



ENTREPRENEURSHIP OPPORTUNITY AND YOUTH ECONOMIC EMPOWERMENT OF COUNTY GOVERNMENT OF KAKAMEGA; KENYA

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ABSTRACT

Most of the economies in both developed and developing nations consider youth policies and visualize a society as a situation where youth have an equal opportunity as any other citizen; hence, the youth to realize fullest potential, productively participating in economic, social, political, cultural and religious life without fear or favor. Despite this visualization, youths in many economies continue to face myriad of challenges including but not limited to lack of employment, lack of basic youth support services and substance abuse, more so, breakage of societal value system. Many countries among them Kenya, the Youth constitute a large segment of population that has be empowered with resources for them to be of economic value in the current error of vision 2030 that has concentration on devolution of resources in various counties for economic development purposes .The objective of the study was to examine the effect of Entrepreneurship Opportunity on Youth Economic Empowerment in Kakamega County, Kenya. This study applied descriptive survey research design. The target population was from County Government of Kakamega. Purposive sampling was applied and census technique was used on the sample since the population number was manageable. The study used a structured questionnaire on collection of primary data from the youth of the County Government of Kakamega; Kenya. Pilot study was done on youths of Vihiga County Government; Kenya hence enabled for testing of the reliability and validity of the research instrument. The study's descriptive and inferential statistics was analyzed by use of SPSS version 24 software and conclusion was; Entrepreneurship Opportunity Strategy had impact on Youth Economic Empowerment. The study recommended for the Counties to embrace the use of devolved government strategies as it influences Youth Economic Empowerment in Kenya.

Key words: *Entrepreneurship Opportunity Strategy, Devolved Government Strategies, Youth Economic Empowerment*

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INTRODUCTION

Since the first emergence of the concept of empowerment in the field of social sciences, the concept has slowly become much more widely used by a number of scientific and professional groups globally. It could be said to be a very versatile term, nowadays even used in areas of everyday life. As a concept, 'empowerment' is, however, complex, ambiguous and lacking any clear boundaries; it can be applied to very different situations and processes and in numerous ways. While it has been mainly used to refer to adults, over the past two decades, it has begun to be applied to young people, and particularly to those who, for a number of reasons, can be considered to be vulnerable or at risk. World over, state-governments, local or municipalities or devolved governments are crippling with a bulge in youth population. In this study, the terms local government, municipalities and devolved government are used interchangeably. Youth empowerment is a holistic means of educating and engaging youth in the society. According to United Nation Human Settlement Program (UNCHS Habitat 2005) youth empowerment is defined as circumstances and factors which enhance the development of citizenship and productiveness among young people as they move into adulthood. It is concerned with the adaptation of government structures and institutions to protect and deliver children's, youths' and human rights, including the right to participation. The government structures include devolved units which can offer local solutions by empowering the youth. Most scholars' study into empowerment has focused on the intrapersonal facet, based on the self-perception of efficacy and control over the socio-political sphere (Christens & Peterson, 2012; Richez et al., 2012). Peterson *et al* (2012) note that socio-political control has been theorized as a construct that includes self-efficacy, motivation, competence and the perception of control.

The youth as a marginalized group in development is succinctly captured in the Youth-SWAP a strategic

guidance to the UN system as a whole in its work with and for young people, based on the mandate of the World Programme of Action for Youth, and incorporated an important focus on policy development and implementation with and for youth. Youth and Human Development Report (2010) explains that almost all countries in the world are currently faced by a youth bulge; a situation that occurs when more than 20 percent of a country's population is comprised of young people. Thus, many governments have come up with strategies to empower the youth economically. In the United States of America, for example, the Youth in Policy Development (2012) of USAID was developed and majorly informed by principles and practices articulated in the Presidential Policy Directive on Global Development (PPD). To further address the youth empowerment agenda domestically they had previously enacted the Workforce Investment Act (WIA) (1998) a formula that funded youth program serving eligible low-income youth, aged 14-21, who face barriers to employment. The funds for youth services are allocated to state and local areas based on a formula distribution. Service strategies developed by workforce providers, prepare youth for employment and/or post-secondary education through strong linkages between academic and occupational learning.

The government of Kenya has come up with programs and policies to empower the youth deal with life challenges and be self-reliant. This will see a reduction in crimes, idleness and unemployment among the youth. One program is Kazi Kwa Vijana (K.K.V) which employs the youth in both rural and urban areas in labor intensive public works. Others include Youth Enterprise Development Fund (YEDF), National Youth Talent Academy (NYTA), and Uwezo Fund among others. These programs empowers the youth to be independent. However despite putting such measures in place, they have not registered success yet due to the youth bulge, lack of relevant skills, poor implementation of the policies as well as programs and resource constraints. More require to

be done for the government to realize its dream of empowering the youth.

On studies on devolved governments, Mulondamone (2017) argues that in as much as Kakamega County recognizes youth polytechnics in capacity building and reducing unemployment, accessibility to these institutions is still a challenge. This study is relevant to the current one but it does not address alternative ways of building capacity or training and making the youth relevant to the current job market. This is a gap the current study endeavors to fill. In general, most of the studies that have been conducted in Kenya on Technical and vocational education have looked at other aspects of TVET rather than the influence on youth empowerment. For example Simiyu (2007) looked at ICT-based solutions of e-learning in TVET institutions, Nyerere (2009) looked at TVET sector mapping in Kenya, while Ngware (2002) looked at gender participation in TVET institutions. Despite these studies and their recommendations, youth economic empowerment through vocational training remains low, indicating that there is still more that needs to be done even in the area of training in Kakamega County. Little empirical evidence exists on the influence of availability of learning resources on youths' economic empowerment in Kenya as a whole and in Kakamega County (Barasa *et al.*, 2019). The previous studies focus majorly on point to gaps in youth training, funding which is the concern of the current study on youth empowered. Also, these studies do not cover critical aspects such as talent development, capacity building outside learning institutions among others critical to youth economic empowerment which is the concern of the current study.

Statement of the Problem

The Kakamega County Youth Service and Women Empowerment Act (2019) document spells out strategies how to empower youth economically by way of training, Intern and Job Opportunities both directly and indirectly, sporting activities and funding of projects. However, according to Barasa

et al., (2019), youth are yet to be empowered through these efforts since factors contributing to youth idleness and frustration are unemployment or lack of skills, assets, and access to credit for self-employment. Although educated, the majority of young people in Kakamega County lack jobs due to high unemployment. The study points out that little empirical evidence exists on the influence of availability of learning resources on youths' economic empowerment even in Kenya as a whole and in Kakamega County to be specific. Secondly, the public finance management act (the kakamega county youth and sports support fund) regulations (2018) guides how youths projects are funded. The sources of monies for the Fund include revenue collected for use of Bukhungu Stadium and other county stadia; money appropriated by the County Assembly; interest accruing from bank deposits in respect of the Fund, donations, grants and endowments. The County report indicates that some of the fund interventions like Uwezo Fund, Youth development Fund is what the county utilizes to promote youth empowerment. However, most lacked full information on how to access these funds. The gaps arose because of lack of efficient structures through which youths can access timely information; hence this gives to a rising gap that makes it necessary for the current study that considers the effect of Entrepreneurship Opportunity Strategy on Youth Economic Empowerment in Kakamega County Government; Kenya.

Research Objective

The objective of the study was to establish the effect of Entrepreneurship Opportunity Strategy on Youth Economic Empowerment in Kakamega County. The study was guided by the following research hypotheses;

- **H₀₁:** County Entrepreneurship Opportunity Strategy does not significantly influence Youth Economic Empowerment in Kakamega

LITERATURE REVIEW

Empowerment Theory

Theories are regarded as the backbone of the study. Theoretical review enables the researcher has a deeper understanding of the variables and facilitates identification of research design that will be used in the study (Ngumi, 2013). This research work will be guided by the theory of empowerment by Zimmerman (1998) the theory is best as it demonstrates the need to empower individuals in the society.

According to Zimmerman and Warschausky (1998) empowerment has three dimensions which include values, processes and outcomes and differ across levels of analysis. They contend that an empowerment approach should always reinforce positive values and assist people to become as independent as possible. Independence of the youth can be achieved through financial support offered to them by the government and through education and training for skills. Funds are important in ensuring the youth establish their own enterprises for self-employment. Skills such as entrepreneurial skills would facilitate their success in business management. Education on the other hand would enable the youth find job in the formal sector. When the youth engage in productive economic activities they will be financially independent.

Empowerment processes are the mechanisms which people, organization and community gain mastery and control over issues that concern them, develop a critical awareness of the environment and participate in decision that affect their lives (Zimmerman 1998). These processes include skill learning opportunities and resources mobilization to influence the social, economic environment as well as individual competencies and proactive behaviors, natural helping systems and organizational effectiveness (Zimmerman 2000). They also contend that it is processes that empower individuals and groups to become self-reliant and free from external control. The youth after gaining a sense of financial or economic independence will

not be easily manipulated or influenced by political elites to carry out activities that are likely to disturb peace since they will exercise personal control.

Empowerment outcomes are the consequences of empowering processes and refer to as a sense of control, awareness and participation (Zimmerman 1998). An empowered person is then expected to exhibit a sense of personal control, critical awareness and a willingness to work with others to achieve a certain goal. Empowered youth will also demonstrate an understanding of who they are, exercise self-control through education for self-awareness, and be able to participate in the development of their country through engagement in productive economic activities and decision making on matters that concern them. The weakness of this theory is that it does not explain how structures in society hinder empowerment of youths. This makes it necessary to explore the second theory, economic social change theory.

Secondly, economic theory of Social Change focuses on structures in society that either exclude or include groups towards economic empowerment. The theory is largely influenced by Marx and Marxism, the economic theory of change is also known as the Marxian theory of change. Of course, economic interpretations of social change need not be always Marxist, but none of the other versions (such as Veblen who also stressed on material and economic factor) of the doctrine are quite as important as Marxism.

The Marxian theory rests on this fundamental assumption that changes in the economic 'infra-structure' of society are the prime movers of social change. For Marx, society consists of two structures—'infra-structure' and 'super-structure'. The 'infra-structure' consists of the 'forces of production' and 'relations of production'.

In this study, argument such as the 'super-structure' consists of those features of the social system, such as legal, ideological, political and religious institutions, which serve to maintain the 'infra-structure', and which are moulded by it are central

to interpretation of variables. To be clearer, according to Marx, productive forces constitute 'means of production' (natural resources, land, labour, raw material, machines, tools and other instruments of production) and 'mode of production' (techniques of production, mental and moral habits of human beings) both and their level of development determines the social relation of production, i.e., production relations.

These production relations (class relations) constitute the economic structure of society—the totality of production relations. Thus, the socio-economic structure of society is basically determined by the state of productive forces. For Marx, the contradiction between the constantly changing and developing 'productive forces' and the stable 'production relations' is the demiurage of all social development or social change.

The basic tenet of change is the order of nature and society. It is inherent in the matter through the contradiction of forces. Marx wrote: "Matter is objective reality, existing outside and independent of the mind. The activity of the mind does not arise independent of the material. Everything mental or spiritual is the product of the material process." The world, by its very nature is material.

Everything which exists comes into being on the basis of material course, arises and develops in accordance with the laws of motion of matter. Things come into being, exist and cease to exist, not each independent of all other things but each in its relationship with others.

Things cannot be understood each separately and by itself but only in their relation and interconnections. The world does not consist of permanent stable things with definite properties but of unending processes of nature in which things go

through a change of coming into being and passing away. For Marx, production system is the lever of all social changes, and this system is dynamic. Need system determines production and the technological order, i.e., mode of production. It is man's material necessities that are at the root of his productive effort, which in its turn are the basics of all other forms of his life. Marx believed that change occurs through contradiction of forces and this is present throughout the history in some or the other form.

In the context of this study, Kakamega County as a form of devolved government has institutionalized strategies on how to empower the youth. On training, county youth polytechnics are to enhance their skills for self-employment and also in county government. The county has funding mechanisms of which to finance youth projects in farming etc. These strategies are geared towards participation of youth in county development agenda. However, there are no clear strategies how the youth can be engaged to participate in formulation of processes that are supposed to benefit them. Although the county government has a women and youth Act, it fails to capture how youths participate in these economic endeavors. The County Government Act forms basis of structures that hinder or promote youth economic empowerment. For instance, the need for structures that youth can utilize to get information, internship need total change as indicated in this theory.

The correlation between economic empowerment and social change is captured with focus on economic factor influences social conditions of life. Its influence is certainly powerful and penetrating. But, it cannot be regarded as a sole factor affecting social change. There are other causes addressed in the economic empowerment theory.

Conceptual Framework

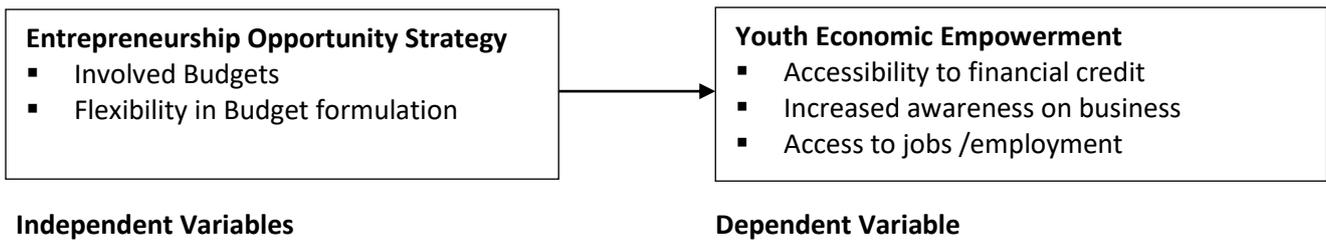


Figure 1: Conceptual Model

Review of Variables;

Entrepreneurship Opportunity Strategy and Youth Economic Empowerment

Lending to youth through micro financial initiative has an influence in empowering youth economically. If credit is available then youth can start income ventures hence reducing poverty among youth who are largely dependent on employed adults. (Susan 2012) argues that the Youth Enterprise Development Fund meant to enhance youth participation in socio-economic development through the provision of credit to enable young entrepreneurs to access finances to set up or expand business appears to be failing in this mandate. The major economic empowerment funds the Youth Enterprise Development Fund that have been lending to their target groups for the past years have little to show for it.

In Ugandan, the government introduced a Youth Enterprise Scheme, a non-financial instrument, aimed at providing business development support services for the aspirant young entrepreneurs and already operating businesses owned by the youth. These business development support services include business skills training, enterprise and entrepreneurship development and mentorship for the youth. Thus, the aspect of empowering the youth goes beyond vocational training in village polytechnics.

Theuri *et al.*, (2014) argue that effective utilization of youth enterprise development fund found that Youth Enterprise Development Fund is one of the Government strategies to increase economic opportunities and participation by Kenyan youth

through enterprise development and strategic partnerships. However, effective utilization of Youth Enterprise Development Fund is affected by youth literacy levels, entrepreneurial experience, funding requirements and capacity building. Thus, there is need to strengthen these aspects to realize full potential of youths.

Through government effort such as Uwezo funds and Kazi kwa Vijana initiatives the whole process has been a failure attributing this to corruption, selfish leaders and exclusivity in regions. Youth Projects has also been credited for supporting Kenyan government's efforts to increase youth access to temporary Intern and Job Opportunities and to improve youth employability since by doing so it is a way of increasing youth participation in development agenda. In addition to this, it is prudent to note that vulnerability of unemployed youth has been dealt with through expanding and promoting youth oriented projects. Different opinion was given by Glithero *et al.* (2017) who found that youth participation through Intern and Job Opportunities has reduced due to increased distrust on political leaders, skeptic about democratic institutions and disillusionment.

Also, the fund projects are dogged by technical, structural and governance challenges since inception and young people do not seem to be benefitting from it as banks and financial intermediaries exploit the interests to lend to their own clients. This study indicates that challenges abound and strategies towards youth economic empowerment which is a concern of the current

study. However, the study does not point out on how to mitigate these challenges.

Westland (2007) points out other factors are a cause of default arises due to inability and/or unwillingness to meet commitments in relation to lending. He explains that young people do not simply decide not to pay their loans; it is a result of some other circumstances that puts them into this situation like divorce, sickness or inability to work, failed business and over commitment by high interest debts as the various situations that may put you to risk. Heyer *et al.*, (2003) explains that credit analysis is based on certain principles of lending which are character, capacity, capital, collateral and conditions.

Dondo *et al.*, (2001) avers that an entrepreneur requires one to be able to scan the business environment constantly, spotting opportunities and identifying gaps that exist in the market. It requires a set of inherent characteristics that one is expected to poses that includes confidence, flexibility, commitment, creativity and tenacity, problem solving skills, tolerance and dynamism among others they continue that not everyone is an entrepreneur. Likewise, not all youth can become successful entrepreneurs and create jobs for themselves and for other young people.

Also, in the wake of the financial scandals and crisis (Jorgensen *et al.*, 1999) argues that the world has witnessed a growing interest in increasing levels of financial literacy and capability of individuals in order to empower them in their engagements with financial markets particularly in emerging economies with populations exhibiting lower levels of education but experiencing a rapidly increased access to formal financial services and products. In addition to the provision of non-financial support programme, the government also provides financial support in the form loans to young entrepreneurs and tertiary students through a programme called Micro Credit Financial Institution. In this area of finance, the long term objective is to establish the Youth Trust Bank providing various financial

products that will meet the financial business needs of young people.

At the local/county level of governance, the need to further increase the financial transfers from central level to deliver on local demands and modernize youth centres which largely suffer from outdated equipment is the way to go. Additionally, the unconditional transfer of an equal amount to each centre could be reviewed and, if necessary, be restructured to ensure that resources are invested where they are needed and used most efficiently (Gract *et al.*, 2011).

In Canada, local authorities are not provided with specific funding for youth services: They decide how much of the Revenue Support Grant (RSG) to allocate to them. LAs can also redirect funding from other non-ring fenced areas, such as council tax and other local sources. The amounts LAs redirect varies depending on local circumstances. Thus, youth funding is a project of a joint initiative between the Cabinet Office, the Department for Communities and Local Government, the Local Government Association and the Society of Local Authority Chief Executives (SOLACE). The funding includes professional support to review the available options and to share experiences with other authorities.

Some of the fund interventions like Uwezo Fund, Youth development Fund is what the county utilizes to promote youth empowerment. However, most lacked full information on how to access them. They also felt that corruption was still a big impediment that denied most youths from benefiting from these interventions. Fear to take loans was also cited especially where funding was the intervention of choice. Some of the mitigations proposed are, simplifying the loan application procedures, sensitization of the youth on how to access loans and giving them more roles in managing these interventions (National Council for Population & Development, 2017).

Youth Economic Empowerment

The youth is considered by United Nations General Assembly as the ages of 15–24.9. However,

individual countries define youth to allow programming to be aligned to national and local realities (Sazama *et al.*, 2006). This study points to how 'youth' can be lost in crisis, unemployment among youth in this study is regarded as a crisis where their skills and talents can be lost.

By 'youth', UNDP refers to young women and men, in all their diversity of experiences and contexts, taking into consideration the existing definitions of youth used at the country and/or regional level(s). On the other hand, youth empowerment is a process where children and young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes (Narayan, 2002).

To empower the youth, there is need to institutionalize structures in government of any level whether local or national. Kar *et al.*, (1999) argues that youth empowerment is often addressed as a gateway to intergenerational equity, civic engagement and democracy building. Activities may focus on youth-led media, youth rights, youth councils, youth activism, youth involvement in community decision-making and other methods (Sazama *et al.*, 2006).

Youth empowerment examines six interdependent dimensions: psychological, community, organizational, economic, social and cultural (Edralin *et al.*, 2015). They advance that psychological empowerment enhances individual's consciousness, belief in self-efficacy, awareness and knowledge of problems and solutions and of how individuals can address problems that harm their quality of life. Kar *et al.*, (1999) articulate that this dimension aims to create self-confidence and give youth the skills to acquire knowledge. Community empowerment focuses on enhancing the community through leadership development, improving communication, and creating a network of support to mobilize the community to address concerns. Through these dimensions of empowerment, programs can work on empowering

youth in one or more aspects of their lives (Edralin *et al.*, 2015).

Empirical Studies

Kaplan, Skolnik, and Turnbull (2009) consider that the concept of youth empowerment has been constructed from the literature on empowerment ; produced within the context of what is called 'positive youth development' (Wong, 2008), related to resilience (Moody, Childs, & Sepl 2003; Travis & Bowman, 2012); and lastly on community-based prevention programmes (Holden, Cranksghaw, Nimsch, Hinnant, & Hund, 2004; Morrison, Alcorn, & Nelums, 1997; Shaw, Brady, McGrath, Brennan, & Dolan, 2014).

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Kaplan and others (2009) have based the study of youth empowerment on seven areas in programmes that fall within the concept of well-being and growth. These areas have been identified by institutions that look after children and adolescents whose disadvantaged backgrounds mean their own families cannot do so. Travis and Bowman (2012) hold that the attainment of personal well-being would help young people to no longer feel victimized, no longer perceive they are at the mercy of continued adversity.

Garriga and Tella (2014) noted that the link with politics appears in the conceptualization of youth empowerment from two perspectives. The first: as the acquisition of a space in which to make decisions and as an entry into, or influence on, specific institutions. The second: as a programme of growth and support emanating from governmental

systems. The relationship between youth empowerment and politics leads back to the taking of power in order to achieve horizontal relations with organisms decisive in social development on the basis of a critical awareness and distancing from dominant hegemonic discourse, given this, Stanton-Salazar (2010) suggested some authors highlight the aspect of empowerment that stresses motivations and ideologies prepared to face up to the hierarchies of power. According to Christens and Peterson (2012), trust in this development is based on an ecology of support in the young person's environment, and on their involvement in community activities ever at contrast with the actions of power-holding institutions. Thus, beyond those institutions with a certain weight in government, bodies that are not directly linked with power are often mentioned in this respect – tertiary sector organizations, for example – as well as the private sector.

METHODOLOGY

Research design is a blue print for collection, measurement and data analysis (Creswell, 2012). This study used descriptive survey research design. Population refers to all elements under study which the researcher uses to generalize the results (Cooper, 2008). The youth groups in Kakamega County government constituted the target population of this study. Sampling frame is a list of all elements under study from which a sample is drawn. According to the study, the sampling frame is from a population of 2001 youths in Kakamega County. Purposive and Stratified sampling was used to select groups that engage in a number of sectors such as farming, Jua kali, transport, and retail businesses. Census technique was applied since the population was manageable.

Kothari (2007) asserts that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms and the questionnaire is vital since respondents are provided with questions for each study variable and a lot of information can be collected over a short period of time (Dillman, 2000). Primary data

was collected by means of self-administered questionnaires. A pilot study is a small scale preliminary study before the main research in order to measure the validity and reliability of data collection instruments (Kothari, 2007). For the purposes of this study, all components of the questionnaires was checked and coded to ensure clarity of words and the accuracy of the statements in relation to the specific research questions, then pretested in the County Government of Vihiga; Kenya.

Data collected from the field was coded, cleaned, tabulated and analyzed using both descriptive and inferential statistics with the aid of specialized Statistical Package for Social Sciences (SPSS) version 24 software. The output of analysis was presented using tables to make them reader friendly. Descriptive statistics such as frequencies and percentages as well as measures of central tendency (means) and dispersion (standard deviation) was used. Data was also organized into graphs and tables for easy reference. Further, inferential statistics such as regression and correlation analyses was used to determine both the nature and the strength of the relationship between the dependent and independent variables. Correlation analysis is usually used together with regression analysis to measure how well the regression line explains the variation of the dependent variable. The linear and multiple regression plus correlation analyses were based on the association between two (or more) variables.

Study conceptualized Regression Model was as below;

$$y = \beta_0 + \beta_1 X_1 + \epsilon$$

Y = Youth Economic Empowerment

β_0 = Constant

X_4 = Entrepreneurship Opportunity Strategy

$\{\beta_0 - \beta_4\}$ = Beta coefficients

ϵ = the error term

FINDINGS AND DISCUSSION

The study administered 201 questionnaires. The study received responses from 181 (90.0%) out of the targeted 201 respondents. The response rate of 90.0% was achieved through support of two research assistants.

Descriptive Statistics

Entrepreneurship Opportunity Strategy on Youth Economic Empowerment

The study sought to investigate how entrepreneurship opportunities determine youth

Inferential Statistics;

Correlation

Table 1: Correlation for Entrepreneurship and Youth Economic Empowerment

		Youth economic empowerment
Entrepreneurship opportunities	Pearson Correlation	.696**
	Sig. (2-tailed)	.000
	N	201

**Correlation is significant at the 0.01 level (2-tailed). (r = 0.696, N = 97, P<.01)

From Table 1, the results showed that there was a positive association (r=.696 N=201 p<.01) between influence of entrepreneurship opportunities and youth economic empowerment.

Regression analysis for entrepreneurship opportunities

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.484	.481	.15705

a. Predictors: (Constant), Entrepreneurship Opportunities

From Table 2 the R value is at .696 which showed that there exists a strong influence of entrepreneurship opportunities on youth economic empowerment in Kakamega County. R² shows .484 on variation of youth economic empowerment caused by entrepreneurship opportunities.

economic empowerment in Kakamega County, Kenya.

Descriptive statistics entrepreneurship opportunities

49.8% of the respondents disagreed that the youth own businesses as an alternative way of job creation. Also, 49.8 disagreed that the youth have access to county tenders to boost their business ventures and 39.8 agreed that businesses owned by the youth survive for more than a year.

To establish the level of influence of entrepreneurship opportunities and whether it is a significant predictor of youth economic empowerment, the study used a coefficient of determination (R²) using regression analysis and results are as shown in Table 2.

An analysis of variance (ANOVA) was also done to ascertain whether entrepreneurship opportunities were a significant predictor of youth economic empowerment. The results were summarized as shown in Table 3.

Table 3: ANOVA of Entrepreneurship and Youth Empowerment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.604	1	4.604	186.653	.000 ^b
	Residual	4.908	199	.025		
	Total	9.512	200			

a. Dependent Variable: Youth Economic Fund

b. Predictors: (Constant), Entrepreneurship Opportunities

From Table 3 where $[F(1, 199) = 186.653, P < .05]$ it is evident that entrepreneurship opportunities influence youth economic empowerment in Kakamega county and thus a significant predictor.

CONCLUSIONS AND RECOMMENDATIONS

The findings indicate that Kakamega County does not have a structured manner on youth projects or Entrepreneurship Opportunity Strategy for youth businesses through loans and grants. This has been left to the national government. In summary, the findings suggested that there was a strong influence of Entrepreneurship Opportunity Strategy on Youth Economic Empowerment in Kakamega County.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of H_{01} which states that the Entrepreneurship Opportunity Strategy do not significantly empower the youth economically in Kakamega County, findings indicated that the Entrepreneurship Opportunity Strategy empowers the youth economically.

The study recommended for further research on Entrepreneurship Opportunity Strategy and Youth Economic Empowerment, using different methods though maintaining similar variables, however the counties should embrace the Entrepreneurship Opportunity Strategies since there is improvement in Youth Economic Empowerment.

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