

**INFLUENCE OF PROJECT PLANNING SKILLS ON IMPLEMENTATION OF  
ENTREPRENEURSHIP PROJECTS IN KENYA: A CASE OF JUAKALI SECTOR IN  
KENYA**

**BY**

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**2017**

## **DECLARATION**

### **STUDENT DECLARATION**

This Management research project is my original work and has not been presented for a degree in any university

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## **DEDICATION**

I dedicate this Project proposal to my dear family, my Mum and late father.

## **ACKNOWLEDGEMENT**

I wish to acknowledge the efforts of my supervisors Dr. John Mbugua who took time to guide me through the writing of this research proposal. Secondly I wish to thank the University of Nairobi for their academic training. I wish to thank all the lecturers who taught me during my first year of studies. Finally, I wish to convey my special thanks to my sister Josepine Ateng, who inspire me into writing this proposal special thank you to librarian, typists and computer assistants, my class of 2013 and to everybody who in one way or the other offered assistance either inform of advice, literature materials, information, or even motivation to this point. I acknowledge your efforts and contributions.

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## **ABBREVIATIONS AND ACRONYMS**

<b>EU</b>	European Union
<b>IEEE</b>	International Electrical and Electronic Engineers
<b>KNFJKA</b>	Kenya National Federation of Jua Kali Association
<b>NGOs</b>	Non Governmental Organizations
<b>SME</b>	Small Micro Enterprises
<b>SOHO</b>	Small and Home Office
<b>TOC</b>	Theory of Constraints

## ABSTRACT

The study sought to address the influence of project planning skills on implementation of entrepreneurship projects in Kenya with focus to Juakali sector in Kenya. The study objectives were to determine the effects of Technical skills, financial management skills, technology skills and workforce planning on implementation of entrepreneurship projects in Kenya. The study was of great benefit to the entrepreneurship projects in Nairobi County, Ministry of Industrialization and Enterprise Development and Small and micro enterprises among others. The study was guided by Theory of Constraints. The Theory of Constraints takes a scientific approach to improvement. It hypothesizes that every complex system, including NGO project planning processes, consists of multiple linked activities, one of which acts as a constraint upon the entire system. The study used descriptive survey design. The study targeted Juakali Sector in Kenya Specifically with the help of Kenya National Federation of Jua Kali Association (KNFJKA). The study used stratified and simple random sampling technique to get respondents in the Jua Kali sector but in different specializations. The study used structured and semi structured questionnaires for data collection instruments. The instruments were tested to ascertain their validity and suitability in collecting the required data. The data collected was analyzed using both qualitative and quantitative methods.

The analysis found that 82% of the respondents believed that technical skills affect the implementation of Jua-kali entrepreneurship projects in Kenya, 93% of the respondents believed that financial management skills were critical in the management of the Jua-kali sector and management of entrepreneurship projects in the Jua-kali sector, 79% of the respondents indicated that technology affects the entrepreneurship development among Jua-Kali sector and 81% of the respondents believed that workforce planning was very key in developing and advancement of performance of entrepreneurship of Jua-Kali projects in Kenya.

The study concluded that technical skills are very critical in the management and development of entrepreneurship projects in Kenya, that Financial Management Skills are very important among the Jua-kali sector practitioners, technology should be given more focus in Jua-Kali Sector and That there should be better methods of managing workforce to ensure that those that don't have skills gain skills and those that need to advance their skills.

The study recommends that more skills should be imparted to the technical teams in the Jua-kali sector, that more banks should engage and partner with the Jua-kali sector not only to train on financial management, that more need to be done on technology and that more need be done like linking the universities and technical colleges with the Jua-kali and the Local artisans to ensure that they get staff and workforce from these colleges and both gain from class and field experience through interchange and exchange of workforce.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Globally, project management is a well-understood discipline that can produce predictable, repeatable results. The methodologies of modern project management are highly analytical, usually requiring automated tools to support them on large projects (Bruyat and Julien, 2014). Like most other disciplines, it is learned through both practice and past experience. Project management encompasses many different skills, such as understanding the interdependencies among people, technologies, budgets, and expectations; planning the project to maximise productivity; motivating others to execute the plan; analysing the actual results; and reworking and tuning the plan to deal with the realities of what really happens as the project is executed.

In order to manage a project and bring it to a successful completion, its project manager must have a complete understanding of the methodologies being used for the management of different parts of the project. Managers prefer specific project methodology, while resist and face difficulties for an opportunity to manage another project with different methodology as they do not know how much commonality exists between the preferred and the new required methodology (Blackburn, 2010).

Choudbury (2008) argues that, leadership skills in project management involve motivating the employees, being innovative, creating a healthy organization, policy maker and so on. In relation sustainability of projects, the above can play a key role in influencing successful sustainability of youth income generating projects. Managers of youth income generating projects, due to their incompetence have failed to effectively lead people working in the project. This lead to low success rate of such projects during implementation and subsequent post- implementation (Westland, 2007).

In Africa just like any other continent, project managers of medium and large scale organizations, when executing their leading function give assignments, explain routines, clarify policies and provide feedback of the performance to the project staff (Wickham & Wickham, 2008). Managers of the youth economic projects in their attempt to lead, usually confuse people working in the project because due to inadequate of the necessary competencies for leading the project team (Ncebere, 2010). According to Hakala (2009), many project leaders have difficulty striking the right amount of assertiveness. In his study in

the February 2007 issue of the *Journal of Personality and Social Psychology* being under assertive or overassertive may be the most common weakness among vision aspiring leaders.

### **1.1.1 Acquisition of Project Management Skills**

Acquisition of project management skills is critical to the running of any entrepreneurship or business projects. Given the current economic challenges facing many countries across the globe, the notion of engendering greater entrepreneurial activity has become a prominent goal for many national governments. The relevance of entrepreneurship to economic development has been highlighted by many researchers (e.g. Davidsson et al, 2006) and it is now well-recognised that education and training opportunities play a key role in cultivating future entrepreneurs and in developing the abilities of existing entrepreneurs to grow their business to greater levels of success (Henry et al, 2003).

According to the European Commission (2008), the aim of entrepreneurship education and training should be to ‘develop entrepreneurial capacities and mindsets’ that benefit economies by fostering creativity, innovation and self-employment. Indeed the role of SMEs in terms of growth, competitiveness, innovation, and employment is now substantially embedded in the activity of the European Commission with the publication in June 2008 of the ‘Small Business Act for Europe’ and the ‘Entrepreneurship 2020 Action Plan’ in January 2013. The concept of an entrepreneurial Europe, which promotes the creation and development of innovative businesses, has led many of the EU Member States to strengthen their SME policies since academics, politicians, and policy makers increasingly acknowledge the substantial contribution that entrepreneurship can make to an economy (Bruyat and Julien, 2014).

Acquisition of skills through training is very important. Training is the process of acquiring knowledge and skills by target groups that enables them to operate effectively and efficiently (Landale, 2006). Training also enables the target groups to acquire new set of values and attitudes towards the appreciation of their inherent but untapped potential and reinforce their self confidence and sense of autonomy as opposed to dependency. For the project to be successfully implemented and sustained, the manager and the people working in the project must be trained on all necessary tasks identified during planning phase and post implementation phase of the project (Westland, 2007).

Training offered should be of quality and must match with the project requirements to ensure effective and efficient post- implementation of the project. In order to increase chances of successfully sustainability of the project, the manager and the team members need to be trained on the project risk assessment and management, fundraising and project evaluation and monitoring (Hubbard & Bolles, 2007). By knowing what lead to project failure, we stand a better chance to forestall the pitfalls by being more proactive in our planning. To counteract the foregoing and ensure success, the following factors should be put into consideration; risk management, project control and sponsorship (Mulwa, 2007). Youth income generating projects are micro businesses; hence they lack financial capacity for training their managers and members on essential skills needed for effective implementation and sustainability of the projects (Wickham & Wickham, 2008). Small firms unlike macro-firms have a much lower incidence of formal training, relying mainly on training on the job (Blackburn, 2010).

### **1.1.2 Project Management and Entrepreneurship**

The research literature considering the combination of the fields of project management and entrepreneurship is relatively new. Nevertheless there is some literature centring more on studying project management tools and techniques inside new and small-medium firms rather than trying to combine theoretical constructs and assumptions from both fields. Some of the authors contributing to the first group of literature are Dean (2006) who suggested the use of a project-management approach as a “systemic discipline” used to manage innovation inside start-up firms.

Murphy and Ledwith (2007) examined the project management practices used in high-technology SMEs and concluded that the existence of a project manager and the practice of project planning significantly contribute to project success. Likewise to this approach Turner, Ledwith and Kelly (2009, 2010, 2012) focus on finding the extent to which SMEs use project management tools and the role of project managers in managing innovation according to the size and nature of the firms however they focus more on evaluating just the tools and techniques.

The second group of literature focuses on considering a wider and different view of metaphors and assumptions between projects and entrepreneurship. Two views focusing on this idea are included in the book “New Movement in Entrepreneurship” edited by Steyaert

and Hjorth (2003) who pointed out that one of the four key movements in the academic field of entrepreneurship is the project-based one.

The first one is proposed by Lindgren and Packendorff (2003) on their project-based view of entrepreneurship by seeing entrepreneurship itself as a phenomenon constantly emerging through series of social events and thus focuses on organizing entrepreneurial acts as social constructions. As these entrepreneurial acts are temporary by nature, in consequence means that they can be analyzed and researched in term of projects.

One example of this idea is when start-ups have completed the emergent stage and the explorative process has been reached, their main process and activities would be standardized / organized to be exploited further as the operations of an established firm. So even if it is not easy to say exactly when an entrepreneurial act has concludes, it does have an end. This could be when the act or its outcome has gained acceptance and is not considered as a variance in the cultural context anymore or when the actors have solve all the matters that built the entrepreneurial act itself (Lindgren & Packendorff, 2011).

Another view considering formally the concept of projects within the field of entrepreneurship is provided by Casson and Wadeson (2007). They argue that the concept of opportunity is closely related to the concept of a project because an opportunity is essentially a project that would prove beneficial if it were exploited or in their own words an opportunity is “a potentially profitable but hitherto unexploited project” (Casson & Wadeson, 2007; p. 286). Moreover in their view an opportunity is similar to a project because it involves a commitment of scarce resources like physical resources and time; and if the project is abandoned the resources and the associated expenditures will fall under sunk costs i.e. costs that cannot be recovered.

Another distinction they made is that usually in entrepreneurship literature opportunities are related to activities rather than to projects. From these authors viewpoint activities do not have costs associated to conditions adjustment and thus they can easily move from one steady state to another, but a project involves a stock of a resources which are committed to a particular use over a considerable period of time. Thus their idea of relating the concept of entrepreneurial opportunities as temporary acts or events with limited resources could be potentially used in the suppositions by other authors within the entrepreneurship field.

### **1.1.3 Juakali Sector in Kenya**

In Kenya, the Jua Kali as an informal sector was traditionally run in the form of small industries in a few African homes which mainly dealt with blacksmithing activities (Maundu 2012). The advent of the Asian community to Kenya at the turn of the current century marked the gradual shift of 'home-based' Jua Kali activity to urbanised enterprises. Among the initial urban Jua Kali enterprises introduced were motor-mechanics, carpentry, masonry, tinsmithery and blacksmithery (Maundu 2012). With time, the indigenous Kenyans soon entered the market and gradually expanded the industry by producing a wide range of such items as Jikos (braziers), cooking and frying pans, steel windows, tin lamps, motor spares and leather artefacts (Maundu 2012). Today the Jua Kali industry represents an enormous conglomeration of products in many towns and villages across the Republic of Kenya.

### **1.2 Statement of the Problem**

The phenomenal growth of the informal economy (JuaKali entrepreneurship) during the past decades poses clear need for well equipped personnel's with management skills and experience in the implementation of the entrepreneurs projects. The development of skills and knowledge is undeniably a major instrument for promoting decent work in the informal economy. Statistics indicate that there is vast gap between the project planning skills and the entrepreneurship skills in the informal Jua kali sector. People who work in the informal sector mostly have limited access to formal education; profiles in terms of the years spent in education suggest quite low levels of training (Lautier 2010).

For instance, a recent survey of informal sector employment in Mali reveals that 76 percent of informal sector workers, that is 900,000 people, did not receive any education at all (Lautier, 2010). The West African Economic and Monetary Union states that this figure reflects the situation in other countries in the Western parts of Africa (Gomez, 2010).

Lubell's and Zarour's study (2011) shows that only 21 percent of the apprentices in Dakar had attended primary school. World Bank statistics (2005) for the informal sector in Ghana indicate that 36 per cent of the informal sector workers in Ghana had completed the 10th grade and 10 per cent had some tertiary education. In Tanzania, according to a National Informal Sector Survey of 2001, 80 per cent of the informal sector workers are unskilled, 10 per cent are trained on the job and only 5 per cent are skilled (Kent and Mushi, 2005). The situation in Uganda is similar; national micro and small enterprise surveys show that the

majority of all workers in the micro and small enterprises are without skills. In Kenya, a total of 85 per cent of all informal sector operators have not received any training at all and the situation might be even worse in the rural areas and amongst women (Haan, 2002).

While most informal sector workers are able to explain what they need to do, they are uncertain about what they need to know in order to accomplish the task efficiently. The process of completing a task or a project is carried out more often by trial and error rather than any conceptual or technical mastery. The achievement of their goals therefore takes even longer due to lack of necessary formal skills. This indicates a need for skills on entrepreneurship to enhance the management and enhanced performance of the entrepreneurship in informal sector. From the above studies, little or no study has been carried out on influence of project planning skills on implementation of entrepreneurship projects in Kenya especially with focus to Jua Kali sector. This study sought to cover this gap and provide the intended analysis, findings and recommendations on the subject of study.

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

The purpose of the study was to investigate the influence of project planning skills on implementation of entrepreneurship projects in Kenya

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

The study was guided by the following;

- i. To analyze the influence of Technical skills on implementation of entrepreneurship projects in Kenya
- ii. To assess the influence of financial management skills on implementation of entrepreneurship projects in Kenya
- iii. To determine the influence technology skills on implementation of entrepreneurship projects in Kenya
- iv. To establish the influence of workforce planning on implementation of entrepreneurship projects in Kenya



## **1.5 Research Questions**

The following research questions guide the study;

- i. How do Technical skills influence the implementation of entrepreneurship projects in Kenya?
- ii. What is the influence of financial management skills on implementation of entrepreneurship projects in Kenya?
- iii. How do technological skills influence implementation of entrepreneurship projects in Kenya?
- iv. What is the influence of workforce planning on implementation of entrepreneurship projects in Kenya?

## **1.6 Significance of the Study**

The study will be of great benefit to the entrepreneurship projects in Nairobi County and the country in general, as they will be able to understand the importance of project management skills and its impact on their entrepreneurship. The study will give recommendations on what should be done and what skills are relevant in the management of the entrepreneurship projects in Kenya.

The Government through the Ministry of Industrialization and Enterprise Development will greatly benefit through the study. This will help the government to understand the link between project planning and entrepreneurship projects and how such skills can enhance the implementation and successful achievement of the enterprises development. The study will give the stakeholders information on how they can help individuals and enterprises use the project management skills to achieve their entrepreneurship goals in the country.

Small and micro enterprises will benefit from the analysis of the study as they will be able to find out how the skills in managing entrepreneurship projects can be influential in the growth, development and profitability of the businesses. The study will give details information on the benefits of managerial skills, financial skills, technical skills in entrepreneurship project and other skills that propel the business to the high growth rates.

### **1.7 Delimitations of the Study**

The study was carried out from JuaKali association, Nairobi County. The study sought to investigate the factors that influence project planning skills on implementation of entrepreneurship projects in Kenya. The study concentrated with the JuaKali association of Kenya as the body connecting Jua Kali sector in the same umbrella to ensure there is adequate information concerning the project planning skills on implementation of entrepreneurship projects in Kenya

Nairobi County is very vast. Therefore getting the respondents who are conversant with JuaKali and its relatedness to project planning skills on implementation of entrepreneurship projects in Kenya might be an uphill task. The researcher required adequate resources in terms of transportation and assistance from a person who understand the terrain of the region better.

To overcome this challenge, the researcher benefited from the knowledge of the terrain in Nairobi, having worked in the area for more than 2 years. This helped the researcher easily locate and reach out to staff members of Juakali association in Nairobi.

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

The limitations were finance, time, and language barrier to some of the few illiterate respondents and also security in the region. However, the researcher hired an interpreter in case of language barrier, present the questionnaires and interview schedules on time and give the respondents one week to respond and ask for security from the security agents in the region. The researcher will further request support from the JuaKali employer or entrepreneurs to know where to find other Juakali businesses which could provide the necessary information.

### **1.9 Operational Definition of Terms**

**Technical Skills:** Abilities acquired through learning and practice. They often job or task specific; in other words, a particular skill set or proficiency required to perform a specific job or task.

**Financial Management Skills:** The efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization.

**Technology Skills:** The application of scientific knowledge for practical purposes, especially in industry.

**Workforce planning:** Continual process used to align the needs and priorities of the organization with those of its workforce to ensure it can meet its legislative, regulatory, service and production requirements and organizational objectives.

**Project Planning:** Part of project management, which relates to the use of schedules such as Gantt charts to plan and subsequently report progress within the project environment.

**Entrepreneurship:** The process of starting a business or other organization. The entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure.

### **1.11 Organization of Study**

Chapter one covers background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, and definitions of significant terms. Chapter two contains literature review, while chapter three gives research methodology. Chapter four will contain data analysis and presentation of and interpretation while chapter five will contain summary of findings, discussion, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers literature on project implementation. It also encompasses the relevant theoretical review. The chapter covers theoretical review, Review of Empirical Literature on Technical skills, financial management skills, technology skills and workforce planning. The study further covers conceptual framework, critique of the existing literature and research gaps

#### **2.2 Theoretical Review**

There are different theories on project implementation, each identifying own paradigm and concept on project planning and management. This study will therefore be guided by Theory of Constraints.

##### **2.2.1 The Theory of Constraints**

Theory of Constraints (TOC) developed by Eliyahu Goldratt (2005) is a methodology for identifying the most important limiting factor (i.e. constraint) that stands in the way of achieving a goal and then systematically improving that constraint until it is no longer the limiting factor. In Non Governmental Organizations (NGOs), the constraint towards project implementation is often referred to as a bottleneck. The core concept of the Theory of Constraints is that every process has a single constraint and that total process throughput can only be improved when the constraint is improved. A very important corollary to this is that spending time optimizing non-constraints will not provide significant benefits; only improvements to the constraint will further the goal (Successful Project Implementation). Thus, TOC seeks to provide precise and sustained focus on improving the current constraint until it no longer limits throughput, at which point the focus moves to the next constraint. The underlying power of TOC flows from its ability to generate a tremendously strong focus towards a single goal (Project goal) and to removing the principal impediment (the constraint) to achieving more of that goal. In fact, Goldratt considers focus to be the essence of TOC.

The Theory of Constraints takes a scientific approach to improvement. It hypothesizes that every complex system, including NGO project planning processes, consists of multiple linked activities, one of which acts as a constraint upon the entire system (i.e. the constraint activity

is the “weakest link in the chain”) James, (2012). The Theory of Constraints provides a powerful set of tools for helping to achieve that goal, including: The Five Focusing Steps (a methodology for identifying and eliminating constraints) and The Thinking Processes (tools for analysing and resolving problems). One of the appealing characteristics of the Theory of Constraints is that it inherently prioritizes improvement activities. The top priority is always the current constraint. In environments where there is an urgent need to improve, TOC offers a highly focused methodology for creating rapid improvement.

### **2.3 Review of Past Studies**

Results from various researches regarding the small enterprises revealed that, managerial skills and knowledge are needed for successful management of small enterprises and at the same time pointed out that there is some kind of indolence of commencing small entrepreneurs to these skills (Mohd Fauzi, 2012). The self-confidence of small entrepreneurs is so high, that they believe more in their ability rather than hire somebody else or pay attention to education of themselves to gain needed knowledge and managerial skills. Analysis of steps and phases of small enterprises development shows that there is possibility to create some sort of sets for managerial skills which are needed for further development of enterprise, regardless the industry in which enterprise functioning. Just like little baby at the beginning lasts with crying, later it is necessary for the baby to learn how to speak and walk. Likewise as the enterprise grows, also grows the necessity for other types of skills needed for survival (Anike, 2014).

Governments and supporting programs for small enterprise should consider a way how to increase the awareness about the need and significance of managerial skills and knowledge, and also support the preparation of integrated education and courses for small entrepreneurs. The small entrepreneurs should consider to what extent they want to be involved in running the enterprise. The question is whether to maintain their position in the technical aspect of the enterprise and delegate the management to professional manager or to move into the management of the enterprise. The latter action requires mastering new types of skills. Enterprise needs to grow and/or develop to survive in current environment. If it stands still, it could fall behind, loose its competitiveness and be threaten with bankruptcy (Kilby, 2011).

## **2.4 Technical Skills on implementation of entrepreneurship projects in Kenya**

Technical skills are a skill, expertise or technical competence related to the field of the workers, whether engineering or technical (Medina, 2010). Technical skills or ‘hard skills’ is often associated with the use of tools, equipment related to work properly and efficiently, as well as all technical matters. It can be known and understood more easily as can be seen clearly with the naked eye (Yahya and Muhammad Rashid, 2001). Technical skills are a skills that require a combination of specific knowledge and skills of the work done using the body to achieve the target (Damooei, Maxey and Watkins, 2008). In the working environment, technical skills normally refer to technical procedures or practical tasks that are typically easy to observe, quantify, and measure. The skills are tangible, specific, and usually teachable such as typing 50 words per minute or changing tires (Roselina, 2009). In other view, technical skills are the ability to perform work in a technically competent manner and also to monitor it in an independent and critical manner (Mohd Fauzi, 2012).

Technical skills can be acquired in formal and non formal way. In formal way, Medina (2010) explained that the common way is through academic channels, namely through the institutions of higher learning. In addition, attending courses and seminars organized by world bodies such as International Electrical and Electronic Engineers (IEEE) and obtaining certification through this channel, is one of the ways to obtain technical skills. The non formal method is through a progressive tutorial written, electronic, and practical way that can be done to obtain the technical skills (Medina, 2010). Consistent involvement is needed to improve the technical knowledge in the field of endeavor so that skills are constantly improved.

The function of entrepreneurial studies at the school or faculty level in a conventional institutions is to enable its students to discover, whilst undertaking their regular technical course of studies, what other relevant work experiences other than those in paid employment of government and other agencies are going on in society by the appropriate entrepreneurs so as to facilitate the direct exchange of information in the interest of students (Medina, 2010). Entrepreneurship creative force has spread across markets and industries, simultaneously creating new products and business models. Many “high value” entrepreneurial ventures seek venture capital in order to raise capital to build the business (Ugwuda, 2014). An entrepreneur with basic technical education skills can manage him/her self or set up his own

business and become self employed and be able to employ other (FRN, 2004). The entrepreneur can establish a viable business enterprise and manage his entrepreneurial work efficiently as technical and vocational educator. This similarity of career goals of Entrepreneurial, technical and vocational education had a meeting point statement of individual acquiring necessary skill to be self reliant in a chosen field in the National Policy on Education (FRN,2004)

There is a great need to develop skilled personnel to update relevant skills to meet the requirements in the world of work. Looking at skill acquisition from industrial development, there is need for training programmes for persons of all working ages to help meet demands for new skills and adaptation to changes in industrial structure (Onwuka, 2010). Skill acquisition in technical and vocational education involves the mastery of practical skills and knowledge in any vocational and technical field of study. Skill acquisition in Nigerian educational system could be through technical and vocational education. This is done through teaching, training, retraining, practical experience and on-the-job training (Uzoka and Bayode, 2010). Technical and vocational education is the education that provides the skills, knowledge and attitude that lead to the production of individual who are resourceful and productive (Ndagi, 2008).

Technical and vocational education emphasizes skills, knowledge and attitudinal acquisition for productivity and self-reliance. Individual that is self-reliant can also be classified under entrepreneurial cadre because he/her is self employed and a manager of his/her own organization. Oladebo (2008) stated that the importance of technical and vocational education cannot be over emphasized as it enables acquisition of skills and development of attitude and knowledge which will enable young people to play their part in the business community and help them to be self-reliant (Onwuka, 2010).

Technical education empowers and prepares an individual to achieve its full potential for contribution to a better quality life. Onwuka (2010) pointed out that through technical education an individual is empowered to develop capabilities and values for the benefits of the individual and that of the society. Entrepreneurial, technical and vocational education can be acquired in a formal way of education. Although there are three existing forms of education: formal and non-formal education. Formal education is the process of training and

developing people in skill, mind, and knowledge, character in a structured and certified programme. It is mainly classroom-based and provided by trained teachers.

Teaching materials and methods are advanced in formal education as compared to informal or non-formal education. In this study, the researcher treated entrepreneurial, technical and vocational skills in the formal education system to assist the unemployed personnel to acquire the required skills and knowledge to enable him perform in their assigned duties in the world of work. Hornby (2010) stated that individual can acquire education through the process of teaching, training and learning especially in institution to improve knowledge and develop skills. It follows therefore that every individual including the emotionally challenged needs acquisition of skills and knowledge in order to develop their potentials (Anike, 2014).

## **2.5 Financial Management Skills on implementation of entrepreneurship projects in Kenya**

Business concern needs finance to meet their requirements in the economic world. Any kind of business activity depends on the finance. Hence, it is called as lifeblood of business organization. Whether the business concerns are big or small, they need financial skills to fulfil their business activities. In the modern world, all the activities are concerned with the economic activities and very particular to earning profit through any venture or activities (Al-Tamimi, and Kalli, 2009). The entire business activities are directly related with making profit. (According to the economics concept of factors of production, rent given to landlord, wage given to labour, interest given to capital and profit given to shareholders or proprietors), a business concern needs finance to meet all the requirements. Hence finance may be called as capital, investment, fund etc., but each term is having different meanings and unique characters. Increasing the profit is the main aim of any kind of economic activity (Anthes, 2004).

According to Bell, & Lerman, (2005) the financial management skills should be regarded as a component of the entrepreneurs' general management. From this perspective, the financial management can be defined as an under-system of the company's general management, having as purpose insuring the necessary financial resources, their profitable assignment and usage, improving the value and the safety of its patrimony, by fulfilling an active role, starting with the financial resources meant for the establishment of the company's strategic and tactical objectives and for the control and evolution of their fulfilment.



A study by Bragg, & Burton, (2006) indicated that Micro enterprises contributed significantly in the economic development because these types of enterprises create a bridge between a margin of purchase ability of the greater number of the population and the affordability of the products made available to the consuming public. Frempong (2009) even highlighted the important characteristic role of the micro-entrepreneurs as a provider of affordable goods and services for the public and at the same time creating a large proportion of jobs. Given that the micro entrepreneurs have significantly shaped the economic activity in the countryside, a low financial skill might lead into an adverse impact in the future of the business. This significant role of the micro-enterprises can be well-harnessed and sustained through a fine and precise financial management of the entrepreneurs themselves (Fornero, and Monticone, 2011).

Brown, Berman, Saunders & Beresford (2006) subscribed to the general principle of good business through financial literacy. Good business leads to competitiveness in the globalized community (Borodich et al., 2010). Lack or no financial literacy, as Niederauer (2010) cautioned, would lead to shut down of the business. Thus, a good financial foundation of the entrepreneurs is also a significant barometer of the success and growth of the enterprises in a competitive business environment. The need for finance for both current as well as capital requirements can be one of the most challenging aspects for firms, especially start-ups and small businesses. The current pessimism regarding prospects of economic growth, coupled with a credit crunch increasingly adds pressure on the owner-manager to explore less expensive solutions for their financial requirements.

Given that most small firms don't work under the same conditions as large firms, with the former having special difficulties in access to credit, raising capital can be an arduous task. Small firm financing is often difficult due to the higher level of associated risk and due to the lack of guarantees that can be given to investors. Owing to these constraints firms are forced to engage in practices that include negotiating, sharing or borrowing in order to be able to have a larger control of their external environment (Bell, & Lerman, 2005).

## **2.6 Technology Skills on Implementation of Entrepreneurship Projects in Kenya**

Technology, particularly the information and communication technology, is viewed as a potent force in transforming social, economic and political life across the globe. In many instances, the continuous development and application of technology has created vast new economic and employment opportunities. Most developing countries are harnessing the use of technology to accelerate their development processes (Cavaye, 2006).

Technology in the workplace allows businesses to expand quickly and efficiently. Business technology such as video conferencing, social networks and virtual office technology has removed workplace boundaries that previously limited business expansion. With business technology, companies can target a wider customer base and grow to higher levels (Deans, And Kane, 2012). Business technology is important because it improves communication in the workplace. Office workers are not limited to phone calls or inter-office mail to interact with one another anymore. Electronic mail allows workers to send messages instantly without interrupting the recipient. Business technology also improves communication with clients and business partners because information can be passed through multiple channels almost instantly (Mcwilliams, 2005).

Technology in the workplace improves the efficiency of screening, recruiting and hiring potential candidates. Businesses utilize the Internet to spread the word about the organization and advertise job openings. Hiring managers can target candidates by using digital advertising technology that tracks the websites they visit. Technology like personality assessments and screening tools allow businesses to determine whether a potential candidate is an appropriate fit for the organization (Morris, and Sexton, 2006).

According to Stearns, and Hills, (2006) Office technology saves times by speeding up the work flow process. Digital filing systems save space, paper and printing costs. The use of computer systems allows corrections to be made instantly. Resources like electronic files and access to information technology are available with the click of a button. Hissich, et al (2012), indicated that Technology in the workplace practically eliminates space and time. Video conferencing technology lets businesses on any part of the globe interact with one another. Technology reduces travel costs because businesses can set up virtual meetings and distribute data without the need to be in the same room. Technology allows businesses to establish a global presence at a fraction of the cost.

Entrepreneurship is a phenomenon of tremendous societal importance, and it is quite appropriate that in the globalization era, particularly, when we are speaking about immigration. Internal and external information and communication processes at enterprises across almost every industry sector have been increasingly supported by electronic information technologies (Kilby, 2011). The fundamental advantages of such technologies insure that this trend will continue in the future. The constant development of technology in

the accompanying Net Economy has had a significant influence on various possibilities for developing innovative business concepts based on electronic information and communication networks and realizing these by establishing a new company (e-ventures). Against this background, the term 'e-entrepreneurship' describes the act of establishing new companies specifically in the Net Economy (Nafziger, & Wayn, 2007).

In this Virtual work environment, any individual with a Computer connected to the Internet can be part of a global office as if he is sitting along with his colleagues in the office. This can be called the concept of "Virtual Employment". Virtual employees can use their skills such as "Web Designing", "Editing", "Teaching" and many other faculties for and on behalf of a Virtual Employer. Similarly, a single Computer owner can interact with the whole world of Consumers and do business with them. This has given a boost to the concept of "Netpreneurship (NafzigeR, & Wayne, 2006),

Netpreneurship" is the ability to run a business on the Internet. It requires just the "Connectivity". A Netpreneur, as long as he has a service which the market requires can set up a viable business with his "Intellectual Capital" as the main input and the "Connectivity Infrastructure" as the only physical input (Morris, and Sexton, 2006). A Netpreneur can be a self employed individual or one who predominantly employs several virtual employees. Those Netpreneurs who can afford their own computer and connect to the Internet and carry on business can be called the Self Employed Netpreneurs (SENs). Those Netpreneurs who have more resources and engage "Employees" either for physical world services such as marketing, order fulfillment etc but carry on the main business activities on the Virtual Environment, are the Small and Home Office (SOHO) establishments. For convenience of definition, it may be necessary to define the scope of such establishments (Deans, and Kane, 2012).

## **2.7 Workforce Planning On Implementation of Entrepreneurship Projects In Kenya**

Workforce Planning is a continual process used to align the needs and priorities of the organization with those of its workforce to ensure it can meet its legislative, regulatory, service and production requirements and entrepreneurship objectives. Workforce planning enables evidence based workforce development strategies. Workforce planning is a systematic, fully integrated entrepreneurship process that involves proactively planning ahead to avoid talent surpluses or shortages. It is based on the premise that a company can be

staffed more efficiently if it forecasts its talent needs as well as the actual supply of talent that is or will be available (Horkan, Nancy and Elizabeth, 2010).

If an entrepreneurship is more efficient, it can avoid the need for layoffs or panic hiring. By planning ahead, HR can provide managers with the right number of people, with the right skills, in the right place, and at the right time. Workforce planning might be more accurately called talent planning because it integrates the forecasting elements of each of the HR functions that relate to talent--recruiting, retention, redeployment, and leadership and employee development (Walker, 2010).

Entrepreneur's who just wait and then attempt to react to current events will not thrive for very long. The new standard is to provide managers with warnings and action plans to combat full-blown problems before they become more than a blip on their radar. The HR world is no different. The rate of change in the talent market is dramatic. We now know how important talent is to the success of a business (Walker, 2010). It's time to make the talent pipeline (a defined recruiting channel where a company can find qualified talent to meet its specific needs) more efficient. It's also time to manage your talent inventory (a company's current employee base) so that there isn't a shortage or a surplus (Kathleen, 2005).

Workforce planning is an inclusive process, drawing together program management, strategic planning, budget, human resources, and program staff. It involves collaboration and information sharing. Strategic planning sets organizational direction and articulates measurable program goals and objectives. The budget operationalizes strategic plans for the budget period (Medina, 2010). Human resources provides tools for identifying competencies needed in the workforce and for recruiting, developing, and training employees to build the workforce of the future. Workforce planning is an effort to focus on developing information that can help an organization make decisions for both the short and long term, yet allow for flexibility in a changing environment. The plan is intended to help solve staffing problems related to manage position movement into, around, and out of an organization (Cotton 2014).

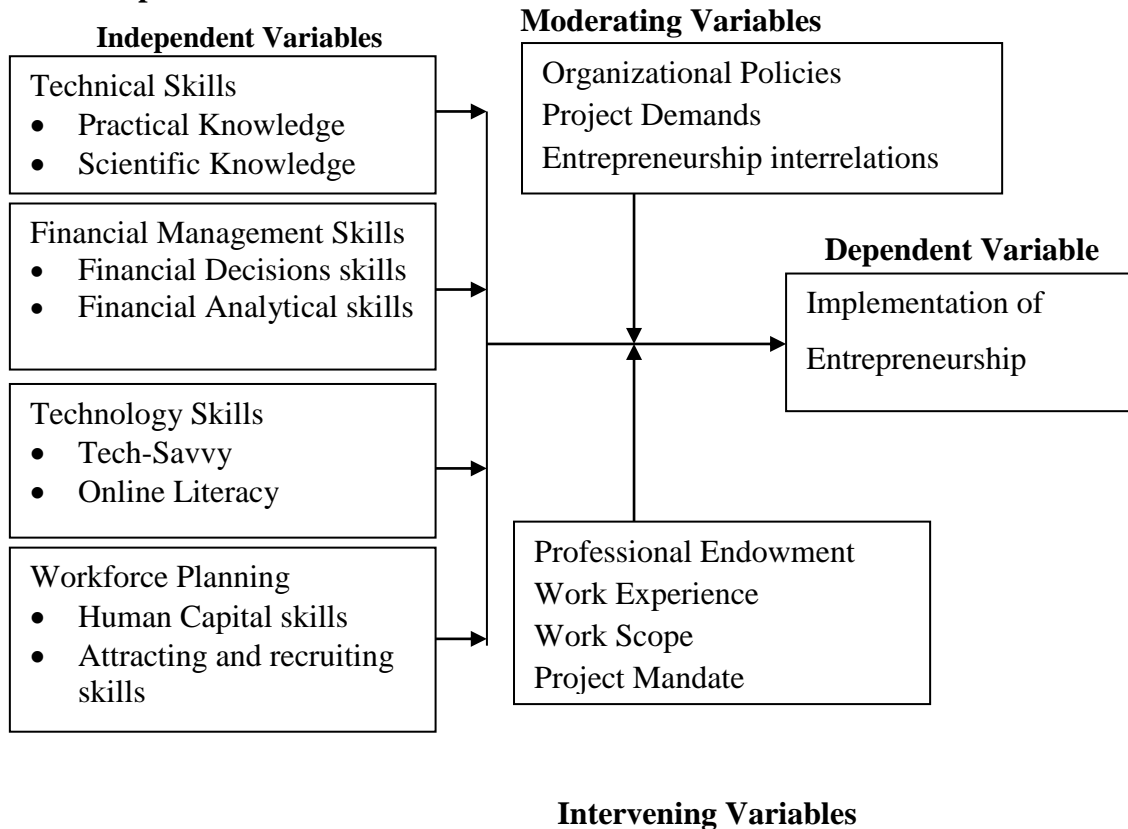
Workforce planning is a management framework that ties human resource decisions to the organization's strategic plan. In this way, human resource decisions move away from piecemeal, individualized decisions and become part of the larger, more strategic goals of the organization (Hornby, 2010). Workforce planning provides managers with a framework for

making staffing decisions based on an organization's mission, strategic plan, budgetary resources, and a set of desired workforce competencies. To be useful, a workforce plan must reflect the management environment of the organization for which it is developed. In addition, organization culture is an important factor in workforce planning. Organization culture consists of the patterns of shared values and beliefs that tie members to that organization and also provide rules for behavior (McWilliams, 2005).

Strategic planning sets organizational direction and measurable program objectives. These goals and objectives not only provide the basis for determining necessary financial resources, but also provide the basis for workforce needs. If the right people with the right competencies are not in place, it is difficult to effectively achieve the organization's strategic goals and objectives. The workforce plan highlights the "people factor" in achieving results (Roselina, 2009). Workforce planning naturally complements and is a follow-up to strategic planning. Just as strategic planning helps an organization outline where it is, where it is going, and how it plans to get there, a workforce plan lays out the specific tasks and actions needed to ensure the organization has the necessary human resources to accomplish its mission. A strategic plan charts the future with broad mission-related targets and milestones. An organization's vision, mission, and measurable goals and objectives drive the identification of what type of work needs to be accomplished. A workforce plan translates strategic thinking into concrete actions in the area of workforce staffing and training needs (Uzoka and Bayode, 2010).

The key to successful strategic workforce planning lies in the implementation processes that will support the integration of people, processes and systems with performance and productivity improvement. It will require the ongoing commitment to a partnership between management and staff to foster a strategic approach to shaping workforce and workplace design (Anike, 2014). Strategic workforce planning is about developing an understanding of the make-up of the current workforce, the environment in which it works and will work in the future, and necessary skills, capabilities and aptitudes that will be required to achieve business outcomes in an ever changing environment. Additionally it is about ensuring the workforce is designed in a way that promotes performance and productivity and delivers services in the most effective way (Hornby, 2010).

## 2.8 Conceptual Framework



**Figure 1 Conceptual framework**

The study will include dependent and independent variables (Figure 1). The Independent part is that which the researcher will use for experimentation, these changes in order to do the experiment. The dependent variable is variable which changes when the independent variable changes. The dependent variable depends on the outcome of the independent variable (Yin, 2008). However, the data collection conditions will be standardized to enhance data quality.

## 2.9 Research Gaps

Entrepreneurial managers need a sound foundation in what are considered Traditional management skills. One such skill is project management which entails organizing projects teams, setting project goals, defining project tasks, and monitoring task completion in the face of problems and cost/ quality constraints. The three prime objectives of project management are to meet specified performance within cost and on schedule. Timely completion of projects is viewed as one way of enhancing competitiveness of business. To support this view, Stoner et al (2005), conclude that in today's volatile business environment, speed and response time are extremely important. A wonderful entrepreneurial idea or a

vision of a service is meaningless unless it can be delivered to customers in a timely way. True, managers must analyze their decisions and carefully reflect on available information. This process of analysis is the backbone of effective decision making. Yet leaders must be action oriented .They must avoid the tendency to over evaluate decisions. Indeed, while they wait for more information and gain assurance that the risk is acceptable, a competitor may act.

Project Management and implementation is a well established discipline defining in considerable detail the tools and techniques required to define, plan and implement a project. However, while many researchers have addressed the issues surrounding the management of projects within large firms, there has not been a lot published to date about the management of projects in Juakali Sector in Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter includes the research methodology which was used in conducting the study. Pertinent sections include the research design, target population, sample size, sampling procedure, methods of data collection and data analysis.

#### **3.2 Research Design**

The study used a descriptive survey design. A descriptive study was undertaken in order to ascertain and describe the characteristics of the variables of interest in a situation. The goal of descriptive study hence is to describe relevant aspects of the phenomena of interest from an individual organizational, industry oriented or other perspective (Best and Kahn, 2007). The study obtained data and describe the views of the respondents with regard to the influence of project planning skills on implementation of entrepreneurship projects in Kenya with focus to Juakali Sector in Kenya.

The descriptive research design is applicable to this study because; When very little is known about a topic a descriptive design is best suited because it helps gather information into details by investigating how, where, who, what and when aspects of the study. In descriptive research, the research variable is examined as it exists without investigator interference (Yin, 2008).

#### **3.3 Target Population**

The study targeted Juakali Sector in Kenya Specifically with the help of Kenya National Federation of Jua Kali Association (KNFJKA). The study further seeked to gather more information from Registered Jua Kali artisans who are registered with Kenya National Federation of Jua Kali Association (KNFJKA). It is approximated that there are more non registered Jua Kali artisans than the already registered Jua Kali artisans in Kenya today and specially in Nairobi. The study will target the management of Kenya National Federation of Jua Kali Association (KNFJKA) staff members included as top management, middle and operational staff. Further the study will target 10 registered Jua Kali artisans in Nairobi County selected purposively. The total target population is approximated as 298 artisans registered.



### 3.4 Sample Size and Sampling Procedure

The study used Census sampling technique of top management team and the whole population as respondents. According to (Kombo and Tromp, 2006) a census is the procedure of systematically acquiring and recording information about the members of a given population. It is an attempt to collect data from every member of the population being studied rather than choosing a sample.

According to Fischer in Mugenda & Mugenda (2003), the total sample size can be arrived at through calculation as follows:

Formula:

$$N = \frac{Z^2 \times p \times q}{d^2}$$

Where: **N** = the desired sample size (if the target population is greater than 10,000)

**z** = the standard normal deviate at the required confidence level

**p** = the proportion in the target population estimated to have the characteristics being measured

**q** = 1- p

**d** = the level of statistical significance set

Since there is no estimate available of the proportion in the target population assumed to have the characteristics of interest, 50% were used as recommended by Fisher *et al* in Mugenda & Mugenda (2003). Therefore, the value of p was 0.5. The sample size was estimated within 95% confidence interval (z =1.96) and a desired accuracy level of 0.05 as follows;

$$N = \frac{(1.96)^2 \times 0.5 \times (1 - 0.5)}{(0.05)^2} = \frac{0.9604}{0.0025} = 384$$

According to Mugenda & Mugenda (2003), when the target population is less than 10,000, the required sample size is smaller. Hence a final sample estimate ( $n_f$ ) was calculated using the following formula:

$$n_f = \frac{n}{1 + n/N}$$

Where:  $n_f$  = the desired sample size (when the population is less than 10,000)

$N$  = the desired sample size (when the population is more than 10,000)

$n$  = the estimate of the population size

Hence the final sample estimate ( $n_f$ ) was:

$$\text{Where: } n = 298$$

$$N = 384$$

$$n_f = 298 / 1 + 298 / 384 = 167$$

For this research a total sample size of 167 was considered adequate. The sample was calculated as shown above.

### 3.5 Methods of Data Collection

The study used structured and semi structured questionnaires for data collection instruments. Questionnaire was used because it helped the researcher to collect large amount of data in large areas within a short time thus saving time for the study (Orodho, 2003). The questionnaires used contain both open-ended and closed ended questions which were being based on the research questions and objectives of the study. The questionnaires were then self administered to the relevant respondent respectively. Interview schedule will be used to collect data from the Illiterate Jua Kali artisan.

### 3.6 Validity of the Study

A research instrument is valid if it measures what it is supposed to measure (Kombo and Tromp, 2006). According to Orodho (2003), the validity of an instrument is measured by its repeated reviews by experts and field tests. The researcher will carry out a pilot study using 10 artisans. This will help to validate the instruments by checking whether there will be ambiguous, confusing and poorly prepared items and Questions. The instruments will be tested to ascertain their validity and suitability in collecting the required data. The draft

questionnaire will be given to the supervisor of University of Nairobi who are experts to appraise the items sustainability in the obtaining information according to the research objectives. Experts will examine all the items and provide feedback on the questionnaire items which require to be corrected by the researcher in rewriting the correct format of the questions. In the process the researcher established whether the expert's recommendations were used by the researcher to make amendments on the items in the questionnaires.

### **3.7 Reliability of the Study**

Mugenda and Mugenda (2003), explains that reliability is a measure of degree to which a research instrument yields consistent results or data after an accepted number of repeat trials. The split-half technique of measuring the reliability of the research instruments will be used to eliminate bias in order to fit within the required goals. From Kenya National Federation of Jua Kali Association (KNFJKA) and registered Jua Kali artisans in Nairobi County, respondents will be obtained who will provide raw data points to calculate the correlation coefficient between the corresponding data points for the times that questionnaires will be administered.

### **3.8 Methods of Data Analysis**

The data collected were analyzed using both qualitative and quantitative methods. Quantitative data was used to obtain descriptive statistics such as frequency, percentages, median and standard deviation, while qualitative method was used to analyze the open ended questions and descriptive statistics (Best and Khan, 2007).

The influence of project planning skills on implementation of entrepreneurship projects in Kenya will be examined with the help of Statistical Package for Social Sciences and specific statistical methods such as multiple linear regression and factor analysis. Multiple regressions will help to establish how a set of independent variables explains a proportion of the variance of a dependent variable to a significant level through significance test of  $r^2$ . It can also help to explain the relative predictive importance of independent variables by comparing the beta weights.

### **3.9 Ethical Issues**

The researcher produced an introductory letter from University of Nairobi which was acted on as a prove to the respondents that the research was meant for academic purposes. This is

because some of the respondents feared that the information given could be used against them. The researcher personally ensured that the information given by respondents was kept confidential. Since some of the top managers do not allow their employees to interact with outsiders in the organization in fear of giving out the organizational secrets, the researcher will first talk to the top management in Kenya National Federation of Jua Kali Association (KNFJKA) and Jua Kali artisans themselves to enlighten them on the importance of this research and ensure that they understand that the research is not meant to for any negative reason.

### 3.10 Operationalization of Variables

**Table 3.2 Operationalization of Variables**

<b>Objective</b>	<b>Independent Variables</b>	<b>Indicators</b>	<b>Measurement</b>	<b>Measurement of scale</b>	<b>Tools of analysis</b>	<b>Types of analysis</b>
Technical Skills	Technical Skills	Practical knowledge	Visible Items	Level	Percentage	Descriptive
		Scientific Knowledge	Number of Innovations	Level	Means	Descriptive
Financial Management Skills	Financial Management Skills	Financial decision making skills	Managing money	Experience	Means	Quantitative
		Analytical skills	Available financial information	Experience		Quantitative
		Financial forecasting skills	Presence of monthly budgets	Experience	Means	Descriptive
Technology Skills	Technological Skills	Tech Savvy	Computers use	Experience	Means	Descriptive
		Online Literacy	Use of technology	Skills	Means	Descriptive
		Use of technology	TechnoogyJua-kali	Frequency	Percentage	Qualitative
Workforce Planning	Workforce Planning	Human Capital management skills	Payroll systems	Experience	Mean	Quantitative
		Payroll system,	Employee Data base	Experience	Percentage	Quantitative
		Human planning arrangement	Employee schedules of work	Experience	Percentage	Descriptive
	<b>Dependent Variable</b>					Descriptive
	Implementation of entrepreneurship projects in Kenya	Development in terms of entrepreneurships	Project Sustainability	Experience	Percentage Mean	Descriptive

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents data analysis, presentation and interpretation. Information in this chapter is divided into two sections. The first section details the general information on the respondents while the second section deals with findings on the objectives of the study.

#### **4.2 Response Rate**

Data collection was conducted through the use of questionnaires to understand the influence of project planning skills on implementation of entrepreneurship projects in Kenya, a case of Juakali Sector in Kenya. The study targeted Registered Jua Kali artisans who are registered with Kenya National Federation of Jua Kali Association (KNFJKA), the management, staff members, top management, middle and operational staff of Kenya National Federation of Jua Kali Association. More so, the study targeted 10 registered Jua Kali artisans in Nairobi County selected purposively. Various questions relevant and related to the topic of research were asked to the respondents. The study sampled 167 respondents. From the sampled 167 respondents, the researcher managed to get back feedback from 146 respondents which is a response rate of 87%. This was deemed adequate to be relied as enough response rates because according to Mugenda and Mugenda (2010) a 50% response rate should be accepted as adequate, 60% response rate should be accepted as good and 70% response rate should be accepted as very good. Determining the response rate from this assertion, the study managed to get a response rate of 87% which is very good. This was adequate response rate to offer credible and reliable information about influence of project planning skills on implementation of entrepreneurship projects in Kenya, a case of Kenya National Federation of Jua Kali Association (KNFJKA).

#### **4.3 General Information**

The importance of this section is to get as much information and analyze the same from the respondents on their level of education, clear understanding of the topic under study,

their experiences in terms of the questions and on the ground for effective on the site knowledge and their level of influence from their roles. This is critical as it helps to authenticate the information received from the respondent and know if they are authentic from experience point of view and avoid vague guesses from non knowledgeable respondents.

The study sought to get general information about the respondents to authenticate their level of knowledge about the topic under study, the years of experience, and the education level and job positions. This helped to achieve the main purpose of the study and an understanding whether the study was based on the group of respondents suitable and knowledgeable about the topic.

#### **4.3.1 Respondents Gender Distribution**

The study sought to determine gender disparity of the respondents in the Kenya National Federation of Jua Kali Association (KNFJKA) and the targeted respondents. The findings are shown on Table 4.1.

**Table 4.1: Respondents Gender Distribution**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	102	70
Female	44	30
<b>Total</b>	<b>146</b>	<b>100</b>

The study analysis found that male respondents in the Jua Kali sector were majority and women the minority. According to the study, 70% of the respondents were male respondents, while 30% were female respondents. This was probably because the Jua Kali sector is predominantly male dominated field of work which make women shy off and therefore the study captured more male than female.

#### **4.3.2 Respondents Age Distribution**

The study sought to analyze age distribution among the respondents. The findings are shown on Table 4.2.

**Table 4.2: Respondents Age Distribution**

<b>Age of the respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Below 30 Years	22	15
30 – 39 Years	50	34
40 – 49 Years	46	32
50 Years and above	28	19
<b>Total</b>	<b>146</b>	<b>100</b>

The study sought to understand the age limits for all the respondents in the study. The study found that 15% of the respondents were below 30 years of age, 34% had 30-39 years of age while 32% had 40-49 years of age. Finally the study found that 19% had 50 years and above. The study found that majority were in the age of 30-39 years old, followed closely by ages 40-49 years old which is the main age of most of the people under Jua Kali sector.

#### **4.3.3 Respondents Highest Professional Qualification**

The study further sought to know the respondents highest professional qualifications. The findings are shown on Table 4.3.

**Table 4.3: Respondents Highest Professional Qualification**

<b>Highest Professional Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Masters	6	4
Degree	32	22
Diploma	34	23
Tertiary Education	22	15
KCSE Certificate	14	10
KCPE Certificate	16	11
Others	22	15
<b>Total</b>	<b>146</b>	<b>100</b>

The study sought to determine the highest professional qualification to help identify the respondent's level of education which would imply their potential ability to understand the questions and respond appropriately. The study found that 4% of the respondents working Jua Kali sector had master's level of education, degree level were 22%, and diploma level had 23% while tertiary education holders were 15%. The study further found that those with KCSE certificates were 10%, KCSE Certificates were 11% and those with other qualifications were 15%. The study found that majority of the



respondents had Diploma level of education. The study can therefore confirm from the majority of the respondents, that Jua Kali sector has majority as diploma graduates.

#### **4.3.4 Distribution of the respondents in various roles**

The study analyzed various distribution of role from the respondents. The analysis shows how many respondents came from what section of the Jua kali sector as predetermined by the researcher.

<b>Job positions</b>	<b>Frequency</b>	<b>Percentage</b>
Top management Staff (KNFJKA)	3	2
Supervisor (KNFJKA)	15	10
Operational staff (KNFJKA)	38	26
Artisan	90	62
Total	146	100

**Table 4.4 Tabulation of Respondents and their Roles**

**Source Author (2017)**

The analysis found that from the respondent’s pool, 2% were top managers, 10% supervisors, 26% operational staff and 62% artisans. The study can confidently summaries that the findings that were analyzed mainly came from the artisans thus from the real people who experience one on one challenges in the Jua-Kali industry hence credibility and authenticity of the information provided herewith. .

#### **4.4 Technical Skills**

The study sought to understand the effects of technical skills and their influence in implementation of entrepreneurship projects among Jua-Kali Artisans in Kenya. The study sought to analyze whether technical skills influence implementation of entrepreneurship projects. The findings are shown on Table 4.5.

**Table 4.5: Whether Technical Skills Affect Projects**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	120	82
No	26	18
<b>Total</b>	<b>146</b>	<b>100</b>

The analysis found that 82% of the respondents believed that technical skills affects the implementation of Jua-kali entrepreneurship projects in Kenya while 18% indicated that technical skills does not affect their performance of abilities in Kenya. This analysis means that technical skills and competences are very important in the development and implementation of the entrepreneurship skills among Jua-kali artisans. This agrees with Damooei, Maxey and Watkins, (2008) that technical skills are a skills that require a combination of specific knowledge and skills of the work done using the body to achieve the target. In the working environment, technical skills normally refer to technical procedures or practical tasks that are typically easy to observe, quantify, and measure.

**Table 4.6 The effects technical skills on implementation of entrepreneurship projects**

<b>Job positions</b>	<b>Frequency</b>	<b>Percentage</b>
Very High	42	29
High	34	23
Fair	28	19
Low	16	11
Very Low	26	18
<b>Total</b>	<b>146</b>	<b>100</b>

The analysis found that majority of the respondents believed that technical skills affect the implementation of entrepreneurship projects in Jua-Kali sector as shown by 29% of the respondents who indicated that the effects of technical skills is very high, 23% indicated that the effects are high, 19% felt its fair, 11% indicate the effects of technical skills are low while 18% indicated that the effects are very low. With the findings above,

the analysis can eventually conclude that the effects of technical skills are very high in Jua-kali sector.

**Table 4.7 Statements relating to technical skills and its effects**

	Strongly Agree 1	Agree 2	Don't know 3	Don't agree 4	Strongly Don't agree 5	Mean	std dev
	Percentages						
JuaKali artisan is wholly a technical field and technical experience and skills is a must	72%	22%	3%	0%	0%	1.28	0.51
There is little relationship between need for technical skills and implementation of entrepreneurship projects	64%	22%	11%	0%	3%	1.56	1.00
Technical skills influences successful implementation of entrepreneurs skills	30%	33%	10%	21%	6%	3.42	1.91
Technical skills is relevant to all entrepreneurial project implementation	50%	31%	19%	0%	0%	1.69	0.79
Implementation of entrepreneurship projects doesn't not require technical expertise at all	48%	25%	6%	10%	11%	2.81	1.28

The analysis of the study strongly agreed with the analysis of the effect of technical abilities on various statements with respondents indicating that JuaKali artisan is wholly a technical field and technical experience and skills is a must (Mean 1.28), There is little relationship between need for technical skills and implementation of entrepreneurship projects (Mean 1.56), Technical skills influences successful implementation of

entrepreneurships skills (Mean 3.42), Technical skills is relevant to all entrepreneurial project implementation (Mean 1.69) , The Ministry of Health should develop and accountability and transparency policy to govern their staff (Mean 2.81) and that the Implementation of entrepreneurship projects doesn't not require technical expertise at all (Mean 1.75). The interpretation is that there is high level of agreement that technical skills always affects the implementation of entrepreneurship project by the Jua-kali artisans in Kenya and therefore they should be given opportunities to increase their skills and expertise.

#### **4.5 Financial Management Skills**

The analysis sought to understand how financial management skills among the artisans and the Jua-kali sector players affect the implementation of their entrepreneurship projects. The analysis had various means of understanding this and below is the analysis of whether the respondents believed the financial management skills were important in enhancing their project implementation in Jua-kali sector.

**Table 4.8 whether Financial Management skills affect Jua-kali**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	136	93
No	10	07
<b>Total</b>	<b>146</b>	<b>100</b>

The analysis found that 93% of the respondents believed that financial management skills were critical in the management of the Jua-kali sector and management of entrepreneurship projects in the Jua-kali sector. However, 7% believed that there was little need for financial management skills since most of the people understand how to manage their own finances. Nevertheless from the majority of the respondents it was clear that most Jua-kali entrepreneurship projects fails due to lack of effective and precise financial management skills in their lives. This resonates with Bell, & Lerman, (2005) that the financial management skills should be regarded as a component of the entrepreneurs' general management. From this perspective, the financial management can

be defined as an under-system of the company's general management, having as purpose insuring the necessary financial resources, their profitable assignment and usage, improving the value and the safety of its patrimony, by fulfilling an active role, starting with the financial resources meant for the establishment of the company's strategic and tactical objectives and for the control and evolution of their fulfilment.

**Table 4.9 Importance of financial management skills on JuaKali Artisans in Kenya**

<b>Job positions</b>	<b>Frequency</b>	<b>Percentage</b>
Very important	56	38
Important	48	33
Fair	26	18
Less Important	12	8
Not Important	4	3
<b>Total</b>	<b>146</b>	<b>100</b>

The study found that the importance of financial management skills on Jua-kali artisans in Kenya is beyond the arguments placed by those who believe the financial management skills are not important. The analysis found that 38% believed that financial management skills are very important, 33% said it's important, 18% indicated that is fairly important while those who indicated that it's less important and not important were 8% and 3 % respectively and independently. This is an affirmation that financial management skills are very greatly important in ensuring the Jua-kali artisans understand how to save, earn, manage and make even more income through learn boring from banks, maintaining books of account and many other importance financial management practices.

A study by Bragg, & Burton, (2006) indicated that Micro enterprises contributed significantly in the economic development because these types of enterprises create a bridge between a margin of purchase ability of the greater number of the population and the affordability of the products made available to the consuming public. Frempong (2009) even highlighted the important characteristic role of the micro-entrepreneurs as a provider of affordable goods and services for the public and at the same time creating a large proportion of jobs. Given that the micro entrepreneurs have significantly shaped the

economic activity in the countryside, a low financial skill might lead into an adverse impact in the future of the business.

Business concern needs finance to meet their requirements in the economic world. Any kind of business activity depends on the finance. Hence, it is called as lifeblood of business organization. Whether the business concerns are big or small, they need financial skills to fulfil their business activities. In the modern world, all the activities are concerned with the economic activities and very particular to earning profit through any venture or activities (Al-Tamimi, and Kalli, 2009).

**Table 4.10 Statements on financial management skills among JuaKali Artisans in Kenya**

	Agree Strongly	Agree	Neutral	Disagree	Strongly Disagree	Mean	std dev
	1	2	3	4	5		
Percentages							
JuaKali artisans needs financial management skills to enhance their entrepreneurial projects	72%	22%		0%	0%	1.28	0.51
Financial management skills do not determine the success of the entrepreneurial projects	64%	22%	11%	0%	3%	1.56	1.00
The implementation of the JuaKali Artisan entrepreneurial projects are so interlinked to the financial management skills of the entrepreneur	30%	33%	10%	21%	6%	3.42	1.91
The financial management is a basic need in entrepreneurship projects	50%	31%	19%	0%	0%	1.69	0.79
There is a NO relationship between the implementation of the entrepreneurial projects and the financial	0%	0%	0%	0%	100%	-2.81	1.28

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management skills								
There is increased efficiency due to partnership intervention	50%	33%	8%	8%	0%	1.75	0.94	

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The study found that 72% of the respondents agreed JuaKali artisans needs financial management skills to enhance their entrepreneurial projects. The study found that financial management skills do not determine the success of the entrepreneurial projects (1.28). Further it was indicated that The implementation of the JuaKali Artisan entrepreneurial projects are so interlinked to the financial management skills of the entrepreneur (1.56). Concerning the effects of the level of importance of management skills, the study agreed with a strong mean of (3.42) The financial management is a basic need in entrepreneurship projects. The study found from the respondents that there is a NO relationship between the implementation of the entrepreneurial projects and the financial management skills Mean of (1.69) The study further found that respondents strongly agreed There is increased efficiency due to partnership intervention (1.75). In Conclusion according to the respondents, financial management skills are critical in the management of Jua-kali artisan enterprises. According to (Mcwilliams, 2005) Workforce planning is a management framework that ties human resource decisions to the organization’s strategic plan. In this way, human resource decisions move away from piecemeal, individualized decisions and become part of the larger, more strategic goals of the organization (Hornby, 2010). Workforce planning provides managers with a framework for making staffing decisions based on an organization’s mission, strategic plan, budgetary resources, and a set of desired workforce competencies. To be useful, a workforce plan must reflect the management environment of the organization for which it is developed. In addition, organization culture is an important factor in workforce planning. Organization culture consists of the patterns of shared values and beliefs that tie members to that organization and also provide rules for behavior

#### **4.6 Technology Skills**

The significance of technology n the modern world is very critical in the achievement of success in the all dimensions of life. The analysis sought to understand the impact of

technology on the Jua-kali industry which is locally known as informal sector. This would help determine how much the entrepreneurs need technology and the impact it has in the enhancement of their projects. The analysis is as below.

**Table 4.11 Analysis of whether technology affects Jua-kali Projects**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	116	79
No	30	21
<b>Total</b>	<b>146</b>	<b>100</b>

The study found that technology has been perceived and is one of the most important tools of ensuring Jua-kali entrepreneurship projects perform, reach to the limits and enhance their performance and achievement in terms of profitability and growth. The analysis found that 79% of the respondents indicated that technology affects the entrepreneurship development among Jua-Kali sector while 21% indicated that technology does not affect the development of the Jua-kali sector. It was therefore found that technology is key to the development of the entrepreneurship in Jua-Kali sector. The analysis agreed with (Deans, And Kane, 2012) that Technology in the workplace allows businesses to expand quickly and efficiently. Business technology such as video conferencing, social networks and virtual office technology has removed workplace boundaries that previously limited business expansion. With business technology, companies can target a wider customer base and grow to higher levels. The analysis further found that in this Virtual work environment, any individual with a Computer connected to the Internet can be part of a global office as if he is sitting along with his colleagues in the office. This can be called the concept of "Virtual Employment". Virtual employees can use their skills such as "Web Designing", "Editing", "Teaching" and many other faculties for and on behalf of a Virtual Employer. Similarly, a single Computer owner can interact with the whole world of Consumers and do business with them. Frempong (2009)



**Table 4.12 Influence of technology skills among JuaKali Artisans**

<b>Job positions</b>	<b>Frequency</b>	<b>Percentage</b>
Very Influential	52	36
Influential	38	26
Fair Influential	26	18
Less Influential	18	12
Not Influential	12	8
<b>Total</b>	<b>146</b>	<b>100</b>

The level of technology influence among the Jua-Kali artisans has been identified as very high and from this analysis, the study found that 36% of the respondents found technology as very influential. 26% influential, 18% fairly influential, 12% less influential and 8% Not influential. The influence of the technology is clearly influential from the 36% of the respondents. The analysis further found that technology has been used in the Jua-kali industry to enhance creation on new products, development of old products and making them achieve a new life and improved performance while manufacturing more others through technology.

This agrees with Chodi (2012) that the knowledge uprising has brought about increase focus on the role of knowledge in enhancing the sustainability and competitiveness of organizations in what has been termed the 'knowledge era'. Each organization is trying to come up with ways of sharing knowledge to create impact in the society they thrive in. This paper is based on exploratory survey to assess the knowledge sharing techniques amongst the jua kali artisans in Kenya. This study sought to analyze knowledge sharing amongst Jua Kali workers in Kenya; Describe the nature of their business; investigate the type of knowledge they possess; identify the knowledge sharing mechanism they use; analyze how effective the knowledge sharing mechanisms have been; identify the challenges affecting the effective sharing of knowledge; and propose strategies which can be used by the Jua Kali workers in Kenya to enhance effective knowledge sharing.

**Table 4.13 Importance of the following statements concerning technology skills on implementation of entrepreneurship projects**

	Agree Strongly 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5	Mean	std dev
	Percentages						
Technology is the key propelling factor in the implementation of the entrepreneurship projects	74%	12%	5%	10%	0%	2.28	0.61
Artisans don't need technology in the implementation of their JuaKali project	60%	18%	10%	9%	3%	1.16	2.00
The Technology is the differentiation point among JuaKali artisans	46%	13%	10%	21%	10%	2.42	1.11
The success of the entrepreneurial projects is determined by the technology used the projects itself	56%	34%	10%	0%	0%	1.99	1.09
There is a high correlation between technology and successful implementation of entrepreneurial projects	0%	0%	0%	0%	100%	-1.11	2.28
Technology has a fair influence on the implementation of the entrepreneurship projects among JuaKali artisans	40%	34%	6%	10%	10%	1.75	0.24

The analysis of the various hypothetical statements on the effects of the technology the study found that technology is the key propelling factor in the implementation of the entrepreneurship projects (2.28), Artisans don't need technology in the implementation of their Jua-Kali project (1.16), The Technology is the differentiation point among Jua-Kali artisans (2.42), The success of the entrepreneurial projects is determined by the technology used the projects itself (1.99), There is a high correlation between technology

and successful implementation of entrepreneurial projects (-1.11), Technology has a fair influence on the implementation of the entrepreneurship projects among Jua-Kali artisans (1.75)

**Table 4.14 Workforce Planning**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	118	81
No	28	19
<b>Total</b>	<b>146</b>	<b>100</b>

The analysis on workforce planning and management by the Jua-Kali sector was analyzed. The study found that 81% of the respondents believed that workforce planning was very key in developing and advancement of performance of entrepreneurship of Jua-Kali projects in Kenya. The analysis further found that 19% of the respondents did not agree that workforce planning has any effect in the development of the entrepreneurship development in the Jua-kali artisan in Kenya.

**Table 4.15 Influence of workforce planning on implementation of entrepreneurship projects among JuaKali Artisans in Kenya**

<b>Job positions</b>	<b>Frequency</b>	<b>Percentage</b>
Very Influential	42	29
Influential	35	25
Fair Influential	47	32
Less Influential	16	11
Not Influential	6	4
<b>Total</b>	<b>146</b>	<b>100</b>

The analysis of workforce planning and development of implementation of entrepreneurship project among Jua-Kali artisans in Kenya. The study found from 29% of the respondents that workforce planning is very influential, 25% indicated its influential, 32% indicated fair influential, 11% felt its less influential while 4% indicated its not influential. This agrees with (Hornby, 2010) that workforce planning is a management framework that ties human

resource decisions to the organization's strategic plan. In this way, human resource decisions move away from piecemeal, individualized decisions and become part of the larger, more strategic goals of the organization. Workforce planning provides managers with a framework for making staffing decisions based on an organization's mission, strategic plan, budgetary resources, and a set of desired workforce competencies. To be useful, a workforce plan must reflect the management environment of the organization for which it is developed. In addition, organization culture is an important factor in workforce planning. Organization culture consists of the patterns of shared values and beliefs that tie members to that organization and also provide rules for behavior (McWilliams, 2005).

#### 4.12 Summary of Regression model

Regression analysis was used to understand which among the independent variables are related to the dependent variable, and to explore the forms of these relationships. In restricted circumstances, regression analysis can be used to infer causal relationships between the independent and dependent variables. To derive the relationships of the independent and dependent variables on the study, the regression model was used. The findings were as shown on Table 4.24.

**Table 4.16: Summary of Regression Model**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df <sub>1</sub>	df <sub>2</sub>	Sig. F Change
1	0.836 <sup>a</sup>	0.698	0.684	0.45345	0.698	50.355	4	87	0.000

a. Predictors: (Constant), Technical skills, Financial management skills, Technology, workforce planning

From the Table the significance of F (.000) is below .05 which indicates that the model is within the 95% significance level. The value of R squared at .836 indicates that 83.6% of the variations in project planning skills on implementation of entrepreneurship projects in Kenya are related to the predictors (Technical skills, financial management skills, Technology, workforce planning). Only 16.4% of variations in implementation of entrepreneurship projects in Kenya are not accounted for by change in the independent

variables in the model. The whole model has a coefficient of correlation (R) as 0.698 which is a strong positive correlation between predictor variables and the decedent variables. This indicated that changes in the predictor variable would be very closely associated with changes in the levels of implementation of entrepreneurship projects in Kenya in the same direction.

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

**5.1 Introduction**

This chapter presents a summary of the findings, discussions, conclusions and recommendations that reflect answers to the raised research questions and suggestions for further research. The purpose of the study was to analyze the influence of project planning skills on implementation of entrepreneurship projects in Kenya: A case of Jua-kali sector in Kenya.

**5.2 Summary of the Findings**

The study made the following summary;

**5.2.1 Technical Skills**

The analysis found that 82% of the respondents believed that technical skills affect the implementation of Jua-kali entrepreneurship projects in Kenya. This analysis means that technical skills and competences are very important in the development and implementation of the entrepreneurship skills among Jua-kali artisans. This agrees with Damooei, Maxey and Watkins, (2008) that technical skills are a skills that require a combination of specific knowledge and skills of the work done using the body to achieve the target.

**5.2.2 Financial Management Skills**

The analysis found that 93% of the respondents believed that financial management skills were critical in the management of the Jua-kali sector and management of entrepreneurship projects in the Jua-kali sector. This resonates with Bell, & Lerman, (2005) that the financial management skills should be regarded as a component of the entrepreneurs' general management. From this perspective, the financial management can be defined as an under-system of the company's general management, having as purpose insuring the necessary financial resources, their profitable assignment and usage, improving the value and the safety of its patrimony, by fulfilling an active role, starting

with the financial resources meant for the establishment of the company's strategic and tactical objectives and for the control and evolution of their fulfilment.

### **5.2.3 Technology**

The study found that technology has been perceived and is one of the most important tools of ensuring Jua-kali entrepreneurship projects perform, reach to the limits and enhance their performance and achievement in terms of profitability and growth. The analysis found that 79% of the respondents indicated that technology affects the entrepreneurship development among Jua-Kali sector. It was therefore found that technology is key to the development of the entrepreneurship in Jua-Kali sector. The analysis agreed with (Deans, And Kane, 2012) that Technology in the workplace allows businesses to expand quickly and efficiently. Business technology such as video conferencing, social networks and virtual office technology has removed workplace boundaries that previously limited business expansion.

### **5.2.4 Workforce Planning and Management**

The analysis on workforce planning and management by the Jua-Kali sector was analyzed. The study found that 81% of the respondents believed that workforce planning was very key in developing and advancement of performance of entrepreneurship of Jua-Kali projects in Kenya. This agrees with (Hornby, 2010) that workforce planning is a management framework that ties human resource decisions to the organization's strategic plan. In this way, human resource decisions move away from piecemeal, individualized decisions and become part of the larger, more strategic goals of the organization. Workforce planning provides managers with a framework for making staffing decisions based on an organization's mission, strategic plan, budgetary resources, and a set of desired workforce competencies. To be useful, a workforce plan must reflect the management environment of the organization for which it is developed. In addition, organization culture is an important factor in workforce planning.

## **5.4 Conclusion**

The study concluded that technical skills are very critical in the management and development of entrepreneurship projects in Kenya. The study finally found that technical skills should be the triggers and Influence of project planning skills on implementation of entrepreneurship projects in Kenya in the jua-kali sector in Kenya. The analysis concluded that experts and governments should ensure that people are given more skills to promote the performance and entrepreneurship skills in the creative field of Jua-kali sector. The analysis found that there is high creativity in most of the Jua-kali sector and this is owed to the development of the technical skills and performances of the individuals with such skills and this should be encouraged.

The study concluded that Financial Management Skills are very important among the Jua-kali sector practitioners and this is true when there is possibility of the people working in this field managing to start and end their projects successfully. The analysis conclude that much as the majority of the Jua-kali workers know the importance of money and how to use it, there is still need for the training and update of the financial management skills to ensure such people make the best out of their hard earned income.

The use of Technology has been concluded as one of the most important aspects influencing project planning skills on implementation of entrepreneurship projects in Kenya specifically among Jua-Kali sector in Kenya. The analysis concluded that much as the Jua-Kali artisans have tried their best to engage the use of their own made local technologies, there is need to engage the use of huge machine skills and technologies to ensure they are able to make better, effective and efficient products from their skills. The study concluded that technology should be given more focus in Jua-Kali Sector.

The proper management of workforce planning and management were concluded to be critical in influencing project planning skills on implementation of entrepreneurship projects in Kenya specifically among Jua-Kali sector in Kenya. The analysis concluded that there should be better methods of managing workforce to ensure that those that don't have skills gain skills and those that need to advance their skills can advance their skills without having to incur high costs in the artisan sector.



## **5.5 Recommendations**

The following recommendations were made from the research;

### **Technical Skills**

- The study recommends that more skills should be imparted to the technical teams in the Jua-kali sector to enhance their competences and ensure they are able to produce better than they are doing now.
- There should be more government support to ensure that the skilled Jua-Kali artisans are able to pass the knowledge to the interested younger generation and by doing this increases job opportunities in the field of Jua-kali and manufacturing of local made items.

### **Financial Management Skills**

- The study further recommended that more information, knowledge be invested in the field of jua-kali sector to ensure that they know better on how to manage finances, how to manage income and how to invest and save for their enhanced performance and ability to reach higher goals especially in their projects of entrepreneurship
- It was recommended that more banks should engage and partner with the Jua-kali sector not only to train on financial management but to assist in ensuring that their entrepreneurship projects reaches to their panned destiny through the partnership between artisans and the banks.

### **Technology**

- It was recommended that more need to be done on technology. This is because most of the local artisans or Jua-kali artisans do not use updated technology to achieve their goals.
- It was further recommended that government should engage the Jua-Kali sector to introduce to them the new technologies that are available in meeting their day to day needs of managing their project and entrepreneurship achievements.

## **Workforce Planning and Management**

- The study recommends that Jua-kali sector get engaged in professional management of the staff and workforce. This is because most of the Jua –kali artisans actually do not have off days, leave days or any day to rest. This eventually leads to low performance and diminished creativity due to burn out and lack of rejuvenation
- It was recommended that more need be done like linking the universities and technical colleges with the Jua-kali and the Local artisans to ensure that they get staff and workforce from these colleges and both gain from class and field experience through interchange and exchange of workforce.

## **5.6 Suggestions for Further Research**

The study was not conclusive as the research did not analyze the negative challenges that affect the Influence of project planning skills on implementation of entrepreneurship projects in Kenya a case of Jua-Kali sector in Kenya. More research need be done on how the Jua-Kali sector can be integrated into formal sector or how formal sector can be integrated into Jua-kali sector to enable sharing of information, knowledge, technology and experiences for better implementation of entrepreneurship projects in Kenya with focus to juakali sector in Kenya.

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## APPENDICES

### APPENDIX 1: INTRODUCTION LETTER

Dorothy Ateng  
The University of  
Nairobi  
P.O.Box 54210-  
00100  
Nairobi  
Phone; 0722734868

Sir/Madam

**RE: REQUEST TO UNDERTAKE ACADEMIC RESEARCH AT YOUR  
INSTITUTION**

I am currently undertaking a Degree of Master of Arts in Project Planning and Management of the University of Nairobi and one of the Requirements for completing the course is to undertake a research project within the relevant field. It is through this requirement that I am humbly requesting your good office to consider me and grant me an opportunity to collect data from For Kenya National Federation of Jua Kali Association (KNFJKA) Staff and JuaKali artisans in Nairobi County. My research topic is: To investigate the influence of project planning skills on implementation of entrepreneurship projects in Kenya.

Your Consideration for my request will be appreciated. The information gathered will be handled with high confidentiality to uphold your organizational operations.

Thank you for your continued support. Attached please find the questionnaires that I intend to use in data collection.

Yours Faithfully,

**Dorothy Ateng**

**REG: L50/69436/2013**



**APPENDIX II: QUESTIONNAIRE**

***For Kenya National Federation Of Jua Kali Association (KNFJKA)***

You are requested to respond to each question truthfully. Please do not write your name anywhere on this questionnaire. Respond by putting a tick (✓) in the box next to your correct answer and fill the blank spaces

**SECTION A**

**RESPONDENT’S BACKGROUND**

1 Gender

Male [ ]

Female [ ]

2. Age in years

Below 30 [ ]

30 – 39 [ ]

40 – 49 [ ]

50 and Above [ ]

3. What is your Highest Qualification?

Masters [ ]

Degree [ ]

Diploma [ ]

Tertiary Education [ ]

KCSE Certificate [ ]

KCPE Certificate [ ]

Others (specify) [ ].....

4. What is your Job Position?

<b>Job positions</b>	<b>Response</b>
Top management Staff (KNFJKA)	
Supervisor (KNFJKA)	
Operational staff (KNFJKA)	
Artisan	

**SECTION B**

**PART 1: TECHNICAL SKILLS**

Do technical skills influence implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

Yes [  ]                      No      [  ]

How would you rate the effects technical skills on implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

Very High    [  ]  
High            [  ]  
Fair            [  ]  
Low            [  ]  
Very Low     [  ]

What are the factors that influence the implementation of entrepreneurship projects in Kenya?

.....  
.....  
.....  
.....

To what extent would you agree with the following statements relating to technical skills and its effects on implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

**Degree of effects Key: Strongly Agree; 2 – Agree; 3 – Don’t know; 4 – Disagree; 5 – Strongly Disagree;**

	1	2	3	4	5
JuaKali artisan is wholly a technical field and technical experience and skills is a must					
There is little relationship between need for technical skills and implementation of entrepreneurship projects					
Technical skills influences successful implementation of entrepreneurs skills					
Technical skills is relevant to all entrepreneurial project implementation					
Implementation of entrepreneurship projects doesn't not require technical expertise at all					

**PART II: FINANCIAL MANAGEMENT SKILLS**

Does your organization offer JuaKali Artisans with financial management skills for successful implementation of entrepreneurship projects?

Yes [ ] No [ ]

What are strategies in place in Kenya National Federation of Jua Kali Association (KNFJKA) to enhance implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

.....

.....

.....

How would you rate the importance of financial management skills on implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

Very important [ ]

Important [ ]

Fairly Important [ ]

Less Important [ ]

Not important [ ]

To what extent would you agree with the following statements on financial management skills among JuaKali Artisans in Kenya?

**Remarks Key: 1 – Strongly Agree; 2 – Agree; 3 – Don’t know; 4 – Disagree; 5 – Strongly Disagree;**

	1	2	3	4	5
JuaKali artisans needs financial management skills to enhance their entrepreneurial projects					
Financial management skills do not determine the success of the entrepreneurial projects					
The implementation of the JuaKali Artisan entrepreneurial projects are so interlinked to the financial management skills of the entrepreneur					
The financial management is a basic need in entrepreneurship projects					
There is a NO relationship between the implementation of the entrepreneurial projects and the financial management skills					
The is a direct correlation between successful implementation of the entrepreneurial projects and the financial management					

**PART III: TECHNOLOGY SKILLS**

Does JuaKali Artisans in Kenya use technology for the implementation of entrepreneurship projects?

Yes [ ]                      No [ ]

What are Technologies used by JuaKali Artisans (if any) to implement entrepreneurship projects??

.....  
 .....

How would you rate the influence of technology skills on implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

- Very Influential      [ ]
- Influential            [ ]
- Fairly Influential    [ ]
- Less Influential      [ ]
- Not Influential        [ ]

To what extent would you rate the importance of the following statements concerning technology skills on implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

**Remarks Key: 1 – Very Important; 2 – Important; 3 – fair; 4 – Less Important; 5 – Not Important;**

	1	2	3	4	5
Technology is the key propelling factor in the implementation of the entrepreneurship projects					
Artisans don't need technology in the implementation of their JuaKali project					
The Technology is the differentiation point among JuaKali artisans					
The success of the entrepreneurial projects is determined by the technology used the projects itself					
There is a high correlation between technology and successful implementation of entrepreneurial projects					
Technology has a fair influence on the implementation of the entrepreneurship projects among JuaKali artisans					

#### **PART IV: WORKFORCE PLANNING**

Does workforce planning influence implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

Yes [  ]

No [  ]

Explain.....  
 .....  
 .....

How important would you rate the influence of workforce planning on implementation of entrepreneurship projects among JuaKali Artisans in Kenya??

Very High Influence [  ]

High Influence [  ]

Fair Influence [  ]

Les Influence [  ]

No Influence [  ]

What should be done to ensure workforce planning propel successful entrepreneurship projects among JuaKali Artisans?

.....  
.....  
.....

What are the inherent pitfalls that fail the implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

.....  
.....  
.....

What strategies should be taken up by the Kenya National Federation of Jua Kali Association (KNFJKA) to ensure sustained successful implementation of entrepreneurship projects among JuaKali Artisans in Kenya?

.....  
.....  
.....

**Thank you for your cooperation**



**UNIVERSITY OF NAIROBI**  
**OPEN DISTANCE AND e- LEARNING CAMPUS**  
**SCHOOL OF OPEN AND DISTANCE LEARNING**  
**DEPARTMENT OF OPEN LEARNING**  
**NAIROBI LEARNING CENTRE**

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
NAIROBI

25<sup>th</sup> November, 2017

REF: UON/ODeL/NLC/27/22

**RE: DOROTHY ONYUNA ATENG - REG NO.L50/69436/2013**

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

She is proceeding for research entitled "Influence of Project Planning Skills on Implementation of Entrepreneurship Projects in Kenya: A Case of Juakali Sector in Kenya."

Any assistance given to her will be appreciated.

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**CAREN AWILLY**  
**CENTRE ORGANIZER**  
**NAIROBI LEARNING CENTRE**





**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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NACOSTI, Upper Estate  
Old Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

REF: **NACOSTI/P/17/96344/20464**

Date: **4<sup>th</sup> December, 2017**

Dorothy Onyuna Ateng  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of project planning skills on implementation of entrepreneurship projects in Kenya: A case of juakali sector in Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **4<sup>th</sup> December, 2018**.

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.





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**CAREN AWILLY**  
**CENTRE ORGANIZER**  
**NAIROBI LEARNING CENTRE**

