

**ATTITUDE OF THE YOUTH TOWARDS ENTREPRENEURSHIP IN KENYA
INDUSTRIAL TRAINING INSTITUTE AND RIFT VALLEY INSTITUTE OF
SCIENCE AND TECHNOLOGY IN NAKURU COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been submitted for examination to any other University or College for the award of degree, diploma or certificate. Where the work of other authors has been used, relevant quotations have been made.

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DEDICATION

I dedicate this work to all my family members. These include my mum, my brothers and sisters and their families.

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DEFINITIONS OF TERMS

- Entrepreneur** : A person who sets up a business in order to get profit and is able to persevere kind of risks that may come in the process.
- Entrepreneurship** : A process of coming up with a business by creating a new product or service with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting reward of monetary and personal satisfaction and independence.
- Attitude** : Attitude is an evaluative reaction to an idea, object, or situation. It depicts how positive or negative, favourable or unfavourable a person feels towards that particular idea, object or situation in question.
- Youth** : A person of between the ages of 18 – 35 years from the date of birth.
- Tertiary Technical Institution** : A middle level institution offering technical practical skills and business skills.
- Opportunity factors** : Refers to chances or options that a person can perceive and exploit in order to come up with a profitable business which are influenced by a person's internal influences like personal traits and external influences the environment.
- Learning** : The process of getting knowledge or skills through being taught or being trained, or through reading or through practising a skill for some time thus gaining experience.
- Culture** : This refers to the ideas, customs and social behaviour of specific people or society.

- Social-Economic Factors** : Factors that show how the economic activities affect and are shaped by social processes.
- Personality Traits** : These are the characteristics embodied in a person that manifest who that person really is.
- Government Policies** : A plan or guiding principles that lead the course of action of a government, and they influence and determine decisions and actions made by the government. In certain countries they are announced by the head of government or members of parliament.
- Youth Unemployment** : A young person who does not have a job but is actively seeking for one.
- Employment Opportunities** : These are chances that are available for jobs or available ventures that can lead to job creation.
- Attitude towards Entrepreneurship** : This means how positive or negative, favourable or unfavourable a person feels towards putting a up a business by creating a new product or service with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting reward of monetary and personal satisfaction and independence.

ABBREVIATIONS AND ACRONYMS

MSE	:	Micro and Small Enterprises
SMART	:	Specific, Measurable, Achievable, Realistic, Time-bound
GDP	:	Gross Domestic Profit
NACOSTI	:	National Commission for Science, Technology and Innovation
KITI	:	Kenya Industrial Training Institute
RVIST	:	Rift Valley Institute of Science and Technology
GOK	:	Government of Kenya

ABSTRACT

Attitude means a feeling or an opinion about something or someone or a way of behaving that is caused by this feeling or opinion. Knowledge of entrepreneurship is likely to shape the attitude of the young people and motivate them to start their own business or come up with new innovations in the future without just expecting to end up in the white collar jobs or being employed. Over the years the young people have been found to favour being employed rather than coming up with their own businesses or being self-employed. This brings the question of what could be the cause for the attitude of the young people towards entrepreneurship. This study was an assessment of the attitude of the youth towards entrepreneurship in public tertiary institutions offering technical Courses in Nakuru County. The study was looking into factors that affect the attitude of the young people towards entrepreneurship. The personal traits and external factors were the independent variables while the attitude towards entrepreneurship was the dependent variable. The external factors like culture, education, infrastructure, and environment were some of the factors that were looked into as influencing attitude towards entrepreneurship. The social learning theory, social judgement theory and social cognitive theory of attitude formation, attitude change and behaviour change were adopted for the study. The study was carried out in two public tertiary institutions that offer technical courses in Nakuru County and this was a representative of other institutions in Kenya at the same level. The Institutions were Kenya Industrial Training Institute and Rift Valley Training Institute of Science and Technology both located at the outskirts of Nakuru town. The research design used was case study method. The population consisted of one thousand five hundred students and three hundred lecturers. Purposeful method and simple random sampling methods were used to select the institutions and a sample of 450 students. Data was collected using questionnaires. The validity of the instruments was ensured through constructive criticism from the supervisor. The results and discussions were presented using tables, charts and graphs. Parents and guardians of the respondents were found to have a great influence on the choices of courses that the respondents took in the institutions. It also came out that most families of the respondents run businesses at home but majority of the respondents were not involved in the running of the businesses. Lack of finances, long procedures of acquiring businesses licenses and high rates of interests charged on loans to start came out as the main challenges that would influence the attitude of the respondents towards entrepreneurship. Communication network and electricity did not seem to have a significant impact on the attitude of the students towards entrepreneurship. This study recommends that there is need to start training in technical and entrepreneurship subjects from as early as primary schools to help in cultivating young people's entrepreneurial attitude at an early stage. A similar study including more stakeholders like the parents/guardians to find out their role in influencing the attitude of the young people towards entrepreneurship should be carried out.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An entrepreneur refers to a person who comes up with a new thriving and profitable business. (Scott and Marshall (2009). According to Hisrich and Peters (2002), entrepreneurship means the process of coming up with a new business assuming the accompanying risks and obtaining profits, personal satisfaction and independence. It is an innovation to provide social solutions through starting a business, coming up with business innovations among so many other things a person can do to be productive to the economy.

1.1.1 Entrepreneurship and Youth Unemployment

The phenomenon of unemployment has become a global concern and many countries in the world both developed and developing nations are searching for ways to curb unemployment especially youth unemployment (Robertson, Collins, Medeira, & Slatter, 2003). Entrepreneurship has therefore emerged as the most well founded economic influence in the world that would solve the problem of scarcity of jobs. (Kutrako, 2005). It is particularly relevant in the development of innovation, competitiveness, job creation and economic growth (Moriano, 2006). According to Mohar, Singh and Kamal, (2007) the industrialised countries take entrepreneurship as an important way of solving the unemployment problem. They also take entrepreneurship as a way of growing and nurturing people in order to be able to start up successful businesses. The authors add that the less developed countries consider entrepreneurship as a force to move them forward economically. Countries where entrepreneurial skills are increasing, their rates of unemployment tend to reduce. (MEC, 2007). According to Reynolds, Bygrave & Autio (2004), entrepreneurship helps investments to grow by providing knowledge and through coming up with new ideas in business. Additionally, according to the authors, the activity of entrepreneurship provides a wide range of new jobs. Wenneker and Thurik (1999) also say that the art of entrepreneurship is a major boost to economic growth.

Youth population has increased considerably against scarce resources and available job opportunities. According to GoK, 2006, Kenyan population is largely youthful, 10.1 million, which is 32% of the population of the country. The GoK (2006) also states that the young people account for 60% of all the economically productive people in the country, but most of them i.e. about 65% of the young people's population do not have jobs. In addition, only

about 25% of the 750,000 young people who graduate from educational institutions access employment, while the remainder of 75% have to struggle with lack of jobs. A number of those who get the jobs also get jobs that do not match with their qualifications and with what they had aspired to become in future. (GoK, 2003). Job opportunities are quite scarce and thus it can be expected that unemployment might push some individuals into self-employment (Evans and Leighton, 1990; Acs, Audrettsch and Evans, 1994; Foti and Vivarelli, 1994). This realisation has led to a call for innovation towards job creation in many countries in order to sustain development and sustenance of the ever increasing population.

According to European Commission (2003b), among the fifteen member states, Europe has an average of 8.1% unemployment rate and it is 15% among the ascending countries. Thus there is a pressing need for new jobs. Entrepreneurship can be a key method to come up with new employment opportunities which can be quite beneficial to the Europeans' problem of lack of jobs. The survey of the European Commission (2003b), however, shows that out of the 37% Europeans aspiring to become entrepreneurs, only 15% turn these considerations into reality. Countries like Pakistan agencies that make policies have developed a lot of concern about nurturing and developing entrepreneurship. The Higher Education Commission (2008) in Pakistan encourage Universities to develop learners on the ability to think critically. They also encourage them to develop the learners on innovation and having effective communication skills in addition to mastery of subjects (Higher Education Commission 2008). Universities are therefore required to play their part in the advancement of the nation through imparting new knowledge by coming up with incubation firms, technology parks and make the acquisition of capital more flexible (Rehman, 2008).

The financial and academic institutions in India and China have taken the promotion of entrepreneurs and entrepreneurship as a priority. This is partly because it is believed that the growth that the two countries have obtained was made possible by a positive response to calls for setting up business units (The Commission of European Communities, 2005). This commission also highlights that entrepreneurship is key in helping people towards self-sufficiency by creating employment opportunities leading to higher economic status. An international consortium Global Entrepreneurship Monitor Report (GEM) carried out studies to measure entrepreneurial activities in several countries. India and China frequently registered high entrepreneurial activities (GEM Report, 2003; Manimala, 2002). In 2002 SMEs were responsible for about 60% of China's industrial production. This is because they were able to employ 75% of the workforce in cities and towns (China's Small & Medium

Enterprises! Room to grow with WTO, <http://www.usembassy-china.org>.) This is an indication that such countries have invested a lot in transforming the attitude of its people towards entrepreneurship.

Schaumburg Jeppesen & Langevang (2010) agree that there is a great enthusiasm about entrepreneurship in African countries. They add that most people are pushed to entrepreneurship for lack of salary or wage income. Thus their venturing into entrepreneurship is not by choice or as a result of taking advantage of a business opportunity but they are forced by circumstances to start a business and become self-employed. This is an indication that entrepreneurship activities may not be due to a developed attitude. In Nigeria, entrepreneurship has been taken as a crucial component for the development of economy. (Kidane & Harvey, 2009, Nafukko & Muyia 2010, & Kavithat *et al.* 2013). They gave the reason that entrepreneurship helps in the creation of small and medium scale businesses which provides jobs and this helps in generating income and raising of people's standards of living. They added that entrepreneurship also brings about good usage of human, financial and material resources of a country.

1.1.2 Attitude towards Entrepreneurship

According to Gbadeqeshin and Saheed (2016), African youth have positive attitudes and they are entrepreneurially active and ready to take risks, provided that they can be self-dependent. Due to the importance and role of entrepreneurship in the economy, the federal government of Nigeria through national Universities commission came up with a course on entrepreneurship which had to be done by all undergraduate learners in the country. This was supposed to make the development of a positive attitude towards entrepreneurship easier (National Universities Commission, 2011). The project implementation committee in Nigeria came up with an establishment which was to quicken the development of entrepreneurship education in the universities. This was approved by the Ministry of Education in Nigeria. Its role was to encourage development of effective performance of entrepreneurship among learners, staff and the community as a whole. (Nigeria Best Forum, 2011). They hoped this would eventually turn to positive results on attitude change.

In changing entrepreneurial attitude Kenya has also been struggling with the difficulty of unemployment just the same way as other African countries, according to the Economic Recovery Strategy Paper for Wealth Creation (ERS, 2003-2004). Unemployment has been a major issue for decades and many graduates are languishing in the hope of getting employed (Ogot, 2015). Ogot adds that most of the graduates are eyeing white collar jobs and dreaming

of large figure salaries. This job seeking behaviour may be an indicator of the kind of attitude that the grandaunts have towards entrepreneurship. Eisenhauer, 1995, Douglas and Shepherd 2000, GEM 2004, argue that individuals will choose self-employment as a career option if the utility derived in this choice exceeds the utility derived from employment. The number of unemployed people is increasing in line with the number of students graduating each year (Dinco- Adetayo, Fayomi & Oribabor 1998). The authors also add that the young people saw the continued unemployment problems as the government's failure to encourage the private sector. This highlights how much the young people depend on being employed rather than starting their own jobs and it is a pointer to their attitude towards entrepreneurship.

According to the World Bank, Kenya is the 17th poorest country in the world. The World Bank (2009) in their report added that though there was strong economic growth in 1995 and 1996, Kenya's economy has remained static. The GDP growth was quite low as compared to the rate of population increase. This was worsened by a severe drought that occurred from 1999 to 2000 which reduced agricultural produce and rationing in water and energy. Due to this, the GDP went down by 0.3% in 2000. (Simeon, Kaburi, *et al.* 2012). This below average economic performance highlights the need for entrepreneurship and hence the need to build a positive attitude towards entrepreneurship among the youth. The author adds that little has been done in Kenya concerning development since she has done so little in promoting entrepreneurship. This brings out the need for concern about the attitude that the youth have towards entrepreneurship.

The young people take it that acquiring of academic and professional certificates imply that one would have a very well-paying job in either the public or private sectors (Moibi, 2002). He adds that the positive or negative perspective of the young people about getting involved in entrepreneurship is as a result of what they believe entrepreneurship to be. Whatever the young people believe entrepreneurship to be, form their attitude about it. Thus for a successful implementation of entrepreneurship programme one has to determine the attributes associated with entrepreneurship and the perception towards them. Kutratko (2009), talks of a misconception that entrepreneurs are not effective academically and socially. This is because some entrepreneurs come up with successful businesses after dropping out of school or a job. This brings out a kind of negative attitude towards the concept of entrepreneurship. Thus, there is need to find out what influences the attitude of the young people to either favoring or disfavoring the concept of entrepreneurship.

1.2 Statement of the Problem

Entrepreneurship has a crucial part to play in the country's economic development. Specifically, entrepreneurship has been observed to have a great impact in managing the scourge of youth unemployment in a number of economies. The phenomenon of unemployment has become a global concern and many countries in the world both developed and developing nations are searching for ways to curb unemployment especially youth unemployment (Robertson, Collins, Medeira, & Slatter, 2003).

According to Mazura and Norasmah (2011) entrepreneurship is a long term strategy for reducing unemployment and boosting economic development through the exploitation of business opportunities available. Kimando (2012), noted that the young people in Kenya have to struggle with so many problems, one of them being lack of jobs, even if most of them are quite learned. Entrepreneurship has therefore come out as the most powerful force to drive economy ever experienced globally and taken to be a solution to unemployment. The Kenyan government has tried to come up with entrepreneurship programmes by having a lot of crusades to create awareness about entrepreneurship. But even with such efforts, the dream of people starting own businesses and self-employment has not yet been achieved.

Over the years the young people have been found to favour being employed rather than coming up with their own businesses or being self-employed. This brings the question of what could be the cause for the attitude of the young people towards entrepreneurship. However entrepreneurship is a skill which needs to be developed and fueled among a population in order to equip them with a positive attitude towards entrepreneurship, hence an attitude transformation. A positive attitude towards entrepreneurship may drive the youth to startup businesses while a negative attitude towards entrepreneurship may hinder entrepreneurial activities and desires in a person and in a country at large. The perception of entrepreneurship may form the young people's tendency to be self-employed in the future (Wang & Wong, 2004). As much as being employed is good and solves a personal economic problem, entrepreneurship addresses global challenges like creation of jobs and thus may solve the problem of unemployment.

The current status is that the young people prefer being employed rather than coming up with business ventures. If this status persists, it means that more young people will continue to graduate from learning and training institutions and will be jobless because the government may not be in a position to provide all the young people with jobs. If the young people learn and are encouraged to start up business ventures, this will create jobs for themselves and for

others who graduate after them, thus curbing the problem of unemployment for many years to come.

This study sought to assess the attitude of the youth towards entrepreneurship. Specifically, it sought to examine if learning systems in institutions had any influence on the attitude of youth towards entrepreneurship, establish the role of culture on the attitude of the young people towards entrepreneurship and find out if the social-economic factors had any contribution on the attitude of the young people towards entrepreneurship. Research on factors affecting the young people's attitude in general and especially in Kenya seemed to be scanty hence the need for a research addressing this area of knowledge.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study was to establish the factors that influence the attitude of the youth towards entrepreneurship in selected public tertiary training institutions offering technical courses in Nakuru County.

1.3.2 Specific Objectives of the Study

- i. To examine whether learning activities in institutions had any influence on the attitude of youth towards entrepreneurship in Kenya
- ii. To establish the role of culture on the attitude of the young people towards entrepreneurship
- iii. To find out whether the social-economic factors had any contribution on the attitude of the young people towards entrepreneurship
- iv. To find out whether the young people's personal traits had any effect on their attitude towards entrepreneurship

1.4 Research Questions

- i. Do learning systems have any influence on the attitude of youth towards entrepreneurship in Kenya?
- ii. Does culture have a role on the attitude of the young people towards entrepreneurship?
- iii. Do the social-economic factors have any contribution on the attitude of the young people towards entrepreneurship?
- iv. Do the young people's personal traits have any effect on the attitude towards entrepreneurship?

1.5 Significance of the Study

The study would be significant in quite a number of ways. It would help the educational policy makers to realize the need to start entrepreneurial education at a very early age in the educational programs in order to awaken the entrepreneurial capabilities within the young people at an early age. Such institutions involved in educational policy making include the Ministry of education and also the curriculum developers such as the Kenya Institute of Curriculum Development who would be required to include entrepreneurship education and skills acquisition at a very early stage in the learning cycle during curriculum development. This would make the young people be able to identify and take advantage of available opportunities as they move up the ladder in life regardless of their level of education. The study would also help the government to start thinking seriously about what institutions backing entrepreneurship should be doing to promote new venture development and thus provide them with all the requirements needed to adequately equip the young people with entrepreneurial knowledge, practical and technical skills and thus influence their attitude towards entrepreneurship.

The study would help the institutions in that they would need to emphasize more and dedicate most of the trainees learning time in developing their entrepreneurial attitude and skills. This would be achieved by dedicating more time in training on entrepreneurship and skills acquisition rather than theoretical academic knowledge which may not yield much to the trainee in future.

The institutions may also consider inclusion of extracurricular activities in their daily activities that would expose the young people to available entrepreneurial opportunities especially at the college level. Such activities would include allowing them to participate in business ideas forum competition activities where they would come up with new ideas and ventures, participate in seminars and workshops on entrepreneurship matters, have tours and industrial visits to see how small and big businesses were started and are run, invite successful entrepreneurs to give motivational talks to the trainees among other activities.

1.6 Scope of the Study

This study attempted to assess the attitude of the young people in public technical tertiary institutions offering technical courses in Nakuru County and this would apply for all other tertiary Technical and vocational institutions in Kenya. The institutions picked were Kenya Industrial Training Institute and Rift Valley Institute of Science and Technology which are

the only government tertiary technical institutions offering technical courses in Nakuru County. They are situated at the outskirts of Nakuru town. The institutions were picked out of many because the study wanted to focus on government technical training institutions. Such institutions are national and thus admit trainees from all over the country thus the study would benefit from a wide range of information.

1.7 Limitations of the Study

The two tertiary government institutions offering technical courses were likely to be inadequate to have the findings resulting from the study being replicable to related technical institutions in Kenya. In regard to this limitation, it was assumed that the attitude towards entrepreneurship of the young people in the whole country was similar regardless of the geographical size and location.

Tertiary institutions offering technical courses are run under regulations and interfering with the students and staff was a challenge. Efforts were made to assure the administration of confidentiality and non-interference with the students and the staff. Some of the students feared giving information and felt intimidated by some of the questions since some were having lower levels of education but efforts were made to make the questions as simple and straight forward as possible. The respondents were also requested not to disclose their identity by not writing their names or any details that would reveal their identification.

The study was carried out over a specific period of time which was relatively short thus may have had only a snap shot of the real picture on the ground. Even with this challenge, the study ensured that the findings were a clear manifest of the attitude of the young people towards entrepreneurship.

1.8 Assumptions of the Study

The researcher assumed that all the respondents were honest and availed correct and required data. There was also the assumption that institutions' managements availed the necessary information and documents that the researcher needed. There were factors that influenced the attitude of the young people towards entrepreneurship. All the respondents understood the concepts, responded to questionnaires given and returned them to the researcher.

1.9 Organization of the Study

The research project is divided into five major chapters. Chapter one covers the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, assumptions of the study and the organization of the study. Chapter two gives an introduction of the chapter and focuses on the review of theories related to attitude formation. The chapter also gives the reviewed literature and research gaps. It also gives and discusses the conceptual framework. Chapter three covers the methodology employed to carry out the study. It discusses the research design, population of the study, sample size and sampling procedures, pilot test of the study, data collection instrument and procedure and data analysis and presentation of findings. Chapter four presents findings and discussions related to the attitude towards entrepreneurship from the young people in Kenya Industrial Training Institute and Rift Valley Institute of Science and Technology. Chapter five outlines a summary of the study findings, conclusions drawn from the summary and the recommendations related to the study. The chapter also outlines the suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives the theoretical framework of the study. The Theoretical frame work of this study was adopted from the theories of attitude formation and attitude change and also behaviour change theories. It also highlighted the conceptual framework. The chapter also gave the literature on the personal and external factors influencing the attitude of the young people towards entrepreneurship. These factors included personal factors like motivation, creativity, and innovation and also external factors like infrastructure, business skills, education and training, culture, finances and government policies. This chapter also highlighted the empirical study and the research gaps observed.

2.2 Theoretical Framework of the Study

The Theoretical frame work of this study was adopted from the theories of attitude formation and attitude change and also behaviour change theories. This was because the study was looking into the attitude of the young people and why they behaved in a certain way towards Entrepreneurship. The specific theories of attitude formation and attitude change used were social learning theory, social judgement theory and social cognitive theory of attitude. Ajzen's theory of planned behaviour and Sapero's model of Entrepreneurial Event Theory were also used.

2.2.1 The Social Learning Theory

The social learning theory pays particular attention on the development of cognitions interconnected to the expected outcome of behaviour. According to McDonald and Kielsmeier, (1970), this theory suggests that a person obtains attitudes by observing other people's behaviours and imitating them. The author adds that the person being observed must be convincing to the observer (Bednar & Levie, 1993). Credibility is largely achieved by creating trust and deep conviction. Observational learning is greater when the objects being observed are seen to be trustworthy and convincing (Zimbardo & Leippe, 1991). According to this theory the opinions that young people hold towards entrepreneurship could have been acquired by observing the society around them in early stages of life. The young people observed that a person who studied and became a doctor, engineer, pilot, among other professions was hailed and a person who started a business was not recognised as much or

was not taken to be as successful or took long to succeed in life. Thus the young people could have been conditioned to this thought and therefore need to be communicated to and informed in order to have some new learning experience which will make them have a change of attitude towards entrepreneurship.

The other theory used in this study was the affective-cognitive consistency theory. This theory examined the relationship between attitudes and beliefs. The theory suggests that the affective component of the attitude system may be changed by providing new information through a persuasive message. Once the individual has listened to the new information, his or her opinion about something or someone will change according to their understanding. Thus processing of the message requires that the audience pay attention to and understand it, then accept and retain it (Zimbardo & Leippe, 1991). According to this theory, an individual must listen to and understand the communication before acceptance can occur. It is during this time of listening and understanding that the individual can be able to change and act in accordance to the new opinion. According to this theory the young people could be given information or exposed to information about entrepreneurship in order for them to have more information about entrepreneurship and accept or reject the importance of entrepreneurship. The information could include the benefits of entrepreneurship like it provides employment to the entrepreneur and also to others through creation of job opportunities. The information could also include benefits brought to the nation as a whole like bringing about economic growth. Such information could influence the attitude of the young people towards entrepreneurship. This theory is relevant to this study in that it reveals one of the ways that could be used to influence the attitude of the young people towards entrepreneurship. This is by giving information and communicating to the young people about entrepreneurship which could bring about understanding and thus influence attitude.

2.2.2 The Bandura's Social Cognitive theory

This theory proposes that people are driven not by inner forces, but by external factors. The theory suggests that human functioning can be explained through the interaction of three factors. These are behaviour, personal and environmental factors. According to Bandura (1997), environmental factors represent influences that come from the surroundings which lead to formation of behaviour while personal factors represents those influences that come from within a person like instincts, drives, traits, and other individual motivational forces. People who have ventured into entrepreneurship and have started businesses are said to be

facing many challenges such as poor infrastructure, lack of finances, unsupportive government policies, among other challenges. These could be referred to as the environmental factors. Young people growing up and observing people struggle with these kinds of challenges may develop a certain attitude towards entrepreneurship. If the people struggling later become successful the young people may desire to go through the same and become successful while other young people may feel that the struggle is too much and the results are far from reach and this may make them have a different attitude. This theory is important to this study in that it highlights other factors apart from those within them that would influence the young people's drive towards entrepreneurship.

2.2.3 Ajzen's Theory of Planned Behaviour

This theory assists in understanding how people's behaviour can be changed. Ajzen (1991) explains three factors which are very important in changing behaviour. The first one is the belief and attitude somebody has towards performing the behaviour. This is the judgement of an individual to perform a particular behaviour, the results expected and the effect the outcomes will create (Ajzen 1991). The theory explains that people will choose to become entrepreneurs if the benefits they expect to get from the entrepreneurial activities is greater than the benefits they expect to get from the best employment they can find in the market. These benefits could be profits obtained from factors like income and independence among others. In relation to this study, a young person will go for entrepreneurship if the venture to be taken has fewer challenges like more income than the employment, less struggles with obtaining licences, has more independence and as such would make them have a positive attitude towards entrepreneurship.

The second component of the Ajzen's theory is the subjective norm. This represents the individual's position of the values, thinking, beliefs and customs held by other people especially those close to the person example parents. These are people who have much influence on an individual's life. The theory gives a simple example of social norms of parents who expect their child would become a doctor or engineer in the future, just because these careers are valued highly in the community. A young person growing within such a community will do their best to satisfy this expectation. Another example given is that a student could have a positive attitude towards entrepreneurship because one of the parents is an entrepreneur and successful as such. A young person growing within this environment will work hard to become great entrepreneurs like the parents. Thus in this study the social

aspect, culture, in this study is kept as an independent variable because culture could impact differently in different individuals and more supportive in one area than in another. Krueger, Reilly and Carsrud (2000) say that the most important social influences to attitude and behaviour are any role models, or mentors such as friends and family.

The third component in the Ajzen's theory is the perceived behavioural control. The perceived behavioural control is the personal perception of the ability to perform a given behaviour. The theory gives a scenario of two groups of people in the same entrepreneurial environment. One group consists of people with high entrepreneurial self-efficacy. These people are confident of their abilities, love challenge and have a high need for achievement. They take an environment that is full of challenges positively and perceive it as one full of opportunities. This group may realise that the business environment is full of risks, uncertainties or dangers and still feel more confident facing the challenges. This first group with high self-efficacy are more hopeful in predicting the results of behaviour.

The second group of individuals is the one with low entrepreneurial self-efficacy. This group may judge an environment with challenges as one full of risks and costs and thus may not feel confident to take up the challenges. The explanation using two groups with different points of views shows the confidence of entrepreneurs in their capability to successfully obtain their goals in unfavourable conditions. These people are more likely to have a higher intention to start up a business (Chen, Greene & Crick, 1998). The first group may see possibilities in the midst of challenges while the second group may see impossibilities because of the challenges. The beliefs and attitudes of these individuals make them see an entrepreneurial environment differently. Start-up intentions come from two main dimensions. These dimensions are, perceived desirability and perceived feasibility with the support from a natural tendency to spot opportunities. In a study of Mai and Anh (2013) desirability is considered as a desire to create a new venture and feasibility as the confidence to start up new enterprises. Thus the young people need to have the will to create new businesses and the also have the confidence to push the ventures forward.

The Theory of Planned Behaviour is important to this study in that first, it highlights how attitude is influenced by the benefits obtained from a different ventures and that people will judge a venture that is more profitable more favourably than one that is not. In this case a young person may compare between coming up with a business and being employed and be positive towards the more profitable one. The theory is also important to this study in that it

also reveals that close people like parents, role models, mentors and others could be influential in the formation of a person's attitude towards something. It reveals that what the very close people approve of may create a belief in a person that that is the way that should be followed. Thirdly, the theory shows that different people have different personalities which make a person's inner traits and perceptions influence their attitude.

2.3 Empirical Review of the Study

2.3.1 Attitude

According to the MacMillan dictionary, attitude refers to someone's feelings or opinions about something which is mostly seen through the way they behave. Ajzen (2002) defined attitude as the tendency to respond in a general favourable or unfavourable way with respect to the object of the attitude. Attitude towards entrepreneurship is an important aspect which helps to predict potential entrepreneurial behaviour in future. Young people who have the right attitude toward entrepreneurship will be more inclined to depend on themselves and run their own businesses after graduation rather than being employed (Kolvereid & Isaken, 2006).

Krueger and Carsrud (1993), and Lee, Chen and Chuan (2004) are of the opinion that attitudes of people are precursors to their behaviour. Guerero, Riaph & Urbano (2008) agree that attitude towards entrepreneurship is one of the factors that determine the resolve of becoming an entrepreneur. Thus the attitude of the young people towards entrepreneurship was causing a positive or negative feeling towards entrepreneurship. Nabi and Holden (2008) indicate that conditions for entrepreneurship have much improved. They point out that even with this improvement, the business start-up intent among the graduates is relatively low. This raises the question why there is a problem of the young people going into entrepreneurship, even after improvement in entrepreneurial conditions.

According to Lim (2011) positive attitude is a very important mind-set which should be possessed by all entrepreneurs. The same author adds that together with having specialised or technical skills, the entrepreneurs should also have a positive attitude, which will enable them to achieve their entrepreneurial goals. The positive attitude will help the potential entrepreneurs to start and move their ventures and have the energy to go through any challenges. A potential entrepreneur whose attitude has not been worked on may succumb to challenges and may feel that they are not up to the game and may not be able to heal from the

feeling. This moment is when having a positive attitude is so important. Thus there was need to look at the attitude of the young people towards entrepreneurship.

The formation of attitude comes in various ways and it is an ongoing process which depends on the happenings and experiences in one's lifetime (Trulsson, 2002). He adds that many of these happenings and experiences are external and could be as a result of interactions from family, school, religion, work and, to an increasing extent, the media. Other important influences could be social such as conforming to peer pressure, complying with the rules and regulations imposed by authority, and by identification with those considered as role models. Despite these numerous influences, the ones which ultimately lead to attitude formation are determined by internal functions, which serve to decide the attitudes that will best suit the individual's needs and those of the outside world. Thus there could be factors from the environment or from within that were affecting the attitude of the young people towards entrepreneurship and this study was meant to bring out these factors.

Kotler and Armstrong (2004) also agrees that the belief and values in a society form and influence attitudes and the way individuals behave. He adds that belief is formed in the individual through interactions with other people in the society as she/he grows up. Different people grow up in different environments and associate with different kinds of people. Individuals also have unique personality traits and past experiences. These differences make them evaluate the same feelings and emotions differently. This means some individuals may have positive feelings towards entrepreneurship while others could respond with a negative reaction.

2.3.2 Entrepreneurship

As stated earlier, entrepreneurship is the process of creating something new with value by dedicating adequate time and effort and taking into consideration the risks that could be associated with the process. The risks could be financial, emotional or even social (Hisrich & Peters 2002). Teshome (2014) adds that entrepreneurship is the art of setting up and running an enterprise in a profitable and sustainable manner. This implies that an entrepreneur is somebody who is innovative, daring and who is able to identify opportunities where others see risks.

Entrepreneurship is very important especially in creation of jobs which are so much needed by the young people today in many countries in the world. The European Commission (2003a) stated that promoting entrepreneurship is thought to be the method to create the jobs

needed in European Union which sum up to 0.6 million positions. The government may not have these chances to employ thus entrepreneurship could be a solution. This makes a positive attitude towards entrepreneurship very important.

Reynolds *et al.* (2004) highlights that new firms appear to provide 2% to 15% of the current jobs in the Global Entrepreneurship Monitor countries. The author also highlights that job creation is highly correlated with the level of entrepreneurial activity because the more entrepreneurial activities there are, the more jobs are created. Lumpkin & Dress (1996) say that entrepreneurship promotes business expansion, technological progress and wealth creation. Thus entrepreneurship could be a solution to many unemployed young people in most of the countries in the world and thus need for concern about the attitude they have towards it.

2.3.2.1 Entrepreneurial Opportunities and Youth Unemployment

Entrepreneurship arises from opportunities. Opportunities means the extent to which chances for new enterprise exist and the extent to which entrepreneurs are able to exploit these chances. According to Scarborough (2011), opportunities are positive external options that a firm or a person can exploit to accomplish their missions, goals and objectives. The number of potential opportunities are so many thus the young people need to identify only those that are most crucial to their intentions. Opportunities arise as a result of factors beyond an individual's control. The young people should keenly identify those opportunities that best match their business strengths and interests and then keep pushing them ahead to come up with successful businesses.

According to Bwisa (2011), entrepreneurial opportunity may be defined as a market opportunity or a begging demand waiting to be fulfilled. Entrepreneurship springs from either a real opportunity or an entrepreneur's realisation that there is an opportunity which needs to be exploited. It is important to have the ability to recognise these opportunities when they arise and to implement the necessary steps for action. A country that creates a stable economic atmosphere and also has minimal income inequality is likely to generate more entrepreneurial opportunities than one with say 5% of the population controlling 95% of the national income (Bwisa, 2011).

Hisrich-Peters-Shepherd (2009) says that the identification and evaluation of opportunities is quite a difficult task. Most of the good business opportunities do not just come by but they come as a result of an entrepreneur's keen awareness to possibilities or use of ways that point

out at potential opportunities. For example an entrepreneur asks questions at events whether anyone is using a product that does not adequately fulfil its intended purpose or one that is leaving some unfulfilled gaps. This person is constantly looking for a need and an opportunity to create a better product. Another entrepreneur always monitors the play habits and toys of the young children. This is her way of looking for any unique toy product niche for a new venture. Whether the opportunity is identified by using input from consumers, business associates, channel members or technical people, each opportunity must be carefully screened and evaluated. This evaluation of the opportunity is perhaps the most critical element of the entrepreneurial process, as it allows the entrepreneur to assess whether the specific product or service has the returns needed compared to the resources required. This evaluation process involves looking at the length of the opportunity, its real perceived value, its risks and returns, whether it matches with the personal skills and goals of the entrepreneur and its uniqueness or competitive advantage in its environment (Hisrich-Peters-Shepherd, 2008). Such an environment could only be realised by people who have been prepared, are alert and have the right attitude to take up the opportunities.

2.4. Learning

2.4.1 Education and Training

Education is the most important asset for the entrepreneur. Education as a tool of entrepreneurial development keeps the entrepreneur informed as well as rational in approach. Educated entrepreneurs are more aware of the government policies and incentives provided by the government than their uneducated counterparts. Similarly the increase in experience level is directly related to the awareness of environment. In developing countries, training is also a necessary instrument for development of entrepreneurs (Sangram, 2010). According to Gbadeqeshin and Saheed (2016) entrepreneurship education is much needed to improve innovative start-ups in Africa.

Deakins and Freel (2012) say that for younger entrepreneurs who have inadequate experience, skills and competencies, education could have a key part in providing a favourable atmosphere for formation of business ideas. There is a suggestion that the young entrepreneurs of age up to 30 years are not adequately represented in entrepreneurship because of inexperience, lack of skills, incompetency and lack of finances. They also add that idea formation may be affected by less educational experience and lack of early training. Education should provide situations that stimulate creativity, improvisation and problem

solving. In the United Kingdom, keen attention is being paid on business abilities such as problem solving, group work and generation of ideas. Formerly, schemes in the United Kingdom such as the Enterprise Insight initiative, which was designed to highlight the success of young entrepreneurs have had rather limited appeal to success. Creative thinking can also be intensified or limited by the education system. This will affect the way we view opportunities, not just in our early years in life but throughout the rest of our life as well.

Nteere (2012) says that low levels of education of the SMEs make them weak and lack potential to meet the needs of the sector. He adds that the institutions expected to provide technical services to MSEs are also weak and lack specialised capacity to meet the needs of the sector and that where such capacity is available, there exists poor connections between MSEs and the training institutions. Government organizations can offer training and consultation services to improve the environment for starting enterprises.

Peterman and Kennedy (2003) have pointed out that education programs can remarkably change the entrepreneurial intentions of participants. Scott *et al.* (1998) argued that education plays two important roles in the process of creating a positive impact in economy. First, education increases the supply of entrepreneurs with general knowledge in the economy. Second, education improves the effectiveness of potential entrepreneurs through improving their interpersonal, management and business skills.

Scott *et al.* (1998) also says that it is widely believed that levels of educational levels have effects on entrepreneurial behaviour. The same author also observed that the wide difference between the educational profiles of entrepreneurs in low and high income countries is obvious. In high income countries 57% of entrepreneurs have a postsecondary education. In these countries it is only about 13% that have not gone through the post-secondary education. This suggests that in these countries the education systems are tending to build skills conducive to entrepreneurship. On the other hand almost half of the entrepreneurs in low income nations have not completed secondary education. In the poorest countries, only 23% of the entrepreneurs have a post-secondary education. The middle income countries fall between these two extremes and they lie more towards the more educated end.

Sexton (1997) concluded that entrepreneurs with general education tend to be more successful than those with less favourable education. They are seen to be even more successful when general education is combined with experience. It is anticipated that level of

education acquired by an individual has an influence in entrepreneurial performance because apart from one being creative thinker, education encourage good standards and low tolerance for ambiguity.

The 8-4-4 system of education in Kenya was tailored to impart appropriate skills in order to encourage self-employment. However, due to the high costs, poverty and lack of facilities, there have been high school dropout rates. Most of the youth either drop out of school or graduate without necessary skills for self-employment. The country's training institutions are also either inadequate and some of those that exist lack the essential facilities and technology to prepare learners for the challenging market demands. (Gorman, Hanlon and King, 1997). The same authors add that, sub-standard training institutions have come up to take advantage of shortage of training opportunities to exploit desperate youth.

Kourilsky, (1998) highlight that in most cases, there is no linkage between the training institutions and either the formal or informal (Jua Kali) sector. The youth trained in these institutions cannot, therefore, be immediately absorbed into the job market due to lack of connection. This means the training being offered by the institutions does not meet the needs of the industry. In addition, the society's attitude towards the Jua kali sector discourages many youth from venturing into it. This is because the Jua Kali is seen to be for people who performed poorly in their education.

The exposure to entrepreneurship environments also lead to the development of the attitude and intention (Ibrahim, Habshah, & Ooi, 2009). Favourable environments influence the desire to become an entrepreneur. The authors thus add that inclusion of other extracurricular and exposure to entrepreneurial environments could influence the attitude of the young people towards entrepreneurship. Thus this should be introduced in learning institutions.

Researchers have carried out studies which focus on Youth and Entrepreneurship and also on the attitude of the youth towards entrepreneurship programmes. Dinonco-Adetayo (2006) says that entrepreneurial programs have developed quite a lot in educational institutions especially within the past twenty years and the only thing that is to be worked on is the young people's mind-set. He adds that the middle and high level learning institutions are giving entrepreneurship programs to undergraduate, graduate learners and also practising and potential entrepreneurs just to try and change the mind-set

Orford *et al.* (2003) interviewed several South African entrepreneurs to obtain information on the main obstacles they face. The results of their study came out that the major obstacle was lack of education and training among most of the entrepreneurs in South Africa. Carter, Gartner and Reynolds (1996) suggests that in order to have more people going into entrepreneurship, there is need to acknowledge that there is need to train people on business start-up, growth and also offer continued advice. Mohammad, Syed, *et al.* (2008) conducted a study on entrepreneurial activity in Malaysia and concluded that education at the primary and secondary levels is seen as quite essential in imparting entrepreneurial skills during this human development stage. The potential entrepreneur could also be lacking in skills, knowledge and experience and this would impact upon their attitude towards entrepreneurship.

According to Schoof (2006). The impact of entrepreneurship education has been recognized as one of the crucial factors that help youths to understand and foster an attitude toward entrepreneurship. Entrepreneurship education is also found to impart knowledge on formation of new ventures and the importance of self-employment and thus prepare the minds of the young people towards entrepreneurship. He notes that there is a problem in this area in that that even when educated, many young people lack linkages to business. This means that after the entrepreneurship education the young people should also be linked to businesses in the formal and informal sectors. Entrepreneurship has a great contribution to economic growth, and thus the governments should aim to create a culture of entrepreneurial thinking and behaviour by including entrepreneurship into education systems in schools.

2.4.2 Business Skills

For a person to be a whole entrepreneur there is need to have both technical and business skills. These will assist her/him to start up and manage a business. Technical means hands on knowledge to do a certain job while business skills means having knowledge in aspects such as business planning, product development, marketing, finance, negotiation, leadership, creative thinking among others (Moussa, Gonzalez, *et al.* 2013). This is because a person may have the technical knowhow but may be lacking in the area of enterprising. Nteere (2012) also points out that lack of basic skills in business management, entrepreneurship education and lack of exposure of potential MSEs to modern business management skills are major challenges. Due to this, young people therefore are less prepared to compete in the

global environment. This could be making many start-up businesses to fall and thus influence the attitude of the young people negatively.

Kaburi, Mobegi, Kombo, Omari and Sewe, (2012) highlights that the Kenyan school curriculums have not been preparing youth for employment. As a result of this, most of the young people do not have any knowledge and skills of business start-up and management. The authors also say that starting up businesses come into the minds of the young people once they realise that they cannot get jobs. The traditional approach to vocational and technical training has not addressed this need either because there is no component of business start-up, survival and growth stages in the curriculums. The training in the vocational and technical training institutions should be demand driven, value adding and address specific needs of the potential entrepreneurs. In addition most of the institutions training on entrepreneurship and business development suffer from inadequate capacity like lack of adequate machinery among other challenges, and thus they are unable to offer training in a wide range of trades.

Namusonge (1999), notes that in order to meet the needs of the school leavers and bring them more in line with national ideological aspirations, policy initiatives should be taken at national level to orient curriculum to introduce enterprise education in schools. He further adds that successful training of entrepreneurship should result to positive attitude towards choosing entrepreneurship as a career.

2.5 Culture

Culture refers to the customary practices and beliefs of a people or a society. Culture has a crucial role on the basic values, perceptions, preferences, and behaviours of people (Hofstede, 1991). A person's traditions and the behaviour of those around him/her are environmental factors that can contribute to the formation of attitude towards anything and in this case towards entrepreneurship.

According to Krueger (2003), a culture having entrepreneurial values and patterns would lead to more individuals showing psychological traits and attitudes consistent with entrepreneurship. Davidsson (1995) says that a culture that supports entrepreneurship makes self-employment to be more valued and socially recognised. Lina, Urbano and Guerrero (2011) agree with the same and they also say that a high evaluation of entrepreneurship in a society will lead to more positive attitudes and intentions by individuals towards self-employment. In addition, positive or negative perceptions that a society has about

entrepreneurship can strongly influence the motivations of people to go or not to go into entrepreneurship. Societies benefit from people who are able to recognise valuable business opportunities and who are able to exploit them to bring profit.

People who have grown up in societies where people are mostly engaged in businesses have a pro-business attitude and may not admire working as employees. Most of these people will feel unsuited in employed jobs due to a strong culture of independence or other reasons. Kotler and Armstrong (2004) are of the opinion that people engaged in employed jobs, pressure their children to find secure jobs and crush their entrepreneurship spirit at a very early age. Cultures where people are risk averse and do not attach much importance to hard work and persistence are not conducive to entrepreneurship. Shinnar, Pruel and Bryan (2010), did a research on the attitudes towards entrepreneurship in Northern Carolina universities of students not related to business. They found that parents played a very big part in forming the students' attitudes. They noted that entrepreneurial ambitions are likely to come from homes where their parents owned their own business and had allowed them to participate in the businesses.

According to Kaburi, Mobegi, etc., (2012), there is a gap between what the older generations expect of the young people on one hand and the expectations of the youth themselves on the other hand. They add that there is an assumption that white collar jobs are best and little encouragement is offered to the young people to take up the blue collar jobs. Individuals who have family members or close friends who are entrepreneurs tend to be more likely to start their own business than those individuals who have not experienced the same level of exposure to entrepreneurship.

Schoof (2006) in his study concluded that the community has an important part to play in mentoring and empowering young people. He also found out that role models contributed significantly to the attitude of the young people towards self-employment. The more a young person interacted with a successful entrepreneur, the more likely he/she will admire entrepreneurship and aspire to be one in future. Role models and mentors are able to guide and develop the young people through character and relationship building and this influences their attitude towards entrepreneurship. The role models should offer inspiration, motivation, and direction on how to start, grow and manage their businesses.

2.6 Social-Economic Factors

Socio-economic factors are the social and economic experiences and realities that help shape an individual's personality, attitudes, and lifestyle (Murphy, 2001). These factors can also define regions and neighbourhoods.

2.6.1 Infrastructural Facilities

Infrastructural facilities such as transportation system, railways, roads, bridges, waterways, airways, significantly affect the entrepreneurial development. Such are vital for the successful operation of entrepreneurial activities and they influence start up and growth of a business (Trulsson 2002, Liao, Welsch & Pistrui, 2001). Carter, Gartner and Reynolds (1996) are also in agreement that the availability of such facilities will encourage the start-up of new businesses and their growth. Transportation system affects the size of the market. If transportation costs fall, the entrepreneur receives a greater income for his/her products and the price of manufactured goods offered is equally reduced. The availability of other facilities like water, electricity, road, etc. also influence the growth of businesses. Sangram (2010) is also in agreement that government support through infrastructure development, facilitation, industrial parks encourage entrepreneurship. He adds that lack of lengthy procedures in obtaining such utilities also encourage entrepreneurship in a big way. Such would affect the attitude of the young people positively.

The information and communication infrastructure in most African countries are weak. Access to information and infrastructure is considered a very crucial condition for socio-economic development in this age of globalisation and information economy (Cogburn & Adeya, 2000). Also according to Eifert and Ramachandran (2004), Africa has low telephone penetration, inadequate broadcasting facilities, computing infrastructure, and other consumer electronics. These challenges could be some of the reasons affecting the young people's attitude towards entrepreneurship.

The other part of infrastructure is the state of the institutions that that are supposed to be imparting skills to the young people. Most of these institutions providing training on entrepreneurship and business development suffer from insufficient capacity thus they are unable to offer training in a wide range of trade (GOK 2007). This would include lack of equipped workshops and laboratories, poor state of training machines and equipment machines among other infrastructural facilities. In addition potential entrepreneurs enter the sector when they are not well prepared to effectively contribute to its success. Young people

who go through training in a well-equipped infrastructure may be well prepared thus join the industry well skilled. A young person who has observed entrepreneurs go through challenges caused due to lack of good infrastructure may have a negative attitude towards entrepreneurship. On the other hand, a young person who succeeds due to good infrastructure may have a positive attitude towards entrepreneurship.

2.6.2 Availability of Finances

Finances are very important in coming up with a business. The availability of finances enable the entrepreneur to bring together the raw materials, machineries, equipment and other facilities that are required to produce goods or services. These finances could be obtained through family funds, a business loan or a person's savings. Policies that increase access to bank loans and loans with reasonable interest rates contribute significantly to the promotion of new businesses (Gnyawali and Fogel, 1994).

Easy access to loan facilities with fair interest rates can boost the small scale sector and influence the investment decisions. According to Sangram (2010) institutions like the banks provide monetary assistance to the entrepreneurs in setting up and running their businesses. Many young entrepreneurs have a challenge in accessing institutional finances particularly because they are less likely to have a strong credit history. Most tap into personal savings and also obtain money from family and friends in order to finance their early operations. This affects the initial stages of starting a business and the mentality that it is hard to get finances to start-up businesses could be having a negative influence on the attitude of the youth towards entrepreneurship.

Lack of finances is one of the limitations towards coming up with new businesses. It is important that entrepreneurs have access to retained earnings of the companies and also finances from outside investors. This will help them to survive and grow (Pretorius and Shaw 2004 and Atieno 2009). Maas and Herrington (2006) indicate that the second major cause of the low tea rate in South Africa is lack of financial support. Similarly, Pretorius and Shaw (2004) observe that most entrepreneurial undertakings in South Africa fail due to lack of finances and resources. This shows that lack of finances contribute greatly to the young peoples' inactivity in entrepreneurship.

2.6.3 Government Policies

From Wikipedia (2011), a government policy is a guiding principle of a government's political activities, plans and intentions. It could also mean, an entire legislative session at the

assumption of office. In certain countries, they are announced by the head of government or a minister of the parliament. In constitutional monarchies this function may be fulfilled by the speech from the throne.

Government policy in this study is any course of action which aims at regulating and improving the conditions of SMEs in terms of supportive, implementation and funding policies by the government. Government policy as it relates to entrepreneurial practice is meant to encourage entrepreneurship by making a favourable environment for the entrepreneurs. The government does this through putting into place guidelines that will favour entrepreneurial activity. This is because entrepreneurship is the core of a nation's path to industrialization.

One of the reasons government regulations are put in place is to safe guard economic activity and facilitate business operations. If poorly designed they can become obstacles to doing business (Gnyawali & Fogel, 1994). Government regulations that do not support business start-ups and growth may be perceived negatively, especially by those interested in starting new businesses.

Gentry and Hubbard (2000) argue that high tax rates discourage entrepreneurship. In India the issuing of licenses and high taxations had been cited as among the major challenges business people face in the starting and running new businesses (Awasthi & Sebastian, 1996). Government needs to put into place policies that would be favourable to the entrepreneurs. There is need for government to consider businesses while putting policies in place in order to encourage the business starters and those already in business.

According to the sessional paper on Development of Micro and Small Enterprises for Wealth and Employment Creation for Poverty Reduction (2005), small enterprises are faced with many challenges and constraints. Among these constraints is unfavourable policies. The process of transacting business with the government agencies is very bureaucratic and lengthy. This greatly affects the operations of the MSEs by diverting the scarce resources from the production to sheer administration duties of the business. Frank *et al.* (2005) say that the businesses will normally change the way they operate when government improves on rules and regulations. This is because these policies cause quite a deal of the business destabilisation thus affecting competitiveness and profitability of businesses.

Moussa, Gonzalez, *et al.* (2013) highlights some of the SMART regulations that can encourage entrepreneurship. Such regulations include making tax payment an easy process,

encourage on-line filing and electronic business registration, offering of cadastre information and setting of fixed transfer fees. He adds that high taxes that cut into the returns usually discourage entrepreneurs. Frequent changes of government policies caused by things like unstable political conditions also discourage business. This is because investors fear for the safety of their investments. Dreher and Gassebner (2007) also talks of a negative relationship between the number of licenses and permits required for entry and new firm formation rate. The many permits required to start-up businesses discourage the business starters. Tax rates could also become an increasingly important factor influencing the level of entrepreneurship. This is because the tax burden falls on the younger, current working generation (OECD, 2004). Thus the strenuous application and obtaining of licences pushes up the costs of starting up of businesses and thus impact negatively on profitability. This could influence the entrepreneurs' decisions to start business ventures (Van der Horst, Nijssen & Guhan 2000). The young people would view these challenges as hardships in going into entrepreneurship and this may influence their attitude towards entrepreneurship.

2.7 Entrepreneurial Personal Traits and the Young People

Entrepreneurial Personal traits can be defined as organized set of characteristics possessed by a person that determine their entrepreneurial personality. Entrepreneurship has become widely known as a driver of sustainable economic growth. This is because it creates new businesses, brings about innovation and introduces new competition thereby contributing to productivity.

Being an entrepreneur requires much more than just a big idea. An entrepreneur should be someone who possesses unique traits, skills and characteristics that enable them to beat any obstacles and go after their dreams no matter what. According to Ciavarella *et al.* (2004), there are personality traits that are linked to entrepreneurial activity and these traits point out to a person who can be an entrepreneur. For example a person who is creative would have more chances of becoming an entrepreneur than one who is not creative.

An entrepreneur is an individual who possesses the drive, ambition, foresight and imagination to break through traditional barriers, overcome social stagnation and transform theory into practice (Kuratko, 2007). An entrepreneur is an action oriented individual. He/She has always the drive, the energy to accomplish goals. Being a creative individual, an entrepreneur has bright ideas and is ready and willing to initiate action towards the realization of the objectives. The entrepreneur is also described as a person who is able to look at the opportunity offered by the environment, gather together the available resources

and implement action to maximize those opportunities in order that production can take place (Kline, Stegall, and Steinmetz, 1982).

Entrepreneurship could then be taken as a creative process that motivates an individual to undergo the stages of idea formation, conceptualization, business creation, and commercialization. Ideation is the process of generating ideas and becoming thoroughly familiar with them. It is a period of sleepless nights thinking for business opportunities. Conceptualization is a process of generalizing the possibility of the ideas into tangible offer by considering all the factors needed in producing and marketing the product.

William and Andrew (2011) argue that what drives entrepreneurial activity is that people perceive opportunities and have the skills to and motivation to exploit them. People with a negative attitude may not pursue an entrepreneurial activity even after perceiving it. Kuratko (2007) also says that there are some traits that portray a successful entrepreneur. Such traits include achievement, creativity, determination and technical knowledge. An entrepreneurial family would have the chance to nurture and support these personal entrepreneurial traits. If these traits are established and supported early in life, it will lead to a positive attitude towards entrepreneurship which will lead to entrepreneurial success. This will make it easier for the young person to adapt quickly to the entrepreneurial activity.

Bwisa (2011) says that an entrepreneur is an individual who adds value to resources from low to higher productivity and yield. The entrepreneur should be able to perceive an opportunity of either starting a business or adding value to a product or service and exploit it. Perceiving an entrepreneurial opportunity alone is not enough. The potential entrepreneur should also have the drive and motivation in order to be able to take advantage of the opportunity to start up a business.

2.7.1 Creativity and Innovation

According to Clegg (2000), creativity is the ability to connect previously unrelated things or ideas to come up with something valuable. Innovativeness reflects a person's readiness to support new ideas, have originality and create something unique (Lumplik & Dess 1996; Baker & Sinkula 2009). Creativity and innovation are the art work of an entrepreneur and are the keys which define the aspect of entrepreneurship. Entrepreneurs therefore come up with new products, new methods of production and open new markets. Thus an entrepreneur must be creative and able to add value. Entrepreneurs can use various methods to improve creativity. One such method can be brainstorming. Brainstorming can help a group of

entrepreneurs sell ideas to each other and through the sharing, they can come up with quite unique ideas. Creativity and innovation are therefore very crucial in entrepreneurship and they need to be applied in order to be successful in business.

The success of an entrepreneurial venture depend on the traits of the entrepreneur. The entrepreneur is the leader and driver of the venture, and together with being creative and innovative, he/she also requires such skill-set characteristics as hard work, persistence, ability to manage and minimize risk. Such characteristics will give a young person the drive to move things to success. In order to create unique goods and services entrepreneurs need to be creative and innovative in order to make a difference. They should be able to do old things in a new way or produce old products in a new way (innovativeness) or come up with new ways or new products (creativity).

2.7.2 Motivation

Motivation refers to the internal and external factors that stimulate desire and drive in people to be continually interested and committed to a job, role or subject. According to Deakins and Freel (2014), these factors include the zeal to be innovative, the drive to have a successful organization, the will to use specific talents effectively, the desire to be one own boss and the need for independence among others. When a person has the motive to start a business, the intention will be to build a successful organization in the future. The outcome of building a successful organization will lead to economic development through employment formation, SME development as well as wealth creation.

Entrepreneurship therefore occurs when an individual's perceives an opportunity and has the motivation and skill to pursue that opportunity (Wolff and Pett 2006). It is possible to have a country or society rich in perceived opportunity but impoverished in terms of actual entrepreneurial activity because few people are motivated or trained to take advantage of the opportunities. This may explain why most immigrants start businesses where the hosts did not see any. Bwisa, (2011) gives an example of the Kikuyu in Kenya who pioneered in starting businesses in areas where they had migrated to when colonialists displaced them on their ancestral land as the hosts ethnic groups lagged behind.

2.7.3 Risk Taking

Risk taking refers to the willingness to commit significant resources to some uncertain opportunities (Miller 1983, Lumpkin and Dess 1996). It is doing something that involves

danger or risk in order to achieve a goal. In this case, it is using resources to start a business though with risks, to gain profit. Baker and Sinkula (2009) define risk taking as the practice of doing things that involve risks for a reward. Cantillon (1931) came up with an economic theory of assuming risks and uncertainty. The theory stated that the key element that differentiates an entrepreneur from a hired employee was uncertainty and the risk ingrained in self-employment. In line with this concept, he described a risk-taker as the individual who pursues a business idea with the possibility to succeed. Thus the potential business starters should be aware that risks are part and parcel of self-employment and should be prepared to go through them and gain rewards.

When an entrepreneur succeeds, there is tendency to expand his business and engage more people in employment and this creates wealth within the locality. Thus when the risks are well calculated there is the reward in terms of profits to the individual and also to others who get employment from the venture. According to Stokes and Wilson (2006) the “Big Five” personality dimensions include risk taking where they say that entrepreneurs are moderate risk takers. They add that when entrepreneurs decide to participate in a venture, they do it in a calculated and carefully thought out manner. This means that they look into the pros and cons to avoid any unnecessary risks. Thus entrepreneurs should be moderate other than high or low risk takers. For a person to take such risk it must be on something they believe in and one in which they have a positive attitude.

2.8 Research Gaps

From the existing literature it has been found that most of the researches on entrepreneurial attitudes are done in other countries like India, China and South Africa and there could be differences in the social setting and values from what we have here in Kenya. An example is a study carried out by Fitzsimmons and Douglas (2005) on entrepreneurial attitudes and entrepreneurial intentions. It was a cross cultural study of potential entrepreneurs in India, China Thailand and Australia. The study investigated the relationship between entrepreneurial attitudes and abilities and entrepreneurial intentions in these countries. In their findings, they said that there were cross cultural differences in the level to which entrepreneurial attitudes explain entrepreneurial intentions. This shows that a study carried out in a Kenyan environment will be able to bring out the Kenyan situation better. Another one was a study on attitude towards entrepreneurship among Omani College students trained in business (Reynaldo, Segumpan and Zahari 2012). The main objective of this study was to

find out the attitude of the Omani college students towards entrepreneurship. Again this was done in a place with different cultural and social-economic environment from that of Kenya.

Other researchers have carried out studies on the problems caused by the factors and not really dealt with the attitude of the young people. Thus this study has included a new element on attitude. A study carried out by Mounde Mokaya (2013) focused on the factors influencing growth of entrepreneurial activity among the youth in Mombasa County, Kenya. The main focus of this study was on the level of education of entrepreneurs, past experience of the entrepreneurs, accessibility to capital, physical infrastructure and their influence on entrepreneurship.

Other studies have majored on the entrepreneurship programmes and how this could assist the young people and also women groups to get financial help to start-up businesses. For example a study carried out by Kimando (2012) focused on factors affecting the success of youth enterprise development funded projects in Kenya in Kigumo District, Murang'a. The aim of the study was to look at the factors affecting success of projects funded by youth enterprise fund. Another example is a study that was carried out by Mugo Waruguru (2012) which focused on factors affecting entrepreneurs' performance in Kenya. It was a case of Nairobi women groups in the central Business district. The study focused on how accessibility of finances, knowledge on book keeping and budgeting affect the entrepreneurs' performance. Thus it did not touch on the mind-set of the entrepreneurs and specifically the youth.

Most of the researches have not also looked into the learning / teaching activities carried out in learning institutions to mould the young people such that when they come out of school they could be preferring self-employment rather than being employed.

Little has been done on looking into the mind-sets of the young people in Kenya so that even when all the provisions are made to favour entrepreneurship, there will also be the will and positiveness to take up the entrepreneurial ventures. For example in Haiti, many young are found waiting for opportunities for employment instead of starting their own businesses and initiatives (Frank, Korunka, Lueger and Mugler 2005). The authors also said that many young people perceive hard work and business on a small scale as below them. The mind-set of the young people is needed where the young people will be empowered to see beyond being employed and have the drive for self-employment. This creates the need for a study based on the mind-set and attitudes of the young people towards self-employment.

2.9 Conceptual Framework

Independent Variables

Dependent Variable

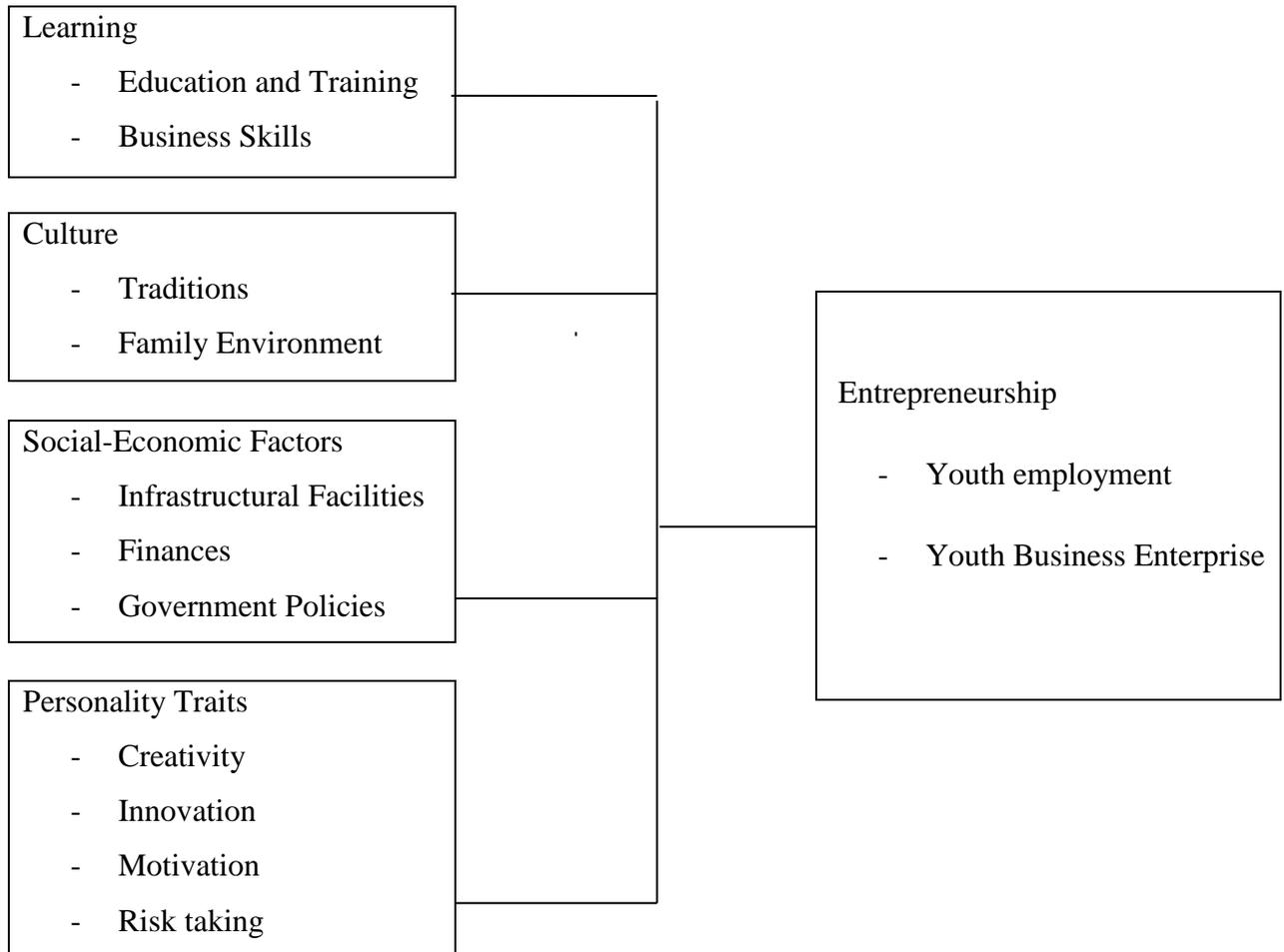


Fig 2.1: Relationship between Factors Influencing Attitude and Youth's Attitude towards Entrepreneurship
Resource (Author) (2018)

The dependent variable in this study was entrepreneurship which was the variable being affected by the independent variables. The independent variable is a variable believed to affect the dependent variable and in this study they included learning, culture, social-economic factors like infrastructure, finances and government policies. Personal characteristics were other factors that would influence the attitude of the young people towards entrepreneurship. These included passion, creativity, innovation, hard work, risk taker, opportunity seeker, persuasive and a networking, information seeker, persistent, opportunity seeking, goal oriented, hands-on, and thrive on uncertainty and have great human skills. They could be the cause of the attitude of the young people towards entrepreneurship.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with methods which were used to collect and analyse data. It consists of several small sections which include the research design descriptions, population of the study, sample, sampling procedures and sample size and describes the respondents who were involved in the study. It also describes the type of instruments which were used and how they were developed and administered. Data collection procedures and validity and reliability of the research instruments are also included in this chapter. The section also includes the pilot study, data analysis and data presentation procedures which were used in the field of study to evaluate the particular theoretical perspective of research.

3.2 Research Design of the Study

The research design that was used is case study method. The approach was used in this study because it involves in depth investigation of a single event to explore the causes of underlying principles. This will help in the analysis of similar situations in other institutions, where the same nature of the problem is being experienced. It is also a method used to narrow down a very wide range of research into one that could be easily researched. Case study is a method of study which focuses on deep understanding of the concept rather than the range of concept (Mugenda & Mugenda 2003). The researcher used descriptive research method of analysis which involved collecting of data in order to answer questions concerning the current status of the attitude of the young people towards entrepreneurship

3.3 Population of the Study

The target population is defined as the real set of people, events or objects to whom the researcher wished to generalise the results of the research (Borg & Gall, 1989). Nakuru County has two institutions classified as government tertiary technical training institutions that offer both technical and business courses. These institutions are Kenya Industrial Training Institute and Rift Valley Institute of Science and Technology. The two institutions were included in the study. Rift Valley Institute of Science and Technology had a population of one thousand trainees while Kenya Industrial Training Institute had a population of five hundred trainees giving a population of 1500.

Table 3.1: Population of the Respondents

Cadre of Interviewees	Population
Learners/ Trainees (RVIST)	1,000
Learners/ Trainees (KITI)	500
Total	1,500

Source (Researcher 2018)

3.4 Sample and Sampling Procedures of the Study

Since the number of government technical tertiary institutions in the county is not big the two institutions were included in the study. To select the respondents in each institution probability sampling was used specifically simple random sampling to select the learners.

Purposive sampling was also used to select the institutions specifically judgement sampling.

This happens when a researcher picks sample items to match with some yardstick. It allows the researcher to use cases that have the information needed according to the objectives of his/her study for example educational level, age group, religious sect among other cases. In this study only two public tertiary institutions offering technical courses were included. Mugenda and Mugenda (2003), states that where time allows, a sample that is big should be used because this makes the findings to be a realistic representation of the whole population. The author also says that sample size should not be lower than 30% of the target population. Thus the researcher therefore picked 30% of each of the populations in both institutions which was 300 and 150 respectively giving a total sample of 450 learners.

Table 3.2: Number of population and sample size of interviewees

Cadre of Interviewees	Population	Sample Population (30%)
Learners/ Trainees (RVIST)	1,000	300
Learners/ Trainees (KITI)	500	150
Total	1,500	450

Source (Researcher 2018)

3.5 Research Instruments of the Study

The research instruments used were questionnaires. Ashford *et al.* (2010) define a questionnaire as a research instrument consisting of a set of questions, designed to gather information needed to accomplish the objectives of the research project. Questionnaires could be stated in a manner that they have direct questions in order to obtain data. They could

also be indirect questions which allows more flexibility on the side of the one interviewing while probing for answers. This study used structured questionnaires to seek information from the respondents. The questionnaire had a self-introductory part where the researcher was introducing self and the purpose of the study (refer to appendix 1). This created confidence to the respondents. The first section of the questionnaires was seeking personal information. The second section was having questions where the respondent was required to tick as they feel appropriate and the questions were based on the Likert scales ranging from strongly agree to strongly disagree where (refer to appendix 11). The respondents ticked according to how much they agreed with the statements.

3.6 Pilot Testing

Pilot test is an important part of the study done before asking the respondents to fill out the questionnaires. This is because it assures validity and reliability of the questionnaire. Wiersma (1985) noted that piloting is important because it helps to identify misunderstandings, items that are not clear and unusable or insufficient items.

It also ensures that the questions have clear words and that the respondents understand the questions properly (Dahlberg & McCaig 2010). To carry out the pilot test, the researcher issued questionnaires to 10 students who were excluded from the study about two weeks before the study. From the answers given the researcher was able to gauge the effectiveness of the questionnaires in collecting the required data, detect the mistakes and improve on the questionnaire. Some of the items detected included questions that were not clear or were misunderstood and improvements were made on them. There were also questions that seemed hard for students at some levels of education to understand and thus the questions were made simple as much as possible. This was done in order to refine the questionnaire before being subjected to the real study.

3.6.1 Validity of Research Instruments

Validity refers to the level to which a research study measures what it intends to measure. According to Joppe (2000), validity ascertains whether the research truly measures that which it is aimed to measure or how accurate the research results are. This is important because there is proof that the results obtained are realistic. The validity of the instrument in this study was ensured through helpful instructions from the supervisor who had a lot of

understanding and skill in analysing the questions. The questions were revised and improved according to the supervisor's advice and suggestions.

3.6.2 Reliability of Research Instruments

Colin et al (2010), explains reliability as the level to which an assessment tool consistently produces authentic and stable results. Joppe (2000) also says that reliability is the extent to which results are similar over time and an exact representation of the total population under study. If findings from research are replicated consistently they are reliable. In this study, reliability of the instrument was improved through having a pilot study where the questionnaire was given to 10 learners who were not included in the study. From their response, the researcher was able to identify questions that were not clear or were misunderstood and made improvements on them. There were also questions that seemed hard for students at some levels of education to understand and thus the questions were made simple as much as possible. It was done in order to refine the questionnaire was refined before being subjected to the real study.

3.7 Data Collection Procedures

The researcher sought approval of the Kenyatta University to collect the data of the study. This attached to this report as appendix 11. The researcher also obtained a research permit and authorization letter from the National Council of Science, Technology and Innovation (NACOSTI). The researcher also required a permit from the area authority in order to be recognized and accepted by the institutions which was obtained from the County Education Officer concerned in Nakuru. The students were given the questionnaires through their lecturers and were instructed on how to fill them. There was an agreement with the respondents that the researcher would collect the questionnaires after two weeks in preparation for analysis. The researcher collected the questionnaires after two weeks through the lecturers in the institutions. Some of the trainees failed to return the questionnaires especially those from Rift Valley Institute of Science and Technology. This was because there was a strike that was not expected in the institution that caused absence of some trainees that were given the questionnaires.

3.8 Data Analysis

Data analysis was done using percentages and descriptive statistics. This was done by making inferences by estimating proportions, constructing confidence intervals for the

proportions and testing the research questions for proportions. Data analysis was accomplished through the use of a computer which utilized the statistical package for the social science (SPSS) program.

The data gathered from the field of study was presented in statistical tables, graphs, pie charts and bar charts.

3.9 Ethical Considerations

The study considered a number of ethical issues before and during the data collection. First, the respondents were assured that their identity was going to remain anonymous during and after the study was conducted. The respondents were also assured that the study was for academic purposes only. The study ensured that questions contained in the questionnaire desisted from seeking sensitive and personal questions such as the exact age of the respondents. The respondents were not required to identify either their names or the names of the institutions they were training in. The data collected from the respondents and the information generated were also going to remain confidential during and after the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis and interprets findings obtained during the research. The chapter highlights on questionnaire return rate from the respondents and the respondents demographic data. The chapter also covers the findings on the influence of learning and education, role of culture and contribution of the social economic factors to the attitude of the young people towards entrepreneurship. It also highlights the effect of personal traits on the young people's attitude towards entrepreneurship. The study presents and analyses the findings by use of tables and statistical charts. Tools used in data collection were questionnaires. The outcome of the study have been presented in order of research questions and by objectives, starting with the responses of the printers and later of the clients.

4.2 Questionnaire Return Rate

Four hundred and fifty (450) questionnaires were given out to the learners. The questionnaires were distributed through the lecturers who gave them to their students according to the researcher's instructions. Out of the four hundred and fifty students' questionnaires given, a total of three hundred and two were returned. Approximately thirty three percent (32.9%) of students did not return the questionnaires. This was attributed to a students' strike that occurred in one of the institution that was selected for the study after the questionnaires had been distributed. The percentage questionnaire return rate was sixty seven percent (67%). According to Baruch, Y and Holtom, B. (2008), the average level of response rate is fifty two point seven percent (52.7%) for questionnaires in social studies. Richardson (2005) agreed with Babbie (1973) and Kidder (1981) that 50% is taken to be an acceptable rate of response in social research postal surveys. In concluding comments the same author stated that rates of 60% could be more desirable. Thus the questionnaire return rate of 67% in this study could be taken to be within an acceptable range.

4.3 Characteristics of the Respondents.

4.3.1 Gender of Respondents

Three hundred and two students responded and returned the questionnaires. A hundred and forty eight students did not avail the questionnaires for collection and were therefore not included in the data analysis.

The following table shows the population of students and also the sample sizes.

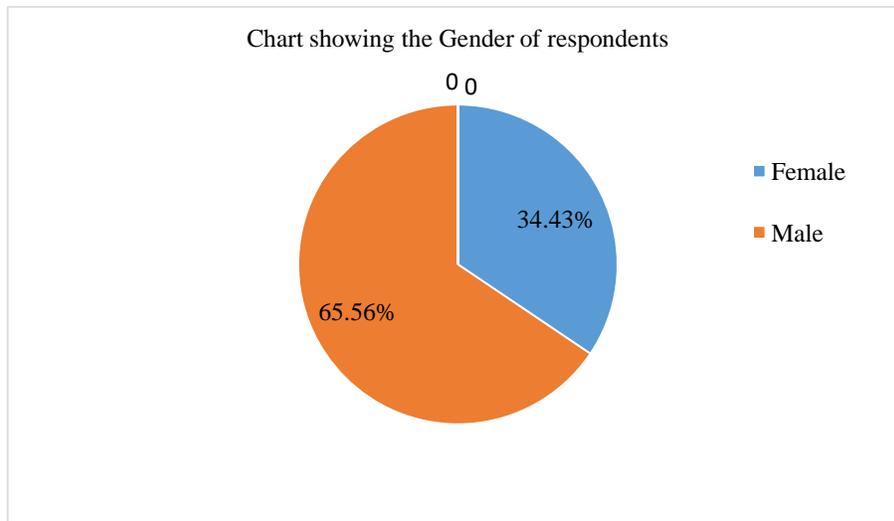
Table 4.1: Distribution of Student Respondents by Gender

RESPONDENTS	STUDENTS	%
Males	198	65.56 %
Females	104	34.45 %
Total	302	100 %

Source (Researcher 2018)

Table 4.1 shows that 198 (65.56 %) of the students respondents were male while 104 (34.45 %) were female. The females were the minority. This could be interpreted to be as a result of most of the technical courses offered in the institutions are said to be a preference for the males while those said to be a preference for the females are less. Courses concerning engineering like electrical, mechanical, building construction, Automotive among others are mostly associated with the male gender and in the institutions they are the dominant. Only very few female were found to be doing these courses. The courses offered by the institutions associated with female and which had a majority of them were few and they included Fashion and Design and Food and Beverage. Others like the Business administration courses had almost an equal number of both genders.

Figure 4.1: Chart showing the Gender of Respondents



Source (Researcher 2018)

4.3.2 Age of Respondents

The age characteristics of the respondents was put into various categories. This is as indicated in table 4 below.

Table 4.2: Distribution by Age of the Respondents

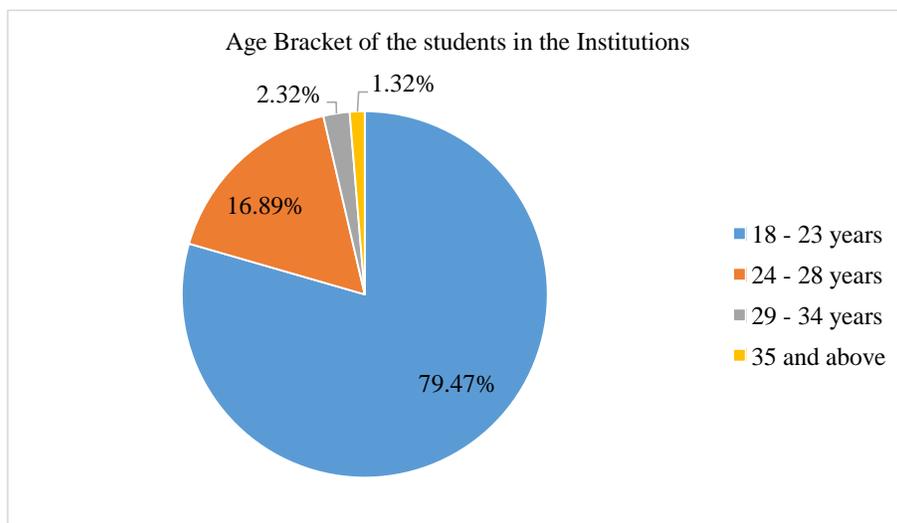
Age Range	Frequency	Percentage	Cumulative
18 – 23 Years	240	79.47	79.47
24 – 28 Years	51	16.89	96.36
29 – 34 Years	7	2.32	98.68
35 and Above	4	1.32	100

Source (Researcher 2018)

From table 4.2 shows the age category with the highest number of respondents is 18 – 23 years with a percentage of 79.49 %. The category of 24- 28 years had a moderate rate of 16.89 %. The age categories of 29- 34 years and 35 years and above has the least number of respondents with a percentage of 2.32% and 1.32% respectively. This is an indication that the young people are the ones that have joined the technical institutions to take up the courses offered there. It is also an indication that the young people who leave schools either at standard eight or form four are the ones that join the institutions. The institutions had a small

population of respondents aged between 29-34 years. There were only 4 respondents (1.32%) respondents aged 35 and above years. This is an age range where most people have decided on what they want to become or do in life and thus have moved on. The ones in the institutions could be people who have been out there and want to increase or sharpen their skills in various areas in their careers and thus are not many. According to Susan S. Silbey (2016), through vigorous attempts more women have started studying engineering though there is a challenge of most of them leaving the career in the course of studies or even after completing the course because of the hegemonic masculine culture of engineering courses thus not giving adequate role modelling to those in schools. This also affects the females' future career decisions and makes them go for the more feminine courses which are few in the technical colleges.

Figure 4.2: Ranges of Age of the Respondents



Source (Researcher 2018)

4.3.3 Entry Level of formal Education

Table 4.3 below shows the level of education the trainees had when they joined the institutions.

Table 4.3: Entry Level of Formal Education

Level	n	Percentage	Cumulative
Lower than standard 8	9	2.98	2.98
Standard 8	59	19.53	22.51
Lower than form 4	6	2.00	24.51
Form 4	224	74.17	98.68
Diploma	4	1.32	100
Degree	0	0.00	100
Total	302		

Source (Researcher 2018)

Table 4.3 shows that a majority of the students in the institutions had gone up to form 4 level while joining the institutions with a percentage of 74.17% followed by those who had gone up to standard 8 with a percentage of 19.5%. Those with lower than form 4 and standard 8 had a very small percentage. This could be an indication of their reasons for joining the institutions which could be either not scoring a mark that would land them to higher institutions or own personal choices. It can be observed that those who join the institutions with higher education levels like diplomas and degrees have a very low percentage i.e. Diploma 1.32% and Degree 00.0 %. This is in agreement with Scott *et al.* (1998) who says that levels of education attained by learners have effects on their entrepreneurial behaviour. He observed that the wide difference between the educational levels of entrepreneurs in low income countries is that in high income countries 57% of entrepreneurs have a post-secondary education. This suggests that in these countries the education systems aim at building skills likely to lead to entrepreneurship. In the poor countries only 23% of entrepreneurs have a postsecondary education which is quite low as compared to the high income countries.

4.3.4 Courses doing in College

Table 4.4: Courses Respondents do in the Institutions

Course	n	Percentage	Cumulative
Trade Test	82	27.15	27.15
Artisan	58	19.21	46.36
Craft	128	42.38	88.74
Diploma	34	11.26	100
Total	302		

Source (Researcher 2018)

Table 4.4 shows that a 42.38% of the students are doing the craft courses followed by the trade test courses with a percentage of 27.15%. The smaller percentage are taking the artisan and diploma courses with percentages of 19.21% and 11.26% respectively. The trade test courses are mostly for skills acquisition and have many practical exercises to prepare the trainee for self-employment. The other categories are to assist the trainee pursue higher levels of education mostly in preparation for a good employment. Thus only a minority of 27.15 % in comparison to the total percentage of all the others (72.85%) are taking courses that would prepare them for entrepreneurship. Again from the previous data those taking the trade test are those that went up to standard 8 thus the expectation is that not much creativity will be put in due to the level of education and exposure. This is in agreement with Nteere (2012) who cites low levels of education as a challenge in business. Vesper (1990) is also in agreement and says that entrepreneurs with a good general education tend to be more successful than those with lower levels of education.

4.4 Responses to the Research Questions

The study had four research questions which revolved on the attitudes of the young people towards entrepreneurship. These attitudes and concerned the learning and education systems in learning institutions, culture, social- economic factors and personal traits. The data collected was subjected to analysis and presented through tables, and pie charts, and analysed using means and percentages. The research questions were stated and responded to as follows:

4.4.1: Learning

Research Question One: Do learning systems have any influence on the attitude of youth towards entrepreneurship?

The research question was to find out whether the learning systems especially in institutions influence the attitude of the young people in any way. The assumption in this research question was that learning systems could influence the attitude of the young people in either encouraging or discouraging them to go into entrepreneurship. The learning systems in this study pointed at the curriculums used in institutions in passing both academic knowledge and practical skills. The question was to try and examine whether learning systems in institutions have any influence on the attitude of youth towards entrepreneurship in Kenya. The response to this research question is analysed in table 7 below.

The mean of the attitude was 1.2 against learning which was 1.9. This shows a significant difference in the mean. This implies that learning systems have a big impact on the attitude of the young people towards entrepreneurship. The students responded to the questions as follows.

Table 4.5: Persons who influenced the choice of course the Respondents are taking in College

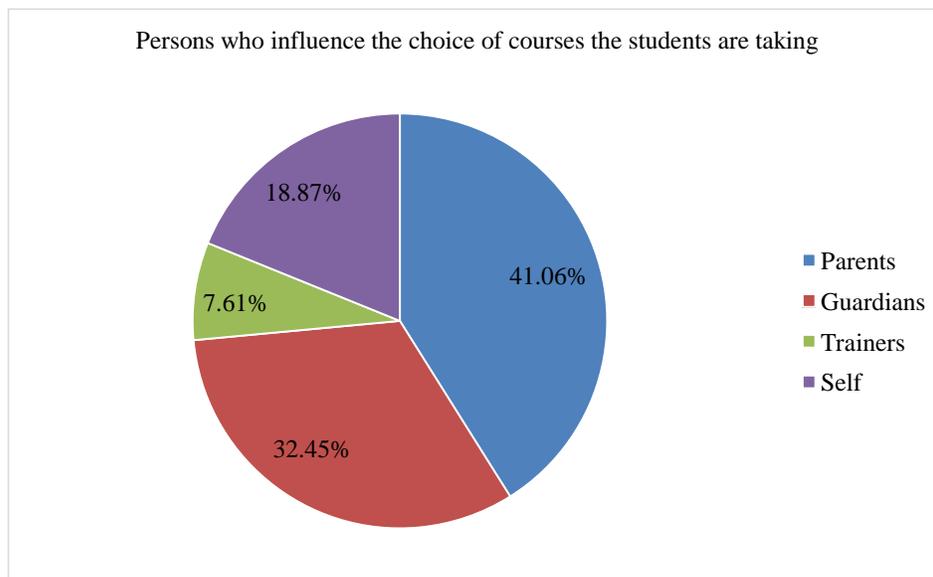
Response	N	%	Cumulative
Parents	124	41.06	41.06
Guardian	98	32.45	73.51
Trainers	23	7.61	81.12
Self	57	18.87	99.99
Total	302	99.99	

Source (Researcher 2018)

From table 4.5, it can be observed that parents have the highest rating with a percentage of 41.06 % on influencing the choice of courses the students took in colleges followed by guardians who had a percentage of 32.45%. The table also shows that the students had little say in the choice of courses that they took in colleges which had a percentage of 18.87%. From the data above it is clear that influence on the choice that the young people made while choosing the courses came from other people. These people included the parents, guardians and trainers with a total percentage of 81.12%. The young people who took the courses out of their own volition made a percentage of 18.87%. Kaburi, Mobegi, Kombo, Omari and Sewe, (2012), pointed to this when they said in their findings that there is a gap between what

parents/older generations expect of the young people on the one hand and the expectations of the young people on the other hand. Praag and Ophem (1995) also added that in order to start up a business there has to be the will to start it and also the opportunity. Namusonge (1999) added that successful training on entrepreneurship should result to positive attitude towards choosing entrepreneurship as a career. This further described on the pie chart below;

Figure 4.3: Persons who influence the Choice of Courses the Respondents were taking



Source (Researcher 2018)

Asked whether they did technical courses back in primary/secondary school, such as art and craft, home science, welding, etc., at some point, the students responded as follows;

Table 4.6: Response on whether Respondents had Technical or Entrepreneurship training in Primary or Secondary School Levels

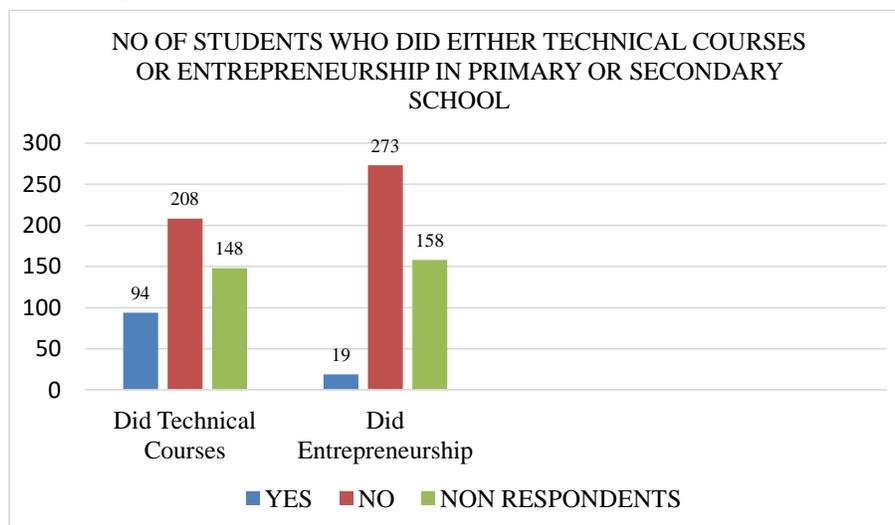
Response	N	%	Cumulative
Yes	94	31.13	31.13
No	208	68.87	100
Total	302	100	

Source (Researcher 2018)

Table 4.6, shows that a majority of the trainees did not do any technical courses either in primary or secondary school level. This suggests that the trainees only got to do a hands on course the first time at the college level. It is also an indicator that at primary and secondary school levels the learning process did not include hands on learning and that in the majority of primary and secondary schools attended by the trainees there was no component of entrepreneurship included in the learning process. Kaburi, Mobegi, Kombo, Omari and Sawe, (2012) agree with this and highlighted that the Kenyan school curriculum has been criticized for not preparing the young people for employment. They added that the business ideas only come to the minds of the young people when they realised that they could not get jobs.

The bar chart below further illustrates that only a minority of the trainees did technical courses back in either primary or secondary school.

Figure 4.4: Response on whether or Not the Respondents Did Technical or Entrepreneurship in Primary and Secondary Levels



Source (Researcher 2018)

The respondents were given five thematic areas that are likely to influence a person's attitude towards entrepreneurship. This question generated 653 responses. The responses are as shown in table 4.7 below.

Table 4.7: Learning activities that contribute towards development of entrepreneurship among respondents

Activity	N	%
Seminars	18	2.76
Workshops	15	2.3
Tours/ Industrial visits	290	44.4
Media Programmes	33	5.05
Industrial attachments	297	45.48
Total	653	

Source (Researcher 2018)

From Table 4.7, it is clear that industrial attachments (45.48%) and tours/industrial visits (44.4%) are the major activities that contribute to the students' growth in entrepreneurship. Learning activities involving workshops and seminars seem to have the least influence on respondents' growth towards entrepreneurship. Media programmes (5.05) had a low influence towards entrepreneurship. This could be as a result of the advancement in technology especially the use of computers and mobile phones. Thus it is clear that tours/industrial visits and industrial attachments are the only other activities apart from training that contribute to the students' growth in entrepreneurship. The tours and industrial visits should be emphasised on. Seminars (2.76), workshops (2.30) have the least percentage and this shows that these activities are not done in the colleges. If these other activities could also be done in the institutions this could also contribute to encourage the young people towards entrepreneurship.

Table 4.8: Mean Level of Entrepreneurial Attitude for Learning

S/NO	Learning	N	MEAN	SD
1	My parents pushed me into taking the course that I am pursuing	297	3.4	0.967
2	I am pursuing a course that will lead me to self-employment because I did not do well in my secondary/primary examination	302	3.55	1.162
3	I am pursuing this course because I saw a person doing this and I was motivated	302	2.12	0.470
4	I am pursuing a course that will lead me to self-employment because I want to pursue the skills I learnt in primary school	302	2.31	0.747
5	The extracurricular activities carried out in our institution encourage me to become an entrepreneur	302	2.98	0.828
6	I did not do any technical subject in both primary and secondary school because it was not included in the curriculum	302	3.99	0.784
	OVERALL MEAN		2.56	

Source (Researcher 2018)

From table 4.8, most of the respondents (3.99) revealed that they did not do any technical subject in both primary and secondary school because it was not included in the curriculum and this had the highest mean. Pursuing the courses they were taking for the reasons that they did not do well in secondary/primary education (3.55) and parents having a great influence in the choice of the courses the respondents were taking in college (3.4) also had relatively high means.

On the other hand doing entrepreneurial extracurricular activities (2.98), doing the courses because they are pursuing courses they did in primary schools (2.31) and examples from role models (2.12) had low means. The overall mean was 2.56. Role models need to be invited to the institutions and talk about their entrepreneurial successes in order to be examples to the young people. The institutions need to include entrepreneurial activities like running college businesses in the learning schedules to influence the respondents towards entrepreneurship. Entrepreneurial subjects need to be introduced in the curriculum as early as in primary schools in order to start influencing the attitude of young people towards entrepreneurship at an early stage.

4.4.2: Culture

Research Question Two: Does business culture have a role on the attitude of the young people towards entrepreneurship?

The question sought to establish the role of business culture on the attitude of the young people towards entrepreneurship. The assumption was that the business culture where the person grew up in could have a role in molding the young people's attitude towards entrepreneurship. The mean of culture was 1.78 against attitude which was 1.04. This generated the following information as shown in table 4.9.

Table 4.9: Respondents whose Families have Businesses

Response	n	%	Cumulative
Yes	256	84.77	84.77
No	46	15.23	100
Total	302		

Source (Researcher 2018)

From the responses given in table 4.9, it is clear that 84.77% of the respondents came from families that have businesses. Only 15.23% of the respondents did not have businesses in their families. This could give enough reasons for most of the trainees to want to keep businesses and become like their parents or guardians.

The question that followed gave a sharp contrast to the previous one in that a majority of the trainees said that they were not in any way involved in the businesses that their parents or guardians were doing. This means that though the parents had businesses the young people were not given the chance to participate in the businesses. Thus this could mean that the chance to own businesses at home was not being used to influence the young people's attitude towards entrepreneurship.

The response to the question on whether they were involved in any way in the business is as shown on Table 4.10;

Table 4.10: Respondents who are involved in the Family Businesses

	N	%	Cumulative
Yes	99	32.78	32.78
No	203	67.22	100
Total	302	100	

Source (Researcher 2018)

Table 4.10 shows that a majority (67.22%) were not involved in the family businesses. This indicates that the culture of entrepreneurship is not cultivated in the young people at an early age thus influencing their attitude towards entrepreneurship.

The respondents were asked what role they played in the family business, they gave the following response.

Table 4.11: Roles Respondents play in the Family Businesses

Role	N	%	Cumulative
Manager	1	0.33	0.33
Non-management role	52	17.22	17.55
None	249	82.45	100
Total	302		

Source (Researcher 2018)

Out of the respondents whose families owned businesses, only one respondent (0.33%) was involved in the managerial positions and only a percentage of 17.2% were involved in the non-managerial positions. This is an indication that most of the trainees were not encouraged right from their backgrounds and from an early age to appreciate entrepreneurship leading to self-employment.

The students were required to indicate their level of agreement to some statements to determine their attitude towards culture and the means were as indicated on table 4.12.

Table 4.12: Mean Level of Entrepreneurial Attitude for Culture

S/N	Culture	N	MEAN	SD
1	I am pursuing a course which will lead me to self-employment because my parents dictated it to me	302	3.14	0.384
2	I enjoy participating in my parents business	249	2.78	0.483
3	My parents have succeeded in business that's why I am pursuing a course that will lead me to self-employment	302	3.13	0.446
4	I am not given a chance to participate in my parents business	302	3.74	0.519
5	I would choose to be employed so as to be highly regarded in the community	291	3.84	0.392
	OVERALL MEAN	283	3.33	0.498

Source (Researcher 2018)

Table 4.12 gives the attitude of the respondents concerning questions on culture. It can be observed that overall mean is average (3.33). Most of the respondents not being given a chance to participate in their parents businesses and being regarded highly in the society have the highest mean. Participation in the parents businesses, parents succeeding in businesses and pursuing the course they are taking due to persuasion from the parents had the lowest means. From this information, it can be observed that the parents have a contribution to the low entrepreneurial attitude of the respondents towards culture. This is in agreement with Dionco-Adetayo (2006). In his research on entrepreneurial Development in Tertiary Institutions, he says that the environment at home and the community close to an individual play an important role in shaping the beliefs of a person. Thus the parents need to be educated on how to involve their young people in business culture in order to influence their attitude towards entrepreneurship positively.

4.4.3 Social Economic Factors

Research Question Three: Do the social-economic factors have any contribution on the attitude of the young people towards entrepreneurship?

The respondents were asked to use a tick to indicate their level of agreement as it relates to the statements below. The first question was if they started a small business anywhere in Kenya, in their opinion, the following would be the main challenge.

Table 4.13: Challenges that could influence the Attitude of the Respondents towards Entrepreneurship

S/No	Statement	Response	%	Cumulative
i)	Poor Roads	47	15.56 %	15.56 %
ii)	Lack of electricity	14	4.64 %	20.21 %
iii)	Poor Communication networks	10	3.21 %	23.42 %
iv)	Lack of Finances	90	29.80 %	53.22 %
v)	Lack of Support from relatives and local people	8	2.65 %	55.87 %
vi)	Long Procedures of acquiring business licenses	72	23.84 %	79.70 %
vii)	High rates of interests charged by financial institutions on loans to start a business	61	20.3 %	100 %

Source (Researcher 2018)

Table 4.13 clearly shows that the socio economic factors that would affect the attitude of the young greatly would be lack of finances with a percentage of 29.8 % and the long procedures of acquiring business licences with a percentage of 23.84 % and high rates of interests charged by financial institutions on loans to start businesses with a percentage of 20.3 %.

This indicates that the young people had the attitude that these challenges would make it quite difficult to start or to run a business and this could be making them think or not to think about going into entrepreneurship. This is similar to the findings of Dionco-Adetayo and Nassar (1999) who also agree that entrepreneurs have obstacles that hinder them in having effective success. Such obstacles include poor infrastructure among others. A similar study done by Lekhanya (2016) had similar findings which revealed that most of the young people did not have monetary support as they did not fulfil what the financial institutions needed in order to get loans. The long procedures required in trying to get business licenses demotivated them and affected their attitudes to start businesses.

The respondents were given five thematic areas that are likely to influence a person’s attitude towards entrepreneurship. This question generated 653 responses. The responses are as shown on Table 4.14.

Table 4.14: Mean Level of Entrepreneurial Attitude in Relation for Social Economic Factors

S/NO	Social Economic Factors	N	MEAN	SD
1	These days job vacancies are scarce reason why I am pursuing a course that will lead me to self-employment	302	3.62	1.520
2	I would not choose to be a business person because of the long procedures people follow to start-up businesses	302	3.66	1.400
3	Financial challenges would discourage me from becoming an entrepreneur	302	3.32	1.334
4	Poor communication networks would discourage me from becoming an entrepreneur	302	2.28	1.266
5	High rate of interests charged by financial institutions would discourage me from going into entrepreneurship	302	3.83	0.970
	OVERALL MEAN		3.34	

Source (Researcher 2018)

Table 4.14 above shows that the mean is average. However factors with the highest mean are high rates of interest (3.83), long procedures of starting businesses (3.66) and scarcity of job

vacancies (3.62). Financial challenges had a moderate mean (3.32) while poor communication networks had the lowest mean (2.28). This means that a majority of the respondents agreed that high rates of interest, long procedures of starting businesses and scarcity of job vacancies would discourage them from starting up businesses. Thus, the government needs to curb the interest rates charged by financial institutions, and try to make the procedures of starting businesses shorter. According to the findings of a research on factors influencing urban youth entrepreneurship development in Saharan Africa by Germinah (2015), getting capital was the major and prevalent hurdle encountered by the young people who are entrepreneurs in the sub Saharan Africa. The same researcher stressed the need for financial institutions to relook into their requirements for giving loans to the young entrepreneurs. Poor communication network was not a factor that would discourage most of the respondents from starting a business according to the responses of the respondents. This could be because of the government availing electricity and improvement of infrastructure in most parts of the country. The same author agrees that most governments have expanded telecommunication networks and electricity supply and this has encouraged a good number of the young people to go into entrepreneurship.

4.4.4 Personal Traits

Research Question 4: Do the young people's personal traits have any effect on their attitude towards entrepreneurship?

This question was to help find out if the young people's personal traits had any influence on their attitude towards entrepreneurship. The respondents were asked to indicate their level of agreement to the following questions where they were to use the following scales to point out how much they agree with the statements. The response was as shown on table 4.15;

Table 4.15: Mean Level of Entrepreneurial attitude for Personal traits

S/No	Statement	N	MEAN	SD
i)	I am very good at making decisions	302	3.72	1.047
ii)	When faced with difficulties I look for alternatives	302	3.82	1.158
iii)	When I fail in doing something I try the same thing again	302	3.10	1.305
iv)	I am able to come up with an idea and turn it into profit	302	3.32	1.471
v)	I love working and I am willing to put more hours in it	302	4.04	0.930
vi)	I seriously consider entrepreneurship as career option	302	3.11	1.453
vii)	I am not very opportunistic	302	2.87	1.365
viii)	I am very creative when it comes to coming up with new ways to generate profit	302	3.63	1.241
	OVERALL MEAN		3.52	

Source (Researcher 2018)

From table 4.15, the mean is above average (3.52). This shows that most of the young people love working and they are willing to put more hours and effort (4.04), love creating things that are useful to people (3.63), look for alternatives when faced with difficulties (3.82), are very good at making decisions (3.72) and are very creative when it comes to generating new ways of getting profit (3.63). From the same table, it can be observed that the respondents are not very opportunistic, this having a mean of 2.87. According to Wikilund and Shepherds (2003), a person needs to have self-drive and skill in order to be able to take advantage of an opportunity and start a business. Entrepreneurship therefore occurs when an individual perceives an opportunity and has the will and drive to pursue that opportunity (Wolff and Pett 2006). Thus the respondents need to be trained on ways of identifying entrepreneurship opportunities through having subjects like entrepreneurship education or seminars and workshops on how to identify business opportunities. The other characteristics had moderate means of between 3.10 and 3.45. This would mean that the personalities of majority the young people may not be affecting their attitude towards entrepreneurship in a negative way. This is in agreement with Ciavarella et al. (2004) who say that many researchers have taken personal traits as factors that influence and point out entrepreneurial intention in a person.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings for the study. The conclusions drawn from the findings of the study are also presented. The chapter also gives the recommendations on how the findings obtained can be used to improve the learning systems and activities so that the young people can start acquiring entrepreneurial skills at a young age and this may influence their attitude and prefer entrepreneurship to getting employed. Some suggestions for more researches to be done on the same are also given in this chapter.

5.2 Summary of Findings of the Study

The parents and guardians of the respondents had a great influence on the courses that they took in the institutions. Those who did the courses out of passion for them had the least percentage. Only a minority of the trainees in the institutions did any kind of technical course back in either primary or secondary schools.

Concerning other extracurricular activities that would help the trainees grow in entrepreneurial activity, industrial attachments and educational tours came up as leading activities. Other activities that could lead to the same like seminars, workshops had very low means and it seemed that they were not being done in the institutions.

It came out that most families of the trainees run businesses at home but majority of the trainees were not in any way involved in the running of the businesses neither do the majority have any role to play in the businesses.

A big percentage of the young people would prefer being employed rather than having their own businesses. Lack of finances, long procedures of acquiring business licences and high rates of interests charged on loans to start businesses came out as the main challenges that would influence the attitude of the trainees' towards entrepreneurship.

Communication network and electricity did not seem to have a significant effect on the attitude of the respondents towards going into entrepreneurship.

Majority of the students agreed that they were good at decision making, looking for alternatives when faced with problems, able to come up with an idea and turn it into profit, love working and can put in more hours in their work.

A good number of the respondents agreed that they are creative and would consider entrepreneurship as a career.

5.3 Conclusion

From the findings of the study, the following are the conclusions that the study revealed.

The parents or guardian greatly influence the choice of the students joining the technical courses by contributing in guidance to the students' choice to the career courses they pursued in the institutions.

The study also revealed that majority of the students neither did any technical courses nor have entrepreneurship in primary or secondary schools. This means that the attitude of the young people was not developed from a young age by introducing technical courses and entrepreneurship. This could have influenced their attitude negatively. This also cites a gap in the primary/secondary schools curriculums which could also have these subjects.

The entrepreneurial activities carried out in the institutions like running of the institutions' business activities mostly involve people from outside the institutions and not the students thus not encouraging the students towards entrepreneurship. Such activities need to be carried out by the students in shifts during free time or after classes and weekends which would positively influence the attitude of the young people.

It was observed that most of the respondents' families owned businesses but the majority of parents or guardians of the respondents were not involving the respondents in their business activities. Majority were not even giving them the non-managerial duties to have an experience. The parents and guardians need to involve their young people in their business activities and this could positively influence them towards entrepreneurship.

Finances, long procedures of acquiring licences and high interest rates charged by the financial institutions came out as the main social economic factors that would be a challenge if the respondents started businesses. The government needs to make the procedures shorter. An attempt on this has been done through the introduction of the Huduma Centres where this is done within a short duration. Poor communication network came out as a factor that would not discourage most of the respondents from starting a business. This could be because of the government availing electricity and improvement of infrastructure in most parts of the country.

Most of the respondents had personal traits that posed them as hard working, creative, good at making decisions and can find new ways to generate profit. Most of them had personal characteristics that pointed to traits of good entrepreneur. This could mean that if these characteristics could be fanned by mentorship, early coaching and encouragement, the young peoples' attitude towards entrepreneurship would be positively influenced. Not being opportunistic had a low mean of 2.87, thus the young people also need training on how to identify business opportunities.

5.4 Recommendations

The following recommendations were made based on the findings of this study. The study recommended that there is need to start training in technical subjects and entrepreneurship from as early as in primary and secondary schools to start cultivating the entrepreneurial attitude at an early stage.

The study also recommended that curriculum developers need to include subjects with the entrepreneurial component in the primary and secondary curriculums so that the students can start developing the entrepreneurial culture at an early age. This would include lessons on how to identify business opportunities, coaching the young people's business talents and skills to start influencing their attitude in a learning environment. These subjects should also be made compulsory in all the school levels to ensure none of the students misses on the lessons.

The other recommendation was that teachers and administrators of institutions need to come up with schedules that will incorporate extracurricular activities that will influence the students towards entrepreneurship e.g. invite successful role models to have a talk with the students, allow them to run the institutions' income generating programmes among other activities.

The parents or guardians to the young people need to involve them while running their businesses in order to create interest towards the businesses and influence their activities as they grow up.

The personal characteristics of the young people did not seem to affect their attitude towards entrepreneurship in a big way thus the study recommended that this positive aspect about their characteristics should be taken advantage of and coaching and encouragement done to influence their attitude towards entrepreneurship positively.

5.5 Suggestions for Further Researches

A similar study could be carried out in other counties in Institutions offering Technical Courses in Kenya to establish whether it would give similar results since the study was carried out in only one county in Kenya out of the forty seven counties.

A study on why young people are preferring non-technical courses against technical courses in tertiary institutions also need to be carried out to establish whether it is because of lack of understanding of what entrepreneurship is or it is out of their own conscious choice.

It is also important to carry out a similar study and include more stakeholders like the parents/guardians and teachers/trainers to find out their role in influencing the attitude of the young people towards entrepreneurship. This is because they were found to play a key role in influencing the attitude of the young people towards entrepreneurship.

A study on review of educational curriculum design at all levels should be carried out to identify the gaps that could be existing concerning influencing the attitude of the young people towards entrepreneurship.

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APPENDIX I: LETTER OF INTRODUCTION

Dear Sir/Madam,

RE: ASSESSMENT OF THE ATTITUDE OF THE YOUNG PEOPLE TOWARDS ENTREPRENEURSHIP

I am an MBA student in the school of business at Kenyatta University carrying out a research on Assessment of the Attitude of the Young People towards Entrepreneurship. You have been selected to take part in this study. Kindly assist by responding to the questions in this questionnaire as instructed. The information you provide will be used for academic matters and will be treated as confidential.

DO NOT write your name or identification number in any part of the questionnaire.

Thank you.

Yours faithfully,

Jane Ndungu

APPENDIX II: RESEARCH QUESTIONNAIRE

General background information of the respondent

The Questionnaire has 18 questions. Write the answer in the space provided or tick as the relevant answer.

1. Gender

Female ()

Male ()

2. Indicate your age bracket

a) 18-23 () b) 23-28 () c) 29-34 () d) 35-and above ()

3. What was your entry level of formal education to the course you are taking?

S/No	Level	Tick the appropriate
1	Lower than standard 8	
2	Standard 8	
3	Lower than form 4	
4	Form 4	
5	Diploma	
6	Degree	

4. At what level are you taking the Technical Training? Tick one of the following.

S/No	Level	Tick the appropriate
1	Trade Test	
2	Artisan Certificate	
3	Craft Certificate	
4	Diploma Certificate	

Attitude

The students were required to indicate their level of agreement to the following statements.

Where there is 5- Strongly agree (SA), 4- Agree (A), 3- Neutral (N), 2- Disagree (D),

1- Strongly Disagree (SD)

The response to these statements was as follows;

Attitude Test

S/No	Statement	SA	A	N	D	SD
		5	4	3	2	1
	Personal Traits					
1	I would choose a job where I am my own boss					
2	I am pursuing a course that will lead me to self-employment because I like trying out new things					
3	I want to have my own business and employ other people reason why I am pursuing a course that will lead me to self-employment					
4	I would prefer a white collar job than having my own business					
	Culture					
5	I am pursuing a course which will lead me to self-employment because my parents dictated it to me					
6	I enjoy participating in my parents business					
7	My parents have succeeded in business that's why I am pursuing a course that will lead me to self-employment					
8	I am not given a chance to participate in my parents business					
9	I would choose to be employed so as to be highly regarded in the community					
	Learning /Education					
10	My parents pushed me into taking the course that I am pursuing					
11	I am pursuing a course that will lead me to self-employment because I did not do well in my secondary/ primary examination					
12	I am pursuing this course because I saw a person doing this and I was motivated					
13	I am pursuing a course that will lead me to self-employment because I want to pursue the skills I learnt in primary school					
14	The extracurricular activities carried out in our institution encourage me to become an entrepreneur					

15	I did not do any technical subject in both primary and secondary school because it was not included in the curriculum					
	Social Economic Factors					
16	These days job vacancies are scarce reason why I am pursuing a course that will lead me to self-employment					
17	I would not choose to be a business person because of the long procedures people follow to start-up businesses					
18	Financial challenges would discourage me from becoming an entrepreneur					
19	Poor communication networks would discourage me from becoming an entrepreneur					
20	High rate of interests charged by financial institutions would discourage me from going into entrepreneurship					
	Entrepreneurship					
21	In our institution, we hold seminars and workshops organised to have a talk on how to start up and run a business.					
22	We often participate in business ideas competition forums which involve writing of business plans and rewarding the best idea.					
23	The trainers take us to tours and Industrial visits to see how small and big businesses were started and are run.					
24	There are sessions for watching media programs that feature successful entrepreneurs who talk of how they started and are running their successful businesses in our institution.					
25	We are sent for industrial attachments where we have a season of on job experience in industries, factories, other people's businesses.					
26	The students are involved in the running of the institution's business during the weekends and after classes					
27	I run my personal business during the weekends and after classes.					

Learning

5. Who chose this line of course for you?

Parents ()

Guardian ()

Self ()

Trainers ()

6. Back in primary/secondary school, I did technical courses such as art and craft, home science, welding, etc at some point. (Tick either Yes or No)

Yes

No

7. Back in primary/secondary school, I did Entrepreneurship as a subject at some point (Tick either Yes or No)

Yes

No

8. Please indicate (by ticking) college activity/activity and other activities (apart from training) that you feel are contributing to your growth in entrepreneurial activity.

S/No	Activity/Activities	Tick the appropriate
i	Having seminars and workshops organised to have a talk on how to start up and run a business.	
ii	Having business ideas competition forums which involve writing of business plans and rewarding the best idea.	
iii	Having tours and Industrial visits to see how small and big businesses were started and are run.	
iv	Watching media programs that feature successful entrepreneurs who talk of how they started and are running their successful businesses.	
v	Having industrial attachments where we have a season of on job experience in industries, factories, other people's businesses.	
vi	Running the institution's business during the weekends and after classes	
vii	Running my personal business during the weekends and after classes.	

SECTION B: SCALE MEASURING

Personal Traits

11. Indicate your level of agreement to the following statements

Where there is 5- Strongly agree (SA), 4- Agree (A), 3- Neutral (N), 2- Disagree (D),
1- Strongly Disagree (SD)

		SA	A	N	D	SD
S/No	Statement	5	4	3	2	1
i)	I am very good at making decisions					
ii)	When faced with difficulties I look for alternatives					
iii)	When I fail in doing something I try the same thing again					
iv)	I am able to come up with an idea and turn it into profit					
v)	I love working and I am willing to put more hours in it					
vi)	I seriously consider entrepreneurship as career option					
vii)	I am not very opportunistic					
viii)	I am very creative when it comes to finding new ways to generate profit					
ix)	I always dreamed of creating something (e.g. product or service) that has a recognised value					
xi)	I love creating things that are useful to people					
xii)	I seek information when I do not know anything					

Thank You

**APPENDIX III: RESEARCH AUTHORIZATION LETTER- KENYATTA
UNIVERSITY**