

**FACTORS THAT INFLUENCE STUDENT PARTICIPATION IN
ENTREPRENEURSHIP AMONG UNIVERSITY STUDENTS; THE CASE
OF STRATHMORE UNIVERSITY UNDERGRADUATE STUDENTS**

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DECLARATION

This research project report is my own original work and has never been submitted for a degree award in any university.



29/06/2012

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This research project report has been submitted for examination with my approval as a university supervisor.



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DEDICATION

I dedicate this research work to my mother and my father who have always believed in my strength to achieve anything I desire on earth, who have always told me that with God all is possible .

Your unendless love, encouragement and prayers have enabled me to reach the furthest I have reached. Thank you mum and dad.

I dedicate this work also to my brothers John and Peter. Young as you are you are a source of my motivation. I see how you take entrepreneurship with stride, the way you are not scared to learn as you carry on your business and am encouraged. May God grant you wisdom to always carry on with life fearlessly.

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All the Glory to almighty God.

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ABBREVIATIONS AND ACRONYMS

ACE	Association of College entrepreneurs
BBIT	Bachelor of Business in Information Technology
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
NFPP	Non Financial promotional programs
NICENT	Northern Ireland centre of entrepreneurship
SEE	Shapero's model of the “entrepreneurial event
SOM	School of Management
TBP	Theory of planned behaviors
WEF	World economic Forum

ABSTRACT

The purpose of this study was to explore the entrepreneurial mindset of undergraduate students. The study was built on Ajzene's theory of planned behavior to identify the factors influencing entrepreneurship participation among undergraduate students in Strathmore university students. Data was obtained from 123 students of two different programs offered at Strathmore University. The study was based on the following objectives :To establish the influence of entrepreneurship Education on student Participation in entrepreneurship at Strathmore university; To assess the influence of family background on Student Participation in entrepreneurship at Strathmore University ;To establish the influence of University factors on student participation in entrepreneurship at Strathmore University; To establish the influence of student factors on student participation in entrepreneurship at Strathmore University. The target population of the study was 564 students undertaking entrepreneurship course as an elective in Strathmore University. A sample of 123 students was picked based on stratified sampling technique. The instrument used for data collection was a questionnaire. This study has found out that Entrepreneurship education in universities can have a positive influence in terms of general attitudes to entrepreneurship. Further, deliberate efforts by universities to boost entrepreneurship allow the students to learn and participate more and generate the confidence they need to participate in entrepreneurship. The study has also found out that students do influence each other to participate in entrepreneurship and influence brought about by family as well as own experiences about entrepreneurship contribute to higher entrepreneurship inclinations. The study recommends that Academic institutions should link the content of their entrepreneurship syllabus with the needs in the market and changing times. Policy makers in the area of education should ensure that the spirit of entrepreneurship is not just fostered at higher education but developed from an early age so that the students have entrepreneurship as a career choice from among their choices of carrier.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The entrepreneurial spirit is present when an engineer develops a new technique or a political activist induces a change in the law in response to challenges or opportunities they see and experience (David W Taylor, 2008) Timmons (1999) describes the entrepreneurial mind as follows:

“They work hard and are driven by an intense commitment and determined perseverance; they see the cup half full, rather than half empty; they strive for integrity; they burn with competitive desire to excel and win; they are dissatisfied with the status quo and seek opportunities to improve almost any situation they encounter; they use failure as a tool for learning and eschew perfection in favor of effectiveness; and they believe they can personally make an enormous difference in the final outcome of their ventures and their life.”

Even though there is no universal definition of the term entrepreneurship many writers have attempted to define the term entrepreneur in many ways; for example: Richard Cantillon (1734), regarded by many as the father of Entrepreneurship, defines an entrepreneur as someone who takes the risks of running an enterprise by paying a certain price for securing and using resources for a product and resetting it at an uncertain price. Joseph Schumpeter (1883) defines an entrepreneur as ‘an’ innovator. David Holt (2003) defines an entrepreneur as a person who incubates new ideas, starts enterprises based on those ideas and provide added value to society based on their independent initiative. According to Peter F Drucker (1985) the behavior of the entrepreneur reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on an uncertain venture.

After discussing the three approaches pursued by researchers in the struggle to define the term entrepreneurship the traits approach, behavioral approach and opportunity identification approach, Kobia and Sikalieh (2009) concludes that it may be too ambitious to expect a complete and robust definition due to interdisciplinary nature of entrepreneurship and therefore the study should continue .

Every society and every successful company has key individuals, with the ability to identify opportunities and to obtain the resources (economic, technical, and human) necessary to satisfy new needs, and better satisfy existing needs. Entrepreneurship has its research finger pointed to an individual's ability to turn ideas into action (Volkman, 2006).

Entrepreneurship has never been more important than it is currently and one of the major challenges facing all economies is a need to develop the necessary skills, attitudes and behaviors to prepare young people and others to pursue opportunities (Wilson, 2009).

Looking at entrepreneurship globally today, it has become an everyday buzzword. Policy makers, economists, academics and even university students are talking about it. Seminars, conferences and workshops are being organized every year across the world which emphasis on the importance of entrepreneurship to a country, society as well as individual development (Béchar and Toulouse 1998; Schaper and Volery 2004; Matlay and Westhead 2005). It is still regarded as the best strategy to boost a country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2004; Venkatachalam and Waqif 2005). Because of this, Courses on entrepreneurship have also become popular at college and university levels (Brown 1999).

Wealth or lack off in developing countries in modern times can be attributed to the entrepreneurial nature of the economies: where entrepreneurship is in plenty it has played an important role in economic growth, innovation, competitiveness and poverty alleviation (Lands, 1998).

Kirby (1983) suggest that developing countries could have more entrepreneurial opportunities than developed countries which have not been tapped, and this could explain the entrepreneurial inclinations of most undergraduate students as well.

Looking at Bangladesh as an example, amongst other factors, the economic growth from 3.7% in the 1980's to more than 6% after 2000 has been attributed to the emergence of a handful of entrepreneurs (Khondaker, GolamMoazzem, 2008).

In Kenya today entrepreneurship education is primarily aimed at the youth and involves introducing them to entrepreneurship education and are also encouraging them to think of self employment as a career choice (Githeko, 2010).

In a report which was developed collaboratively with United Nations Development Program (UNDP) and International Labour Organization (ILO), Kenya was encouraged to develop a training capacity in entrepreneurship that could lead to the creation of an enterprise culture in Kenya (ILO, 1990). Entrepreneurship activities can flourish in turbulent environments and a combination of constantly appearing new opportunities in the market together with uncertainty about the future, even with salaried jobs may stimulate young people to engage in entrepreneurship (Tatiana Lakovleva Et al, 2011).

Githeko (2010) highlights the deliberate moves that are being made by the Kenya government today in order to encourage entrepreneurship. He highlights the Small Enterprise Development (SED) programs which have been established to foster an enabling environment for the small enterprises to grow in Kenya and analysis and adjustments to the regulatory environment that has been a hindrance to prospective small business owners.

Another key observation in Kenya and the world over is the shrinking of the manufacturing sector measured by the national GDP resulting into fewer and fewer employment opportunities (O'Brien; Hammer 2003). This can explain the growth of an entrepreneurial culture in the country, as Gordon (1996) points out an entrepreneurial culture grows partly out of the current business environment of a country attributing this to historical experiences, beliefs, attitudes and values of the society.

Another important observation in Kenya is the overwhelming statistics of unemployment. Currently 60% of the Kenyan population is under the age of 35. The Kenya unemployment rate is approximately 40% and an estimated 40% of Kenyan youths are unemployed. This research will try to find out if the fear of unemployment in Kenya could be a motivator for entrepreneurial intentions among undergraduate students.

In trying to address the issue of unemployment the Kenya government has created both the youth entrepreneurship fund and the female entrepreneurship fund with the belief that this will stimulate the creation of new business enterprises by Kenyan entrepreneurs (Nafuko, 2007).

Kenya government efforts also include reforms and diversification of the education and training of the school curriculum. In addition policies designed to increase the number of young people going into vocational and training institutions as a preparation for self employment have been started. An intended outcome of the school curriculum agenda in Kenya is to create awareness among schools and college graduates that there are opportunities for self employment in the informal sector (Republic of Kenya, 1982, 1992)

The insistence on entrepreneurship as the key driver to economic growth is not just being felt in Kenya alone but Africa at large. The annual world economic forum – from vision to action , aims at looking into ways into which Africa can sustain its growth path and attract further regional and global investments . Among the major solutions entrepreneurship is cited as a must (WEF, 2011).

William et al contends that there is an entrepreneur in the youth who given the right stimulating education and a nurturing environment can contribute to economic growth, community development , individual well being regardless of whether the individual ever launches the enterprise (ML Kourilsk, 2007). Young Entrepreneurs are motivated by the same basic factors as professionals everywhere .For the desire to become action however significant challenges that young entrepreneurs envision need to be addressed .The most pressing obstacle for venturing into entrepreneurship is lack of managerial experience and lack of technical knowledge. This is what leads the young entrepreneurs in somehow a dilemma of how to compete with already established entrepreneurs (Jane W.H Moy et al 2003). This dilemma is not limited to regions but the same barriers to entrepreneurship faced by students and budding entrepreneurs from developed countries are same as those of developing countries (Manjit sign Sandhu, 2011).

In an attempt to find out the advantage that graduate entrepreneurs have in terms of resources , David Pickernell et al(2009) concludes that they exhibit greater ability to access knowledge from a range of sources with particularly strong ability for accessing government resources and national/international procurement procedures . He explains that sources linked to informal networks / trade associations as well as direct industry sources, customers / suppliers, are more likely to be accessed by graduate entrepreneurs.

There is however a lack of research in the field of graduate entrepreneurship in developing world and further research in developing countries may help to understand and shed light on the issues evolving around graduate entrepreneurship intentions, business start up and education (Ghulami Nabi, Farancisco Linan, 2010).

1.2 Statement of the problem

Entrepreneurship is generally practiced in colleges and in universities. Besides the students own motivation the colleges and universities administration also encourage the students to participate in entrepreneurship through introduction of entrepreneurship clubs, business plans competitions and funding thereof and academic business incubation. A case in mind is Strathmore University which has encouraged its students to participate in entrepreneurship through the entrepreneurship club which is under the student council department. Since its introduction in 2009, the club has had over 100 members. The proceeds from this club are used in many ways for example assisting the corporate outreach program and assisting the funding of the best business plan. Despite the club drawing many participants, no study has been carried out to determine the reasons why the students participate in entrepreneurship. The entrepreneurship classes in the university also draw large number of students more than any other elective subject offered in the same university. The study therefore seeks to evaluate the factors that influence the students at Strathmore University to participate in entrepreneurship.

1.3 Purpose of the study

The purpose of this study is to investigate the factors that influence entrepreneurship participation among university students, the case of Strathmore University Undergraduate students.

1.4 Research Objectives

The research will be guided by the following objectives:

1. To establish the influence of entrepreneurship education on student participation in entrepreneurship at Strathmore university
2. To assess the influence of family background on student participation in entrepreneurship at Strathmore University

3. To establish the influence of university factors on student participation in entrepreneurship at Strathmore University
4. To establish the influence of student factors on student participation in entrepreneurship At Strathmore University

1.5 Research questions

1. How does Entrepreneurship education influence the student participation in entrepreneurship at Strathmore University?
2. How does family background influence the Student participation in entrepreneurship at Strathmore University?
3. How do University factors influence the student participation in entrepreneurship at Strathmore University?
4. How do student factors influence the student participation in entrepreneurship at Strathmore University?

1.6 Significance of the study

This study is helpful to scholars as it will contribute into the debate of how to boost the field of entrepreneurship in order to tap into the need that the economy has and also to provide a solution to the problem of unemployment. Much of the literature is focusing on the entrepreneurial intentions of university students in developed countries and this research can shed some light on the Entrepreneurial intentions of University students in developing countries like Kenya.

It has been proven that entrepreneurial intent is a primary predictor of future entrepreneurship behavior (Krueger et al, 2000) and hence investigating what factors determine the intent for entrepreneurship is crucial in entrepreneurship research.

1.7 Delimitation of the study

This study was successful since it was narrowed down to students studying entrepreneurship at Strathmore University, Kenya.

1.8 Limitation of the study

The findings of this study cannot be generalized since the study concentrated on a case of Strathmore University.

1.9 Assumptions of the study

The researcher assumed that the respondents would be willing and cooperative in giving correct information only.

1.10 Definition of significant terms

Participation in the study refers an inclination towards entrepreneurship by university undergraduate student whether or not the student has started a business.

Entrepreneurship Education in the study refers to the act of undertaking innovations, finance and business acumen in an effort to transform innovations into economic goods which can translate in to profitable gain for the student.

Strathmore Undergraduate student refers to the student who is undertaking entrepreneurship as an elective course is in an entrepreneurship club or has a business while still on campus and who has not yet gotten the certificate of his undergraduate degree.

Influence Capacity or power of something to be a compelling force or to produce effects on the actions behaviors or opinions of the Strathmore undergraduate student

Unemployment A state of joblessness or lack of white collar jobs in Kenya.

1.11 Organisation of the study

This chapter has discussed the background of the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the proposed study. The chapter has also highlighted Delimitation, limitation, assumptions and has also defined operational terms to be used in the research. The literature review is organized according to the research objectives. The findings are also organized according to the research objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter presents a review of literature related to the study. It gives a general overview of entrepreneurship in developed countries, developing countries, East Africa and Kenya. It is organized according to research objectives to ensure there is relevance to the research questions. The chapter also presents theories on entrepreneurship and a conceptual framework of the study.

2.2 Overview of entrepreneurship

According to Ronald Letham (1958), one early example of an entrepreneur as a go-between is Marco Polo, an Italian, who was one of the first Europeans who sailed to the Far East. He attempted to establish trade routes to China. He signed a money contract with a money person to sell his goods. That money person can today be called a venture capitalist. A common contract during that time provided a loan to the merchant-adventurer at a 22.5 percent rate, including insurance (Hirsch, Peter and the Shepherd, 2002). While the money person was a passive risk taker, the merchant-adventurer took the active role in trading, bearing all the physical and emotional risks. After the successful completion of a journey by the merchant-adventurer, the money person took most of the profits (up to 75 percent), while the entrepreneur merchant settled for the remaining 25 percent.

In the middle Ages, an entrepreneur was both an organizer of musical performances and a manager of large building projects. In such projects, this person did not take any risks, but merely managed the project using the resources provided (Vladimir Pavlov, 2009).

In the 17th century, Richard Cantillon in his theory of the entrepreneur as a risk taker regarded the entrepreneur as a danger taker. This was a person who entered into contractual arrangement with the government to perform a service or to supply stipulated products. Since the contract price was fixed, any resulting profits or losses were the entrepreneur's (Fredrick A, Hayek, 1931). In the 18th century entrepreneurs were regarded as capital users as opposed to capitalists' users who were seen as capital providers (Vladimir Pavlov, 2009).

Today, Hisrich, Peter and Shepherd have regarded an entrepreneur as an organizer who controls, systematize, purchases raw resources, arranges infrastructure, throw in his own inventiveness, experience, programs and administers the venture (Hisrich Peter and Shepherded, 2002).

Looking at entrepreneurship globally today, it has become an everyday buzzword. Policy makers, economists, academics and even university students are talking about it. Seminars, conferences and workshops are being organised every year across the world which emphasis on the importance of entrepreneurship to a country, society as well as individual development (Béchar and Toulouse 1998; Schaper and Volery 2004; Matlay and Westhead 2005). It is still regarded as the best strategy to boost a country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2004; Venkatachalam and Waqif 2005). Because of this, Courses on entrepreneurship have also become popular at college and university levels. (Brown 1999).

Entrepreneurship has also been cited as one of the best ways of combating the losses of employment created by economic stagnation, corporate downsizing and outsourcing of manufacturing, and it has been stressed as one of the best ways to boost economic growth (Pralad, 2005). In Maryland in the USA for example small businesses created nearly 60000 jobs in 1990 (Aldrich 1999). Identifying the factors that drive successful entrepreneurs has been cited as critical given the high failure rate of new ventures – more than 50% do not survive 5 years (Aldrich, 1999).

Looking at the African perspective- developing countries- entrepreneurship in these emerging markets is distinctive from that practiced in more developed countries and some distinctive attributes of entrepreneurship in developing countries appear to improve the probability of success for growth oriented firms while others appear to hold back theses firms for example Opportunity identification, the nature of human resources and access to financial resources (Paul Asel, 2004).

In his article "What could be driving the good news from Africa?" Julius Gatune (2011) contends that knowledge and education are going to drive the future everywhere, not just in Africa. He continues to say that while the forces of globalization and technological dissemination may be providing Africa with important opportunities to catch up with the rest of the world, the

essential knowledge challenges of Africa remain deep. Without the driver of knowledge and education being mobilized any gains from other drivers could be lost (Dr Julius Gatune 2011).

Vijay Mahajan (2008) in *Africa rising* (argues that the greatest asset of Africa – the youngest continent with the fastest growing population is the entrepreneurial zeal for its young. He also points out that although the image we have constructed of Africa is of poverty and deprivation, the continent is much more affluent than most people, even Africans think.

In the East African region, International Labour Organisation has established youth Entrepreneurship facility (YEF) whose mandate is to support the unemployed youths in the region in terms of evaluation of their proposed businesses, youth participation in tested entrepreneurship businesses and Knowledge sharing (ILO 2009).

In his study on the possible role of micro finance institutions to mobilize savings among low income earners in Kenya, Stephen F Gudz (1999) notes that successful micro finance institutions have developed innovative and simplified techniques to provide financial services and are well placed to assist entrepreneurs increase the amount, accessibility and security of accumulated savings. Large financial institutions like Bancosol in Bolivia and Grameen Bank in Bangladesh have highlighted the benefits of providing financial services to low income earners to boost the process of entrepreneurship. Stephen Gudz concluded that the growth of entrepreneurship in Kenya can largely be attributed to the development of micro finance institutions which avail cheap credit and credit with no collateral to their clients (Stephen Gudz, 1999).

2.3 Participation in Entrepreneurship by College /University Students

Universities have achieved many start-ups from their deliberate effort to foster entrepreneurship. For example the University of Sterling has had good start-up rates from its graduate enterprise program (Fletcher, 1999), but this aimed to assist and facilitate the student who had already declared an intention to start a business. On the same note, throughout the world there are Universities where start-up rates for students are extremely high, such as Baso college in the USA (Upton, 1995) and University of Twente in the Netherlands (Deakeans, 2000).

Most of the world renowned entrepreneurs began as students while at the University or in college. For example founder of Facebook Student Entrepreneur Mark Zuckerberg was studying

at Harvard when he started the facebook social networking website. Facebook is reported to have over 40 million registered members generating 1.6 billion page views each day (Needham and company, 2007). Facebook has also purchased You Tube, a web favorite among students and now deliver just under 40% of online videos viewed on the net. (John Battelle, 2007). It is interesting to note that they both started working on the idea when they were second year graduate students at Stanford University.

The businesses formed by students range from greeting cards , delivering pizza to investing in real estate and the fields of studies of these students are also as diverse as their businesses , for example communication, engineering , history among others. (Business entrepreneur on campus magazine, ACE 1989).

Nancy Flake the director of small business development centre (SBDC) at ACE is reported saying that more and more students are interested in taking advantage of the many opportunities to do business while on campus.

The number of graduate start – ups globally is not as high as would be expected seeing the importance of entrepreneurship in any economy. Studies of particular projects, as noted by Fletcher (1999) on Sterling University's graduate enterprise programme, have shown disappointing outcomes in terms of numbers of high quality graduate start-ups.

The situation is no different regionally either. For example most indigenous Kenyans have small business with little prospect for growth and insist on sending their children to school so that they don't end up being caught in similar traps.(Kamau- Maina, 2006) such exposure is never helpful and no wonder the low entrepreneurial intentions among Kenyans. Children going to college should be challenged to come back to their parents' business and apply any new knowledge they obtain to take these firms to higher levels as this is the only way that jobs will continue to be created. (Rosemary Kamau- Maina, 2008).

Notable innovations and entrepreneurship activities however can still be attributed to University and college students in developing countries. For example in Kenya at Strathmore University recently(April 2011) young innovative team from the University's Faculty of Information Technology have developed a web based application for deadly disease reporting with the

assistance of Clinton Health Access Initiative and HP and the innovation is already being used by the ministry of health in Kenya (<http://www.strathmore.edu> Archive April 2011). Albert Kochei, a student from the same University is also a successful entrepreneur in his textile industry. In Albert's words

"I didn't want to sit idle in College and I began buying and selling Safaricom airtime to the Strathmore community. During my second year, when Valentine was approaching, I borrowed Kshs5, 000 from a friend and together with my Kshs2, 000 I had as pocket money, I went to Luthuli Avenue and bought five pairs of red shoes and flowers and sold them in college. I made Ksh13, 000 which I used to go to Uganda to buy handbags." This is the spirit he has carried with to become one of the best young entrepreneurs in Kenya" (Kass Magazine April 2011 issue)

Ugandans are said to be among the top five most entrepreneurial people in the world. They are even more enterprising than the Americans and Japanese. The difference is that more than 30 per cent of their business start-ups do not see their first birthday, and very few survive to see their fifth birthdays (Katongole, 2011).

2.4 Factors Influencing participation in entrepreneurship among university Students

This section will look at the factors influencing entrepreneurship participation among university students. It is organised according to research objectives to ensure there is relevance to the research questions.

2.4.1 Exposure in Entrepreneurship courses in academic institutions

A growing consensus globally indicates that in a knowledge economy and information society education is one of the key factors in explaining the emergence of new businesses (MariaTamborins and Sergio Postigo 2002).

From a societal perspective, both entrepreneurship and the educational system are important for economic growth, but the importance of education for entrepreneurship has been acknowledged only recently (Kuip and Verheul, 2003).

Entrepreneurship education in Universities can represent a positive influence interms of general attitudes to entrepreneurship and in turn promote entrepreneurship as a useful and respectable career prospect for graduates (Hunter centre for entrepreneurship University of Strthclyde - Gem contribution in 2010).

Individuals may participate in entrepreneurship education and training at various points in their lives, and this education and training may take different forms. For example, all primary school pupils in Scotland receive “enterprise education,” which is not specifically about training in starting a business, but about being enterprising and this education is not designed to provide training in starting a business. Instead, new venture creation is the context of an academic education, not the goal (GEM, 2008).

Participation in entrepreneurship education has been associated with increasing interest in choosing entrepreneurship as a viable career (Gorman, Hanlon et al. 1997). Because of this Universities and other institutions of higher learning have been given the mandate to play a leading role in inculcating students with the entrepreneurial knowledge and skills that will be useful in their future career endeavors (Nurmi and Paasio 2007).

There is therefore need to identify how entrepreneurship education can influence the participation in entrepreneurship of university students. Little research has concentrated on the influence of entrepreneurship education on entrepreneurial participation particularly in developing countries like Kenya. This has been emphasized a lot by many researchers as a relevant area of study. For example Richard Weber in his discussion paper number 269 argues that while entrepreneurship education has been introduced, little is known at this point about the effect of these courses. In fact it is largely unknown how the courses impact students’ willingness to engage in entrepreneurial activity and what kind of learning processes are responsible for this effect.

Entrepreneurial intentions can generally be defined as a conscious awareness and conviction by an individual that they intend to set up a new business venture and plan to do so in the future (Thomson, 2009). Entrepreneurship intent is strongly affected by the perception of University environment. In Australia for example University courses on entrepreneurship and small business management as well as incubators located on campus play a central role in waking students’ enthusiasm and interest in business ownership (Erich J Schwarz, 2009).

Evidence demonstrating the influence of training on entrepreneurial activity is still lacking (Bécharde and Grégoire, 2005). Greater understanding is needed about how programs and

learning strategies help develop skills that lead to formation of new ventures (Global entrepreneurship Monitor, 2008).

In a study examining the entrepreneurial intent in developed and developing countries more respondents from developing countries wanted to venture into entrepreneurship than to look for a white collar job ,an indication that entrepreneurship activities can flourish in more turbulent environment and a combination of constantly appearing new opportunities in the market together with uncertainty about the future , even with salaried jobs may stimulate young people to engage in entrepreneurship(Tatiana Lakovleva , professor Lars Kolvereid, Dr Ute Stephan 2011).

A survey of entrepreneurs by Sexton (1997) revealed the ten most desired topics for achieving and managing fast growth. These were primarily business concerns, such as selling, financing growth, managing cash flow and hiring and training employees. Yet entrepreneurship education and training may need to be much broader. It can impact attitudes, help people recognize opportunities and think creatively, and enable them to build leadership skills and confidence (Stevenson and Gumpert, 1985). Recognizing this, a recent European Commission Report (2008) suggested that the goal of entrepreneurship education should be to promote creativity, innovation and self-employment. Entrepreneurship education and training therefore entails more than the development of particular business skills. It can influence an individual's motivation to strive for something that might otherwise seem impossible or too risky. In short, it can create positive perceptions and desire among individuals to start businesses.

Much of the literature has concentrated on personal characteristics of individuals to be the determinants of entrepreneurship. A number of personality factors have been recognized as relevant for entrepreneurial intent and success, for example need for achievement, risk taking propensity, internal locus of control, or innovativeness (Brockhaus and Horwitz, 1986).

However external factors also play a role in entrepreneurial intent as noted by Erich J Schwaz et al. While investigating the effects of attitudes and perceived environment conditions on students' entrepreneurial intent in Austria, Erich concluded that entrepreneurial intent is strongly affected by perception of University environment. University course on entrepreneurship and small business management as well as incubators located on campus play a central role in waking

student's enthusiasm and interest in business ownership. He also observed that differences in entrepreneurial intent are also based on gender, age and field of study (Erich J Schwarz et al, 2009).

While entrepreneurship education has been introduced, little is known at this point about the effect of these courses. In fact it is largely unknown how the courses impact students willingness to engage in entrepreneurial activity and what kind of learning process are responsible for these effects (Richard Weber Et al). As far as I could go in the literature review most studies have been carried out in developed countries leaving a lot unknown about the developing countries like Kenya. This is not withstanding the echo of the World Economic Forum (WFP) whose theme for 2011 in Africa is from Vision to Action, aiming at looking for ways in which Africa can sustain its growth path and attract further regional and global investments. The major debate centers on entrepreneurship as the solution for Africa.

If we take Turkey as an example an investigation into moderating effect of higher education between personality and entrepreneurial intentions revealed that students with a higher level of education tend to have a higher entrepreneurial intention and students risk taking propensity interacts with education, so that for higher risk taking students, University education tends to increase entrepreneurial intentions even more (Zelihallhan Ertuna , EdaGurel ,2011).

While trying to establish the awareness of social entrepreneurship amongst Egyptian students and to consider how the education might need to change to encourage more graduate social entrepreneurs, professor David E Kirby discovered that the students were unaware of the concept of social entrepreneurship an indication of the need to change the quality and relevance of the education system to address the needs of the economy (Professor David A. Kirby, 2009).

Collins et al contends that with today's global technological advances and economic crisis, University education is no longer a passport for employment. In an effort to check whether higher education has a moderating effect on entrepreneurship, Zelihailhan Ertuna et al concluded that to thoroughly prepare students for entrepreneurial climate in the 21st century students need to develop personal skills attributes and behavior patterns that enhances their entrepreneurial capabilities. This can only be done by changing the current content of courses and by the process of learning itself (Zelihailhan Ertuna and Ed Gurel ,2011). However the study

was not conclusive as to whether the exposure of certain academic courses have a direct influence on the entrepreneurial orientation among University students.

A representative of polish students gave the following statement in an attempt to see the attitudes and motivations of polish students towards entrepreneurial activity: *“I found it really interesting; the course was very applied and closely associated to the subject of entrepreneurship. It certainly has made me consider the opportunity offered by an entrepreneurial career”* a clear indication that a course in business and entrepreneurship can have an attitude on entrepreneurship inclination and participation thereof (Dr Paul Jones et al 2008). With increased emphasis on these entrepreneurship courses in higher education, the number of graduate enterprises is expected to increase and given the intellectual capital of graduates the quality of their ventures should be also correspondingly high (Laura Galloway and Wendy Brown, 2002).

If we look at Malaysia as an example a recent study exploring the effectiveness of entrepreneurship education in Malaysia concluded that there was ineffectiveness of entrepreneurship education in matching students’ skills expectations with their skills acquisitions emphasizing the need for educational institutions to review their existing curriculum to develop effective entrepreneurship programs and enterprising individuals. The findings also indicated that the level of understanding of what is entrepreneurship is still low among the respondents selected in the study (Ming Yu Cheng, WaiSei Chang, 2009).

Higher education institutions should be seeking to nurture and develop entrepreneurial characteristics required to run a successful enterprise. Enterprising candidates can contribute largely to economic growth of any country (Yonea Guru, 2006). In an effort to explain entrepreneurial Intentions, Marco Van Gelderen found out that the two most important variables to explain entrepreneurial intentions among Nerthlands University students were entrepreneurial alertness and the importance attached to financial security (Marco Van Gelderen, 2008).

There is constant need to produce more entrepreneurial graduates from higher education. According to European survey of higher education institutions, 2008, only 24% of university students have access to any education on entrepreneurship. The survey also concluded that the allocation of proper time and the competence for the lecturers is lacking in most of these

institutions and hence practical solution is required in order to answer the challenge of producing academically educated entrepreneurs.

But this Entrepreneurship education should be relevant education to assist the student to form successful ventures. Herman et al contends that there should be a shift from transmission models of teaching (learning about) to experiential learning (learning for) in order to offer students techniques that can be applied in real world (Hermann Et al, 2008).

An interesting teaching model of University of Tasmania has focused on developing the psychological skills of students and teaching them to recognize new business opportunities. The program has instruction on opportunity recognition, commercialization, marshalling resources in the face of risk, and initiating a business venture. Even though the courses are based on traditional business disciplines, it has been recognized that the responsibility for learning lies with students, not staff. The result has been a student-centered learning environment, which gives them the empowering experience needed for developing entrepreneurial skills. The learning environment has created significant benefits, but there have also been problems when the students have been unwilling to assume their increased responsibility (Jones and English, 2004).

A similar model is being adopted at Strathmore University though no research so far has been done to determine the effects of the learner centered approach on the graduates and in particular – with relevance to this study the effects of learner centered approach on entrepreneurship interests and motivations, the business start- up process and the success thereof.

These models of learning however need to be applied with the knowledge that entrepreneurship is both an art and a science. In his research entitled Entrepreneurship education within the enterprise culture: producing reflective practitioners, Anderson (2008) concludes that the contribution of academics should be to build critical theoretical knowledge about entrepreneurship and to endow students with management skills necessary for entrepreneurship career.

It is also crucial for academia's to note Briga Hynes, (2010) conclusion in his research introducing entrepreneurship into non business disciplines. Hynes concludes that there is a growing need to create an enterprise culture which will encourage and foster greater initiative

and entrepreneurial activity. He observes that currently the process of education is too mechanistic and does not promote or encourage entrepreneurial behavior and hence considerable challenges faces educators' and trainers to derive programs which are appropriate for the process of learning in the world outside.

Enterprise education needs also to be incorporated into non business disciplines of engineering and science where business or product ideas emerge but are often forgotten or ignored because students are not sufficiently educated in knowledge and skills required (Briga Hynes ,2010) . The entrepreneurial spirit is present when an engineer develops a new technique or when a political activist induces a change in the law in response to challenges and opportunities they see and experience (David Taylor, 2008).

The Limited literature available about the entrepreneurial orientation of students keep surprising researchers perhaps an indicator of the evolving nature of entrepreneurship and the need for continued research in the area because of the diversity of entrepreneurs. For example David Taylor in 2008 discovered a group of young entrepreneurs that he called "Generation E". These are individuals who want to start enterprises that in some way support their communities whether they be for profit or not for profit. The interest in not for profit enterprises was strongest in female students. The study also concluded that there is an extra ordinary high level of interest in entrepreneurship amongst school students from all backgrounds. In line with this Kaufman Foundation in the USA considers youth as entrepreneurial torch bearers, arguing that they need to get early exposure to risks, rewards and critical thinking skills they need to succeed when following their entrepreneurial dreams. The argument is that educational institutions need to find new ways to connect with this next generation of entrepreneurs.

Northern Ireland Centre for Entrepreneurship (NICENT , 2010) carried out a research to ask not ' how to teach entrepreneurship' but 'what do students need' in a response to so much debate on how to boost the economy of Northern Ireland and also responding to a business plan created by the University of Ulster and Queen's University. The research concluded that world class best practice would "be adopted to serve the entrepreneurship needs of Northern Ireland at this crucial stage of its economic regeneration" and that NICENT would "act as the driver to both increase the number of entrepreneurs and stem the flow of highly qualified graduates and professionals

from the province”. Under the heading of “goals” the business plan then indicated that the centre would:

- Embed an entrepreneurial culture in undergraduate and post-graduate students and the wider community.
- Teach and mentor best practice entrepreneurship and innovation in the creation of new businesses.
- Maximise interaction between entrepreneurs, students and business angels.
- Identify, protect and commercialize intellectual property arising from universities and public sector organisations.
- Manage all stages of the knowledge transfer process to support organic growth within the high technology sector for spinout and spin-in enterprises.
- Be a world-class centre for high technology enterprise development.

2.4.2 Family Background and student participation in Entrepreneurship

Regardless of whether family bonds are supportive or antagonistic, lenient or restrictive, family ties are the closest and strongest bonds most people have. They are the bonds likely to matter most – that is, the ones most likely to influence decisions and behavior. A nascent entrepreneur might face diverse reactions from acquaintances, friends, and loved ones, but family support (or lack thereof) will loom especially large (Mark Pruet et al, 2009).

Small firms informal relationships with trusted and credible contacts are central to the way in which it perceives training and training providers for example government agencies, training providers and other traditional stakeholders (Dan Bishop , 2011).

Major Literature focuses on individual and the personality characteristics that influence a person’s career choice ignoring the influence of the family on the choice of one’s career. Families develop certain rules that allow for constancy and predictability. The family system rules, boundaries and homeostasis are perhaps the most influential systemic issues likely to affect ones choice of career including the decision to venture into entrepreneurship (Walter E Bratcher , 2008).

2.4.3 University factors And Student Participation in Entrepreneurship

Universities are seedbeds of entrepreneurship to teach their students the way to think and behave entrepreneurially (Bygrave 2004). Universities, in this respect, should position themselves as a hub of entrepreneurship by making a substantial contribution in nurturing an entrepreneurial environment that combines factors that contribute to the development of entrepreneurship (Gnyawali and Fogel 1994).

To produce students who are capable of dealing with real entrepreneurial activity or to transform students' entrepreneurial competencies to practical way universities should concentrate on courses for- as a required subject in entrepreneurship and not courses about entrepreneurship which is concerned with teaching entrepreneurship the syllabus via traditional methods (Gibb 2002). Thus, the major challenge of entrepreneurship in relation to education is the appropriateness of curriculum and teaching methods in developing students entrepreneurial competencies and skills (Garavan and O'Cinneide 1994). With regard to the content of the entrepreneurial courses, Brown (1999) indicates that the entrepreneurship course content should be informal with an emphasis more on hands-on teaching methods. He then outlines the core structure of teaching entrepreneurship courses should draw on:

- Critical thinking
- Reliance on experience – successful courses access students skills and needs
- Thinking about entrepreneurship as a career
- Use guest speakers who are experienced entrepreneurs

Another university factor that can boost entrepreneurship activity is the move towards an entrepreneurial university. The Triple Helix thesis postulates that the interaction among university-industry-government is the key to improving the conditions for innovation in a knowledge-based society. More than the development of new products in firms, innovation is the creation of new arrangements among the institutional spheres that foster the conditions for innovation. Invention of organisational innovations, new social arrangements and new channels for interaction becomes as important as the creation of physical devices in speeding the pace of innovation. The university in this case acts as a guide to the market with regard to the organization and influence of political systems and the market. It can then act as guide with regard to innovations presented by its students (Leydesdorff 1997).

University business incubators can also foster entrepreneurship among University students. According to National Business Incubation Association (NBIA), Business Incubators are defined as a location in which entrepreneurs can receive pro-active, value-added support, and access to critical tools, information, education, contacts, resources and capital that may otherwise be unaffordable, inaccessible or unknown. Well structured incubators provide links to industry; business support services to enhance and develop business; upgrade skills and techniques; technological advice and assistance with intellectual property protection; financial resources for research and development and initial marketing expenses; and access to potential private investors and strategic partners (NBIA, 2010).

According to the majority of the literature most SMES which are established fail (about 75 %) within the first five years. Barriers such as lack of managerial and entrepreneurial skills, limitations in technical knowhow, insufficiency of capital needed to run and develop businesses, lack of access to capital sources, market information and business networks and time and competition pressure have been identified as major factors of business failure (Chetty, 2003; Martin and Stains 1994; Scharborough and Zimmerer, 2002). Business incubators have been cited as one of the key strategies of solving these problems (OECD, 1999).

Offering of internship programs in the area of entrepreneurship can also facilitate the learning and application process of entrepreneurship. Internship as according to Gault, Redington, & Schlager (2000) is generally part-time field experiences and encompasses a wider variety of academic disciplines and organisational settings with its main goal to eventually lead students to become self-employed (Dilts and Fowler 1999). The learning process of entrepreneurship should not only confine just to the classroom discussions but the interaction with today's dynamic business environment is vital because critical entrepreneurial skills can only be developed and refined if they are practiced (Dilts and Fowler 1999, p. 52). This is to enable students to gain hands-on experience by seeing, touching and feeling the business world (McIntyre and Roche 1999; Cooper, Bottomley et al. 2004). For this reason, entrepreneurial internship is seen as a good mechanism to provide students with such a learning experience in a real business milieu (Dilts and Fowler 1999). This is one more thing that the universities can facilitate on behalf of their students.

2.4.4 Student factors and their participation in entrepreneurship

Student factors such as unemployment and peer pressure can also influence entrepreneurship participation among the students. The alarming rate of unemployment in developing countries has been described as a waiting time bomb (Shinder, 1997).

Lessons need to be learnt from potentially declining traditional employment opportunities on how to better design educational programs to allow entrepreneurial minded students to develop and flourish and become the next wealth creators that our economy desperately needs (Martin McCracken, 2011). Reybould and Sheedy (2005) adds that for Universities it's not just a case of aligning themselves with employers expectations , but the university graduate needs to know they are in this relationship and graduate expectations about work and job seeking are also important. In fact NG and Burke (2006) calls for more research on the attitudes and expectations of university students regarding work, organization and job search process and this research will address some of these concerns.

A study on job seeking behavior in Australia revealed that graduates have an initial belief that once they qualified they would get the job they wanted, which was senior permanent appointment with a high salary (Tui McKeown and Margaret Lindorf, 2011). However an emerging alternative to paid employment is self employment (OECD, 2000). The education level of individuals is positively correlated with probability of being self employed (Antonio Ruiz, 2010).

Intense competition, cost cutting pressures and acquisitions and take over's have resulted to many companies restructuring. This has undermined traditional values such as employee loyalty and security .Consequently more and more business students view the possibility of starting and operating their own business as a viable alternative to being employed in an established company (Ghulami Nabi and FransicoLinan, 2010).

Naude (2010) says that developing countries often suffer from a considerable degree of business informality. Informality hinders the contribution of new ventures to economic growth and development causing them to miss their growth potential.

Davey et al (2008) compares and contrasts entrepreneurship perceptions and career intentions of students from a range of developing /emerging (South Africa, Uganda, and Kenya) and European

developed nations (Germany, Finland, Ireland and Portugal). The study shows that students from developing or emerging economies are more likely to envisage future career as entrepreneurs than industrialized European counterparts even though motivators for self employment are similar across the samples.

Another interesting study on degree programs in Malaysia revealed that students believed that specialized entrepreneurship education contributes to increasing self efficacy and subsequently towards their self employment intention (Mohammad Nizam and MohdRozaini Mode Rejab, 2010).

The micro –economic theory of labor supply can also be sighted in explaining the individual's decision to start a new business as a response of unemployment. The standard model which is rooted in the theory of consumer choice predicts that individuals are more likely to participate in the labor force when:

- The more they like the benefits of working for example income , job status , relative to the benefits of leisure
- The lower is their income from non work sources
- The lower is their fixed cost of working
- The higher is their real wage rate

In some countries than others there is a culture of unemployed seeking to create their own employment when waged jobs are scarce: alternatively being unemployed is so undesirable due to low levels of benefits that starting a business is the only way of earning a living (Marc Crowling ,2003).

It has been argued that low ability entrants in entrepreneurship are often necessity entrepreneurs *forced into self employment by adverse circumstances while high ability entrants are more likely to be opportunity entrepreneurs (Fatma Deli, 2010). Call them accidental entrepreneurs, unintended entrepreneurs or forced entrepreneurs, the fact remains that entrepreneurship is on the rise in the world (Newyork times August 2009). Global Entrepreneurship Monitor for example suggests that at least 1% of Canadian labour force are necessity entrepreneurs. The current

survey also (GEM, 2009) indicates that for many people especially those in poor countries being involved in entrepreneurial activity is a necessity: there are simply no other options of earning a living.

In a study to find out the attitudes of Polish students towards entrepreneurial activity (Dr Paul Jones et al, 2011) majority of the students had this comment “given *the lack of jobs and personal qualities I possess I think it’s a sensible career option to consider setting up a business*” suggesting that the fear of unemployment is real amongst many students and that entrepreneurship is viewed as an optional career. This view supports the hypothesis and conclusion of William D Bygrave and Marc Cowling in 2002 that when the youths share of the total stock of unemployed is high the rate of necessity entrepreneurship will also be high.

Tod Davey et al (2010) found out that a greater percentage of students viewed themselves as having their own business in future (47% of their sample) rather than working as an employee. The developing /emerging countries showed a higher mean than developed countries, findings that supported Nguyen et al (2009) who found higher levels of startup intentions in transitional economies than in market economies. Their conclusion was that as richer countries are characterized by stronger social welfare systems, a developed labour market and a presence of large global players; numerous employment opportunities exist, leaving students to perceive a lesser need for starting a business. Entrepreneurship in such situations is largely opportunity – based (Bhola et al, 2006). Students in developing nations on the other hand perceive a greater pull of necessity – based entrepreneurship as other employment opportunities are either absent or unsatisfactory.

The plight of unemployment is real across the world and the recent appeal of the president of United States “Be patient, keep hope alive” is being ignored by the undergraduate students. A survey across 400 universities in the UK found out that 3 out of 4 students are worried they may not secure themselves a job after graduation. They fear that their degrees have no relevance to the world of the work. The unemployment in the UK has risen by 27, 000 to 2.53 million the highest since 1994. The situation in Kenya is no different. Successive governments have struggled to bring to an end a crisis that has no reprieve on the horizon. Noah Chune of COTU – K (daily Nation 2011) warns that currently seeking jobs may lose their applicable job skills like technology skills that fast become outdated.

According to ILO (International Labour Organisation) estimates, 66 million of young people are looking for work but cannot find of which 80 % are from developing countries and transitional economies.

Many studies have suggested that push factors are relevant for entrepreneurship as a result of greater insecurity and flexibility in the new economy. For example, Moore and Mueller (2002) find involuntary layoff and prolonged joblessness to be important motivators to entrepreneurship. In the review of their literature Shawn M Carragher et al (2006) discovered that monetary factors still outranked achievement motivation in factors determining overall satisfaction with an entrepreneurial startup. (Block and Koellinger, 2008). Still with this fact people are still willing to accept the little earning that comes with nascent entrepreneurs in comparison with the employees in established firms. This trend is attributed to the overall "package" of the other benefits of entrepreneurship can provide to the founder (Block and Koellinger, 2008).

Some attributes of the entrepreneur that consistently appear throughout many studies include preference for innovation, risk taking propensity and the need for achievement. As Jason K Buchanan (2003) states, Achievement motivation alone is obviously not enough to completely explain why one would choose to undertake an entrepreneurial endeavor. However, it does appear to be a key component McClelland described the interaction by stating that:

"a high Need for Achievement predisposes a person to seek out an entrepreneurial position in order to attain more achievement satisfaction than could be derived from other types of positions" (Stewart et al., 2003, p. 29).

As George et al (2006) notes in their literature review its interesting to observe that most research has centered on the western world view of motivators namely the USA. People in cultures that generally avoid uncertainty are more strongly motivated by security and stability.

One's need for achievement can also be attributed to the educational level (Carland, 1997). The level of achievement motivation was seen to have a direct relationship to the level of education achieved by technical entrepreneurs (Roberts and Wainer, 1966) In a study of high-technology based companies Utterback and Reitberger (1982) point out lack of motivation and confidence in

society as a negative factor for entrepreneurial change, and suggest that entrepreneurial skills and motivation could be created through education.

Cultural differences between countries and regions have a determining effect and influences a variety of individual behaviors, including the decision to become self employed rather than an employee (Muller and Thomas, 2000). The dissatisfaction approach of entrepreneurship supports the cultural differences in entrepreneurship. It suggests that in a predominantly non entrepreneurial culture a clash of values between groups may drive a potential in self employment into actual self employment (JR. Baum, 2007).

If we look at the process of socialization, experience that precedes the cognitive choice to become an entrepreneur is considered to be a critical element that influences the decision to embark on entrepreneurship once a trial has failed (Bird 1989). Attitudes beliefs and abilities do not only influence an individual's choice of occupational career but can also affect the persons experience and adjustment to new settings. In anticipation the individual develops expectations knowledge and planned coping strategies for life on the startup business (Anticipatory socialization, Loise, 1980).

Availability of necessary startup capital also influences the decision to become an entrepreneur. Capital remains indispensable to start an enterprise as it allows the entrepreneur to bring together other factors and use them for the production of goods and services (Kotler, P. and Armstrong, G. 2004).

The nature of the economy also influences entrepreneurship. The general purchasing power of the people, manifested by income levels and economic prosperity of the region, plays a major role in the success of entrepreneurial ventures. During times of economic slowdown or recession, the purchasing power declines and people remain reluctant to invest, affecting entrepreneurship adversely. In a subsistence economy, most of the people engage in agriculture, consuming most of their output and bartering the rest for simple goods and services. Entrepreneurial opportunities are few in such scenarios. (Barclay, Martha, J; & Boston, Sheryl. 1989).

If we look at the political influence ,unstable political conditions where government policies change frequently discourage business, as investors fear for the safety of their investments. High

taxes that cut into the returns usually discourage entrepreneurs. On the other hand, tax holidays to encourage business attract start-ups. Government support to economic development through infrastructure development, facilitation, industrial parks, all encourage entrepreneurship. The availability of infrastructure and utilities such as good roads, power, communication facilities, and lack of corruption and bureaucratic delays in obtaining such utilities encourage entrepreneurship. Economic freedom in the form of favorable legislation and few hurdles to start and operate businesses encourage entrepreneurship (Kamaruzzaman, 2004).

2.5 Theoretical framework

Bird (1988) concluded that behavioral intention is a necessary process before taking any action. It is the decision to initiate behavior. Intention has better explanation ability than other factors for example psychological factors.

Entrepreneurial intention is the driving force of the entrepreneurial activity. The question to address while making entrepreneurial intention enquiry or research is why some people choose to be self-employed or start their own businesses while others prefer traditional salary-based jobs.

The reason for studying entrepreneurial intention can be categorized into two aspects:

1. In the individual aspects, in order to become novice, serial and even portfolio entrepreneurs, individuals must first become nascent entrepreneurs (Westhead and Wright, 1998). Therefore, the process that underlies the emergence of entrepreneurial intentions and behavior is of the uttermost importance (Drnovsek and Eriksona, 2005).
2. In the social aspects, *Global Entrepreneurship Monitor Research* reports there are correlations between a country's per capita GDP, national economic growth rate and the level and type of entrepreneurial activity in the country. In this sense, the level of entrepreneurial intention reflects economic potential and economic environment of the country.

There are many approaches to the study of entrepreneurial intention each addressing different facets of intentional entrepreneurial activity such as Shapero and Sokol's Model of entrepreneurial event (SEE), The Entrepreneurial Intentions Model and the theory of planned behavior which is expounded below

2.5.1 Theory of planned behavior

The theory of planned behavior (TPB) of Icek Ajzen (1988, 1991) aids in the understanding of how the behavior of people can be changed. Since behavior can be deliberative and planned, this theory then can be used to predict deliberate behavior.

According to Ajzen, Human action is guided by 3 actions

1. Behavioral beliefs (Beliefs about the likely consequences of behavior)
2. Normative beliefs (Beliefs about the normative expectations of the others)
3. Control beliefs (Belief about the presence of factors that may facilitate or impede performance of the behavior).

Ajzen explains the relative importance of these three beliefs is expected to vary across situations and across different behaviors and hence the role of these three beliefs in formation of a particular intention to act may be very different for any given individual's behavior. The stronger the beliefs the individual has regarding the personal and social desirability of doing something, and their belief that they have the necessary skills and abilities (control) to do what is necessary, the greater the likelihood they will behave in a particular way.

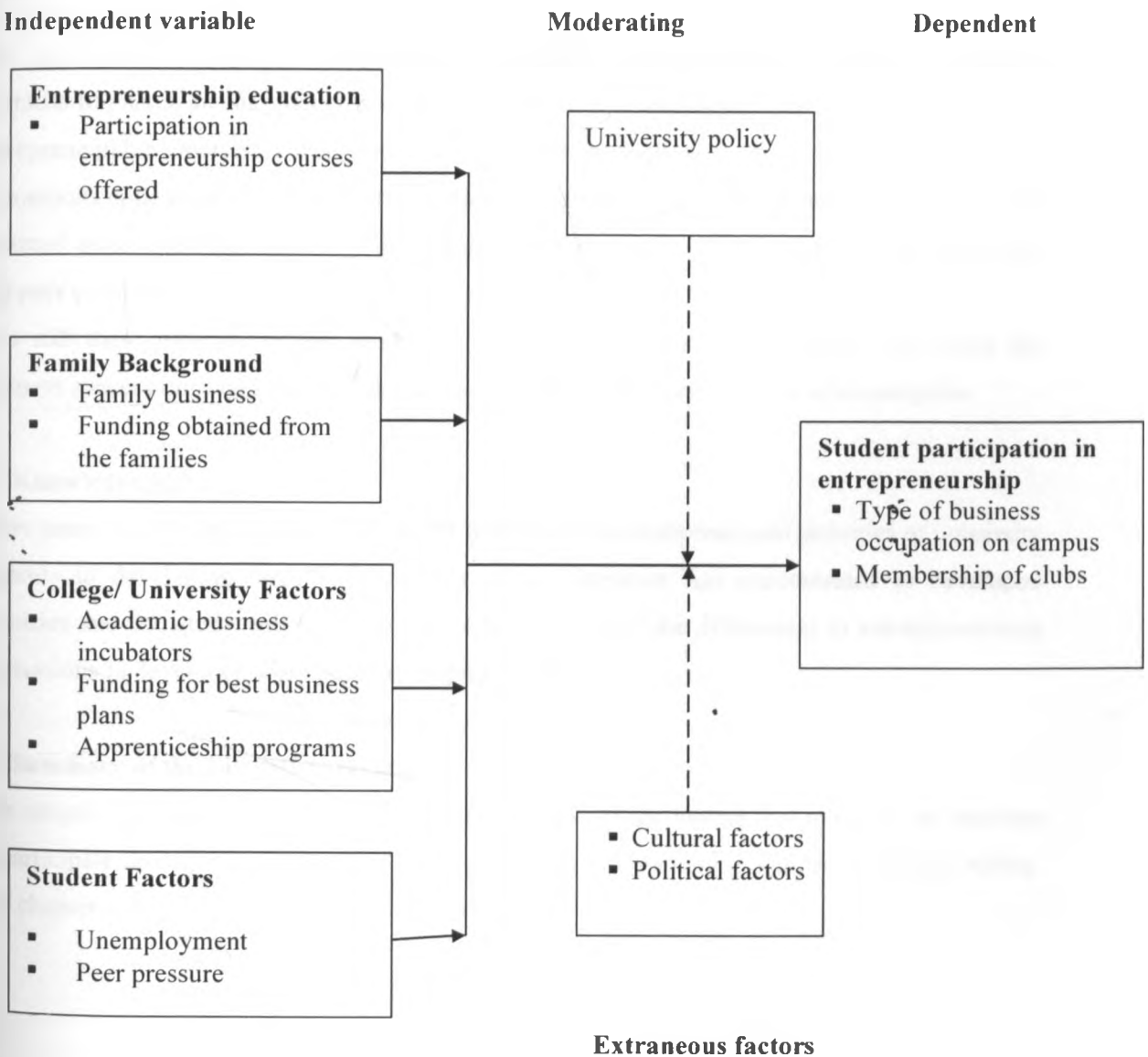
Ajzen (1987, 1991) believes an individual's intention to perform a given behavior is central to explaining why he acted as he did. If we can understand what has created the intent to act, then we will have significant insight into the individual's motivation to act. Intentions are therefore assumed to capture the motivational factors that influence behavior; they are indications of how hard people are willing to try, of how much effort they are planning to exert, in order to perform a behavior. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance (Ajzen, 1991, p.181).

As Engle Et al comments in their literature review, Understanding the intentions towards any purposeful behavior is essential to our understanding of the antecedents and consequences of that behavior, as well as to that behavior's correlates (Ajzen and Fishbein, 1980).

2.6 Conceptual Framework

Figure 1 introduces the diagrammatic presentation of the conceptual framework of this research.

Figure 2.1: Conceptual Framework



2.6.1 Discussion of Conceptual framework

The conceptual framework is developed by looking at some of the extrinsic motivators that would influence a student towards entrepreneurship participation while still in school. The factors that influence student participation in entrepreneurship can be very many and majority of the literature has concentrated on personal factors as major contributors to entrepreneurship participation.

The overall objective of the research is to find out the extent to which certain factors that surround an individual while at the university have on their intentions to start a business.

We model an individual's entrepreneurial intentions and participation thereof, expressed intention to pursue an entrepreneurial careers as function of University education in business and entrepreneurship courses, social and economic factors such as cultural influences and peer interactions college or university factors such as Academic business incubators, Funding for best business plans and Apprenticeship programs and other student factors such as unemployment and peer pressure.

It is still these motivations that enables them to continue with the business even when the business succession stages become challenging and hence develops a successful enterprise.

2.7 Knowledge gap

There seems to be a great gap of knowledge with regard to entrepreneurial activities of university students in developing countries. Majority of the literature has concentrated in developed countries and this study will therefore add to the insights of the differences in entrepreneurship motivations in developed world and developing world.

2.8 Summary of the Literature review

This chapter has highlighted literature concerning some of the factors that motivate the students to participate in entrepreneurship in developed countries, developing countries and East Africa. The chapter ends with a conceptual framework

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the statistical techniques that were used to investigate Factors that influence the entrepreneurship engagement among university students. It consists of the research design, population and sampling, data collection procedures and analysis.

3.2 Research design

The employed descriptive survey Design. The design entailed the process of collecting data in order to answer questions concerning the motivators of entrepreneurship Participation among university students. Self administered questionnaires were distributed to targeted students and completed within a fixed session. This method allowed the students to clarify doubts and ask questions on the spot and also provided an opportunity for the researcher to first explain the research topic and objectives and thus motivate respondents to participate in the survey.

3.3 Target Population

The study was carried out at Strathmore University. It targeted undergraduate students participating in entrepreneurship studies for the year 2011 and 2012 academic year. According to the statistics at the faculty of commerce and faculty of business in information technology , the number of students doing entrepreneurship both in the evening and Full time courses are 564 students .

3.4 Sample Size determination and sampling procedure

This section represents the sampling size determination and sampling procedure employed in the study.

3.4.1 Sample Size determination

The study targeted undergraduate students doing entrepreneurship skills at the university. This course is offered by two faculties, School of Management and Bachelor of Business in Information Technology. Currently the target population is 564 students both in the evening and full time courses. The full time School of management students are in three streams of 86 students, 115 students and 91 students all doing entrepreneurship course. The Evening class has two lots doing entrepreneurship ; third year SOM Exempt ;119 students and 2nd year non exempt students ;25 students . The Bachelor of Business in Information technology has two groups in the full time class of 37 and 91 students but is not offering the course in the evening class. The study utilized Yomana's (1967) calculation of the sample size at 8% significant level. Kothari (2008) stresses that sample size chosen by the researcher should be capable of giving enough information about the population and one which can easily be analyzed.

According to Yomana (1967) the study employed a significant level of which the sample size n was calculated as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

N = Population Size

e= Precision rate

n= Sample size

This gave us a sample size of 123 students.

3.4.2 Sampling Procedure

The study used stratified sampling technique whereby the target population is split into two strata of Bachelor of business in information technology (BBIT) 128 students and School of management (SOM) 436 students. By employing proportional allocation the study used a sample of 28 BBIT students and 95 SOM students. To arrive at 28 the sample used simple

random sampling through the use of random number tables' appended (appendix 5). Similarly the same was done for 95 SOM students.

3.5 Instrument of Data collection

These are any devices used to collect data systematically and in an objective manner while carrying out a research. They include questionnaires, interview schedules, surveys, available records and documents as well as tests.

In this study structured questionnaires were used to collect data from the respondents. As Kothari (2008) observed questionnaires are more objective than interviews because they gather responses in a standardized way. They are also easy to use when collecting information. Both closed ended and open ended questions were used.

3.6 Reliability of Data collection Instrument

A data collection method or instrument is considered reliable if the same results are obtained from using the method on repeated occasions. Other researchers performing the study under the same conditions should generate the same results.

The reliability of the instrument was determined using test – retest technique. The questionnaire was administered to 10 students per class. The respondents were randomly selected. The same questionnaire was administered twice; the second time being three weeks from the first test.

The scores in the first test were combined to those of re- test. Pearson's moment correlation coefficient was used to compute the correlation coefficient. Correlation coefficient of over 0.7 was obtained and hence the instrument was considered successful.

3.7 Validity of the research Instrument

A measurement method or instrument is considered valid if it measures what it intends to measure. According to Cook and Campbell (1979) validity is the best available approximation to the truth or falsity of a given inferences, proposition or conclusion.

To assess content Validity, the questionnaire was presented to three groups of experts. These experts were Dr Kiraka , Dr Otieno and Dr Acosta .According to Mugenda and Mugenda (2003) content validity is a degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept.

Feedback from the three groups of experts ensures that all the themes in the objectives are captured and establish whether there are better instruments that can capture the data in the best manner. Opinion of colleagues, Project evaluators and supervisor was also sought.

3.8 Piloting

Pilot studies were done at USIU which was not part of the study. Questionnaire designed for the proposed study were administered to 30 students two months prior to the actual study. Data collected gave an insight to the nature of expected results after the study was completed. It also helped the researcher identify the gaps in the instrument in relation to the research objectives and how to address them prior to the study. However the information so obtained was not included in the study.

3.9 Data Collection procedures

The researcher began by seeking authority to conduct the research at Strathmore University. The researcher then sampled the respondents for actual data collection and distributed the questionnaires herself within a fixed session. This method allowed the students to clarify doubts and ask questions on spot and also provided an opportunity for the researcher to first explain the research topic and objectives and thus motivate the respondents to participate in the survey.

3.9.1 Data Analysis

This is the process whereby the researcher interprets the data collected systematically in order to draw meaningful conclusion from it. Statistical package for social science (SPSS) was used. It showed measures of central tendency (mean mode, median frequency and percentages) of the responses received.

Figures charts tables' frequencies and correlation have been used to present data. Correlation analysis was established to check the linear relationship between independent and dependent variables. Regression analysis was also used to show whether the independent variable predicts the dependent variable.

3.10 Summary

This chapter has discussed the research design employed in the study, target population, sampling procedures, sample size and instruments of data collection. It concludes with data collection procedures and data analysis technique.

Table 3.1: Operational definition of variables

Dependent Variables

Objectives	Variables	Indicators	Measurement	Data collection Method	Data Analysis
An evaluation of student participation in entrepreneurship the case of Strathmore university students	Participation in entrepreneurship	<ul style="list-style-type: none"> • Number of students who are entrepreneurs • Students doing entrepreneurship • Students in entrepreneurship club 	Ordinal	Survey Using a questionnaire	Descriptive

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Independent variables

Objective	Variables	Indicators	Measurement	Data collection method	Data analysis
1.To establish the influence of entrepreneurship and business Education on participation in entrepreneurship	Entrepreneurship and business courses taught in the university	<ul style="list-style-type: none"> • Number of students taking entrepreneurship elective course • Number of start-ups because of Exposure in these courses • Feedback from students on entrepreneurship and business courses 	Ordinal	Survey using a questionnaire	Descriptive
2.To assess the influence of family on Participation in entrepreneurship	Family interference	<ul style="list-style-type: none"> • Number of students relying on support from the family to steer their businesses • Number of students who 	Ordinal	Survey using a questionnaire	Descriptive

		<p>come from entrepreneurial families</p> <ul style="list-style-type: none"> • Number of students advised by their families to start entrepreneurship and promised support • Students who do entrepreneurship to support their families and themselves 			
3.To establish the influence of college or university factors in participation of entrepreneurship by the students	University Factors	<ul style="list-style-type: none"> • Number of businesses incubated on campus • Business plans competitions done on campus • Funding for innovations done by 	Ordinal	Survey using a questionnaire	Descriptive

		<p>students available to the students</p> <ul style="list-style-type: none"> • Internship and apprenticeship programs organized for students 			
4.To establish the influence of student factors In participation of entrepreneurship	<ul style="list-style-type: none"> • Unemployment • Peer pressure 	<ul style="list-style-type: none"> • Students engaged in necessity entrepreneurship • Students who view entrepreneurship as an alternative to employment • The state of unemployment in Kenya 	Ordinal	Survey	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This section entails data analysis, interpretation and presentation of study findings in relation to the objectives of the study. The main objective of this study was to assess the factors that influence entrepreneurship activity among university students at Strathmore University. Findings are mainly presented in form of frequency tables. The chapter is divided into subsections where general characteristics of the respondents such as age, gender, and year of study are assessed. The data is also analyzed around key variables like university entrepreneurship courses, student factors, college and university factors and family background, the major influences of entrepreneurship participation among university students.

4.2 Questionnaire return rate

Out of 123 questionnaires distributed for the study; 123 respondents filled and returned them representing a return rate of 100%. The researcher addressed the students in each class explaining how the nature of the research and requested them to fill the questionnaire. Initially less than half of the questionnaires were filled and the researcher went back again to the classes to explain how important it was to her to fill the questionnaire. In this round she managed to get 100% return rate although in some areas the students left gaps.

4.3 General Information

This section gives findings on general socio-demographic characteristics of the respondents in terms of age, gender, and year of study.

4.3.1 Distribution of Respondents by Gender

The respondents were asked to indicate their gender. Table 4.1 shows the gender distribution among the students sampled.

Table 4.1: Distribution of the respondents by gender

Gender	Frequency	Percentage
Male	78	63.4
Female	45	36.6
Total	123	100.0

The distribution showed that 78(63.4) of the respondents were male while 45 (36.6%) were female an indication that the majority of the respondents were male students.

4.3.2 Age of the respondents

The study sort to find out the age bracket of the respondents based on the age bracket given of 17-25 and 25-35. The age bracket was chosen because almost all the respondents fall in this bracket

Table 4.2: Age distribution

AGE(in years)	Frequency	Percentage
Between 17 and 25	117	95.1
Between 25 and 35	6	4.9
Total	123	100.0

About 117 students (95%) of the respondents were aged between 17 and 25 years and about 6(5 %) were aged between 25 and 35 years. This is an indication that the majority of the respondents were aged between 17 years and 25 years.

4.3.3 Year of study

Information was sort from the respondents about their year of study and the responses are as indicated in table 4.3

Table 4.3: Year of study of the respondents

Year of study	Frequency	Percentage
Third year	97	78.9
Fourth year	26	21.1
Total	123	100.0

97 of the respondents (79%) of the respondents were third year students and 26 (About 21 %) were fourth year students. This is could be an indication that the entrepreneurship studies at the University have just gained popularity in the recent past.

4.4 Influence of Entrepreneurship and business courses on student participation in entrepreneurship

In order to assess the influence of entrepreneurship course on participation on entrepreneurship, the respondents were given various indicators such as confidence in starting or raising a successful business on the scale of strongly agree, Agree, neutral, disagree and strongly disagree and the findings are as follows :

4.4.1 Confidence in starting a business

The table indicates that about 82(87.3 %) of the respondents were in agreement that they developed confidence in starting their own business after attending an entrepreneurship course. About 28(30 %) of the respondents did not agree that they developed confidence in starting their own business after attending an entrepreneurship course. This is an indication that being exposed to a course in entrepreneurship led to increased confidence in the majority of the students that they had what it takes to start a business.

Table 4.4: Confidence in starting a business

Scale	Frequency	Percentage
Strongly agree	53	56.4
Agree	29	30.9
Neutral	23	24.5
Disagree	15	16
Strongly disagree	13	13.8
Total	123	100

4.4.2 Confidence of raising a successful business

Using the same scale as above, the respondents were asked if the study of entrepreneurship course had given them the confidence to see their business to success. The findings were as follows in table 4.5

Table 4.5 confidence of raising a successful business

Scale	Frequency	Percentage
Strongly agree	38	31.1
Agree	39	32
Neutral	31	25.4
Disagree	11	9
Strongly disagree	3	2.5
Total	123	100

The table shows that about 77 of the students (63 %) of the respondents were confident that they can start and raise a successful business while 25 % were neutral and 11.5% disagreed. This again indicates the increased confidence in raising a successful business after attending a class on business and entrepreneurship.

4.4.3 Knowledge of how to run a business

Using the same scale (strongly agree, agree, neutral, disagree, and strongly disagree) the students rated the comment 'I did not know many things on how to run a business until I met this subject' as follows in table 4.6

Table 4.6 Knowledge of how to run a business

Scale	Frequency	Percentage
Strongly agree	25	20.7
Agree	24	19.8
Neutral	33	27.3
Disagree	23	19
Strongly disagree	16	13.2
Total	123	100

The table above shows that 40.5% (about 49 students) of the respondents acquired the needed knowledge of running a business, 27.3% were neutral and 32.2% did not feel that they developed the knowledge required to run a business. The high percentage indicates that the entrepreneurship skills and knowledge imparted in class was relevant for running a business

4.5 Influence of student factors on student participation in entrepreneurship

The respondents were asked to scale certain statements such as optimism of getting a white collar job after graduation using the scale ;strongly agree , agree , neutral , disagree and strongly disagree . The following was the outcome.

4.5.1 Optimism of getting a white collar job after graduation

The respondents were asked to scale whether they are optimistic of getting a white collar job after graduation. The results were as shown on table 4.7

Table 4.7 Optimism of getting a white collar job after graduation

Scale	Frequency	Percentage
Strongly agree	38	31.4
Agree	46	38
Neutral	27	22.3
Disagree	7	5.8
Strongly disagree	3	2.5
Total	121	100

According to table 4.7 the results shows that about 84students (69.4%) of the respondents are optimistic that they will get a good white collar job after graduation. 27 students (about 22.3%)were neutral while 8.3% were not in agreement. The high percentage of optimism of getting a white collar job could be an indication that the there is no actual fear of unemployment amongst the university students. That even with alarming statistics of unemployment the students at Strathmore University are still optimistic of getting a good white collar job.

4.5.2 Intention of venturing straight into entrepreneurship instead of being employed

The respondents were asked to put on a scale the comment that they have an intention of venturing straight into entrepreneurship after graduation instead of being employed. The results were as shown in table 4.8 below.

Table 4.8: Intention of venturing straight into entrepreneurship instead of being employed

Scale	Frequency	Percentage
Strongly agree	16	13.3
Agree	17	14.2
Neutral	41	34.2
Disagree	34	28.3
Strongly disagree	12	10
Total	120	100

About 23 students (33%) of the respondents have no intention of being employed after university studies while 41 (about 34.2%) were neutral and 46 students (about 38.3%) did not have an intention of venturing into entrepreneurship instead of being employed. This indicates that the entrepreneurship students are not fully convinced that this is an area they can rely on fully to provide their means of livelihood. Majority of them would still prefer to be employed where income is guaranteed.

4.5.3 Peer Influence

The respondents were asked to put on a scale the comment that “my friends have influenced me a lot to think of a business I could do”. The results were as shown in table 4.9

Table 4.9: Peer Influence

Scale	Frequency	Percentage
Strongly agree	27	22.5
Agree	39	32.5
Neutral	31	25.8
Disagree	19	15.8
Strongly disagree	4	3.3
Total	120	100

About 66 students (55% of the respondents) agreed to the fact that their friends have influenced them to thinking of a business they could do. 31 students (25.8%) were neutral while about 23 students (19.1%) disagreed. This indicated that majority of the respondents had been influenced by their friends to think of a business they could engage in. This is an indication of the networking taking place at the university and it influences.

4.6 The influence of college /University factors on student participation in entrepreneurship

The respondents were asked to rate (on a scale of 1 to 5, 5 being the highest) some services advanced by the university on their effectiveness in influencing them to start a business. These services were business network referrals, apprenticeship programs in the university, Business plan competition and funding thereof and entrepreneurship syllabus.

4.6.1 Business Network referrals

The following are the results of business network referrals advanced by the university as an influence in entrepreneurship participation.

Table 4.10: Influence of Business network referrals on participation in entrepreneurship

Scale	Frequency	Percentage
1	24	20.3
2	23	19.5
3	28	23.7
4	22	18.6
5	17.8	10
Total	118	100

From the table above about 68 of the students (52.3 % of the respondents) had a rating of 3,4 and 5 while the rest had a rating of a rating of 1 and 2.

This indicates that majority of the respondents views business network referrals as having an influence in entrepreneurship participation. This is an indication that deliberate efforts by the university to expose the students to relevant entrepreneurship knowledge in the industry has led to many students choosing to participate in entrepreneurship

4.6.2 The influence of apprenticeship programs in the university

Table 4.11 shows the results of the influences of apprenticeship programs advanced by the university

Table 4.11: Apprenticeship programs in the university and their influence

Scale	Frequency	Percentage
1	21	17.8
2	31	26.3
3	26	22.0
4	28	23.7
5	12	10.2
Total	118	100

From the table above 66 of the students (about 55.7 % of the respondents)indicated that programs advanced by the university in an effort to boost entrepreneurship had an influence on them while only 40 students (about 44.1 %) implied that the programs did not have an effect on them.

This is an indication that apprenticeship programs that a university advances deliberately to boost learning do have an influence in wooing the students to thinking of owning their own businesses.

4.6.3 The influence of business plan completion and funding thereof

The table below shows the ratings of the influence of business plan competitions and funding thereof in participation in entrepreneurship of the respondents.

Table 4.12: Business plan competition and funding thereof

Scale	Frequency	Percentage
1	21	17.8
2	31	26.3
3	26	22.0
4	28	23.7
5	12	10.2
Total	118	100

From the table about 65 students (55.9 % of the respondents) had a rating of 3,4and 5 while the rest had a rating of 1 and 2.

This indicates that majority of the respondents views business plan programs and funding thereof as influencing them to engage in entrepreneurship. This could mean that having a competition of business plans as part of the training program in class has made entrepreneurship relevant and hence convinced majority of the students to choose entrepreneurship as a course.

4.6.4 Entrepreneurship syllabus

The table below shows the result of the ratings of entrepreneurship syllabus developed by the university on the respondent's participation in entrepreneurship.

Table 4.13: Entrepreneurship syllabus

Scale	Frequency	Percentage
1	16	13.6
2	8	6.8
3	32	27.1
4	33	28
5	29	24.6
Total	118	100

This shows that 94 students (79.7%) had a rating of 3 to 5 an indication that entrepreneurship syllabus was relevant in influencing the students to think of owning a business, while 24 students (20.4%) had a rating of 1 and 2 indicating that the entrepreneurship syllabus had little impact in influencing them to think of entrepreneurship as a worthy career choice.

4.7 The influence of family background on student participation in entrepreneurship

The respondents were asked several questions to measure whether the family background had an influence in their participation in entrepreneurship. The questions were closed ended yes or no and results were as follows:

4.7.1 Influence of Parents

Table 4.14 indicates the Influence of Parents on student participation in entrepreneurship. The respondents commented as either true or untrue with regard to the comment “My parents are entrepreneurs and push me to become an entrepreneur after my studies.”

Table 4.14: Parents influence

Parents influence	Frequency	Percentage
True	31	24
Untrue	87	67.4
Total	118	100.0

From the table above 31 students (24%) of the respondents indicated that they come from entrepreneurial backgrounds and their parents directly influence them to own a business after their studies, while 87 students (67.4%) indicated that they do not come from entrepreneurial backgrounds and there are no expectations with regard to the choice of carrier they choose including entrepreneurship. This is a clear indication that most families in Kenya are not entrepreneurial and hence there is no direct influence on the students to think in terms of entrepreneurship as it has not been sensitized in the process of socialization.

4.7.2 Influence of poverty

The respondents were also required to rate as true or untrue the comment “the family income at home is not enough and I have to do all I can to supplement the family budget hence the motivation to start a business. The results are as shown in table 4.6.2

Table 4.15: Poverty influence

Parents influence	Frequency	Percentage
True	26	22
Untrue	92	78
Total	118	100.0

This indicated that about 26 of the respondents (22%) are necessity entrepreneurs. 92 of the respondents (78%) did not see a need to supplement family income by engaging in entrepreneurship. This can also be an indicator that the students who are in Strathmore university come a well to do background and hence majority of them do not have to go out of their way to looking for funds to supplement their education.

4.7.3 Lack of Guardians Support

Another measure used to check family background influence on entrepreneurship participation was lack of family guardians. The respondents were required to rate as true or untrue the statement “ I pay my own school fees from my business as my guardians are not there or cannot afford to pay for me”. The following was the response in table 4.6.3.

Table 4.16: Lack of guardian support

Lack of support from a guardian	Frequency	Percentage
True	4	3.4
Untrue	114	96.6
Total	118	100.0

This again confirms that majority of the respondents are not necessity entrepreneurs. Only 4 of the respondents (3.4%) are engaged in entrepreneurship out of necessity since they lack support and 114 of the respondents (96.6%) have guardian support.

4.8 Student Participation in entrepreneurship

In Order to measure the student participation in entrepreneurship, the students were asked three closed ended questions in which they were to answer as either yes or no:

- i) Do you have a business that you are doing on campus
- ii) Do you attend the student enterprise club

iii) Have you been thinking of a business you can start while still on campus

The results are as discussed below:

4.8.1 Student Entrepreneur

In order to measure the number of students who have started business on campus the respondents were required to answer whether or not they have a business on campus. The following table (table 4.17) gives the results.

Table 4.17: Student entrepreneur

Student Entrepreneur	Frequency	Percentage
Yes	46	39
No	72	61
Total	118	100.0

From the above table around 46 students (39%) have businesses while still in campus and 72 students (61%) of the students do not have businesses. This is an indication that majority of the students are not on campus entrepreneurs. However 46 students out of a sample of 123 is still a significant number of students to be engaged in business given the fact that earlier results showed that majority of these students are not necessity entrepreneurs. This can be attributed to the fact that majority of the students are becoming aware of entrepreneurship as a wise career choice and are not waiting to finish school to start their own business.

4.8.2 Participation in the student enterprise club

Strathmore University has a student enterprise club which the students are free to join. Membership in the club was used as a measure of participation in Entrepreneurship. The students were required to state whether they are members of the club. Table 4.7.2 gives the results of the survey.

Table 4.18: Student Enterprise club

Student Entrepreneur	Frequency	Percentage
Yes	100	84.7
No	18	15.3
Total	118	100.0

100 students (84.7%) are members of the student enterprise club with only 18 of the students in the sample (15.3%) being non members. This is an indication that the students are hungry to participate in entrepreneurship and will seize any chance of availing more information on the same.

4.8.3 Business incubation

The respondents were required to share their thought process by simply stating whether they had been thinking of a business they could do while still on campus. Table 4.7.3 gives the results.

Table 4.19: Business incubation

Student Entrepreneur	Frequency	Percentage
Yes	109	92.4
No	9	7.6
Total	118	100.0

According to table 4.7.1, 109 (92.4%) of the respondents have been thinking of a business they could engage in while still on campus and 7.6 % have not. This is a clear indication of inclination to entrepreneurship among the respondents

4.9 Summary of data analysis

This chapter detailed the data analysis, gave the interpretation of the findings and presented the findings in frequency tables. The purpose of this chapter was to represent the result of the study carried out and present evidence in form of tables, text and figures. The data analysis was done on the basis of the study objectives. Moreover, the analysis was done by handling each question in the data collection tool. Descriptive statistics was used in the analysis of the data.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions drawn from the analysis and recommendations by the researcher.

Table 5.1: Summary of findings

Objective	Findings
To assess the influence of university entrepreneurship course and business courses on student participation in entrepreneurship	82 students among all the respondents (87.3 %) were in agreement that they developed confidence in starting their own business after attending an entrepreneurship course while 14 students (30 %) of the respondents did not agree that they developed confidence in starting their own business after attending an entrepreneurship course. Further 77 respondents (63 %) were confident that they can start and raise a successful business while 28students (11.5%) lacked this confidence. 49 of the respondents (40.5%)have acquired the needed knowledge of running a business, While 39 respondents (32.2%)did not feel that they have developed the knowledge required to run a business.
To establish the influence of student factors on student participation in entrepreneurship	84 students (about 69.4%) are optimistic that they will get a good white collar job after graduation. While 10 students (8.3%)were not optimistic of getting a white collar job with the rest being neutral 23 students (33%)IN THE SAMPLE have no intention of being employed while 46 students (38.3%)still want formal employment . 66 students (about 55%) of the respondents agreed to the fact that their friends have

Objective	Findings
	<p>influenced them to thinking of a business they could do ,while 31 students (19.1%)did not agree that their friends have influenced them to think of a business.. This indicated that majority of the respondents had been influenced by their friends to think of a business they could engage in.</p>
<p>Establish the influence of university factors on student participation in entrepreneurship</p>	<p>In an attempt to establish the influence of business network referrals offered by the university, 68 of the respondents (52.3 %) had a rating of 3,4and 5 while 47 of the respondents (39.8 %) had a rating of 1 and 2. This indicates that majority of the respondents views business network referrals as having an influence in entrepreneurship participation.</p> <p>In establishing the influence of business apprenticeship programs offered by the university, again 66 of the respondents (55.7 %) had a rating of 3,4and 5 while about 52 (44.1 %) had a rating of 1 and 2. This indicates that majority of the respondents views business apprenticeship programs as influencing them to engage in entrepreneurship.</p> <p>65 of the respondents, about55.9 %, had a rating of 3,4and 5 while 44.1 % had a rating of 1 and 2, while establishing the influence of entrepreneurship syllabus on entrepreneurship participation. This indicates that majority of the respondents views business plan programs and funding thereof as influencing them to engage in entrepreneurship. 79.6% of the respondents had a rating of 3 to 5 while 20.4% had a rating of 1 and 2 indicating that the entrepreneurship syllabus had an influence in the respondents participation in entrepreneurship</p>
<p>To establish the influence of family</p>	<p>In an effort to establish the influence of entrepreneurial parents on student participation in entrepreneurship, 31 of the respondents(24%) indicated that</p>

Objective	Findings
<p>background on student participation in entrepreneurship</p>	<p>they come from entrepreneurial backgrounds while 87 students (about 67.4%) indicated that they do not come from entrepreneurial backgrounds and there are no expectations with regard to the choice of carrier they choose including entrepreneurship. The findings also indicated that necessity entrepreneurs are very few. Majority of the respondents (92 students and about 78%) did not see a need to supplement family income by engaging in entrepreneurship. Only about 4 students in the sample are engaged in entrepreneurship out of necessity since they lack guardian support and 96.6% have guardian support.</p>
<p>Student Participation in entrepreneurship.</p>	<p>46 students which is about 39% of the students in the sample have businesses while still in campus and 72 students do not have their business. 100 respondents (about 84.7%) are members of the student enterprise club with only 18 respondents (15.3%) being non members. Majority of the respondents (92.4%) have been thinking of a business they could engage in while still on campus and 7.6% have not. This is a clear indication of inclination to entrepreneurship among the respondents</p>

5.2 Discussion of the findings

This section presents a discussion of the key findings. It is organized according to research objectives.

Looking at the influence of university entrepreneurship course on student participation in entrepreneurship, the findings show that the entrepreneurship course being taught at this university seem to be influencing the students to participate in entrepreneurship. We can therefore conclude that entrepreneurship course being taught is relevant. This is in agreement with Global entrepreneurship Monitor (2010) which concluded that Entrepreneurship education in Universities can represent a positive influence in terms of general attitudes to entrepreneurship and in turn promote entrepreneurship as a useful and respectable career prospect for graduates (GEM, 2010).

Student factors in terms of their attitudes, peer influence also indicated that they play a role in influencing participation in entrepreneurship. While there is still genuine fear of unemployment after graduation, students are still optimistic of getting a white collar job. Very few students showed confidence of venturing straight into entrepreneurship though peer influence indicated that a lot of business networking is taking place on campus. This contributes to the discussion of McKeon and Margaret Lindorff(2011) that graduates have an initial belief that once they qualified they would get the job they wanted, which was senior permanent appointment with a high salary.

If we look at the influence of university factors on student participation in entrepreneurship, there is evidence that deliberate effort by the university to boost entrepreneurship is allowing students to learn and participate more and generate the confidence they need to venture into entrepreneurship. Student's participation in entrepreneurship has been linked to changes in attitudes and intentions towards entrepreneurship. The training offered at the colleges and universities needs to be student centered (Kuratco, 2005). This is because the development of students entrepreneurial intention will be affected by the entrepreneurial instructions they receive such as team oriented methods, hands on activities (Rasmussen & Sorheim, 2006). Wood and Bandura (1991) suggested higher education teaching and learning should focus on providing mastery experience or repeated performance accomplishment. Entrepreneurial curriculum develops differently across universities either as an optional module within business courses or

as a core course (Edward and Muir 2005). According to the findings of this research there has been a positive influence of entrepreneurship course and syllabus taught at Strathmore University. Majority of the students (87.3%) indicated that they were confident in starting a business. Further Majority of them were confident of bringing up a successful business (63%). This study supports the key role of educational support in the development of entrepreneurial intention. Hence entrepreneurship can be fostered through learning process. Entrepreneurship education provides the students with experience of mastery, role models , social persuasion and support by involving them in hands on learning activities , business plan development and running simulated or real small businesses (Borgia & Schoenfeld, 2005). The current study illustrated that proper entrepreneurship education exposure will enable students to have positive attitudes towards choosing entrepreneurship as a career. Entrepreneurship education, needs a different teaching pedagogy in which entrepreneurship education is linked to work-related learning (Dwerryhouse, 2001), action-learning (Smith, 2001) and entrepreneurial training (Gibb, 1999).

Good Influence brought about by family as well as personal own experiences about entrepreneurship contributes to higher entrepreneurship inclinations. The role of teachers is also indispensable in education as they prepare encourage and cultivate students. Research into attitudes has found that one's perceptions of one's ability to perform specific tasks increase the likelihood of attitude converting into intent and consequent behavior (Ajzen, 1991). In the absence of self-efficacy, individuals make self-limiting decisions despite having the necessary skills to pursue a path of action (Bandura, 1986). All this stems from the process of socialization- from the family influence.

5.3 Conclusion

An education system which provides adequate knowledge and inspiration of entrepreneurship develops the student's intention to perform entrepreneurial behaviors and even the possibility of choosing entrepreneurship as a career.

This study shows clearly that purposeful education enhances students entrepreneurial intention by providing them with attitudes, knowledge and skills to cope with the complexities of starting and managing a business (Wilson, Kickul & Marlino, 2007).

The study also shows that deliberate efforts done by universities to foster entrepreneurship are not in vain. Many students sighted Business incubation, apprenticeship programs, Entrepreneurship syllabus as having a positive influence in entrepreneurship

5.4 Recommendations

The study recommends the following

1. Academic institutions should link the content of their entrepreneurship syllabus with the needs in the market and changing times. This will ensure that the entrepreneur spirit found in the students is fed with relevant content and that the prospective entrepreneur gets relevant knowledge and exposure to ensure success of his business.
2. Academic institutions need to go out of their way in providing other facilities and services to foster entrepreneurship. This could include Business plan competitions linkages with successful entrepreneurs, business apprenticeship programs etc.
3. Policy makers in the area of education should ensure that the spirit of entrepreneurship is not just fostered at higher education but developed from an early age so that the students have entrepreneurship as a career choice from among their choices of carrier. This will go a long way to reducing the heart ache of unemployment and solving many crimes associated with unemployment. It will also be a way of improving the GDP of a country.
4. As Briga Hynes (2010) correctly points out entrepreneurship spirit is present when an engineer build a system that solves the needs of the target as well as a politician who trys to solve the needs of a society. Entrepreneurship education should be fostered across all disciplines.

5.5 Suggestions for further reading

I suggest the following areas for further reading and research in entrepreneurship

1. The best target group for entrepreneurship education: Masters students VS Undergraduate students ' participation in entrepreneurship
2. Factors influencing entrepreneurship participation among public university students
3. Social Entrepreneurship and economic benefits thereof
4. The relevant entrepreneurship syllabus

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Appendix I
Work Schedule

The proposed project work is expected to take approximately 10 months. It will be carried out on Mondays and Tuesdays of every week. The proposal writing work begins on Mid March 2011. It is expected that the research work will end by the first quarter of the year 2012. Work schedule to be followed is as shown below.

PERIOD	WORK
1 st April – 30 th June 2011	Writing of research proposal
1 st July -30 th August 2011	Determination of data collection tools and instruments
1 September to 30 th September 2011	Synthesis of the research with the help of the supervisor
1 st October to 15 th October	Presentation of the proposal
15 th October to 1 st January 2012	Data collection and analysis
30 February 2012	Drafting of the final research project
30 March 2012	Presentation of the research project report

Appendix II
Letter of transmittal

P.O Box 2466

THIKA

Tel, 0734607753

2010

Dear sir/ Madam

RE: REQUEST FOR RESEARCH DATA

I am a master's student in Project Planning and Management at University of Nairobi. I am required to submit a research project as part of my assessment. Consequently I have written a research entitled "Factor influencing Entrepreneurship Participation among University undergraduate students; The case of Strathmore University Undergraduate students"

Based on the proposal, I have designed a questionnaire to help me collect data. Your faculty is one of those faculties selected to participate in the study. Kindly allow me to ask the students in your faculty to fill in the questionnaire to generate the required data. The information obtained will purely be used for academic purpose and the names of the students will not be mentioned in the report. Findings of the study shall upon request be availed to you.

Your assistance is highly appreciated.

Sarah Watiri Muigai

Student Researcher

Appendix III
Questionnaire

Factors that influence entrepreneurship participation among university students; the case of Strathmore university undergraduate students.

Confidentiality clause

The purpose of this questionnaire is to collect information on entrepreneurship participation of university students. Any information collected in this questionnaire will be used for academic purposes only and will therefore be treated with strict confidence

1.General Information

Please answer the following information by putting a tick (✓) in the appropriate spaces.

- i. Name (not a must) _____
- ii. Gender (a) Male (b) Female
- iii. Age (a) 17-25 (b) 25-35
- iv. Year of study a) Third year (b) Fourth year

2. University Entrepreneurship Courses and student participation in entrepreneurship

- i. Please consider the following statements and indicate the response that reflects your opinion about the situation being asked by tick in the appropriate column

Key SA – Strongly agree , A – agree , N neutral , D – disagree , SD – strongly disagree

OPINION					
Statement	SA	A	N	D	SD
After being exposed to business and entrepreneurship courses am confident of starting my own business					
The exposure in entrepreneurship and business courses enabled to me start my own small business					
I did not know many things on how to run a business until I met this subject					
The application of the things I have learnt have led to growth in my business					
I will not throw away my notes I need them for my business					
The study of business and entrepreneurship courses has no effect on me. Am just studying it for exam purposes					

TICK WHERE APPROPRIATE

Do you have a business that you are doing while on campus?

Yes

No

2. Family background and student participation in entrepreneurship

- i. Which of the following best describes my family : Tick as appropriate
- a. Everyone in my family is self employed
 - b. Some members of my family are self employed
 - c. My parents are entrepreneurs and push me to become an entrepreneur after my studies
 - d. Am expected to take over my family business once I graduate.
 - e. My parents want me to finish school and get a white collar job
 - f. The family income at home is not enough and I have to do all I can to supplement the family budget hence the motivation to start a business
 - g. I pay my own school fees from my business as my guardians cannot afford to pay for me

3. College /University factors Versus student Participation in entrepreneurship

i) On a scale of 1 to 5 , 1 being the lowest and 5 being the highest , please rate the following services advanced by the university on their effectiveness in influencing you to participate in entrepreneurship

- a. Business network referrals
- b. Apprenticeship programs in the university
- c. Business plan competitions and funding thereof.
- d. Other (please explain)
-

Tick Where appropriate

i) Do you attend the student enterprise club at the university?

Yes No

ii) What are some of the topics which you think could be relevant in entrepreneurship that are not currently addressed by the syllabus

.....
.....

4. Student factors versus student participation in entrepreneurship

i) Please consider the following statements and indicate the response that reflects your opinion about the situation being asked by ticking in the appropriate column

Key SA – Strongly agree, A – agree , N neutral , D – disagree , SD – strongly disagree

OPINION					
Statement	SA	A	N	D	SD
After my studies am very optimistic of getting a good a job					
After my studies I will try out a business as I look for a job					

After my studies I have no intentions of getting employed. I will venture straight into entrepreneurship					
After my studies I have no intentions of getting employed . I will venture straight into entrepreneurship					
I expect to get a highly paying job after graduation and to rise in the ladder very fast					
I have not thought of what I will do after my studies					
My friends have influence me a lot to think of a business I could do.					
I would like to be like some of my friends who have successfully started their business while still in school .					

TABLE 1 - RANDOM DIGITS

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21215 91791 76831 58678 87054 31687 93205 43685 19732 08468
10438 44482 66558 37649 08882 90870 12462 41810 01806 02977
36792 26236 33266 66583 60881 97395 20461 36742 02852 50564
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49563 12872 14063 93104 78483 72717 68714 18048 25005 04151
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