



**YOUTH ENTREPRENEURSHIP:
NEW PERSPECTIVES, PRACTICES AND POLICIES IN KENYA
MASTERS THESIS
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**YOUTH ENTREPRENEURSHIP: NEW PERSPECTIVES, PRACTICES
AND POLICIES IN KENYA**

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Mercyann Mukami MURAGU'ın "Youth Entrepreneurship: New Perspectives, Practices And Policies in Kenya" başlıklı tezi 25 Ekim 2021 tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca toplanan İşletme Anabilim Dalı Yönetim ve Organizasyon Bilim Dalında, yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

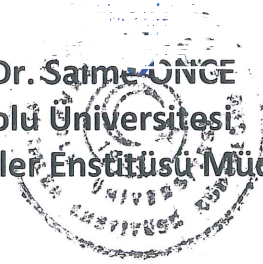
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ÖZET

GENÇ GİRİŞİMCİLİĞİ:

KENYA'DA YENİ YAKLAŞIMLAR, UYGULAMALAR VE POLİTİKALAR

Mercyann Mukami MURAGU

İşletme Anabilim Dalı-Yönetim ve Organizasyon Tezli Yüksek Lisans Programı

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Danışman: Doç. Dr. Ozan AĞLARGÖZ

Kenya, nüfusunun yaklaşık yüzde yetmişinin 35 yaşın altında olduğu büyüyen bir ekonomidir ve ülkenin ekonomik büyümesine en fazla katkıda bulunanlar gençlerdir. Bununla birlikte, yoksulluk, beceri eksikliği ve işsizlik, gençler arasında toplumsal ve ekonomik kalkınmanın önündeki başlıca zorluklardır. Çoğu ülke, gençlere istihdam yaratması ve kayıtlı istihdama olan bağımlılığın yükünü azaltmak için temel odak noktası girişimcilik olan girişimcilik programları ve eğitimler sunmaktadır. Fakat eğitim ve mentorluk olmadan girişimciliğin zor olduğu ve gerekli fonlara erişim imkânı olmadan da başarının neredeyse imkânsız olduğu savunulmaktadır. Bu çalışma, Nairobi şehrinde bulunan Kenya Çalışma Bakanlığı'ndaki şirketlere kayıtlı genç girişimcilerden amaçlı olarak seçilen on katılımcıyla yarı yapılandırılmış görüşmelerin kullanıldığı nitel bir çalışmadır. Bulgular, genç girişimcilerin yetersiz işletme sermayesine sahip olduğunu, günümüzde bir kariyer olarak girişimcilikle eskisinden daha fazla ilgilendiklerini ancak mevcut gençlik destek girişimleri ve programları hakkında farkındalık düzeylerinin düşük ve bilgi birikimlerinin sınırlı olduğunu ortaya koymuştur. Tespit edilen durumdan hareketle, ortaya çıkan beklenti ve zorluklara dayanarak, Kenya, Nairobi'de genç girişimciliği geliştirmeye yönelik öneriler sunulmuştur.

Anahtar Sözcükler: Genç girişimciliği, Girişimcilik politikaları, Girişimcilik uygulamaları, Kenya.

ABSTRACT

YOUTH ENTREPRENEURSHIP:

NEW PERSPECTIVES, PRACTICES AND POLICIES IN KENYA

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Kenya is a growing economy with almost seventy percent of her population below 35 years of age, making the youth the highest contributor to the country's economic growth. However, poverty, lack of skills, and unemployment are arguably the chief challenges to societal and economic development amongst the youth. Most countries are introducing entrepreneurship programs and training as a core focus for youth establishing employment and reducing the burden on the dependence on formal employment. However, it is held that entrepreneurship is difficult without training and mentorship but next to impossible without funding or capital. This qualitative study employed semi-structured interviews with ten respondents, purposefully drawn from youth entrepreneurs registered on the companies in the Kenyan Ministry of Labor in Nairobi County. The findings revealed that youth entrepreneurs had inadequate working capital, were more interested in entrepreneurship as a career now than before and lacked awareness and relevant information on the available youth support initiatives and programs. Based on the challenges and prospects revealed, the conclusion and recommendations to improve youth entrepreneurship in Nairobi Kenya, were made.

Keywords: Youth entrepreneurship, Entrepreneurship policies, Entrepreneurship practices, Kenya.

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09/11/2021

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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04/10/21

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Mercyann Mukami MURAGU.

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ABBREVIATION LIST

AGAPO: Access to Government Procurement Opportunities

CYDF: China's Youth Development Foundation

GEM: Global Entrepreneurship Monitor

GoK: Government of Kenya

ILO: International Labour Organization

KRA: Kenya Revenue Authority

NYP: National Youth Program

TEA: Total Early-Stage Entrepreneurship Activity

YDF: Youth Development Fund

YEDF: Youth Entrepreneurship Development Fund

1. INTRODUCTION

Entrepreneurship could be defined as identifying an opportunity that might be a gap in the marketplace. Shane and Venkataraman (2000, p. 220) held that entrepreneurship involved an integrated production where various resources are intertwined in the creation of new goods and services. Additionally, Shane (2000), pointed out that entrepreneurship is the detection, pursuit, and exploitation of new opportunities with the purpose of creating new products, processes, markets, and services. The University of Pretoria (2005), Swedberg (2000 p. 24), stated that entrepreneurship involves growing the market gap into a business through the acquisition and engagement of the right resource at the right time and place to make a profit. This implies that entrepreneurship is not an occupation but a network of activities that depend on the environment surroundings of the person.

Hisrich, Langan-Fox and Grant (2007, p. 576), defined entrepreneurship as, “the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, personal and social risk, and receiving the resulting rewards.” Essentially, entrepreneurship is the process of starting and growing a new business and, someone who identifies new business ideas and creates them into new independent businesses is regarded as an entrepreneur.

Coherent with the aforementioned definitions, Chigunta (2002, p. 5), refers to youth entrepreneurship as,

“...the practical application of enterprising qualities, such as initiative, innovation, creativity and risk-taking into the work environment (either in self-employment or employment in small start-up firms, using the appropriate skills necessary for success in that environment and culture.”

Internationally, over 1.2 billion people are young adults between the ages of 16 and 25 years, 90% of whom are living in developing economies (United Nations, 2019). Majority of the young people have informal jobs in the labor market, even though they harbor the skills, qualifications, and willingness for formal employment (International Labor Organization, 2010), while 14 percent of the youth population are unemployed, exhibited by Gregg (2005) he estimates that one year of unemployment in a youth's life could reduce the annual earnings at age 40 by twenty percent. Chigunta (2002), held that youth entrepreneurs are prone to barriers which include: difficulty in accessing

financial investment and social capital, lack of business management skills and abilities, inaccessible profitable markets; substandard marketing and branding; inadequate planning; inadequate, inaccurate, and insufficient financial records, and the lack of continuous skills training and entrepreneurship support. However, entrepreneurship programs aim to tackle entrepreneurial barriers.

Entrepreneurial activities globally are increasing as entrepreneurship benefits are geared towards the economy are evident. This is also strengthened by the intensified growth of the youth populace in the world. According to a report by GEM in 2013, the continent of Africa had the highest young population. 53% of its population was below the age of 35, making it the continent with the highest labour force and was expected to continue growing.

This was followed by Latin America and the Caribbean with 35% of its population comprising of people below 35 years of age. North America and Asia had the least populatio of youths.

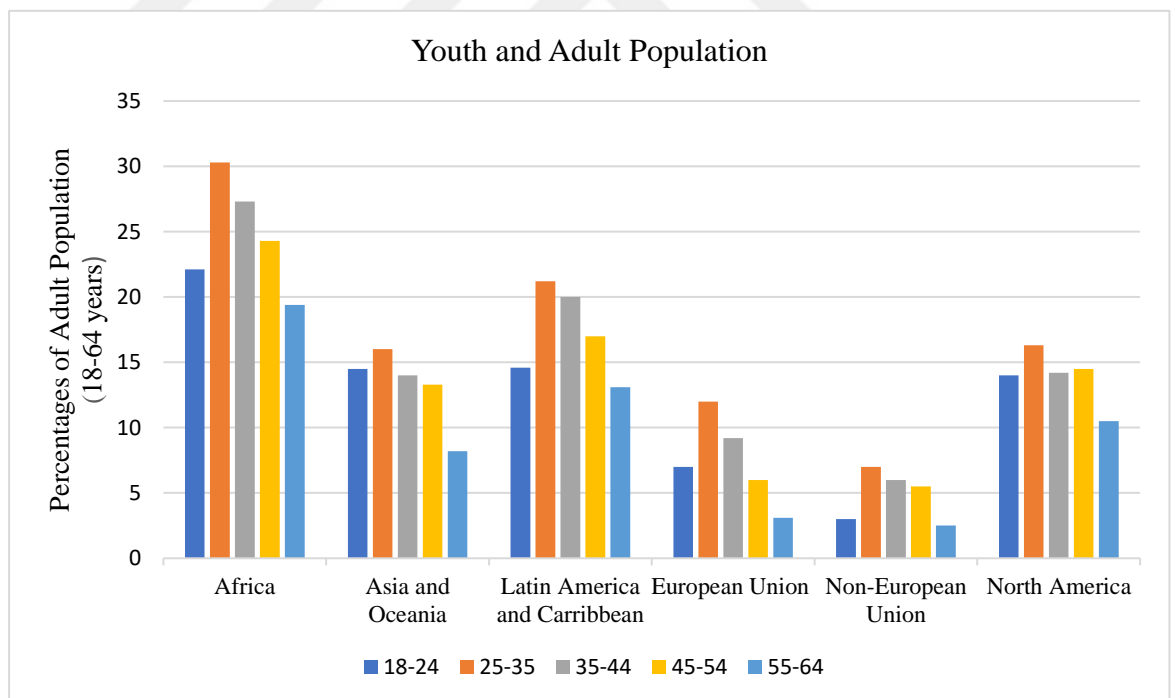


Figure 1.1. Comparison of Percentage on Youth and Adult Population (GEM, 2013, p. 26-27).

Frederick, Kuratko and O'Connor (2016, p. 47) indicated that entrepreneurship is a game-changing multidimensional concept that had the power to make the greatest

change in entrepreneurs' own countries. They stated that small-medium enterprises (SMEs) created opportunities for millions of people, including, the youth, women, ethnic subgroups, people living with a disability, refugees, and immigrants, to earn prosperity for themselves and their families through the establishment of business ventures that will eventually generate wealth. Frederick et al, (2016, p. 15-17) added that entrepreneurship positively affects the entire economical system of most countries. They observed that entrepreneurship encouraged the participation of stakeholders such as governments, investors, and the communities in the marketing and delivery of goods, works, and services. Consequently, leading to enhanced research and development, entrepreneurship favorable policies, customer relationship, and innovation. Eventually, the entrepreneurship cycle enhances health, education, and welfare services.

USA, Canada, Russia, and Chile have begun establishing financial programs and youth development programs that ensure the youth are absorbed into technology, science, and entrepreneurship. These programs are mainly governmental initiatives however, in China the youth funding programs are non-governmental institutions. China's Youth Development Foundation (CYDF) is a non-profit and non-governmental organization in Beijing. The purpose is to provide education, science and technology, training, and health facilities for the Chinese youth (CYDF, 2012). Australia established the Young Achievements and Enterprise Company programs in the education sector to intensify the financial and business startups skills of young adults (Athayde, 2009; Peterman & Kennedy, 2003).

Governments in the European Union have introduced measures to improve business start-ups processes within their countries. The local governments have outlined easier and clear administrative measures and guidelines regarding new business startups as well as the introduction of youth programs such as, Erasmus for Young Entrepreneurs, which empower the youth through entrepreneurship education, knowledge, guidance, training, mentoring, infrastructure, and financial support (CSES, 2011). European Union has concentrated its resources towards entrepreneurship and innovation as fundamental areas to fill the gap in youth unemployment, increasing global competitiveness and ensuring sustainable and profitable growth (Homolova et al., 2014).

The African Development report (2015, p. 114-116) inferred that 60 percent of the African population were under the age of 35 years and approximated that by 2050 one third of the world's youth will be living in Africa. However, the rate of unemployment among the youth was indicated to be on the rise in comparison to adult employment. The report mentioned that the youth in Africa requires the right resources, education, and opportunities to gear Africa towards economic growth. In 2017, The African Development Bank stated that Africa has 22 percent of its working population engaging in business startup initiatives making it the highest continent taking part in the entrepreneur's activities in the world. However, Africa is also faced with the highest level of youth unemployment and underdevelopment (Brixiová, & Kangoye, 2014, p. 183).

The African Economic Outlook (2019), reports that youths restricted access to startup and investment capital, rationing and costly electricity, political instability, high tax rates, rampant corruption, and irregularities in the customs and trade regulations strain SMEs and destroy any possible chance of new businesses. International Labour Organization (2013, p.1-3) revealed that people around the age of 18 to 35 in African countries are highly engaged in entrepreneurial activities. A youth report in 2013 attested that Uganda, in Sub Saharan Africa, recorded the highest number of youths engaged in entrepreneurial ventures with 56 percent, Nigeria 53 percent and Ghana 41% come next, however, most of the enterprises were between 6 months to a year referred to as new businesses. South Africa which was the country with the highest level of youth unemployment standing at 50 percent reported the lowest level of entrepreneurial activities at 13 percent.

The report mentioned that most governments were introducing entrepreneurship as a measure to curb the progressing unemployment in the continent. Nevertheless, the establishment of a space that's conducive for entrepreneurship activities is not a remedy to unemployment. The process requires an investment in the youth's education, mentorship in different stages of their lives to create an entrepreneurial culture and policy framework (ISO, 2013, p. 2-7). South Africa, Nigeria, Niger, and Swaziland report that the young entrepreneur's greatest challenge is the lack of access to continuous capital, inadequate skills, limited support, and market network opportunities (Fatoki, 2011 & UN, 2013). Considering these challenges, to counter the higher rate of

youth unemployment and underemployment successive governments and administrators encouraged youth in engaging in agricultural initiatives (Anyidoho et al. 2012; and Lintelo 2012; Ping 2011).

In line with this South Africa and the East African government also implemented policies and programs that boost youth engagement in innovation, science, new technologies, vocational training, and entrepreneurship (GoK 2007; Lintelo 2012). Most of the African youth, however, are highly dependent on employment in the formal sector which cannot satisfy the growing population. This has led governments and development programs in providing educative platforms for entrepreneurs to grow in the various economic sectors. As a result, national youth policies, programs and budgetary allocations were developed to support self-employment and business development by the youth, as a measure of encouraging the youth to engage in entrepreneurship to create employment (Anyidoho et al. 2012 and GoK 2008).

Kenya has the largest gross domestic product (GDP) in central and eastern Africa and the fourth in Africa. Regardless of the economic growth of the country the World Bank (2019), reported that 46 percent of its population lives below the poverty line under a dollar. According to the global entrepreneurship and development institute (GEDI), 2016 growth in entrepreneurship and innovation in Kenya has increased significantly due to government investment in new technologies, technology hubs and mobile connectivity. The report mentioned that Kenya is the first in Digital Technology Development (DTD) and Gross expenditure in Research and development (GERD) in Sub-Saharan Africa. The World Bank, in 2020 also ranked Kenya as the 56th country with the ease of doing business. However, Kenya is still experiencing poverty, corruption and unemployment which are arguably the chief challenges to societal and economic development (GEDI, 2016).

A census conducted by the Kenya National Bureau of Statistics (KNBS) in 2019 revealed that 35.7 million Kenyans are below 35 years, which accounts for more than 70 percent of the population. Indicating that Kenya is experiencing a youth bulge for more than 30 percent of her populace is between the ages of 18 to 24. Therefore, youth have a great influence on the economic boost of the country however, the Kenyan youths face serious challenges due to the high rate of unemployment and underemployment. The overall rate of unemployment in Kenyan youths is 18.4 percent

(World Bank, 2019). According to the Kenyan National Bureau of Standards (2015), SMEs approximately offer employment to 80% of the youths in Kenya but businesses only contribute 20% to the economy due to inadequate infrastructures, policies, and financial accessibility. However, the government of Kenya has introduced development programs and business policies in favor of the youth and women in anticipation of reducing unemployment by attracting entrepreneurship ventures and making self-employment more appealing to the youths (Kaburi et al, 2012, p. 264-274).

The government of Kenya also introduced youth funding programs such as the Youth Development Fund (YDF)¹, technological hubs such as Ajira² (employment), Huduma centres³ (service centres), Kazi kwa Vijana⁴ (Work for the youth, KVK) and entrepreneurship vocational training as a measure of addressing youths unemployment challenges and empowering the youths to engage in entrepreneurship ventures (GoK, 2020). Sambo (2016, p. 332), pointed out that Kenya was among the first countries in Africa to instigate parts of entrepreneurship education in its education and vocational training structures as a driving force of entrepreneurship growth.

Youth unemployment in Kenya has turn out to be a matter of serious alarm leading to poverty, homelessness which has resulted in many youths living in slums, health issues, crime, drugs abuse and social instability within the country (Amenya et al., 2011; Muiya, 2014, p. 499-500), as expressed by Awogbenle and Chijioke (2010, p. 832), the degree of unemployment and underemployment is a reflection of the state of a nation's economy, implying youth unemployment is dependent on the state of the country's economy.

1.1. Organization of the Study

This study examines entrepreneurship perspectives, practices, and policies among the youth in Kenya. The first chapter contains; the introduction, the problem of the study, the purpose of the study, the significance of the study, limitations, and

1 <http://www.youthfund.go.ke/>

2 <https://ajiradigital.go.ke/>

3 <https://www.hudumakenya.go.ke/centres.html>

4 <http://interactions.eldis.org/programme/kazi-kwa-vijana-kkv>

definition of terms. The second chapter highlights the theoretical and conceptual framework relevant to the study.

In chapter three, the methods of the study including the interviewing process and the participants are discussed. In chapter four the interpretation and findings of the interviews conducted are presented. Finally, chapter five, which is the last chapter, summarizes the findings of the study and concludes with the suggestions of further research as well as the practical implications.

1.2. Problem of the Study

Africa is considered to have about 226 million young people, it's considered the youngest continent, and the number is expected to triple by 2030 (UN, 2015). Most of the young people in African countries who constitute 72% percent of the working population are of the perspective that if given the fitting resources they can successfully venture into entrepreneurship (Kilele et al, 2015). Nevertheless, according to the United Nations Development Program 2010, youth in Kenya constitute of 70 percent of the unemployed and lack the skills and adequate training to set up businesses. This is also mirrored in the government of Kenya Ministry of Education report, 2005 which states the youth lack access to training, formal jobs, education and are socially marginalized. This ultimately results in minimal participation of the main population demographic towards building the economy and an over-dependence on the minority working population (ILO, 2013).

The United Nations Economic Commission for Europe report in 2002, also established that youth entrepreneurs have bigger challenges than access to the right finances. The report stated that mentorship programs, private and governmental support, and partnering with youth entrepreneurs as well as the introduction of entrepreneurial skills in the educational curriculum were equally important for successful entrepreneurial ventures. However, even with access to these resources, there is very little in way of evidence regarding the successful growth of youth entrepreneurs. It is also essential to have in place youth programs and policies geared towards supporting youth business ventures.

Finance has been thought of as the biggest hindrance to successful entrepreneurial activities. However, as highlighted in this section, access (or lack thereof) of funds is

not the only factor standing in the way of youth participation in entrepreneurship. The problem is compounded by inadequate skills and the lack of supportive policies and infrastructure, especially in the developing world. It is, thus, imperative that an empirical study on youth entrepreneurship, practices, perspectives, and policies be conducted to establish the trends and development in this area to outline the challenges and put forth policy recommendations.

1.3. Significance of the Study

Entrepreneurship involves creating solutions to problems and exploiting opportunity gaps in the market. According to the 2008 World Bank report, entrepreneurship among the youth has a positive effect on the development of the country and the development of human capital, however, this has become a dream for many young adults because entrepreneurship is faced with financial, skills and mentorship challenges. According to the Kenya Youth Enterprise Development Fund 2012, It is highly unlikely for a young adult to implement an idea without access to any form of capital and appropriate resources.

Amenya et al., (2010) stated that policies and practices such as easy access to funds through youth programs have contributed to the establishment of youth enterprises and reduced the reliance on formal employment among the youth. However, it is not possible to know the extent to which youth programs and access to finance contribute to youth entrepreneurship. The perspectives of the youth on entrepreneurship are also evolving and what was previously considered an old man's field is now being embraced by young adults as key to sustainability and becoming economically independent. This study explores the benefits of the various policies and the changing perspectives and practices of the youth to promote youth entrepreneurship thereby leading to economic development.

1.4. Purpose of the Study

The purpose of the study is to examine the new perspectives, practices, and policies of the youth in Kenya. Through an extensive review of the literature and interviews conducted with ten youth entrepreneurs in Kenya, the study aims to explore new perspectives, practices, policies, and entrepreneurship among Kenya youth. Entrepreneurship is viewed as an opportunity for creating employment among the

youth, however, most countries have underlying policies and structures that fail to adequately support entrepreneurship in young people. This study also seeks to find out if the entrepreneurship policies and practices in Kenya encourage the growth of young entrepreneurs.

1.5. Limitations of the Study

One of the limitations of this research was the lack of sufficient finances required to conduct the research. The study required travelling from one location to another, the purchase of stationaries, and the internet facilities to collect data.

The second limitation resulted from the travel restrictions imposed in Kenyan which made it difficult to physically access some of the participants of the study.

Lastly, the study was conducted in Nairobi County, Kenya and the findings may not speak for the whole country, as the youth in Kenya are heterogeneous due to geographical differences.

1.6. Definition of Terms

Entrepreneurship, youth entrepreneurship, youth, practices, policies, and perspectives are the main concepts in this study and will be discussed in the study. Hence, it is essential to understand the meaning of these terms.

1.6.1. Entrepreneurship

Entrepreneurship was defined by Jones & Butler, (1992), as the control (creation of new ideas and products), excluding the transfer of products or businesses, effective and efficient allocation of resources to create an innovative economic organization\enterprises for profit or growth under conditions of risk and uncertainty of the cause and effect. This was in line with Schumpeter (1950), who considers entrepreneurship as innovation through the creation of new products, processes, and organizations while taking risks to make a profit. However, Allien (2006) viewed entrepreneurship as a lifestyle, a mode of thinking, and a goal-oriented mindset that seeks to create opportunities while creating solutions for the existing problems in the market.

1.6.2. Youth

The United Nations in 1985, defined a youth merely for statistical motives as persons who have attained the age of 15 but not obtained the age of 24. United Way of Calgary and Area, 2010 for statistical purposes defined youth as persons between 16 to 28 years. However, in most African countries including Kenya as it is held in the Constitution of Kenya a Youth is a person who has reached the age of 18 but has not attained the age of 35 (GoK, 2010).

1.6.3. Youth entrepreneurship

Youth entrepreneurship involves persons between the ages of 18 to 35 using the available resources to produce new goods and services. Chigunta (2002), defined youth entrepreneurship as the practical utilization of skills such as creativity, risk-taking and innovativeness in their surrounding environment so as to achieve victory in that environment and culture. Youth entrepreneurs are people who explore opportunities that were non-existent to other people.

1.6.4. Entrepreneurship perspectives

According to The Cambridge Dictionary and Thesaurus, Perspective is derived from Latin which means ‘looking through’, perspective is looking at how things should be as well as the appearance of a subject or topic, from one’s point of view or experience. Entrepreneurial perspective is the view of an entrepreneurship system and identifying the current gaps to transform the present situation to match what is expected (the real expected reality). This involves how entrepreneurship is viewed and the trends occurring in the market to ensure sustainable entrepreneurship activities resulting in the creation of wealth, evolutionary and revolutionary change (McFarlane, 2016).

1.6.5. Entrepreneurship practices

A practice is a way of doing things, the application of an idea, belief, approach, or method. Entrepreneurship practices are the patterns, behavior, attitudes, beliefs, and strategies that are implemented by an entrepreneur in the entrepreneurship process. Gartner (2016, p. 813) stated that entrepreneurship practices were skills, competencies, and tools either social, human, or habit that entrepreneurs do. Practices are routinized ways of knowledge, understanding, reason, and imagination of what, where, and how to go about entrepreneurship. Cetina et al., (2005 p. 12) stated that entrepreneurship

practices are the ways in which entrepreneurs interact with subjects and their understanding of the world.

1.6.6. Entrepreneurship policies

A policy is a guide or set of rules on how things as supposed to be done which are chosen or approved by an enterprise, business, government, institution, and a group of people. Audretsch et al. (2007) and Amit et al. (2010) elucidated entrepreneurship policies as plans or courses of action, established by the government, development programs to stimulate and boost entrepreneurial desire and activities. Entrepreneurship policies involve making the entrepreneurial conditions and environment attractive in such a way to influence the growth of successful entrepreneurship activities.



2. LITERATURE REVIEW

This chapter examines the new perspectives of entrepreneurship, practices and policies surrounding youth entrepreneurship in Kenya.

2.1. New Perspectives of Entrepreneurship

Youth entrepreneurship is highly being supported by development organizations and international institutions as a light to eradicate the rise of joblessness in most countries. Institutions like the UN and World Bank work closely with most governments in African counties to establish programmers that promote youth entrepreneurship. Youth Entrepreneurship is however a complex task because the nature, scope, characteristics, and types of youth entrepreneurial activities are limited or unavailable (Langevang & Gough, 2012). In line with this, it's not easy to identify the level, interests, and businesses the youth prefer to engage in (Langevang, Namatovu, & Dawa, 2012). Shittu (2017) stated that youth mentorship is a crucial step in youth entrepreneurship towards understanding the scale set up, type (large, small, social, economic, innovative, or researcher), and nature of the youth in anticipation of directing the youth in achieving successful enterprises, however, he stated that comprehensive research was necessary to identify the mentorships models to be utilized as well as the nature of the youth.

Bula (2012), Raposo and Roig-Dodon (2016) set that entrepreneurship is a pluridimensional concept. There is no absolute way to view and define entrepreneurship, however, some researchers view entrepreneurship from an economic perspective (Henry et al., 2003; McFarlane, 2016; Lowrey, 2003 and Eroglu & Pıçak, 2011) psychology perspective (Baron et al. 2007; Gartner 1985; McClelland and Winter 1969), sociology perspective (Aldrich and Kim, 2017; Ruef and Lounsbury, 2007; and Ruef, 2015) and as a management perspective (Kraus and Kauranen, 2009; Stevenson and Jarillo, 2007) concluded by the creation of wealth and evolutionary and revolutionary change. Management perspective focuses on strategic planning, resource control, and financial allocation towards a business opportunity with the sole purpose of profit maximization. In order to achieve a successful entrepreneurship system, this will entail a well-integrated governance structure working effectively with several stakeholders who have active roles and support entrepreneurship ventures across all the

entrepreneurship phases (nascent, new, established and discontinuance), sectors (technology, service, online) demographics (age, gender, education) (Autio et al. 2014).

2.1.1. Sociology perspective

Sociology focuses on the social and cultural factors that influence entrepreneurship. The societal networks, norms and beliefs that are passed regarding entrepreneurship strongly affect entrepreneurial activities in the youth. Society shapes the entrepreneurial system of the youth. According to a survey carried out by the Global Entrepreneurship Monitor (GEM) in 2013, it states that most of the young adults concentrated on the status, respect, and media projection toward entrepreneurs within the society. Most of the youth compare the attention and status portrayed before considering if entrepreneurship can offer a promising future or career based on the success or failure of entrepreneurs within the society (GEM, 2013).

GEM identified a framework of entrepreneurship, which explains entrepreneurship in a social, cultural, economic, and political context. Social values about entrepreneurship (how the society perceives entrepreneurship). Individual attributes, demographics (age, gender), and self-perceptions in terms of capabilities, fear, and attitudes surrounding entrepreneurship. The framework also involves entrepreneurship activities referred to the phases of entrepreneurship and finally the types of entrepreneurships, the total early-stage entrepreneurial activity (TEA), employee entrepreneurial activity (EEA) who are also referred to as intrapreneurs and social entrepreneurial activities (SEA), (GEM, 2018, p.15).

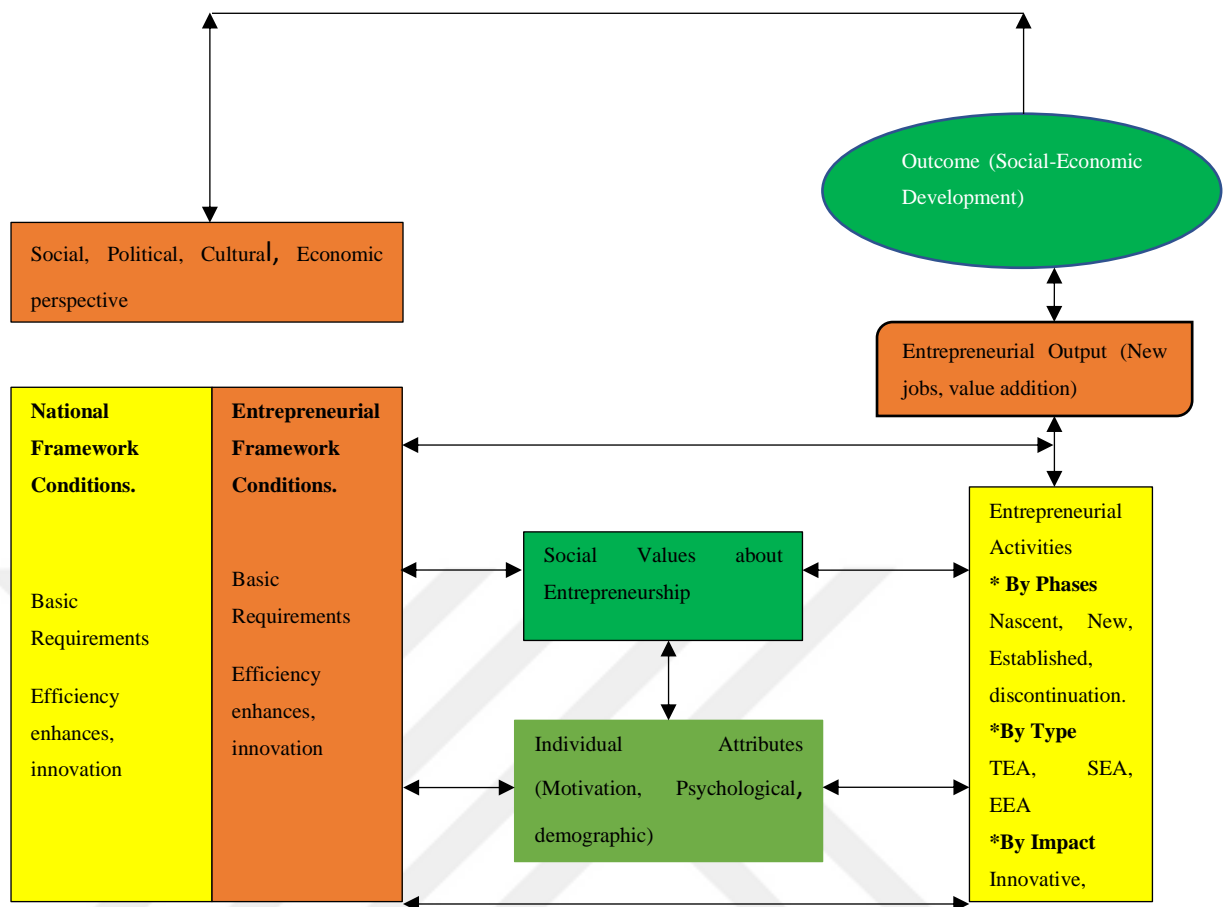


Figure 2.1. *Entrepreneurship Framework (GEM Global Report, 2018, p.15).*

According to the Global Entrepreneurship Monitor in 2013, entrepreneurship is a cycle, and society’s positive and negative perceptions greatly affect young adults thinking, attitudes and beliefs in considering entrepreneurial ventures. The society paves way for the entrepreneurship culture. Society creates the visibility and attractiveness of entrepreneurship. GEM based on a survey carried out on nine Sub-Saharan African Countries holds that the societal environment, cultures, social networks, and positive attitude towards entrepreneurship can create willingness of youths to take on entrepreneurship and favourable opportunities leading to the emergent of more youth entrepreneurial activities (GEM, 2013, p. 29). Other studies also showed that social networks channel important information and motivation to potential entrepreneurs who view the information as an opportunity and transforms it into a profit-making enterprise (Aldrich and Kim, 2017; Mark and Marina, 2007 and Greve and Salaff, 2003).

2.1.2. Economical perspective

Economical perspective concentrates on how some individuals have control of the available resources (land, capital, labor) effectively and efficiently utilization of the available resources with minimization of waste towards the creation of an enterprise and eventually profit. Audretsch et al., (2019, p. 310), raised a critical point that entrepreneurship is an essential element for economic progress (GEM, 2019, p.1) and this is demonstrated by the creation of new enterprise (new products, works, and services) through risk-taking, innovation, creativity, and human labor. Eventually leading to job creations and the improvement of society's living conditions. Nagarajan (2011) highlighted that entrepreneurship is an economic agent that links producers and consumers.

A study done by the International Labour Organization (ILO) in 2018 revealed that the levels of youth entrepreneurship in African countries are rapidly increasing in comparison to other countries around the globe. Considering that Africa is currently adapting entrepreneurship these had to be expected, as shown in Fig 1. Sub-Sahara Africa has the highest population of young adults and the highest rate of unemployment and underemployment (ILO, 2018). Consequently, translating to the occurrence of more youth entrepreneurship activities as a necessity for survival and job creation.

The study indicated that the total early-stage entrepreneurial activity (TEA) rate in Sub-Saharan Africa accounted for an average of 28% of the youth population. Latin America and the Caribbean followed by 17% of the youth engaging in entrepreneurial ventures and 13% of youth entrepreneurial practices in the USA. The study revealed that economic development is not positively related to increased entrepreneurship activities. This is evident in the high numbers of TEA in Sub-Saharan Africa as compared to other regions globally. Regardless of the high numbers of TEA in Sub Sahara Africa, the rate of established ventures was 13% and the discontinuity was 16% a high discrepancy as compared to the USA and Latin America which had a discontinuance of 5% and 3% respectively. This figure shows a comparison of entrepreneurship activities in Sub- Saharan Africa countries as compared to other regions in the world.

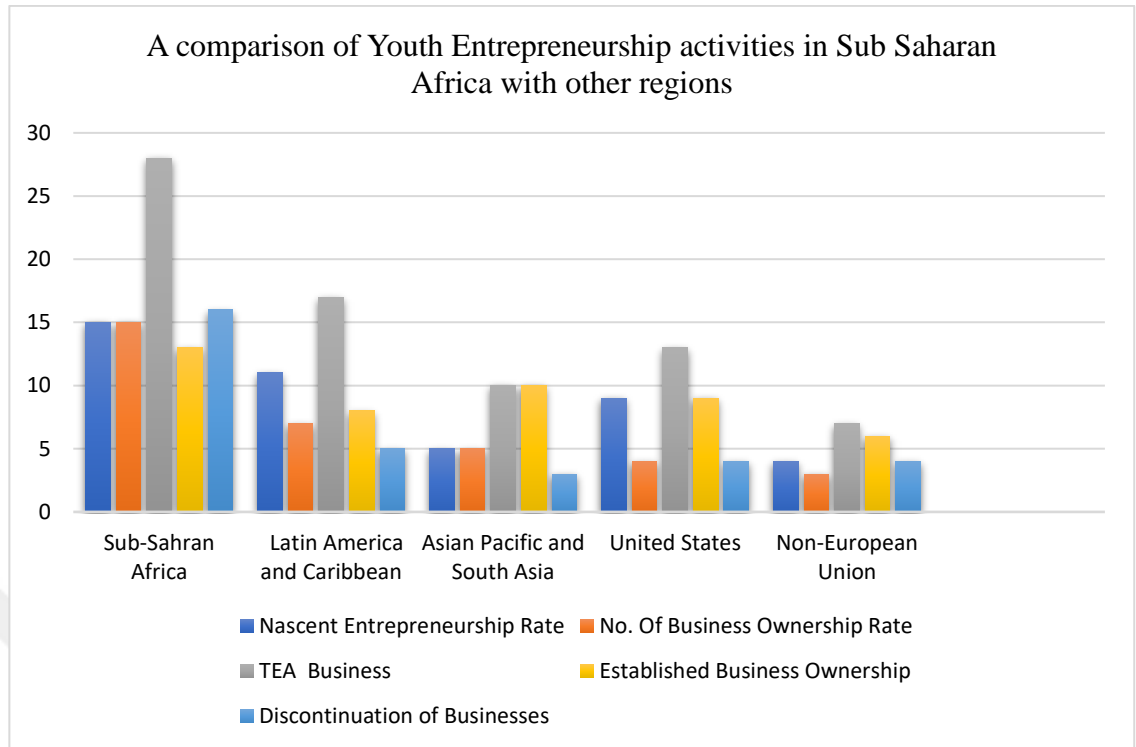


Figure 2.3. *Entrepreneurship activities of Sub-Saharan Africa and Other Regions* (Bosma, 2013, p.30-31).

According to Herrington and Kew (2017), although the rate of youth entrepreneurship is increasing in Sub-Saharan African countries, most of these ventures are very small and rarely contribute to any noticeable economic growth. The majority of the entrepreneurial ventures are small-scale businesses and shops that make it impossible to create employment, this is highly due to the minimal market entry barriers to such businesses. They highlighted that most entrepreneurs in Sub-Saharan countries establish ventures for lifestyle and family use and hardly move towards wealth creation or the dynamic economy. However, Haltiwanger et al., (2013) argued that people had started opening to the economic contribution of small enterprises and stated that nascent and new owned enterprises created more jobs and benefited the society as compared to the established enterprises. Nonetheless, Sheriff et al.’ (2015) study on Ghana, Egypt, Botswana, and Uganda indicated that the majority of the entrepreneurship ventures in African countries are unproductive and don’t proceed to pass a year and thus the majority of these ventures collapse or sell without creating any form of employment.

Diraditsile and Maphula (2018, p. 838-840), cited that the absence of continuous financial support and hostile environmental conditions such as high taxation, inadequate marketing, barriers in the product, and market penetration lead many youths to discontinue their businesses. The GEM report in 2013 established that the rate of discontinuity in youth entrepreneurial activities was connected to corruption, an insufficient supply of infrastructure, tax rates, inadequately educated workforce, inadequate access to cost-effective credit, and inefficient government bureaucracy. A survey carried out by OECD in 2001 revealed that entrepreneurial activities in most developing countries were at the highest peak. The report stated that the youth are preferring to start up their businesses and become self-employed as compared to being employed. Most of the youths wanted the freedom that comes with self-employment (being their own bosses) which is referred to as sole proprietors, as well as viewed entrepreneurship as a venture of generational wealth creation.

According to a study by Llisterri et al., (2006), youth who venture into entrepreneurship with a mindset of searching for opportunities and transforming them into innovative business ideas, referred to as vocational entrepreneurs, are more likely to create innovative and quality goods, thrive, produce income, grow and create employment opportunities as compared to entrepreneurs who enter entrepreneurship based on a way of survival, necessity (lack of any forms employment) and employment insecurity. In line with this GEM (2018, p. 22-25) report indicated that 60% of youth entrepreneurs in factor-driven economies are necessity-based and 30% of the youth entrepreneurs in innovation-driven economies were necessity entrepreneurs, who were highly susceptible to business discontinuance. The study further indicated that efficiency-driven economies and innovation-driven economies entrepreneurs highly created employment opportunities and wealth.

2.1.3. Psychological perspective

The psychological perspective focuses on entrepreneurial emotion, cognitive characteristics, and entrepreneurial behavior. McClelland (1961, 1965) viewed that entrepreneurship is impelled by personality traits directed by factors like perception, attitude, and intention. A study by Yin et al., (2020) based on entrepreneurship psychology on students stated that the behaviour and state of mind of potential entrepreneurs determine how successful enterprises could be. Possession of personal

traits such as tenacity, persistent problem solving, aggressiveness, risk-taker (Brockhaus 1980, p. 513), dynamism, tolerance for failure, high drive for achievement (McClelland, 1965), creativity, innovation, self-confidence, an internal locus of control (Venkatapathy, 1984; Shapero, 1975; Brockhaus, 1974) and integrity and reliability were viewed to influence the success or failure of entrepreneurs (Rauch and Frese, 2000, p. 47-49). These traits set the difference between entrepreneurs and the public.

Okpara (2007, p. 13-14), indicated that entrepreneurship creates an opportunity for creativity and innovation. The study mentioned that entrepreneurship enables exposure to new opportunities, productivity, wealth, and employment creation (Carree and Thurik, 2003), geared towards improving society. Işık, Nihat and Kılınç (2016, p. 8), Fagerberg et al. (2005, p. 487), outlined that innovation and entrepreneurial activities were the most essential dynamics for economic growth in the majorities of the economies in the long run. Broughel and Thierer (2019, p. 1-3), Fagerberg et al. (2005) additionally held that entrepreneurial practices open up ventures that lead to technological innovations and productivity growth as ways of retaining competitive advantage in the volatile environment, which requires updated technology, new applications, new processes, social media marketing, and detailed research and development.

2.2. Practices

Entrepreneurship begins with the change of mindset to a mindset that identifies ideas, opportunities, and seeks solutions to business gaps. Brenthrust Foundation (2011) stated that the mindset of innovation and competition is the key to real entrepreneurial progress. The World Bank (2019) cited that a creative, cognitive, and problem-solving mindset in addition to the exposure of the youth to social-emotional skills is vital to entrepreneurship. The report added that entrepreneurship practices required change. The traditional views, cultural practices were to be eradicated and entrepreneurship relearned in order to create an entrepreneurship culture and a supportive social environment.

Ndemo and Aiko (2016, p. 22), drew attention to creativity and innovation as the cornerstones of entrepreneurship development. Creativity and innovation are used interchangeably, however, Puccio, Murdock, and Mance (2007, p. 24), refuted

creativity as the beginning of innovation and both innovation and entrepreneurship require creativity. Creativity is the capacity to make, creating, or bringing into existence new\original products, services or works into the markets or community that are useful and valuable (Barron, 1955 and Runo et al., 2012). Puccio et al., (2007, p. 24), stated that innovation is the application of the new ideas brought about through the process of creativity. Implying that there is no entrepreneurship without innovation and no innovation without creativity. creativity is coming up with original brilliant ideas concerning a particular opportunity and innovation is acting or executing the idea into existence.

Fillis and Rentschler (2006, p. 13), indicated that the creativity of an entrepreneur offers them a competitive advantage within the market. However, Sumberg, and Hunt (2019), raised a critical point stating that inadequate funding is not the main challenge within youth entrepreneurship but the insufficient creativity among the youths. For instance, Emerson (2011, p. 287-289), in his study of youth creativity and urban life implied that a group of Kenyan youth funded a substantial amount of capital will choose to venture into clothing, food, cosmetics, or hair enterprises. Very few youths will venture into manufacturing, technology, transport, and communication enterprises. The majority of the youth also illustrate copy-cat behavior of most of the ventures that appear successful and profitable in society than be innovative and create new products and services. Alex (2019), however, disputed and stated that Kenyan youth are brimming with talent, ideas, and innovation but the lack of adequate government support through favorable policies, the education system (that focuses strictly on the school subject's performance leaving no space for creativity and innovation) and regulations, as well as limited investment in local research and development centers (R&D), hinder creativity among the youths.

Shane et al., (2003, p. 275) highlighted that entrepreneurship begun with the mindset and the right motivators. The study indicated that the need for achievement, passion, need for independence, drive, and internal locus of control were some of the general motivators for pursuing entrepreneurship. When a potential entrepreneur is well-motivated, they can efficiently identify the surrounding internal and external environmental opportunities and conditions that would result in the potential entrepreneur beginning the entrepreneurship process. Some of the ideas are influenced

and created from the critical observation of the emerging trends (social, technological, and economic), changes in the market, demographics (income, age, population, and education), and knowledge-based concepts (creation of new products and services that require a certain set of knowledge and information.

These opportunities become ideas that require to be developed and executed. Pinchot (1985) indicated that a good idea generation is the most cumbersome process of an entrepreneur. Idea's development and execution involves the production of goods, works and services that meet the customers' needs as well as, market research on the prevailing pricing and marketing strategies. Shane (2003, p. 275-276), mentioned entrepreneurs' motivations are divided into two sections general motivators (need of achievement, passion, locus of control, and desire of dependence) and Task-specific motivations which involved goal setting and self-efficacy.

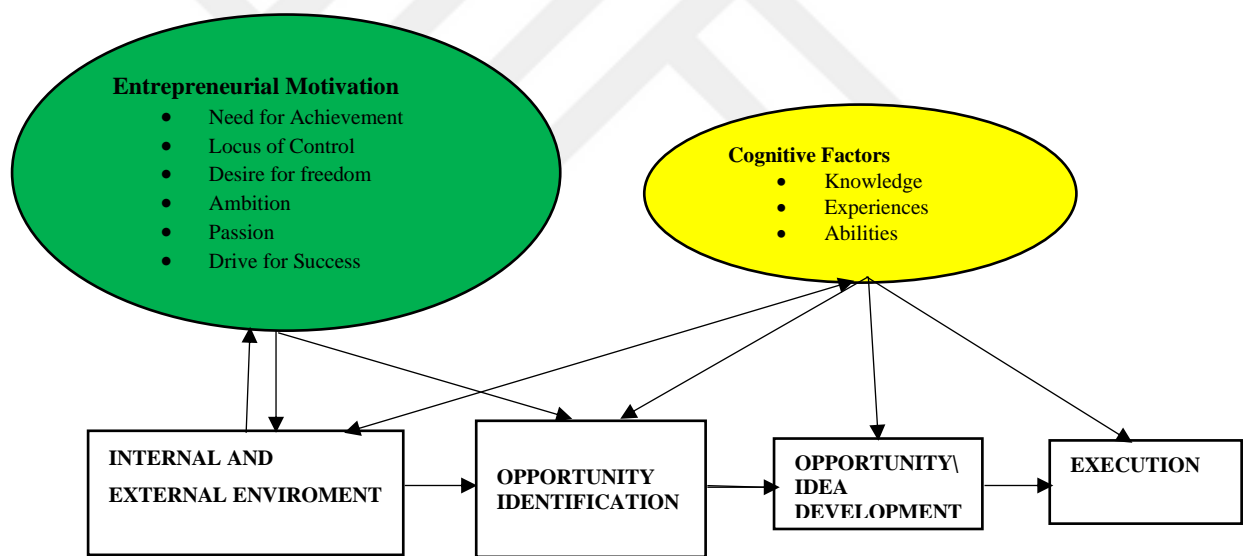


Figure 2.4. *The Motivation and Process of Entrepreneurship* (Shane,2003, p. 275).

Additionally, GEM (2019, p. 26) elaborated entrepreneurship in terms of a continuous process comprising of various phases. From the point, an opportunity is recognized, to the idea development and finally the execution of the idea. The entrepreneur will go through a nascent stage to running a new or established enterprise and may also result in discontinuing the business. The initial process begins with potential entrepreneurs, who are people that have identified an opportunity\,s, an idea or believe they have the ability or willingness to be entrepreneurs based on the surrounding

environment. This process involves market research regarding the target customers, existing competition, regulations, barriers to entry and financial background. This process also involves the gathering of accurate interior and exterior information and research and development.

Rotefoss and Kolvereid (2005, p. 110-112) in their study highlighted that potential start-up entrepreneurs are divided into three sections: the characteristics of the entrepreneurs, the surrounding environment and the activities undergone by the entrepreneurs during the start-up process. The entrepreneur characteristics involved the demographics (age, education, and gender), the entrepreneurs' motivations, and personality. Borkowski and Kulzick (2006, p. (481-482); Uluköy and Demireli (2014, p. 48-50) held that the entrepreneurship environment is divided into the social, political, cultural, economic, technological, stakeholders, market incentives, customers, competition, and legal aspects that may directly or indirectly affect the ideas or actions of a potential entrepreneur. Lee and Peterson, (2000, p. 402) emphasized that these environmental factors could either obstruct or facilitate entrepreneurial actions in any society, as they influenced people's readiness and ability to practice or abandon entrepreneurship. The final section is the activities undergone by the entrepreneurs during the start-up process this includes market research, product development, planning of the short-term and long-term objectives, management, and business design.

The next phase is nascent entrepreneurs, these are enterprises that have already begun operating but have not been running for more than 6 months (GEM, 2013, p. 19). Past statistics done by the Kenya National Bureau of Statistics, 2016 revealed that three out of five businesses go out of business within the first six months of operation. The statistics stated that 46 percent of start-up businesses close shop within a year of operation. This indicates that most entrepreneurs do not go past the nascent stage because of the challenges they experience while setting up their businesses. Van, Thurik and Bosma (2006, p. 320-333) in a study about the risk and success factors of nascent entrepreneurs raised critical points and stated that human capital which includes the knowledge, skills, and experiences available, the psychological differences which comprise the cognitive characteristics and motivations patterns as mentioned in Fig 4 influenced the success or failure of nascent entrepreneurs. The study concluded that highly motivated and ambitious entrepreneurs, with effective business plans,

management, network, and financial stability were more likely to run a successful business. The study also suggested that nascent entrepreneurs in the manufacturing sector had a high rate of success since most of their capital was invested in assets.

Unger et al., (2011) in their study also highlighted that entrepreneurship had a substantial relationship with human capital which was more evident in developing countries in comparison to first-world counterparts. Consequently, it is essential to differentiate the factors that may contribute to the success and downfall of nascent entrepreneurs in African countries and the developed economies. Minniti and Kollinger (2006); Rotefoss and Kolvereid, (2005), mentioned that insufficient planning, inappropriate financing and poor information and management were the main causes nascent entrepreneurs go out of businesses while Longenecker, (2006) suggested that inadequate funding could be the main reason for nascent entrepreneurs to abort the start-up process. Kamunge, Njeru and Tirimba (2014) in their study at Limuru, Kiambu county, Kenya indicated that inadequate access to business information services - Knowledge levels among entrepreneurs, access to finance, availability to managerial experience (training and development), access to infrastructure (roads, water, electricity, internet) were the main causes of the failure of small start-up enterprises. De Bastion (2013), supported these studies by pointing out that when a business is in its early stages majority of the startups have very limited customers thus fewer sales, lack awareness of the appropriate marketing strategies, networks, and intellectual property rights.

Alternatively, the majority of the youth entrepreneurs are searching for access to affordable institutional loans that will enable them to take advantage of emerging opportunities. This also included the availability of credit amenities that will invest and support the start-up and growth of their businesses. A study carried out at Ol- Kalu Sub County, Kenya by Kamau et al., (2014), revealed that high-interest rates and lack of collateral were the major challenges for young entrepreneurs accessing credit facilities. The study employed interviews, which were conducted through 25 youth entrepreneurs who reported that accessing credit was a major constraint to the development and the startup of their business. This was in line with Chigunta et al., (2005), who unearthed that, majority of youth entrepreneurs cited inadequate finances as the major factor of Zambian youth not engaging in self-employed.

Nayar (2014) and Djossou et al., (2020) pointed out that the availability and easy access to credit and savings may well enhance the self-esteem and independence of the youth. They found that access to credit for young people encourages entrepreneurship practices, however, stated that financial management education and training were equally important towards fostering youth entrepreneurship. This was also supported by a study done by Koloma (2021, p. 272-273) that held that financial inclusion had a significant effect on the willingness of young people to engage in entrepreneurship activities. The study found that financial inclusion was limited and had to be enhanced so as to encourage youth into entrepreneurship activities. Financial training was also deemed significant in improving the youth's financial behavior.

When a nascent entrepreneur is successful, they become new business owners. New business owners are entrepreneurs whose business has been operating for the last three years but not more than forty-two months. The environment is very dynamic and requires new business owners to be always updated with the constant changes occurring over the years. The solutions to last year's problems in order to maintain a competitive advantage will automatically require new strategies to tackle them in a two-year time frame. Ehmke (2008, p. 2-8), stated that market investigation is not just necessary for business start-ups but also important for new business owners. New business owners required market updating on the prevailing prices, new substitute products, new opportunities, and technological advancement. Additionally, continuous injection of cash flow in a new business and financial management has been strongly considered necessary for new businesses to attain the establishment stage (Lukason and Hoffman, 2015, p. 45; Aren and Sibindi, 2014, p. 98). Moreover, according to Lukason and Hoffman (2015, p. 45), 20 percent of new businesses fail within a year of operation due to inadequate financial measures and poor cash flow management.

African institutions are also coming together to ease the barrier of youth access to continuous financial support. This practice involved youth development programs such as the National Youth Program (NYP). A quantitative study was done by Sambo, W. (2016, p. 332-337) which seeks out to examine the factors that affect youth entrepreneurship enterprise development. It was established that the National Youth Program (NYP) inclined business ownership within the Youth through the increase of credit accessibility within the youth in Kibera, Kenya. Sambo (2012), Mwangi and

Shem (2012), studies also agreed that access to sufficient credit has a higher influence on the growth and success of youth businesses ventures.

New business owners move forward to the established stage. Which are businesses that have existed for more than three and a half years (42 months). Established business owners are required to make critical decisions of how to keep up with the market changes. The hiring of the right competent employees and partnering with partners who have the same vision and goal as the entrepreneur is crucial. A study was done by Ayala and Manzano (2010), on the factors inducing the success of established business owners established that the nature of the enterprises implying the business infrastructure, technological systems and communication structures, human capital, entrepreneurs' personal traits specifically (internal locus of control and need of achievement) have a positive effect on established business owners. Nevertheless, these results were depended on the size of the enterprise.

A study by Okpara, and Wynn (2007, p. 30), on business constraints in Sub-Saharan Africa cited that ninety-six percent of the surveyed entrepreneurs cited that corruption in the government institutions and governmental representatives, poor infrastructure in terms of road, electricity, internet, and communication network negatively influenced business growth. Hakutizwi (2017), however, pointed out that before a business is created it's important for the entrepreneur to effectively plan an existing strategy to avoid crises and the business undervalue in the event of the sale of the enterprise.

The final phase of entrepreneurship is the discontinuation of business. Business ventures discontinue either as new businesses (operating for less than three and a half years) or as established businesses (operating for more than three and a half years) (GEM, 2019, p. 26). According to the Kenya Bureau of Standards (KEBS) report, (2019) twenty percent of new businesses fail in the first year, fifty percent close shop after five years and only thirty-three percent make it to 10 years or longer. Many entrepreneurs indicated that inadequate funding was one of the main reasons why businesses discontinue (Liao, Welsch and Moutray, 2008, p. 12; Oketch, 2000; Chigunta, 2002) and that the lack of financial aid and high collateral required by banks was a huge hindrance to capital injection. However, (Longenecker, Petty, Moore, and Palich, 2006; Bowen et al., 2009, p.21-23; Collett et al., 2014, p. 131), stated that

misappropriation and mismanagement of the available funds by the actions and behaviors of management was the main factors that lead businesses to collapse. For instance, most sales are credit-based (failure of customers to pay for goods sold to them on credit), overstocking of products which leads to increased storage payments and inventory management related costs, not paying attention to the customers' needs and requirements.

Web et al., (2011, p. 530-534) elaborated those opportunities don't exist without customers. This study states that effective and efficient marketing is necessary in order to understand the customers better. Marketing enables entrepreneurs to be in contact with their customers. Customers' wants and needs are continuously changing annually and listening to customer's feedback is important to keep the business afloat and minimize waste and unnecessary production costs. Bradley et al. (2006) mention that business ventures that are located in proximity to their customers have a competitive advantage as it increases business visibility, marketing, improves customer relationships, as well as minimizes transportation, fuel, and stockout costs. Sikomwe et al., (2014, p. 85-86), agreed that management experiences, involvement, and competencies, management motivation and commitment, operating environmental and financial limitations have a standing relationship with business failure.

Consequently, not all discontinued businesses are failed businesses some entrepreneurs discontinue to start a new business, sold their business (for-profit, due to health issues, shift to a new venture or retirement), and finally as a business strategy. Discontinuance of a business requires a legal signing process and filling for the certificate of dissolution, the process also requires the clearance of taxes, payment of any outstanding loans or withstanding supplier payments, and the division of the business profits and assets if any (GEM, 2016). Business discontinuance is a stage in entrepreneurship that may be permanent action or a temporary action (Walsh & Cunningham, 2016; Jonathan & Lichtenstein, 2010; Watson & Everett, 1993). For instance, A survey conducted by the World Bank (2020) disclosed that over 90 percent of Kenyan hotels halted or closed for business. The temporary closure and halt of all business operations were a measure to cut on the high operating cost with limited returns. This was due to the ongoing travel restrictions, lack of customers, and preventive regulations to curb the spread of COVID-19 (World Bank, 2020).

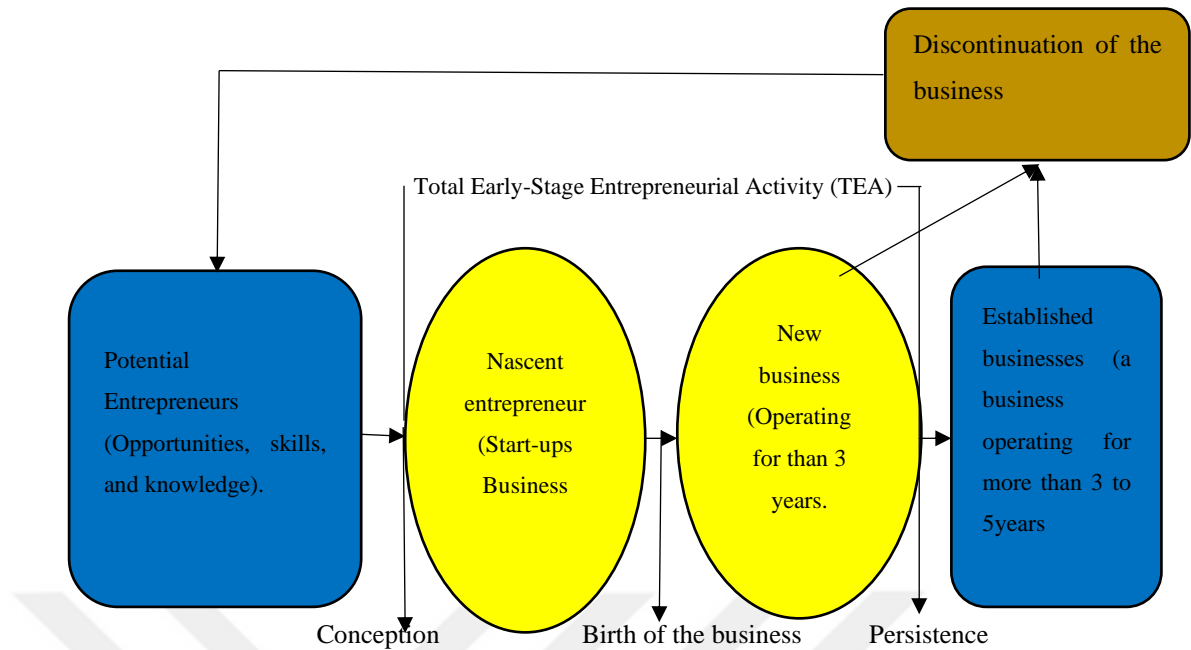


Figure 2.5. *Entrepreneurship phases (GEM 2019, p. 26).*

Discontinuance also arises through business merges, privatization, or making the business public through sales of shares, shareholder decisions, business partnerships, or alliances. These existing strategies are based on the objectives of the entrepreneurs. Atsan, (2016; Corbett et al., 2007), emphasizes that business discontinuance creates a phase where entrepreneurs learn from the closure or failure of their businesses. This process becomes a steppingstone for most entrepreneurs because they now have gained experience in operating a business and are now aware of their markets, customers, business strategies, and the errors that resulted in the closure of their former enterprises. Previous studies by Namatovu and Dawa 2017, p. 416; Bygrave, 2001), mentioned that discontinuance was a gateway of enhanced business performance and that entrepreneurs who had discontinued a business in the past tend to effectively create other new businesses. As mentioned by Cope, (2011, p. 60), failure is one of the most heartbreaking and difficult periods of any entrepreneur nevertheless, it's an ocean of valuable learning experiences. Consequently, entrepreneurship is a continuous process that requires constant mentorship, finance flow, and training throughout the entire process, it has been stressed that the success and failure of entrepreneurship ventures depend on internal and external factors (Ayala and Manzano (2010; Collett et al., 2014; Lukason and Hofman 2015; Lee and Peterson, 2000, p. 402).

2.3. Policies

Most youths believe that with the right quantity of resources, they can smoothly run a successful business and create wealth. However, many studies have established that the availability of resources is just a drop in the ocean. A quantitative study conducted by Mburu, Martha and Makori (2015), acknowledged that youth projects had major challenges due to insufficient awareness, the study revealed how insufficient internal control, inadequate training, poor policies, lack of enough funding, and poor leadership obstructed the establishment of youth projects in Nairobi County. The study employed a survey of 96 registered youth development programs. A similar study employing a qualitative and quantitative method conducted by Wahome, (2015) in Trans-Nzoia West Sub-County, Kenya, investigates the influence of Youth Entrepreneurship Development Fund (YEDF) market-linkages on the development of youth projects. A significant number of respondents stated that market networking services offered by YEDF are inadequate in providing ample local market for the products, works and services produced by the youth. The study also established that YEDF had opened opportunities to new markets and increased the volume of sales in the county.

Entrepreneurship policies involve a guide, a set of plans agreed upon by the government to encourage entrepreneurship activities. Oviatt and McDougall (2005), stipulated those policies in the business world can be either internal or external. Internal policies are the policies that directly affect the business, they determine how the business should operate. Internal policies are agreed upon within the business by the management and the board of directors of the businesses. Internal policies are mostly dependent on the courses of action set by the government. External policies are policies that are out of management and business control, they are policies that determine how business operations should be governed. These policies are laid down by the government, but they directly affect the business environment where entrepreneurs operate. For instance, the Kenyan government offers 30% of tender procurement opportunities to people with disabilities, youths, and women, and all governmental enterprises must comply. This is a way of empowering and enhancing the participation as well as the growth of women, youth, and people living with disability (PLWD) owned enterprises in government opportunities (AGPO, 2013; PPDA, 2015). The

government of Kenya also exempts taxes on the income earned by a registered person in the Ajira Digital Program (ADP) an initiative by the government to enable millions of youths to engage in digital projects (GoK, 2020).

According to a study by Akinyemi and Adejumo, (2018, p. 16), the policies established by the government in African countries determine the success of most youth entrepreneurship activities. The study indicated that government policies stir entrepreneurs both directly and indirectly varying with every entrepreneurship phase. Directly based on the rules and regulations surrounding taxation, privatization, and education policies. Policies surrounding the political environment, impact entrepreneurs indirectly and may positively or negatively affect the business environment creating harsh conditions for young people to engage in any transactions. For instance, when the government infuses money into the economy, this creates a state of increased available money for investments with affordable interest rates, this ensures youth can borrow money and make the appropriate payment without breaking their backs. On the other hand, when the economy is struggling the movement of money in the economy is limited, a barrier to new business entry and sales decreases significantly and loan replenishment becomes impossible, most entrepreneurial venture barely keeps afloat due to financial related problems which eventually leads to bankruptcy (Carter and Auken, 2006, p.509).

Moreover, African governments have begun facilitating favorable policies to enhance youth engagement in innovative and creative business activities. According to a report by the World Bank (2020, p.4-6), regarding the ease of doing business indicated that New Zealand, Singapore, and Hong Kong were the top three countries with ease in business transactions. The report stated the top 18 countries invested in technological systems that allowed ease in business transactions, property transfer, online tax filling, and governments had transparency in business registration processes. This report states Mauritius is in the 13 number followed by Rwanda at 38, Kenya at 56, and Tunisia at 78 as the top four African countries with ease of doing business (World Bank, 2020, p. 4).

Technology is advancing and young entrepreneurs are shifting to technological business. Douglas and Cobb (1928) held that technology and innovation are not affected by policy and function independently. However, Broughel and Adam Report in 2019 stated that technology can be influenced and developed through comprehensive

public policy choices. They stated that policies like high taxation act like punishments for innovation and technological development that discouraged people to venture into new businesses. Technology for startup businesses creates an effective and fast channeling opportunity for the flow of information, business registration processes, property searches, gaining feedback from customers, property transfer as well as effective research and development systems. Technology is also a powerful and economical tool for through social media or web marketing small businesses can advertise their products internationally and to various demographics.

African countries as reported in the financial year 2019/2018 worked in facilitating reforms that made doing business easier for entrepreneurs. Sub-Saharan African governments improved the installation of electricity and road infrastructures in rural areas. For instance, the Kenyan last-mile electricity connectivity program (LMCP) strives to ensure every place has electricity (Gok, 2019), which according to the African Energy Outlook, 2019 project has facilitated 77 percent of electricity access in Kenya. The report also stated that approximately 573 million people in Sub-Saharan Africa have no access to electricity or experience electricity rationing which is a huge hindrance to enterprises. In line with policy reforms, policies regarding cross-border trading, property transfer, construction permits, and taxes were revisited. Regardless the World Bank indicated that Sub-Saharan countries had the lowest improvement in the easiness of doing business at one percent, barriers to business entry were higher than most of the other regions of the world. Chu et al., (2011, p. 89) pointed out that business regulations, the tax systems are very complex for the common citizens to understand, property rights are appallingly designed and implemented, inadequate infrastructure, bureaucratic business environment, and the tip of the iceberg corruption and bribery make entrepreneurship a nightmare for the majority of the youth in Sub-Saharan Africa.

A study by Gathuma and Shigadi (2017), mentioned that the Kenyan government has streamlined the business transaction ease by automating the business registration process, where entrepreneurs can register their business names and partners online. Automating the business registration process was less time-consuming and minimized the process from eleven steps to just three steps through the E-citizen portal. The government also automated the property search and transfer process (MPSR), as the tax filing and payment system through the online portal Itax Kenya. Regulations like

registration of business premises, company seal, and most importantly business permit are waived for start-ups businesses for the first two years (Gok, 2020, p. 6-7).

The introduction of industrial parks, technological hubs, huduma (service) centers, Industrial Technology Research Institute (ITRI), fibre optic, private alliances, youth programs, and polytechnics, and campaigns against drug abuse and HIV have also boosted entrepreneurial vitality in Kenya (Chirchietti, 2017). Nonetheless, the permits, certifications (KRA PIN, PAYE, VAT, NHIF, and NSSF), certificate of incorporation (CR12), corruption, and payments required in every step make business registration very tedious, expensive, and frustrating process (Owiro, 2011, p. 11-16; Njenga, 2015, p. 5-6). Lecuna et al., (2020, p. 525) study that involved data from 53 nations in a ten-year period indicated that business process bureaucracy and corruption had a significant impact on entrepreneurship pursuits. Bruton et al., (2021 p. 12-14) agree that government policies can make entrepreneurship easier, but it is clouded with barriers such as corruption which make doing business in the informal sector difficult.

Ewing Marion Kauffman Foundation (2018, p. 8), conducted an online survey of over 2000 entrepreneurial enterprises in the USA, which indicated entrepreneurship offers twenty percent of job creation among the youth. Most of the young people engaging in entrepreneurship anticipate profits and business growth. However, 80 percent of the sampled enterprises suggested they did not feel support from the government in terms of access to resources and financial services. The respondents also stated high taxation policy was a fundamental barrier to entrepreneurial activities. Consequently, the survey also revealed that 25 percent of the enterprises did not seek resources and support from entrepreneurship development programs readily available.

Prior studies have revealed that tax cuts and/or increment of taxes have a significant impact on entrepreneurship growth (Balioune-Lutz & Garelo, 2014; Acs & Szerb, 2007; Chu et al., 2011; Kreft & Sobel, 2005). The studies indicated that monetary and fiscal policies had a significant impact on entrepreneurship growth within the country. Most entrepreneurs cited that high taxes, customs and regulated tariffs greatly affected businesses. According to Micah et al., (2012), high tax rates make it impossible to build capital, save, invest, and minimize the ability of business growth. Consequently, in the bid of encouraging entrepreneurship activities, Kenya, Nigeria, and Senegal established tax incentives that waived income taxes of start-up businesses

for the twelve months in operation. Prior studies Henrekson and Johansson (2010), Shane and Eckhardt (2003) and Shane (2009) have critically stated that for countries to build a solid economy it necessitates a partnership between entrepreneurs and policymakers.

The high rise of unemployment among young people occasioned an international revolution of the development of policies and programs promoting youth entrepreneurship. The International Labour Organization (ILO) reinforced its activities towards encouraging the development of entrepreneurship policies, tools and programs in transition and developing economies to create employment through youth enterprises, eventually leading to economic independence (ILO, 2012). Commonwealth and UNCTAD partnered in the establishment of a policy guide to youth entrepreneurship with its focus on creating solutions for the challenges faced by the youths. Kenyan government established the Youth Enterprise Development Fund (YEDF), uwezo fund (empowerment fund), kazi kwa vijana (work opportunities for the youths) whose sole purpose was to ensure the government funds and opportunities were accessible to the youths in all constituencies. This was through providing affordable start-ups loans, training, and mentorship to the youth (Gok, 2018). Other funding ventures are also available to fund young entrepreneurs such as the African World Bank and non-profit organizations, however as held by, Charles, Loice, Joel, & Samwel (2012), the study revealed that they should be increased awareness about the available youth programs. The study stated that most youths don't have sufficient access to information about the available funding programs (Amenya et al., 2011) thus making it challenging for the majority of them to access the funds.

Biru et al., (2020, p. 121-122), the study revealed that the government of Ethiopia developed entrepreneurship programs as a means of encouraging self-employment in anticipation of reducing the high level of unemployment in the country, while addressing social, environmental, and economic disadvantages across the country. The study also found that the programs were established in order to change the attitude of society towards entrepreneurship as well as enhance innovation and the countries industrial sectors. However, the entrepreneurship programs were overcrowded by necessity entrepreneurs, who just start a business for survival purposes and not growth, but as soon as something else comes up (formal employment) the business is

immediately discontinued. These businesses don't grow therefore cannot create employment. These practices contradict sustainable entrepreneurship. It concluded that support and the required resources are necessary for entrepreneurship, but they cannot create an effective entrepreneurial system without the entrepreneurs' ambition to progress. Moreover, Leshilo & Lethoko (2017, p. 55), the study found that the effectiveness of the established government programs was questionable and hardly benefited the youth, due to lack of awareness of these initiatives, 34% of the participants further indicated that the programs were biased and were only allocated to the people of the same political affiliation.

Irungu and Riro (2015) study, on the other hand, revealed that 75 percent of participants specified that the restrictions for young people to accessing financial support in Kenya were high. Twenty-eight percent of the participants felt that the financial support received from the youth funding programs established by the government was highly adequate. Oduol et al., (2013, p. 113), claimed that the youth programs are efficient, but the majority of the youth are lacking the willingness to follow the registration process requirements like, forming entrepreneurial groups which is a requirement for the youth loan registration. The study also revealed that the majority of the participants lacked awareness of the registration process.

Developed economies have implemented entrepreneurial policies including the introduction of entrepreneurship in the education systems. Youth development and funding programs to offer opportunities for interested youth to gain knowledge, training, resources, and skills required for starting and running a business successfully are also established. Africa has a long way to learn however, most governments like Kenya, Nigeria, Togo and South Africa fund initiatives directed at supporting youth entrepreneurs. Institutions such as the Youth Development Fund (YDF), which offers mentorship and financial support to young entrepreneur's ventures in Kenya, KKV, Kenya Talent National Academy (KTNA) and the National Youth Development Agency (NYDA) which was formulated to create solutions to the problems faced by South African Youth (Gicharu & Mahea, 2011).

Regardless, of the provision of policies and development programs, a study that was done by Maurice Sikenyi, (2017), revealed that youths lack social networks, entrepreneurial skills and mentorship that would permit the young people to effectively

participate in the youth development initiatives. He states that due to the diversity of the youth and various entrepreneurial preferences it's quite difficult for youth funding programs to allocate funding loans effectively. He held that transparency, accountability, and flexibility in the youth development programs were key to ensuring effectiveness and efficiency in mentorship and the allocation of funds. Díaz-Casero et al., (2012), Nystrom (2013), and Levie et al., (2014) indicated that government policies and programs had a significant effect on new business growth. The studies emphasized that the programs and policies could either encourage or obstruct entrepreneurial activities.

Education enables people to be equipped with the required knowledge and information. Drucker (2014), Kunene, (2009) and Neck and Greene (2011, p. 68) stated that entrepreneurship is a discipline that can be taught and learned. Bruton et al., (2000, p. 3), espoused entrepreneurship education as

“a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development”.

Entrepreneurship education enables young people to develop knowledge and skills that are beneficial during business startups. Past studies have revealed that education has a positive effect on entrepreneurial success (Martin et al., 2013; Unger et al., 2011 and Volery et al., 2013). However, entrepreneurship education in developing countries is not evenly distributed. Sub-Saharan African countries introduce entrepreneurship as a non-compulsory unit in universities and technical vocational training institutions. However, the Centre for Enterprise and Manchester University after a survey on the youth of Manchester and Salford in 2008, suggested that entrepreneurship is a journey that should begin in the early years of every child. Entrepreneurship education should be introduced to primary-going children with the aim of building skills, entrepreneurship culture, awareness, cognitive skills, mindset, and knowledge for the purpose of effective entrepreneurship practices. For instance, the knowledge gained from successful entrepreneurs could be used in school curriculums as well as the challenges experienced and what solutions were implemented. Prior studies have indicated that entrepreneurship education has a positive effect on increased

entrepreneurship practices as well as entrepreneurship growth (Gauthier, 2006; Coduras et al., 2010).

Damon (2008, p. 114) study revealed that at the age of 11 to 12 years old, children have begun to portray entrepreneurial abilities such as tolerance of risk, technical know-how, inventiveness. The study held that at an early age the youth have observed from successful people in the society or gained information from the environment surrounding them giving them self-confidence and effectiveness. This later translates to them wanting to build something important by themselves. Kourilsky et.al. (2002 p. 18-19) proposed that youth entrepreneurship education had to be improved in order to benefit the young people. The study observed that entrepreneurship education strongly influenced entrepreneurship growth. However, they pinpointed that entrepreneurship education highly concentrated on course work with very little emphasis on hands-on practices at the high school and primary level. Additionally, the study illuminated the significance of intergrading entrepreneurship education with technological practices. Shirokova et al., (2018) added that universities creating more initiative programs for the youth tends to increase the number of entrepreneurial activities, however, they mentioned that entrepreneurship education should develop a more holistic and strategy-based curriculum.

Education reforms in Kenya were facilitated through the introduction of entrepreneurship education for secondary students (EASE) and vocational and training programs (TIVET) in the school's education system. The reforms involved transforming the education curriculum into a system that incorporated creative and innovative skills as opposed to only grades. However, Bwisa et al., (2011, p. 21) are of the view that the Kenyan government lacks the creativity of establishing original entrepreneurship and entrepreneurship education policies set for the Kenyan citizen context. They stated that the majority of developing nations copy-pasted entrepreneurship education policies. Bwisa et al., 2011; ILO, 2016, p. 35-37), the governments were adapting entrepreneurship policies from developed nations, which was contradictory from the previous research's that stated that the challenges faced by entrepreneurs in developed countries are very different from the developing countries and thus developing nations need to tailor-make their own policies that will enhance entrepreneurship practices based on the economic, social, political, and cultural mix of each country. Ngoze,

Minyacha, and Gudda, (2009), mentioned that entrepreneurship in Kenyan schools mainly concentrated on the classroom-based theoretical perspective and gave very little focus on the entrepreneurship field, practical and experimental work.

Consequently, regardless of the importance of entrepreneurship education, what to be taught in entrepreneurship is a challenge (Von Graevenitz, 2010, p. 101) indicated that entrepreneurship education should include business planning, confidence, leadership, and communication skills. Previous findings of studies Pittaway and Cope (2007, p. 500), Hoppe (2016, p.18-20) and Ngoze et al., (2009) have indicated that entrepreneurship education is very general and does not offer training from the start-up of the business to the point where the business is thriving or failing. Steps to employ in the event of business discontinuance or approaches to employ to stay afloat and avoid bankruptcy. The study also revealed that the government policies and support are not equally spread and are inadequately integrated into the entire process of entrepreneurship.

3. METHODOLOGY

Qualitative study is one of the most flexible, focused, and secure method of developing and enriching the already existing information as well as identification of new, innovative ideas or knowledge for research (Bogdan & Biklen, 1992, p. 31-32). The method involves the gathering, collection, and analysis of generally non-numerical data with the focus on understanding opinions, experiences, and approaches. Bryman and Burgess (2002, p. 3) highlighted that qualitative study is not just procedures or stages but a dynamic integrated process involving the research design, problem, and methods. It portrays the relationship between the research design, data collection and data analysis. Additionally, Smith, Denzin and Lincoln (1994, p. 3-2), states that qualitative research is a knowledge eye opener on how different people understand and interpret events around them.

Qualitative research involves the lifestyle of individuals in order to comprehend their culture, behavior, stories, motivations, perceptions, organizational structures, and social change (Clissett, 2008, p. 99). It reveals how people view the universe and their surrounding environment. It seeks to bring meaning to how people act. Qualitative research seeks to answer the question of how people subjectively perceive their social reality as nearly and clearly as they live and feel it as well as give meaning to events. The core aim of qualitative research is to explore a deeper understanding of a phenomenon or an event (Tavallaei, and Talib, 2010, p. 576).

A research design comprises an overall framework and plan of how the researcher anticipates answering the research topic. The research topic, problem statement, and research objective require specifically developed research designs (Saunders et al., 2007, p. 159). According to Bougie and Sekaran, (2010), research designs are very essential because they pinpoint vital matters concerning the study or research topic. The vital matters include the purpose of the study, the scope of study, the place of study, unit of analysis and time frame of the study. Nevertheless, Saunders et al. (2007, p. 158), mention that research designs vary from easy to very complicated depending on the nature of the study. Research design identifies what will and not be included in the study.

This study espouses an exploratory research design, which clarifies and reports the way events exist in the present time while giving detailed information and insight regarding the event instead of empirical generalization (Patton, 2014 p.220). Exploratory research entails providing a better understanding of problems that are not clearly defined and with limited available information. Exploratory research, according to Saunders et al. (2007), is more accurate and precise as well enables a deeper understanding of the phenomenon. Explanatory research looks for reasons and causes, as well as, provides evidence to support the phenomenon being explored. It focuses on answering what, where how and when rather than why with the aim of an in-depth understanding of the problem (Grey, 2014). It does not seek to identify definite answers for the research questions but seeks to explore the research topic in depth. Exploratory research design focuses on collecting secondary or primary data by unstructured techniques. Exploratory designs comprise focus groups, in-depth interviews, and projective techniques (Patton, 2014).

3.1. The Participants

The population of the study were drawn from the registered companies in the Kenyan Ministry of Labor in Nairobi County, Kenya. The list of youths was obtained from the District Gender and Youth Affairs offices. The study population refers to the total collection of elements about which the researcher wishes to make inferences (Cooper & Schindler, 2006 p. 370). Population refers to an entire group of persons or elements that have at least one thing in common. The population also refers to the larger group from which a sample is taken (Orodho, 2003). The participants of this study were youth entrepreneurs in Nairobi, Kenya. The participants in the interview process were 10 young people drawn from a population of youth entrepreneurs registered on the companies in the Kenyan Ministry of Labor in Nairobi County, with an operating entrepreneurial venture.

The sample of the participants was selected from the registered companies in the Kenyan Ministry of Labor in Nairobi County through purposeful sampling. A sample is defined as a subgroup of the population, selected to best explore the research topic, and understand the phenomenal. A sample from a population is more reasonable than when collecting data from the entire population since it's faster and allows the researcher to collect data at a low cost.

Purposeful sampling presupposes that the objective of a small sample is authenticity, not representativeness. Even in small samples, purposeful sampling substantially increases the credibility of the results (Patton, 2002, pp. 240-242). The goal of using purposeful sampling entails obtaining participants that create a good understanding of the problem and an unbiased representation of the total population (Patton, 1990 p.169). The aim of purposeful sampling is to truthfully select the right representatives that will allow the collection of valuable information. Purposeful sampling is a process of effectively selecting information-rich cases from the subgroup of the population (sample) which are relevant to the study by efficiently utilizing the available resources (Patton, 2002, p.169).

Morse (1991, p.129) concurs with Patton’s point of view that in purposeful sampling, the participants should be carefully chosen based on the needs of the study. Purposeful sampling involves statistical analysis in which the data derived from the entire participants are interpreted. Purposeful sampling was utilized because it is deemed fitting for smaller samples, and it is cost-effective and less time-consuming compared to the other qualitative sampling methods (Patton, 2002). In this study, it was important to select participants who had businesses that had been operating for twelve months or more and who had no other source of income, or employment. The phases of entrepreneurship, the social environment, and the community influence of each youth participant were also taken into consideration. Social media as well as direct communication through email or cell phones were used to reach some of the participants.

Table 3.1. Participants Profile

	Education	Business	Age
Participant 1	Bachelor’s degree	Transportation Agency	27
Participant 2	High-School Graduate	House Brick Production	22
Participant 3	Master’s degree	Handmade Organic Detergents and Cosmetics	26
Participant 4	Associate degree diploma	Truck and Logistics company	35

Participant 5	Bachelor's degree	Coffee Vendor	33
Participant 6	Bachelor's degree	Photographer	23
Participant 7	Master's degree	Veterinary medicine and products shop	35
Participant 8	Bachelor's degree	Music Producer	21
Participant 9	High School Certificate	House Agent	22
Participant 10	PhD	Selling of Track suits to Schools	32

3.2. Pilot Study

Pilot studies, according to Jessiman, (2013, p. 18-23) provide a sharper understanding of the research area and provides an avenue to further explore the practicality of the research study. Pilot studies are perceived to offer experience, understanding of the research processes, and development of personal skills that are beneficial during the main study (Sampson, 2004). Moreover, Dillman (2000) added that pilot studies enable the researcher to identify faults in the design and layout of the questions as well as the reduction of measurement errors.

Five participants took part in the pilot study and the interviews took an average of 45 minutes. However, one participant, whose interview was held over zoom- because of inter-city travel restrictions- did not complete the interview due to poor internet connections. However, Kaba and Beran (2014, p. 578), pointed out that the successful selection of respondents in a pilot study does not translate to success in the main study. They stated that the pilot study, however, ensures there is no misuse/waste of resources and time.

The respondents were asked the study's semi-structured questions in the pilot study to test the interview questions in order to check if they were user-friendly and whether additions, elimination, adjustments, and or rephrasing of questions was necessary. During the interview, respondents were asked questions, which were generated based on the literature review and are divided into four sections: demographic questions, the perspective of entrepreneurship, entrepreneurship practices, and

entrepreneurship policies. The respondents' responses were positive, and the interview process was smooth. However, from the original format, questions 10 and 11 were merged and explored as a single idea. Questions 8a, 11, 13a and the words political environment from question 3 were removed from the interview question because the respondents gave repetitive responses.

Table 3.2. Original Interview Questions.

Name, Age, Gender, Marital status, and Level of Education?
Youth Perspectives
1. What reasons motivated you to become an entrepreneur?
2. How long has your business been in operation? (Less than 1 yr, 1-3yrs,4-7yrs,7-10yrs)
3. In what ways do you think the local societal, cultural, and political environment influences entrepreneurship activities?
Entrepreneurship Practices
4. How would you rate your business performance over the operational period? (Successful, deteriorating, failing)?
a. What key parameters do you use to rate your business performance?
b. What are some of the failure factors in a business?
5. Have you or anybody you know ever dissolved a business before? Kindly highlight the circumstances surrounding the dissolution?
6. Have you or anybody you know ever dissolved a business before? Kindly highlight the circumstances surrounding the dissolution.
a. What do you think is the main reason businesses dissolve in your environment (experience)?
7. What are the main challenges so far experienced in your entrepreneurial journey? How do you solve/handle them if you have?
a. How did you manage to solve or handle some of the challenges experienced in your business?
Policies and Regulations
8. Have you borrowed\loaned money for business purposes (family, friends, financial institutions)
a. How was your overall money borrowing experience of the process?
9. How do you evaluate the level of access to capital among entrepreneurs, especially start-ups, in Kenya?
10. What is the ease of doing business in terms of the business registration process, procedures, and cost?
11. What are your feelings/thoughts regarding governmental support for entrepreneurship among the youth?

12. Currently, the Kenyan government is offering entrepreneurship education to secondary schools through the Entrepreneurship Education for Secondary Students (EESA) and in vocational and training programs. How do you think this has impacted or will impact the field of entrepreneurship?
13. What are some of the youth funding (financing) programs in Kenya that you are aware of? Which of the existing programs have you benefited from? (Why not- for those who have not).
a. What has your general experience been with the program(s)?
14. How would you describe the general entrepreneurship environment (and attitude among the youth) in Kenya at the moment?
15. What are some of the areas you would wish to see improved or changed to better the life of entrepreneurs in your region?
16. Would you advise a younger family member or friend to follow you into entrepreneurship?

3.3. Data Collection

The data were collected using semi-structured interviews. Interviews were selected because they allow the participants to clearly explain their environment in their personal words. Have (2005), mentioned that qualitative research based on interviews is realistic in that the responses given by the respondents are either their history, current situation, or their experiences in the subject matter. He stated that questions designed by the researcher specify the information that is being requested and that the responses were an attempt to give the requested information to the best of their knowledge regarding the topic. Interviews not only involve sound and text, but also comprises videos, photographs, and recordings. Interviews will enable a clear and detailed understanding of the opinions, behavior, and motivations behind social reality. Gay (2010, p. 230) also mentioned that interviews enable researchers to position themselves in the participant's shoes, thus enabling them to wholly comprehend the order of events. They provide an avenue for researchers to pay attention, while carefully and systematically listening to what the respondents have to say without judgment (Krueger and Casey, 2000).

The semi-structured interviews comprised of open-ended questions and were conducted in a comfortable and friendly environment as determined by the participants at their own convenience so that data will be enriched by direct observations of the entrepreneur's behavior. Semi-structured interviews were used because it provides a leeway for the researcher to seek information in all angles considered important to the study (Brinkmann, 2014, p. 437). However, according to Wilson (2013), semi-structured interviews are a little disadvantaged in the aspect that the researcher may

direct the respondent responses by giving hints or clues during the interviews. He also pointed out that semi-structured interviews give discretion on the number and order of questions posed to the participants.

Each interview was recorded on a phone recorder and lasted from 32 minutes to 45 minutes. The researcher conducted the interviews face to face and through online conferencing since it offers the opportunity of gaining in-depth information. Face-to-face interviews (including video conferencing) also offer the researcher a clear understanding of the respondent's body language, gestures, and facial expressions such as smiling, crying, during the interview. Additionally, the researcher can ask for clarifications and better explanations on the topic event. The interviews were well organized and casually conducted, at a specified time and place to ensure the participants were comfortable, in a friendly environment, and had fewer distractions or interruptions during the interview.

Consent and information forms (Appendix 1) were given to the participants to carefully read and sign. The form indicated that the interview could be halted or terminated at any time as requested or in any uncomfortable situation and that their participation was confidential and only for research purposes. The interviews composed of thirteen questions that had related sub-questions and topics. All these questions were asked to the different participants with the exact wording and order. The questions were composed to gain answers to the specific topic of the study. According to Creswell (2007) the researcher should act as the respondents during the interview and make observations, analysis, and visibly report the information gathered. The entire interview process took about two weeks. After collecting the qualitative data, they were sorted into notes and analyzed. The interviews were conducted in English, and later, the recordings were transcribed into a typed format.

3.4. Trustworthiness of the Study

Trustworthiness is considered as a pathway in which researchers can convince other scholars that their research findings are of value and informative (Lincoln and Guba, 1985). It was a method established to ensure the research was conducted correctly. Yin (1994) viewed trustworthiness as a quality measure of the research design. Trustworthiness refers to the degree of trust and confidence in data,

interpretation, and processes employed to ensure a quality study (Polit and Beck, 2014). The approach established by Lincoln and Guba, 1985, to evaluate the trustworthiness and reveal that the findings of the qualitative study were “worthy of attention” included *dependability, confirmability, credibility, transferability*, and in 1944 Guba and Lincoln, added *authenticity* to the list as an evaluation criterion. This approach and procedures were in comparison to the reliability and validity concept in quantitative evaluation. Reliability is the degree of how coherent the results from the test are (Kombo and Tromp, 2006). Reliability refers to the magnitude to which the data collection methods, analysis, or techniques generate consistent findings (Saunders et al., 2009). Bashir (2008) pointed out that validity refers to the extent to which a test measures what it is supposed to measure in its truthfulness, accuracy, authenticity, genuineness, or soundness.

Tobin and Begley (2004) ascertained that dependability refers to the consistency of data over a period, under similar conditions. Additionally, they stated that for the study to achieve dependability the research process must be logical, distinctly documented, and traceable. Research is considered dependable when the findings of a study are replicated with different participants in the same conditions. Moreover, Tobin and Begley (2004) pointed out that the conformability of a study is achieved when the findings, interpretations, and conclusions are evidently derived from the data. This was supported by Polit & Beck (2012) who stated that conformability is objectivity, and the data is not the biased opinions, perspectives, or motives of the researcher, but the accurate responses given by the respondents. Credibility refers to the true representation, interpretation, and conclusion of the respondent’s responses (Polit and Beck, 2012; Polit and Hungler, 1999). Lincoln and Guba (1985) established that keen and persistent observation, lengthy engagements, data collection and research triangulation are ways to ensure data credibility.

Polit and Beck (2012) referred to transferability as the findings that are relevant and can be applied in other demographics. Transferability is the plausibility of extrapolation. A study achieves transferability when the findings of the study have relevance or meaning to people not participating in the study and readers can relate the results to their own events (Lincoln and Guba, 1985; Houghton et al., 2013). Polit and Beck (2012) and Lincoln and Guba, (1985) identified authenticity as the ability and

extent to which the researcher expresses the participant's emotions, feelings fairly and faithfully.

In this study, the researcher paid particular attention to ensure dependability, conformability, credibility, and authenticity. This was achieved through lengthy engagement with the respondents, an audit trail, persistent data examination as well as repetitive and frequent reading of the data for certain meanings and patterns. Furthermore, the data that was attained from the participant's responses amalgamated with the literature to ensure the achievement of the concept. The interviews were also checked by the researcher and by Assoc. Prof. Dr. Ozan Ağlargöz who is an expert in his field and who supervised the study for completeness and errors.

3.5. Data Analysis

Data analysis is a process that entails the inspection, classification, transformation, and comparison of data with the objective of finding valuable information. Data analysis involves transforming raw interviews into substantiating interpretations that are the basis for informative conclusions and published reports. According to Herbert & Rubin (2005, p. 209), coding is the process of methodically categorizing concepts, themes, and events with the aim of examining and retrieving all data groups that relate to the same subject matter across the interviews so as to formulate a coherent narrative. They believed that, by coding the right answers to the research question, the data was retrieved in ways that allowed the drawing of wider theoretic conclusions. The purpose of data analysis is to streamline the data so that it is easier for the researcher to interpret, have supporting decision-making, and make conclusions. Bodgan and Biklen, (2006, p.157) held that data analysis is a combination of original material intending to reveal patterns, extract the meaning of the sequence of events, or bring together described events to a comprehensible narrative. The interview responses given by the participants were examined in order to obtain the appropriate concepts, themes, and events. Creswell et al. (2017) indicated that coding of data is a systematic procedure in which the interview responses are analyzed and categorized into the appropriate themes that signify the phenomenon event. NVivo 12 Pro which is a software for qualitative data analysis was also used in the identification of the most expressed, dense, and intense codes, themes, and concepts. The interviews were coded

so as to retrieve what the respondents said regarding the established concepts, themes and events.



4. FINDINGS OF THE STUDY

This chapter explains the main and subthemes that were determined after the data analysis. Direct quotations will be provided in order to gain a detailed understanding of the findings as well as to foster trustworthiness.

4.1 Social and Political Environment of Entrepreneurship in Kenya

Entrepreneurship revolves around the external and internal environment. Several of the participants agreed that the social environment highly influences entrepreneurship and were of the view that the government needs to provide a conducive environment and resources for entrepreneurship to thrive.

“So, the social environment, in terms of the people around us, they provide, support for young and upcoming entrepreneurs by supporting the business, buying their products and, you know, pushing their businesses forward. And for the political environment, I believe, the government generally needs to provide an enabling environment for people starting their own businesses so that they cannot experience as much difficulty, making resources more available to them. Education and passing laws that favor small and medium-sized enterprises.” (Participant 6).

“Well, everything comes to play when it comes to business including the society in general, people’s behaviors, global economic atmosphere, pandemics and of course political, politics around the world all those come to play when it comes to, you know, general business performance. The products I deliver depends majorly on society who are my biggest customers and marketers. I also depend on society to gain feedback on my services to know where and how to improve.” (Participant 4).

“I would say 90% maybe, it depends on, because you needed a favorable environment. If the, the political aspects are not in line, so there won't be any business going on, you know, you need to, you need the whole general environment, like safety, infrastructures those kinds of stuff. For example, your business can never be successful if you're working, at the area where it's, uh, maybe criminal activities or anything, which disturbs the peace. So, I would say 90% of it depends on the political and the society, you know, where you live, you know, how the, uh, the society is willing to

cooperate with your business, because at the end of the day, the business is about them. Yes, they are the consumers.” (Participant 9).

On the other side, respondents 2, 5, and 7 had different opinions about the social environment.

“Politics, for example, I think it's an African secret. All leaders are very corrupt. So, when you get there and you're trying, you know like I'm a student, you know, I don't have money, so, but you must bribe this person to have to open that gate. And when they open that gate for you to pass from that one, you have to pay these other people, and as you go on, like, you just have to keep on bribing, paying and climbing, because if you do not there's nowhere your business will go. I think it has also come in like to the general Kenyan, you know, they want money. There's also the issue, of nepotism and connections. You know, that if I know someone in someone knows someone, then that means my business deals will go, um, will flow smoothly. But if I don't know them, then that means I'll be left in the dark. When you look at our society, I doubt the society supports local business. And I don't know, I like when you put your business and you put foreign investors business-like people tend to support the foreigners more than they support Local businesses. Also with friends, they'll be coming in and they'll be wanting money, you know, and sometimes they don't even understand that. No, I can't give you, because I still haven't gotten the output yet. And so, um, those things like you're having more output than income.” (Participant 2).

“The society, in particular, has to accept the products we are producing. And when you introduce new products, you get challenges where people don't buy them because people do not know them. So, one of the problems you have with the societies is that they are not very welcoming to new products, and especially if you are competing with an already established product. Talking a bit on the political aspect, there is the issue of business license, you have to be legally licensed by the government.” (Participant 7).

“Right now, in Kenya, people it's like in all types of business when one wants to implement, they preferred the other products from outside. Like even if you pick coffee, we are producing coffee in Kenya but when I'm proposing my coffee, they said, oh! It's from here, it's a local business, we are not sure that it's of good quality and that. So, the

preferred, the other one from France, from the UK or the USA, it's not easy. It's not easy because you need to be very, smart and try to convince the population that you have to consume what we're producing is not easy. It's not easy. So, politically, what I can say is like, the government there not making things easier for us. To start a business to say the truth it's not easy because everything you are trying to do they are not helping.'' (Participant 5).

The participants believed that the society has a negative attitude and hardly supports local entrepreneurs or the new local products in the market. The participants said that the society mostly favored and accepted foreign entrepreneur's products and services, and the already existing products in the market. The participants were all in agreement on the political aspect and explained that corruption and heavy imposed requirements by the government made business transactions among the youth very difficult.

4.1.1. Freedom of owning a business

Entrepreneurship has gained a new perspective in that entrepreneurship was deemed to be due to lack of other employment opportunities but, most of the youth participants stated that they started a business with the motivation of being their own bosses and establishing flexible working schedules and hours. Youth also viewed entrepreneurship as a way of taking full control of their own businesses, being one's boss, and making more money.

''I love entrepreneurship because being self-employed, or running my business on my own terms, and going to work when I want not being given any deadline by any person is, was important for me. I thought that was what I needed for my life.'' (Participant 1).

''I wanted to become an entrepreneur because of the freedom that comes with employing myself and creating my own life and my own.'' (Participant 6).

''I've always wanted to run something to own something for myself and I've always considered employment as a side hustle business as the main thing. Yeah. So, my motivation has always been to own something and have something that I call myself my own.'' (Participant 10).

However, participants 7 and 2 indicated that the lack of employment opportunities has led a majority of the youths to venture into entrepreneurship.

“Things were hard back then and getting employment was just as difficult as it is today. The high rate of unemployment in the country got me looking for something to do in order to create a living. My uncle at the time was in the pharmaceutical industry and he owned a small chemist. I discovered that there was limited access to livestock medical products. I talked to my uncle to start a partnership where I could deliver the products to people’s doorstep when need be. I, therefore, started my own business as a delivery boy with a vision and immense hunger to learn and work hard, it later grew and now well, I have a thriving vet medical supply outlet.” (Participant 7).

4.1.2. Business performance

Several participants said that they had operated their business between 1 to 3 years, and only one had a business over 7 to 10 years. They stated that the business performance was growing and developing, however, the participants also explained that the initial year was very challenging and most of the businesses were doing poorly or dormant, experienced declines and losses. The majority of the participants also explained that they rated their business performance based on return on investments and the number of sales or customers.

“Like when you start a business, it's really tough. And you experience a lot of losses for a while before you start seeing some turnover. In my own case, the first year was terrible. It was so bad because I invested a lot of money at the beginning, and it just went down. It went down the drain. And I was, I was losing hope, but thank God I had some financial aid, from the Tony Illumina foundation. This is a foundation that gives some allowance to bring businesses, to boost their business.” (Participant 3).

“The business is successful probably, however, that has not been the case throughout the period. Initial years, it was rather at a standstill, but, as we introduce more products and as we expanded into the market the business has grown significantly in the last eight to 10 years.” (Participant 7).

“I would say successful. As I said, we have been in operation for about three and a half years now? The first year was not good at all. At some point, we considered quitting because we didn't have the market the system as it were didn't have a chance

for us because to sell the things we sell; you need to present your bids for schools. And that is a long lengthy process. And then even after you present and give them the product, the payment still takes a long, long time. But after that, after we got the basics, the business started running smoothly.'' (Participant 10).

''Business performance is the numbers. It all comes to the numbers, how much you are spending, how much you are bringing in, how much can you reduce in expenses, and you know, of course, the general economic atmosphere within the country. And will give you numbers that are either positive or negative. I am glad mine being positive.'' (Participant 4).

Three participants stated that their business had been performing well and steadily rising but the business started performing poorly and declining due to the ongoing pandemic.

''I think, there are periods where my small business has seen a lot of growth, getting very many clients getting very many jobs, but we have also had periods where things are not as good. And especially in this last year where we've had the pandemic and people are staying at home. So business was a bit slow then as compared to the times before.'' (Participant 6).

''Business was on a peak and then Covid-19 came, and things went down, it was almost 15% loss which is a very huge loss. So, we had to cut down the people who were employed and, it was such a sad situation. At the end of the day, we tried to sail through with as a little team as possible.'' (Participant 2).

''Currently, I would not say we are successful, we are not doing so well. We were affected by the Covid-19 situation. People stopped travelling. So, you would be connecting nurses with opportunities, but they can't travel because of Corona. Yes, this has really affected my business. And although we have not gotten to that point where we feel like closing, we're not doing as well as when we started.'' (Participant 1).

4.2. Challenges and Failures of Entrepreneurship

A strong sub-theme emerged in that the unavailability of working capital was strongly stated as the main challenge to entrepreneurship followed by inadequate mentorship, inadequate marketing, lack of skilled employees, unpaid debts, and

inadequate government support. These were identified as the top six challenges reported by the participants experienced in their business journey.

‘I think the first major challenging situation was getting finances. As I told you, I'm from a very poor family, so I didn't have someone to inject that type of money. And when you're looking for investors, no one wants to invest in baby business, investors want to inject their money in businesses with successful returns, not a start-up.’ (Participant 2).

‘I've already said lack of funding is the main challenge. Of course, somehow the supporting system there's is either, no supporting system or the supporting system is bad and poor. So, they get to give you deals that are not worth it. The results that you're going to get at the end of the day become a loss to you...And it's just a challenge. Sometimes corruption might be one of the factors, I guess, corruption, corruption.’ (Participant 8).

‘So, they're high, the high amount of capital was a challenge, it still is a challenge now, only that we have learned to manage the growth rate and the expenses in the business... Another challenge will be, well- trained manpower or a trained team and, uh, at times it takes a while to find someone who has, uh, the relevant experience to deal with a business that requires a lot of, um, uh, direct communication with the customers...the external factors such as the COVID crisis as also being a significant factor challenging our business, but we are anticipating with the vaccinations going on that will also become a thing of the past. ’ (Participant 7).

‘Another challenge is as much as it said that a lot of young people are looking for work. It is not also easy to get where we operate right now. It's not very easy to get qualified people to work with us. And but as our other issue other issues we've already solved, like issues of the working capital.’ (Participant 10).

However, participant 6 had a different challenge, the participant said that in businesses related to creativity, the main challenge experienced is pricing. The respondent said that placing a price on the craft is very difficult since the customers only buy the final product and don't view the entrepreneur's time and process involved in developing the craft. The pandemic, corruption, competition, lack of competent staff, and poor management strongly emerged as the failure factors in businesses. Political

instability and family were also mentioned as a reason for business failure. Inadequate finances\capital, lack of competent staff and Covid-19 were mentioned as both a challenge and a failure by several respondents.

‘I think one is extreme competition is one of the business failures. Their so many organizations doing the same thing. Another thing is Covid-19, also the lack of capital, which is usually the most challenging thing theirs is also lack of mentorship and training in new business. So, you realize some of us, make errors at which if you had a mentor or someone at the sort then probably they would have avoided.’ (Participant 1).

‘Business fails for different reasons. And right now, I think the most important factor for most businesses that are ongoing is lack of planning. And this goes to especially a lack of management of working capital. So, if a business cannot have very good cash control, the business is likely to fail. So as businesses fail for different personas, I said, and some of them are external. Some of them are internal, but from where I sit, I think the internal reasons have more to say when it comes to small businesses even though when the economic system of a country is failing, most business cannot thrive, but yeah.’ (Participant 10).

‘When you start doing entrepreneurship, you need people to actually help you in your dream or your vision. When these people are not in line with your vision, it will really be a failure factor. There’ll be a lot of problems because when you allocate tasks to different team members, let’s do this. They cannot meet up with the tasks or they cannot meet a bit deadline. It will slow down their business a lot.’ (Participant 3).

‘When Covid-19 first hit Kenya, it was so horrible. My work requires manual labor, people picking up waste and working machines. However, this was so difficult because of the national lockdown. The other business failure is unpaid debts, you give people loans or products in credit, and they fail to pay up.’ (Participant 2).

‘Covid-19 has become a negative factor in the growth of the business because some of the products we get, we have to import them from overseas. And the Covid-19 crisis meant that transportation from our international supplies in Kenya was not possible. Various factors like the outbreak of the Covid-19 Virus, political instability, and internal factors related to management, affected the business.’ (Participant 7).

4.2.1. Access to funds

Most of the interviewed entrepreneurs said that it is very difficult to access funds and the financial systems and services were poorly managed. The participants claimed that the youth were not aware of the right places to access funds, had inadequate training, and inadequate entrepreneurial mentorship and that there is rampant corruption when it comes to the appropriate allocation of resources.

‘‘It's so difficult, especially for my continent. It's so, so difficult. Yeah. It's so difficult. Money is difficult. I know you know about Africa and Kenya. It's so hard when it's hard and access to money it's, it's a problem. Most times I think we would have more entrepreneurs. If we had more access to capital, if we had more access to money because people have amazing ideas, amazing ideas, but it cannot be realized because there's no money. And if maybe the different ways the government could promote entrepreneurship by giving some money or supporting young people who have brilliant ideas, I think could be a good idea. But right now, we don't have access to capital and just a few are opportunities to find access to capital.’’ (Participant 3).

‘‘I think it's very poor. I'm sorry to say this, but I feel like the government is failing us. There is not much education, like on how, you know, I feel like young people should be advised on the right places to go and we should also have open access to mentors because you see in other countries, they have a good foundation of mentorship. The other thing is corruption in that, even though the government, promise to give youths, access to capital. So, like the government, instead of giving that money for the right cause they don't.’’ (Participant 2).

‘‘To be honest, Kenya has a variety of financial institutions as they were Kenya has a lot of, mobile, mobile safe, credit providers. And, they have a lot of banks that are ready to lend money, but for startups, they don't look at startups, very positively, even the ones that do, have rates and, conditions that are not very encouraging for startups. So, people often shy away from approaching them. also, as I said, people that I know, depend on friends, family, and, and, and their own means.’’ (Participant 10).

Participants 1 and 7 also acknowledged that as much as there are existing challenges the access to finances among the youth is better now than in the past years. The participants said that the government has created more intensives and youth

programs that enable the youth to easily access funds. Nevertheless, it still does not operate as it should.

“Well, I would say it's better now. I would say it's better now than before. Because of the many organizations and the effort being put by the government to support the youth. There are those many initiatives, that I've been brought up with. So, in this year, in this current age, it's way better than how it was before. Although it's not I will not say that it's so easy. Because the support they give is limited, and it's very controlled.” (Participant 1).

“There are some challenges that come with the fact that they are new entrepreneurs, some of them lack the capital, which is usually the most challenging thing there's is also, lack of mentorship and training in new business. So, you realize some of them, make errors at which if you had a mentor or someone to the sort then probably they would have avoided.” (Participant 7).

However, in recognizing the progress that is being experienced in relation to the youth access to funds, participant 7 further added that *“I remember talking to one of my friends, that's the access of capital nowadays is some more than it was some ten years back. But then again, it's, still not to the level at which it will be favorable to new entrepreneurs. So, we do have a few programs that are facilitated by a government institution, private institution.”* (Participant 7).

4.2.2. Business dissolution

Inadequate capital, mismanagement, the sellout of businesses assets to get finances, retirement, lack of governmental support, the pandemic, market changes, and high cost of doing business were the strong themes identified towards business dissolution.

“Mismanagement I would say, so many rules from the government, like every day you wake up, there's this new rule you have to pay for these payments for this operation. It's so hard for starting a business. The number of things you are required to do the amount of money you are required to have sometimes is too much can make you close down your business...poorly managed businesses and the lack of support from the government.” (Participant 1).

“...I think it was just issues with lack of internal management of the business, cashflow management and stuff like that. The pandemic has also led to, one or two people I know, to close down their businesses because of the extended period of that they had to stay closed. And then when you get back, you realize that things are not the way they were. So yeah, those are some of the reasons.” (Participant 10).

“In my experience, I think businesses dissolve a lot when they cannot keep up with what is happening in the market. Just keeping up with market trends. Technology is a very big thing right now, as a photographer, I also need to keep up, and a lot of people are, looking to hire photographers through the internet and social media. And so, if I do not step up and share my work online, nobody's going to discover my business. Of course, if I get on there and, share my work, I'll get more discoverable, and I will be able to attract more clients. So, if you're unable to keep up with trends like this, and especially now that technology is moving so fast if you're unable to incorporate these new trends into your business, you might not be able to keep up with your competition.” (Participant 6).

“Somebody, in some businesses you make money when you sell out. And that's what most people do, they sell out to retire. They sell out to, to start a new business, a new direction of the business at different investment. Of course, they sell out to merge with other businesses for profits or to share expenses. So, I sold out just to get out of the pieces and just start a new, new thing.” (Participant 4).

Participant 3 explained that she had personally dissolved a business by shutting down because of business losses. The participant stated that lack of due diligence and appropriate market research resulted in the dissolution of the business. Additionally, participants 3 and 7 stated that the lack of inadequate finances especially in the first year of operation may led to business dissolving.

“The second reason why businesses dissolve is because of finance. This one... the first years of entrepreneurship are really difficult. You experience a lot of losses because you're still trying to convince people. You have to try to improve your product. You're still trying to make an impression. You're still trying to create a brand. And that entails a lot of money before getting their trust. You have to spend a lot. And if you're

somebody who is so sensitive about losing money, maybe the first year you dissolve it.’’ (Participant 3).

‘‘I can tell businesses usually dissolve because of the high cost of doing businesses. It is not easy to start up a business especially in Kenya. If you started a business, whether you are making a profit or not still expenses, you have to pay, you need to pay for the rent of the premises. You need to pay your workers. So, whether you're making a profit or not expenses must be paid. Therefore, the high cost of businesses, particularly in our country causes, businesses to be dissolved as well as the minimal support from the government and there is very little support for entrepreneurs in terms of funding and training.’’ (Participant 7).

4.3. Government Policies and Procedures

The Kenyan government is slowly improving the policies and procedures in the ease of doing business through the introduction of technology hubs and youth financial programs around the major cities in the country. Several participants agreed that the government is working towards supporting youth entrepreneurial activities, and they think that the government is doing rather a good job in certain areas such as digitalization of the business registration process, reduction of requirements to access to capital, installation of electricity in rural areas, availability of youth funding programs and protection of intellectual property. Nevertheless, the majority of the participants explained that the process of registering a business is expensive and time-consuming. The participant also added that the administration was corrupt and bureaucratic.

‘‘Kenya has actually, become very business-friendly when it comes to government, pitching in to help with small businesses and beginning of the small business..... And of course, initiatives like Obama starting, implementing in Africa and, and United States government, sometimes getting involved in young people, trying to start up their own businesses has gone a long way to help to help us in general.’’ (Participant 4).

‘‘Recently business registration and costs and things like that have been made easier with the digitization of the processes. So, it's something that you can do within a few days, and have all the requirements you need to start a business. So, and the regulations are also not that bad dumps of the business that we do. But the taxation

system we, we don't have any net profit at the end of the business or the day. So, in terms of overregulation, it should stop. So, in terms of ease of doing business in Kenya, actually, I think can, is very good with respect to that. You can easily start a business and run it, with the regulations that have available right now.'' (Participant 10).

''Well, the government has established a portal called e-citizen portal that you can use to register your business. And I think this is a great new way for the government to encourage people to register their businesses. However, the process of registering a business is not cheap you are required to have so many things like certificates, you are required to have a business name, there are things you have to do before you start this business. And this makes it difficult and quite expensive, and it takes time. Like for business name for you to receive your business name from the time you make the application and the time you receive it is about 2 months.'' (Participant 1).

However, not all participants thought that the government is doing enough to support youth entrepreneurship. The participants said that the ease of doing business in the country is far from the actual reality and the government was dormant in supporting youth entrepreneurship.

''I don't know if there's another word more like, which can give a meaning more than harder. They use that one. It's so, so hard. Like the government, it almost feels like they are not doing anything, not just doing nothing. It's like doing nothing. It's like zero. They are like a negative, you know, they're like almost pulling us back, you know, it's horrible. These, all these regulations and stuff, it's almost like, it's almost like they're telling us not to do it. That's how it feels in a lot of ways.'' (Participant 9).

''The government does nothing. Honestly, they should do more like a lot more than what are doing because the focus, they have a lot of focus on things that are really, unimportant. Starting a business in this country is almost impossible. The business registration process requires so many documents, stamps, and money and yet you are trying to save any amount of capital to buy products. The government is very corrupt, bribery for services is the order of the day it is very pathetic and heartbreaking. Honestly, the government should wake up.'' (Participant 3).

''Well, I must say that doing business in Kenya is not an easy feat considering that even in the application for a business permit itself is highly bureaucratic. A process

that should take more than a week. We can get take over a month then again, the cost is quite high comparing with our neighbors East African Countries. Government support in terms of technological infrastructure is coming up however it's highly bureaucratic and then again, you need to be licensed to do certain types of business. In most areas, the government is putting some effort but in terms of business registration, the procedures, and the processes, are highly bureaucratic and time-consuming.” (Participant 7).

4.3.1. Awareness of government youth programs.

The government has established youth development programs and incentives to support youth start-ups. Most interviewed entrepreneurs had heard of the programs but never benefited from or taken part in any. The participants could also not specifically mention any youth program that is up and running. Three participants were not aware of the existence of any youth funding programs. Additionally, some respondents explained that the youth funding programs registration and evaluation process was tedious, corrupt and the funds provided were limited to specific regions within the country and business ideas.

“I’m aware of this. The name is just escaping me. I know the existence of some youth’s government support. But I’ve not tried them as I told you before, I opted for the bank. This was because of the youth funding programs. I have to apply, wait, it has to be vetted like you are taken through a whole process which could take months and you are not guaranteed to getting the funds. Well unless you are willing to bribe your way through. And I thought, since I have the ability to go to the bank, I’d rather go to the bank, It’s an easy and faster way.” (Participant 1).

“I’m aware of, I can’t say the names. I can see the, what the programs are called, but they have them at a local level and, and of course at the national level.” (Participant 4).

“I personally don’t know any of them. I have heard people talking about them and I’ve heard some of them being mentioned in the news. And I don’t know whether to believe I haven’t, I haven’t gained from it. And I haven’t. I heard of someone who gained from it, but if such programs are there, and are really supporting, you know, young entrepreneurs, like I’m so happy.” (Participant 2).

“Yeah, I'm aware of these programs in Kenya, but I didn't apply for these programs because, uh, I don't, I don't trust these programs is about networking. It's about corruption. So, I was sure that even if I was applying, maybe I wouldn't get it.” (Participant 5).

“I'm aware of them. I'm actually aware of them, but I've never been involved in any of them. Actually, I gave up on my country, like when I looked at things I had tried for a while, but I discovered there's so much, there's so much corruption that I should not, I should not start talking about that, but there are so many things that are not coming out straight. And I did not want to add the burden of already being an entrepreneur.” (Participant 3).

“I'm trying to think here. banks are the only funding programs I know. I think maybe, I don't know. I don't know. I really don't know any, yeah. I don't know financial Institutions. They are out there that am certain, but like personally, I don't know any, I don't think it's even the topic is that much popular. You go around and just see like maybe they only fund big companies, you know.” (Participant 9).

On the other hand, participant 10, explained how the youth programs have benefited a lot of people but have very long processes and unstable regulations.

“The youth fund, which is run by the government, but the youth fund itself, has a lot of issues and a lot of requirements that keep changing and changing. And at some point, you don't know what's going to happen next..... despite the availability, and then despite there a widespread use in some other parts of the country to some of the people we have not benefited from them so far.” (Participant 10).

4.4. Education and Entrepreneurship

Entrepreneurship education is a practical way of encouraging entrepreneurship activities in the country. However, it is not successively taught through the entire stages of the education curriculum and training institutions in Kenya. In addition, entrepreneurship education is sided; all entrepreneurial courses are non-compulsory courses in universities. Entrepreneurship education is also only introduced in secondary schools, and it mainly concentrates on the basic knowledge of entrepreneurship and the theoretical aspect of the course instead of practical entrepreneurship skills.

“The introduction of entrepreneurship education will impact entrepreneurship a hundred percent. And that's actually a unique approach that the Kenyan government is doing that you can find that anywhere else in the world, as, as much as I know. So, it's a very good thing. And I think it will have a very positive impact.” (Participant 4).

“Think it's a step in the right direction because more young people are going to be aware of the possibility of them starting businesses and supporting themselves as opposed to what is currently well-known right now that you need to take the white-collar job path. So, starting, educating people about these things, way earlier I think is a good thing because some of us are to learn about these things after graduating from the university. So, is that learning about them in high school. Once you're ready to settle down and start, it's not going to be, there's not going to be a lot that you must learn. The learning curve is not that won't be that steep at that time.” (Participant 6).

“I can say that the EESE program, is a good idea because even me I was thinking about, I was thinking if I could have done it in my younger age when I was in secondary school, because it's, it's very good because it's, uh, it's helping young people to start businesses. To think not only to wait for the government to do everything for you. So, since they're young, at this age they will start but what I want the government to do more is to, to, to add them, to practice more than even to, to give them the theories, because when they go for the next level of studies, they will learn the theories and these things but now they need to practice.” (Participant 5).

Participants 2 and 7, however, believed the government should start entrepreneurship education at a younger age. Entrepreneurship should be taught from primary school and emphasized more in high school, universities, and vocational and training institutions. On the other hand, participant 10 pointed out that only entrepreneurship education cannot teach students how to generate ideas, it's an integration of entrepreneurship education with the existing entrepreneurs.

“I feel like, they are starting late, I feel like children should be taught when they're in primary school. Like they should also promote the smaller, tech shops and shows where children come, and they bring in their ideas from home. Maybe one brings in scorns and then the other one, they bring it different things annually. This could teach children the fun of making and transacting a business...However, I think our

education is sort of like a box like we are being fed from a box. You can't do anything outside of your box, your, always inside so that's my problem. But now that our government has started this, I give them credit and I hope that they continue to do such per checks. And I hope that they become, um, successful because we have had programs in the past.” (Participant 2).

“Entrepreneurship is growing in Kenya, I must say that this is positive, the right way to go and in addition, it requires a curriculum that supports entrepreneurs. The government also in a way should extend this program to primary schools and higher institutions, universities, and other institutions of higher learning. Entrepreneurs who would like or we'll continue with the process after high school can get access to information. I Say, this is a good initiative, or this team wants to do, considering that the number of entrepreneurs in my country is growing over time”. (Participant 7).

“The business school will not teach you how to generate ideas, how to start a business. It will teach you a few things. We have to get comfortable and stuff like that. So, yes, education integration, education in high school and vocational school, it's a welcome, but, this needs to be supplemented, and through, practical activities, the government needs to provide the opportunities or to the government needs to link with the people were already in operation businesses that already in operation to give these kids, some internship or enterprise, so opportunities to work with them and see what they do. So, but even, if the system has to stay in school, I believe the education shouldn't be run by teachers alone. The school's nature invite, people who run the business as entrepreneurial people who are starting their businesses to talk to these kids directly and tell them the problems, tell them how it's done. Tell them actually, what is on the ground, because the knowledge from the book will only help you to give an extent after which you need to have those treat a wisdom that's who will take it to other side.” (Participate 10).

4.5. Summary of Analysis

As a summary of this analysis, there are some points to highlight. The motivations of youths towards entrepreneurship are mostly the same for most of the participants. They wanted to have their private businesses where they were their own boss. Most of the participants wanted to have flexible operational hours, the freedom of

having one's enterprise, and the ability to manage their businesses without any external forces. They all would highly recommend entrepreneurship to other youths as they consider it fulfilling and a successful source of livelihood.

The society and political environment influence entrepreneurship activities. Most of the youth entrepreneurs indicated that the society was the biggest scale of their customers. Society contributed to the marketing of their products and enabled a conducive environment for business transactions. However, foreign products are preferred more than local products and customers buy a lot of products on credit. Seven of the participants indicated that the government had not provided a conducive environment for youth entrepreneurs. They stated that insecurity, poor infrastructure, high taxes, corruption, and bureaucracy in the political environment made entrepreneurship among the youth difficult.

Inadequate operating finances was strongly stated as the main challenge to youth entrepreneurship followed by inadequate mentorship, inadequate marketing, unpaid debts, inadequate government support. The entrepreneurs also acknowledged that the pandemic, corruption, competition, lack of competent staff, and poor management were the failure factors in businesses. Most of these reasons were also some of the causes for business dissolution. The access to funds among the youth entrepreneurs was also deemed very difficult and most of these entrepreneurs resorted to financial institutions that require high collateral.

Table 4.1. *A summary of the findings.*

Youth Motivation towards entrepreneurship	<ul style="list-style-type: none"> – Freedom to take full control of a business. – Flexible Operating hours – Being one’s boss
Society and Political Environment	<ul style="list-style-type: none"> – Society is the biggest supporter, marketing agent and consumer. – Most respondents stated that most products were bought on credit which had a weighty consequence to the businesses. – Three participants also indicated that the society mostly preferred foreign products to local. Foreign products were considered cheaper and of more quality by society – The participants indicated that the political environment is ineffective and makes doing business very difficult. Insecurity, corruption, poor infrastructure, and bureaucracy were some of the barriers mentioned.
Challenges Experienced	Inadequate operating finances was strongly stated, followed by inadequate mentorship, inadequate marketing, Covid-19, unpaid debts, inadequate government support.
Failures Experienced	The pandemic, corruption, competition, lack of competent staff, and poor

	management were the failures stated.
Discontinuance of a Business	Some of the reasons stated were Inadequate finances, retirement, Covid-19, selling out of a business, high cost of doing business, poor planning, and management.
Ease of Doing Business	Although the process of business registration is digitalized, the respondents stated that the process is expensive, time-consuming and requires many documents.
Youth Programs	Most of the youth lacked information about the processes and procedures required to register youth programs. The majority of the respondents could not identify any youth program.
Entrepreneurship Education	The majority of the response support the government regulation to start entrepreneurship education however, they insist on more practical courses as opposed to the normal theoretical school curriculum. Two response however insisted that entrepreneurship was not a subject that should be taught in school but a skill.

As much as the youth entrepreneurs were aware of the existence of youth programs, only two participants could mention some, while none had considered joining or seeking financial assistance from the available programs. They claimed that the program's processes were tedious and limiting. A high number of entrepreneurs stated that the registration process was very bureaucratic, corrupt, expensive, and time-consuming. Two respondents expressed that despite the process being online, the number of documents and money required to register the business is very discouraging to the youth entrepreneurs who already are struggling with insufficient funds to start their businesses.

The youth entrepreneurs expressed that the introduction of entrepreneurship in the education system especially in secondary schools was very beneficial since it ensured young people had the required information and training before embarking on entrepreneurship. Some participants pinpointed that the education program will influence the growth of entrepreneurship among the youth due to access to the relevant information and training.

5. CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Conclusion of the Study and Discussion

The goal of this study was to investigate the new perspectives, practices, and policies of the Kenyan youth entrepreneurs. For the purpose of the study, a related literature review was made. The study also employed a qualitative research method and conducted semi-structured interviews with ten youth entrepreneurs with different business enterprises and from different sectors in Nairobi, Kenya.

This study identified that the lack of working capital, unpaid debts, lack of mentorship, poor marketing, and inadequate government support as the challenges experienced by the youth entrepreneurs in Nairobi. COVID-19, poor management, inadequate finances, competition, corruption, and lack of appropriate skills were cited as the reasons for failures to their businesses. Inadequate finances, mismanagement, and the pandemic were labelled as some of the reasons why businesses dissolve. The study indicated that the pandemic led to the closure of many businesses while other entrepreneurs had to employ new strategies to survive, like social media transactions and cutting down most of their operational costs. The literature revealed that the businesses were not ready or strategically prepared for the pandemic and as a result experienced massive losses and some had to close.

The study revealed that most of the young entrepreneurs started businesses that were perceived easy, less imaginative, or with very limited barriers of entry. Very few young entrepreneurs start manufacturing or technological enterprises, because of the expected capital and barriers to entry. This gives a reflection as to why most youth-owned businesses have very stiff competition in that market. Inadequate finances, mismanagement, incompetent workforce, and lack of continuous working capital were some of the main reasons that youth enterprises collapse or discontinue.

Despite the challenges mentioned, the literature illustrated that the young entrepreneurs were highly motivated by having flexible working hours and the ability to be their own boss. The study revealed that entrepreneurship has been extensively accepted by the youth as a profession rather than an alternative for formal employment. Omidyar Network, 2013 held that due to employment uncertainties many of the youth want to be self- employed. This is transitioning from the previous studies that indicated

that the youth are turning to entrepreneurship as a source of livelihood due to the high rate of unemployment (Mwangi and Shem, 2012).

Additionally, the government has failed in providing an easy and cheap process for young people to register their businesses. As much as the process has been digitalized, a high number of youth entrepreneurs stated that the process was time-consuming, expensive, tiring, and frustrating. Moreover, it was established that most of the government administrators involved in these processes were very corrupted and bureaucratic, making the process very slow. This was contradictory to Okoth et al., (2013, p. 113), the study that cited that the registration administrators and officers in the offices were friendly. The government also expected tax payments in the initial months from the small businesses which had not yet accumulated or attained any return from the investments made. This was especially difficult for nascent entrepreneurs who are having a difficult time mobilizing capital to start a business. This pointed out that high taxes, finances, poor business registration processes and regulations, inadequate governmental support are obstacles to youth entrepreneurship activities. Wu Jia (2010, p. 41) and Lyons & Contreras, (2017) acknowledged that entrepreneurs required financial support in order to expand and grow their investments, spread business risk, and for capital accumulation. Moreover, youths that could easily access financial support were more likely to engage in entrepreneurship practices.

The study found that the progress made by the government in the provision of entrepreneurship education in secondary schools and vocational training schools has a strong positive relationship with the growth of youth entrepreneurship activities. Thomas (2008, p. 365) indicated that the success of an entrepreneur is rooted in working experience and adequate education. However, the young entrepreneurs indicated that entrepreneurship education is very general and does not offer training from the start-up of the business to the point where the business is thriving or failing and the solutions or strategies to employ. Thomas (2008, p. 365-357) emphasized that entrepreneurship activities rise with the increase of entrepreneurship education. However, the education system should concentrate on the development of business skills and problem-solving in the entrepreneurship process instead of the basic theoretical knowledge of entrepreneurship. From these opinions, it can be concluded that education acts as a catalyst in the successful development process of a start-up

business (Valerio et al., 2014, p. 60-71; Robinson and Sexton, 1994). However, education alone cannot make an impact without the youth entrepreneurs having the skills and capabilities to use it.

The study illustrates that the Kenyan government is supportive towards the Kenyan youth entrepreneurship activities by the development of youth funding programs, industrial parks, Industrial Technology Research Institute (ITRI), local industrial clustering which have a positive relationship in enhancing entrepreneurial vitality. However, previous studies maintain that the government has a long way to go, and the efforts are limited to certain regions. The government has created youth funding programs that assist the youth with business start-up capital depending on the ideas and projects of the youth. However, a majority of the youths are unwilling to take part in these programs, the process was stated to be very bureaucratic and restricted, and the youth also have very limited information on the requirement and processes of the youth programs.

In the early stage of entrepreneurship, the main source of capital was friends and family, banks, and personal savings. The study revealed that access to funds by young entrepreneurs is very difficult because the majority of them could not borrow money from the banks due to a lack of collateral. Therefore, most of the upcoming young entrepreneurs depended on other means of mobilizing finances to start their businesses. According to Niu Jiao, (2009, p. 42) because of the high risk in financial cost, most start-up entrepreneurs rely on private equity capital, including their individual finances, borrowings from friends and relatives. This also indicates poor financial systems and a lack of awareness and information of the rules and procedures required by financial institutions, financial partners, and programs.

5.2. Recommendations

Based on the findings and the literature considered in this study, the following guidelines and strategies that influence youth entrepreneurship activities are proposed.

The government of Kenya, financial partners and other financial institutions offering youth funding services should engage in aggressive educative campaigns in order to expand the awareness of these assistance programs among youths in Kenya. The government should also stabilize the interest rates on bank loans and requirements

so that they are accessible and attractive to the youth. Initiatives such as angel investors, seed capital, and guaranteed schemes that provide the youth with working capital or resources should be allowed to freely assist the youth without any governmental interference. Some of the marketing forces could include, the internet, and especially social media, radio, television, and towns roadshows.

There is a need for the youths to get trained and mentored in areas that are related to business operations and start-ups. Entrepreneurship should be encouraged and rooted in education from early developmental years through primary and secondary education. Entrepreneurship education should be embedded in the education curriculum in all stages and subjects. To achieve this purpose, there is a prerequisite to teach schoolteachers entrepreneurial and business-related skills. The entrepreneurs require adequate training in management, controlling and allocation of the available resources. Additionally, the young entrepreneurs require training on financial management, tax compliance and finance mobilization. This study has clearly shown that the entrepreneurs with the appropriate training and education, run businesses smoothly with minimal errors and operate successful businesses. This training should also incorporate digital learning programs and ICT skills. Further, there is a necessity for ample business research on the market trends and innovative skills.

The government should create a business-enabling environment and a strong support institution. The enabling business environment should involve smooth, low-cost processes and business registration procedures, availability of ready markets for the products and services. The environment should also include minimization of the risks involved in online businesses, easy accessibility to technological infrastructure, electricity, capable labor, and business development services. The young entrepreneurs also require expert support institutions to help them to develop beneficial networks, gain access to markets and resolve business difficulties. Additionally, the government should assist in providing markets, networks and marketing of the services and goods produced by the youth. This could be done through the collaboration of universities and technical institutions with both the private and public sector in supporting youths who have a project, an idea, or an established business. Universities, vocational training centers and high schools should also be utilized as focal points of information to students about entrepreneurial opportunities.

Finally, the study recommends that the government should exclude tax payments and the excessive cost used in the business registration process in the event of first-time and nascent youth business registration. This will encourage most of the youth to register their businesses because the study indicated that due to the high cost of business registration and to avoid tax payment many youths don't register their businesses. Additionally, young entrepreneurs should be well informed on the new policies and regulations of business registration, how to register their businesses and the cost expected.

5.3. Suggestions for Further Research

This study concentrated on an urban setting. Further studies are required to establish if youth entrepreneurship, perspectives, practices, and policies are similar in the case of rural or marginalized areas. Another area where this study could be extended is by examining the impact of Covid-19 on youth entrepreneurship, perspectives, practices, and policies. The number of participants for the interview is a limitation and this number can be increased in further research. The findings from this study are an initial effort in order to develop a model of entrepreneurial success and empirically test the model with successful entrepreneurs. The findings of this study are not only important practical implications for entrepreneurs and potential entrepreneurs but also for academia and researchers so that they can train students to invest in both their internal forces and external forces.

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APPENDIX 1:

INFORMED CONSENT FORM

This semi-structured interview is part of a study titled “Youth Entrepreneurship: New Perspectives, practices and policies in Kenya.” The study aims to describe the attitudes towards youth entrepreneurship. The research is conducted for the partial fulfilment of the master’s degree at the Anadolu University of Turkey, under the supervision of Assoc. Prof. Dr. Ozan Ağlargöz. The information provided was confidential and used only for purpose of academic research. Your participation is completely voluntary, and your name will not be disclosed within the final report of this research project.

Ethical principles which will be applied throughout the study is given below:

- Your participation in this study is voluntary.
- The information of the participants will be kept confidential throughout the research process.
- The data obtained within the scope of the research shall be used for scientific purposes only and shall not be used for purposes other than the purpose of the research.
- A copy of the interview transcript can be shared with you if you wish.
- If you have any questions or requests during the data collection process, you can share them with me.

If you feel uncomfortable for any reason during your participation, you can leave the research process at any time. If you leave the research process, the data obtained from you will not be used and be deleted immediately. Thank you for taking the time to read and evaluate the information and consent form.

Researcher: Mercyann Mukami Muragu

Address: Tepebaşı/Eskişehir

Telephone:

E-mail:

I participate in this study voluntarily, knowing that I can leave the study if I wish, and agree that the information. I provide will be used for scientific purposes.

Participant’s Name -

Surname:

Signature:

Date:

APPENDIX 2:

Interview Questions

The main purpose of this research is to determine youth entrepreneurship: new perspectives, policies, and practices within the context of Kenya. This research is conducted by Anadolu University's master's degree student Mercyann Mukami Muragu under the supervision of Assoc. Prof. Dr. Ozan Ađlargöz.

You are kindly requested to provide an honest and sincere response to the question provided here. The information will be treated confidentially and will be only used for academic purposes. Your participation in this process is entirely voluntary and you have the right to withdraw from the process at any point.

Anadolu University

Graduate School of Social Sciences Department of Business Administration
(Management & Organization) Master's Degree candidate, Mercyann Mukami Muragu.

A. Name, Age and Level of Education?

B. Youth Perspectives

1. What reasons motivated you to become an entrepreneur?
2. How long has your business been in operation? (Less than 1 yr., 1-3yrs,4-7yrs,7-10yrs)
3. In what ways do you think the societal, cultural, and political environment influence entrepreneurship activities?

C. Entrepreneurship Practices

4. How would you rate your business performance over the operational period? (Successful, deteriorating, failing)
 - i. What key parameters do you use to rate your business performance
 - ii. What are some of the failure factors in a business?
5. Have you or anybody you know ever dissolved a business before? Kindly highlight the circumstances surrounding the dissolution.

i. What do you think is the main reason businesses dissolve in your environment (experience)?

6. What are the main challenges so far experienced in your entrepreneurial journey?

i. How did you manage to solve or handle some of the challenges experienced in your business?

D. Policies and Regulations

7. Have you borrowed\loaned money for business purposes (family, friends, financial institutions)?

8. How do you evaluate the level of access to capital among entrepreneurs, especially start-ups, in Kenya?

i. What are some of the youth funding (financing) programs in Kenya that you are aware of? Which of the existing programs have you benefited from? (Why not- for those who have not).

9. What is the ease of doing business in terms of the governmental regulations in business registration process, procedures, and cost?

i. What are your feelings/thoughts regarding governmental support for entrepreneurship among the youth?

10. Currently, the Kenyan government is offering entrepreneurship education to secondary schools through the Entrepreneurship Education for Secondary Students (EESA) and in vocational and training programs. How do you think this has impacted or will impact the field of entrepreneurship?

11. How would you describe the general entrepreneurship environment (and attitude among the youth) in Kenya at the moment?

12. What are some of the areas you would wish to see improved or changed to better the life of entrepreneurs in your region?

13. Would you advise a younger family member or friend to follow you into entrepreneurship?

My questions are over, do you want to add anything about what we have talked so far? Thank you!



CURRICULUM VITAE

Name: Mercyann Mukami MURAGU

Languages: English, Turkish, Swahili

Place and Date of Birth:

Email:

EDUCATION

09/2019- Up to date: **Anadolu University**
Masters in Organization Management

09\2018-06\2019 **Anadolu University**
Turkish Language

01\2016-06\2018 **Jomo Kenyatta University (JKUAT)**
Masters in Procurement and Logistics

01/2012-11/2015 **Jomo Kenyatta University (JKUAT)**
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06/2016-08/2018 Soltic Africa- Administrator (Working Student)

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