FACTORS PROMOTING YOUTH ENTREPRENEURSHIP IN BUSINESS INCUBATION CENTRES. THE CASE OF KENYAN BUSINESS INNOVATION AND INCUBATION CENTRES

BY

GICHURI, OLIVE WAMBUI

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

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GICHURI, OLIVE WAMBUI

A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Master of Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SPRING 2018
STUDENT’S DECLARATION

I declare this work has not been submitted to any other university other than United States International University-Africa, it’s my original work which has been submitted for the Academic purposes.

Signed: ________________________                Date: ______________________

Olive Wambui Gichuri (ID NO:642092)

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

Signed: ________________________                Date: ______________________

Prof. Paul Katuse

Signed: ________________________                Date: ______________________

Dean, Chandaria School of Business
ABSTRACT

The general objective of this study was to determine the factors promoting youth entrepreneurship in business incubation centres. The incubation centres facilitate those who have some new innovative ideas to get them converted in successful business by providing business skills, management support and financial support exposure to entrepreneurial networks. The specific objectives of the study were; to investigate how business skill training in incubation centres promote youth entrepreneurship, the second specific objective was to evaluate how management support in incubation centres promote youth entrepreneurship, and finally to find out how financial resource support in incubation centres promote youth entrepreneurship.

The study adopted a descriptive research design, and which was carried on from September 2017 to March 2018. The target population of the study was 80 incubatees which were given out, 64 questionnaires were returned having been duly filled in and completed by the incubatees which represented a response rate of 80. The study used a stratified sampling technique for the sampling method. The study used primary data which was collected by use of semi-structured questionnaires. Analysis and presentation methods were quantitative and qualitative in which data was analyzed using Statistical Package for Social Science (SPSS ver.24) and excel which was employed to generate graphs, pie charts, tables and bar charts to represent the percentages generated from each of the specific objectives. Inferential statistics was carried out to determine the relationship between the independent and dependent variables of the study.

On the first objective where it was how business skills training has enhanced youth entrepreneurship. There was a weak positive relationship between management support in the incubation centres and acquisition of the business skills training. On the second objective relationships between youth entrepreneurship and management support where there was a strong positive correlation between youth entrepreneurship and management support. The last objective showed the relationships between youth entrepreneurship and financial support where there was a weak positive relationship between youth entrepreneurship and financial support.

It can be concluded that there was positive relationship between the factors promoting youth entrepreneurship and the business skills training that are offered in the incubation centres. This indicates that incubation provides a platform that greatly supports the
development of start-ups as an incubator especially in their budding stage by providing them with space, advice, mentorship, connections with a link to the investors and all the resources that are available. On the second objective it can be concluded that management training is very informative and important in the impact assessment of the incubatees. Intensive levels of entrepreneurial training lead to enhanced entrepreneurial performance in revenues and business scalability. Human resource management training, Coaching and marketing management were very important. Management training plays a big role in equipping the entrepreneurs with the necessary skills to start, grow and eventually pitch their enterprises to acquire the right strategic partners. On the last objective it be concluded that incubation centres play a fundamental role in giving entrepreneurs an opportunity to access capital investment enabling them to produce efficiently and compete not only nationally but globally. Financial support helps in riches improvement, amplification of benefit, expansion of degree of profitability of shareholders and fulfilling partner value of their funds in the process of funding the business.

The study recommends on the first objective that incubator’s capacity to leverage knowledge flows from the external expert network should be deepened so that incubatees and prospective incubatees should benefit to increase their chances of survival. Secondly on management support recommends that the research should focus on the role of stakeholders especially communities, suppliers and the customers in business incubation support. A stakeholder approach could help us to understand better how well incubators are embedded and supported in the local economy contributing to economic development.

The last objective recommends that business incubation centres need to be run through a business model that is self-sustaining. This can be done by getting committed equity partners or offering stakes in the incubated companies to venture capitalists who can both grow and coach the upcoming entrepreneurs. For further studies it recommends same study should be replicated and does the analysis on the view of the managers of this incubation centres which will bring more insights on the impact of the study. It should also focus on the alumni or those who have graduated from the incubation centres and see if there is an impact of the training or funding they have received from the investors.
ACKNOWLEDGEMENT

First and foremost, I would like to thank God for His grace that has been sufficient for me throughout the process of my academic pursuit.

I also appreciate the support my family gave me and the encouragement throughout the whole MBA process.

I am also grateful to my project supervisor Professor Paul Katuse for the guidance provided and for dedicating his time towards taking me through step by step to see this entire project become a success.
DEDICATION

I dedicate this project work to God Almighty, for His divine enablement throughout my process of MBA academic pursuit.

I also dedicate this project to my many friends and lecturers who have supported me throughout the process. I will always appreciate all they have done, especially Professor Katuse for helping me develop my research skills.

I dedicate this work and give special thanks to my best friend and husband, Morris Njoroge for his unwavering support; Morris, you have been a tower of immeasurable strength; to my dear children, Maryanne Pipi, Teddy and Terrence, for the company and moral support during entire research period.
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<td>ICDC:</td>
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<tr>
<td>ICDC: Industrial and Commercial Development Corporation</td>
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<td>KIE:</td>
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<td>KIE: Kenya Industrial Estate</td>
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<td>NGOs:</td>
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<td>NGOs: Non-Governmental Organizations</td>
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<td>IFC:</td>
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<td>IFC: International Finance Corporations</td>
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<td>SMEs:</td>
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<td>SMEs: Small and Medium Enterprises</td>
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<td>KIRDI:</td>
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<td>KIRDI: Kenya Industrial Research and Development Institute</td>
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<tr>
<td>BI:</td>
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<tr>
<td>BI: Business Incubation</td>
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<tr>
<td>NACOSTI:</td>
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<tr>
<td>NACOSTI: National Commission of Science, Technology and Innovation</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Business incubators are recognized in both developed and developing countries as important instruments for promoting entrepreneurship development and technological innovation for the development of the economy (Vesper, 2011). According to National Business Incubator Association, they define business incubation as an organization that facilitates the process of creating successful new small enterprises by providing them with a comprehensive and integrated range of services, including enterprise counseling and training, shared secretarial support, start-up financing and assistance with product development and marketing. These services are usually developed or orchestrated by incubator management and offered both in the business incubator and through its network of contacts. A business incubator’s main goal is to produce successful firms that will leave the program financially viable and freestanding (Bowen, 2010). All over the globe, business incubators have demonstrated a capacity to spur the growth of businesses. The UK has about 23 percent businesses which recognize the role incubators has on the performance of their businesses. More than 60 percent admit that the incubators are critical, there is about 17 percent or less who consider the incubator as insignificant to the growth of their business (Bowen, 2010). America has estimated that incubators have supported more than 27,000 new companies with yearly income of about $17 billion (Knopp 2014).

The development of the youth entrepreneurship goes through several phases beginning from the idea generation, development of the product or service, making the decision to progress with the gathering of the required resources, initiating the new venture and developing a successful business and finally benefitting from the business prospects (Adkins, 2002). Every, stage has a different outcome for different entrepreneurs influenced by personal factors. Scaramuzzi (2008). Youth entrepreneurship and incubation platform provide the most significant policy for stakeholders and governments to finance the youths in technology innovation and spreading entrepreneurship education. This platform can be anchored on three elements: business support services, business skills, and capital investment. Business incubation is a wholesome process of developing enterprises with the intention of growing young enterprises, new products, services, and technology Nieman and Nieumenheuizen (2009). Business Incubators provide youths to
access resources for innovation; they enhance their capacity in Research and Development and the dynamics of starting up innovative enterprises, to facilitate more competitive Small enterprises and support economic growth. Promotion of innovation and youth entrepreneurship are two fundamental roles played by incubators in SMEs’ value creation.

Business incubation programs are intended to speed up the successful development of entrepreneurial start-ups through business support services. An incubators main goal is to support a start up to take off with a smoother sail and ensure that it survives to be financially independent (Lawrence, 2011). Business incubation is relatively a new phenomenon. As the industry grows, the research on business incubation has evolved too (Lawrence, 2011). It is evident that governments and investors in the private sector feel that business incubators are an important phenomenon to help weak but promising firms avoid failure (Hacket and Dilts, 2010).

According to Hacket and Dilts (2010), describes business incubators as places where an environment is provided for encouraging and developing skills needed in entrepreneurship as the main objective; as well as offering vital services to business for their growth and development Business incubation is not a place but a process. Services provided by incubators include office space, business networks to assist in growth as well as access to finance through credit or investors (Hacket and Dilts, 2010). Moreover, incubators offer managerial skill training as well as assistance in technical issues making them exceptional in their running (Koshy, 2010). Despite the huge number of efforts to create adequate, productive and sustainable employment for the youth, youth unemployment remains one of the greatest challenges to the youth in Kenya. These interventions have missed the most crucial part which is to provide youths with skills and provide them with a link to strategic partners. This will make their businesses successful and hence reduce the unemployment gap (Lalkaka, 2002).

The history of business incubation centres in Kenya can be traced back to 1967 when the Industrial and Commercial Development Corporation (ICDC) established the Kenya Industrial Estate (KIE) as its subsidiary. Modeled along the concept of industrial estates, the first task of the Kenya Industrial Estate was to provide sheltered real estate services countrywide, along with the provision of financial and business development services, as a strategy geared toward local adaptation and industrialization (Ikiara, 1988). Later, other
types of business incubator sprang up that include; firstly, virtual incubators like Willpower Business Solutions Centre. Secondly, incubators without walls include some Non-Governmental Organizations (NGOs) and churches-based institutions. Thirdly, incubators with walls include the International Finance Corporations, Small and Medium Enterprises (SMEs) Solution Centre, the Kenya country Business Incubator and the Kenya Industrial Research and Development Institute (KIRDI) (Bwisa, 2005).

Further gaps exist in knowledge on how organizations develop in the protected incubated environment and the impact of diverse stakeholders. Research in the area of business incubation has thus not gone beyond investigating the evaluations and effectiveness of the business incubators, the jobs that are generated and how many youth’s graduates from incubators. These very broad-based evaluators fail to provide a detailed picture of the impact of incubator program on youth empowerment. This is a critical drawback in the assessment of business incubation (Bwisa, 2005). Despite these developments, there is little evidence showing how incubating businesses thrive in the incubator and incubatees, experiences, even though much entrepreneurial on new business development by the youths have been written. From the brief background, business incubators play an important potential role in economic development. However, there is still little, if any research, to ascertain the perceived importance of the business-incubation process and actual services received by the incubatees’ graduate youths in Kenya. According to Hannon (2005), notes that although much as been written about incubators, very little if any has been reported on the incubation process.

There are University linked business incubators, Private incubators, corporate linked incubators and government-owned or supported incubators. Business incubators are generically mirror image of the incubation centre available in the world where recruitment of incubatees is done, pre-incubation based on some criteria predetermined by the incubator based on stakeholder’s interests. During the incubation, there are training, seminars, shared facilities, mentorship, coaching, linkages to a venture capitalist, and sources of finance as well as networks within and without the incubator (Kinoti & Struwig, 2011). University business incubators provide an exceptional opportunity to budding entrepreneurs to benefit from the talent and resources located in the university, particularly in the development of commodities that involve an advanced level of technology and sophistication. It also promotes a culture of innovation among Kenyan
youth through various programs and a platform to provide solutions to challenges facing various industries.

1.2 Statement of the Problem
In Kenya challenges of youth, unemployment is very high and in which almost 70% have no employment. According to Headd (2010), explains that though larger firms give employment to the youth and the community at large, it is the small enterprises that give a greater share of new jobs. Small businesses enterprise contributes to the national wealth creation. They thrive in the unstable and uncertain political environment. There is pressure on the entrepreneurs to dive into innovations. Dissuasive administrative, oppression and social parasitism, insufficiencies, incompetence, fiscal pressures, difficulty in the importation of modern products and lack of support strictures all endanger SMEs (Hurley, 2009).

There is a high failure rate of start-ups range between 50% and 95% within the five years of operations especially in emerging countries Ogutu and Kinonge (2015). In an attempt to curb these high failure levels, business incubators have been widely promoted. Hacket and Dilts (2009), noted that enterprises have a higher chance of survival if they underwent business incubation. A lot of research has been done around business incubators but there’s is not much on how business incubation and start-up businesses relate. However, there is a question of the efficacy of business incubators. The numerous programs being run by the government and private institutions and their impact on start-ups has not been well established especially in Kenya (Dba, 2008). A majority of youth enterprises to not grow in instances where they do the challenges of running a business overwhelm them and they don’t transition into sustainable enterprises. Various challenges have been attributed to this high failure rate of start-ups in Kenya among them inadequate business skills, minimal strategic linkages with established businesses, limited technological skills, little or no access to financing and capital investments and a poorly developed end to end supply chain and market access (Wamari, 2006).

Various studies have been conducted to focus on how entrepreneurship concentrates on the entrepreneurs as individuals and not as a community where business incubation facilitates. Kinoti and Struwig (2011), conducted a study on evaluating the entrepreneur’s perspective of business incubators services in Kenya. They concluded that it had great importance but fell short of their expectations. Another study conducted by Ogutu and Kinonge (2015), carried out a study on the impact of business incubators on economic
growth and entrepreneurship development where they recognized that there was a robust relationship between economic development and the number of incubators found in a country. The role played by business incubation on youth entrepreneurship has been relatively small. Much of the research (Abetti, 2004) has focused on the role played by business incubation in the economy, neglecting the influence they have on youth entrepreneurship. This has resulted in very minimal knowledge on the evaluation of the business incubation centres to promote youth entrepreneurship in Kenya. Given the importance business incubation on youth entrepreneurship and the limited scientific research done so far, the researcher believes further study of the subject is required. The purpose of this study is to evaluate the effectiveness of the business incubation centres in promoting youth entrepreneurship in Kenya as the identified gap to be filled.

1.3 General Objective
The general objective of the study was to determine the factors promoting youth entrepreneurship in business incubation centres in Kenya.

1.4 Specific Objective
The specific objective of the study was;

1.4.1 To investigate how business skill training in incubation centres promote youth entrepreneurship.

1.4.2 To evaluate how management support in incubation centres promote youth entrepreneurship.

1.4.3 To find out how financial resource support in incubation centres promote youth entrepreneurship.

1.5 Significance of the Study
This research will be very beneficial to different parties as demonstrated in the following paragraphs:

1.5.1 Policy and decision Makers
The research will help Decision and policymakers in the following:

Help decision makers at formal and informal institutions to adopt the best model of business incubation suitable for business incubation centres in Kenya based on other successful models and frameworks implemented in other countries and give them a full image about youth entrepreneurs. The international donors and supporters of the business incubation centres to utilize and direct their funds toward sustainable economic development through encouraging new business and creating new jobs. Decision makers
at academic institutions will help to implement major changes in academic plans to reflect entrepreneurial skills among their graduates as well as other complementary skills required for establishing new business start-ups.

1.5.2 Fresh Graduates and Entrepreneurs

The research will contain rich information about business incubators especially those implemented by universities, their roles, success factors, and impact on entrepreneurs and innovators. It will also help future researchers on the same topic in the global peace foundation by clarifying areas of interest which will need further investigation and deeper analysis. The study can help fresh graduates and give them the opportunity to new directions of doing business and clarify the importance of specialized training on fostering entrepreneurship.

1.5.3 Small Business and Private Sector

The relation between the private sector, academic institutions, government, and economy enablers. The research will present different viewpoints about Business incubators from the perspectives of entrepreneurs and experts which will help in drawing and establishing a reasonable relationship between business incubators, academic and research institutions, and private sector under the umbrella of a unified strategy developed mainly by the official authorities. It will present a suitable ground and make suggestions.

1.6 Scope of the Study
The scope of the study was limited to the University-based and Non-University Based Business Innovation and Incubation Centre and the focus were on the incubatees who are the beneficiaries of the program from the incubation centre. The time allocated for the study was from September 2017 to April 2018 where the data was collected, analyzed and the key findings were reported.

1.7 Definition of Terms

1.7.1 Business Incubation
According to Sahay (2009), business incubators are organizations that aim to accelerate the successful development of entrepreneurial enterprises through the provision of business support in the form of resources, services and business network contacts. For entrepreneurial ventures to fully contribute to the economy, there is a need for support from these business incubators.
1.7.2 Entrepreneurship
This refers to the routine of beginning new associations or reviving full grown associations, especially new organizations for the most part considering recognized open doors (Sharma, 2007).

1.7.3 Incubation Centres
This refers to the environment that supports new and innovative ideas.

1.7.4 Youth
This refers to individuals of age between 18 – 35 (Kenyan Constitution, 2010). This age group includes young people who are transitioning from childhood and getting into the employment world.

1.8 Chapter Summary
The chapter presented the background of the study, the statement of the problem, the general objective of the study, specific research objectives, significance of the study to the different stakeholders, scope of the study and the definition of important terms used in the study. The next chapter will be literature review about the three research objectives, chapter three will present the research methodology that will be used in the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
The chapter seeks to review the previous studies that have been done on the factors that promote youth entrepreneurship in business incubation centre in Kenya by various researchers, scholars, analysts and authors. The chapter is hence broken down into various sub-topics such as the role of the business incubators, business skills training, management support in incubation centres, and financial resource support in incubation centres in promoting youth entrepreneurship. It discusses the literature review, and lastly the summary of the chapter.

2.2 Role of the Business skills training in incubation centres.
According to Aastad and Haugland (2010), they defined entrepreneurial training as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. According to this definition, entrepreneurship is the recognition of an opportunity to create value, and the process of acting on this opportunity. Entrepreneurs require several skills to make a success for any business incubation centres. The skills required to develop and sustain the business in entrepreneurs, hence the need to be involved in incubation programs (Kirsty, 2010).

2.2.1 Access to the business network.
According to Kirsty (2010), the market is not just an economic institution; it is also governed by social networks. They enable information sharing, resulting in new, innovative ideas. Access to business networks enables entrepreneurs to succeed, even if they have limited access to funders (Kirsty, 2010). Business incubators have established networks; they can connect to entrepreneurs and run workshops where social interaction is encouraged. Although these factors motivate entrepreneurs to enroll in incubation programs, not all of them complete the programs ((Beats, 2013).

Isabelle (2013) identifies extensive network advisors as a critical component amongst the services that are offered by business incubators. It is through these networks that the business incubator can facilitate access to funding for the entrepreneur, access to technology, as well as access to expert skills, which are required in their business
ventures. The relationship between business incubators and entrepreneurship enabled the researcher to clearly understand the importance of business incubators to entrepreneurs. To sum up, business incubators give entrepreneurs access to business networks, access to finance, and the necessary support that entrepreneurs need to achieve their goals. This notion has been supported by Van der Zee (2011) who outlines the value of business incubators as giving incubatees access to finance, access to shared office services, access to business assistance and access to business networks. McAdam and Marlow (2010), who argued that the incubatees must be proactive in their networking activities in order to make proper use of the network possibilities offered by the business incubator. Professional network of the business incubator can provide a sort of credibility to the incubatees, projecting a positive image of the incubatees and their companies toward customers and potential partners outside of the business incubator.

Cooper, Hamel, and Connaughton (2012) followed the research stream of McAdam and Marlow (2010) by exploring networking inside of a business incubator but from a communication perspective. Like McAdam and Marlow (2010), Cooper et al. (2012) discovered that the proximity of the incubatees is of great importance in enhancing networking and trust among the incubatees and that the main and preferred communication method in the business incubator is face-to-face. Their findings also indicated that the business incubation manager plays an important role in facilitating the networking process by, e.g., introducing incubatees to each other, keeping the incubatees motivated to maintain the networks, and also eliminating hurdles to networking, e.g., time limitations. According to Tötterman and Sten (2014) evaluated three non-profit business incubators in Finland, reporting that “incubatees generally experienced that the incubator can, at least to some extent, help them find access to appropriate business networks”. “However, each incubatee is an individual firm, and incubators seem to find it hard to systematically tailor-make their services to serve effectively each individual incubatee”.

2.2.2 Link to Strategic Partners

The links to strategic partners either locally or internationally are particularly important to the development of youths’ business skills because they create a platform for providing the much-needed capital and transmitting essential business skills to incubatees ((Zhao, 2015). Siwadi (2010) conducted a study in China and focused on identifying how skills on how to connect to partners influence entrepreneurs. He found that through links to strategic partners, success in the business can be significantly improved. This is
occasioned by taking advantage of economies of scale and the lessening of expenses of operation eventually leading to competitiveness in the local and global market.

A study by Hussain (2000) looked at the effect business incubation centres has on youth entrepreneurs in Egypt. The study found that links to strategic partners provided in business incubation centres comes with marketing support by way of providing access to fresh markets and marketing skills for upcoming entrepreneurs. They uplift the potential of local youths by increasing their ability to compete and preparing to handle the challenges of running enterprises. Regardless of these advancements, Kyalo and Gachira (2013) there is negligible confirmation to show how hatched firms advantage from this experience and development experienced by business visionaries themselves, notwithstanding the way that much business writing on novel business development and improvement has been composed. From the above foundation, it is obvious that business hatcheries assume a critical part in financial development.

According to Rahmati (2010, states that even though a great deal has been composed about hatcheries, almost no if any has been archived on the real brooding procedure. In this manner, there exists an exploration crevice between studies on business hatcheries and research on administrations offered in business brooding focuses furthermore on the view of business visionaries on the estimation of administrations in incubation centres in developing countries specifically. Therefore, a similar study is needed in Kenya would go a long way to establish the role the incubation centres play in providing necessary skills to youth entrepreneurs who need to partner with strategic partners to become globally relevant in their businesses. According to Ombagi (2010), establishes that forming alliances, clustering and networking helps young entrepreneurs launch their products and compete with more established cooperate. By pulling together, entrepreneurs gain the benefits of economies of scale and collective efficiency, this gives them the ability to form great partnerships with producers and consumers and eventually break into national and international markets.

2.2.3 Entrepreneurial Training and Mentorship

The main purpose of the business incubator is to address the needs of the incubatees and such support is more appropriate in the early stages of an entrepreneurial program (Ndabeni, 2014). The entrepreneurs should ensure that the incubator offering is aligned to the entrepreneur’s needs. The entrepreneurs should look at performance measures of the
incubator company like number of clients, the survival rate of clients, technical skills, business management skills or entrepreneurship skills, as well as personal entrepreneurial maturity skills (Ndabeni, 2014). Technical skills are defined as the ability to use knowledge with techniques such as the knowledge of accountancy, engineering and communication (Salem, 2014). The researcher believes that the business management or entrepreneurial skills also include management skills like planning, organizing, leading and controlling.

Some of the skills acquired in the process: Process skills, cover the ability to plan and organize, the ability to analyze tasks, evaluate and the ability to execute a plan. These skills are essential for both business incubators and incubated SMEs Peter and Rice (2011). The Personal skills: include innovation, initiative, risk-taking, and the ability to deal with the unknown with ease, accepting challenges, taking responsibility, and seeking opportunities in change. Interpersonal skills: these entails interacting with others effectively; communicating effectively, negotiating, influencing and demonstrating leadership Peter and Rice (2011). The ability and expertise in performing such skills in business incubation will result in delivering the service and performing the nature of entrepreneurship activities.

Kirsty (2010) believes that the success or failure of entrepreneurs depend on them; mentorship guarantees a greater chance of survival in their business, therefore, the need to seek incubator’s support. Previous research suggests that there is a need for further research regarding the selection of incubator business models, which are appropriate in different and changing contexts, whilst linking the activities of business incubation with those of new ventures in emerging industries, to consider other bodies of knowledge relating to entrepreneurship and firm growth (Dee, 2012).

According to Knopp (2014) argues that the duration an enterprise spends in an incubation centre can differ broadly depending on the level of business skills incubatees have, the type of service or product the enterprise intends to venture into. Companies that require more research and development tend to take longer in incubation centres than service companies. Bowen (2010), he argues that business incubators place a cost for the office space and other administrative resources that they provide to incubatees, but considering that most of them are subsidized in one way or another by the state, universities or grants, the costs are considerably lower than those in the market. Nichter and Goldmark 2009,
point out that the focus of entrepreneurial training is to change perceptions, improve skills and empower entrepreneurs to recognize and take advantage of entrepreneurial opportunities. Levie and Autio (2008) also assert that training provides entrepreneurs with the mental capability that matches their respective skills with prospective entrepreneurial opportunities. In addition, Van der Sluis (2005) demonstrate that rigorous levels of entrepreneurial training lead to improved entrepreneurial results and an equally higher formation of start-ups enterprises.

Bjorvatn and Tungodden (2010) argue that while entrepreneurial training and business management both focus generally on enterprise development. Business management education traditionally molds students to managed already established firms, on the contrary entrepreneurial training goes ahead of business education to zero in on the unique conditions entrepreneurs face. Vesper and McMullan (2009) argue that entrepreneurial training focuses on not only empowering people with entrepreneurial skills but additionally creating aptitudes to make new items and services for business start-ups, growth and sustenance. Eikebrokk and Olsen (2011) did a study in Norway, Finland, and Spain and found a positive relationship between training, competence and performance in promoting youth entrepreneurship. Based on their empirical analysis, the authors claim that training explains the differences in e-business competencies and highlights performance in terms of efficiency in running enterprises and profitability (Eikebrokk and Olsen, 2011).

According to Bowen (2010), in a study done in Nairobi, Kenya, demonstrated that that 49.5% of entrepreneurs who had acquired a form of training in business reported an improvement in their business. The study results also showed that 60.8% of those without business training indicated that their businesses were doing badly in comparison to 39.2% whose enterprises were performing well without business training. This study was based on 198 respondents comprising of business owners and managers. Falkang and Alberti (2012) point out a need to further investigate the methodologies used in measuring how effective entrepreneurial training is. Indeed, it is not relatively easy to measure the impact of training on performance of enterprises, but it is possible to establish nature and level of training skills that accrue to entrepreneurs. Therefore, how discrepancies in promoting youth entrepreneurship can be resolved for them to have a positive impact on enterprises’ operations remains a viable area of study.
2.3 Evaluation of Management Support in Incubation Centres

Business Incubation is a model of building entrepreneurial capacity; it provides start-ups with networks for building relationships. Incubators offer training, business support, technology support, infrastructure and mentoring. These elements are crucial in survival of start-ups without much capital to develop into a full fledged enterprise. A study by Meru (2011) to establish entrepreneurs’ perception on business- incubators importance in Kenya, reported a significant relationship although there was disconnect between the actual services delivered and the expectations of the tenants. The services delivered fell short tenant’s expectations.

Noting that majority of the citizens prefer civil service jobs to entrepreneurship. Studies in Brazil reveal that Incubators in Brazil have been relatively successful due to bench marking for excellence with focus to specific industries, strong monitoring and Evaluation’ progress and lastly move towards financial viability and sustainability after 3 years post establishment. The infrastructure is further linked to access to management support, export orientation and employment creation. Physical capital for start-ups companies is not easy to find, and expensive for them at this level of development. Barney (2011) wrote that physical capital consists of natural technology used in the company, company's factory and equipment, location and access to raw materials. And Bergek and Norrman (2010) assume that incubators can business incubators can provide physical capital in a way of giving space for sharing office, equipment, meeting rooms etc. Moreover, incubators which cooperate with universities can provide universities libraries and research labs (Mian, 2014).

The Business Incubation functions as a venture capitalist by investing in management, instead of just ideas. The Business Incubator calculates the ability of the entrepreneur as well as the market potential of the venture to determine the business potential. Various tools and methods are used to assess the entrepreneur and business potential. This requires the involvement of financiers, industry and business development experts. Highly successful entrepreneurs have a high internal locus of control and a profound need for achievement. They are less risk averse and have high level of education Khalil and Olafsen (2010).

2.3.1 Marketing Skills

According to Friedman (2012), he defines marketing skills as the ability to create, communicate and deliver value to potential clients and at the same time manage client’s relationships in a manner that is beneficial to the entrepreneur. Akehurst et al. (2012) on
the other hand defines marketing skills in entrepreneurship as the ongoing process of moving clients’ closer to making a decision to use or purchase an entrepreneurs product. Youth entrepreneurs should have the ability to talk to clients in a persuasive manner, or to be articulate enough to ensure that the way they present their products or services moves potential clients to using, purchasing, or desiring to purchase at a given time in future. Marketing skills include the ability to conduct market analysis. Knowing which market your products and services are designed for is important for the success of youth entrepreneurs (Friedman, 2012). Equally, Akehurst et al. (2012) argue that youth entrepreneurs should also understand how to add value on supply value chains, and how to integrate suppliers and manufactures of their products into a single management platform.

Different types of support measures provided by business incubator besides space and equipment include such services as “assistance in developing business and marketing plans, building management teams, obtaining capital and access to a range of more specialized professional services (Saunders, 2012). So, business incubators play the role of support, assistance and advice services for young companies, and these services company on early stage cannot afford (Bollingtoft A., 2015). According to Aernoudt (2014) business incubators not only provide services but give an opportunity to enter new markets and access to know-how.

2.3.2 Human Resource Skills
Business incubation offer coaching to the individual entrepreneurs and companies, however, the typology of services diverse between them. The coaching, in general, includes basic services to support-to-support initiative geared to accelerates them’ learning process and develop their skills (Knopp 2014). The services cover in general managerial or technical areas and human resource. Most of them do not have core managerial regular services in accountability or law services, for instance, but provide these services via network experts. All of the business incubation provides a regularly formal workshops, seminars and training sessions about specific topics (mainly about finances, marketing, intellectual property).

According to Cullen et al (2014), selecting and attracting adequately skilled professionals to manage the business functions is a critical factor for the success of every business incubator. These researchers also pointed out that without qualified and experienced subordinates the entrepreneurial venture will encounter difficulties in being sustainable
and in delivering quality services. Nieman and Nieuwenhuizen (2009), agree that one of the greatest assets of any organization is to be productive and gain continuous growth in human resources. Hence, it is very important for the incubator manager to provide creativity and innovation within the business incubation functions (Rice, 2012). Thus, the provision of management direction, technical support and a consulting style to a new developing enterprise is critical to the business incubator (Ndedi, 2009). In addition to the above discussion, one can conclude by pointing out that by investing in human capital, business incubation will be able to deliver and reach its target. (Scaramuzzi, 2009) suggest that for a business incubator to gain long partnership and sustainability, the incubator should consider key strategic planning components such as: incubators should hire experienced and knowledgeable staff members; management team of the incubator should be made up of a director and a few permanent staff members depending on the number of incubatees and an incubator should attract of investors and sponsor, public and private stakeholders.

2.3.3 Finance Management Skills

According to McKenzie (2012) defines financial skills as the ability to comprehend and utilize knowledge related to the management of financial resources effectively within the life of a going concern. In this regard, finance management in youth entrepreneurship refers to the ability for youth entrepreneurs to comprehend and understand how to utilize finance knowledge in running their entrepreneurship ventures. Further, Mehrabad and Mohtadi (2013) posit that in entrepreneurship, financial management skills go beyond financial modelling to understanding how financial budgeting and planning and decision-making affects entrepreneurship operations. Most entrepreneurs who have succeeded in developing their concepts and going beyond prototyping, marketing and sales, have learnt the art of financial management. Further, entrepreneurs that have succeeded at a constant and growing level of growth, have demonstrated a high level of financial planning. To this end, they argue that there is a direct relationship between youth entrepreneur’s financial management skills and the success of their entrepreneurship ventures.

Management support is considered to be an essential part of any business incubation program as the entrepreneurs who are interested in joining business incubators are also aware that they need guidance and management support in order to progress. In Xu’s (2010) study, business and strategic planning (of the business support element) was
applied by only 18% of the incubatees and was perceived to have a limited impact on their company whereas marketing or sales and employment were the most used and significant elements for the incubatees in relation to their development. Other areas, such as financial management, product development, and governmental purchasing, were not used much and were thus rated to have a limited value to the incubatees’ development. Soetanto and Jack (2013) have argued that there is a tendency to assume that incubatees are a homogeneous group and that business incubators thus can provide standard services and support. They argue that on the contrary, business incubation programs should consider how the incubatees might differ in innovative level and company development stage.

Business support seems to be underrepresented within the business incubation field, which is also argued by Ratinho, Harms, and Groen (2013), who studied the problems faced by 354 incubatees and how they sought assistance from the business incubator or external networks to solve these problems. From their study, it is concluded that even though the incubatees face recurrent problems, the business incubators do not seem to assist them extensively. Ratinho et al. (2013) furthermore claimed that there is a gap between the support needs of the incubatees and the support provided by the business incubators, which mainly assist the incubatees in writing and developing business plans, increasing their credibility, getting external advice, and obtaining finance. The most severe frequent strategic problems, such as introducing new products, accelerating time to market, gaining competitive advantage, and improving cash flow, are not challenges that the incubatees seek help from the business incubator to solve.

Lin, Wood, and Lu (2012) investigated how the service resources and capabilities of business incubators influence the service performance of the business incubator, and thus the success of the business incubator. They investigated how the sources of what they referred to as governmental policy resources (governmental support, funding, and tax policy), infrastructural resources (the location, business and technical services), and external support resources (collaboration with consulting and investment companies, universities, and other surrounding partners and organizations) might affect the integrated service capabilities (the basic services of business incubation including business support) and the operating and networking capabilities (network) of the business incubator. They concluded that the success of business incubators was highly dependent on the resources and capabilities of the operation, networking, and external support resources, but where
more governmental policy resources are available, the business incubators are less likely to focus on high levels of operation and networking resources. Interestingly, this research was based on a case study of one large business incubator in China, followed by a quantitative survey that was distributed to business incubation managers during a training event. Thus, the results are based on the perception not of the incubatees but of the business incubation managers. Still, Lin et al. (2012) did call for more research targeting the interaction between business incubators and the incubatees.

2.4 Financial Resource Support in Incubation Centres.

2.4.1 Financial Management and Support

Good financial management is critical to the success of any business. Without it, a business can be set for failure from the start. This is especially true as concerns the youth in the incubation centres. This is the reason for the high failure rates of youth who has small enterprises, with up to 80 percent of new business collapsing within their first three years of operation. The goals of financial resources are to keep track of income and expenses, access of funding and sponsorship from willing investors to keep the youth in creating self-employment which improves their livelihood (Pellinen, 2014). Access to finance is a key component to create an economic environment in which incubation can grow and flourish. Imperfections in the credit and financial markets, credit constraints and a lack of capital in general have been identified as restraints for incubation growth. Particularly in developing countries, incubation, face significant constraints to access to finance to its incubatees, such as high cost of capital, high collateral requirements and lack of experience with financial intermediaries to have their business financed (Bakkali, Messeghem, & Sammut 2014).

The literature indicated that private banks were not a viable source for financing client businesses in incubators in Brazil, so funds tended to be channeled through universities and the Bank for Social Development. The evidence is that a mix of state, federal, some private funds, venture capital, and seed funds existed, but gaps were observed in satisfying early to mid-stage capital needs. Further, incubators have not ventured significantly into investing in their clients’ firms through equity stakes in their businesses. In the Chilean case, Business incubation received financial support of up to 80 percent from the government, mainly through Chilean Economic Development Agency, and a range of different funds and exclusive seed capital offerings, as a deliberate effort at
creating innovative new businesses, and some equity investments by incubators (Chandra & Fealey 2009). However, the issue of red-tape in accessing funds from Chilean Economic Development Agency was raised by some clients. The US with a highly developed financial services sector provides a wide menu of financial instruments that can be tapped by incubator clients. Bank loans can be obtained based on a convincing business plan which is facilitated by training and financial networks in the incubator. Angel financing and venture capital are also much more accessible in the US than in Brazil and Chile, because of the extensive range of angel and venture capital networks established by Business incubation and accessible to incubatee-firms.

2.4.2 Financing New Ventures

Entrepreneurs face a critical phase in the development of a new business during the initial stages. Early concept stage seed capital typically should come from personal funds, government funds and angel investors (Amoros, Felzenstein, & Gimmon 2010). The government should have an effort to fill the gaps in the financing new venture and take an active role by offering seed and risk capital lines through institutions that are in place to support its broader mission of creating innovative new businesses by connecting new business opportunities with financing. In addition, the government should work with banks to create the fund so that to provide early stage funding that does not require collateral. Angel investors can be another source of seed capital; however, they tend to support growth stage, income generating projects that are not too risky. During the late phase of early growth and accelerated growth stages, the government should design risk capital funds that support these stages via co-investment instruments designed by institutions that provide effective attracted more private capital (Amoros, Felzenstein, & Gimmon, 2010). Entrepreneurs tried to access bank loans at the later stages of growth after establishing a track record.

2.4.3 Sponsorship and Funding

Financial capital includes all funds required for starting new business and for start-up companies always are required a big amount of money for the expensive research and development at early stages. Start-up companies have to prove that their idea brings profit afterwards to obtain the necessary capital from investors. All because investors believe that the start-up companies have a high level of risk since of the novelty and complexity of the technology (Carpenter and Petersen, 2012). According to Malan (2013), assumes
that incubators can be helpful in a way of providing financial capital for start-ups in return for shares, or they can help indirectly, in a way of finding external investments by connecting start-ups to external sources of financing. Access to finance is a key driver in the creation, survival and growth of innovative new ventures. Lack of finance typically prevents new ventures from investing in innovative projects, improving their productivity, financing their growth, covering working capital requirement and meeting market demand.

One of the measures of good management is an incubator’s ability to attract sponsors, raise funds and mobilize resources that could be utilized to better the incubator business model in servicing incubatees (Scaramuzzi, 2009). This researcher concurs that in developing countries, particularly where business incubators are still evolving in obtaining the public support, and international linkage is essential during the early years of operation. International linkage in this context means partnering with other incubators and companies internationally. Grimaldi and Grandi (2010) mention that public business incubators are non-profit organizations; hence, they normally get incubated financially through government agencies and receive standard fees from incubatees. According to Lalkaka and Shaffer (2008), the main sponsor needs to “buy into” the business incubator’s mission and objectives, by assessing the performance, purpose, and idea behind the goal, and overall incubator strategy. As business incubators increase both in developed and developing countries, the next generation of incubators are expected to be profit driven organizations that specialize in a specific sector environment (Akçomak, 2009, ). This research also states that the idea of a profit driven incubator hinges on the perception of market failure and the associated difficulties that entrepreneurial venture face in obtaining funding from sponsors.

Generally, sponsorship and funding of BI came mainly from governments with universities making major in-kind contributions, and financial support received from private sector interests such as foundations. In Brazil BI are funded through federal government programs such as the National Incubation Support Program and a collection of government, industry, and incubator associations. A high degree of public-private arrangements exists. In Chile, government meets the major share of funding requirements. The government, which promotes technology-based incubation with an approach that involves: identifying opportunities for new products and services; securing the technology; scaling up the business and diffusing knowledge of the technology
In the US, incubator funding is more varied with a greater component of private funding and privately-owned. BI which benefit from corporate grants and earn income from rental and consulting fees.

2.4.4 Investors

The start-up capital which is provided by the investors who come to promote the entrepreneurial skills of the incubatees, play an important role for start-ups as it provides networks and it is a main recourse for start-ups that give an opportunity to find resources that they do not possess (Stam et al., 2014). But start-ups companies lack social capital as they have no time for building stabilized relationships (Hughes, 2012). That’s why incubator can play an assistant role since business incubator can provide start-ups with connections to external stakeholders. So, incubators empower start-ups to link with “venture capitalists, local governments, potential clients, or service providers.” Business incubators can organize different networking events, as incubators have partners such as universities or investors Patton and Marlow (2011). Furthermore, start-up teams can cooperate with each other in ‘community’ of the incubators and the business incubator can stimulate such interactions: they can co-locate start-up companies in the shared office of incubator and organize social events or make introductions. (Cooper et al., 2010).

Another source of non-government early stage funds come from business angels who typically invests smaller amounts of money in the early, to early growth stages. In some cases, it may take 4-5 angels pooling their funds to meet the needs of a new venture. Octantis, located within the Adolfo University, created an angel network initiative in 2003, and by 2006, the program had 100 angels subscribed in the program (Chanda & Silva, 2012). Octantis has estimated that it has helped its incubatees get US$1.2 million of angel capital (Verdugo, 2006), which is usually invested in only a few promising companies and not spread out across all of them. It is very difficult to get private/angel investment, mostly because of the risk-averse nature of investors. To facilitate growth and expansion of angel funding, the government should sponsor a national angel network, whose operation and administration is being financed various incubation centres in Kenya.

2.4.5 Supportive Government Policies

The success of business incubation services towards entrepreneurship is largely dependent on favorable economic and industrial policies; the government policies in
place should in support incubator services and not limit their operations to fully support entrepreneurs (Buys & Mbewana, 2011). Since incubators are a tool of economic development and part of the framework conditions for entrepreneurship, governments across the world tend to invest in incubation to various degrees. Corporate incubation programs, still a new concept and the purest form of industry involvement, work with clients to meet company objectives, often to spin in innovations or to spin out companies built around their own research. In addition, the role of universities is often crucial as many incubators are either sponsored by a university or are usually physically co-located in one. Incubators in general use universities as a source of technology and many seek to leverage university research efforts by providing a path to commercialization (O’NEAL, 2005).

The government should design early stage financing instruments that are well-suited to market needs through a trial and error process of giving a new instrument about a year to study its impact and then refining it, if necessary. The agile, real-time response to the market is unusual for the government in most countries, but it appears to work well in Chile where the government has sought out experienced industry experts to research and develop the early stage financing instruments (Chanda & Silva, 2012). The government should try to serve as a catalyst for entrepreneurship and innovation by starting new financing programs and restructuring.

The government in Brazil supports BI through close interaction with universities and industry to meet the objectives of technology and social development, and this interaction is credited with generating several of the innovative new firms supported by BI. The government plays a high visibility role in Brazil, and the approach can be described as carrot-and-stick. In the case of Chile, the government’s role is very visible, especially in funding incubator activities through seed capital, as the government acts as a catalyst for promoting entrepreneurship and innovation through new financing programs and facilitating entrepreneurs-industry connectivity. In the US, governments at the local, state, and federal levels provide funding support to BI, but the private sector, including private universities, are a major contributor to incubator development in many regions of the country (Chanda & Silva, 2012).

2.5 Chapter Summary
Business incubators can provide all resources that start-up companies are required. Business incubators can play a significant role in the developing process of start-ups.
Main offerings of a business incubator are shown, and goals discussed. The major goal of all business incubators is to produce full companies from start-ups, though secondary goals also exist. Stages of regular business are discussed which shows that business may need support at all stages. Moreover, each need of a start-up is considered, which consist in management, financial and start-up capitals, knowledge and training, where we can see that all of these resources are important. So, a business incubator can be a support tool for start-up companies since business incubators possess all these resources that need start-up companies.

Business incubators are like other organizations and should be viewed as natural systems composed of an interrelated series of processes, which obtain supply of resources, a conversion process and the production of an object or objects, explained as a cybernetic model Grimaldi and Grandi. (2010). An in-depth review of the literature suggests that there is no elaborate theory on business development, but there exists a multitude of inferences that seek to explain the phenomenon in terms of one form of entrepreneurial assistance and services offered as opposed to the process.

Over years, links to strategic partners have been used as a tool for business maintenance and youth business visionary help systems as vital apparatuses for financial improvement. The reason for these connections as further clarified by (Eikebrokk & Olsen, 2011) is to empower youth entrepreneurial action in hindered territories by helping youth business people beat obstructions and to at last get to fundamental assets important to make, develop and maintain new organizations. Then again, preparing sustains an environment for new companies through the arrangement of business-bolster programs and systems administration including networks to suppliers and customers that make it possible for businesses to develop within a friendly and guided environment. The literature review has been presented in this chapter. The literature on the role of the business incubator centre, business skills training is presented first, followed by management support, and finally literature on financial support. Chapter three presents the research methodology which was used to conduct the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This section describes in detail the research design and procedure which was followed to achieve research objectives. It includes the descriptions and the approaches, and the methods applied in collecting information from the incubators. It also describes the data analysis that was used in the research. It discusses research design, population, sampling procedure, sample size, data collection techniques and data analysis and the chapter summary.

3.2 Research Design
According to Cooper and Schindler (2014), they describe research design as the blueprint of the research and describe the methods used for collection, measurement and analysis of data. According to Descombe (2010), research design is the plan and structure of investigation so conceived as to obtain answers to research questions. The plan is the overall scheme or program of the research. It includes what the investigator will do from writing hypothesis and their operational implications to the final analysis of data. A research design expresses both the structure of the research problem, and the plan of investigation used to obtain empirical evidence on the relations of the problem (Descombe, 2010). Equally, Cooper (2014) argues that descriptive survey is important in studies that use both qualitative and quantitative data; thus, this study is placed well to adopt the design since this study uses both qualitative and quantitative data.

3.3 Population and Sampling Design

3.3.1 Population
According to Ngechu (2014), target population is well-defined or set of people, services, elements, and events, group of things or households that are being investigated. Cooper and Schindler (2014) define a study population as the subjects or elements a researcher wishes to make inference. Further, a study population is defined as the total collection of elements a research would like to make inferences (Cox & Hassard, 2010). Therefore, the basic idea of doing sampling is to help a researcher select elements in a population that will be a representation of the whole. For this study, the target population consisted of 80 youth entrepreneurs under the current in the Kenyan University and Non-University based incubation centres.
3.3.2 Sampling Design

Sampling design is a working plan which specifies the population frame, sample size and selection and estimation method in detail. The objective of the sampling design is to know the characteristic of the population (Hill, 2009).

3.3.2.1 Sampling Frame

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda 2003). These sources further argue that; this sub-group is precisely chosen to be illustrative of the entire population with the pertinent qualities. Every part or case in the specimen is alluded to as subject, respondent or interviewees. Inspecting is a method, process or system of picking a sub-set from an example edge to take an interest in the investigation (Jackson, 2010). It is the procedure of choosing numerous people for an examination such that the people chose to represent to the extensive gathering from which they were chosen. A specimen outline is a total posting of all the inspecting units or components that can each sufficiently represent to that population (Jackson, 2010).

3.3.2.2 Sampling Technique

Stratified sampling as well purposive technique was employed in this research. This is because the population of the incubators has different groups, which are related to the topic of the study. Stratified sampling is, therefore, the most suitable for this study. The study used 30% as a representative of the population. This is based on Mugenda (2003) who stated that a sample of 10-30% is accepted. The sample size of the incubatees who were given the questionnaires was 80 incubatees which represented 30% of the total populations.

3.3.2.3 Sample Size

According to Mugenda and Mugenda (2003), defines a sample size as a representation of the population and exerts the same characteristics as the target population. The sample size is typically denoted by (n) and it is always a positive integer and usually varies in different research settings. A sample size is defined as the section of a unit, or element or individual which represents the entire population Cooper and Shindler (2014). Based on the stratified sampling method a total of 80 incubatees from both university and non-university incubation were sampled out.
Table 3.1: Summary of the Stratified sampling

<table>
<thead>
<tr>
<th>Centres</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>USIU-Africa Incubation Centre</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Sote Hub Voi Incubation Centre</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>JKUAT Incubation Centre</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>I HUB Incubation Centres</td>
<td>120</td>
<td>36</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>265</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods
The study used the secondary and primary data. Primary data which was collected using structured questionnaires with both open and closed ended questions. Prior to the data collection the researcher personally visited the incubation centre to carry out the pilot test for the research. A questionnaire is free from interviewer’s biases and can be administered to many respondents (Kothari, 2009). This included licenses and letters of authority to conduct researcher within the study area. The researcher made a budget for the materials to be used during data collection and purchase materials before the actual data collection. The date and time for collecting data was carefully planned. The researcher distributed in person the questionnaires and interview guides to the incubatees who are enrolled in the program. The researcher used the drop and picks method to give the respondents adequate time to fully work on the instruments. On completion, the researcher collected the questionnaires from the participants.
Quantitative data was used to collect through the structured questions. This data is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables and generalizes results from a larger sample population.

3.5 Research Procedures
The researcher acquired a research permit from Kenya National Commission of Science, Technology and Innovation (NACOSTI) before proceeding to collection of data. The questionnaires were accompanied with a signed introductory letter to introduce the researcher and a brief explanation of the purpose of the study to all the target respondents. The research sought permission from all the incubation centres to conduct the study. Denscombe (2010) defines pilot test as the initial test that is done to test the validity and reliability of a research instrument. For this study, five respondents were used to conduct the pilot, thereafter the findings were analyzed for validity and reliability. The questionnaire was formulated for the quantitative data. The research instrument used in the study was developed based on the specific research objectives.

Reliability refers to the degree to which a test consistently measures whatever it is intended to measure. The more reliable an instrument is, the more confidence we can have meaning that the same results will be obtained in case the research is to be re-administered to the same respondents (Sekaran, 2009). To ensure that the instrument of the data collection is reliable, equivalent forms will be used during the piloting stage.

Validity refers to the accuracy of an assessment or study. If the results or the study can be interpreted and generalized to other population (Sekaran, 2009), the instrument was tested to check its content validity and face validity. To ensure validity of questionnaire some question was based on respondent’s attitude and opinions and multiple-choice questions with adequate opinions was used. The questionnaires were piloted, and responses provided were analyzed to determine their validity.

The self-administered questionnaire is defined by McBurney and White (2010) as questionnaire that a respondent completes on his/her own either on paper or any other writing material provided, by answering questions designed to obtain answers pertinently to research. This instrument is considered appropriate since all respondents are expected to have sufficient literacy level to enable them to read, understand and answer the given question required. These data then form the basis for data collection and analysis. Data
collection methods are an integral part of research design with data being obtained from either primary data sources or secondary data sources. The choice of data collection method depends on the facilities available, the degree of accuracy required, the expertise of the researcher, the time span on the study and other costs and resources associated with and available for data gathering (McBurney and White, 2010). For the study, the researcher used questionnaires to collect data from the target population. According to Bougie and Sekaran (2013), a questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives.

According to McBurney and White, (2010), questionnaires are largely designed to collect large numbers of quantitative data. The researcher came up with a detailed questionnaire that is divided into different sections that also include demographic components where the respondents describe their personal profile while other sections of the questionnaire are guided by the objectives of the study.

A researcher must conform the principle of voluntary consent where the respondents willingly participate in research. Informed consent should be based on the information regarding: the purpose of the research study, identification of the researcher, any benefits that may be received by the respondents Mugenda and Mugenda (2003). Participation in research is voluntary and subjects are at liberty to withdraw from the study at any time without any consequences. The researcher communicated this to the respondents before the start of the study. The researcher ensured that all respondents fully understood all the details pertaining to the study. No respondent was forced to take part in the study which was voluntarily. According to Bryman and Bell (2011) plagiarism refers to passing off another person’s work as if it were your own, by claiming credit for something that was done by someone else. It is taking and using another person’s thoughts as if they were your own. Care was taken to ensure that all work borrowed from other scholars is well acknowledged.

3.6 Data Analysis Methods

Descriptive statistics are measurements that depict the centre, spread, and shape of distributions and are helpful as preliminary tools for data description. They help to describe the basic features of the data, to organize and summarize it in a simple way (Cooper and Schindler, 2014). Descriptive statistics make it possible to discern patterns
that are not clearly apparent in the raw data through use of Percentages, graphs, pie charts, and tables for ease of visual explanation (Hill 2009). The completed questionnaires were reviewed and edited for accuracy, consistency and completeness. The responses were then coded, and entries made into Statistical Package for Social Science (SPSS version 24). The data was analyzed using descriptive statistics, in percentages and Graphs. The results were presented in frequency distribution tables. Descriptive analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a text.

Inferential statistics refer to statistical methods used to make inferences or to project from a sample to an entire population. Statistical analysis can be univariate when testing objective involving only one variable, bivariate when involving two variables, or multivariate when testing objectives and models involving three or more variables (Zikmund et al., 2013). We have several inferential tests including; Factor Analysis, Correlation, Analysis of Variance and Regression. Correlation analysis was carried out to test for relationships among the study variables. Analyses were completed using Regression models to establish the aggregated contribution on factors promoting youth’s entrepreneurship. The dependent variable was factors promoting youth entrepreneurship while the independent variables were Business skills, Management support and financial resource support as presented in the regression model below:

\[ Y = a + bX_1 + bX_2 + bX_3 + e \]

Where \( Y \) = Factors promoting Youth Entrepreneurship
\( a \) = Constant
\( bX_1 \) = Business skills,
\( bX_2 \) = Management support,
\( bX_3 \) = Financial Resource Support,
\( e \) = Standard error

### 3.7 Chapter Summary
The purpose of this chapter was to outline the research methodology used in the study. The chapter highlighted the research design, the population, sampling design selected, the sampling techniques, data collection methods, the research procedures as well as the data
analysis methods that were used for the study. The next chapter clearly presents the analysis of the research findings.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter presents the analysis of the research using the data collected from the field. The analysis is presented in the order of the subsections provided in the two sets of questionnaires used in this study. The general section reflects analysis on the demographics of the respondents. The analysis output is presented in descriptive statistics, tables, and figures. This chapter is presented with a focus addressing the objective of the study which was to determine the factors promoting youth entrepreneurship in business incubation.

4.1.1 Response Rate
Out of the 80 questionnaires issued out, 64 questionnaires were returned having had been duly filled and completed by the respondents. This represented a response rate of 80%. According to Dillman (2000) suggested 50% as the minimal level while Fowler (2009) suggests 60%. Mugenda and Mugenda (2008) observed that a 50% response rate is adequate, 60% good and above 70% is rated Very Good. Therefore, the 80% return rate for this study was considered good and allowed generalization of the findings to the target population. The table 4.1 below represents the summary.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>64</td>
<td>80%</td>
</tr>
<tr>
<td>Non-Response</td>
<td>16</td>
<td>20%</td>
</tr>
<tr>
<td>Target Population</td>
<td>80</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.2 Demographic Characteristics of the Respondents
This topic includes subsections of the general information provided by the respondents. The section is categorized according to the specific sections as they appear in the questionnaire while merging analysis obtained from the incubatees.

4.2.1 Gender of Respondents
The respondents who participated in the research male were represented by 47% while the female was represented by 53%, this shows that number of males were most of the respondents. The Figure 4.1 below shows the summary of the findings.
4.2.2 Age of the Respondents

The researcher sought to understand the age bracket of the respondents, and 3% were between 15-17 years, 18-25 years was represented by 62%, 26-30 was represented by 22%, 31-35 was represented by 13% on this majority of the respondents they fit in the category of the youths in Kenya. Figure 4.2 shows the findings.

4.2.3 Level of Education of the Incubatees

The researcher sought to understand the level of Education attained by the, incubatees and those who had the Kenya certificate of secondary education were 9%, Diploma are
represented by 22%, 53% are represented by the undergraduate and are those who have the degree level of education and lastly 16% are represented by Postgraduates. Figure 4.3 below represents the findings of the study.

![Level of Education of Incubatees](image)

**Figure 4.3 Level of the Education for the Incubatees**

### 4.2.4 Period of Interaction in the Incubation Centre

The respondents were asked how long they have been in the incubation centre, below 1 month were 9%, between 2-3 months were represented by 41%, 4-5 months were represented by 13%, between 6-12 months were represented by 28%, and more than 1 year in the incubation centre was 9%. Figure 4.4 below represents the summary of the findings.

![Period of Interaction in the Incubation Centre](image)
4.3 Business Skill Training and Youth Entrepreneurship

The Table 4.2 indicate the analysis of the results where the objective of the study was to establish the how business skills training has enhanced youth entrepreneurship, the first question that was asked was if the training has enhanced entrepreneurship success to the youths where 6% disagreed on it while 82% agreed, the next was they feel motivated to succeed into the entrepreneurship ventures 6% of the respondents disagreed while 85% agreed with the variable, the next was entrepreneurship skills are essential for success in entrepreneurship, 9% tend to disagree while 81% agreed with it, the next was entrepreneurship skills achieved will make them succeed only 3% disagreed while 72% tend to agree, the next question was if sufficient marketing skills is being acquired in the incubation centre, 13% disagreed while 63% agreed with the question, the next one was if the incubatees are motivated by the need for growth in entrepreneurship, 3% tend to disagree while 91% agreed with it, the next question was if they are motivated by the need for independence in entrepreneurship 6% either disagreed nor agreed, and 94% tend to agree with.

Acquisition of communication skills for entrepreneurship in the incubation centre where 16% tend to disagree while 63% agreed, the next one was if the entrepreneurship training policies are well established and the response was 9% disagreed while 63% agreed with the question, the next one was if they have the knowledge and ability to use different techniques to achieve what I want to achieve where 6% disagreed while 75% tend to agree, the next question in the section was if training has provided a combination of many skills and the response was 3% disagreed while 78% agreed, the second last question was if the training program which is given has positive effect on youth entrepreneurship and the response was 5% disagreed while 82% agreed and the last question to be asked was if they can recommend other youth entrepreneurs to take business skills and the response was 13% neither disagreed nor agreed and 87% tend to agree with the variable.
Table 4.2 Business skill training and youth entrepreneurship

<table>
<thead>
<tr>
<th>Training aspect</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training has enhanced my entrepreneurship success in the incubation centre</td>
<td>3%</td>
<td>3%</td>
<td>13%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>I feel motivated to succeed into the entrepreneurship ventures.</td>
<td>6%</td>
<td>0%</td>
<td>9%</td>
<td>33%</td>
<td>52%</td>
</tr>
<tr>
<td>I believe that entrepreneurship skills are essential for success in entrepreneurship</td>
<td>9%</td>
<td>0%</td>
<td>9%</td>
<td>9%</td>
<td>72%</td>
</tr>
<tr>
<td>Entrepreneurship skills that I have achieved will make me succeed</td>
<td>3%</td>
<td>0%</td>
<td>25%</td>
<td>28%</td>
<td>44%</td>
</tr>
<tr>
<td>I have sufficient marketing skills which I have acquired in the incubation centre</td>
<td>0%</td>
<td>13%</td>
<td>25%</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>I am motivated by the need for growth in entrepreneurship</td>
<td>3%</td>
<td>0%</td>
<td>6%</td>
<td>25%</td>
<td>66%</td>
</tr>
<tr>
<td>I am motivated by the need for independence in entrepreneurship</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>31%</td>
<td>63%</td>
</tr>
<tr>
<td>I have communication skills for entrepreneurship which I have acquired in the incubation centre</td>
<td>3%</td>
<td>13%</td>
<td>22%</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>The Entrepreneurship training policies are well established</td>
<td>3%</td>
<td>6%</td>
<td>28%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td>I have the knowledge and ability to use different techniques to achieve what I want to achieve</td>
<td>0%</td>
<td>6%</td>
<td>19%</td>
<td>41%</td>
<td>34%</td>
</tr>
<tr>
<td>The training has provided me a combination of many skills</td>
<td>0%</td>
<td>3%</td>
<td>19%</td>
<td>47%</td>
<td>31%</td>
</tr>
<tr>
<td>The training program which is given has positive effect on youth entrepreneurship</td>
<td>3%</td>
<td>2%</td>
<td>13%</td>
<td>34%</td>
<td>48%</td>
</tr>
<tr>
<td>You can recommend other youth entrepreneurs to take business skills</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>22%</td>
<td>65%</td>
</tr>
</tbody>
</table>

4.3.1 Correlation on Business Skills

The correlation analysis between dependent variable and independent variables of the study. Pearson correlation coefficient denoted by $R$ is used to measure the strength of a linear relationship between two variables. $R$ can take a range of +1 and -1, where the score is zero it implies that there exists no association between the variables where a score below zero shows that the relationship between the variables is a negative one. The table below shows a summary of correlation between youth entrepreneurship which is the dependent variable and business skills which represent the independent variable. There was a weak positive relationship 0.399 between youth entrepreneurship and acquisition of the business skills training. The Table 4.3 shows the summary of the findings.
Table 4.3: Correlation between business skills and Management support

<table>
<thead>
<tr>
<th></th>
<th>Youth Entrepreneurship</th>
<th>Business skills training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Entrepreneurship</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>64</td>
</tr>
<tr>
<td>Business skills training</td>
<td>Pearson Correlation</td>
<td>.399**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>64</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.2 Regression Analysis
To establish the relationship between youth entrepreneurship and business skills a linear regression analysis was conducted. The findings are as seen in tables 4.4, 4.5 and 4.6.

Table 4.4: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.399a</td>
<td>.159</td>
<td>.146</td>
<td>20.06100</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Business skills training

Table 4.5: ANOVA Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1</td>
<td>4719.917</td>
<td>11.728</td>
<td>.001b</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>62</td>
<td>402.444</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>63</td>
<td>29671.438</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Youth Entrepreneurship

b. Predictors: (Constant), Business skills training
Table 4.6: Coefficients Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>-9.470</td>
<td>14.832</td>
<td>-.638</td>
</tr>
<tr>
<td></td>
<td>Business skills training</td>
<td>.892</td>
<td>.261</td>
<td>.399</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Youth Entrepreneurship

The value of variance $R^2 = 0.159$, shows that 15.9% of business skills in the incubation centres can be explained by youth entrepreneurship. The values $F (1, 63)$ is 11.728, p-value $P<0.001$, shows that youth entrepreneurship is statistically the significant predictor of business skills (i.e., the regression model is not good fit for the data). The youth entrepreneurship is statistically insignificant ($t=0.638$, p-value=0.526), showing it does not affects the business skills in the incubation centres. The regression model explaining the results in the given table will be as follows; $Business Skill=-9.470+×0.892Youth Entrepreneurship$. The model shows that youth entrepreneurship affects the business skills in the incubation centre i.e. an increase in youth entrepreneurship factors increases the business skills by a positive unit index value of 0.892.

4.4 Evaluation of Management Support and Youth Entrepreneurship

4.4.1 Impact of the Managerial Training in Incubation Centres

The study to determine the impact of the managerial training in the incubation centres most of the incubatees in their response where they said the incubation centre has more than double expanded with 38%, 56% said it has expanded and the remaining which was 6% said it has stagnated.
4.4.1 Correlational Analysis on Management Support

The study sought to establish the correlation analysis which was conducted to test the relationships between youth entrepreneurship and management support. The relationship shows the nature of the relationship between dependent, and independent variables while the coefficient of determination showed the strength of the relationship. The findings in the table 4.3 below show that there is a strong positive correlation between youth entrepreneurship and management support (r = 0.878, p-value 0.650).

**Table 4.7: Correlation on Management Support**

<table>
<thead>
<tr>
<th></th>
<th>Youth Entrepreneurship</th>
<th>Management Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Entrepreneurship</td>
<td>Pearson Correlation</td>
<td>.878**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.650</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>64</td>
</tr>
<tr>
<td>Management Support</td>
<td>Pearson Correlation</td>
<td>.058</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.650</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>64</td>
</tr>
</tbody>
</table>

4.4.2 Regression Analysis

To establish the relationship between youth entrepreneurship and management support a linear regression analysis was conducted. The findings are as shown in tables 4.8, 4.9 and 4.10.
Table 4.8: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.878</td>
<td>.770</td>
<td>-.013</td>
<td>6.29229</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Management Support

Table 4.9: ANOVA Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>8.241</td>
<td>1</td>
<td>8.241</td>
<td>.208</td>
<td>.650b</td>
</tr>
<tr>
<td>Residual</td>
<td>2454.759</td>
<td>62</td>
<td>39.593</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2463.000</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Factors that promote Youth Entrepreneurship
b. Predictors: (Constant), Management Support

Table 4.10: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>23.610</td>
<td>4.487</td>
<td>5.262</td>
</tr>
<tr>
<td></td>
<td>Management Support</td>
<td>.620</td>
<td>.137</td>
<td>.058</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Factors that promote Youth Entrepreneurship

The value of variance $R^2 = 0.770$, shows that 77.0% of management support can be explained by youth entrepreneurship. The values F (1, 62) is 0.208, p-value P>0.650, shows that youth entrepreneurship is statistically a significant predictor of management support (i.e., the regression model is good fit for the data). The youth entrepreneurship is statistically significant (t=5.262, p-value P<0.000), showing it how it affects the management support in the incubation centres. The regression model explaining the results in the given table above: Management Support =23.610+$\times$0.620 Youth Entrepreneurship. The model shows that management support affects the youth entrepreneurship in the incubation centre. The model shows that youth entrepreneurship affects the management support, i.e. an increase in management support increases the youth entrepreneurship factors by a positive unit index value of 0.620.
4.5 Financial Resource Support and Youth Entrepreneurship

4.5.1 Access to funding

The Table 4.11 shows the findings of the study where the incubatees were asked if they have the access of funding from partners in the incubation centre and majority said they have no access to funds with 66% saying No while 34% of those who were interviewed said yes, they have the access.

Table 4.11: Access to Funding

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>34%</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>66%</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.5.2 Area of Support in the business

The findings in the Table 4.12 below shows the area of the support in which the incubatees are being helped and advertising and marketing is where they receive support in the incubation centre with a representation of 59%, expansion of the business is 25%, while those who said they receive capital investment is represented by 16%.

Table 4.12: Area of Financial Support

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising/Marketing</td>
<td>38</td>
<td>59%</td>
</tr>
<tr>
<td>Expansion</td>
<td>16</td>
<td>25%</td>
</tr>
<tr>
<td>Capital Investment</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.5.3 Service providers such as links to the investor with Incubatees

The study sought to understand the how often the incubatees require service provision such as links to investors, links to financiers, and capital through equity investment from incubation and their response was 34% said is very often, 31% often, 19% occasionally, 6% less often, and 9% said not at all. The findings are indicated below in Table 4.13.
Table 4.13: Requirement for service provision such as links to investor

<table>
<thead>
<tr>
<th>Requirement for Service Provision</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>22</td>
<td>34%</td>
</tr>
<tr>
<td>Often</td>
<td>20</td>
<td>31%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>12</td>
<td>19%</td>
</tr>
<tr>
<td>Less Often</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Not at all</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The study sought to establish the correlation analysis which was conducted to test the relationships between youth entrepreneurship and financial support. The relationship shows the nature of relationship between dependent and independent variables while the coefficient of determination showed the strength of the relationship. The findings in the Table 4.14 below show that there is a strong positive correlation between youth entrepreneurship and financial support ($r = 0.338$, p-value 0.006).

Table 4.14: Correlation on financial support and youth entrepreneurship

<table>
<thead>
<tr>
<th></th>
<th>Youth Entrepreneurship</th>
<th>Financial Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Entrepreneurship</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>64</td>
</tr>
<tr>
<td><strong>Financial Resource</strong></td>
<td>Pearson Correlation</td>
<td>.338**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>64</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.5.2 Regression Analysis
To establish the relationship between youth entrepreneurship and financial support, a linear regression analysis was conducted. The findings are as shown in tables 4.15, 4.16 and 4.17.

Table 4.15: Model Summary

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
a. Predictors: (Constant), Financial Resource

Table 4.16: ANOVA Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>281.121</td>
<td>1</td>
<td>281.121</td>
<td>7.988</td>
<td>.006b</td>
</tr>
<tr>
<td>Residual</td>
<td>2181.879</td>
<td>62</td>
<td>35.192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2463.000</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Factors that promote Youth Entrepreneurship
b. Predictors: (Constant), Financial Resource

Table 4.17: Coefficients Table

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>16.550</td>
<td>3.295</td>
<td></td>
<td>5.022</td>
</tr>
<tr>
<td>Financial</td>
<td>.304</td>
<td>.108</td>
<td>.338</td>
<td>2.826</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Factors that promote Youth Entrepreneurship

The value of variance $R^2 = 0.114$, shows that 11.4% of financial support in the incubation centres can be explained by youth entrepreneurship. The values $F$ (1, 62) is 7.988, p-value P<0.006, shows that youth entrepreneurship is the statistically significant predictor of financial support (i.e., the regression model is good fit for the data). The youth entrepreneurship is statistically significant (t=5.022, p-value=0.000), showing it how it affects the financial support in the incubation centres. The regression model explaining the results in the given table above. Financial Support =16.550+$\times$0.304Youth Entrepreneurship. The model shows that financial support affects the youth entrepreneurship in the incubation Centre. The model shows that financial support affects the youth entrepreneurship, i.e. an increase in financial support increases youth entrepreneurship factors by a positive unit index value of 0.304.

4.6 Chapter summary
There was a weak positive relationship between youth entrepreneurship and acquisition of the business skills training. The value of variance $R^2 = 0.159$, shows that 15.9% of business skills in the incubation centres can be explained by youth entrepreneurship.
There was a weak positive relationship between management support in the incubation centres and acquisition of the business skills training. The value of variance $R^2 = 0.770$, shows that 77.0% of management support can be explained by youth entrepreneurship. The findings show that there is a strong positive correlation between youth entrepreneurship and management support. Management support enables the youth to understand which model is suitable for which business, what opportunities are out there, how to produce the goods and services, and how to create value propositions. The findings show that there is a strong positive correlation between youth entrepreneurship and financial support. The value of variance $R^2 = 0.114$, shows that 11.4% of financial support in the incubation centres can be explained by youth entrepreneurship. Chapter five will discuss the findings of the study where summary, discussions and recommendations will be drawn and the future studies to be carried out.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The chapter presents the major summary of the study, a discussion on the findings of the research as compared to the findings in the literature review, recommendations for further improvement that needs to be taken to improve the factors promoting youth entrepreneurship in business incubation centres and finally suggestions for further research.

5.2 Summary of the Study
The main objective of the study was to determine the factors that promote youth entrepreneurship in business incubation centres. The study was guided by the following specific objectives; to investigate how business skill training in incubation centres promote youth entrepreneurship, evaluate how management support in incubation centres promote youth entrepreneurship and to find out how financial resource support in incubation centres promote youth entrepreneurship. On the response rate, 80 questionnaires were given out, 64 questionnaires were returned having had been duly filled in and completed by the respondents which represented a response rate of 80%. The study findings demonstrated that 53% of the “incubatees” who have gone through the incubation are female with 47% being male. It was established that most of the “incubatees” majority were female. On the education levels, the study found out that 53% had more than an undergraduate degree making the pool of entrepreneurs very educated. This has contributed to a high success rate since the transmission of the art of entrepreneurship becomes easier. On how long the incubatees they have been in the incubation centre, below 1 month was 9%, between 2-3 months was 41%, 4-5 months was 13%, between 6-12 months was 28%, and more than 1 year in the incubation centre was 9% is this showed that majority of the incubatees were aware of what the impact of incubation has on them.

The study used a descriptive-quantitative research design. The sampling frame consisted of the university -based and non-university incubation centres and a stratified random technique was used during the study. The study was based on primary data collection and this was achieved using questionnaires to gather information from the incubatees.
The incubatees were first briefed on what exactly the research was all about and requested for their time before filling in the actual questionnaires. Using the Statistical Package for Social Science (SPSS ver. 22), the study used descriptive statistics such as percentages, graphs, the pie chart to analyze the data, inferential statistics such as correlation and regression analysis was conducted to test the relationship of the key variables. The findings were presented using frequency, tables, graphs and the pie-charts.

On the first objective where it was how business skills training has enhanced youth entrepreneurship. Correlation analysis between youth entrepreneurship which is the dependent variable and business skills was conducted. There was a weak positive relationship \((r = 0.399, P < 0.001)\) between youth entrepreneurship in the incubation centres and acquisition of the business skills training. The value of variance \(R^2 = 0.159\), shows that 15.9% of youth entrepreneurship in the incubation centres can be explained by business skills. On managerial training in the incubation centres of which most of the of the incubatee on their response the incubation centre has more than double expanded with 38%, 56% said it has expanded and the remaining which was 6% said it has stagnated. Correlation analysis was conducted to test the relationships between youth entrepreneurship and management support, there was a strong positive correlation between youth entrepreneurship and management support \((r = 0.878, p\text{-value } P > 0.650)\). The value of variance \(R^2 = 0.770\), shows that 77.0% of youth entrepreneurship can be explained by management support.

On the third objective where the incubatees have the access to funding from partners in the incubation centre and majority said they have no access to funds with 66% saying No while 34% of those who were interviewed said yes, they have the access funding either from the potential investors and other financial institutions. The area of the support in which the incubatees were being helped and advertising and marketing is where they receive support in the incubation centre with a representation of 59%, expansion of the business is 25%, while those who said they receive capital investment is represented by 16%. On how often the incubatees require service provision such as links to investors, links to financiers, and capital through equity investment from incubation and their response was 34% said is very often, 31% often, 19% occasionally, 6% less often, and 9% said not at all. The correlation analysis which was conducted to test the relationships between youth entrepreneurship and financial support revealed that there is a weak positive correlation between youth entrepreneurship and financial support \((r = 0.338, p-)
value $P<0.006$). The value of variance $R^2 = 0.114$, shows that 11.4% of financial support in the incubation centres can be explained by youth entrepreneurship.

5.3 Discussion

5.3.1 Business Skills Training and Youth Entrepreneurship

The outcome of the study established that business skills training has enhanced youth entrepreneurship where the training has enabled the “incubatees” for entrepreneurship success to the youths where 82% agreed, which is in line with Vesper and McMullan (2009), who argues that entrepreneurial training focuses on not only empowering people with entrepreneurial skills but additionally creating aptitudes to make new items and services for business start-ups, growth and sustenance. Incubatees are motivated to succeed into the entrepreneurship ventures where 85% agreed, entrepreneurship skills are essential for success in any business, 81% most of the respondents agreed that skills are necessary for being a successful entrepreneur. Bjorvatn and Tungodden (2010) argue that entrepreneurial training and business management both focus generally on enterprise development. Business management education traditionally moulds students to manage already established firms; on the contrary, entrepreneurial training goes ahead of business education to zero in on the unique conditions entrepreneurs face. Entrepreneurs require several skills to make a success for any business incubation centres. The skills required to develop and sustain the business of entrepreneurs, hence the need to be involved in incubation programs (Kirsty, 2010). According to Isabelle (2013), he identified business skills as one of the major services provided by the incubation centres. He argues that Links to strategic partners and management skills are important services provided to young entrepreneurs.

The Marketing skills that are acquired in the incubation centre and both the university-based and non-university 63% agreed, youth entrepreneurs should have the ability to talk to clients in a persuasive manner, or to be articulate enough to ensure that the way they present their products or services moves potential clients to using, purchasing, or desiring to purchase at a given time in future. Marketing skills include the ability to conduct market analysis for them to understand the market well. The incubatees are motivated by the need for growth in entrepreneurship, 91% agreed with the respondents that they are always motivated. They have acquired communication skills for entrepreneurship in the incubation centre and 63% agreed, the entrepreneurship training policies are well
established in the incubation centres 63% agreed they have the knowledge and ability to use different techniques to achieve what I want to achieve where 75% agreed hence the provision of management direction, technical support and a consulting style to a new developing enterprise is critical to the business incubator (Ndedi, 2009).

The training has provided a combination of many skills 78% agreed this skill include; interpersonal skills; these entails interacting with others effectively; communicating effectively, negotiating, influencing and demonstrating leadership Peter and Rice (2011). The ability and expertise in performing such skills in business incubation will result in delivering the service and performing the nature of entrepreneurship activities., The training program which is given has positive effect on youth entrepreneurship and the response was 82% agreed and they can recommend other youth entrepreneurs to take business skills and the response was 87% tend to agreement. Correlation analysis of youth entrepreneurship and business skills provide there was a weak positive relationship between management support in the incubation centres and acquisition of the business skills training.

5.3.2 Evaluation of Management Support and Youth Entrepreneurship

The study sought to establish evaluation of management support and youth entrepreneurship and the relationships between youth entrepreneurship and management support, where there was a strong positive correlation between youth entrepreneurship and management which was a statistically significant predictor of management this seems to agree with a study conducted by Meru (2011), where he reported a significant relationship although there was disconnect between the actual services delivered and the expectations of the incubatees. The youth entrepreneurship is statistically significant, showing how it affects the management support in the incubation centres. The model shows that management support affects positively the youth entrepreneurship in the incubation centre. Business incubation is a dynamic process that provides the platform for young and struggling firms to be nurtured during turbulent times. The incubation centres that provides guidance to new organizations and young entrepreneurs, the main aim of which is hatching (Bergek & Norrman, 2008). Hence, one may identify the primary role and objective of incubators to be promoting new venture creation and survival by providing them with the essential support. Concurring, Adegbite (2001), notes that business incubators nurture youths when they provide the following range of services including; Space in fully built-up factory buildings on flexible and affordable terms. The
provision of a comprehensive range of common services, including enterprise counselling and training, shared secretarial support, start-up financing and assistance with occupancy rate, management effectiveness, royalties and investments raised (Isabelle, 2013). Management support can be explained by youth entrepreneurship where management support is a statistically significant predictor of youth entrepreneurship. As support structures to entrepreneurs, it is no surprise that the performance and success of business incubation are ultimately measured on the number of entrepreneurs or clients they have assisted and how they are performing in their business ventures (centre for Strategy and Evaluation Services, 2002). Hence, in order for business incubation to fully contribute towards entrepreneurship, it is essential to understand and to manage the relationship between the two. The youth entrepreneurship is statistically significant where management support is considered to be an essential part of any business incubation program as the entrepreneurs who are interested in joining business incubators are also aware that they need guidance and management support in order to progress with their business. The impact of the managerial training in the incubation centres most of incubatees on their response where they said the incubation centre has more than double expanded by 38%, 56% said it has expanded and the remaining which was 6% said it has stagnated it not growing in terms of number of incubatees, expansion of the office space and facilities. This can be supported Barney (2011) wrote that physical capital consists of natural technology used in the company, company's factory and equipment, location and access to raw materials. According to Bergek and Norrmaln (2010) assumes that business incubators can provide physical capital in a way of giving space for share office, equipment, meeting rooms and, etc. Moreover, incubators who cooperate with universities can provide universities libraries and research labs (Mian, 2014) and from the findings the majority of the business incubation centres has expanded or even double expanded in terms office space, equipment, number of the incubatees joining the initiatives. Management support is considered to be an essential part of any business incubation program as the entrepreneurs who are interested in joining business incubators are also aware that they need guidance and management support in order to progress.

5.3.3 Financial Resource Support and Youth Entrepreneurship

The following details the study outcome of the correlation analysis which was conducted to test the relationships between youth entrepreneurship and financial support. The
findings show that there is a weak positive correlation between youth entrepreneurship and financial support. The factors that promote youth entrepreneurship is a statistically significant showing it how it affects the financial support in the incubation centres. The regression model explaining the results shows that youth entrepreneurship affects the financial support in the incubation centre. The model shows that youth entrepreneurship affects the financial support; an increase in youth entrepreneurship factors increases the financial support.

Access to funding from partners in the incubation centre and majority said they have no access to funds with 66% saying No while 34% of those who were interviewed said yes they have the access, this is contrary by Buys & Mbewana (2011) who notes that the success of business incubation services towards entrepreneurship is largely dependent on favorable economic and industrial policies; the government policies in place should in support incubator services and not limit their operations in order to fully support entrepreneurs the government is reluctant in the support of the entrepreneurship through the incubation centres. The area of the support in which the incubatees were being helped, advertising and marketing is area where they received support in the incubation centre with a of 59%, expansion of the business was 25%, while those who said they receive capital investment was 16%. According to Amoros et al. (2010), the government should have an effort to fill the gaps in the financing new venture and take an active role by offering seed and risk capital lines through institutions that are in place to support its broader mission of creating innovative new businesses by connecting new business opportunities with financing. In addition, the government should work with banks to create the fund so that to provide early-stage funding that does not require collateral.

Access to finance is a key driver in the creation, survival and growth of innovative new ventures. Based on the findings the incubatees lack of capital investment has led to slow growth and expansion of the incubation and their business. This is supported by Malan (2013), who assumes that incubators can be helpful in a way of providing financial capital for start-ups in return for shares, or they can help indirectly, in a way of finding external investments by connecting start-ups to external sources of financing. Lack of finance typically prevents new ventures from investing in innovative projects, improving their productivity, financing their growth, covering working capital requirement and meeting market demand and from the findings of the study it seems the incubation centres are not
being financed by the different stakeholders which in this does not support the idea of the entrepreneurship.

The success of services directed to entrepreneurship promotion depends largely on a broad-based consensus on economic and industrial policy. Initiatives such as business incubators make sense only if the relationship between entrepreneurship and economic growth has been acknowledged at all levels of government. Government policies should therefore be aimed at creating and sustaining environments that are conducive to business incubation. The incubatees should be given support from all investors be it sponsorship and funding, for example government plays a high visibility role in Brazil and the approach can be described as carrot-and-stick. In the case of Chile, the government’s role is very visible, especially in funding incubator activities through seed capital, as the government acts as a catalyst for promoting entrepreneurship and innovation through new financing programs and facilitating entrepreneurs-industry connectivity.

5.4 Conclusions

5.4.1 Business Skill Training and Youth Entrepreneurship

There a weak positive relationship between the factors promoting youth entrepreneurship and the business skills training that are offered in the incubation centres. The study concludes that Kenyan incubation centres provides a platform that greatly supports the development of start-ups as an incubator especially in their budding stage by providing them with space, advice, mentorship, connections with a link to the investors and internet connectivity and all the resources that are available in the incubation centres.

5.4.2 Evaluation of Management Support and Youth Entrepreneurship

The study concludes that the management training that incubatee receive in incubation centres was very informative and important in the impact assessment of the incubatees. Intensive levels of entrepreneurial training lead to an enhanced entrepreneurial performance in revenues and business scalability. It also creates higher rates of enterprise formation. The study also concluded that human resource management training, Coaching and marketing management were very important. This is because they help the incubatees obtain abilities required for opening and dealing with a business, such as bookkeeping, showcasing, chance evaluation and asset activation. In general, the management training plays a big role in equipping the entrepreneurs with the necessary skills to start, grow and eventually pitch their enterprises to acquire the right strategic partners.
5.4.3 Financial Resource Support and Youth Entrepreneurship

On matters concerning financial support, the study concluded that incubation centres play a fundamental role in giving entrepreneurs an opportunity to access capital investment enabling them to produce efficiently and compete not only nationally but globally. The financing is necessary throughout the journey of entrepreneurship from setting up the business growing it and eventually scaling up to compete at global levels. Financial support tends to help in riches improvement, amplification of benefit, expansion of degree of profitability of shareholders and fulfilling partner value of their funds in the process of funding the business.

5.5 Recommendations

5.5.1 Recommendations for the Study

5.5.1.1 Business Skill Training and Youth Entrepreneurship

The fact that promoting entrepreneurship through business skills is more of capacity to build for incubators support which encourages new and emerging entrepreneurs avail business assistance, monitoring, expert networks, resource munificence and advisory services provided by incubators as these value addition activities have the potential of improving their ability to source for finance, improve patents application and the building of alliance. The study recommends that incubator’s capacity to leverage knowledge flows from its external expert network should be deepened so that incubatees and prospective incubatees should benefit to increase their chances of survival.

5.5.1.2 Evaluation of Management Support and Youth Entrepreneurship

The study also recommends future research should attempt to strive to assess the impact of business incubation on business development in Kenya on areas that may be investigated are in-depth analyses of the nature, scope and type of interactions between the incubator and the incubatees support. Future research can also focus on the role of stakeholders especially communities, suppliers and the customers in business incubation support. A stakeholder approach could help us to understand better how well incubators are embedded and supported in the local economy contributing to economic development.

5.5.1.3 Financial Resource Support and Youth Entrepreneurship

The link to the investors, government overseeing policies and being the biggest spender in the country is a strategic partner in incubation centres.
For any incubation centre to achieve success, it needs to endeavour to have government support both national and county governments as strategic partners. There is a need to reinforce open private association which can enhance new types of financing and limit. There are many challenges in the funding of the incubatees in the idea they have which is killing the innovation that the youth have the government should allocate enough resources to support the innovations. The government should also play its role by making some policy to fund these incubation centres in order to help the youths and should also announce the interest-free loans for the start-ups and new entrepreneurs.

The same study recommends that business incubation centres need to be run through a business model that is self-sustaining. This can be done by getting committed equity partners or offering stakes in the incubated companies to venture capitalists who can both grow and coach the upcoming entrepreneurs.

5.5.2 Recommendation for Further Research

The focus of the study was on the factors that promote youth entrepreneurship in the incubation centres both university-based and non-university. Same study should be replicated and do the analysis the view of the owners/Managers of this incubation centres which will bring more insights on the impact of the study. It should also focus on the alumni or those who have graduated from the incubation centres and find out if there is an impact of the training or funding they have received from the investors.
REFERENCES


Lawrence, A. M. (2011). *Incubating Success: Incubation best practices that lead to successful new ventures.* Institute for research on Labor employment and the economy. USA.


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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

12 February 2018

To Whom It May Concern

Research Project by Olive Wambui Gichuki- Student ID: 642092

The bearer of this letter is a student at the United States International University-Africa pursuing a Master’s Degree in Business Administration (MBA).

As part of the program, she is required to undertake a research project on “Factors That Promote Youth Entrepreneurship in Business Incubation Centre: A Case of Kenya Business Innovation and Incubation Centre.” This requires her to collect data and information from various relevant institutions.

Kindly assist by enabling her access data, information and contact with respondents who can complete her questionnaires. I assure you that the information provided will be treated with the utmost confidentiality.

Should you have any queries regarding the student research please feel free to contact me on my email at tlingo@usi.ac.ke or Tel: 254 738116419.

Yours faithfully

[Signature]

Dr. Teresia K. Ling’o
Associate Dean, Chuka University School of Business
APPENDIX II: QUESTIONNAIRE

Instructions

This questionnaire is designed to collect information on role of business Incubation Centres in promoting youth entrepreneurship in Kenya. The information obtained will only be used for academic purposes and shall be treated in utmost confidence. You are requested to complete this questionnaire as honestly and objectively as possible. Please tick in the appropriate box and also fill in the blank spaces provided for those questions where elaborate answers are required.

SECTION I: BACKGROUND INFORMATION

1. What is your gender?  Male [ ] Female [ ]

2. Under what age bracket do you belong?  15-17 Years [ ] Years 18-22 Years [ ] 23-27 Years [ ] 28-32 years [ ] Below 35 years [ ]

3. Level of Education Attained  K.C.P.E certificate [ ] K.C.S.E certificate [ ] Diploma certificate [ ] Undergraduate degree [ ] Postgraduate degree [ ]

4. How long have you been under the Chandaria Incubation Program centre?
   Below 1 Month [ ] 2-3 Months [ ] 4-5 Months [ ] 6 Months [ ]

SECTION II: THE EXTENT TO HOW BUSINESS SKILL TRAINING IN INCUBATION CENTRES PROMOTE YOUTH ENTREPRENEURSHIP.

Indicate how much you agree with the following statements relating to the impact of the business skills training and its influence on promoting youth entrepreneurship by using a scale of 1-5, where 1- Strongly disagree, 2- Disagree, 3- Neither disagree nor Agree, 4 Agree, 5- Strongly agree.

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<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1</td>
<td>The training has enhanced my entrepreneurship success in the incubation centre</td>
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<td>2</td>
<td>I feel motivated to succeed into the entrepreneurship ventures.</td>
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<td>3</td>
<td>I believe that entrepreneurship skills are essential for success in entrepreneurship</td>
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<td>4</td>
<td>Entrepreneurship skills that I have achieved will make me succeed</td>
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<td>5</td>
<td>I have sufficient marketing skills which I have acquired in the incubation centre</td>
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<td>6</td>
<td>I am motivated by the need for growth in entrepreneurship</td>
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<td>7</td>
<td>I am motivated by the need for independence in entrepreneurship</td>
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<td>8</td>
<td>I have communication skills for entrepreneurship which I have acquired in the incubation centre</td>
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<td>9</td>
<td>The Entrepreneurship training policies are well established</td>
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<td>10</td>
<td>I have the knowledge and ability to use different techniques to</td>
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achieve what I want to achieve

The training has provided me a combination of many skills including the ability to plan, organize, budget, and manage the resources at hand

The training program which is given has positive effect on youth entrepreneurship

You can recommend other youth entrepreneurs to take business skills training that are offered by different institutions

Any other comment in relation to the business skills on youth Entrepreneurship in incubation the centre

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SECTION III: EXTENT TO HOW MANAGEMENT SUPPORT IN INCUBATION CENTRES PROMOTE YOUTH ENTREPRENEURSHIP

How do you rate, on a scale of five, the management training that you receive in Chandaria incubation Centre?

Very informative [ ] Informative [ ] Average [ ] Less informative [ ] Not informative [ ]

What is the impact of the managerial training you get from the Chandaria incubation Centre?

It has more than double-expanded [ ] It has expanded [ ] It has stagnated [ ] It has declined [ ]

How important are the following management training sections provided at incubation centre to the development of your business? (Please respond by a tick using a 5-Point Likert scale provided where 1=Not at all, 2=Less Important, 3=Moderate, 4=Important and 5=Very Important)

<table>
<thead>
<tr>
<th></th>
<th>The Financial management training and Coaching provided in the incubation centre is important</th>
<th>1</th>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>The Marketing management training and Coaching provided in the incubation centre is important</td>
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<tr>
<td>2</td>
<td>The human resource management training and Coaching provided in the incubation centre is important</td>
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<tr>
<td>3</td>
<td>The Strategic Management training and Coaching provided in the incubation centre is important.</td>
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<td>4</td>
<td>The Project management training and Coaching provided in the</td>
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</tbody>
</table>

59
6 The Provision of management skills provided in the incubation centre is important.

7 The Provision of links with regard to Investors and customers provided in the incubation centre is adequate.

8 The Provision of resource coordination skill provided in the incubation centre is adequate.

Any other comment in relation to the management support on youth Entrepreneurship in the incubation centre

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

SECTION III: EXTENT TO HOW FINANCIAL RESOURCE SUPPORT IN INCUBATION CENTRES PROMOTE YOUTH ENTREPRENEURSHIP

Have you been able to access any funding from the incubation or its partners Yes [ ] No [ ]

In which area does the financial support you got from incubation helped your business?

Advertising/ Marketing [ ] Expansion [ ] Human Resource [ ] Capital Investment [ ]

Production [ ]

How often would you require service provision such as links to investors, links to financiers, and capital through equity investment from incubation?

Very often [ ] Often [ ] Occasionally [ ] Less Often [ ] Not at all [ ]

Indicate how much you agree with the following statements relating to the impact of the financial support and its influence on promoting youth entrepreneurship by using a scale of 1-5, where 1- Strongly disagree, 2- Disagree, 3- Neither disagree nor Agree, 4 Agree, 5- Strongly agree.

<table>
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<tr>
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<th>3</th>
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<tbody>
<tr>
<td>1</td>
<td>Chandaria business centre help me in the Link between the Investors to support our ideas in the program</td>
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<tr>
<td>2</td>
<td>Chandaria business incubation centre help me in the Link between the Financiers my project in the program</td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I have received Capital through Equity Investment to my project in the incubation centre</td>
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<tr>
<td>4</td>
<td>I can get Loans specially in favorable terms though the incubation centre</td>
<td></td>
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<tr>
<td>5</td>
<td>Incubator facilities with new venture support services are unavailable for</td>
<td></td>
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</table>
prospective entrepreneurs.

6 It is easy to get financial investment from venture capitals in the incubation centre

7 We have Public support bodies that are promoting our activities in the incubation centre

8 My family and friends are supportive on entrepreneurial activity.

9 The government is employing a policies and procedures in encouraging new venture creation in the country

Any other comment in relation to the financial support on youth Entrepreneurship in the incubation centre

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________