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**THE INFLUENCE OF MENTORING PROGRAMMES ON THE
PERFORMANCE OF YOUTH OWNED ENTERPRISES IN NAIROBI
COUNTY, KENYA**

BY JOHN MACHARIA WANDIBBA

MBA/81913/14

**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS IN BUSINESS
ADMINISTRATION AT STRATHMORE UNIVERSITY**

STRATHMORE UNIVERSITY BUSINESS SCHOOL

STRATHMORE UNIVERSITY

NAIROBI, KENYA



JULY, 2020

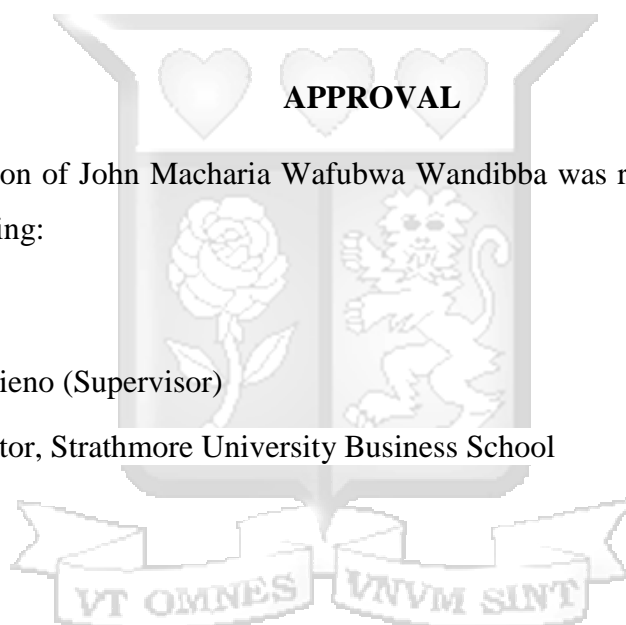
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I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

John Macharia Wafubwa Wandibba

Date: 28th July 2020



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ABSTRACT

Mentoring programs are important not only for business but also to serve as a bridge between business and academia. Many studies have delved into the factors that contribute to successful entrepreneurial performance and many have led to recommendation that on top of financial support for youth entrepreneurs, business mentoring programs are an essential component which needs to be seriously considered to better position the entrepreneurial ventures for success. Although research on mentoring programs is abundant, there is limited research that explicitly compares and contrasts the influence of various mentoring programs on enterprise performance. The main objective of the study was to analyze the influence of mentoring programmes on the performance of youth owned enterprises in Nairobi County, Kenya. In order to accomplish this, these specific objectives were used in the study: to evaluate the influence of one-on-one mentoring programs have on the performance of youth owned enterprises in Nairobi County, to examine what influence group mentoring programs have on the performance of youth owned enterprises in Nairobi County, to establish the effect of peer mentoring programs on the performance of youth owned enterprises in Nairobi County and lastly to assess the influence of virtual mentoring programs on the performance of youth owned enterprises in Nairobi County. The study was based on Kram's mentor role theory that says mentoring can be classified into dual functions: Psychosocial support and Career development. The research design adopted was correlational in nature. From the findings, it was established that one on one or traditional mentoring and virtual mentoring were statistically significant in influencing performance of youth entrepreneurs in Nairobi County. Therefore, the study suggests for greater focus on these two mentoring programs by improving entrepreneur awareness of the existence and efficacy of these mentoring programs, creating and improving existing access channels and support for participants at a county level, and tailoring policy towards anchoring sound youth entrepreneurial mentoring using one on one and virtual mentoring programs.



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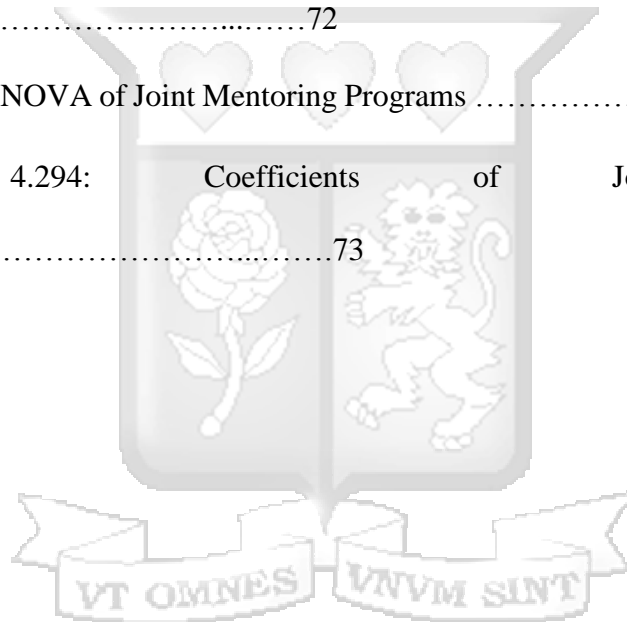
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LISTS OF ABBREVIATIONS

| | |
|---------|--|
| MDGs | Millennium Development Goals |
| GOK | Government of Kenya |
| UNDP | United Nations Development Programme |
| KNBS | Kenya National Bureau of Statistics |
| OIM | Observed Index Matrix |
| ONO | One-on-one Mentoring Program |
| PMP | Peer Mentoring Program |
| PYE | Performance of Youth Enterprises |
| GMP | Group Mentoring Program |
| VMP | Virtual mentoring program |
| NACOSTI | National Commission for Science, Technology and Innovation |
| ILO | International Labour organization |



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DEDICATION

This dissertation is dedicated to God Almighty, who gave me the strength, resources and grace to embark and accomplish this project. On the same note, I dedicate it to my mother, Jane Wanjiru, a woman who taught me the value of hard work and that anything is possible with God.



CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Mentoring has commonly been defined as a professional relationship where a more seasoned and experienced employee or professional “adopts” a newer employee and guides the “mentee” on how to navigate the politics and social culture of organizations (Kram, 1985; Chebii, 2017). Theoretically, Kram (1985) classified mentoring into two functional roles; the first role is career development which Ayer (2010) referred to as business support, and the second role is psychological support. In summary, psychosocial functions focus on the mentee’s personal development while career development focuses on the mentee’s business or professional development (Chebii, 2017). As concerns this study, personal development is taken to mean psychosocial support, while professional development refers to career development support (Kram, 1985).

Sullivan (2000) also defines mentors as people possessing a great level of industry and company knowledge and professional experience, who wield a lot of political and social influence in their respective organizations/industries and who take on protégés with the aim of providing career support and upward mobility. This would imply that the objective of mentoring is for the mentor to distill and bequeath the benefits of the experience, knowledge, skills and networks gathered over years on to the mentee, thereby enabling them to be more equipped to succeed in carrying out their professional obligations (Sullivan, 2000). Additionally, researchers focus primarily on adult education so as to gain a better understanding of entrepreneur education and consequently, mentoring (Winkler, 2014). Adult learning theory is shown to have played a huge part in the developing of programs tailored towards education for entrepreneurs and Winkler (2014) developed a framework that is useful for researchers and educators in entrepreneurship program improvement, primarily through pedagogical practices improvement.

In the context of entrepreneurship, Harrington (1999) gives a foundational definition of entrepreneurial mentoring as the relationship between entrepreneurs in which an entrepreneur with more experience assumes the role of a guide or counselor who helps

in overseeing the growth and development career-wise, of a novice entrepreneur who has less experience. St-Jean and Audet (2009) additionally define entrepreneurial mentoring to be relationship-based where an experienced entrepreneur supports the inexperienced entrepreneur to be able to develop both professionally and at a personal level.

Cox and Jennings (1995) show that what differentiates the performance of different entrepreneurs can be narrowed down to how well they learn from their experiences and mistakes. The study further suggests that mentoring creates important feedback loops from which the entrepreneurs learn and grow. They argue that because of the complex and diverse tasks that entrepreneurs need to engage in, that this is more reason why mentoring is needed. Hudson-Davies et al. (2002) further add to the findings by Cox and Jennings (1995) by stating that since mentoring is inspirational, where the mentees become motivated to emulate their mentors, who act as positive role models, mentoring thus becomes very relevant when it comes to the personal development of entrepreneurs. They argue that mentoring plays a very important role when it comes to the entrepreneurs' personal development as mentees not only learn from the feedback from mentors but can also end up emulating mentors who act as positive role models.

According to Wilbanks (2013), there is growing support empirically, that entrepreneurial mentees are getting career benefits as a direct result of mentoring support. In strong agreement to this, Sanchez-Burks (2017) argues that mentoring is as indispensable as startup capital for the entrepreneurial industry, and this aligns with research that strongly supports the importance of mentors for entrepreneurial learning. Mentoring outcomes, which some researchers also refer to as entrepreneurial outcomes or benefits of mentoring, refers to the significance, impact or value of mentoring (Chebii, 2017; St-Jean & Audet, 2009). Expounding on this further, Kunaku (2019) defines mentoring outcomes as the benefits that are accrued to the mentee, in form of expert advice, support, and knowledge. In support of this, Nicoleta and Chioncel (2014) conclude that skills, abilities and competencies are transferrable via mentoring. Finally, Rigg and O'Dwyer (2012) point out that some outcomes of mentoring include reflecting, constructing knowledge and knowledge transfer. Therefore, mentoring

outcomes for entrepreneurs can be in the form of knowledge, expert advice, competencies, skills and abilities.

Despite the important role youth entrepreneurs play in employment creation and economic stability, there is in contrast relatively little research on small firm mentoring, according to a case study in the UK (Terjesen & Sullivan, 2011). On the same note Allen et al. (2006), Higgins and Krams (2001) and Memon et al. (2014) discuss the scarcity of entrepreneurship literature on mentoring despite a surge in entrepreneurial mentoring programs. Using the analogy of a garden, mentoring research has been compared to a garden that has sections that are either in bloom, cultivated, neglected or overwatered (Ragins and Kram, 2007). This analogy is more-so apparent within the field of mentoring research as it appertains to entrepreneurship, especially within the Kenyan context (Muchau, 2013). This analogy highlights the need for further research focusing on the nature of entrepreneurial mentoring and the influence on performance that this mentoring has on the youth owned enterprises within the Kenyan context, which this study will undertake. This research will adopt the approach to mentoring defined by Kram (1985), focusing on psychological support and career development support that mentoring affords youth entrepreneurs.

1.1.1 Mentoring Programmes

According to Serrat (2017), great mentors enable their mentees to grow by providing guidance and cultivating the process. They create conducive environments that foster strong relationships with their mentees, which enables them to blossom and thrive. Through mentorship, the entrepreneurs are able develop as leaders in emotional intelligence, wisdom and communication skills (Serrat, 2017; Katz & Glass, 2019). Anderson and Shannon (1988) argue that for mentoring programs to be effective, they must have a robust and clear conceptual foundation. This foundation should comprise of a well thought out approach to mentoring that includes properly defining the relationship involved in mentoring, clearly defining what roles the mentor and the mentee each have, the mentoring activities that will be carried out and the disposition of the mentors, that will enable them to carry out their functions and activities (Serrat, 2017). Mentoring programmes can be broadly categorized into four main areas: One-on-one /traditional mentoring, peer mentoring, group mentoring and virtual/online/ programs (Fletcher & Mullen, 2012).

Traditional mentoring programs are where the mentor and mentee interact one on one and in person, according to a meeting structure and timelines set either by them or by a program (Kumar et al., 2013). The traditional mentoring relationship is heavily dependent on the mentor-mentee interpersonal relationship and chemistry. Group mentoring is where a single mentor is matched with multiple mentees, and the mentoring program is run by the mentor who directs the pace, progress and activities (Johnson & Ridley, 2018). Advantages of group mentoring include the mentor being able to engage many mentees at the same time, and also allowing for mentees who are not comfortable in one on one engagements to be mentored within a larger group.

There are four basic forms of group mentoring approaches that can be found: one-to-many mentoring, peer group mentoring, many-to-one mentoring, and lastly many-to-many mentoring. One-to-many mentoring is where a single mentor supports more than one mentee. On the other hand, peer mentoring is basically as relationship between two or more individuals, who exchange information and support each other in ways that transcends networking. In many-to-one mentoring, a group of mentors support a single mentee (Alegría et al., 2019). Peer group mentoring as well as many-to-many mentoring, involves two or more individuals who act as mentors.

The key indicator within peer group mentoring is that the task or position of the mentor alternates between different members in the group while in many-to-many mentoring, the mentoring duty is assigned to particular individuals based on qualifying traits which include greater levels of experience, wisdom and knowledge (Johnson & Ridley, 2018). Consequently, most formal peer mentoring programs use a one on one format although some where a group format is used exist. Virtual mentoring is where the mentoring relationship is conducted using communication technology such as mobile phones, web applications, or email (Abimbade et al., 2019). This is ideal for situations where the two parties are in different physical locations or are unable to meet in person because of conflicting schedules.

Mentoring programmes provide the opportunity for mentees to improve their leadership and overall management skills by learning through doing, supported by business experience (Cox & Jennings, 1995). Exploring this further, Kunaku (2019) defines mentoring outcomes to be the gains that are accrued to the mentee, such as expert knowledge, advice and business support. Similarly, Rigg and O'Dwyer (2012)

highlighted that outcomes resulting from mentoring include transfer of knowledge, and construction of knowledge due to reflection. Further confirmation is provided by Nicoleta and Chioncel (2014) who conclude that abilities, skills, and competencies are transferrable via mentoring. Mentoring outcomes can also be referred to as the benefits of mentoring (Makin, 2012; Brien & Hamburg, 2014; Sijde & Weijman, 2013), the impacts or consequences of mentoring (St-Jean & Audet, 2009; Mills et al., 2013) or the value of mentoring (Poulsen, 2013). In summary, mentoring outcomes may be in the form of abilities and skills, expert opinion and advice, knowledge transfer and competency development.

Since there is a significant variation when comparing people in developed countries to those from developing countries, on aspects such as behaviors, habits, personal characteristic, beliefs and lifestyles, (Bayyurt et al., 2013). It would therefore be expected that findings on mentoring programmes and their influence on youth owned enterprises may differ from those in developing countries, such as Kenya. Thus youth entrepreneurs are likely to behave differently under different mentoring support environments. Therefore, the influence that mentoring has on the success of youth owned businesses in a given different culture and environment to be specific the Kenyan culture may be considered an out of sample test in this regard. Even within the country there are bound to be differences given the heterogeneous nature of individual investors (Bayyurt et al., 2013). This research will therefore seek to determine which mentoring programs are available and utilized by youth entrepreneurs within Nairobi County. This research will primarily focus on four mentoring program categories: One-on-one /traditional mentoring, peer mentoring, group mentoring and virtual/online/ programs (Fletcher & Mullen, 2012).

Megginson et al. (2006) asserted that experienced business mentors are able to observe patterns emerging as companies grow, relating past experiences to the context of entrepreneurs' situations, and thus, provide insight and learning, and ultimately improve enterprise performance. In essence, business mentors have an ability to recognise stages of growth, usually concentrating on vision and strategy in the first instance, then production output and process management, followed by increased emphasis on resources as companies grow (Leonard & Swap, 2000).

The following section provides an overview of enterprise performance, with regards to youth owned enterprises.

1.1.2 Enterprise Performance

Enterprise performance is defined broadly in industrial organization to be innovativeness, cost minimization or technical efficiency and profitability or allocation efficiency (Porter, 1985). Measuring enterprise performance is a complicated process given the changing stakeholders expectations on the company's responsibilities when it comes to economic, social and environmental performance criteria and thus in their study performance is operationalized along the firm's internal business processes, financial measures and customer satisfaction (Hubbard, 2009). This operationalization seeks to address the recommendations brought up by Mugambi and K'Obonyo (2012) concerning the need to exhaust the debate on the contextual application and methodological flaws that tend to advertently influence enterprise performance.

Within the private sector, the primary goal of any business is to create wealth and generate profit for the shareholders. Most of the literature thus focuses on this aspect as the majority of entrepreneurs in business engage in this type of entrepreneurship (Schoof, 2006). However, Green and Cohen (1995), Parasuraman et al. (1996), Buttner and Moore (1997) and Kuratko et al. (1997) show that business owners have other success measures which are not necessarily financial, which they consider important such as job satisfaction, autonomy and being able to balance work and family responsibilities. This operationalization seeks to address the recommendations brought up by Mugambi and K'Obonyo (2012) concerning the need to exhaust the debate on the contextual application and methodological flaws that tend to advertently influence enterprise performance.

This research thus restricted itself to non-financial enterprise performance measures: increase in autonomy, increase in job satisfaction, improvement in ability to balance work and family responsibilities, improvement in management skills, having internal controls in place, and meeting client's needs (Cohen, 1995; Parasuraman et al., 1996; Buttner and Moore, 1997 and Kuratko et al., 1997). This research seeks to determine the non-financial measures of success with regards to enterprise performance that

youth entrepreneurs in Nairobi County sought to achieve through mentoring, and how significant the chosen mentoring program was in achieving this.

1.1.3 An Overview of Youth Entrepreneurship in Kenya

Kenya's constitution defines youth as all individuals in the republic who have attained the age of 18 years but have not attained the age of 35, Government of Kenya (GOK, 2014). Kenya faces a significant unemployment problem with the youth being the biggest casualties, United Nations Development Programme (UNDP, 2013). This can be partly attributed to high levels of unemployment that results in slow economic growth, higher levels of dependency, increase in poverty and increasing insecurity nationally. This results in a negative impact on the Millennium Development Goals (MDGs) and impedes the achievement of the Vision 2030 objectives (GOK, 2014).

The youth find it particularly difficult to enter the labour market due to deficits in education, skills and relevant work experience, together with lack of necessary resources and attitudes to become self-employed (Nyerere, 2018). The United Nations Development Programme (UNDP) predicted that employment would increase from almost 15 million to around 25 million jobs between 2010 and 2030, but with the unemployment mix being about 10% formal and 90% informal (UNDP, 2013). In line with these recommendations, there are a lot of governmental and private mentoring programs that have been set up to support the youth entrepreneur (GOK, 2014; Ringa & Kyalo, 2013; Waweru, 2012).

The government has taken many initiatives to address youth unemployment challenges with building entrepreneurship skills being key, for example the Small and Medium Enterprise Fund, and the Youth Enterprise Development Fund which both provide funding to the youth, unfortunately a lot of youth who were funded did not succeed due to lack of training and skills development (Nyerere, 2018). According to the Government of Kenya there are specific measures in place aimed at supporting the Youth in becoming economically independent and these include the establishment of Youth development centers within the counties aimed at providing mentorship, as well as the youth entrepreneurship and leadership strategy development and implementation (GOK, 2014). On top of the initiatives by the government to empower the Kenyan youth, other institutions in the public, private, donor and non-governmental sectors also have initiatives that target the youth with the goal of youth

empowerment (Omunjalu & Fondo, 2014). The International Labour organization (ILO) the government of Japan have partnered with the Kenyan Government to implement the Youth Employment for Sustainable Development program that also trains the youth to be entrepreneurs (Nyerere, 2018).

A special report by Global Entrepreneurship Monitor (GEM) research team with a focus on Africa highlights that programmes aimed at business-support tend to fail to properly distinguish between different kinds of entrepreneurial ventures and their specific needs and recommends mentoring programmes to support young enterprises, Global Entrepreneur Monitor (GEM, 2012). Additionally, Jenny et al. (2016) through the findings of 'The Millions Learning' agrees with other studies that there is a gap in evidence on interventions improving learning outcomes that could lead to appropriate skills development like integration of transferable and entrepreneurial skills.

Further, Waweru (2012) claimed that in as much as mentoring support programs have been put in place to assist the entrepreneur and seem like common sense, the results frequently remain disappointing due there being no genuine bond between the advisor(the mentor) and the entrepreneur (the mentee). Similarly, Ojwang (2013) state that a gap still seems to exist between the mentoring being provided and it's utilization in tackling the poverty and youth unemployment that is prevalent; for example, there is lack of clarity on whether the mentoring programs applied are aligned with the learning style of the targeted youth mentee and hence beneficial in positively influencing enterprise performance. It is against this background that we examine the mentoring needs of the youth entrepreneurs in Nairobi County and compare these to mentoring support they receive.

1.2 STATEMENT OF THE PROBLEM

Mentoring as a personnel development tool has been extensively applied both in academia and business. Human resource departments in many businesses apply mentoring programs in staff development as well as creating career succession plans. Mentoring programs serve as an important link connecting academia and business. Many studies have delved into factors such as availability of managerial experience, access to business information services, access to infrastructure, market challenges, and regulatory issues as the key factors that contribute to successful

entrepreneurial performance and many have led to recommendation that on top of financial support for youth entrepreneurs, business mentoring programs are an essential component which needs to be factored in to better position the entrepreneurial ventures for success (Biswas, 2017; Henry et al., 2017). Although research on mentoring programs is abundant, there is limited research that explicitly analyzes the influence that each of the various mentoring programs have on enterprise performance. The reason for this can probably be largely attributed to mentoring's qualitative nature, the integration of mentoring with other support programmes and the scarcity of longitudinal studies on it (Pompa, 2012).

In the local context and focusing on Kenya, there are varying conclusions and recommendations on the influence that mentoring has on enterprise success. Waweru (2012) concludes that on top of accessing credit, effective development of entrepreneurship among the youth is affected considerably by factors such as; having the right policies in place coupled with favourable business regulations that support youth enterprises, training and educating the youth on entrepreneurship, and having youth based mentoring and business development services in place. On the other hand, Muchau (2013) showed that the influence of mentoring programs on the overall enterprise performance was non-significant, indicating that mentorship programmes do not automatically lead to positive firm performance. Similarly, Cosh and Hughes (1998) in a study of SMEs in the UK was unable to link mentoring and its impact on variables such as profitability, sales growth and business survival, which are specifically related to performance.

However, despite the research findings showing a non-significant relationship between the enterprise performance and the mentorship programs employed, Muchau (2013) recommends that the importance of studying the enterprise's and mentoring programme's unique characteristics and the resulting interdependent relationship that would exist between them so as to establish whether the mentoring program was a good fit. This concurs with Gibb (1994) who asserts that formal mentoring program effectiveness is dependent on the interdependent mentor-mentee relationship. Furthermore, (Boyd, 1999), argues that although mentoring outcomes overall are viewed positively, some areas of dissatisfaction exist which Eby et al. (2000) attributes to a lack of similarity in values, beliefs and attitudes. Furthermore, the failure of some

of the mentoring programmes can be linked to an initial failure in clearly laying out the purpose of the mentoring, poor training of the mentors and lack of proper measurement of the mentoring progress (Clutterbuck, 2002). Memon et al. (2014) put it very clearly that no two entrepreneurs or businesses are similar and that this uniqueness necessitates the application of different mentoring support as best suits the particular mentee. This thus begs the question; with the adoption of such recommendations and with the reforms to policy and mentorship programs being rolled out to promote, support and encourage the youth to move into entrepreneurship in Kenya, and Nairobi specifically, are the right mentoring approaches and programs being employed to address the specific, unique mentoring needs of the youth entrepreneur so as to ensure effectiveness and success of the mentoring support provided? The purpose of this study was to research deeper into this scarcely researched area and assess how mentorship influences the performance of business enterprises with different business needs.

1.3 RESEARCH OBJECTIVES

The overall objective of the study was to establish the influence of mentoring programmes on the performance of youth owned enterprises in Nairobi County, Kenya.

To fulfill this overall objective, the following specific objectives were developed to guide the study:

- i. To determine the influence of one on one mentoring programs have on the performance of youth owned enterprises in Nairobi County.
- ii. To examine the influence of mentoring programs on the performance of youth owned enterprises in Nairobi County.
- iii. To establish the effect of peer mentoring programs on the performance of youth owned enterprises in Nairobi County.
- iv. To determine the influence of virtual mentoring programs on the performance of youth owned enterprises in Nairobi County.

1.4 RESEARCH QUESTIONS

1. What is the influence of one on one mentoring programs on the performance of youth owned enterprises in Nairobi County?
2. How does group mentoring programs influence the performance of youth owned enterprises in Nairobi County?
3. How does peer mentoring programs influence the performance of youth owned enterprises in Nairobi County?
4. What is the effect of virtual mentoring programs on the performance of youth owned enterprises in Nairobi County?

1.5 SCOPE OF THE STUDY

This study was restricted to Nairobi City, which being the capital city of Kenya has the highest concentration of entrepreneurs and entrepreneur mentoring support institutions which include but are not limited to Impact Hub, iHub, Brave Venture Labs, FabLab, World Bank-funded Climate Innovation Centre, Growth Hub, Chandaria Business Innovation and Incubation Centre, and C4Dlab among others (Muchau, 2013). The study focused on youth entrepreneurs doing various types of businesses within the city, primarily because most mentorship and support programs are targeted towards the youth, and also because most of the emerging MSMEs are youth run enterprises. As concerns this study, youth are defined to be between 18 to 35 years of age, which is what the constitution of Kenya recognizes (GOK, 2014).

1.6 SIGNIFICANCE OF THE STUDY

The study aims to provide practical recommendations that will assist in ensuring effectiveness of the mentoring support provided to youth entrepreneurs, increasing their success rate and promoting economic growth. The study also aims to provide insights in youth entrepreneur mentor support that will be useful to policy makers, potential and actual youth entrepreneurs, mentors catering to youth entrepreneurs and academicians.

The study findings as it relates to the mentoring avenue applied, and the overall effect on enterprise performance would significantly aid policy makers in formulating

policies that focus on youth owned enterprises in Nairobi and Kenya as a whole (Chebii, 2017). The youth entrepreneurs may be able to use the findings as a reference point during mentor identification and mentoring relationship building. The study adds value to the youth entrepreneur by helping them understand mentorship in relation to enterprise performance and also which mentoring channels are available and best suited for them. This may help to reduce the cost resulting from business failure resulting from shortage of adequate knowledge and management skills.

For scholars, this study forms a foundation from which further studies can be based on, beginning with mentoring of youth entrepreneurs in Nairobi County and diversifying to other forms of mentorship in other areas.



CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides the theoretical foundation of this study and describes the theory underpinning this study. This is Kram's Mentor Role Theory. It also provides an empirical review of literature that appertains to this study.

2.2 THEORETICAL REVIEW

The study was guided by Kram's mentor role theory, theory of entrepreneurship, and adult learning theory. Kram's theory explained the different aspects of entrepreneurs' needs with regards to mentoring, the function of the mentoring programs and the influence of mentoring on the performance of the entrepreneurial enterprise. The theoretical framework of this study forms the structure that supports the theory of the research work.

2.2.1 Kram's Mentor Role Theory

Kram (1985) classified mentoring into dual functions: Psychosocial support and Career development. Similarly, Sullivan (2000) demonstrates that mentoring functions fall into two distinct categories: Psychosocial functions where the mentees sense of effectiveness, identity clarity, and personal and professional effectiveness are enhanced; career functions where the mentor passes on knowledge and skills that empower the mentee in navigating the political and social culture professionally.

According to Kram (1985), psychosocial support functions (role modeling) are inclusive of friendship, affirmation and acceptance, counseling and role modeling, all aimed at developing the mentee's personal identity, personal development, self-efficacy and on the job performance effectiveness. In role-modeling, the mentor acts as a guide who models good behaviour and values, which the mentee then emulates. The mentor also provides encouragement to the mentee which provides the mentee with the support and empowerment to step out and engage in previously daunting experiments and development leaps as a result of the mentors acceptance and affirmation.

Although counseling is not directly linked to day to day work activities, it provides the mentee with the space and safe environment to air out any fears, anxieties or distress that might affect his/her personal and professional performance. The mentor provides guidance and assists the mentee deal with these concerns. Friendship stems from constant social interaction and exchanges around professional and personal activities. Scandura (2001) was able to show that role-modeling stands on its own as a third function and does not fall under psychosocial mentoring.

Career development functions involves “role behaviors” where the mentor actively takes the mentee under his wings and provides him/her with challenging work assignments, coaching, exposure and sponsorship as well as protection. These are all geared towards growing and developing the mentee and helping them advance career-wise. The mentor assigns the mentee work that will push them and supports the mentor through developmental trainings and constant feedback that serves to lead to accelerated professional growth and development. Through coaching, the mentor shares his knowledge and experience with the mentee, while in case the mentee finds himself/herself in career harming situations, the mentor steps in to protect him. The mentor also provides the mentee with opportunities to engage with and learn from important and influential individuals in the organization and thus creates visibility and exposure for promotion and career advancement. Finally, through sponsorship, the mentor supports the mentee publicly (Kram, 1985).

Further to this, Kram (1983) brings out four key mentoring stages: the initiation phase, cultivation phase, separation stage and redefinition stage. Poulsen (2013) goes on to define mentoring in four stages as well: the preparation, relationship establishment, learning and development and finally the ending stage. Finally, Leidenfrost et al. (2014) goes on to look at the mentoring stages that Kram brings out from the perspective of the mentee. The duration taken in each of the phases varies from relationship to relationship, but each phase is important in the creation of relationships that are effective and successful (Memon et al., 2014).

As Kunaka (2019) clearly demonstrates, the components of mentoring functions defined by Kram’s theory result in a direct impact on the performance of the entrepreneur’s business. Hence, this study aims to look at mentoring support from the perspective of career functions which will focus on skill and knowledge transfer

outcomes, as well as psychosocial support which will focus on the entrepreneur resilience, while considering the mentoring phase of the relationship, to show how these two forms of support affect the business outcomes of the enterprise. Kram's mentor role theory helps us in this research by providing a framework for determining entrepreneurial mentoring outcomes. This will provide the structure from which the influence of the mentoring support given to the youth entrepreneur on the business performance can be measured.

2.2.2 Theory of Entrepreneurship

This theory was proposed first by Schumpeter (1942) where he describes the entrepreneur as an innovator. He states that people only act as entrepreneurs when they are actually carrying out new combinations but lose the entrepreneurial character once their businesses are established, after which they take on the role of your normal business owner and manager (Ekelund & Hébert, 1990). Schumpeter is careful to distinguish that the entrepreneur is not a capitalist as he is not defined or limited by ownership of capital or by having to work within a particular business enterprise, but rather is more often than not an independent craftsman or contractor. Nonetheless the entrepreneur could also be the manager or firm owner.

From this definition, entrepreneurship is only in play when new strategies, processes or products are introduced within the organization. The normal operations of the organization do not generally involve any entrepreneurship at all and this thus could lead to tension between the organization and the entrepreneur in terms of day to day operations. According to Schumpeter, entrepreneurship does not depend on environment and thus the structure and nature of the organization is not a factor when it comes to entrepreneurship within the organization. This means that changing the organizations structure to foster management commitment to innovation or focusing on Research and Development does not translate to entrepreneurship (Hitt & Hoskisson, 1994).

The theory was used in this study in understanding how mentorship programs amongst young entrepreneurs could be used to come up with new ideas to start and operate successful business empires. This theory presents the proactive nature of the entrepreneurs. The theory underscores the importance of own driven force towards business ventures. For the youths to start new enterprises and even successfully operate

the existing ones, they need to have this inner drive force to engage in business with or without funds as they seek advice from family, friends, including peers, experts, or even go online.

2.2.3 Adult Learning Theory

Adult learning theory is alternatively referred to as andragogy and was introduced in 1968 by Malcolm Shepard Knowles (Knowles, 1973). Knowles pointed out that adult learning differs in many ways to that of children. His aim was to focus on the particular styles that adult learners employ and capitalize on their strengths. Knowles andragogy highlighted five key assumptions concerning adult learners that educators need to make, which are: Past learning Experience – In contrast to children who do not have any prior experience and thus are in the process of gaining them, adults can draw from a wealth of past experiences during their learning process; Readiness To Learn – Most adults will pursue education with an appreciation of the value they will attain out of the process and are thus willing to focus and get the most out of it; Self-Concept – Due to their maturity, adults are able to direct their learning process as they are more secure in their self-concept; Practical Reasons to Learn – For adults, they are more interested in approaching learning from a problem-solving, practical perspective as having information just handed down to them; Driven by Internal Motivation - While many children are driven by external motivators - such as punishment if they get bad grades or rewards if they get good grades - adults are more internally motivated. (Kuperminc & Thomason, 2013).

Consequently most adults are internally motivated and driven to pursue further education due to specific practical reasons like undergoing a career change and hence the need for new skills within their new field. This is in contrast to most children who are pushed externally by motivators such as rewards for good grades and punishment for bad grades. Derived from these specific assumptions, Knowles went on to develop four principles to be considered by educators when planning to teach adults: Due to the adults' self-concept which leads to them self-directing their learning process, educators need to allow them to have an input in the process and content of their learning programs; content should be focused on adding on to past knowledge and learning; content should be focused on practical issues that relate to their work and/or personal life since adults prefer practical learning; Lastly the learning should be

focuses on problem-solving as opposed to rote memorization which does not have any practical application (Merriam, 2001).

With regards to entrepreneur education, Adult Learning Theory has contributed a great deal in developing a better understanding of entrepreneurial learning and mentoring, where the focus has been on adult education (Winkler, 2014). Additionally, Muir (2014) concluded that by employing tenets of adult learning theory, the effectiveness of mentoring programs targeting adults' increases. In light of this, Winkler (2014) in an attempt to assist researchers and educators improve on their entrepreneurship programs, developed a framework focused on games and simulations, reflective practice and design-based learning. This was similar to Neck and Greene (2011) approach which followed the five characteristics outlined by Knowles (1973), concerning adult education and hence entrepreneurial learning. Some researchers have applied adult learning theory to see how to enhance the learning experience by using interactive participation of the adult learners by making the lectures more self-directed and engaging (Palis & Quiros, 2014). Similarly, adult learning theory has been instrumental in informing the development of many mentoring programs, as well as providing the theoretical basis on which mentoring is applied (Zepeda et al., 2014). Leslie and Johnson-Leslie (2014) showed that due to the inclination by adult learners' in directing their own learning, the appeal that mentoring has is that it allows active engagement by the learner throughout the learning process, with the opportunity to give and receive feedback.

Adult learning theory was relevant to this study as it sheds light on the influence that mentoring programmes have on the youth entrepreneurs learning and provides a foundation for ongoing research into mentorship and entrepreneur education. (Moulson, 2015). The key tenets of this theory are: the adult's use of past learning experience, readiness to learn, self-concept approach to learning, having practical reasons to learn, and being driven by internal motivation. These features were looked at throughout the mentorship process; from the mentor-mentee selection process, the influence they had on the mentoring process and the eventual influence of the mentoring process on the enterprise performance.

2.3 EMPIRICAL LITERATURE REVIEW

In this section literature that relates to the area under study will be covered. This literature is from a number of researchers who undertook similar studies in areas that align with the objectives of this study.

2.3.1 One on one Mentoring Programme and Enterprise Performance

One on one mentoring programme is also known as a traditional mentoring programme, where mentors and mentees agree on a meeting schedule, where they meet in person, with the focus being on the objectives of the mentee (Fletcher & Mullen, 2012). According to Anderson and Shannon (1988), one on one mentoring is albeit subject to challenges when chemistry is off between the mentor and the mentee. They carried out a research arguing that a strong and clear conceptual foundation is necessary for mentoring programs to be effective. They further argued that using the traditional model, the pairing between mentors and mentees was normally done by an administrator and the resultant chemistry between the mentor and the mentee pair may not be a good fit. This might lead to an unproductive or counter-productive mentoring relationship that eventually will be terminated.

Katz and Glass (2019), in a research inspired by a series of mentorship training workshops hosted in low and middle income countries by the faculty of our Fogarty Scholars and Fellows program at the National Institutes of Health, Bethesda, Maryland, further argue that there are many variables that can influence the effect of one on one mentoring relationships. In the first place, finding suitable mentors may be hard as the best are normally in high demand and may be overcommitted or inaccessible due to numerous responsibilities and limited time. Secondly, the mentors and mentees may have divergent goals, expectations, and commitment levels. There may also be personality mismatches, generational tensions, insensitivities to gender or cultural differences, and lack of adequate and quality communication (Kumar et al., 2013). A study done by Sambunjak et al., (2010) at a medical teaching facility in the USA highlighted the discrepancy between what the mentees reported as needs versus what the mentors discussed with them. It was postulated that perhaps mentors have a very narrow definition of the parameters of their mentoring or both the mentors and mentees lack the communication skills and confidence to broaden the agenda.

In contrast, Bishop and Deason (2013) carried out a qualitative phenomenological study in Central Florida, focusing on a purposive sample of 10 women business owners who were protégés in an entrepreneurial mentoring program. Their research findings indicated positive feedback regarding one on one mentoring program outcomes, with the respondents citing that this form of mentoring was tremendously important in zeroing in on mentors who had the expertise required by the mentees, as well as demonstrated individual, focused attention and commitment based on shared interest.

Looking at the local context, Brooks et al. (2016) carried out study on a cross section of micro-enterprises in Dandora slum, located in Nairobi, Kenya, which were then given access to training and mentorship. Both the control group and the treatment group had a cash incentive provided to motivate participation and their remaining in the study. In addition, the treatment group was provided with business classes lasting a month and access for one month to a business owner, who had demonstrated success in business, to act as a mentor. The mentor was paid and mandated to meet up four times with the participants in the month. The treatment group all utilized the mentorship service provided. The profits of the treatment group ended up being greater than those of the control group, although the resultant increase was not sustained and melted away over time. The mentees however changed their business behaviour, which was attributed to the mentoring advice received. There were different results with regards to the influence of one on one mentoring, which indicates the subjectivity of this type of mentoring programme.

Similarly, McKenzie and Puerto (2017) also did a study in which they aimed to test the effect that training in business has on the survival, growth and profitability of businesses owned by women within 157 markets in Kenya. A subgroup of 392 respondents from the trial population was given access to mentorship where a mentor had six to ten assigned mentees, and was required to have ten sessions with them. The study found no evidence that the mentorship led to any favourable changes. This study examines the effects of the mentoring received by youth entrepreneurs on the performance of their businesses, focusing on one on one mentoring, and comparing it to other mentoring programs.

2.3.2 Group Mentoring Programmes and Enterprise Performance

In group mentoring, the mentoring programme seeks to match up mentors with myriad mentees for simultaneous mentoring (Karcher, 2005). According to Cummings, (2010) in a study investigating the effects in a school based group mentoring program on the development of students' ethnic identity, academic self-concept and school connectedness in a high school in Georgia, USA, and employing a mixed method design and multilevel modeling analysis, found that group mentoring is convenient in situations where the number of mentees far exceeds the number of mentors. The study listed some advantages of this type of mentoring as that it enables the passing on of useful information from mentors on to many recipients simultaneously, hence saving on time and enabling faster knowledge sharing; it also allows for the mentoring of individuals who would be uncomfortable in one-on-one settings, through use of the group setting and enables them to equally benefit from mentoring.

DuBois et al. (2011) shows that psychosocial outcomes are the most consistently demonstrated with group mentoring studies. Similarly, Herrera et al. (2002) showed that improvement of social skills with peers was the most consistently reported outcome from group mentoring. The two studies show that the group element to the program may be better suited to enabling the development of social skills and strengthening of peer relationships as compared to one on one mentoring. Group settings showed benefits related to collaboration arising from multiple mentors, as well as the benefit of having multiple peers within the same group (Rhodes & Dubois, 2006). Finally, Kuperminc and Thomason (2013) show that through group mentoring, individuals are able to develop close interactions, build bonds and obtain support beginning at the individual level all the way up to the group level.

In contrast Karcher (2005) highlighted that a disadvantage of group mentoring is that it restricts the development of one-on-one relationships where the mentor and mentee get to understand each other and bond at a more personal level, enabling a more personalized setting of developmental goals and opportunities focused on the individual mentee. Similarly, Kuperminc and Thomason (2013) in a study based in there is an increase in popularity for group mentoring yet little is known about its mechanisms or outcomes. (Cummings & Fischer, 2010), in a study from a mentoring program carried out in a school, showed that there was no effect academically of group

mentoring, however there was positive behavioral and academic effects from a few experimental

Bishop and Deason (2013), carried out a study from the perspective of the mentees, focusing on women business owners in Central Florida. According to study participants, the group mentoring approach enabled access to a bigger pool of mentors who had a diverse array of viewpoints and expertise in different businesses. The participants' used words such as "brain trust" and "additional set of eyes" to describe the advantage of the group mentoring approach in pooling mentors who were experts in their individual fields to provide guidance, support and business ideas and strategies to help mentees produce significant business growth. This approach agrees with Higgins and Kram (2001), which proposes the concept of developmental network diversity, where a wide network of developers provides a mentee with non-redundant information. This study examines the effects of the mentoring received by youth entrepreneurs on the performance of their businesses, focusing on group mentoring, and comparing it to other mentoring programs.

2.3.3 Peer Mentoring Programmes and Enterprise Performance

Peer mentoring programs are structured such that there is equality between the members of the peer groups. Peer mentoring involves either one on one or group mentoring relationships. The relationships can be established within an organization, either within the same function or cross-functionally and even beyond the organization. (Holbeche, 1996). In situations where there is a shortage of mentors from senior management, peer mentoring acts as a viable solution. Peer mentoring also relies on the fact that individuals within a peer group share varied experience and have many skills and resources which if properly harnessed and if they are willing to share and support each other with, can add to the sum of the whole (Bullough & Renko, 2013).

The reality is however very challenging because due to self-preservation resulting from the fear of potentially losing their jobs, employees become selfish and tend to scheme, hoard information and promote their personal interests, which tends to negatively affect team work. With good implementation, peer mentoring has the potential of addressing the individual needs for support as well as the needs of the organization (Freedman & Appleman, 2009).

Hill and Reddy (2007) carried out a qualitative study in a psychology department of a UK university to examine student expectations, the processes and content employed, the student perception of the mentoring experience and finally the role of peer mentoring on the students' personal and professional development. Both mentors and mentees expressed that the mentoring experience was valuable, both parties believed that there was more value in the advice and support provided by a more experienced peer rather than from academic staff and this was evident in the expectations that they set concerning mentoring before taking part in it, and in their actual experience. Both parties felt that peer mentors, having recently been in the mentees shoes themselves, had more to offer in terms of reassurance and unique insights, which the academic staff were not able to. Similarly, Leidenfrost et al. (2011) carried out a similar study to explore peer mentoring styles and examine their contribution to academic success among mentees, with similar results.

Exploring this further, Freedman and Appleman (2009) carried out a study to assess the role of peer mentoring on the career progression of librarians in Massachusetts, USA. The study concludes that mentoring influences professional direction of the mentee, but that mentoring has shifted from the traditional model where senior professionals advise junior professionals, and is now driven more by librarians identifying their own needs and reaching out to seek assistance using peer mentoring, group mentoring and self-directed mentoring approaches. The study thus concluded that there is a need to examine the relationship between career stages and mentoring types sought/to be applied. This study also indicated that the willingness of mentees to take on the role of mentoring others in the future was related to their satisfaction with their current mentoring experiences.

Finally, Bullough and Renko (2013), carried out a study at the Kelley School of Business, Indiana University, targeting entrepreneurs across the United States, on practical ways that peer mentoring can add value for entrepreneurs. The study concludes that the key to having success with the peer mentoring approach is to find people with skills that are different so that there is a wider pool of knowledge and expertise to benefit from, practice honesty and openness to criticism and suggestions, keep the discussion topics broad to allow for broader sharing, practice flexibility in how the interactions are conducted, but with an agreed set of conduct and keep the

relationship mutually beneficial. This study examines the effects of the mentoring received by youth entrepreneurs on the performance of their businesses, focusing on peer mentoring, and comparing it to other mentoring programs.

2.3.4 Virtual Mentoring Programmes and Enterprise Performance

According to Laukhuf and Malone (2015) virtual mentoring basically describes a professional development relationship that exists between the mentee and the mentor that is provided within a technological platform. This mentoring approach is cost effective and flexible enough that it allows knowledge sharing and mentoring across diverse time zones and locations. Resulting from technological innovations, mentors and mentees have a wide array of platforms in which to connect so as to remain abreast of the present and the future learning opportunities.

Knouse (2001) in a study focusing on the role and efficacy of virtual mentoring, stresses the importance of mentoring as a function of career success. The study concludes that given the challenges faced by many minority groups in finding access to mentors, virtual mentoring provides an important bridge as it uses technology to connect mentees to suitable mentors, regardless of geographical and logistical constraints. In support of virtual mentoring, Leppisaari and Tenhunen (2009) in a Finnish study of e-mentoring models applicable for SME staff development, concluded that entrepreneurs' expect e-mentoring platforms to provide support from experienced entrepreneurs and preferred online peer mentoring to one-on-one expert online mentoring.

However, Rand and Pajarillo (2015) in a study of involving virtual mentoring, found the mentor needs to possess expertise in both technology and mentoring skills, which the report states is essential in a successful mentoring relationship. The study asserts that in order for this form of mentoring to be effective, both the mentors and the mentees need to have access to the required technology and the mentors additionally should be supportive and technologically proficient. Curran and Chatel (2013) in a study on the role of virtual mentoring on Teacher preparation programs in the United States, also note that access to computers by all the students poses a significant challenge, as well as not all teachers being tech-savvy. Additionally, Philippart and Gluesing (2012) made an attempt at describing the complexities that come with global e-mentoring, where the biggest was the issue of being able to build trust despite the

existence of distance. Similarly, Haggard et al. (2011) concluded that mentoring and developmental relationships could be solely conducted across computer driven platforms but admitted that there is a limitation in the understanding of the ensuing relationships and how they are conducted. According to Haggard et al. (2011), results from a recent research indicated that in virtual teams, the formation of informal developmental relationships often took initiative and effort. The relationships most often begin by a team member with less experience reaching out to a colleague with more experience for help or vice versa where a member with more experience offers to help out a colleague with less experience. Most of the times, team members look for peers on their team with whom they can attain mentorship, information, or social support. Additionally, Curran and Chatel (2013) also conclude that virtual mentoring is superior to the traditional one-on-one mentoring as it provides more flexibility, is social and collaborative in nature and enables mentoring availability across the globe. Finally, tying in with our study, Palis and Quiros (2014) highlight that given the inclination of autonomous work in online environments, e-learning programs could benefit from the discussion by Knowles on self-directed learning. The current study examines the effects of the mentoring received by youth entrepreneurs on the performance of their businesses, focusing on virtual mentoring, and comparing it to other mentoring programs.

2.4 RESEARCH GAP

From the foregoing literature review, various mentoring programs have been shown to be instrumental for successful survival of enterprises; yet, the question of which mentoring program is best suited for entrepreneurs in general, and young entrepreneurs in particular has yet to be tackled (Jain & Chaudhary, 2017). Consequently, it leads potential entrepreneurs (mentees) to remain uneducated about their future mentors and best mentoring programs for them, which creates a gap in the process of uniting mentors and mentees, leading to a less amicable relationship with less possibility of entrepreneurial growth.

Additionally, McKevitt and Marshall (2015) argue that for mentoring theory to be useful for small firm mentoring, then there needs to be a better understanding of the mentor's role-set in small firms, as it may be wider than in the large corporations, and

the mentoring approach might need to be more dynamic and direct, depending on the specific mentoring needs of the small firms. Furthermore, the studies on mentoring programmes support to entrepreneurs, have mostly concentrated on data from developed countries, especially from the U.S (Allen et al., (2008); Higgins & Krams, (2001); Wilbanks, (2015)). It is understood that people in developed countries differ from people in developing countries in aspects like belief, life style, behavior, habits and personal characteristics. Following from this it is probably expected that mentoring support and its effectiveness with regards to culture and the youth entrepreneurs living in developed countries differ from those in developing countries such as Kenya.

A study carried out in Kenya by Waweru (2012) concludes that on top of accessing credit, effective development of entrepreneurship among the youth is affected considerably by factors such as; having the right policies in place coupled with favourable business regulations that support youth enterprises, training and educating the youth on entrepreneurship, and having youth based mentoring and business development services in place. Similarly, it has been shown that most enterprise development programs that are deemed as best-practice tend to include mentoring in their composition, however there is lack of a correlation in the published studies of the exact impact that the mentors have on the mentees' business outcomes (Nistor et al., 2006; Litzky et al., 2010; Klofsten et al., 2010).

On the other hand, Muchau (2013) showed that the relationship linking the overall performance of the firm to mentorship programs was a non-significant. The study showed that mentorship programmes do not automatically lead to positive firm performance. This observation created the need to carry out further studies to analyze the influence of mentoring support to the enterprise performance of the youth entrepreneurs within Kenya, and more specifically in Nairobi County.

2.5 Conceptual Framework

The conceptual framework below represents the relationship between mentoring programs and performance of youth enterprises.

Independent variables

Dependent variable

Mentorship Programs

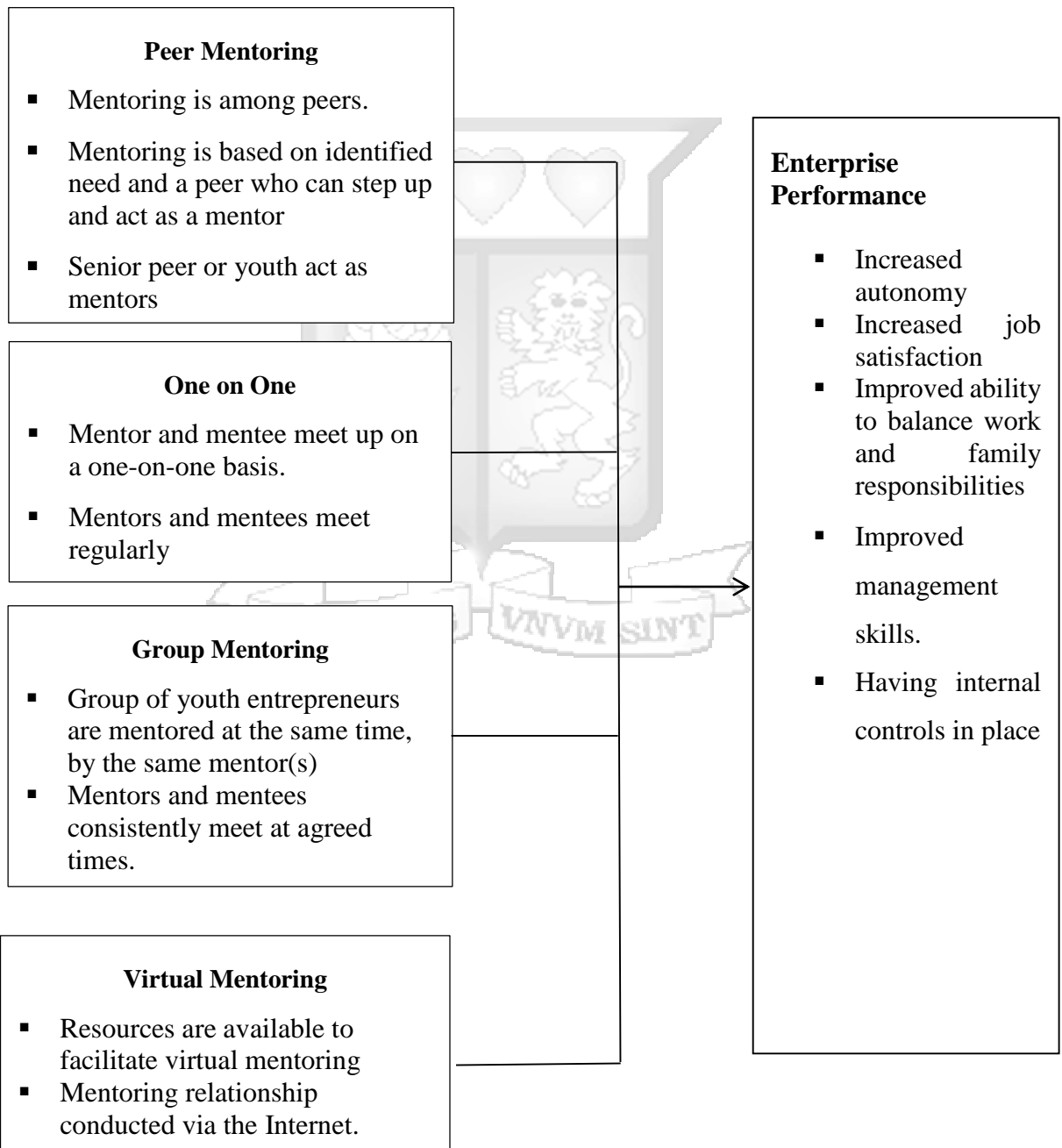


Figure 2.1 Conceptual Framework

2.6 OPERATIONALIZATION OF VARIABLES

Table 2.1 Operationalization of variables

| Independent Variable | Operational Definition | Measurement | Supporting Literature |
|-----------------------------|--|--|---|
| One on one | A mentoring relationship where a single mentor and a single mentee meet in person and focus on the mentee's objectives. | The level to which the respondent agreed with the research questions as measured on the 5-point Likert scale Where: 1=Stongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree | Katz and Glass (2019) Anderson and Shannon (1988) Kumar et al. (2013) Fletcher and Mullen (2012) |
| Group mentoring | A mentoring relationship where a mentor or a group of mentors are connected with more than one mentee for simultaneous mentoring. | The level to which the respondent agreed with the research questions as measured on the 5-point Likert scale Where: 1=Stongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree | Kuperminc and Thomason (2013) Rhodes and Dubois (2006). Cummings and Fischer (2010) DuBois et al. (2011) |
| Peer mentoring | Mentoring within a peer group where there is equality among the members of the peer groups. Peer mentoring involves either one on one or group mentoring relationships | The level to which the respondent agreed with the research questions as measured on the 5-point Likert scale Where: 1=Stongly Disagree 2=Disagree 3=Neutral 4=Agree | Holbeche (1996) |

| | | | |
|---------------------------|---|---|---|
| | | 5=Strongly Agree | |
| Virtual mentoring | This is where the mentor and the mentee have a professional relationship that provided within a technological platform, and in which the mentee is developed. | The level to which the respondent agreed with the research questions as measured on the 5-point Likert scale Where: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree | Rand and Pajarillo (2015) Haggard et al. (2011) Philippart and Gluesing, (2012) |
| Dependent Variable | Operational Definition | Measurement | Source |
| Enterprise Performance | Non-financial enterprise performance measures: increase in autonomy, increase in job satisfaction, improvement in ability to balance work and family responsibilities, improvement in management skills, and having internal controls in place. | The level to which the respondent agreed with the research questions as measured on the 5-point Likert scale Where: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree | Cohen (1995) Parasuraman et al. (1996) Buttner and Moore (1997) Kuratko et al. (1997). |

2.7 CHAPTER SUMMARY

This chapter examines the literature on the influence of mentoring programmes on the performance of youth owned enterprises in Nairobi County, Kenya. The theoretical framework links the dependent variable which is on the performance of youth owned enterprises with the independent variables which are mentoring programmes. The literature covered focused on the mentoring needs of youth entrepreneurs, the characteristics of mentoring programmes available and the role of those mentoring programmes and their influence on youth entrepreneurs. Some of the literature is

obtained from international sources and the information has been generalized to the Kenyan context. These studies further had different objectives and concentrated on different target populations. The above literature, which serves well to describe the environment in which the youth entrepreneurs in Nairobi County operate, is however limited as it does not tell us the specific influence of the mentoring programmes employed to the success of the youth owned enterprises in Nairobi County. This study hopes to fill this gap.



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Methodology is the theory that shows how a study should be carried out and includes stating the theoretical basis on which the study is grounded and the ramifications of this for the method that will be used in the study (Saunders et al., 2009). This chapter focuses on the research design used, the target population, the methods used for collecting data and analyzing the collected data. The instruments used for data collection and the procedures used in data collection procedures will also be explored. Validity and reliability tests together with ethical considerations are also discussed.

3.2 RESEARCH DESIGN

This is an overall plan detailing ways in which the study will respond to the study question(s) and it comprises a defined purpose, obtained from the research question(s), identifying data collection sources, as well as contemplating the restrictions that will predictably come up with regards to access to information, time, site or money and deliberating on ethical issues (Saunders et al., 2009).

The study used a correlational research design which enabled it to analyze the relationships among the study variables. This method was chosen based on the fact that the businesses used for the study sample are scattered within various sub counties within the county. Additionally, using descriptive research design offers rapid and precise ways of obtaining information on the populace and is suitable in cases where secondary data is hard to find as witnessed by Oso and Onen (2005).

3.3 TARGET POPULATION

Saunders et al. (2009) described the target population to be the entire pool and where the study sample is obtained. Further, they stated that population is not used in its usual sense, with regards to sampling, as the complete set of objects need not be mainly people. Beck and Polit (2004) as well as Saunders et al. (2009) describe population to be the collective or entirety of those compliant to a given set of provisions. There are a total of 418,681 businesses operating in Nairobi County, Nairobi County Trade and

Commerce Report (NCTCR, 2019). The study explored the total number of businesses in Nairobi County according to the distribution of the businesses in each sub county.

Nairobi County is divided into 17 sub-counties namely: Starehe, Kamukunji, Mathare, Makadara, Kibra, Dagoretti North, Embakasi Central, Embakasi South Sub, Embakasi North, Embakasi West, Dagoretti South, Embakasi East, Roysambu, Westlands, Ruaraka, Kasarani, Langata. The target population for this study therefore consists of the youth (aged between 18 to 35 years) owners of enterprises who are 108,857 businesses that is 26 percent of the total businesses (NCTCR, 2019). Have all these youth gone through the mentoring programmes? If they have not then they cannot be the target population. The target population should be all those who have gone through the mentoring programme. There was no way of knowing who had undergone mentoring beforehand, and so purposive sampling was applied during data collection.

3.4 Sampling Design

Saunders et al. (2009) describes a sample to be a subgroup of the bigger population, and stresses that sampling gives an effective alternate to a census in situations where it is impossible for an individual to take a survey of the whole population, where restrictions on budget and time may prevent surveying the whole population, and when all the information could have been collected but there is need to have the findings fast. This description agrees with Beck and Polit (2004) and Saunders et al. (2009) where they assert that costs are less and there is higher practicability of using a sample for data collection as opposed to the entire population, stating however that there is the risk that sampling might fail to sufficiently replicate the personalities, behaviours, indications and beliefs of the population.

A multi stage sampling was used. Firstly, purposive sampling was used to select only youth entrepreneurs who had undergone or were currently undergoing mentoring. Secondly, stratified sampling was then adopted according to the 17 sub counties so as to ensure that each was proportionately represented according to the guiding proportions from population figures per sub county (KNBS, 2019; NCTCR, 2019). Biyi (2005) defines stratified random sampling as the division of the population into strata which are groups of two or more, followed by purposive selection within the separate stratum. These techniques were chosen for this study due to the heterogeneity

of the specific population and variation in distribution across the sub-counties and sub-sectors.

3.4.1 Sample Size

Following Yamane et al. (1998) equation for a finite population, the sample size is given by:

$$n = \frac{N}{1+N(e^2)} ; \text{where, } n = \text{sample size; } N = \text{Population size and } e = \text{margin of error}$$

$$n = \frac{108,857}{1 + 108,857 (0.05^2)}$$

Using Yamane's formula, from the population size (N) of 108,857, and using a margin of error (e) of 0.05, the sample size (n) was calculated to be 399 enterprises in Nairobi County.

Some sub counties have a higher number of youth enterprises while others such as Langata Sub County have few. Therefore, the proportionate allocation formula was used in order to avoid any sampling bias; $(n_h = N_h/N) \times n$

Where, $h = \text{the stratum}$

$n_h = \text{the sample size of the stratum } h$

$N_h = \text{the population size of the stratum } h$

$N = \text{the total population}$

$n = \text{sample size of the population}$

Youth enterprises were stratified in sub counties. The proportion of distribution was maintained. Thereafter, purposive and snow ball sampling was carried out so as to narrow down to the final enterprises that were used in the study.

Table 3.1: Distribution of the Sample Across Subcounties

| Sub County | Youth owned Businesses |
|-------------------|-------------------------------|
| Starehe | 32 |
| Kamukunji | 31 |
| Mathare | 31 |
| Makadara | 29 |
| Kibra | 28 |
| Dagoretti North | 27 |
| Embakasi Central | 26 |
| Embakasi South | 24 |
| Embakasi North | 23 |
| Embakasi West | 23 |
| Dagoretti South | 22 |
| Embakasi East | 21 |
| Roysambu | 20 |
| Westlands | 18 |
| Ruaraka | 17 |
| Kasarani | 15 |
| Langata | 12 |
| Total | 399 |

Source: Primary Data, 2019.

These numbers were calculated as a proportion of the total number of enterprises in each sub-county. (KNBS, 2019; NCTCR, 2019).

3.5 DATA COLLECTION

The survey questionnaire was used for the collection of primary data from the respondents. To obtain data from the sampled enterprises, a single questionnaire was issued to each enterprise. Three research assistants were recruited, trained and then they administered the questionnaires to the actual owners of the identified enterprises in each of the counties. The questionnaire items required responses on the mentoring

programs and performance of enterprises. The questionnaire was structured and worded based on existing literature that had similar variables and constructs.

3.6 RESEARCH INSTRUMENTS

Saunders et al. (2009) aptly referred to data as the facts and opinion which have been gathered and documented together for enquiry or reference. This information or data could be primary or secondary in nature. In this study, primary sources were used for data collection. The method of collecting this information was through using questionnaires, which Saunders et al. (2009) further defined as an approach where each individual is given a similar set of questions, arranged in a similar order, to respond to. The questionnaire used open and close ended questions.

3.6.1 Piloting of Research Instruments

Pilot testing of the research instruments is mostly used to test the validity, workability and reliability of the questionnaire. Biyi (2005) asserts that a pilot test refers to an initial study that is performed on a smaller scale and then envisaged on a much bigger scale. Beck and Polit (2004) stated that this test is a small form of trial undertaken in preparation for the main one. Saunders et al. (2009) alternatively describe a pilot test as a preliminary smaller scale exploration of the checklist, questionnaire or survey tool so as to minimize the occurrence of challenges to the respondents in responding to the questions and in data recording. It also enables testing the reliability of the questions and the validity of the data gathered. They however, observed that for any study, some people are tempted to skip the pilot step. As suggested by Mshelia (2012) pilot test of a sample of 10-15% is appropriate. The study used purposive sampling, to only engage youth enterprises that had undergone mentoring, and selected 10% of the businesses (that is about 40 youth owned businesses) in the neighboring Kiambu County for piloting test to ascertain validity as well as the reliability of the study instrument.

3.6.2 Validity and Reliability

Glass and Smith (1986) define validity as the level to which evidence as well as experts back-up the explanations of test scores involved by suggested uses of tests. This is through use of a specific instrument to indicate a specific domain of indicators. Shadish and Campbell (2001) further classify research validity into six major types: statistical

conclusion validity, internal validity, construct validity, and external validity, reliability and objectivity.

To validate the research instrument used in this study, the questionnaire was examined, pre-tested for face and content validity and finally approved by the researcher. Face validity is a check on what extent the measurement method is seen to measure the construct of interest, while content validity is the extent to which people's scores on a measure are correlated with other variables that one would expect them to be correlated with (Glass & Smith, 1986). Both these measures were assessed informally as the research instrument was fine-tuned collaboratively between the researcher and the supervisor, where changes were proposed, evaluated and implemented in the final questionnaire. Reliability was used as a measure of the criterion validity of the research; the extent to which people's scores on a measure are correlated with other variables that one would expect them to be correlated with. For external validity, the research ensured that the extent of the results of the study can apply to situations beyond the study itself, by using individual entrepreneurs within Nairobi County for the study.

Reliability on the other hand is described as the dependability of measurement, or the extent to which a tool measures in a way that is similar in every instance that it is administered, with the conditions and subject matter remaining constant (Bryman & Bell, 2011). The reliability of the questionnaires was tested by having the responses analyzed using the prescribed reliability test. 10% of the respondents were sampled for a pilot test which was used in enhancing the questionnaire's reliability. The researcher determined Cronbach's Alpha which evaluates and determines how consistent the data collected is with regards to assessing a specific construct. The greater the score, the higher the reliability of the scale developed. Bryman and Bell (2011) showed that obtaining a Cronbach's alpha of 0.7 shows that the data is reliable. All of the pilot variables were more than 70 percent (ONO= 0.8871; GMP= 0.9690; PMP= 0.7184; VMP= 0.8290 and PYE= 0.9173).

Table 3.2: Cronbach's Alpha-Reliability Test

| Variable | Cronbach's Alpha | N of Items |
|----------|------------------|------------|
| ONO | 0.8871 | 6 |
| GMP | 0.9690 | 5 |
| PMP | 0.7184 | 5 |
| VMP | 0.8290 | 5 |
| PYE | 0.9173 | 5 |

Source: Primary Data, 2019.

3.7 DATA ANALYSIS AND PRESENTATION

Data analysis refers to the procedure that entails the packaging of gathered data, its articulation and the arranging of its main elements to such an extent that it can be skillfully and effectively conveyed (Steven et al., 2017). Upon collection of primary data, the data was arranged, separated and coded, and then analysis was carried out to check that the research tools used are comprehensible and reliable. Quantitative data from each separate research question was also placed in tables to enable pattern identification and for enabling a detailed mapping of how the data appeared. In addition, SPSS version 22.0 was utilized to achieve dependable analysis, collected primary data was analyzed and the findings were presented through use of descriptive statistic analyzing; mean, variance, frequencies and standard deviation. Further, the researcher utilized regression analysis that is simple linear regression as well as multiple linear regression analyses to make justifiable conclusions regarding the subject matter being investigated. Correlation was tested using spearman's correlation analysis to confirm the extent of association among variables.

The individual effect of the mentoring programmes was estimated by the following model:

$$PYE = \beta_0 + \beta' x_i + \mu_i$$

Where: PYE=Performance of Youth Enterprises, β_0 is the constant and β' is a vector of coefficient for the respective mentoring programmes and x_i =mentoring programmes (One on One Mentoring Program, Group Mentoring Program, Peer Mentoring Program, Virtual Mentoring Program) and μ_i =error terms for the respective

mentoring programmes. The joint effect of mentoring programme was estimated by the following equation:

$$PYE = \beta_0 + \beta_1 ONO + \beta_2 GMP + \beta_3 PMP + \beta_4 VMP + \varepsilon$$

Where: β_1 , β_2 , β_3 , and β_4 , are coefficients for respective variables and β_0 is the constant, **ONO** =One on one Mentoring program, **GMP**=Group mentoring program, **PMP**=Peer mentoring program, **VMP**=Virtual mentoring program, and, **PYE** = Enterprise Performance of youth enterprises and ε =error. The findings from the study were presented via use of tables.

The subjective measures for enterprise performance were used since it is difficult to use financial performance to evaluate the influence of mentoring across different business enterprises with vastly differing business objectives, scale, experience and mentoring needs.

3.8 ETHICAL CONSIDERATIONS

Ethics are structures of moral values concerned with the extent to which process(es) uphold to professional, legal as well as societal commitments to the subject being studied (Polit & Hungler, 2000). The study received consent from the subjects who received the questionnaires and reassured the respondents that information received was to be limited only to academic use. The researcher received approval for data collection from the Strathmore Business School, and National Commission for Science, Technology and Innovation (NACOSTI). Approval for data collection was also obtained from Strathmore University's Institutional Ethics Review Committee and NACOSTI which is the state corporation mandated to grant research licenses in Kenya. The study respects and honours all promises towards maintaining the privacy and anonymity of the respondents involved in carrying out research. For this reason, the respondents' personal names were not requested in the questionnaires, and in cases where respondents included their business names, the business names were blotted out before the submitted questionnaires were given to the data entry firm for digitization. At an individual level, the study ensured data integrity by ensuring that the returned questionnaires used in the data analysis were complete, undistorted, and not duplicated. All the research assistants received appropriate training in conducting research and managing data responsibly, to ensure confidentiality and integrity.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

Suitable mentors-mentees matching is regarded as a critical component in determining the success in any mentoring relationship. This chapter describes the research findings and the results of data analysis used to determine the influence of mentoring programmes on the performance of youth owned enterprises in Nairobi County, Kenya. The data is analyzed and presented in the form of tables.

4.2 RESPONSE RATE

The questionnaires that the researcher administered were 399 out of which only 347 fully filled questionnaires were returned. The results are as shown in Table 4.1. From the returned questionnaires, the response rate was 86.97% which was within the range of what Sekaran (2003) suggested to be the significant response rate for statistical analysis and established it at a minimum value of 50%.

Table 4.1: Response Rate

| Response | Frequency | % |
|--|------------------|---------------|
| Usable questionnaires (Returned) | 347 | 86.97% |
| Not Usable (Returned and not returned) | 52 | 13.03% |
| Total | 399 | 100.00 |

Source: Primary Data, 2019.

From the returned questionnaires, the response rate was 86.97% which was within the range of what Sekaran (2003) suggested to be the significant response rate for statistical analysis and established it at a minimum value of 50%.

4.3 Demographic Information

Both frequency and percentage were one of the statistical measures used in analysis to describe the sample in terms of its demographic components like gender, age, marital

status and educational qualifications. Demographic characteristics aided the study to contextualize the findings and formulate appropriate recommendations.

4.3.1 Gender

The gender of the sampled respondents is as indicated in Table 4.2.

Table 4.2: Gender

| Gender | Frequency | % |
|---------------|------------------|---------------|
| Male | 225 | 64.84% |
| Female | 122 | 35.16% |
| Total | 347 | 100.00 |

Source: Primary Data, 2019.

The results showed that 64.84% of the enterprises were owned by male youths whereas only 35.16% were female owned.

4.3.2 Level of Education

The level of education attained by the sampled respondents is as indicated in Table 4.3.

Table 4.3: Distribution of Respondents by Education Level

| Educational Qualification | Frequency | Percent |
|----------------------------------|------------------|----------------|
| No Formal Education | 1 | 0.29 |
| Primary Education level | 17 | 4.90 |
| Secondary Education level | 269 | 77.52 |
| Tertiary | 60 | 17.29 |
| Total | 347 | 100.00 |

Source: Primary Data, 2019.

The results showed that almost all the sampled participants had a basic education whereby approximately 77.52 percent had attained up to secondary education level. Also, 17.29 percent had tertiary level of education while 4.90 percent had primary education level. Only 0.29 percent had no education.

4.3.3 Current Age Brackets

The study explored the age category distribution. This information was necessary because it would help ascertain the concentration of youths for valid conclusions. Results are shown in Table 4.4.

Table 4.4: Age distribution

| Age | Frequency | Percentage |
|--------------|------------|--------------|
| 18-23 years | 65 | 18.73 |
| 24-29 years | 169 | 48.71 |
| 30-35 years | 113 | 32.56 |
| Total | 347 | 100.0 |

Source: Primary Data, 2019.

From the findings, of the respondents the majority 48.71 percent were aged between 24 and 29 years whereas approximately 32.56 percent were aged between 30-35 years. About 18.73 percent were aged between 18-23 years.

4.3.4 Marital Status

The study explored the whether the respondents were married or not. The results are presented in Table 4.5:

Table 4.5: Marital Status

| Marital status | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Single | 47 | 13.54 |
| Separated | 49 | 14.12 |
| Married | 195 | 56.20 |
| Widowed | 56 | 16.40 |
| Total | 347 | 100.0 |

Source: Primary Data, 2019.

From the findings, about 13.54 percent had been single whereas approximately 14.12 percent are separated. About 56.20 percent and 16.40 percent were married and widowed respectively.

4.4 BUSINESS ENTERPRISE INFORMATION

4.4.1 Type of Business

The study aimed to determine the type of the business. It was found out that about 53.89 percent of the businesses were under other classification where only 46.11 percent were sole proprietorship.

4.4.2 Period of Existence

The study aimed to determine the period in which the business has existed. This information was necessary as it was meant to assist in determining the start-ups and the experience-level that the respondents had in running such business. The results are captured below in Table 4.6:

Table 4.6: Experience /Existence

| Working Duration | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| Below 1 year | 27 | 7.78 |
| 1-2 years | 52 | 14.99 |
| 3-5 years | 251 | 72.33 |
| Above 5 years | 17 | 4.90 |
| Total | 347 | 100.0 |

Source: Primary Data, 2019

From the findings, most of the businesses that is 72.33 percent had been in existence for about 3-5 years whereas approximately 15 percent had been in the existence for a period of between 1 and 2 years. About 7.78 percent were less than one year old. Further, the study established that about 49.3 percent of the respondents reported this to be their first business whereas majority acknowledged that this was not their first business.

4.4.3 Main Mentoring Needs

The results of the main mentoring needs from the sample respondents are presented in table 4.7.

Table 4.7: Mentoring Needs

| Needs | Frequency |
|--|------------------|
| Improved ability to balance work and family responsibilities | 19 |
| There is increased job satisfaction | 82 |
| There is increased autonomy | 122 |
| Improved management skills | 94 |

| | |
|-----------------------------------|------------|
| Having internal controls in place | 30 |
| Total | 347 |

Source: Primary Data, 2019.

The study revealed that about 99.2 percent of all respondents acknowledged that they had mentoring needs. The five most important needs identified by these young entrepreneurs include; increasing their ability to better balance work and family responsibilities, increased job satisfaction, increased autonomy, improved management skills and having internal controls in place. However, it was noted that majority that is about 35.2 percent indicated increased autonomy as their most pressing mentoring need.

4.5 DESCRIPTIVE STATISTICS

Descriptive analysis was used to determine what influence the mentoring programmes had on the performance of youth owned enterprises in Nairobi County, Kenya. Descriptive measures, which are measures of central tendency were utilized; Standard deviation measures how far from the mean the distribution lies. The mean measures the most likely to appear value within a set of values. The presentation here is aligned with the study objectives.

4.5.1 One-on-One Mentoring Program

The respondents were asked to establish how one on one mentoring programme influenced performance of youth owned enterprises in Nairobi County, Kenya. A Likert scale was used to rate the responses and the results are as presented in table 4.8.

Table 4.8: One-on-One Mentoring

| Statements (ONO) | % | % | % | % | % | % | % |
|--|------|-------|-------|-------|-------|------|------|
| Scale | SD | D | N | A | SA | Mean | STD |
| It provides something positive in my life. | 1.15 | 7.78 | 32.85 | 31.41 | 26.8 | 3.75 | 0.98 |
| Mentors and youth entrepreneurs meet at a designated venue within the business premises and/or community facilities if available | 3.17 | 10.37 | 38.04 | 27.67 | 20.75 | 3.52 | 1.03 |

| | | | | | | | |
|---|-------|-------|-------|-------|-------|-------------|-------------|
| It gives me a chance to learn practically from the mentor | 4.61 | 17.29 | 30.55 | 28.24 | 19.31 | 3.40 | 1.12 |
| Relationship is purposeful, goals and activities are established jointly | 4.03 | 17 | 30.55 | 32.28 | 16.14 | 3.39 | 1.07 |
| Mentors and mentees meet regularly every month for a minimum of 1 year | 5.19 | 17.58 | 30.26 | 31.7 | 15.27 | 3.34 | 1.09 |
| The mentor-mentee selection is based on goal alignment (e.g., if a goal is to improve business performance) | 10.66 | 18.44 | 24.21 | 28.53 | 18.16 | 3.25 | 1.25 |
| Overall Mean | | | | | | 3.38 | 1.11 |

Source: Primary Data, 2019.

From table 4.8; the response with the highest mean was the question on whether the one-on-one mentorship program provides something positive in the life of the youth entrepreneurs, approximately 31.41% of the respondent just agreed with this statement whereas 26.8% strongly agreed with the same. Only 7.78% disagreed with that statement. The mean of 3.75 implied that most of the respondents just agreed with this statement. Also, the standard deviation of 0.98 showed that there was some variation.

Conversely, the response with the lowest mean score was the question on whether the mentor-mentee selection is based on goal alignment (e.g., if a goal is to improve business performance). It was revealed that about 28.53% just agreed and 18.16% strongly agreed respectively with this statement leading to a mean of 3.25 and a standard deviation of 1.25. This implied that variation was present in the responses although it was clear that this statement was strongly supported. The overall mean from the findings was 3.38, which showed a majority of the respondents just agreed with the statements. The standard deviation was 1.1, showing that variation was present in all the responses.

4.5.2 Group Mentoring Program (GMP)

The study aimed to determine how the Group Mentoring Program influences performance of youth owned enterprises in Nairobi County, Kenya. A Likert scale was used in rating the responses and the results are presented in table 4.9.

Table 4.9: Group Mentoring Program

| Statement | % | % | % | % | % | % | % |
|--|------|-------|-------|-------|-------|-------------|-------------|
| GMP | SD | D | N | A | SA | Mean | STD |
| The mentoring relationship tends to be more formal, involving pre-determined activities for the group to do. | 4.32 | 10.09 | 35.73 | 26.8 | 23.05 | 3.54 | 1.08 |
| The program is promoted through marketing campaigns, via community networks and presentations, local advertising or the internet. | 4.9 | 15.85 | 30.26 | 29.68 | 19.31 | 3.43 | 1.12 |
| There is commitment from the mentor to meet up with the group for the long term. | 4.9 | 17.58 | 29.68 | 31.12 | 16.71 | 3.37 | 1.10 |
| The mentors receive training tailored to them working with youth entrepreneurs within a group setting and related to the mentoring program objectives (e.g. Business success, professional development). | 4.61 | 19.31 | 29.11 | 31.99 | 14.99 | 3.33 | 1.09 |
| A small group of older entrepreneurs usually mentors a slightly larger group of youth entrepreneurs | 4.61 | 21.33 | 27.95 | 32.56 | 13.54 | 3.29 | 1.09 |
| Overall Mean | | | | | | 3.39 | 1.10 |

Source: Primary Data, 2019.

The study established that the response with the highest mean showed that almost half, 49.85% of the respondents concurred that the mentoring relationship tends to be more formal, involving pre-determined activities for the group to engage in. The mean came to 3.54 and the standard deviation came to 1.08 indicating variation in responses.

In contrast, the response with the lowest mean indicated that regarding the question on whether a small group of older entrepreneurs usually mentors a slightly larger group of youth entrepreneurs, it was found that 32.56% just agreed and 13.54% strongly agreed respectively with this statement leading to a mean of 3.29 and a standard deviation of 1.09. This implies that there was little variation in responses although it was clear that this statement was strongly supported.

The mean, overall, for the structural variable was 3.39, showing that the majority of respondents were just agreeing with the statements, while the standard deviation of about 1.1 indicates that variation in existed in the responses.

4.5.3 Peer Mentoring Program (PMP)

The respondents were asked to establish how the Peer Mentoring Program influences performance of youth owned enterprises in Nairobi County, Kenya. A Likert scale was used to rate the responses and the results are as presented in table 4.10.

Table 4.10: Peer Mentoring Program (PMP)

| Statement | % | % | % | % | % | % | % |
|--|------|-------|-------|-------|-------|-------------|-------------|
| Peer Mentoring Program (PMP) | SD | D | N | A | SA | Mean | STD |
| Goals and activities are established mutually by both the mentor and mentee. | 4.03 | 8.65 | 36.02 | 23.63 | 27.67 | 3.62 | 1.10 |
| The youth mentors are screened beforehand through use of interviews and character reference checks. | 3.46 | 14.99 | 31.41 | 32.56 | 17.58 | 3.46 | 1.05 |
| Peer or youth entrepreneurs who are successful (makes high turnover), possess more knowledge or higher skill levels act as mentors to their peers. | 8.36 | 19.02 | 25.07 | 28.82 | 18.73 | 3.31 | 1.21 |
| Mentorship training emphasizes on leadership qualities, communication skills and strength-based development. | 4.9 | 22.19 | 32.56 | 27.95 | 12.39 | 3.21 | 1.07 |
| The mentors are perceived to be good role models. | 21.9 | 16.14 | 26.22 | 25.65 | 10.09 | 2.86 | 1.30 |
| Overall Mean | | | | | | 3.29 | 1.15 |

Source: Primary Data, 2019.

The study established that the most (that is 51.3%) of the respondents concurred that goals and activities were established mutually by both the mentor and mentee. Their mean was 3.62 with the standard deviation being 1.1 which indicates variation in responses. In assessing the respondents concerning their view on whether the mentors are perceived to be good role models, it was revealed that 25.62% just agreed and 10.09% strongly agreed respectively with this statement leading to a mean of 2.86 and a standard deviation of 1.30. This shows that some variation existed in the responses although it was clear that this statement was strongly supported.

For the structural variable, the overall mean came to 3.29, indicating that majority of the respondents just agreed with the statements. Also, the standard deviation came to 1.15, showing that variation was present in all the responses.

4.5.4 Virtual Mentoring Program (VMP)

The study sought to establish how the virtual mentoring programme influences performance of youth owned enterprises in Nairobi County, Kenya. A Likert scale was used to rate the responses and the results are as presented in table 4.11.

Table 4.11: Virtual Mentoring Program (VMP)

| Statement | % | % | % | % | % | % | % |
|---|-------|-------|-------|-------|-------|-------------|-------------|
| VMP | SD | D | N | A | SA | Mean | STD |
| My mentor has the required technical capabilities to carry out e-mentoring. | - | 2.02 | 29.11 | 49.57 | 19.31 | 3.86 | 0.74 |
| I have access to email services or the internet via a computer. | 12.1 | 18.16 | 23.05 | 28.24 | 18.16 | 3.22 | 1.28 |
| Technology has been set up to ensure there is a safe, secure environment in place that enables communication, tracking of the communication and storage of communication exchanges between the mentor and mentee. | - | 1.44 | 80.4 | 18.16 | | 3.17 | 0.41 |
| Online training is focused on the mentoring goals and the mentoring activities to be undertaken by the mentor and mentee. | 11.24 | 20.75 | 23.92 | 28.24 | 15.85 | 3.17 | 1.24 |
| Mentoring is carried out using the internet, either as its own program or as part of existing programs. | 6.63 | 22.19 | 32.56 | 26.8 | 11.82 | 3.15 | 1.10 |
| Overall Mean | | | | | | 3.31 | 0.95 |

Source: Primary Data, 2019.

From the study, it was established that a greater number of the respondents, 68.88% concurred that the mentor had the required technical capabilities to carry out e-mentoring. Their mean was also 3.86 while the standard deviation was 0.74 indicating that the responses varied slightly. Approximately 26.80% of the respondents just agreed and 11.82%, strongly agreed with the statement that mentoring is carried out using the internet, either as its own program or as part of existing programs. This made the mean for the statement to be 3.15 with a standard deviation of 1.10 indicating the responses had some variations.

The overall mean for the structural variable was about 3.31, indicating that the majority of the respondents just agreed with the statements. The standard deviation came to 0.95, and this indicated that the responses varied.

4.5.5 Performance of Youth Enterprises

The respondents were queried on the level of performance of youth enterprises. The study results as shown in table 4.12.

Table 4.12: Performance of Youth Enterprises

| Statement | % | % | % | % | % | % | % |
|--|------|-------|-------|-------|-------|-------------|-------------|
| PEY | SD | D | N | A | SA | Mean | STD |
| There is increased autonomy. | 2.88 | 9.51 | 33.72 | 26.8 | 27.09 | 3.66 | 1.06 |
| There is increased job satisfaction. | 8.07 | 16.71 | 26.8 | 29.39 | 19.02 | 3.35 | 1.20 |
| Improved management skills. | 7.2 | 17.87 | 27.67 | 30.84 | 16.43 | 3.31 | 1.16 |
| The business has internal controls in place. | 8.65 | 17.29 | 27.09 | 28.53 | 18.44 | 3.31 | 1.20 |
| The business is meeting client's needs. | 8.36 | 22.19 | 23.05 | 32.56 | 13.83 | 3.21 | 1.18 |
| Overall Mean | | | | | | 3.37 | 1.16 |

Source: Primary Data, 2019.

The study results as showed that the highest mean from the responses was for the query on whether there was increases autonomy, having a mean of 3.66, and a standard deviation of 1.06 indicating some variation in responses.

In comparison, on whether the business is meeting client's needs, the results produced the lowest mean of 3.21 and a standard deviation of 1.18, this implies that there the responses were varied a bit.

The Overall mean of the structural variable was 3.37, showing that majority of the respondents just agreed with the statements. The standard deviation was 1.16, showing some variation existed in the responses.

4.5.6 Summary of Mean Scores and Standard Deviations for the Individual Mentoring Programmes

A summary of the overall mean scores and the respective standard deviations for all the mentoring programmes is shown in Table 4.13 below.

Table 4.13: Summary of Mean Scores and Standard Deviations

| Performance of Mentoring Program/Youth Enterprise | Mean | STD |
|--|-------------|-------------|
| GMP | 3.39 | 1.10 |
| ONO | 3.38 | 1.11 |
| PEY | 3.37 | 1.16 |
| VMP | 3.31 | 0.95 |
| PMP | 3.29 | 1.15 |
| Overall Mean | 3.35 | 1.09 |

Source: Primary Data, 2019.

The study established that Group Mentoring Program had the highest mean of 3.39 with a standard deviation of 1.10, indicating slight variation in responses. While Peer to Peer Mentoring Program had the lowest mean of 3.29, with a standard deviation of 1.15 indicating some variation in responses.

The overall mean for the mentoring programs was 3.35, indicating that majority of the respondents just agreed and strongly agreed with the statements. The standard deviation was 1.09, indicating that there the responses varied from each other.

4.6 CORRELATION ANALYSIS

A correlation analysis was carried out on the latent variables and the respective coefficients developed. The purpose of this was to assist in assessing the influence of all the program variables on performance as well as amongst themselves. The correlation coefficient (r) value, measures the relationship between two continuous or ratio/scale variables in terms of magnitude and direction. The correlation of the Observed Index Matrix (OIM) was done and results presented in table 4.14.

Table 4.14: Correlations Matrix of Mentoring Programs and Performance of the Youth Enterprise in Nairobi County

| Variables | Performance of Enterprises | One on one mentorship | Group mentorship | Peer mentorship | Virtual mentorship |
|----------------------------|----------------------------|-----------------------|--------------------|--------------------|--------------------|
| Performance of enterprises | 1.000 | | | | |
| One on one mentorship | 0.3750** (4.81) | 1.000 | | | |
| Group mentorship | 0.5170** (3.02) | 0.4819** (8.37) | 1.000 | | |
| Peer mentorship | 0.4800** (2.56) | 0.6048** (9.17) | 0.5058** (7.85) | 1.000 | |
| Virtual mentorship | 0.4262** (6.32) | 0.5412** (9.17) | 0.4154** (7.51) | 0.5608** (8.68) | 1.000 |

NB: Values in parenthesis are t- statistics. Also (**) implies significant at 5% level.

Source: Primary Data, 2019.

The results indicated that there existed a positive association, within their respective pairs, among all the variables. If the set of independent variables is characterized by a little bit of multicollinearity, the analysis of regression coefficients should be straightforward. If there is a lot of multicollinearity, the analysis will be hard to interpret and can be skipped. Multicollinearity makes it hard to assess the relative importance of independent variables, but it does not affect the usefulness of the regression equation for prediction. Performance of enterprises were positive and significant with the mentoring programs that is $r=0.375$, $r=0.517$, $r=0.48$, and $r=0.4262$ for one on one mentoring, group mentoring, peer mentoring and virtual mentoring programs respectively. The relationship between one on one mentorship and group

mentorship was ($r=0.4819$). The relationship between one on one mentorship and peer mentorship was very strong ($r=0.6048$). The relationship between one on one and virtual was ($r=0.5412$). The relationship between group mentorship and peer mentorship was moderate ($r=0.5058$). The relationship between group mentorship and virtual mentorship was ($r=0.4154$). Similarly, the association between peer and virtual was found to be moderate ($r=0.5608$).

4.7 BIVARIATE AND MULTIPLE LINEAR REGRESSION ANALYSIS

For this study, the relationship between mentoring programs and the performance of youth owned enterprises in Nairobi County, Kenya was determined by use of regression analysis. To establish a statistical significance of the respective hypothesis, a researcher conducted bivariate and multiple regression analysis at 95% confidence level where, a use of statistical package for social sciences (SPSS V 22.0) was used in coding, entering and computing the measurements of the regressions.

4.7.1 One on One Mentoring and Performance of the Youth Enterprise in Nairobi County

The first objective was determining the influence of one on one mentoring program on the performance of youth owned enterprises in Nairobi County. The model summary is presented in the Table 4.15 below.

Table 4.15: Model Summary for One on One Mentoring Program

| Model summary | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------|----------|-------------------|----------------------------|
| ONO | 0.781 | 0.733 | 0.700 | 0.977 |

a. Predictor: (constant), One on One

Source: Primary Data, 2019.

The adjusted R^2 is also called the coefficient of multiple determinations. It is the percentage of variance that is present in the dependent as explained uniquely by the independent variable in this case mentoring program. The model had an average R squared and adjusted coefficient of determination (R^2) of 0.733 and 0.7 respectively.

This suggested that 70% of the variation present in performance of youth owned enterprises are explained by one on one mentoring program.

The study also used the ANOVA technique to test the model's significance. The results are tabulated in Table 4.16.

Table 4.163: Analysis of Variance (ANOVA) for One on One Mentoring Program

| Model | Sum of Squares | Df | Mean Square | F | Sign. |
|--------------|-----------------------|------------|--------------------|----------|--------------|
| Regression | 2.474 | 1 | 2.474 | 9.163 | .000 |
| 1 Residual | 93.09 | 346 | 0.27 | | |
| Total | 95.564 | 347 | | | |

Source: Primary Data, 2019.

a. Dependent Variable: Performance of Youth Owned Enterprises

b. Predictor: (Constant), One on One Mentoring

From the ANOVA statistics, a significance level of 0.00%, resulted from the regression model and with the significance (p-value) being less than 5%, this indicated that the data was suitable to make a valid assessment on the population parameters and draw a conclusion. The calculated value being greater than the critical value ($F=9.163$, and $p\text{ value}=0.000$), indicated that one on one mentoring program has a significant effect on the performance of youth owned enterprises. The significance value being lower than 0.05 indicated that the model was significant. When the model was estimated, the findings were as detailed in table 4.17. It was found that one on one mentorship program had a significant, positive influence on performance. An extra one on one mentorship program was revealed to lead to a 0.216 significant increase in performance of youth owned enterprises holding other factors constant.

Table 4.17: Coefficients for One on One (ONO) Mentoring Program

| | Un standardized Coefficients | | Standardized Coefficients | t | Sig |
|-----------------------|------------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.211 | 0.0399 | | 5.287 | .000 |
| One on one mentorship | 0.227** | 0.075 | 0.216 | 3.027 | .031 |

**Significant at 5% level.

Source: Primary Data, 2019.

The estimated model was represented as shown below;

$$PYE = 0.211 + 0.216ONO$$

4.7.2 Group Mentoring and Performance of Youth Enterprise in Nairobi County

The second objective was determining the influence of group mentoring program on performance of youth owned enterprises in Nairobi County. The model summary is as tabulated in the Table 4.18.

Table 4.18: Model Summary for Group Mentoring Program

| Model summary | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------|----------|-------------------|----------------------------|
| GMP | 0.777 | 0.701 | 0.681 | 0.961 |

a. Predictor: (constant), Group Mentoring

Source: Primary Data, 2019.

The model had an average R squared and adjusted coefficient of determination (R^2) of 0.701 and 0.681 respectively. This implied that group mentoring programs explained 68.1% of the variations associated with performance of youth owned enterprises.

ANOVA was used in the study to test the significance of the model. The findings are presented in Table 4.19.

Table 4.19: Analysis of Variance (ANOVA) for Group Mentoring Program

| Model | Sum of Squares | df | Mean Square | F | Sign. |
|--------------|----------------|------------|-------------|--------|-------|
| Regression | 6.832 | 1 | 6.832 | 17.978 | .000 |
| 1 Residual | 133.13 | 346 | 0.38 | | |
| Total | 139.962 | 347 | | | |

Source: Primary Data, 2019.

a. Dependent Variable: Performance of Youth Owned Enterprises

b. Predictor: (Constant), Group Mentoring

From the ANOVA statistics, the regression model brought up a significance level of 0.00%, and with the significance (p-value) being less than 5%, this indicated the data could be used to assess the population parameters and to make a conclusion. The calculated value being greater than the critical value ($F=17.978$, and $p\text{ value}=0.000$), indicated that group mentoring program has a significant effect on the performance of youth owned enterprises. The significance value being less than 0.05 indicated that the model was significant.

On regression analysis, it was found that group mentoring program had a significant, positive influence on performance. As shown in table 4.20, it was revealed that group mentorship program led to 0.281 increase in performance of youth owned enterprises holding other factors constant.

Table 4.20: Coefficients for Group Mentoring Program

| | Un standardized Coefficients | | Standardized Coefficients | t | Sig |
|------------------------|------------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.462 | 0.092 | | 5.023 | .000 |
| Group mentoring | 0.297** | 0.070 | 0.281 | 4.24 | .002 |

**Significant at 5% level.

Source: Primary Data, 2019.

The estimated model was represented as shown below;

$$PYE = 0.462 + 0.281GMP$$

4.7.3 Peer Mentoring and Performance of the Youth Enterprise in Nairobi County

The third objective was establishing the influence of peer mentoring program on the performance of youth owned enterprises in Nairobi County. The findings are tabulated in Table 4.21.

Table 4.21: Model Summary for Peer Mentoring Program

| Model summary | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------|----------|-------------------|----------------------------|
| PMP | 0.792 | 0.729 | 0.690 | 0.969 |

a. Predictor: (constant), Peer Mentoring.

Source: Primary Data, 2019.

The model had an average R squared and adjusted coefficient of determination (R^2) of 0.729 and 0.690 respectively. This implied that peer mentoring programs explained 69.0% of the variations associated with performance of youth owned enterprises.

The study also used the ANOVA technique to test the significance of the model. The findings are presented in Table 4.22.

Table 4.22: Analysis of Variance (ANOVA) for Peer Mentoring Program

| Model | Sum of Squares | df | Mean Square | F | Sign. |
|--------------|----------------|------------|-------------|--------|-------|
| Regression | 5.743 | 1 | 5.743 | 16.892 | .000 |
| 1 Residual | 116.23 | 346 | 0.34 | | |
| Total | 121.973 | 347 | | | |

a. Dependent Variable: Performance of Youth Owned Enterprises

b. Predictor: (Constant), Peer Mentoring

Source: Primary Data, 2019.

From the ANOVA statistics, the regression model brought up a significance level of 0.00%, and with the significance (p-value) being less than 5%, this indicated that the data was suitable to make a conclusion on the population parameters. The calculated value being greater than the critical value ($F=16.892$, and $p\text{ value}=0.000$), indicated that peer mentoring program has a significant effect on the performance of youth owned enterprises. The significance value being less than 0.05 indicated that the model was significant. Based on the regression analysis shown in table 4.23, it was found that peer mentoring program had a significant, positive influence on performance. It was shown that an additional peer mentorship program led to 0.219 increase in performance of youth owned enterprises holding other factors constant.

Table 4.23: Coefficients for Peer Mentoring Program

| | Un standardized Coefficients | | Standardized Coefficients | t | Sig |
|------------------------|------------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.701 | 0.113 | | 6.207 | .000 |
| Group mentoring | 0.222 ** | 0.054 | 0.219 | 4.11 | .000 |

**Significant at 5% level.

Source: Primary Data, 2019.

The estimated model was represented as shown below;

$$PYE = 0.701 + 0.219PMP$$

4.7.4 Virtual Mentoring and Performance of the Youth Enterprise in Nairobi County

The fourth objective was to explore the influence of virtual mentoring program on the performance of youth owned enterprises in Nairobi County. The results are tabulated in Table 4.24.

Table 4.24: Model Summary for Virtual Mentoring Program

| Model summary | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------|----------|-------------------|----------------------------|
| VMP | 0.811 | 0.745 | 0.710 | 0.988 |

a. Predictor: (constant), Virtual Mentoring.

Source: Primary Data, 2019.

The model had an average R squared and adjusted coefficient of determination (R^2) of 0.745 and 0.710 respectively. This implied that virtual mentoring programs explained 71.0% of the variations associated with performance of youth owned enterprises, which is quite high. This means that 29% of the variations could not be explained by our regression model.

The study also used the ANOVA technique to test the significance of the model. The findings are presented in Table 4.25.

Table 4.25: Analysis of Variance (ANOVA) for Virtual Mentoring Program

| Model | Sum of Squares | df | Mean Square | F | Sign. |
|--------------|----------------|------------|-------------|--------|-------|
| Regression | 142.92 | 1 | 142.92 | 42.876 | .000 |
| 1 Residual | 103.31 | 346 | 0.30 | | |
| Total | 246.23 | 347 | | | |

a. Dependent Variable: Performance of Youth Owned Enterprises

b. Predictor: (Constant), Virtual Mentoring

Source: Primary Data, 2019.

From the ANOVA statistics, the regression model brought up a significance level of 0.00%, and with the significance (p-value) being less than 5%, this indicated that the data was suitable to make a conclusion on the population parameters. The calculated value being greater than the critical value ($F=42.876$, and $p\text{ value}=0.000$), indicated that peer mentoring program has a significant effect on the performance of youth owned enterprises. The significance value being less than 0.05 indicated that the model was significant.

From the regression model, (see table 4.26) it was found that virtual mentoring program had a significant, positive influence on performance. It shows that virtual mentorship program led to 0.428 increase performance of youth owned enterprises holding other factors constant.

Table 4.26: Coefficients for Virtual Mentoring Program

| | Un standardized Coefficients | | Standardized Coefficients | t | Sig |
|--------------------------|------------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.623 | 0.089 | | 7.006 | .000 |
| Virtual Mentoring | 0.478** | 0.073 | 0.428 | 6.548 | .000 |

**Significant at 5% level.

Source: Primary Data, 2019.

The significant and final estimated model is as follows;

$$PYE = 0.623 + 0.428VMP$$

4.7.5 Joint Effect of Mentoring Programs on Performance of Youth Enterprise in Nairobi County

In summary, the study tested the joint relationship(s) between mentorship programmes and the performance of youth owned enterprises in Nairobi County.

The model summary is tabulated in Table 4.27.

Table 4.274: Joint Mentoring Programs Model

| Model summary | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------|----------|-------------------|----------------------------|
| 1 | 0.837 | 0.701 | 0.696 | 0.990 |

a. Predictor: (constant), One on One, Group Mentoring, Peer Mentoring and Virtual Mentoring.

Source: Primary Data, 2019.

The model had an R squared and adjusted coefficient of determination (R^2) of 0.701 and 0.696 respectively. This implied that the jointly mentoring programs explained 69.6% of the variations in the performance of youth owned enterprises. This means that 30.4% of the variations could not be explained by our regression model.

The study also used the ANOVA technique to test the significance of the model. The findings are presented in Table 4.28.

Table 4.28: ANOVA of Joint Mentoring Programs

| ANOVA | Sum of Squares | df | Mean Square | F | Sign. |
|--------------|----------------|------------|-------------|--------|-------|
| Regression | 2127.5 | 5 | 2127.5 | 159.51 | .000 |
| Residual | 4094.5 | 342 | 13.34 | | |
| Total | 807.294 | 347 | | | |

a. Dependent Variable: Performance of Youth Owned Enterprises

b. predictor: (constant), One on One, Group Mentoring, Peer Mentoring and Virtual Mentoring.

Source: Primary Data, 2019.

From the ANOVA statistics, the regression model brought up a significance level of 0.00%, and with the significance (p-value) being less than 5%, this indicated that the data was suitable to make a conclusion on the population parameters. The calculated value being greater than the critical value ($F=159.51$, and $p \text{ value}=0.000$), indicated that One on One, Group Mentoring, Peer Mentoring and Virtual Mentoring all have a significant effect on the performance of youth owned enterprises. The significance value being less than 0.05 indicated that the model was significant.

The main objective of this study is to examine the relationship between mentoring programs and performance of youth owned enterprises in Nairobi, Kenya. The study explored how one on one, group mentoring, peer mentoring and virtual mentoring influence performance of youth owned enterprises in Nairobi, Kenya.

Using the coefficient table to determine the estimated model, the study findings are as shown in table 4.29.

Table 4.295: Coefficients of Joint Mentoring Programs

| | Un standardized Coefficients | | Standardized Coefficients | t | Sig |
|--|------------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.912 | 0.112 | | 8.143 | .000 |
| One on one mentorship | 0.801** | 0.393 | 0.817 | 2.038 | .048 |
| Group mentorship | 0.711 | 0.487 | 0.761 | 0.934 | .156 |
| Peer mentorship | 0.587 | 0.388 | 0.618 | 1.513 | .118 |
| Virtual mentorship | 0.719** | 0.178 | 0.729 | 4.039 | .000 |
| **Significance level of 5 percent | | | | | |

Source: Primary Data, 2019.

From the regression model, we have values in terms of magnitude, significance or direction. Holding all factors or mentoring programs constant, performance will still increase by 0.912. This was a significant rise.

The first objective was determining the influence of one on one mentoring program on the performance of youth owned enterprises in Nairobi County. It was found that one on one mentorship program had a significant, positive influence on performance. It was revealed that a one on one mentorship program led to a 0.817 increase in performance of youth owned enterprises holding other factors constant.

The second objective was establishing the influence of group mentoring program on the performance of youth owned enterprises in Nairobi County. It was shown that group mentoring program had a positive and non-significant influence on performance. It was revealed that a group mentorship program led to a 0.761 increase in performance of youth owned enterprises holding other factors constant.

The third objective was exploring the influence of peer mentoring program on the performance of youth owned enterprises in Nairobi County. It was shown that group mentoring program had a positive but non-significant influence on performance. It was revealed that peer mentorship program led to a 0.618 increase in performance of youth owned enterprises holding other factors constant.

The fourth objective was determining the influence of virtual mentoring program on the performance of youth owned enterprises in Nairobi County. It was found that group mentoring program had a positive and significant influence on performance. It was revealed that virtual mentorship program led to 0.729 increase in performance of youth owned enterprises holding other factors constant.

$$PYE = 0.912 + 0.817ONO + 0.729VMP$$

The final estimated model shown above indicates that the mentoring programs significantly influencing the Performance of Youth Enterprises in Nairobi County, Kenya are one on one mentoring and virtual mentoring programs only, and that group mentoring and peer mentoring programs have no significant influence.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter discusses comprehensively the findings of the study, the study conclusions as relates to the study objectives, literature reviewed and major variables identified on how mentoring programs influence the performance of youth owned enterprises in Nairobi County. It later makes recommendations for policy based on the discussion of the findings relating to the influence mentoring programs have on the performance of youth owned enterprises in Nairobi County. Suggestions for further studies are also made.

5.2 Summary of Findings

The purpose of the study was to analyze the influence of mentoring programs on the performance of youth owned enterprises in Nairobi County, Kenya. It was determined that; the influence of one on one mentoring programs on the performance of youth owned enterprises in Nairobi County; how group mentoring programs influence the performance of youth owned enterprises in Nairobi County; the influence of peer mentoring programs on the performance of youth owned enterprises in Nairobi County; the effect of virtual mentoring programs on the performance of youth owned enterprises in Nairobi County.

The study was guided by Kram (1985) Mentor Role Theory, Schumpeter (1942) Theory of Entrepreneurship, and Knowles (1968) Adult Learning Theory. The focus of the study was owner-managers aged between 18-35 years, who were considered to be entrepreneurs operating in Nairobi City. A cross-sectional descriptive survey research design was adopted for the study. The relationship between variables was examined using a descriptive correlational design. The total population was 108,857. Stratified random sampling was applied to the 17 sub counties in Nairobi in order to adequately represent entrepreneurs across the whole County of Nairobi. The response rate for the questionnaires was 86.97%, where 347 fully filled questionnaires were returned. The business owners approached were selected through purposive and snowball sampling techniques. Analyses were correlation between variables and

descriptive statistics on the sample. Quantitative techniques such as reliability tests, regression analysis, descriptive statistics and correlation analysis were utilized for data analysis.

5.3 Entrepreneurs Descriptive Analysis

Business ownership coupled with mentoring was prevalent with the 18-23 age group and reduced with an increase in the age group. In terms of marital status, the prevalence of entrepreneurs using mentoring was majorly the married. The gender distribution of the entrepreneurs showed that the male owner-managers were almost twice (64.84%) the number of their female counter parts (35.16%). Regarding educational background, most of the respondents had only secondary school level education. Second were respondents with Tertiary, followed by Primary and formal education came last. 53.89% of the respondents were sole proprietors while 46.11% fell under other classifications. The entrepreneurs' business experience ranged from below 1 year to above 5 years, with majority being within the 3 to 5 years gap. The main reason that respondents had to engage a mentor was to acquire the skills necessary to enable them to have increased autonomy in their business.

5.4 ONE ON ONE MENTORING PROGRAM INFLUENCE ON THE PERFORMANCE OF YOUTH OWNED ENTERPRISES IN NAIROBI COUNTY

The purpose of this objective in the study was in determining the role of one on one mentoring program on the performance of youth owned enterprises in Nairobi County. Here mentors and mentees agree on a meeting schedule, where they meet in person and focus on the mentee's objectives. On bivariate structural modeling, it was revealed that an extra one on one mentorship program led to 0.216 significant increase in performance of youth owned enterprises holding other factors constant.

On multiple regression modeling, it was found that one on one mentorship program had a positive, significant influence on performance. An extra one on one mentorship program was shown to lead to a 0.817 increase in performance of youth owned enterprises holding other factors constant. According to Kram (1985), researchers need

to be careful in examination of mentoring relationships with the recognition that the experience the mentees have may not necessarily be all positive.

The study findings agree the findings from a study by Brooks et al. (2016) in which it was found that in the mentoring relationship, a successful business owner acted as a mentor and had to meet up with the proteges' at least four times every month. The mentees changed their business behavior, which was attributed to the mentoring advice received. There were different results with regards to the influence of one on one mentoring, which indicates the subjectivity of this type of mentoring programme.

5.5 GROUP MENTORING PROGRAM INFLUENCE ON THE PERFORMANCE OF YOUTH OWNED ENTERPRISES IN NAIROBI COUNTY

In this objective, the study aimed to establish the influence of group mentoring programs on the performance of youth owned enterprises in Nairobi County. The bivariate analysis showed that an extra group mentorship program led to 0.281 increase in performance of youth owned enterprises holding other factors constant.

From the multiple structural model, it was shown that group mentoring program had a positive and non-significant influence on performance. A group mentorship program was found to lead to a 0.761 increase in performance of youth owned enterprises holding other factors constant. The study findings were supported by the study results obtained by DuBois et al. (2011) who revealed that mentoring outcomes which are psychosocial are the most consistent with regards to group mentoring. It could be deduced that the group element to the program may assist more in the development of social skills and strengthening of peer relationships as compared to one on one mentoring. Group settings showed benefits related to collaboration arising from multiple mentors, as well as the benefit of having multiple peers within the same group (Rhodes & Dubois, 2006).

5.6 Peer Mentoring Program Influence on the Performance of Youth Owned Enterprises in Nairobi County

In this objective, the study sought to establish how peer mentoring program influences performance of youth owned enterprises in Nairobi County. The bivariate analysis, it

was revealed that group mentorship program led to 0.219 significant increase in performance of youth owned enterprises holding other factors constant.

On multiple regression modeling, it was shown that peer mentoring program had a positive and non-significant influence on performance. Peer mentorship program was revealed to lead to a 0.618 increase in performance of youth owned enterprises holding other factors constant. Similarly, Herrera et al. (2002) concurred with our study results as they found that improvement of social skills with peers was the number one reported outcome from mentoring.

5.7 Virtual Mentoring Program Influence on the Performance of Youth Owned Enterprises in Nairobi County

With regards to the influence of virtual mentoring programs on the performance of youth owned enterprises in Nairobi County, the findings of the study from bivariate analysis showed that virtual mentorship program led to a 0.428 significant rise in performance of youth owned enterprises holding other factors constant.

On multiple regression modeling, it was shown that virtual mentoring program had a positive and significant influence on performance. The study revealed that virtual mentorship program led to performance of youth owned enterprises increasing by 0.729 holding other factors constant. According to Rand and Pajarillo (2015) in a study of a virtual mentoring training found the main trainer to possess technological and mentoring expertise, which the report states is critical to the relationship between the mentor and mentee and also on the performance of the business. Their findings concurred with our study results. Previous study results obtained by Haggard et al. (2011) further support these findings, where it was revealed that within virtual teams, most informal developmental relationships are initiated through proactive reaching out, either by a more experienced member to a less experienced member or the other way round.

5.8 Conclusion of the Findings

The study was conducted with understanding that mentoring programmes considered in this study are essential in influencing the performance of youth owned enterprises in Nairobi City (one on one, group mentoring, peer mentoring and virtual mentoring programmes) The purpose of this study was to analyze the mentoring programs

adopted and the resultant enhancement of the performance of youth owned enterprises in Nairobi County. From the findings of simple linear regression models, the study concludes that one on one mentoring, group mentoring, peer mentoring and virtual mentoring programmes had significant effect on the performance of youth owned enterprises in Nairobi County.

Multiple regression modeling was also adopted in establishing the joint effect of mentoring programmes on performance of youth owned enterprises in Nairobi County. This was carried out to determine which of the mentoring programs, when carried out jointly, had a statistically significant impact on the performance of youth owned enterprises in Nairobi County. From the study findings, it was conclusively established that one on one and virtual mentorship, when compared jointly with the other mentoring programs, significantly influenced the performance of youth entrepreneurs in Nairobi County, whilst peer mentoring and group mentoring programs, did not.

The study thus made suggestions based on the significant mentoring programmes as revealed in multiple linear regression models. Using the findings above as a basis, it is recommended that:

One on one and virtual entrepreneurial mentoring of the youth should be encouraged in the informal sector within Nairobi and proper structure and systems put in place to ensure success and maximum impact. A majority of the youth sampled was operating in the informal sector and as one on one mentoring greatly enhances youth entrepreneur's chances for success, this form of mentoring should be highly promoted so as to build positive and empowering mentoring relationships and increase the capacity of the community as a whole.

To be able to have effective mentorship that positively influences youth owned enterprise performance, awareness needs to be increased of the positive influence associated with mentoring as well as the availability of entrepreneurial mentors. Counties should spear head the search for and proper matching of appropriate business mentors to potential mentees, based on the needs of the mentee. There should also be an equal opportunity provided to all youth entrepreneurs, regardless of educational level, gender or business sector of operation.

Policy needs to be tailored towards anchoring sound youth entrepreneurial mentoring programs. The policy should focus more on the realistic needs of the youth entrepreneurs, based on recommendations from this study and similar studies that analyze the correlation between mentoring programs and performance of the entrepreneurs. The government should step up activities to capture data on the youth entrepreneurs' specific mentoring needs based on industry, gender, education level and location and monitor the effectiveness of the support that is being provided. The mentoring programs in place as well as the monitoring and evaluation reviews carried out by governmental, non-governmental organizations and educational institutions should be clearly documented and published in county and national archives so as to assist researchers in data collection so as to be able to have more relevant and accurate study results.

Following the study results, both one on one and virtual programs were statistically significant from the multiple regression modeling. Therefore, the study suggests for greater focus on these two mentoring programs by checking out their implementation strategy in order to ensure they continue yielding a positive outcome by improving awareness, access channels and support for participants at a county level.

5.9 Limitations of the Study

There are two major limitations in this study that could be addressed in future research. First, the study focused on collecting primary data through use of questionnaires. Paper-and-pencil surveys in particular have limitations such as increased susceptibility to response sets, greater potential for misunderstanding questions, and the inability to follow-up on respondent answers (Allen et.al., 2008). With this in mind, future research may benefit from more varied means of data collection. Studies that include a combination of field-based survey research and a parallel experimental lab study would be especially useful for addressing both internal and external validity

Secondly, the heavy focus on the mentees, the youth entrepreneurs, without getting feedback from the mentors, limits the credibility of the information gathered. A mentoring relationship is an inherently dyadic and complex process, with the mentor and the mentee each enacting different roles and responsibilities in the relationship (Allen, 2007). Mentors and mentees also report different benefits as well as costs (Eby et al., 2007) in a mentoring relationship. This suggests that data from both perspectives

is necessary to fully understand a mentoring relationship. Future research should focus on correlating data obtained from both the mentors and their respective mentees, while analyzing the influence of mentoring support on youth owned businesses.

5.10 Areas for Further Study

This paper mainly concentrated in analyzing mentoring programs and how they influence the performance of youth owned enterprises in Nairobi County. The study used primary data collected from across selected businesses owned by youths located in Nairobi County. The study did not consider other businesses especially those owned by individuals in other age categories. Thus, there is a need for a comprehensive study focusing on these populations. Also, further research is recommended considering other counties not necessarily Nairobi County for comparisons.

The study considered only one on one mentoring, group mentoring, peer mentoring and virtual mentoring programs as key factors that could affect performance of youth owned enterprises. However, there are other factors as identified in the literature necessary in contributing to performance of youth enterprises. They include; business environment, culture, political climate that is, for example political goodwill among others. Thus, future studies need to be done considering these factors as well. For comparison, the researcher recommends more studies estimating the mentoring programmes using different modeling criteria apart from regression analysis.

Further research in this area could analyze the youth enterprise performance from a longitudinal perspective, focusing on the age of the start-up, and the impact that mentoring has at the different stages of the enterprise development. According to Ghysels et al. (2016) to analyse causality, it is important to apply data sampled at different frequencies. Finally, further research could look at industry specific mentoring support availability and access and the influence that this has on the performance of the youth entrepreneurs enterprises, especially given the fact that most youth enterprises in Nairobi, and Kenya as a whole are in informal sector.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Wandibba. John. Macharia,
Strathmore University,
School of Business.

Email: macharia.john.w@gmail.com

Tel: 0703480429

The Manager,
P.O. Box
Nairobi - Kenya.

Dear Sir/Madam,

REF: REQUEST FOR PERMISSION TO CARRY OUT A SURVEY

I would like to request for permission to administer this questionnaire to you as part of a research project in pursuing my Masters in Business Administration and Management. The questionnaire attempts to understand the issue of mentoring and youth entrepreneurial business. Your permission is important in enabling me to obtain information and understanding in this topic.

The results of this study will be strictly academic for academic purpose. Confidentiality will be maintained before, during and after the study. The name of the organization will be coded and will not be mentioned anywhere in the report.

Kindly advice on the above through my email address or telephone number above.

Your assistance will be highly appreciated.

Regards,

John Macharia Wandibba.

APPENDIX II: QUESTIONNAIRE

Kindly assist in completing the questionnaire it will take approximately ten minutes. Please note that your response is confidential, and any data summaries made available will not include your individual responses.

1. Business Name (optional): _____

SECTION A: DEMOGRAPHIC INFORMATION

This section addresses the demographic information about the individual youth entrepreneurs in Nairobi County. Please tick all that applies

2. What is your Gender?

Male Female

3. What is your current age bracket?

18-24 25-30 31-35

4. Marital status: Single Married Separated Widowed

5. What is the highest level of education?

None Primary Secondary Tertiary

SECTION B: BUSINESS ENTERPRISE GENERAL INFORMATION

6. Is the business a sole proprietorship?

Yes No

7. How old is the Business?

Less than 1 year

1-2 years

2-3 years

Over 3 years

8. Is this your first business? Yes No

9. What business activity are you involved in?

a) Transport, storage and communication



- b) General trade, wholesale and retail
- c) Agriculture, forestry and natural resources
- d) Accommodation and catering
- e) Professional and technical services
- f) Private education, health and entertainment
- g) Industrial plants, factories and workshops.

| |
|--|
| |
| |
| |
| |
| |

10. Do you have any mentoring need as an entrepreneur?

Yes No

If yes three main mentoring needs, state:

.....

.....

.....

SECTION C: MENTORING PROGRAMS

One on One Mentoring Program (ONO)

Using a Likert scale of 1-5, to what extent do the following statements apply to your business with regards to one on one mentoring program where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Disagreed.

| | Statements | 1 | 2 | 3 | 4 | 5 |
|-------------|--|---|---|---|---|---|
| ONO1 | It provides something positive in my life. | | | | | |
| ONO2 | It gives me a chance to learn practically from the mentor | | | | | |
| ONO3 | Mentors and youth entrepreneurs meet at a designated venue within the business premises and/or community facilities if available | | | | | |
| ONO4 | The mentor-mentee selection is based on goal alignment (e.g., if a goal is to improve business performance) | | | | | |
| ONO5 | Mentors and mentees meet regularly every month for a minimum of 1 year | | | | | |
| ONO6 | Relationship is purposeful, goals and activities are established jointly | | | | | |

Group Mentoring Program (GMP)

Using a Likert scale of 1-5, to what extent do the following statements apply to your business with regards to group mentoring program where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Disagreed.

| | Statement | 1 | 2 | 3 | 4 | 5 |
|-------------|---|----------|----------|----------|----------|----------|
| GMP1 | A small group of older entrepreneurs usually mentors a slightly larger group of youth entrepreneurs | | | | | |
| GMP2 | The program is promoted through marketing campaigns, via community networks and presentations, local advertising or the internet. | | | | | |
| GMP3 | The mentors receive training tailored to them working with youth entrepreneurs within a group setting, and related to the mentoring program objectives(E.g Business success, professional development). | | | | | |
| GMP4 | There is commitment from the mentor to meet up with the group for the long term. | | | | | |
| GMP5 | The mentoring relationship tends to be more formal, involving pre-determined activities for the group to do. | | | | | |

Peer Mentoring Program (PMP)

Using a Likert scale of 1-5, to what extent do the following statements apply to your business with regards to peer mentoring program where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Disagreed.

| | Statements | 1 | 2 | 3 | 4 | 5 |
|-------------|--|----------|----------|----------|----------|----------|
| PMP1 | Peer or youth entrepreneurs who are successful (makes high turnover), possess more knowledge or higher skill levels act as mentors to their peers. | | | | | |
| PMP2 | The youth mentors are screened beforehand through use of interviews and character reference checks. | | | | | |

| | | | | | | |
|-------------|--|--|--|--|--|--|
| PMP3 | Mentorship training emphasizes on leadership qualities, communication skills and strength-based development. | | | | | |
| PMP4 | The mentors are perceived to be good role models. | | | | | |
| PMP5 | Goals and activities are established mutually by both the mentor and mentee. | | | | | |

Virtual Mentoring Program (VMP)

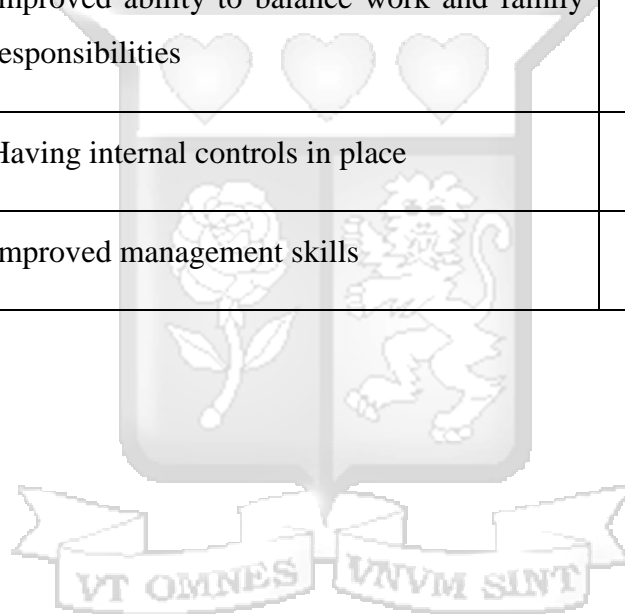
Using a Likert scale of 1-5, to what extent do the following statements apply to your business with regards to virtual mentoring program where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Disagreed.

| | Statement | 1 | 2 | 3 | 4 | 5 |
|-------------|---|----------|----------|----------|----------|----------|
| VMP1 | My mentor has the required technical capabilities to carry out e-mentoring. | | | | | |
| VMP2 | Technology has been set up to ensure there is a safe, secure environment in place that enables communication, tracking of the communication and storage of communication exchanges between the mentor and mentee. | | | | | |
| VMP3 | I have access to email services or the internet via a computer. | | | | | |
| VMP4 | Online training is focused on the mentoring goals and the mentoring activities to be undertaken by the mentor and mentee. | | | | | |
| VMP5 | Mentoring is carried out using the internet, either as its own program or as part of existing programs. | | | | | |

Performance of Youth Enterprises (PYE)

Using a Likert scale of 1-5, to what extent do the following statements apply to your business with regards to performance levels where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Disagreed.

| Code | | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| PYE1 | There is increased autonomy | | | | | |
| PYE2 | There is increased job satisfaction | | | | | |
| PYE3 | Improved ability to balance work and family responsibilities | | | | | |
| PYE4 | Having internal controls in place | | | | | |
| PYE5 | Improved management skills | | | | | |



APPENDIX III: NAIROBI COUNTY COUNCIL BUSINESS ACTIVITY DATA

| LOCAL AUTHORITY INTEGRATED FINANCIAL OPERATIONS MANAGEMENT SYSTEMS BUSINESS ACTIVITY CODE SUMMARY | | | | |
|--|--|---------------------------|------------------------------|-------------|
| LA Name : - 001 NAIROBI CITY COUNTY | | | | |
| Main Activity Code | Main Activity Description | No of Businesses | Revenue Potential (Ksh) | |
| 190 | GENERAL TRADE, WHOLESALE, RETAIL, STORAGE | 255,742 | 1,307,963,000.00 | |
| Business Registration Details | | | | |
| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (Ksh) | Category Rev Potential (Ksh) | |
| 100 | Food Supermarket | 314 | 100,000 | 137,100,000 |
| 104 | Meat Supermarkets/Wholesalers | 150 | 120,000 | 12,000,000 |
| 105 | Large Trade Shop/Market Service | 3,789 | 50,000 | 290,750,000 |
| 110 | Medium Trade Shop/Market Service | 45,251 | 20,000 | 905,000,000 |
| 115 | Small Trade Shop/Market Service | 160,238 | 6,000 | 960,140,000 |
| 120 | Food | 2,009 | 4,000 | 8,036,000 |
| 125 | Other General Merchant Shop and Retail Service | 12,514 | 4,000 | 50,640,000 |
| Main Activity Code: Main Activity Description | | | | |
| 190 | GENERAL TRADE, WHOLESALE, RETAIL, STORAGE | 255,742 | 1,307,963,000.00 | |
| Business Registration Details | | | | |
| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (Ksh) | Category Rev Potential (Ksh) | |
| 200 | 1 Handler with Motor Vehicle | 34 | 1,000 | 34,000 |
| 205 | 1 Handler without Motor Vehicle | 57 | 1,000 | 57,000 |
| 210 | Small Merchant Sector Trade Service Provider | 404 | 2,000 | 1,308,000 |
| 215 | Small Permanent Merchant Sector Trade | 404 | 3,000 | 1,980,000 |
| 220 | Other Informal Sector | 159 | 3,000 | 477,000 |
| 225 | Other Informal Sector Operator | 159 | 3,000 | 477,000 |
| Main Activity Code: Main Activity Description | | | | |
| 190 | GENERAL TRADE, WHOLESALE, RETAIL, STORAGE | 255,742 | 1,307,963,000.00 | |
| Business Registration Details | | | | |
| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (Ksh) | Category Rev Potential (Ksh) | |
| 300 | Major Transport Company | 182 | 100,000 | 18,200,000 |
| 305 | Large Transport Company | 187 | 30,000 | 5,610,000 |
| 309 | Medium Transport Company | 877 | 25,000 | 21,925,000 |
| 310 | Small Transport Company | 846 | 25,000 | 21,150,000 |
| 315 | Other Transport Company | 6,888 | 15,000 | 103,320,000 |
| 320 | Independent Transport Operator | 10,960 | 7,000 | 76,720,000 |
| 325 | Large Parcel Filing Station | 802 | 30,000 | 24,060,000 |
| 330 | Medium Parcel Filing Station | 278 | 20,000 | 5,560,000 |
| 335 | Small Parcel Filing Station | 2,497 | 10,000 | 24,970,000 |
| 340 | Large Cold Storage Facility | 19 | 70,000 | 1,330,000 |
| 345 | Medium Cold Storage Facility | 31 | 30,000 | 930,000 |
| 350 | Small Cold Storage Facility | 57 | 15,000 | 855,000 |
| 355 | Large Storage Facility | 522 | 30,000 | 15,660,000 |
| 360 | Medium Storage Facility | 2,207 | 10,000 | 22,070,000 |
| 365 | Small Storage Facility | 3,245 | 10,000 | 32,450,000 |
| 370 | Large Private Vehicle Parking | 13 | 200,000 | 2,600,000 |
| 375 | Medium Private Vehicle Parking | 32 | 200,000 | 6,400,000 |

| LOCAL AUTHORITY INTEGRATED FINANCIAL OPERATIONS MANAGEMENT SYSTEMS BUSINESS ACTIVITY CODE SUMMARY | | | | |
|--|--|---------------------------|------------------------------|-------------|
| LA Name : - 001 NAIROBI CITY COUNTY | | | | |
| Main Activity Code | Main Activity Description | No of Businesses | Revenue Potential (Ksh) | |
| 370 | Meat Supermarkets/Wholesalers | 40 | 200,000 | 8,000,000 |
| 380 | Large Communications Company | 225 | 100,000 | 22,500,000 |
| 385 | Medium Communications Company | 110 | 80,000 | 8,800,000 |
| 390 | Small Communications Company | 389 | 40,000 | 15,560,000 |
| 395 | Other Transport, Storage and Communications | 1,320 | 10,000 | 13,200,000 |
| Main Activity Code: Main Activity Description | | | | |
| 400 | AGRICULTURE, FORESTRY, AND NATURAL RESOURCES | 4,949 | 128,528,000.00 | |
| Business Registration Details | | | | |
| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (Ksh) | Category Rev Potential (Ksh) | |
| 400 | Meat Supermarkets/Wholesalers | 40 | 200,000 | 8,000,000 |
| 405 | Large Agricultural Producer/Processor/Dealer/Exporter | 85 | 80,000 | 6,800,000 |
| 410 | Medium Agricultural Producer/Processor/Dealer/Exporter | 190 | 40,000 | 7,600,000 |
| 415 | Small Agricultural Producer/Processor/Dealer/Exporter | 407 | 25,000 | 10,175,000 |
| 420 | Other Agricultural Producer/Processor/Dealer/Exporter | 3,207 | 30,000 | 96,210,000 |
| 425 | Large Mining or Natural Resources Extraction Operation | 12 | 200,000 | 2,400,000 |
| 430 | Medium Mining or Natural Resources Extraction Operation | 84 | 100,000 | 8,400,000 |
| 435 | Small Mining or Natural Resources Extraction Operation | 71 | 80,000 | 5,680,000 |
| 440 | Other Agricultural, Forestry, and Natural Resources Exploitation | 1,115 | 40,000 | 44,600,000 |
| Main Activity Code: Main Activity Description | | | | |
| 400 | AGRICULTURE, FORESTRY, AND NATURAL RESOURCES | 4,949 | 128,528,000.00 | |
| Business Registration Details | | | | |
| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (Ksh) | Category Rev Potential (Ksh) | |
| 500 | Small High Standard Lodging House/Hotel D | 24 | 70,000 | 1,680,000 |
| 505 | Large High Standard Lodging House/Hotel D | 88 | 200,000 | 17,600,000 |
| 510 | Medium High Standard Lodging House/Hotel D | 170 | 140,000 | 23,800,000 |
| 515 | Small High Standard Lodging House/Hotel D | 215 | 70,000 | 15,050,000 |
| 520 | Large Lodging House with Restaurant and/or bar (B/C class) | 565 | 20,000 | 11,300,000 |
| 525 | Medium Lodging House with Restaurant and/or bar (B/C class) | 341 | 40,000 | 13,640,000 |
| 530 | Small Lodging House with Restaurant and/or bar (B/C class) | 475 | 20,000 | 9,500,000 |
| 535 | Large Lodging House (B/C class) | 385 | 48,000 | 18,480,000 |
| 540 | Medium Lodging House (B/C class) | 395 | 30,000 | 11,850,000 |
| 545 | Small Lodging House (B/C class) | 441 | 20,000 | 8,820,000 |
| 550 | Meat Restaurant with Bar/Membership Club | 328 | 90,000 | 29,520,000 |
| 555 | Large Restaurant with Bar/Membership Club | 988 | 30,000 | 29,640,000 |
| 560 | Medium Restaurant with Bar/Membership Club | 1,842 | 20,000 | 36,840,000 |
| 565 | Small Restaurant with Bar/Membership Club | 5,782 | 20,000 | 115,640,000 |
| 570 | Meat eating house, Snack Bar, Tea House "Hotel" | 824 | 20,000 | 16,480,000 |
| 575 | Large Eating House, Snack Bar, Tea House "Hotel" | 628 | 20,000 | 12,560,000 |
| 580 | Medium Eating House, Snack Bar, Tea House "Hotel" | 1,148 | 15,000 | 17,220,000 |
| 585 | Small Eating House, Snack Bar, Tea House "Hotel" | 2,981 | 15,000 | 44,715,000 |
| 590 | Bakery with cold meat and/or other hot food | 109 | 20,000 | 2,180,000 |
| 595 | Large Traditional food seller | 1,800 | 10,000 | 18,000,000 |
| 600 | Medium Traditional food seller | 4,400 | 10,000 | 44,000,000 |

LOCAL AUTHORITY INTEGRATED FINANCIAL OPERATIONS MANAGEMENT SYSTEMS
BUSINESS ACTIVITY CODE SUMMARY
LA Name : - 001 / BARBEE CITY COUNTY

| Main Activity Code | Main Activity Description | No of Businesses | Revenue Potential (\$K) |
|--------------------|--|------------------|-------------------------|
| 371 | Large Night Out/Casino | 89 | 100,000 |
| 419 | Medium Night Out/Casino | 28 | 30,000 |
| 477 | Small Night Out/Casino | 24 | 40,000 |
| 566 | Other Gaming and Amusement | 5,537 | 10,000 |
| | | | 180,000 |
| 600 | PROFESSIONAL & TECHNICAL SERVICES | 86,877 | 1,471,881,000.00 |

Business Registration Details

| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (\$K) | Category Rev Potential (\$K) |
|---|---|---------------------------|------------------------------|
| 000 | Large Professional Services Firm | 409 | 190,000 |
| 010 | Medium Professional Services Firm | 1,227 | 80,000 |
| 015 | Small Professional Services Firm | 14,846 | 30,000 |
| 020 | Independent Technical Operator | 874 | 7,000 |
| 025 | Large Financial Services | 478 | 180,000 |
| 030 | Medium Financial Services | 340 | 80,000 |
| 035 | Small Financial Services | 1,171 | 80,000 |
| 040 | Other Financial Services | 252 | 40,000 |
| 045 | Money Transmittal | 446 | 80,000 |
| 075 | Large Cyber Caffe/Business | 21 | 20,000 |
| 080 | Medium Cyber Caffe/Business | 381 | 20,000 |
| 090 | Small Cyber Caffe/Business | 1,232 | 10,000 |
| 095 | Other Professional and Technical Services | 45,023 | 82,000 |

Main Activity Code : Main Activity Description :
700 **PRIVATE EDUCATION, HEALTH, AND ENTERTAINMENT** **12,142** **104,220,000.00**

Business Registration Details

| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (\$K) | Category Rev Potential (\$K) |
|---|--|---------------------------|------------------------------|
| 700 | Large Private Higher Education Institution | 45 | 150,000 |
| 705 | Private Higher Education Institution | 220 | 50,000 |
| 710 | Large Private Education Institution | 58 | 50,000 |
| 715 | Medium Private Education Institution | 1,419 | 30,000 |
| 720 | Small Private Education Institution | 4,288 | 20,000 |
| 730 | Large Private Health Facility | 42 | 220,000 |
| 735 | Medium Private Health Facility | 84 | 70,000 |
| 740 | Small Private Health Facility | 123 | 40,000 |
| 745 | Health Clinic/Doctor's Surgery/Clinic | 2,412 | 10,000 |
| 748 | National Health Center | 292 | 20,000 |
| 750 | Large Entertainment Facility | 122 | 100,000 |
| 755 | Medium Entertainment Facility | 111 | 50,000 |
| 760 | Small Entertainment Facility | 281 | 20,000 |
| 765 | Mobile Cinema Operator | 4 | 20,000 |
| 768 | Other Education, Health and Entertainment Services | 1,363 | 20,000 |

LOCAL AUTHORITY INTEGRATED FINANCIAL OPERATIONS MANAGEMENT SYSTEMS
BUSINESS ACTIVITY CODE SUMMARY
LA Name : - 001 / BARBEE CITY COUNTY

| Main Activity Code | Main Activity Description | No of Businesses | Revenue Potential (\$K) |
|--------------------|--|------------------|-------------------------|
| 800 | INDUSTRIAL PLANTS, FACTORIES, WORKSHOPS | 27,337 | 718,918,000.00 |

Business Registration Details

| Activity Main Activity Description Code | Category No of Businesses | Category Permit Fee (\$K) | Category Rev Potential (\$K) |
|---|---------------------------------|---------------------------|------------------------------|
| 800 | Large Industrial Plant | 627 | 100,000 |
| 810 | Medium Industrial Plant | 838 | 100,000 |
| 815 | Small Industrial Plant | 538 | 80,000 |
| 818 | Other Industrial Plant/Facility | 202 | 20,000 |
| 819 | Algae Farming | 81 | 180,000 |
| 820 | Large Workshop | 1,718 | 70,000 |
| 825 | Medium Workshop | 4,821 | 20,000 |
| 830 | Small Workshop | 12,386 | 10,000 |
| 880 | Other Manufacture | 6,774 | 10,000 |

Total No. of Businesses : 44,117 Total Potential : 6,311,100,000