



Level of the Youth Participation towards Youth Enterprise Development Fund in Turbo Division, Uasin-Gishu County, Kenya

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ABSTRACT

Youth unemployment in Kenya has been seen to be on the rise. However, with the inception of the Youth Enterprise Development Fund the youth have been able to exploit the opportunity in utilizing the fund. The study used a sample of 147 respondents from the youth group in Turbo Division, Uasin-Gishu County. The study found out that the prevailing factors that play a role in youth participation in entrepreneurship included; entrepreneurial business trainings, societal attitude and finally family involvement.

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Introduction

According to the ILO report, (2009) when jobs are scarce, young persons are generally more likely to be unemployed. There is a growing recognition among governments and international organizations that as jobs become scarce, youth entrepreneurship becomes an important strategy for integrating youths into labour markets thus addressing unemployment challenges. However, from a policy point of view, youth entrepreneurship has its own specific dimensions compared to entrepreneurship in general. There are a number of characteristics that describe young entrepreneurs compared to their adult counterparts; while young people are more likely to have positive attitudes towards self-employment, reality hampers them. Due to limited resources, life and work experience, the youth face greater barriers than older age cohorts (Schoof, 2006; Blanch Flower and Oswald, 1999).

Accordingly, the advantages for stimulating youth entrepreneurship, is that young entrepreneurs are more likely to hire fellow their counterparts who may be particularly responsive to new economic opportunities and trends. Young entrepreneurs generally have better computer skills, are more present in high growth sectors and eventually are better employees (Meager, 2003).

The OECD report (2001), points out that while young people are more likely to have positive attitudes to self-employment; they are less likely to be self-employed in practice. Moreover, the same study found that those who became self-employed had higher "life satisfaction" than youth in the same age group. Furthermore, young men were more likely to be self-employed than young women (Blanchflower and Oswald, 1999).

According to Tackey and Perryman (1999), young graduates who started a business are motivated primarily by desires for independence and flexibility rather than either job security or riches. Furthermore, evidence from a study

conducted in Italy showed that young people are more innovative and often create new forms of independent work (Belussi, 1999).

Zahrai (2001) points out that there are common characteristics of small rural business. This includes the fact that they are usually family owned and the startup costs are covered by savings and only rarely and marginally on loan component. They are labour intensive hence production and service activities often rely on labour, equipment is simple and a great deal of inventiveness goes in to the respective processes. There is minimal capital input owing to a scarcity of capital and a lack of access to cheap sources of credit, investment in equipment and working capital which is very small. Most of micro-enterprises find both their customers and suppliers within much of the localized area and rarely does the scope of the activity extends beyond the village and its environment. Small scale business activity is very resilient to change. It is well adapted to the specific context and efficiently organizes the existing factors of production. Small scale enterprises also tend to be much more socially embedded than larger firms. Many employ local resources to meet local needs. However, in some areas disruptive rural restructuring has led to extensive economic exclusion and social or geographical isolation hamper the formation of social capital (Daniel *et al.*, 1985).

Furthermore, Zahrai (2001) stressed that rural small enterprises tend to be very small including a proportion that is one person businesses. There is evidence that small scale enterprises in remote areas are more labour intensive and make less use of new technology and innovation. They make little use of training and business support. Their remoteness makes delivery of services more difficult and increase the cost.

Accordingly, a study conducted in both China and India indicated that structural interventions were clearly made, but

little was understood about the necessary cultural interventions to make a countrywide impact (Davidson, 1995). Furthermore, at the heart of all these attempts by the governments in the two countries there is an assumption that entrepreneurship is good and society, families and individuals at large view entrepreneurship as beneficial, and given the right incentives people would engage in entrepreneurship. This assumption, however, remains largely untested in these contexts. According to Autio (2005) there is little work on studying the influence of societal attitude as an a priori factor on attitude towards entrepreneurs and entrepreneurship.

It has been shown in earlier works that attitudes of people are signs to their behaviours (Ajzen and Fishbein, 1980). Past works in development of attitude has indicated that exogenous factors like social setting which has an impact on attitude and intentions of individuals (Ajzen, 1991; Kanungo, 1990; Kiggundu *et al.*, 1983; Krueger, 1993). Negative attitude of people towards government policies have resulted in failure of attempts to promote entrepreneurship (Acharya, 1987; Gnyawali and Fogel, 1994). This linkage between attitude and subsequent behaviours has been established in entrepreneurial behaviours as well (Krueger and Carsrud, 1993; Lee, Chua, and Chen, 2004).

As most policy making attempts are based on anecdotes, success stories and prescriptions documented elsewhere, a better understanding of societal attitudes would give insights for policy making towards promotion of entrepreneurship. In such cases, if there is a positive attitude towards young entrepreneurs and entrepreneurship, it would be easier for policy makers to encourage entrepreneurship. They only need to offer programmes that would encourage entrepreneurial activity in the society. On the other hand if the attitude is negative, policies would only be successful once the society is willing to accept entrepreneurial activity as something that is positive. In such cases, wide-spread attitude change programmes would have to be initiated (Thomas and Mueller, 2000).

Other studies have found that socialization impacts an individual's attitude towards entrepreneurship (Brockhaus and Horwitz, 1986; Jackson and Rodkey, 1994). An individual's socialization takes place at home, at the place of education, and in other spheres of interaction. Socialization includes messages about what is good and positive, what imparts status, what is valued by others. Family background and parental role-modeling has been found to be the most prominent factor that affects early socialization and hence formation of attitude towards entrepreneurship (Matthews and Moser, 1995). Early communication received and imbedded by an individual from the family would impact career choices by inducing individuals to choose a career in which they are viewed positively by society (Scott and Twomey, 1988).

Therefore, the study aimed at understanding the level of youth participation by looking at; whether the youth have been involved in business trainings; the characteristics of youth entrepreneurship skills; whether there is youth involvement in income generating enterprises through involvement of the fund and whether there is perceived societal attitude influences on the youth accessing the fund. Moreover, the study sought to understanding family involvement in the establishment of the small scale rural enterprises.

Methodology (Methods and Materials)

Study Area

The study was carried out in Turbo Division in Uasin Gishu County, Kenya. The decision to carry out the research

in the division was due to the fact that it had the youth who were involved in small scale rural enterprises. Accordingly, this paper is an output of a study that was conducted in Turbo Division in July, 2013.

Research Design

The study used descriptive research design. This design was appropriate because it gave a profile picture of what is actually happening on the ground. Descriptive research design described the state of affairs as it exists and also helped in organizing the data in an orderly way. It was used to ascertain respondent's experience, perspectives, and perceptions in the regarding the fund in the study area.

Target population

The targeted population for this study was drawn from the youth in the youth groups. This is because only youth groups who have benefited from the Youth Enterprise Development Fund where selected as they had relevant information concerning the study topic. Therefore, they were assumed to hold vital information on issues of interest to the study.

Sampling size and Sample selection

The groups were purposively selected with the help of the key informants. Fifteen (15) youth groups benefitting from the Youth Enterprise Development Fund and engaging in small scale enterprises, totaling to 150 youths were thus selected. The youth groups that are active were identified with the help of the key informant. Stratified random sampling was used in selecting 10 respondents in each group. The 15 youth groups were further stratified based on nature of activities and location. Furthermore, group members who were more than ten (10) members were selected using the simple random sampling technique. However, the response rate achieved was 147 respondents for the study.

Methods of Data Collection

Data for this study was collected using self-administered questionnaires and focused group discussion guide. The study used questionnaire to elicit responses from the respondents for purposes of statistical analysis. The tools were developed and mainly administered to the youth. Direct questions and Likert scale questions were mainly used in the collection information. Furthermore, focused group discussions were also conducted to supplement what had been elicited from the questionnaire. The questionnaire had closed ended questions and a few open-ended questions. Moreover, the study used observation method to view youth group characteristics. The use of the three data collection tools encouraged triangulation thus this ensured the achievement of the research process gaining information wholly. The application and combination of several tools in the study ensured overall data collection.

Results and Discussion

This section discusses the findings on the level of the participation of the respondents towards the fund. The level of participation was fundamental in understanding the attitude and opinions in determining the reaction of the respondents. The level of participation on the fund determines the respondent's background on entrepreneurship. The variables that were covered in the study include; level of entrepreneurial trainings/sessions on the fund and skills acquired and their impacts, characteristics of youth entrepreneurship skills, youth involvement towards income generating enterprises. Moreover, this section presents and discusses findings on societal attitude, and family involvement towards youth entrepreneurship. The results in this section have been presented in frequencies and percentages in tables.

Entrepreneurial Training and Business Trainings

When asked whether they had received business training/ or entrepreneurial training on the fund, the results showed that more than fifty percent (53.7%) had received business training from which; 21.1% of the respondents received the training through informal trainings influenced by their family and colleagues, Government agency through the District Youth Officer (20.4%) was second, trainings from basic education from institutions of learning (11.6%) was third. A negligible (0.7%) number of respondents indicated that Non-governmental organizations had influence on the respondents training as shown in **Table 1**.

Table 1: Entrepreneurial Training of the Respondents

Whether the Respondent has Received Business Trainings on the Fund (n=147)	Frequency (n)	%
Yes	79	53.7
No	68	46.3
The Agency that Trained the Respondent on the Fund (n=147)		
Informal Trainings (From family and Colleagues)	31	21.1
Government Agency (District Youth Officers)	30	20.4
From Institutions of Learning (Basic Education)	17	11.6
Non-Governmental Organizations	1	0.7
Not Applicable	68	46.3
Reasons for not Receiving Business Trainings/Entrepreneurship Training on the Fund (n=147)		
Government agencies have not come	36	24.5
Inadequate intervention by financial intermediaries	26	17.7
Neglect by some of our members to attend the sessions	6	4.1
Not Applicable	79	53.7

n=Number of Respondents,

%= Percentage

However, the study went further to determine why the youth benefiting the fund did not received business training/ or entrepreneurial training, thus more than forty percent (46.3%) of the respondents had not attained the trainings from any agency. Therefore, they gave their following responses; slightly less than a quarter (24.5%) indicated that the government agencies had not come as promised or they did not come at all due to lack of resources as informed by the government youth officers, less than twenty percent (17.7%) indicated that there was inadequate interventions by financial intermediaries whom either did not come to the ground or did not come at all. Lastly, a small number (4.1%) indicated that some of the members neglected to attend the sessions due to ignorance, lack of commitment to attend the sessions or cases of illiteracy as shown in **Table 1**.

When asked of the perceived impacts of the business trainings/ entrepreneurial trainings the following sentiments were echoed:

"...Training niliopata ilikuwa kwa hawa maofisa wa fund....Walitupea mawaita na kwa kweli hii mawaidha ilitusaidia kuendeleza biashara yetu... That: the training I obtained was from the youth fund officers and the advice they provided was essential in the development of their business... (Male respondent, Mini-van transportation).

"...Ile time nilikuwa primary and secondary tulifanya business studies.... hapo ndio niliweza pata idea ya kuanzisha na kundelesa bizna..." That; the time I was in primary and

secondary school we did business studies... there is where I got the idea of how to start and improve my business....(Female respondent, Saloon business).

"...manze bila training hauezi toboa kuanzisha bizna... lazima uwe na mabeshte wenye watakuadvise vile biz hufanywa na lazima upate maskills kutoka chuo..." That; without the training you cannot start a business....It is a must that you get advice from your friends that will advice you the way business is done and more so skills from school... (Male respondent, Stationary and printing services).

Therefore this implies that enhanced entrepreneurial training is a vital determinant for youth participation in the small scale rural enterprises. Business trainings/ entrepreneurial trainings enable youth in the various youth groups know how to develop a business plan, business management, management of business finances (budgeting) and managing and reducing costs. In addition, the vital components for entrepreneurial success and the attainment of overall objective for any youth group activity requires the attainment of education, the government and other stakeholder participation. This is in support of previous studies by Alisultanov *et al.*, (2003) that reveal that individuals who completed entrepreneurship training increased employment/self-employment levels by less than a third (28%). Furthermore, training provides a platform for business success and promotes positive business attitude among the youth.

Participatory business training among youth entrepreneur enhances skills development and at the same time promotes entrepreneurial growth. Studies by White and Kenyon (2000) concur with the study findings that facilitating access to business training and skill development will in turn lead to the promoting of market businesses that are owned and managed by young women and men; assisting in the identification of new products, services and markets. Scholars including Rasmussen and Sorheim (2006) point out that entrepreneurship training have traditionally focused on teaching individuals, but many initiatives are increasingly becoming more action-oriented, emphasizing learning by doing. Past research results comparing to the Kenyan case have consistently found SME training results in better performance, even under different cultural settings that include Netherlands, Spain, Hungary, and China (Mullei and Bokea, 1999). As a result, it is expected that implementation of YEDF-related training programmes will lead to higher performance in youth SMEs'. More so the emphasize on the importance of entrepreneurial training and development will lead to the national economic development process (Kanyari and Namusonge, 2013). Entrepreneurship-support interventions such as business training and grants have shown that they can be effective in fostering self-employment (McKenzie and Woodruff, 2012).

Whereas the aforementioned findings are in agreement with the current study, there are areas that are unique with the current study especially on the involvement of stakeholder participation towards enhanced entrepreneurial training. In particular, non-governmental participation in partnership development was found to be lacking, since it is perceived that non-governmental organizations provide for training, education and information sharing in community projects. However this is untrue as the study has revealed that informal trainings (friend to friend) and government involvement are crucial in promoting entrepreneurship education and training on the fund.

Characteristics of Youth Entrepreneurship Skills

The study also determined to know if those individuals who had attained trainings, had entrepreneurship skills to enable the run an enterprise. Entrepreneurial activities equip young people with entrepreneurial attitude and skills, hence fosters their (youth) ability to understand the dynamics of entrepreneurship (Schoof, 2006).

Table 2: Characteristics of Youth Entrepreneurship Skills

Whether the Respondent have entrepreneurship skills to run an enterprise (n=147)	Frequency (n)	%
Yes	131	89.1
No	16	10.9
Where the skills had been acquired from (n=147)		
Post primary Education	52	35.4
Friend to Friend inquiry	46	31.3
University Education	23	15.6
Basic Primary Education	10	6.8
Not Applicable	16	10.9
Reasons for not acquiring entrepreneurship skill (n=147)		
Semi-illiteracy	9	6.1
No formal education	7	4.8
Not Applicable	131	89.1
Have you Attended any enterprise sessions and seminars that provide entrepreneurship skills (n=147)		
Yes	120	82.6
No	27	18.4
Reasons for attending enterprise sessions and seminars (n=147)		
Invitation by financial intermediary	76	51.7
University clubs and conference sessions	27	18.4
Invitation by Government agencies	17	11.6
Not Applicable	27	18.4
Reasons for not attending enterprise sessions and seminars (n=147)		
Distance as a factor for not attending	13	8.8
No keen Government agency to offer sessions	5	3.4
Not aware of the enterprise sessions or seminars	5	3.4
NGO's have never had entrepreneurial sessions and assistance	4	2.7
Not Applicable	120	81.6

n=Number of Respondents,
%= Percentage

In determining the entrepreneurial skills to enable the youths run an enterprise, the study examined if they have acquired such skills. The study findings showed that most of the sampled population had entrepreneurship skills. More than thirty percent (35.4%) of the respondents had acquired such skills in post-primary education meaning secondary/ high school education. More than a third (38.1%) of the respondents acquired entrepreneurship skills through friend to friend inquiry and basic primary education. The rest of the individuals indicated that they acquired the skills from the university education that accounted for 15.6% as shown in **Table 2**. This finding agrees with studies by Rasheed (2000) who indicated that secondary school students with entrepreneurship training have higher achievement motivation, more personal control, and greater self-esteem. Students who initiate a business venture are more creative. Entrepreneurship studies come as a result of them learning business studies and mathematics taught in the schools from primary to secondary through the 8-4-4 curriculum. Accordingly, Chigunta (2002) has pointed out that in some countries, public and private initiatives have been introduced in schools to promote an entrepreneurial culture among young people.

However, for those who did not acquire entrepreneurial skills accounted for 10.9%. The study went further to determine the reasons why they did not acquire entrepreneurial skills. Semi-illiteracy or low levels of education was considered as a factor by the respondents thus accounted for 6.1%. They further indicated that the inadequate knowledge obtain from school was minimal since some of the respondents had either dropped out of school due to financial constraints, pregnancy or opted out of school due to lack of faith in the formal sector. The rest of the respondents indicated that they had no formal education hence did not attend school who accounted for 4.8% as shown in **Table 2**.

Accordingly, high illiteracy rates have been seen to counter economic development, more so the participation of the youth in the country's development. Moreover, the National Adult Literacy Survey (2007) revealed that 61.5% of the adult population had attained the minimum literacy level thus leaving 38.5% (7.8 million in absolute numbers) adults illiterate. Furthermore, according to EMIS report (2010), it was found that Uasin-Gishu County has a net enrolment rate of primary education and secondary education currently at 85.1% and 26.9% respectively.

Accordingly, FinAccess National Survey (2013) indicates that financial exclusion decreases with improved levels of education which therefore implies that the youth cannot get entrepreneurial skills from financial intermediaries and other stakeholders without improving their literacy rates. In addition, factors influencing the school drop-out rate, especially among girls, include pregnancies and withdrawal (Okojie, 2003).

Furthermore, attending school no longer holds the hope for employment or a better future. More and more young people are failing to find jobs in a largely stagnant formal sector. Therefore, they either undertake to do menial jobs or blue collar jobs. Generally, there is dissatisfaction with the current education system since it does not prepare the youth self employment enterprise activities. One of the respondents echoed the following:

"... Me nilicheki hii 8-4-4 hainisaidii... mi nilikuwa nataka kuanzisha bishara ya kubebe watu kwa sababu ina pesa... kwa shule niliambiwa nisome niwe mwalimu lakini nikakataa" That; I saw that this 8-4-4 doesn't help me.... And I wanted to start the business of transportation because it has money... In school I was told to read so that I can be a teacher but I refused... (Male respondent, Minivan transportation).

Furthermore, Okojie (2003) points out that the quality of education also appears to be a growing problem in many African countries. Moreover, there is the growing concern about whether young people in contemporary Africa are functionally literate or that they had acquired other competencies.

The study further sought to determine whether the respondents had attended any enterprise sessions and seminars that provided them with skills to engage in small scale enterprises. Of the total respondents, an overwhelming majority (82.6%) indicated that they had attended such sessions while less than twenty percent (18.4%) indicated that they had not attended such sessions as shown in **Table 2**. The research went further and explored reasons for the respondents attending entrepreneurship sessions. The findings showed that more than fifty percent (51.7%) of the respondents had attended sessions organized by the financial intermediaries who included banks such as Co-operative bank, Equity Bank, K-rep Bank and the various local SACCOs.

The financial intermediaries that include banks and SACCOs have provided for a platform for the training of the informal groups thereby providing information on how to obtain credit facilities. Furthermore, financial intermediaries offer advice and financial support systems to anticipated consumers. Accordingly, Chigunta (2002) points out that countries including France have introduced public schemes that have raised awareness about the importance of entrepreneurship among young people. These are the Enterprises Cadettes that work through the cooperation of local businesses and banks and the *Graines d'Entrepreneurs* ('Seeds of Entrepreneurship') which is implemented through a partnership with regional governments and local chambers of commerce and industry. The intervention by the financial intermediaries can be seen to complement that of the government in creating entrepreneurial sessions that educate and inform the youth on the significance of youth entrepreneurship. For instance one of the male respondents echoed the following sentiments:

"... Bank ya Equity illituaadvise sisi ka wasee wa Boda kuwa hii chapaa tunamake tunaweza iweka kwa account na pia walituaadvise vilie tunaweaimarisha biz... alafu kuna hizi sacco ndogondogo ka Boresha Saaco hapo tao walicome wakatupea tips za kuweka chepaa na vile tunaweza jiimprove..." That; Equity bank advised us that as bodaboda operators the money we make we can keep it in the account and that they advised us on how to improve our business... And then these small SACCOs for example the Boresha Sacco that came and gave us tips on saving money and how to improve ourselves..."

Moreover, banks and SACCOs are seen to be key players in providing for financial management skills that include; record keeping, savings, opening bank accounts, and encouraged preparation of feasible business proposals among youth groups.

Furthermore, respondents who accounted for less than twenty percent (18.4%) indicated that they had acquired such sessions in the university which included sessions organized by the university clubs and conferences, for example SIFE club in Moi University where respondents were taught how to write business plans. Similarly, study findings by Brinkmann *et al.*, (2010) showed that universities and business schools offer entrepreneurial sessions that teach students in entrepreneurship classes about the importance of preparing and writing business plans. Indeed, the introduction of business plan competitions is regarded as important in fostering entrepreneurship among the youth in many countries.

Some OECD countries are providing entrepreneurial sessions to university students (Oosterbeek *et al.*, 2008). Therefore, entrepreneurial sessions create a platform for the youth more so, on how to writing business plans and thereby learning how to identify business opportunities. Entrepreneurial sessions provide for the potential to enable graduates to gain skills and create their own jobs, as well as possibly also better align their skills. One of the youth engaging in printing services and photocopying, a university student echoed the following sentiments:

"....in the university our club SIFE introduced a competition that mentored and introduced us to youth enterprise... we were taken to Singapore where we learnt more about entrepreneurship... I think such sessions should be created..."

Moreover, study findings established that slightly above ten percent (11.6%) indicated that the government agency

offered entrepreneurial sessions through the District youth officers (Divisional committees) and the chief through the *Baraza* meetings. The responsibility of the local administration at the local level is to implement government policies at the societal level and more so, on the ground. Therefore, the creation of divisional committees by the government enables the youth to obtain the required information about the youth fund. Generally the local administration is seen to be key mobilizers for the government at the local level. They also help in the identification of the beneficiaries as well as knowing the needs of the local youth, thereby creating entrepreneurial sessions targeting the youth at the local level.

However, for those who did not attend any entrepreneurial sessions or seminars the study established the following reasons; less than ten percent (8.8%) of the respondents indicated that they could not attend entrepreneurial sessions because they were conducted far from where they lived. Not aware of the enterprise sessions (Either by the government nor the various financial intermediaries) or seminars and not keen Government agency to offer sessions were equal 3.4%, while others indicated that they have never had NGO's organizing entrepreneurial sessions and assistance hence accumulated for 2.7% as shown in **Table 2**.

Study findings by Chigunta (2002) and the OCED report (2001) postulate that countries such as the United Kingdom, the United States, Canada and South Africa, for example, have already introduced new curricula which give to young people information that introduces them to concepts of self-employment. Integration of entrepreneurship skills provides a platform for the youth to fully acquire such skills that will promote youth participation the establishment of the small scale enterprises. Moreover, entrepreneurial programmes work through the general education system, whether through the school themselves, or extra curricula programmes, or through universities and graduate schools in general. They basically involve two types of programmes: enterprise education and entrepreneurship promotion programmes. In the Kenyan curriculum entrepreneurial sessions are created in the classroom where both the pupils and students are taught basic mathematics and business studies. More sessions create and allow for entrepreneurial training and awareness among the youth.

The above study findings are in agreement with the current study. However, there is a unique area on current study especially on the enhanced entrepreneurial session. In particular, inclusive participation is seen to be introduced by the financial intermediaries especially banks and SACCOs because of the appreciation of innovation and at the same time providing the growing demand to provide start-up capital among the youth. The financial intermediaries are seen to encourage the growth of the youth ventures. Financial advice and financial knowledge are seen to promote the growth of youth enterprises.

Table 3: Involvement of the Youth in the Income Generating Enterprises through the Fund

Whether the fund has made the youths fully involve themselves in income generating enterprises (n=147)	Frequency (n)	%
Yes	45	30.6
No	102	69.4
How have the youth been fully involved in income generating enterprises using the fund (n=147)		
Encouraged innovation	22	15.0
Starting up businesses (establishment of enterprises)	19	12.9
Expansion (Input)	2	1.4
Decreased crime related activities in the area	2	1.4
Not Applicable	102	69.4
Why the youths have not been fully involved in income generating enterprises using the fund and the effects of this (n=147)		
Some groups have been neglected in terms of decision making	58	39.5
Increased cases of crime due to lack of opportunities	10	6.7
Inadequate support from other stakeholders	12	8.2
Increased taxation or barriers created by other government agencies	22	15.0
Not Applicable	45	30.6

n=Number of Respondents,
%= Percentage

Youth Involvement in the Income Generating Enterprises

The study determined to know whether the youth have been fully involved in the fund by establishing income generating enterprises and if so how and if no why. Of the total number of respondents, almost seventy percent (69.4%) indicated that they were not fully involved in the fund. They therefore gave the following reasons of why they were not fully involved; almost forty percent (39.5%) indicated that some groups have been neglected in terms of decision making; for those who indicated that there was increased taxation or barriers created by other government agencies were less than twenty percent (15%) as shown in **Table 3**. Some of the sentiments echoed include:

“...Wakati hii fund iinapoletwa kwa offisi ya D.C tulifahamishwa lakini hakuna committee ambayo ilihusisha sisi Vijana kuhusu hii fund vile tutagawa ama mahitaji yetu kama vijanaa hukusu vile hii fund itatusaidia...” That; the time this fund was taken to the district commissioners office (D.C) we were informed but there was no committee that associated with the youth about the fund in terms of disbursement or the needs among the youth and its importance (Male respondent, Printing and stationery services).

“...Fund ndio iko lakini ukikuja on the ground manze taxes za gava ni mob sana ka saa hizi municipal inatusumbua na sika kila mara.... Ati 850/= a month alafu huwa wanatuharass tulipe...” that; the fund is there but when you come on the ground there are taxes from the government that are too many including the municipal that is disturbing us with sticker for 850/= per month and they harass we pay (Male respondent- motorbike boda-boda transportation; similarly, the same sentiments are echoed by a male respondent- minivan operator who indicated that the municipal wanted 2,800/= per month for the stage sticker).

Decision making is vital in the participation of the youth in the fund operations in terms of disbursement. Furthermore, it ensures successful collective input and proficiency given that the target beneficiaries are the youth themselves. The overall incorporation of their views establishes the fact that the youth are indeed aware of the current problems they face thereby prioritizing their needs. Decision making requires an

incorporated approach thereby linking the youth with the government agencies in order to create awareness about the problems on the ground. Mwalimu Nyerere (1973) points out that people will only develop themselves by what they do; by making their own decisions, which increases their own understanding and by full participation as equals.

Furthermore, if the government aims to encourage the youth to establish income generating activities then there is need for the government to remove the barriers such as taxes, among other impediments that would hinder youth participation in income generating activities. These taxes range from parking fees for the bodaboda operators to business permits at County government level that are deemed to be high. Taxes provide by its citizens improve the well being of the country. However, they should be lowered or balanced with regard to people's income and ability. Similarly, Ugwu (2006) argued that most entrepreneurship related policies and programmes fall short of appropriate development frameworks. The taxation policies in certain countries have also been found to have an effect on the business profits made by entrepreneurs especially when they are unfavorable. However, findings by the Africa Youth Report (2011) reveal that several African countries have adopted youth entrepreneurship policies to encourage youth delineation from the economic mainstream. This can be a pull factor encouraging youth entrepreneurship.

Accordingly, a small number (8.2%) of the respondents indicated that there was inadequate support from other stakeholders that included support from the local authority and other non-governmental agencies, while a small percent (6.7%) felt that there were cases of crime due to lack of opportunities as seen by the youth hence a clear indicator that the youths had not fully utilized the fund as shown in Table 3.

Stakeholder participation is crucial in the involvement of the youth towards income generating projects. Therefore, without them then some of the small scale enterprises established may fail. The stakeholders are part and parcel in sustaining income generating enterprises. The participation of the local authority is seen crucial thus encouraging youth projects in the study area. One of the female respondents,

Agriculture echoes the following sentiment in relation to the above:

".... I wish that the local authority would be able to allocate stalls for us at a subsidized rate so as to sell our produces... We currently do not have anywhere to sell our produces... we sell by chance...."

Furthermore, if there are increasing cases of criminal activities in the area, this means that the youth are not involved in the income generating activities as mentioned by the respondents. Similarly, a report by the EDC (2009) concedes that increasing crime rates is reflected in the increasing levels of youth, often highly educated and skilled and unemployed, that are on the streets and thus are highly vulnerable for recruitment to petty crime, gangs, and prostitution. Furthermore, youth frustrations and failed expectations, and their lack of opportunity for regular employment, fueled the widespread chaos that spread throughout the Nairobi, Central, Rift Valley, and Western regions in the post election violence of 2007. Therefore, if the youth are not provided for the opportunity to engage in income generating activities they are as well ready to be manipulated by politicians. Sentiments echoed by a female respondent operating a salon business:

"...uhalifu ni mob hapa mtaani so hiyo fund hakuna youth anajihusisha na hio fund..." That; crime rates are high at our neighborhood so that fund there is no youth who is associated with the fund.

Another male respondent indicated that:

".... Sisi mayouth tusipopewa chance... mtatuona kwa streets tukibeba rungu elections ikicome..." That; if we the youths are not given a chance... You will see us on the streets with sticks on in the come elections.

However, for those who indicated that the fund has made the youths fully involve themselves in income generating enterprises accounted for less than a third (30.6%). The study further examined the reasons through which the youths have been fully involved in income generating enterprises using the fund. A small proportion (15%) of respondent indicated that the fund encouraged innovation through establishing projects that improved the community's livelihood for example agriculture by growing food crops meant that the members need not travel far in search of food crops as shown in **Table 3**. A small number (12.9%) of the respondents indicated that the fund has enabled the youth starting up business by providing start-up capital, while the rest equaled to 1.4% who indicated that there was decreased crime related activities in the area and expansion of the group activities through inputs. The engagement of youth entrepreneurship benefits the society at large as they are able to provide goods and services to the local at an affordable price. Youth increased innovations can promote the sustenance of the community as a whole. As one of the respondents practicing agriculture put it that:

"...we are able to sell our commodity to the community members at affordable rate...We benefit the community members who in turn benefit our group..."

Another female respondent, Saloonist puts it that:

"... We can plait here in the village... so there is no need for our women here to go to town... we have the ability to do what can be done in other areas..."

According to White and Kenyon (2000) youth entrepreneurship also promotes innovation and resilience as it encourages young people to find new solutions, ideas and ways of doing things through experience-based learning. Therefore, entrepreneurship encourages youth innovation

thereby utilizing their skills and talents for the improvement of the community.

Societal Attitude towards Youth Engagement in the Small Scale Rural Enterprises

The study went further to investigate whether there is societal attitude towards youth engagement in the small scale rural enterprises. The study findings showed that an overwhelming majority (86.4%) of the individuals indicated that there was societal attitude; while less than twenty percent (13.6%) indicated that there were no societal attitudes as shown in **Table 4**.

Table 4: Societal Attitude towards Small Scale Rural Enterprises

Whether there is Societal Attitude Towards Small Scale Rural Enterprise in Respondent's Area		
	Frequency	%
Yes	127	86.4
No	20	13.6
Whether the attitude is positive or negative towards the small scale enterprise		
	Frequency	%
Positive	38	25.9
Negative	89	60.5
Not Applicable	20	13.6

n=147, %= Percentage

Of the total number of the respondents who indicated that that there is societal attitude, more than fifty percent (60.5%) indicated that there was negative societal attitude according to the responses emanating from the focused group discussions hence a majority indicated that the surrounding environs were jealous and feared competition from the emerging enterprises established by the youth which led to enmity. A small proportion (25.9%) of the respondents indicated that there was positive attitude because it was felt that the youth were developing their capacities by engaging in productive ventures thus avoiding idleness as shown in **Table 4**.

In every entrepreneurial activity competition is sometimes seen to be unhealthy. Therefore, community engagement in youth entrepreneurship is crucial for all the youth development and empowerment programmes at the local level. Where the communal involvement is lacking or inadequate, youth projects will inevitably fail. Accordingly, interventions are crucial thus should focused on promoting youth participation in the workforce, innovation, capacity enhancement and knowledge towards youth entrepreneurship. Community engagement and youth partnerships are important in addressing unemployment in the study area. Therefore, the perceived societal attitude has to be positive to embrace youth entrepreneurship and allow for innovation.

Similarly, findings by Goel *et al.*, (2006) in India and China postulate that positive attitude gives rise to positive spirals in favor of promoting entrepreneurship and entrepreneurial activity, thereby making the attitude towards entrepreneurs and entrepreneurship more positive in more developed regions. On the other hand, in less developed regions, there is lack of evidence of entrepreneurial success and therefore lesser examples from where one can learn about entrepreneurs and entrepreneurship. Together they result in a negative spiral that may lead to negative attitude towards entrepreneurs and entrepreneurship in lesser developed regions.

Table 5: Family support towards Youth Participation in Small Scale Rural Enterprises

Whether there is family support towards you engaging in the small scale rural enterprise (n=147)		
	Frequency (n)	%
Yes	65	44.2
No	82	55.8
How does your family show you this support towards engaging in the small scale rural enterprises (n=147)		
	Frequency (n)	%
Financial aid/ assistance & material assistance	31	21.1
Provision of human resource(labour)	18	12.2
Moral support & advice	16	10.9
Not Applicable	82	55.8
Reasons for supporting you towards engaging in small scale rural enterprise (n=147)		
	Frequency (n)	%
Support for the family members & dependents	31	21.1
Eradicating unemployment	21	14.3
Facilitation in undertaking entrepreneurial education	10	6.8
Family business and entrepreneurial support	3	2.0
Not Applicable	82	55.8
Reasons for not supporting you towards engaging in small scale rural enterprise (n=147)		
	Frequency (n)	%
Joining the formal sector(steady)	34	23.1
Low wages & returns	24	16.3
No chances at succeeding in the small scale enterprise	15	10.2
Prestige & status	9	6.1
Not Applicable	65	44.2

n=Number of Respondents, %= Percentage

Family Involvement in the Youth Participation in the Small Scale Rural Enterprises

Family played a role in encouraging the youth to engage in the small scale enterprises. Of the total respondents, more than fifty percent (55.8%) indicated that there was no family support towards them engaging in the small scale enterprises, while less than half (44.2%) indicated that they had family support to engage in the small scale enterprises. The study went further and explored how this support was shown by the family to the youths towards engaging in the small scale enterprises. The study findings showed that 21.1% of the youth had obtained financial aid/ assistance and material support from family members, while 12.2% was second indicating that there was provision of human resources/labour and advice from family members (expertise), the rest of the respondents 10.9% indicated that there was moral support as shown in **Table 5**.

The study further determined to know reasons for the family supporting the youths towards the small scale enterprises. Of the total number of respondents, 21.1% indicated that they had obtained support from the family members and dependents because they felt that the small scale enterprise was a source of income for the family. A small proportion (14.3%) of the individuals indicated that family support was as a result of the youths' eradicating unemployment by engaging in innovative and inventive ideas. The rest (8.8%) indicated that family support resulted due to them engaging in similar businesses as their parents and relatives for example, if the father was a farmer then the son following the father's footsteps would result into the father supporting the son; others indicated that when they were undertaking entrepreneurial studies from institutions of higher learning then this facilitated in them being entrepreneurs.

Similarly, study findings in Singapore by Lee and Wong (2003) found that those showing more interest during programmes on entrepreneurship were more likely to engage in entrepreneurial activity. The desire to study in entrepreneurship programmes was, in turn, found to be higher in people coming from families with business as a major family occupation. Family support and background is likely to impact individuals into entrepreneurship education.

According to the World Youth Report (2003) many of the start-up businesses by the youth rely on personal savings or turned to relatives and friends for start-up funding and expansion. Without such finances they had minimal chances of starting their own businesses, thus agrees with the findings of the study.

In addition, the study further investigated the reasons for the family not supporting the youths in engaging in the small scale enterprises. Of the total number of respondents, less than a quarter (23.1%) indicated that the family members were insisting that the small scale enterprises sector was not steady and thus informing them to join the formal sector. This meant that the family members had no faith in the youths engaging in the small scale enterprises. More than a quarter (26.5%) of the individuals felt that the family members had a view that the small scale enterprises had low wages and returns and thus no chance of succeeding in the small scale enterprise. The rest, who indicated that family members did not support them due to prestige and status accounted for 6.1% as shown in Table 5.

Similarly, findings by Chigunta (2002) point out that many youth and their parents perceive employment as means of attaining a job with a wage or salary, or working for someone else, rather than self-employment. Furthermore, a study by Sieverding (2012) found that entrepreneurship in Egypt contributes to the fact that many youth do not see

starting a business as a viable means for starting a career. Rather, they see entrepreneurship as either a supplemental activity to having a regular job or as a later-life employment option once they have established themselves financially or professionally. Youth were found to make a strong distinction between entrepreneurship, or starting a “project” and regular wage employment, and do not necessarily see these as alternatives to one another. The study revealed that youths in the Upper Egypt saw entrepreneurship not as a substitute for wage employment, but rather as an income-generating activity that could be carried out alongside a job. Furthermore, some said that this would provide a back-up means of repaying a loan should the business fail.

Sieverding (2012) further indicated that the youth in Cairo were also concerned with establishing a business before establishing themselves in their field. Youths felt connections were seen essential to the success of any business endeavor in their area of work. Sieverding further conducted an interview of one young, unemployed female university graduate explained:

“....I could open a business, but that takes relationships.... To do that, I'd need to work somewhere for two or three years, know where the work comes from and where it goes, and then start something for myself...”

Moreover, one male university graduate, age 29, who had established a small trading company, attributed his success to the fact that he had worked as a wage employee in the field for several years before launching his own business. Thus, many youths in Cairo, and particularly young men, said that starting a project is something they would like to do in middle age when they are more established. Such projects were seen as a way to build an income-generating venture to provide themselves and their families with a continued source of income in older age, as well as to be more independent than one is as a wage employee, thus agrees with the study findings. However, recent survey evidence from Rwanda, Malawi and Zambia suggested that there is a positive change in attitudes towards self employment among youth (Chigunta et al., 2005; Chigunta and Mkandawire, 2002).

Whereas findings are in agreement with the current study, the distinctive area mentioned in the paper is the family involvement towards youth entrepreneurship in the study area. Therefore, the importance of promoting entrepreneurship is reflected in the increasing role that self-employment play in job creation. Given the growing importance of entrepreneurship and self-employment as a source of new jobs and sustained livelihoods then there is need to promote youth entrepreneurship as a source of improved youth livelihoods and economic independence.

Conclusion

In relation to the level of participation by the youth in accessing the fund, the study has established that the youth groups have not fully enjoyed the benefits of the fund. This is a clear indication that the government has not done enough to provide entrepreneurial training and creation of such sessions. Informal sessions (friend to friend inquiry and from family) have mostly played a role in creating entrepreneurial training. Furthermore, the involvement of the SACCOs and Banks have encouraged the youth in acquiring training through provision of sessions and seminars. Although youth participation was seen to be crucial towards national development the study concludes that the youth were not involved in decision making and that there is inadequate support from other stakeholders. Factors that may also enable the youth not establish income

generating activities are as a result of increased taxation or barriers created by other government agencies. Increase in cases of crime due to lack of opportunities is seen as a clear indicator that the youth had not fully utilized the fund. Indeed if the youth are to participate in entrepreneurship then family support is crucial since it impacts on youth involvement towards small scale rural enterprises.

It is recommended that there should be extensive business trainings among the youth participating in the enterprises. Furthermore, there should be stakeholder participation in the provision of entrepreneurial sessions to create awareness. Perceived involvement of the youth in income in income generating activities is essential in improving youth participation in entrepreneurship. Furthermore, there is need to change societal attitude and family members need to be educated that not all youth can gain employment from the formal sector. Their support can lead to the success of the youth who engage in the small scale enterprise.

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