revealed that age is the factor that has the clearest influence on entrepreneurship at the individual

level. A survey by Levesque and Minniti (2006) suggest theoretically that age is an inherent factor that triggers entrepreneurship and that the factors that stimulate or inhibit entrepreneurship tend to change during life, which implies that the propensity to become an entrepreneur is determined by age. Consequently the survey showed that that relatively younger individuals are more likely to become entrepreneurs than older individuals and this finding is consistent with several empirical studies on the determinants of entrepreneurship at the individual level (Blanchflower, 2004; Aidis et al., 2012).

A study by Florida (2002) established that along a person's lifecycle, the stock of human capital determines his or her productivity and appropriateness for certain employment, i.e., dependent or independent; however, a person's stock of human capital also changes with age, which means the person will be better suited for different types of employment at different intervals of the lifecycle. On the one hand, adolescents are fairly unbiased (at least on certain subjects), which can help release creative energy (Florida 2002). They are energetic and at their peak of physical power. Additionally, the ability to store and process information, solve problems, deal with complexity, and adjust to new situations is also highest at this time of life (Kaufman and Horn 1996; Ryan et al. 2000). Moreover, having recently finished school, adolescents' textbook knowledge is current. However, they lack life experience and have not yet had time to develop strong social and business networks. The so-called tacit knowledge accumulated over a lifetime peaks when a person is in his or her 50s and does not differ across groups until the 80s (Wang and Kaufman 1993; Kaufman and Horn 1996; Ryan et al. 2000). Hence, these factors take time to accumulate, evolving over a lifetime from participating in work life, social interaction, and learning-by-doing.

On the other hand, there is evidence that an individual's ability to process fresh knowledge, reason logically and be creative decreases with age (Ruth and Birren 1985). Creativity, in particular, can

wane due to mindsets that have become solidified, perhaps even fossilized, from past experience. Thus, some abilities and skills increase over a person's lifecycle while others decrease. In a closely related empirical study, Van Praag and Booij (2003) found that risk aversion decreases with age whereas time discounting increases. "On the one hand older people are more settled and hence can take more risk. On the other hand people are more cautious and take less risk" (Van Praag & Booij 2003, 14).

In a study by Turban and Gupta (2008) the impact of implicit and explicit activation of gender stereotypes on men's and women's intentions to pursue a traditionally masculine career, such as entrepreneurship, was examined. On the basis of stereotype activation theory, it was hypothesized that men and women would confirm the gender stereotype about entrepreneurship when it was presented implicitly but disconfirm it when it was presented explicitly. Hypotheses were tested by randomly assigning 469 business students to one of 6 experimental conditions and then measuring their entrepreneurial intentions. Results supported the hypothesis when entrepreneurship was associated with stereotypically masculine characteristics but not when it was associated with traditionally feminine characteristics. Men also had higher entrepreneurial intention scores compared with women when no stereotypical information about entrepreneurship was presented, suggesting that underlying societal stereotypes associating entrepreneurship with masculine characteristics may influence people's intentions. However, men and women reported similar intentions when entrepreneurship was presented as gender neutral, suggesting that widely held gender stereotypes can be nullified. Practical implications and directions for future research are discussed (Turban & Gupta, 2008). This study focused more on the influence of gender stereotypes on entrepreneurship while the current study will examine other gender related constraints to entrepreneurship.

Scholars posit and evidence indicates that gender stereotypes influence men's and women's intentions to pursue entrepreneurship, an achievement-oriented career domain (Fagenson & Marcus, 1991; Gupta, Turban, Wasti, & Sikdar, 2005). Not surprisingly, studies find that current views about entrepreneurs are heavily weighted toward traits traditionally viewed as masculine (Ahl, 2006; Lewis, 2006), and these stereotypical beliefs adversely affect the entry and development of women in entrepreneurship (Marlow & Patton, 2005). Scholars believe that people learn gender stereotypes at an early age, which subsequently causes them to generally think and act in stereotype-consistent ways (Cejka & Eagly, 1999; Miller & Budd, 1999).

A study by Shapiro and Neuberg (2007) found that women reported greater entrepreneurial intentions and men reported lower intentions when entrepreneurship was explicitly linked with masculine characteristics compared with when it was implicitly linked with the same characteristics. Furthermore, we also found that the everyday gender gap in intentions, as evident in men reporting stronger intentions than women when no stereotypical information was presented (control condition), was eliminated when we presented entrepreneurship as a gender-neutral domain (nullification condition). Taken in sum, our results have important implications for the issue of widespread differences in entrepreneurial activity between men and women. Heilman and Okimoto (2007) in their research showed that how masculine stereotypes about entrepreneurship are activated implicitly and explicitly has a counterintuitive effect on entrepreneurial intentions. The study also found that gender differences in entrepreneurial intentions, at least in the short term, can be alleviated by stereotype nullification (i.e., associating gender-neutral characteristics with an otherwise male-typed domain). The study did not find any evidence that associating entrepreneurship with feminine characteristics influences entrepreneurial intentions (Heilman & Okimoto, 2007).

A growing number of studies also consider significant gender differences between entrepreneurs vis-à-vis aspects of personal and business profile: they start and run businesses in different manners, have different experiences and backgrounds, aim at different goals, and structure their businesses in different ways (Verheul, Van Stel & Thurik, 2006). In general, businesses led by females underperform in a number of areas and are characterized as smaller in size compared to those led by male counterparts. This can be related to the sector their businesses are in, which is more likely to have low entry barriers, low profit margins, and high competition). Females tend to have less business experience and their businesses are usually undercapitalized. In terms of business age, companies led by females are generally “younger” than those led by males. Moreover, several studies indicate that females prefer to grow their businesses slowly and are less likely to seek growth, which reflects the size of their businesses (Jennings & McDougald, 2007).

There is a common conclusion among a number of researchers that female-owned businesses are concentrated in service and retail sectors (Coleman, 2002). According to Swinney, Runyan and Huddleston (2006), American women-owned businesses are concentrated mainly in services, wholesale and retail sectors, and then finance, insurance, real estate, construction, and manufacturing. However, one study on British entrepreneurs (Hill, Leitch & Harrison, 2006) shows that the majority of females who participated in this particular study had businesses in high-tech sectors.

## **2.8 Theoretical Framework**

The study is based on the human capital theory advanced in the 1960s by Nobel Laureate economists, Theodore Schultz & Gary Becker. The theory suggests that, education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising their future income (Schultz 1961 & Becker, 1964). Becker (1964) & Mincer (1974) provided a link

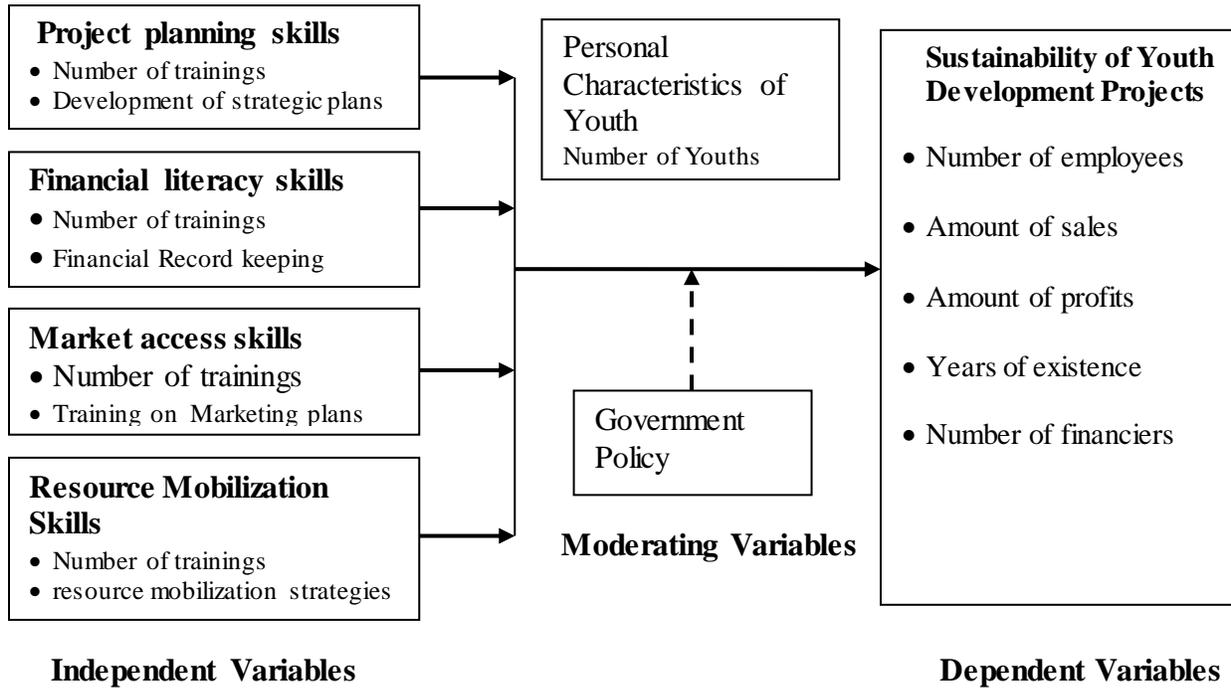
between investment in training and income. Hundreds of studies have been conducted to estimate rates of return to education; most of such studies show that formal schooling is a crucial factor in explaining variations of salary and wages in well developed countries (Cohn et al, 1998). Comparative studies have been conducted in some less developed countries, focusing on investment in formal education (Psacharopoulos & Patrinos (1994).

Schultz (1961) & Becker (1964) argued that investment in human resources through education results in private rates of return accruing to families in terms of increased income and social rates of return such as improved public health, spread of democratic and governance values and practices, and enhanced rights and freedoms for individuals in society (Schultz, 1961; Becker, 1964). This theory applied to this study as the government and NGOs invested in entrepreneurship training of managers and members of youth development projects to equip them knowledge and skills in managing development projects which in the end enhances project sustainability. This increases the projects capability to meet its objectives.

**Table 2. 1: Summary of previous researches and their findings**

Previous Researches	Findings	Gaps Identified
Mokoena, (2013) conducted study in South Africa	Entrepreneurship training in the country was directed towards preparing of project implementers into change agents and simultaneously producing the much needed entrepreneurs required for the country	The study relied on document review to collect data and therefore some of the information was inapplicable to the study, unavailable or out of date and also biased. Some information was incomplete and inaccurate. The use of primary sources of data will help to fill this gap.
A survey by Kisaka and Mwewa (2014)	Entrepreneurial skills training offered by NGOs targeting youth groups included imparting of entrepreneurial skills which enhanced project performance and most importantly project sustainability.	Focus was on the entrepreneurship training offered by NGOs which have different approaches and objectives. The current study will focus on the training offered under the National Youth Enterprise Fund which is government sponsored programme.
(Zimmerer & Scarborough, 1998)	Emphasizes that after the successful project start-up, growth also sustainability requires a radically different style of management which is heavily dependent on sound project planning.	The study relied on document review to collect data thus some of the information was inapplicable to the study, unavailable or out of date and also biased. Some of the information was also incomplete and inaccurate. The use of primary sources of data will help to fill this gap.
Mochache (2005)	Emphasizes the importance of entrepreneurship training. States financial management skills are necessary for initiation and growth of an enterprise.	This study relied on interview which restricted the size of the study sample and as a result a small number of beneficiaries were involved. The use of questionnaires in the current study will help fill this gap.
A study by Mukulu, Oyugi and Mwarania (2011)	Entrepreneurship training in marketing enables beneficiaries to have better access to local and international markets.	This study targeted individuals running businesses and therefore did not examine groups.

## 2.9 Conceptual Framework



**Figure 1: Conceptual Framework on the influence of entrepreneurship skills on sustainability of Youth Development Projects**

The conceptual framework shows entrepreneurship skills provided to the youth development projects under the Youth Enterprise Development Fund programme forms the independent variables and includes training in project planning, financial literacy and market access and resource mobilisation. Depending on the personality characteristics of beneficiaries and the government policy, this influences project sustainability of youth development projects which is measured through ability to develop and implement strategic and business plans, management of cash flow, resource mobilization and record keeping as well as undertaking of market research and development and implementation of marketing strategies. The conceptual framework is in line with the human capital theory advanced in the 1960s by Nobel Laureate economists; Theodore W.

Schultz and Gary Becker as it provide the influence of entrepreneurship training on sustainability of youth development projects and therefore justify investment in this training.

### **2.10 Summary of the Literature Review**

The literature reviewed shows that there is a strong link between entrepreneurship training and sustainability of youth development projects. However, the researcher still found it necessary to carry out this study because some studies relied on document review to collect data and therefore some of the information was inapplicable to the study, unavailable or out of date and also biased. Some information was also incomplete and inaccurate. The use of primary sources of data helped to fill this gap. Another study relied on an end line survey in which results were obtained through focus group discussions and therefore the findings are likely to be inaccurate as the views of some stakeholders may not be captured as a result of some respondents dominating the sessions. The current study used interview and questions which gave all respondents an equal chance to give their views. This study was also necessary because, one of the studies reviewed focused on the entrepreneurship training offered by NGOs which have different approaches and objectives. The current study however focused on the training offered under the National Youth Enterprise Fund which is a government programme. Other studies gave a general overview of the impact of lack of training of project implementers and did not review specific areas where training in project planning influences sustainability of youth development projects. Some reviewed studies were conducted in the Europe and USA, countries that have different socio-economic conditions and therefore the findings may not fully apply to the Kenyan scenario. Another study relied on questionnaires as data collection instrument which gives no room for probing to obtain additional and conclusive information. The current study in addition used interviews to fill this gap. Another study relied only on interviews which restricted the size of the study sample and as a result a small

number of beneficiaries were involved. The use of questionnaires in the current study will help fill this gap. A reviewed study targeted girls-only groups which may have different interests and aspirations for initiating development projects. Other studies targeted individual entrepreneurs who have the privilege of preparing budgets without having necessarily to consult other persons with a view of seeking consensus. The current study targeted youth groups and therefore consider various group dynamics. Other studies provided a general overview of the influence of entrepreneurship on marketing but fell short of interrogating specific ways in which training affects the marketing processes and project sustainability.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter highlights the methodology that was used in collection and analysis of data in the study which will include the research design, target population, sampling procedure and design, the sampling size, data collection methods and data analysis techniques.

#### **3.2 Research Design**

The study used a descriptive survey design. This is a research method through which data is collected from members of targeted population by use of questionnaires and interviews in order to determine the current status of that population with respect to one or more variables. It is therefore a self-reporting study which brings out quantifiable information from the sample (Mugenda and Mugenda, 1999). This design is appropriate for this study as it includes survey research approaches all of which yields quantitative information that could be summarized through statistical analyses (Cohen & Manion, 1998). The study investigated the independent variable which is entrepreneurship skills that influences sustainability of youth development projects which is the depended variable.

#### **3.3 Scope**

The study was carried out in Kawangware Slum in Nairobi County and involved youth groups that have been funded through the National Youth Enterprise Fund and have in addition received entrepreneurship training. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants.

### 3.4 Target Population

In Kawangware since 2007 to 2014, 104 youth groups have been funded through Youth Enterprise Fund, in each group there are 3 leaders who constituents Chair person, Secretary and Treasurer. The study targeted 20 youth groups that have been funded through the National Youth Enterprise Fund and have in addition received entrepreneurship training. This means that 60 leaders and 300 members were targeted. The Sub-County youth officers were among the respondents. The population of group leaders and members is as presented on Table 3.1.

**Table 3. 1: Population of Respondents**

<b>Groups</b>	<b>Group leaders</b>		<b>Group members</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
Group A	6	6	30	30
Group B	6	6	30	30
Group C	6	6	30	30
Group D	6	6	30	30
Group E	6	6	30	30
<b>Total</b>	<b>30</b>	<b>30</b>	<b>150</b>	<b>150</b>

**Source:** Sub-County Youth Office 2015

### 3.5 Sample Size and Sampling Techniques

The stratified simple random sampling technique was used to select group leaders and members from each of the youth groups. This sampling technique was ideal for this study as it is used to ensure that no sub-population is omitted from the sample (Gay, 1996). Group leaders and members were stratified into strata based on their Youth groups. Using simple random sampling technique, 3 leaders and 3 members will be selected from each group. The sample for this study comprised of 40 group leaders, 120 group members and 5 Sub-county

youth officer making a total sample of 165 respondents which is 55% of the entire target population which above 20% and therefore representative enough. According to Gay (1996) a minimum of 10% for large populations and 20% for small populations is sufficient for reliable findings. The sample is as presented in Table 3.2.

**Table 3. 2: Sample of Respondents**

<b>Groups</b>	<b>Group leaders</b>		<b>Group members</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
Group A	4	4	10	10
Group B	4	4	10	10
Group C	4	4	13	13
Group D	4	4	13	13
Group E	4	4	14	14
<b>Total</b>	<b>20</b>	<b>20</b>	<b>60</b>	<b>60</b>

### **3.6 Research Instruments**

The research instruments included questionnaires and an interview schedule. The questionnaires were administered to the group members while the interview guides will be administered on the group leaders and the Sub-county Youth officer. The questionnaire is ideal for this study as it presents an even stimulus, potentially to a large number of people simultaneously and provides the investigator with a relatively easy accumulation of data (Wellington, 2000).

#### **3.6.1 Questionnaire for Group Members**

This questionnaire has two parts. Part one was used to obtain information on Objective 5 Personal Characteristics such as age, level of academic and professional qualification. Part 2 was used to obtain information based on the objectives 1-4 of the study.

### **3.6.2 Interview Guide for Youth Leaders**

An interview schedule was used to collect information from the group leaders and the Sub-county officer on the influence of entrepreneurship training on the sustainability of youth development projects in Kawangware slums. An interview guide makes it possible to obtain data required to meet specific objectives of the study (Mugenda & Mugenda, 1999). Further Cohen and Manion (1994) argued that the interview guide consists of items that help the researcher to uncover broad concerns of the study in-depth through consistent probing. The interviewer probed the interviewee to obtain adequate additional information.

### **3.7 Pilot Study**

A pilot study was conducted prior to the actual research. Two youth groups were involved in the pilot study and were not included in the sample of the study. Through piloting, the researcher was able to determine whether there are any ambiguities in any of the items and ensure that the instruments elicit the type of data anticipated to answer the research questions. Those items that fail to measure the variables intended were either be modified or discarded. Further, advice was sought from the supervisor who critically examined the items in the instruments.

#### **3.7.1 Instrument Validity**

The validity of an instrument represents the degree to which a test measures (Borg and Gall, 1983). To establish content validity, the researcher made the research instruments appraised by the supervisor and the comments made adhered to. To further establish the instruments' validity a sample of 4 group leaders and 8 group members were randomly selected to fill questionnaires and be interviewed for the pilot study. These respondents were not included in

the main study. This helped reduce the extraneous influence of the research findings due to prior knowledge of the information required by the instruments.

### **3.7.2 Instrument Reliability**

Reliability of researcher made instrument is concerned with the degree to which a particular measure gives similar results over a number of repeated trials (Orodho, 2008). To ensure that the research tools are reliable, they were pilot tested to ascertain content reliability. The Cronbach Alpha coefficient was used to check the internal consistency of items in the questionnaires. It was computed with the help of SPSS 21 program to determine if the items used are reliable. According to Berthoud (2000) reliability of 0.7 and above is satisfactory for any research instrument. Cronbach reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale.

### **3.8 Data Collection Procedures**

A research permit was obtained from the National Council for Science and Technology. A copy of the permit was presented to the Sub-County Youth Officer, who further issue clearance letters authorizing the researcher to visit the youth groups under study. The researcher then contacted the group leaders of the sampled groups through letters and therefore makes arrangements on when to visit the groups. The researcher administered questionnaires to the group member and then interviews the group leaders. The questionnaires were collected after three days to ensure all are returned. All respondents were assured of confidentiality.

### **3.9 Data Analysis Techniques**

Data analysis is the process of packaging the collected information in a form that can be understood by the person undertaking the research. Data from the field was coded in preparation for analysis. The researcher then triangulated the questionnaire and interview data to draw conclusions on the influence of entrepreneurship skills on sustainability of youth development projects. Qualitative data obtained from interviews and open-ended items in the questionnaire was analyzed using content/narrative. Content/narrative analysis is ideal for analysing qualitative data obtained from open-ended questions and interviews as it allows for detailed reporting of accounts of respondents in relation to the subject of investigation (Bryman, 2008). Quantitative data obtained from closed-ended questionnaire items was analyzed using descriptive statistics such as frequencies and percentages. Descriptive statistics was used because the study aims at describing and discussing a data set more generally and conveniently than would be possible using raw data alone. They are routinely used in reports which contain a significant amount of qualitative or quantitative data (Bryman, 2008). The chi-square test was carried out to test the null hypothesis aimed at determining whether there is a not significant relationship between entrepreneurship training and sustainability of youth projects.

### **3.10 Logical and Ethical Considerations**

The researcher protected participant through developing trust with them and promoting the integrity of research. The researcher received consent from the Dagoreti Youth Office under Department of Social Services and Gender and the participants involved in the study before collecting any data.

#### **3.10.1 Ethical consideration**

The researcher did not subject respondents to situations harmful or uncomfortable to them. The participation in research was voluntary and respondents retained the right to refuse or divulge certain information about them. The participants were also made aware of the implications of participation in the study. The informed consent involved two main factors. First, the consent of the subjects as what is to be disclosed to the researcher and secondly, assurances of confidential use of research data collected on individuals. The researcher further sought permission to conduct the research from the Ministry of Education. The researcher avoided deception in case of limited finance or volatile situations which might lead to inadequate collection of data. The researcher at all costs avoided plagiarism, which is tantamount to stealing other people's works, which erodes the integrity of the researcher and leads to serious professional repercussions.

### **3.10.2 Logistical Consideration**

The research used a lot of money in terms of making trips to the selected Youth groups and also in terms of hiring research assistants, printing, typing, binding, consultation, photocopying. In such circumstances the researcher tried to minimize on the expenses by using resources effectively.

**Table 3. 3: Operationalisation of variables**

Objectives/Themes	Type of Variables	Indicators	Scales of Measurement	Instrument/Data Collection Tools	Statistical Techniques
To establish ways in which training in project planning influences sustainability of youth development projects in Kawangware slums, Nairobi	<b>Independent variable:</b> <ul style="list-style-type: none"> <li>• Project Planning skills</li> </ul> <b>Dependent variable</b> <ul style="list-style-type: none"> <li>• Sustainability of Youth development projects</li> </ul>	<b>Independent Variables</b> <ul style="list-style-type: none"> <li>• Number of Trainings</li> <li>• Training content</li> </ul> <b>Dependent variables</b> <ul style="list-style-type: none"> <li>• Development and implementation of strategic and business plans</li> </ul>	Nominal, Ratio	Questionnaires Interview guide	Descriptive Analysis- Correlation
To find out how financial literacy training influences sustainability of youth development projects in Kawangware slums, Nairobi	<b>Independent Variable</b> <ul style="list-style-type: none"> <li>• Financial Literacy skills</li> </ul> <b>Dependent Variable</b> <ul style="list-style-type: none"> <li>• Sustainability of Youth development projects</li> </ul>	<b>Independent Variables</b> <ul style="list-style-type: none"> <li>• Number of Trainings</li> <li>• Training content</li> </ul> <b>Dependent variables</b> <ul style="list-style-type: none"> <li>• Development &amp; Implementation of financial plans</li> </ul>	Nominal, Ratio	Questionnaires Interview Guide	Descriptive Analysis- Correlation
To assess ways in which training in market access influences sustainability of youth development projects in Kawangware slums, Nairobi	<b>Independent variable</b> <ul style="list-style-type: none"> <li>• Market access skills</li> </ul> <b>Dependent variable</b> <ul style="list-style-type: none"> <li>• Sustainability of Youth development projects</li> </ul>	<b>Independent Variables</b> <ul style="list-style-type: none"> <li>• Number of Trainings</li> <li>• Training content</li> </ul> <b>Dependent variables</b> <ul style="list-style-type: none"> <li>• Development and implementation of marketing plans</li> </ul>	Ratio, Nominal,	Questionnaires Interview Guide	Descriptive Analysis Correlation
To assess ways in which training in resource mobilisation influences sustainability of youth development projects in Kawangware slums, Nairobi	<b>Independent variable-</b> <ul style="list-style-type: none"> <li>• Resource mobilization skills</li> </ul> <b>Dependent variable</b> <ul style="list-style-type: none"> <li>• Sustainability of Youth development projects</li> </ul>	<b>Independent Variables</b> <ul style="list-style-type: none"> <li>• Number of Trainings</li> <li>• Training content</li> </ul> <b>Dependent variables</b> <ul style="list-style-type: none"> <li>• Number of Donors &amp; Financiers</li> </ul>	Nominal, Ratio	Questionnaires Interview Guide	Descriptive Analysis Correlation

<b>Objectives/Themes</b>	<b>Type of Variables</b>	<b>Indicators</b>	<b>Scales of Measurement</b>	<b>Instrument/Data Collection Tools</b>	<b>Statistical Techniques</b>
To establish ways in which personal characteristic influences sustainability of youth development projects in Kawangware slums, Nairobi	<b>Intervening variable</b> <ul style="list-style-type: none"> <li>• Personality Characteristics</li> </ul> <b>Dependent variable</b> <ul style="list-style-type: none"> <li>• Sustainability of Youth development projects</li> </ul>	<b>Independent Variables</b> <ul style="list-style-type: none"> <li>• Number of Trainings</li> <li>• Training content</li> </ul> <b>Dependent variables</b> <ul style="list-style-type: none"> <li>• Number of youths by gender in the projects</li> </ul>	Ordinal, Nominal	Questionnaires Interview guide	Descriptive Analysis
Sustainability of Youth development funded projects	<b>Dependent variable</b> <ul style="list-style-type: none"> <li>• Sustainability of Youth projects</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of Sales turnover</li> <li>• Number of employees</li> <li>• Length of business existence</li> </ul>	Ratios	Questionnaires Interview guide	Descriptive Frequencies Percentages

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents a discussion on the interpretation and presentation of the influence of entrepreneurship skills on sustainability of youth enterprise development funded projects in the slums of Kawangware in Nairobi. The researcher used frequency tables, percentages, mean and standard deviation to present data.

#### 4.2 Preliminary Summary Statistics

The researcher administered questionnaire to the youth who have received entrepreneurship training and funding under the National Youth Enterprise Fund. The instrument return rate was as presented on Table 4.1.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>% response rate</b>
Non response	81	49.09%
Actual respondents	84	50.91%
Targeted respondents	165	100%

The purpose of presenting this table was to help in getting the correct number of the questionnaires and interview guides that were returned out the total number of what was sent out, and again to check whether the number was adequate for data processes to continue (Borg & Gall, 2008). The study targeted 40 group leaders, 120 group members and 5 Sub-county youth officers making a total sample of 165 respondents, 84 respondents out of the 165 sample respondents filled-in the questionnaires or participated on interviews making a response rate

of 50.91%. This reasonable response rate was achieved after the researcher made physical visits to remind the respondent to fill-in the questionnaires. According to Babbie and Earl (2009), 50% response rate is deemed adequate and one can proceed with data analysis.

### **4.3 Demographic Information**

This section presents the findings on the demographic characteristics of respondents. It presents findings on respondents' gender, age, highest educational levels and type of business.

#### **4.3.1: Gender of respondents and Sustainability of Projects**

In order to ascertain the influence of gender on sustainability of youth projects, respondents were asked to state their gender. The results are as shown on Table 4.2.

**Table 4.2: Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>%</b>
Male	38	60.31
Female	25	39.68
<b>Total</b>	<b>63</b>	<b>100.0</b>

It was established from the study that 39.68 % of the respondents were female while 60.31% of the respondents were male. The findings are an indication majority of the beneficiaries of the youth enterprise fund and the subsequent entrepreneurship training are male which shows that there exists gender disparity in access the youth enterprise fund with women being the most disadvantaged.

### 4.3.2: Age group of the respondents

The study sought to establish the influence of respondents' age and on sustainability of youth projects. The study findings are as presented on Table 4.3.

**Table 4.3: Ages of Respondents**

Age	Frequency	%
Below 25 years	26	41.26
26-35 years	37	58.73
<b>Total</b>	<b>63</b>	<b>100.0</b>

It was established from the study that most of respondents were between the age brackets of 26-35 years represented by 58.73%, while the rest of the respondents 41.26% were below 25 years. It can be deduced that those who were at the age bracket of between 26-35 years dominated the youth group members who are independent and therefore free to venture into economic activities unlike those below 25 years most of who were either in school or under the care of their parents.

### 4.3.3. Level of Education of the Respondents

In order to assess the influence of educational levels on sustainability of youth projects, the researcher asked respondents to indicate their highest level of education. The results are as presented on Table 4.4.

**Table 4.4: Education Level of the Respondents**

<b>Education level</b>	<b>Frequency</b>	<b>%</b>
None	0	0
Some primary education	1	1.58
Completed Primary	7	11.11
Secondary	30	47.61
Collage and others institutions	22	34.92
University	3	4.76
<b>Total</b>	<b>63</b>	<b>100</b>

The study sought to determine the highest level of education of the respondents. It was established that all respondents had gone to school, 1.58% had some primary education, 11.11% had Completed Primary, 47.61% had secondary school education, and 34.92% gone to Colleges and others learning institutions and only 4.76% had university level of education. This shows that most of the respondents were those with secondary education and the information provided by them was reliable. It also shows that majority of the respondents had educational levels that could enable them understand the content delivered in the entrepreneurship training.

#### **4.3.4 Type of Project**

In order to establish the characteristics of youth development projects, the researcher asked respondents to indicate the type of projects under the National Youth Development Fund. The results are as shown on Table 4.5.

**Table 4.5: Type of Project**

<b>Type of Project</b>	<b>Frequency</b>	<b>%</b>
Farm produce	15	34.92
Salons	3	4.76
Retail shops/Kiosks	12	19.04
Second hand clothes	6	9.52
Tailoring	5	7.93
Other	22	23.80
<b>Total</b>	<b>63</b>	<b>100</b>

The study established that majority 34.92% of youth development projects in Kawangware Slum Dagoreti Sub County were farm produce projects. The other projects were other forms of projects, retail shops/kiosks, second hand clothes, tailoring and salons each had a percentage of 23.80%, 19.04%, 9.52%, 7.93% and 4.76% respectively. This shows that they are varieties of the development projects in Kawangware Slum. This was attributed to the fact that the maximum loan offered by the National Youth Enterprise Fund is Kshs 100,000 and therefore the youth could only venture into low capital income generating activities.

#### **4.3.5 Reason for starting the Project**

The researcher asked respondents to state the reasons for starting their projects. The findings are as presented on Table 4.6.

**Table 4. 6: Reason for starting the Project**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
No other income sources available	15	23.80
To supplement family income	14	22.22
My previous job ended	5	7.93
I had a business idea	13	20.63
Advised by friends/family	12	19.04
No support from family	4	6.34
<b>Total</b>	<b>63</b>	<b>100</b>

The study found that reasons for starting the project were valid the main one been they had no other income sources, to supplement family income, they had a business idea and been advised their friends/family. Each had a percentage of 23.80%, 22.22%, 20.63% and 19.04%. The least reason for starting project were their previous job ended and lack of support from family which had a percentage of 7.93% and 6.34%. This indicates that the motivation of the youth project was mainly derived by intention to make money and uplift their living standards. This shows that profits realized are being used to provide for daily needs of the youths and therefore not much of it is being ploughed back into the business. This affects the sustainability of the development projects.

#### **4.3.6 Length of the Project**

In order to establish the sustainability of youth projects, the researcher asked the youth to state how long they have been running the projects. The findings are as presented on Table 4.7.

**Table 4.7: Length of the Project**

<b>Length of the project</b>	<b>Frequency</b>	<b>%</b>
Less than 1year	18	28.57
2-5 years	39	61.90
More than 6 years	6	9.52
<b>Total</b>	<b>63</b>	<b>100</b>

The study also established period of the project. Majority 61.90% of the youth projects had operated for between 2-5 years, 28.57% had operated for less than 1year while only 9.52% had operated for more than 6 years. The study results infer that most of the projects were on their early stages of development. It can therefore be concluded that most youth projects under the National Youth Enterprise Fund have not been sustainable.

#### **4.3.7 Changed the nature of project since it started**

In order to assess the sustainability of established projects, the researcher asked the youth to state whether they have had to change from one type of project to another. The findings are as presented on Table 4.8.

**Table 4.8: Changed the nature of project since it started**

	<b>Frequency</b>	<b>%</b>
Yes	21	33.33
No	42	66.66
<b>Total</b>	<b>63</b>	<b>100.0</b>

The study further established that majority 66.66% of the youth had not changed the nature of project since they started. While only 33.33% had changed the nature of project since they

started. The findings show that a substantial number of the youth have changed the nature of their projects which means that the previous projects were barely sustainable.

#### 4.3.7 Reasons for changing the nature of project

In order to find out the reasons why the youth had to change the initial project, the researcher asked the youth to state why they have had to change their projects. The results are as presented on Table 4.9.

**Table 4.9: Reasons for changing the nature of project**

Response	Frequency	
	(F=21)	%
Business stagnation	5	23.80
Lack of market	5	23.80
Family responsibilities	1	4.76
Competition	8	38.09
Other	2	9.52
<b>Total</b>	<b>21</b>	<b>100</b>

The main reasons for changing the nature of project were due to competition, business stagnation, and lack of market each had a percentage of 38.09%, 23.80% and 23.80% respectively. Other reasons for changing the nature of project was attributed to other factors 9.52% while family responsibilities was least with a percentage of 4.76%. This indicates that most of youths did not have entrepreneurship skills to compete, to get the right market and to run the business successfully.

#### 4.3.8 Number of employees on the project

In order to establish the sustainability of the youth projects, the researcher asked the respondents to state the number of employees. The findings are as presented on Table 4.10.

**Table 4.10: Number of employees on the project**

	Frequency	%
None	32	50.79
One	8	12.69
Two	6	9.52
More than two	17	26.98
<b>Total</b>	<b>63</b>	<b>100</b>

Most of the youth projects had no employees 50.79%, 26.98% had employed more than two, 12.69 had one employee while 9.52% had two employees. It was found that most projects are run by the youth themselves as they do not have the financial capacity to employ other workers. It can therefore be concluded that most of the youth projects are having challenges with sustainability.

#### 4.3.9 Trends in project performance in terms of profit/net revenue

In order to establish the sustainability of the youth projects in terms of profit, the researcher asked the respondents to state the performance of their projects in terms of monthly gross revenue and monthly cost. The findings are as presented on Table 4.11.

**Table 4. 11: Trends in project performance in terms of profit**

<b>Month</b>	<b>Gross Revenue (KSh)</b>	<b>Cost (KSh)</b>	<b>Net revenue (gross revenue-cost)</b>
Jan 2014	12,261	11,623	638
Feb 2014	17,518	13,024	4,494
Mar 2014	14,452	12,370	2,082
Apr 2014	16,890	13,062	3,828
May 2014	21,050	16,643	4,407
June 2014	20,281	15,179	5,102
July 2014	21,845	17,921	3,924
Aug 2014	24,952	19,736	5,216
Sept 2014	22,539	15,367	7,172
Oct 2014	27,745	16,530	11,215
Nov 2014	28,673	19,855	8,818
Dec2014	33,145	21,084	12,061
<b>Monthly Average</b>	<b>21,779</b>	<b>16,033</b>	<b>5,746</b>

The findings depict a general trend of increasing revenue although with some small fluctuations in various months with an average net revenue of Ksh. 5,746. This trend depicts that the youth development projects were financially sustainable.

#### **4.4 To establish ways in which training in project planning influences sustainability**

The first objective of the study was to establish the influence of training in project planning on sustainability of youth projects. The results are as presented in the following sections.

#### 4.4.1 Respondents trained in project planning

The researcher sought to establish the proportion of respondents trained in project planning.

The findings are as presented on Table 4.12.

**Table 4.12: Respondents trained in project planning**

	Yes		No	
	F	%	F	%
Project planning	37	58.73	26	41.26

The study findings show that 58.73% of the respondents indicated that they were trained in project planning while 41.26% indicated that they were not trained. The findings are an indication that a higher number of respondents were trained in project planning. It was revealed that this training targeted leaders of youth groups and therefore a number of respondents did not receive this training.

#### 4.4.2 Quality of project planning training

Respondents who received training in project planning were asked to rate the quality of the training. The findings are as presented on Table 4.13.

**Table 4.13: Quality of Training onProject planning**

	Good		Very good		Excellent	
	F	%	F	%	F	%
Project planning	55	87.30	6	9.52	2	3.17

The findings show that 87.3% of the respondents rated the training as very good, 9.52% said it was very good while 3.17% said it was excellent. The findings are an indication that most

respondents found project planning training to be good and therefore it was critical in enhancing sustainability of youth development projects.

#### 4.4.3 Effectiveness of project planning skills acquired

In order to establish how training in project planning had enhanced sustainability of youth development projects, the researcher asked respondents to state whether the training has enhanced their planning skills. The results are as presented on Table 4.14.

**Table 4.14: Effectiveness of project planning skills acquired**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Yes	35	55.55
No	28	44.44
<b>Total</b>	<b>63</b>	<b>100.0</b>

The study sought to find out whether project planning skills has been enhanced through entrepreneurship training. Majority 55.55% of youth indicated yes while 44.44% indicated no. This shows that project planning skills has been enhanced through entrepreneurship training thus sustainability of youth enterprise development funded projects in the slums of Nairobi. The study concurs with Ojiako (2007), who noted that most informal youth development projects lacked the capacity to carry out proper strategic planning in their operations. The study argued that sound planning is a necessary input to a sound decision-making for new ventures particularly to succeed and meet their set objectives and also to enhance project sustainability. The study results are similar to a study by European Federation of Accountants (2004) which stated that as most youth projects are established by individual with little or no skills training

in project planning and as a result most of these projects cannot be sustained long enough to meet their objectives.

#### 4.4.4: Skill applied after training

The study sought to find out the project planning skills the youth applied after training. The results are as presented in Table 4.15.

**Table 4.15: Skill applied after training**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Cash flow planning	39	61.90
Project Management	20	31.74
Overall project planning	15	23.80
Other	8	12.69

N = 63

The study findings show that as a result of training in project planning, 61.90% applied cash flow planning, 31.74% applied project Management, 23.80% applied overall project planning while only 12.69% applied other entrepreneurship skills after training. The youth officers also noted that some of the youth are now able to spot opportunities for exploitation after the training. They also reported that some youths were now keeping records and were able to manage their businesses well. The same sentiments were echoed by the youth leaders who observed that the training had exposed them to new ideas in project management. The study results infer that after training most of youths apply entrepreneurship skills to run their projects, never the less it not on all areas of entrepreneurship skills are applied.

#### 4.4.5 Changes due to project planning skills

Respondents were asked to state the changes that have been realized in their projects as a result of training in project planning. The results are shown Table 4.16.

**Table 4.16: Changes due to project planning skills**

<b>Response</b>	<b>F =35</b>	<b>%</b>
Have been able to develop and implement the project strategic plan	3	4.76
Have been able to develop the project vision and mission	8	12.69
Have been able to set achievable project objectives	14	22.22
Have been able to carry out a SWOT analysis for the project	2	3.17
Have been able to undertake market research	7	11.11
Have been able to develop and implement the human resource policy	12	19.04
Have been able to develop and implement organizational financial policy	9	14.28
Have been able to develop and implement a detailed implementation plan	18	28.57
Have been able to undertake capacity building of the project staff	14	22.22
Others	0	20.63

The respondents were requested to tick the changes due to project planning skills that has been enhanced through entrepreneurship training, they indicated that they have been able to develop and implement a detailed implementation plan, they have been able to set achievable project objectives, they have been able to undertake capacity building of the project staff, they have been able to develop and implement the human resource policy, they have been able to develop and implement organizational financial policy, they have been able to undertake market research, they have been able to develop and implement the project strategic plan and they have also been able to carry out a SWOT analysis for the project. Those changes due to project planning skills had the following percentages 28.57%, 22.22%, 22.22%,19.04%, 14.28%,

11.11%, 4.76% and 3.17% respectively. The study deduces that there were moderate changes due to project planning skills, which has been enhanced through entrepreneurship training.

The study also concurs with Hynes and Richardson, (2007) who posited that project planning is essential in project sustainability and identified a strong link between planning and failure of youth development project. The study noted that projects whose implementers had adequate training in project planning and had prepared strategic plans which guided their operations were less likely to fail. The study results are also similar to Amenya, Onsongo and Guyo (2006) who revealed that entrepreneurship training in project planning significantly enhanced project planning which was crucial in promoting project performance and sustainability.

#### **4.4.6 Chi-Square test on project planning skills training**

The chi-square test was carried out to test the null hypothesis aimed at determining whether there is a not significant relationship between Project planning training and sustainability of youth projects. The results are as presented on Table 4.17.

**Table 4.17: Chi-Square test on project planning skills training**

<b>Project planning Skills Training</b>	<b>Yes (F)</b>	<b>No (F)</b>	<b>p-value</b>	<b>Null hypothesis</b>
Project planning	37	26	0.021	Reject

The study established that different traders had undergone through the different type of entrepreneurship training. The study carried inferential statistics to test the difference between the mean of those respondents who answered yes whether are different from those who said no in terms of the sustainability of business dimension. This was done by comparing the means of the two groups using Chi-square technique. Since the P-Value for Project Planning 0.021

was less than 0.05 indicated that there was significant difference between those youth traders who underwent through entrepreneurship skills training and those who did not on sustainability of youth enterprise development funded projects in the slums of Nairobi. The study results deduce that project planning skills influences sustainability of youth development projects.

**4.6: To examine how financial literacy training influences sustainability of youth development projects in Kawangware slums, Nairobi**

The second objective was to establish the influence of financial management training on sustainability of youth projects. The results are as discussed in the following sub-sections.

**4.6.1 Areas of financial literacy skills training**

The researcher asked respondents to state the areas of financial literacy training in which they received training. The findings are as presented on Table 4.18.

**Table 4.18: Areas of financial literacy that was trained**

<b>Area of training</b>	<b>Frequency</b>	<b>Percentage</b>
Books and records	63	100
Financial statements	24	38.09

The respondents agreed that the main are of training were books and records 100%, business skills and training 93.65% marketing 82.53%, project planning 58.73%. The following area the respondents indicated that they had received less attention during the trainings customer retention 42.85%, financial statements 38.09%, and management information systems 11.11%. This may be attributed to the short period of training of youth on entrepreneurship skills thus the training has not been comprehensive in are areas of running a project.

#### 4.6.2 Effectiveness of financial literacy skills training

In order to assess the effectiveness of financial literacy training, the researcher asked respondents to state whether Entrepreneurship Training has enhanced their financial management skills. Their responses are as presented on Table 4.19.

**Table 4.19: Effectiveness of financial literacy training**

	<b>Frequency</b>	<b>%</b>
Yes	43	68.25
No	20	31.74
<b>Total</b>	<b>63</b>	<b>100.0</b>

The study sought to find out whether financial management skills have been enhanced through entrepreneurship training. Majority 68.25% of youth indicated yes while 31.74% indicated no. this shows that financial management skills has been enhanced through entrepreneurship training thus sustainability of youth enterprise development funded projects in the slums of Nairobi. The study results supports the findings of Osamwonyi (1988) who claimed that financial problems facing youth development projects in developing countries include availability and accessibility of funds. Ndege (2010) notes that sources of finance to these project are mainly personal equity, loans and grants from relatives and friends, institutional sourcing of funds

#### 4.6.3 Changes due to financial literacy skills training

In order to establish ways in which training in financial management had enhanced sustainability of youth projects. The findings are as indicated on Table 4.20.

**Table 4.20: Changes due to financial literacy skills training**

<b>Response</b>	<b>F =43</b>	<b>%</b>
Have been able to develop and implement a financial budget for the project	21	48.83
Have been able to manage cash flow of the project	17	39.53
Have been able to develop and implement a resource mobilization strategy	15	34.88
Have been able to manage debts more effectively	8	18.60

The study findings revealed that as a result of financial management training respondents indicated that they have been able to develop and implement a financial budget for the project, they are able to manage cash flow of the project, they have been able to develop and implement a resource mobilization strategy and they have been able to manage debts more effectively. Those changes due to project planning skills had the following percentages 48.83%, 39.53%, 34.88%, and 18.60% respectively. The youth officers added that after the training, the youth are now able to get credit opportunities from a variety of financial institutions other than the Youth Fund. They also noted that they have showed greater understanding of credit worthiness which has informed decision-making when seeking loans. The study deduces that there were moderate changes due to financial management skills which have been enhanced through entrepreneurship training.

The study supports the findings of Kanyari and Namusonge (2011) who revealed that entrepreneurship training greatly enhanced financial management of SMEs. One systematic approach for attaining effective management performance is financial planning, budgeting and that sustainability of any project lies in effective financial management right from the implementation stage to post implementation phase. Sustainability of any project lies on a good plan and budget for the amount of money received as capital.

#### 4.6.4 Chi-Square test on financial literacy skills training

The chi-square test was carried out to test the null hypothesis aimed at determining whether there is no significant relationship between Financial management training and sustainability of youth projects. The results as presented on Table 4.21.

**Table 4.21: Chi-Square test on financial literacy skills training**

<b>Financial literacy Skills Training</b>	<b>Yes (F)</b>	<b>No (F)</b>	<b>p-value</b>	<b>Null hypothesis</b>
Books and records	63	0	0.039	Reject
Financial statements	24	39	0.017	Reject
Business skills and training	59	4	0.032	Reject
Management information systems	7	56	0.014	Accept

The study established that different traders had undergone through the different type of entrepreneurship training. The study carried out inferential statistics to test the difference between the mean of those respondents who answered yes whether are different from those who said no in terms of the sustainability of business dimension. This was done by comparing the means of the two groups using Chi-square technique. Since all the P-Value relating to Financial management 0039 and 0.017 were less than 0.05 indicated that there was significant difference between those youth traders who underwent through Financial Management skills training and those who did not on sustainability of youth enterprise development funded projects in the slums of Nairobi. The study results deduce that financial literacy skill influences sustainability of youth development projects.

#### **4.7 To assess ways in which training in market access influences sustainability**

The third objective sought to establish ways in which entrepreneurship training in market access influence sustainability of youth projects. The findings are as discussed in successive sub-sections.

##### **7.1 Areas of Market access that was trained**

The researcher asked the youth to state the areas of market access that were covered during the entrepreneurship training. The findings are as shown on Table 4.22.

**Table 4.22: Areas of market access that was trained**

<b>Area of market access training</b>	<b>Frequency</b>	<b>Percentage</b>
Customer retention	27	42.85
Management information systems	7	11.11
Marketing	52	82.53

The respondents agreed that the main are of training were books and records 100%, business skills and training 93.65% marketing 82.53%, project planning 58.73%. The following area the respondents indicated that they had received less attention during the trainings customer retention 42.85%, financial statements 38.09%, and management information systems 11.11%. This may be attributed to the short period of training of youth on entrepreneurship skills thus the training has not been comprehensive in are areas of running a project.

##### **4.7.2 Effectiveness of marketing skills training**

In order to establish whether market skills training was effective enhancing sustainability of youth projects, the researcher asked respondents to state whether as a result of entrepreneurship

training in market access, their marketing skills have been enhanced. The results are as shown on Table 4.23.

**Table 4.23: Marketing skills enhanced through entrepreneurship training**

	Frequency	%
Yes	54	85.71
No	9	14.28
<b>Total</b>	<b>63</b>	<b>100.0</b>

The study sought to find out whether marketing skills has been enhanced through entrepreneurship training. Majority 85.71% of youth indicated Yes while 14.28% indicated No. the youth officers observed that the youth are now able to spot new market ventures such as supermarkets. They have also been able to organize exhibitions as well as participated in trade fairs. The training has also made them more aggressive when looking for markets for their products and most them are now involved in value additions. This shows that marketing skills has been enhanced through entrepreneurship training thus sustainability of youth enterprise development funded projects in the slums of Nairobi. The study upholds the findings of Hannon (2005) who pointed out that project implementers can avoid some of the pitfalls of failure by engaging in good marketing practices which include, the profiling of target customers, the profiling of competitors, and the assessing of changes in customers tastes and preferences.

### 4.7.3 Changes due to marketing skills training

In order to assess the influence of market access training on sustainability of youth projects, the researcher asked the youth who said that the market access training had enhanced that marketing skills to state the changes they have put in place in marketing after the training. The responses are as presented on Table 4.24.

**Table 4.24: Changes due to marketing skills training**

<b>Response</b>	<b>F = 54</b>	<b>%</b>
Able to effectively solve their customer complaints	35	64.81
Have been able to develop and implement a financial budget for the project	33	61.11
Able to develop a product or service that will satisfy customers	33	61.11
Able to promote and distribute products or services	31	57.40
Able to effectively communicate product features	30	55.55
Have been able to increase the amount of sales	28	51.85
Better equipped to identify consumer needs	26	48.14
Able to determine the best way to price	21	38.88
Have been able to manage cash flow of the project	20	37.03
Able to access market information and markets	19	35.18
Have been able to manage debts more effectively	17	31.48
Able to establish effective product/service distribution channels	15	27.77
Able to identify our competitive advantage over competitors	11	20.37
Have been able to develop and implement a resource mobilization strategy	8	14.81
Have put in place measures to reclaim lost customers	8	14.81
Able to undertake constant product/service development	2	3.70

The respondents were requested to tick the changes due to marketing skills that has been enhanced through entrepreneurship training, they indicated that they have been able to

effectively solve their customer complaints, they have been able to develop and implement a financial budget for the project, they have been able to develop a product or service that will satisfy customers, they are able to promote and distribute products or services, they have been able to increase the amount of sale, they have been able to effectively communicate product features, they were better equipped to identify consumer needs, they have been able to determine the best way to price, they have been able manage cash flow of the project , they have able to access market information and markets, they have been able to manage debts more effectively, they have been able to establish effective product/service distribution channels, they have been able to identify our competitive advantage over competitors, they have put in place measures to reclaim lost customers, they have been able to develop and implement a resource mobilization strategy and able to undertake constant product/service development and finally they have able to undertake constant product/service development. Those changes due to marketing skills had the following percentages 64.81%, 61.11%, 61.11%, 57.40%, 51.85%, 48.14%, 38.88%, 37.03%, 35.18%, 31.48%, 27.77%, 20.37%, 14.81% and 3.70% respectively. The study deduces that there were great changes due to marketing skills which have been enhanced through entrepreneurship training.

The study results concur with Moyi & Njiraini (2005) who revealed that lack of entrepreneurship training leads to difficulty in accessing market information and markets. It also support the findings of Wambugu (2005) who found that majority of the respondents noted that as a result of the entrepreneurship training, they were now aware of their customers' needs and as such, all the entrepreneurs indicated that their customers were happy due to services they offered. From the study most beneficiaries felt that skills learnt helps them solve their customer complaints as well as retaining them quite well.

#### 4.7.4 Chi-Square test on marketing skills training

The chi-square test was carried out to test the null hypothesis aimed at determining whether there is a not significant relationship between Marketing training and sustainability of youth projects. The results as as presented on Table 4.25.

**Table 4.25: Chi-Square test on marketing skills training**

<b>Marketing Skills Training</b>	<b>Yes (F)</b>	<b>No (F)</b>	<b>p-value</b>	<b>Null hypothesis</b>
Customer retention	27	36	0.045	Reject
Marketing	52	11	0.043	Reject

The study established that different traders had undergone through the different type of entrepreneurship training. The study carried inferential statistics to test the difference between the mean of those respondents who answered yes whether are different from those who said no in terms of the sustainability of business dimension. This was done by comparing the means of the two groups using Chi-square technique. Since the P-Value 0.045 and 0.043 were less than 0.05 indicated that there was significant difference between those youth traders who underwent through Marketing skills training and those who did not on sustainability of youth enterprise development funded projects in the slums of Nairobi. The study results deduce that market access skills influences sustainability of youth development projects.

#### **4.8 To determine ways in which training in resource mobilization influences sustainability**

The fourth objective of the study was to establish the influence of entrepreneurship training in resource mobilization of sustainability of youth development projects. The findings are as discussed in the following sections.

##### **4.8.1 Effectiveness of resource mobilization skills training**

In order to find out whether entrepreneurship training has enhanced resource mobilisation skills, respondents were asked to provide information. The findings are as presented on Table 4.26.

**Table 4.26: Effectiveness resource mobilization skills**

	<b>Frequency</b>	<b>%</b>
Yes	35	55.55
No	28	44.44
<b>Total</b>	<b>63</b>	<b>100.0</b>

The study sought to find out whether resource mobilization skills have been enhanced through entrepreneurship training. Majority 55.55% of youth indicated yes while 44.44% indicated no. This shows that resource mobilization skills has been enhanced moderately through entrepreneurship training thus sustainability of youth enterprise development funded projects in the slums of Nairobi.

This study finding support the work of Osamwonyi (2005) who found that the problem with funding projects is not so much the sources of funds but the accessibility. However, proper training in financial management is found to be critical in enhancing accessibility to financing as a result of project implementers having adequate knowledge of sources of finances, the process of applying for funding and conditions of funding.

#### **4.8.2: Changes due to resource mobilization skills training**

In order to establish ways in which training in resource mobilization has impacted on sustainability of youth projects, the researcher asked respondents to state changes in resource mobilization they have put in place after the training. The findings are as presented on Table 4.27.

**Table 4.27: Changes due to resource mobilization skills training**

<b>Response</b>	<b>F =30</b>	<b>%</b>
Have been able to secure loans from banks/MFIs	17	56.66
Have been able to get financial support from individuals	7	23.33
Have strengthened relationships with the current donors	5	16.66
Have been able to develop an effective resource mobilisation strategy	4	13.33
Have been able to enlist the support of new donors	2	6.66
Have been able to enter into partnerships with corporate organizations	1	3.33

The respondents were requested to tick the changes due to resource mobilization skills that has been enhanced through entrepreneurship training, they indicated that they have been able to secure loans from banks/MFIs, they have been able to get financial support from individuals, Have strengthened relationships with the current donors, they have been able to develop an effective resource mobilization strategy, they have been able enlist the support of new donors

and finally they have been able enter into partnerships with corporate organizations. Those changes due to resource mobilization skills had the following percentages 56.66%, 23.33%, 16.66%, 6.66% and 3.33% respectively. The study deduces that there were moderate changes due to resource mobilization skills which have been enhanced through entrepreneurship training.

A survey by UNDP (2006) revealed that one way of mobilizing resources in for the groups to continue increasing the number of its enviable list of strategic partners. At one level, these may include parliamentarians, local authority bodies and civic leaders; civil society and the private sector. The main source of fund for youth youth enterprise development funded projects in the slums of Nairobi were mainly banks/MFIs, this may be attributed to high growth of the financial sector in Kenya.

#### 4.8.3 Chi-Square test on resource mobilization skills training

The chi-square test was carried out to test the null hypothesis aimed at determining whether there is a not significant relationship between resource mobilisation training and sustainability of youth projects. The results as as presented on Table 4.28.

**Table 4.28: Chi-Square test on resource mobilization skills training**

<b>Resource Mobilization Skills Training</b>	<b>Yes (F)</b>	<b>No (F)</b>	<b>p-value</b>	<b>Null hypothesis</b>
Books and records	63	0	0.039	Reject
Financial statements	24	39	0.017	Reject
Business skills and training	59	4	0.032	Reject

The study established that different youth had gone through the different type of entrepreneurship training including resource mobilization skills. The study carried inferential statistics to test the difference between the mean of those respondents who answered yes whether are different from those who said no in terms of the sustainability of business dimension. This was done by comparing the means of the two groups using Chi-square technique. Since all the P-Value were less than 0.05 indicated that there was significant difference between those youth traders who underwent through resource mobilization skills training and those who did not on sustainability of youth enterprise development funded projects in the slums of Nairobi. The study results deduce that resource mobilization skills influences sustainability of youth development projects.

#### **4.9 To identify ways in which personal characteristic of Youth influences sustainability**

The fifth objective of the study was to establish the influence of personality characteristics the youth who had undergone entrepreneurship training in terms of gender, levels of education and age on sustainability of youth projects. The findings are as presented in the following sub-sections.

##### **4.9.1 Influence of gender on sustainability of youth projects**

The study sought to establish the influence of gender of respondents who had received entrepreneurship training on sustainability of youth projects. The results are as shown on Table 4.29.

**Table 4.29: Influence of gender on sustainability of youth projects**

<b>Statement</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Entrepreneurship is viewed as a male domain	Strongly Agree	18	28.5
	Agree	21	33.3
	Undecided	9	14.2
	Disagree	12	19.1
	Strongly disagree	3	4.9
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Men have higher entrepreneurial intention scores compared with women	Strongly Agree	12	19.1
	Agree	18	28.5
	Undecided	7	11.1
	Disagree	16	25.3
	Strongly disagree	10	16.0
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Gender stereotypes influence men's and women's intentions to pursue entrepreneurship,	Strongly Agree	15	23.8
	Agree	19	30.1
	Undecided	4	6.5
	Disagree	18	28.5
	Strongly disagree	7	11.1
	<b>Total</b>	<b>63</b>	<b>100.0</b>
In general, businesses led by females underperform in a number of areas and are characterized as smaller in size compared to those led by male counterparts.	Strongly Agree	20	31.7
	Agree	19	30.1
	Undecided	2	3.1
	Disagree	10	16.0
	Strongly disagree	12	19.1
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Females tend to have less business experience and their businesses are usually undercapitalized.	Strongly Agree	8	12.7
	Agree	16	25.3
	Undecided	3	4.9
	Disagree	21	33.3
	Strongly disagree	15	23.8
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Businesses led by females are generally tend to have a shorter lifespan than those led by males.	Strongly Agree	7	11.1
	Agree	20	31.7
	Undecided	2	3.1
	Disagree	11	17.4
	Strongly disagree	23	36.7
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Females prefer to grow their businesses slowly and are less likely to seek growth	Strongly Agree	24	38.1
	Agree	16	25.3
	Undecided	6	9.5
	Disagree	14	22.2
	Strongly disagree	3	4.9
	<b>Total</b>	<b>63</b>	<b>100.0</b>

The findings show that Entrepreneurship is viewed as a male domain by most respondents. This is as indicated by 28.5% of the respondents who strongly agree and 33.3% who agreed against 19.1% who disagree and 4.9% who strongly disagreed. The findings also show that most respondents feel that men have higher entrepreneurial intention scores compared with women. This is as indicated by 19.1% of the respondents who strongly agree and 28.5% who agreed against 25.3% who disagree and 11.1% who strongly disagreed. It was further noted that most respondents have a feeling that gender stereotypes influence men's and women's intentions to pursue entrepreneurship, This is as indicated by 19.1% of the respondents who strongly agree and 28.5% who agreed against 25.3% who disagree and 16.0% who strongly disagreed

The study also revealed that most respondents feel that in general, businesses led by females underperform in a number of areas and are characterized as smaller in size compared to those led by male counterparts. This is as indicated by 31.7% of the respondents who strongly agree and 30.1% who agreed against 16.0% who disagree and 19.1% who strongly disagreed. It was further established that most respondents feel that females tend to have less business experience and their businesses are usually undercapitalized. This is as indicated by 12.7% of the respondents who strongly agree and 25.3% who agreed against 28.5% who disagree and 11.1% who strongly disagreed. Findings also showed that most respondents feel that businesses led by females are generally tended to have a shorter lifespan than those led by males. This is as indicated by 11.1% of the respondents who strongly agree and 31.7% who agreed against 17.4% who disagree and 36.7% who strongly disagreed. It was lastly seen that most respondents hold the view that females prefer to grow their businesses slowly and are less likely to seek

growth This is as indicated by 38.1% of the respondents who strongly agree and 25.3% who agreed against 22.2% who disagree and 4.9% who strongly disagreed.

#### 4.9.2 Chi-Square test gender

The chi-square test was carried out to test the null hypothesis aimed at determining whether there is a not significant relationship between gender and sustainability of youth projects. The results as presented on Table 4.30.

**Table 4.30: Chi-Square test gender**

<b>Gender</b>	<b>F</b>	<b>p-value</b>	<b>Null hypothesis</b>
Male	38	0.020	Reject
Female	25	0.069	Reject

The study carried inferential statistics to test the difference between the mean of those respondents who were male whether are different from those who were female in terms of the sustainability of business dimension. The study established that the P-Value of male was 0.020 which indicates that there was significance influence of being male on sustainability of business. While the P-Value of female was 0.069 which indicates that there was insignificance influence of being female on sustainability of business. Thus the gender of the respondents influences business sustainability.

The study findings are a confirmation that gender has an influence on the sustainability of youth projects. These findings concur with a study by Turban and Gupta (2008) the impact of implicit and explicit activation of gender stereotypes on men's and women's intentions to pursue a traditionally masculine career, such as entrepreneurship, was examined. Results

supported the hypothesis when entrepreneurship was associated with stereotypically masculine characteristics but not when it was associated with traditionally feminine characteristics. Men also had higher entrepreneurial intention scores compared with women when no stereotypical information about entrepreneurship was presented, suggesting that underlying societal stereotypes associating entrepreneurship with masculine characteristics may influence people's intentions. However, men and women reported similar intentions when entrepreneurship was presented as gender neutral, suggesting that widely held gender stereotypes can be nullified. Practical implications and directions for future research are discussed (Turban & Gupta, 2008). This study focused more on the influence of gender stereotypes on entrepreneurship while the current study will examine other gender related constraints to entrepreneurship.

A study by Shapiro and Neuberg (2007) found that women reported greater entrepreneurial intentions and men reported lower intentions when entrepreneurship was explicitly linked with masculine characteristics compared with when it was implicitly linked with the same characteristics. Furthermore, we also found that the everyday gender gap in intentions, as evident in men reporting stronger intentions than women when no stereotypical information was presented (control condition), was eliminated when we presented entrepreneurship as a gender-neutral domain (nullification condition). Taken in sum, our results have important implications for the issue of widespread differences in entrepreneurial activity between men and women.

#### **4.9.2 Influence of age on sustainability of youth projects**

The research asked respondents to indicate ways in which age influences sustainability of youth development projects. The results are as presented on Table 4.31.

**Table 4.31: Influence of age on sustainability of youth projects**

<b>Statement</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Relatively younger individuals are more likely to become entrepreneurs than older individuals	Strongly Agree	11	17.4
	Agree	16	25.3
	Undecided	10	16.0
	Disagree	17	27.1
	Strongly disagree	9	14.2
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Younger persons are better entrepreneurs as they are energetic and at their peak of physical power	Strongly Agree	18	28.5
	Agree	22	35.1
	Undecided	2	3.1
	Disagree	13	20.6
	Strongly disagree	8	12.7
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Younger people have the ability to store and process information, solve problems, deal with complexity leading to sustainability of businesses	Strongly Agree	6	9.7
	Agree	11	17.4
	Undecided	16	25.3
	Disagree	18	28.5
	Strongly disagree	12	19.1
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Younger persons lack life experience and have not yet had time to develop strong social and business networks	Strongly Agree	14	22.2
	Agree	19	30.1
	Undecided	6	9.7
	Disagree	9	14.2
	Strongly disagree	15	23.8
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Individual's ability to process fresh knowledge, reason logically and be creative decreases with age	Strongly Agree	21	33.3
	Agree	24	38.1
	Undecided	0	0.0
	Disagree	14	22.2
	Strongly disagree	4	6.4
	<b>Total</b>	<b>63</b>	<b>100.0</b>
Older people are more settled and hence can take more risk	Strongly Agree	14	22.2
	Agree	23	36.7
	Undecided	2	3.1
	Disagree	8	12.7
	Strongly disagree	16	25.3
	<b>Total</b>	<b>63</b>	<b>100.0</b>

The study findings show that most respondents feel that relatively younger individuals are more likely to become entrepreneurs than older individuals. This is as seen by 17.4% of the respondents who strongly agree and 25.3% who agreed against 27.1% who disagree and 14.2% who strongly disagreed. The findings also show that most respondents believe that younger

persons are better entrepreneurs as they are energetic and at their peak of physical power This is seen by 28.5% of the respondents who strongly agree and 35.1% who agreed against 20.6% who disagree and 12.7% who strongly disagreed. It was further revealed that most respondents feel that younger people have the ability to store and process information, solve problems, deal with complexity leading to sustainability of businesses This is as seen by 9.7% of the respondents who strongly agree and 17.4% who agreed against 28.5% who disagree and 19.1% who strongly disagreed.

The study also revealed that most respondents are of the view that younger persons lack life experience and have not yet had time to develop strong social and business networks This is as seen by 22.2% of the respondents who strongly agree and 30.1% who agreed against 14.2% who disagree and 23.8% who strongly disagreed. It was also noted that most respondents feel that individual's ability to process fresh knowledge, reason logically and be creative decreases with age This is as seen by 33.3% of the respondents who strongly agree and 38.1% who agreed against 22.2% who disagree and 6.4% who strongly disagreed. Lastly, it was found that most respondents believe that older people are more settled and hence can take more risk This is as seen by 22.2% of the respondents who strongly agree and 36.7% who agreed against 12.7% who disagree and 25.3% who strongly disagreed. These findings are an indication that age of an individual influences entrepreneurship where in some cases younger entrepreneurs are found to excel in certain aspects while in other areas, older entrepreneurs were found to have an advantage.

#### 4.9.2.1 Chi-Square test on age

The chi-square test was carried out to test the null hypothesis aimed at determining whether there is a not significant relationship between age and sustainability of youth projects. The results as as presented on Table 4.32.

**Table 4.32: Chi-Square test on age**

<b>Age</b>	<b>F</b>	<b>p-value</b>	<b>Null hypothesis</b>
Below 25 years	26	0.057	Reject
26-35 years	37	0.071	Reject

The study carried inferential statistics to test the difference between the mean of those respondents who were below 25 years whether are different from those who were 26-35 years in terms of the sustainability of business dimension. The P-Value of youth age group of below 25 years was 0.057 while the p-value of youth age group 26-35 years was 0.071. The study established that the P-Value of both age categories was above 0.05, thus there was no significant influence of age difference on sustainability of business. Thus the age group of youth does not influence business sustainability.

These findings concur with a study by Parker (2004) revealed that age is the factor that has the clearest influence on entrepreneurship at the individual level. A survey by Le´vesque and Minniti (2006) suggest theoretically that age is an inherent factor that triggers entrepreneurship and that the factors that stimulate or inhibit entrepreneurship tend to change during life, which implies that the propensity to become an entrepreneur is determined by age. Consequently the survey showed that relatively younger individuals are more likely to become entrepreneurs than older individuals and this finding is consistent with several empirical studies on the

determinants of entrepreneurship at the individual level (Blanchflower, 2004; Aidis et al., 2012).

A study by Florida (2002) established that along a person's lifecycle, the stock of human capital determines his or her productivity and appropriateness for certain employment, i.e., dependent or independent; however, a person's stock of human capital also changes with age, which means the person will be better suited for different types of employment at different intervals of the lifecycle. On the one hand, adolescents are fairly unbiased (at least on certain subjects), which can help release creative energy (Florida 2002). They are energetic and at their peak of physical power. Additionally, the ability to store and process information, solve problems, deal with complexity, and adjust to new situations is also highest at this time of life (Kaufman and Horn 1996; Ryan et al. 2000). Moreover, having recently finished school, adolescents' textbook knowledge is current. However, they lack life experience and have not yet had time to develop strong social and business networks. The so-called tacit knowledge accumulated over a lifetime peaks when a person is in his or her 50s and does not differ across groups until the 80s (Wang and Kaufman 1993; Kaufman and Horn 1996; Ryan et al. 2000). Hence, these factors take time to accumulate, evolving over a lifetime from participating in work life, social interaction, and learning-by-doing.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents discussions of the key findings presented in chapter four, conclusions drawn based on such findings and recommendations there-to. This chapter is, thus, structured into summary of findings, discussions, conclusions, recommendations and areas for further research.

**5.2 Summary of Findings**

The first objective of the study was to establish the influence of training in project planning on sustainability of youth projects. The findings revealed that respondents found project planning training to be effective in enhancing sustainability of youth development projects. It was revealed that as a result of training in project planning, 61.90% applied cash flow planning, and 31.74% of the youths applied project management while 23.80% applied overall project planning.

The second objective was to examine how financial literacy influences sustainability of youth projects. It was found that the youths' financial management skills have been enhanced through entrepreneurship training according to 68.25% of the respondents. It was found that as a result of financial management training respondents have been able to develop and implement a financial budget for the project, were able to manage cash flow of the project, developed and implement a resource mobilization strategy and were able to manage debts more effectively.

The third objective sought to establish ways in which entrepreneurship training in market access influence sustainability of youth projects. It was found that the training in marketing access had enhanced marketing skills in youth projects according to 85.71% of the youth.

The fourth objective of the study was to determine ways in which training in resource mobilisation influences sustainability of youth development projects. The findings revealed that the youth found the training effective in enhancing project sustainability. Those changes due to resource mobilization skills had the following percentages 56.66%, 23.33%, 16.66%, 6.66% and 3.33% respectively. The study deduces that there were moderate changes due to resource mobilization skills which have been enhanced through entrepreneurship training.

The fifth objective of the study was to identify ways in which personal characteristics influence the youth who had undergone entrepreneurship training on sustainability of youth projects. The findings revealed that gender influences sustainability of youth projects as entrepreneurship is viewed as a male domain.

### **5.3 Discussions**

The first objective of the study was to establish the influence of training in project planning on sustainability of youth projects. The study results infer that after training most of youth apply entrepreneurship skills to run their projects, however, not on all areas of entrepreneurship skills are applied. Entrepreneurship skills in project planning has been demonstrated by youth to show sustainability as they have been able to develop and implement a detailed implementation plan, have been able to set achievable project objectives, have undertaken capacity building of the project staff, developed and implement the human resource policy and also developed and implement organizational financial policy.

The second objective was to examine how financial literacy influences sustainability of youth projects. It was established that as a result of this training, the youth were now able to secure loans from banks/MFIs, could get financial support from individuals, strengthened relationships with the current donors, were able to develop an effective resource mobilization strategy, were able to enlist the support of new donors and were able enter into partnerships with corporate organizations.

The third objective sought to establish ways in which entrepreneurship training in market access influence sustainability of youth projects. The youth noted that as a results of market access training, they have been able to effectively solve their customer complaints, have been able to develop and implement a financial budget for the project, have developed a product or service that will satisfy customers, are able to promote and distribute products or services, have increased sales, and have been able to effectively communicate product features and were better equipped to identify consumer needs.

The fourth objective of the study was to determine ways in which training in resource mobilisation influences sustainability of youth development projects. The findings revealed that the youth found the training effective in enhancing project sustainability. The findings revealed that as a result of training in resource mobilisation, the youth have been able to secure loans from banks/MFIs, they have been able to get financial support from individuals, and that the knowledge acquired has been used to strengthen relationships with the current donors. The findings also show that resource mobilization training has helped the youth in the development of effective resource mobilization strategies and as a result, they have been able enlist the support of new donors as well as helped them to into partnerships with corporate organizations.

The fifth objective of the study was to identify ways in which personal characteristics influence the youth who had undergone entrepreneurship training on sustainability of youth projects. It was also found that men have higher entrepreneurial intention scores compared with women due to gender stereotypes. It was also found that businesses led by females underperformed in a number of areas and were smaller in size. It was further established that females tended to have less business experience and their businesses were usually undercapitalized. Businesses led by females were found to have a shorter lifespan than those led by males and that females preferred to grow their businesses slowly and were less likely to seek growth. The study findings also show that age influences sustainability of youth projects with younger individuals likely to become entrepreneurs given that they were energetic and at their peak of physical power and have the ability to store and process information, solve problems, deal with complexity leading to sustainability of businesses. It was argued that individual's ability to process fresh knowledge, reason logically and be creative decreases with age. However, the study also found that older people were found to be more settled and hence could take more risk.

#### **5.4 Conclusions**

The study concludes that most youth development projects face challenges of sustainability as the implementers may not have skills and experience in areas such as project planning, financial management, marketing, and resources mobilization. This may lead to project failure especially among small-scale projects. It was however found that training in project planning was effective in enhancing sustainability of youth development projects. It was also found that the youths' financial management skills have been enhanced through entrepreneurship training and that training in marketing access had enhanced marketing skills in youth projects. Training

in resource mobilization was also found to have enhanced sustainability of youth projects and gender and age was also a determinant of project sustainability.

## **5.5 Recommendations**

Based on the above conclusions, the study recommends that:-

Project planning is essential in project sustainability and identified a strong link between planning and failure of youth development project. Thus the study recommend for entrepreneur training for youth enterprise development funded project leaders and managers in specific areas of project planning such as project strategic plan, implementation plan, set achievable project objectives, capacity building, SWOT analysis, project policies on human resource and finances. This can be enhanced through increasing period of training and making training regular and intensive.

The study recommends for proper financial management, with sound financial management youth enterprise development funded projects sustainability would be promoted. Proper financial management can sustain and expand youth projects and without it the business runs a risk of hitting cash flow crunches wasting money and missing out opportunities to expand. Thus, this study recommends for entrepreneurship skills on financial management for all leaders and managers of youth enterprise development funded projects in Kenya.

There is need for youth enterprise development funded project leaders and managers to be adequately trained in development of quality marketing plans, stating that good marketing plans are essential in decision-making process on effective marketing strategies, customer base and promotion of projects' goods and services. This can be enhanced through increasing period of training and making training regular and intensive.

Finally the study recommends for training in resource mobilization skills as it is important it enables the entrepreneur to explore the environment and identify opportunities for improvement to mobilize resources and implement actions to maximize those opportunities. The importance of entrepreneurship training on resource mobilization skills is necessary for initiation and growth of an enterprise. The main source of fund for youth enterprise development funded projects in the slums of Nairobi were mainly banks/MFIs, thus there is also need for government to support more growth of the financial sector in Kenya through favorable policies.

#### **5.6 Suggestions for further study**

The study recommends more research on individual variables, to enhance deep and thorough understanding of influences of each variable on the influence of entrepreneurship skills on sustainability of youth enterprise development funded projects. Further study also needs to be carried on a rural county and non-slum areas in order to compare and contrast the results.

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## **APPENDICES**

### **APPENDIX I:QUESTIONNAIRE FOR YOUTH GROUP MEMBERS**

#### **Precautionary Statement.**

The data collected from the study is purely for academic purpose, response will be kept confidential and names of the respondents are not required. Kindly answer the questions freely.

### Section I: Socio-Demographic Characteristics of Respondents

Please complete this section by checking/ticking  the items as apply to you.

1. How old are you?

Below 25 years

26-35 years

2. Gender of the respondent

Male

Female

3. What is your highest level of education?

None

some primary education

Completed Primary

Secondary

College

University

Other (specify).....

### Section II: Sustainability

#### Business Background, Structure and Functioning

4. What type of project are you engaged in? Tick one

Farm produce

Salons

Retail shops/Kiosks

Second hand clothes

Tailoring

Other \_\_\_\_\_

5. For how long have you run the project?

Less than 1 year

2-5 years

More than 6 years

6. What was the main reason for starting this project? (Tick only one box)
- |                                   |                          |                             |                          |
|-----------------------------------|--------------------------|-----------------------------|--------------------------|
| No other income sources available | <input type="checkbox"/> | To supplement family income | <input type="checkbox"/> |
| My previous job ended             | <input type="checkbox"/> | I had a business idea       | <input type="checkbox"/> |
| Advised by friends/family         | <input type="checkbox"/> | No support from family      | <input type="checkbox"/> |

7. Have you changed the nature of project since you started? Yes-1 and No-0

Yes  No

If yes, tick the following reasons

- |                         |                          |                |                          |
|-------------------------|--------------------------|----------------|--------------------------|
| Business stagnation     | <input type="checkbox"/> | Lack of market | <input type="checkbox"/> |
| Family responsibilities | <input type="checkbox"/> | Competition    | <input type="checkbox"/> |

Any others (specify).....

8. How many employees are employed in your Project?

None  one  two  More than two

9. On average what percentage of your time do you spend in your business.....

10. Please record the monthly costs and revenues from the three main business/commercial agricultural activities that the youth is involved in. (Record zero if activity was not undertaken in a particular month), Record costs as zero (0) if the activity does not have a cost element.

Month	Activity 1 (Example: Farm produce, Salons, Retail shops/Kiosks, Second hand clothes, Tailoring, bicycle taxi etc)		Activity 2 (Example: Farm produce, Salons, Retail shops/Kiosks, Second hand clothes, Tailoring, bicycle taxi etc)		Activity 3 (Example: Farm produce, Salons, Retail shops/Kiosks, Second hand clothes, Tailoring, bicycle taxi etc)	
	Revenue	Cost	Revenue	Cost	Revenue	Cost

	(Local Currency)	(Local Currency)	(Local Currency)	(Local Currency)	(Local Currency)	(Local Currency)
Jan 2014						
Feb 2014						
Mar 2014						
Apr 2014						
May 2014						
June 2014						
July 2014						
Aug 2014						
Sept 2014						
Oct 2014						
Nov 2014						
Dec2014						
<b>Monthly Average</b>						

**Section iii: Nature of Training**

11. For how long were you trained to run your business?

- Two days
- One week
- Two weeks to seven weeks
- Seven months and above

12. What was your main reason to participate in the training?

- To learn how to set up my business
- To learn more about running a business
- To improve my existing business
- For self fulfilment
- I was invited it was a requirement
- To get a loan
- Other (specify).....

13. Which areas of entrepreneurs were you trained in? (Tick appropriate choice for each)

	Yes	No
Project planning		

Books and records		
Financial statements		
Customer retention		
Business skills and training		
Management information systems		
Marketing		

14. How can you rate the effectiveness of training

Very effective  Effective  Fairly effective  Not effective

15. How would you rate your entrepreneurship knowledge after training on the following indicators? (Tick appropriate choice for each)

1. Good (understand some but not all)
2. Very good (understand more aspects but have a small proportion of aspects not understood)
3. Excellent (fully understand and comprehend)

	1	2	3
Project planning			
Books and records			
Financial statements			
Customer retention			
Business skills and training			
management information systems			
Planning and control decisions			
Quality control of goods and services			
Measurement of productivity of employees			
Inventory control and auditing			

16. After you participated in the training, what learned skills have you applied in your business? (Tick as many boxes as appropriate,)

Marketing Setting prices  Cash flow planning   
 Book keeping  Project Management

Overall project planning                      financial management

Others.....

**Section II: Training in project planning and sustainability**

17. Has your project planning skills been enhanced through entrepreneurship training?

No-0, Yes-1

No                       Yes

18. If yes, what are the changes? (Tick as many boxes as appropriate)

Have been able to develop and implement the project strategic plan

Have been able to develop the project vision and mission

Have been able to set achievable project objectives

Have been able to carry out a SWOT analysis for the project

Have been able to undertake market research

Have been able to develop and implement the human resource policy

Have been able to develop and implement organizational financial policy

Have been able to develop and implement a detailed implementation plan

Have been able to undertake capacity building of the project staff

Others.....

**Section III: Financial management training and sustainability**

19. Has your financial management skills been enhanced through entrepreneurship training?

Yes                       No

20. If yes, what are the changes? (Tick as many boxes as appropriate)

Have been able to develop and implement a financial budget for the project

Have been able manage cash flow of the project

Have been able to develop and implement a resource mobilization strategy

Have been able to manage debts more effectively

**Section IV: Training in market access and sustainability**

21. Has your marketing skills been enhanced through entrepreneurship training?

Yes                       No

22. If yes, what are the changes? (Tick as many boxes as appropriate)

Have been able to develop and implement a financial budget for the project	
Have been able manage cash flow of the project	
Have been able to develop and implement a resource mobilization strategy	
Have been able to manage debts more effectively	
Better equipped to identify consumer needs	
Able to develop a product or service that will satisfy customers	
Able to determine the best way to price	
Able to promote and distribute products or services	
Able to establish effective product/service distribution channels	
Able to effectively communicate product features	
Able to undertake constant product/service development	
Able to identify our competitive advantage over competitors	
Able to access market information and markets	
Able to effectively solve their customer complaints	
Have put in place measures to reclaim lost customers	
Have been able to increase the amount of sales	

**Section V: Resource Mobilization Training and Sustainability**

23. Has your resource mobilization skills been enhanced through entrepreneurship training?

Yes-1 and No-0

Yes  No

24. If yes, what are the changes? (Tick as many boxes as appropriate)

Have strengthened relationships with the current donors	
Have been able enlist the support of new donors	
Have been able enter into partnerships with corporate organizations	
Have been able to get financial support from individuals	
Have been able to secure loans from banks/MFIs	
Have been able to develop an effective resource mobilization strategy	

### Section VI: Personality Characteristics and Sustainability of Youth Project

The following statements present ways in which gender influences sustainability of youth projects. Please indicate by ticking the most appropriate according to you.

**Key:** SA – Strongly Agree, A – Agree, Un – Undecided, D – Disagree and SD – Strongly Disagree

Statement	SA	A	UN	D	SD
Entrepreneurship is viewed as a male domain					
Men have higher entrepreneurial intention scores compared with women					
Gender stereotypes influence men's and women's intentions to pursue entrepreneurship,					
In general, businesses led by females underperform in a number of areas and are characterized as smaller in size compared to those led by male counterparts.					
Females tend to have less business experience and their businesses are usually undercapitalized.					
Businesses led by females are generally tended to have a shorter lifespan than those led by males.					
Females prefer to grow their businesses slowly and are less likely to seek growth					

The following statements present ways in which age influences sustainability of youth projects. Please indicate by ticking the most appropriate according to you.

**Key:** SA – Strongly Agree, A – Agree, Un – Undecided, D – Disagree and SD – Strongly Disagree

Statement	SA	A	UN	D	SD
Relatively younger individuals are more likely to become entrepreneurs than older individuals					
Younger persons are better entrepreneurs as they are energetic and at their peak of physical power					

Younger people have the ability to store and process information, solve problems, deal with complexity leading to sustainability of businesses					
Younger persons lack life experience and have not yet had time to develop strong social and business networks					
Individual's ability to process fresh knowledge, reason logically and be creative decreases with age					
Older people are more settled and hence can take more risk					

**Thank you for the time and information you have given. It is highly appreciated.**

## **APPENDIX II: INTERVIEW FOR YOUTH GROUP LEADERS**

1. What type of project are you engaged in?
2. For how long have you run the project?
3. What was the main reason for starting this project?
4. Have you changed the nature of project since you started
5. If yes, state the reasons

6. For how long were you trained to run your business?
7. What was your main reason to participate in the training?
8. Were you trained in project planning?
9. Were you trained on financial management?
10. Were you trained in marketing?
11. How can you rate the effectiveness of training?
12. In what way has the training enabled you to develop and implement the project strategic plan
13. In what way has the training enabled you develop the project vision and mission?
14. In which way did the training enable you set achievable project objectives?
15. In what way has the training been able to carry out a SWOT analysis for the project?
16. In which way has the training enhanced your ability to undertake market research?
17. In which way has the training enhanced your ability to develop and implement the human resource policy?
18. In which way has the training enhanced your skills in developing and implementing organizational financial policy?
19. In what way has the training enabled you to develop and implement a detailed implementation plan?
20. Has the training enabled you to undertake capacity building of the project staff?
21. In which way has the training enabled you develop and implement a financial budget for the project?
22. In which way has the training enabled you manage cash flow of the project?
23. How has the training assisted you in developing and implement a resource mobilization strategy?
24. How has the training enabled you to manage debts more effectively?
25. How had the training helped you in the development and implementation a financial budget for the project?
26. In which way has the training enhanced your skills in developing and implementation of a resource mobilization strategy?
27. How has the training enabled you manage debts more effectively?
28. How has the training enabled you to identify consumer needs

29. How has the training enabled to develop a product or service that will satisfy customers?
30. How has the training enhanced your skills in determining the best way to price products/services?
31. How has the training enabled you to promote and distribute products or services?
32. How has the training enabled you to establish effective product/service distribution channels?
33. How has the training helped you in accessing market information and markets for your products/services?
34. How has the training influenced the amount of sales made by your group?
35. Have you been able to employ additional personnel as a result of the training?

### **APPENDIX III: INTERVIEW GUIDE FOR THE SUB-COUNTY YOUTH OFFICER**

The data collected from the study is purely for learning purpose, response will be kept confidential and names of the respondents are not required. Kindly answer the questions freely.

1. Do you offer training services to women loan applicants?
2. What is the nature of your training?
3. In your opinion, how has the training helped youth groups in enhancing project planning?
4. In your opinion, how has the entrepreneurship training helped youth groups in enhancing project financial management?
5. In your opinion, how has the training helped youth groups in enhancing product/service marketing?
6. How had the entrepreneurship training influenced the amount of sales of the youth groups?
7. In your opinion, what do you recommend to improve the entrepreneurship training for women entrepreneurs?