INFLUENCE OF SOCIO-ECONOMIC FACTORS ON PERFORMANCE OF YOUTH ENTREPRISE DEVELOPMENT FUND PROJECTS IN YATTA CONSTITUENCY, KENYA

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DECLARATION

This project report is my original work and has not been presented for an award in any other University.

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This project report has been submitted for examination with my approval as the University Supervisor.

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Dr. Kinyanjui J. Nganga

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DEDICATION

I dedicate this research to my parents Mr. Fredrick Wamagata Gaitho and Mrs. Winnie Wanjuhi Gaitho for their encouragement and support.

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ABBREVIATIONS AND ACRONYMS

AGOA: African Growth and Opportunity

CYBF: Canadian Youth Business foundation

DFID: Department for International Development

DYD: Department of Youth Development

IFC: International Finance Corporation

ILO: International Labor Office

ITUC: International Trade Union Confederation

GDP: Gross Domestic Product

GOK: Government of Kenya

MDG: Millennium Development Goals

MOYAS: Ministry of Youth Affairs and Sports

NYDA: National Youth Development Agency

OECD: Organization for Economic Cooperation and Development

TNCS: Transnational Corporations

UNCTAD: United Nations Conference on Trade and Development

UNIDO: United Nations Industrial Development

WDR: World Development Report

WTO: World Trade Organization

WYR: World Youth Report

YEDF: Youth Enterprise Development Fund

ABSTRACT

This study investigated the influence of socio-economic factors on performance of Youth Enterprise Development Fund (YEDF) Projects in Yatta Constituency of Machakos County in Kenya. The study was guided by assessing education, mentor support on YEDF projects, entrepreneurship training and market access for their produce. The findings from this study provide useful insights that could be used by the government and Non-governmental organization, funding agencies and any development actors to promote youth entrepreneurship as a viable alternative source of employment to youths in Kenya. The target population in this study consisted of 36 youth entrepreneurs groups between (18-35) years of age from Yatta constituency in Machakos County, engaged in various business activities operating within the county. The study focused on micro and small enterprises owned and operated by youth entrepreneurs involved in the provision of various goods and services. The sample size for this study was determined using the Krejcie and Morgan table. Accordingly, from this table the sample size for 360 young people, 186 youths were selected for this study. This study used descriptive survey design. The research instrument used for data collection was questionnaires. Both inferential and descriptive data were collected. Research objective 1 in this study was to investigate the influence of education on the performance of the Youth Enterprise Development Fund Projects. With a mean of 4.0, it indicated that education influences the performance of Youth Enterprise Development Funds Projects. Research objective 2 in this study was to investigate the influence of mentor support on the performance of Youth Enterprise Development Fund Projects. With a mean of 3.9, it indicated that mentor support influences the performance of Youth Enterprise Development Fund Projects. Research objective 3 in this study was to investigate the influence of entrepreneurship training on the performance of Youth Enterprise Development Fund Projects. With a mean of 3.9, it indicated that entrepreneurship training influences the performance of Youth Enterprise Development Fund Projects. Research objective 4 in this study was to investigate the influence of access to markets on the performance of Youth Enterprise Development Fund Projects. With a mean of 3.9, it indicated that access to markets influences the performance of Youth Enterprise Development Fund Projects. This study recommended that linkages need to be developed for the youth with markets available, similar study should be carried out in other constituencies to find out whether the same results will be obtained and that further research should be carried out to see how government regulations affect the performance of Youth Enterprise Development Funds Project.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Youth unemployment around the globe has become a major challenge in the 21st Century. According to the World Youth Report, (2005) approximately 88 million youth around the world are either unemployed or underemployed. Youth unemployment is one of the biggest development challenges in the Third World. In Africa, the Sub-Sahara is one of the regions highly affected by youth unemployment. According to the International Labor Office (ILO) (2005), projection youth unemployment is estimated to be more than 21 percent, and that Sub-Saharan Africa will witness substantial growth in additional labor force of 28 million to 30 million between 2003 and 2015.

While youth employment has been extensively studied, there is need to address the current global youth unemployment crisis, more so the Kenyan one. According to the Organization for Economic Co-operation and Development (OECD) (2010) youth unemployment has been rising dramatically and the trend is set to continue, resulting in disillusionment and despair among the youth which renders them vulnerable to criminal activities and violence. Given this situation, it is paramount that governments work to reverse the current situation. Fundamentally, the problem requires properly planned, well-structured, and broad-based programs. Marshall says that this is due to the fact that youth unemployment is a special problem, one that differs in its causes, magnitude and implications from the general unemployment problem.

Researchers from various disciplines agree about the importance of small business to economic growth and personal wealth. Autio, (2005) seems to look at the small business sector as a major source of employment and income is argued to be even more important to the economies in developing countries. In Africa, about 25 percent of the people employed outside agriculture depend on this sector for their livelihood; improving the conditions for small business is thus seen as a solution to unemployment and poverty alleviation (Mead ‘and’Liedholm,). Self-employment and micro and small enterprise creation are routes that young people can actively explore to forge their futures. Enterprises are the places where the jobs are (Haftendorn & Salzano, 2003).

1.1.1 Education and Performance of Youth Enterprise Development Projects

Education is crucial in assisting young people to develop entrepreneurship skills, attributes as well as to develop enterprise awareness, to understand and to realize entrepreneurship as a career option (Schoof, 2006). This education is first inherently developed from formal learning. Young people can no longer expect to find the traditional job-for-life careers but rather portfolio careers such as contract employment, freelancing and periods of self-employment (Gallaway, et al, 2005). In many countries particularly in developing and transitional countries, enterprise education simply does not exist or has not been sufficiently adopted (Haftenndorm and Salzano 2003).

Teaching of entrepreneurial skills attributes and behavior is often not integrated into school curricular and not adequately taught on different levels of education. Most systems still teach traditional values of compliance to the norm rather than independent thinking and acting, risk taking and self-reliance and nurtures skills appropriate to working in the public sector or large organizations and companies but not for an entrepreneurial career (Schoof, 2006). This has been attributed to lack of career information and business possibilities, lack of business and education linkages, lack of trained teachers, negligence of student's personal environment and lack of ICT infrastructure due to financial constraints (Schoof, 2006). Successful entrepreneurs are usually literate, numerate have some technical or occupational competence and are able to communicate effectively.

1.1.2 Mentor Support and Performance of Youth Enterprise Development Projects

A mentor is someone with more entrepreneurial business experience than you who serves as a trusted confidant over an extended period of time usually free of charge (Scott, 2002). Mentors can be invaluable to entrepreneurs and small businesses helping them avoid mistakes and pointing them to practical solutions and resources and developing their confidence levels (Chambers and Lake, 2002).

The value of coaching and mentor support has been recognized as an important instrument for providing informal support and advice as well as access to business networks for young people starting out in business. In youth business programs, young people are allocated a business mentor who provides one-on-one counseling for the first three years in business. The mentor's role is that of supporting the young people by giving them technical advice when appropriate and also

emotional support and encouragement (Chambers and Lake, 2002)**.** This support is of great value as it helps young people overcome two of the major problems faced by young women and men as they enter business. This comprises a network support of business people, companies and other entrepreneurs who provide young people with specialist advice and resources. Support may take the form of subsidized or free exhibition space or equipment or introducing the new business into their supply chain thus giving them their first contracts and helping them learn the importance of essential business principles such as quality and customer service (Gerber, 1995).

1.1.3 Training and Performance of Youth Enterprise Development Projects

Entrepreneurship training is key to the YEDF`s achievement of its mandate. Besides ensuring that the youth have adequate skills, it also assist them in identifying and tapping into business opportunities, while embracing modern business management techniques. According to Cole (1997), training is a learning activity, which is directed towards acquisition of specific knowledge & skills for the purpose of an occupation. It focuses on the job task.

Training can be both formal and informal and is usually carried out to assist a person understand and perform his/her job better. On the other hand he defines development, as a learning activity, which is more devoted towards future, needs, rather than present needs of the organization and is concerned with career growth and immediate performance (Cole, 1997). Armstrong (1999) concurs with Cole (1997) that training is a systematic modification of behavior through learning, which occurs as a result of education and instruction. Training, farmer field schools and exchange visits constitute the majority of capacity building approaches widely used in Kenya today (Adhiambo and Hayombe, 2013). These approaches are well articulated and remain dominant in empirical literature. Capacity building techniques are perennially associated with economic emancipation and poverty reduction and have remained dynamic and increasingly influential on modern development thinking (Muendo, 2004). The exact influence of capacity building on performance of most development initiatives including projects is well documented and has been accorded significant space.

Understanding how to build synergies around capacity value chains is required to facilitate productivity especially in youth related enterprises. Networking occasioned by improved

capacities will hence facilitate inclusivity and strengthen competences desired in overcoming the challenges associated with youth exclusion (Mwangi, 2003). Improved individual farmer capacities would therefore significantly impact other aspects of life enabling empowered youths to become better prepared to confront challenges associated with exclusion.

1.1.4 Market Access and Performance of Youth Enterprise Development Projects

The YEDF endeavors to support youth enterprises to market their products locally and abroad, and to form linkages with large enterprises. The Fund has been organizing youth trade fairs at county and national levels. Youth who exhibit unique products at the national level are sponsored to exhibit outside the country, thus linking them to the export market. Chigunta (2002) has suggested one of the key problems facing youth run enterprises is related to limited prospects for value addition especially for those in poor countries concentrated in low value local markets.

Mechanisms need to be put down to encourage young entrepreneurs to explore existing global initiatives aimed at promoting trade between Developing countries and Less Developed countries (Chigunta, 2002). The African Growth and Opportunity Act (AGOA) is a perfect example of global trade initiatives which should be exploited to help potential youth entrepreneurs and existing youth enterprises access International markets. According to (Jajah, 2009) market research is vital to any business, but in Ghana the cost of research in terms of money and time is huge. Market research is necessary before and after establishing the enterprises in order to come up with better competitive and cost cutting strategies. There are virtually no available statistics in Ghana to help aspiring entrepreneurs cut costs. Access to markets by youth enterprise related initiatives in Kenya can therefore not be overemphasized.

1.1.5 Performance of Youth Entrepreneurship Projects in Kenya

The economic contribution of small enterprises in Kenya is widely acknowledged. However, it seems little efforts are made to look at it from the youth perspective. The specific needs of the youth and particularly their entrepreneurial potential as well as their critical contribution to economic and social progress are underestimated (Irene, 2009). Often overlooked is the development of small enterprises in favor of formal employment. Many do not consider becoming entrepreneurs a genuine career path with financial reward and work satisfaction but as an

alternative to joblessness. Small enterprises in Kenya cut across all sectors of the economy and provide one of the main sources of employment and generate widespread economic benefits (GoK, 2005).

According to the economic survey of 2003, the Small and Medium Enterprise (SME) sector accounted for 74.2% of the total persons engaged in employment and contributed up to 18.4 % of the country‘s GDP in 2003. Further the economic recovery strategy for wealth and employment creation (2003-2007) recognized the need to establish and maintain a conducive environment for the growth and transformation of SMEs into medium sized enterprises with capacity to create more employment opportunities (GoK, 2005). The government embarked on a long term development strategy-Kenya Vision 2030 which prioritizes faster job creation for youth. Against this backdrop, the Youth Enterprise Development Fund (YEDF) was initiated in 2006 to boost employment and entrepreneurship among youth of ages 18 to 35. Through YEDF, youth groups of up to 10 people can apply for funding in addition to other services such as training, mentorship and market access.

1.2 Statement of the Problem

Youths have been noted to play a vital role in the economy of developing countries, Kenya inclusive, where their contribution is paramount. However, because of Western education that youths acquire every day, there has been an increase of the required youthful labour force in various sectors of the economy thus the high unemployment rate. There is mass rural urban migration of young people who mostly have no vocational or technical skills looking for scarce white collar jobs (NEEDS, 2004). This migration leads to increased level of the unemployment in urban areas, social ills and vices among others. For instance, In Kenya, data on rural youth participation in agriculture are scarce and in particular on food crops production in the study area. Most importantly, the recent years have seen a rise in unemployment and poverty levels, the problem mostly affecting the youth in rural areas. One of the major setbacks leading to these problems is that governments have failed to integrate youths into the mainstream of numerous development programs implemented over the years. Also, youth empowerment is vital for economic, political and social economic development, however, rural poverty in developing countries presents a vast challenge, and the most affected group is youth.

Different studies have indicated the low status of youth and inadequate youth empowerment in developing countries in general and in Kenya in particular (Mukuria et al., 2005). Lack of access to Mentor support; lack of access to education, Lack of Mentor support, Lack of access to markets for the various commodities, and protection of basic human rights; are some of the indicators of the socio-marginalization of youth in the country.

According to Kenya Bureau of Statistics report (2005), Poverty in Machakos County stood at 25.4, this is in agreement with the figures put forward by Machakos County Red Cross Society in a survey published in the year 2010. The establishment of the YEDF in 2007 really put smiles on the faces of many young people in Kenya, despite the introduction of this fund, myriad challenges have slowed down its progress leading to dissatisfaction among the youths. Majority of youth enterprises within Machakos County still remains small in comparison with the high numbers of unemployed youth in the area. According to the YEDF Status report (2014) only about 40 percent of all the young people in Machakos County have accesses this fund to date. Despite access, most of the funded projects are still not visible and have therefore not had much impact. It is against this background that this study seeks to investigate socio- economic factors within the fund operations and clearly bring out issues slowing down the performance of fund operations within Machakos County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of socio-economic factors on performance of Youth Enterprise Development Fund projects in Yatta Constituency of Machakos County.

1.4 Objectives of the Study

This study was guided by the following objectives;

i. To assess how education influence the performance of Youth Enterprise Development Fund Projects in Yatta constituency.
ii. To establish how mentor support influence the performance of Youth Enterprise Development Fund Projects in Yatta constituency.
iii. To examine how Entrepreneurship training influence performance of Youth Enterprise Development Fund Projects in Yatta constituency.

iv. To assess how access to market influence the performance of Youth Enterprise Development Fund Projects in Yatta constituency.

1.5 Research Questions

The study was guided by the following research questions:

i. How does education influence the performance of Youth Enterprise Development Fund Projects in Yatta constituency?
ii. To what extent does mentor support influence the performance of Youth Enterprise Development Fund Projects in Yatta constituency?
iii. Does Entrepreneurship training influence performance of Youth Enterprise Development Fund Projects in Yatta constituency?
iv. How does access to market influence the performance of Youth Enterprise Development Fund Projects in Yatta Constituency?

1.6 Significance of the Study

Findings from this study has generated useful insights that could be used by the government and Non-governmental organization, funding agencies and any development actors to promote youth entrepreneurship as a viable alternative source of employment to youths in Kenya. The findings from this study has significantly generated new knowledge for project managers. It is hoped that this study will benefit universities; institutions of higher learning and the academia by making a contribution to the body of knowledge in project evaluation hence enhance growth of this discipline. Scholars, researchers and academicians will, therefore, not only find information from this study a useful basis for further research but also a pertinent reference and literature review material

1.7 Assumptions of the Study

It was assumed that respondents within the study will be cooperative enough to provide accurate information when responding to the research questions. It was also assumed that the targeted respondents greatly understood the dynamics, challenges and mechanics of youth entrepreneurship and the workings of youth enterprise fund projects. The researcher also assumed that the targeted respondents will be easily accessed with ease.

1.8 Limitations of the Study

This study was limited by a number of factors such as the difficulty to get the targeted youths to fill up the questionnaire. Since most of the youths were engaged in day to day activities so as to better their livelihood, it was a challenge locating them. The researcher however seeked mechanisms to locate them during their available moments. Secondly, Yatta constituency is a vast area with poor road infrastructure; it was difficult moving around the constituency. The researcher seeked flexible means of transport that could help him move the entire constituency.

1.9 Delimitation of the Study

The study was restricted to the geographical boundaries of Yatta Constituency which is one of the six constituencies that constitute the expansive Machakos County. In spite of the tough climatic conditions, the constituency played host to approximately 148,000 people. The study focused on variables as described in the conceptual frame work which were education, mentor support, entrepreneurial training, access to market, and performance of YEDF among others.

1.10 Definitions of Significant Terms in the Study

Access to Market: These are mechanisms designed by the government and other private sector organizations to help young people reach structures to sell their products

Entrepreneurship Training: Training mounted by various service providers to build the capacity of young people.

Education: These are academic qualifications received from accredited academic institutions. The qualifications could be from primary, secondary or tertiary levels.

Mentor Support: These are mechanisms put in place to facilitate the development of young people through nurturing and development of talent

Performance of Youth Enterprise Projects: This is the progress made by projects funded by the government for young people either as individuals or through groups.

Social-Economic Factors: Factors influencing performance of youth ventures. They include levels of education, access to markets, training and mentor support.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one discussed the background to the study in which contextual and conceptual issues were highlighted. The chapter also highlighted on conceptual analysis by presenting key statistics that offers direction to the study. The chapter covered the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and definitions of significant terms. Chapter two covered empirical and theoretical literature organized according to study themes. This chapter also contained theoretical and conceptual frameworks and a matrix showing the knowledge gap identified from the literature reviewed. Chapter three covered research methodology which includes philosophical foundation that encompassed the research design, target population, sample size and sampling procedure, research instruments, data collection procedures, data analysis techniques, operationalization of variables and ethical considerations. Chapter Four entailed data analysis, presentation, interpretation and discussion of research findings while chapter five covered the summary of research findings, discussions, conclusions, recommendations and suggestions for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter examined the empirical theoretical literature, and conceptual framework on the performance of youth enterprise development fund. The chapter summarized studies that were assessed and provided a foundation upon which the findings were discussed and conclusions drawn. The chapter also gave the setting and the theory upon which the study was anchored on. A summary of knowledge gap as obtained from the empirical literature was also clearly shown.

2.2 Trends in Project Performance

In the recent years, global performance of projects has been poor (PWC, 2012). Few projects have been hailed for excellent performances while many have performed dismally (Shenhar, 2012). Additional, global spending on projects continues to cost billions of dollars annually. This spending trend continues rising unabated (Williams, 2005). In the United Kingdom, projects carried out by 412 experienced project managers overshot their budgets by 13%, were behind schedule by 20%, and under-delivered on scope by 7% (Standish Group, 2002). In the same study, most projects experienced average budget overruns of 33%. The study also observed that abandoned projects constituted 9%, projects which were budget challenged comprised 5% and schedule challenged projects were 18% of (Standish Group, 2002).

2.3 Levels of Education and Performance of Youth Enterprise Projects

Entrepreneurship education is crucial in assisting young people to develop entrepreneurship skills, attributes and behaviors as well as to develop enterprise awareness, to understand and to realize entrepreneurship as a career option (Schoof, 2006). This education is first inherently developed from formal learning.

Australian Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA) defines entrepreneurial education as; learning directed towards developing in young people those skills and competences, understanding the attributes which equip them to be innovative, to identify, create, initiate and successfully manage personal, community business and work opportunities including working for themselves (Dest, 2005). Thus education is not only a

means to foster youth entrepreneurship and self-employment but also equips young people with attitudes and skills to cope with uncertain employment paths of today's societies (Gallaway, et al, 2005).

The youth can no longer expect to find the traditional job-for-life careers but rather portfolio careers such as contract employment, freelancing and periods of self-employment (Gallaway, et al, 2005). In many countries particularly in developing and transitional countries, enterprise education simply does not exist or has not been sufficiently adopted (Haftenndorm and Salzano 2003). Teaching of entrepreneurial skills attributes and behavior is often not integrated into school curricular and not adequately taught on different levels of education. Most systems still teach traditional values of compliance to the norm rather than independent thinking and acting, risk taking and self-reliance and nurtures skills appropriate to working in the public sector or large organizations and companies but not for an entrepreneurial career (Schoof, 2006).

This has been attributed to lack of career information and business possibilities, lack of business and education linkages, lack of trained teachers, negligence of student's personal environment and lack of ICT infrastructure due to financial constraints (Schoof, 2006). Successful entrepreneurs are usually literate, numerate have some technical or occupational competence and are able to communicate effectively. Useful too is a basic knowledge of generic business activities such as product development, pricing, sales and marketing, record keeping, and cost control and money management.

2.4 Mentor Support and Performance of Youth Enterprise Projects

This support is of great value as it helps young people overcome two of the major problems faced by young women and men as they enter business i.e. limited life experience and lack of networks and contacts (Kenyon and white 1996). A mentor is someone with more entrepreneurial business experience than you who serves as a trusted confidant over an extended period of time usually free of charge (Scott, 2002). Mentors can be invaluable to entrepreneurs and small businesses helping them avoid mistakes and pointing them to practical solutions and resources and developing their confidence levels (Chambers and Lake, 2002). The value of coaching and mentor support has been recognized as an important instrument for providing informal support and advice as well as access to business networks for young people starting out in business. In Youth Business programs, young

people are allocated a business mentor who provides one-on-one counseling for the first three years in business. The mentor's role is that of supporting the young people by giving them technical advice when appropriate and also emotional support and encouragement (Chambers and Lake, 2002)

This comprises a network support of business people, companies and other entrepreneurs who provide young people with specialist advice and resources. Support may take the form of subsidized or free exhibition space or equipment or introducing the new business into their supply chain thus giving them their first contracts and helping them learn the importance of essential business principles such as quality and customer service (Gerber, 1995).

In South Africa Business Establishment and Sustainability Program (BESP) was developed in 1993 with the primary goal of providing support services to unemployed youth by assisting them establish and run sustainable enterprises. This is achieved through theoretical and practical business development assistance, facilitating access to credit, business startup assistance, business mentoring and counseling and business after-care and support services.

2.5 Entrepreneurship Training and Performance of Youth Enterprise Projects

Entrepreneurship training is key to the YEDF`s achievement of its mandate. Besides ensuring that the youth have adequate skills, it also assist them in identifying and tapping into business opportunities, while embracing modern business management techniques. According to Cole (1997), training is a leaning activity, which is directed towards acquisition of specific knowledge &skills for the purpose of an occupation. It focuses on the job task. Training can be both formal and informal and is usually carried out to assist a person understand and perform his/her job better. On the other hand he defines development, as a learning activity, which is more devoted towards future, needs, rather than present needs of the organization and is concerned with career growth and immediate performance (Cole 1997). Armstrong (1999) concurs with Cole (1997) that training is a systematic modification of behavior through learning, which occurs as a result of education and instruction.

In the 21st century business environment can be characterized as changing. The accelerated pace of advances in technology, increasing foreign competition, widespread and growing unemployment creating serious adjustment problems, and diminishing resource supplies have

affected the way business is conducted. This complex and unstable environment is a way of life, which will continue far into the future (Russo, 1994). Entrepreneurship training has traditionally focused on teaching individuals, but many initiatives are increasingly becoming more action-oriented.

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

Kenya was encouraged to develop a training capacity in entrepreneurship that could lead to the creation of an "enterprise culture" in the country (Amenya et al. 2010). Studies conducted in Kenya by Omolo (2010) on unemployment in Kenya established that entrepreneurship and entrepreneurial culture is an important ingredient in youth employment in Kenya. Entrepreneurship drives economic development, it breeds competitiveness and innovation. Youth employment interventions should increasingly target the enhancement and promotion of the youth entrepreneurial potential and development of entrepreneurial culture and support by providing needed resources such as capital and technology putting in place supporting commercial infrastructures.

Chingunta (2002) postulates that the key challenges facing the Kenyan youth are lack of necessary education, relevant training and the knowledge and skills required to enhance their absorption into the labor market. He further argued that initiatives need to be put in place and implemented to ensure that the youth have adequate skills that can assist them in identifying and tapping into business opportunities and embrace modern business management techniques. It becomes significant point of reference especially since most developing countries are responding to many challenges of the industrial development by implementing new programs, which calls for new

expertise and new orientation of work. This usually means changes in specific knowledge, skills attitudes or behaviors.

Training should be designed to meet the goals of the organization while simultaneously meeting the goals of individual employees (Bernardin, 1998).Development refers to learning opportunities designed to help employees grow. Such opportunities do not have to be limited to improving employee's performance on their current jobs (Bernardin 1998). Participation in a training program draws economically important and statistically significant changes in the probability that individuals open a new business or expand an existing one. Teaching entrepreneurs the value of capital investment encourages them to change business practices, allowing for greater innovation and making personal investments in the business. The IFC Jobs Study (2008) on 'Assessing Private Sector Contributions to Job Creation and Poverty Reduction' highlights the lower likelihood of SME's to invest in training and the need for supporting such training and increasing awareness of its benefits. Working with larger firms also results in improving supplier skills- however, being able to participate in the supply chain in turn depends on ability to meet anchor firm requirements, which again points to the need for training.

UNCTAD (2009) indicates that the globalization of value chains constitutes a major challenge for small scale enterprises accustomed to serving local and national markets. An UNCTAD (2005) study conducted in five countries indicates that transnational corporations (TNCS), with a few exceptions, are reluctant to cooperate with the SME sector because of shortcomings such as lack of quality and poor reliability. The availability and quality of domestic suppliers is a key determinant to participation in TNCS global value chains. Formalized training programs enhancing managerial skills and resulting in potential compliance to international industry standards can lead to increased attractiveness and higher credibility of SMES.

According to Awogbenle and Iwuamadi (2010) successful entrepreneurs irrespective of their age should exhibit the following traits; need for achievement, innovativeness, proactive personality, generalized self-efficacy, stress tolerance, need for autonomy, internal locus of control, and risk taking. According to Knight, (2002) entrepreneurs risk losing their investments in contrast to managers and are therefore high in risk taking. Risk taking is an important trait because entrepreneurs are required to take decisions in an environment full of uncertainty. The need for

achievement requires individual entrepreneurs to choose tasks of moderate difficulty, accepts responsibility for results and seeks feedback on action outcomes.

McClelland, indicates that entrepreneurs' exhibit higher achievement motivation than managers. In order to perform well, entrepreneurs must be interested in what they are doing. Stevenson and Jarillo (1990) have suggested that entrepreneurial orientation has been recognized as one of the most important factors for a firm's growth and profitability. Research has shown that high growth correlates with a firm's entrepreneurial orientation. Hence, growth can be associated with innovativeness.

2.6 Access to Market and Performance of Youth Enterprise Projects

The YEDF endeavors to support youth enterprises to market their products locally and abroad, and to form linkages with large enterprises. The Fund has been organizing youth trade fairs at county and national levels. Youth who exhibit unique products at the national level are sponsored to exhibit outside the country, thus linking them to the export market. Chigunta (2002) has suggested one of the key problems facing youth run enterprises is related to limited prospects for value addition especially for those in poor countries concentrated in low value local markets. The youth also lack access to information on product and input markets. Promoting the viability of youth run enterprises according to the source cited above requires facilitating the access of youth to information on product, input markets and linking them to global value chains (Chigunta, 2002).

Chigunta (2002) continues to say that mechanisms need to be put down to encourage young entrepreneurs to explore existing global initiatives aimed at promoting trade between Developing countries and Less Developed countries. The African Growth and Opportunity Act (AGOA) is a perfect example of global trade initiatives which should be exploited to help potential youth entrepreneurs and existing youth enterprises access International markets. According to (Jajah, 2009) market research is vital to any business, but in Ghana the cost of research in terms of money and time is huge. Market research is necessary before and after establishing the enterprises in order to come up with better competitive and cost cutting strategies. There are virtually no available statistics in Ghana to help aspiring entrepreneurs cut costs

The Kenyan government has committed to support youth run enterprises through deliberate policy of buying their goods/services. Through this initiative the government has planned to acquire at least 10% of its procurement needs from youth enterprises (YEDF status report, 2011). This volume of goods procured by government from youth run enterprises is still small judging by the high level of competition in the market. According to the YEDF status report (2014) the Youth Fund has so far supported only 2,500 youth enterprises to market their products through trade fairs and another 42 youth enterprises supported to exhibit in international fairs like Egypt, Tanzania and Burundi. The 1994 World Development Report, which takes infrastructure for development as its theme, states that infrastructure (transport, power and communications) investment is not sufficient on its own to generate sustainable increases in economic growth. The World Bank, cites a number of studies that note a positive correlation between the level of investment (or capital stock) in infrastructure on the one hand and growth on the other.

To cushion the youth against this commercial infrastructures has and will continue to establish partnerships with public and private sector land owners and enter into agreement that lead to establishment of legally recognized, standard and safe business structures .To this end the council has signed memorandum of understanding (MOU) with various local authorities and private partners. These partners have also being lobbied to mainstream youth entrepreneurs in their existing market infrastructure.

A study conducted by Rori et al. (2006) revealed that entrepreneurs find it a challenge to access decent working space due to the cost involved. This explains why many hawkers in Kenya's urban areas are young people. The young entrepreneurs need a business environment where they can easily start-up their business. The report further reveals that not everyone has access to resources that can fund a new business effort until it becomes profitable. Youth survive on a multitude of activities for example; in urban areas lorry parks attract many young men seeking casual labor opportunities, carrying loads, finding passengers for buses, as well as skilled trades such as drivers, mechanics and barbers.

Amenya et al. (2010) stated youth predominantly work as shopkeepers, street retailers and hairdressers. Many children work as street retailers outside school hours. Such market areas attract migrant youth; many sleep in nearby kiosks and bases. The study further revealed that majority of

these youth does not know about local institutions and thus are unlikely to directly benefit from local development Programs. Lack of an employment avenue/opportunity, trading premise, work site and trading facilities to the youth entrepreneurs hinders progression.

2.7 Theoretical Framework

This study was based on to three theories, namely Responsive-Evaluation Constructivist Theory, outcomes theory and Systems Theory

2.7.1 Responsive-Constructivist Evaluation Theory

Responsive-Constructivist Evaluation theory also called the 4th generation evaluation theory was developed by Guba and Lincoln in 1989 as an interpretive methodology useful for conducting impact evaluations. This theory is an adaptation of responsive evaluation approach that was first introduced by Robert Stake in 1975. The process of responsive evaluation is based on negotiation and attempting to be responsive to various concerns and issues voiced by stakeholders in their own terms. This theory brings subjectivity and pluralism into project value construction and helps program evaluators own perceptions during evaluation processes (Pollack, 2007).

This theory underpins this study by representing a monumental shift in evaluation practice as conceptualized. The theory again points out inherent problems faced by the previous generation of evaluators such as politics, ethical dilemma, imperfections and gaps, inconclusive deductions and therefore lays the blame for failure and non-utilization of evaluation findings at the feet of the unquestioned reliance on positivist paradigms (Shenhar and Dvir, 2007). It is on this basis that this research grounds this study on a sophisticated dimension that moves beyond simplistic evaluation approaches to include myriad human, political, social and contextual elements. This theory fundamentally recognizes evaluation feedback and the provision of multiple reports in appropriate forms and languages as crucial to stakeholders' needs (Chris, 2011).

The theory recognizes that evaluation reconstructs multiple socially-constructed realities and exemplifies that evaluation is influenced by value systems, what to evaluate and selection of evaluation models to be used as well as evaluation methodology (Shenhar and Dvir, 2007). This theory therefore focuses on making a distinction between the desired and the actual outcomes and in requiring stakeholders to model their desired outcomes before they decide on forms of

intervention to be used to achieve outcomes (Funnel and Rodgers, 2011).

2.7.2 Systems Theory

The proponent of Systems Theory is Ludwig von Bertalanffy who invented it in 1956. The theory emphasizes the way in which organized systems respond in an adaptive way to cope with significant changes in their external environments so as to maintain their basic structures intact. (Boulding, 1998) asserts that the systems theory models of decision-making in human groups emphasize their interaction with "outside" actors and organizations and concentrate on identifying the particular elements in the environment of the group or organization that significantly affect the outcomes of its decision-making this argument is in consonance with Kenneth (2006), who amplified the general systems theory in the context of project performance. To understand what an organization did, one must try to find out what threat or opportunity it was responding to and how its pre-existing response mechanisms worked to do this (Ryan, 2009).

The advantage of Systems Theory is its potential to provide a trans-disciplinary framework for a simultaneously critical and normative exploration of the relationship between our perceptions and conceptions and the worlds they purport to represent (Curmings and Wholly, 2008). This argument was amplified by Kenneth (2006). Systems Theory does much to render the complex dynamics of human psychosocial change comprehensible hence making it more applicable to current development dynamics. Barzilai (2011) observed that phenomena in the natural setting do not come in neat disciplinary packages labeled scientific, humanistic and transcendental; instead they invariably involve complex combinations of fields, and the multifaceted situations to which they give rise and require a holistic approach for their solution. The theory provides can consequently be considered a field of inquiry rather than a collection of specific disciplines.

2.7.3 Outcomes Theory

Outcomes theory was developed by Paul Duignan in 2008 as a conceptual basis for thinking about, and working with outcome systems in project interventions (Duignan, 2009). An outcomes system is a system that identifies, prioritizes, measures, attributes or hold parties to account for results generated from any type of intervention. This theory grounds project delivery aspect of the study since desired interventions must lead to specific outcomes. Outcomes theory systems go under various names such as strategic plans, management by results, results chain and results-based

management systems (Williams and Hummelbrunner, 2009). This theory underpins this study by focusing on achieving outcomes in known accountability systems; evidence-based practice systems and best practices.

Outcomes envisaged from interactions between reform interventions and evaluation is expected to excite communities participating in project intervention. Outcomes theory therefore indicates a sub-set of interventions within which an intervention can operate and bring meaningful results (Shenhar, 2001). This theory links all interrelated facets desired in project delivery including organizational development, program evaluation, policy analysis, economics and social sciences (Duignan, 2009). These inter linkages lead to effectiveness in delivery of outcomes. Continuous application of this theory means that it is hard for those building outcomes systems to gain quick access to generic principles without orienting their functions to existing outcome systems and principles.

Outcomes theory therefore intends to improve outcomes of system architecture, which is, related systems that deal in one way or another with outcomes, by providing a clear common technical language, thus helping stakeholders in project interventions avoid duplication and identify gaps to be filled by those interventions (Duignan, 2009). Outcomes theory specifies the structural features and principles of well-constructed systems. This helps stakeholders without significant background in outcomes thinking to construct sound and sustainable outcomes (Duignan, 2009. Within outcomes theory exist models that could be useful in predicting results of project interventions hence help stakeholders prepare for eventualities associated with those interventions. This theory therefore has indicators that proof that an intervention has created a meaningful impact to stakeholders.

2.8 Conceptual Framework

The interrelationships between study variables are conceptualized as shown on Figure 2.1. Conceptual Framework

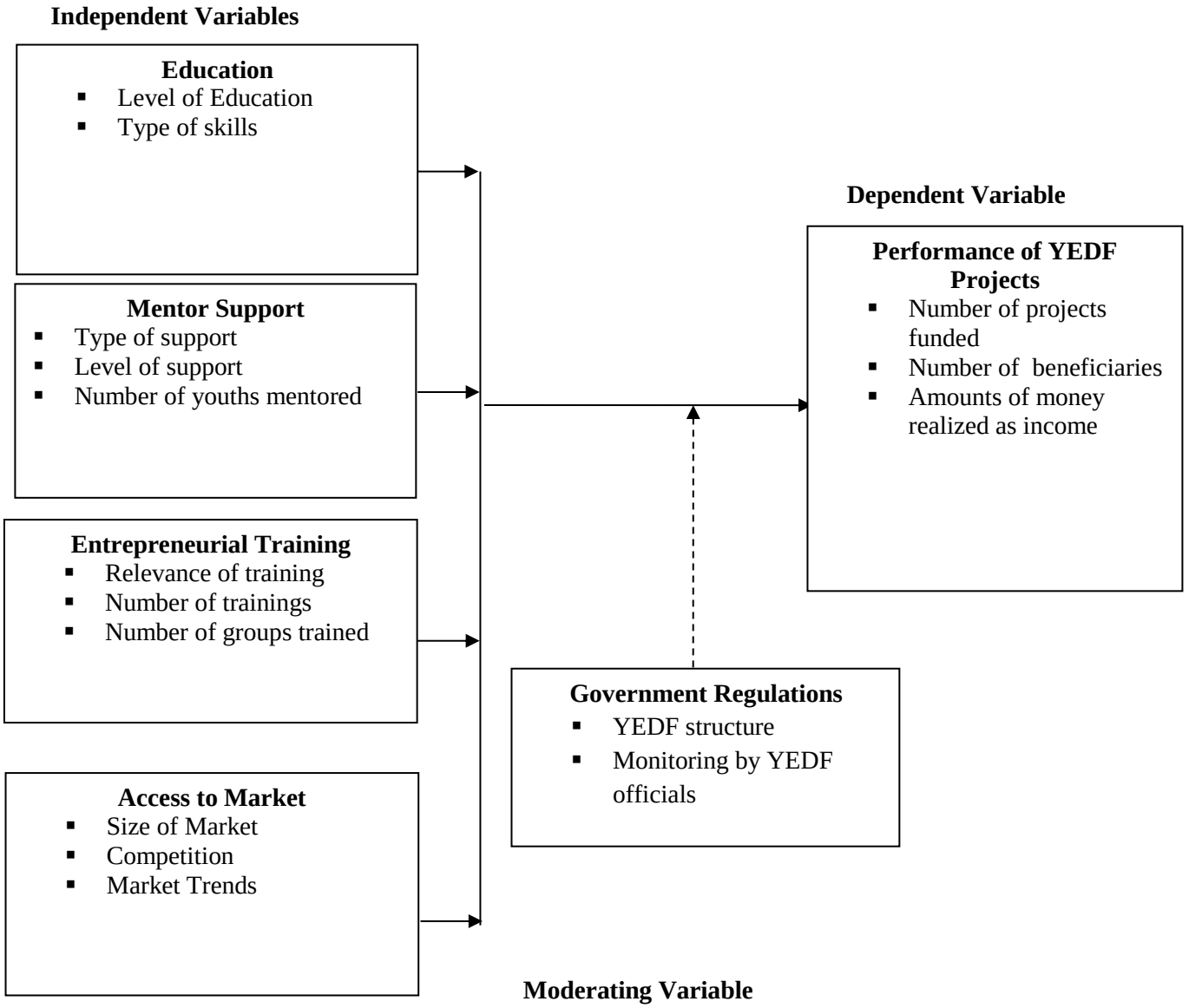

Figure 2.1 Conceptual Framework

2.8.1 Conceptualization of Variables

The conceptual framework shows that four independent variables influence socio-economic factors on the performance of youth enterprise development fund projects. These variables included education, Mentor support, entrepreneurial training and access to market. The indicators used for Education include Level of Education, Type of Skills on the performance of YEDF. The Indicators for Mentor Support included Type of Support, level of support and number of youths mentored visa ve affecting the Performance of YEDF. Entrepreneurial training all plays a key role on the performance of YEDF projects and the indicators to be used to measure this is the relevance of training, number of trainings and number of groups trained. Access to markets plays a big role on where the produce or services are offered to the people and the indicators used to measure this include the size of the market, competition within the given area, market trends at given periods of time and requirements of the market.

The moderating variable was Government Regulations which had been put in place such as the YEDF structures and how officials monitor the same. This was against the dependent variables which were measured against the number of projects funded, the number of beneficiaries from YEDF and the amount of money realized as income.

This conceptual model also indicates that a critical relationship between market support infrastructure and performance of youth enterprise fund project is possible. Its influence has not been accorded sufficient attention in most of empirical literature examined. It was therefore imperative to examine this relationship. Finally, a review of empirical literature on performance of youth enterprise fund projects clearly illustrates that combined influence of levels of formal education and entrepreneurial skills training were critical. There was a need therefore to verify the extent of this relationship.

2.9 Summary of the Literature Reviewed

Literature review comprised the theoretical framework, empirical review and conceptual framework. This was critical since this study was based on project performance and the theories affecting project performance. This study was therefore based on systems theory which addressed project performance dynamics. A critical examination of literature on project performance vis-à-vis levels of education, mentor support, entrepreneurship training and access to markets was accorded sufficient attention in

the empirical literature examined. Literature on their subsequent relationships and associations has also not been given much attention.

A review of empirical literature on project performance clearly illustrated that cognitive influence of levels of education, structure and resources are seriously wanting. Few studies have shown that such a relationship could be a better way of explaining project performances especially by youth funded initiatives. The exact extent of their influence on project performance and their subsequent interplay has been examined and their exact influence is unequivocally explained in this study.

Interrelationships of variables and indicators constituting those variables were undertaken in great detail through a conceptual framework. The researcher examined the literary works and empirical literature by four prominent scholars on each variable. The scholars studied were the ones who have extensively published on the study variables.

2.10 Knowledge Gap

The gap in knowledge identified after reviewing empirical and theoretical literature is as shown in

Table 2.1 Knowledge Gaps

Author	Focus of the Study	Methodology	Findings	Knowledge Gap	Focus of the Current Study
Education					
Dest, (2005)	Influence of Levels of education on work processes	Descriptive survey with stratified sampling. Data analyzed parametrically	Found significant relationship between educational levels and project performance	Need for further research to elaborate findings using other educational models	Education and performance and project performance
Gallaway (2005)	Influence of Levels of education on work processes	Comparative analysis using 200 self-administered questionnaires	Did not show any relationships. A funding gap clearly shown	Methodology used was deficient and basically comparative	Study focuses on expanding the educational architecture
Mentor Support					
Schoof, (2006)	Mentor support and performance of enterprise related projects	Raw data collected and analyzed parametrically using 254 respondents	Study showed a huge mentor support related gap in sub-Saharan Countries	There is need to domesticate these findings in Kenyan context	Study focuses on mentor support and project performance
Chigunta, (2001)	Social capital and performance of producer organizations	Empirical survey using mixed methods research design	Mentor support is crucial in enterprise growth	There is need to verify these findings using other MFI's	Study examines the influence of mentor support on youth enterprises

Author	Focus of the Study	Methodology	Findings	Knowledge Gap	Focus of the Current Study
Entrepreneurial Training					
Omollo, (2010)	of awareness and use of ICT-based information services for smallholder farmers in Kenya	Used regression techniques on data in 3 Counties of Kenya using 3-stage sampling procedure on 379 respondents	Training was crucial for productivity. A lagrangean expression was formulated	There is need to extend these findings to modern enterprise related tools and modules	The study seeks to exemplify the exact relationship between training and project performanc e
Rasmussen (2006)	Relationships between entrepreneurship training and youth enterprises	Primary data collected using multiple research instruments on 356 respondents	Youths were in a critical need for information	There is need to examine these findings on other fields as well	The study seeks to demonstrate the impact of modern training tools on youth projects
Market Access					
Amenya, (2010)	Marketing technologies and their influence on small scale agriculture projects in Nigeria	Data collected using a self-administered questionnaire and interview schedule on 200 farmers	Various marketing tools had a demonstrated impact on growth of smallholder projects	There is need to extrapolate these findings on Kenyan smallholders	How reforms in the marketing sector enhanced project performanc e
Ngoze, (2009**)**	Awareness of marketing based projects among smallholder farmers in Northern Uganda	Exploratory research approach with a mixed mode methodology using 300farmers	Study undertaken on smallholder farmers in Northern part of Uganda. Did not show relationships	There is need to amplify these study with a focus on youth projects in Kenya	Marketing systems and project performanc e

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods used to provide answers to the research questions. It focused on research design, target population, sampling procedure, data collection methods, validity, reliability, methods of data analysis, operational definition of variables and ethical issues.

3.2 Research Design

This study employed a descriptive survey design. This particular design is ideal since the research entailed collecting and comparing data from the phenomena at the same time of study. Mugenda (2003) argued that descriptive survey designs are appropriate where the overall objective is to establish whether significant associations among variables exist at some point in time.

This design was thought to be ideal since it seeked to describe the characteristics of certain groups, estimate the proportion with certain characteristics and make predictions. This specific design was chosen because of its ability to ensure minimization of bias and maximization of the reliability of evidence so collected. This design was also ideal since the empirical inquiry in the research involved that in which the researcher does not have direct control over the independent variables because their manifestation already occurred or, they are inherently not manipulatable. This study involved collection of qualitative data for explaining themes of behaviour discerned about project performance.

3.3 Target Population

The target population in this research consisted of 36 youth entrepreneurs groups between (18-35) years of age from Yatta constituency in Machakos County, engaged in various business activities which are operating within the county. The groups had an average number of about 10 youths in it that made the total population 360 youths. The study focused on small enterprises owned and operated by youth entrepreneurs involved in the provision of various goods and services.

3.4 Sampling Procedure

The sample indicated the total number of respondents selected from the target population. Sampling was done because it was not plausible to obtain information from the whole universe to accurately accomplish study objectives. The determination of sample was important to the researcher since it

was useful to bringing out credible representation of the population. The researcher used the Krejcie and Morgan original table for cross validation. Accordingly, from this table the sample size for 360 young people, 186 youths were selected for this study. This was an appropriate sample size for the study at 0.05 confidence interval.

This study adopted stratified random sampling. Stratified random sampling allowed each group to accord equal chance to members in each stratum been selected. Stratified random sampling worked well for this study since the population under study comprised of groups with a variety of attributes. Stratified random sampling was undertaken in each stratum to improve representativeness, reduce sampling error and provide reliable results at the lowest possible time and cost implications (Kothari, 2004). In statistical surveys, whenever populations vary; it is advantageous to sample each stratum independently so as to capture population characteristics.

The goal of stratified random sampling was to select a sample in such a way that the youth groups would have an equal chance of being selected in the same proportion that they exist in the population.

3.4.1 Sample Size

Sample size determination for projects to be studied followed procedure determined by Krejcie and Morgan (1970). As indicated in the table, a population of 360 individuals corresponds to a sample size of 186. Therefore 186 individuals were sampled.

Table 3.1: Sampling Frame

The sampling frame was determined using proportions as depicted in the table below**:**

Project Sector	**Target Population** (N)	**Sample Size** (n)
Ikombe	50	26
Kakumini	40	21
Katangi	25	13
Katulani	55	28
Kinyaata	30	16
Kithendu	45	23
Kithimani	35	18
Mavoloni	35	18
Ndalani	45	23
Total	**360**	**186**

3.5 Research Instruments

This study utilized a questionnaire as the primary tool for data collection. This was due to its advantage of allowing the researcher to get firsthand information from the correspondents. The questionnaire contained both structured and unstructured questions meaning it had both open-ended and close-ended questions with 5 sections. The questions were systematic and pre-determined and presented with exactly the same wording and in the same order to all respondents. Section A captured questions on the demographic characteristics of respondents, Section B entailed questions on education, Section C captured questions on mentor support, Section D had questions on entrepreneurial training and performance of Youth enterprise development fund projects while Section E had questions on access to markets and performance of Youth enterprise development fund projects. For closed-ended questions, a five-point Likert scale was used. The strongly agreed responses were scored at 5 for direct positive responses while those of strongly disagreed responses (Not at all) were scored at 1 for direct negative responses.

3.5.1 Pilot Testing of the Research Instrument

A pilot study on the questionnaire was carried out two weeks prior to the main study. Allan and Emma (2011) pointed out that research outcome quality is determined by instruments quality. Pilot testing entailed selecting 10 respondents and administering the questionnaire to them. Pilot testing helped point out any problems with test instructions, instances where items were not clear and helped the researcher format the questionnaire and remove any noted typographical errors and inconsistencies (Mugenda 2003). Once all issues with the test items were addressed, the questionnaire was ready for large-scale field testing.

The primary purpose of pilot-testing of the research instrument was to construct an initial picture of test validity and reliability, help elicit appropriate responses to the study and determine if questions in the questionnaire are relevant and appropriate. Pilot testing also helped check on the clarity and suitability of the wording. This is supported by Basavanthappa (2007). Information from the pilot study was then cross-checked to establish deficiencies. Corrections and modifications were accordingly undertaken to correct any anomalies noted on the instrument before it was administered.

3.5.2 Validity of the Research Instrument

Validity helped the researcher to be sure that questionnaire items measure the desired constructs. Donald and Delno (2006) define instrument's validity as the appropriateness, meaningfulness and

usefulness of inferences a researcher makes based on data collected. Mugenda (2003) agrees with this assertion that validity has to do with how accurately the data obtained in the study represents the variables.

There are three types of validity that are of interest to researchers: content related, criterion related and construct validity (Donald and Delno, 2006). This study employed both content and construct validity. Content related validity method was ideal for this study since it was consistent with the objectives of the study. Construct validity was appropriate to the research paradigm since it seeked to unearth the finer details in project performance through construction of new knowledge paradigms and approaches. This assertion is in consonance with Kothari (2002) who argue that constructs are abstractions that are deliberately created by researchers in order to conceptualize the latent variable, which is the cause of scores on a given measure.

3.5.3 Reliability of the Research Instrument

Donald and Delno (2006) define reliability of the research instrument as the consistence of scores obtained and that it has two aspects; stability and equivalence. Reliability is said to be achieved if an instrument gives consistent results with repeated measurements of the same object.

To measure the reliability coefficient of the research instrument, Cronbach's Alpha reliability coefficient was obtained for all the variables in the study. Cronbach's alpha coefficient is like probability and therefore ranges between zero and one. A coefficient of zero implies that the instrument has no internal consistency while that of one implies a complete internal consistence. Donald and Delno (2006), indicates that a reliable research instrument should have a composite Cronbach Alpha Reliability coefficient of at least 0.7 for all items under study. If the composite reliability coefficient is less than 0.7, then the instrument had to be revised before administration.

Cronbach's α can be defined as

$$\alpha = \frac{K\bar{c}}{(\bar{v} + (K-1)\bar{c})}$$

Where K is as above, $\bar{v}$ the average variance of each component (item), and $\bar{c}$ the average of all covariance's between the components across the current sample of persons (that is, without including the variances of each component).

The *standardized Cronbach's alpha* can be defined as

$$\alpha_{\text{standardized}} = \frac{K\bar{r}}{(1+(K-1)\bar{r})}$$

Where K is as above and $\bar{r}$ the mean of the $K(K-1)/2$ non-redundant correlation coefficients (That is the mean of an upper triangular, or lower triangular, correlation matrix).

3.6 Data Collection Procedures

After securing a permit from the National Council for Science and Technology to enable collection of data, the researcher identified two research assistants who were trained on the research instrument. The research assistants and the researcher then administered the questionnaires. The study usee primary data. Primary data refers to that which was originally collected for the first time for the purposes of this study. The use of primary data is supported by (Saunders et al, 2007). The type of data collected was informed by the objectives of the study as supported by Teddlie (2010). After successfully defending the research proposal, the researcher seeked to obtain a research permit from NACOSTI. All the enlisted respondents were enlisted by obtaining their email addresses or telephone contacts. The researcher undertook data collection using three fronts. In the first instance, the researcher and his team physically visited the project sites and hand delivered questionnaires.

This approach accorded the researcher an opportunity to meet the respondents. The second approach entailed telephone conversations. Finally, the researcher also sent questionnaires to respondents via email and followed up on responses. In physical delivery approach questionnaires were hand delivered and collected later after an agreed period of time. The entire data collection exercise took 3 weeks. After the data was collected, checking for errors and inconsistencies was undertaken.

3.7 Methods of Data Analysis

Data analysis was done following the four phases normally used in research, these include: data clean up, reduction, differentiation and explanation. Data clean up involved editing, coding and tabulation in order to detect anomalies. The data from the field was first coded according to the themes researched on the research. The qualitative data was analyzed using descriptive statistics such as mean and standard deviation. Data was then keyed using (SPSS) version 20.0 with appropriate codes and variable specifications and counter-checked for possible erroneous entries. Data was then analyzed based on the themes of research objectives.

3.8 Operational Definition of Variables

Operational definition of independent, dependent and moderating variables is as shown on table 3.2:

Table 3.2: Operationalization of Variables

Variable	Indicators	Measurement Scale	Analysis Tool
Independent Variables			
Education and performance of Youth enterprise development fund projects	▪ Level of Education ▪ Type of Skills	Interval Nominal	Mean Standard Deviation
Mentor support and performance of Youth enterprise development fund projects	▪ Number of youths mentored ▪ Type of support ▪ Level of support	Ordinal Nominal Interval	Mean Standard Deviation
Entrepreneurial training and performance of Youth enterprise development fund projects	▪ Relevance of training ▪ Number of training ▪ Number of groups trained	Nominal Ordinal Ordinal	Mean Standard Deviation
Access to Markets and performance of Youth enterprise development fund projects	▪ Size of Market ▪ Competition ▪ Market Trends ▪ Requirements of the Market	Ordinal Nominal Ratio Nominal	Mean Standard Deviation
Dependent Variable	▪ Number of projects funded ▪ Number of beneficiaries ▪ Amounts of money realized as income	Ordinal	Mean Standard Deviation
Performance of YEDF Projects			

3.9 Ethical Issues

In this study, ethical considerations were made on the basis of the basic concepts and aspects identified as important components of social considerations in social science research (Oliver, 2008)

The researcher obtained a research permit from the relevant statutory bodies. Secondly, the researcher wrote a letter of transmittal for data collection instruments so as to inform respondents in the research process that the research was purely for academic purposes only. The respondents were further assured that information gathered through this study was to be treated with utmost confidentiality. The researcher accordingly upholds high ethical standards.

Respondents were further requested not to indicate their names anywhere on the questionnaire and were also implored to provide the requested information truthfully and honestly. Finally, the findings from this study are to be communicated to concerned parties including interested stakeholders upon request.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The main objective of the study was to establish the influence of socio-economic factors on performance of Youth Enterprise Development Fund projects in Yatta Constituency of Machakos County. Qualitative data was analyzed through quantitative analysis. Tables were used to present the data. The questionnaires were dropped and later picked at a later date to allow the respondents to feel the questionnaires at their own time. Once the respondents answered the questionnaire, data was then coded and analyzed using SPSS.

4.1.1 Response Rate

The study targeted 186 youth entrepreneurs involved in the provision of various goods and services in collecting data with regard to influence of socio-economic factors on performance of Youth Enterprise Development Fund projects in Yatta Constituency. From the study, 140 respondents out of the 186 sample respondents filled-in and returned the questionnaires making a response rate of 75.2%. This response rate was achieved after the researcher made personal calls and physical visits to remind the respondent to fill-in and return the questionnaires. According to Babbie (1990), a response rate above 70% is satisfactory for statistical conclusions.

4.1.2 Reliability analysis

Table 4.1: Reliability Analysis for the variables

Scale	Cronbach Alpha	Item
Levels of education	0.923	6
Mentor support	0.786	8
Entrepreneurship training	0.793	9
Access to markets	0.706	9
Average (All Scales)	**0.787**	**27**

Reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency of scores. The Alpha measures internal consistency by establishing if certain items measure the same construct. Gliem (2003) established the Alpha value threshold at 0.7 which the study

benchmarked against. Cronbach Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. Table 4.1 shows that all the scales were significant, having an Alpha above the prescribed threshold of 0.6. levels of education had an Alpha of 0.923, mentor support had an Alpha of 0.786, entrepreneurship training had an Alpha of 0.793, and access to markets had an Alpha of 0.706. When all scales were combined, the Cronbach's Alpha coefficient, $\alpha > 0.7$ for all research items.

4.2 Demographic information

This is the information describing the characteristic of the respondents. The study sought to find out the age of the respondents.

Table 4.2: Age of the respondents

	Frequency	Percentage
Below 20 years	17	12
20-25 years	25	18
26-30 years	70	50
31-35 years	28	20
Total	**140**	**100**

According to the findings, 50% of the respondents were aged 26-30 years, 20% were aged 31-35 years, 18% were aged 20-25 years and 12% were aged below 20 years. The period the respondents had worked for the Youth Enterprise Development Fund projects in Yatta Constituency was important to the study to show fair distribution of respondents in respect to age.

Table 4.3: Period the respondents had worked at the project

	Frequency	Percentage
1 to 2 years	17	12
3-5 years	36	26
Above 5 years	87	62
Total	**140**	**100**

The findings illustrated that 62% of the respondents had worked for above 5 years, 26% had worked for 3-5 years and 12% had worked for 1 to 2 years. This implies that the respondents had the right information about project since 88% had worked there for more than 3 years making the data reliable.

The study sought to find out the respondents' level of formal education.

Table 4.4: Respondents' level of formal education

	Frequency	Percentage
Secondary level	53	38
Certificate level	56	40
Diploma level	31	22
Total	**140**	**100**

According to the findings, 38% of the respondents had reached secondary level of education, 40% of the respondents had reached Certificate level of education and 22% of the respondents had reached Diploma level of education. Having 62% of respondents above certificate level of education indicates the respondents were literate.

4.3 Education

The study sought to find out the extent education influenced the performance of YEDF projects.

Table 4.5: Extent education influenced the performance of YEDF projects

	Factor	Mean	Stdev
4.3 (a)	Level of Education influencing the number of projects funded	4.3	0.1
4.3 (b)	Level of Education influencing Number of beneficiaries	3.8	0.3
4.3 (c)	Level of Education influencing amounts of money realized as income	3.7	0.2
4.4 (d)	Type of skills influencing the number of projects funded	4.2	0.1
4.4 (e)	Type of skills influencing the number of beneficiaries	4.4	0.1
4.4 (f)	Type of skills influencing the amounts of money realized as income	3.5	0.2
	Overall mean 4.0 **Overall Standard deviation 0.2**	**4.0**	**0.2**

In item 4.3 (a), respondents were asked to indicate whether the level of education influences the number of projects funded. With a mean of 4.3, respondents strongly agreed that the level of education influences the number of projects funded under YEDF project. In item 4.3 (b), respondents were asked to indicate whether the level of education influences the number of beneficiaries. With a mean of 3.8, respondents agreed that the level of education influences the number of beneficiaries on the YEDF project. In item 4.3 (c), respondents were asked whether the level of education influences the amounts of money realized as income. With a mean of 3.7, respondents strongly agreed that the level of education influences amounts of money realized as income on the YEDF project.

In item 4.3 (d), respondents were asked whether the type of skills influences the number of projects funded. With a mean of 4.2, respondents strongly agreed that the type of skills influences the number of projects funded on the YEDF project. In item 4.3 (e), respondents were asked to indicate whether the type of skills influences the number of beneficiaries. With a mean of 4.4, respondents strongly agreed that the type of skills influences the number of beneficiaries on the YEDF. In item 4.3 (f), respondents were asked to indicate whether the type of skills influences the amounts of money realized as income. With a mean of 3.5 respondents agree that the type of skills influence the amounts of money realized as income on the YEDF project.

With a composite mean of 4.0 on the level of education, respondents agree that the level of education influences the number of projects funded. A standard deviation of 0.2 indicates that responses clustered around arithmetic averages within significant dispersion from the composite mean.

4.4 Mentor Support

It was important for the study to find out the extent mentor support influenced the performance of YEDF projects.

Table 4.6: Extent mentor support influenced performance of YEDF projects

Factor	Mean	Stdev

4.4 (a)	Type of support influencing the number of projects funded	4.2	0.1
4.4 (b)	Type of support influencing the number of beneficiaries	4.0	0.3
4.4 (c)	Type of support influencing the amounts of money realized as income	3.7	0.2
4.4 (d)	Level of support influencing the number of projects funded	3.8	0.1
4.4 (e)	Level of support influencing the number of beneficiaries	3.9	0.1
4.4 (f)	Level of Support influencing the amounts of money realized as income	4.6	0.1
4.4 (g)	Number of youths mentored influencing the number of projects funded	3.4	0.3
4.4 (h)	Number of youths mentored influencing the amounts of money realized as income	3.2	0.7
	Overall mean 3.9		
	Overall Standard deviation 0.2		

In item 4.4 (a), respondents were asked whether the type of support influences the number of projects funded. With a mean of 4.2, respondents strongly agreed that the type of support influences the number of projects funded on the YEDF. In item 4.4 (b), respondents were asked whether the type of support influences the number of beneficiaries. With a mean of 4.0, respondents agree that the type of support influences the number of beneficiaries on the YEDF project. In item 4.4 (c), respondents were asked whether the type of support influences the amounts of money realized as income. With a mean of 3.7, respondents agree that the type of support influences the amounts of money realized as income on the YEDF project. In item 4.4 (d), respondents were asked whether the level of support influences the number of projects funded. With a mean of 3.8, respondents agreed that the level of support influences the number of projects funded on the YEDF. In item 4.4 (e), respondents were asked whether the level of support influences the number of beneficiaries. With a mean of 3.9, respondents agree that the level of support influences the number of beneficiaries on the YEDF project.

In item 4.4 (f), respondents were asked whether the level of support influences the amounts of money realized as income. With a mean of 4.6, respondents strongly agree that the level of support influences the amounts of money realized as income on the YEDF project. In item 4.4 (g), respondents were asked whether the number of youths mentored influences the number of projects funded. With a mean of 3.4, respondents agree that the number of youths mentored influences the number of projects funded on the YEDF project. In item 4.4 (h), respondents were asked whether the number of youths mentored influences the amounts of money realized as income. With a mean of 3.2, respondents were neutral that the number of youths mentored influences the amounts of money realized as income on the YEDF project.

With a composite mean of 3.9, this indicates that mentor support influences the amounts of money realized as income. A standard deviation of 0.2 indicates that responses clustered around arithmetic averages within significant dispersion from the composite mean.

4.5 Entrepreneurship Training

The study sought to find out the **e**xtent entrepreneurship training influenced the following factors.

Table 4.7: Extent entrepreneurship training influenced the performance of YEDF projects

	Factor	Mean	Stdev
4.5 (a)	Does the relevance of training influence the number of projects funded	4.6	0.5
4.5 (b)	Does the relevance of training influence the number of beneficiaries	4.2	0.6
4.5 (c)	Does the relevance of training influence the amounts of money realized as income	4.1	0.3
4.5 (d)	Does the number of training influence the number of projects funded	3.8	0.2
4.5 (e)	Does the number of trainings influence the number of beneficiaries	3.4	0.1
4.5 (f)	Does the number of trainings influence the amounts of money realized as income	3.1	0.8

4.5 (g)	Does the number of groups trained influence the number of projects funded	3.5	0.9
4.5 (h)	Does the number of groups trained influence the number of beneficiaries	4.3	0.3
4.5 (i)	Does the number of groups trained influence the amounts of money realized as income	4.0	0.4
	Overall mean 3.9		
	Overall Standard deviation 0.5		

In item 4.5 (a), respondents were asked whether the relevance of training influences the number of projects funded. With a mean of 4.6, respondents strongly agree that the relevance of training influences the number of projects funded on the YEDF. In item 4.5 (b), respondents were asked whether the relevance of training influences the number of beneficiaries. With a mean of 4.2, respondents strongly agree that the relevance of training influences the number of beneficiaries on the YEDF project. In item 4.5 (c), the respondents were asked whether the relevance of training influences the amounts of money realized as income. With a mean of 4.1, the respondents agree that the relevance of training influence the amounts of money realized as income on the YEDF project. In item 4.5 (d), the respondents were asked whether the number of training influences the number of projects funded. With a mean of 3.8, respondents agree that number of training influences the number of projects funded on the YEDF.

In item 4.5 (e), the respondents were asked whether the number of trainings influence the number beneficiaries. With a mean of 3.4, respondents agree that the number of trainings influence the number of beneficiaries on the YEDF project. In item 4.5 (f), the respondents were asked whether the number trainings influence the amounts of money realized as income. With a mean of 3.1, the respondents were neutral that the number of trainings influence the amounts of money realized on the YEDF project. In item 4.5 (g), the respondents were asked whether the number of groups trained influence the number of projects funded. With a mean of 3.5 respondents agree that the number of groups trained influence the number of projects funded on the YEDF. In item 4.5 (h), the respondents were asked whether the number of groups trained influences the number of beneficiaries. With a mean of 4.3, respondents strongly agreed that the number of groups trained influences the number of beneficiaries. In item 4.5 (i), the respondents were asked whether the number of groups trained influences the

amounts of money realized as income. With a mean of 4.0, respondents agree that the number of groups trained influences the amounts of money realized as income.

With a composite mean of 3.9 respondents agreed that entrepreneurship training affects the amounts of money realized. A standard deviation of 0.5 indicates that responses clustered around arithmetic averages within significant dispersion from the composite mean.

4.6 Access to Markets

The respondents were requested to indicate the extent market access influences the performance of YEDF projects

Table 4.8: Extent market access influenced performance of YEDF projects

	Factor	Mean	Stdev
4.6 (a)	Does the size of the market influence the number of projects funded	4.4	0.5
4.6 (b)	Does the size of the market influence the number of beneficiaries	3.8	0.6
4.6 (c)	Does the size of the market influence the amounts of money realized as income	3.6	0.3
4.6 (d)	Does competition influence the number of projects funded	3.1	0.2
4.6 (e)	Does competition influence the number of beneficiaries	4.3	0.1
4.6 (f)	Does competition influence the amount of money realized as income	3.7	0.8
4.6 (g)	Do market trends influence the number of projects funded	3.2	0.9
4.6 (h)	Do market trends influence the number of beneficiaries	3.0	0.3
4.6 (i)	Do market trends influence the amount of money realized as income	3.9	0.4
	Overall mean 3.7		
	Overall Standard deviation 0.5		

In item 4.6 (a), respondents were asked whether the size of the market influences the number of projects funded. With a mean of 4.4, respondents strongly agree that the size of the market influences the number of projects funded on the YEDF. In item 4.6 (b), respondents were asked whether the size of the market influences the number of beneficiaries. With a mean of 3.8 respondents agree that the size of the market influences the number of beneficiaries on the YEDF project. In item 4.6 (c), the respondents were asked whether the size of the market influence the amounts of money realized as income. With a mean of 3.6, respondents agree that the size of the market influences the amounts of money realized as income on the YEDF project. In item 4.6 (d), the respondents were asked if competition influences the number of projects funded. With a mean of 3.1, respondents were neutral that competition influences the number of projects funded on the YEDF.

In item 4.6 (e), the respondents were asked whether competition influences the number of beneficiaries. With a mean of 4.3, respondents strongly agree that competition influences the number of beneficiaries on the YEDF project. In item 4.6 (f), respondents were asked whether competition influences the amount of money realized as income. With a mean of 3.7, respondents agree that competition influences the amount of money realized as income on the YEDF project. In item 4.6 (g), respondents were asked whether market trends influences the number of projects funded. With a mean of 3.2, respondents were neutral that market trends influences the number of projects funded on the YEDF. In item 4.6 (h), respondents were asked whether market trends influence the number of beneficiaries. With a mean of 3.0, respondents were neutral that market trends influence the number of beneficiaries on the YEDF project. In item 4.6 (i), respondents were asked whether market trends influence the amount of money realized as income. With a mean of 3.9, respondents agree that market trends influence the amount of money realized as income on the YEDF project.

With a composite mean of 3.7, respondents agree that market access affects the number of projects funded. With a Standard deviation composite mean of 0.5 this agrees that market access affects the amounts of money realized as income.

4.7 Performance of YEDF

The study sought to find out the extent that sustainability measures were true

Table 4.9: Extent that sustainability measures were true

	Factor	Mean	Stdev
4.7 (a)	The project has adequate funding	3.7	0.1
4.7 (b)	The project has sustainable sources of funding	3.6	0.2
4.7 (c)	The number and variety of services provided is high	3.2	0.9
4.7 (d)	The project adheres to all operational standards	3.1	0.7
4.7 (e)	The project has multiple networks to other projects	2.8	0.1
4.7 (f)	The project networks are fruitful	3.4	0.3
4.7 (g)	The project has kept on expanding its coverage	3.1	0.2
4.7 (h)	The project has the facilities to meet the growing demand	3.5	0.4
4.7 (i)	The project has attracted and retained capable employee	3.3	0.8
4.7 (j)	The project services are on high demand	3.5	0.6
	Overall mean 3.3		
	Overall Standard deviation 0.4		

In item 4.7 (a), respondents were asked if the project has adequate funding. With a mean of 3.7 respondents agreed that the project has adequate funding. In item 4.7 (b), respondents were asked whether the project has sustainable sources of funding. With a mean of 3.6, respondents agree that the project has sustainable sources of funding. In item 4.7 (c), respondents were asked whether the number and variety of services provided is high. With a mean of 3.2, respondents were neutral on the number and variety of services provided as high. In item 4.7 (d), respondents were asked whether the projects adheres to all operational standards. With a mean of 3.1, respondents were neutral on the project adhering to all operational standards.

In item 4.7 (e), respondents were asked whether the project has multiple networks to other projects. With a mean of 2.8, respondents were neutral on the project having multiple networks to other projects. In item 4.7 (f), respondents were asked if the project network is fruitful. With a mean of 3.4, respondents were neutral on the project network being fruitful. In item 4.7 (g), respondents were asked whether the project had expanded its coverage. With a mean of 3.1 respondents were neutral on the projects expansion on its coverage. In item 4.7 (h), respondents were asked if the project facilities

meet the growing demand. With a mean of 3.5, respondents agreed that the project facilities met the growing demand. In item 4.7 (i), the respondents were asked if the project attracted and retained capable employee. With a mean of 3.3, respondents were neutral on the project attracting and retaining of capable employees. In item 4.7 (j), respondents were asked whether the project services are on high demand. With a mean of 3.5, respondents agreed that the project services were on high demand.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of key findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to establish the influence of socio-economic factors on performance of Youth Enterprise Development Fund projects in Yatta Constituency of Machakos County.

5.2 Summary of Findings

The purpose of the study was to investigate the influence of socio-economic factors on performance of Youth Enterprise Development Fund projects. The study intended to establish how levels of education, mentor support, entrepreneurship training and access to market influence the performance of Youth Enterprise Development projects in Yatta constituency.

Table 5.1: Summary of Findings

Research Objectives	**Key Findings**	
	$\bar{x}$	**σ**
Research Objective 1 To assess influence of Education on the performance of Youth Enterprise Development Fund Projects	4.0	0.2
Research Objective 2 To establish influence of mentor support on the performance of Youth Enterprise Development Fund Projects	3.9	0.2
Research Objective 3 To examine influence of entrepreneurship training on the performance of Youth Enterprise Development Fund Projects	3.9	0.5
Research Objective 4 To assess influence of access to market on the performance of Youth Enterprise Development Fund Projects	3.7	0.5
Overall mean 3.9		
Overall Standard deviation 0.3		

Research objective 1 in this study was to investigate the influence of education on the performance of the Youth Enterprise Development Fund Projects. With a mean of 4.0, indicates that respondents agreed that education influences the performance of Youth Enterprise Development Fund Projects. Research objective 2 in this study was to investigate the influence of mentor support on the performance of Youth Enterprise Development Fund Projects. With a mean of 3.9, indicates that respondents agreed that mentor support influences the performance of Youth Enterprise Development Fund Projects. Research objective 3 in this study was to investigate the influence of entrepreneurship training on the performance of Youth Enterprise Development Fund Projects. With a mean of 3.9, indicates that respondents agreed that entrepreneurship training influences the performance of Youth Enterprise Development Fund Projects. Research objective 4 in this study was to investigate the influence of access to markets on the performance of Youth Enterprise Development Fund Projects. With a mean of 3.9, indicates that respondents agreed that access to markets influences the performance of Youth Enterprise Development Fund Projects.

With a composite mean of 3.9, this study implies the socio economic factors identified in the study influences the performance of Youth Enterprise Development Funds Projects.

5.3 Discussions

Education influenced the performance of Youth Enterprise Development Funds projects. This is in line with Gallaway, et al. (2005) who stated that education is not only a means to foster youth entrepreneurship and self-employment but also equips young people with attitudes and skills to cope with uncertain employment paths of today's societies. Type of skills influenced the number of projects funded. Type of skills influenced the amounts of money realized as income. This was in agreement with Gallaway, et al. (2005) who said that the youth can no longer expect to find the traditional job-for-life careers but rather portfolio careers such as contract employment, freelancing and periods of self-employment.

Mentor support influenced the performance of Youth Enterprise Development Funds projects. This support is of great value as it helps young people overcome two of the major problems faced by young women and men as they enter business i.e. limited life experience and lack of networks and contacts (Kenyon and white 1996). Level of support influenced the number of beneficiaries. Number of youths mentored influenced the amounts of money realized as income. This was in agreement with Chambers

and Lake (2002) who stated that the mentor's role is that of supporting the young people by giving them technical advice when appropriate and also emotional support and encouragement.

Entrepreneurship training influenced the performance of Youth Enterprise Development Funds projects. The study concurs with Mullei (1999) who stated that implementation of YEDF-related training programs lead to higher firm performance in Youth SMEs. Relevance of training influenced the number of projects funded. Kenya was encouraged to develop a training capacity in entrepreneurship that could lead to the creation of an "enterprise culture" in the country (Amenya et al. 2010).

Access to market influenced the performance of Youth Enterprise Development Funds projects. Promoting the viability of youth run enterprises according to the source cited above requires facilitating the access of youth to information on product, input markets and linking them to global value chains (Chigunta, 2002). Market trends influenced the number of projects funded. According to the YEDF status report (2014) the Youth Fund has so far supported only 2,500 youth enterprises to market their products through trade fairs and another 42 youth enterprises supported to exhibit in international fairs like Egypt, Tanzania and Burundi.

5.4 Conclusions

Research objective 1 was to investigate the influence of education on Youth Enterprise Development Funds Projects. It was concluded that education influences the performance of Youth Enterprise Development Funds projects. In addition, research objective 2 was to investigate the influence of mentor support on Youth Enterprise Development Funds Project. It was concluded that mentor support influences the performance of Youth Enterprise Development Funds Projects. Further, research objective 3 was to investigate the influence of entrepreneur training on the performance of Youth Enterprise Development Funds Projects. It was concluded that entrepreneur training influences the performance of Youth Enterprise Development Funds projects. Finally, research objective 4 was to investigate the influence of access to markets on Youth Enterprise Development Funds Projects. It was concluded that access to markets influences the performance of Youth Enterprise Development Funds project.

5.5 Recommendations

Based on the findings and conclusions of this study the following recommendations were made:

1. It was found out that the size of market influences performance of Youth Enterprise Development Funds Project. It is therefore recommended that linkages need to be developed for the youth for the goods produced and the markets available.

2. It was found out that the type of support offered influences the performance of the Youth Enterprise Development Funds Project. It is therefore recommended that youth need an entrepreneurship mentorship programme during project implementation so as to enhance practical skills development towards the project been implemented.

3. It was found out that the type of skills influence the performance of the Youth Enterprise Development Funds Projects. It is therefore recommended that academic institutions should work together to enhance practical skills amongst the youths and have exchange programmes amongst various institutions.

5.6 Areas of further research

Based on the findings of this study the following areas of further research were made:

1. This study was undertaken in Yatta Constituency, Machakos County. A similar study should be carried out in other constituencies to find out whether the same results will be obtained.
2. Government regulations were used as moderating variables in this study thus not tested. Further research should be carried out to see how government regulations affect the performance of Youth Enterprise Development Funds Project.

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APPENDIX I

LETTER OF TRANSMITTAL OF DATA COLLECTION INSTRUMENTS

Edward Gaitho,

P.O Box 30197-00100

Nairobi,

21st October, 2015

Dear Respondent,

RE: REQUEST FOR INFORMATION

I am a Master of Arts in Project Planning and Management student at the University of Nairobi currently conducting a research study entitled as above. You have been selected as one of the respondents to assist in providing the requisite data and information for this undertaking. I kindly request you to spare a few minutes and answer the attached questionnaire. The information so obtained will be used for academic purposes only, will be treated with utmost confidentiality and will not be shared with anyone whatsoever. Do not write your name anywhere on the questionnaire.

I therefore beseech you to respond to all questions with utmost honesty.

Thanking you most sincerely for your support.

Yours Sincerely,

Edward Gaitho

0720-469776

APPENDIX II

QUESTIONNAIRE

This questionnaire is designed to gather research information regarding M&E integration on development projects in Kenya. The questionnaire has six sections. For each section, kindly respond to all items using a tick [ ] or filling in the blanks where appropriate.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1.1 Project information

1.2 Name of Project……..

1.3 Physical address of head office…….

1.4 Services offered (Specify service offered by ticking any of the following)

How long has the project been operating?

0-2 years	3-5 years	6-8 years	9-11 years	12-14 years	15 and above

1.2 Respondent's Particulars

a) Title/designation……..

b) How long have you worked for this project……....

0-2 years	3-5 years	6-8 years	9-11 years	12-14 years	15 and above

c) What is your level of formal education?

Secondary	Certificate	Diploma	Other- Specify ……

d) Specify your age bracket

Below 20	20-25	26-30	31-35

SECTION B: EDUCATION

2.1 To what extent does education influence the performance of YEDF projects?

Using the scale below kindly tick on the appropriate box at each factor

Use the scale where 1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree 5= Strongly Agree

	Factor	SD 1	D 2	N 3	A 4	SA 5
1	Level of Education influences the number of projects funded					
2	Level of Education influences Number of beneficiaries					
3	Level of Education influences amounts of money realized as income					
4	Type of skills influences the number of projects funded					
5	Type of skills influences the number of beneficiaries					
6	Type of skills influences the amounts of money realized as income					

SECTION C: MENTOR SUPPORT

3.1 To what extent does mentor support influence performance of YEDF projects?

Using the scale below kindly tick on the appropriate box at each factor

Use the scale where 1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree 5= Strongly Agree

	Factor	SD 1	D 2	N 3	A 4	SA 5
1	Type of support the number of projects funded					
2	Type of support the number of beneficiaries					
3	Type of support the amounts of money realized as income					
4	Level of support the number of projects funded					
5	Level of support the number of beneficiaries					
6	Level of Support the amounts of money realized as income					
7	Number of youths mentored influencing the number of projects funded					
8	Number of youths mentored influencing the amounts of money realized as income					

SECTION D: ENTERPRENEURSHIP TRAINING

4.1 To what extent does entrepreneurship training influence the performance of YEDF projects?

Using the scale below kindly tick on the appropriate box at each factor

Use the scale where 1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree 5= Strongly Agree

	Factor	SD 1	D 2	N 3	A 4	SA 5
1	Relevance of training influence the number of projects funded					
2	Relevance of training influence the number of beneficiaries					
3	Relevance of training influence the amounts of money realized as income					
4	Number of training influence the number of projects funded					
5	Number of trainings influence the number of beneficiaries					
6	Number of trainings influence the amounts of money realized as income					
7	Number of groups trained influence the number of projects funded					
8	Number of groups trained influence the number of beneficiaries					
9	Number of groups trained influence the amounts of money realized as income					

SECTION E: ACCESS TO MARKETS

5.1 Specify to what extent does market access influence the performance of YEDF projects?

Using the scale below kindly tick on the appropriate box at each factor

Use the scale where 1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree 5= Strongly Agree

	Factor	**SD 1**	**D 2**	**N 3**	**A 4**	**SA 5**
1	Size of the market influence the number of projects funded					
2	Size of the market influence the number of beneficiaries					
3	Size of the market influence the amounts of money realized as income					
4	Competition influence the number of projects funded					
5	Competition influence the number of beneficiaries					
6	Competition influence the amount of money realized as income					
7	Market trends influence the number of projects funded					
8	Market trends influence the number of beneficiaries					
9	Market trends influence the amount of money realized as income					

SECTION F: PERFOMANCE OF YEDF

7.1 Specify to what extent the following sustainability measures are true.

Using the scale below kindly tick on the appropriate box at each factor

Use the scale where 1= Strongly Disagree, 2= Disagree, 3= Neutral 4= Agree 5= Strongly Agree

	Factor	**SD 1**	**D 2**	**N 3**	**A 4**	**SA 5**
1	The project has adequate funding					
2	The project has sustainable sources of funding					
3	The number and variety of services provided is high					
4	The project adheres to all operational standards					
5	The project has multiple networks to other projects					
6	The project networks are fruitful					
7	The project has kept on expanding its coverage					
8	The project has the facilities to meet the growing demand					
9	The project has attracted and retained capable employee					
10	The project services are on high demand					

Thank you for your Participation

APPENDIX III

TABLE FOR DETERMINING SAMPLE SIZE FOR A GIVEN POPULATION

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*