

**YOUTH BUSINESS ESTABLISHMENT IN KENYA:
THE CASE OF FISHAND POULTRY SUB SECTORS**

BY

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UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

FALL 2017

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in Partial Fulfillment of the Requirement for the Degree of Master
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UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

FALL 2017

STUDENTS DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University-Africa for academic credit.

Signed: _____ Date: _____

Wattimah GG Wambalaba (ID NO. 634368)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: _____ Date: _____

Dr. Paul Wachana

Signed: _____ Date: _____

Dean, Chandaria School of Business

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ABSTRACT

The purpose of this study was to investigate the factors that influence youth business establishment in the fish and poultry sub sectors. The study was guided by three research questions: How does education affect youth business establishment? How does use of technology affect youth business establishment? And how does mentorship influence youth business establishment?

The study used descriptive research design. Data collection methods included interviews, questionnaires and observation. The study focussed on 300 youths aged between 18-35 years drawn from across Kenya. A sample of 60 youths was chosen through judgement sampling after a rigorous vetting process that included presenting their business ideas before a panel of judges. Stratified sampling technique was used to ensure equal gender representation in the sample leading to having 30 males and 30 females. Data was collected over a time period between January 2016 and May 2017. The logistic regression model revealed that there was no significant association between education and the probability of business establishment while both technology and mentorship had significant influence to the probability of business establishment.

The study concluded that both technology and mentorship significantly contributed to business establishment. However, education was necessary but not sufficient. The study recommends that the education curriculum should provide an option that emphasizes on entrepreneurship from an early stage. In addition, entrepreneurs should integrate the use of technology in their businesses. Lastly, the government and private sector should develop mentorship programs that can help potential youth entrepreneurs to actualize their dreams.

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DEDICATION

I dedicate this project to my mother Hon Dinah N. Wattimah HSC, thank you for the hard work and sacrifice to bring me up and for ensuring that I got the best education. You are an inspiration to me.

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LIST OF ABBREVIATIONS

EU : European Union

IT : Information Technology

MSE : Medium and Small Enterprises

OECD : Organization for Economic Cooperation and Development

UK : United Kingdom

USIU-A: United States International University-Africa

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

According to Green (2013), one potential way of integrating young people into the labour market is to increase youth entrepreneurship. Becoming an entrepreneur potentially offers benefits to the young person through deepening their human capital attributes (self-reliance, skill development) and increasing their levels of happiness (Blanchflower and Oswald, 1998). It also offers societal benefits. Entrepreneurs create jobs, increase innovation, raise competition and are responsive to changing economic opportunities and trends.

Entrepreneurship offers other positive externalities. A young person setting up a new business may provide ‘demonstration’ or learning externalities in that they may act as a role model for other young people. This may be particularly advantageous in deprived communities because setting up a new business – especially if it goes on to be successful may signal that entrepreneurship is a mechanism for helping disadvantaged people break out of social exclusion. Indeed, one of the reasons why youth entrepreneurship is so attractive is that it offers an indigenous solution to economic disadvantage (De Clercq and Honig, 2011; Greene et al, 2008).

Youth entrepreneurship is also attractive to policy makers because of the high rates of latent entrepreneurship amongst young people. Euro Flash barometer data suggests that two in-five young people in the EU would like to set up their business, confirming previous evidence that latent entrepreneurship is particularly pronounced amongst young people (Euro Flash barometer, 2011).

In the age of the knowledge economy, elevating entrepreneurship and improving domestic innovation systems are the keys to promote a country’s productivity, competitiveness, and economic growth. Nations have made it a priority to support entrepreneurial ideas, policies, services, and laws in the service of building a developmental environment. In recent years,

the Taiwanese Government has particularly made vigorous efforts to improve the domestic environment for entrepreneurship. Toward this end, it has implemented the Asia-Pacific Entrepreneurial Center Plan and the Project for the Realization of Entrepreneurial Dreams, which focused on providing services, training, and funding for business startups (Wang, 2005) in (Chen, Weng and Hsu, 2010).

Audretsch and Thurik (2001) documented the fundamental shift that was taking place in the Organization for Economic Co-operation and Development countries. It pointed out that improved economic growth rates plus reduced unemployment rates were accompanied by greater entrepreneurial activity within a country, and vice versa. Entrepreneurial activities foster economic growth through innovation, reform, and knowledge spillover. Therefore, every dominant country or regional economic organization values policies that promote enterprise startups, such as reforming labor and capital markets; reducing governmental controls and administrative barriers; adopting competitive policies for new enterprises, special plans, and services for helping startups; and enhancing the teaching of entrepreneurship in educational systems (Chen, Weng & Hsu, 2010).

With the rise of the entrepreneurial economy, the issue of entrepreneurial management has attracted a great deal of attentions from academics and practitioners. Within academia, entrepreneurial education and research have become a fundamental training. Elucidating complex entrepreneurial phenomena with tested theories and cultivating an entrepreneurial spirit within motivated students through well-designed instruction infuses strength into the innovation and entrepreneurial activities of Taiwan. Numerous signs indicate that the Taiwanese people are eager for such knowledge: more and more Taiwanese universities have set up entrepreneurial programs, the Taiwanese Government has increasingly encouraged entrepreneurial education, and countless books have been published on entrepreneurial experience. Nonetheless, the development of entrepreneurial study in Taiwan remains in its infancy (Tsai et al., 2007). The goal of entrepreneurial education is to cultivate future entrepreneurs and to develop students' entrepreneurial spirit such that they will be motivated to develop a business, enterprise, or other form of commerce (Chou, 2005). While not all

students will start up a business immediately after graduation, this type of education plants an entrepreneurial seed and helps them perform in future occupations. Smith (2003) has mentioned that the ability to start an enterprise would somehow become essential for students in vocational schools in the future.

For practitioners, due to high level of competition in global markets and an ever-shortening product life cycle, entrepreneurial survival depends upon how to rapidly respond to the environment and to innovate continuously. Highly flexible new ventures have increased sharply because of the growing variety and new demands of markets (Dollingers, 2003). Various types of entrepreneurship have emerged and become enormously popular (Liu and Hsieh, 2006). Individuals who have an entrepreneurial spirit are no longer content to simply be on a payroll.

To understand the importance of entrepreneurship in Taiwanese society, consider the popular Chinese motto: “It’s better to be the head of a dog than the tail of a lion.” The desire to be a boss is quite widespread in Taiwanese society. Moreover, entrepreneurship is no longer an exclusive advantage of experienced workers. As more students graduated with the goal of starting their own enterprises, Taiwanese entrepreneurs are becoming younger and younger. Small and medium enterprises now constitute the majority of Taiwan’s businesses, and entrepreneurship lies at the heart of these enterprises (Chen, Weng& Hsu, 2010)..

McDougall and Oviatt (1997) suggested that entrepreneurs play a vital role in producing economic growth because they accelerate the generation, dissemination, and application of innovative ideas. Can people be taught to be entrepreneurs? Traditionally, entrepreneurial drive and success have been viewed as rooted in individual motivation and talent. Some researchers, however, believed that entrepreneurship is an ability that can be cultivated. What factors determine entrepreneurial success or failure? Scholars and professionals have expressed differing opinions on this issue (Chen, Weng& Hsu, 2010). Opportunity-driven entrepreneurs are those who, despite being able to obtain employment choose instead to start their own business. According to the Global Entrepreneurship Monitor, about 5 percent of

the young adult population (18 to 24 years) and 40 percent of the entrepreneurs inter-viewed worldwide in 2001 were driven by opportunity. In Latin America, 0.9 percent of the young adult population manages companies with more than one employee (Llisteriet *al* 2006).

After carrying out a study in India, Bhardwaj (2014) found that getting appropriate education helps women entrepreneurs with finding sources of innovative ideas and converting these ideas into enterprises. The study also revealed that due to constraints in the time availability and resources, women entrepreneurs find it hard to train themselves and equip themselves with the recent developments in technology and the market.

In Kenya for example, on the performance of youth owned enterprises, Odhiambo (2013) states that it has been revealed that the established enterprises have a very low survival rate, with serious challenges leading to 60 percent failures in performance within the first three years of operation,(Njonjo, 2010,ROK, 2007). This poor performance has hampered their ability to contribute to the growth of Kenya's GDP as required. It also makes them unable to compete with other larger businesses including multinational corporations, or take full advantage of the economy and access the global markets for profitability and sustainability, (Njonjo, 2010 cited in Odhiambo 2013). This business failure rate of youth owned MSMEs is quite alarming and unjustified. Thus, the lack of concrete knowledge on the factors influencing this dismal performance will limit the design of policies and strategies that can support improved performance.It is critical therefore to research and identify these to get information that will provide the best support to youth entrepreneurs and enable them participate effectively in meeting Kenya's vision 2030 (Odhiambo,2013).

1.2 Statement of the Problem

Schoof (2006) states that there is still general lack of accurate and concrete data on youth entrepreneurship especially as it relates to entrepreneurial framework conditions and creation of new firms. Njonjo (2010) observed that in 2009, 78.31% of the Kenyan population was below the age of 35. Of these, age cohort between 18 and 30, who are the focus of this study, constitute 24.59% of the population. This 24.59% of its citizens need to be economically engaged so that Kenya can achieve vision 2030 (Maina, 2016).There exists numerous and

complex constraints that face young entrepreneurs in the process of owning, managing, operating and developing their enterprises. In the case of Kenya, many Micro, Small and Medium Enterprises (MSMEs) remain informal because the administrative procedures for business registration are too cumbersome and costly. The challenges to setting new businesses are particularly high for the youth who on the other hand face complex entrepreneurship barriers. These structural problems include the lack of voice and representation, lack of access to credit and seed funding, isolation and lack of support, which makes it difficult for the youth owned enterprises to gain a foothold in the modern expansive business (Kimani *et al* 2016).

Inadequate access to effective business advisory and support services, absence of entrepreneurship mentorship programs, remains part of the key challenges facing youth integration into the MSMEs and national economic grid. Overall, promotion of entrepreneurship and nurturing of an entrepreneurial culture should be seen as one of the ways out of youth unemployment crisis (Kimani *et al* 2016). Therefore, while previous research has been carried out on youth entrepreneurship, no study has been done on factors that influence youth business establishment in the fish and poultry sub sectors which is the goal of this study.

1.3 Purpose of the Study

The purpose of this study was to investigate factors that influence youth business establishment in fish and poultry sub sectors

1.4 Research Questions

The study was guided by the following research questions:

- 1.4.1 How does education affect youth business establishment?
- 1.4.2 How does technology affect youth business establishment?
- 1.4.3 How does mentorship influence business establishment?

1.5. Significance of the Study

1.5.1 Government Policy Makers

The information generated from this study will be of much importance to policy makers in the government e.g Ministry of Youth Affairs as it will be used in the successful formulation and implementation of policies that will encourage the youth to establish businesses.

1.5.2 Academicians and Researchers

The study will highlight existing gaps that need to be filled and also propose areas that require further research. This information will be helpful to both current and future studies to be undertaken. Lastly, new knowledge concerning the establishment of youth owned businesses will be generated and used for teaching purposes.

1.5.3 The Youth

The study will be beneficial to the youth in that it will outline the need, challenges and benefits on them starting their own businesses, especially those intending to venture into the fish and poultry sub sectors.

1.6 Scope of the Study

The study was carried out on 300 entrepreneurs aged between 18 and 35 drawn from various parts of Kenya. These were participants in the Metro Agrifood Living Lab project undertaken by USIU-A in collaboration with other organizations. The time period involved is from January 2016 to May 2017.

1.7. Definition of Terms

1.7.1 Youth

This refers to a person aged between 18 to 35 years (The Constitution of Kenya, 2010).

1.7.2 Business Establishment

The process of recreating a core business process with the goal of improving product output, quality, or reducing costs (Pearson, 2017).

1.7.3 Enterprise

Fred Wilson defines an enterprise as an idea that has been turned into a business (Barringer& Ireland, 2012).

1.7.4 Fish Farming

The process of raising fish commercially in tanks, ponds or other enclosures for the purpose of producing food (Roysfarm, 2017).

1.7.5 Poultry Farming

The process of raising various types of domestic birds commercially for the purpose of meat, eggs and feather production.(Sanyukta, 2016).

1.7.6 Business Mentoring

This is the process of establishing a dynamic, reciprocal relationship in a business environment between an advanced business incumbent (mentor) and a protégé aimed at promoting the business development of both (Phillips and Gully, 2012).

1.8 Chapter Summary

This chapter has presented the background of the study in line with youth business establishment in Kenya. The chapter is structured into sections starting with the statement of the problem, the research questions, significance of the study, the scope of the study and finally the definition of terms. Chapter two of the study reviews literature written by other scholars on youth business establishment. Chapter three outlines the research methodology employed in the study. Chapter four presents and explains the findings and finally chapter five documents the discussion, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The literature reviewed in this chapter covers ideas from different authors on youth business establishment in the fish and poultry sub sectors in Kenya. The literature has been arranged according to the specific research questions of the study. The research questions are: how does education affect youth business establishment? How does use of technology affect business establishment? Finally, how does mentorship influence business establishment?

2.2 Effect of Education level on Youth Business Establishment

This section is categorized into four sub sections depending on the level and type of education. Discussions begin with basic to the most advanced level of education.

2.2.1 Basic Education

The impact of education on the business success of an entrepreneur has been the subject of much discussion and speculation in both the popular and academic press. The literature is full of folklore focusing on the high-school drop-out who made it big in the business world armed with an education from the school of hard knocks. Past research on education and entrepreneurship consists mostly of institutional studies at universities with established programs. These offer good support for the outcome of educational programs. However, these studies are poorly circulated and seldom published because of the limited sample sizes (Vesper & McMullan, 1988).

Most studies have concluded that education has a strong positive influence on entrepreneurship in terms of becoming self-employed and success (Robinson & Sexton, 1994). According to (Blackburn, Hart and Wainwright, 2013) increased educational levels of business-owners have been shown to enhance their capabilities (Barringer and Jones, 2004), although it has also been suggested that the benefits of this knowledge is limited to the managerial, and not the operational roles of business-owners (Dobbs and Hamilton, 2007).

The educational levels of business owners have also been shown to have a positive association with business performance and growth (Blackburn, Hart and Wainwright, 2013).

The higher levels of education among rural populations are considered to be an advantage for rural economies with Chell (2001, p. 270) reporting that “the more highly educated are more likely to found high growth businesses”. Littunen (2000) also refers to the importance of previous work or entrepreneurial experience in the decision to become an entrepreneur. Storey (1994, p. 64) provides further evidence with empirical work from America which indicates that, *ceteris paribus*, “educational attainment levels are positively associated with a move into self-employment/new business formation.” A study by Westhead and Matley (2006) advocates policies aimed at increasing human capital in the small business sector, either through graduate recruitment or lifelong skills development. Given that education is also positively linked to salaries, the opportunity cost associated with self-employment among higher educated individuals will be higher than among those individuals with lower levels of education (Shane, 2003).

According to (Bosworth, 2009), the importance of education as an enabler of entrepreneurship is well advertised by a local business owner. After completing an undergraduate degree and finding few appealing career options, he had an ambition to establish a specific manufacturing business. He knew that this would require some specialist knowledge so he enrolled on a master’s degree some 30 miles away and used that year to built up the necessary contacts as well as the business knowledge to reach the position where, with family support, he was able to acquire a property and develop the business.

A further example was presented by a farmer who uses the farm assets as the basis for a variety of diversified activities, many of which he acknowledges would not have been possible without the networks of friends and professional advisers that he developed by taking a masters degree. The importance of universities for regional development has been the subject of increasing academic interest (Ward *et al.*, 2005) and as well as spin out firms

and knowledge transfer initiatives, universities are also able to attract new entrepreneurs into a region (Bosworth, 2009).

2.2.2 Technical and Vocational Training Education

There is need for every developing economy to take vocational education training and entrepreneurship education serious because, they will certainly direct the nation's technological/ industrial progression. This is true, because, vocational education training is a fundamental instrument that can be used to furnish individuals with profitable skills to be self-reliant, contribute to and benefit from the economic growth and development. People that have acquired useful skills can help themselves and as well live by it; they can at the same time help others by training them to acquire the same skill they have for money, thereby generating more income again. This then mean that skill acquisition is a means of providing oneself with requisite materials for a satisfactory living (Okolie&Ogbaekirigwe, 2014).

Many countries of the world including Nigeria have considered Technical Vocational Education and Training (TVET) as relevant in equipping young people with technical skills that would enable them engage in productive lively hoods. However, the United Nations Education Scientific and Cultural Organisation (UNESCO) section for Technical and Vocational Education and Training (TVET) in 2006 observed that TVET programmes have not lead to increased employment, despite the obvious need for technical and vocational services. This might be due to dearth of wage employment opportunities for technically trained man power. Another reason advanced by Tiong (2002) on the lack of increase employment by TVET is the impact of globalization which demands concrete response in the best direction and practice. These responses include among others strengthening the social fabric, restructuring the local economy and training human resources to meet the demands of the global world (Maigida, Saba &Namkere, 2013).

2.2.3 University Level Education

Davey, Hannon and Penaluna (2016) observe that the development of entrepreneurship is increasingly recognized as part of a university's role (Gallup Organisation, 2007; GEM, 2008, 2009). It is executed by academics in the form of academic entrepreneurship (Etzkowitz, 2001) and by students in the form of student or graduate entrepreneurship (Nabi and Holden, 2008), while acting entrepreneurially is increasingly required of all stakeholder groups in the university (Gibb and Hannon, 2006) and the concept of the entrepreneurial university (Etzkowitz, 1983) spreads. Education, primarily delivered by universities, is a vital component in the creation and continuing development of entrepreneurial attitudes (Gorman et al., 1997). Entrepreneurship education has been found to help foster entrepreneurial attitudes in young people (Gorman et al., 1997; Pittaway and Cope, 2007) in Davey, Hannon & Penaluna (2016).

Furthermore, there is considerable evidence that academics, generally through research conducted in universities, are a significant source of entrepreneurial activity (D'Este and Perkmann, 2011), and that their role in stimulating economic activity has become more pronounced over the past 30 years. This developing entrepreneurial activity has been manifested in increased numbers of patents (Nelson, 2001), increased licensing income (Thursby et al., 2001) and increased numbers of academic spin-outs and start-ups (Etzkowitz et al., 2000; Shane, 2005) as well as more applied research conducted with partners and consultancy engagements (Ferreira et al., 2006) in Davey, Hannon & Penaluna (2016).

Only in recent times has higher education begun to be perceived as an instrument of entrepreneurship promotion; for a long time, the two kept a distance. Universities rarely considered entrepreneurship to be a discipline with a body of knowledge worthy of being taught and learned. This was to be expected, as the word "entrepreneurship" is of fairly recent origin. It was only in 1803 that the French economist J.B. Say coined the word "entrepreneur" to distinguish him from the "investor" on the one hand and the "manager" on the other.

It took a fairly long time for the word to be fully accepted into the English language. The first academic program in entrepreneurship was started by Harvard University. The year was 1945, and several industrial enterprises created to serve war needs were being liquidated. The Harvard program was intended to stimulate the economy, offering returning war veterans opportunities for self-employment Manimala&Mitra,(2008).

2.2.4 Entrepreneurship Education

Oosterbeek, Praag and Ijsselstein (2010) observe that increased levels of entrepreneurship can be reached through education (especially entrepreneurship education). Therefore, such education is promoted and implemented into school curricula in many of the European member countries (European Commission, 2006) and the United States (Kuratko, 2005). A key assumption underlying these programs is that entrepreneurship skills can be taught and are not fixed personal characteristics. Indeed, it has been shown that (i) the effect of general education as measured in years of schooling on entrepreneur performance is positive (Van der Sluis et al., 2006; Van der Sluis and Van Praag, 2007), and (ii) business training is effective for the performance of people who applied for microfinance to start their own business (Karlan and Valdivia, 2006).

The dominant entrepreneurship education program in secondary schools and colleges in the US and Europe is the Junior Achievement Young Enterprise student mini-company (SMC) program Oosterbeek, Praag and Ijsselstein (2010). In Europe, it was found effective in 40 countries and for more than 2 million students who participated in the year 2005/2006. The growth rate of the number of students per annum amounted to 25% in the year 2005/2006 (Junior Achievement Young Enterprise Europe annual report, 2006). In contrast to most other interventions in which entrepreneurship training is provided, this program works with a general population of students and not with a group of individuals who self-selected into entrepreneurship (Oosterbeek, Praag&Ijsselstein, 2010).

The SMC program involves taking responsibility as a group, for a small sized and short-time business, from its setting up (usually at the beginning of the school year) to its liquidation (usually at the end of the school year). Students sell stock, elect officers, produce and market

products or services; keep records and conduct shareholders' meetings. Thus, students get into contact with social and economic reality in the real business world out of the school. This is a structured project which takes 5–10 h per week and is managed by a team of lecturers. Lecturers are supported by staff of the local non-profit organization “Young Enterprise”. The activity takes place in class within the established curriculum, but may also be continued outside the school as a voluntary activity for the students. Each mini-company is supported by one or two advisers coming from the business world and sharing their experience with the students (EU, 2006) in (Oosterbeek, Praag&Ijsselstein, 2010).

2.3 Effect of Technologyuseon Youth Business Establishment

2.3.1 Social Media

According to (Jagongo&Kinyua, 2013) social media is a new phenomenon that has changed how the business environment operates. Businesses are able to gain access to resources that were otherwise not available to them. It has also helped businesses to increase their worthiness, cultivate strategic partnerships and increase their contact with customers and suppliers. It has become important for business owners and marketers to understand how social media work as a communication and marketing tool and how they can significantly grow their businesses Social networking which allows businesses to gain access to resources that might otherwise not be available to them.

Smith and Taylor (2004) reveal that companies are presently experiencing several new unanticipated events and the development of the Internet as a communication channel is almost certainly one of the most influential factors. The internet has brought about several new elements – it has made consumers more accessible, it has emerged with a completely new set of communication tools that make the process of exchanging information much easier and faster, and it has compelled companies to rethink how they are communicating with their customers (Jaokar, Jacobs, Moore and Ahvenainen, 2009) in (Jagongo&Kinyua, 2013).

2.3.2 The Internet

The Internet, being a very different type of IT from conventional internal application systems, is not necessarily subject to the same research variables found in earlier research

into small business use of IT. Poon &Swatman (1997) provide evidence which shows that the most crucial issues affecting ongoing Internet use within small businesses are management's commitment and perceived benefits. Most small businesses are still using the Internet as a communications medium in addition to the telephone and facsimile, although advertising and marketing are also driving Internet use (Poon &Swatman, 1997).

The Internet offers new opportunities and new markets to all organizations. Since 1994, the commercial use of the internet has grown exponentially. Growth rates of 10 to 20 per cent per month are widely cited and it does not seem unreasonable to predict that a user population of 100 million should be attained within the next two years. Since the Internet is becoming established as part of the global information infrastructure, it is essential that organizations consider its impact on their business and develop strategies for using it. This will require reasoned consideration of the costs and benefits of Internet access and creative planning of its use within the organization. However, evidence from research (McBride and Rogerson, 1995) suggests that far from adopting a reasoned strategy, companies are being driven along by perceived competitive pressures, by the waves of enthusiasm generated by champions of the Internet and by the media 'hype' (McBride 1997).

Access to the Internet provides businesses with a range of new opportunities and new tools. Key amongst these is the use of e-mail. For many businesses, the principal benefit of internet access will lie in the use of e-mail. While it may have some disadvantages (Markus, 1994), its value lies in combining the speed of the telephone with the accuracy and permanence of the written word. The use of e-mail can be extended to provide electronic data interchange (EDI) between businesses. Cheap EDI will encourage faster response to orders and may result in increased business for those companies that are early adopters. The internet offers cheap marketing to a very wide audience. Using a good home page, a business can provide a front end to its services which can potentially be accessed globally (McBride 1997).

2.3.3 Computer Hardware and Software

Computer hardware is the collection of all computer parts that can be physically touched. Computer software, on the other hand, is a set of instructions for a computer to perform specific operations (Zandbergen, 2014). The use of both computer hardware and software presents merits and demerits to a business, however the merits outweigh the demerits. According to (Ramsey, 2013) the following are the advantages of using computers to businesses:

2.3.3.1 Data Storage

Many small businesses keep and store important business documents on their computers. Since these computers have big storage hard-drives, they can be in position to store millions of files and the discovery or retrieval of these files is very easy. Data can be stored in specific folders to make it easy to access, and some data can be made private by use of password protected folders. For medium size growing companies, they invest in centralized powerful computers which store all business data, this data can be accessed via an internal or external network within the company. This all process creates efficiency within a business and it also helps in the transfer of data and information from one department to another (Ramsey, 2013).

2.3.3.2. Research

It is very difficult for a business to survive in today's competitive business world. For any business to succeed and gain a certain degree of competitive advantage in any market, they have to carry out extensive research about that target market and their competitors. It is very important to know what one's competitors are doing, this information can help one strategize their business and look unique in the eyes of the consumer. A computer can be used to make business research on the internet, the power of the internet is unmeasurable, because search engines like Google will give insights in each and every market and company. Online analytical companies will help measure one's competitors' strength online and this will help one make wise business decision basing on facts and figures (Ramsey, 2013).

2.3.3.3 Accounting

Since accounts deals with facts and figures, it is very essential to use a computer during the accounting process, this reduces on human errors and it also helps business owners keep track of their businesses without any need of learning accounting basics. Computers make accounting look too simple, so any one can use programs like QuickBooks to balance and track inventory. Mobile computers like tablets and notebooks can be used to access accounting data remotely. Online QuickBooks software from companies like intuit.com can automate the invoicing process, billing and reporting which creates efficiency in a business. Despite offering several benefits to businesses, the use of computers also presents challenges. (Ramey, 2013) expounds these as follows:

2.3.3.4 Requires Training

In most cases, small business owners don't know how to use a computer for business purposes, so they have to hire experts to teach them and their employees on how to use computers to accomplish specific business tasks. To some extent, this process is costly and it takes time. For example, if a small business owner wants to use Quickbooks to manage their accounts , they have to take off time and learn how Quickbooks works, or they will have to pay an extra fee to hire a Quickbooks expert to teach them. Even though the end result is good, time and money will be spent during this process.

2.3.3.5 Computer Crime

Computers are used to provide efficient ways for employees to share information, but at the same time employees with malicious intentions can use this opportunity to hack into the system to access private business information for their personal gains. In most cases this information can be sold to business rivals, which is harmful to a business. Computer crime is on the rise and many small businesses have been victims of data loss. Sometimes employees or outsiders can modify computer programs to create false information or illegal transactions or install viruses to corrupt stored information (Ramsey, 2013).

2.3.3.6 Require Additional Infrastructure

Integrating computers in a business can be costly, one does not stop at buying a computer, they need to invest money in different types of business software, this software is used to accomplish specific business tasks like accounting, tracking inventory, sales, data security and so much more. Owners also have to invest money in computer maintenance contracts with geek experts who will service the computers every month to ensure that they operate efficiently. This all process can be costly and some small businesses can't afford them.

2.3.3.7 Replaces Human Labor

If a business decides to use computers to complete most difficult tasks, humans will not be much needed and this will cause job loss and unemployment. For example in a bakery business, electronic temperature sensors can be used to control and report room temperature in the baking room, in this case, the bakery will need only one person to monitor results on the computer from the baking room, if the temperature drops or rises, notifications will be sent to the computer and the controller will respond immediately. This is a good technology for a business, because it will guarantee efficiency and quality, but it will also cut off so many people (Ramsey, 2013).

From the literature it is clear that the use of computers increases the effectiveness and efficiency in business processes and operations. However, it has not been established if there is a link between the usage of computer hardware and software to business establishment. This is a gap which this study intends to fill.

2.4. The Influence of Mentorship on Business Establishment

The concept of mentorship traces its origin to the ancient Greek author Homer. Njugunah (2016) defines mentorship as the process by which a person who has more expert business experience uses that knowledge to train a less experienced person. Hussung (2015) opines that mentorship offers the following benefits:

2.4.1 Advice

One of the key benefits of the mentor-mentee relationship is advice from a more experienced party. Mentors can provide answers to questions and suggestions that can make a big difference when it comes to navigating the business world.

2.4.2 Perspective

Because they are experienced, mentors can also provide context and perspectives that were not previously considered. For example, they can be knowledgeable about how consumers and potential investors respond to various strategies because they have encountered similar situations in the past.

2.4.3 Improving skills

In contrast to consultants who may only be concerned with what's best for a business venture, mentors are invested in helping mentees develop business skills for the long term.

2.4.4 Networking

Mentors have valuable connections in the business world. Networking is vital for climbing the corporate ladder, so having a close relationship with a successful mentor can be essential.

2.4.5 Methods and strategies

Business mentorship can also be a source of proven approaches to prevent or address problems when they arise. From recruiting and staffing to cultivating a positive company culture, mentors provide knowledge for all aspects of business (Hussung, 2015).

2.4.6 Long-lasting relationships

One of the most significant benefits of business mentorship is the chance to collaborate throughout the course of careers. Fostering a long-lasting relationship with mentors can give new business professionals access to consistent guidance and resources.

2.4.7 Confidence and encouragement

Sometimes all it takes to make important business decisions is confidence. Mentors are perfectly positioned to provide guidance and reinforce the business skills their mentees have, making them more self-assured in all of their business interactions (Hussung, 2015).

Arguments against mentorship according to (Reddy, 2016) include:

2.4.8 Generation gap hampers the process

The mentor is assigned the task of training a newly hired person. However, the employee (mentor) has no choice but to train the newbie. As a result, they share a forced relationship, which may hamper the growth of the newly hired person all together. Moreover, generation gap between the senior and junior employees may lead to dissimilar ideas. This can further lead to a not-so smooth relationship. This forced and unwilling relationship can ruin the productivity of the mentee and make him/her feel unwelcome in the company. This will further wreck the working atmosphere too.

2.4.9 Slow friction may lead to frustration

Mentoring is a patient process, wherein both the members should patiently work with each other. However, if a mentee is unable to improve his or her performance in a certain time, the level of frustration in the mentor increases. This frustration decreases the quality of motivation and guidance for the mentee. Moreover, on not being guided properly, the mentee starts feeling frustrated too. This frustration can have dire effect on the career of the mentee. Thus, in a situation as such the mentee is advised to switch his or her mentor.

2.4.10 Mentoring is subjective based on the mentor's mentality

In a mentor-mentee relationship, the mentor has a very important role. The mentor is responsible to provide necessary skills and training to the assigned employee. However, the work of the mentor is subjective and based upon his/her mentality. This makes it harder for

the mentee to learn things out of the box. The mentor may only teach what he or she thinks is important. Thus, the scope for development is very limited (Reddy, 2016).

In order to increase their chances of succeeding, entrepreneurs must quickly develop the competencies they lack. To achieve this, an increasing number of these entrepreneurs choose to seek the assistance of a mentor. As it applies to entrepreneurs, definitions may vary, but mentoring refers to a support relationship between a novice entrepreneur (referred to as the mentee) and an experienced entrepreneur (referred to as the mentor).

In this relationship, mentors assist mentees in their personal development. It should be mentioned, however, that although D'abate, Eddy, and Tannenbaum (2003) identified thirteen distinct forms of mentoring, there is considerable overlap among them in practical terms. Although markedly more action-oriented than counselling or mediation, it is slightly less action-oriented than a sponsorship relationship. It should also be underscored that mentors hold their mentees' interests as an absolute priority rather than as a part of a set of priorities (Gibson, 2005).

Expected outcomes of a mentoring relationship are quite numerous and varied. In general, the main result for a mentee is improved learning outcome (Hezlett, 2005; St-Jean & Audet, 2012; Wanberg, Welsh, & Hezlett, 2003). For those who have yet to start a business, mentoring can influence their start-up intentions (Engle et al., 2010). For those who are already in business, that is, novice entrepreneurs, mentor support provides them with the opportunity to develop knowledge and skills such as bookkeeping, or how to properly approach new local or international clients (Bisk, 2002; Cull, 2006; Gravells, 2006; Kent et al., 2003; McGregor & Tweed, 2002; Wikholm et al., 2005).

Authors have also noted an increased ability to recognize opportunities (Ozgen & Baron, 2007), greater self-confidence or increased entrepreneurial self-efficacy (ESF) (Hulela & Miller, 2006; Nandram, 2003), development of leadership (Kempster & Cope, 2010), as well as greater satisfaction with their work as an entrepreneur (St-Jean & Audet, 2012).

The role of a mentor is to encourage the personal and professional development of a mentee through the sharing of knowledge, expertise and experience. The mentoring relationship is built on mutual trust, respect and communication, and involves both parties meeting regularly to exchange ideas, discuss progress and set goals for further development. Being mentored is one of the most valuable and effective development opportunities one can offer employees. Having the guidance, encouragement and support of a trusted and experienced mentor can provide a mentee with a broad range of personal and professional benefits, which ultimately lead to improved performance in the workplace. (Page, 2015).

The modest literature that does exist on business mentoring indicates that its value is essentially two-fold. Firstly, the combination of space for reflection and learning by doing improves owner managers' leadership qualities and their overall outlook and capabilities. Secondly, through mentors' greater knowledge, experience and contacts, they may also provide mentees with greater access to external resources. These changes may in turn trigger owner-managers to implement wider changes to their companies' processes and structures. All of these factors are important as they are interim drivers of business growth that ultimately lead to improved financial performance in the future (Nesta, 2014).

2.5 Chapter Summary

This chapter examined the literature on the effect of education on youth business establishment; the effect of technology on youth business establishment and finally the effect of mentorship on youth business establishment. From the literature review education increases the levels of entrepreneurial knowledge leading to more business establishment, technology increases business efficiency and mentorship enhances business management skills. Chapter three discusses the research methodology used in the study and is presented next

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses how the research was conducted. It outlines the strategy used for the data collection. It presents the research design, population and sampling design, data collection methods, research procedures and data analysis methods..

3.2 Research Design

The research design is the blueprint for fulfilling objectives and answering questions (Cooper and Schindler, 2001). Descriptive research design was used as the study aimed to investigate the factors that influence youth business establishment in the fish and poultry sub sectors. The study also employed a longitudinal approach as it was conducted over a time duration from January 2016 to May 2017. According to (Saunders, Lewis and Thornhill, 2003) the main strength of longitudinal research is the capacity that it has to study change.

The suitability of descriptive research design stems from the fact that data is collected from a sample and analysed. In this study, the sample is youth entrepreneurs involved in poultry and fish farming in Kenya. Descriptive research design presents data in a form that is easy for the reader to understand (Sweeney, Williams and Anderson, 2011). It enables the researcher to use data gathered on a group to describe or reach conclusions about that same group (Black, 2008)

3.3 Population and Sampling Design

3.3.1 Population

A population represents every possible item that contains a data value (measurement or observation) of the random variable under study. A population must be defined in very specific terms to include only those sampling units (items) that possess the characteristics that are relevant to the problem (Wegner, 2007). The population in this study consisted of 300 entrepreneurs who applied to participate in the Metro Agrifood Living lab project. These were individuals who were either already involved in or intending to venture into poultry

and/or fish farming. A population presents the researcher with all the possible elements with similar characteristics to be studied.

3.3.2 Sampling Design

A sample is any group of measurements selected from a population for analysis (Gupta, 2002). Sampling is used to study populations that are huge or scattered over huge distances, sampling saves money, time, energy and other resources that would have otherwise been used to study the population. Judgement sampling was used to select the sample of entrepreneurs who were selected after a rigorous vetting process that included presenting their business plans before a panel of judges.

3.3.2.1 Sampling Frame

A sampling frame is a list, or set, of the elements belonging to the population from which the sample will be drawn (Johnson & Kuby, 2012). In this case, the sampling frame was the 300 applications received for the Metro Agrifood Living Lab project.

3.3.2.2 Sampling Technique

Stratification is the grouping of units composing a population into homogeneous groups (or strata). This procedure improves the representativeness of a sample (Babbie, 2010). Stratified sampling adds an extra ingredient to random sampling by ensuring that groups within the population are each sampled randomly. A stratum is fairly homogeneous with respect to the characteristic on which the stratum is based; therefore variance must be restricted and as a corollary sampling error reduced (Burns, 2000). This study used stratified sampling technique to ensure equal gender representation.

3.3.2.3 Sample Size

Sample size refers to the number of values in each sample (Berenson, Levine & Szabat, 2015). The sample size was the 60 qualifying participants distributed on the basis of gender balance. The aim was to achieve equal gender representation. Therefore 30 males and 30 females were selected generating a sample size of 60 respondents.

3.4 Data Collection Methods

This study relied on primary data collected directly from the respondents. Data was collected using the questionnaire and interview guides. The questionnaire utilised both open and closed ended questions. The questionnaires were structured according to the research questions. Section A captured information on demographics, Section B on the effect of technology and Section C on the effect of mentorship. The closed ended questions adopted the Likert scale approach rating the level of agreement to different statements while the open ended questions were to get additional information. The questionnaire provided the advantages of being structured, time saving and anonymity to the respondent.

3.5 Research Procedures

A pilot study was conducted to test the objectivity and effectiveness of the questionnaire in adequately capturing the required information. The researcher in collaboration with other business counsellors made field visits to the respective entrepreneurs' farms thrice (April, June and August 2016). During each of the visits the researcher interviewed the respondents and gave them questionnaires to fill. Observation was also used to verify what the respondents were saying, this included visiting the business premises and requesting the respondents to provide any business records that they kept. In between the visits the researcher kept communicating with the respondents in order to track their progress.

3.6 Data Analysis Methods

Data analysis is designed to provide us with a strategy for investigating the research questions. It is more than just a collection of summary measures and graphic tools that are used to look at data; it is a philosophy by which we attempt to extract knowledge from data. Data analysis gives a diagnostic tool that is used to assess the adequacy of the model and to check assumptions (Kitchens, 2003). Both descriptive and statistical analysis approaches were used. In statistical analysis, SPSS software was used to analyse the data by performing a Logit Regression to evaluate the relationship between education, technology and mentorship on business establishment.

3.7 Chapter Summary

This chapter has outlined the methodology used in the study. The chapter provides an overview of the research design, population and sampling design, data collection methods, research procedures employed and finally data analysis methods used. Chapter four will discuss the results and findings of the study.

CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

The purpose of this study was to study youth business establishment in fish and poultry sub sectors. This chapter discusses the data analysis and research findings of the study. Presentation is done using tables and graphs. Data analysis aimed to answer the following questions: How does education affect youth business establishment? How does use of technology affect business establishment? And how does mentorship affect business establishment?

The study targeted a sample of 60 respondents out of which 57 filled in and returned the questionnaires. This makes the response rate to be 95%. According to (Kothari, 2003) any response of 50% and above is adequate for analysis for drawing conclusions.

4.2 Demographic Information

The researcher sought to find out the following demographic attributes from the respondents; gender, marital status, highest level of education and age.

4.2.1 Gender of the Respondents

The researcher wanted to ascertain the response rate across gender. Figure 4.1 shows that male respondents accounted for 53% of the total respondents while 47% were female. This implies that majority of the returned questionnaires were from the males, but the difference is not large hence an indication there was no gender bias.

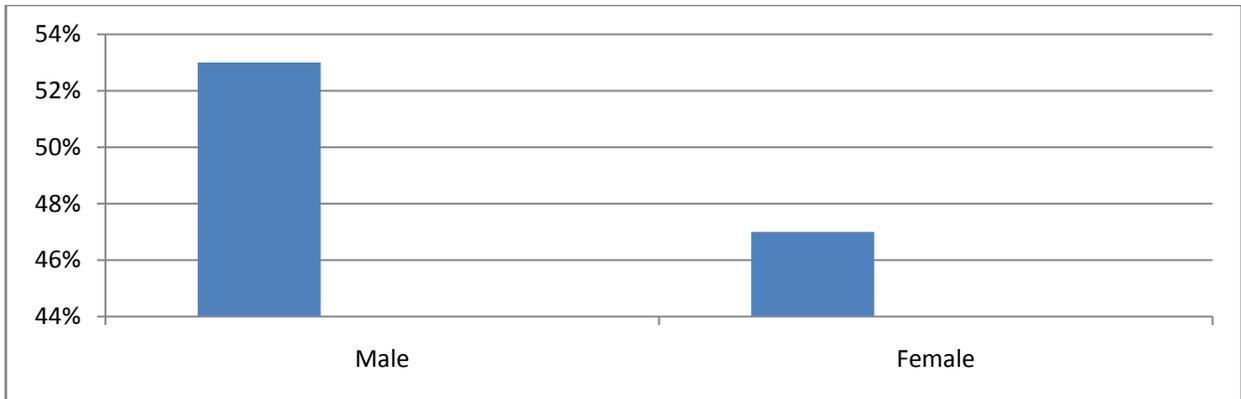


Figure 4.1: Gender of the Respondents

4.2.1 Effect of Gender on Business Establishment

Findings in table 4.1 indicate that among the males, 77% of the respondents had established businesses while 23% had not. Therefore majority of the males (77%) had established their businesses. Findings in table 4.2 indicate that among the females, 74% had established businesses while 26% had not. Therefore majority of the females (74%) had established businesses. In general, more males than females established businesses however the difference is not huge implying that both genders stand an almost equal chance of business establishment.

Table 4.1: Establishment Among Males

	Frequency	Percentage
Established	23	77
Not Established	7	23
Total	30	100

Table 4.2: Establishment Among Females

	Frequency	Percentage
Established	20	74
Not Established	7	26
Total	27	100

4.2.2 Marital Status

According to Table 4.3, 40.3% of the respondents were single while 59.7% were married. None were widowed, divorced or separated. Therefore majority (59.7%) were married implying that they would have to balance their time between their families and the ventures.

Table 4.3: Marital Status

	Frequency	Percentage
Single	23	40.3%
Married	34	59.7%
Widowed	0	0
Divorced	0	0
Separated	0	0
Total	57	100%

4.2.2 Effect of Marital status on Business Establishment

The researcher compared the rate of establishment of businesses among the respondents based on marital status. Findings in table 4.4 indicate that among those who are single, 83% of the respondents had established businesses while 17% had not. Therefore majority (83%) had established their businesses. Findings in table 4.5 indicate that among those who are married, 71% had established businesses while 29% had not. Therefore majority (71%) had established businesses. The findings show that more single persons (83%) established businesses than those who were married (71%), this is because those who were single had more time to devote to their businesses unlike those who were married.

Table 4.4: Establishment Among The Single

	Frequency	Percentage
Established	19	83
Not Established	4	17
Total	23	100

Table 4.5: Establishment Among Those Who Were Married

	Frequency	Percentage
Established	24	71
Not Established	10	29
Total	34	100

4.2.3 Age Bracket

According to Table 4.2, 12.3% of the respondents were aged between 18-23, 42.1% were aged between 24-29, 45.6% were aged between 30-35. Therefore majority of the respondents (45.6%) were aged between 30 to 35 years.

Table 4.6: Age Bracket

	Frequency	Percentage
18 – 23	7	12.3%
24 – 29	24	42.1%
30 – 35	26	45.6%
Total	57	100%

4.2.4 Effect of Age Bracket on Establishment

The researcher compared the rate of establishment among the respondents' age brackets. Findings in table 4.7 indicate that among those aged between 18 to 23 years, 100% had established businesses, meaning that all of them had established businesses. Findings in table 4.8 indicate that among those aged between 24 to 29 years, 63% had established businesses while 37% had not. Therefore majority (63%) had established businesses. Findings in table 6.9 indicate that among those aged between 30 to 35 years, 81% had established businesses while 19% had not. Therefore majority (81%) had established their businesses. Respondents aged between 30-35 easily established businesses compared to those aged between 24 – 29 because of easier access to funds from personal savings, loans, etc.

Table 4.7: Establishment Among Those Aged Between 18 – 23 Years

	Frequency	Percentage
Established	7	100
Not Established	0	0
Total	7	100

Table 4.8: Establishment Among Those Aged Between 24 – 29 Years

	Frequency	Percentage
Established	15	63
Not Established	9	37
Total	24	100

Table 4.9: Establishment Among Those Aged Between 30 – 35 Years

	Frequency	Percentage
Established	21	81
Not Established	5	19
Total	26	100

4.3 Effect of Education on Youth Business Establishment

4.3.1 Highest Level of Education

The respondents were asked to state their highest level of education. According to figure 4.2, those who reached Form 4 were 19.3%, Technical Training were 36.8%, Bachelor’s degree were 24.6%, Master’s degree 14%, Doctorate degree 1.8% and Others were 3.5%. Therefore, majority (36.8%) had attained Technical training level, hence they were competent enough to respond to the questionnaire.

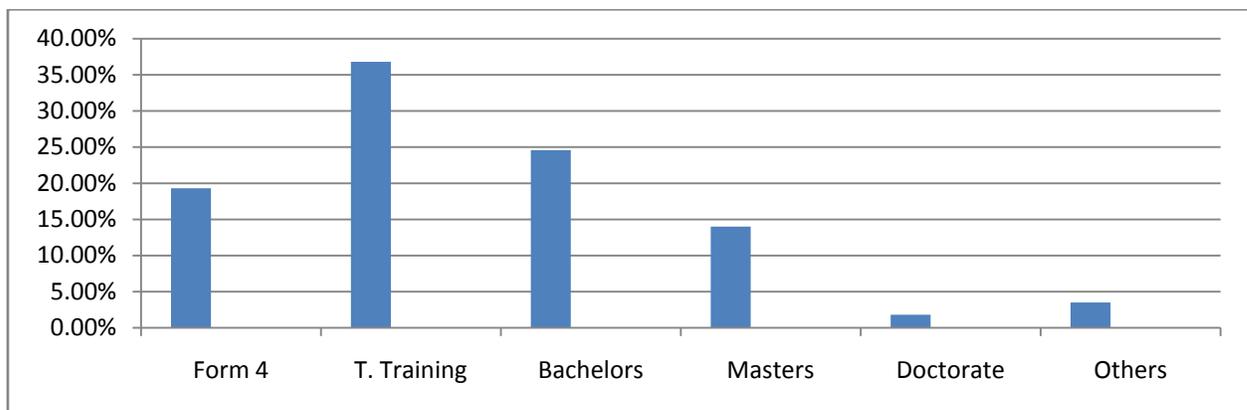


Figure 4.2: Highest Level of Education

4.3.1 Form Four Leavers

The researcher analyzed the rate of establishment of businesses among respondents who had indicated their highest level of education to be form four. Findings in table 4.10 indicate that 60% of the respondents had established businesses while 40% had not. Therefore majority of the respondents (60%) had established their businesses. This implies that having form 4 level

qualification which is considered as basic education in Kenya plays a key role in business establishment.

Table 4.10: Form Four Leavers

	Frequency	Percentage
Established	6	60
Not Established	4	40
Total	10	100

4.3.2 Technical Training

The researcher sought to establish the rate of business establishment among respondents who had technical training as their highest level of education. Findings in table 4.11 indicate that 81% had established their businesses while 19% had not. Therefore majority (81%) had established their businesses. This shows that entrepreneurs with technical training are more likely to establish businesses than those without this qualification.

Table 4.11: Technical Training

	Frequency	Percentage
Established	13	81
Not Established	3	19
Total	16	100

4.3.3 Undergraduate Degree

The researcher analyzed the rate of establishment of businesses among respondents who had indicated their highest level of education to be an undergraduate degree. Findings in table 4.12 indicate that 79% of the respondents had established businesses while 21% had not. Therefore majority of the respondents (79%) had established their businesses. This implies

that a youth with an undergraduate degree is more likely to establish a business than one who does not have this level of education.

Table 4.12: Undergraduate Degree

	Frequency	Percentage
Established	11	79
Not Established	3	21
Total	14	100

4.3.4 Degree Holders

The researcher sought to find out the rate of business establishment among respondents who were degree holders i.e. had a bachelors, masters or doctorate degree. Findings in table 4.13 indicate that 74% had established businesses while 26% had not. Therefore majority of the degree holders (74%) had established businesses. This shows that possession of a degree increased the chances of launching a business. This is in agreement with the argument that increased educational levels of business-owners have been shown to enhance their capabilities (Barringer and Jones, 2004; Blackburn, Hart and Wainwright, 2013).

Table 4.13: Degree Holders

	Frequency	Percentage
Established	26	74
Not Established	9	26
Total	35	100

4.3.8 Non-Degree Holders

The researcher sought to find out the rate of business establishment among respondents who were not degree holders i.e had form four, technical training and others. Findings in table 4.14 indicate that 77% had established businesses while 24% had not. Therefore majority of the non-degree holders (77%) had established businesses. This shows that lack of a degree does not necessarily hinder business establishment. In summary, data shows that whereas only 74% of degree holders established businesses, surprisingly more non degree holders established business (77%). This finding is contrary to what we anticipated and is inconsistent with human capital theory.

Table 4.14: Non-Degree Holders

	Frequency	Percentage
Established	17	77
Not Established	5	23
Total	22	100

4.4 Effect of Technology on Youth Business Establishment

4.4.1 Computer Ownership

The researcher sought to find out whether or not the respondents owned a computer. 54.4% of the respondents indicated that they own a computer while 45.6% did not own a computer. Therefore, majority of the respondents own a computer. This is shown in table 4.15 below.

Table 4.15: Computer Ownership

	Frequency	Percentage
Yes	31	54.4
No	26	45.6
Total	57	100

4.4.1 Computer Ownership and Business Establishment

The researcher sought to find out the relationship between computer ownership and business establishment. According to table 4.16, the findings show that among those who owned computers, 90% had established their businesses while 10% had not. Therefore majority (90%) had established businesses. According to table 4.17, among those who did not own a computer, 58% had established businesses while 42% had not. Therefore, there was a higher rate of establishment among those who owned computers compared to those who did not. This shows that computers play a key role in business establishment. This is in agreement with (Vitez, 2017) who observes that computers have greatly enhanced how businesses operate in the marketplace. Technology has grown so quick that any business not using computers are at a distinct disadvantage against competitors.

Table 4.16: Establishment Among Owners

	Frequency	Percentage
Established	28	90
Not Established	3	10
Total	31	100

Table 4.17: Establishment Among Non-Owners

	Frequency	Percentage
Established	15	58
Not Established	11	42
Total	26	100

4.4.2 Internet Access

The respondents were asked whether or not they had internet access. As seen from table 4.18, 91.2% had access while 8.8% did not. This shows that there is a very high internet access rate among the respondents.

Table 4.18: Internet Access

	Frequency	Percentage
Yes	52	91.2
No	5	8.8
Total	57	100

4.4.2 Relationship Between Internet Access and Business Establishment

The researcher sought to find out the relationship between internet access and business establishment. According to table 4.19, the findings show that among those who had internet access, 77% had established their businesses while 23% had not. Therefore majority (77%) had established businesses. According to table 4.20, among those who did not have access to the internet, 60% had established businesses while 40% had not. This data shows that there was a higher rate of establishment among those who had internet access compared to those who did not have. This implies that having access to the internet plays a crucial role in business establishment.

Table 4.19: Establishment Among Those with Internet Access

	Frequency	Percentage
Established	40	77
Not Established	12	23
Total	52	100

Table 4.20: Establishment Among Those Without Internet Access

	Frequency	Percentage
Established	3	60
Not Established	2	40
Total	5	100

4.4.3 Usage of Social Media

According to the figure 4.3, 49.1% used social media for their businesses while 50.9% did not. Therefore, majority did not use social media.

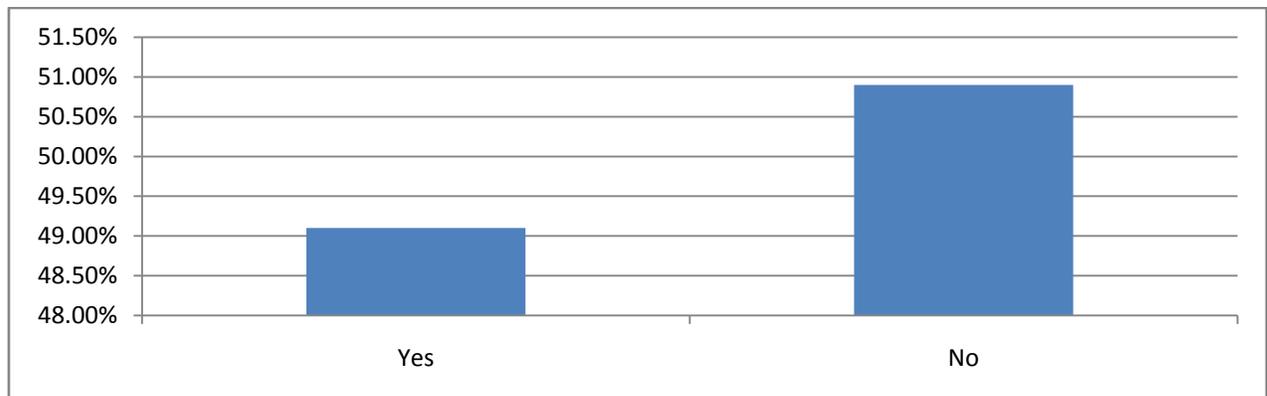


Figure 4.3: Usage of Social Media

4.4.3 Relationship Between Use of Social Media and Business Establishment

The researcher sought to find out the relationship between the use of social media and business establishment. According to table 4.21, the findings show that among those who used social media, 70% had established their businesses while 30% had not. Therefore majority (70%) had established businesses. According to table 4.22, among those who did not use social media, 80% had established businesses while 20% had not. Therefore majority (80%) had established businesses. Therefore, there was a higher rate of establishment among those who did not use social media than those who did implying that social media is not critical in business establishment.

Table 4.21: Establishment Among Users of Social Media

	Frequency	Percentage
Established	19	70
Not Established	8	30
Total	27	100

Table 4.22: Establishment Among Non-Users of Social Media

	Frequency	Percentage
Established	24	80
Not Established	6	20
Total	30	100

4.4.4 Ownership of Website

The respondents were asked whether their businesses had websites. 9% said yes, 91% said no. Therefore, majority (91%) of the respondents did not have websites for their businesses. This is shown in table 4.23.

Table 4.23: Ownership of Website

	Frequency	Percentage
Yes	5	9
No	52	91
Total	57	100

4.4.4 Relationship between Website Ownership and Establishment

The researcher sought to find out the relationship between ownership of a website and business establishment. According to table 4.24, the findings show that among those who

owned websites, 80% had established their businesses while 20% had not. Therefore majority (80%) had established businesses. According to table 4.25 among those who did not own websites, 75% had established businesses while 25% had not. Therefore, there was a higher rate of establishment among those who owned websites (80%) than those who did not because of the advantage of online visibility. This finding is consistent with (McBride 1997) who stated that using a good home page, a business can provide a front end to its services which can potentially be accessed globally.

Table 4.24: Establishment Among Website Owners

	Frequency	Percentage
Established	4	80
Not Established	1	20
Total	5	100

Table 4.25: Establishment Among Those Without Websites

	Frequency	Percentage
Established	39	75
Not Established	13	25
Total	52	100

4.5 Effect of Mentorship on Business Establishment

4.5.1 Reason for Starting Business

The researcher sought to find out the reasons why the respondents ventured into business. The respondents were asked to rank statements based on their situations. (1=Strongly Agree, 2=Agree, 3 =Neutral, 4= Disagree, 5= Strongly Disagree).

4.5.2 Because My Parents Were also in Business

The findings show that 1.8% of the respondents strongly agree, 10.5% agree, another 10.5% are neutral, 28.1% disagree, 49.1% strongly disagree. Majority of the respondents (49.1%) strongly disagree with this statement. This is shown in figure 4.4

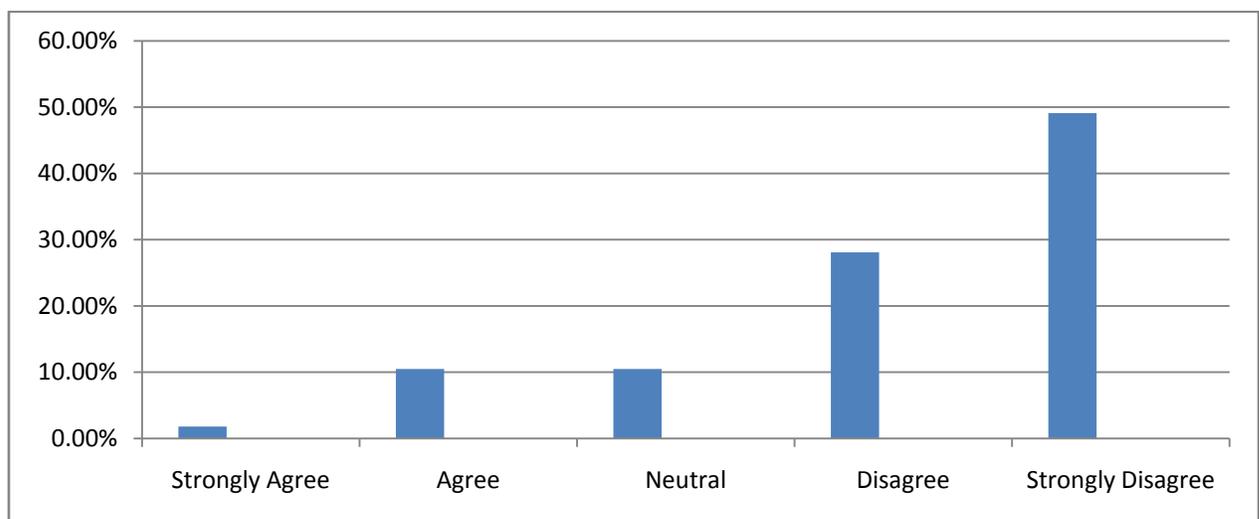


Figure 4.4: Because My Parents were also in Business

The researcher further sought to compare the rate of establishment between those who agreed and disagreed with this statement. The findings in table 4.26 show that among those who agreed, 86% had established their businesses while 14% had not. Therefore majority (86%) had established their businesses. The findings in table 4.27 show that among those who disagreed, 75% established their businesses while 25% did not. More respondents who agreed with this statement had established businesses because they received mentorship from their parents who were also in business. This is consistent with Lussier (2009) who states that mentorship enhances management skills and hence new launches.

Table 4.26: Establishment Among Those Who Agreed

	Frequency	Percentage
Established	6	86
Not Established	1	14
Total	7	100

Table 4.27: Establishment Among Those Who Disagreed

	Frequency	Percentage
Established	33	75
Not Established	11	25
Total	44	100

4.5.3 Because others were Succeeding In It

The findings show that 10.5% of the respondents agree, 35.1% are neutral, 24.6% disagree, 29.8% strongly disagree. Majority of the respondents (29.8%) strongly disagree with this statement. The researcher further sought to compare the rate of establishment between those who agreed and disagreed with this statement. The findings in table 4.28 show that among those who agreed, 57% had established their businesses while 43% had not. Therefore majority (57%) had established their businesses. The findings in table 4.29 show that among those who disagreed, 74% established their businesses while 26% did not. More respondents who disagreed with this statement had established businesses, this implied that lack of mentorship from their peers was not a challenge to establishment.

Table 4.28: Establishment Among Those Who Agreed (Others)

	Frequency	Percentage
Established	4	57
Not Established	3	43
Total	7	100

Table 4.29: Establishment Among Those Who Disagreed (Others)

	Frequency	Percentage
Established	23	74
Not Established	8	26
Total	31	100

4.5.4 I Have Gone for Agricultural Field Visits In

According to the table 4.30, 77.2% of the respondents have gone for visits to another farm, 59.6% at the National Show Ground and 57.9% to other places e.g agribusiness tours, county agricultural show, etc. Therefore majority (77.2%) have gone to for field visits in another farm through which they have exchanged ideas with different people which is a form of mentorship.

Table 4.30: I Have Gone for Agricultural Field Visits in

	Frequency	Percentage
Another Farm	44	77.2
National Show Ground	34	59.6
Others	33	57.9

4.5.5 I Follow Agribusiness Program in:

According to figure 4.5, 28.1% of the respondents indicated websites, 66.7% TV programs, 14% YouTube, 43.9% facebook, 14% e-newsletters, 70.2% newspaper, 3.5% twitter, 8.8% blogs/vlogs and 66.7% radio. Therefore majority (70.2%) of the respondents used newspapers to follow agribusiness program. Reading stories and articles on various agribusiness issues offers mentorship to the entrepreneurs as they learn new practices thus improving performance.

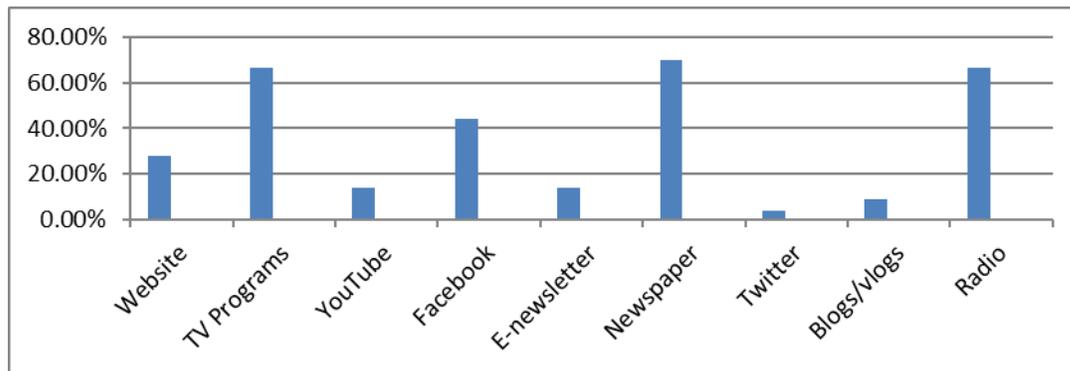


Figure 4.5: Follow Agribusiness Program

4.5.6 I Have Received Agricultural Extension Services/Facilities From The Following:

The findings in figure 4.6 show that 19.3% received from the national government, 15.8% from NGOs, 21.1% from academic institutions, 38.6% from private persons, 59.6% from agro-vet, 24.6% from financial institutions, 35.1% from county government and 100% from other sources e.g Kenchic, Technoserve, Stryde, etc. Agricultural Extension Services/Facilities are another means of mentorship. The study found that all the respondents had received this services from other sources. This is a clear indicator that these services are available to all entrepreneurs.

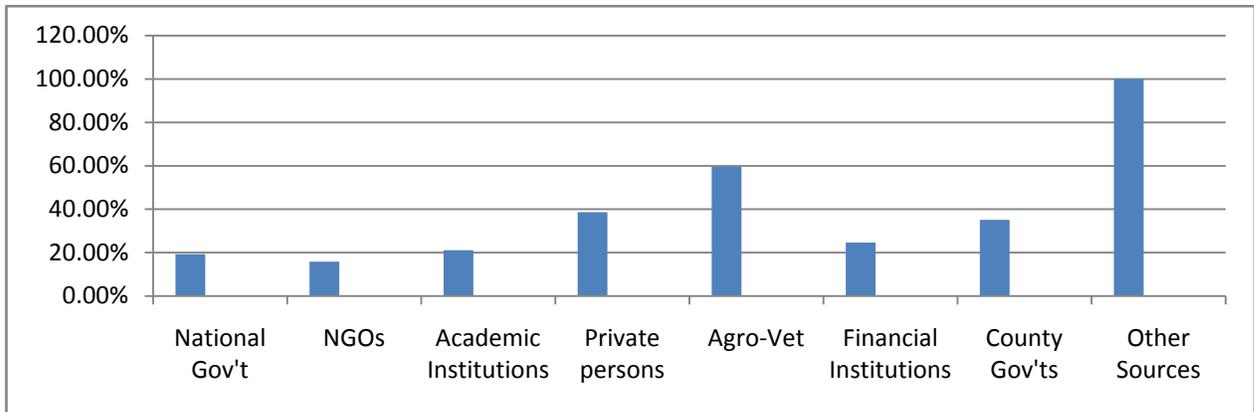


Figure 4.6: I Have Received Agricultural Extension Services/Facilities

4.6 Logistic Regression Analysis Results

A logistic regression analysis was done on to determine the relationship between education, technology and mentorship on establishment. Table 4.31 illustrates the results.

Table 4.31: Logistic Regression Model Output

	B	S.E.	Exp(B)
education(1)	.832	.825	2.298
Lack of Mentor *	-.361	.225	.697
Technology**	2.044	.842	7.723
Constant	.346	.859	1.413

Dependent: Establishment: where * indicates variable significant 0.05

The findings indicate that there is no significant association between education and the probability of business establishment meaning that education was important but not a determining factor of establishment. There is a significant association between technology, mentorship and the probability of business establishment meaning that use of technology and mentorship increases the probability of business establishment.

4.7 Chapter Summary

In this chapter, the researcher presented and analyzed the study findings. The first section provides findings on the demographic information. The second section provides the findings on the effect of education on youth business establishment. The third section provides findings on the effect of technology on youth business establishment. This was then followed by the presentation of findings on the influence of mentorship on youth business establishment. Finally the chapter presents findings of the logitistical regression analysis which shows that use of technology and mentorship significantly influences business establishment.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study and gives the conclusions from which recommendations are drawn. Suggestions for further study are highlighted in order to fill the gaps identified. The study is concluded on the basis of the research questions.

5.2 Summary of the Study

The purpose of this study was to determine factors that influence youth business establishment in the fish and poultry sub sectors. The study was guided by three research questions: How does education affect youth business establishment? How does use of technology affect youth business establishment? And how does mentorship influence youth business establishment?

The study used descriptive research design. Data collection methods included interviews, questionnaires and observation. The study focussed on 300 potential entrepreneurs aged between 18-35 years drawn from across Kenya. A sample of 60 youth entrepreneurs was chosen through judgement sampling after a rigorous vetting process that included presenting their business plans before a panel of judges. Also, stratified sampling was used to ensure equal gender representation leading to having 30 males and 30 females.

Data was then collected over a time period between January 2016 and May 2017. The study targeted a sample of 60 respondents out of which 57 filled in and returned the questionnaires. This makes the response rate to be 95%. According to (Kothari, 2003) any response of 50% and above is adequate for analysis. An overview of the responses revealed that majority of the respondents were male. Most of the respondents were married and majority had technical training level of education. The most prevalent age was between 30 to 35 years.

The study revealed that education was not significantly associated with the probability of business establishment. The Study also showed that computer ownership and usage influenced business establishment ($\alpha = 0.01$). In addition, mentorship was found to be an important factor in business establishment ($\alpha = 0.05$).

The study concluded that both technology and mentorship significantly contributed to business establishment. However, education was necessary but not sufficient.

5.3 Discussion

5.3.1 Effect of Education on Youth Business Establishment

The study revealed that majority of the respondents had technical training level of education. This means that at they had accumulated knowledge that would help them navigate the business world. Technical training plays an important role in the growth of entrepreneurship. Majority (81%) of the respondents who had technical training had established businesses. In comparison to form four leavers where 60% established businesses. This clearly shows that technical training is a pillar of entrepreneurship and those whose level of education was below technical training were at a disadvantage.

In comparing the average rate of establishment between university graduates and non university graduates, the graduates had an establishment rate of 85% while non graduates had 77%. This implies that university graduates have a higher rate of establishment than non graduates. This is in agreement with (Luthje& Frankie, 2002) who state that Alumni of universities are seen as an important source for future entrepreneurs in dynamic and innovative areas such as information technology and biotechnology. In fact, successful universities in the US underline the important role of academic institutions as catalysts for high-technology start-ups: If the 4.000 companies founded by MIT graduates and faculty formed an independent nation, the companies would make that nation the 24th largest economy in the world (Ayers 1997) in (Luthje& Frankie, 2002).

Economic studies in different European regions indicate that the impact of universities on company creation can be observed outside the USA as well (Harhoff 1999). Self-employed, when compared to people in wage and salary employment, have more often a formal education at a university (Robinson and Sexton 1994; Brüderl 1998). In addition, the economic impacts of companies founded by university alumni are more significant. Academic entrepreneurs are likely to employ more people than their non-academic counterparts (Dietrich 1999) in (Luthje& Frankie, 2002).

Richter and Schiller compared academic and non-academic business founders. They show that more than half of the academic entrepreneurs created new ventures in high-tech industries whereas non-academics founded their company mainly in noninnovative production and service sectors (Richert and Schiller 1994). Finally, business founders with university education apparently make higher investments in their business than non-academic entrepreneurs (Richert and Schiller 1994) in (Luthje& Frankie, 2002).

5.3.2 Effect of Technology

The study revealed that there was a higher rate of establishment among respondents who had computers against those who did not own the same (90% vs 58%). This shows that computers greatly increase business establishment. Computers can be used for data storage, processing and retrieval hence increasing efficiency and effectiveness in a business. According to (Dragon, 2017) Computers and technology allow for faster processing of data, easier retrieval of information, and in some cases - automation can reduce or replace physical employees. When people perform tasks by hand, it can be time consuming and full of human errors.

When technology is used for repetitive operations, mistakes are reduced or eliminated, and the time it takes to complete the task is greatly reduced. In addition to making processes quicker, technology also makes it easy to keep information up to date. Instead of searching through a room of file cabinets and trying to guess how information was stored in order to update a customer address, a few clicks of the mouse and can pull up a customer file from a database. What used to take several minutes to an hour can now be done instantly (Dragon, 2017).

Among those who had internet access, the findings show that 77% of the respondents had established businesses while 60% percent of those who had no internet access had established theirs. It was therefore clear that internet access increases the probability of establishment. According to (NI,2017) Using the internet can help businesses increase their:visibility,revenue,customer base, opening hours, cost savings and networking opportunities.

The study findings show that 70% of those who used social media had established their businesses while 80% of those who did not use social media had established their businesses. This can be attributed to the fact that while social media is a major tool for business growth other modes of communication can be used in its place e.g internet, word of mouth which may have been used by those without social media.

The study further revealed that 80% of those whose businesses had websites had established businesses while 75% of those without websites had established businesses. Therefore more entrepreneurs with websites had established businesses than those without. Websites give businesses visibility, according to (CC Marketing, 2017) a website enables prospective clients to learn about the business, to find it and conveys its credibility.

5.3.3 Effect of Mentorship.

In investigating the effect of mentorship on establishment, the study found that among the respondents who agreed that they went into business because their parents were also in business, 86% had established their businesses while among those who disagreed with this 75% had established. This is attributable to the fact that parents offered the first port of call for mentorship as they could easily be consulted on any business matter. Parents are also a great source of encouragement. The study findings also indicated that among those who agreed that they got into business because others were succeeding in it, 57% had established businesses while 74% of those who disagreed with this had established businesses.

According to the findings, 77.2% of the respondents had gone for agricultural field visits on other farm. This implies that at these visits they exchanged ideas, contacts and information which would increase the probability of establishing their businesses. The study further established that 70.2% of the respondents followed agribusiness programs in newspapers. This means that they were able to keep in touch with current and changing trends in agribusiness which was an effective way of them gaining knowledge from experts hence mentorship that would enable them establish their businesses.

The findings show that all (100%) of the respondents had received agricultural extension services from alternative sources e.g Kenchic, Technoserve, Stryde, etc. These are platforms

that brings agribusiness entrepreneurs together, according to (Madukwe, 2006) the benefits from these include; making agricultural extension services more client-driven and efficient; strengthening farmers' bargaining power with traders; reducing transaction costs for input supplies and output buyers; economies of scale (e.g. from bulking up in output marketing or storage) facilitating savings and access to credit; and reducing public-sector extension costs (Conroy, 2003) in (Madukwe, 2006). Mentoring entrepreneurs is important not just to the entrepreneurs but to society as a whole according to (Reddy, 2011) an entrepreneurial development program (EDP) in the process of economic development and growth of a nation is immense. Various EDPs are designed to develop and improve entrepreneurial skills and behavioral adjustment needed to go through the stresses of initial stages. Different programs are designed for different trades, industries and big projects.

Basically, the EDPs are meant to train and develop new entrepreneurs who act as catalytic agents in the process of industrialization and economic growth. It is the entrepreneur who organizes and puts to use capital, labor and technology in the best possible manner for the setting up of his enterprise. The entrepreneur with his vision and ability to bear risk can transform the economic scene of the country. They play a vital role in initiating and sustaining the process of economic development of a nation. It is the EDP through which the entrepreneurs learn the required knowledge and skill for running the enterprise successfully which ultimately contribute towards economic progress.

In recent years EDP packages have become a vital strategy for harnessing the vast untapped human skills, and put them into industrial development. It results in the emergence of entrepreneurial opportunities in various fields which leads to all-around development in a country (Reddy, 2011).

Ebrahimi (2013) further states that without a savvy guide, in the form of a mentor, one may wind up making crucial early mistakes that would have otherwise been avoidable. The smaller the company, the faster one needs to move, often without enough information to make perfect choices. A good mentor's advice will help you take action on your imperfect "good plans" because they can give you extra confidence to move forward without hesitation.

A good mentor is direct yet supportive. Even difficult messages can be delivered in a supportive way. The best mentors offer practical, timely advice and encourage you to take action. This tendency towards candor is so important because as an entrepreneur one has limited time to get the company off the ground and reach profitability and long-term growth (Ebrahimi, 2013).

5.4 Conclusion

5.4.1 Education and Youth Business Establishment

The study concluded that education plays a key role in business establishment. Education is directly related to business establishment. University graduates had a higher chance of establishing businesses than non-university graduates. Prior education in entrepreneurship was an added advantage. Those with only form four level of education stood the least chance of establishment.

5.4.2 Technology and Youth Business Establishment

From the findings, the study concluded that there is a strong relationship between computer ownership and establishment. Having internet access increases the probability of establishment. The use of social media though advantageous to a business, did not increase the chance of business establishment. Ownership of a website plays a crucial role in business establishment. Therefore, technology is a key contributor to business establishment.

5.4.3 Mentorship and Youth Business Establishment

From the findings, the study concluded that going into business because one's parents were in business increased the chances of establishment. Going into business because others were in business however did not increase the probability of establishment. Going for agricultural visits, following agribusiness programs and receiving agricultural extension services were important in business development. Therefore, mentorship plays a key role in business establishment.

5.5 Recommendations

5.5.1 Recommendations for the Study

5.5.1.1 Education and Youth Business Establishment

The study recommends that the education curriculum should provide an option that emphasizes on training students in entrepreneurship from an early stage. Students should be encouraged to be innovative job creators rather than just job seekers.

5.5.1.2 Technology and Youth Business Establishment

The study recommends that entrepreneurs must integrate the use of technology in their businesses. The government should also reduce the cost of internet connectivity and increase coverage. The government should also make electricity affordable and available especially in the rural areas. Mobile telecommunication providers must strengthen and increase their network coverage across the country in order to improve communication.

5.5.1.3 Mentorship and Youth Business Establishment

The study recommends that people should not go into business just because they have seen others do this as this would lead to failure. The government and the private sector must develop mentorship programs which help young entrepreneurs. Agricultural extension services should be made available and accessible at all levels beginning from the grassroots.

5.5.2 Recommendations for Further Studies

The study recommends further study in this area. There is need to undertake similar studies in different sub sectors such as horticultural and livestock farming in order to determine whether the outcomes are similar or not. Furthermore, studies need to be undertaken in not-for-profit organizations to determine whether the variables affecting profit organizations also affect non-profit organizations.

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APPENDICES

Appendix 1: Disclaimer Note

Since the researcher relied on secondary data from a funded project, a letter of introduction was not required from him.

8. Which mode of communication do you use in receiving information (select all that applies)

Websites, []	Facebook, []	Twitter []
E-Brochures []	E-Newsletters []	blogs/vlogs []
Professional Seminars/Talks []	Breakfast meetings []	Exhibitions []
TV Advertising []	Radio Advertising []	Radio Interview []
TV Interviews []	Newspaper Articles []	Newspaper Advertising []
Word of mouth []	Religious group []	

9. Where do you get your feeds from;

Buy [] Make own [] Indigenous []

10. I market my products by:

Word of mouth [] Advertisements [] Sales people []
 Facebook [] Friends [] In my farm []
 Group of farmers [] On my own [] website []
 You-tube [] Other means.....

11. My business has the following legal documents:

Operational License [] Company registration [] KEBS registration []
 Food safety standards [] Halal registration [] Union registration []
 County Council [] KRA registration [] Environmental assessment [] Fair Trade []
 Transport licensing []

12. Who runs your business?

Board of directors [] Director/CEO [] Myself [] Family []

13. In each of the following **read and rank** the sentence based on your situation (Rank; 1 being the most important and 6 least important reason).

	Rank (1 to 6)
I stay in business because it's what I love/hobby	
I stay in business because of hardship outside business	
I stay in business because of lack of employment	
I stay in business to make/get extra cash besides employment	
I stay in business because my parents were also in business	
I stay in business because others are succeeding in business	

14. Rate your take on the following based on your experience/personality (1 being strongly agree and 5 strongly disagreeing)

	Rate (1 to 5)
I love taking risk	
Making profit is a priority in my business	
I do business to satisfy my customers	
Because of my business, I have experienced personal growth	
Doing business is very hard	
I attend at least two training in a year to boost my knowledge in business	
I attend at least two open field visits to learn how to expand my business	

SECTION B: EFFECT OF TECHNOLOGY

15. Do you own a computer? Yes [] No []
16. Do you have access to internet Yes [] No []
17. Do you use social media for your business? Yes [] No []
18. Does your business have a website? Yes [] No []

SECTION C: EFFECT OF MENTORSHIP

19. In each of the following **read and rank** the sentence based on your situation (1= Strongly agree, 2= Agree, 3=Neutral, 4=Disagree, 5= Strongly disagree).

	Rank (1 to 5)
I started my business because it's what I love/hobby	
I started my business because of hardship	
I started my business because of lack of employment	
I started my business to make/get extra cash besides employment	
I started my business because my parents were also in business	
I started my business because others were succeeding in it	

20. I have gone for agricultural field visits in:

Another farm [] At the National Show Ground []

Specify any others.....

21. I follow agribusiness program in (tick all that applies):

Websites, []	Facebook, []	Twitter []
TV Programs []	E-Newsletters []	blogs/vlogs []
YouTube []	Newspaper []	Radio []

22. I have received agricultural extension services/facilities from the following:

Government [] NGOs[] Academic Institution []
 Private person [] Agro-vet [] Financial institutions[]
 County government [] others

After the Training, Simulation and Living Lab Certification, I have been able to implement what I learnt as follow (scale of 1 to 5)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
23.I market my products well (branded my products)					
24.I am now implementing value addition of my products					
25.I have incorporated technology in my business					
26.I keep books of account/records					
27.I manage my finances in the firm					
28.I mobilize resources for my business growth					
29.I developed a business plan					
30.I use insects as feeds for my chicken/fish					

THANK YOU FOR YOUR TIME