

**INFLUENCE OF ENTREPRENEURSHIP TRAINING PROGRAMMES ON
PERFORMANCE OF YOUTH ENTERPRISES IN MURANG'A LOCATION,
MURANGA COUNTY, KENYA.**

BY

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DECLARATION

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

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DEDICATION

This project report is dedicated to my beloved daughters, Gathigia and Ngina and my parents for their moral support, understanding and encouragement throughout my study period.

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LIST OF ABBREVIATIONS AND ACRONYMS

KYBT	Kenya Youth Business Trust
MSEs	Medium and Small Enterprises
OECD	Organization for Economic Corporation and Development
SPSS	Statistical Package for the Social Sciences
TRA	Theory of Reasoned Action
UNDP	United Nations Development Programme
YEDF	Youth Enterprise Development Fund

ABSTRACT

While the number of entrepreneurship training programmes is growing, their effectiveness in changing the fortune of the participant in terms of improved enterprise performance is still under-researched. This study aimed at contributing to the understanding of the influence of entrepreneurship training on the performance of the youth enterprises in Murang'a Location in Murang'a County. The study identified four objectives namely: to establish the influence of curriculum on the performance of Youth enterprises in Murang'a Location, to assess the influence of training methodology on the performance of Youth enterprises: to establish the influence of capacity of trainers on the performance of the youth enterprises: determining the extent to which the capacity of trainers of entrepreneurship training programmes influence the performance of the youth enterprises and to establish the influence of training environment on the performance of the youth enterprises. The study used a descriptive survey research design. Stratified random sampling technique was used to draw a sample of size of 166 youth entrepreneurs from 293 trained. A purposive sampling method was used to pick two trainers one from each training programme. Data was collected by use of questionnaires and an interview schedule. Data obtained from the field was sorted, edited and organized using Statistical Package of Social Sciences and the results were presented using tables, percentages and a brief explanation. The results of the study showed that majority of the respondents had been trained on business and financial management. Majority of the respondents highly recommended the internships as the most preferred method of training. Most of the trainers were found to have professional background and were experienced in agricultural economics, agribusiness, community development and sociology. Most of the respondents rated the training venue as good. The study concluded that training had helped in increasing profitability to a moderate extent. Therefore the study recommended that resources should be provided to enable consistency in the training programmes to enhance the performance of the enterprises. It also recommended that the training curriculum should be developed, harmonized and installed online to enable the youth access the contents from the comfort of their businesses or wherever they are since it isn't possible to train each and every youth out there. The Youth Enterprise Development Fund and Equity bank trainers should partner with Ministries of Higher education and Trade and Enterprise Development to be provided with trained personnel to reinforce their training capability. Further the study recommended that training should be done at the work place so that the trainees can relate their training with the performance of the enterprises. The findings of this study will be of benefit to the policy makers and designers of the training programmes as it will inform on the relevant content to include and how to deliver the content to achieve greater impact. The youth may use the report findings to lobby for effective and relevant entrepreneurship trainings. The empirical findings may be used by other researchers for further research.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Entrepreneurship is the driving force of economies the world over. An economy gross domestic product and level of growth is influenced by the rate of entrepreneurial activities in it (Khan, 2010). Much of the developing world has two parallel economies: the formal, or mainstream economy, and the informal or extra-legal economy (Perry, 2007). The Center for International Private Enterprise (2009) explains that, formal sector includes firms and activities that are legally recognized, officially recorded, and that function within a framework of formal economic institutions. On the other hand informal sector is made up of entrepreneurs who produce legitimate goods and services without proper permits and legal status because they are locked out of the formal-legal economy by a maze of regulations, excessive procedures, high tax rates, and other barriers to market entry (Center for International Private Enterprise, 2009). The importance of micro and small enterprises in the economies cannot be understated (ILO, 2009). They are great contributors to employment creation and livelihoods provision to many households and equally help in poverty reduction across the world.

It is now widely accepted that there are many good reasons to promote entrepreneurship among young people. While Curtain (2000), caution that entrepreneurship is not a cure for all problems afflicting the society it has a number of potential benefits. The most significant one is that it creates employment for the young person who owns the business Chigunta (2002). This is especially the case in developing economies which are characterized with high youth unemployment. For instance in Zambia, a quarter of the youth (25.0 percent) are self-employed (Chigunta, 2001). Most of these young people, especially younger youth, tend to be concentrated in marginal trading and service activities. In Ghana a survey of small scale enterprises revealed that young people owned almost 40.0 percent of the enterprises (Osei, *et al.*, 1993). Entrepreneurship could help address some of the socio-psychological problems and delinquency that arise from joblessness.

Despite their role MSEs are faced by lack of entrepreneurship skills and lack of credit from the mainstream financial providers and thus hampering their growth. However, most modern management techniques developed in African countries address the problems and circumstances of medium to large-scale enterprises. These management techniques may be inappropriate for the needs of entrepreneurs in most small enterprises in Africa (Little, Mazumdar, and Page, 1987). Without being modified and adapted, these techniques are unlikely to be widely accepted or bring long-term benefits to small enterprises. With large resources invested in entrepreneurship training programmes by various stakeholders, the importance of investing them wisely and effectively is growing.

The enterprises engage a significant proportion of the population both rural and urban thus contributing to the countries' development and economic growth. According to the UNDP (2000), MSEs play an almost indispensable development role through income and employment generation and the contribution to general society and local economies. Estimates are that 900,000 small enterprises in Kenya employ two million people (Dolman, 1994). While little evidence exists that these small firms grow into medium-size firms (employing 50 to 100 workers), many of these small firms have the potential to add one to five employees. In addition to its importance in creating jobs, the small enterprise sector contributes 33% of the value-added in manufacturing and the retail trade in Kenya (Onyango and Tomecko 1995).

Entrepreneurship education is very important for the growth of the micro and small enterprise sector. It adds value in terms of skills acquisition, training, exposure and knowledge to the entrepreneurs. There needs to be a paradigm shift in terms of policy formulation as regards training and education of the micro and small enterprise sector players. This will ensure economic growth for the country, (Wanjji, 2009). Emphasis should be placed on the development of education and curriculum programmes in conjunction with public and private sector players. Incentives in terms of sponsorship programmes should be introduced as fees charged for the programmes may be a drawback to the initiatives. Flexibility by way of training hours to reduce instances of business closures ensures attendance by the participants as most of the ventures are run by the individual entrepreneurs single-handedly and closures portend losses in terms of hours, customers contact and potential for sales. Sensitization as regards the essence of the training will endear the programmes to the participants.

MSE's find themselves in a precarious position which requires that they be babysat, handheld and watched over like a kid until they can be able to be on their own (Wainaina, 2009). This calls for intervention programmes in terms of coaching and mentoring as regards all aspects of the enterprise. The recent past has seen the coming up of businesses to support the enterprises like specialized business start-ups coaching and mentorship companies, business incubators and science parks. Initiatives spearheaded by the private public sector like the Jitihada and Chorabizna have greatly helped the target groups of the youth by way of provision of training, mentorship programmes and the opening up of avenues for linkages with venture capitalists and equally provision of seed capital in the name of prize awards (Nguru, 2009).

Social responsibility programmes by financial institutions towards training their clients and the public at large on financial literacy and entrepreneurship valuation has a chance of greatly transforming a country's economic landscape, (Mwangi, 2011). In Murang'a county, Equity group foundation has been rolling out training programmes aimed at developing practical and applicable small business knowledge to the youth and women. The Ministry of Youth and other agencies has also been offering such programmes. According to Chrisman and McMullan (2000), the goal of such entrepreneurial assistance programmes is the creation of tacit and explicit knowledge that will lead to competitive advantages leading to the long term success of the business.

1.2 Statement of the Problem

In Kenya, there are many examples of businesses that have been started and operated by people who have received no formal training, financial aid, or extension assistance. They have survived and prospered in spite of limited resources and skills. However, most successful businesses are managed by people who have received various forms of assistance including technical and managerial training (Harper, 1984). Youth running businesses are specifically challenged since most of them do not have any past employment experience or formal entrepreneurial training to help them run the businesses. As such various government agencies, private firms and non-governmental organization have invested in entrepreneurship programmes with the aim of filling the entrepreneurship skills gap existing among the youth entrepreneurs. However, the impact of such programmes is not yet clear.

The effectiveness of such programmes according to Gichira and Nelson (1997) can only be ensured if a realistic approach is used where problems are identified within the context of the Kenyan business sector that are likely to cause failure . If these problems can be diagnosed, training and managerial assistance relevant to the entrepreneurs can be provided and failure may be averted. This study therefore aimed at establishing the role of entrepreneurship training programmes on the performance of youth enterprises.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of entrepreneurship training programmes on the performance of youth enterprises in Murang'a Location in Murang'a County.

1.4 Objectives of the Study

This study was guided by the following objectives

1. To establish the influence of curriculum used in the entrepreneurship training programmes on the performance of Youth enterprises in Murang'a Location, Murang'a County.
2. To assess the influence of training methodology on the performance of Youth enterprises in Murang'a Location, Murang'a County.
3. To establish the influence of capacity of trainers on the performance of the youth enterprises in Murang'a Location, Murang'a County.
4. To establish the influence of training environment on the performance of the youth enterprises in Murang'a Location, Murang'a County.

1.5 Research Questions

The study aimed at answering the following research questions:

1. How does the curriculum used in training the youth influence the performance of Youth enterprises in Murang'a Location, Murang'a County?
2. Does the methodology used in the training of youth influence the performance of Youth enterprises in Murang'a Location, in Murang'a County?

3. How does the capacity of the trainers training the youth influence the performance of youth enterprises in Murang'a Location, in Murang'a County?
4. How does the training environment within which youth are trained influence the performance of their enterprises in Murang'a Location, in Murang'a County?

1.6 Significance of the Study

This study provides information on the relevance of entrepreneurship training programmes offered by various agencies in Kenya. The data generated seek to inform the policy makers and designers of the training programmes on the relevant content to include and how to deliver the content to achieve greater impact. The youth may use the report to lobby for relevant entrepreneurial trainings from the players. The study also provides empirical findings on the role of entrepreneurship programmes on performance of youth enterprises and would be utilized for further research by other scholars. The scope of the study was restricted to Murang'a Location, Murang'a County. The Location is subdivided into three sub-locations namely Karuri with a population of 7,562, Mukuyu 12,848 and Njoguini 7,074. The study focuses on youth entrepreneurs who have received training from Equity Bank and Youth Enterprise Development Fund. It is also limited to interviewing only two trainers one from Equity Bank and the other from Youth Enterprise Development Fund.

1.8 Limitations of the Study

There was no assurance that the respondents would return all the questionnaires duly completed and neither was there a guarantee that the interviewees will respond to all the questions put forward to them comprehensively. The above limitations were addressed by employing two research assistants and follow up through telephone calls. Thus, the high response rate of 87.3%.

1.9 Assumptions of the Study

The study assumed that all the questionnaires would be returned and the two interviewees were to respond to all the questions posed comprehensively. Further the study assumed that the respondents will co-operate and provide the necessary information.

1.10 Definition of Significant Terms

Curriculum of the training programme	This refers to the content/modules and the attributes of the programme used/gained during the training.
Entrepreneurship training programmes	These are programmes aimed at improving performance of youth enterprises.
Capacity of the trainers	This involves the professional qualification of the trainers, their experience and availability of the training materials.
Methodology used in the trainings	In this study methodology refers to the training methods, duration of the trainings, and frequency of the trainings
Environment of the training programme	This refers to the venue, hospitality and the timing of the training
Youth enterprises	Refers to Small enterprises run by young men and women the age of 18 and 35 years old.
Performance of youth enterprises	Refers to increased growth of enterprises in terms of assets profitability among other indicator.

1.11 The organization of the Study

This research project report is made up of five chapters. Chapter One covers background of the study and outlines the importance of entrepreneurship training amongst the youth, highlighting the current situation of entrepreneurship in Kenya and around the world. The chapter also provides the purpose, objectives, rationale and scope of the study. Chapter Two gives relevant literature on entrepreneurship training programmes from global, African and local perspectives. The literature covers the content, capacity of the trainers, methodology of delivery and training environment. The chapter also presents a theoretical and conceptual framework. Chapter Three describes the research methodology used in the study. The chapter discusses the research design, target population, sampling procedure, as well as the data collection and data analysis methods that the study used. It also has the operationalisation table indicating how the various indicators were measured. Chapter Four describes data analysis, presentation and interpretation. The chapter reports on the main results obtained from analysis of data, interpretation and presentation of results. The presentation is done using tables, percentages, frequencies and brief explanation. Chapter Five presents a summary of findings, discussion, conclusions and recommendations based on the predetermined objectives in a bid to answer the research questions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature related to entrepreneurship training programmes in relation to their curriculum, methodology, capacity of the trainers and the training environment and how they influence youth enterprise performance. The chapter draws a conceptual frame work, reviews the necessary theories and empirical study on entrepreneurship training programmes. The empirical studies and theories will provide past findings on the effectiveness of the entrepreneurship programmes and establishment of the research gap as a summary at the end of the chapter.

2.2 Theoretical Framework

The study was guided by the theory of planned behavior which has its roots in the theory of reasoned action (TRA), proposed by (Ajzen and Fishbein, 1980). The theory consists of three major constructs, 1) the behavioral intention that depends on 2) subjective norms and 3) attitudes. Behavioral intention measures the strength of the intention to execute a specified behavior. Subjective norms describe the pressure from peers or friends to comply with specific norms. If, for example, entrepreneurship is seen as too risky by parents and friends, then the individual is less likely to perform entrepreneurial behavior. Attitudes consist of expectations about the consequences of performing a specified behavior.

This theory has been used in different contexts, to assess intentions and behaviour (Ajzen, 2002; Ajzen and Manstead, 2007) and can be used to evaluate entrepreneurship training programmes. Fayolle et al. (2006) show how entrepreneurship programmes influence the three factors that the theory of planned behavior covers. Expressed in terms of entrepreneurial behavior, this theory postulates that the entrepreneurial intention and the decision to undertake a business operation depends, firstly, on his/her attitude towards entrepreneurial behavior (entrepreneurial attitude), secondly on the way in which he/she perceives how social pressures influence his/her entrepreneurial behavior (subjective norms), and thirdly on his/her perception regarding his/her control of entrepreneurial behavior (perceived behavioral control). In short, participation in an entrepreneur programme generates self-confidence in the individual's own capacity (Krueger and Carsrud, 1993), strengthens knowledge of the

environmental factors, belief in their ability to control and, consequently, reinforces entrepreneurial intention and entrepreneurial behavior. Further, this behavior has, ultimately, consequences for performance (Dess et al., 1997).

The intention of this study was to establish the influence of entrepreneurship training programmes towards entrepreneurial behavior and eventual performance of the enterprise. Thus it sought to assess the design of the programmes in terms of relevance, context and method of delivery. To reach this goal it was necessary to find appropriate constructs that would describe the entrepreneurship programmes. According to Volery and Mueller (2008), potential relevant constructs of the entrepreneurship training programme, are delivery methods, learning environment, capacity of the trainer and content of the programme.

2.3 Curriculum of the training of the Programme

The constraint faced by youth entrepreneurship has serious implications for policy and the design of youth enterprise promotion programme. According to White and Kenyon (2000) the constraint strongly suggest that the design of such programmes should recognize the capabilities of the youth and how this impacts on their ability to set up, run, manage and expand a business. Mott (2000) further argues that young people need specialized, youth-oriented, business support services or rather than the same general programme as anybody else. White and Kenyon (2000) on the other hand observe that, the specific youth programmes risk providing youth poor preparation for the business world. However, promoters of specialized youth business support programmes argue that young people as a group requires more time and attention than older people and this may exceed what general programmes can provide (Mkandawire, 2001). This requires staff trained and experienced in dealing with young men and women.

There is no single policy model for the encouragement and promotion of entrepreneurial activity among youth. As the OECD report (2001) notes, as new programmes develop in various national and cultural settings, they tend to show more, rather than less variety in their content and delivery mechanisms. Enterprise promotion projects have different goals and objectives, in terms of clients, aspirations and types of interventions. Broadly speaking, however, programmes aimed at promoting enterprise among youth can be divided into two categories: those aimed at in-school youth and those designed to meet the needs of non-school youth.

Developing Countries including Kenya seeking seriously to boost youth entrepreneurship in the short term to reduce unemployment and adapt to the emerging economy, need and want quicker results (Mkandawire, 2001). They tend, therefore, to put more immediate policy emphasis on programmes for business start up - development support, often including special training outside the educational system to fill skill gaps ignored by traditional education.

2.3.1 Characteristics of an Effective Entrepreneurship Programme

The enterprise promotion programmes aimed at non-school youth are more practically-oriented and provide concrete support to business start-ups (Chigunta, 2001). Such programmes should address a range of issues including: entrepreneurship promotion: skills training: business development services: financial services: capacity building and advocacy (Bennell, 2000). (Chigunta, 2001) further, observes that an effective youth entrepreneurship programme should be based on the following criteria; coverage, equity, sustainability and replication in other contexts. An effective entrepreneurship programme should inculcate specific characteristics associated with successive entrepreneurship such as: achievement motivation, Personal Control, Self-esteem and Innovation (Kourilsky, 1980; Robinson et al., 1991; Brockhaus 1982). Given the importance of entrepreneurship training and constraint faced by the small business in acquiring such skills, a wide variety of private, non-profit making and public entities has been offering entrepreneurship training to the youth owning small businesses. An example is the Kenya youth business Trust (KYBT) whose programme provides aspiring and emerging entrepreneurs with invaluable resources and experience to help them hone key entrepreneurial and business skills related to creativity, communication, leadership and team building (KYBT, 2007).

2.3.2 Achievement Motivation

Of the many characteristics associated with entrepreneurs, achievement motivation is a consistent attribute. The need for achievement is based on expectations of doing something better or faster than others or better than the person's earlier accomplishments (McClelland, 1961, 1965). It is also a process of planning and striving for excellence (Hansemark, 1998). McClelland (2000) maintained that founders of business have a higher level of need for achievement and suggested that this characteristic is an important factor for economic development and business growth. Benzing and Chu (2009) argues that motivational factors contribute towards the good performance of an enterprise. These motivational elements can be acquired through training and education. As such training enables participants to change behavior and how they perceive their activities. Training is a powerful agent to facilitate a firm's expansion and the development of its capabilities, thus enhancing profitability (Cosh et al., 1998). Benzing and Chu (2009) argues that motivational factors contribute towards the good performance of an enterprise. These motivational elements can be acquired through training and education. As such training enables participants to change behavior and how they perceive their activities. Training is a powerful agent to facilitate a firm's expansion and the development of its capabilities, thus enhancing profitability (Cosh et al., 1998).

2.3.3 Personal Control

Locus of Control reinforcement is related to the expectation of success or failure in a judgmental task (Rotter, 1966). People will attribute the reason why something happens either to themselves (internal) or to the external environment. Brockhaus (1982) and Gasse (1985) found that entrepreneurs have greater internal locus of control than the general population; therefore, entrepreneurs believe that the outcome of a business venture will be influenced by their own efforts. Hansemark (1998) also found that young adults participating in an entrepreneurship programme developed a more internal locus of control. Analogous to locus of control, Robinson et al. (1991) found that internal personal control leads to a positive entrepreneurial attitude. Since personal control is a more important element for youth than risk-taking, this research is consistent with Robinson et al. (1991) and uses personal control of business outcomes.

2.3.4 Self-Esteem

Self-confidence and self-esteem are used as analogous terms in this research to address how an individual feels about their own ability. Kourilsky (1980) concluded that they are important variables in predicting entrepreneurial success. Robinson et al. (1991) also suggested that self-esteem, particularly related to business affairs, is a prominent entrepreneurial characteristic.

2.3.5 Innovation

Kourilsky (1980) and Robinson et al. (1991) proposed that innovation and creativity are important variables. Innovation is defined as creating new products, methods, markets or a new organization. Analogous to creativity, Kourilsky (1980) defined persistence as the willingness to seek alternative approaches and problem-solving methods, as well as a manifestation of flexibility and divergent thinking; and it was found it to be a powerful predictor of success.

2.4 Delivery Methodology of the Training Programmes

The delivery methodology used to impart entrepreneurship knowledge namely; discursive elements, interactive elements, adaptive elements and mentoring elements which would impact differently on the trainees' attitude and characteristics.

Discursive elements of an entrepreneurship programme could be discussions about concepts and perceptions of entrepreneurs on their role in society, ethical considerations, necessary skills or attitudes etc. such discussion should give the participant an active role through participation and according to Christensen (1991), such discussion influences the mindset of the participant. Thus entrepreneurship should have discursive elements in order to impact on the youth entrepreneurship behavior and ultimately the performance of their business.

Interactive Elements; Learning and the subsequent change in participant attitudes and perceptions require the active participation of learner in the learning process (Whitehead, 1929). Thus the entrepreneurship programmes should have interactive elements where participant are not merely receiving instructions from the 'experts'.

Adaptive Elements; Receiving feedback and integrating these feedbacks into further thinking and acting is vital to encourage learning and the changing of mindsets. Thus the

entrepreneurship programmes should incorporate the elements of follow up where participants give their feedback and such feedback are integrated into follow-up training session to make them relevant.

Mentoring Elements The observation and interaction with skilled entrepreneurs is also important in encouraging learning, especially if the interaction takes place with people participants can identify with: e.g. invite entrepreneurs from the local area where the trainees comes from.

2.5 Trainers Capacity

A trainer should understand and apply principles of learning to training development and delivery. Such principles according to Brockhaus 1982 includes engaging learners to identify their own learning needs; helping trainees set personal learning objectives; drawing on and incorporating trainees' past experiences and expertise; using experiential and interactive training techniques; helping trainees apply training content to their jobs; and creating practice opportunities during the training session.

The entrepreneurship programmes are mostly conducted by temporarily hired personnel who though they may be qualified in their area of profession may not have training skills (Gichira and Nelson, 1997). On the other hand even a seasoned trainer should be familiar with the context of the trainee such as past experiences and expertise and the business environment. Thus, Perry (2007) argues that the capacity of entrepreneurial programmes trainer should consist of the right mix of skills with a great emphasis on relevancy

2.6 Training Environment

The learning environment of enterprise programmes largely depends on the preference and convenience of the provider. Most of them are actually conducted in a formal classroom set up. However, training professionals are paying attention to informal learning set-up than formal (Wagner, 2005). Chigunta (2001) argues that an entrepreneurship programme should be conducted in an environment relevant to the desired outcome. Thus entrepreneurship programmes should be conducted preferably in the work place. Bennell, (2000), argues that formal learning set-up is appropriate for novices, while informal learning set-up is frequently the best route for people who have already structured the way they see the world or an area of

expertise. Such people are not looking for courses or the big picture; they just want to learn what they need.

2.7 Conceptual Framework

The conceptual framework as shown in Figure 1 shows the interrelationship between the key variables identified for investigation in the study.

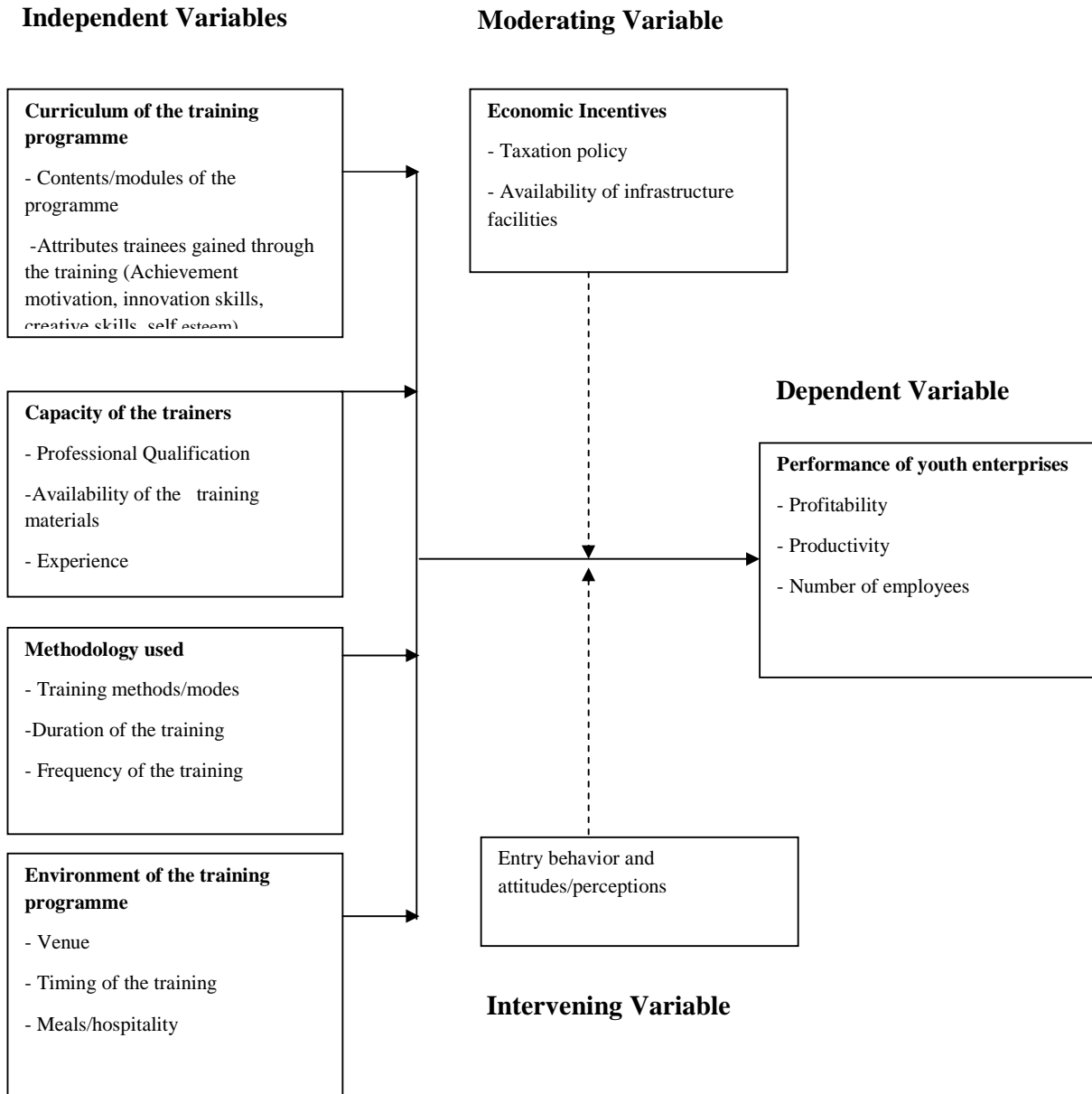


Figure1: Conceptual Framework

2.8 Knowledge gap

Small enterprises form an important tool of creating employment for the youth and contribute significantly to the economic development. However, youth run enterprises faces a myriad of challenges hindering them from growing into profitable ventures which would provide meaningful employment. Lack of entrepreneurial skills to manage businesses is particularly critical and often retards the performance of the youth-run enterprises. A number of entrepreneurship programmes have been initiated to impart entrepreneurship skills to the youth in Kenya. However as the literature reveals entrepreneurship programmes should transform the participant into an effective entrepreneur. As Gibb (2002) observes that there is no absolute agreement among providers as to the basic concept of entrepreneurship to be taught. The pressing question today concerns the contents that should be delivered and in which manner, in order to achieve the highest impact on the participant's entrepreneurial characteristic and performance of the enterprises. Theoretically the programmes should boost the participants' motivation to achieve, instill personal control, and increase the ability to be creative and innovative. It is however clear from the literature that there are few studies that have looked into the curriculum and methodology used in the training programmes. This study therefore sought to specifically find out the influence of entrepreneurship training programmes on the performance of youth enterprises in Murang'a Location, Murang'a County, Kenya.

2.9 Summary

This chapter revealed the relevant literature on the influence of the entrepreneurial training programmes. The wide range of literature revealed that for an effective entrepreneurship training program relevant curriculum should be delivered in the most effective way. This would effectively impact on the entrepreneurial characteristics of the participant and thus on the performance of the youth enterprises. The chapter also presented a conceptual framework and theoretical framework on which the study was based on.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used for the empirical part of the study. The chapter contains the research design, target population, sample size and sampling procedures, data collection methods, research instrument, instruments' validity and reliability, data collection and analysis procedures, and ethical considerations.

3.2 Research Design

The proposed study employed a descriptive cross-sectional survey research design. According to Coggon (1997), cross-sectional research is basically for gathering information on a population at a single point in time. It is economical to use in terms of time and money. The major purpose of descriptive research is the description of the state of affairs as it exists at present (Kothari 2004.) It aims at description of an association between variables, thus minimization of biases and maximization of reliability of the evidence collected is of paramount importance. Therefore, the study plan involved the gathering of information on entrepreneurship training programmes in regard to curriculum, methodology, capacity of the trainers and the environment of the training programmes and their influence on the performance of youth enterprises.

3.3. Target Population

The target population was the youth entrepreneurs who have received training from Youth Enterprise Development Fund and Equity bank and trainers of the programme. The total number of youth trained was 293. The youth were organized and trained in groups and were expected to use the skills learnt to develop their individual enterprises.

3.4 Sampling Procedures

The study used stratified random and purposive sampling techniques. In this case the stratum is the youth group that is already in existence. Each group has got its own unique characteristics. The sample size was allocated to each stratum according to the number of members in each group. Simple random sampling was used to get the respective respondents

from the sample. Purposive sampling on the other hand was used to pick one trainer from each training institution hence totaling to two.

3.4.1 Sample Size

When the population is more than 10,000 individuals, 384 of them are recommended as the desired sample size (Mugenda & Mugenda, 1999). However when the sample size is below 10,000, the required sample size is smaller and the formula that follows is applied. In this study the accessible population of youth who have received training is 293 youth (below 10,000). Thus the sample size will be determined by the following formula;

$$nf = n / \left(1 + \frac{n}{N}\right)$$

According to the above formula:

nf= desired sample size when the population is less than 10,000,

n= desired sample when the population is more than 10,000,

N= estimate of the population size.

Therefore by applying the above formula, (nf) sample size is:

$$384 / \left(1 + \frac{384}{293}\right) = 166.192$$

The 166 sample size will be distributed according to the number of trained youths in each group, as shown in the tabulation that follows.

Table 3.1: Proportionate Sample Size per Stratum

Youth group Name	Population	Sample size
Wihinya Niwe Wiyui	25	$25/293 \times 166 = 14$
Mukuyu Mkombozi	23	$23/293 \times 166 = 13$
Ever Shine 20 Brother	20	$20/293 \times 166 = 11$
Majoice Youth Group	15	$15/293 \times 166 = 8$
Njogu-ini Mwhoko	13	$13/293 \times 166 = 7$
Mukuyu Ukombozi	17	$17/293 \times 166 = 10$
Mukuyu Vest Vision	16	$16/293 \times 166 = 9$
Mukuyu Pacesetters	18	$18/293 \times 166 = 10$
New Beginning Youth Group	16	$16/293 \times 166 = 9$
Brilliant Youth Group	12	$12/293 \times 166 = 7$
Alpha Vision Youth Group	18	$18/293 \times 166 = 10$
Location Youth Bunge	33	$33/293 \times 166 = 19$
St. James Youth Group	14	$14/293 \times 166 = 8$
Adult Learners	14	$14/293 \times 166 = 8$
Awakening Youth Group	18	$18/293 \times 166 = 10$
Mutirima Youth Group	9	$9/293 \times 166 = 5$
Siloam Youth Group	12	$12/293 \times 166 = 7$
Sub-Total	293	166
TRAINERS		
Youth Enterprise development Fund –Trainer	1	1
Equity Bank –Trainer	1	1
Grand Total	295	168

3.5 Data Collection Methods

The study used questionnaires and interview schedules to collect data. This method is cost effective as one can study a large sample within a short time. It also allows the use of multi-data gathering procedures, thus it combines both questionnaires and interviews to collect data. Orodho (2009), points out that a questionnaire can be used to collect a huge amount of data in relatively shorter time. They are economical to use in terms of time and money. Both closed and open-ended questionnaire were used to collect data from the youth entrepreneurs. The two are of importance in the collection of quantitative and qualitative data respectively. On the other hand an interview schedule was used to collect information from the trainers. Interview technique allows in-depth probing, leading to more information and also clear expression of feelings, opinions and attitudes from the tone of response and facial expression. It is a face to face interview schedule that focuses on the specific topics related to the research questions.

3.6. Instruments' Validity

Validity refers to the degree to which a measurement procedure or an instrument measures the characteristic it is intended to measure (Lewis, 1999). There are three dimensions from which validity can be examined. These include, content, construct, and criterion validity (Orodho, 2009). In this study the questionnaire's construction looked into the quality control through ensuring its relevance, freedom from biasness, stability and availability of information specified. The instrument was discussed with experts/peers to check whether it measures what it was intended to measure. To ensure content validity, the instrument was designed according to the study variables and their respective indicators of measurement. Construct validity was maintained through restricting the questions to the conceptualizations of the variables and ensuring that the indicators of a particular variable fall within the same construct.

3.7. Pilot Survey

Before administering the instruments to the sample representing the target population, a pilot study was conducted to Youth entrepreneurs in Kangema town with the aim of testing the instruments. The pilot was carried out to 16 respondents who represented 10 % of the sample size.

3.7.1 Reliability

According to Joppe (2000) reliability is the extent to which results are consistent over time. Similarly Orodho (2009), states that reliability is concerned with the extent to which a measuring procedure produces similar results when repeated several times. In this study test-retest method of piloting was used to determine the reliability of the instrument. The results were analyzed using Statistical Package for Social Sciences computer Software and correlated to determine consistency. The results showed that the questionnaire had a reliability index of 0.8150. Elifson, Runyon and Haber 1990 avers that a correlation of 0.71-0.99 as having a strong relationship to judge the instrument as reliable for the study. Thus the instrument was reliable enough to elicit data as required by the research questions.

3.8 Data Analysis

Field editing was systematically done reviewing the questionnaires for completeness and legibility. Data collected from the field was then coded assigning meaning to both quantitative and qualitative data. Coding helped in organizing and interpreting descriptive data from open ended questions. Data classification was also done; this involved arranging it in groups or classes on the basis of common characteristics. Statistical Package of Social Sciences was used to analyze the data and the results were presented using tables, percentages and brief explanation.

3.9 Ethical considerations

The researcher observed ethical issues concerning the study .She sought the necessary permission from the intuitions in which the study was carried out. She also assured the respondents of confidentiality by informing them not to write their names on the questionnaires. The respondent was informed of the fact that the information provided will be used for academic purpose only.

3.10 Operationalisation of Variables Operationalisation of Variable

An operationalisation of variables table (Table 3.2) describes the variables that were used as indicators in the study and the corresponding measurement scales.

Table 3.2 Operationalisation of Variables

Objective	Variable	Indicators	Measurement	Measurement Scale	Tools of data analysis	Data analysis method
Determine how the curriculum of entrepreneurship training programme influences the performance of Youth enterprises in Murang'a Location	Independent Curriculum of the programmes	<ul style="list-style-type: none"> • Modules of the programmes • Attributes of the trainees changed by the programme (Achievement motivation, innovation skills, creative skills, Self esteem) 	Types of the training methods Evaluation of the attributes	Nominal Ordinal	Percentages Frequencies	Descriptive
Asses to what extent the methodology used in the entrepreneurship training programmes influence the performance of Youth enterprises in Murang'a Location	Independent Methodology	<ul style="list-style-type: none"> • Duration of the training • Frequency of the training • Training methods 	The length of the training Number of trainings per year Types of training methods	ordinal ordinal Ratio	Percentages Frequencies	Descriptive
To determine the extent to which the capacity of trainers in entrepreneurship training programmes influence the performance of the youth enterprises in Murang'a Location, Murang'a County.	Independent Capacity of the trainers	<ul style="list-style-type: none"> • Professional Qualification • Availability of the training materials • Experience 	Level of education Training materials available Number of years in the training	Ordinal Nominal Ratio	Percentages Frequencies	Descriptive
To establish how the training environment of entrepreneurship training programmes influence the performance of the youth enterprises in Murang'a Location	Independent Training environment of the programmes	<ul style="list-style-type: none"> • Venue • Hospitality • Timing of the training 	Types of the venues Appropriateness of the venue Provision of meals Engagement period	Nominal Ordinal Nominal Ratio	Percentages Frequencies	Descriptive
Role of entrepreneurship training programmes in influencing the performance of youth enterprises in Murang'a Location, Murang'a county	Dependent Performance of the youth enterprises	<ul style="list-style-type: none"> • Profitability • Productivity • Number of employee 	Income generated per day Volume of goods/assets produced The number of workers engaged	Ratio Ordinal Ratio	Percentages Frequencies	Descriptive

3.12 Summary

This chapter discussed the research design chosen for this study. Stratified random sampling and purposive sampling technique were used in selecting respondents who participated in the study. Data was collected by use self-administered questionnaires and an interview schedule. An operationalization of variables which analyzed the key variables identified for investigation in this study was also represented in this chapter.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on data analysis, presentation and interpretation. The purpose of this study was to investigate the role of entrepreneurship training programmes on the performance of youth enterprises in Murang'a Location, Murang'a County. The objectives of the study were to determine how the curriculum of entrepreneurship training programmes influence the performance, to assess how the methodology used in the entrepreneurship training programmes influence the performance, to determine the extent to which the capacity of trainers in entrepreneurship training programmes influence the performance and to establish how the training environment of entrepreneurship training programmes influence the performance of the youth enterprises in Murang'a Location, Murang'a County.

4.2 Response Rate

In this section the researcher sought to determine the response rate. The study targeted 166 entrepreneurs. However, out of 166 questionnaires distributed, 145 questionnaires were completely filled in and returned. Table 4.1 illustrates the response rate of the respondents who participated in the survey.

Table 4.1: Response Rate

Category	Sample Size	Response	Percentage
Entrepreneurs	166	145	87.3
Y.E.D.F trainer	1	1	100
Equity bank trainer	1	1	100
Total	168	147	87.5

As shown in Table 4.1, there was an 87.3% response rate which the researcher found sufficient to proceed with data analysis. This complied with Mugenda and Mugenda (2003) who suggested that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and above is excellent. This response rate can be attributed to the data collection procedure, where the researcher personally administered questionnaires with the help of two research assistants and constant follow up through telephone calls. The response rate demonstrated the willingness of the respondents' to participate in the survey that the study sought.

4.3 Demographic Information of the Respondents

The researcher found it crucial to ascertain the broad information of the respondents since it provides basis under which the study can fairly produce relevant information. The analysis relied on this information so as to classify the different results according to their knowledge and responses. This section looked at the respondents' gender, age, education level and type of business they operated.

4.3.1 Gender of the Respondents

In this section the respondents were asked to indicate their gender. Their responses are shown in the Table 4.2.

Table 4.2: Gender of the Respondents

Category	Frequency	Percentage
Male	89	61.4
Female	56	38.6
Total	145	100

As shown in Table 4.2, 61.4% of the respondents were males while 38.6% of the respondents were female. This implies that the majority of the respondents were males. However, the one third (1\3) rule of gender representation was met thus responses were not gender biased.

4.3.2 Age of the Respondents

In this section the respondents were asked to indicate their age. Their responses are shown in the Table 4.3.

Table 4.3: Age of the Respondents

Category	Frequency	Percentage
18 to 21 years	3	2.1
22 to 25 years	19	13.1
26 to 29 years	46	31.7
30 to 33 years	41	28.3
Above 34 years	36	24.8
Total	145	100

As shown in Table 4.3, 31.7% of the respondents were aged between 26 to 29 years, 28.3% of the respondents were aged between 30 to 33 years, 24.8% of the respondents were aged above 34 years, 13.1% of the respondents were aged between 22 to 25 years and 2.1% of the respondents were aged between 18 to 21 years. This implies that the majority of respondents were aged between 26 to 29 years and was therefore mature and had the ability to respond to the subject matter.

4.3.3 Education Level of the Respondents

In this section the respondents were asked to indicate their education level. Their responses are shown in the Table 4.4.

Table 4.4: Education Level of the Respondents

Category	Frequency	Percentage
No formal education	3	2.1
Primary education	43	29.7
Secondary education	71	49.0
Tertiary education	28	19.3
Total	145	100

Table 4.4, 49.0% of the respondents had secondary education, 29.7% of the respondents had primary education, 19.3% of the respondents had tertiary education and 2.1% of the respondents had no formal education. This shows that majority of the respondents at least had the basic education with almost 60% attaining secondary and tertiary education. This implies that the respondents had adequate knowledge to comprehend the questions being asked by the researcher.

4.3.4 Type of Business

In this section the researcher asked the respondents to indicate the type of business they operated. Their responses are shown in table 4.5.

Table 4.5: Type of Business

Category	Frequency	Percentage
No response	2	1.4
Agriculture based	24	16.6
Artisan	37	25.5
Retailing	43	29.7
Manufacturing	5	3.4
Others	34	23.4
Total	145	100

As shown in Table 4.5, 29.7% of the respondents indicated they did retailing, 25.5% of the respondents were artisans, 23.4% of the respondents did other businesses, 16.6% of the respondents were in agriculture based businesses and 3.4% of the respondents were in the manufacturing business. This shows that the respondents were involved in diverse types of businesses.

4.4 Delivery Method

In this section the researcher asked the respondents to indicate how often they attended training, to rate the lectures, group discussions, distant learning and internship and lastly they were asked to rate the training attributes.

4.4.1 How often they attend Training

In this section the researcher asked the respondents to indicate how often they attended the training. Their responses are shown in Table 4.6.

Table 4.6: How often they attend Training

Category	Frequency	Percentage
Monthly	32	22.1
Quarterly	24	16.6
Yearly	28	19.3
Others	61	42.1
Total	145	100

Table 4.6, indicates that 42.1% of the respondents were not specific to the number of times they attended the training; however, 22.1% of the respondents had attended the training monthly, 19.3% of the respondents had attended the training yearly and 16.6% of the respondent had attended the training quarterly. This implies that the trainers had no scheduled programmes on how to train the youth.

4.4.2 Rating of the Modes of Training

In this section the researcher asked the respondents to rate the following modes of training that is lectures, group discussions, distant learning and internship. Their responses are shown in table 4.7.

Table 4.7: Rating of the Modes of Training

Category	Highly	Good	Moderate	Poor	Very poor
Lectures	11.7%	17.2%	30.3%	24.1%	4.8%
Group discussions	24.1%	52.4%	13.1%	3.4%	1.4%
Distant learning	.7%	5.5%	29.7%	32.4%	20.0%
Internships	58.6%	12.4%	7.6%	8.3%	1.4%

Table 4.7 shows that 30.3% of the respondents rated the lectures to be moderate, 28.9% of the respondents rated the lectures to be poor, 17.2% of the respondents rated the lectures to be good and 11.7% of the respondents indicated that they would highly recommend them.

A total of 52.4% of the respondents rated the group discussions as good, 24.1% of the respondents indicated they would highly recommend them, 13.1% of the respondents rated them as moderate and 4.8% of the respondents rated the group discussions as poor.

A total of 57.2% of the respondents rated distant learning as poor, 29.7% of the respondents rated distant learning as moderate, 5.5% of the respondents rated distant learning as good and 0.7% of the respondents rated distance learning as one they would highly recommend.

Also 58.6% of the respondents indicated they would highly recommend the internships, 12.4% of the respondents rated the internships as good, 9.7% of the respondents rated the internships as poor and 7.6% of the respondents rated the internships as moderate. Thus the most preferred mode of training was group discussions and internship

4.4.3 Rating of Training Attributes

In this section the researcher asked the respondents in reference to the training they had participated, they indicate how they would rate the following attributes. Their responses are shown in Table 4.8

Table 4.8: Rating of Training Attributes

Attributes	Poor	Fair	Good	V. good	Excellent
Duration of training	4.1%	41.4%	33.1%	11.0%	10.3%
Frequency of the training	16.6%	33.8%	31.0%	11.7%	6.9%
Training modes	9.6%	24.8%	37.9%	17.2%	10.3%

As shown in Table 4.8, 41.4% of the respondents rated the duration of training as fair, 33.1% of the respondents rated the duration of training as good, 11.0% of the respondents rated the duration of training as very good, 10.3% of the respondents rated the duration of training as excellent and 4.1% of the respondents rated the duration of training as poor.

A total of 33.8% of the respondents rated the frequency of training as fair, 31.0% of the respondents rated the frequency of training as good, 16.6% of the respondents rated the frequency of training as poor, 11.7% of the respondents rated the frequency of training as very good and 6.9% of the respondents rated the frequency of training as excellent.

Also 37.9% of the respondents rated the training modes as good, 24.8% of the respondents rated the training modes as fair, 17.2% of the respondents rated the training modes as very good, 10.3% of the respondents rated the training modes as excellent and 9.6% of the respondents rated the training modes as poor. Most respondents rated the three training attributes as fair and good. This implies that the training modes adopted by the entrepreneurship trainers were moderate.

4.5 Content of the Training Programme

In this section the researcher asked the respondents to indicate the areas they had been trained on, areas they would wish to be trained on and to rate a number of personal attributes namely; achievement motivation, locus control, creativity and innovation.

4.5.1 Areas Respondents have been trained on

In this section the researcher asked the respondents to indicate the areas they had been trained on which they indicated mainly as saving, record keeping, budgeting, business management, agriculture engineering, fashion and design, acquiring group property, saving and planning, development and growth of a group, entrepreneurship and planning, modes of saving and account maintenance, getting loans and paying, poverty eradication, finance planning, personal relations, how to run a business enterprise and group formation.

The respondents felt they would like more training on marketing, risk management, accounts, record keeping, business management, value addition, branding, dress making, starting new projects which will generate money to the group, employee management, new areas of investment, entrepreneurship, how to budget/manage on a loan, investment, customer care, how to deal with competition, how to approach banks and take loans, using technology in business, proposal writing, finance control and management, insuring business, how to write a business proposal, business expansion, profit management, diversification of products, and new business venture strategies.

4.5.2 Achievement Motivation

In relation to achievement motivation, the researcher asked the respondents to indicate the extent the training has affected the following specific attributes. Their responses are shown in Table 4.9.

Table 4.9: Achievement Motivation

Attributes	Not at all	Not Sure	Moderate	High	Very high
Seeking better improvement in life	7.6%	2.1%	57.9%	25.5%	6.9%
Capable to take up challenging tasks	7.6%	6.9%	54.5%	22.8%	8.3%
Set targets through and achieve them	11.7%	9.0%	52.4%	21.4%	5.5%
Problem solving skills	2.1%	15.2%	35.9%	21.4%	4.8%

Table 4.9 indicates that 57.9% of the respondents indicated that the training affected their ability to seek better improvements in life to a moderate extent, 25.5% of the respondents indicated that the training affected their ability to seek better improvements in life to a high extent, 7.6% of the respondents indicated that the training had not at all affected their ability to seek better improvements in life, 6.9% of the respondents indicated that the training affected their ability to seek better improvements in life to a very high extent and 2.1% of the respondents indicated that they were not sure that the training had affected their ability to seek better improvements in life.

A total of 54.5% of the respondents indicated that the training affected their capability to take up challenging tasks to a moderate extent, 22.8% of the respondents indicated that the training affected their capability to take up challenging tasks to a high extent, 8.3% of the respondents indicated that the training affected their capability to take up challenging tasks to a very high extent, 7.6% of the respondents indicated that the training had not at all affected their capability to take up challenging tasks and 6.9% of the respondents indicated that they were not sure whether the training affected their capability to take up challenging tasks.

A total of 52.4% of the respondents indicated that the training motivated them to set targets and achieve them to a moderate extent, 21.4% of the respondents indicated that the training

motivated them to set targets and achieve them to a high extent, 11.7% of the respondents indicated that the training did not at all motivated them to set targets and achieve them, 9.0% of the respondents indicated that they were not sure that the training motivated them to set targets and achieve them and 5.5% of the respondents indicated that the training motivated them to set targets and achieve them to a very high extent.

A total of 35.9% of the respondents indicated that the training helped them with problem solving skills to a moderate extent, 21.4% of the respondents indicated that the training helped them with problem solving skills to a high extent, 11.7% of the respondents indicated that not at all did the training helped them with problem solving skills, 15.2% of the respondents indicated that they were not sure that the training helped them with problem solving skills and 4.8% of the respondents indicated that the training helped them with problem solving skills to a very high extent.

4.5.3 Locus Control

In relation to locus control, the researcher asked the respondents to indicate the extent the training has affected the following specific attributes. Their responses are shown in table 4.10.

Table 4.10: Locus Control

Attributes	Not at all	Not Sure	Moderate	High	Very high
Capable to control one's own life	8.3%	6.2%	42.8%	29.0%	13.8%
Self confidence	9.0%	9.7%	36.6%	33.8%	11.0%
Ability of an entrepreneur to influence events	11.0%	17.9%	40.7%	22.8%	7.6%
Capable to turn thoughts into action	7.6%	6.9%	41.4%	31.7%	12.4%

Table 4.10 indicates that 42.8% of the respondents indicated that the training affected their capability to control one's own life to a moderate extent, 29.0% of the respondents indicated that the training affected their capability to control one's own life to a high extent, 13.8% of the respondents indicated that the training affected their capability to control one's own life to a very high extent, 9.7% of the respondents indicated that they were not sure the training affected their capability to control one's own life and 9.0% of the respondents indicated that not at all had the training affected their capability to control one's own life.

A total of 36.6% of the respondents indicated that the training affected their self-confidence to a moderate extent, 33.8% of the respondents indicated that the training affected their self-confidence to a high extent, 11.0% of the respondents indicated that the training affected their self-confidence to a very high extent, 9.7% of the respondents indicated that they were not sure that the training affected their self-confidence and 9.0% of the respondents indicated that not at all did the training affected their self-confidence.

A total of 40.7% of the respondents indicated that the training affected their ability of an entrepreneur to on influence events a moderate extent, 22.8% of the respondents indicated that the training affected their ability of an entrepreneur to on influence events to a high extent, 11.0% of the respondents indicated that they were not sure that the training affected their ability of an entrepreneur to on influence events, 17.9% of the respondents indicated that not at all did the training affected their ability of an entrepreneur to on influence events and 7.6% of the respondents indicated that the training affected their ability of an entrepreneur to on influence events to a very high extent.

A total of 41.4% of the respondents indicated that the training affected their capability to turn thoughts into actions to a moderate extent, 31.7% of the respondents indicated that the training affected their capability to turn thoughts into actions to a high extent, 12.4% of the respondents indicated that the training affected their capability to turn thoughts into actions to a very high extent, 7.6% of the respondents indicated that not at all did the training affected their capability to turn thoughts into actions and 6.9% of the respondents indicated that they were not sure that the training affected their capability to turn thoughts into actions

4.5.4 Creativity

In relation to creativity, the researcher asked the respondents to indicate the extent the training has affected the following specific attributes. Their responses are shown in Table 4.11.

Table 4.11: Creativity

Attributes	Not at all	Not Sure	Moderate	High	Very high
Capable to develop new products or services	6.2%	18.6%	42.1%	17.2%	9.0%
Capable to differentiate product value addition	7.6%	14.5%	41.4%	18.6%	10.3%
Create strategic planning and implementation	3.4%	13.8%	38.6%	22.8%	9.7%

From the Table 4.11, 42.1% of the respondents indicated that the training affected their capability to develop new products or services to a moderate extent, 18.6% of the respondents indicated that they were not sure that the training affected their capability to develop new products or services, 17.2% of the respondents indicated that the training affected their capability to develop new products or services to a high extent, 9.0% of the respondents indicated that the training affected their capability to develop new products or services to a very high extent and 6.2% of the respondents indicated that not at all had the training affected their capability to develop new products or services.

A total of 41.4% of the respondents indicated that the training affected their capability to differentiate product value addition to a moderate extent, 18.6% of the respondents indicated that the training affected their capability to differentiate product value addition to a high extent, 14.5% of the respondents indicated that they were not sure that the training affected their capability to differentiate product value addition, 10.3% of the respondents indicated that the training affected their capability to differentiate product value addition to a very high extent and

7.6% of the respondents indicated that not at all did the training affected their capability to differentiate product value addition.

A total of 38.6% of the respondents indicated that the training affected their capability to create strategic planning and implementation to a moderate extent, 22.8% of the respondents indicated that the training affected their capability to create strategic planning and implementation to a high extent, 13.8% of the respondents indicated that they were not sure that the training affected their capability to create strategic planning and implementation, 9.7% of the respondents indicated that the training affected their capability to create strategic planning and implementation to a very high extent and 3.4% of the respondents indicated that not at all did the training affected their capability to create strategic planning and implementation.

4.5.4 Innovation

In relation to innovation, the researcher asked the respondents to indicate the extent the training has affected the following specific attributes. Their responses are shown in Table 4.12.

Table 4.12: Innovation

Attributes	Not at all	Not Sure	Moderate	High	Very high
Improve current product/service performance	2.1%	6.9%	41.4%	35.2%	7.6%
Create new source of supply	1.4%	7.6%	50.3%	22.4%	11.0%
Create new ways of managing your supply	9.7%	9.0%	37.9%	30.3%	13.1%

As shown on Table 4.12, 41.4% of the respondents indicated that the training improved their current product/service performance to a moderate extent, 35.2% of the respondents indicated that the training improved their current product/service performance to a high extent, 7.6% of the respondents indicated that the training improved their current product/service performance to a

very high extent, 6.9% of the respondents indicated that they were not sure that the training improved their current product/service performance and 2.1% of the respondents indicated that not at all did the training improved their current product/service performance.

A total of 50.3% of the respondents indicated that the training helped them create a new source of supply to a moderate extent, 22.4% of the respondents indicated that the training helped them create a new source of supply to a high extent and 11.0% of the respondents indicated that the training helped them create a new source of supply to a very high extent, 7.6% of the respondents indicated that they were not sure that the training helped them create a new source of supply and 2.1% of the respondents indicated that not at all did the training helped them create a new source of supply.

A total of 37.9% of the respondents indicated that the training helped them create new ways of managing their supplies to a moderate extent, 30.3% of the respondents indicated that the training helped them create new ways of managing their supplies to a high extent, 13.1% of the respondents indicated that the training helped them create new ways of managing their supplies to a very high extent, 9.7% of the respondents indicated that not at all did the training helped them create new ways of managing their supplies and 9.0% of the respondents indicated that they were not sure that the training helped them create new ways of managing their supplies.

4.6 Business Performance

In relation to business performance, the researcher asked the respondents to indicate the extent the training has affected the following business attributes. Their responses are shown in Table 4.13.

Table 4.13: Business Performance

Attributes	Not at all	Not Sure	Moderate	High	Very high
Business growth (assets, No. of employees)	1.4%	12.4%	47.6%	27.6%	4.8%
Profitability	.7%	2.1%	60.7%	26.9%	2.8%
Competitive advantage	1.4%	16.6%	42.8%	27.6%	3.4%
Manageable	1.4%	9.7%	38.6%	35.2%	9.0%

Table 4.13 shows that 47.6% of the respondents indicated that training had helped in business growth to a moderate extent, 27.6% of the respondents indicated that training had helped in business growth to a high extent, 12.4 of the respondents indicated that they were not sure training had helped in business growth, 4.8% of the respondents indicated that training had helped in business growth to a very high extent and 1.4% of the respondents indicated that not at all did the training help in business growth.

A total of 60.7% of the respondents indicated that training had helped in increasing profitability to a moderate extent, 26.9% of the respondents indicated that training had helped in increasing profitability to a high extent, 2.8% of the respondents indicated that training had helped in increasing profitability to a very high extent, 2.1% of the respondents indicated that they were not sure that training had helped in increasing profitability and 0.7% of the respondents indicated that not at all did the training help in increasing profitability.

A total of 42.8% of the respondents indicated that training had helped in increasing the business competitive advantage to a moderate extent, 27.6% of the respondents indicated that training had helped in increasing the business competitive advantage to a high extent, 16.6% of the respondents indicated that they were not sure that training had helped in increasing the business competitive advantage, 3.4% of the respondents indicated that training had helped in increasing the business competitive advantage to a very high extent and 1.4% of the respondents indicated that they were not sure that training had helped in increasing the business competitive advantage.

A total of 38.6% of the respondents indicated that training had helped in making businesses manageable to a moderate extent, 35.2% of the respondents indicated that training had helped in making businesses manageable to a high extent, 9.7% of the respondents indicated that they were not sure that training had helped in making businesses manageable, 9.0% of the respondents indicated that training had helped in making businesses manageable to a very high extent and 1.4% of the respondents indicated that they were not sure that training had helped in making businesses manageable. Thus most respondents indicated that training had contributed positively to their business performance.

4.7 Training Environment

In this the section the researcher asked the respondents to gauge three aspects of the training environment namely; the training venue, timing of the training and the hospitality. Their responses are shown in Table 4.14.

Table 4.14: Training Environment

Attributes	Poor	Fair	Good	V. Good	Excellent
Training venue	4.8%	30.3%	40.7%	9.7%	8.3%
Timing of the training	9.7%	33.8%	39.3%	6.2%	4.1%
Hospitality	11.7%	26.2%	26.2%	15.9%	12.4%

Table 4.14, shows that 40.7% of the respondents rated the training venue as good, 30.3% of the respondents rated the training venue as fair, 9.7% of the respondents rated the training venue as very good, 8.3% of the respondents rated the training venue as excellent and 4.8% of the respondents rated the training venue as poor.

A total of 39.3% of the respondents rated the timing of the training as good, 33.8% of the respondents rated the timing of the training as fair, 9.7% of the respondents rated the timing of the training as poor, 6.2% of the respondents rated the timing of the training as very good and 4.1% of the respondents rated the timing of the training as excellent.

A total of 26.2% of the respondents rated the hospitality as good, 26.2% of the respondents rated the hospitality as fair, 15.9% of the respondents rated the hospitality as very good, 12.4% of the respondents rated the hospitality as excellent and 11.7% of the respondents rated the hospitality as poor. Thus most respondents indicated that training environment was good.

4.8 Content Analysis of the Youth Enterprise Development Trainer and Equity Bank Trainer

The respondents in this case indicated they were aged between 31 years and 40 years. Their professional background and experience was in agricultural economics, agribusiness, community development and sociology. The entrepreneurial programmes they conduct are on youth and business, self-confidence, how to select business ideas, knowing the market well, business plan, tips on managing small businesses, mistakes to avoid in business, keeping records, growing their business, business financial services and building business networks. The purpose of the training programmes is to enable the youth to see opportunities everywhere and start or expand the business. To ensure that the contents of the programme are relevant to the needs of the youth entrepreneurs they have adopted the process of education through training. In this they engage the youth entrepreneurs fully to come up with views where they are able to analyze the contents which are deemed viable. The methods of content delivery employed to ensure that participants benefit from the training are education through listening. Monitoring and Evaluation is also done after training. The learning environment where training is conducted is seen to be conducive and friendly. The entrepreneurship programmes can be improved on issues surrounding business growth, financial services and building business networks so as to meet the needs of the youth entrepreneur. Finally they it was evident that they need to plan and allocate training materials for entrepreneurship programmes frequently.

4.9 Summary

The chapter discussed the main results obtained by analysis of data and presentation of the same. The results are on the influence of entrepreneurship training programmes on performance of youth enterprises in Murang'a Location, Murang'a County Kenya. The report is based on responses from the study variables namely; curriculum used on the entrepreneurship training

programmes, training methodology, capacity of the trainers and training environment. Presentation of the finding was mainly in the form of tables and frequencies followed by a brief discussion.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter presents the summary of the major findings, discussion of these findings against what is known on the subject matter from the literature, conclusion based on the discussions, relevant recommendations and suggestions of new research areas. The conclusions and recommendations drawn were focused on addressing the purpose of the study which was to investigate the role of entrepreneurship training programmes on the performance of youth enterprises in Murang'a Location, Murang'a County.

5.2 Summary of the Findings on the objectives

5.2.1 Influence of the curriculum of the entrepreneurship training programme on the performance of youth enterprises

The entrepreneurs indicated to have been trained on business and financial management. They also felt inadequately trained on business proposal writing. The study indicates that the entrepreneurship training programme inculcated the youth entrepreneurs moderately with specific characteristics associated with successive entrepreneurship such as: achievement motivation, Personal Control, Self-esteem, creativity and innovation.

Under motivation the findings of the study showed that 57.9% of the respondents indicated that the training affected their ability to seek better improvements in life to a moderate extent, a total of 54.5% of the respondents indicated that the training affected their capability to take up challenging tasks to a moderate extent, a total of 52.4% of the respondents indicated that the training motivated them to set targets and achieve them to a moderate extent, Also 35.9% of the respondents indicated that the training helped them with problem solving skills to a moderate extent.

Under locus control the findings of the study showed that 42.8% of the respondents indicated that the training affected their capability to control one's own life to a moderate extent, 42.8% of the respondents indicated that the training affected their capability to control one's own life to a moderate extent, 36.6% of the respondents indicated that the training affected their self-confidence to a moderate extent and 41.4% of the respondents indicated that the training affected their capability to turn thoughts into actions to a moderate extent.

On creativity, the findings of the study showed that 42.1% of the respondents indicated that the training affected their capability to develop new products or services to a moderate extent, 18.6% of the respondents indicated that they were not sure that the training affected their capability to develop new products or services, 41.4% of the respondents indicated that the training affected their capability to differentiate product value addition to a moderate extent and 38.6% of the respondents indicated that the training affected their capability to create strategic planning and implementation to a moderate extent.

Lastly on innovation the findings of the study showed that 41.4% of the respondents indicated that the training improved their current product/service performance to a moderate extent, 50.3% of the respondents indicated that the training helped them create a new source of supply to a moderate extent and 37.9% of the respondents indicated that the training helped them create new ways of managing their supplies to a moderate extent.

5.2.2. Influence of the methodology used in the entrepreneurship training programme on performance of youth enterprises

The study indicates that most respondents preferred group discussions and internship mode of training. This is revealed by the fact that 52.4% of the respondents rated the group discussions as good, and 58.6% of the respondents indicated they would highly recommend the internships mode of training. The study also reveals that there was no scheduled training programmes indicated by a total of 42.1% respondents stating that they were not specific to the number of times they attended the training. However, 22.1% of the respondents had attended the training monthly, 19.3% of the respondents had attended the training yearly and 16.6% of the respondent had attended the training quarterly. A total of 41.4% of the respondents rated the duration of

training as fair, 33.8% of the respondents rated the frequency of training as fair and 37.9% of the respondents rated the training modes as good.

5.2.3 Influence of the capacity of trainers in entrepreneurship training programme on the performance of youth enterprises

The study reveals that most of the trainers are aged between 31 and 40 years. Their academic background shows that most of them are well trained in agricultural economics, agribusiness community development and sociology. They were also familiar with the context of the training programmes and trainees.

5.2.4 Influence of the training environment of entrepreneurship training programme on performance of youth enterprises

The study indicates that most respondents liked the training environment as a total of 40.7% of the respondents rated the training venue as good, 39.3% of the respondents rated the timing of the training as good and 26.2% of the respondents rated the hospitality as good.

5.3 Discussion of the findings

In this section, the study presents the discussion as per the study objectives.

5.3.1 To determine how the curriculum of entrepreneurship training programmes influence the performance of Youth enterprises

The study established that training was helpful in seeking better improvement in life, taking up challenging tasks, settings and achieving targets, problem solving skills, controlling one's own life, building one's self-confidence, ability to influence events, turning thoughts into actions, developing new products or services, differentiating product value addition, creating a strategic plan and implementing it, improving current product/service performance, creating new source of supply and creating new ways of managing business.. According to Chigunta, (2001) and Bennell, (2000), training programmes should address a range of issues including: entrepreneurship promotion: skills training: business development services: financial services:

capacity building and advocacy. They further observed that an effective youth entrepreneurship programme should be based on the following criteria; coverage, equity, sustainability and replication in other contexts.

The study also revealed that entrepreneurship training programme influenced positively on the growth of the business and gave the business competitive advantage making it more manageable. The study indicated that the entrepreneurship training programme inculcated the youth entrepreneurs moderately with specific characteristics associated with successive entrepreneurship such as: achievement motivation, Personal Control, Self-esteem, creativity and innovation. This concurs with Kourilsky, (1980), Robinson et al., (1991) and Brockhaus (1982) who observed that effective entrepreneurship programme inculcates specific characteristics associated with successive entrepreneurship such as: achievement, motivation, Personal Control, Self-esteem, innovation and business growth.

5.3.2 To assess how the methodology used in the entrepreneurship training programmes influence the performance of Youth enterprises

The study revealed that training programmes covered various elements and were conducted through lectures, group discussions, distance learning. The most preferred mode of training was found to be group discussions and internship. This is concurring with Christensen (1991), who avers that discussions influence the mindset of the participant and impacts positively on the youth entrepreneurship behavior and ultimately the performance of their businesses. However, the time taken for training should be commensurate with the purpose of the training and the intended goals to be achieved.

5.3.3 To determine the extent to which the capacity of trainers in entrepreneurship training programmes influence the performance of the youth enterprises

The study revealed that most of the trainers are aged between 31 and 40 years. Their academic background showed that most of them are well trained in agricultural economics, agribusiness community development and sociology. They were also familiar with the context of the training programmes and trainees. This made the delivery of the training contents to be effective. According to Perry (2007) a seasoned trainer should be familiar with the context of the trainee

such as past experiences and expertise and the business environment. Thus the capacity of entrepreneurial programmes trainer should consist of the right mix of skills with a great emphasize on relevancy.

5.3.4 To establish how the training environment of entrepreneurship training programmes influence the performance of the youth enterprises

Finally the study also established that a conducive training environment is where participants are trained as they were working. This is concurring with Chigunta (2001) who avers that an entrepreneurship training programme should be conducted in an environment relevant to the desired outcome. This programme should be conducted preferably in the work place.

5.4 Conclusions

The content of the training curriculum covers pertinent business issues such as record keeping, budgeting, business management, development and growth of a group/business, entrepreneurship and planning, modes of saving and account maintenance, getting loans and paying, finance planning, personal relations, running a business enterprise and group formation. This is very relevant to the performance and growth of youth enterprises.

The study shows that lectures, group discussions and internships plays a pivotal role in training and it is important that the training sponsors consider the duration of training, frequency of the training and training modes. This implies that the methodology used in the entrepreneurship training programmes influence the performance of youth enterprises.

The trainers were well versed with the training contents and were able to deliver to the trainees professionally. This made the trainees comfortable and well equipped in starting and growing their enterprises.

Finally the environment of entrepreneurship training programmes should be hospitable and conducive for conducting training programmes. Timing of the programmes should be considered for its effectiveness to be realised

5.5 Recommendations

1. In light of the above findings, the researcher recommends that the Equity bank and Youth Enterprise Development Fund to conduct more trainings on some of the critical areas that would help improve the business such as marketing, risk management, record keeping, business management, value addition, branding, employee management, finance control and management, insuring business, business proposal writing, business expansion, profit management, diversification of products, and new business venture strategies.
2. The training agencies should develop and harmonized a training curriculum and install online to enable the youth access the contents from the comfort of their businesses or wherever they are since it isn't possible to train each and every youth out there.
3. The Youth Enterprise Development Fund and Equity bank trainers should partner with Ministries of Higher education and Trade and Enterprise Development to be provided with trained personnel to reinforce their training capability. Resources should be provided to enable consistency in the training programmes to enhance the performance of the enterprises.
4. Trainers should conduct training at the work place so that the trainees can relate their training with the performance of the enterprises.

5.6 Areas of Further Study

The following is recommended for further study:

1. Strategies that need to be put in place to make the training programmes more effective.
2. Influence of the training programmes on the performance of youth enterprises in other counties.

5.7 Summary

This research project report has discussed the influence of entrepreneurship training programmes on performance of youth enterprises in Murang'a Location, Murang'a County Kenya. It has also discussed the influence of curriculum used on the entrepreneurship training programmes, training methodology, capacity of the trainers and training environment. Research findings, discussions, conclusions and recommendations have been given and areas of further research highlighted.

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APPENDIXES

APPENDIX 1: LETTER OF TRANSMITTAL

Teresa Gacheru

P.O. Box 77,

Kiriaini

To:.....
.....

Dear Respondent,

I am a student of the University of Nairobi pursuing a Masters of Arts Degree in Project Planning and Management. I am conducting academic research on the role of entrepreneurship training on the performance of youth enterprises in Murang’a Location Murang’a county.. This questionnaire has been prepared to obtain information on the training that has been received from the training agencies.

Please note that all the information provided for this study will be treated with utmost confidentiality. Your ability to answer all the questions comprehensively and to the best of your knowledge will be highly appreciated.

Thank you for your co-operation and precious time.

Yours faithfully

Teresa N. Gacheru
Mobile: 0725738449
Email :tgacheru98@gmail.com

APPENDIX 2: QUESTIONNAIRE FOR THE YOUTH ENTREPRENEUR

ROLE OF ENTREPRENEURSHIP TRAINING ON THE PERFORMANCE OF YOUTH ENTERPRISES IN MURANG'A LOCATION, MURANGA COUNTY, KENYA.

INSTRUCTIONS: Please tick appropriately in the box provided where choices are given.
.Express yourself freely in spaces provided where choices not given.

SECTION ONE: DEMOGRAPHIC DATA

Q1. Please indicate your gender by.

1. Male () 2. Female ()

Q2. Which age group do you belong

1. 18-21 years ()
2. 22-25 years ()
3. 26-29 years ()
4. 30-33 years ()
5. 34 and above ()

Q3. Indicate your Education level

1. No formal education ()
2. Primary education ()
3. Secondary education ()
4. Tertiary education ()

Q4. Indicate the type of business

1. Agriculture based ()
2. Artisan ()
3. Retailing ()
4. Manufacturing ()
5. Others indicate in the bracket ()

SECTION ONE: CONTENT OF THE TRAINING PROGRAMME

Q1. Please lists the areas you have been trained on?

.....

Q2. In your opinion what other areas would you wish to be trained on?

.....

Achievement Motivation

Q3 Please indicate the extent to which the training have affected the following personal attributes

Attributes	Not at all	Not sure	Moderate	High	Very high
Seeking better improvement in life					
Capable to take up challenging task					
Set target through and achieve them					
Problem Solving skills					

Locus control

Q4. Please indicate the extent to which the training have affected the following personal attributes

Attributes	Not at all	Not sure	Moderate	High	Very high
Capable to control one's own life					
Self-confidence					
Ability of entrepreneurs to influence events					
Capable to turn thoughts into actions					

Creativity

Q5. Please indicate the extent to which the training have affected the following personal attributes

Attributes	Not at all	Not sure	Moderate	High	Very high
Capable to develop new product or service					
Capable to differentiate product-value addition					
Create strategic planning and implementation					

Innovation

Q6. Please indicate the extent to which the training have affected the following personal attributes

Attributes	Not at all	Not sure	Moderate	High	Very High
Improve current product/service performance					
Create new source of supply					
Create new ways of managing your business					

SECTION 3. Business Performance

Q1. Please indicate the extent to which the training have affected the following business attributes

Attributes	Not at all	Not sure	Moderate	High	Very High
Business growth(assets, No of employees)					
Profitability					
Competitive advantage					
Manageable					

SECTION TWO: DELIVERY METHODS

Q1. How often do you attend trainings?

- 1. Monthly
- 2. Quarterly
- 3. Yearly
- 4. Others- Explain

Q2.In your own opinion how would you rate the use of the following modes of training.

(Use rate given to tick appropriately) highly (1) good(2) moderate(3) poor(4) very poor (5)

- 1. Lectures
- 2. Group discussions
- 3. Distant learning

Q3.In reference to the training you participated, please indicate how you would rate the following training attributes

Attributes	Poor	Fair	Good	Very good	Excellent
Duration of training					
Frequency of the training					
Training Modes					

SECTION 4: TRAINING ENVIRONMENT

In reference to the training you participated, please indicate how you would gauge the following

Attributes	Poor	Fair	Good	Very good	Excellent
Training venue					
Timing of the training					
Hospitality					

Thank you for your cooperation.

APPENDIX 3: INTERVIEW SCHEDULE FOR THE TRAINERS

1. In which age group do you belong? 18-30 () 31-43() 44 and Above()
2. What is your professional background and experience in this field?
3. What entrepreneurship programme have you conducted?
4. What was the purpose of the training programmes?
5. How do you ensure the content of the programmes is relevant to the needs of the youth entrepreneurs?
6. Which methods of content delivery do you employ to ensure the participant benefit from the training?
7. Please describe the learning environment where the programmes are conducted
8. In your own opinion how can the entrepreneurship programmes be improved to meet the needs of the youth entrepreneurs?
9. How often do you plan and allocate training materials for entrepreneurship programmes?