

**EFFECT OF ENTREPRENEURSHIP TRAINING ON
ENTREPRENEURIAL BEHAVIOR OF YOUTH GRADUATES FROM
VOCATIONAL TRAINING CENTRES IN NYERI COUNTY**

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DECLARATION

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

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

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DEDICATION

I dedicate this research project to my wife Amina Komora and our children Zawadi Lian, Kalia Ivan and Ineza Ituze.

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LIST OF ABBREVIATIONS AND ACRONYMS

BI - Behavioral intentions

EEM - Entrepreneurial Event Model

ILO - International Labor Organization

PBC - Perceived Behavioral Control

SN – Subjective norms

SPSS - Scientific Package for Social Science

STRYDE – Strengthening Rural Youth Development through enterprise

TPB - Theory of Planned Behavior

TRA - Theory of Reasoned Action

TVET - Technical and Vocational Education and Training

UNDP - United Nations Development program

VTC – Vocational Training Centre

ABSTRACT

Youth unemployment and under-employment is currently a substantial challenge across East Africa. While economies in the region have been growing at five to seven percent per annum, much of the potential workforce remains economically disenfranchised. This has two major knock-on effects: the first being the danger of political and social unrest as seen in Kenya's post-election violence of 2008, and the second being constrained growth because a very small proportion of the population is engaged in economically productive activities. Opportunities for youth are expanding, but most youth lack the attitude, skills, and knowledge to take advantage of these opportunities. It is critical that vocational and tertiary institutions prepare students for the market place, business world and most especially for self-employment. Entrepreneurial transferable skills are highly valued in the entrepreneurship world and enhance an individual's ability to earn a living. This study aimed at establishing effects of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County. This study was anchored on Entrepreneurial Event Model and Theory of Planned Behavior models and helped to look into the impact of entrepreneurship training on the entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County. Shapero and Sokols Entrepreneurial Event Model and the Ajzen's theory of planned behavior have widely been applied in entrepreneurship research and study and have adequately assisted in forecasting entrepreneurship behavior. Descriptive research design was applied in this study and used as a basis for collecting data from respondents because it guaranteed an in-depth and complete description of the phenomenon and also minimizing of bias. Nine hundred and fifty was the target population, from which a sample of ninety five graduates, from vocational Training Centres in Nyeri County, were randomly selected for the study. Questionnaires with close ended questions were used to collect data ensuring that each and every respondent had the same questionnaires and with similar questions. Data that was collected, organized, cleaned-up, well coded and descriptive statistics employed to analyze on the basis standard deviation and mean scores using excel and SPSS version 25. The raw data that was analyzed was presented in tables and figures. In conclusion, the study's multiple regression analysis revealed that entrepreneurship training has a significant and a positive effect on entrepreneurial behavior, implying that a unit increase in entrepreneurial training will lead to a proportionate unit increase in entrepreneurial behavior. Both attitude and knowledge had positive impact on entrepreneurial behavior while the coefficient of entrepreneurial skills had a negative but insignificant effect on entrepreneurial behavior. This findings therefore give a strong indication that entrepreneurship training does cause a positive influence towards entrepreneurial behavior of graduates from the vocational Training Centers in Nyeri County. Based on this findings, there is need to have an all-inclusive entrepreneurship training programs policy by the central and devolved government to give more youth entrepreneurial training , skills, exposure, especially women, to help improve their income potentials and their livelihood potential.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Entrepreneurship training has now become common and popular both in management schools and in rural vocational training centers. Conversely, the real effects of entrepreneurship training on the entrepreneurial behavior among youth graduates from vocational training centers remains a critical phenomenon. Entrepreneurial training passes knowledge and skills to rural youth that awakens their curiosity and incentive to start and operate their own successful enterprises and concentrates mostly on developing their entrepreneurial ability, knowledge, skills, attitudes, and intentions. (Tung, 2011). Research and studies on entrepreneurial behavior are of great value to the field of entrepreneurship, specifically enterprise and business creation (Akala, 2015). (Kuratko, 2005), espouses that entrepreneurial behavior is also termed a proxy of social change which boosts business innovation in an existing firm.

This study was anchored on Entrepreneurial Event Model (EEM) and Theory of Planned Behavior (TPB) models and helped to look into the impact of entrepreneurship training on the entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County. Shapero and Sokols (1982) Entrepreneurial Event Model (EEM) and the Ajzen's (1991) theory of planned behavior (TPB) have widely been applied in entrepreneurship research and study and have adequately assisted in forecasting entrepreneurship behavior. (EEM) the model comprises three elements that help to predict entrepreneurial intention namely; the perceived feasibility, the perceived desirability, and the propensity to act (Shapero & Sokols, 1982). The theory of planned behavior model has the attitude toward

the behavior, the subjective norm and the perceived behavioral control as three elements that influence the intentions to perform a behavior (Ajzen, 1991).

In today's unsettled job market marked by high levels of unemployment, starting and running own business is the dream of the majority of youth going through vocational training centers in Kenya (Fox & Kaul, 2017). Demographically, Africa is very a young continent and the continent's youth population (ages 15–35) is expected to double, to over 830 million by 2050. Youth represent an enthusiastic and resourceful demographic that, with the right training and skills, will be the force contributing to productive economies in the whole of Africa. It is critical that secondary, vocational and tertiary institutions prepare students, and mostly youth, for the workplace and for self-employment (Mastercard, 2017). The goal behind offering entrepreneurship training ought to be the development of the appropriate entrepreneurial behavior and mentalities among youth entrepreneurs by nurturing innovation, creativity, business acumen as well as self-drive. The training should also give skills of opportunity identification, tackling the business risks, sourcing for business funds and creating a viable business model that guarantees profitability for the enterprise. Entrepreneurship training does not just enhance positive attitude, business knowledge, and skills which are critical in running a successful enterprise but it also gets the entrepreneur ready with business analytics aptitude and awareness on entrepreneurial best practices which in turn enriches entrepreneurial judgment.

1.1.1 Concept of Entrepreneurship

Entrepreneurship word was originally derived from a French word *entreprendre* that means to undertake, as in, to undertake an enterprise (Shaffer, 2011). The concept of

entrepreneurship is far-reaching and cannot simply be narrowed to establishing and managing an enterprise (Muthaka , 2016). Modern and current application of entrepreneurship as a concept dates back to economist Joseph Schumpeter's work when he wrote about the theory of economic development: (Hoppe, 2016).

Entrepreneurship is explained in various ways and no common definition has been arrived at to date. The concept has been studied by numerous scholars drawn from various academic disciplines. The significant contributors range from academic fields such as sociology, economics, psychology, anthropology, history and business. Each of these scholars make efforts to define entrepreneurship from their own viewpoint thus making pursuit for a universal definition a challenge. Nonetheless, they at least agree that entrepreneurship comprises taking business risks, managing uncertainties, innovation management, creativity, access to finance and opportunity identification. Over-all entrepreneurship can be termed as the ability to spot and recognize viable business opportunities to generate value and assuming the related risks to turn the opportunity into a profitable venture (Nyamu, 2015).

In developed countries, entrepreneurship has continued to play an imperative role in economic growth and development and it could also play a critical part reducing the impact of poverty in the developing countries (Njuki, 2016). Entrepreneurship, therefore is not merely about establishing of new businesses, and though this is important, it also embraces, obtaining new skills through training, transformation of behavior and attitudes concerning business opportunities, the pursuing of profitable opportunities, assuming calculated risks and managing scarce resources.

A wide range of possible helpful spillovers of entrepreneurship also emphasizes on interferences that motivate individuals' decisions to be successful entrepreneurs. Similar research findings suggesting that attitudes, knowledge, and business skills can be acquired through entrepreneurship training puts vocational training centers within the larger debate about true and real effects that entrepreneurship training has towards entrepreneurial behavior of youth learning in the different institutions across the country (Valerio, Parton, & Robb, 2014).

1.1.2 Entrepreneurship Training

Scholars and different researcher have described entrepreneurship training as an organized activity aimed at imparting and inculcating practical skills, knowledge and attitudes that enable one to perform business tasks more efficiently (Heti, 2013). Entrepreneurship training entails any platform, package, program or process of education that enhances entrepreneurial, knowledge, attitudes and skills. A core aim of entrepreneurship training is, by and large, to increase participants' awareness towards entrepreneurship, to allow different participants to mature their individual entrepreneurial skills, to teach them how to transform theory into practice, and promotes entrepreneurial pathway as a real and acceptable career choice (Bae et al., 2014; Fayolle & Gailly, 2013; Osterbeek, van Praag, & Ijsselstein, 2010).

Entrepreneurship training entails various training program or training courses that deliver knowledge and skills to influence entrepreneurial intention and behavior. The principal aim of entrepreneurship training and other programs is to increase students' awareness towards entrepreneurship, to allow students to develop entrepreneurial skills, to teach and help

students to put theory into practice, and to emphasize that entrepreneurial path is still a viable career option for all (Bae et al., 2014; Fayolle & Gailly, 2013; Oosterbeek, van Praag, & Ijsselstein, 2010). Peterman and Kennedy (2003) research confirmed that specific entrepreneurship training and support programs were successful in inspiring individuals to become entrepreneurs and establish their own enterprises with the aim of making profits and improving their lives.

Different forms of entrepreneurship trainings target both potential, budding and already practicing entrepreneurs. These also includes on one end the most vulnerable, the disabled, the marginalized, the unemployed, and on the other end the highly knowledgeable, affluent, well skilled, innovation focused, entrepreneurs. Entrepreneurship training is crucial helping young people develop entrepreneurial skills, knowledge, attitudes, and behaviors. Entrepreneurship main topics includes idea generation, marketing, value chain analysis, entrepreneurial skills, financial literacy, money management, agri-business, business planning, costing for profit and life skills (Nyamu, 2015). In-depth study by Solesvik et al. (2014) revealed that entrepreneurship training offered in the universities produce successful entrepreneurs that effectively discover new and viable opportunities through innovation and creativity and as a result develop enterprises that thrive and sustain profitability (Ács, Szerb, & Autio, 2016).

Entrepreneurship training is regarded as a key driving force towards real economic growth and development in a majority of the countries around the world. (Isak, 2015). Various studies have revealed the significance of entrepreneurship training to innovation, new business creation and economic growth and development. Entrepreneurship training

continues promotes and influence entrepreneurial intention since entrepreneurial, attitude, knowledge and skills learnt by the participants can revive their awareness and incentive to start and establish their own business (Tung, 2011).

1.1.3 Entrepreneurial Behavior

Guerrero *et al.* (2008) terms entrepreneurial behavior as the state of mind that any human being achieves when and during the process of desiring to create a new enterprise with the aim of maximizing stakeholders' wealth and value in a firm. Entrepreneurial behavior has also been seen to bring out the unique self acknowledged will and belief that a person demonstrates when they intentionally go through the process of establishing an enterprise. Entrepreneurial behavior is therefore the result of an intention that an entrepreneur undertakes being entrepreneurial (Thompson, 2009).

Different scholars and researcher propose and goes ahead to explain that the exact intention to be an entrepreneur and start own enterprise comprises effective planning, analyzing risks, engaging a clear thinking process that is mostly behavioral (Keeley, Autio, Kloften, Parker, 2007; Kolvereid & Tkachev, 2009; Krueger, 2006). Entrepreneurship directly relates to behavioral models because it is shows elements of deliberate intentional behaviors (Davidsson, 2006; Fayolle, 2008; Krueger, 2006; Shapero & Sokol, 1982).

Souitaris *et al.*, 2007, argue that entrepreneurship training can well be used as a measure of effects of entrepreneurial behavior as in influences intention and relates to the concepts of entrepreneurial behavior. This has gained a lot of interest worldwide and as a result more and more training institutions now have elaborate curriculums that help participants improve their economic means (Izedonmi *et al.*, 2010). Entrepreneurship training increases

entrepreneurs' confidence, develops their entrepreneurial behaviors and as a result business creation, scale and growth are enhanced (Ahmed *et al.*, 2010).

Entrepreneurial behavior is dynamic and individuals must be eager to endure the calculated risk of becoming an entrepreneur to act on their perceived feasibility and desirability. Those with a higher sense of entrepreneurial self-efficacy or desirability are drawn more towards self-employment more than desiring to working for others. In an entrepreneurial situational opportunity, individuals must as well decide whether they believe that they own the necessary skills and abilities required to be successful or not, which is what entails feasibility (Jurnal, 2016).

1.1.4 Youth in Kenya

Youth who are aged between 15 & 24 years account for over 20% of the population in Kenya (Jivetti, Njororai, & Simiyu, 2018). With increased population growth, there exist real evidence about the changes in youth populations in rural the communities, and their increasing significance to the development initiatives, for example, 84% of the youth aged 15-24 years live in rural areas of Kenya (Hope, 2012). The bulging youth population, to the Kenyan economy, is low hanging fruit and an economic asset since youth form the majority of the population both in urban and in the rural areas. In rural areas, informal employment has become the main source of livelihood for youth and young adults (Jivetti, Njororai, & Simiyu, 2018).

The rising population of unemployed but schooled youth in the rural areas of Kenya lack capital, income-generating activities and experience the reality of a strong cycle of poverty. They have little or no participation in economic activities, they experience scarce media

exposure and have scanty business awareness (Jivetti, Njororai, & Simiyu, 2018). Although a raising number of these rural youth are migrating to major cities, almost 70 percent still endure and choose to stay in the rural areas. With incredible unexploited economic potential, rural youth in Kenya and also those spread across parts of East Africa hold the key and strategic opportunity for future economic development, growth and success (Muganda , 2017).

1.1.5 Vocational Training Centers in Kenya

Vocational training centers (VTCs) in Kenya are formal and public training institutions that are mostly located in the rural areas and offer trade courses that includes masonry, carpentry, hair dressing, catering, motor vehicle mechanics, welding, plumbing, tailoring and dressing making, electrical and electronics and ICT. These VTCs also offer a wider array of courses and complementary skills training in entrepreneurship and life skills and are currently regulated by Technical and Vocational Education and Training Authority (TVETA).

Technical and Vocational Training includes all forms of technical, industrial and entrepreneurial trainings offered for the practical acquisition of practical skills, knowledge, attitudes and skills of exploiting opportunities across different sectors of the economy with the aim of improving livelihoods (UNESCO, 2013).

Technical and Vocational Education and Training (TVET) in Kenya was established soon after independence. The main aim was to restructure and see the country's education and training system become more responsive to needs of all sectors of the economy. TVET changes increased impetus as from 2013 as a result of the reforming education in Kenya -

Sessional Paper No. 14, 2012 framework. TVET, that regulates VTIs, has mission and a proactive agenda that is in line with the framework of Vision 2030 upon which the prerequisite business and entrepreneurial knowledge, skills and attitudes are anchored (AHK Kenya, 2018). TVETA has the statutory obligation to manage, regulate, control, and coordinate all VTIs in Kenya by assisting in registration, issuing licenses, accreditation, inspections, training and capacity building and quality control (Technical and Vocational Education and Training Authority, 2018).

1.1.6 Vocational Training Centers in Nyeri County

Vocational Training centers in Nyeri offer all forms of technical, industrial and entrepreneurial trainings to help participants acquire practical skills, knowledge, attitudes and skills of exploiting opportunities across different sectors of the economy with the aim of improving livelihoods (UNESCO, 2013).In Nyeri county these institutions work with youth from different parts of the county and have different academic programs , mostly running for 2 years, that aim at educating and giving these youth technical skills and knowledge in different areas or what they commonly refer to as trade courses. In addition to the technical courses VTIs in Nyeri also offer life skills training, entrepreneurship training and agribusiness trainings.

There are 39 vocational training centers in Nyeri County that are well distributed within the sub counties. The VTCs in Nyeri county offer trade courses that includes masonry, carpentry, hair dressing , catering, motor vehicle mechanics, welding, plumbing, tailoring and dressing making, electrical and electronics, ICT and KNEC entrepreneurship training course (Nyeri County, 2018).

1.2 Research Problem

Youth unemployment and under-employment is a substantial challenge across East Africa. While economies in the region have been growing at five to seven percent per annum, much of the potential workforce remains economically disenfranchised. This has two major knock-on effects: the first being the danger of political and social unrest as seen in Kenya's post-election violence of 2008, and the second being constrained growth because a very small proportion of the population is engaged in economically productive activities. Opportunities for youth are expanding, but most rural youth lack the education, skills, and knowledge to take advantage of these opportunities. It is critical that vocational and tertiary institutions prepare students for the market place, business world and most especially for self-employment. Entrepreneurial transferable skills are highly valued in the entrepreneurship world and enhance an individual's ability to earn a living. (TechnoServe, 2014).

In a study report by United Nations Development program (UNDP) and the International Labor Organization (ILO), a recommendation to Kenya as country was put forward requesting the implementation for of need based training and capacity building in the areas of entrepreneurship that can promote an entrepreneurship culture and support business creation and growth in all the regions. Research in the entrepreneurship training sector continues to gain momentum but there exists a critical gap to show real impact of entrepreneurship training on the lives of youth graduating from the vocational training centers we have in Kenya.

Entrepreneurship and entrepreneurship training is very essential in today's world and a critical challenge facing both developed and developing worlds is the need to build the

capacity of young people and to enhance their business skills, attitudes and behaviors necessary to help them to innovatively harness and exploit business opportunities for profit after graduating from college (Muigai, 2012). Rural youth all over African lead diverse, extremely dynamic and complex lives. They face emerging challenges and situations that effects their opportunities identification skills necessary to improve their daily lives. Although we have varoius livilihoods programs by the county goverments, private sector, government, community based organization and numeroius Non-Governmental Organizations not much is known on the impact of entrepreneurship training on entrepreneurial behaviors of youth graduating from vocational training centers all over Kenya. This is a major research gap.

On one extreme end, Africa is experiencing this unprecedented population growth that goes hand in hand with a huge headache of limited formal sector employment prospects for all. Despite new economic opportunities and emerging economies, formal jobs and wage employment remain elusive especially for youth graduating from vocational training centers across the country. On the other extreme end, investments in primary, secondary and tertiary training and education have almost created better access to learning and have contributed to a new era of knowledge opportunity across Africa, yet the reality on the ground is that opportunities for youth are uneven across the continent. (Mastercard, 2017).

Entrepreneurship has been recognized as the recovery path to the global economic development, even so, we do not have a substantive amount of research work conducted on the thorough and exact impact that entrepreneurship training has on the youth graduating from vocational youth centers. The issue of whether or not entrepreneurship training can

influence entrepreneurial behavior of youth is still relatively uninvestigated (Peterman & Kennedy, 2003), and not well understood (Von Graevenitz et al., 2010). Gorman et al. (2011) reviewed over ten years of entrepreneurship training literature and concluded that the impact of the entrepreneurship training on entrepreneurial attitudes and behaviors requires further research and critical investigation. Therefore, this research study attempts to address and fill these gaps by evaluating the impact of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County by answering the question; what is the effect of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centers Nyeri County?

1.3 Research Objective

This study sought to study and investigate the effect of entrepreneurship training on entrepreneurial behaviour of youth graduates from vocational training centres in Nyeri County.

1.4 Value of the Study

The researcher hopes the research shall add insights, knowledge and evidence to the already existing reports, research findings and any relevant information on the impact of entrepreneurship training on entrepreneurial behaviour of youth graduates from vocational training Kenya the worlds as a whole. As highlighted in the problem statement, there exist gaps several key gaps on the subject of this research and thus the prayer is that finding of this study will present new data, new evidence and new perspectives in the area of entrepreneurship training.

Governments, ministries, county office in charge of youth and education, polytechnics, vocational training centers, non-governmental organizations, foundations, financial institutions, youth bodies, prisons, private sectors , international bodies and community based organizations shall also benefit from the data from this study and influence positively their planning, strategic orientation, prioritisation, funding, youth work, entrepreneurship training and programming on youth and livelihoods programs. Training institutions will better understand the impacts of entrepreneurship training on entrepreneurial behaviour of youth graduates by using the data and information that this study will bring forth. They will be able to rely on hard evidence and real data from this research when making a decision on curriculums, delivery of training, motivating students of entrepreneurship, application of EEM and TRA models and packaging of youth training to ensure they record maximum impact and desirable results after training.

The researcher believes that the finding from this research shall bring out substantial entrepreneurship issues, various business phenomenon and other key areas that we have limited knowledge on and require further investigation.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter explains and discusses the theoretical foundation of that this study is anchored and on further the relevant literature on entrepreneurship training and entrepreneurial behaviour based on the objective This chapter highlights relevant research gaps and the conceptual framework for this research.

2.2 Theoretical Foundation

The section discourses literature that sets the basis for theoretical background on entrepreneurial training and entrepreneurial behaviour. There exist different theories and models that are relevant to the study of entrepreneurial behaviour and training. This study has identified two of the major theories with relevant literature. These are the Entrepreneurial Event Model (EEM) and Theory of Planned Behavior (TPB) model.

2.2.1 Entrepreneurial Event Model (EEM)

The Entrepreneurial event model (EEM) got advanced by scholars Shapero and Sokol in 1982 and define interaction between the factor of perceived desirability, the factor of perceived feasibility and the factor of propensity to act and how these three can lead to a business set up and how these factors directly manipulate the individual entrepreneurial intention. The model has been applied in the past by researchers to analyze entrepreneurial actions and the outcomes validate and support this model as a reliable instrument for determining the entrepreneurial intention of an individual entrepreneur (Nascent, 2017).

Perceived desirability is as a result of a person's perceptions of the desirability of entrepreneurship related to personal attitudes, values, and feelings. Perceived feasibility,

on the other hand, is related to a person's perception of the available resources. In other words, this measures personal perceived ability to carry out specific behaviour. Finally, the propensity to act is the personal disposition to act on one's decisions, reflecting volitional aspects of intention. (Shapero & Sokols, 1982).

Models that have are solid and show high confidence towards Ajzen theoretical outline continue to show prominence and dominance in researches studies that investigate attitudes and also intentions. Intention indicates the extent of eagerness in the direction of any forthcoming or intended behavior (Akponi, 2009). It has been observed that an intention can help to predict a particular behavior. Similarly, attitudes in the path of a behavior has definite influence on intentions. The factor of desirability, the factor of propensity and the factor of feasibility are key elements influencing an individual's intention in the process of starting a business or an enterprise (Tumba, Gwems , Wajiga, & Vasumu, 2016).

2.2.2 Theory of Planned Behavior

The theory of planned behavior was originally developed and brought forward in 1985 by Icek Ajzen in an article that he wrote "the intentions to actions: the theory of planned behavior". This theory has its direct basis and roots in reasoned action model, which initially had been coined and put forward by scholar Martin Fishbein and his academic counterpart Icek Ajzen in the year 1980. The theory is fundamentally based in several other attitude theories, learning theories, attribution theory, consistency theories and expectancy-value theories (Ajzen, 1991).

Theory of planned behavior (TPB) in the field of psychology, directly relates to one's behavior and beliefs. This theory explains further that an attitude toward behavior, the

subjective norms, and the perceived behavioral control, combined influence persons behavioral intention and behavior. The concept was developed and put forward by Icek Ajzen (1985) to basically improve on the predictive control behind the theory of reasoned action after bringing on board perceived behavioral control. This theory has been used in studies such as attitudes, beliefs, intentions, perception and behaviors. In addition it has also been applied in various fields such as business, promotion, communication, media, health, talent management and in livelihoods programs. According to the theory, if someone assess the recommended behavior as being positive (which comprises attitude), and if these persons thinks their peer influences wishes them to complete the behavior (which is the subjective norm), this by principle results in a higher intention (which is the motivation) and these means that the person is more likely take an action. A proportionate higher association between the subjective norms and attitudes towards behavioral and intention is established by various research studies and researcher. (Fishbein & Ajzen , 1980).

A counter argument that is in somewhat in contradiction especially on the significant relationship the exists between behavioral intention and authentic behavior has by far been recommended, this is so for the reason that certain secondary limitations under behavioral intention do not always translate into a real behavior. Specifically, because behavioral intention cannot be said to be the single and exclusive direct cause of a behavior change yet other factors are at play. This led to Ajzen introducing theory of planned behavior by adding the perceived behavioral control component onto the attitudes and subjective norms component to address these gap. By introducing the component he actually elaborated and expanded the theory of reasoned action to cover all none volitional behavior that are

materials when forecasting behavioral intention as well as the actual behavior (Ajzen, 1991).

Perceived behavioral control addresses the proportion at which an individual actually are in charge and in control of a specific behavior. Theory of planned behavior puts forward the fact that any individual or person is more often than not likely to aim at enacting a specific behaviors if and when they are sure that their intention will yield a positive result or outcome. Perceived behavioral control has a combination of two main element that includes the factor of self-efficacy and the factor of controllability. The factor of Self-efficacy looks at difficulty levels that are part of the process that one undergoes when actualizing a specific behavior. On the other hand behavioral he factor of controllability covers all the external factors. This is also comprises the personal conviction that they are they have direct influence and control over the outcome of their intended behavior (Fishbein & Ajzen , 1980).

Behavioral intentions (B I) rates the intention of an individual to perform or implement a specific behaviour. Subjective norms on the other hand (S N) represents the pressure or influence from authorities such as friends, siblings, spouses, colleagues, religious leaders, mentors, coaches and so on , to conform to very specific standards, for instance, ones mentors perceives entrepreneurship and the protégés will less likely perform a desired entrepreneurial behaviour or intention. Attitudes on the other hand comprisees of expectations around the costs and concerns of performing a particular behaviour (Muganda , 2017).

This theory accepts that certain actions are preceded some conscious intention to act in a particular manner. Furthermore, behaviours are reliant on attitudes, and attitudes are shapes by life experiences, personal traits, temperaments and the sum influences of all these familiarities (Ajzen, 1991). Theory of planned behaviour practically has been put to test and intensely tested (Gelderen *et al.*, 2008).

2.3 Entrepreneurial Behavior and Entrepreneurial Training

Entrepreneurial training has a series of progressive and monitored learning activities that provided knowledge and skills to an individual to help them assimilate the learning to define new problems and to come up with viable solutions to the identified problems (Rae, 2010). Entrepreneurship training enables participants to engage in deliberate personal plans to accumulate more knowledge, ideas, skills and capabilities by being part of an effective learning process with the main aim of accomplishing one or more events. Kruzic & Bakotic (2010), records that training on entrepreneurship does play a big part in increasing the awareness of imperative entrepreneurship characteristic and in creating a clearer vision and mission to the identified problem that can be addressed through entrepreneurship (Muganda , 2017).

Entrepreneurship training influences behavior by increasing opportunities for rural youth income generation through youth access to advisory services and increased number of businesses hiring rural youth; increased ability to generate incomes through financial literacy training and career development skills; and increased motivation to take advantage of those opportunities, through increased youth self-confidence and understanding of career choices (TechnoServe, 2014). Garavan and Barra (2004) concludes the most commonly mentioned objectives behind entrepreneurship trainings includes: to offer real

and practical entrepreneurial know how; to enhance business skills in the application of entrepreneurial concepts, passing environmental analysis and research knowledge, business planning, self-awareness and behavioral change. Entrepreneurship training continue to contribute to the inspiration and development of entrepreneurial skills and aptitude.

Over the last decade, TechnoServe has developed a robust and growing portfolio of entrepreneurship training initiatives. Due to population dynamics and the need to stimulate a stronger culture of entrepreneurship for the future, many of the participants and beneficiaries in the entrepreneurship initiatives are youth mostly located in the rural areas. TechnoServe's experience in entrepreneurial training and change of behavior among the youth and further research on their work in Latin American business plan competitions, as well as our Swaziland competitions have shown that training entrepreneurs has a positive impact on bottom line enterprise growth. Results from the Latin America shows that both new and existing businesses have >100% growth in sales when compared to participants that did not attend the training. This evidence, in addition to that from Kenya, and elsewhere, shows the importance of training in the ability for youth to launch and build their own enterprises (Stryde, 2011).

Technoserves experience working with urban youth has shown the benefits of practical training exercises that allow would-be entrepreneurs to test their ideas, knowledge, and assumptions in a real-world setting. In Kenya, the team implementing the Nike Foundation-funded Young Women in Enterprise program, struggled with program participants overcoming their entrepreneurial fears. Entrepreneurial training programs were well

attended, but few young women would use the training to actually start their businesses. To overcome these intention and entrepreneurial behavioral challenges, the Kenya team developed the very successful Experiential Business Exercise that enabled urban youth to overcome their fears of venturing for themselves—testing entrepreneurial ideas as part of the entrepreneurship training curriculum in a relatively “low risk” manner. As a results the program trained more than 1,200 girls (600 in school and 400 out of school) in entrepreneurship, financial literacy and employability. All girls reported increased self-confidence. Out of the 400 out of school girls trained, 140 (35%) started businesses within 3-6 months after graduation. In addition, 95 girls (23%) are in short-term (1-3months) employment, with 63 (66%) having renewable contracts (Stryde, 2011).

Scholars agree that entrepreneurial training may influence people’s attitude toward entrepreneurship but this relationship require more research and investigation. Qualitative research findings put forward show a direct relationship between entrepreneurial behavior and entrepreneurship training toward entrepreneurship. (Muganda , 2017). Peterman & Kennedy (2003), research that surveyed secondary school, Young Achievement Australia students submit that the entrepreneurship training positively influenced students’ perceptions for both the feasibility and desirability.

Contrary to the above findings, Oosterbeek *et al.* (2010) assessed impact of entrepreneurship training towards behavior and attitude in Netherlands’ higher education department, and found the relationship to be negative. Souiotarise *et al.* (2007) investigated the actual entrepreneurial intention and behavior of enrolled students who were actively studying in two separate universities. They used a pretest posttest quassi experimental

design and based their actual study on the theory of planned behavior. The resulting findings from 250 university students, where 124 were actual engineering students and the rest 126 were the control group, scholars Souitaris *et al.* (2007) determined entrepreneurship training increased intention, attitudes and behavior towards actual entrepreneurship practice.

2.3.1 Entrepreneurial Behavior and Attitude

Literature review written on entrepreneurship and behavior suggests strongly that attitude approach to research is mainly founded on the Theory of Planned Behavior, as was offered by Ajzen (1991). Specifically, a number of research papers have fused these theories and used them to forecast behaviors that have a real progressive impact on community. Based on the Theory of Planned Behavior an intention predicts a behavior and these particular intentions become apparent behavioral controls towards the behavior (Gird & Bagraim, 2008). Behavior towards attitudes explains how positive an evaluation the individual has toward a particular behavior and this largely hinge on the hopes and opinions about personal impact and results expected from the behavior (Maluleke , 2011).

It is therefore important that we understand the entrepreneurial behavior and attitude among the youth so that affirmative steps can be taken to grow a body of knowledge, and entrepreneurial activity applicable for learners at VTIs level can be scaled. The main question that researchers need to help answer is whether the young rural learners have the attitudes and behaviors that are entrepreneurial inclined (Tumba, Gwems , Wajiga, & Vasumu, 2016). Different scholars and researcher propose and goes ahead to explain that the exact intention to be an entrepreneur and start own enterprise comprises effective

planning, analyzing risks, engaging a clear thinking process that is mostly behavioral. Entrepreneurship directly relates to behavioral models because it shows elements of deliberate intentional behaviors (Davidsson, 2006; Fayolle, 2008; Krueger, 2006; Shapero & Sokol, 1982).

Attitude that an individual entrepreneur might have is evaluated based on several personal traits that includes, self-initiative, risk taking behavior, self-efficacy, the need for achievement and the structural behavior (Byabashaija & Katono, 2011). Attitude concerning entrepreneurship is the rate at which an individual has favorable or unfavorable assessment of being or not being an entrepreneur (Lo, 2011). According to Ajzen (1991), the more promising the attitude and the respective subjective norm and the higher the perceived behavioral control at play, the stronger the attitude and intention of a person to execute the intended behavior. There is therefore some truth that attitude might have direct effect on entrepreneurial behavior (Byabashaija & Katono, 2011).

2.3.2 Entrepreneurial Behavior and Skills

Entrepreneurial skills are the essential skills required by an entrepreneur to practically transform business ideas into real actions (Perks & Smith, 2006). Skill aptitude is normally measured by looking at the level of creativity, the ability make critical analysis and the motivation to adopt and acclimatize to different situations. Entrepreneurs that have had the chance to participate in entrepreneurship training experience a degree of change in behavior and as result they become more creative, their analytical skills are more enhanced and have a higher motivation to adopt to different settings and environments (Nabi *et al.*, 2010).

Skills are associated with the ability to perform specific and particular activity or assignment. This mainly involve organization, agility, and the use of all the acquired knowledge over time. Proficiency and aptitude in the execution of a particular skills call for training and a lot of practice. Skills are mainly learned through the active transfer of acquired knowledge mainly through raining (Peak Performance, 2017). Skill is awareness and understanding revealed through actions performed in a particular way or method. Needed applied skills are learned through training and effective learning (Perks & Smith, 2006). Entrepreneurial skills are more often than not associated with the establishment, managing and developing a business venture. In business related activities a lot of skills at the lower level are required. These corresponds departments such as administration, procurement, sales and marketing, manufacturing just to mention but a few. Nonetheless, skills relating to entrepreneurship can theoretically be distinguished from the ones needs during the critical process when originating, developing and growing a business enterprise (Maluleke , 2011).

Psychological research on skills and the skilled behavior has an extended custom of examining motorized skills related to perception. These motorized skills related to perception refers to all skills that comprise or requires one to move part of their body, for example, playing basketball, playing a guitar, typing or driving a vehicle. The key definitional characteristics that have been found to emerge as regards skills includes intention or what is termed as the targeted oriented nature of a behavior, skills can be learned, and that they comprise a chain of interconnected and well-ordered actions (Mikko & Pyysiäinen, 2006).

2.3.3 Knowledge and Entrepreneurial Behavior

Knowledge has everything to do with the level of awareness and matters of entrepreneurship and how entrepreneur apply the acquired information to start and run a business (Kelley *et al.*, 2010). Through entrepreneurship training learners gain new information and understanding that ultimately influences their intentions and behaviors. Entrepreneurship training enables the participants to gain more knowledge on business opportunity identification which is a key step during business set up (Muganda , 2017). These acquired knowledge through training and effective learning influences the perception of the entrepreneur and increases their level of awareness leading to increased intention toward entrepreneurial behavior (Shepherd & DeTienne, 2005) as a result entrepreneurial skills are enhanced and developed. Learning about new and essential entrepreneurial skills and abilities often lead to improved perceptions and views towards new feasible and viable by learners and as result this affects their perceived behavioral toward entrepreneurial (Kruger *et al.*, 2000; Zhao *et al.*, 2005).

2.4 Empirical Review

Literature review reveals key aspects and gaps on entrepreneurship training and how its effects on entrepreneurial behavior. Review indicates that entrepreneurship training is important and has become an important part of developing and imparting entrepreneurial skills, attitude and knowledge to positively influence the entrepreneurial behavior of youth as a way of giving them alternatives to navigate the lack of job opportunities and to promote self-employment. Although entrepreneurship training is now widely offered as a full and attractive package by government, private sector, institutions, non-governmental organization etc., the effects of this

training on entrepreneurial behavior has not been adequately addressed especially in Nyeri County where this research study was undertaken.

Literature review has established that attitude is an important factor influenced by training and affects a person's entrepreneurial behavior. Around the world, entrepreneurship training is offered to the citizens to positively influence their attitude towards self-employment as a creative way of influencing and instilling an entrepreneurial culture of identifying feasible and viable business ideas and increasing the desire to start own enterprises. It is clear from the two models, that training plays a key role in influencing entrepreneurial skills, attitude and knowledge.

Entrepreneurial training and entrepreneurial behavior are critical areas of study and all over the world scholars and researchers agree that the two phenomenon require deeper investigation and study. Shapero model of establishing a novel enterprise suggests that a direct inclinations to begin a new venture calls for first the initiator to act and then that is followed by some triggering events. But the said founders would need considering the origination of new a businesses in a more real way than just taking an action. In this instance, initiating a new venture therefore is assumed to be a systematic, linear and sound process of implementation which is not always the case from a realistic point of view. (Tumba, Gwems , Wajiga, & Vasumu, 2016).

A study by Solesvik et al. (2014) found that investments in entrepreneurship training in the universities facilitate building capacity of human capital as critical assets required to discover and create new ideas, new businesses and exploit new opportunities . All these elements promote the outcomes of an intention by an individual to become a successful

entrepreneur. Persons with access to higher human capital which includes, quality training, better education and stronger abilities, are more likely become innovative, creative, risk takers, self-sufficient, growth oriented and create profitable enterprises. Persons with low human capital on the other hand choose are not able to make choices and as a result lack the required intention to start enterprises (Ács, Szerb, & Autio, 2016).

The theory of the planned behavior has perceived the behavioral control aspects combined with the factor of attitudes and factor of subjective norms and relates to self-efficacy theory. Self-efficacy element in the model was recommended by scholar Bandura in 1977 were also borrowed academically from the social cognitive theory and related study. Bandura argues that the component of expectations that includes factors like drive, performance, and the feelings of frustration that are well associated directly with recurrent disappointments does determine the underlying behavioral reactions.

Bandura (1977), distinguished expectations and segmented them into two separate types namely: self-efficacy and the outcome expectancy. According to him self-efficacy is the belief that an individual is able to successfully implement the required behavior to arrive at the desired results. The outcome expectancy on the other hand refers to an individual approximation that a particular behavior leads to specific outcomes. According to his research, self-efficacy is a behavioral change essential, as it controls the initiation of any coping behavior. In part research has revealed that individual behavior is by and large influenced by the prevailing level of confidence anchored on their ability to perform a particular behavior or intention. Self-efficacy concept offers rationale that explains relationships between intentions, attitudes, beliefs and behavior. The Self-efficacy model

has been applied widely to the field of public health and mental health but not as much in the business entrepreneurship sectors (Ajzen, 1991).

In view of what review espouses, entrepreneurship training offered as training packages by different stakeholders is interrelated to entrepreneurial behaviors as it enables youth to understand and learn more on identify viable business and entrepreneurial opportunities that can be exploited at a profit. The acquired knowledge and level of awareness achieved mainly enhances the exploratory process of technology based and innovative business opportunities (Detienne, 2005). Knowledge on key entrepreneurial skills and abilities enable youth to conceptualize new business ideas (Krueger, 2005).

2.5 Summary of the literature review

The literature review which includes the discussion of the two models and the empirical review. From the available literature it is clear that entrepreneurship training plays a significant role in influencing entrepreneurial behavior. However, we do not have a substantive amount of research work conducted on the thorough and exact impact that entrepreneurship training has on the youth graduating from vocational youth centers in Kenya. It also clear that different training institutions are not reading from the same script as far as preparing youth graduates to become successful entrepreneurs after school is concerned. There is need to evaluate the content and techniques of entrepreneurship training for relevance. Although several researchers have recognized the influence of entrepreneurship training on entrepreneurial behavior, there exists little information on the impact of entrepreneurship training on the lives of youth that graduate from vocational training center in Kenya.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter explains how these research study was conducted in order to accomplish the research objective. The chapter explains the research design, target population of the study, sample size, data collection and analysis.

3.2 Research Design

This research study adopted descriptive research design. Ghauri and Gronhaug (2005), states that descriptive research is applied when the issue under investigation is structured, meaning it gives answers to what, where, who, when and how of a problem or issue of interest that is under investigation. Descriptive research study is appropriate when the researcher has some prior understanding of the problem under study.

Cooper & Schindler, (2011) states that descriptive design reports a precise profile of individuals, occurrences, events, records of trend in traits and characteristic, such as intentions, abilities, opinions, beliefs, behavior, and knowledge of a particular persons, condition or group. For this reaserch study therefore, the researcher sought to investigate the effect of entrepreneurship training on entrepreneurial behavior of youth graduates from Vocational Training Centers Nyeri County.

3.3 Population of the Study

According to (Mugenda & Mugenda, 2003), population of the study is defined as a total set of deferential unit being studied. Additionally, the population of the study also refers to the total and all-inclusive individual units that the researcher objectively desires to use to generalize the finding of the research study. According to Nyeri County education report

of 2017, 34 vocational training centers in the county saw 950 students graduate from the centers. The study therefore targets the 950 VTI 2017 graduates in Nyeri County.

3.4 Sampling Size

In research terms sampling has been defined as the method that involves selecting of the most suitable and most representative total of subjects from a well-defined population (Kothari, 2008). In this research study the researcher applied simple random sampling method to select respondents from the 34 vocational training centers in Nyeri County. According to (Mugenda & Mugenda, 2003) , a representative sample size be about 10% of the target population under study. For this reason the least sample size for the study will be $950 \times 10 / 100 = 95$. Dividing the sample size by the target population of this study $95 / 950 \times 100 = 10\%$, gives us a sampling ratio of 10 %. Based on this fact a sample therefore of 95 graduates was selected for the study. This means that 2017 graduates from the 34 institutions had an equal chance or probability of being sampled during selection. This is so because simple random sampling is unbiased and guarantees an equal chance of being selection for every unit under study.

Table 3.1: Sample Size

2016 Nyeri VTIs Graduates population	Sample Ratio	Sample Ratio	Sample Size
950	$95/950 \times 100$	10%	95 Graduates

(Source: Researcher, 2018)

3.5 Data Collection

The researcher collect all primary data using questionnaires. The data collected using questionnaires was used owing to its closeness to reality and for the easiness of controlling mistakes (Copper & Schindler, (2011). The questionnaires were administered to the targeted respondent to capture primary data using closed-ended set of questions constructed on a Likert scale. Likert tools help maintain tolerable levels of reliability and validity through a variability of sets. The tool had a 5 likert type of scaling where 5 was set as the most effective scale level whereas 1 was the least effective scale level.

The questionnaires had the same set of questions and every respondent received the exact same questionnaire as everyone else. Drop and pick technique was utilized because the respondent had differing daily schedules. The questionnaire had three main sections. Section one captured demographic data, the second part was on entrepreneurial behavior and the last section focused on training, skills, attitude and knowledge.

3.6 Data Analysis

Cooper and Schindler (2011, concludes that data analysis in it actual sense refers to data review, data cleaning, data converting and data modeling in order to bring out significant and critical data and findings necessary to help is reaching at specific conclusions. Data that was collected using the questionnaires was first edited, and then coded to allow responses to be clustered into separate categories. Descriptive statistics were used to analyze the primary data collected by the researcher as it was quantitative. The researcher used SPSS 25 software to do analysis.

Descriptive statistics being the method that was used to analyze the raw data, helped to determine the degree of agreement by the respondents on the statements that were in each

section. The researcher also used mean scores to reveal averages, percentages to show the different proportions of various variable, and standard deviation to show responses variations.. Regression analysis was adopted for inferential statistics, below is the regression model for the study:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

From the model above Y represents the dependent variable which is Entrepreneurial behavior, β_0 is the constant term, X1 represents entrepreneurship training, X2 represents attitude, X3 represents skills, X4 represents knowledge and ϵ error. Qualitative and detailed explanations, graphs, and tables, were used to present data and findings from the study.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The particular chapter presents specific findings and analysis of the data collected from the study. The section also presents the interpretation of the results and analysis in relation to the effect of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County.

4.2 Response Rate

The research study sample size comprised of 95 vocational training centers graduates from Nyeri County. Six questionnaires from the graduates were not returned, leaving 89 questionnaires for analysis in this study. This accounts for 94% response rate, which according to Mugenda and Mugenda (2003) meets the required threshold for data analysis as a target population response rate of 70 % and over is excellent.

Table 4.1: Response Rate

Category	Frequency	Percentages
Returned Questionnaire	89	94 %
Unreturned Questionnaire	6	6 %
Total	95	100 %

4.3 Demographic information of respondents

The researcher collected key demographic data from the graduates for the study. The demographic data captured the age and gender of the respondents. This data assisted the researcher to primarily to evaluate and analyze demographic information of the youth graduates from vocational training centres in the study.

4.3.1 Distribution of the respondents by gender

The research study aimed at establishing gender distribution of the respondents. The results are as on Table 4.2.

Table 4.2: Response Rate

Gender	Frequency	Percentages
Female	40	45 %
Male	49	55 %
Total	89	100 %

Majority (55%) of the graduates who participated in the research study were male. This means that there is an almost 10% gender gap among the student graduating from the VTIs in Nyeri. This gap in the gender distribution as concluded by (Heti, 2013) in her study of TVETs in Nyeri County, could be attributed to the fact that most VTIs in Nyeri County could be offering a lot of technical or science oriented courses which are not the favorites for the female population.

4.3.2 Age Distribution of respondents

The study sought to find out the age of the respondents. Results are shown on Table 4.3.

Table 4.3: Age of the Respondents

Age	Frequency	Percentages
20 to 25 Yrs	66	74 %
26 to 30 Yrs	22	25 %
31 to 35 Yrs	1	1 %
Total	89	100 %

Findings on age of the respondents show that majority of the graduates in the study were aged between 20 and 25 years which represents 74%. This shows that a majority of the

graduates were young. Although VTIs accepts students of all ages above 18 years, the majority of entrants to these institutions are youth.

4.3.3 Respondents level of Education

The study sought to investigate the level of education of the respondents. Results are shown on Table 4.

Table 4.4: Level of Education

Age	Frequency	Percentages
Secondary	85	95 %
College	4	5 %
Total	89	100 %

Findings on level of education of respondents show that a majority of the graduates in the study had secondary school level of education accounting for a rate of 95 %. Although VTIs accept students of all ages above 18 years, the majority of entrants to these institutions are students who have just finished secondary school education. These findings are in agreement with Akaranga (2012) who found that subsidized secondary education results to a large number of Kenya Certificate of Secondary Education graduates who are unable to secure vacancies in the formal tertiary institutions and as result find opportunity in the village polytechnics and local vocational training institutions.

4.4 Entrepreneurial Behavior

The research study aimed at establishing the relationship of entrepreneurial behavior and entrepreneurship training of youth graduates from vocational training centres in Nyeri County. Questionnaire with questions with 5 point Likert scale was used to gather study data, where 1 signified strongly disagree and 5 strongly agree. Standard deviation and mean scores were adopted to help analyze the distribution of the responses from the respondents.

Standard deviation was connected to demonstrate the scattering from the “normal”. A low deviation demonstrates that the information truths can be nearer to the mean, while a higher standard deviation demonstrates that the information range is more extensive.

The study sought to understand entrepreneurial behavior of the respondents. Results are given on Table 4.5.

Table 4.5: Respondents Entrepreneurial Behavior

	Mean	Standard Deviation
I prefer to be an entrepreneur rather than to be an employee in a company	4.35	0.623
My professional goal is to become an entrepreneur	4.42	0.636
I have already prepared myself to become an entrepreneur	4.08	0.711
I will apply and make use the lessons I learnt during entrepreneurship training after graduating	4.37	0.572

According to the study findings, majority of the respondents agreed that their professional goal is to become entrepreneurs at a mean score of 4.42. The respondents also agreed that they shall apply and make use the lessons they learnt during entrepreneurship training after graduating at a mean score of 4.37, they prefer to be entrepreneurs rather than be employees in a company at a mean score of 4.35 and that they are ready and prepared to become entrepreneurs at a mean score of 4.08. These research findings therefore show that the respondents demonstrate a positive entrepreneurial behavior which concurs with the results of (Muganda , 2017) from her research in Bomet County that confirmed there is a positive effect of entrepreneurship training on entrepreneurial behavior.

4.5 Entrepreneurship Training

The study sought to investigate relevance and appropriateness of the entrepreneurship training that respondents had gone through in the Vocational Training institute. The findings are organized in Table 4.3.

Table 4.6: Entrepreneurship Training

	Mean	Standard Deviation
Entrepreneurship training objectives were adequately met	4.35	0.479
Entrepreneurship training covered the topics I needed to learn about starting and running my own business	4.29	0.527
I learnt relevant and significant lessons about entrepreneurship from the training	4.39	0.556
Entrepreneurship training has increased my motivation to be an entrepreneur and to start my own business	4.34	0.499

According to the findings, respondents agreed they learnt relevant and significant lessons about entrepreneurship from the training with a mean score of 4.39. Respondents also agreed that the entrepreneurship training objectives were adequately met showing a mean score of 4.35, and that entrepreneurship training covered the topics they needed to learn about starting and running their own businesses with a mean score of 4.29. These finding implies that entrepreneurship training was relevant and appropriate as it gave respondents relevant and significant lessons about entrepreneurship and it covered important topics on starting and running a business.

4.5.1 Entrepreneurial Attitude

The research aimed at establishing the entrepreneurial attitude of the respondents in the study. Results are as on Table 4.7.

Table 4.7: Entrepreneurial Attitude

	Mean	Standard Deviation
I see that the returns outweighs the risk of starting a business	4.35	0.524
I am willing to bear the calculated risk of becoming an entrepreneur	4.34	0.521
The level of flexibility or freedom of running my own business attracts me	4.39	0.633
Running my own business shall give me self-fulfillment	4.37	0.572

The respondents indicate with a mean score of 4.39 that the level of flexibility or freedom of running their own business attracts them and running their own businesses gives them self-fulfillment with a mean score of 4.37. Respondents also indicated that they see that returns outweighs the risk of starting a business scoring a mean of 4.35 and with a mean score of 4.34 agreed that they are willing to bear the calculated risk of becoming an entrepreneur. The positive attitude towards entrepreneurship of the respondents, as demonstrated in the finding above indicates that the graduates, after going through entrepreneurship training, favor going into entrepreneurship than being employed.

4.5.2 Entrepreneurial Skills

The study sought to investigate on the entrepreneurial skills of the respondents. The results are on Table 4.8.

Table 4.8: Entrepreneurial Skills

	Mean	Standard Deviation
Entrepreneurship training gave me creativity skills of developing a business idea and building something of value	4.40	0.516
Entrepreneurship training gave me analytical skills on how handle different business situations with ease	4.30	0.486
Entrepreneurship training gave me opportunity identification skills required by every entrepreneur	4.34	0.499

The respondents indicated with a mean score of 4.40 that entrepreneurship training gave them creativity skills of developing a business idea and building something of value and with a mean score of 4.34 agreed that entrepreneurship training gave them opportunity identification skills that required by every entrepreneur. The respondents also agreed that entrepreneurship training gave them analytical skills on how handle different business situations with ease with a mean score of 4.30.

4.5.3 Entrepreneurial Knowledge

The research aimed at establishing entrepreneurial knowledge of the respondents in the study. The results are as on Table 4.9.

Table 4.9: Entrepreneurial Knowledge

	Mean	Standard Deviation
Entrepreneurship training helped me gain knowledge about identifying viable business opportunities	4.64	0.483
Entrepreneurship training enhanced my entrepreneurial awareness and improved my knowledge about starting my own business	4.56	0.499
Learning about entrepreneurship improved my knowledge about people's needs and business opportunities	4.61	0.514

The respondents indicated with a mean score of 4.64 that entrepreneurship training helped them gain knowledge about identifying viable business opportunities, learning about entrepreneurship improved their knowledge about people's needs and business opportunities with at a score of 4.61 and they also agreed that entrepreneurship training enhanced their entrepreneurial awareness and improved their knowledge about starting their own business with a mean score of 4.56.

4.6 Effects of Entrepreneurial Training on Entrepreneurial Behavior

To establish the relationship between entrepreneurial training on entrepreneurial behavior, a regression analysis using the independent and depend variables was conducted. Study multiple regression model is given below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon.$$

Multiple regression analysis was adopted to determine the relationship between independent variables: X1-training, X2-attitude, X3-skills, and X4- knowledge and the dependent variable (Y) Entrepreneurial behavior. In the multiple regression model used in the study, entrepreneurial behavior is the dependent variable (Y) and the independent variables were X1, X2, X3 and X4. From the model summary, R-squared of 0.760 was obtained implying that 76% of the total variation of dependent variable (entrepreneur behavior) was as a result of deviations in the independent variables included in the model (training, attitude, skills, and knowledge). The error term captured the remaining 24% which is the measurement errors and omitted variable bias.

Table 4.10: Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.760	.748	.26799

a. Predictors: (Constant), Knowledge, Entrepreneurial training, skills, and attitude

4.7 Analysis of Variance

Analysis of variance was used to check whether the model was appropriate for estimation. From the table below, the F-statistics is statistically significant at 5% level of significance ($p=0.000$, $p<0.05$) therefore we conclude that the model was appropriate and it fits the data for estimation.

Table 4.11: Analysis of Variance

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.056	4	4.764	66.335	0.000 ^b
	Residual	6.033	84	.072		
	Total	25.089	88			

a. Dependent Variable: Entrepreneurial behaviour

b. Predictors: (Constant), Entrepreneurship training, attitude, skills , and knowledge

4.8 Multiple Regression Analysis

The study also conducted a multiple regression analysis to determine the relationships between entrepreneurial behavior and entrepreneurship training. The estimated equation extracted from regression table is provided below;

$$Y = -0.224 + 1.047\text{Training} + 0.062\text{Attitude} - 0.111\text{Skills} + 0.072\text{Knowledge}$$

The finding indicates that training has a positive and significant effect on entrepreneurial behavior ($t=12.079$, $P=0.000$). This implies that a proportionate unit increase in entrepreneurial training will lead to 1.047 proportionate unit increase in entrepreneurial behavior. The finding is consistent with Kruzic and Bakotic (2010) who postulated that training on entrepreneurship does play a big part in increasing the awareness of imperative entrepreneurship characteristic and in creating a clearer vision and mission to the identified problem that can be addressed through entrepreneurship. Both attitude and skills have positive impact on entrepreneurial behavior though the effect is insignificant. However, entrepreneurial skills has a negative but insignificant effect on entrepreneurial behavior.

Table 4.12: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.224	.415		-.538	.592
	Entrepreneurship training	1.047	.087	.860	12.079	.000
	Attitude	.062	.089	.054	.693	.490
	Skills	-.111	.112	-.077	-.995	.323
	Knowledge	.072	.097	.050	.743	.460

a. Dependent Variable: Entrepreneurial behaviour

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents a summary of the major findings of the study. In addition, the section presents conclusions made from the findings in relation to the effect of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County.

5.2 Summary of Findings

The main aim of the research was to determine effects of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County. A sample size comprised of 95 graduates were targeted out of which 89 were answered by the respondents making for a response rate of 94%. It was established that entrepreneurship training influences entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County.

Demographically, a majority (55%) of the graduates who participated in the research study were of male gender. This means that there is a significant gender gap among the student graduating from the VTIs in Nyeri. This gap in the gender distribution could be attributed to the fact that most VTIs in Nyeri County could be offering a lot of technical or science oriented courses that favor men more and are not the favorites of the majority of the female population. The findings also revealed that a majority (74%) of the graduates in the study were aged between 20 and 25 years but also 96% of the graduates in the study had secondary school level of education. This means that vocational training centers attracts

more youth and offer an alternative academic options for those who, for various reasons, fail to join other tertiary level institution to advance with tier academic journey.

The study sought to objectively, investigate, determine and analyze effects of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County. Findings indicate that entrepreneurship training has effects on entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County. This conclusion emanates from the preference of most respondents agreeing to be full time entrepreneurs rather than be employees in a company that their professional goal is to become entrepreneurs and that they have made plans to become entrepreneurs. These research findings reveal a strong positive correlation between entrepreneurship training and entrepreneurial behavior, and is consistent with Fayolle (2008), and Souitaris (2007) research findings that concluded a positive correlation between entrepreneurship training and entrepreneurial behavior.

The resultant findings indicate that objectives of the entrepreneurship training were met, content was relevant and significant lessons about entrepreneurship adequately covered during training. Majority of the respondents indicated they will apply and make use of the content they learnt during the training. The finding implies that entrepreneurship training has significant relevance and positively influences entrepreneurial behavior. The respondents agreed that when it comes to starting a business the returns outweighs the risk, they are willing to bear the calculated risk of becoming an entrepreneur, the flexibility or freedom that comes with running their own business attracts them into becoming entrepreneurs, and they accrue self-fulfillment from running their own business (Mean =

4.37). Graduates, after going through entrepreneurship training prefer entrepreneurship than being employed. Entrepreneurship training inspires and drives graduates to be more innovative and creative in conceptualizing new business and building value, entrepreneurship training has increased their ability to analyze, evaluate and manage different business situations more easily and steadily, and entrepreneurship training has increased their motivation to be entrepreneurs and to start their own business.

Finally, as regards the influence of knowledge gained through entrepreneurship training on the entrepreneurial behavior, findings indicate that entrepreneurship knowledge helps participants to learn new skills about identifying viable business opportunities, entrepreneurship knowledge helps to develop learners' entrepreneurial awareness and knowledge about starting a business and entrepreneurship knowledge leads to positive change on how one perceives needs and opportunities. These findings agree to a large extent with the views and conclusions of Tkachev and Kolvereid (2011) in their research study that established a positive association between entrepreneurial knowledge and entrepreneurial career behavior.

5.3 Conclusions

A coefficient of determination of 0.760 was obtained illustrating that 76% of the total variation in dependent variable (entrepreneurial behavior) was ascribed to the changes in the explanatory variables included in the model (skills, attitude, training and knowledge). Training has a positive and significant effect on entrepreneurial behavior ($t=12.079$, $P=0.000$) implying that a unit increase in entrepreneurial training will lead to 1.047 unit increase in entrepreneurial behavior. The finding was found to be consistent with Kruzic & Bakotic (2010) who postulated that entrepreneurship training has a significant and a

positive impact on entrepreneurial behavior. Both attitude ($t=6.93$, $P=0.490$) and knowledge ($t=0.743$, $P=0.460$) had positive impact on entrepreneurial behavior while the coefficient of entrepreneurial skills ($t=-995$, $P=0.32$) has a negative (-0.111) but insignificant effect on entrepreneurial behavior.

Research findings reveal that attitude positively influences entrepreneurial behavior. There was a significant change in attitude amongst youth graduates from vocational training centres in Nyeri County as a result of attending entrepreneurship training. Intention to becoming an entrepreneur by performing particular actions is measured by the degree of attitude towards that specific action. The results of the study reveal, youth graduates prefer entrepreneurship to employment, they see returns outweighs the risk of starting a business, agreed that they are willing to bear the calculated risk of becoming an entrepreneur.

Nabi (2010) determined that an entrepreneur's level of skills is measured by evaluating their adaptability, analyzing ability, creativity, and motivation. It can therefore be concluded from the results that youth graduates from vocational training centres in Nyeri County to have acquired essential entrepreneurial skills that have positively shaped their entrepreneurial behaviour. Entrepreneurship training gave the respondents creativity skills of developing business ideas and building something of value. Entrepreneurship training gave the respondents opportunity identification skills and analytical skills on how handle different business situations with ease.

5.4 Recommendation

The main goal of the research was to determine effects of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centers in Nyeri County. The regression result from chapter four has established that training has a positive and significant effect on entrepreneurial behavior. Based on this result, the study recommends that the government should initiate programs and training centers to offer real and practical entrepreneurial know how to enhance business skills in the application of entrepreneurial concepts.

National and county governments ought to help the youth graduating from VTIs establish successful enterprises through encouragement and support of relevant entrepreneurship training as well as the provision of financial facilities to the graduates. This will help address effects of high levels of unemployment and promote an entrepreneurial culture.

County governments need to adopt a more inclusive policy on subjects offered by the VTIs so that more women can be encouraged to join the vocational training centers to acquire skills and knowledge necessary to them to live better lives. They also need incentives to take up the technology/sciences bases coursed offered that the institutions.

5.5 Limitation of the study

There were logistical difficulties experienced in accessing the rural parts of the Nyeri County and securing meeting with the respondents some of whom were reluctant to pick our phone calls. To address this challenge the researcher sent messages before calling and also used a motor cycle to access the interior localities of the rural parts of the county which

made it easier to meet the respondents and eliminated the pressure from the respondents of having to come to the nearby shopping centers .

5.7 Areas for Further Research

Research finding established that a (55%) of the graduates who participated in this research study were of male gender which highlights a slightly significant gender gap that require further investigation. There is therefore need for further research to establish gender related factors that influence women enrollment in the vocational training institutes and how these factors affects their entrepreneurial behavior after graduating.

The linear multiple regression analysis established that skills, unlike training, knowledge and attitude, had the least effect on entrepreneurship behavior. There is therefore need for further study to research more about this phenomenon.

The multiple regression analysis model concluded that 76% of entrepreneurial behaviour is influenced by changes in training, attitude, skills and knowledge. The remaining 24% is as a result of variations by factors unknown to this research study which should inform areas of further research.

Kenya has forty seven (47) counties; this research focused only VTIs in one county – Nyeri County. A similar study ought to be conducted in other counties nationwide to investigate whether similar results would be arrived at.

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APPENDIX I: INTRODUCTION LETTER

To whom it may concern,

Ref: Academic Research.

I am a student at University of Nairobi conducting an academic research on “*Effect of entrepreneurship training on entrepreneurial behavior of youth graduates from vocational training centres in Nyeri County*”. The study is in partial fulfilment of the requirement for the award of Master of Science degree in entrepreneurship and innovation management of the school of business, university of Nairobi

The purpose of this letter is therefore to request that you kindly fill the attached questionnaire that provides necessary information relating to the research. The information provided in the questionnaire will solely be used for academic purposes and will be treated with utmost confidentiality.

Your assistance will be highly appreciated.

Yours Sincerely,

Jahazi David

APPENDIX II: RESEARCH QUESTIONNAIRE

Section A: Respondents' Demographic characteristics

1. Indicate your Gender?

Male Female

2. What is your age?

Under 20 Between 20 -25 Between 26-30 Between 31-35

Between 36-40 Between 41-45 46 and above

3. What is your highest level of education and/or training attained?

Primary Secondary College certificate Diploma Bachelor's Degree

Masters

Others

(Specify).....

Sec B: Entrepreneurial Behavior

To what extent do you agree with the following statements?

Where, **1=** strongly disagree **2=** Disagree **3=** neither disagree nor agree **4=** Agree **5=** strongly agree

Entrepreneurial Behavior	1	2	3	4	5
• I prefer to be an entrepreneur rather than to be an employee in a company					
• My professional goal is to become an entrepreneur					
• I have already prepared myself to become an entrepreneur					
• I will apply and make use the lessons I learnt during entrepreneurship training after graduating					

Sec C: Entrepreneurship Training

To what extent do you agree with the following statements?

Where, **1=** strongly disagree **2=** Disagree **3=** neither disagree nor agree **4=** Agree **5=** strongly agree

Entrepreneurship Training	1	2	3	4	5
• Entrepreneurship training objectives were adequately met					
• Entrepreneurship training covered the topics I needed to learn about starting and running my own business					
• I learnt relevant and significant lessons about entrepreneurship from the training					
• Entrepreneurship training has increased my motivation to be an entrepreneur and to start my own business					

Sec C. 1: Entrepreneurial Attitude

To what extent do you agree with the following statements?

Where, 1= strongly disagree 2= Disagree 3= neither disagree nor agree 4= Agree 5= strongly agree

Entrepreneurial Attitude	1	2	3	4	5
• I see that the returns outweighs the risk of starting a business					
• I am willing to bear the calculated risk of becoming an entrepreneur					
• The level of flexibility or freedom of running my own business attracts me					
• Running my own business shall give me self-fulfillment					

Sec C . 2 : Entrepreneurial Skills

To what extent do you agree with the following statements?

Where, 1= strongly disagree 2= Disagree 3= neither disagree nor agree 4= Agree 5= strongly agree

Entrepreneurial Skills	1	2	3	4	5
• Entrepreneurship training gave me creativity skills of developing a business idea and building something of value					

<ul style="list-style-type: none"> • Entrepreneurship training gave me analytical skills on how handle different business situations with ease 					
<ul style="list-style-type: none"> • Entrepreneurship training gave me opportunity identification skills required by every entrepreneur 					

Sec C . 3 : Entrepreneurial Knowledge

To what extend do you agree with the following statements: Where, **1= Strongly disagree**

2= Disagree 3= Neither disagree nor agree 4= Agree 5= Strongly

Entrepreneurial Knowledge	1	2	3	4	5
<ul style="list-style-type: none"> • Entrepreneurship training helped me gain knowledge about identifying viable business opportunities 					
<ul style="list-style-type: none"> • Entrepreneurship training enhanced my entrepreneurial awareness and improved my knowledge about starting my own business 					
<ul style="list-style-type: none"> • Learning about entrepreneurship changed improved my knowledge about people’s needs and business opportunities 					

Thank You for Your Cooperation.