



DRIVERS OF SUSTAINABILITY OF YOUTH ENTERPRISE DEVELOPMENT FUNDED PROJECTS IN KENYA: A CASE OF JUJA CONSTITUENCY

Mwithalii Judy Kinya¹, Dr. Susan Were²

¹Jomo Kenyatta University of Agriculture & Technology, School of Human Resource Development,
Department of Entrepreneurship & Procurement, City Square, Nairobi 62000-00200, Kenya

Email: judiekinya@gmail.com

²Jomo Kenyatta University of Agriculture & Technology, School of Human Resource Development,
Department of Entrepreneurship & Procurement, City Square, Nairobi 62000-00200, Kenya

Email: susanwere@gmail.com

Abstract: The aim of the study was to establish the drivers of sustainability of YEDF projects in Nairobi County, Kenya. The objectives that guided the study were: to determine the influence of project funding on sustainability of YEDF projects Kenya; and to examine the influence of project management skills on sustainability of YEDF projects in Kenya. Descriptive research design was employed in this study and structured questionnaire were used to gather primary data from the respondents. The primary data was collected from 144 youth enterprise funded projects drawn from Juja Constituency that had received funding from YEDF up to July, 2018. Statistical Package for Social Sciences (SPSS) was used in coding and analysis of the questionnaire. Descriptive statistics were used in drawing meaningful information from the raw facts collected from the questionnaires. Measures of central tendency like mean and mode were used during the analysis process as well as frequencies and percentages were also applied. Data was presented in the form of tables and figures. Inferential statistics were also used for example regression analysis to determine the link and existing relationship between study variables. It was established from the regression model of sustainability of YEDF projects that r-squared was 0.866 and r was 0.930. The r-squared indicated that 86.60% of the variation in sustainability of YEDF projects can be described by the specified independent variables. Other variables that are not part of this model can well explain the 13.40% variation in sustainability of YEDF projects. This signifies that the selected independent variables of this study can be viewed as important elements that require clear consideration to boost sustainability of YEDF in the study area. The study endorses the advantage of project management skills to the project team to ensure sustainability of funded projects. The planning, communication, leadership and management skills of managers should be adequate. The project manager should be competent enough to manage the project, should possess ability for decision making and conflict resolution to boost youth empowerment projects sustainability. From the study adequate funding is needed to boost youth empowerment projects sustainability. There is need for adequate project financing frameworks in the projects. Effective internal controls such as proper record keeping on control of capital invested in the projects is also needed. The current study can further be looked and expounded in future applying other research methodologies so as to determine other sustainability drivers of YEDF projects in Kenya. From the existing literature a similar research can be carried out in other counties in Kenya to establish if explored factors in this study can be generalized.

Keywords: Collateral, Employment, Vision 2030, Monitoring, Evaluation, Youth Empowerment, Youth Enterprise Development Fund, Sustainability.

Introduction

Unemployment has posed a myriad of challenges to many governments of the world thus posing a major economic challenge of our times. Advanced economies experienced a quarter of the increase in global unemployment in 2012, while three quarters has been experienced into other regions with noticeable effects in developing economies in East Asia, South Asia and Sub Saharan Africa (Redding et al. 2010). The youth have been greatly affected by this socio economic phenomenon. Around the world nearly 75 million young people are unemployed, this translates to 4 million increase since 2007 (ILO, 2013). Youth unemployment poses a higher future unemployment risk, an elongated period of unsteady jobs and a potentially low income growth (Gregory *et al*, 2001).

In Spain and Greece, youth unemployment doubled in the years between 2007 and 2011 and now stands at 46 per cent and 42 per cent respectively (Redding et al. 2010). This is perceived as an indicator of decline in economic growth of the nations because they are not benefiting from their young population contribution hence the dire need to work out policies and programmes that will help alleviate this global problem. In Ireland, youth unemployment rose to 27.5 per cent in 2010 from 8.5 per cent in 2007. This is alarming but not the problem's full extent (ILO, 2012a).

Unemployment amongst the youth has contributed to insurmountable social ills among them high crime rates, high prevalence of HIV and AIDS and brain drain. This is a situation where graduates cannot find suitable work to match their skills and knowledge and thus remain idle hence, not beneficial to their countries. The unemployment rise amongst university graduates is either because of deterioration in education standards or a mismatch between graduate's skills and available jobs (ILO, 2012a). Globally, the world must create some 40 million jobs annually for new market entrants, in addition to absorbing the 200 million who are unemployed in 2012 (of whom 75 million are young people) (ILO, 2012b).

In this milieu therefore, it is essential to assign national priority to youth employment by developing agendas streamlined with Specific, Measurable, Attainable, Realistic, Time bound and Agreed upon (SMARTA) goals and objectives. This could be done by making youth employment a cross-cutting theme in national policies, or developing with specific sectors. Such programmes will help empower the youth. Many youth have given up the job search due to discouragement and frustrations accompanied by failure to secure a job. Young people who are neither in employment nor in education (NEET) have become a major concern for policy-makers, particularly in economies that are developed (Global Employment Trends, 2013). At least 10 per cent of the youth population form NEET, and clearly takes into account youth who have a low education level in developed countries (Redding et al. 2010).

In Latin America and Africa, there are ministries for youth affairs in charge of this task, while for other regions, ministries of trade or employment have this responsibility (ILO, 2012a). The youth affairs ministries have further developed schemes to address youth problems of unemployment, job creation and for empowerment. His Majesty King Jigme Singye Wangchuck declared that a fund be established to support youth projects and programmes to look into youth unemployment. The Bhutan Youth Development Fund (BYDF) was then launched in 1999 by Her Majesty Ashi Tshering Pem Wangchuck who is the president of the BYDF (BYDF, 2013). The Youth Entrepreneurship Scheme (YES) in Barbados was started in 1995, as a programme funded publicly in the Ministry of Education, Youth Affairs and Sports within the division of Youth Affairs. YES fosters personal entrepreneurial development skills through a wide spectrum of services, which contribute to nurturing and supporting youth entrepreneurial drive (Government of Barbados, 2013) YES offers its clients entrepreneurial

development training, accounting services, mentorship programme, counselling in financial matters and referrals, technical assistance and business counselling.

Botswana initiated the Young Farmers Fund (YFF) to improve access to finance and entrepreneurial training to graduates from agricultural training institutions as an impetus to handle youth unemployment. The fund's main objectives is to boost youth enterprises in agriculture via effective undertaking of opportunities in the agricultural sector and reassure the competitive and sustainable youth enterprises are developed by giving rewards to competitive enterprises and discouraging incompetency. In addition it focused on promoting the vertical and horizontal expansion and linkages between enterprises as well as primary industries in agriculture. It also aimed at reducing young people migration from rural to urban centres through making job opportunities available in rural areas. Botswana like many other developing countries is presently facing variety of challenges, such as unemployment, HIV/AIDS and poverty (Republic of Botswana, 2006). The most affected part of the society in regard to this is the youth. Young people between the age group 0 – 29 form 67.6 per cent of the total population that's according to the 2001 population census (Ibid, 2013).

Being fully aware of the challenges facing the youth and indeed the entire nation, the government of Kenya introduced Youth Enterprise Development Fund (YEDF). The fund was introduced in June 2006 as a strategic initiative meant to address unemployment that is predominantly a youth problem with the youth constituting 75 per cent (The Institute of Social Accountability, 2013). The fund was officially launched by His Excellency President Mwai Kibaki on 1st February 2007 and was transformed into a state corporation on 11th May 2007 (MOYAS, 2013).

Few researchers have undertaken a research to determine the sustainability of the youth development funded projects thus motivating this particular study. Factors that result to the effective implementation of these funded projects could be helpful to other implementers of the similar projects in different segments of the world. According to (MOYA 2007), Kenyan government resolved to ensure sustainability and proper management of project funds. The study worked towards establishing the factors leading to success and failure of the projects hence affecting their sustainability.

Statement of the problem

Youth account for a third of Kenya's population; however, they are perceived as a delinquent in the society. Kessel *et al* (2005) noted that amongst the views about youth is that they are problematic. Youth unemployment in Kenya is characterized by substantial levels of underemployment and poor quality jobs in the informal sector that does not match their qualification. Youth are faced with other social problems such as poverty, HIV/AIDS, abuse of drugs, crime and violence. As a consequence, the situation presents youth as needy, helpless and unprepared to make any contribution to national development affairs. Thus, they are disregarded when it comes to national state policies and have a weak legal position.

To overcome this challenge of high unemployment rate, the Kenyan government via the ministry of youth affairs began the Youth enterprise fund that consists of young people within the age 18-35 years (NYP, 2007). The Government has paid attention to funding of youth enterprise development projects in the 290 constituencies across the 47 Counties. However according to (YEDF, 2015) statistics show that 50% of the youth were unemployed, indicating that the funding has not had a notable impact on the lives of young people as it was intended because the number of unemployed youth is still high. No evidence of a significantly successful project in the society in terms of sustainability and creating youth employment among the projects that have been funded so far.

Most of the project undertaken by youth are not delivered on time and don't meet the budget hence resulting to failure which means youth still suffer unemployment problem. Lack of project management skills by the project teams is among the major causes of YEDF projects failure. Projects undertaken by youth sometimes don't meet the budget requirements hence leading to poor quality deliverables which means the projects cannot be sustainable. This is an indication that youth lack basic knowledge on planning, budget control, monitoring and evaluation, risk management and also the funding may not be enough to meet the project requirements.

There is little research carried out to establish the factors resulting to project sustainability of YEDF projects in Kenya. These factors can be of help in ensuring sustainability and management of these project as they will act as guideline of dissemination and accountability of funds. In addition, they will help in determining how the progress of meeting the fund's introduction objectives is being meet as well as help in policy making and implementation of YEDF.

Objectives of the study were;

- i. To determine the influence of project funding on the sustainability of YEDF projects in Kenya.
- ii. To examine the influence of project management skills on the sustainability of YEDF projects in Kenya.

Theoretical Review

Cooper and Schindler (2008) consider a theory as a set of orderly interconnected ideas, descriptions, and proposals that are radical in explaining and predicting phenomena (facts). The study is based on, Resource Based View Theory and Competency Theory.

To examine the effect of project funding on sustainability of youth Enterprise development funded projects in Kenya, the study was based on Resource Based Theory. Penrose (1959) gave initial perceptions of the resource view point of the firm. The resource-based View of the firm (RBV) was introduced by Wenerfelt (1984) and subsequently popularized by Barney's (2011) work. According to RBV, each project encounters its own unique resources that make it easy for the project to be well implemented, by considering the swiftly changing environment (Helfat, 2007). Some of the resources may include physical, financial resources, human, technological and information. These may be valued, infrequent and non-exchangeable (Crook *et al*, 2008). It claims that, from the resources possessed by a firm a subset may help it to achieve a competitive advantage, whereas the other subset may lead to greater long-term firm performance. The rare and valuable resources for example funds can result to formation of competitive advantage. The advantage can be sustained for a long period of time. Competitive advantage is the ability to give extra value as compared to the rivals resulting to generation of greater returns on investment and sustainability of the firm or a project. Critics of the RBV have identified that some resources lead to project completion while others do not; hence, not all resources of project are able to contribute to its implementation. Secondly, the mere availability of resources are coordinated and integrated (Lopez *et al*, 2005). To implement projects, financial resources are needed (James *et al*, 2011). The theory provided guidance to the study in understanding the effect that project funding has on YEDF projects sustainability. This theory supports the variable project funding in that money resources is required to successfully implement YEDF projects. Some projects fail due to budget overruns and therefore call for enough funding, proper record keeping, and effective internal controls on budget overruns.

The work of McClelland & McBer in the 1980s established the competence theory. The authors defined competency as the fundamental features of a person that is usually relative to criterion-associated with the superior or effective performance in a job or a certain situation. Several

competency frameworks have been put forward since then by various project management institutes. Crawford (as cited in Boyatzis, 1982 & Spencer, 1993), puts a model of competence that integrates knowledge, skills, demonstrable performance, and core personality characteristics, perceiving the last, personality features, as a bit difficult to grow, nurture and assess by training. She argues that there are two most significant project management standards, the PMBOK, captures knowledge aspect only, Australia's National Competency Standards, focuses on demonstrable performance only but draws from knowledge. Crawford, (2010) study concluded that project managers "don't necessarily possess skills and competence needed or they do not engage in complete activities needed to implement the ever changing project management environment they are leading.

Interest in project management skills arises from the reasonable assumption held that if project administrators and managers have the required competency they will effectively perform project tasks which will result to project success and organization success (Beer, 1990; Smith, 1976). Competence is assumed to be knowledge and skills, behaviors and attitudes that are relative to higher job performance. Crawford (as cited in Boyatzis, 1982 & Spencer, 1993), stated that professional competence in project management is attained by combination of knowledge acquired from training and its subsequent application and other skills acquired in the course of performing work duties. Preceding studies on management have been focused on investigating the impact of competency and experience on performance.

Dainty et al (2014) have argued for a competency based performance model for project managers where managerial behavior contribution is assessed and nine other performance indicators for a project manager competency are established and developed to include leadership, decision making, team building, mutuality and approachability, integrity and honesty, communication, understanding and application, learning, self-efficacy and preserving external relations. In the context the theory supports the variable project management in that if the project team and project manager possess all the needed project management competence and management skills then it will help in proper implementation of projects hence increase the level of sustainable projects funded by youth enterprise development fund.

Empirical Review

Project Funding

Khan and Hare (2015) associated sustainable donor-funded projects to the development of a clear institutional base, adoption of a robust programmatic approach, and accessibility of enough funds to implement the projects to the end. They further argued that all NGOs needs to establish sound internal systems and strategies that impart the community believe to support the belief that the community will support valued and treasured projects, equally ensuring that developmental plans for donor financed projects are well established. Miriti (2016) study established the effect of accessibility of donor funding, donor training, and donor funding policies on monetary sustainability of donor financed projects. The study focused on the principle resource based theory, agency theory, and complexity theory. The study determined that funds accessibility affected sustainability of the projects.

Past studies highlights that access to the fund can influence youth empowerment; Mburu (2008) established that the amount given is minimal, procedure followed is too long, and collateral is required by financial intermediaries. All this is as attributed to minimal accessibility to the Fund by youth and hence majority of the target beneficiaries are unable to get the fund, thus get discouraged and end up being enticed to risky activities such as drug peddling/trafficking, crime and exploitation. Mugira (2012); Kitonga (2012) and Catherine (2012) found out that the procedure to perform fund activities was unclear, amount of loan, access to the Fund was poor, amount not sufficient and loan processing

took too long. From this analysis, it is perceived that accessibility to the YEDF has a direct influence on youth empowerment.

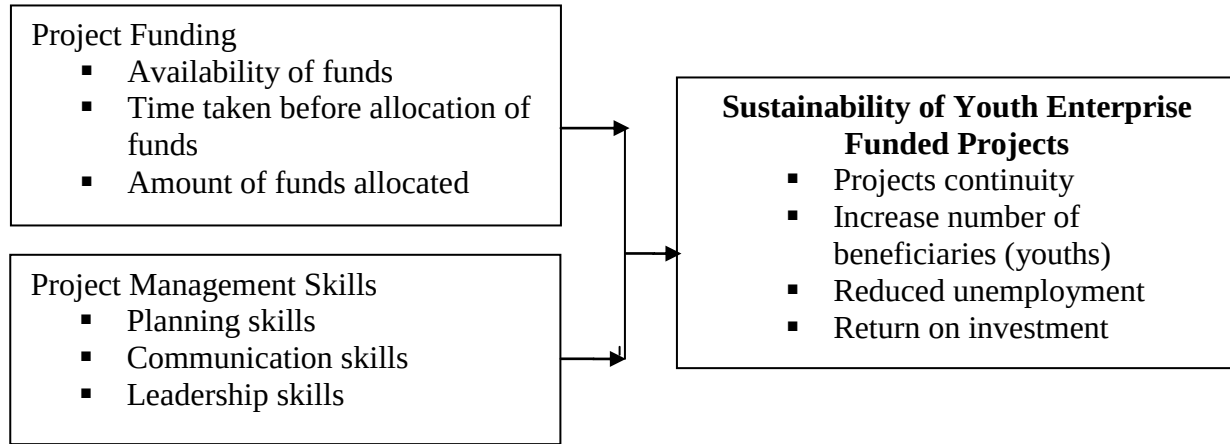
Many youth don't own assets to issue as collateral, majority live below the poverty line and hence could be categorized as not worthy to receive any credit especially by financial intermediaries. Credit is a basic human right that should be availed even to the poorest of the poor including the youth if any meaningful youth development is to be realized in the foreseeable future. This is what Muhammad Yunus, the founder of the Grameen bank advocates for. If financial help is not provided to the youth, then countries are not going to get any benefit from the potential of their young and most innovative population. Kenya's young population is continuously growing over years, In the year 2009, youth formed 35.39 per cent of the total population implying that the country is experiencing a youth bulge. A youth bulge as defined by Urdal (2006) is abnormally great percentage of young people as a proportion of the entire adult population, aged bracket 15 years or more. Hence it is important to carry out a study to establish how accessibility to the YEDF influences youth empowerment through successful and sustainable enterprises.

Project Management Skills

Krahn & Hartment (2006) on the effective project leadership: a blend of project manager skills and competencies in context, found out that various project features require a different mix of key skills of a project manager and competencies. Several authors have taken into consideration some of the project features when exploring project factors. Nevertheless, there is an extensive range of project features majority of which have not been put into consideration in terms of their impact on project elements. It is also mirrored by project sponsors perspective that the work skills and competency are a bit inconsistent. For example, planning was not in the top five list given by sponsors though it was considered to be a vital skill for the project managers work. It is not a surprise that project managers view communication between sponsors and project managers as the vital skill. Project managers value motivation of the project team more than the sponsors do (Krahn, 2015). The research findings propose that, when certain project features exist, such as a novel project that need substantial innovation, extra leadership-dedicated skills and competency, for example vision and people skills become very important. This to a wider extent supports the statement that the setting within which the leadership happens has an impact on the leadership level needed. It seems that project manager's skills linked to project management and skills and competencies linked to project leadership are the most effective skills when applied together depending on the project type being delivered. Effective management skills can lead to proper implementation and sustainability of projects.

Conceptual Framework

The study relates project funding and project management skills to Sustainability of YEDF projects.



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework

Research Methodology

The researcher employed descriptive survey design which is the best approach available for social scientist and other educators in using primary data to describe a population that is too big to observe (Mugenda & Mugenda, 2012). Moreover, a descriptive survey aims at gaining information from a population segment that helps the researcher to generalise findings that are believed to represent the whole population under study (Kothari, 2004).

Target population is defined as the whole group of persons or objects from which the study focuses on and seeks to use to draw conclusions about the population from its findings (Cooper & Schindler, 2011). The target population comprised of 144 Youth Enterprise Development funded projects in Juja Constituency as per the records at Juja constituency Youth Enterprise Development by July, 2018.

A sampling frame refers to a list of population from which a researcher draws a sample (Leary, 2011). It is the source from which a list of all items within a population can be drawn for sampling (Särndal, 2011) that can include persons, families or organizations. It's a published list or a set of directions for identifying a population (Gall & Borg, 2007). For the sake of this study, the sampling frame was the list of all 144 youth enterprise development funded projects as per the records at YEDF by July, 2018.

Regarding the unit of analysis that is YEDF projects, the study used a census method. Therefore, this approach ruled out a specific sampling technique application. The total population was 144 in number explaining why the study adopted census, because 144 is a small number and the aim was to get in touch with all the projects. Managers are the key decisions makers in the day to day running of the projects hence the study engaged them by collecting and recording their views. They are also information rich about the projects and therefore, they were targeted as respondents. The census approach is justified since according to Orodho (2009), data gathered using census contributes towards gathering of unbiased data representing all individuals' opinions on a study problem.

The study depended mainly on primary data and a questionnaire was used as the research instrument. Data collected was analyzed using quantitative method with the help of (SPSS) and excel. Processing

of data was done via editing, coding and classification. Descriptive statistics was employed in analyzing quantitative data and inferential analysis was done using statistical package for social science (SPSS). The 5% level of significance was adopted in analyzing the existing relationship among independent and dependent variables. The Multiple Regression model that aided the analysis of the variable relationships was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon,$$

Where; Y= Sustainability of Youth Enterprise Development Projects (dependent variable);

β_0 = Constant (coefficient of intercept);

X_1 = Project Funding (independent variable);

X_2 = Project Management Skills (independent variable);

ε = Error term;

β_1, β_2 = regression coefficient of four variables.

Table 1: Response Rate

	Questionnaires Administered	Questionnaires filled & Returned	Percentage
Respondents	144	121	84.028%

Descriptive Analysis

Descriptive statistics gives a simple summary regarding the sample and the measures. Together with simple graphics analysis, they constitute the basis of nearly every quantitative analysis of data (Tronchim, 2006). The study employed descriptive statistics to present the frequency and the percentages of the data gathered regarding project funding, project management skills and sustainability of youth enterprise development funded projects (Cooper & Schindler, 2013).

Project Funding

The study sought to determine the effect of project funding on sustainability of youth projects in the study area. This section has a presentation of the findings to the questions asked regarding responses that were provided on a five-point likert scale. The respondents signified to a small extent that there was adequate and available funds in the projects (2.254); the project could easily access funds so as to minimize project cost overruns (2.344); there was effective internal controls on the project cost overruns (2.112; there is adequate record keeping on control of capital to run projects (2.176); there is record keeping control of capital invested in the projects (3.587); the project personnel take care of the available financial resources in the projects (1.986); there is adequate financial plans to control project funds (1.325).

Table 2: Project Funding Descriptive Statistics

Statement	Mean	Std
There is availability and adequate funds for your project	2.254	.133
Project can easily access funds in order to minimize project cost overruns	2.344	.653
There is availability of funds and effective internal controls on the project cost overruns	2.112	.542
There is adequate record keeping on capital control to run projects	2.176	.421
There is record keeping control capital invested in the projects	3.587	.423
The project personnel take proper care of the available project financial resources	1.986	.238
There are adequate financial plans to control project funds	1.325	.528

Project Management Skills

The study aimed at determining how project management skills affect project sustainability in the region of study. This section presents findings to the questions asked regarding responses that were provided on a five-point likert scale. Respondents stated that the project team possess adequate planning skills to a moderate extent to enhance projects sustainability (2.568); the project stakeholders are satisfied with the project personnel communication skills (3.611) to a great extent ; the team possess planning, communication and technical skills (2.678); the project manager has leadership skills to ensure proper resources management for project sustainability (2.237); the project managers have skills relating to budgeting and auditing skills ensuring proper management of project (2.325). The project manager possesses leadership skills to make sure that there is efficiency in project management (2.318). The study results imply that project managers and the project team don't possess required project management skills that are key to boosting sustainability of the projects.

Table 3: Project Management Skills Descriptive Statistics

Statement	Mean	Std
The project team possess adequate planning skills to enhance projects sustainability	2.568	.786
The project stakeholders are satisfied with communication skills of the project personnel	3.611	.325
The project team possess planning, communication and technical skills	2.678	.212
The project manager possess leadership skills to enable resources to be managed properly to boost project sustainability	2.237	.128
The project managers have budgeting and auditing skills for better management of project	2.325	.215
The project manager has adequate leadership skills to ensure efficient management of the projects	2.318	.210

Inferential Statistics

The study sought to determine the correlation between independent variables (Project Funding and Project management skills) and the dependent variable (Sustainability of the projects). Correlation coefficient between project funding and sustainability was determined to establish the nature of the existing relationship between project funding and sustainability of YEDF projects. The correlation coefficient ($r = 0.842$) obtained shows that there is a strong significant positive relationship between project funding and sustainability of YEDF projects.

The study also sought to establish the relationship between project management skills and sustainability of YEDF projects. From the findings there is a strong positive significant relationship between project management skills and sustainability of YEDF projects, ($r = 0.803$).

Table 4: Correlation between Project Funding and Sustainability of YEDF Projects

		Sustainability of YEDF Projects	Project Funding	Project Management Skills
Sustainability of YEDF Projects	Pearson Correlation	1	.842**	.803**
	Sig. (2-tailed)		.000	.000
	N	121	121	121
Project Funding	Pearson Correlation	.842**	1	.723**
	Sig. (2-tailed)	.000		.000
	N	121	121	121
Project Management Skills	Pearson Correlation	.803**	.723**	1
	Sig. (2-tailed)	.000	.000	
	N	121	121	121

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

Regression Analysis

Model summary

The study further carried out regression analysis to determine the statistical significance relationship between independent and the dependent variable. According to Green and Salkind (2011), regression analysis is a statistics process of estimating the existing relationship between variables. The coefficient of determination R Square is 0.866 and R is 0.865. From the coefficient of determination R Square, the mentioned independent variables can explain 86.60% of the variation in sustainability of YEDF projects. Other factors not deemed to be part of this model can explain the remaining 13.40% of disparity in sustainability of YEDF projects.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.866	.861	.62597

Analysis of Variance

The study further used Analysis of Variance (ANOVA) with the aim of testing the significance of the overall regression model. Green and Salkind (2011) posit that Analysis of Variance helps in determining the how significant relationship between research variables is. The results of Analysis of Variance (ANOVA) for regression coefficients in Table 6: reveals that the significance of the F statistics is 0.000 which is less than 0.05 and the value of F-calculated (44.326) which is greater than the F-table value (7.890). Therefore, the value of F is big enough to conclude that the set independent variable coefficients jointly influence the dependent variable.

Table 6: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	292.960	4	73.240	186.913	.000 ^b
	Residual	45.453	116	.392		
	Total	338.413	120			

Regression Model

Table 7: presents the beta coefficients of all independent variables versus sustainability of youth enterprise development funded projects. As can be seen from Table 7:, project funding (X_1) had a coefficient of 0.294 which is greater than zero. The t statics is $5.542 > 1.96$ which has a p-value of 0.000 which is less than 0.05 implying that the coefficient of X_1 is significant at 0.05 level of significance. This shows that project funding has a significantly affects the sustainability of youth enterprise development funded projects. The coefficient of project management skills (X_2) was 0.275 which was greater than zero. The t statistic of this coefficient is project management skills ($6.037 > 1.96$) with a p value of 0.000 which is less than 0.05. This implies that the coefficient 0.275 is significant. Since the X_2 coefficient is significant, it shows that project management skills significantly effects sustainability of youth enterprise development funded projects.

$$Y = 1.268 + 0.294X_1 + 0.275X_2 + 1.530$$

Table 7: Regression Model (Overall) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.268	1.530		.829	.409
	Project Funding	.294	.053	.318	5.542	.000
	Project Management Skills	.275	.046	.310	6.037	.000
	Risk Management Skills	.210	.044	.236	4.715	.000
	M & E	.207	.047	.221	4.413	.000

a. Dependent Variable: Sustainability of YEDF Projects

Conclusion of the study

The study determined the influence of funding and project management skills on sustainability of projects funded by YEDF. Literature review indicated that to curb unemployment amongst young people sustainability is a major factor and it plays a crucial role across the country. In addition project funding and project management skills employed significantly affects sustainability of projects funded by YEDF in the region of study.

Recommendations of the study

The study recommends the need for sufficient and available monetary funding in the projects to increase project sustainability. It is important to develop effective internal controls, record keeping and control on capital invested in the projects. It is important to ensure that funds are available and accessible to ensure projects are well implemented hence increase sustainability.

The project manager should have suitable project management skills to ensure and increase sustainability of the projects. The project managers and team should have suitable planning, communication and technical skills to ensure effective project execution. It is also of importance for

project manager to have leadership skills to ensure proper resource management to increase projects sustainability.

Areas for Further Research

Future researcher can use other research methodologies to examine the said variables and establish if they affect YEDF projects in the country. The current study should be expanded further in order to identify other drivers of YEDF sustainability projects in Kenya. Existing literature indicates that as a future avenue of research, there is need to undertake similar research in other areas in order to establish whether the studied drivers can be generalized and accepted to be factors that need to be worked on to increase sustainability of the YEDF projects in the country.

References

- Arulampalam, W., Gregg, P., & Gregory, M. (2001). Unemployment scarring. *The Economic Journal*, 111(475), 577-584.
- Barney, J. B., Ketchen Jr, D. J., & Wright, M. (2011). The future of resource-based theory: revitalization or decline?. *Journal of management*, 37(5), 1299-1315.
- Catherine, W. W. (2012). *The Influence of Entrepreneurship Development on Employment Creation among Youth: A Case Study of Kikuyu District*.
- Cooper, D. R., & Schindler, P. S. (2011). Qualitative research. *Business research methods*, 4(1), 160-182.
- Crawford, L., & Nahmias, A. H. (2010). Competencies for managing change. *International journal of project management*, 28(4), 405-412.
- Crook, T. R., Ketchen Jr, D. J., Combs, J. G., & Todd, S. Y. (2008). Strategic resources and performance: a meta-analysis. *Strategic management journal*, 29(11), 1141-1154
- Dainty, A. R., Cheng, M. I., & Moore, D. R. (2004). A competency-based performance model for construction project managers. *Construction Management and Economics*, 22(8), 877-886.
- Gall, JP, & Borg, WR (2007). *Educational research: An introduction*. Delhi: New Age International (P) Ltd.
- Government of Kenya. Youth enterprise development fund (YEDF). Status report 2015.
- Helfat, C. E. (2007). Stylized facts, empirical research and theory development in management. *Core methods and current challenges*, 35-52.
- Helpman, E., Itskhoki, O., & Redding, S. (2010). Inequality and unemployment in a global economy. *Econometrica*, 78(4), 1239-1283.
- International Labour Office. (2012). *Global employment trends for youth 2012*. Washington DC: ILO Publications.
- International Labour Office. (2013). *Global Employment Trends 2013: Recovering from a second jobs dip*. Washington DC: ILO Publications.
- Kitonga, S. S. (2012). *Influence of Youth Enterprise Development Fund on Performance of Youth Business Enterprises in Kitui Central District, Kitui County, Kenya*.
- Kor, Y. Y., & Mahoney, J. T. (2004). Edith Penrose's (1959) contributions to the resource-based view of strategic management. *Journal of management studies*, 41(1), 183-191.

- Kothari, C.K (2004). *Research Methodology: Methods and Techniques* 2nd Revision Edition,
- Krahn, J., & Hartment, F. (2006, July). Effective project leadership: A combination of project manager skills and competencies in context. In *biennial meeting of the Project Management Institute Research Conference, Montreal, Canada*.
- Lopez-Casasnovas, G., Costa-Font, J., & Planas, I. (2005). Diversity and regional inequalities in the Spanish 'system of health care services'. *Health economics*, 14(S1), S221-S235.
- Mburu, F. M. (2008). *Youth enterprise development fund: a study of its viability as an empowerment strategy for youth entrepreneurs in Ruiru division, Thika district* (Doctoral dissertation).
- McClelland, S., & McBer, N. (1980). *Project Management Competency Theory*. Upper Saddle River, NJ: Prentice Hall
- Ministry of State for Youth Affairs, MOYAS (2013). *National Policy for the Youth Polytechnics and Vocational Training Sector [NPYP & VTS]*. Nairobi: MOYAS.
- Moyer, R. C., McGuigan, J. R., Rao, R. P., & Kretlow, W. J. (2012). *Contemporary financial management*. New York: Nelson Education.
- Mugenda, O. Mugenda (2012). *Research Methods Dictionary*. Nairobi: African Centre for Technology Studies (ACTS) Press.
- Mugira, G. T. (2012). Factors affecting repayment of youth enterprise development fund in Kasarani Constituency. *Nairobi County, Kenya*.
- Orodho, J. A. (2009). *Elements of education and social science research methods*. Nairobi: Masola Publishers.
- Saunders, M. N. (2012). *Choosing research participants: Qualitative organizational research*. London: Sage.
- Tronchim, W. (2006). *Qualitative methods*. Retrieved on March 1, 2012, from <http://www.socialresearchmethods.net/kb/qualmeth.php>.
- Urdal, H. (2006). A clash of generations? Youth bulges and political violence. *International studies quarterly*, 50(3), 607-629.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic management journal*, 5(2), 171-180.
- Yunus, M. (2008). Factors that influence the demand for credit among small scale investors. *Journal of finance and accounting*, 8, 231-234.