

**“ PERCEIVED FULFILLMENT OF ORGANISATIONAL
EMPLOYMENT VERSUS ENTREPRENEURSHIP: THE
CASE OF GRADUATE BUSINESS STUDENTS. ”**

BY

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A project submitted in partial fulfillment of the requirement of
the MBA Degree, Faculty of Commerce, University of Nairobi.

June 1993.

DEDICATION

To God, All the Glory

In memory of Daddy, Mr. E.O. Kigundu whose unsurprising efforts and encouragement until his very end have seen me this far and will always be an inspiration.

When a man does not know what harbor he is making for, no wind is the right wind.

Seneca

DECLARATION

DEDICATION

This project is my original work and has not been presented for a degree in any other university.

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In memory of Daddy, Mr. E.O. Kigungu whose unsurprising efforts and encouragement until his very end have seen me this far and will always be an inspiration.

Kigungu E.O. E.O. Kigungu

Date: 2/1/95

This project has been submitted for examination with my approval as University Supervisor.

Prof. J. Buss *John Buss*

Date: 7/2/95

DECLARATION

I would like to express my sincere gratitude to all, who in big and small ways contributed to the successful completion of this study. This project is my original work and has not been presented for a degree in any other university. To my supervisor Prof. J. Buss for his patience, understanding, untiring and relentless effort in guiding me throughout the study but above all for his constant encouragement throughout the period of this research project.

I wish to express particular thanks to all graduate business students at the University of Nairobi and at the United States International University of Africa who despite their busy schedule supported this study. Special thanks to the Welfare Officer Edna, Kinya, Kerre, Jonyia, Mahemba and Ndira of the United States International University of Africa, who provided a grant for all the assistance she offered.

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This project has been submitted for examination with my approval as University Supervisor. To Prof. J. Buss for his academic support throughout the study. Special thanks to the Academic staff of the Faculty of Business Administration and Management of the United States International University of Africa.

J. Buss
Prof J. Buss
Date..... *7/12/95*

Finally, I am indebted to Mum, Ken, Willy, Jael, whose support was exceptional.

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Abstract

With many developments taking place world-wide: end of the cold war and hence the shift of the super powers aid to the East and the advent of multi-party democracies in developing nations especially Africa among others. Developing nations for the first time have to liberalise trade, start to practice transparency and accountability to try and solve some of the inherent problems that have often adversely affected development. Entrepreneurship development and innovation have often been cited as one of the ways of breaking through the vicious circle of poverty among such countries.

It is with the above in mind, that this study replicated Brenner et al (1991) methodology to try and find out whether graduate business students in Kenya are willing to take up the challenge of entrepreneurship development. This was done through studying their perceived fulfillment from the chosen career path and to what extent these desires are satisfied by the organisation and owning their business.

Overall, the study revealed similar results that Brenner et al (1991) got: graduate business students perceived business ownership in a positive light but they choose to pursue their career in the organisation because of what at the moment are insurmountable obstacles. These include lack of capital, lack of experience and general feeling of job insecurity.

Further, still the study showed that there is no difference in what graduate business students perceive as important when compared to their counterparts in the United States of America.

SECTION 1 INTRODUCTION

1.1. Background of study

Upon graduating or before, business graduate students just like any other students have to make a choice as to which career path they should pursue. Opportunities are available in organisations. But students also have the challenge to venture into their own business. (Organisational employment includes working for both the government and private enterprises). The choice as to whether one should pursue a career in an organisation or own their own business is based on the relative benefits or fulfillment perceived to be derived from the choice made.

The choice entails evaluating available alternatives which are compared before one is chosen (Mitchell 1978). Rationally the alternative that is perceived to yield the highest satisfaction should be chosen. The whole nation is based on what an individual expects from a certain selection and this relies heavily on the expectancy theory.

The expectancy theory states that people look for alternatives that they perceive or believe are most likely to give the rewards they want most (Vroom 1964). People in a choice situation will select the alternative that promises to bring the highest payoff (highest expected value). The expectancy or expected value models have been found to predict occupational choice, job satisfaction and job effort with 80 - 90% accuracy (Mitchell and Beach 1976).

Individuals might perceive an alternative as attractive but perceived barriers may make one opt for a less attractive alternative (Brenner et al 1991:63). In addition an individuals' choice may be influenced by others or his/her current state of affairs such that his initial preference is interfered with.

Characteristics of the individual and the environment may also influence perception. For example an individuals' need, age, career stage may cause him/her to perceive certain job characteristics and ignore others.

Individuals consider different work values and try to find out whether they are satisfied by a particular career path. A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode or end state of existence (Rokeach 1973). Those values that relate to the job itself, the reward system the people at work (Supervisors and co-workers) influence work values. They include among others, achievement, affiliation, security power and self-actualisation. These work values are at the core of work behaviour. They are powerful though silent in affecting work behaviour.

When individuals perceive or experience dissatisfaction with the expected work values, then there is bound to be high turnover or low productivity in the organisation. There is evidence from the developed nations that employees and even business graduate students are increasingly disenchanted with career prospects as organisational employees (Brenner et al 1991:62). Fierce

competition cost-cutting pressures, accelerating technological change and leveraged buy-outs have resulted in corporate restructuring that have undermined traditional work values such as employee loyalty and security (Jackson and Vitberg 1987). Higginson (1989) also shares the same view and concludes that in response companies are shedding off business and laying off workers in their pursuit to cut down costs. The painful restructuring process has just begun.

There is further evidence that students from developed nations view the possibility of starting and operating their own business as a viable alternative to being employed by an established company (Duffy and Stevenson 1984). Surveys show that business college students consider a "business of ones' own" as an excellent way to get ahead (Karr 1988). Another survey by Sandholtz (1990) of 1000 M.B.A students from top business schools across the United States when asked their long-term career goal. 66% wanted to be independent entrepreneurs rather than high ranking officials or corporate executives.

Entrepreneurial development has been emphasized in Kenyas development plans since independence to date (Nzomo 1986). The GOK/UNDP center project 1989 has outlined in great detail the emphasis that Kenya should place on entrepreneurial development. A lot has been done to try and develop entrepreneurship in Kenya; special bodies such as the Kenya Industrial Estate (KIF), Industrial and commercial Development corporation (ICDC) have been set up to specifically assist small scale entrepreneurs.

Several studies have been done to try and establish problems that face entrepreneurs (Harper 1981, Marris and Sommerset 1971, Mwangi 1975, De Wilde 1971, Arap Kessio 1983 among others). The above researchers found out that lack of managerial competence, lack of capital, lack of knowledge of book-keeping and cultural constraints to be major impediments to entrepreneurial development especially in small business. Some of the proposed schemes of assistance are managerial training, extension services and loan schemes to small businessmen.

These studies however, concentrated on retailing and wholesaling forms of business only. There is need to venture into other types of business especially in the manufacturing sector to boost economic development. The Kenya educated are the hope for the country in venturing into other forms of business and even improving the retailing sector. At a time when Kenya craves for people to venture into entrepreneurial careers are graduate business students in Kenya willing to take up this challenge? Commercial banks such as the Kenya commercial bank have special provisions to offer

It is from this concern that the present study replicates Brenner et al (1991) methodology to find out whether Kenyan graduate business students are willing to take up the challenge like their counterparts in the USA. Brenner et al (1991), generally found out that America business graduate students are continuously becoming disenchanted as organisational employees and view operating their own business as a viable alternative.

1.2 Statement of the problem.

The goal of a graduate business programme is the preparation of individuals for productive involvement in business today and tomorrow (Clark 1961:61). The programme is designed in such a way as to give a general management overview complemented by specialisation in one of the functional areas of management thus equipping students for top management positions as well as enable them teach in a particular functional area. The programme basically aims at making students capable of managing in a dynamic and rapidly shifting economy and technology.

Studies have shown that work values between male and female differ. Studies have established that the major problem that face small enterprises is lack of managerial competence (Harper 1973, Mwangi 1975, Mbuvi 1983, Marris and Somerset 1971, ILO 1972). Graduate business programmes provides managerial training. Lack of capital has also been identified as a major problem and to try and solve this problem the government has established special bodies such as KIE, ICDC to assist small scale entrepreneurs. Commercial banks such as the Kenyan commercial bank have special provisions to offer university graduate students soft loans to venture into business. Other organizations such as the "NATION" rotary club and "Nation" Newspapers have incentive strategies such as the "Annual Nation Enterprise Award" for the most creative entrepreneurial ideas.

Yet there is evidence that university graduates including bussines

opt for organizational employment and hence become job seekers.

1.3 Objectives of the study.

What is it then that leads them to be job-seekers and subsequently employees instead of interpreneurial careers despite the fact that they are better equipped to venture into small business?. Since choice between the two career paths is based on perceived work values that the students expect from their career. Then what are the perceived values that students expect from their work and to what extent are these perceived values satisfied by the two career paths?.

4. Explore whether gender differences, role of parents/guardians/ Studies have shown that work values between male and female differ (Manhardt 1972. Brenner et el 1979). There is need to supplement career attractiveness and choice by recognising the possibility of important gender differences. Not only may sex differ in work values. They may have divergent perceptions concerning valued fulfillment by an entrepreneurial career versus a career as an employee.

Other moderating variables such as parental behavioral model and students prior work experiance have also been found to influence students career choice. Scott and Twomey(1988)for example found out that M.B.A students whose parents owned small business or had prior work experience preferred starting their own business to working for an organization.

1.3 Objectives of the study.

The research purports to:

1. Examine the fulfillment that business graduate students expect from their career path.
2. Examine the fulfillment that are perceived by graduate business students to be associated with careers in entrepreneurship versus organizational employment.
3. Determine whether these perceptions of outcome affect preferences for entering the two career paths.
4. Explore whether gender differences, role of parents/guardians/mentor and work experience of a graduate influence preference for each career path.
5. Find out whether the results in the above mentioned objectives are similar to those found out by Brenner et al (1991) among the U.S. A graduate business students.

1.4 Importance of the study.

1. The present study would be of benefit to institutions that offer or plan to offer business courses in developing their curricular. Important questions as to whether emphasis should be placed on entrepreneurship or whether the courses in entrepreneurship are of value in that they provide practical education which students can use to further their business career may be partially answered.

2. The study is expected to benefit organizations that employ business graduate students if they wish to retain them. This will raise an important question as to whether there is congruence between the job and the available labour supply. Companies may have to create new structures, new relationships, new rewards with those appropriate to the very different realities of these students.
3. The Government would greatly benefit if business graduate students opt for entrepreneurial careers. This is because such students would enhance entrepreneurial development which is crucial in solving some of the problems such as unemployment. It may be necessary to devise new schemes to assist such entrepreneurs who are different from the entrepreneurs that the Government presently targets: most of them are illiterate and normally have problems in book-keeping. Problems which a business graduate entrepreneur is unlikely to have.
4. It would be interesting to carry out a similar study on employees of various organizations to find out which organizations satisfies its employees. This is bound to have an impact on organization productivity.

1.5 Definition of working concepts

An entrepreneur

Most writers and researchers have a problem with the definition of an entrepreneur. Definitions range from those of economics (Schumpeter 1934) and Psychology (McClelland 1961) to those that have been empirically defined. Some authors such as Stevenson et al (1989) have divided the definition into.

- (a) Those that take a functional approach:— risk bearing and bringing factors of production together.
- (b) Those that take the view of psychological and sociological sources of entrepreneurs:— tries to identify characteristics that are common among entrepreneurs

In this study, an entrepreneur is the individual who sees an opportunity of introducing a new technique, new commodity or for the development of newly discovered resources. He raises the money to launch a new enterprise, assembles the factors of production, chooses top managers and sets the organization going.

There are also problems that are faced by researchers in distinguishing the difference between a manager and an entrepreneur. For purposes of this study a manager is a person who performs the functions of a manager staffing, controlling, leading,

organizing, communication. He may be employed but does not own the business while an entrepreneur is the owner of a business or owner and manager of a business.

2.1 Need for Entrepreneurship in Kenya.

Small business.

The definition of small business is also one which has a lot of controversy. The term 'small business' can be defined in various ways according to the circumstances in which they are being used. Harper (1984) for example argues that the distinction between formal and informal is far more important than that between 'large' and 'small'. The distinction between formal and informal brings into light the issue of law - whether a particular business is recognised and licensed by the Government. In Kenya for example the Jua-Kali (Scourching - sun) artisans for a long time have been regarded as informal. This economic package among other stipulations requires countries south of the Sahara to streamline Overall, however, 'small business' is a general term which refers to firms whose size is in some way limited (Low 1980:32). There is a consensus among writers and researchers on small business that size is a relative term (Hart 1963, Grunshaw 1955, Glaser 1989). For purposes of this study therefore, a small business is one whose size is in some way limited compared to others in the same industry. It is owned by an individual and sometimes with his family. It could be concerned with trade, commerce, distribution, transport, construction, agro-business, manufacturing and maintenance or repair and maintenance among others

2.0 LITERATURE REVIEW

2.1 Need for Entrepreneurship in Kenya.

Kenya, just like any other developing nation is characterised with low levels of income, high levels of unemployment, heavy dependence on the developed nations both for aid and trade, all which lead to poverty and a general feeling of helplessness. Efforts have been made by both governments and international bodies such as the International Monetary Fund (IMF) and World Bank to try and solve the above mentioned problems.

One of the schemes proposed since the late 1980s is the Structural Adjustment Programme (SAP). This economic package among other stipulations requires countries south of the Sahara to streamline their public sector, and liberalize trade, have a sense of accountability and transparency. The process entails laying off about 40,000 people in a country like Kenya, which already has an acute unemployment problem (Livingstone 1984, Higgins 1986), worse still as Bwisa (1991), points out, this problem is likely to be worse since Kenyas' population is expected to be 35 million by the year 2000. Yet the World Bank estimates that the present labour force of approximately 8 million will need to increase to 14 million by the year 2,000. (See the unemployment scenario in the table 1.)

Table 1
 Employment scenario (1971) in Nigeria are
 1988 1993 New Jobs
 (in '000')

	1988	1993	New Jobs
Population	22 657	27 214	
Labour force	8 556	10 571	
Private employees	660	843	183
Public employees	666	778	112
Self-employed	41	61	20
Informal urban	441	730	239
Small firms	6 055	7 070	1 015
Rural non-firm	435	733	298
Total employment	8 298	10 215	1 917
	258	362	(104)

Source: Kenyas Development plan for 1989: 1993

The public sector which has been a major employer is laying off workers in its endeavor to cut down costs (Waxter and Higginsone 1989). The private sector is expected to play a major role in solving the unemployment problem. This sector, however, is expected to depend on the indigenous enterprise because foreign investment is frickle and would be slow to respond to the changing environment (Persaud 1989:61). He further observes that it is the indigenous private sector which requires priority in Africa.

It is no wonder that Peters (1991) contends that survival anywhere now depends on perpetual innovation and improvement. The donor view to Africa emphasizes that governments should foster the spirit of entrepreneurship among small business men by deregulating it and making it easy to establish business to spur economic growth.

Researches in Kenya by Harper (1973), Kamau (1975), Mwangi (1975), Arap Kessio (1983) and Marris and Sommerset (1971) in Nigeria are in consensus that small business provide employment opportunities for a large number of people.

Small businesses have also been found to use local material ie domestication: thus saving the country foreign exchange. An investigation in the demand of soap in Bangladesh, shoes in Ghana, furniture in Kenya and bicycles in Malaysia suggest that there is a tendency for local products produced in small units using labour intensive equipment to be more appropriate for the needs of the customers (Baron and Vinginneken 1982:685-686).

Small business is mainly associated with entrepreneurship and innovation (Harper 1984, Livingstone 1980). The entrepreneur is a role model in the community, a provider of employment for others, a stabilizing factor and a primary contributor of resources for the development of the basic economic structure in a nation. He/she imparts new energy and performs a positive function in societies development (GOK/ILO/UNDP 1989:1).

The heroic creativity of entrepreneurs is very essential for productivity, new technologies, products and services. As Bagby (1987) points out that it is, however, important to appreciate that innovation also takes place in large organizations through corporate entrepreneurs. He further notes that such entrepreneurs

are normally forced out of organizations because of the bureaucratic system. Such individuals often opt to start their own business where they have more freedom and can try out their new ideas.

2.2 Employee satisfaction in small business versus organizational employment.

Research from the industrialized nations suggest that people who work in small enterprises are happier at work than those who work in large organizations, inspite of generally lower wages and poor standards of safety, comfort and welfare facilities (Peters and Waterman 1982). In smaller enterprises, there is less bureaucracy, more freedom, more inter-personal communication and one is able to personally identify with the finished product which gives a sense of accomplishment, hence satisfaction. Large organizations on the other hand, are more bureaucratic making it difficult to provide an atmosphere for interpersonal interaction (Karnani and Fiegenbaum 1991). The culture that a small business creates provides synergism and decreased response time to environmental changes (Neilson 1974). They are flexible than organizations.

Entrepreneurs normally work best in an environment which large organizations do not provide. Wondu (1993:7) beautifully sums up various reasons why entrepreneurs venture in small business in preference to stable employment in organizations:

1. The creative or enterprising individual likes to be independent. He likes to be in control of the action and resents taking instructions. Small business provides an opportunity to the individual to be in control of his own life. In addition, as Waxter and Higginson (1987), notes, the 1990s is a period.
2. An entrepreneur has ideas which he longs to realise. The fruition of his own imagination provides a feeling of achievement of what Abraham Maslow calls self-actualization. Further still, Kibben (1989) points out that
3. Running ones own show is associated with ego and prestige. Peers and society view such a successful independent personality with approval, admiration and envy. Individual perceives dissatisfaction with the job itself, the pay,
4. In ones own business, one is doing what he likes doing most. An entrepreneur will consider among other things his own talent, skill and idiocracy. point out that the traditional work values such as employee loyalty and job
5. Driven to small business by the prospect of economic prosperity, wealth is demanded not only as a source of material welfare but also as an embodiment of ego, prestige, achievement, creativity and hardwork. directed towards organizational goals. These changes suggest that people for a long time, people have considered working for an organization as the viable career to owning their own business. However, as Lassort and Clavier (1989:69),

observe organizations are going into liquidation, being privatised and handed over to foreign investors or simply selectively kept a float. In addition, as Waxter and Higginson (1989), notes, the 1990s is a period characterized with corporate restructuring: which means that many people will be retrenched and would have to find work else where. Corporates are concerned about survival. Further still, Kiggundu (1989) points out that most organizations in Africa are faced with motivational crisis often leading to employee dissatisfaction. Randolf (1988:25), observes that if an individual perceives dissatisfaction with the job itself, the pay, the working conditions, and the people at work, they are bound to change their jobs or even the career. Infact, Jackson and Vitberg (1987), point out that the traditional work values such as employee loyalty and job security are continuously being eroded away.

Society has begun to emphasize co-operation and self-actualization over hard work directed towards organizational goals. These changes suggest that people come into the work setting with different values and expectations than in the past. One author has suggested the following discrepancies between work expetations and organizational realities (Walton 1972:72):

1. Employees want challenge and personal growth, but work tends to be simplified and specialities tend to be used repeatedly in work assignments. This pattern exploits the narrow skills of a worker, while limiting his or her opportunities to broaden and develop. The working life has resulted in a proliferation of change of technologies. These
2. Employees want to be included in patterns of mutual influence: they want egalitarian treatment. But organizations are characterized by tall hierarchies, status differentials, and chains of command. Yesterday's reward systems, working conditions and numerous other aspects of ones job.
3. Employee commitment to an organization is increasingly influenced by the intrinsic interest in work itself, the human dignity afforded by management and social responsibility reflected in the organizations products. Yet Organizational practices still emphasize material rewards and employment security and neglect other employee concerns. Ability, problem solving, results
4. What employees want from careers, they are apt to want right now. But when organizations design job hierarchies and career paths, they continue to assume that today's workers are as willing to postpone gratifications as were yesterday's employees. Needs and
5. Employees want more attention to the emotional aspects of organizational life. Such as individual self-esteem, openness between people and an expression of warmth.

Yet organizations emphasize rationality and seldom legitimize the emotional part of the organizational experience. Since there is excessive emphasis on rote-learning while creative ability tends to be

The demand for a better working life has resulted in a proliferation of change of technologies. These technologies are designed to make people more satisfied and productive in the work setting. Some of them deal with issues of job status, job content, relationships with peers and supervisors, reward systems, working conditions and numerous other aspects of ones job.

Experience is another factor that has been identified to

Entrepreneurs have often been considered as unique persons. Several writers have tried to identify characteristics that are unique to entrepreneurs. The GOK/ILO/UNDO (1989), for example has identified the following characteristics: risk-taking, innovativeness, individual responsibility, problem solving, result oriented and independence. the respective countries.

Consequently the political factor is very important in

Further still, researches have been done to try and determine factors that influence entrepreneurial behaviour. Studies by Harris (1968), Marris and Sommerset (1971), Chuta and Okpechi (1988). Liedholm and Chuta (1976) all tried to find out whether education influenced entrepreneurial behaviour. Results were

however mixed: Harris (1968) for example argued that much of what passed as formal schooling is even detrimental, since there is excessive emphasis on rote-learning while creative ability tends to be squelched. Okelo (1972) adds that arithmetic ability is useful to an entrepreneur but many elaborate arrays of numbers are in their heads. On the other hand, a study by Stepanach (1960) concluded that technical knowledge is closely related to the educational level of a manager. Experience is another factor that has been identified to influence entrepreneurial behaviour. Harris (1968) and Okelo (1972), for example content that individuals starting business at later ages would have relevant experience. Harris (1968) study among Nigerian firms and Child (1971) study in Kenya revealed that entrepreneurial behaviour is greatly affected by political connections in the respective countries. Consequently the political factor is very important in developing nations, a phenomenon which is unheard of in the developed nations. In Kenya for example, there has been historical bias toward large organizations such that entrepreneurs struggle to maintain their existence not because of normal commercial problems but because of the central governments activities.

It is possible to create entrepreneurial spirit through
Most writers on development of African businessmen
contend that the spirit of entrepreneurship is a less
active force than in developing nations than in the
developed nations. Factors such as the African extended
family and obligations have been cited to be some of the
impeding factors. Hawkins (1963:37), warns that it
would be wrong to generalize the spirit of
entrepreneurship among different groups of people. Much
as one should accept the bad effects of certain
practices, it is important to acknowledge that culture
evolves over time and with time, as people become
educated and mix with other people they are bound to
shed off practices that do not compliment expected
behaviour. There is no one best culture. (1987:65)

note that small business is a seedbed for innovation.

An interesting example is given by Persaud (1989:61) on
what happened in Japan "It is only 40 years ago that Japan
emerged a most successful country. It was regarded as
not capable of Western Technological and economic
advances... Hong Kong was regarded as producing cheap
inferior manufactured products... Untill 1960. India was
seen as a "Hopeless case" and so was Bangladesh... It is
unbelievable that Taiwan, Singapore, South Korea and
HongKong have achieved growth rates mainly from small
businesses than those for the industrialized nations.

It is possible to create entrepreneurial spirit through increasing peoples' awareness of the effects of culture on business and development as a whole, therefore, Kenyan students can just be as entrepreneurial as their counterparts in the developed nations. In an organization, there should be a fit between the. Entrepreneurs are very essential to any economy, developed or developing. Their innovation often lead to others. During the industrial revolution for example, cotton imported from India gave British entrepreneurs the idea of producing cotton clothing instead of wool (Harper 1984). Small firms have also proved the adept at adapting local material, such as the Ghanaian firms that used "outdated" Taiwans' Technology to make toilet paper from crushed waste. Infact Steel and Webster (1987:65) note that small business is a seedbed for innovation.

Career Choices.

The section that follows explores the career concept in detail. In addition, the section also examines some of the empirical research carried out on career choice.

2.3 The Carrer Concept

A career is basically a sequence of work-related positions occupied by a person during the course of a life time (Super and Hall 1978). It not only encompasses traditional work experience, but also the

diversity of career alternatives, individual choice, and individual experiences (Hellriegel 1983). (Hellriegel 1983) who cites the following components:

The shape of a persons career over time is influenced by several factors such as costs and beliefs. In an organization, there should be a fit between the organizations needs and the individual needs. When there is incongruence, there is likely to be dissatisfaction with one party. Under normal circumstances the individual is the one who is bound to suffer because unless the employees are strongly unionized organizations take very long to adjust. The individual therefore is bound to change their organization or the career. Individuals therefore when making career choice have to be very careful.

Career Choices.

Choices have to be made in the midst of other decisions. Such as the kind of life style they want to create in marriage, where they want to live, whether they want to rent or buy a house. Peoples careers frequently involve working in many organizations, commuting long distances and sometimes pursuing multiple occupations during their life time. The career chosen entails an individual to do a particular job.

A job is typically described in terms of specific duties: tasks, authority, technology, status and opportunity (Hellriegel 1983). who cites the following components;

Tasks: These are duties such as sweeping the floor, preparing a budget, writing a computer programme, convening meetings and the like. Tasks that compose a job are critical in determining outcomes for the job holder and the organizations. Tasks determine the abilities and skill the job holder must possess in order to be successful. other jobs inside and outside the organization. Job status is as much of job holders

Authority: A job carries with it authority. This is a set of rights that enable the job holder to perform his or her tasks within the organizational context.

Opportunity: To some extent job holders can make their

Responsibility: A job carries with it responsibility - the duty, or obligation to carry out tasks. Responsibilities must be defined to the extent and in terms of their quality timing and cost.

Accountability: It is a form of personal liability that goes with a job - in a narrow sense, they are liable to their immediate organizational superior. ion, optional interaction, responsibility and required knowledge and skill (Turner and Lawrence 1965). Measures of these

Technology: It refers to all the material, machines, process, information and knowledge that are used in the job.

Relationships: To some degree every job holder requires to interact with other people - peers, superiors, subordinates, customers, suppliers among others. These are an integral part of the job.

Status: It refers to the relative prestige that a job has compared to other jobs inside and outside the organization. Job status is as much of job holders perceptual process as it is a result of a jobs objective characteristics.

Opportunity: To some extent job holders can make their own opportunities: they find ways to use their competence, they search for new responsibilities, they actively learn new skills, they capitalize on a jobs potential growth and development.

2.4 Job Characteristics

Some of the earliest job characteristics identified are: variety, autonomy, required interaction, optional interaction, responsibility and required knowledge and skill (Turner and Lawrence 1965). Measures of these

characteristics were developed and a summary measure the Required Task Attribute (RTA) index was formulated.

Several years later, another study indentified six characteristics; variety, autonomy, task identity, feedback, dealing with others and friendship opportunities (Sims et al 1976):

Consequently, organizations try to change the characteristics to

1. Skill Variety - the degree to which a job requires a variety of activities involving the use of different skills and talent.

2. Task identity - the degree to which a job requires completion of a whole and identifiable piece of work.

3. Task significance - the degree to which a job has substantial impact on the lives of other people, whether these people are in the immediate organization or the world at large.

4. Autonomy - the degree to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedure to be used.

5. Job feed back - the degree to which carrying out the job provides the individual with direct and clear information

about the effectiveness of his or her performance.

When jobs are perceived to possess a high degree of these characteristics, job holders are more likely to be satisfied and would be dissatisfied when jobs are perceived to possess a low degree of the characteristics (Pierce and Dunhan 1976).

Consequently, organizations try to change the characteristics to suit different employees but as Mitchell (1989) points out people are different, they want different things from the organizations which are too large and less human. Yet society is changing too rapidly that organizations can not adjust quickly enough to satisfy the employees.

2.5 Job satisfaction

It is an attitude; It is relative term and has several dimensions. First, job satisfaction is an attitude or a set of related attitudes toward a job or work environment, the pay or supervision.

It is often based on a comparison between what is expected or hoped for in a job and what is actually experienced. It may be based on a comparison between the employees actual job and his perception of the next best alternative. It is multidimensional: Stems from several sources such as pay, work, opportunities for promotion, supervision and co-workers.

Individuals have motives they wish to satisfy even in the work place or making a certain career choice. Some of the basic motives related to work are competence, curiosity, affiliation and achievement. David McClelland is most closely connected with the achievement motive and has developed a rather comprehensive theory around the need for achievement (NACH). This will differ from one individual to another but generally, high achievers like immediate feedback.

2.6 Empirical Findings.

Due to lack of immediate capital and technical know how, individuals prefer working for an organization than venture into their own business. Traditionally, most entrepreneurs begun their carrers by working for some one else. Overtime as Organizational employment failed to satisfy their needs, they left to start their own businesses (Brockhause and Herowitz 1986). Today, however, many students already appear to view established organizations as unwilling or unable to satisfy their needs. This perspective may reflect a greater awareness of actual organizational life and rewards as well as a recognition that organizations have changed over the past decade. The view it should be noted, does not mean that these business school graduates will not enter the employ of established organizations. It does recognize, however, that such employment may be temporary, allowing the graduates to gain experience and financial resources necessary to start their own business (Brenner et al 1991). This is a view which is shared by

Clutterbuck and Devine (1985).

There is a burgeoning interest in entrepreneurship among American
Several studies have been conducted to determine what made people
enter into business or stay in a particular organization and
motivation has been found to be an important factor (Ombok 1990).
are no longer perceived to exist (Brenner et al 1971, Higginson
Marris and Gommerset (1971), found that many African entrepreneurs
went into business because of frustration in formal employment
though they were well paid and had secure jobs. They saw business
as their only chance of being independent and creative. Business
gave them a sense of fulfillment they could not get in formal
employment. Harris (1968) also had similar findings among
Nigerian firms. Wondu (1993:7) writing on entrepreneurs points
out that, entrepreneurs venture into small business in preference
to stable employment because they like to be independent, have
ideas they wish to realize, for economic prosperity and that
small business would allow them to do things they like doing most.
employment with a particular type of organization was not only a
Considerable research has focused on the work values of business
college graduates. Results generally show that they desire work
that provides a feeling of accomplishment, job security and the
opportunity to acquire knowledge and skills. However, they prefer
to avoid work that could be characterised as routine or involving
rules and procedures and work that requires supervising others or
taking risks (Bartol and Manhardt 1979, Brenner and Tomkiewixz
1979, 1982, Manharhardt 1972) success and living standards.

The presence of this excessive optimism is supported by Cooper. There is a burgeoning interest in entrepreneurship among American business students which basically reflects their increasing willingness to accept the uncertainties of business ownership, since many of the benefits once associated with being an employee are no longer perceived to exist (Brenner et al 1991, Higgison 1989). As such, the graduates choice between entrepreneurship and employment in an organization could be determined by their perceptions of the outcomes associated with each alternative, and how much they value or desire these outcomes. Data that work values of male and female business college graduates differ (Brenner et al

Although a graduate might perceive entrepreneurship as a more attractive career than working for an organization, perceived barriers such as lack of money or the onset of family responsibility could intervene and cause the graduate to become an employee rather than an entrepreneur. Infact Greenhouse Gugalski and Crispin (1978) found that a persons intention to pursue employment with a particular type of organization was not only a function of the organizations attractiveness but also of the accessibility of feasibility of the choice.

There is evidence, however, that perceptions of success or failure can be inaccurate. Egges (1987) survey of 150 founders of new firms showed that more than half of them reported lower revenues than expected, underestimated their working capital needs, had lower than anticipated personal success and living standards.

The presence of this excessive optimism is supported by Cooper, Woo, Dunkelberg (1988). Their survey of 2,994 new entrepreneurs indicated that 81 % believed that the chances were 70% or better and a remarkable 33% believed that their probability of success was 100. The survey also found that those who were poorly prepared entrepreneurs were just as optimistic as those who were well prepared. that students whose parents owned a small business demonstrated the highest preference for self-employment, and Gender Difference in a large business. Students with work

Evidence from the developed nations also indicate that work values of male and female business college graduate differ (Brenner et al 1991). For instance Manhardt (1972) found gender differences in the extent to which graduates valued 11 out of the 25 job characteristics. Brenner and Tomkiewicz (1979) found 8 differences in the same list of job characteristics. In general males preferred to earn a higher income, take risks and supervise others, while, females desired work that continued their development of knowledge and skills, was intellectually stimulating and provided congenial associates and comfortable working conditions.

Women are the fastest growing group of entrepreneurs in the U.S.A. (Hisrich and Brush 1985). From 1972-1982, the number of self-employed women increased by 69% (Scott 1986). Most of these women - 64% established or purchased a business of their own. This growth in the number of women entrepreneurs combined with

findings that many females work values differ from those of men emphasize the need to find the difference.

Other Influences

Other variables that may also influence the choice of a career as an entrepreneur or an employee, Scott and Twomey (1988) for instance, found that students whose parents owned a small business demonstrated the highest preference for self employment and lowest for employment in a large business. Students with work experience also exhibited a greater inclination toward opening their own business. Hence, the influence of parental role models and of the students prior work experience must be considered.

3.2 Data Collection Method.

Information was collected through a questionnaire (see appendix 1). The questionnaires were distributed by one of the instructors to first year graduate business students at the University of Nairobi and to all graduate business students of the United States International University of Africa. The researcher distributed to the second year graduate business students at the University of Nairobi. Students were advised on the cover page that participation was completely voluntary and should be completed anonymously. Questionnaires were then returned to the instructor during the following class period and these were passed to the researcher.

From the objectives of the study and the literature reviewed, the following hypothesis were tested: Section 3

1. Ho: There is a difference in perceived fulfillment

RESEARCH METHODOLOGY/RESEARCH DESIGN. between graduate business students in the U.S.A and in Kenya.

3.1 Population and Sample design

The population of interest consisted of all graduate business students at the University of Nairobi Lower Kabete Campus and the United States International University of Africa (approximately 140 students). A response rate of about one third (47) was expected and this constituted the sample. amount of fulfillment perceived to be provided by organizational employment and

3.2 Data Collection Method.

Information was collected through a questionnaire. (see appendix 1). The questionnaires were distributed by one of the instructors to first year graduate business students at the University of Nairobi and to all graduate business students at the United States International University of Africa. The researcher distributed to the second year graduate business students at the University of Nairobi. Students were advised on the cover page that participation was completely voluntary and should be completed anonymously. Questionnaires were then returned to the instructor during the following class period and these were passed to the researcher.

The Data collection instrument was a questionnaire which had 3 parts. From the objectives of the study and the literature reviewed, the following hypothesis were developed for testing:

1. Ho: There is a difference in perceived fulfillment desired from a career path between graduate business students in the U.S.A and in Kenya.

HA: There is no difference in perceived fulfillment desired from a career path between graduate business students in the U.S.A and in Kenya.

2. Ho: There is no difference in the amount of fulfillment perceived to be provided by organizational employment and entrepreneurship.

HA: There is a difference in the amount of fulfillment perceived to be provided by organizational employment and entrepreneurship.

3. Ho: There is a difference in perceived fulfillment desired from career path between male and female business graduate students.

HA: There is no difference in perceived fulfillment desired from a career path between male and female business graduate students.

3.3 Data Collection instrument.

The Data collection instrument was a questionnaire which had 3 parts:

Part A Consisted of questions aimed at obtaining general information about the student: background and demography.

Part B aimed at measuring work values using the 29 item scale.

This scale was adapted from Manhardt's (1982) 25 item scale which was developed to provide a specific method for measuring the importance of a broad spectrum of job characteristics (see appendix 2). Respondents were required to rate the importance of each characteristic on a 5 point scale (1 = important and 5 = very important). This scale has been used in previous research with college graduates (Bortol 1984. Bortol and Manhardt 1979. Beutell and Brenner 1986. Brenner and Tomkiewicz 1979, 1982) and middle managers (Brenner, Blazini and Greenhaus 1988). In addition Bartol and Manhardt (1979) have provided evidence of the stability of the scale over a nine-year period.

However given that the scale was set in a different contextual environment (U.S.A) a pilot study was carried out by the researcher to modify it to suit the Kenyan contextual setting five additional job characteristics were found and this were incorporated to come up with 29 job characteristics (see appendix 2).

Twenty five graduate students from the University of Nairobi were exposed to the 25 characteristics that Brenner et al (1991) used and were asked to add characteristics they felt was important to their career path. There was a consensus among the students on all the 25 characteristics that Brenner et al (1991) used but in addition 5 more characteristics were brought to light. The results were as shown in the table 2:

Table 2 Required the respondents to give their career preferences

Additional job characteristics that are important to a career path.

No Percentage

1. Is not subject to any political or outside interference 100%

2. Has retirement benefits 72%

3. Has room for my religion 80%

4. Is not far from place of residence 40%

5. Does not require alot of travelling 20%

There was, however, a general feeling among these students that religion should be incorporated in culture because as Rowe et al (1989) notes culture has to do with a peoples' way of life: their norms, beliefs traditions attitudes and values that are shared by a group of people. Therefore religion was incorporated in culture to come up with the 29 job characteristics which were used in the study.

Two corresponding scales using these 29 items were developed to

measure respondents perception of each job characteristic provided by working for an organization and operating ones own business. Respondents were required to rate how much of each characteristic they felt they would get from each of the two career choices (1 = very little 5 = a great deal). An organization is defined to include public organizations, private business which are not owned by the student or non-governmental organization.

Part C required the respondents to give their career preference if given equal opportunity for either working for an organization or owing a small business. They were also required to give a realistic choice given their own circumstances.

3.4 Data presentation and analysis Methods.

Given that this is a replication of Brenner et al (1991) study, the same data analysis techniques were used. These included simple data analysis which included tabulation, means and percentages. The results were then compared with those obtained by Brenner et al (1991).

Means were calculate to determine how much importance the respondents placed on each of the 29 job characteristics, and to determine how much of each characteristic they felt would be provided by either working for an organization or operating their own business.

Next T tests were used to determine if there were any differences

in perceptions of the degree of fulfillment provided by the two careers. The T test is deemed appropriate because this is a replicative study of that carried out by Brenner et al (1991) and thus find out differences between present study's results and Brenners. In addition several similar studies have used same technique and produced meaningful results (Brenner et al 1991, Sandholtz 1990. Karr 1988).

Out of 140 questionnaires distributed, a total of 50 questionnaires were returned. Sub sample means and standard deviations were calculated for males and females, and for the two career preference groups. It was also useful to determine if there were gender by job preference interactions in work values and perceived fulfillment.

It was also important to know how many graduate business students actually plan to pursue entrepreneurship career when limitations on freedom of choice are considered. Therefore actual intentions were then compared with preferred careers, and explanation of any differences between the two were then explored by measuring their perceptions of success in either career.

4.7 Perceived Fulfillment

Means calculated for the importance graduates ascribe to each of the 29 characteristics are ranked in order of importance as shown in table 3.

Section 4

4.0 RESEARCH REPORT/FINDINGS

This chapter gives findings of the study related to the objectives of the study. Under each set of findings, results related to the present study are presented first, then compared with Brenner et al (1991) findings before conclusions are drawn.

4.1 General Results

Out of 140 questionnaires distributed, a total of 50 questionnaires were collected and this was a total response rate of 35.7% which was quite low. However, the response rate at the University of Nairobi was 97.3% while that of the United States International University of Africa (USIU - A) had a lower response rate: 34.3%. This is because USIU-A offers graduate degree programme by part time study which makes it difficult to get all the students on the University premises.

In addition the University of Nairobi offers only one option in the graduate business programme i.e. Master of Business Administration (M.B.A.) while the United States International University of Africa offers Masters of Science Management and Organizational Development, Master in Business Administration, and Master in International Business Administration.

4.2 Perceived Fulfillment

Means calculated for the importance graduates ascribe to each of the 29 characteristics are ranked in order of importance as shown in table 3:

Table 3

Job characteristics ranked in order of importance

Job characteristic	Mean
1. Intellectually stimulating	4.66
2. Continued development of knowledge & skill	4.64
3. A feeling of accomplishment	4.58
4. Working independently	4.54
5. Advancement to higher administrative levels	4.50
6. Rewards performance with recognition	4.50
7. Originality and creativity	4.40
8. Not subject to political/tribal interference	4.32
9. Provides job security	4.14
10. Makes use of specific educational background	4.14
11. Provides comfortable working conditions	4.12
12. Provides an opportunity to earn higher income	4.10
13. Develop own methods of doing work	4.10
14. Provides change & variety in duties & activities	4.02
15. Working on problems of central importance	3.66
16. Has retirement benefits	3.62
17. Is respected by other people	3.58
18. requires meeting and speaking with others	3.50
19. Satisfies cultural interests	3.46
20. Gives responsibility of taking risks	3.42
21. Involves working with friends	3.40
22. Permits one to work with people they admire	3.32
23. Makes a contribution to society	3.28
24. Has leisure time off the job	3.22
25. Develop own methods of doing work	3.06
26. Requires supervising others	2.92
27. Has clear cut rules and procedures to follow	2.86
28. Permits regular routine in time and place	2.68
29. Does not require a lot of travelling	2.60

From the table above, it can be observed that business graduate students in Kenya most value a job that is intellectually stimulating, encourages continued development of knowledge and skill, has a feeling of accomplishment and requires working independently. They do not value work that does not require a lot of travelling, permits a regular routine in place and time and has clear cut rules and procedures to follow.

Of the unique job characteristics that were found to be unique to the Kenyan setting, the table below shows summary of the findings

Table 4

Rankings of job characteristics unique to Kenyan Graduate students in order of importance

Job characteristic	Mean
1. Not subject to political and tribal interference	4.32
2. Has retirement benefits	3.62
3. Satisfies cultural interests including religion	3.46
4. Not far from place of residence	3.06
5. Does not require a lot of travelling	2.60

The job characteristics not subject to political and tribal interference is a very unique characteristic which is a common feature to most developing nations. These nations, for a long time have been subject to despotic dictatorial regimes which are slowly crumbling down giving way to multi-party system. The effects of the former system are still being felt and hence students rank this particular characteristic quite highly as being important in a career path.

When comparing the original 25 job characteristics used by Brenner, the results are as shown in the subsequent tables: 5, 6, 7.

18. Importance to the organization	3.74
19. Makes use of educational background	3.72
20. Requires meeting and speaking with others	3.56
21. Gives responsibility of taking risks	3.60
22. Requires supervising others	3.36
23. Makes a social contribution	3.47
24. Satisfies cultural and aesthetic interests	3.47
25. Has clear cut rules and procedures	3.22
26. Demands a regular time in routine and place	3.09

Table 5

Job characteristics ranked in order of importance by USA business graduate students

Job characteristics	Means
	USA
1. Provides a feeling of accomplishment	4.77
2. Encourages continued development of knowledge and skill	5.51
3. Rewards good performance with recognition	4.38
4. Provides job security	4.29
5. Is intellectually stimulating	4.28
6. Permits advancement to higher administrative levels	4.24
7. Provides change in variety in duties and activities	4.23
8. Provides comfortable working conditions	4.23
9. Is respected by other people	4.22
10. Provides an opportunity to earn higher income	4.18
11. Involves working with friends	4.11
12. Permits one to work with people they admire and respect	3.97
13. Permits one to develop own methods of doing work	4.00
14. Permits working independently	3.92
15. Requires originality and creativity	3.92
16. Provides ample leisure time off the job	3.80
17. Requires working on problems of central importance to the organization	3.74
18. Makes use of educational background	3.72
19. Requires meeting and speaking with others	3.66
20. Gives responsibility of taking risks	3.60
21. Requires supervising others	3.56
22. Makes a social contribution	3.47
23. Satisfies cultural and aesthetic interests	3.47
24. Has clear cut rules and procedures	3.22
25. Permits a regular time in routine and place	3.09

Table 6

The 25 job characteristics ranked in order of importance by Graduate business students in Kenya

Job characteristics	Mean
1. Is intellectually stimulating	4.66
2. Continued development of knowledge and skill	4.64
3. A feeling of accomplishment	4.58
4. Working independently	4.54
5. Advancement to higher administrative levels	4.50
6. Rewards performance with recognition	4.50
7. Provides an opportunity to earn higher income	4.45
8. Originality and creativity	4.40
9. Provides job security	4.14
10. Makes use of specific educational background	4.14
11. Provides comfortable working conditions	4.12
12. Develop own methods of doing work	4.10
13. Provides change & variety in duties & activities	4.20
14. Working on problems of central importance	3.66
15. Is respected by other people	3.58
16. Requires meeting & speaking with others	3.50
17. Satisfies cultural interests	3.46
18. Gives responsibility of taking risks	3.42
19. Permits working with friends	3.40
20. Permits one to work with people they admire	3.32
21. Makes a contribution to society	3.28
22. Has leisure time off the job	3.22
23. Requires supervising others	2.92
24. Has clear cut rules and procedures	2.86
25. Permits regular routine in time and place	2.68

Note: This does not include the characteristics that are specific to the Kenyan contextual setting.

Table 7

Comparison of the Job characteristics by the Kenyan versus USA graduate business students

Job characteristics	Means		
	U.S.A:	KENYA	T-TEST
1. Provides a feeling of accomplishment	4.77	4.58	3.86
2. Encourages continued development of knowledge and skill	4.51	4.64	2.04
3. Rewards performance with recognition	4.38	4.50	2.14
4. Provides job security	4.29	4.14	1.64
5. Is intellectually stimulating	4.28	4.66	1.54
6. Permits advancement to higher administrative levels	4.24	4.50	2.50
7. Provides change in variety in duties & activities*	4.23	4.02	1.24
8. Provides comfortable working conditions	4.23	4.12	0.69
9. Is respected by other people	4.22	3.58	1.64
10. Provides an opportunity to earn higher income	4.18	4.45	0.58
11. Involves working with friends	4.11	3.40	3.01
12. Permits one to develop own methods of doing work	4.00	4.10	0.49
13. Permits one to work with people they admire and respect	3.97	3.32	1.54
14. Permits working independently	3.92	4.54	-2.58
15. Requires originality and creativity	3.92	4.54	1.02
16. Provides ample leisure time off the job	3.80	3.22	0.60
17. Requires working on problems of central importance to the organization	3.74	3.66	1.23
18. Makes use of educational background	3.72	4.14	-1.48
19. Requires meeting and speaking with others	3.66	3.50	0.59
20. Gives responsibility to taking risks	3.60	3.42	1.50
21. Requires supervising others	3.56	2.92	1.28
22. Makes a social contribution	3.47	3.28	0.78
23. Satisfies cultural values	3.47	3.46	-1.54
24. Has clear cut rules and procedures	3.22	2.86	0.09
25. Permits a regular routine in time & place	3.09	2.68	0.29

The T-test from the tables when $n = 25$ degrees of freedom: $n-1=24$ and at a significance level of $0.05 = 1.711$. Overall, there is no difference in the perceived fulfillment by graduate students from U.S.A. and Kenya. Most of the tests fall in the accepted region. We therefore reject the null hypothesis that there is a difference in perceived fulfillment desired from career path between graduate business students in the U.S.A. and in Kenya. We therefore accept the alternative hypothesis that there is no difference in perceived fulfillment desired from a career path by the two groups of students.

4.2 Perceived fulfillment of Organizational Employment versus Entrepreneurship

Further still, dependent t-tests were computed between the means for the perceived amount of each characteristic provided by working for an organization versus owning ones own business. The results are as shown in the table below

Table 8: Means, standard deviation and T-tests for the importance and perceived fulfillment of job characteristics for the total sample

Order	a	Importance		Amount provided by Organization Business				T-test
		u	r	u	r	u	r	
18	Intellectually stimulating	4.66	0.69	3.16	0.96	3.98	0.99	4.19
3	Continued development of knowledge and skill	4.64	0.48	3.38	0.89	3.86	0.98	2.56
25	A feeling of accomplishment	4.58	0.57	3.94	0.97	4.67	0.60	10.03
6	Working independently	4.54	0.91	2.14	0.97	4.72	0.67	5.18
14	Advancement to higher administrative level	4.50	0.67	3.38	1.22	3.64	1.35	1.04

16	Rewards performance with recognition	4.50	0.61	3.16	1.01	3.74	1.08	2.75
1	Originality and creativity	4.40	0.70	2.82	1.06	4.64	0.77	9.77
26	Not subject to political and tribal interference	4.32	0.99	2.60	1.32	4.06	0.86	3.91
5	Provides job security	4.14	0.94	2.16	0.97	3.38	1.56	4.68
2	Makes use of specific Educational background	4.14	0.80	3.52	0.99	3.64	1.02	0.59*
12	Provides comfortable working conditions	4.12	0.77	2.94	1.08	3.70	1.32	3.21
24	Develop own methods of doing work	4.10	0.81	2.44	0.97	3.50	1.30	15.42
13	Provides change & variety in duties and activities	4.02	0.98	3.24	1.17	3.50	1.36	1.04*
9	Working on problems of central importance	3.66	1.02	3.14	0.99	4.36	1.10	5.82
29	Has retirement benefits	3.62	1.28	2.94	0.97	1.45	1.50	-7.99
4	Is respected by other people	3.58	0.88	3.72	0.83	4.08	0.94	4.68
19	Satisfies cultural interests	3.46	1.37	2.54	1.01	3.64	1.41	4.48
8	Gives responsibility of taking risks	3.42	1.00	2.70	0.84	4.52	0.81	11.00
10	Involves working with friends	3.40	0.99	3.00	1.14	3.54	1.45	2.06
21	Permits one to work with people they admire	3.32	1.08	2.90	1.13	3.30	1.44	1.54*
7	Makes a contribution to society	3.28	1.14	3.00	0.99	4.16	1.07	5.61
11	Leisure time off the job	3.22	1.07	2.96	0.92	2.86	1.39	-0.42
23	Develop own methods of doing work	3.06	1.06	2.74	1.10	3.50	1.23	8.49
28	Not far from place of residence	3.06	1.04	2.46	0.99	2.40	0.80	4.43
17	Requires supervising others	2.92	1.04	2.46	0.87	4.22	1.09	5.56
20	Has clear cut rules and procedures	2.86	1.21	4.28	0.76	2.08	1.22	-10.79
22	Permits regular routine in time and place	2.68	1.15	3.90	1.04	4.40	1.06	-8.15
27	Does not require alot of traveling	2.60	1.03	3.12	1.02	2.10	1.00	-1.58*

^a indicate the order in which the items appeared on the questionnaire.

Job characteristics with (*) lie in the acceptance region

$\alpha=0.05$

\bar{u} =mean

s =standard deviation

The T - Test from the table at $n=29$, degrees of freedom ($n-1$) = 28 and at a significance level of 0.05 is 1.701. Over all, therefore there is significance difference in the amount of satisfaction perceived to be provided by the organization and owning their own business (see table above). We, therefore reject the null hypothesis that there is no difference in the amount of fulfillment perceived to be provided by the organization and business and accept the alternative hypothesis that, there is a difference in amount of fulfillment perceived to be provided by the organization and owner of business.

be less important in a graduate's business career.

In general, owning one's own business is perceived to provide more of the most desired characteristics that graduate business students deem important in any career. It is therefore expected that students should make a career choice in business since it is business that provides more of the job characteristics but this is not the case as will be shown later on.

Similar results were obtained by Bremer et al (1991). In general, we found out that there was a difference in the amount perceived to be provided by either working for an organization and owning their own business. They tested at level of significance: $p=0.05$.

and all characteristics showed by the t-tests were significantly different (see appendix 4).

As depicted in Figure 1 and table 8, owning ones own business is perceived by graduate business students to provide more of the desired job characteristics than working for an organization. It can also be observed that the most important characteristics are lest satisfied by the organization. The organization, however, satisfies more of the least important characteristics, such as permits regular routine in place and time and has clear cut rules and procedures to follow.

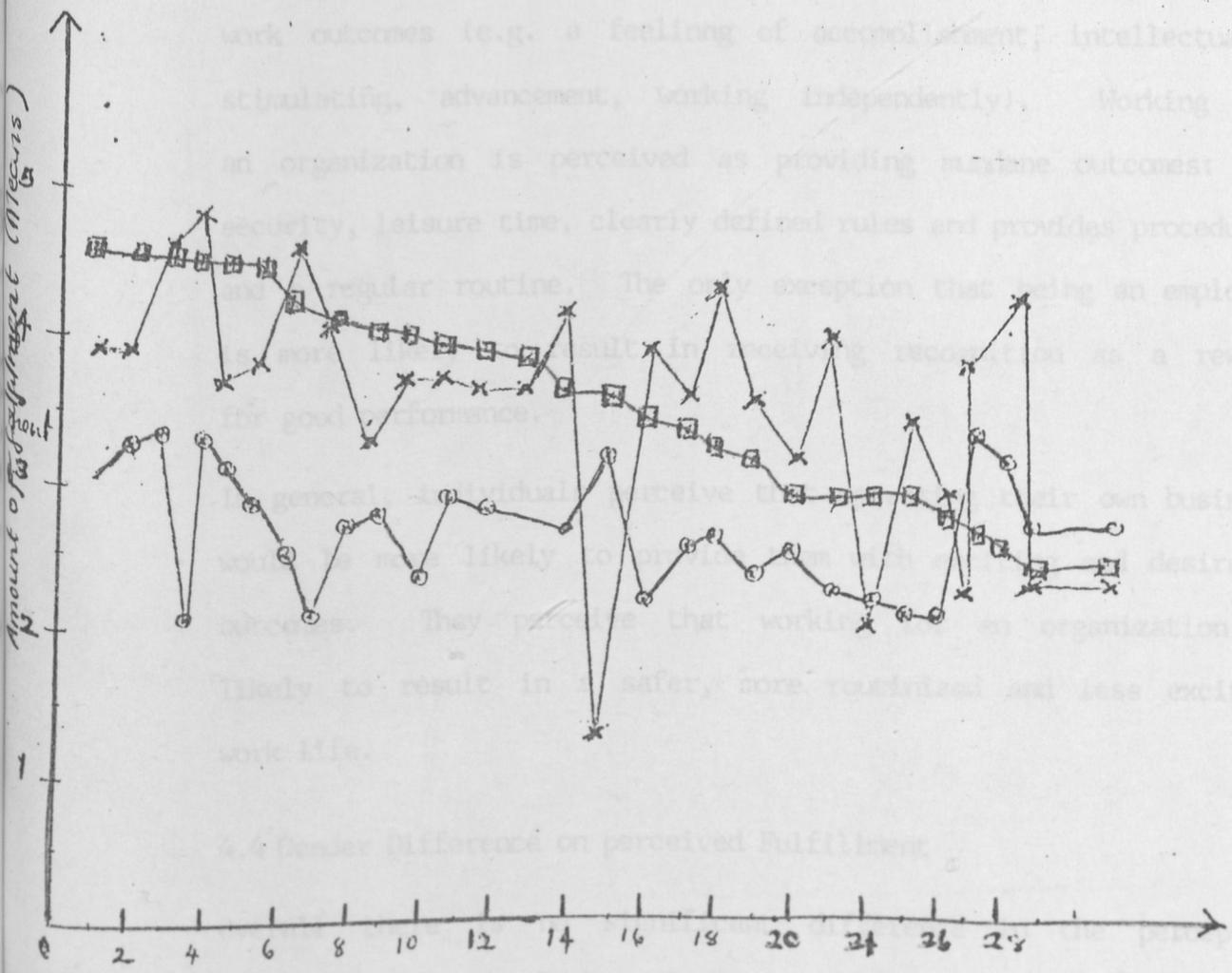
There are, however, a few exceptions. Owning ones own business is ranked lowest in having retirement benefits and relatively low in having clear cut rules and procedures to follow. A characteristic which is ranked highest as being provided by the organization, yet these same characteristics are considered to be less important in a graduate's business career.

In general, owning one's own business is perceived to provide more of the most desired characteristics that graduate business students deem important in any career. It is therefore expected that students should make a career choice in business since it is business that provides more of the job characteristics but this is not the case as will be shown later on.

Similar results were obtained by Bremner et al (1991). In general, he found out that there was a difference in the amount perceived to be provided by either working for an organization and owning their own business. They tested at level of significance: $p=0.05$ and all characteristics showed by the t-tests were significantly different (see appendix 4).

Figure 1

Comparison of perceived fulfilment of organisational employment versus entrepreneurship



KEY

- Job characteristics ranked in order of perceived importance
- ×-×-× Perceived fulfilment provided by owning business
- Perceived fulfilment provided by working for an organisation

For most of the characteristics, the respondents perceive a significant difference in the amount of fulfillment that is perceived to be provided by the organization and operating ones own business. In most cases, graduate students perceive operating ones own business will provide what might be categorized as the more exciting work outcomes (e.g. a feeling of accomplishment, intellectually stimulating, advancement, working independently). Working for an organization is perceived as providing mundane outcomes: job security, leisure time, clearly defined rules and provides procedures and a regular routine. The only exception that being an employee is more likely to result in receiving recognition as a reward for good performance.

In general, individuals perceive that operating their own business would be more likely to provide them with exciting and desirable outcomes. They perceive that working for an organization is likely to result in a safer, more routinized and less exciting work life.

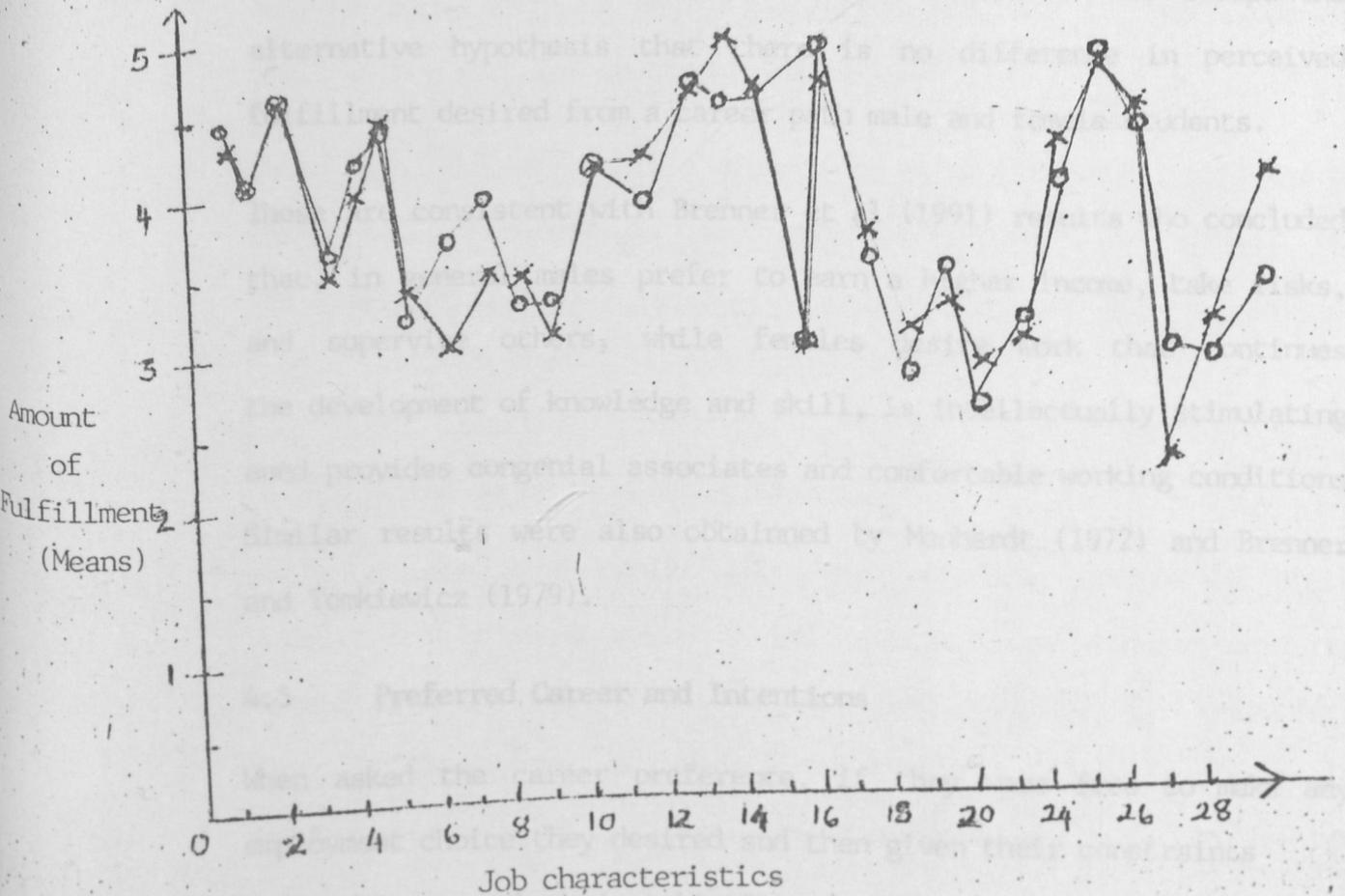
4.4 Gender Difference on perceived Fulfillment

Overall there is no significant difference in the perception of the importance of the job characteristics by males and females as shown in the appendix 3 and in figure 2.

1. Males on the aggregate prefer a job that gives the responsibility of taking risks more than females.
2. Females on the other hand prefer working independently, a job that is intellectually stimulating, a job that satisfies cultural and aesthetic interests and working with congenial associates more than their male counterparts.

Figure 2

Gender difference on perceived fulfilment



KEY

- x—x— Females
- o—o— Males

From the T-test at $n=29$, degrees of freedom; $n-1 = 28$ and at a level of significance of $p = 0.05$, the results are as shown in the appendix 3. From the tables, the t-test is 1.701. We can therefore conclude that, all the calculated tests fall in the acceptance region. We therefore reject the null hypothesis that there is a difference in perceived fulfillment desired from a career path by male and female students. We accept the alternative hypothesis that there is no difference in perceived fulfillment desired from a career path male and female students.

These are consistent with Brenner et al (1991) results who concluded that, in general males prefer to earn a higher income, take risks, and supervise others, while females desire work that continues the development of knowledge and skill, is intellectually stimulating and provides congenial associates and comfortable working conditions. Similar results were also obtained by Manhardt (1972) and Brenner and Tomkiewicz (1979).

4.5 Preferred Career and Intentions

When asked the career preference, if they were free to make any employment choice they desired and then given their constraints the results are shown in table 9.

Table 9

Graduate Business Students' Career Choice

	Free Career preference	Restrained choice
Own business	15	5
Organization	7	40
Both	28	5

When students are free to make a career preference, only 15% of the students want to exclusively work for an organization, while 30% want to own their own business, 56% want to start working for an organization and then finally settle down to business or pursue both careers simultaneously. However, when faced with a restrained choice, only 10% want to pursue a career in business, 10% in both business and organization and 80% of the students would rather work for an organization.

Those who choose both: working for an organization and owning their small business as a career preference do so because of the following reasons:

1. Gain experience from the organization
2. Job security
3. Raise money to start a business.

These reasons also explain why many students choose to start working for an organization. Unless otherwise, students normally do not have the initial capital and even if there were resources, there is the element of uncertainty involved - apart from capital, a businessman needs to make acquaintances: know where to buy or sell, and to whom. Consequently students logically choose to start by working for an organization.

Those who choose working for an organization, most of them were compelled to do so, because they were sponsored by the organization for the business graduate programme and it was a pr-requisite that they work for the organization for a specified number of years. Most students who were not under organizational sponsorship were not planning to go back to their former work place had the

following as their major reasons:

1. They were looking for better prospects
2. Their jobs were not clearly defined
3. Low pay
4. No incentives
5. No freedom
6. No promotional prospects
7. Work overload
8. Religious principles

4.6 Influence of former work experience and parental influence on career intentions

Assuming that those who choose both careers: working for an organization and owning their own business and owning business exclusively have an interest in business. And further assuming that students whose careers own a business or are both employees or own up their business then the following can be deduced:

There is a relationship between what parents/mentor/guardians occupation and the choice of the career path that are chosen by the graduate business students. It is assumed by the graduate business students. It is assumed that students whose parents own a business should choose operating their own business. Graduate business students whose parents either own a business or are both employees and owners of businesses most of them either choose owning their own business or pursuing both careers. It can be concluded from these findings that parents have had an influence on the career choice by the students. This could also be beneficial in that, these students would have had experiences while helping their parents to whom they look up to as role models.

The same argument may be extended to students who have prior work experience. Of the 30 students who had had prior work experience, 25 choose to pursue both careers and 2 to own their own business while only 2 choose to work for an organization. It is expected that students who had prior work experience have some money and would be the better to show whether there is satisfaction or not when an individual works for an organization. It is surprising, however, that such students who have work experience still prefer to work for an organization.

Assuming that students who had either worked for an organization or owned their own business have had prior work experience then it can be observed from table 10 that, 6.7% of the students who had worked for organizations want to pursue both careers. If we further make as assumption that any one with an interest in business (either ownig their own business or pursuing both careers), then we may conclude that about 90% of the students who had prior work experience in the organization are potential entrepreneurs. However, as shown earlier on, most graduate business students opt for organizational employment due to what are perceived to be insurmountable obstacles at the moment. Looking at students who have not had any work experience 80% have an interest in business. These findings supplement earlier findings that graduate business students have an inclination towards business but due to their own circumstances they opt for organizational employment. (This section could be further analysed, the present study could not do so because of time constraint).

The above results are shown in the table below:

Table 10

Influence of former work experience and gender on career preference

	Total Sample	Organization		Job Preference Business		Both	
		No	%	No	%	No	%
Parents/Mentor / Guardian							
Work for Organization	10	3	30%	3	30%	4	40%
Own business	4	0	0%	2	50%	2	50%
Employee and Owner	23	2	8.6%	9	39%	12	52.2
Neither	13	2	15%	1	7.6%	10	76.9%
Graduate Work experience							
Work for an Organization	30	3	10%	2	6.7%	25	83.9%
Operated own business	10	2	20%	5	50%	3	30%
Neither	10	2	20%	6	60%	2	20%

Graduates were further asked to estimate the probability of success. 66% of the students estimated a 50% or better chance of success in an organization while only 40% estimated a 50% or better chance of success in operating their own business as shown in table 11. The group as a whole anticipates greater success in an organizational career than in their own business, and this may explain their less than enthusiastic intention toward establishing entrepreneurial career. As shown in table 4 earlier

on, many students prefer owning their own business but given their own circumstances most of them realistically choose an organizational career.

Table 11
Comparison of job frequencies by job preference

Success in Organization	Total Sample	Organization	Job Preference Business	Both
25% or less	3	0	1	2
26% - 50%	14	3	4	7
51% - 75%	24	2	7	15
75% or over	9	2	3	4

Success in Business	Total Sample	Organization	Job Preference Business	Both
25% or less	18	2	4	12
26% - 50%	12	2	3	7
51% - 75%	15	3	5	7
75% and over	5	0	3	2

Section 5

5.0 DISCUSSION, SUMMARY & LIMITATIONS

5.1 DISCUSSION

The results of the present study suggest that graduate business students generally perceive business ownership in a positive light. Many important job characteristics: intellectually stimulating, continued development of knowledge and skill, a feeling of accomplishment, working independently and originality and creativity to mention but a few - were strongly associated with business ownership. The perception that business ownership can provide a variety of desirable outcomes probably explains its popularity as a potential career path (Duffy and Stevenson 1984, Karr 1988). For Kenya, this is a welcome opportunity, as Haruer (1984) observed when lecturing at the University of Nairobi that though higher institutions of learning prepared students for public corporations and multi-nationals, that the real business of Africa in general and Kenya in particular were small individual businesses which are mainly associated with entrepreneurship development.

Nevertheless, the present study also revealed a glaring inconsistency between the graduates attitude toward owning and operating their own business and their intentions toward pursuing such a career. A majority of the students perceive at the moment insurmountable obstacles such as lack of financial resources or lack of experience, which block the path toward their preferred career.

Since these business graduate students perceive less success in operating their own business than working for an organization, it could be postulated that they would also perceive such a career as more risky and therefore more less desirable. Although some research (Brockhause and Horwitz 1986, Masters and Meier 1988) suggests that risk-taking propensity is not an accurate way of distinguishing entrepreneurs. Sexton and Bowman (1983, 1984, 1985, 1986) show that entrepreneurship students exhibit greater risk-taking propensity than other business majors and non-business majors.

While business graduates in the present study do not value the opportunity to take risks very highly, those who prefer to operate their own businesses do not value risk taking more highly than do those who prefer an organizational career. But, they do not appear to value risk-taking to the point where they would be willing to risk career success to operating their own business. On the aggregate most people are risk-averse and as Harper (1984) notes, small businesses are extensions of the personalities of the owners. Therefore, one may conclude that even among business graduate students there are those who are more risk-averse than others. It is like trying to answer the mute question: Are entrepreneurs born or made?

Influence of Business graduate curricula

Another means for approaching this career attractiveness-intention inconsistency may lie in our present curricula. Business school education is concentrated primarily towards preparing the student for a career as an organizational employee (Harper 1984,

Brenner, et al (1991), Hills (1988) argues that college-wide acceptance of entrepreneurship is rare, and it is often an orphan in the functional organization of business schools. Since so many graduates believe that operating their own business is more attractive, one might advance the argument in favour of a more balanced curriculum which prepares students for business ownership as well as an organizational career.

However, in a conceptually practical vein, one also might argue that, regardless of the reasons, a great majority of students do not plan to own their own business, therefore the current emphasis on organizational careers should be maintained. In addition, one cannot disregard the possibility of cause and effect. Do today's business graduates major in business because they already contemplate a career in an organization and thus are satisfied with present University curricular? Or, do they enter graduate business programme with on preconceived preference for either career direction and are guided toward organizational careers?

One may also ask the question: Does the business programme give the students enough to make them a career choice? When students state that they want to gain experience in an organization, is this aspect catered for in the business curricular?

The Birla Institute of Technology south of India has incorporated a unique feature in their programme which has led to entrepreneurial development in India. (Carr 1981: 11 - 23).

Selected engineering students are invited in the last year of their course to carry out a research project to develop a practical solution to a technical problem which form the basis of a small engineering enterprise. The answer to the problem is presented in writing and in a laboratory prototype where applicable...The students then proceed immediately to a 3-months course in entrepreneurship and small business enterprise management which is concluded in a special center and they start their business.

The data revealed in this study appears to present more questions than answers regarding the emphasis which should be placed on entrepreneurship curricular by business schools. For instance, are courses in entrepreneurship of value in that they provide practical education which will be used to further their business careers? Or do such courses merely entertain students who have little or no intention of operating their own business? Do such courses merely give students a chance for wishful thinking about a fantasy; or do they provide the impetus toward a potentially rewarding career for individuals who have not previously considered this possibility- A survey by Hills (1988) revealed that college professors felt that entrepreneurship courses are extremely important. However, the sample consisted of only 15 professors who teach entrepreneurship courses, and the results would appear to be some what biased.

Finally, it must be recognised that graduating business students are in the embryonic stage of their careers and probably cannot accurately envision their career position in the relevant future.

It is possible that many of these students, who presently perceive insurmountably obstacles preventing business ownership, may view their position in an entirely different light in the years to

come. Thus the possibility exists that many individuals who include business ownership and operations today may be entrepreneurs tomorrow. The agreement to which this phenomenon occurs should certainly be a primary determinant of emphasis placed on entrepreneurship in business programmes.

5.2 Conclusion

Kenya's graduate business students showed similar results as those obtained by Bremner et al (1991) among American graduate students.

The study showed that business graduate students in Kenya value most a career that would be intellectually stimulating, has continued development of knowledge and skill, has a feeling of accomplishment, requires one to work independently and use originality and creativity. Consequently, employees of graduate business students should provide the above mentioned if they expect to retain them.

Comparison of the perceived fulfillment by the two career paths; working for an organization and owning their own business revealed that their own business will provide most of the job characteristics that are considered important in any career.

The study also revealed that perceptions of the fulfillment does not affect entry into the two career paths. This is mainly because there are other factors which as students' financial position, experience that have a stronger impact on the choice made.

Students that have had prior work experience or whose parents own a small business either on part-time or full-time basis shows a greater degree of wanting to start their own business.

5.4 Limitation of the study

The use of a Likert scale; though a Likert scale has the advantage about scoring and allowing an expression of intensity of feeling (Likert, R. 1932) but his scale has received criticisms in that the scores are not additive. If an individual chooses 2 and another one chooses 4, we cannot say that the latter strongly agrees twice as much as the former, rather it is a proxy for the persons' attitude. In addition if we have a statement that generates mixed responses, we tend to question it on the grounds that it must be ambiguous or at least not discriminating. Further still, a Likert scale will tell little about a person's mathematical ability because both poor and good students could be expected to answer the problem.

5.5 Direction for further Research

This study dealt with graduate business students alone, it may be necessary to undertake a similar study to include all business students so as to get a comprehensive picture.

A study on the views toward business curricular by Lecturers who teach in business schools; especially as it relates to entrepreneurship could complement a study on business graduate students.

It could also be interesting to carry out a similar study among employees of organizations especially those that are cited to be under motivational crisis. Such a study will help such an organization to restructure and even accommodate employee needs.

After all organizations are concerned about survival and such a study would be just one way of surviving in the ever greater competitive world.

Yours sincerely
Kishan G. H.
(M.B.A. student)

Appendix 1

Dear respondent,

I am a graduate student at the Faculty of Commerce the University of Nairobi. I am currently engaged in a research project on the perceived fulfillment of organizational employment versus entrepreneurship among graduate business. This is in fulfillment of the degree in Masters in Business Administration.

Please spare a moment or two and fill the attached questionnaire for which I will be very grateful. Participation is however voluntary and the questionnaire should be filled anonymously. If there are any queries consult Prof. J. Buss of the University of Nairobi, Marketing department.

Your cooperation will be greatly appreciated. Thanking you in advance.

Supervisor

Prof. Buss

Department of

Business Administration

Yours sincerely

KTGUNGU G. M.

(M.B.A. student)

All questions have been set in relation to perceived organizational employment versus entrepreneurship career paths for business graduate students. An organization here refers to both public and private corporations, non-governmental organizations as well as other smaller business that are not your own.

Part. A

Please answer the questions according to the instructions given.

- Q 1. Name of your University
- Q 2. Year of study
- Q 3. Please indicate with a tick in the appropriate space provided your

a) Gender Male ()
 Female ()

b) Age bracket. 25 years and below ()
 > 25 - < 28 ()
 28 years and over ()

c) Nationality Kenyan citizen ()
 Non- Kenyan citizen () specify other

d) Marital status Single ()
 Married ()
 Other () specify other

- e) M. B. A option Accounting ()
- Management Science ()
- Insurance ()
- Business Administration ()
- Other () specify other

Q 4 What were you doing before you joined the business school?

- Working for an organization () go to Q 5
- Owning a small business () go to part B
- Both the above () go to part B
- Student () go to part B
- Other () Specify
- (go to part B)

Q 5 Are you planning to go to your former work place ?

- Yes () go to part B
- No () go to question 6

Q 6 What are the reasons for not going back to your former work place (Please list them in order of importance)

- a)
- b)
- c)
- d)
- e)

Part B

Q.7. Below is a list of characteristics that individuals desire from their work whether they are employed or owning their own business. Please indicate with a tick in the appropriate box THE EXTENT TO WHICH YOU CONSIDER THE JOB CHARACTERISTIC IMPORTANT TO YOUR CAREER

- 5- Very important.
- 4 - Important.
- 3 - Neither important nor unimportant.
- 2 - Unimportant.
- 1 - very unimportant.

	5	4	3	2	1
(1). Job that requires originality and creativity	()	()	()	()	()
(2). Makes use of my specific educational background	()	()	()	()	()
(3). Encourages continued development of knowledge and skill	()	()	()	()	()
(4). Is respected by other people	()	()	()	()	()
(5). Provides job security	()	()	()	()	()
(6). Provides an opportunity to earn a higher income	()	()	()	()	()
(7). Makes a contribution to the society	()	()	()	()	()
(8). Gives responsibility of taking risks	()	()	()	()	()
(9). Requires working on problems of central importance to the organization	()	()	()	()	()
(10). Involves working with friends	()	()	()	()	()
(11). Provides ample leisure time off the job	()	()	()	()	()

	5	4	3	2	1
(12). Provides change and variety in duties and activities	()	()	()	()	()
(13). Provides comfortable working conditions.	()	()	()	()	()
(14). Permits advancement to high administration levels	()	()	()	()	()
(15). Permits working independently	()	()	()	()	()
(16). Rewards good performance with recognition	()	()	()	()	()
(17). Requires supervising others	()	()	()	()	()
(18). Is intellectually stimulating	()	()	()	()	()
(19). Satisfies cultural interests including religion	()	()	()	()	()
(20). Has clear cut rules and procedures to follow	()	()	()	()	()
(21). Permits one to work with people he/she admires and respects	()	()	()	()	()
(22). Permits a regular routine in time and place or work	()	()	()	()	()
(23). Requires meeting and speaking with people	()	()	()	()	()
(24). Permits you to develop own methods of doing work	()	()	()	()	()
(25). Provides a feeling of accomplishment.	()	()	()	()	()
(26) Is not subject to political or tribal interference	()	()	()	()	()
(27) Does not require alot of traveling	()	()	()	()	()
(28) Is not far from place of residence	()	()	()	()	()
(29) Has retirement benefits	()	()	()	()	()

Q 8. HOW MUCH DO YOU FEEL EMPLOYMENT IN AN ORGANIZATION AND OWNING A SMALL BUSINESS SATISFY THE LISTED Job characteristics

(1=very little 5= a great deal)

	Organization					Own business				
	5	4	3	2	1	5	4	3	2	1
(1).Originality and creativity.	()	()	()	()	()	()	()	()	()	()
(2).Use educational background	()	()	()	()	()	()	()	()	()	()
(3).Continues to develop Knowledge and skill	()	()	()	()	()	()	()	()	()	()
(4).Gains respect from other people	()	()	()	()	()	()	()	()	()	()
(5). Job security	()	()	()	()	()	()	()	()	()	()
(6).Gives an opportunity to earn a higher income	()	()	()	()	()	()	()	()	()	()
(7) Makes a contribution to the society	()	()	()	()	()	()	()	()	()	()
(8).Gives the responsibility of taking risks	()	()	()	()	()	()	()	()	()	()
(9).Requires working on problems of central importance to the organization	()	()	()	()	()	()	()	()	()	()
(10).Involves working with friends	()	()	()	()	()	()	()	()	()	()
(11). Provides ample leisure time off the job	()	()	()	()	()	()	()	()	()	()
(12). Provides change and variety in duties and activities	()	()	()	()	()	()	()	()	()	()
(13). Provides comfortable working conditions	()	()	()	()	()	()	()	()	()	()

- | | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| (14).Permits advancement to higher administrative levels | () | () | () | () | () | () | () | () | () | () |
| (15).Permits working individually | () | () | () | () | () | () | () | () | () | () |
| (16).Rewards good performance with recognition | () | () | () | () | () | () | () | () | () | () |
| (17).Requires supervising others | () | () | () | () | () | () | () | () | () | () |
| (18).Is intellectually stimulating | () | () | () | () | () | () | () | () | () | () |
| (19).Satisfies cultural interests such as religion | () | () | () | () | () | () | () | () | () | () |
| (20).Has clear -cut rules and procedures to follow | () | () | () | () | () | () | () | () | () | () |
| (21).Permits one to work with people he/she admires and respects | () | () | () | () | () | () | () | () | () | () |
| (22).Permits a regular routine in time and place of work | () | () | () | () | () | () | () | () | () | () |
| (23).Requires meeting and speaking with other people | () | () | () | () | () | () | () | () | () | () |
| (24).Permits you to develop own methods of doing work | () | () | () | () | () | () | () | () | () | () |
| (25).Provides a feeling of accomplishment | () | () | () | () | () | () | () | () | () | () |
| (26) Not subject to political or tribal interference | () | () | () | () | () | () | () | () | () | () |
| (27) Does not require alot of traveling | () | () | () | () | () | () | () | () | () | () |
| (28) Is not far from home | () | () | () | () | () | () | () | () | () | () |
| (29) Has retirement benefits | () | () | () | () | () | () | () | () | () | () |

Part C

Q 9. After graduating from the business school, what is your career preference? Please indicate with a tick next to your preference.

- Work for an organization ()
- Operate own business ()
- Both the above ()
- Other () specify other

Q 10. In either cases above give reasons starting with the one you consider most important.

- a)
- b)
- c)
- d)
- e)

Q.11 Realistically, however, considering your actual situation and constraints upon your option (for example lack of money) indicate which employment opportunity you are most likely to choose.

- Work for an organization ()
- Operate own Business ()
- Both The above ()

Q 10 What in your opinion would be the probability of success for the two career paths?. Please tick in the appropriate box below.

	below 25 %	25-50%	50-75%	75 and over
Work for an organization ()	()	()	()	()
Operate own business ()	()	()	()	()

Q 11 Indicate what your parents do for a living

- Work for an organization ()
- Own a business ()
- Both the above ()
- Other () specify other

Thank you for your cooperation.

Job characteristics

1. Requires originality and creativity
2. Makes use of specific educational background
3. Encouraged continued development of knowledge and skill
4. Is respected by other people
5. Provides job security
6. Provides the opportunity to earn a higher income
7. Makes a social contribution by the work done
8. Gives the responsibility of taking risks
9. Requires working on problems of central importance to the organization
10. Involves working with congenial associates
11. Provides ample leisure time off the job
12. Provides comfortable working conditions
13. Provides change and variety in duties and activities
14. Permits advancement to higher administrative responsibility
15. Permits working independently
16. Rewards performance with recognition
17. Requires supervising others
18. Is intellectually stimulating
19. Satisfies cultural and aesthetic interests
20. has clear - cut rules and procedures to follow
21. Permits one to work with people he or she admires and respects
22. Permits a regular routine in time and place of work
23. Requires meeting and speaking with other people
24. Permits you to develop own methods of doing work
25. Provides a feeling of accomplishment.

Others

1. Has room for my religion
2. Has retirement benefits
3. Is not subject to alot of political or outside interference
4. One that does not require alot of traveling
5. Is not far from home

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Appendix 3
 Means and Standard deviation for Importance by Gender

Females

4.315789	4.105263	4.684210	3.526315		4	4.578947	3.473684	3.052631
0.749268	0.737468	0.477566	1.020262	0.816496		0.606976	1.306752	0.911267
3.578947	3.526315	3.210526	4.105263	4.157894		4.473684	4.736842	4.526315
0.901590	0.772328	0.917662	0.875261	1.014514		0.611775	0.561951	0.611775
2.947368	4.736842	3.526315	3.052631	3.368421		2.736842	2.947368	4.315789
0.705036	0.452413	1.540866	1.268143	1.116070		1.284181	1.129094	0.885226
4.526315	4.368421	2.315789	3.105263	3.842105				
0.696692	0.830697	0.885226	1.286456	1.384965				

Males

4.451612	4.161290	4.612903	3.612903	4.225806		4.483870	3.161290	3.645161
0.664234	0.846121	0.487086	0.790157	1.006741		0.615444	1.019068	0.968816
3.709677	3.322580	3.225806	4.129032	3.935483		4.516129	4.419354	4.483870
1.083410	1.089157	1.155901	0.706738	0.948189		0.665798	1.040291	0.615444
2.903225	4.612903	3.419354	2.741935	3.290322		2.645161	3.129032	3.967741
0.817345	0.790157	1.264252	1.163081	1.053214		1.064027	1.007774	0.739828
4.612903	4.290322	2.774193	3.032258	3.483870				
0.487086	1.053214	1.068905	0.860752	1.187867				