ENTREPRENEURSHIP SKILLS TRAINING AND EMPLOYMENT AMONG THE YOUTH IN MUKONO MUNICIPALITY, UGANDA

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DECLARATION

I Masaba Simon do hereby declare that to the best of my knowledge this dissertation is my original work and has not been presented elsewhere in part or otherwise for the award of a degree in any other university.

Signed..... Date .....

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APPROVAL

This report submitted by Masaba Simon has been under my supervision and approval of a university supervisor and is now ready for submission.

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Signed..... Date.....

DEDICATION

This work is dedicated to my beloved parents Bwayo Justus and Mrs Bwayo Biira and all those who have extended a hand to me in various ways.

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I thank the almighty God for the gift of life, strength and patience above all that made it possible for me to carry out this research. Special thanks go to my supervisor Dr. Oyugi L. Jacob and Dr. kasumba Stiven whose support, patience, intellectual guidance kept me going forward. Thank you very much.

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LIST OF ACRONYMS

BTVET - Business, Technical, Vocational Education and Training

GDP - Gross Domestic Product

GEM - Global Economic Monitor

SBA - Small Business Administration

SMEs - Small and Medium Enterprises

UK - United Kingdom

US - United States of America

ABSTRACT

This study focused on assessing Entrepreneurship skills training and employment among the youth in Mukono municipality, Uganda. The study was guided by the following study objectives namely; assessing the influence of business creativity skills towards the reduction of unemployment levels among the youth in Mukono municipality, exploring contribution of business leadership skills towards the reduction of unemployment levels among the youth in Mukono Municipality and establishing the influence of financial management skills towards the reduction of employment levels among the youth in Mukono Municipality.

The study was guided by a cross sectional case study research design conducted from a sample of 156 youth randomly selected from a population of 300 youth who received entrepreneurship skills training between 2012 and 2013 from Mukono Municipal council.

The study found out that entrepreneurial creativity skills influence reduction in levels of youth unemployment. More still, the study found out that business leadership skills training reduces unemployment among the youths. Furthermore, the study found out that financial management skills have a positive impact on reduction of youth unemployment.

The following recommendations were therefore made; there is need to promote creativity skills training, leadership skills training and financial management skills training in order to lower the levels of youth unemployment in Uganda.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter describes the background to the study in terms of historical, theoretical, conceptual, and contextual perspectives. It also describes the research problem, the statement of the problem, purpose of the study, research objectives, research questions, scope of the study and its significance.

1.1 Background to the Study

The background of the study looked at four main perspectives, namely, the historical perspective, the theoretical perspective, the conceptual and contextual perspective as can be illustrated below;

1.1.1 Historical Perspective

According toBlades *et al.* (2010), countries like US and UK discovered the importance of entrepreneurship training early in job creation. For instance In the US, the federally funded Small Business Administration (SBA) agency was created in 1953 with the aim of helping Americans to start, build and grow businesses through training (Copps & Plimmer, 2013). In the UK, the Department for Business, Innovation and Skills (BIS) was created in 1958 with the aim of assisting small businesses through the Enterprise and Business Directorate hence enabling more people to start their business as well as boosting enterprises, start-ups and small business growth (Dhéret, 2013).

According to European Youth Forum (2011), Entrepreneurship levels continued to be high across the world and are considered as an important factor in fostering future economic growth, employment and labour market activation or youth employment. Due to the increase in entrepreneurial activity worldwide, in Europe, the 2020 strategy explicitly focuses on developing entrepreneurship training and improving the business environment, which is key towards entrepreneurial development (Indecon, 2013). In the last 50 years entrepreneurship training has been increasingly promoted as playing a key role in economic growth, development and job creation, particularly in Africa (ILO, 2012). This involves processes of adding value to the economy through matching new business opportunities emerging from global change and innovation, to human and capital resources (Kelly & McGuinness, 2013).

In Uganda, there has been proliferation of entrepreneurship for the past years coupled with entrepreneurship education and training support assisted by large amounts of donor and government funding which has greatly raised the entrepreneurship capacity of Ugandans (Balunywa, 2012). However, the high levels of entrepreneurship activity are characterized with low quality entrepreneurship as most of the local business startups in Uganda have not been supported. This lead to the collapse of Most of the businesses taken over from the Indian community due to lack of managerial and entrepreneurial skills, and this is reflected in the decline of the economy between 1971 and 1979 when the GDP declined by 25 percent (Balunywa, 2012).

1.1.2 Theoretical Perspective

The study was anchored on two theories; the classical theory and the human capital theory. The classical theory states that total demand equals supply and the economy is in a state of full employment (Copps & Plimmer, 2013). The classical theory, as analyzed by Pigou (1933) and Solow (1981), argues that the labor market consists of demand and supply of labor. Demand for labor is a derived demand, obtained from the declining portion of the marginal product of labor. The demand curve is a negative function of real wage in that if wages increase the quantity demand for labor will decline and the opposite is correct. The supply of labor is derived from worker's choice whether to spend part of time working or not working. According to Council of the European Union (2012), the introduction of machinery in the modern world would cause unemployment but the unemployed will search for new jobs, a search that will push wages downward. Hence, full employment is restored again. In relation to the study, when youth are equipped with entrepreneurial skills, their employability will be assured leading to full employment.

Human capital theory has it that higher level of human capital lead to higher performance by the individual in executing relevant tasks (Dickson *et al.*, 2012). In the realm of entrepreneurship, this means that individuals' unique personality characteristics, value orientation and attitudinal outlook can influence his/her ability to recognize a business opportunity and act to exploit that opportunity in ways that others - those who lack these abilities cannot. Studies have found that entrepreneurial attitude toward autonomy, risk, work and income overshadow other factors such as location in determining the success of a firm (European Youth Forum, 2011). In addition to the inherent ability to recognize a business opportunity, the decision to pursue business

ownership depends on the expected utility from self-employment (Indecon, 2013). However, incomplete knowledge and different of biases inherent in individual personality or environment can distort the perception of utility, adding to the complexity of understanding the phenomenon of entrepreneurial decision making (Okwakol, 2009). In relation to the study, empowering the youth with entrepreneurial skills helps to boost their innovative mindset towards improved entrepreneurial activity which is key to business performance, hence reducing youth unemployment.

1.1.3 Conceptual Perspective

Entrepreneurship which is the dominant concept used as an independent variable of this study is referred to as an innovative strategy that personally and professionally develop vibrant individuals and raise the potential of young people (OECD, 2013). On the other hand through adopting entrepreneurship skills, risk taking personalities can be created through targeted support and development that communicate the reality that risk and uncertainty are perennial facts of life (Paolini, 2013). A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both (OECD and European Union, 2012). Job creation is the step taken by individual or a group to assist unemployed members of the population in securing employment (OECD, 2013). According to Mourshed *et al.* (2013), a youth is defined as a person aged 15 to 35 years. Unemployed youth is defined as a person within the youth bracket without work, currently available for work and actively seeking for work (Kelly *et al.*, 2013).

Entrepreneurial skills considered for this study include; Personal skills which are creativity and leadership skills and Business skills such as financial management and communication

skills. The dependent variable of this study is considered to be the measurements and indicators of youth employment and these include; Number of youth owned business startups, Number of jobs created for youth and Number of employed youths.

1.1.4 Contextual Perspective

Mukono district development framework embraces long time priorities poverty eradication among youth. Community consultations have been conducted in all the divisions of the district including Mukono Municipality, Central Division with the aim of identifying the challenges, the needs and priorities of every household members and their economic development (Sekamanya, 2009).

In Mukono Municipality, 60% of the youth who are unemployed, the majority are over 20 years and were born during insurgency in Uganda. The parents and guardians of the youth are illiterates and entirely depending on subsistence farming. The little surplus harvested is sold. This income is not sufficient to cater for the needs of the women such as education and general welfare. 500 youth are currently unemployed as a result of poor or no entrepreneurial skills and lack of training and over 500 youth are redundant in the rural areas (Mukula, 2011).

According to Mukono Municipal Council Report (2014), a number of youths (approximately 300) from the four subdivisions making up Mukono municipality including Ggulu Ward, Namumira ward, Nsuube ward and Ntaawo were trained in entrepreneurship skills between 2012 and 2013 in an attempt to lower the unemployment rate amongst the youth in Mukono Municipality. Despite the training that was extended to the youth in Mukono, statistics reveal

that unemployment rates among the youth in Mukono municipality is still high rated at 24% (Mukono Municipality Business Report, 2014). The current study therefore sought to determine whether entrepreneurship skills training has any impact on youth employment in Mukono municipality.

1.2 Statement of the Problem

The government of Uganda has tried to put in place an enabling environment that promote employment and job creation amongst the youth which include putting in place supportive policies, providing the youth with start-up capital through the youth fund, provision of incentives to enterprising youths, supporting a number of youth projects in the country as well as organizing a number of youth entrepreneurship awareness/training conferences, workshops and seminars (Balunywa *et al.*, 2014).

However, the levels of youth unemployment in Uganda remains high recorded at 25% (Mukula, 2014). In Mukono Municipality, youth unemployment is recorded at 45% and it is mainly attributed to lack of entrepreneurship and knowledge and skills amongst the youth to enable them start up their own enterprises (Mukono Municipal Council Report, 2014). A number of studies considering Mukono municipality as a case study have linked business training to business success (Musisi, 2015; Sekamanya, 2009; Mondo, 2010), however, the researcher is not aware of the study that investigated the effect of entrepreneurship skill training on employment among youths in Mukono Municipality.The current study therefore, aimed at examining the influence of entrepreneurship skills training on youth unemployment in Mukono Municipality, Uganda.

1.3 Purpose of the Study

This study was an attempt to investigate the influence of entrepreneurship skills training and employment levels among the youth in Mukono municipality, Uganda.

1.4 Objectives of the Study

The research was guided by the following research objectives.

1) To assess the relationship between business creativity skills and reduction of unemployment levels among the youth in Mukono Municipality, Uganda.
2) To assess contribution of business leadership skills towards the reduction of unemployment levels among the youth in Mukono Municipality, Uganda.
3) To establish influence of financial management skills towards the reduction of employment levels among the youth in Mukono Municipality, Uganda.

1.5 Research questions.

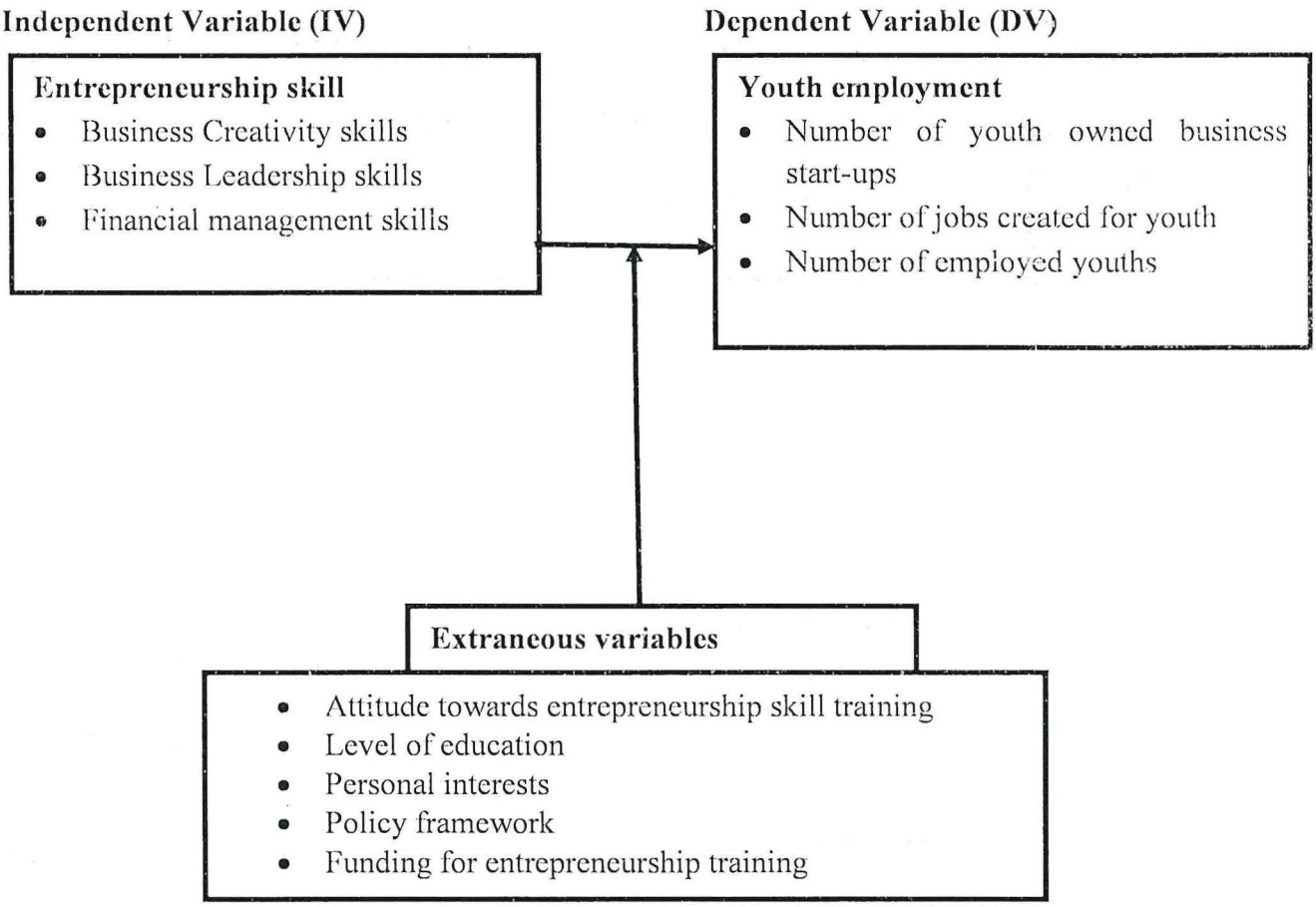
The study answered the following questions;

1) What is the relationship between business creativity skills and reduction of unemployment levels among the youth in Mukono Municipality, Uganda?
2) What is the contribution of business leadership skills towards the reduction of unemployment levels among the youth in Mukono Municipality, Uganda?
3) What is influence of financial management skills towards the reduction of unemployment levels among the youth in Mukono Municipality, Uganda?

1.6 The conceptual frame work.

According to Creswell (2003) a Conceptual framework provides connections and relationships between concepts; should be sufficiently specific to help answering the research questions. According to Amin (2005) conceptual framework is a basic structure of a research consisting of a certain abstract ideas and concepts that a researcher wants to observe, experiment or analyze. This study sought to establish whether there is relationship entrepreneurship skills and youth employment.

Figure 1. **Conceptual frame work of the Relationship between entrepreneurship and youth employment.**



Source: Kelly and McGuinness (2013) as modified by the researcher

Figure 1.1 indicates that entrepreneurial skill is the Independent variable which affects youth employment as the dependent variable. Independent variable as indicated in creativity skills, leadership skills and financial management skills to youth employment in terms of number of youth owned business start-ups, number of jobs created for youth, number of employed youths and number of business start ups. Whereas Environmental factors, attitude towards entrepreneurship skill training, level of education, personal interests, policy framework and funding for entrepreneurship training are shown as Moderating variables.

1.7 Significance of the Study

The study shall help the government as an evaluation tool on the effectiveness of youth entrepreneurship training towards employment creation. It will further provide the government with relevant information relating training and job creation amongst youth in Uganda.

The study shall help entrepreneurs to know the particular skills that they need to develop in order to achieve entrepreneurial success. It will further help entrepreneurs with knowledge concerning new business startup, marketing, business and financial management and their relevancy in boosting the entrepreneurial success in the country.

The study shall add on the existing literature relating to entrepreneurship development, entrepreneurship skills and their impact towards job creation amongst youth and the general population at large in Uganda.

The study shall act as a reference point to future researchers and academicians investigation entrepreneurship skills and employment creation in Uganda.

The study shall help the youth in understanding the skills that they need to possess in order to achieve success in their entrepreneurship endeavors as well as achieving success when they open up new business ventures, hence reducing youth unemployment in Uganda.

1.8 Justification of the Study

Inequalities within urban areas are often extreme – implying that urban dwellers do not necessarily live better than the rural poor and the extent and depth of urban poverty are underestimated. For instance, Mukono Municipality, Central Division share a large population of the district living in Municipality.

However entrepreneurship seems not to be the total solution to un employment, many youth in Mukono have been taught to develop entrepreneurship skills and entrepreneurship as a subject has been adopted on the Ugandan teaching syllabus in secondary schools and Universities, it's clear the rate of un employment in Uganda continues to increase over years with the increasing population a reason as to why the researcher sought to investigate into the entrepreneurship skills training and un employment among the youth in Mukono municipality, Uganda.

1.9 Scope of the Study

1.9.1 Content scope.

The study was limited to entrepreneurship skills and Entrepreneurial skills considered for this study included; Personal skills which are Creativity and Leadership skills and Business skills such as management and communication skills.

1.9.2 Geographical scope

The study was conducted in Mukono Municipality, Central Division. The study considered youth in Central Division as the respondents for providing information needed for the study.

1.9.3 Time scope.

The study covered the period from 2010 to 2015, with special emphasis on what the youth could have established for themselves or others in terms of employment. These years were chosen because they are not very far in the past and thus individuals can easily recall what they could have established in the last 2 years rather than in the last 10 or more years.

1.10 Operational Definitions

Entrepreneur: Person who undertakes an enterprise with chances of making profits while bearing in mind the possible risks or losses (Mourshed *et al.*, 2013).

Entrepreneurship: is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, social risk and receiving the resulting rewards of monetary and personal satisfaction and independence (Feabhra, 2013).

Job: Is a piece of work, especially a specific task done as a part of the routine of one's occupation or for an agreed price (OECD, 2013).

Management graduate: is a person trained in necessary skills and knowledge to start and manage an enterprise (OECD, 2013).

Youth: These are the young people male or female aged from 12 -30 years. Within this paper, the term "Youth" is used to refer broadly to young individuals between 15 and 34 years (Feabhra, 2013).

1.11 Conclusion

This chapter discussed the background to the study, statement of the problem, objectives of the study, significance and justification of the study and the conceptual framework relating the study variables.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides review of relevant literature related entrepreneurship skills and youth employment. The review will be conceptualized under the objectives of the study and will focus primarily on assessing the influence of creativity skills towards the reduction of unemployment levels among the youth, exploring the contribution of leadership skills towards the reduction of unemployment levels among the youth as well as establishing the influence of financial management skills towards the reduction of unemployment levels among youth in Uganda.

2.1 Business creativity skills and youth employment

Creative skills and competences achieved through training are broadly consistent with the business outcomes that are most commonly associated with youth intervention activities such as relationships with others, sense of self, values, beliefs and future aspirations that are key towards business or entrepreneurial success or (Dickson *et al*, 2012). According to the European Youth Forum (2011: 5), the creative competences that youth gain through non-formal learning in youth organisations are crucial for developing entrepreneurial skills. Increasing awareness of entrepreneurship as a career option and developing a set of knowledge, skills and attitudes that are conducive to entrepreneurial behaviour, has been identified by the OECD and European Union (2012: 12) as an important goal. According to Mukula (2011), young people need support to improve the creative skills in order to be in position to consider self-employment and entrepreneurship as viable options. This involves the integration of entrepreneurship in education (formal and non-formal) from an early stage, involving youth organisations in developing these

education programmes. According to a study by Nickerson (2010), young people who go through combined classroom and workplace training are 30 per cent more likely to get a job than those have only a classroom education; those who take part in programs that combine in-classroom and workplace training and other services are 53 per cent more likely to find work than those with classroom-based training alone, this is due to the enhanced creativity skills in business that are needed by the current employment industry today.

Investing in entrepreneurship training helps young people to acquire business creativity skills that make them better in the business sector which may result in the success of the enterprises in which they are employed or the ones they have started (OECD, 2013). Creativity skills boosts youth innovativeness in the areas of business, thus equipping them with knowledge and competences to manage and sustaining long term business objectives (Mondo, 2010).

According to Paolini (2013), generating business ideas is not just a chance process. . Ideas appear to arise by chance only when people are actually looking for them. It does not happen to people who are not curious or enquiring or who are not engaged in a hard search for opportunities, possibilities, answers or inventions. It is also widely recognized that immersion in one's subject matter can be an important factor in gaining creative insights (World Bank, 2008). Creative insights appear to be easiest to gain in fields where we have considerable prior knowledge and experience. Nevertheless, there is a paradox here, for we tend not to think about what we think we know already. Existing ideas tend to make us myopic about new possibilities. The paradox reveals itself in that it appears that creative ideas do not come to us unless we spend much effort engaged in just the activity which makes their emergence most difficult (Owen, 2009).This implies that in order to generate sounding business ideas, youth require to achieve creative skills which are only obtainable through training (Sekamanya, 2009).

The main problem in business management, according to OECD (2013), is that: 'Organisations face a large number of problems of about equal importance, but only a few solutions. Thus the chance of finding a solution to a particular problem is small.' In order to identify and so solve many of the problems that arise in business it is necessary to challenge the problem solving capabilities of those in charge which necessitates creative skills. According to Nickerson (2010), in many cases the creative process which is used to approach problems has to be restructured and redeveloped in order to produce new ideas and perspectives. Change is an intrinsic necessity for a company that wishes to perform well in the long term. According to Mourshed *et al.* (2013), attempting to do things in the same way as they have always been done in the past can lead to difficulties in a business environment which is experiencing rapid cultural, economic or technological change. Change is an ever-present phenomenon to which businesses of all kinds are forced to respond if they wish to stand the best chance of survival and prosperity. The rapid growth of competition in business and industry is often quoted as a reason for wanting to understand more about the creative process (Kelly & McGuinness, 2013). According to Indecon (2013), many firms are continually experiencing pressure to enhance old systems and products. Growth and survival can be related directly to an organization's ability to produce (or adopt) and implement new products or services, and processes (Hawley *et al.*, 2010). One of the key aspects of any organization's success or failure is its ability to stay ahead of the competition in a rapidly changing environment, this calls for creative skills. More still, Fennes and Otten (2008) reveals that the modern business, with its emphasis on competition, building larger markets, strategic planning, team working, etc., has created the need for new problem solving and decision making strategies which can only be achieved through equipping the youth with creative entrepreneurial skills.

According to Feabhra (2013), in order to stay in business a company has to respond creatively to the problems it faces. Problems may exist in both the external and internal environments. The former poses problems such as how to cope with slow economic growth, how to deal with new entrants to an industry, how to grow sales at the pace of competition in high-growth markets, how to deal with new technological developments and how to cope with shorter product life-cycles. The latter poses problems to do with poor internal communications, financial problems, alienated or poorly motivated staff and inadequate planning (European Youth Forum, 2012).

Creativity is considered to be a vital asset for any person who is in business (Hallary, 2012). Creative business people actively hunt for new problems and are especially successful in handling new challenges which demand solutions outside the routine of orthodox strategies. They often possess significant vision and are able to inspire others by their creative talents. It is argued that creativity is an important human resource which exists in all organisations. Organisations have to try to make use of this resource by devising settings which permit creative talents to thrive (Hawley *et al.*, 2010). Therefore, in order to boost entrepreneurial activity amongst youth, creative skills are a key necessity which should be emphasized.

2.3 Leadership skills and youth employment

Leadership is a key component of all organizations but its function and capacity are getting more complicated with increased involvement in globalization and technology development (Hallary, 2012). Technological advances extend the possibility of global economy which has changed the way people do business and communicate. Cross-cultural managers must look at the world change as a challenge and an opportunity for organizational growth and individual development

(NLC, 2012). In addition, to cope with the changes, international business educators and facilitators need to respond swiftly to the impacts of demographics, technology, and globalization in order to offer specific job skill development on global leadership, work ethic, and continuous learning (OECD, 2013). As the demand of knowledge-based enterprises rises, it is both employees' and managers' responsibilities to enhance the success of workplace learning and workforce development (Owen, 2009). Global leaders need to build their interpersonal skills to deal with racial conflicts that have occurred and to develop individuals and groups in the workplace in order to boost business performance (World Bank, 2008).

Leadership skills enable business managers to conduct a self awareness test or assessment to identify self-strengths and -weaknesses (OECD and European Union, 2012). It is important for the business managers to understand their individual reactions to situations and approaches to decision-making. Knowing self-limitations (i.e., strengths and weaknesses) and behavioral patterns can help the business managers perform more effectively in cross-cultural settings (Kelly & McGuinness, 2013). Being able to overcome stereotypes and capitalize on one's advantages are keys to global leadership practice. To further benefit from identifying self-limitations, business personnel may use results to structure a unique and personalized leadership style.

According to Kelly and McGuinness (2013), one of the most important leadership skills an entrepreneur must have is the ability to develop a vision for the company and to inspire the company employees to pursue that vision as a team. Youths in Uganda should posses every skill needed to ensure business success. For example, the few that are in the field of entrepreneurship

often look to outside experts for help in areas such as strategic planning, accounting and finances, contracts and legal issues, and specialized marketing.

Successful entrepreneurs appreciate individual differences in order to achieve success in business (NLC, 2012). Youth should appreciate individual uniqueness if they are to become successful entrepreneurs (Indecon, 2013). Each individual has particular behaviors that are shaped by cultural background, life experiences, and values. To better understand cross-cultural issues, youth should learn each employee's demographics and appreciate the diversely valuable inputs they bring into the workplace (Hawley *et al.*, 2010).

Focusing on differences between oneself and others is not an absolute means to solve interpersonal problems. Kowske and Anthony (2007) identified that leadership competence is conceptualized similarly when individuals have similar geographical regional backgrounds (e.g., Anglo and Latin American). Looking at similarities (also commonalities) rather than differences in people can be a good approach in assisting global leaders to communicate and lead more effectively (Cranford & Glover, 2007).

According to Fennes *et al.* (2013), in order to achieve business success, business managers should lead their employees with respect in order to achieve their full potential. The youth should acquire this leadership skill if they want to gain employment or to lead a successful enterprise (Hallary, 2012). Respecting every individual is a key principle of effective leadership that incorporates other aspects of morality. People have different expectations of how they like to be

In a traditional understanding, entrepreneurship was strongly associated with the creation of a business and therefore it was argued that the skills required to achieve this outcome could be developed through training. More recently entrepreneurship is being viewed as a way of thinking and behaving that is relevant to all parts of society and the economy, and such an understanding of entrepreneurship now requires a different approach to training. The educational methodology needed in today's world is one which helps to develop an individual's mindset, behavior, skills and capabilities and can be applied to create value in a range of contexts and environments from the public sector, charities, universities and social enterprises to corporate organisations and new venture start-ups (Council of the European Union, 2012). Dhéret (2013) further argues that financial management skills are required if successful entrepreneurship management is to be realized. More still, Dickson *et al.* (2012) argues that financial management skills boosts one's ability to identify and exploit business opportunity, improve competences to organize necessary resources that are required to respond to business opportunities as well as stimulating the entrepreneurial mindset which is key towards improved business performance, entrepreneurial activity as well as success of startup business ventures.

2.5 Conclusion

Entrepreneurship is slow process which demands amongst other factors calculated risk - taking, patience and above all commitment by members concerned. For the youth in the 21st to create jobs, their entrepreneurship skills should be not only development but also a continued development fund to succeed, both short and long term measures must be embraced. Right environment should be created by the government and other agencies through setting up structures and competent strategies. Business training particularly on business development and financial planning coupled with harnessing of entrepreneurship culture must be put into contemplation and in addition, some funds should be disbursed to would be entrepreneurs.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter examines the study design, population, sample, sampling techniques, data collection instruments, quality control, data analysis and ethical considerations, as used in the study.

3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims at combining relevance to the research purpose with economy in procedure (Mugenda & Mugenda 2009).

The research was carried out using a case study research design; this was used because it is unparalleled for its ability to consider a single or complex research question within an environment rich in contextual variables. It also allowed the researcher to retain the holistic characteristics of real-life events while investigating empirical events, and suitable when in-depth explanations of a socio- behaviour are sought after (Cresswell, 2003). Both quantitative and qualitative approaches were used. Triangulation of quantitative and qualitative approaches helped the researcher to achieve a higher degree of validity and reliability enables the researcher to acquire and analyse data from all angles and gives a more concrete and realistic description of the findings (Amin, 2005).

The use of qualitative research approaches helped to bring in the experience, social, behavioral and cultural aspects of the respondents into the study, and since qualitative research uses subjective information and is not limited to the rigidly definable variables it helped to explore the new research area of the study. More still, the use of quantitative research approach helped the

researcher to measure the extent of the phenomenon in terms of the quantitative variables, hence determining the relationship between the variable in the study.

3.2 Study Population

The study population comprised of different youth who received entrepreneurship skills training from Mukono municipal council. According to Mukono Municipal Council Report (2014), approximately 270 youth from the four divisions making up the municipality were trained in entrepreneurship skills in an attempt to lower youth unemployment rate in Mukono Municipality between 2012 and 2013.

3.3 Sample size and selection

The study sample included a total number of one hundred fifty six (156) selected using the Krejcie and Morgan (1970) table of sample determination cited from Amin (2005) from a population of 270 youth. (See appendix 2). These respondents consisted of 39 respondents randomly drawn from the various administrative units of Mukono Municipality Central Division as shown in the table below. The study used the list of youth that had received entrepreneurship skills training as a sampling frame.

Table 1: Distribution of respondents

Administrative Unit	Population	Sample size
Ggulu Ward	67	39
Namumira Ward	67	39
Nsuube Ward	67	39
Ntaawo	67	39
Grand Total		156

3.4 Sampling technique

The study used stratified random sampling, which involved subdividing the heterogeneous population into groups or strata of similar units based on the geographical location of the respondents and selecting simple random samples from each of the strata or group.

3.5 Data sources

The study used primary data from the respondents using both the questionnaires and interview guides. Here a section of literate respondents believed to have key information were issued with questionnaires that consist of both structured and Un-structured questions. Interview guides were issued to respondents who did not know how to read and write.

3.6 Data Collection Instruments

3.6.1 Questionnaire

The questionnaire consisted of both structured and un-structured questions. The questionnaire was self-administered among the respondents. The researcher used a questionnaire because it allows respondents to give free and independent opinions since they feel not affected by the researcher's presence. It also helped to cover a large number of respondents in a relatively short time. The research tool had four sections which include; Section A: Background information of the respondents which will be obtained using close ended questions; For other sections (B, C and D), information on entrepreneurial skills was obtained using both closed and open end questions.

3.6.2 Interview Guide

An interview is a face-to-face oral / verbal dialogue between a researcher (interviewer) and a respondent (interviewee) (Creswell, 2003), where ideas are exchanged and recorded. Interview guides with closed and open ended questions were administered according to the theme of the study on the selected respondents. They were specifically administered on the respondents (youths) who did not know how to read and write yet they had key information for the study. These participated in oral interviews to enable deeper analysis based on entrepreneurial skills and youth unemployment.

3.7 Data quality control

Validity

Validity of the research instrument is the extent to which true differences among the objects are reflected on the characteristic being measured. The researcher used a questionnaire and interview guide for collecting data. Validity of these instruments was tested by first giving out the research instruments to two experts other than those sampled; these were able to assess the different items of the questionnaires. Only items which were addressed as the objectives of the study were be agreed upon.

Thereafter, a content validity index of the research instrument was computed using a formula where:

$$CVI = \frac{\text{Number of items rated relevant}}{\text{Total Number of items}}$$

Validity of the instrument was ensured when the validity value computed, (CVI= $\frac{21}{26}$)*and* was 0.8 which is greater than 0.5 making the instrument valid. According to Amin (2005), internal validity refers to how well the study is run and how confidently one can conclude that the change in the dependent variable is produced solely by the independent variable and not the extraneous ones, while, external validity refers to the extent to which a study's result can be generalized or applied to other people or settings. Internal and external validity was ensured by randomization and use of statistical analysis which is appropriate to the type of data collected as well as the questions the researcher was trying to answer.

Reliability

Reliability of the research instrument is the extent to which the instrument produces consistent results. Reliability of the research instruments was determined by carrying out a pilot study. A pilot study is a small scale version or trial run in preparation for the major study as indicated atablebelow. A small pilot study was conducted using the questionnaire to test for its reliability before carrying out the major study in order to ensure reliability of the research instrument

Variability	Cronbach's Alpha Coefficient
Creativity Skill	0.715
Leadership Skill	0.728
Financial Management Skill	0.725
Youth Employment	0.843

According to Mugenda and Mugenda (2003),

3.8 Data Analysis and presentation

According to Cresswell (2003), data analysis is a systematic search for meaning. It is a way to process qualitative and quantitative data so that what has been learned can be communicated to others. In this study, the researcher coded and analyzed the data from the questionnaire using a constant comparative method (Hatch, 2002). Throughout the process of data analysis the Researcher read through transcribed text, and then went back to carefully review the text line-byline to build categories, develop codes, and insert memos. The data was continuously reviewed in order to compare it with the emerging categories.

Quantitative data analysis involved the use of descriptive analysis using the Statistical Package for Social Scientists (SPSS 20). Descriptive statistics entailed determination of measures of central tendency such as mean; measures of dispersion such as standard deviation; frequency distributions; and percentages. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables.

Qualitative data was analyzed and interpreted as an individual case. It followed a proper identification and labeling (coding) items of data which appeared in each case and that was done in all transcripts so that all items of data in one interview was compared with data collected from other interviewees.

3.9 Measurement of Variables

The nominal scale was used to measure such variables as gender is measured in terms of female and male while marital status is measured in terms of single and married , level of education and level of employment. Both open ended and closed ended questions were used to measure

Number of youth owned business startups, Number of jobs created for youth and Number of employed youths in Mukono Municipality.

3.10 Ethical considerations

The information gathered for the study from respondents was highly confidential. The consent of respondents was sought and respondents were assured of confidentiality of their responses. To ensure privacy, the participants were informed prior that indeed their names were not be required; that they have the right to leave questions unanswered for which they do not wish to offer the requisite information; and that the researcher was not to put the respondent under pressure if this happens. To ensure confidentiality, the respondents were informed upfront that the information they give will be solely used for academic purposes and data obtained on private matters was to be treated in confidence.

3.11 Conclusion

This chapter reviewed the research methods, sampling techniques, data quality control and analysis as they were uses in the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings, their analysis and interpretation. The findings, interpretations and analysis are presented in response to the study objectives. The study begins with the background information. Thereafter the findings with respect to each objective presented.

4.1 Demographic Characteristics of the Respondents

The background information focused on respondent's sex, age, marital status, respondents' level of education and levels of employment.

4.1.1 Sex of Respondents

Usually sex of the respondents is deeply entrenched by society 'norms. Respondents were asked to identify their sex so as to identify the relationship between their perceptions on entrepreneurial skills training and employment. Results related to sex of the respondents were as illustrated in Table 4.1 below.

Table 2: Sex of Respondents

Sex	Frequency	Percent
Female	102	65.4
Male	54	34.6
Total	156	100.0

Source: Field Data, November (2015)

It was revealed by the findings in Table 4.1 that majority of the respondents 102(65.4%) were female. Least of the respondents were male with a representation of 54(34.6%). Results therefore imply that, majority of the youths who received entrepreneurial skills training were female youths compared to male youths. However, obtaining information from both female youths and male youths is an indication that data contained in this report is not gender biased.

4.1.2 Age of the Respondents

The researcher in the field went with an assumption that youths with a lower age do not always adopt business skills in their business while others do not even start business due to the low levels of responsibilities as some of them get some help from their parents. The researcher also assumed that youths at their older stages begin to adopt beginning of business due to the fact that some of them have responsibilities of taking care of themselves while others are expecting to marry. However, results concerning the age of the respondents were as illustrated in Table 4.2 below.

Table 3: Age of the Respondents

Age	Frequency	Percent
10 – 14 years	10	6.4
15 – 19 years	39	25.0
20 – 25 years	34	21.8
26 – 29 years	59	37.8
31 – 35 years	14	9.0
Total	156	100.0

Source: Field Data, November (2015)

It was revealed by the results in Table 4.2 above that majority of the respondents 59 (37.8%) were between 26 – 29 years. Respondents between the age bracket of 15 – 19 years followed with a statistical representation of 39 (25.0%). Respondents who between the age bracket of 20 – 25 years followed with a statistical representation of 34 (21.8%). Respondents between the age bracket of 31 – 35 followed with a statistical representation of 14 (9.0%). Least of the respondents were between the age bracket of 10 – 14 years with a statistical representation of 10(6.4%). Results therefore imply that majority of the youths who were involved in entrepreneurial skills training were between the age bracket of 26 – 27 years and this is because this age bracket is comprised of youths who are dependent of themselves and expecting to marry and therefore the level of responsibilities are increasing.

4.1.3 Marital Status of Respondents

The researcher in this study also desired to investigate the influence of marital status towards the adoption of entrepreneurial skills training to improve their employment status. Marital status is perceived to have a major influence towards the employees' adoption of work practices. In relation to the adoption of entrepreneurial skills training in Mukono, marital status among youth was expected to increase desire of particularly married youths to get involved in entrepreneurial skills training. The representation of marital status was as illustrated in Table 4.3 below.

Table 4: Marital Status of Respondents

Marital Status	Frequency	Percent
Married	31	19.9
Single	125	80.1
Total	156	100.0

Source: Field Data, November (2015)

As can be observed in Table 4.3 above, majority of the respondents were single with a statistical representation of 125 (80.1%). Respondents who were married followed with a statistical representation of 31 (19.9%). Results therefore implied that majority of the youths who participated in the study were single youths who were aging with the bracket of 25 to 30 years and these are youths who are adopting responsibilities of taking care of themselves and expecting to marry.

4.1.4 Respondents' level of Education

The researcher in this section wanted to investigate the influence of the level of education on the adoption of entrepreneurship skills trainings with an intent of improving their employment status. Results concerning the education level of the respondents were as presented in Table 4.4 below.

Table 5: Respondents' level of Education

Level of Education	Frequency	Percent
Primary	6	3.8
Secondary	75	48.1
Diploma	43	27.6
Degree	32	20.5
Total	156	100.0

Source: Field Data, November (2015)

It was revealed by the results in Table 4, majority of the respondents 75(48.1%) had attained a secondary level of education. Respondents who said had a diploma level of education followed with a statistical representation of 43(27.6%). Respondents with a degree level of education followed with a statistical representation of 32(20.5%). Least of the respondents 6(3.8%) had a primary level of education. Results of this study therefore implied that most of the youths who went for entrepreneurial training in Mukono municipality had a secondary level of education and this indicates why some of the youths remained unemployed after they received entrepreneurial skills training and some of the youths who had started businesses could not practices the skills they were trained because of the low levels of education.

4.1.5 Level of Employment

The researcher in this section wanted to investigate whether youths after receiving training on entrepreneurial skills attained a certain level of employment. This was important to understand whether entrepreneurial skills training had a positive influence on the level of wellbeing among youths in Mukono municipality. Results concerning the level of employment of the respondents were as illustrated in Table 5 below.

Table 6: Level of Employment

Level of Employment	Frequency	Percent
Self-Employed	27	17.3
Employed	100	64.1
Unemployed	29	18.6
Total	156	100.0

Source: Field Data, November (2015)

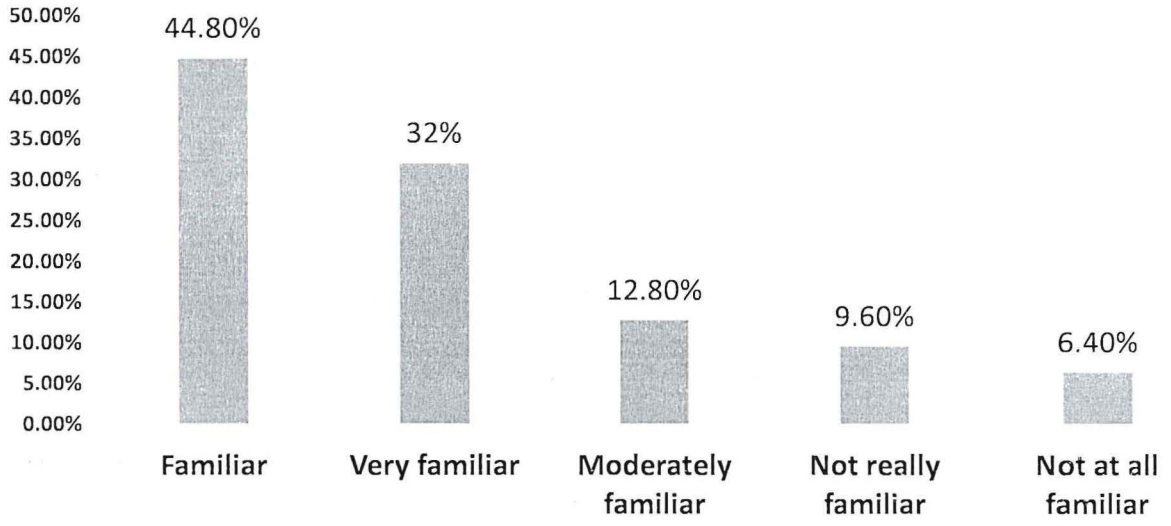
It was revealed by the results in Table 5 that majority of the respondents 100(64.1%) were employed. Respondents who were unemployed followed with a statistical representation of 29(18.6%). Least of the respondents 27(17.3%) were self-employed. This therefore implies that majority of the respondents were employed and is an indication that entrepreneurial skills training had a lot of influence towards improving the employment status among youths in Mukono municipality.

4.2 The influence of creativity skills towards the reduction of unemployment levels among the youth in Mukono Municipality, Uganda

The first objective of this study stated in chapter one of this report intended to examine the influence of creativity skills towards the reduction of unemployment levels among youth in Mukono Municipality, Uganda.

Figure 4. 1: **Extent of familiarity with creativity and innovation skills**

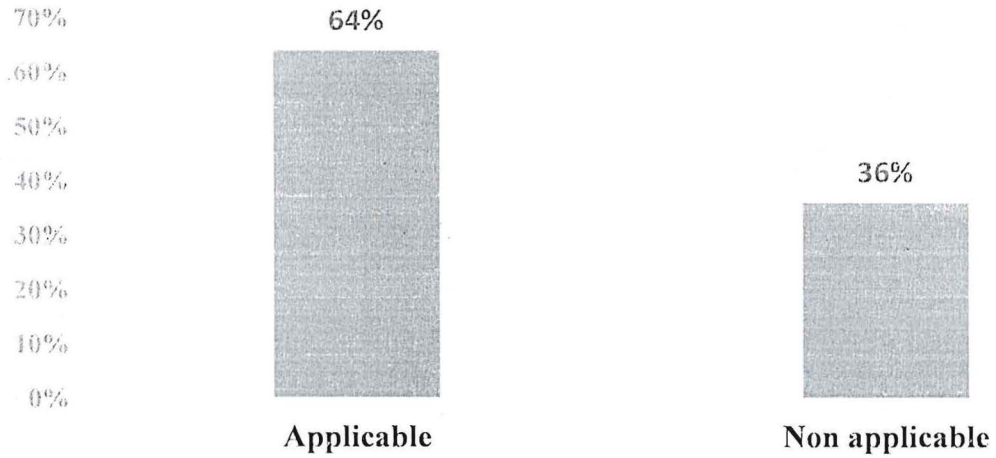
Figure 4.1: Extent of familiarity with creativity and innovation skills



Study findings in Figure 4.1 above reveal that 44.8% of the respondents were familiar with creativity and innovation skills, 32% were very familiar, 12.80% moderately familiar, 9.6% not really familiar and 6.0% were not familiar at all. This implies that many youth who were trained by Mukono municipality received the creativity and innovation skills which are key towards employment creation as well as getting employment.

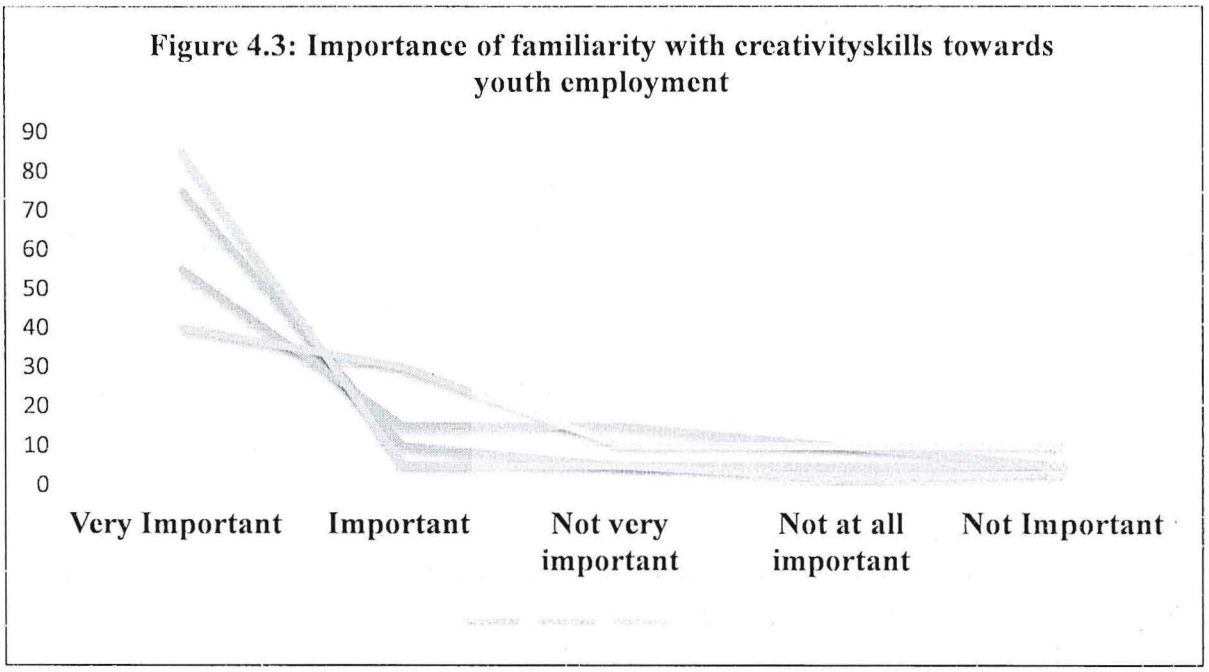
Figure 4. 2: **Applicability of creativity in business sectors**

Figure 4.2: Applicabililty of creativity in business sectors



Study findings in Figure 4.2 show that 64% of the respondents view creativity skills as being applicable in their business enterprises while 36% views them otherwise. This implies that when the youth obtain the creativity and innovative skills, they can apply them in their workplaces which enhances their employability.

Figure 4. 3: **Importance of familiarity with ceativity skills towards youth employment**



Study findings in Figure 4.3 reveal that most of the respondents agree that familiarity with creativity skills is very important towards employment creation or employability of the youth at all levels of the business enterprise including senior management level, middle management, general staff and support staff levels.

Table 7: Obstacles and solutions to creativity development in the business enterprise

Variable (N=156)	Aspect	Mean	Standard deviation
Obstacles for creativity development	Lack of financial resources	4.5230	0.51967
	Lack of time for exchanges of ideas and promotion of creativity	3.5800	0.52941
	Company culture does nurture risk	4.2560	0.47140
	Lack of suitable infrastructure (e.g. meeting rooms)	2.1520	0.62100
	Lack of experience and knowledge of the personnel	1.0500	0.58550
Suggestions for overcoming obstacles	Improved internal communication	5.0100	0.25300
	Improvement of an innovation culture	4.3500	0.45200
	Creation of an innovation culture	4.0200	0.52960
	Intrinsic motivation, interest	5.0000	0.45890
	Improvement of infrastructure	4.8900	0.15620
	Use of internal training	3.9020	0.52900
Concerns of creativity and innovation management	Gaining competitive advantage	5.000	0.45600

Source: Researcher's primary data, 2015

Study findings in Table 6 shows the main obstacles towards creativity skills development amongst youths which include; lack of financial resources and company culture that doesn't nurture risk taking. It also shows the solutions which include improving internal communication, improvement on the innovation culture, creation of an innovation culture, motivation, improvement of infrastructure and gaining competitive advantage.

Qualitative findings reveal that there are some obstacles towards creativity development amongst the youth in Mukono municipality, which greatly affects employment creation amongst the youth. For example some of the respondents said that;

> *It is hard to equip the youth with innovation sk2kills, this is because financial resources are not there to enable this, and some of our employers and administrators look at it as a wastage of resources. (Said one of the youth)*

We lack motivation towards being creative, I think the employers should motivate their workers in order to nurture an innovative environment which can make every one innovative. Any way if you are not going to achieve anything at the end, how can you be creative, and where are the resources to make one innovative? (Said one of the youth)

4.3 The contribution of leadership skills towards the reduction of unemployment levels among the youth in Mukono Municipality

Objective two of this report intended to investigate the contribution of leadership skills towards the reduction of unemployment levels among youths in Mukono municipality.

Table 8: Leadership skills

Variable (N=156)	Mean	Standard Dev.
Communicating with others	4.50100	0.45210
Honesty and fairness.	4.45820	0.25630
Decisions making with input from others.	3.48921	0.45241
Consistency with actions	3.35698	0.53601
Keeping focused through follow-up.	4.45000	0.32141
Listening to feedback and ask questions.	4.50010	0.45123
Creating an atmosphere of growth.	5.00591	0.52431
Ability to develop business plans	4.25680	0.51241
Being visionary	3.45251	0.32100
Being available and accessible.	4.39500	0.41204
Setting guidelines for other	4.45561	0.11256
Ability to inspire team members.	4.51000	0.45612
Ability to develop business budget	4.25631	0.44789
Ability to conduct formal employee performance appraisals.	3.45621	0.54215

Source: Researcher's Primary data, 2015

Study findings in Table 8 reveals that the most of the respondents possessed the entrepreneurial leadership skills that were imparted into them by the entrepreneurship skills mentoring programs that were organized by Mukono municipality. This implies that entrepreneurship training can impart leadership skills which are key towards business creation and operation which enhances youth employment.

Qualitative findings reveal that leadership skills are key towards reducing unemployment levels amongst youth in Mukono municipality. For example some of the respondents said that;

> *Employers prefer employees who are all round. Most of them are interested in works with good communicative skills, team builders, good decision makers, self-driven individuals who can work with minimum supervision, goal oriented, as well as being down to earth. If you have any of those competences, then you stand higher chances of getting employed (Said one of the youth).*

4.3 The influence of financial management skills towards the reduction of employment levels among the youth in Mukono Municipality, Uganda

Objective three of this study intended to investigate the influence of financial management skills training towards the reduction of employment levels among the youth in Mukono municipality, Uganda. In this section, the researcher wanted to investigate whether financial management skills training had an influence on the employment statuses of youths in Mukono municipality.

Table 9: Financial management skills

Variable (N=156)k8	Aspect	Frequency	Percent (%)
Staff/Trustees are involved in financial administration of the organizatione.g. accounts officers, treasurers etc.	Yes	36	23.07
	No	120	76.93
staff has received finance-related training and/or possess accountancy qualifications	Yes	90	57.70
	No	66	43.30
Business has a Finance Manual – i.e. written down procedures which cover financial rules, routines and processes	Yes	50	32.05
	No	106	67.95
Business use an accounting software or package to store its accounting records	Yes	30	19.23
	No	126	80.77

Source: Primary Data, 2015

Study findings in Table 10 reveals that 23.07%% of the staff are involved in financial administration of business enterprises, 90% of staff receive finance related training or possess accountancy qualifications, 32.05% agree that their enterprises have a finance manual and 19.23% of respondents agree that businesses use an accounting software or package to store accounting records.

Table 10: Accounting records used in business enterprises

Variable (N=156)	Aspect	Frequency	Percent (%)
Cashbook	Yes	122	78.20
	No	34	21.80
Petty cash book	Yes	96	60.00
	No	60	40.00
A file of invoices/receipts for all expenditures	Yes	56	35.90
	No	100	64.10
A file of bank statements for each bank account held	Yes	55	35.30
	No	101	64.70
A fixed assets register	Yes	95	60.90
	No	61	39.10
Payroll records	Yes	130	83.30
	No	26	16.70
General ledger/nominal ledger	Yes	112	71.80
	No	44	28.20
Accounts Payable/Purchase Ledger	Yes	89	57.05
	No	67	42.95

Source: Primary Data, 2015

Study findings in Table 11 shows that most of business enterprises use accounting records that require financial management skills. This implies that when youth are trained in financial management skills, their ability to get jobs or start up their own jobs is enhanced.

Qualitative findings reveal that financial management skills promote employment creation which is key in unemployment reduction amongst the youth. For example, some of the respondents said that;

> *Youths with good accounting skills including knowledge business accounting, ability to use accounting software and well as balancing the cash inflows and*

outflows stand a higher chance of running successful business enterprises. This means that training ink2 financial management skills should be taken as a key step towards fighting youth unemployment in Mukono municipality. (Said one of the youth).

4.4 Relationship between creativity skills, leadership skills and financial management skills

This section reveals the relationship between creativity skills, leadership skills and financial management skills on youth employment in Mukono municipality. Results obtained were as illustrated in Tables 11 and 12 below.

4.4.1: A Pearson Correlation showing relationship between creativity skills, leadership skills and financial management skills

Table 11: Pearson correlation

		Creativity Skills	YE	Leadership skills	YE	Financial management skills	YE
Creativity Skills	Pearson correlation	1					
	Sig. (2-tailed)						
	N	156					
Youth Employment (YE)	Pearson correlation	0.675**	1				
	Sig. (2-tailed)	0.000					
	N	156	156				

Leadership Skills (YE)	Pearson correlation	1				
	Sig. (2-tailed)					
	N	156				
Youth Employment	Pearson correlation	0.579**	1			
	Sig. (2-tailed)	0.00				
	N	156	156			
Financial Management Skills	Pearson correlation			1		
	Sig. (2-tailed)					
	N			156		
Youth Employment (YE)	Pearson correlation			0.176**	1	
	Sig. (2-tailed)			0.028		
	N			156	156	

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

Source: Primary Data

4.4.1Creativity skill

It was revealed by the results in Table 4.7 above that there is a significant positive relationship between creativity skills training and youth employment in Mukono municipality (r = 0.67) at 0.01 level. Results therefore imply that creativity skills training among youth in Mukono municipality has a great impact towards their status of employment and general wellbeing of their lives. This therefore indicates that if the Uganda government is to improve the level of employment among youth in Uganda, entrepreneurial skills training in the aspects of creativity skills is largely needed. Creativity skills training are very important to enable young business

entrepreneurs to make greater innovations on their small business start ups as a way of increasing their incomes obtained from their business and this increases their expectations in businesses.

4.4.2Leadership skills

It wak8s revealed by the results in Table 9 that there is a significant positive relationship between leadership skills training and youth employment among youth in Mukono municipality (r = 0.57). Results obtained were below the critical value of significance of p – value of 0.05. Results of this study therefore implied that leadership skills training had a great influence towards improving the level of employment among youths in Mukono municipality. Results therefore indicated that if the government of Uganda is to improve employment status among community members of different regions, there is a need for the initiative of entrepreneurial skills in particular leadership skills training as a way of helping young business investors to sustain their businesses and make their businesses profitable to them.

4.4.3Financial Management Skills

According to the results in Table 12, there is a significant positive relationship between financial management skills training and youth employment in Mukono municipality (r = 0.17). Results obtained showed figure below the critical value of measuring significance of 0.05. This therefore implies that financial management skills training among youth in Mukono municipality greatly influenced their level of employment and wellbeing. Results therefore manifest that fact that financial management skills training is a viable aspect entrepreneurial training which can impact the employment status of youth and if the governments and authorities are to change the level of wellbeing among youths, there is a need to initiative financial management skills.

4.4.4 Regression analysis results showing relationship between creativity skills, leadership skills and financial management skills

Table 12: Regression analysis

	Youth employment
Constant	2.116
Creativity skills	0.237**
Leadership skills	0.425**
Financial management skills	0.424**
Adjusted R Square	0.270
R^2	0.410**

*P-values <0.1 **P-values <0.05 ***P-values <0.01 ****P-values <0.001

Source: Primary Data

Study findings in Table 9 reveal that creativity skills, leadership skills and financial management skills have a positive significant impact on youth employment all at p value <0.05 and regression coefficients of r=0.237, r=0.425 and r=0.324 respectively. This implies that provision of creativity skills, leadership skills and financial management skills to the youth strongly improves youth employment. Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings in Table 9 above the value of adjusted R squared was 0.270, an indication that there was variation of 27% on youth employment due to creativity skills, leadership skills and financial management skills respectively at 95% confidence interval. This shows that 27 % changes in youth employment and business success could be accounted to the above skills. R^2 is the correlation coefficient which shows the relationship between the study variables, from the findings shown in the table above there was a strong positive relationship between the study variables as shown by 0.41.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section comprises of the discussions, conclusions and recommendations basing on the findings of the study. Once findings have been presented in chapter four, there is a need to discuss it and make final conclusions and recommendations basing on the objectives of the study.

5.1 Discussions

5.1.1 The influence of creativity skills towards the reduction of unemployment levels among the youth in Mukono Municipality, Uganda

The first objective of this study stated in chapter one of this report intended to examine the influence of creativity skills towards the reduction of unemployment levels among youth in Mukono Municipality, Uganda.

More still, study findings show that most of the employees were familiar with creativity skills, most of them believe they are applicable in different business sectors and they believe familiarity with creativity skills is important towards youth employment. In the same line, Copps and Plimmer (2013) argue that creativity in business is key towards business market extension, new venture creation as well as establishing a competitive advantage over other business enterprises in the same industry. More still, Dhéret (2013) argues that creativity on the side of entrepreneurs and employees results into sounding innovations that can emerge into new business opportunities

for the company. Innovative employees are the source of business success as many companies want to employ them, this implies that youth with creativity and innovative skills can never fail to find employment (Dickson *et al.*, 2012). Furthermore, Feabra (2013) opines that it is key for managers to train their employees in order to boost their creativity if they are to survive in the current competitive business environment.

More still, it was revealed by the results of this study that there is a great influence of creativity skills training on the reduction of unemployment among the youth in Mukono municipality. This was in approval of the findings in Table 6 which showed that there is a significant positive relationship between creativity skills training and youth employment in Mukono municipality. Results therefore imply that creativity skills training among youth in Mukono municipality has a great impact towards their status of employment and general wellbeing of their lives. This therefore indicates that if the Uganda government is to improve the level of employment among youth in Uganda, entrepreneurial skills training in the aspects of creativity skills is largely needed. According to Fennes *et al.* (2013), creativity skills training are very important to enable young business entrepreneurs to make greater innovations on their small business start ups as a way of increasing their incomes obtained from their business and this increases their expectations in businesses. More still, Fennes and Otten (2008) further suggested that creative thinking involves breaking down and restructuring of knowledge about something in order to gain new insights into its nature. Understanding our own cognitive model of reality may therefore be an important determinant of our ability to think creatively which is key towards the success of the business enterprise, thus youth with such a skill can easily get employment.. In same line, Hallary (2012) further argue that creativity is something which occurs when we are

able to organize our thoughts in such a way that readily leads to a different and even better understanding of the subject or situation we are considering. This is an important skill that many employers look for in employees, so if youth have the creative skills, there degree of employability as well as employment creation is enhanced.

5.1.2 The contribution of leadership skills towards the reduction of unemployment levels among the youth in Mukono Municipality

Objective two of this report intended to investigate the contribution of leadership skills towards the reduction of unemployment levels among youths in Mukono municipality.

Study results in Table 8 reveal that entrepreneurship training imparted a number of leadership skills onto the youth in Mukono municipality. In the same line, Honorati *et al.* (2013) argues that leadership training is essential towards business management as well as increased entrepreneurial activity, therefore countries that want to improve on their business startups always design policies that promote entrepreneurial training in business leadership and management. More still, Indecon (2013) opines that imparting youth with leadership training increases their chances of getting jobs as well as starting up their own jobs. In Uganda, the ministry of education, science, technology and sports introduced the skilling Uganda program that promotes skills development amongst the youth in an attempt to reduce on the levels of youth unemployment in the country, this implies that entrepreneurial skills training are key towards lowering the levels of unemployment IYF (2013). According to Kelly and McGuinness (2013), the main aim of Business, Technical, Vocational Education and Training (BTVET), is to boost entrepreneurial activity in developing countries, Uganda inclusive. Therefore, training in entrepreneurial skills

most especially leadership skills helps to reduce youth unemployment as many youths are in position to acquire jobs as well as starting up their own businesses.

Study findings in Table 9 revealed that that leadership skills training has a great contribution towards the reduction of unemployment levels among youth in Mukono municipality. Results therefore implied that leadership skills training had a great influence towards improving the level of employment among youths in Mukono municipality. Results therefore indicated that if the government of Uganda is to improve employment status among youth, there is a need for the initiative of entrepreneurial skills in particular leadership skills training as a way of helping young business investors to sustain their businesses and make their businesses profitable to them. Findings of this study were in agreement with Mourshed *et al.* (2013) who mentioned that leadership skills are a key component of all business enterprises but its function and capacity are getting more complicated with increased involvement in globalization and technology development.

5.1.3 The influence of financial management skills towards the reduction of unemployment levels among the youth in Mukono Municipality, Uganda

Objective three of this study intended to investigate the influence of financial management skills training towards the reduction of employment levels among the youth in Mukono municipality, Uganda.

Study findings reveals that respondents agree that many business enterprises do not involve employees in financial administration, have not finance manual and they do not use any

accounting software or package in accounting process. This implies that either the employees lack skills in financial accounting and management yet its key towards business success. More stiil use of advanced accounting software packages and having a finance manual depict that stakeholders in the business enterprise or company have key financial management skills and competences which enable them to appreciate their importance in successful business management. According to Nickerson (2010), in modern business management, successful business enterprises embrace the use of modern computer technology in their accounting process in order to improve efficiency and effectiveness in book and records keeping as well financial management. More still, Owen (2009) argues that computer literate employees who can use computer aided accounting packages have a higher potential of getting employed than those ones lacking such skills. This implies that when thy youths are trained with the use of modern computer technology they can easily find employment and when they start up their own business ventures, they stand a higher chance of excelling.

Furthermore, study findings in Table 11 reveals that respondents agree that business enterprises use modern forms of keeping accounting records which include; cashbook, petty cash book, payroll records, general ledger and other. Therefore, financial literacy skills are key when youths are looking for employment in a business related setting. Therefore, in order to increase youth employability as well as number of business startup in Uganda amongst youth, training in financial skills is very essential.

More still, results from this study reveals that financial management skills have an influence on the reduction of unemployment among youth in Mukono municipality. Results shows that, there

is a positive significant relationship between financial management skills training and youth employment in Mukono municipality. Results therefore manifest the fact that financial management skills training is a viable aspect of entrepreneurial training which can impact the employment status of youth and if the governments and authorities are to change the level of wellbeing among youths, there is a need to initiative financial management skills. According to Hawley *et al.* (2010), financial management skills help entrepreneurs or business personnel to manage the development of strategic financial plans, carry out financial auditing as well as performance evaluation which is key toward business performance.

5.2 Conclusions

Basing on the preceding discussions, the following conclusions can be reached.

With regard to research question 1, results showed that there is a great influence of entrepreneurial creativity skills and reduction in levels of youth unemployment. Therefore, in order to reduce on youth unemployment in Uganda, there is need to empower the youth with creativity and innovation skills, this will help to boost the number of youth led business start-ups, increased youth employability and well as reduction in youth owned business failure rates in the country.

With respect to research question 2, results showed that there is a positive significant relationship between business leadership skills and reduction in youth unemployment rates in Mukono municipality. This implies that training the youth in business leadership skills helps to lower youth unemployment levels as well as increasing the number of youth owned new business ventures in the country.

With regard to research question 3, results showed that there is a positive significant relationship between financial management skills and reduction in levels of youth unemployment in Mukono municipality. Study results implies that imparting the youth with financial management skills is key towards increasing their employment potential as well as their ability to begin their own business enterprises. This helps to reduce on the levels of youth unemployment in the country.

5.3 Recommendations

From the previously reached conclusions, it is recommended that;

There is need to promote business creativity and innovation skills amongst the youths in order to lower unemployment levels amongst youth.

Since leadership skills are key towards youth employment, government and other authorities should empower the youth with business skills through training in order to increase the youth entrepreneurial activity in the country

Youth should be trained in financial management like accounting, business planning, business operational management as well as other aspects of business management in order to equip them with financial management skills which are key to business success. This will help to lower the levels of youth unemployment in the country.

Initiatives for training entrepreneurial skills among youth should be supported because running a business helps young people achieve economic independence, reducing their reliance on state welfare

Since there is a positive significant relationship between financial management skills and youth employment, government and other stakeholders should strengthen work experience schemes, together with internships, apprenticeships and training programmes, in order to equip the youths with financial management skills and competences, hence promoting employment creation.

5.4 Suggestions for further research

The study has dealt with assessment of entrepreneurship skills training and employment amongst youth in Mukono Municipality. It is recommended that a study be conducted on the assessment of Business, Technical Vocational Education and Training (BTVET) amongst and its impact on reduction on poverty levels in Uganda.

5.5 Limitations of the study

Lack of cooperation from the respondents as some was reluctant to reveal their views about business planning.

Lack of existing statistics on entrepreneurship skills training. More still less literature is available in the area of business skills training and youth unemployment in Mukono and Uganda in general.

Lack of enough resources to help in data collection and analysis also affected the study.

Most of the respondents didn't understand entrepreneurial skills training and their impact towards youth unemployment, so the researcher was tasked to create awareness first before proceeding to the process of data collection which was tedious and time consuming.

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APPENDICES

Appendix 1: Questionnaire

Dear respondents,

I am ..... conducting research on "Entrepreneurial Skills Training and Youth Employment in Mukono District." You are therefore requested to contribute useful ideas towards the development of this report. Your positive attitude will be appreciated. I am aware of your busy schedule, but because of your vast knowledge and experience, I thought it necessary to select you for your valuable information about the study being undertaken. I therefore kindly request you to fill this questionnaire. Please respond to Questions on this form, which apply to you as genuinely as you can. Please attempt to answer all questions, but feel free to leave out those you cannot answer. Note that the information you give will be treated with confidentiality. I am grateful to you for sparing your time to fill this questionnaire.

Thank you.

SECTION A: BIO-DATA

1. Sex of Respondents:

   Female ☐ Male ☐

2. Age of the Respondents

   14 – 18 ☐ 19 – 30 ☐ ☐ 45 ☐ 46 – 60 ☐ and Above

3. Marital Status of Respondents

   Married ☐ Single ☐

4. Respondents' level of Education

   Primary ☐ Secondary ☐ Diploma ☐ Degree ☐

5. Level of Employment

Self-Employed ☐ Employed ☐ Unemployed ☐

SECTION B: CREATIVITY SKILLS

6. To what extent are you familiar with creativity and innovation entrepreneurial skills?

☐ Very Familiar ☐ Familiar ☐ Moderately Familiar

☐Not really familiar ☐Not at all familiar

7. Do you think creativity is applicable to all businesses regardless of their sector?

☐ Yes ☐ No

If No, why not?.....

.....

8. In your opinion, what level of importance do employees in the enterprise / organization attribute to creativity?

a) Senior management

☐ Very Important ☐Important ☐Not very important

☐ Not at all important ☐ Not Important

b) Middle management view creativity as being

☐ Very Important ☐Important ☐Not very important

☐ Not at all important ☐ Not Important

c) General staff / operatives view creativity as being;

☐ Very Important ☐Important ☐Not very important

☐ Not at all important ☐ Not Important

d) Clerical / secretary staff view creativity as being;

☐ Very Important ☐Important ☐Not very important

☐ Not at all important ☐ Not Important

9) If your business was to use a strategy for creativity development, what do you think would play a crucial role for its success?

A new specialized unit for creativity management ☐

Executives / Management Directors ☐

Human Resource Management unit ☐

R & D Unit ☐

All staff members ☐

10. Do you believe that creativity is connected with:

Idea sharing and idea support	Yes ☐	Possibly ☐	No ☐	Don't know ☐
Free speech	Yes ☐	Possibly ☐	No ☐	Don't know ☐
Image improvement	Yes ☐	Possibly ☐	No ☐	Don't know ☐
Increasing competitiveness	Yes ☐	Possibly ☐	No ☐	Don't know ☐
Consolidation in market	Yes ☐	Possibly ☐	No ☐	Don't know ☐
Effectiveness	Yes ☐	Possibly ☐	No ☐	Don't know ☐
Efficiency	Yes ☐	Possibly ☐	No ☐	Don't know ☐

11. To what degree do you agree the following may constitute obstacles for creativity development?

Key: 1-Strongly Disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

		1	2	3	4	5
i)	Lack of financial resources					
ii)	Lack of time for exchanges of ideas and promotion of creativity					
iii)	Company culture does nurture risk					
iv)	Lack of suitable infrastructure (e.g. meeting rooms)					
v)	Lack of experience and knowledge of the personnel					

12. How effective are the following suggestions in overcoming the aforementioned obstacles?

Key: 1-Strongly Disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

		1	2	3	4	5
i)	Improved internal communication					
ii)	Improvement of an innovation culture					
iii)	Creation of an innovation culture					
iv)	Intrinsic motivation, interest					
v)	Improvement of infrastructure					
vi)	Use of internal training					

13. If you were to receive training on creativity and innovation management, again what concerns would you seek:

Key: 1-Strongly Agree 2-Agree 3-Neither agree nor disagree 4-Disagree 5-Strongly Disagree

		1	2	3	4	5
i)	Gaining competitive advantage					
ii)	Create new products / services					
iii)	Improve the capabilities of personnel					
iv)	Improve teamwork					
v)	Promote motivation in general					

SECTION C: LEADERSHIP SKILLS

14. For each of the 20 questions listed below, rate your entrepreneurial leadership skills on the scale shown below, with 5 being **Almost Always True** and 1 being **Almost Never True** by circling the number that you feel most closely represents your feelings about the task.

Almost Always True — 5

Frequently True — 4

Occasionally True — 3

Seldom True — 2

Almost Never True — 1

Be honest about your answers as this survey is only for you own self-assessment.

	I enjoy communicating with others.	1	2	3	4	5
	I am honest and fair.	1	2	3	4	5
	I make decisions with input from others.	1	2	3	4	5
	My actions are consistent.	1	2	3	4	5
	I keep focused through follow-up.	1	2	3	4	5
	I listen to feedback and ask questions.	1	2	3	4	5
	I create an atmosphere of growth.	1	2	3	4	5
	I have wide visibility.	1	2	3	4	5
	I give praise and recognition.	1	2	3	4	5
	I develop plans for business future development.	1	2	3	4	5
	I have a vision on where we are going and set long term goals.	1	2	3	4	5
	I set objectives and follow them through to completion.	1	2	3	4	5
	I am a Champion of change.	1	2	3	4	5
	I make myself available and accessible.	1	2	3	4	5
	I set guidelines for how others are to treat one another.	1	2	3	4	5

	I am close to the business and have a broad view of where we are going.	1	2	3	4	5
	I inspire team members.	1	2	3	4	5
	I provide new employees with on-the-job training.	1	2	3	4	5
	I determine resources, material, and supply requirements for my department.	1	2	3	4	5
	I developed a budget for my department.	1	2	3	4	5
	I deal with employees who have performance issues, such as suspected of substance abuse or chronically late.	1	2	3	4	5
	I reward employees for good performances.	1	2	3	4	5
	I conduct formal employee performance appraisals.	1	2	3	4	5
	I have a deep-rooted understanding of the functions of my business.	1	2	3	4	5
	I know how to influence people and get support.	1	2	3	4	5
	I have integrity and can be trusted.	1	2	3	4	5

SECTION D: FINANCIAL MANAGEMENT SKILLS

15. Tick the appropriate option

A. General

Ref	Checklist Item	N/A	Yes	No
A1	Does Staff and/or Trustees are involved or expecting to involve in financial administration of your organisation? e.g, accounts officers, treasurers etc			
A2	Has any of the staff received finance-related training and/or possess accountancy qualifications?			
A3	Does the organisation have a Finance Manual – i.e. written down procedures which cover financial rules, routines and processes? If yes, who has access to the manual			
A4	Does the organisation use an accounting software or package to store its accounting records? If yes, which accounts software? If no how does the organisation manually record its accounting information?			

B. Accounting Records

B1	**Which of the following basic accounting records do you keep:**	N/A	Yes	No
	Cashbook?			
	Petty cash book?			
	A file of invoices/receipts for all expenditures?			
	A file of bank statements for each bank account held?			
	A fixed assets register?			
B2	**Which of the following additional accounting records do you keep:**			
	Payroll records?			
	General ledger/nominal ledger?			
	Accounts Payable/Purchase Ledger?			
	Accounts Receivable/Sales Ledger?			
	Others:			

SECTION E: YOUTH EMPLOYMENT

19) What is the form of your current employment?

Self-employed (doing my business) ☐

Employed by someone ☐

Government employed ☐

Unemployed ☐

20) If carrying out your own business, what form of business are your carrying out?

Retail shop ☐

Market vendor ☐

Agricultural products wholesaler ☐

Hawker ☐

Restaurant ☐

Charcoal seller ☐

Others (specify).....

21. In your own view, what are the main causes of youth unemployment?

Lack of capital ☐

Lack of skills ☐

Poor government policy ☐

Other, specify .....

22. Do you have business enterprises owned by youth in your area?

Yes ☐ No ☐

23. Do you think the training you acquired helped the youths to start up new businesses?

Yes ☐ No ☐

24. How many businesses were started up as a result of business training in your community?

.....

Thank you for your positive cooperation.

APPENDIX 2: INTERVIEW GUIDE

1. What is your age?
2. What is your marital Status?
3. What is your level of education?
4. What is your level of e1mployment?
5. To what extent are you familiar with creativity and innovation skills?
6. In your view, what is the contribution of creativity skills towards the success of the business enterprise?
7. What are the obstacles of creativity skills development in your business enterprise?
8. In your opinion, how can you overcome the obstacles of creativity skills development? Do you think training in entrepreneurial leadership skills amongst the youth is important in ensuring business success and thus youth employment? If yes, what are the key leadership skills that are essential in ensuring business success?
9. To what extent do think youth training in financial management skills is key towards ensuring youth employment?
10. What are the key financial management skills that are essential towards ensuring youth employment as well as business success?
11. Do you think training in financial accounting is important in ensuring youth employment? If yes, what are the key accounting skills that important in ensuring youth employment?
12. What is the nature of your business, average working capital, monthly earning as well as future expectations?
13. How do you compare your business current status after training and before training?
14. What is the contribution of training towards business success and youth employment?

APPENDIX 3: MORGAN, KREJCIE TABLE 1970 USED TO DETERMINE SAMPLE SIZE.

If your population is:	Then your random sample size should be:	If your population is:	Then your random sample size should be:
10	10	440	205
15	14	460	210
20	19	480	214
25	24	500	217
30	28	550	226
35	32	600	234
40	36	650	242
45	40	700	248
50	44	750	254
55	48	800	260
60	52	850	265
65	56	900	269
70	59	950	274
75	63	1,000	278
80	66	1,100	285
85	70	1,200	291
90	73	1,300	297
95	76	1,400	302
100	80	1,500	306
110	86	1,600	310
120	92	1,700	313
130	97	1,800	317
140	103	1,900	320
150	108	2,000	322
160	113	2,200	327
170	118	2,400	331
180	123	2,600	335
190	127	2,800	338
200	132	3,000	341
210	136	3,500	346
220	140	4,000	351
230	144	4,500	354
240	148	5,000	357
250	152	6,000	361
260	155	7,000	364
270	159	8,000	367
280	162	9,000	368
290	165	10,000	370
300	169	15,000	375
320	175	20,000	377
340	181	30,000	379
360	186	40,000	380
380	191	50,000	381
400	196	75,000	382
420	201	1,000,000	384