

**EFFECT OF ENTREPRENEURSHIP TRAINING ON ENTREPRENEURIAL
BEHAVIOUR OF RURAL YOUTH IN BOMET COUNTY**

By

MUGANDA ROSE NASONGA

REG.NO: D53/OL/20214/2012

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER IN BUSINESS ADMINISTRATION (ENTREPRENEURSHIP
OPTION) OF KENYATTA UNIVERSITY**

APRIL, 2017

DECLARATION

This research project is my original work and has not been presented for any award in any other university.

Signature:

Date:

Muganda Rose Nasonga

D53/OL/20214/2012

I confirm that the work reported in this research project was carried out by the candidate under my supervision as the appointed university supervisor.

Signature:

Date:

Dr. Joyce Gakobo

Department of Business Administration

Kenyatta University

DEDICATION

I dedicate this work to my husband and my son for their perseverance, support and encouragement during the entire period of my study. They all understood and wished me well.

May God bless you All.

ACKNOWLEDGEMENT

This research report has been accomplished through encouragement, support and contributions from a number of people to whom I am greatly indebted. Many thanks to Almighty God, My supervisor, Dr. Joyce Gakobo for her support and guidance, my family for their contribution and moral support that they have accorded me and to all my classmates and friends for the teamwork and encouragement we shared.

TABLE OF CONTENTS

DECLARATION.....	II
DEDICATION.....	III
ACKNOWLEDGEMENT.....	IV
TABLE OF CONTENTS	V
LIST OF TABLES.....	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMNS.....	X
OPERATIONAL DEFINITION OF TERMS.....	XI
ABSTRACT.....	XII
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Background of the Study.....	1
1.1.1 Entrepreneurship Training	2
1.1.2 Entrepreneurial Behaviour	2
1.1.3 Rural Youth and Entrepreneurship.....	3
1.1.4 Bomet County	4
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	6
1.4 Research Questions.....	7
1.5 Significance of the Study	7
1.6 Scope of the Study	7
1.7 Limitations of the Study.....	8
CHAPTER TWO	8
LITERATURE REVIEW	8
2.0 Introduction.....	8
2.1 Theoretical Review	9

2.1.1	Theory of Planned Behaviour	9
2.1.2	Entrepreneurial Event Model	10
2.2	Empirical Review.....	11
2.2.1	Entrepreneurship Training and Entrepreneurial Behaviour	11
2.2.2	Attitude and Entrepreneurial Behaviour	13
2.2.3	Skills and Entrepreneurial Behaviour	13
2.2.4	Knowledge and Entrepreneurial Behaviour	14
2.2.5	Social Norm and Entrepreneurial Behaviour	15
2.3	Summary and Gaps to be Filled by the Study.....	16
2.3.1	Summary of the Reviewed Literature	16
2.3.2	Research Gaps.....	18
2.4	Conceptual Framework	18
CHAPTER THREE.....		19
RESEARCH METHODOLOGY		19
3.1	Introduction.....	19
3.2	Research Design.....	19
3.3	Target Population.....	20
3.4	Sampling and Sampling Design	20
3.5	Data Sources and Instruments.....	21
3.5.1	Validity of Research Instrument	21
3.5.2	Reliability of Research Instrument	22
3.6	Data Collection Procedures.....	22
3.7	Data Analysis and Presentation.....	22
3.8	Ethical Considerations	23
CHAPTER FOUR.....		24
DATA ANALYSIS AND PRESENTATION OF RESULTS		24
4.1	Introduction.....	24
4.1.1	Response Rate.....	24
4.2	Reliability Test.....	24
4.3	Demographic Information.....	25
4.3.1	Gender of Respondents	25

4.3.2	Age of Respondents	26
4.3.3	Length of Entrepreneurship Training.....	27
4.3.4	Level of Education.....	27
4.3.5	Respondents Category Positions	28
4.4	Analysis of Entrepreneurial Behaviour	29
4.5	Analysis of Specific Objectives	30
4.5.1	Attitude and Entrepreneurial Behaviour	30
4.5.2	Skills and Entrepreneurial Behaviour	31
4.5.3	Knowledge and Entrepreneurial Behaviour	32
4.5.4	Social Network and Entrepreneurial Behaviour	33
4.6	Regression Analysis.....	34
4.6.1	Multiple Regression Analysis	36
CHAPTER FIVE		37
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....		37
5.1	Introduction.....	37
5.2	Summary of Findings.....	37
5.3	Conclusions.....	40
5.4	Recommendations.....	41
5.5	Areas for Further Research	42
REFERENCES.....		43
APPENDICES.....		47
APPENDIX I: INTRODUCTORY LETTER.....		47
APPENDIX II: RESEARCH QUESTIONNAIRE		48

LIST OF TABLES

Table 3.1: Target Population.....	21
Table 3.2: Sample Size	21
Table 4.1: Reliability Test.....	25
Table 4.2: Aspects of Entrepreneurial Behaviour	30
Table 4.3: Aspects of Attitude	30
Table 4.4: Aspects of Skills	31
Table 4.5: Aspects of Knowledge	32
Table 4.6: Aspects of Social Network	33
Table 4.7: Approval Rate.....	34
Table 4.8: Coefficient of Determination	35
Table 4.9: Multiple Regression Analysis.....	36

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	19
Figure 4.1: Gender of the Respondents.....	26
Figure 4.2: Age Distribution	26
Figure 4.3: Length of entrepreneurship training	27
Figure 4.4: Level of Education	28
Figure 4.5: Respondents Category Positions	29

ABBREVIATIONS AND ACRONYMS

BI	-	Behavioral Intention
EEM	-	Entrepreneurial Event Model
HEI	-	Higher Education Institutions
NGO	-	Non-Governmental Organization
PBC	-	Perceived Behavioral Control
SN	-	Subjective Norm
SPSS	-	Scientific Package for Social Science
TPB	-	Theory of Planned Behavior
TRA	-	Theory of Reasoned Action
YAA	-	Young Achievement Australia

OPERATIONAL DEFINITION OF TERMS

Attitude	consists of expectations about the consequences of performing a specified behaviour.
Behavioral intentions	Behavioural intentions measures the strength of the intention to execute a specified behaviour
Entrepreneurship	This is a personal quality that enables people to start a new business or skillfully and innovatively expand an existing one.
Entrepreneurial Intention	is a person's motivation to make a conscious plan to perform the behaviour of setting up a business.
Entrepreneurship training	is the process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities. This is a training program designed to impart skills and attitude to enable entrepreneurs start a new business or expand an existing one.
Entrepreneurial skills	concern skills needed to turn ideas into action
Subjective norm	is defined as an individual's perception of whether people think the behaviour should be performed

ABSTRACT

Today's dynamic business environment and global competition necessitate the identification of new ways to enhance entrepreneurship training especially to the youth. This not only help them to better entrepreneurs or be self-employed but also contribute to increase the perception of important entrepreneurship aspects, as well as create a real vision of entrepreneurship problems. The main objective of the study therefore was to establish the effect of entrepreneurship training on entrepreneurial behaviour of the Strengthening Rural Youth Development through Enterprise programme in Bomet County. The study was guided by the following specific objectives: to determine the effect of entrepreneurship attitude, skills, knowledge and social network on entrepreneurial behaviour of the youth in Bomet County. The study reviewed the theoretical foundation focusing on the Theory of Planned Behaviour and Entrepreneurial Event Model as well as the relevant empirical literature guided by the specific objectives which provided better understanding of the concepts and their relationships. Descriptive design was used in collecting the data from respondents because it ensures complete description of the situation, making sure that there is minimum bias in the collection of data. The target population was five hundred whereby a sample size of hundred respondents was drawn comprising of entrepreneurship trainers and youth trainees who were still attending entrepreneurship training programme in Bomet County. Questionnaires was used for collecting data containing mainly closed ended questions to the sample respondents thus ensuring that each respondent received the same set of questions. The data collected was then cleaned, checked for errors, coded and then analyzed using descriptive statistics employing mean and standard deviation with the aid of SPSS. Data collected and analyzed was finally presented in various formats such as charts, graphs and tables. From the regression analysis, all the factors of entrepreneurship training studied, that is, attitude, skills, knowledge and social network/norms have a significant effect on entrepreneurial behaviour of rural youth in Bomet County. 77.3 % of the variance in attitude, 70.6 % of the variance in skills, 89.7 % of the variance in knowledge, and 78.2% of the variance in social network representing the independent variables as shown by linear regression has a significant effect on the entrepreneurial behaviour. All the predictor variables, that is, attitude, skills, knowledge and social network β -values were positive indicating that they directly proportional to entrepreneurial behaviour of rural youth in Bomet County, in which case an improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the County. The study therefore recommends that both the national and county government should make flexible policies to attract young graduates to be entrepreneurs to develop their socio-economic status. Also, they should facilitate entrepreneurial training programmes for the youth so as to enable them to develop the right skills, knowledge and competence in entrepreneurship. The study also recommends that social groups, families and peer groups should share their knowledge, skills, ideas and network with one another so as to build stronger entrepreneurial behaviour and ensure business success for the youth

CHAPTER ONE

INTRODUCTION

This chapter examines the background to the study, statement of the problem, objectives of the study, research questions, significance, the scope as well as the limitations of the study.

1.0 Background of the Study

Many researchers and scholars concur that entrepreneurship is of fundamental importance for the economy of any country as it functions as a catalyst for innovation, job creation and economic wellbeing (Baumol, 2005; Van Stel, 2008). Given the current economic challenges facing many countries across the globe, the notion of engendering greater entrepreneurial activity has become a prominent goal for many national governments (Rae, 2010). The relevance of entrepreneurship to economic development has been highlighted by many researchers (Birch, 2000; Davidsson *et al.*, 2006) and it is now well-recognized that education and training opportunities play a key role in cultivating future entrepreneurs and in developing the abilities of existing entrepreneurs to grow their business to greater levels of success (Raposo & Paco, 2011). According to the European Commission (2008), the aim of entrepreneurship education and training should be to develop entrepreneurial capacities and mindsets that benefit economies and communities by fostering creativity, innovation and self-employment.

According to Shane (2008) entrepreneurship process consist of capability to identify opportunity, collect resources, organize them and adapt strategy so that opportunity can be exploited. The knowledge, skills and information obtained through education will likely improve the expected returns for exploiting the opportunity (Van Stel, 2008). Entrepreneurship education and training not only improves knowledge skill and information which are needed to pursue an opportunity but also equip individual with analytical ability and knowledge of entrepreneurial process which improve the entrepreneurial judgment (McMullen & Shepherd, 2006). Further, as stated by Wood (2007), entrepreneurship education is not a single event, but rather a continuous process comprised of a series of events. Consequently, the role of education and training in entrepreneurship and in the identification of endowment of entrepreneurial potential at a young age, are becoming evident for students, politicians and educators (Rasheed, 2008).

1.1.1 Entrepreneurship Training

Entrepreneurship education or training is defined as process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities and is not exclusively focused on the immediate creation of new businesses (Fayolle *et al.*, 2009). This is a training program designed to impart skills and attitude to enable entrepreneurs start a new business or expand an existing one. Rae (2010) opined that education is vital in creating understanding of entrepreneurship, developing entrepreneurial capabilities, and contributing to entrepreneurial identities and cultures at individual, collective and social levels. In addition, the role of education is to shape ideas of what it means to be an entrepreneur, not to promote an ideology of entrepreneurship, and to create critical alertness that contributes to the responsibility of entrepreneurs to society (Rae, 2010).

Various researchers have shown that entrepreneurship education and training has a positive role to play in one's entrepreneurial intention (Pittaway & Cope, 2007; Florin *et al.*, 2007; Raposo *et al.*, 2008; Nabi *et al.*, 2010). Robinson *et al.* (2004) found in their study that there is a strong relationship between education and the probability of becoming an entrepreneur and the probability of having success as an entrepreneur. Nabi *et al.* (2010) conclude that entrepreneurship programmes can be effective and yield significant benefits for aspiring entrepreneurs.

1.1.2 Entrepreneurial Behaviour

Guerrero *et al.* (2008) defines entrepreneurial behaviour as a state of mind that people wish to create a new firm or a new value driver inside existing organizations. Thompson (2009) defines entrepreneurial behaviour as self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future. Entrepreneurial behaviour is hence a person's motivation to make a conscious plan to perform the behaviour of setting up a business. Therefore, entrepreneurial behaviour is not merely a yes or no question but can range from very low, zero, to a very high level of behaviour to set up a business (Thompson, 2009). This concurs with the general rule defined by Ajzen (1991) where he posits that the stronger the intention is, the more probable the behaviour is; thus, entrepreneurial behaviours function as a mediator or catalyst for actions (Fayolle *et al.*, 2008). Research confirms that intentions are strong predictors of actual behaviour in other applied settings (Armitage & Conner, 2007; Gelderen *et al.*, 2008).

Many authors argue that the decision to become an entrepreneur and set up a business involves careful planning and a thinking process which is highly behavioural (Autio, Keeley, Klofsten, Parker, & Hay, 2007; Krueger, 2006; Tkachev & Kolvereid, 2009). Entrepreneurship is seen as a good example of planned intentional behaviour and therefore applicable for behaviour models (Davidsson, 2006; Fayolle, 2008; Krueger, 2006; Shapero & Sokol, 1982). Specifically for entrepreneurship training programmes, behaviours are applicable as intentions proved to be best predictor of planned behaviour particularly when that behaviour is rare, hard to observe, or involves unpredictable time lags" (Souitaris *et al.*, 2007).

Due to the applicability of the entrepreneurial behaviour concept, it is often used as a measure of the impact of entrepreneurship training programmes. Taking entrepreneurial behaviour as a measure of the impact of entrepreneurship education or training has the benefit of measuring the immediate impact of a programme (Souitaris *et al.*, 2007). The longer the post-measurement of an entrepreneurship programme is delayed, the greater the measurement bias from contextual and time effects will be. It will be more difficult to isolate the role of a single factor like an entrepreneurship programme in the business creation process (Hytti & Kuopusjarvi, 2004).

Entrepreneurial education has gain much importance worldwide through this, institutions have started new training and courses to influence students which enhances their economic lifestyle and a source of economic development of the country (Izedonmi *et al.*, 2010). Entrepreneurial education helps in entrepreneurial behaviour to create profits from business and it also provides confidence to the entrepreneur (Ahmed *et al.*, 2010).

1.1.3 Rural Youth and Entrepreneurship

While recognizing that member states use different chronologies to define youth, the United Nations defines youth as persons between the ages of 15 and 24 with all UN statistics based on this definition. In 1995, when the General Assembly adopted the World Programme of Action for Youth to the Year 2000 and beyond, it again defined youth as 15 to 24, but acknowledged that the age range varies among different countries and societies. For global programming purposes, Food and Agricultural Organization (FAO) defines the priority age range for rural youth development from 10 to 25. Field experience shows that to bring about important changes in attitude and behaviour, community-based, non-formal educational programmes for young people in rural areas

must begin at an early age. This is especially true in areas such as HIV/AIDS education and helping young people gain an appreciation for agriculture and rural life early in life. Research shows that by age 15, a young person has more or less established patterns of behaviour and ways of thinking (Food and Agricultural Organization , 2015).

In many developing countries, up to seventy percent of the young people between the ages of fifteen and twenty-five live in rural areas with few primary schools and poorly qualified teachers. Of those that do go to school, 30 percent drop out during the first few years. Where there is school in sub-Sahara Africa, formal education lasts less than three years. In some regions of the world, as few as 10 percent of the children continue their education beyond primary school. Of that 10 percent, less than one-tenth of them finish secondary school and continue to some type of higher education. According to The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013) statistics, there are from 130 to 150 million out-of-school youth and most of these are in sub-Sahara Africa.

The younger generation of the 21st century is becoming the most entrepreneurial generation since the Industrial Revolution (Kuratko, 2005). According to Kuratko (2005) around 5.6 million people in America, under the age of 34, are actively trying to begin their own firm. Similarly, in the Netherlands people trying to start a business have increased from a low point of about 0.5 million in 1983 to almost 1.1 million in 2010 (Hartog et al., 2011). Along with these growing numbers, an increase has also occurred in the field of entrepreneurship education. Over the past several years, there has been a tremendous growth in entrepreneurship curricula and programmes. Entrepreneurship course offerings at higher education have increased from a handful in the 1970s to many different courses available at more than 1,500 educational institutions in higher education across the world (Charney & Libecap, 2008; Solomon, 2007).

1.1.4 Bomet County

Bomet County is found in Rift Valley. It is bordered by four counties, namely: Kericho to the north, Nyamira to the west, Narok to the south and Nakuru to the north-east. The County covers an area of 2037.4 Km². The County is divided into five (5) Sub-Counties (Constituencies), 25 wards, 67 locations and 176 sub-locations. The population of Bomet County was estimated at 723,813 in 2009 Population and Housing Census and has similar features as that of the national

population but different demographic indicators. The population was estimated to be 782,531 in 2012 and projected to reach 846,012 in 2015 and 891,168 by 2017 at an estimated population growth rate of 2.7 per cent.

The rapid population growth exerts pressure on the existing infrastructure and provision of services in the County, including pre-primary schools (ECD), primary, secondary and tertiary institutions. It requires greater investments in basic social services and hence exerts pressure on the economy thus limiting prospects of savings and production in a setting where a large population lives below poverty line. A large proportion of labour force is not in gainful employment. The youthful population comprises 207,479 persons as per the 2009 population census. It is expected to rise to 242,507 and 255,451 persons in 2015 and 2017 respectively. Majority of this population will exert pressure on the existing learning facilities as they strive to achieve the required skills hence the need for more investment in tertiary educational facilities.

Bomet County has 739 primary schools, 153 secondary schools and 22 youth polytechnics. There is one Teachers Training College in Bomet town and several mid-level colleges across the County. There are no universities in the County but University of Nairobi and Maasai Mara University each has a satellite campus in Bomet town while University of Kabianga has one in Sigor, Chepalungu Sub-County (First County Integrated Development Plan, 2013)

1.2 Statement of the Problem

While research in the area of entrepreneurship education and training is growing, there is lack of cross country evidence on the effectiveness of entrepreneurship training programmes for rural youth in Kenya. Despite several entrepreneurship training programmes developed by governments, Higher Education Institutions (HEIs) and Non-Governmental Organizations (NGOs) very little is known about the exact effects of entrepreneurship training on the youth entrepreneurial behaviours in the rural areas in Kenya thus presenting a research gap.

Furthermore, previous empirical research on this subject highlighted a positive impact of these programmes at universities on perceived attractiveness and feasibility of new firm initiation (Peterman & Kennedy, 2003; Fayolle *et al.*, 2006; Souitaris *et al.*, 2007). On the contrary, Oosterbeek *et al.* (2010) and Von Graevenitz *et al.* (2010) demonstrate evidence that the effects are negative. In addition, many of the existing studies tend to have methodological limitations. For

instance, few papers include in their analysis a control group, large samples and, long-term studies. Lastly, there is also no consensus regarding the conceptual model for the analysis of the impact of entrepreneurship education on entrepreneurial behaviour hence the need for further research.

Nonetheless, little research has been conducted on the precise effects and overall effectiveness of entrepreneurship training programmes. The question of whether entrepreneurship training can influence entrepreneurial behaviour is still relatively uninvestigated (Peterman & Kennedy, 2003), and poorly understood (Von Graevenitz *et al.*, 2010). Gorman *et al.* (2011) reviewed ten years of entrepreneurship education and training literature and highlighted that the impact of the entrepreneurship education on entrepreneurial attitudes and behaviours requires further investigation. Hence, this study aimed at filling these gaps by conducting a research on the effects of entrepreneurship training on entrepreneurial behaviour of rural youth in Bomet County.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to establish the effect of entrepreneurship training on entrepreneurial behaviour of rural youth in Bomet County.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- (i) To determine the effect of entrepreneurship attitude on entrepreneurial behaviour of rural youth in Bomet County.
- (ii) To establish how entrepreneurship skills and competence affect entrepreneurial behaviour of rural youth in Bomet County.
- (iii) To examine the effect of entrepreneurship knowledge on entrepreneurial behaviour of rural youth in Bomet County.
- (iv) To find out how social networks/norms influence entrepreneurial behaviour of rural youth in Bomet County.

1.4 Research Questions

- (i) What are the effects of entrepreneurship attitude on entrepreneurial behaviour of rural youth in Bomet County?
- (ii) To what extent do entrepreneurship skills and competence affect entrepreneurial behaviour of rural youth in Bomet County?
- (iii) How does entrepreneurship knowledge affect entrepreneurial behaviour of rural youth in Bomet County?
- (iv) What influence do social networks/norms have on entrepreneurial behaviour of rural youth in Bomet County?

1.5 Significance of the Study

The study will add to the existing data and knowledge on the effects of entrepreneurship training on entrepreneurial behaviour of rural youth in Bomet County. It is hoped that the study will yield data and information that will be useful for planning and decision making for the government and other institutions, and for institutionalization of a framework for the management actions for change, adoption and development of entrepreneurship skills for Kenyan youth.

The findings and recommendations of the study will also be useful to the youth, community and county governments, thereby not relying on the haphazard personal experiences or subjective experts' judgments but based on concrete knowledge of issues of entrepreneurship training, supported by research findings. This will inform persons, institutions and organizations and help reinforce the adoption of entrepreneurship training.

The researcher hopes that the study will form a basis for further research on economic independence of rural youth based on entrepreneurship training programmes. This should lead to the generation of new ideas for the better and more realistic, achievable ways of adopting entrepreneurial skills or training in Kenya and Africa at large.

1.6 Scope of the Study

The study on the effect of entrepreneurship training on entrepreneurial behaviour of rural youth was conducted among selected youth groups from different periods of training and the trainers in all the five sub counties of Bomet County. The targeted respondents included the trainers and

trainers. The study was conducted for a period of three months. Data was collected using questionnaires.

1.7 Limitations of the Study

The main limitation arose from language barrier, as rural youth prefer communicating in their mother tongue. This was mitigated by use of youth trainers who speak the local language and therefore translated on behalf of the researcher.

Reluctance of respondents to provide information thinking that the information might be used against them was a major challenge which was mitigated by assuring them that their information will be treated with discrete and was entirely for educational purpose.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review of the literature relating to entrepreneurship training and entrepreneurial behaviour as well as the empirical literature relevant to the study guided by

the specific objectives. This chapter also presents the research gap and conceptual framework of the study.

2.1 Theoretical Review

2.1.1 Theory of Planned Behaviour (TPB)

The theory of Planned Behaviour has its roots in the Theory of Reasoned Action (TRA), which was proposed by Fishbein and Ajzen in 1975/80 (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The theory consists of three major constructs which are the behavioral intention that depends on subjective norms and attitudes. The stronger the positive attitudes toward behaviour are and the stronger the social norms toward behaviour are, the stronger the behavioral intention is. If the intention is high, the individual is likely to perform the specified behaviour.

Behavioral intentions (BI) measures the strength of the intention to execute a specified behaviour; Subjective norms (SN) describe the pressure from peers or friends to comply with specific norms, for instance, entrepreneurship is seen as too risky by parents and friends, then the individual is less likely to perform entrepreneurial behaviour. Attitudes (A) consist of expectations about the consequences of performing a specified behaviour. The TRA was developed further, Ajzen proposed the theory of planned behaviour (Ajzen, 1991). One major development was the addition of a third attitudinal determinant of behavioral intention, perceived behavioural control (Ajzen, 2005).

The theory assumes that specific actions are preceded by a conscious intention to act in a specific way. Moreover, behaviours are dependent on attitudes that are affected by previous life experiences, personal characteristics and perceptions drawn from those experiences (Ajzen, 1991). The theory of planned behaviour has been tested and empirically validated in depth (Gelderens *et al.*, 2008). A distinctive advantage of this theory is the opportunity to measure the development of behaviours through entrepreneurship education programmes (Fayolle *et al.*, 2006). Another advantage is the additional variable of subjective norms. It is in this respect that the current study firmly considered attitudes and social norms as key factors affecting entrepreneurial behaviour. Therefore, the theory of planned behaviour will be selected as the theoretical framework for this research.

2.1.2 Entrepreneurial Event Model (EEM)

The theory of entrepreneurial event model (EEM) was introduced by Shapero and Sokol in 1982 (Kermit, 2008). The aim of the model is to provide an explanation for the processes that lead to an entrepreneurial event, that is, the moment of launching a new business (Kollmann & Kuckertz, 2006). The model assumes that inertia guides human behaviour until some event "displaces" that inertia and unblocks previously undesired behaviours. For instance, a displacement, such as job loss, might alter the perception of the desirability to become self-employed. Shapero and Sokol (1982) classify these life path changes into three categories:

First, negative displacements such as being fired, insulted, angered, bored, reaching middle age, getting divorced or becoming widowed. The second is being between things such as graduating from high school, university, finishing military duty or being released from jail. Especially this second category of between-things is potentially interesting for entrepreneurship education programmes since students often have no clear idea of what they want to do after graduation. The third category is of a positive nature, commonly known as positive pulls from the partner, mentor, investor or customers (Kermit, 2008).

The behaviour which is ultimately performed depends on the credibility of the alternatives and the propensity to act. Credibility in this context is given when there is perceived desirability and feasibility of the specified behaviour. However, this alone is not enough to execute a specified behaviour; what is needed is a precipitating event, a displacement event that changes these perceptions and propensity to act in such a way as to eventually perform the behaviour. Thus, if a displacement event triggers cognitive processes and changes perceptions of feasibility and desirability, the individual may act if the credibility of the specified behaviour is higher than that of the alternatives and if the individual has a general propensity to act on that action. Perceived desirability refers strongly to values and how they will ultimately impact the individual's perception of what is attractive or desirable and what is not. In this context Shapero & Sokol (1982) identify culture, family, peers, colleagues, mentors and previous work experience as factors that strongly influence personal values and the perception of desirability. Perceived desirability is closely related to "subjective norms" in the theory of planned behaviour (Ajzen, 1991).

The history of experiences strongly influences what is desirable and what is not. Perceived feasibility indicates to which degree someone feels personally capable of, for instance, starting a

business. The concept of perceived feasibility is similar to Bandura's self-efficacy, which is often used as a measure of perceived feasibility (Krueger Jr *et al.*, 2000). Propensity to act is the personal disposition to act on one's decision. Conceptually, Shapero & Sokol (1982) suggested an internal locus of control as a measure of the propensity to act. There is no agreement as to how to best measure propensity to act. Other authors suggest equating the propensity to act with learned optimism (Krueger Jr *et al.*, 2000) or risk-taking propensity or tolerance of ambiguity (Kermit, 2008). The EEM shows that other factors such as social networks, one's knowledge, experiences and skills do influence entrepreneurial intention or behavior, hence this theory is deemed relevant for the study.

2.2 Empirical Review

2.2.1 Entrepreneurship Training and Entrepreneurial Behaviour

Enterprise education is the process or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, values and understanding which subsequently allow a broad range of problems to be defined, analyzed and solved (Rae, 2010). Enterprise training can be defined as a more planned and systematic effort to modify or develop knowledge, skills and competencies through learning experiences to achieve effective performance in an activity or range of activities (Nabi *et al.*, 2010). According to Bakotic & Kruzic (2010), entrepreneurship training programmes contribute to increase the perception of important entrepreneurship aspects, as well as create a real vision of entrepreneurship problems.

Garavan & Barra (2004) points that the most commonly referred aims of entrepreneurship education and training programmes are: to get useful knowledge of entrepreneurship; to acquire skills in the use of techniques, in the analysis of business atmospheres, and in the synthesis of action plans; to identify and stimulate entrepreneurial skills; to develop empathy and support for all aspects of entrepreneurship; to develop attitudes towards change and uncertainty; and to encourage new start-ups. These entrepreneurship training programmes will contribute to the stimulation of entrepreneurial abilities. Hisrich & Peter (2008) expressed that the various skills required by entrepreneurs can be categorized as technical skills, business management skills and personal entrepreneurial skills.

Beside the recognition that education may influence people's attitudes towards entrepreneurship, the impact of entrepreneurship education, though explicit from general education on entrepreneurial behaviours, is still relatively uninvestigated (Donckels, 1991; Krueger & Brazeal, 1994; Von Graevenitz, 2010). There are qualitative papers that suggest a link among entrepreneurship training and entrepreneurial attitudes and behaviour. Robinson *et al.* (2007) proposed that the attitude model of entrepreneurship has ramifications for entrepreneurship training programs, while attitudes are open to change and can be influenced by educators and practitioners. Dyer (2004) also points out that specialized courses in entrepreneurship, or training in how to establish an own business, may give potential entrepreneurs the confidence they need to begin their business. On the other hand, there is little empirical evidence to support this link. Gorman *et al.* (2007) confirm the latter and highlight the necessity for further investigation in the relationship between entrepreneurship education and entrepreneurial attitudes.

Other empirical papers, the recent studies of Peterman & Kennedy (2003), Fayolle *et al.* (2008), and Souitaris *et al.* (2007) confirm a positive impact of entrepreneurship education programs. Peterman & Kennedy (2005) surveyed a sample of secondary school students enrolled in the Young Achievement Australia (YAA) enterprise program. They use a pre-test post-test control group research design. The findings suggest that the enterprise program favourably influenced participants' perceptions of both desirability and feasibility. Similarly, Souitaris *et al.* (2007) examine the entrepreneurial attitude and behaviour of university students in two universities. They use a pretest–post-test quasi-experimental design and draw on the theory of planned behavior. Based on the results of 250 science and engineering students (124 taking the program and 126 in a control group), Souitaris *et al.* (2007) concluded that exposure to entrepreneurship education program increase some attitudes and the overall entrepreneurial behaviour. Fayolle *et al.* (2006) provide evidence for a positive impact of entrepreneurship education program on entrepreneurial behaviour of students.

On the contrary, Oosterbeek *et al.* (2010) examine the impact of SMC program (a leading entrepreneurship programme in higher education in the Netherlands) on behaviours towards entrepreneurship drawing on an instrumental variables approach in a difference-in-differences framework. Their findings outline that the effect of the entrepreneurship programme on entrepreneurial behaviours is significantly negative. Von Graevenitz *et al.* (2010) also investigate

the impact of a compulsory entrepreneurship class using ex-ante and ex-post-survey responses from students at a German university. Their results show significant positive effects on participants' self-assessed entrepreneurial skills, but entrepreneurial behaviours decrease after the end of the course.

2.2.2 Attitude and Entrepreneurial Behaviour

An entrepreneurial attitude covers aspects that help individuals to take action including taking responsibility for their own learning, careers and life (Lo, 2011). The attitude of an entrepreneur is assessed based on the following personal characteristics: sense of initiative, risk propensity, self-efficacy, and need for achievement and structural behaviour. Structural behaviour refers to the ability to work in a structured manner as well as the ability to persevere whenever faced with setbacks and obstacles (Byabashaija & Katono, 2011). Attitude towards entrepreneurship is the degree to which the respondent has a favourable or unfavourable evaluation of being an entrepreneur (Lo, 2011). Hence, high attitude towards entrepreneurship indicates that the person is more in favour of entrepreneurship than other occupational options.

According to Ajzen (1991), the more favourable the attitude and subjective norm and the greater the perceived behavioural control is, the stronger should be the behaviour of an individual to perform the behaviour under consideration. However, it might be found that the significance of attitude, subjective norm, and perceived behavioural control vary, depending on the different behaviours (Ajzen, 2005). Hence, it may be revealed that only the attitude has a significant impact on entrepreneurial behaviour or that attitude and perceived behavioural control are significant or still all three predictors are sufficient to account for entrepreneurial behaviours (Byabashaija & Katono, 2011).

2.2.3 Skills and Entrepreneurial Behaviour

Entrepreneurial skills concern skills needed to turn ideas into action (Perks & Smith, 2006). The level of skills is assessed based on the following characteristics: creativity, analyzing, motivating, networking and adaptability. Entrepreneurs who have attended training programmes tend to be more creative, have more analytical skills, are more capable of motivating others to gain support and assistance in realizing opportunities, they have better networking skills and, to a lesser extent

they have a great ability to adapt to situations and handle different situations with ease (Nabi *et al.*, 2010).

Skill is knowledge demonstrated by actions or the ability to perform in a certain way. Skills are acquired through training and education (Perks & Smith, 2006). Education and training create circumstances in which a person can acquire and apply the skill that will help him/her achieve the objective of the business. Skills development can be achieved through training and education (Erasmus, 2011). The difference between education and training is that education prepares the individual for life while training prepares him or her to perform specific tasks. In this study, the focus was on skills development through training. Landzani (2008) argues that changing circumstances require that small business managers/owners receive regular training in order to reduce failure rates, increase profits and achieve growth. This is necessary because most small business owners start their businesses without appropriate training.

In examining the key skills required of entrepreneurs, O'Hara (2011) identified a number of key elements essential in entrepreneurship: The ability to identify and exploit a business opportunity; the human creative effort of developing a business or building something of value; a willingness to undertake risk; competence to organize the necessary resources to respond to the opportunity. However, Kelley *et al.* (2010) proposed that within any society it is important to support all people with 'entrepreneurial mindsets', not just the entrepreneurs, as they each have the potential to inspire others to start a business. Kelley argued that any educational training should enable people not just to develop skills to start a business but rather to be capable of behaving entrepreneurially in whatever role they take in life. This approach is quite broad but it captures the critical philosophy of modern entrepreneurship education and training programmes required if countries are to generate an increasing pool of people who are willing to behave entrepreneurially.

2.2.4 Knowledge and Entrepreneurial Behaviour

Knowledge refers to having a broad understanding and knowledge of entrepreneurship including the role entrepreneurs and entrepreneurship plays in modern economies and societies (Kelley *et al.*, 2010). Entrepreneurship education enables the learners to get the knowledge and insight in entrepreneurship which eventually shapes their behaviours. This is in the form of courses which is correlated to entrepreneurial behaviours in various aspects. First, entrepreneurship education

enables the students to learn and identify new business opportunities. Such knowledge leads to enhance the number and innovativeness of opportunities which are linked with the technology (Shepherd & DeTienne, 2005) thus developing their entrepreneurial skills. Learning important entrepreneurial skills and competencies will lead to perceive new feasible venture by students, thus affect their perceived behavioural change to entrepreneurial behaviour (Krueger *et al.*, 2000; Zhao *et al.*, 2005).

Second, research found positive association between social desirability and entrepreneurship career behaviour (Tkachev & Kolvereid, 2009). While the important role of education is counted in socializing individuals into entrepreneurial careers (Krueger & Brazeal, 2004) which can form attitude toward behaviour and social norms, knowledge in entrepreneurship still plays a key role in students' perception and entrepreneurial behaviours. Finally, through entrepreneurship courses one gets knowledge about starting new business venture in a better and faster way that result in more value from the identical opportunity (Zhao *et al.*, 2005; Davidsson & Honig, 2003).

2.2.5 Social Norm and Entrepreneurial Behaviour

Subjective norm is defined as an individual's perception of whether people think the behaviour should be performed. Hence, overall subjective norm can be expressed as the sum of the individual perception and motivation assessments for all relevant aspects. In other words is the influence of people in one's social environment on his/her behavioural behaviours (Gelderen *et al.*, 2008). The people's beliefs weighted by the importance of site their opinions will influence one's behavioural behaviour (Ajzen & Fishbein, 1973). In their study Souitaris *et al.* (2007) present a possible interpretation of the significant raise of subjective norm after the entrepreneurship educational programme: the small increase in the "expectations of significant others" could reflect the creation of a new circle of entrepreneurial-minded friends from the programme. The larger increase in the "motivation to comply" could be due to a consciousness that their family and friends were right about this career possibility, or to a feeling that they had to comply with the significant others' expectations after investing time and effort in the course (Souitaris *et al.*, 2007).

Social norms are the unrecorded rules of conduct of a group which impact the individual-level decision-making process (Keat, 2011). These are shared by others and prevail in society by their approval which maintain unwanted motivations and helps an individual in decision making

process. Social norms help an individual in changing behavior according to environment (Meek *et al.*, 2010). Subjective norms have influence on entrepreneurial behavior due to unemployment and family commitment. Expectations of family and friends influence an individual for entrepreneurial behavior (Kennedy *et al.*, 2008). According to Pihie (2009) peer group has significant effect on entrepreneurial behaviour and a source for social interaction. Peers have a greater role in influencing one's decision to become entrepreneurs and they help them in determining entrepreneurial careers which provides them information, knowledge and guidance as well as moral supports (Pihie, 2009).

A person is surrounded by cultural, social, economic and cultural factors which affects the entrepreneurial behaviour and helps in enhancing self-confidence, risk-taking ability and innovation (Keat, 2011). Education has significant effect on entrepreneurial behaviour (Turker & Selcuk, 2009). Entrepreneurial behaviour is influenced by the socialization process, social networking and the environment while parental support, opinion and modeling having greater impact on entrepreneurial behavior (Linan *et al.*, 2009). Subjective norms have influence on entrepreneurial behavior due to unemployment and family commitment. Expectations of family and friends influence an individual for entrepreneurial behavior (Kennedy *et al.*, 2003).

2.3 Summary and Gaps to be filled by the Study

2.3.1 Summary of the Reviewed Literature

Education and training interventions have been used in other countries to impact supposed to reinforce knowledge skills and attitudes. An attitude which is the psychosocial forces of the individual and cultural context is of prime importance in influencing innovative and entrepreneurial behavior patterns. Most economics give support to entrepreneurship education and training so as to achieve objectives such encouraging their citizens to demonstrate positive attitude towards, self-employment, identify viable business opportunities portray a desire to venture into business, demonstrate managerial skills for running successful enterprises encourage new start-ups and other entrepreneurial ventures. The key to the success of establishing a culture of entrepreneurship in Africa is education and training, which depends on all the stakeholders, including state, educators, and learners themselves.

Entrepreneurship researchers have identified various determinants of individual entrepreneurial behaviours. Entrepreneurship education has been recognized as one of the important determinant of entrepreneurial behaviours. Various studies like Galloway and Brown (2002); Fayolle, Gailly and Lassas-Clerc (2006); Potter (2008); Henderson and Robertson (2005); Zhang, Duysters, and Cloudt (2013) empirically demonstrated the entrepreneurial education as an important determinant of entrepreneurial behaviours.

Accordingly entrepreneurship education in the form of courses is correlated to entrepreneurial behaviours for three reasons. First, entrepreneurship education helps the students to learn and identify new business opportunities. Such knowledge leads to enhance the number and innovativeness of opportunities which are linked with the technology (Shepherd & DeTienne, 2005). Learning important entrepreneurial skills and competencies will lead to perceive new feasible venture by students, thus affect PBC (Krueger *et al.*, 2000; Zhao *et al.*, 2005). Second, research found positive association between social desirability and entrepreneurship career behaviour (Tkachev & Kolvereid, 2007). The important role of education is counted in socializing individuals into entrepreneurial careers (Krueger & Brazeal, 2004) which can form attitude toward behaviour and social norms. Third, through entrepreneurship courses one get knowledge about starting new business venture in a better and faster way the that result in more value from the identical opportunity (Zhao *et al.*, 2005; Davidsson & Honig, 2003).

It is also argued in the studies that learning important entrepreneurial skills and competencies will lead to perceive new feasible venture by students, thus affect Perceived Behavioural Control (PBC) (Krueger *et al.*, 2000; Zhao *et al.*, 2005). Results of different empirical studies have confirmed that PBC, attitude and social norms are the major factors for explaining entrepreneurial behaviour (Autio *et al.*, 2004; Kolvereid 2005; Liñán & Chen, 2009; Liñán *et al.*, 2011). Due to this reason, it is argued that for motivating entrepreneurship behaviour through entrepreneurship education should consider those elements. In their study Zhang *et al.* (2013) not only empirically demonstrated the impact of entrepreneurship education on entrepreneurship behaviour but also showed that entrepreneurship education directly effect on entrepreneurship behaviours. This conclusion is beyond the prevailing perspective which assume that entrepreneurship education indirectly effect on entrepreneurship behaviours. This study also suggested for further study on the

relationship between entrepreneurship education and behaviours especially from developing countries context because there is little research from that perspective.

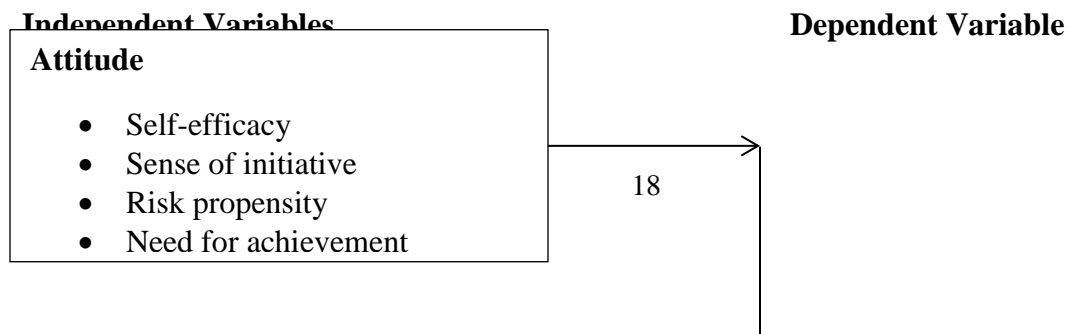
2.3.2 Research Gaps

Entrepreneurship training has been found to be a major determinant in the growth of enterprises. This has been blamed on the entrepreneurs lacking the entrepreneurship skills to steer their business to growth. Limited studies have been done on entrepreneurship training and development in Kenya. Wambugu (2005) did a study on risks and investment in the provision of entrepreneurship training in which he targeted the training providers in Nairobi. Wambugu (2005) also identified low educational levels as factors that contribute to lack of growth in most business enterprises.

Overall, previous research on the effects of entrepreneurship education and training shows that entrepreneurship programs have a significant influence on entrepreneurial behaviour. However, the direction of the effect of entrepreneurship training on entrepreneurial behaviours still remains unclear. Peterman & Kennedy suggest the development of “credible methods of testing preconceived hypotheses, using control groups, large sample sizes” (Peterman & Kennedy, 2003), in order to move this young field of research beyond its exploratory stage (Alberti, 1999; Von Graevenitz *et al.*, 2010). Further, according to Byabashaija & Katono (2011), the effect of entrepreneurship education and training on entrepreneurial behaviour is limited and still undergoing empirical testing. In their study Zhang *et al.* (2013) concluded that despite the importance of entrepreneurship education it’s unusual to observe that few studies have been conducted to see the impact of entrepreneurship education on behaviour.

2.4 Conceptual Framework

The conceptual framework is a set of broad ideas used to explain the relationship between the independent variables and the dependent variables. The figure 2.1 below shows the relationship between entrepreneurial behaviour (dependent variable) and the aspects of entrepreneurial training which includes attitude, skills, knowledge and social norms



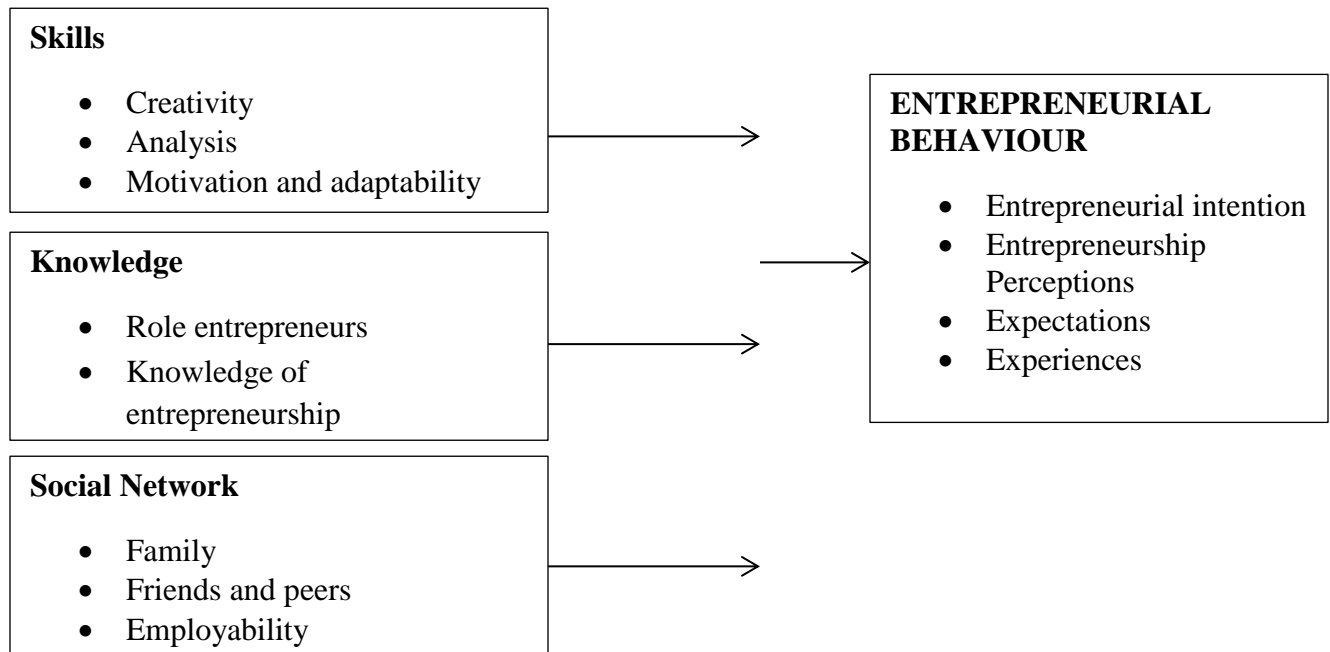


Figure 2.1 Conceptual Framework
(Source: Researcher, 2017)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the study will be conducted. It explains the research design, population sample to be used and the sampling methods applied. The section also explains the data collection methods to be applied and how the data will be analyzed to produce the required information necessary for this study.

3.2 Research Design

The study used descriptive design. Descriptive design shows an accurate profile of persons, events, or account of the characteristics, for example behaviour, opinions, abilities, beliefs, and knowledge of a particular individual, situation or group (Cooper & Schindler, 2011). The study aimed at getting the effect of entrepreneurship training on entrepreneurial behaviour of rural youth

in Bomet County. Hence, the descriptive research design was chosen since it ensures complete description of the situation, ensuring that biasness is minimized in data collection (Kothari, 2008).

3.3 Target Population

Population is the entire group under study as specified by objectives of the research; it is the universe from which the sample is to be selected (Ghauri & Gronhaug, 2005). The target population was five hundred (500) comprising of entrepreneurship trainers and youth trainees who were still attending entrepreneurship training programme in Bomet County. The researcher selected these groups to represent the entire population with due regard to the individual's ability to provide the types of information sought through the research instrument.

Table 3.1: Target Population

Population Category	Frequency	Percentage
Trainers	30	6%
Trainees	470	94%
Totals	500	100%

(Source: Researcher, 2017)

3.4 Sampling and Sampling Design

Sampling is defined as the process of selection of the appropriate number of subjects from a defined population (Kothari, 2008). The researcher divided the target population into categories of trainers and trainees. The researcher then used simple random sampling to pick respondents from each category. According to Mugenda & Mugenda (2003), a sample must be at least 10% of the target population. Therefore the minimum sample should be $10/100 \times 500 = 50$. Using this as a benchmark a sample of hundred employees was selected in the study obtained by using a sample size of 20%. A sampling ratio was established by dividing the sample size by the population size, that is, $100/500 = 0.2$. From each strata, 20% of the employees were selected.

Table 3.2: Sample Size

Population Category	Frequency	Sample Ratio	Sample Size
Trainers	30	0.2	6
Trainees	470	0.2	94
Totals	500	0.2	100

(Source: Researcher, 2017)

3.5 Data Sources and Instruments

The researcher collected data from primary sources. The primary data was used due to its nearness to the truth and ease for control over errors (Copper & Schindler, 2011). The researcher administered questionnaires containing mainly closed ended questions based on a Likert scale to the sample respondents. The Likert instrument has been shown to have acceptable levels of reliability and validity across a variety of settings. It is based on a scale of 1 – 5 (a Likert 5 type rating scale), with 5 as the most effective level and 1 as the least effective level. Hence each respondent received the same set of questions in exactly the same way. The questionnaires were prepared in line with the objectives of the study hence ensured that only relevant information was gathered. Questionnaires are most applicable where the population is literate and the information needed can be easily described in writing (Ghauri & Gronhaug, 2005).

3.5.1 Validity of Research Instrument

Validity refers to the accuracy and meaningfulness of inferences which are based on the research results (Saunders, 2009). It is the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study. Validity therefore, has to do with how accurately the data obtained in the study represents the variables of the study. If such data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. A valid measure depends on collecting accurate data. For the research instrument to be considered valid, the content selected and included in questionnaire must also be relevant to the variable being investigated. Content validity refers to the extent to which an instrument represents the factors under study. To ascertain the validity to research instrument, the questionnaires included a set of questions that test the respondents' knowledge on the effects of entrepreneurship training on entrepreneurial behaviour. Questions were formulated based on information gathered from the

literature reviewed. Furthermore, content validity was ensured by the consistency of administering the questionnaires which were distributed to the respondents by the researcher personally hence provided any clarification if required. The questions were also formulated in simple language for clarity and ease of understanding.

3.5.2 Reliability of Research Instrument

Reliability is the extent to which the measurement is random error- free and produces the same results on repeated trials (Cooper & Schindler, 2011). Cronbach alpha was used to ascertain the reliability of factors extracted from the Likert scale in the questionnaire because it determines the internal consistency or average correlation in a survey instrument. Cronbach's Alpha is a coefficient of internal consistency used as an estimate of reliability and it ranges in values from 0-1. Most researchers consider an alpha at .70 to be an acceptable criterion for adequate scale reliability. It shows the degree to which instrument items are homogenous and reflect the same underlying constructs. Cronbach's Alpha was used in the study because this method measures the reliability of a test or instrument inferred from examined scores, same test is administered twice to same subjects over certain interval (Cronbach and Shavelson, 2004)

3.6 Data Collection Procedures

The study utilized questionnaires to collect data. The selection of this tool was guided by the nature of data to be collected, time available and the objectives of the study. The tool was developed in a manner that the respondents were able to choose the easiest alternative and provided fewer opportunities for self-expression. Questions were mainly closed ended. For the precision of the study, the researchers delivered questionnaires to the respondents to be collected later. Clarifications was also made to the respondents on the information being sought.

3.7 Data Analysis and Presentation

Cooper & Schindler (2011) highlighted data analysis as inspection, cleaning, transforming and modeling data in order to highlight useful information to draw conclusions and to support decision making. Data collected from questionnaires were edited, coded to enable responses be grouped into categories. The data gathered was analyzed by use of descriptive statistics because the data

collected was quantitative and inferential statistics. This was done with the aid of computer applications, specifically the SPSS software.

The descriptive statistics helped in describing the data and determining the respondents' degree of agreement with the various statements under each factor. The use of percentages, means, and standard deviation was employed. Percentages reveal the proportions of different variables being studied for comparison; the mean shows the average and standard deviation shows the variation of the responses. For inferential statistics, regression analysis was conducted. The regression model is shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where, Y represented the dependent variable (Entrepreneurial behaviour), β_0 is a constant term, X_1 -entrepreneurship attitude, X_2 -skills and competence, X_3 -knowledge and X_4 - social network are the independent variables and ε is the error

Information was presented in the form of detailed descriptions with the use of other presentation techniques including graphs, pie charts, and tables.

3.8 Ethical Considerations

The following ethical considerations were taken into account during the study:

The need for approval of the research proposal by the school of Business at Kenyatta University was important and mandatory to give validity to the document and to show that the study was done according to approved research standards and practices.

The researcher sought permission to conduct the study from the county and the right of anonymity and confidentiality was guaranteed to the participants. This was ensured by informing the participants not to provide any personal information that may expose their identity if they do not wish so as well as give them enough information that pertain the study before data collection.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

The chapter presents research findings, data analysis, and presentations of the results of the study. These are presented based on the objectives of the study.

4.1.1 Response Rate

The study had sampled one hundred respondents which were given the questionnaires to fill. Out of this, eighty seven questionnaires were successfully filled and returned. Thus, the study achieved a response rate of 87 % which was sufficient sample to provide credibility to the findings because according to Cooper & Schindler (2008), if the response rate is 60% and above then the social scientific study can proceed.

4.2 Reliability Test

To measure the reliability of the data collection instruments an internal consistency technique Cronbach's alpha was computed using SPSS. Table 4.1 illustrates the results of the reliability test.

Table 4.1: Reliability Test

Variables	Cronbach's Alpha (α)	Internal consistency
Entrepreneurial behaviour	0.782	Good
Attitude	0.680	Acceptable
Skills	0.762	Good
Knowledge	0.701	Acceptable
Social Network	0.737	Acceptable

(Source: Research Data, 2017)

Table 4.1 above indicates that the obtained data was reliable since majority of the constructs obtained from all independent variables had a value of 0.701 to 0.782 and this was above 0.70 satisfying Oncu (2009) that an alpha coefficient higher than 0.70 indicates that the gathered data had relatively high internal consistency and could be generalized to reflect opinions of all respondents in the target population. This shows that most of these constructs had a reliability estimate higher than 0.70 except for the independent variable of attitude which had an Alpha of 0.680. However, according to Hair et al., (2007), reliability estimates falling between 0.60 and 0.70 represent the lower limit of acceptability. Thus, on this basis the variable were included in the final study.

4.3 Demographic Information

The demographic characteristics of sample respondents in this study were measured with respect to gender, age, working experience, level of education or training attained, and the respondents' position in the factory.

4.3.1 Gender of Respondents

The study sought to determine the gender of the respondents as part of the demographic characteristics. Figure 4.1 below shows their distribution.

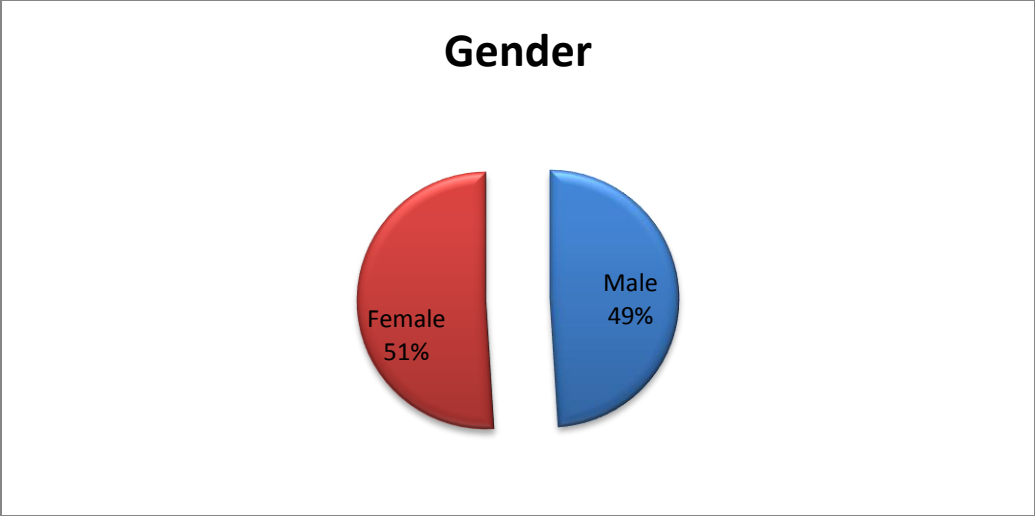


Figure 4.1: Gender of the Respondents
 (Source: Research Data, 2017)

From the total sample of 87 respondents 49% of the participants were male while the remaining 51% were female as shown in figure 4.1 above.

4.3.2 Age of Respondents

The respondents we also asked to show their average age, the summary of their age distribution is illustrated in Figure 4.2 below

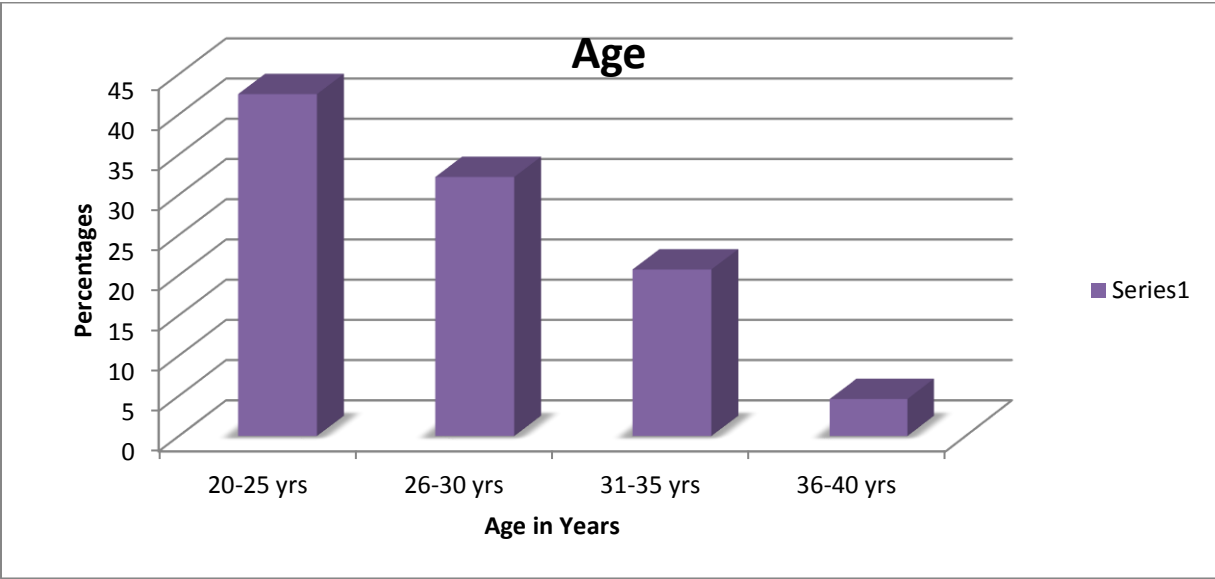


Figure 4.2: Age Distribution of Respondents

(Source: Research Data, 2017)

The study had sought to establish the average age of the respondents undergoing entrepreneurship training in Bomet County. The study established that the age of the majority of the respondents as at the time of study lay between 20 and 30 years representing 70% as shown in the Figure 4.2 above.

4.3.3 Length of Entrepreneurship Training

The study sought to determine the period of entrepreneurship training of the respondents. The responses collected are shown in Figure 4.3 below. It was established that majority of the respondents, the trainees, have been in the training for at least three months. Figure 4.3 below displays the average distribution in terms of the length of time that they have been in training in all the respondents sampled.

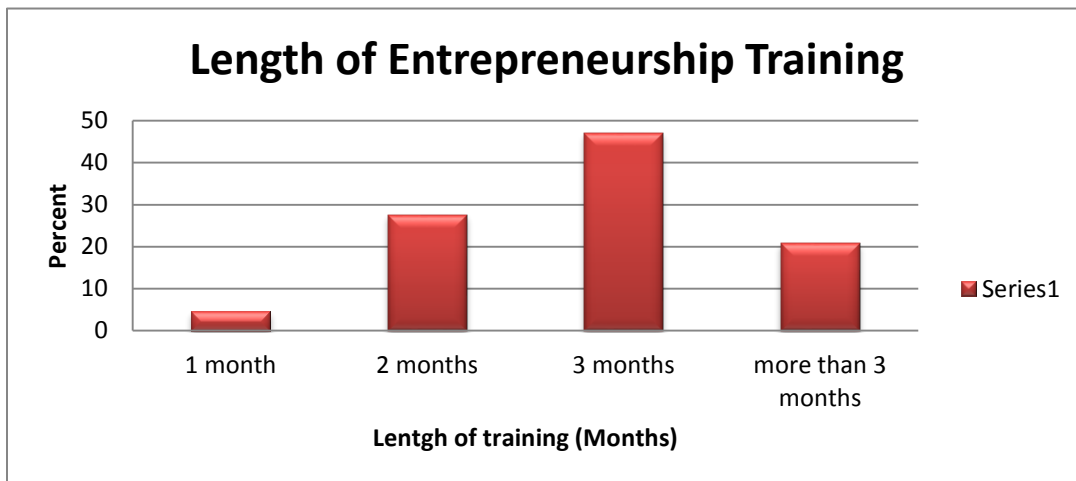


Figure 4.3: Length of Training

(Source: Research Data, 2017)

4.3.4 Level of Education

Educational background of the respondents was one of the critical demographic factors surveyed by the study. Figure 4.4 below shows the distribution of the level of education or training attained by the respondents.

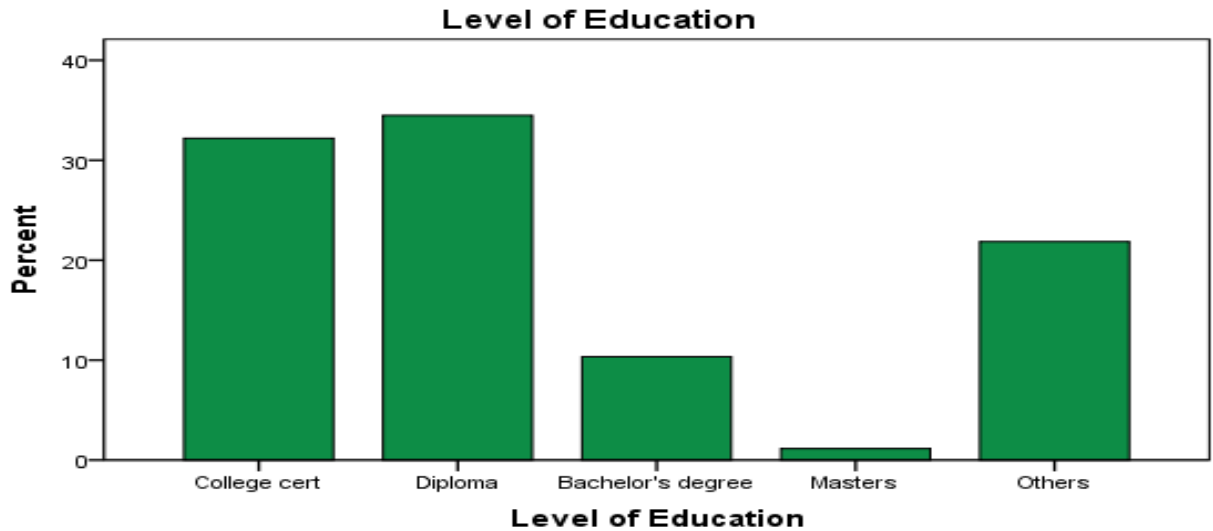


Figure 4.4: Respondents level of Education
 (Source: Research Data, 2017)

From the data collected, it was established that majority of the respondents had a Diploma certificate followed by College Certificate with the least having Master’s degree as shown in the figure.4.4 above. This concurred with Joppe (2005) that during research process, respondents with technical knowledge on the study problem assists in gathering reliable and accurate data on the problem under investigation. This demonstrated that majority of the respondents were qualified professionals with technical knowledge on the study problem and thus provided the study with reliable information. However, the ‘others’ section represented those with Primary and/ or Secondary Certificate only but they are also undergoing entrepreneurship training in the region.

4.3.5 Respondents Category Positions

The study had categorized the respondents into two groups, that is, trainers and trainees. Figure 4.5 below illustrates their percentage distribution

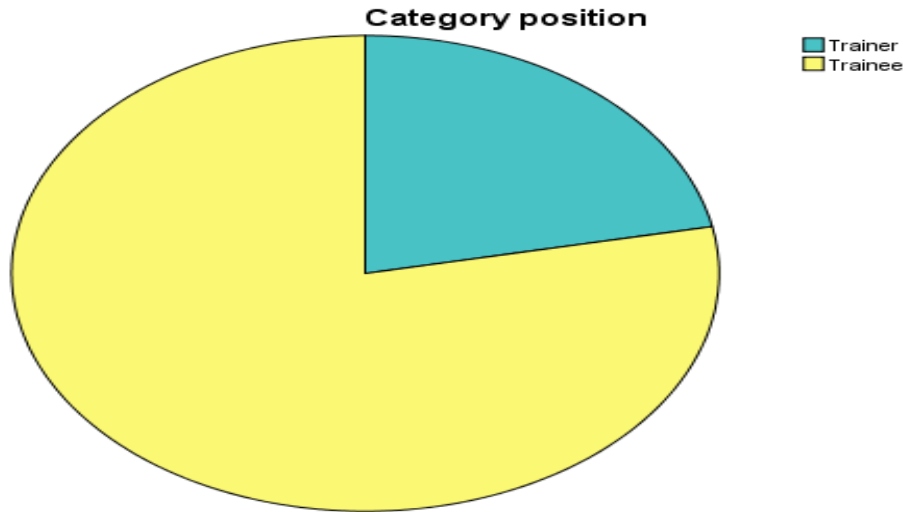


Figure 4.5: Respondents Category Positions

(Source: Research Data, 2017)

From the results 22% responded in the trainer position, while 78% of the trainees responded.

4.4 Analysis of Entrepreneurial Behaviour

The objective of the research was to establish the relationship between entrepreneurship training and entrepreneurial behaviour of the rural youth in Bomet County. A questionnaire was used to collect data which was in a 5 point Likert scale which signified the extent to which the respondents agreed with the proposed items in the questionnaire. On the 5 point Likert scale 1 represented strongly disagree and 5 which was the maximum represented strongly agree. The study used the mean scores to establish the average number of responses received from each item in the questionnaire and standard deviation which describes how much variation or diversity there is in a distribution.

To understand the influence of organizational strategy on project performance, the respondents were asked to indicate the extent to which they agreed with various statements provided in the questionnaire. Table 4.2 below shows their responses based on their mean score and standard deviation.

Table 4.2: Aspects of Entrepreneurial Behaviour

	Mean	Std. Deviation
1. I am ready to do anything to be an entrepreneur	4.4368	.72659
2. My professional goal is to become an entrepreneur	4.3678	.57293
3. I will make every effort to start and run my own business	4.5057	.54716
4. Entrepreneurial education is an important determinant of entrepreneurial behaviours.	4.2184	.55876
5. I have very seriously thought of starting a firm	4.2759	.54324
6. I have the firm behaviour to start a business some day	4.1860	.81682

(Source: Research Data, 2017)

As illustrated in Table 4.2 above entrepreneurship training has a great influence on entrepreneurial behaviour of the rural youth in Bomet County. This is because to a large extent, majority of the respondents strongly agreed that: they are ready to do anything to be entrepreneurs (M=4.436); they will make every effort to start and run their own business (M=4.505); they indicated that their professional goal was to become entrepreneurs (M=4.367); they had very seriously thought of starting a firm (M=4.275); they had the firm behaviour to start a business some day and asserted that entrepreneurial education was an important determinant of entrepreneurial behaviour as shown by a mean of 4.186 and 4.218 respectively. These findings strongly indicate that there is a positive relationship between entrepreneurship training and entrepreneurial behaviour which concurs with the results of Fayolle *et al.* (2008), and Souitaris *et al.* (2007) who confirm a positive impact of entrepreneurship education programmes on entrepreneurial behaviour.

4.5 Analysis of Specific Objectives

4.5.1 Attitude and Entrepreneurial Behaviour

Table 4.3 below illustrates the extent to which attitude influences entrepreneurial behaviour.

Table 4.3: Aspects of Attitude

	Mean (M)	Std. Deviation
1. Being an entrepreneur implies more advantages than disadvantages to me,	4.2759	.65927

2. A career as entrepreneur is attractive for me and would entail a great satisfaction for me	4.2184	.70588
3. If I had the opportunity and resources, I would like to start a business	4.3563	.57013
4. I am determined to create a venture	4.3003	.52776
5. I am not afraid to take a risk in business	4.4023	.65521

(Source: Research Data, 2017)

On the basis of mean response scores, the respondents tended to agree to most of the items as shown in Table 4.3 above. They strongly agreed that they were not afraid of taking risks in business (M= 4.402); that if they had the opportunity and resources, they would like to start businesses (M=4.3563); and that they are determined to create ventures (M=4.3003). They also agreed that being an entrepreneur implied more advantages than disadvantages and that a career as entrepreneurship was attractive for them and would entail great satisfaction as shown by a mean of 4.276 and 4.218 respectively. The high attitude towards entrepreneurship of the respondents clearly indicates that they are in favor of entrepreneurship than other occupational options.

4.5.2 Skills and Entrepreneurial Behaviour

Table 4.4 below shows that extent to which skills influence entrepreneurial behaviour of the rural youth in Bomet County. On the overall, majority of the respondents agreed to the statements provided on Likert scale

Table 4.4: Aspects of Skills

	Mean	Std. Deviation
1. Training enabled me to identify and exploit a business opportunity	4.4368	.72659
2. Through training I have been able to analyze and handle different situations with ease	4.2414	.77708
3. Entrepreneurship training motivated me to be creative in developing a business or building something of value	4.2759	.62300
4. Training enhance competence to organize the necessary resources to respond an opportunity	4.3333	.64098

(Source: Research Data, 2017)

On the overall, the respondents indicated strongly that training has enabled them identify and exploit business opportunities (M= 4.436); that entrepreneurship training enhance competence to organize the necessary resources to respond an opportunity (M= 4.333); and that entrepreneurship training has motivated them to be creative in developing a business or building something of value as well as analyze and handle different situations with ease as indicated by mean of 4.275 and 4.241 respectively as summarized in Table 4.4 above.

4.5.3 Knowledge and Entrepreneurial Behaviour

Knowledge scale consisted of five items reflecting on the aspects of knowledge and their influence on entrepreneurial behaviour. On the basis of mean response scores, the respondents tended to agree to most of the items as shown in Table 4.5 below.

From the findings, entrepreneurship training helps the students to learn and identify new business opportunities (M= 4.356), enhance the number and innovation of opportunities for doing business (M=4.172), developing the learners' entrepreneurial skills (M=4.443) and getting knowledge about starting new business venture in a better and faster way (M=4.459). The respondents also acknowledged that learning important entrepreneurial skills and competencies leads to perceive new feasible venture, thus affect one's perceived behavioural change to entrepreneurial behaviour

Table 4.5: Aspects of Knowledge

	Mean	Std. Deviation
1. Entrepreneurship education/training helps the students to learn and identify new business opportunities	4.3563	.57013
2. I am aware that knowledge leads to enhance the number and innovativeness of opportunities of doing business	4.1724	.48721
3. Entrepreneurial training helps in developing learners entrepreneurial skills.	4.4483	.58585
4. I am aware that learning important entrepreneurial skills and competencies leads to perceive new feasible venture, thus affect one's perceived behavioural change to entrepreneurial behaviour	4.3793	.67848
5. Entrepreneurship training enables one to get knowledge about starting new business venture in a better and faster way	4.4598	.54569

(Source: Research Data, 2017)

4.5.4 Social Network and Entrepreneurial Behaviour

Four items were used to seek the respondents' level of agreement with the statements containing aspects indicating the extent to which social network influence entrepreneurial behaviour of the rural youth in Bomet County. Table 4.6 illustrates their responses based on their mean scores and standard deviation.

Table 4.6: Aspects of Social Network

	Mean	Std. Deviation
1. Peers have a greater role in influencing one's decision to become entrepreneurs	3.7126	1.04445
2. Other people's beliefs and opinions will influence one's behavioural behaviour towards entrepreneurship	3.8621	.83767
3. Cultural, social, and economic factors affects the entrepreneurial behaviour	4.1954	.84687
4. Expectations of family and friends influence an individual for entrepreneurial behavior	3.9885	.67332

(Source: Research Data, 2017)

The results showed that to a large extent, social network influence entrepreneurial behaviour. This is because the respondents strongly agreed that cultural, social, and economic factors affect the entrepreneurial behaviour and that expectation of family and friends influence an individual for entrepreneurial behavior as shown by a mean of 4.194 and 3.988 respectively. Further the respondents indicated that other people's beliefs and opinions will influence one's behavioural behaviour towards entrepreneurship (M= 3.862). The findings indicate that there were varied responses, as shown by a standard deviation of 1.044, in regard to whether peers have a greater role in influencing one's decision to become entrepreneurs

The study also established that people in close environment of the respondents do have a great influence on their decision to start a business. On a 5 point Likert scale where 1 indicated total disapproval and 5-total approval, their responses indicate that 66% of close family will approve of their decision to start a venture while 34% will totally approve. In regard to friends, 5% will totally disapprove, 10% were neutral, 56% will approve while 29% will totally approve. Regarding the influence of their colleagues, 7% of the respondents indicated that they will disapprove, 13% were neutral, 45% will approve and 35% will totally approve as shown in Table 4.7 below

Table 4.7: Approval Rate

Category	Extent of Approval (in Percentages)				
	Total Disapproval	Disapproval	Neutral	Approval	Total Approval
Close Family	0%	0%	0%	66%	34%
Friends	5%	0%	10%	56%	29%
Colleagues	0%	7%	13%	45%	35%

(Source: Research Data, 2017)

4.6 Regression Analysis

To establish the relationship between the variables under study, multiple regression analysis was conducted. The model used for the regression analysis was expressed in the general form as given below: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Regression analysis was used to establish the relationship between independent variables: X_1 - Attitude, X_2 -Skills, X_3 -Knowledge, and X_4 - Social Network and the dependent variable (Y) Entrepreneurial behaviour.

As per the above model entrepreneurial behaviour was used as the dependent variable (Y) and independent variables included X_1 , X_2 , X_3 and X_4 . To interpret the outcomes of multiple regression analysis, the study focused on three major elements which were the coefficient of multiple determinations, the regression coefficients and the standard error of estimate. The R is the multiple

correlation coefficients that indicate the extent to which multiple independent variables are related to the dependent variable. R square (R^2) is the coefficient of determination which shows the extent to which changes in dependent variables can be explained by the change in independent variables. It shows the percentage of variation on the dependent variable (entrepreneurial behaviour) that is explained by all the four independent variables (Attitude, Skills, Knowledge and Social Network). R squared is the percentage of variation in the dependent variable explained by the regression model (Saunders, 2009). The results of multiple regression analysis were presented in Table 4.8 below.

Table 4.8: Coefficient of Determination

Model	R	R Square (R^2)	Adjusted Square	R	Std. Error of the Estimate	Sig.
1	.961	.927		.899	.294591	0.05

(Source: Research Data, 2017)

As illustrated in Table 4.8 above, the value of R-squared is .927 which is close to 100 and this implies that the regression model can be used to describe the relationship between entrepreneurial behaviour and entrepreneurship training. This matched with Mugenda and Mugenda (2003) that R-squared is usually between 0 and 100%: 0% shows that the model explains none of the variability of the response data around its mean and 100% indicates that the model explains all the variability of the response data around its mean. As a general rule, the higher the R-squared, the better the model fits the data. Table 4.8 presents the model of the effects of entrepreneurship training on entrepreneurial behaviour of rural youth in Bomet County with the coefficient of determination $R^2 = 0.927$ and $R = 0.961$ at 0.05 significance level. The coefficient of determination indicates that 96.1% of the variation in the influence of entrepreneurship training on entrepreneurial behaviour can be described by X_1 -Attitude, X_2 -Skills, X_3 -Knowledge, and X_4 -Social Network. The remaining 3.9% of the variation of other factors of entrepreneurship training and entrepreneurial behaviour are affected by other variables not examined in the model. This model has a good fit since the value is above 75%.

4.6.1 Multiple Regression Analysis

Multiple regression analysis was further conducted to establish the relationships between entrepreneurship training and entrepreneurial behaviour. This analysis determined the proportion of variance in entrepreneurial behaviour scores as determined by independent variable scores. Multiple regression analysis was also used in this study to determine the strength of their dependency.

The equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$) becomes $Y = .154 + 0.773X_1 + .706X_2 + .897X_3 + .782X_4$ as shown in Table 4.9 below. The multiple regression values in the table indicated that 77.3 % of the variance in attitude, 70.6 % of the variance in skills, 89.7 % of the variance in knowledge, and 78.2% of the variance in social network representing the independent variables as shown by linear regression have a significant effect on the entrepreneurial behaviour. It should also be noted that all predictor variables, that is, attitude, skills, knowledge and social network β -values were positive. This was an indication that attitude, skills, knowledge and social network are directly proportional to entrepreneurial behaviour of rural youth in Bomet County, in which case an improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the County. The t-ratings indicate, with more than 95 % confidence, that these linear associations are statistically significant.

Table 4.9: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.154	.203			.000
	X ₁	.773	.111	.086	.835	.001
	X ₂	.706	.163	.050	1.648	.003
	X ₃	.897	.127	.000	.359	.004
	X ₄	.782	.108	.110	1.929	.000

(Source: Research Data, 2017)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses overall findings with the aim of answering the research questions. The chapter also presents the conclusions and recommendations from the current study based on the effects of entrepreneurship training on entrepreneurial behaviour of rural youth in Bomet County.

5.2 Summary of Findings

The main objective of the study was to establish the influence of entrepreneurship on entrepreneurial behaviour of rural youth in Bomet County. The study was guided by the following specific objectives: to determine the effect of attitude, skills, knowledge and social network/norm on entrepreneurial behaviour of rural youth in Bomet County. The target population comprised the trainers and trainees totaling to five hundred and a sample size of hundred respondents was selected. Out of this, eighty seven questionnaires were successfully filled and returned. The study, therefore, achieved a response rate of 87 % which was sufficient sample to provide credibility to the findings because according to Cooper & Schindler (2008), if the response rate is 60% and above then the social scientific study can proceed.

The study sought to determine the demographic data of the respondents in relation to gender, age, length of training, level of education and category position in the program. The study established

that most of the respondents were female; the average age of the majority of the respondents at the time of the study laid between 20 and 25 years many of them being the trainees and they had been in training programme for at least three months. In addition, it was established that majority of the respondents had a Diploma certificate followed by College Certificate with the least having Master's degree. This concurred with Joppe (2005) that during research process, respondents with technical knowledge on the study problem assists in gathering reliable and accurate data on the problem under investigation. This demonstrated that majority of the respondents were qualified professionals with technical knowledge on the study problem and thus provided the study with reliable information

The study sought to establish the influence of entrepreneurship training on entrepreneurial behaviour of rural youth in Bomet County. The findings indicated that entrepreneurship training did have great influence on entrepreneurial behaviour of the rural youth in Bomet County. This is because to a large extent, majority of the respondents strongly agreed that: they were ready to do anything to be entrepreneurs; they would make every effort to start and run their own business; they indicated that their professional goal was to become entrepreneurs. Also, the respondents showed that they had very seriously thought of starting a firm; they had the firm behaviour to start a business some day and asserted that entrepreneurial education was an important determinant of entrepreneurial behaviour. These findings strongly indicated that there was a positive relationship between entrepreneurship training and entrepreneurial behaviour which concurs with the results of Fayolle et al. (2008), and Souitaris et al. (2007) who confirm a positive impact of entrepreneurship education programs on entrepreneurial behaviour.

Regarding the effect of attitude on entrepreneurial behaviour, the study found that majority of the respondents strongly agreed that they were not afraid of taking a risk in business; that if they had the opportunity and resources, they would like to start a business and that they were determined to create a venture. They also agreed that being an entrepreneur implied more advantages than disadvantages and that a career in entrepreneurship was attractive to them and would entail great satisfaction. The high attitude towards entrepreneurship of the respondents clearly indicates that they were in favor of entrepreneurship than other occupational options. This attitude of the respondents clearly shows the respondents level of entrepreneurial behaviour and intention towards entrepreneurship which concurs with Byabashaija & Katono (2011) who pointed that

attitude of an entrepreneur is assessed based on personal characteristics which include sense of initiative, risk propensity, self-efficacy, and need for achievement as well as determination to start and succeed in a venture.

The study further sought to establish the influence of entrepreneurship skills on entrepreneurial behaviour of rural youth in Bomet County. On the overall, the respondents indicated strongly that training had enabled them to identify and exploit business opportunities; that entrepreneurship training enhanced competence to organize the necessary resources to respond to an opportunity and that entrepreneurship training had motivated them to be creative in developing businesses or building something of value as well as analyze and handle different situations with ease. These results are in agreement with the findings of Linan (2009) who established that individuals who have entrepreneurial skills are more prone to adopt entrepreneurial behaviour than those who do not have those skills as they can easily identify and exploit business opportunities in their environment.

In regard to the influence of knowledge on entrepreneurial behaviour, the study found that entrepreneurship training helps the students to learn and identify new business opportunities, enhance the number and innovation of opportunities for doing business, helps in developing the learners' entrepreneurial skills and to get knowledge about starting new business venture in a better and faster way. The respondents also acknowledged that learning important entrepreneurial skills and competencies led to perceiving new feasible venture, thus affecting one's perceived behavioural change to entrepreneurial behaviour. These results echo the views of Tkachev & Kolvereid (2011) research who found positive association between knowledge of entrepreneurship and entrepreneurship career behaviour.

Finally, the study sought to determine the extent to which social network influence entrepreneurial behaviour of rural youth in Bomet County. The results showed that to a large extent, social network influence entrepreneurial behaviour. This is because the respondents strongly agreed that cultural, social, and economic factors affect the entrepreneurial behaviour and that expectation of family and friends influence an individual for entrepreneurial behavior. These findings share the views of Meek et al. (2010) and Kennedy et al. (2008) who pointed that social norms help an individual in changing behavior according to environment and that social network have influence on entrepreneurial behavior because expectations of family and friends influence an individual for

entrepreneurial behaviour. Further the respondents indicated that other people's beliefs and opinions would influence one's behavioural behaviour towards entrepreneurship. They also agreed that peers had a greater role on one's decision to become entrepreneurs which agrees with Pihie (2009) who showed that peer group has significant effect on entrepreneurial behaviour and a source for social interaction. Peers have a greater role in influencing one's decision to become entrepreneurs and they help them in determining entrepreneurial careers which provides them information, knowledge and guidance as well as moral supports (Keat, 2011).

The study also established that people in close environment of the respondents do have a great influence on their decision to start a business. On a 5 point Likert scale where 1 indicated total disapproval and 5-total approval, their responses indicate that 66% of close family will approve of their decision to start a venture while 34% will totally approve. In regard to friends, 5% will totally disapprove, 10% were neutral, 56% will approve while 29% will totally approve. Regarding the influence of their colleagues, 7% of the respondents indicated that they will disapprove, 13% were neutral, 45% will approve and 35% will totally approve

5.3 Conclusions

From the regression analysis, all the factors of entrepreneurship training studied, that is, attitude, skills, knowledge and social network/norms have a significant effect on entrepreneurial behaviour of rural youth in Bomet County. 77.3 % of the variance in attitude, 70.6 % of the variance in skills, 89.7 % of the variance in knowledge, and 78.2% of the variance in social network representing the independent variables as shown by linear regression has a significant effect on the entrepreneurial behaviour. It should also be noted that all predictor variables, that is, attitude, skills, knowledge and social network β -values were positive. This was an indication that attitude, skills, knowledge and social network are directly proportional to entrepreneurial behaviour of rural youth in Bomet County, in which case an improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the County. From these it can be concluded that although skills have a stronger influence on project performance, all these variables have a significant relationship with the dependent variable.

In regard to the influence of attitude on entrepreneurial behaviour, the regression analysis results showed a positive influence. Findings also showed that participation in entrepreneurship

education/training has a positive and significant effect on attitude towards entrepreneurship of the rural youth in Bomet County. Attitudes toward behaviour measures the degree to which a person thinks positively about performing the behaviour of becoming an entrepreneur and from the findings it can be concluded that the youth in the area are in favor of entrepreneurship than other occupational options as seen by their determination to start a business if they had the opportunity and resources, as well as their indication that they are not afraid to take risks.

Nabi et al. (2010) emphasized that the level of skills of entrepreneur is assessed based on their creativity, analyzing ability, motivation, networking and adaptability. From the findings, it can be concluded rural youth in Bomet County have managed to attain these entrepreneurial skills which has greatly geared them towards entrepreneurial behaviour. This is because they strongly indicated that training has enabled them to identify and exploit business opportunities, enhanced their competence and had motivated them to be creative in developing a business as well as analyze and handle different situations with ease.

Social networks or subjective norms measure the respondent's perception of what people in his/her network would think if the respondent became an entrepreneur. It refers to the social and cultural pressure to perform a specific behaviour. In this respect, the expectations of friends, family, peers, networks or mentors regarding the desirability of becoming an entrepreneur are of specific importance. From the discussion social network greatly influence entrepreneurial behaviour of rural youth in Bomet County. Entrepreneurial behaviour is developed among entrepreneurs through the interaction within their social circle. Cultural norms and values helped entrepreneur to take risks and bring new ideas. Family plays stronger role in entrepreneurial behaviour and helped entrepreneurs in start-up of new business through moral and financial help. Peers also play an important role in shaping behaviour towards entrepreneurship in the county especially through social networking.

5.4 Recommendations

The following recommendations are made in the light of the findings and conclusions of this research so as to aid the County government and the management of entrepreneurship training institutions to enhance and improve performance of their trainees to enhance their business success.

Since employment opportunities are decreasing day by day in government sector, national government as well as county governments should help the rural youth in establishing small and medium entrepreneurial ventures by enhancing entrepreneurship training and providing loans to the young graduates. This can contribute positively to engage people in business related activities at all level.

Government should make flexible policies to attract young graduates to be entrepreneurs to develop their socio-economic status. Also, the government should facilitate entrepreneurial training programmes for the youth so as to enable them to develop the right skills, knowledge and competence in entrepreneurship.

The study also recommends that families and peer groups should share their knowledge, skills, ideas and network with one another so as to build stronger entrepreneurial behaviour and ensure business success.

Successful local businessmen and elders of the families, who have already been doing family business, should also disseminate business ideas among other members of the family through socialization and informal education so as to enhance the entrepreneurial behaviour of the rural youth not only in Bomet County but also in other counties.

5.5 Areas for Further Research

From the analysis, the independent variables studied explain only (96.1%) of the relationship between entrepreneurship training and entrepreneurial behaviour. The remaining 3.9% of the variation of other factors of entrepreneurship training and entrepreneurial behaviour are affected by other variables not examined in the study. Hence further studies should be done to establish these other factors. Also, the same study should be carried out in other counties to find out if the same results will be obtained.

REFERENCES

- Ahmed, I., Nawaz, M. M., Ahmad, Z., Shaukat, M. Z., Usman, A., Rehman, W. & Ahmed, N., (2010). Determinants of students' entrepreneurial career behaviours: evidence from business graduates. *European Journal of social sciences* 15, (2), 88-109.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology* 32, 1-20.
- Ajzen, I. (2001). Attitudes. *Annual Review of Psychology*, 52, 27-58.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behavior and Human Decision Processes* 50, 179-211.
- Ajzen, I. (1988). *Attitudes, Personality, and Behavior*. Milton Keynes: Open University Press.
- Bakotic, D., & Kruzic, D. (2010). Students' Perceptions and Behaviours Towards Entrepreneurship: The Empirical Findings From Croatia. *The Business Review, Cambridge*, 14(2), 209.
- Birch, D. (2000). *Job Creation in America*. Free Press, New York.
- Cooper, D. R. & Schindler, P. S. (2011). *Business Research Methods*, 11th edition.
- Davidsson, P. (1995). *Determinants of entrepreneurial behaviours*. Paper presented at the RENT IX Conference, Workshop in Entrepreneurship Research, Piacenza, November, 23-24.
- Davidsson, P., Delmar, F. & Wiklund, J. (2006). *Entrepreneurship as Growth: Growth as Entrepreneurship*. Edward Elgar Publishing, United Kingdom, England, Cheltenham, pp. 21-38
- Dyer Jr., G.W. (2004). *Toward a theory of entrepreneurial careers*. *Entrepreneurship Theory and Practice*. 19 (2), 7-21.
- European Commission (2008). *Entrepreneurship in Higher Education, Especially Within Non-B Business Studies*. European Commission, Brussels
- Fayolle, A., Gailly, B. & Lassas-Clerc, N. (2008). Assessing the impact of entrepreneur ship education programmes: a new methodology. *Journal of European Industrial Training* 30 (9), 701-720.
- Gelderens, M., Brand, M., van Praag, M., & Bodewes, W. (2008). Explaining entrepreneurial behaviours by means of the theory of planned behavior. *Career Development International Journal*, 13, (6), 538-559.

- Guerrero, M., Rialp, J., & Urbano, D. (2008). The impact of desirability and feasibility on entrepreneurial behaviours: A structural equation model. *International Entrepreneurship Management Journal*, 4, 35-50.
- Hisrich, R. D. M & Peters P. (2008). *The Individual Entrepreneur in Entrepreneurship*. McGraw Hill Publishing.
- Hytti, U., & Kuopusjarvi, P. (2004). *Evaluating and measuring entrepreneurship and enterprise Education: methods, tolls and practices*
- Izedonmi, P. F. & Chinonye, O. (2010). The Effect of Entrepreneurship Education on Students' Entrepreneurial Behaviours. *Global Journal of Management and Business Research*, 10, (6), 44-87
- Keat, O. Y., Selvarajah C. & Meyer, D., (2011). Inclination towards entrepreneurship among University students: An empirical study of Malaysian university student. *International Journal of Business and Social Science*, 2, (4), 206-220
- Kelley, D., Bosma, N., & Amorós, J. E. (2010). *Global Entrepreneurship Monitor: 2010 Global Report*. Babson College, Wellesley, MA
- Kennedy, J., Drennan, J., Renfrow P. & Watson, B. (2013). *Situational factors and entrepreneurial behaviours*. Paper presented at, 16th Annual conference of small enterprise of Australia and New Zealand.
- Kermit, W. (2008). Entrepreneurial Behaviour Research: Implications for entrepreneurship education. *Journal of Entrepreneurship Education*, Annual.
- Krueger, N.F. & Carsrud, A.L. (1993). Entrepreneurial behaviours: applying the theory of planned behaviour. *Entrepreneurship and Regional Development Journal* 5, 315-30.
- Krueger, N.F., Reilly, M.D. & Carsrud, A.L. (2006). Competing models of entrepreneurial behaviours. *Journal of Business Venturing* 15, 411-32.
- Kuratko, D.F. (2005). The emergence of entrepreneurship education: development, trends, and challenges. *Entrepreneurship Theory and Practice* 29 (5), 577-598.
- Linan F., & Chen, Y.W. (2009). *Development and cross-cultural application of a specific instrument to measure entrepreneurial behaviours*. *Entrepreneurship: Theory & Practice* (3), 593-617.
- McMullen, J.S, Shepherd D.A. (2006). Entrepreneurial Action and the Role of Uncertainty in the Theory of the Entrepreneur. *Academy of Management Review*, 31, (1), 132-152
- Meek, W. R., Pacheco, D. F. & York, J. G., (2010). The impact of social norms on entrepreneurial action: Evidence from the environmental entrepreneurship context. *Elsevier Journal of Business Venturing*, 25, 493-509.
- Mugenda, O. & Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative approaches*. Nairobi, Acts Press.

- Nabi, G., Holden, R., Walmsley, A. (2006). Graduate career-making and business start-up: a Literature review. *Education and Training Journal*, 48,(5), 373-385.
- O'Hara, B. (2011). *Entrepreneurship in Ireland*. Gill and MacMillan, Dublin
- Oosterbeek, H., van Praag, M. & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review* 54, (4), 42–454.
- Peterman, N. & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of Entrepreneurship. *Entrepreneurship Theory and Practice* 28 (2), 129-144.
- Pihie, Z. A. L. (2009). Entrepreneurship as a career choice: an analysis of entrepreneurial self-efficacy and behaviour of university students. *European Journal of Social Sciences*, Volume 9, (2), pp.338-349.
- Pittaway, L., & Cope, J. (2007). Entrepreneurship Education: A Systematic Review of the Evidence. *International Small Business Journal*, 25(5), 479-510.
- Rae, D. (2012). *Enterprise & Entrepreneurship Education: The New Curriculum Guidelines in Ireland and the UK*. ISBE Conference, Dublin, November 6
- Robinson, P. B., & Sexton, E. A. (2004). The effect of education and experience on self-employment success. *Journal of Business Venturing*, 9(2), 141-156.
- Shane, S., & Venkataraman, S. (2008). The Promise of Entrepreneurship as a Field of Research. *Academy of Management Review*, 25(1), 217-226.
- Shapiro, A., & Sokol, L. (1982). *The social dimensions of entrepreneurship*. In C. Kent, P. Sexton, D., Vesper, K. (Ed.), *Encyclopedia of Entrepreneurship*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Souitaris, V., Zerbinati S. & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial behaviour of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing* 22 (4), 566-591.
- Thompson, E. R. (2009). Individual Entrepreneurial Intent: Construct Clarification and Development of an Internationally Reliable Metric. *Entrepreneurship: Theory & Practice*, 33(3), 669-694.
- Tkachev, A., & Kolvereid, L. (2009). Self-employment behaviours among Russian students. *Entrepreneurship & Regional Development*, 11(3), 269-280.
- Turker D. & Selcuk S. (2008). Which factor affect entrepreneurial behaviour of university students. *Emerald journal of European industrial training*, 33(2), 142-159
- Von Graevenitz, G., Harhoff, D., & R. Weber (2010). The effects of entrepreneurship Education. *Journal of Economic Behavior & Organization* 76 (1), 90–112.
- Zhao, H., Seibert, C., & Hills, C. (2005). The mediating role of self-efficacy in the development of entrepreneurial behaviours. *Journal of Applied Psychology*, (90), 1265-1272.

APPENDICES

APPENDIX I: INTRODUCTORY LETTER

To whom it may concern,

Ref: Academic Research.

I am a student at Kenyatta University doing an academic research on “*Effect of entrepreneurship training on entrepreneurial behaviour of the rural youth in Bomet County*”. The study is in partial fulfilment for the award of Master of Degree in Business Administration (Entrepreneurship option).

The purpose of this letter is therefore to request that you kindly fill the attached questionnaire that provides necessary information relating to the research. The information provided in the questionnaire will solely be used for academic purposes and will be treated with utmost confidentiality.

Your assistance will be highly appreciated.

Yours Sincerely,

Rose Nasonga

APPENDIX II: RESEARCH QUESTIONNAIRE

Part 1

Section A: Respondents' Demographic characteristics

1. Indicate your Gender?

Male [] Female []

2. What is your age?

Between 20 -25 [] Between 26-30 [] Between 31-35 []
Between 36-40 [] Between 41-45 [] 46 and above []

3. How long have you been in the training?

1-month [] 2 months [] 3months [] more than 3 months []

4. What is your highest level of education and/or training attained?

College certificate [] Diploma [] Bachelor's Degree [] Masters []

Others (Specify).....

5. What is your category position in the program?

Trainer[] Trainee []

Part II

Sec B: Entrepreneurial Behaviour

To what extent do you agree with the following statements: Where, 1= Strongly disagree
2= Disagree 3= Neither disagree nor agree 4= Agree 5= Strongly agree

	1	2	3	4	5
1.I am ready to do anything to be an entrepreneur					
2.My professional goal is to become an entrepreneur					
3.I will make every effort to start and run my own business					
4.Entrepreneurial education is an important determinant of entrepreneurial behaviours.					
5.I have very seriously thought of starting a firm					
6.I have the firm behaviour to start a business some day					

Sec C: Attitude

To what extent do you agree with the following statements: Where, 1= Strongly disagree
2= Disagree 3= Neither disagree nor agree 4= Agree 5= Strongly agree

	1	2	3	4	5
1. Being an entrepreneur implies more advantages than disadvantages to me,					
2. A career as entrepreneur is attractive for me and would entail a great satisfaction for me					
3. If I had the opportunity and resources, I would like to start a business					
4. I am determined to create a venture					
5. I am not afraid to take a risk in business					

Sec D: Skills

To what extent do you agree with the following statements: Where, 1= Strongly disagree
2= Disagree 3= Neither disagree nor agree 4= Agree 5= Strongly agree

	1	2	3	4	5
1. Training enabled me to identify and exploit a business opportunity					
2. Through training I have been able to analyze and handle different situations with ease					

3. Entrepreneurship training motivated me to be creative in developing a business or building something of value					
4. Training enhance competence to organize the necessary resources to respond an opportunity					

Sec E: Knowledge

To what extend do you agree with the following statements: Where, **1= Strongly disagree**
2= Disagree **3= Neither disagree nor agree** **4= Agree** **5= Strongly agree**

	1	2	3	4	5
1. Entrepreneurship education/training helps the students to learn and identify new business opportunities					
2. I am aware that knowledge leads to enhance the number and innovativeness of opportunities of doing business					
3. Entrepreneurial training helps in developing learners entrepreneurial skills.					
4. I am aware that learning important entrepreneurial skills and competencies leads to perceive new feasible venture, thus affect one's perceived behavioural change to entrepreneurial behaviour					
5. Entrepreneurship training enables one to get knowledge about starting new business venture in a better and faster way					

Sec F: Social Network

- a) If you decided to create a firm, would people in your close environment approve of that decision? Where; 1-Total disapproval, 2- Disapproval, 3- Neutral, 4-Approval and 5- total approval.

	1	2	3	4	5
Your close family					
Your friends					
Your colleagues					

- b) To what extend do you agree with the following statements: Where, 1= Strongly disagree
 2= Disagree 3= Neither disagree nor agree 4= Agree 5= Strongly agree

	1	2	3	4	5
1. Peers have a greater role in influencing one's decision to become entrepreneurs					
2. Other people's beliefs and opinions will influence one's behavioural behaviour towards entrepreneurship					
3. Cultural, social, economic and cultural factors affects the entrepreneurial behaviour					
4. Expectations of family and friends influence an individual for entrepreneurial behavior					

Thank You for Your Cooperation.