

UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**DISABILITY AND ENTREPRENEURSHIP: FACTORS THAT INFLUENCE THE
ENTREPRENEURIAL INTENTIONS OF VISUALLY IMPAIRED STUDENTS AT THE
MACHAKOS TECHNICAL INSTITUTE FOR THE BLIND**

BY

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DECLARATION

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

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Declaration by Supervisor

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

SIGNATURE:..... DATE:.....

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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

DEDICATION

This work is dedicated to persons living with disability, more so the visually impaired in Kenya. It is my deepest desire that despite the challenges you face over and above what the typical 'able' bodied person does, that a day is coming soon when your hopes for a better understood and better empowered life will be fully realized, more so in matters of Entrepreneurship.

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LIST OF ACRONYMS AND ABBREVIATIONS

VI	-	Visually Impaired
SEE	-	Shapero's Entrepreneurial Event Model
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNDP	-	United Nations Development Programme
PBC	-	Perceived Behavioural Control
AMP	-	Austrian Market Process
EI	-	Entrepreneurial Intention
ICT	-	Information Communication Technology
GoK	-	Government of Kenya
WHO	-	World Health Organization
KNBS	-	Kenya National Bureau of Statistics
KCA	-	Kenya School of Accountancy
GNP	-	Gross National Product
PWD	-	Persons living with disability
ICT	-	Information, Communication Technology
WHO	-	World Health Organization
NCPWD	-	National council for person living with disability
GNP	-	Gross National Product
EWD	-	Entrepreneurs living with Disabilities

ABSTRACT

In recent times, there has been a marked trend by the government of Kenya to champion entrepreneurship as the solution to the runaway unemployment rate and the subsequent poverty thereof. The emphasis to this end has been on encouraging entrepreneurial uptake by the majority youth population and marginalized womenfolk. However of concern to this research was the scant nature of research in Kenya among the visually impaired (VI) in institutions of higher learning on matters of entrepreneurship, while they member the rank and file of both the youth and marginalized women. In a bid to address this knowledge gap, as the purpose of this project, the researcher set out to study the factors that affect entrepreneurial intent among VI tertiary level students at the Machakos Technical Institute for the blind. It being the only one of its kind serving the East and Central African region. Apart from its singular status, the rationale to carry out the study here was also informed by the fact that as a tertiary level institution the students therein would be at the pinnacle of education and thus would soon have to make career choices.

Towards the fulfillment of the above stated purpose of research several objectives were pursued, namely;-Documentation/profiling of the socio-demographic characteristics of the visually impaired students at the institution .Assessment of the students' attitude towards entrepreneurship as a career choice. Examination of the entrepreneurial intention of the students and establishment of the relationship between their social capital and entrepreneurial intentions .Finally, the assessment of the levels of awareness among the students of the various government entrepreneurship support services and agencies.

The study was conducted using a survey research design, with the research using a combination of convenience and snowballing sampling to draw a sample of 22 student respondents which is over a quarter of the college population present during the research period and an additional 6 key informants drawn from the non teaching and administrative staff. Data was obtained through interviewer administered questionnaires and a key informants schedule. Data collected was analyzed through descriptive statistics such as frequencies and percentages using ms excel and results represented in charts, graphs and tables.

The research findings were that VI students at the institution exhibited a very positive attitude towards entrepreneurship and a correspondingly high likelihood of intent to take up entrepreneurship. However, there was also noted a weak relationship between the students' social capital and their entrepreneurial intent, which in a sense validated the research conceptual frame work which had cast social capital as an intervening variable. A very low awareness of government entrepreneurial support agencies and services among our respondents was also revealed.

Some of the key recommendations are that government should undertaken sensitization campaigns in institutions of special needs to create awareness on its various agencies and the services they offer in support of entrepreneurial activities. A study to establish the adequacy of the instructors' training on matters entrepreneurship should be conducted in light of them handling such a special group of persons exhibiting strong intentions to enterprise.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Disability is a phenomenon and construct so wide that there is lack of consensus on its exact definition. This disharmony is best exemplified by the variation in meanings found in two closely related government documents within the Kenyan context as follows. While part one of the Persons with Disability Act, Constitution of Kenya (GoK, 2003: 284) defines disability as: physical sensory, mental or other impairment, including any visual, hearing, learning or physical incapability, impacting adversely on one's social, economic or environmental participation. The National Youth Policy (2007) only cites summarily and broadly the physical and mental aspects of disability, leaving out a lot of grey area for speculation as to which shortcomings and to what extent of disability qualify as exactly disabling!

The WHO (2013) (World Health Organization) describes disability as an umbrella term, covering impairments, activity limitations, and participation restrictions. The impairment being a problem in body function or structure; an activity limitation being a difficulty encountered by an individual in executing a task or action; while a participation restriction is termed a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem, but a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he /she lives. Impairment can occur from / at birth or any time over the course of an individual's life, either permanently or temporarily.

As pertains to its causes, explanations abound from the mystical to the empirically researched complex happenings that only genetics can provide as is the case in Systemic Lupus Erythematosus. Mugo (2010) states that traditional and spiritual beliefs play an important role in framing up comprehensions of disability in Africa. Many communities attribute disability to witchcraft, curses or conditions afflicted by bad omen and spirits with the resulting effect being that of fear and pity towards the PWD leading to their isolation/discrimination. However, exceptional positive reactions towards the disabled do occur in the African set up, for instance the Suba of Western Kenya treat individuals with mental challenges with awe and respect for

they hold that such children are the reincarnation of a deity, and as such should be accorded kindness, gentleness and patience, (Oloo, 2006).

In actual schooled sense, the causes of disability are as numerous as they are indiscriminate; encompassing everyday happenstances like road accidents, diseases as trachoma, war injuries, and work place injuries amongst others. This being the case, it should come as a sobering realization that we are all potential candidate or already might be albeit without symptom as is the case with genetically acquired degenerative diseases. With this in mind, it should bear more on our consciences, for us in academia to pay more attention to matters of disability.

The convention on the Rights of Persons Living with Disability, an initiative of the United Nations, as quoted in the WHO website, states that around 10% of the World's population or roughly 650 million persons live with known disability. This undisputedly constitutes the world's largest and most widespread minority and with continued trends of rapid population growth and advances in modern medicine, posits the WHO, these figures can only rise.

The first ever world report on disability (2000) co-authored by the World Bank group and WHO holds that PWD (Persons living with Disability) generally face higher rates of poverty and are afforded fewer economic opportunities compared to persons without disability. The figures are that 20% of the world's poorest are disabled and living in the developing countries. This sad state of affairs can find part explanation in the ostracization of PWD from mainstream social-economic life by society. According to Kisanji (1993) the view that PWD are incapable of having a role in wider society and thus should be kept at home pervades. This results in their lacking the necessary interactions to prepare them for a gainful life as self employed or employment that grossly under utilizes their true capabilities (under employment).

Poverty amongst PWD could also be attributed to the fact that governments and corporate firms can no longer create any meaningful net increase in employment for the general population whose growth rate as outstripped supply of economic avenues for gainful living. According to KNBS (2009) the Kenyan labor market growth has been unsteady, at times declining over years, for example, the number of new jobs created by the formal domestic economy declined from

485,500 (2007) to 467,300 in 2008. Furthermore, jobs created in the formal private sector plummeted from 74,000 in 2007 to 23,800 in 2008.

Another fact that further aggravates global poverty and increases unemployment is the oversupply of qualified personnel to the labour market, many of whom despite their high qualifications and being able bodied, still find it hard to secure employment. According to GoK (Government of Kenya 2007a) the labour force in Kenya increases by about 500,000 annually. Most of these are the youth, only about 25% of whom are absorbed leaving 75% to bear the burden of unemployment. In a government report, Gok (2008a) it was established that only 22% of youth with disabilities aged 25 – 34 years worked for pay, while a majority 31% worked in family ventures, 23.3% of these youth were not working at all, while 13.4% were homemakers.

Mugo (2010) comments that even though 22% may seem relatively reasonable; however, it's not certain the kind of sectors they are engaged in. Within the context of their low levels of education and professional skills, they are least likely to be in the meritocratically oriented civil service and other professionally esteemed jobs.

As a solution to this disability unemployment puzzle albeit within the broader context of youth unemployment and poverty eradication, government technocrats and academicians seem to be in agreement that Entrepreneurship can be employed as an employment generation strategy. As quoted in Ncebere (1999), in 1997, the then president Moi of the Republic of Kenya, in his forwarding message to the book, “Small holder farming handbook for self employment.” He affirmed that Entrepreneurship would be the key to solving the unemployment facing Kenya. In January 2003, the European Commission authored the “Green Paper on Entrepreneurship in Europe, which described there being an entrepreneurial deficit amongst European youth, a factor that was contributing to the rise in unemployment rates. It prescribed as a solution emphasis on entrepreneurship studies and training more so in tertiary and higher education institutions. This concurs with the sentiments of Agbim (2013) that attention should be given to tertiary institutions as they have the expertise and facilities to promote skills acquisition, facilitate the spirit of creativity, self-reliance and independence. All elements which can shape the future paths that students take be it in matters employment or self – employment.

In Kenya, there is to be found the only government curriculumed and sanctioned technical institute in East and Central Africa, wholly dedicated to the rehabilitation and technical training of the visually impaired. Opened in 1953 it has grown to provide blind students with an array of back-to-society–integration life and economic skills that they can commercialize to goods and services. Here students are imparted skills on crafts as knitting work, massage, leather work, carpentry among others. All these blended with entrepreneurial and ICT training. The fact that it is the only institute of its kind with a population of over 100 students, serving an entire region whose countries populations are over 200 million persons shows how little emphasis has been placed on this segment of society. This small number of beneficiaries lays credence to the grim statistics by UNESCO that 90% of children with disability in developing countries do not attend school and that as per a 1998 UNDP study, the global literacy rate for disabled adults stood as low as 3%. This clear marginalization in education of the blind and its subsequent effects partly account for their low population in higher learning institutions today.

1.2 Statement of the Research Problem

Against the backdrop of widespread unemployment in Kenya, indicated as having increased to 40% in the last two years from 12% in 2006 in an article by Phillip Etale in the Standard Digital News, titled “Unemployment and Hopelessness among Youth Bad for the Economy.” And further illustrated by the rhetorical thought provoking question he asks in the article as to whether we have ever thought of what nightmares a youth harbors on staying home doing nothing for over five years after graduating from the University or any other tertiary college.

In responses to this sad state of affairs, the government has fronted entrepreneurship has the solution, more so, from the perspective of the establishment and development of micro, small and medium enterprises (The popular version of the Sessional paper No. 2 of 2005). In reinforcement of this approach, entrepreneurship, craft skills and business-oriented studies have been inculcated into the 8-4-4 system of education right from primary school level to college. However despite the efforts by tertiary institutions in teaching various skills and trades, coupled with learning aimed at imparting knowledge and understanding of the potential rewards for business establishment, unemployment abounds among the young: Hungra et al (2011). Brijlal (2011) asserts that only a small percentage of graduates became entrepreneurs after college.

In a bid to explain this phenomenon of poor transition rates into enterprise by graduates, numerous studies have been undertaken all over the world, with many focusing on entrepreneurial intention studies as a possible avenue for explanation of this lack of entrepreneurial behaviour.. This focus has been so popular with researchers as intentions are said to be the best predictors of planned behaviour, Ajzen & Fishbein (2005). In Kenya studies have been done to that effect in universities and even in high school students. Internationally, a perusal of literature brings up one research in Malaysia in 2012 on entrepreneurship intentions among polytechnic students with the rest focusing on intentions amongst students in other tertiary institutions. The concentration of interest in this segment of schooling population has been occasioned by the fact that, tertiary level students are about to attain an educational qualification that necessitates a career choice.

As evidenced in literature, the emphasis has been on studying entrepreneurial intent in “normal,” able –bodied persons. A clear–cut case of marginalization in academic research and knowledge against PWD in the society. None of the stated researches had any category in demographics as to whether the PWD were respondents. Yet there are high schools (Thika High School for the Blind) and tertiary institutes (The Machakos Technical Institute for the blind) who cater for the academic and rehabilitation needs of persons/student living with disability. It is this knowledge-gap that this paper will seek to address in terms of evaluating the factors influencing entrepreneurial intentions among blind students.

1.3. Research Questions

- 1) What are the social demographic characteristics of the visually impaired students in the tertiary institution?
- 2) What is the attitude of students towards entrepreneurship?
- 3) What is the entrepreneurial intent of the students?
- 4) What is the relationship between social capital and the entrepreneurial intention of the students?
- 5) What is the level of awareness of the types of entrepreneurial support initiatives and their agencies provided by the government?

1.4. Objective of the Study

1.4.1 Overall Objective

The overall objective of the study was to assess various aspects of entrepreneurial intention amongst the students enrolled at the Machakos Technical Institute for the Blind.

1.4.2 Specific Objectives

The specific objectives to achieve the primary objective of the study were as follows;

1. To document/profile the socio-demographic characteristics of the blind students in the tertiary institution.
2. To assess the attitude towards entrepreneurship as a career choice among the blind students.
3. To examine the entrepreneurial intention of the students
4. To establish the relationship between social capital and entrepreneurial intentions ,if any, of the students
5. To assess the level of awareness among the blind students of government entrepreneurship support services and agencies

1.5 Justification and Significance of Proposed Research

In the introduction of Adam Smith's world renowned book on economics, titled 'The Wealth Of Nations', by Alan Krueger (2003) , it is stated that the propensity to truck, barter and exchange one thing for another is common to all men, and is to be found in no other race of animals, from communistic societies to prisoner-of-war camps. Constraints can be imposed on a market, or even for the sake and purpose of this paper, blindness/disability can occur or be the case! But the rise of the market seems virtually unavoidable.

PWD in society have been marginalized long enough more so in academic research on matters entrepreneurship. The subject of entrepreneurial intent has been researched on high and low, but empirically sound research on the same focusing on the VI population is extremely hard to come by in literature. This research proposal thus wishes to address this disparity in information by allocating time and the necessary resources to study E.I among VI students in tertiary

institutions. This will bolster the image of academic study as being all inclusive in nature and non discriminatory.

Significantly, the findings of this study will aid shape the direction taken by governmental policy makers on coming up with curriculums and strategies in special needs schools which better address the entrepreneurial needs of PWD and better inform the economic empowerment programmes geared towards their emancipation by the state after college. The research findings will also serve the parents or guardians of these students especially in guidance of career choice, by informing them how this demograph's entrepreneurial intent is inclined. Thus equipping them with foresight on how to prepare to be of best support to the soon to be graduands in moral support and material support.

Non state actors who are a crucial social economic development agents will benefit greatly from the empirical insights to be gained from the study's findings. Based on the same these actors can better formulate programmes and strategies on how to economically empower the students after college.

Finally in the true spirit of Kenya's newly promulgated constitution the needs of the handicapped will also have been catered for in matters research through the findings

1.6 Scope and Limitation

The study assessed the factors influencing entrepreneurial intentions among visually impaired students (class of 2013), limiting its research population to that at the Machakos Technical Institute for the blind situated in Machakos Town, the headquarters of Machakos County, Kenya (geographical limitation) .This assessment was done by; profiling the student's socio-demographics, assessing their entrepreneurial attitudes, social capital, entrepreneurial intent and their awareness level of government support initiatives towards entrepreneurs. However it is not lost to the researcher that there are numerous other variables that could have been assessed, but the aforementioned were most pressing to study for this project. Nevertheless the methodology employed in evaluating these variables lays foundation for other researchers later to improve on the methodology or replicate it elsewhere.

The limitation in communication, as the students wrote in Braille was overcome by the researchers reading out and filling out the responses to the questionnaires.

The uses of such presented the possibility of introducing researcher biases as well as the possibility of communication breakdown as the assistants had to readout and explain where necessary. To counter these challenges the researcher underwent thorough training and orientation on how best to communicate with the respondents and took tips from the student's instructors on how best to communicate with the respondents.

Time limitation, the researcher was only granted access to the students in the evening hours after classes, at time when many were tired or eager to rush to town or home for errands.

Owing to the fact that the study was conducted in only one tertiary institution and more so for the VI, the findings are not ideally generalizable to the entire population of PWD in Kenya.

1.7 Definitions of key Terms

Disability – ‘‘impairment in body function or structure.....’’ as per the WHO (2013) definition.

Trachoma - Is the leading cause of infectious blindness in the world, caused by a bacterium which produces a characteristic roughening of the eyelids.

Systemic lupus Erythematosis, the gradual irreparable wearing off of blood vessels leading to progressive general disability.

Deity - A supernatural being that is thought of as holy, divine or sacred

Welfare Trap- The fear by disabled persons to disclose their entrepreneurial status in fear of loss of state welfare benefits for the handicapped.

Braille –The language/format in which VI writes and read.

Visually Impaired – Persons with partial physical sight to the point of debilitation or total lack of physical sight

Entrepreneur- One who starts up or acquires a running venture, be it a micro, small, medium or big enterprise, and one who is directly involved in the daily management of the business entity.

Awareness of Government Support Initiatives. Within the context of this study, this will mean the knowledge of, adequacy and accessibility to entrepreneurship support initiatives such as

business development services, business incubating programmes, information and finance, provision of infrastructural facilities and business counseling. All these being availed by the government to enable entrepreneurs start and manage businesses successfully.

Attitude towards Entrepreneurship; Will be taken to refer to the degree to which an individual has a favorable or unfavorable appraisal toward engaging in enterprise.

Social Capital; In our study, it means the degree of social acceptance or social support afforded to an individual in the process of starting and running a business

Entrepreneurial Intention; will be taken to refer to an individual's interest to start a new business at some point in the future.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. The Concept of Entrepreneurship

Entrepreneurship is a relatively young academic discipline in its early stages of development. This “youthfulness” occasions problems in its definition and a lack of a unifying framework to distinguish it from other related fields such as strategic management,(krueger,2004).Abdullahi (2012) opines that throughout the theoretical history of entrepreneurship, scholars from various disciplines have struggled with numerous interpretations and definitions to conceptualize entrepreneurship. Gartner (1989), for example defines it as simply creating a business venture and goes on further to distil eight recurrent themes in the definitions found in literature as namely; personality traits, innovation, organization, creativity, value creation, profit maximization, growth, uniqueness and the owner-manager aspect.

Gana (2001) gives a more detailed definition even though it's one that is inclined more to a management perspective. He puts it as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on these identified opportunities.

But he puts a caveat and cautions that to describe an entrepreneur against only one dimension would not give a holistic view. This is so because an entrepreneur is seen to possess certain personality traits which influence his intentions and behavior to enterprise (such as propensity to take risks. This denotes a psychologist's view. He or she lives and operates in a society with norms and rules (a sociologist's view) and that his or her activities are affected by economic opportunities and government regulation (an economist's view).

Debate also continues on issues such as whether the entrepreneur's business venture should be a start-up or could be a possible acquisition of an existing enterprise, for how long should entrepreneurship really last in the life of an enterprise, is it at the point of inception when conditions are hard and challenging only or does entrepreneurship still apply even when the business is settled, stable and relatively predictable? To this question Vesper (1980) suggests that entrepreneurial characteristics lie and manifest in a continuum, implying an infinite number of

“entrepreneurs” who metamorphosize along as the venture goes through its life cycle. As a solution to the pursuit of a concrete definition, Chartner (1980) offers that individual researchers be afforded the necessary discretion albeit within reason to define what they mean by the term in their works.

Thus for the purpose of this paper an entrepreneur will be one who starts up or acquires a running venture, be it a micro, small, medium or big enterprise, and one who is directly involved in the daily management of the business entity. The terms entrepreneurship, self employment and to enterprise are used interchangeably herein.

2.2. Disability and Entrepreneurship

Persons with disability constitute the world’s largest minority group, thus forming a subject matter that should warrant a greater deal of academic, social and economic attention, more so as many of the world’s 500 million plus of them are disadvantaged socially and economically. Unless persons with disability are empowered and mainstreamed economically, enough for them to access work either as employed or self employed, it will be impossible to cut global poverty by half by the year 2015 as envisioned in the millennium development goals(World Bank report 2000).

Entrepreneurship has been championed as a very effective disability mainstreaming strategy as a well as a potent development strategy for society in general. Doyel (2002) concludes that entrepreneurship is a ‘*true*’ option for handicapped persons and that it is crucial for vocational rehabilitation counselors to learn the realities of small business training, development and ownership in order to support this important employment option for the disabled population. This emphasis on self employment as a panacea to unemployment has seen the concept of entrepreneurship explored broadly leading to a growing body of literature analyzing entrepreneurs from a wide variety of perspectives; particularly within a genre that has been termed “Minority ethnic entrepreneurs” key amongst these minorities have been female entrepreneurs and ethnic entrepreneurs Cooney (2008). However, although making up a significant share of the overall vote of entrepreneurs, scant has been written on entrepreneurs with disability, and virtually none has focused on blind entrepreneurs in Kenya, let alone on their

entrepreneurial intentions while undertaking higher education. This huge gap in knowledge has existed in spite of persons with disability, like everyone else, seeking and obtaining qualifications for engagement in employment or self employment.

2.2.1 Levels of Employment amongst the Disabled

A natural starting point would be to begin with a review of the weak employment figures for PWD, as these sets out an important context for our literature review. According to a World Bank study in 2000, the annual loss in global GNP (Gross National Product) due to the large number of unemployed disabled person is estimated to be in the region of 1.37 and 1.95 billion US dollars. Jones and Latreille (2005) state that it is widely linked that being impaired has a negative effect on employability and earnings.

In Kenya, according to a government report, (GoK, 2008a), it was established that only 21% of youth with disability aged 25 – 34 years worked. In America, Blanck et al (2000) utilized the US population census of 1998 to identify that only 30.4 % of PWD between the ages of 16-64 were in the labour force. They also noted a disparity in pay with able bodied persons earning relatively more than their disabled counterparts for the same work done. This fact, the study attributed to possibly the low levels of educational attainment among PWD, with 31% of those in this age group of the labour force not having completed high school, compared to only 17.5% of able bodied persons in the same age group in the labour force, not having completed high school too. With such high levels of low educational attainment, the capacity for PWD to secure good employment and other earning opportunities is thus negated.

It is largely perceived that there exists high levels of self employment among the PWD as posited by in Cooney (2008) that based on the 1994 US census, twice as many persons with handicaps reported being self employed as compared to those working for both the federal and central government. In Kenya it is safe to assume that this perception probably holds true even though no equivalent study on the same has been done. But, by virtue of the many handicapped small traders within the central business district area of Nairobi, compared with the few employed disabled person within the same area in government offices, it is an assumption that carries much anecdotal weight in the Kenyan context and warrants further research on.

2.2.2. Entrepreneurship Awareness among Persons with Disability

The second logical step is to evaluate the awareness among PWD of entrepreneurship as an avenue for garnering a livelihood, self sufficiency and development. A study by Oyewumi & Adeniji (1994) on assessing the attitude towards and knowledge of entrepreneurship among Nigerian students with hearing impairment revealed that the knowledge or awareness levels were significantly high. This they attributed possibly to the fact that entrepreneurial studies or education was being taught as an academic discipline in the schooling curriculum and also, as an aspect of socio-economic well being championed as a tool for independent living and self empowerment. This finding corroborated others by Hayfold (2006) and Okon (1990) that young adults were inclined to establish enterprises not only owing to the high rate of unemployment only, but also as a result of teaching entrepreneurship in various schools and institutions.

With this finding in mind, it is worthwhile to point out that entrepreneurship education otherwise known as business education or commerce in Kenya is taught throughout the Kenyan education curriculum from primary to tertiary level. At the Machakos Technical Institute for the Blind where this research was domiciled, entrepreneurship studies are a compulsory course notwithstanding a student's field of specialization. Thus it is safe to conclude that entrepreneurship awareness levels among students with or without disability in Kenya is high.

Studies cited in Cooney (2008) conclude that a positive correlation does exist between entrepreneurial education and intent towards venture establishment. Davidsson (1995) argues that people with more education in general are likely to have more self confidence (higher self efficacy) and are better enabled to spot and manage growth opportunities. In Kenya Kibuka (2011) found that female entrepreneurs without education engaged in the micro enterprises, those with high school qualifications engaged in medium sized enterprises and those with college education engaged in enterprises with more than ten employees. This was indicative that education, the whole lot of it, including entrepreneurial studies by implication, had some bearing on entrepreneurship.

However, the study by Oyewumi and Adeniji (1994) concluded that knowledge in or awareness of entrepreneurship occasioned by schooling does not necessarily determine the intentions of the

students to enterprise. Consistent with this, Chamard (1989) argues that generally conventionally old modeled education suppresses creativity and entrepreneurship by promoting a 'take a job' mentality, a fault that has been repeatedly said to afflict the Kenyan education system. Honig (2004) offers a plausible explanation for some of these negative findings, that, the approach deployed in traditional formal entrepreneurship training may be restricting student's adaptability and ability to recognize opportunities. This ultimately weakens the entrepreneurial outcomes for entrepreneurship students. This denotes a clear need to develop curriculums with a contemporarily encouraging approach to taking up business as a career choice.

Martin (2007) in a commentary of the literature available on the relationship between entrepreneurial education and entrepreneurial intentions cautions that the literature suffers from many weaknesses. It exhibits lack of consistency in variable measures and inconsistency in theoretical grounding. This makes it hard to compare findings objectively between studies. Methodological rigour is also faulted with many studies omitting the use of a control sample to compare the effects of entrepreneurship course takers and non course takers. A good example of this is Oyewumi's (1994) study on deaf students which does not have a control group facility in its methodology.

Owing to this lack of consensus on the effect of entrepreneurial education as a possible influence on intention to enterprise, it suffices to review literature on the motivations thus given by PWD and entrepreneurs with disability (EWD), on having determined their choice of entrepreneurship as an occupation.

2.2.3 Motivations to Self Employ

It is an established fact that levels of self employment are higher among PWD compared to levels of the same among able bodied persons. A report in the US by the Presidential Task Force on the Employment of Adults with Disabilities (2002) revealed that based on the 1990 national census, PWD had a higher rate of self employment at 12.2% compared to their non disabled counterparts at 7.8%. A disclaimer accompanies these figures that the rate among the disabled is probably much higher. This is attributed to the assumption that some of the PWD may have failed to acknowledge their enterprising status owing to the phenomenon termed as 'the welfare

trap'. This is described as the fear among PWD to divulge that they generate independent income from self employment in fear of losing out on their disability social welfare benefits from the government.

A key feature in literature on PWD is that reasons fronted for their starting own businesses are majorly rooted in negative motives Cooney (2008). Firstly, it is the failure to find a job amidst rampant unemployment. Namatovu et al (2012) found that persons who have been handicapped from a young age may have experienced disadvantage within the education system due to lack of access to supportive facilities. This leads them to garner lower educational qualifications and as such, being disadvantaged in the job market, ultimately pushing them to self employ.

Godley (2005) in making a case for stigma and discrimination in the market place as a motive to self employ cites a relationship between entrepreneurship and marginalization of the socio-economic kind. He states that PWD who are ostracized from society often derive from this context the motivation to enterprise. Rebuilding one's self esteem through challenging enterprise is another motive given as their self esteem may have taken a beating at the onset of their impairment. This mostly applies to persons who were previously working as able bodied persons but have encountered a disability. Harper and Momm (1989) present a number of positive factors as motivation to enterprise by PWD. These are namely; the freedom derived from flexibility of work hours, especially for those with families who then find it easier to balance work hours and family time as entrepreneurs. Freedom from access related obstacles as they being in charge of their business premises ensure the provision of all disability supportive facilities. Over and above these reasons, Harper and Momm (1989) posit that PWD are naturally suited to entrepreneurship since having impairment stimulates one to become an independent problem solver and innovator in order to keep up with the rigours of the 'able' society. They aver that children with disability often develop new and effective ways of moving around and communication, thus making it easier for them to adopt entrepreneurship later in life.

Consistent with this argument is the school of thought holding that the motives and intentions for PWD to become entrepreneurs are the same as for non disabled persons. The East Midlands Development Agency as cited in Namatovu (2012) states that many people exhibit a more

‘entrepreneurial character’ and are inherently born enterprising. Therefore, irrespective of any eventualities on their body-abledness, they will either way act out their nature and start up a business project. This argument, as controversial as it may seem, may hold water in light of a US department of labour report (2001) which noted that among the PWD surveyed, none of the respondents noted their disability status as a barrier to their intent to enterprise, they cited instead issues such as restrictive work environments, inability to access capital owing to discrimination, lack of collateral and the possibility of losing social welfare subsidies among others as hindrances.

2.3 Entrepreneurship and Accompanying Policy Measures in Post Colonial Kenya

Up to independence in Kenya, entrepreneurship in the formal sense of the word was the preserve of the colonial white settlers who dominated the agricultural and allied sector being that the Kenyan colony economy was agriculturally oriented. The Indian immigrants whose presence in Kenya had been associated with the need to supply cheap experienced labour in the construction of great Kenya-Uganda railway line, had taken up a huge chunk of the trade and commercial sector epitomized by their “Dukas ”-a small scale merchant shop. This was the case as some after the completion of the railway opted to settle down and trade along the towns that the railway had given rise to, Kiminza (2010).

The majority Africans who were the original inhabitants of the land had meanwhile been relegated to subsistence farming in rural reserves and providing cheap labour to the previously mentioned two races. There was however an effort to integrate them into agricultural enterprise albeit with an ulterior motive. The Swynerton Plan of 1955 was implemented to ‘allow’ Africans grow cash crop. This was in the thickest of the state of emergency declared during the Mau Mau war for independence and was meant ideally to take the wind off the sails of this independence movement.

Upon independence, the Sessional Paper No.10 on African Socialism and Its Application in Kenya was drawn up (Gok 1965). It being the first policy blueprint for independent Kenya, it emphasized small business development in its national development agenda. The paper

advocated for the subsisting Africans in the rural areas to be provided with advice and financial support to enable them Africanize the entrepreneurial ranks in the country.

(Gok 1986), Sessional Paper No. 1 On Economic Management For Renewed Growth, the government undertook to promote development in small scale manufacturing and commercial activities in the emergent and domineering informal sector (Jua Kali sector) through provision of credit, technical and vocational training. The state also took audit and reviewed the constraining legal and regulatory measures on small business and proposed streamlining of the same. Furthermore reforms were undertaken in the provision of entrepreneurial education in polytechnic and other technical institutes so as to cater for need driven courses, with the need being imparting of skills that could be commercialized through entrepreneurship by the beneficiaries.

(Gok 1992) Sessional Paper No. 2 on Development of Micro and Small Enterprises for Wealth and Employment Creation for Poverty Reduction, reviewed in 2002, sought to create the appropriate legal and regulatory framework to coordinate and facilitate the desired ease of establishment of the budding formal sector and “Jua kali” informal sector. It also emphasized growth to create manufacturing firms employing 10-50 persons, representative of the ‘missing middle’ in Kenya’s small business sector. The paper further recommended for the creation of indigenous role models through awards for outstanding ideas and innovation, exemplary performance, improved access to credit and non financial services as technical training, counseling, entrepreneurship consulting and extension programs. It also made the case for specific support to women entrepreneurs in the form of access to credit, information dissemination and the creation of an enterprise culture amongst them.

(Gok 2003-2007) Sessional Paper On Economic Recovery Strategy For Growth And Employment Creation gave priority to enterprise growth recognizing the need to establish and maintain a conducive environment for the transition of small and micro enterprises into medium sized enterprises with more capacity for quality products and sustainable employment opportunities.

In the Vision 2030, the country's blue print for growth and development, focused on propelling Kenya to a middle income economy status by the year 2030, major emphasis has been laid on the critical role entrepreneurship and small business development is expected to play in industrializing the country.

From the tenure of President Kibaki of Kenya in 2002 onwards, government has taken cue to come up with programs largely pinned on availing funds to groups of women (The Women Enterprise Fund) and the youth (Youth Enterprise Fund) towards encouraging enterprise in these two groups hardest hit by unemployment. Under the current presidency of Uhuru Kenyatta, the *Uwezo* fund again targeted at the youth has been initiated with the rationale that for ventures youth/disabled-owned to take advantage of the 30% government procurement quota reserved for them, then capital needs be availed on less restrictive terms and conditions than commercial banks offer.

Although the above mentioned initiatives are well intended, it is evident that the plight of PWD has not been adequately addressed more so in matters enterprise as to date there has been no exclusive fund from the state geared towards promoting the self employment interests of the handicapped population specifically!

2.4 Theoretical Framework

According to Kibuka (2011), early researchers associated entrepreneurship with personality traits and as per this research stream dubbed as the "Traits Theory" approach, two theories came to be pervasive in entrepreneurship academia. Namely these were Schumpeter's Innovation Theory of Entrepreneurship and McClelland's Achievement Motivation Theory.

2.4.1 Achievement Motivation Theory

Achievement motivation is one of the personality traits associated with entrepreneurship as it is seen to embody the commitment and resilience necessary for enterprise endeavor. Researchers posit that a high need for achievement, characterized by the drive to perform well in order to attain a feeling of accomplishment influences choice of career in self employment.

McClelland (1961), a pioneer theorist of this school of thought argued that the high need for achievement influenced one to seek out an independent enterprise opportunity so as to attain more achievement satisfactions than could have been derived from being employed in which case achievements would have been alienated/shared in exchange for a lesser salary. There is in literature reports of differences in achievement motivation along gender lines. Scherer et al (1990) found that males are more often motivated by a desire to be self employed for the sense of independence it affords, while for ladies the dominant drive or motive is a desire to create employment that affords flexibility in the balance of family and work (Brush, 1990). The same opinion is held by other scholars as Collins, Hanges and Locke (2004) who found achievement motivation significantly correlated with entrepreneurial career choice.

However, other researchers critique that there is no association between achievement motivation and entrepreneurship, thus one cannot differentiate entrepreneurs from non entrepreneurs on this basis. Borland (1974) and Schwatz (1976) on empirical review found that achievement motivation was not a significant factor in entrepreneurship, Kibuka (2011) found no differentiation in motivation between entrepreneurs and managers. Kibuka explained these conflicting findings based on conceptual and methodological grounds, the several measures used to measure motivation could not be assumed to measure the same construct in all related studies. Thus some of the studies did not actually link the need for achievement with the founding or ownership of a business. Accordingly the association of achievement motivation with entrepreneurship could therefore be said to be relatively inconclusive. Nevertheless, researchers summarily associate achievement motivation with entrepreneurship as it remains the traits theory's best argument in attempting to account for new venture creation. However continued study in this area is recommended.

2.4.2 Innovation Theory

Schumpeter (1934) defines innovation as the introduction of new goods, new methods of production, opening of new markets, new sources of supply and industrial reorganization. He was assertive that innovation is the single most important hall mark of entrepreneurship, which marked a clear difference of entrepreneurship from common managerial activities.

In the theory, he posits that the supply of entrepreneurship is a function of the rate of profit accumulation and the “social climate” of the entrepreneur. The concept of social climate denotes the whole lot of social, political and socio-psychological environments within whose at times challenging context the entrepreneur operates, that is, for example the educational system, social value system, class structure, social reward system among others. According to Schumpeter, a vibrant profitable economy would encourage persons to venture into self employment, while any countering action geared to squeezing profit such as increased trade union demands, corporate and income tax increment, decline in business support infrastructure such as roads, telecommunications etc would discourage enterprise, but also in essence the same entrepreneurial spirit would necessitate *Innovation* to overcome those challenges: The innovation trait being inherently associated with entrepreneurs to ensure their survival and colonization of commercial opportunities. Consistent with Schumpeter, Olson (1985) and Drucker (1985) hold that creativity and innovation are conditions inherent in the role of entrepreneurship.

However, a critical mass of empirical research findings to justify the association of innovation and entrepreneurship is wanting and thus the association is relatively inconclusive. Stewart et al (1998) observe that relatively few studies have empirically satisfied the proposed relationship and that the association requires further research.

2.4.3 Critique against Traits Theory Approach in General

Naturally, individuals change and this change can be reflected in their personalities and behavior too, but the traits theory takes the position albeit presumptuously that personality traits are static and thus entrepreneurship is one endless rigid state, a position which clearly cannot satisfactorily account for individuals previously self employed switching to being employed (Kibuka 2011).

Traits extolled as associated with entrepreneurship are too many and overlap, in that they apply equally to other successful people in other careers as teaching, sports, managers among others (Bygrave 1993). Gardner (1989) observes that few traits considered entrepreneurial such as innovativeness are identified by studying subjects who have been in business and so it is difficult to make out the exact genesis of the trait. The question begs, did the traits influence the individual into business, or did the business influence the emergence of the trait?

2.5 Entrepreneurship and Intention: The Theoretical Framework

The theoretical framework of a research work project relates to the philosophical basis on which the research takes place and forms the link between the theoretical aspect and practical components of the investigation that is being under taken, this has implications on the decisions made in the research process (Malebana 2012).

According to Bird (1988) an entrepreneur's ideas and intentions form the basic foundation for new venture creation, and even though entrepreneurial ideas –for new products, new services, new social movements- begin with inspiration, sustained attention and intention are needed in order for them to become manifest. However there are instances when behavior occurs spontaneously resulting from unconscious and unintended antecedents. But within the scope of this paper, the interest is in venture creation, which is deemed a conscious and intended act. The study of entrepreneurial intentions today opens up new arenas to theory based research. It draws attention to the complex relationships between entrepreneurial ideas and their consequent outcomes, and importantly it directs attentions away from the traditionally researched entrepreneurial traits (e.g, personality, motivation and demographics), which have been critiqued as being poor in prediction power. Bygrave (1993) observes that to influence entrepreneurship it is important to be able to predict it, and traits have been proved to be poor predictors of entrepreneurial behavior.

Intention as a psychological process has been examined by a number of theorists and researches. Bird (1993), in her paper “Implementing Entrepreneurial Ideas: The Case For Intention”, outlines these studies as follows; William James (1890/1950) conceptualized ‘Will’ as a more general term which includes intention as an independent faculty of the mind operating through an individual's ‘*attention*’ (holding the intended image in the mind) and ‘Consent’ (as inner dialogue or self talk which says ‘let it be so’). Research by others addressing the tension aspects of intention shows that one's intentions sustain value or effort despite interruptions (McClelland, 1985). Modern theorists describe intention as one variable within larger psychological models. Bird (1988) includes intentional control over those mental images and values which guide behaviors as a factor in their cyber kinetic model of behavior.

Cognitive theorists (Fishbein & Ajzen, 1975; Shapero 1982) accordingly demonstrate the importance that intentional elements, such as expectation, attitude and belief have on behavioral outcomes.

So popular have these contemporary cognitive theorists arguments been that today's research interest in entrepreneurial intentions has adopted their models as they present so far the most practical ways that entrepreneurship can be learnt, predicted and influenced (Kibuka 2011). These in particular inform this study's theoretical framework.

2.5.1 Entrepreneurial Event Model

Shapero & Sokol (1982) state that a person is held on a given path in life by a sum of vectors in their lives. These being Family, jobs, social status, education, peer influence among others. This being held "in place" is termed as inertia, and the vectors are the stable cultural aspects that define one's social economics and cultural settings. The inertia persists until something jolts it. This displacement could be positive like winning the lottery or negative like loss of livelihood, midlife crisis or even a disability! All these displacement forces have the potential to jolt one to start up a business in reaction. These displacements are termed "trigger events" in the SEE model.

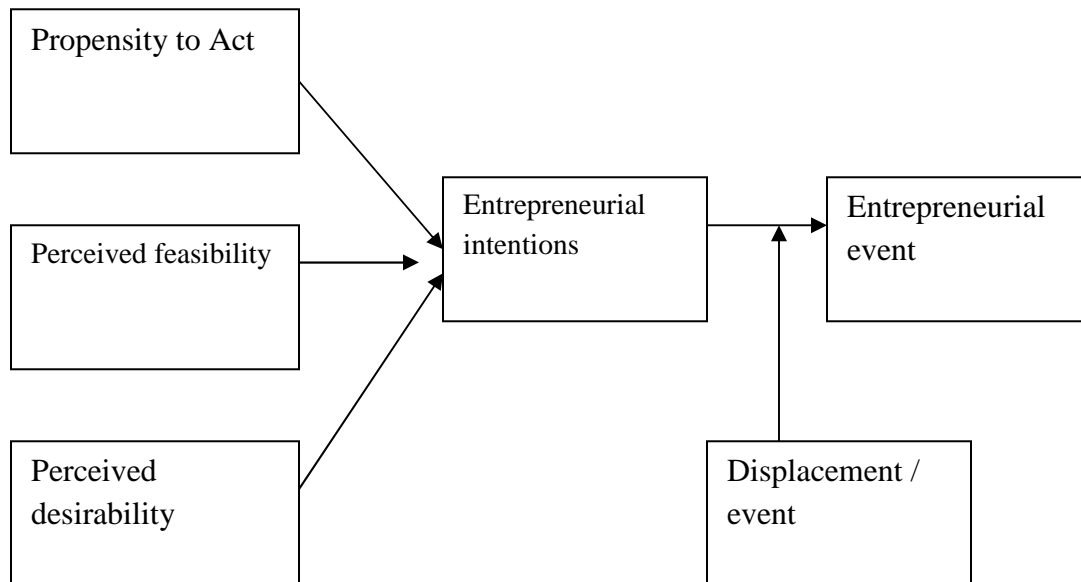
In the SEE model, intentions to start a business derive from a propensity to act upon opportunity and from perception of desirability and feasibility. These perceptions are products of cultural and social environments and help dictate which actions will be seriously considered and consequently executed.

Summers (2000) operationalizes the construct propensity to act as someone having the psychological traits that make them likely candidates to attempt to become entrepreneurs in the event of a "trigger." It is a commonly held belief that entrepreneurs have special personalities with traits that cannot be taught easily. Psychological models have established a number of significant traits that set apart entrepreneurs from the rest. The commonest discussed in literature being, high risk taking appetite (Brockhaus, 1987) being highly independent (Hong 2000) and Internal locus of control (Brockhaus, 1987) among others.

After displacement trigger in one's life, not all cases will result to entrepreneurial undertakings. This difference in reaction is best described by the differences amongst persons in their psychological traits and propensity levels.

Krueger (1993) describes the desirability mentioned in this theory as the extent to which one finds the prospects of starting a business venture worthwhile i.e. ones affection towards enterprise. Perceived feasibility is the extent to which one believes he /she is capable of successfully engaging in entrepreneurship. This can be equated to the concept of perceived behavioral control in the model of planned behaviour by Ajzen.

Figure 2.1: SHAPERO'S ENTREPRENUERIAL EVENT MODEL

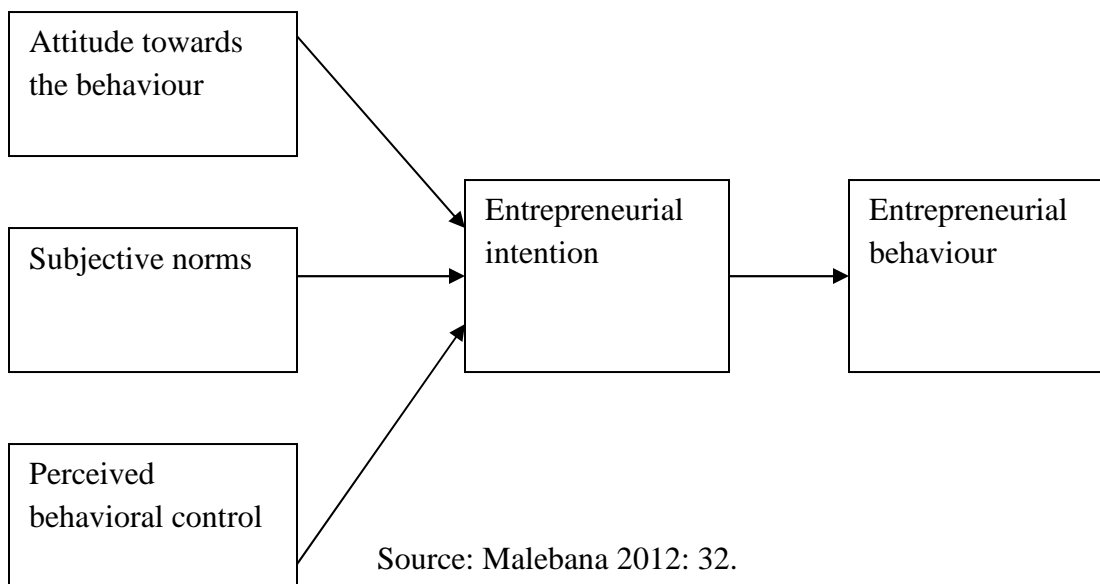


2.5.2 Planned Behavior Model

Ajzen's theory chief premise is that most human behavior is planned and thus preceded by intention (Ajzen and Fishbein 1975). This emphasizes that intention can be used as an accurate predictor of planned human action. Krueger et al (2000) asserts that entrepreneurship can be predicted more accurately by studying intention rather than personality traits, demographics and situational factors.

Ajzen gives three functions of intentions: Attitudes, subjective norms, and perceived behavioural control (PBC). Attitudes are the beliefs or perceptions regarding the personal desirability of performing a behaviour i.e perceived positivity or negativity of an undertaking's outcome. Subjective norms are an individual's perception of the values, beliefs and norms held by referent persons and society around him pertaining to his behaviour and further his willingness or lack of it to comply with their views. However (Krueger et al, 2000) critique that social norms are less predictive of intentions for individuals with a high internal locus of control or living in highly individualistic society. PBC is defined as the cognitive estimates of one's skills, ability and capability to execute a planned behaviour effectively. This concept mirrors Bandura's (1986) concept of self-efficacy.

Figure 2.2: Theory of Planned Behaviour Model



Critique of the behavior - intention approach

A third fairly recent cognitive theorist Davidsson (1995) critiques by adding more indirect variables to Shapero's and Ajzen's model. He hypothesises that intention predicts behavior and that intention is influenced by individuals' attitudes, which in turn are moderated by background factor. Davidsson is of the view that attitudes influence entrepreneurial intention through conviction. The conviction being the belief that self employment would be a suitable career choice. According to Davidsson, conviction predicts 40% of entrepreneurial behavior and is said

to be influenced by an individual's general attitude such as motivation and by entrepreneurship-specific domain attitudes such as preference for self employment among others. He further substitutes specific individual background factors including gender, previous experience, education and age for expected outcome and self efficacy found in the other two previous models (Kibuka 2011).

In summary, as per Davidsson (1995), Ajzen's theory of planned behavior and Shapero (1982), entrepreneurship can be predicted by the intention to start a business venture. Accordingly, the intention is itself influenced by the perceptions of personal and social desirability, and feasibility of self employment, and these attitudes are influenced by one's individual background and entrepreneurship specific factors.

Cases of persons giving or exhibiting clear intent to execute certain behavior but never getting round to acting and actualizing those intents are numerous in society and even in our own individual lives . Thus on this basis critiques fault the over reliance on plain intent to predict behavior. To overcome this short coming termed as the 'Intention Commitment Deficit', scholars urge for the adoption of models incorporative of the when, where and how dynamics.

2.6 The Role of Social Capital in Entrepreneurship

Entrepreneurship is viewed as a social role that is embedded in a social context (Hisrich et al; 2008:61). Liao and Welsch (2005) define social capital as the summation of actual and potential resources embedded within, available through and gotten from the networks of relationships of an entrepreneur.

Social capital is made up of three dimensions those include: structural, relational and cognitive dimensions. Structural dimension is the network structure's overall pattern of connections between actors and includes factors such as the existence or absence of direct connections between the focal actor (entrepreneur) and others. Relational dimension refers to the nature of the personal relationship that develops between specific people with they being deemed weak or strong ties. Cognitive dimension refers to those aspects of social capital that provide shared representations, interpretations and systems of meaning among parties that enable networks

members to make sense of information and to classify it into perceptual categories (Malebana 2012).

Linan and Santos (2005) argue that the cognitive capital rather than the structural is the best to contextualize into entrepreneurial intention models. Cognitive social capital can arise both from close contact with relatives or friends (bonding cognitive capital) and from sporadic contacts with other people or organizations in which the actor does not directly / actively participate (bridging cognitive capital).

Santos (2005) found that both bridging and bonding cognitive social capitals influence entrepreneurial intention indirectly, with bonding cognitive social capital affecting intention indirectly through perceived desirability. Bridging cognitive social capital through contacts with entrepreneurial networks and start up support bodies influences perceived feasibility.

2.7 The Role of Entrepreneurial Support

Entrepreneurs need support throughout the life cycle of their businesses. This support can be from the persons around the entrepreneur (the social capital) or it could be from the government. The modern state is at the core charged with safeguarding private property, preservation of life, provision of physical infrastructure among others. All these enable to translate entrepreneurial aspiration into intentional planning and eventual launch of new ventures (Henley, 2005). Hanlon and Saunders (2007: 620) define entrepreneurial support as the act of providing an entrepreneur with access to a valued resource.” Within the context of this study, awareness of entrepreneurial support initiatives by the government is conceptualized as the level of knowledge persons have about government support aimed at business people. Studies by Begley et al (2005) found that accessibility to support services was related with the intention / desire to enterprise. Since independence in Kenya, the government has endeavored to provide support to the Juakali sector within the larger context of micro, small and medium enterprises. To date, the youth entrepreneurs have received the largest chunk of that support through the formation of two funds, the Youth Enterprise fund and the Uwezo fund.

Within the South African Context, Bradford (2007) reports that the efforts of the South African government have been limited. Accordingly, Ladzani and Netswera (2005) add that the emerging rural entrepreneurs lack information about the various micro, small / medium business support programmes by the state. On top of the lack of proper awareness of governments support mechanisms, Orford, Herrington and Wood (2004:49) state that there is to be found a high level of dissatisfaction with the quality of assistance received in these programs.

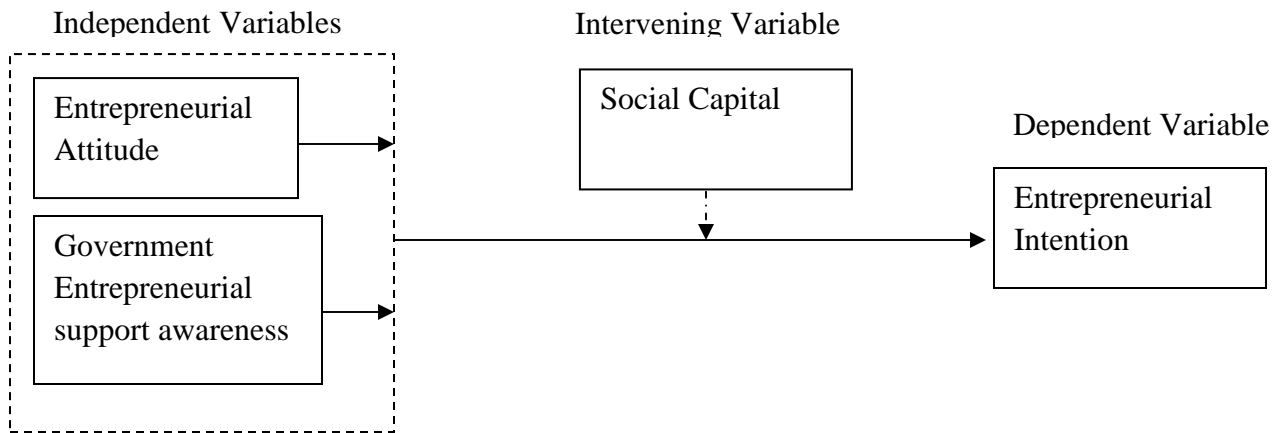
Reasons given for this dissatisfaction with the service are as follows; According to Ahwireng – Obeng (2003), the responsible government agencies tasked with the responsibility of implementing entrepreneurship support are ineffective in persuasively raising the awareness about their existence. Within the Kenyan context, if we observe this reason by Ahwireng – Obeng, it rings true, more so within the handicapped cycles whereby on casual enquiry no such agency has ever visited institutions for the disabled, let alone provide advert materials in Braille for the blind, sign language for the deaf etc. Another reason given is the cumbersome administrative regulations that often frustrate prospective clients. In this light within the Kenyan context the youth Enterprise Fund has been variously critiqued for its red tape in granting loans to youthful entrepreneurs, one of the reasons for the coming into being of the Uwezo Fund, whose formalities for funding are less demanding.

2.8 Conceptual Framework

A conceptual framework usually consists of concepts and variable relationships proposed in the study. The literature review done earlier on thus has led to the development of a conceptual framework in trying to explain the factors that influence entrepreneurial intentions among blind students in tertiary institutions. The scheme presented below will serve as a basis for the analysis and design of this study.

From the framework, a combination of the variables; personal attitudes towards entrepreneurship as a career, social capital and awareness of government support initiatives for entrepreneurs are shown to contribute to entrepreneurial behaviour by influencing entrepreneurial intentions.

Figure 2.3 Study’s Conceptual Framework



2.8.1 Operational Definition of the Variables

Factors influencing Entrepreneurial Intention as per our scheme

For the purpose of this study, the factors that influence entrepreneurial intention refer to those aspects that contribute to the “push” for one to engage in enterprise behavior such as starting up a business venture either directly or indirectly. They constitute the independent variables of this study. As shown in the conceptual framework, there are namely; **Awareness of Government Support Initiatives**. Within the context of this study, this will mean the knowledge of, adequacy and accessibility to entrepreneurship support initiatives such as business development services, business incubating programmes, information and finance, provision of infrastructural facilities and business counseling. All these being availed by the government to enable entrepreneurs start and manage businesses successfully.

Attitude towards Entrepreneurship; Will be taken to refer to the degree to which an individual has a favorable or unfavorable appraisal toward engaging in enterprise.

Entrepreneurial Intention; will be taken to refer to an individual’s interest to start a new business at some point in the future.

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Social Capital (Intervening Variable); In our study, it means the degree of social acceptance or social support afforded to an individual in the process of starting and running a business

The dependent variable in our study is **Entrepreneurial Intent**, which we define as the possibility following the influence from the input/independent variables, to engage in business either has starting a business or acquiring one in the near future.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section explains how the empirical research of this study was conducted by outlining the design and methods that the research adopted.

3.2 Study Site Description

The Machakos Technical Institute for the Blind is located in Kenya's Machakos County biggest town, Machakos. It had at the time of this research an enrolment of over 100 students, with just about half of these being last year/finals students whom constituted the study's population.

3.3 Research Design

The study was carried out by means of a descriptive survey research design consisting of a literature review and empirical field research. Schindler (2008) defines a survey as a measurement process used to collect information during a highly structured interview. Surveys may be used in studies that are usually quantitative in nature and which are aimed at providing a broad overview of a representative sample of a large population (Malebana 2012).

In a survey research, the researcher asks the units of analysis utilized to give self-reported answers about their attitudes, intentions, opinions, behaviors, characteristics, pieces of information about their conditions of life, and categories that define and differentiate individuals (Stewart 1988).

As an additional source of pertinent information, owing to the anticipated relatively small sample size envisaged, the researcher also made use of a key informant schedule targeted at the members of staff who interacted with the students on a daily basis either in a teaching or non teaching capacity.

3.4 Unit of Analysis and Units of Observation

The study's unit of analysis was the technical institute itself based in Machakos and the sampled students and key informants its units of observation.

3.5 Target Population and Sampling Procedure

Population is the universe of a grouping which possesses the characteristics of interest to the researcher. From this population, a sample is drawn, which is described as representative, i.e. a subset of the population that can be manageably studied in a research undertaking (Hayfold 2006) define a population as the total collection of elements about which the researcher wants to make some inferences to /on. When a researcher cannot involve all members of the population in the study (as is so done in census), a sample that best represents the population may be drawn to allow for an accurate generalization of research findings. The target population of this study constituted of all the final year blind students at the tertiary institution.

Singleton et al (1988) describes a sampling plan as that part of a research design that spells out how cases are to be selected for investigation. In the sample selection, the researcher needs first determine whether a probability or non-probability approach will suffice. In a probability sample, every element of the population has a non-zero chance of being selected whereas under non-probability sampling researcher discretion is employed to draw the ‘samples’ units (Mugenda 2003).

In our research, non-probability sampling was utilized in the form of convenience sampling coupled with snowballing. In these two , the researcher interviewed population members that were co-operative/ willing and whom afterwards led/called and convinced their friends to participate. The research team opted for this method because the students’ instructors had forewarned that this was a closed group of individuals, highly skeptical of outsiders intentions, with them viewing attempts to conduct studies amongst them as avenues for their economic exploitation. Thus the instructors upon our request agreed to pick out candidates for our study whose temperament would be agreeable on the basis of the diversity of the students’ social demographics and whom in turn would influence or rather convince their colleagues to participate in the research after creating the initial rapport.

A sample size of 22 students was selected to inform our study sample. With the college having a present during the study population of about 90 students in the campus, and about half of them being in their final year of study, this number beats the 25% threshold established in other

studies. It should be noted that other similar studies such as (Agbim 2013) on factors influencing entrepreneurial intentions among graduates of Nigerian tertiary institutions, stood at about 23.3% of his target population.

Also a total of 6 key informants constituting the student's various courses' instructors (2 female & 2 male) and an additional 2 administrators were interviewed for additional data to add further insight to our research. Their selection was purposive as the researcher was acquainted with one of them from whom the rest snow balled from.

3.6 Sources of Data

Primary data was collected by way of interviewer administered questionnaires to the study sample's membership and an interviewer administered key informant schedule to some of their instructors and non teaching staff members.

Secondary data was retrieved from the review of literature on past related studies.

3.7 Data Collection

This section explains how the research instrument was designed and distributed to the respondents.

3.7.1 Designing the Research Instrument

Questionnaire design deals with the construction of questions and response options based on the research objectives that will be used to address the research problem statement (Tustin et al 2005). The nature of questions can be either structured or unstructured questions, with their corresponding responses being open-ended or closed –ended responses. In our study, data was extracted by means of contextualized structured questionnaires, whose design was guided by review of literature on previously validated questionnaires that were used in other related works on entrepreneurial intention. The gathered information was then used to determine the attitude towards entrepreneurship, the intent of the students to enterprise, the awareness levels of enterprise support initiatives by the government and the relationship between social capital and entrepreneurial intentions.

3.7.2 Description of the Data Collection Tool

The questionnaire consisted of 5 sections labeled ABCD and E with questions labeled numerically.

- Section A obtained the socio-demographic details of the respondents such as age, gender, qualification enrolled for among others
- Section B measured the entrepreneurial attitude of the respondents
- Section C measured the entrepreneurial intent of the respondent
- Section D assessed the respondent's social capital
- Section E measured the respondents' level of knowledge of government support initiatives and the services they offer.

Questions from section B to E were based on a five –point Likert Scale (1= Strongly Agree to 5 = Strongly Disagree). Except for part one of section E which was (Poor=0-1,Average =2,Good=3,Excellent =4, 4+= Superb, based on the number of agencies stated . All the questions in sections B,C,D were adapted and contextualized to our study environment, from the entrepreneurial intent questionnaire developed and used by Linan & Cohen (2006) as these questions had been validated in these and other studies which increases the **validity** of the entire questionnaire. Section E Questions were adopted and contextualized to my research setting from a similar research in South Africa by Malebana (2012).As for the **questionnaire's reliability** i conducted a **pilot study** in the same college but on the first year students who did not constitute the target population and also got input on the same from the student's instructors on how best I could frame questions to communicate best with the students.

The key informant schedule was adapted from the questions in the sample respondents' questionnaire and targeted to get pertinent information on the very same parameters as those in the questionnaires albeit from the students' instructors and administrators.

3.7.3 Administration of the Questionnaire

The researcher could not use Braille format as to have the questionnaire translated, reproduced and administered by a Braille consultant would have been too costly in terms of both money and time . The researcher thus read out the questionnaires to individual respondents, explaining the

same when prompted to and noted down the responses given. As for the key informant schedule the researcher read out the questions, and noted down the responses while still prodding further for more information.

3.8 Ethical Considerations

The ethical concerns that arose from the study comprised of privacy and confidentiality issues, and the possible benefits that the respondents would accrue from the study. However these had been anticipated and prior to data collection, the participants were first briefed on information regarding the reason or purpose of this undertaking which was strictly non commercial. The participants were reassured of their confidentiality and informed that benefits to the researcher and them would be purely academic not financial.

3.9 Data Analysis and Presentation

Malebana (2012) paraphrases defines data analysis as the process of editing, evaluating and reduction to manageable size of gathered data. He further quotes Muoton (2008) as recommending the use of descriptive and inferential statistics in analyzing data in a survey research. The collected data was cleaned , coded and analysed by means of ms excel computer programme. Descriptive statistics such as the frequencies and percentages, were generated to summarize the data. The data was then presented in pie charts, graphs and tables.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter seeks to present and discuss the data collected from the respondents in line with the key objectives of the study. In particular, the data covers themes such as the social demographic profile of the blind students at the Institute, their attitudes towards entrepreneurship, their social capital and the impact this may have on their entrepreneurial intentions. A total of 22 questionnaires were completed giving a response rate of 100% which is over a quarter of the students enrolled for the 2013 academic year. The research findings are shown using descriptive statistics such as frequency tables, charts, graphs and percentages. The interpretation and discussion of the results is carried out based on the objectives of the study.

4.2 Social Demographic Characteristics

The first objective of this study was to document the social demographics of the blind students at the institute with a view to profile them.

4.2.1 Age Distribution

As per table 4.1 below, a large proportion of the respondents were between the ages of 21- 32 years at over 83% of the respondents, with a majority of these being between the ages of 21 – 26 years at 45.5% of the respondents. This is indicative of the average age of most college or tertiary students undertaking regular course programmes in Kenya following the 8-4-4 system of education. This also means that visually impaired persons study at the same pace as their able bodied counterparts if facilitated adequately as this is the typical age group to be found in other tertiary colleges catering for the able-bodied students. The small but odd percentage of respondents 39 years and over, typically not an age to be found in a regular moduled college could be explained by the possibility of these individuals being those who encounter blindness much later in their lives owing to degenerative diseases or accidents and come here to be first and foremost rehabilitated then trained in new vocational skills. This assertion is backed by most key informants whom were non committal on the query on the age of their students as they pointed out that disability/blindness occurred at various ages. However the only key informant

who was precise in profiling the ages of the students said that majority of them were 25 years and over, a figure reflected upon analysis in the table 4.1 below

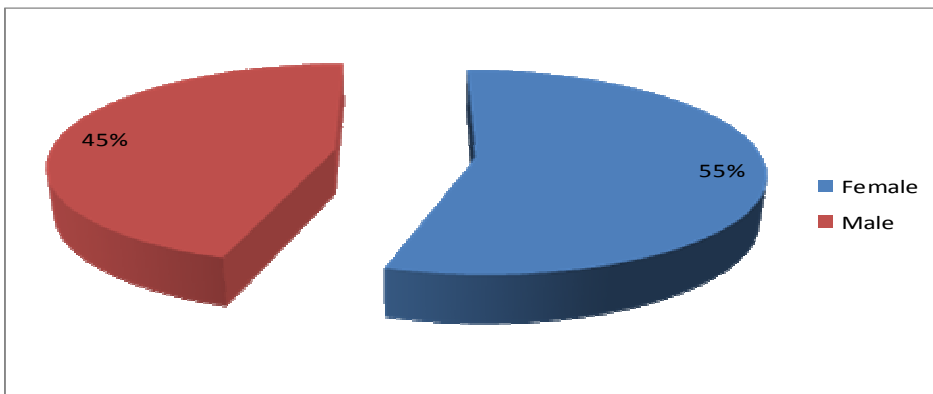
Table 4.1: Percentage distribution of respondents by age

AGE GROUP	FREQUENCY	PERCENTAGE (%)
15 – 20	4	18.2
21 – 26	10	45.5
27 – 32	6	27.1
33 – 38	0	0.0
39 – 44	1	4.6
Above 44	1	4.6
Total	22	100

4.2.2 Sex

According to figure 4.1 the enrollment rate on gender basis as per our respondents indicates that both genders were almost equally represented in the sample, with females being slightly higher at 55% and males lower at 45%. This is illustrative of the government’s and civil society’s efforts to promote equal enrolment for both genders in matters education, with recent emphasis being more on the girl child empowerment .This also qualifies the fact that disability cuts right across the gender divide indiscriminately. According to the key informants, opinions were varied on which gender was more or less, but they were unanimous that the college’s enrolment was gender sensitive as a matter of policy. However it did come out over the course of the key informants interview that there were more male boarding facilities than ladies.

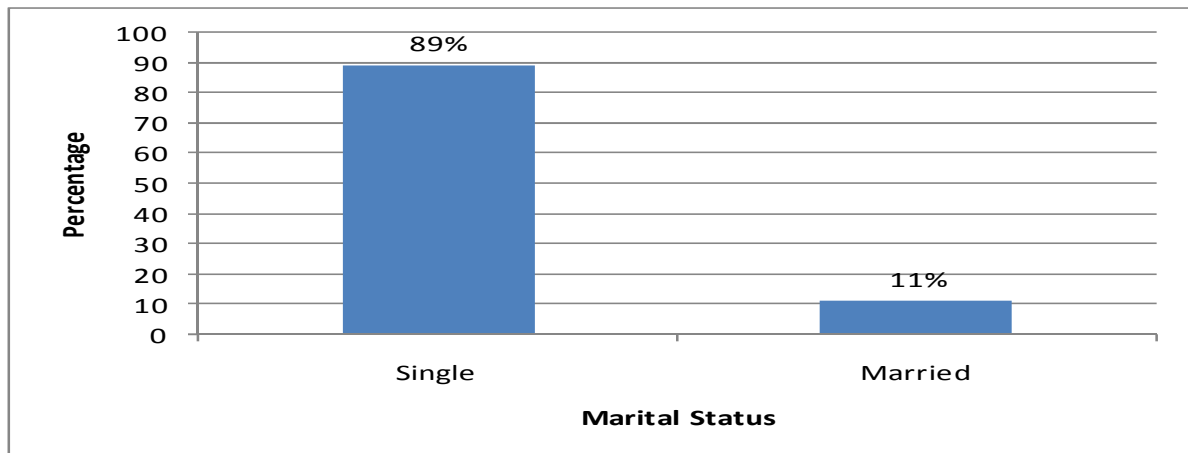
Figure 4.1: Percentage distribution of respondents’ enrolment rate by gender



4.2.3 Marital Status

As per figure 4.2 below, the majority of the respondents at 89% percent were single. This is reflective of their youthful age and societal expectation that one marries after completing studies, preferably tertiary level studies when he or she is better enabled to secure a steady income to sustain a family. The odd 11% married could be partly explained again by the over 38 years of age category who possibly encounter blindness much later into their settled adult lives and find themselves here for rehabilitation purposes. No incidence of divorced, separated or widowed was recorded; An oddity considering that marriage is universal and nationally these categories are populated. Stigma could be a possible explanation of this denial of expected reality as these social circumstances do carry a certain degree of added social stigma on top of the stigma that comes with disability. This could be too much for them to feel comfortable to disclose their being divorced, widowed or separated status especially if one is relatively as young as our sample suggests. A good number of the key informants alluded to the fact a number of student were married with children, but from their experience they wouldn't be forthcoming with this information due to stigma.

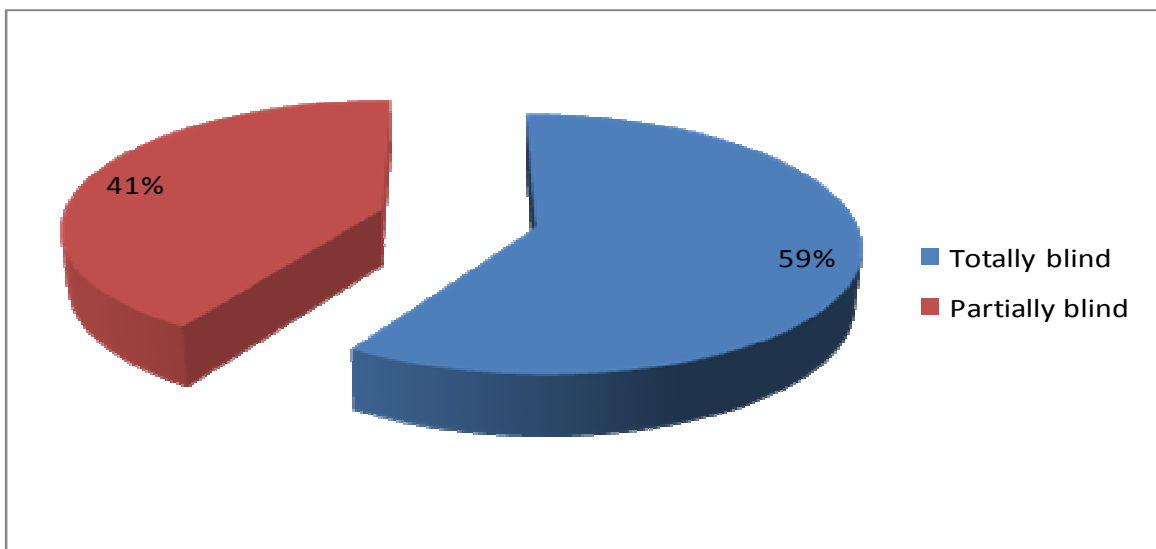
Figure 4.2: Percentage distribution of respondents by marital status



4.2.4. Degree of Disability

The majority of respondents at 59% were shown as totally blind against 41% partially blind persons in figure 4.3. Such a relatively high percentage of partially blind persons in an institute for the blind could be indicative of the society's acceptance and confidence in the blind college's training and curriculum otherwise these persons would be struggling in class with the able-bodied persons. It could also allude to reduced stigma in society towards PWD more so the low visioned if so many could enroll at a college for the blind albeit being just partially blind.

Figure 4.3 Percentage distribution of the respondents by degree of disability



4.2.5. Course Enrolment

Table 4.2 below shows the greatest number of enrolment of respondents was in knitting at 40.9%, ICT at 27.1% and leatherwork at 9.1%. Massage and rehabilitation were at a combined 18.2% and the least enrolment was in carpentry and joinery. The high incidence of knitting is very much in line with societal traditional roles that the VI make excellent loom thread machine and crocheted knitters, in fact exposés to that fact in the media and fair-trade shows abound .It is also revealing that the course mix offered is entirely vocation based , not too technically demanding with the exception of ICT which is facilitated by the visually impaired persons' computer interactive software donated by the Communications Commission of Kenya .The courses also lead to activities which aren't too capital intensive if one was to take them up as a

business. The carpentry course as was stated by the key informant is largely focused on the joinery aspect thus avoiding the use of potential injurious tools.

Table 4.2: Percentage distribution of respondents by course enrolment

Course	Frequency	Percentage (%)
Carpentry And Joinery	1	4.7
ICT	6	27.1
Knitting	9	40.9
Leatherwork	2	9.1
Massage	2	9.1
Rehabilitation	2	9.1
Total	22	100

4.2.6 Ethnicity

As depicted in table 4.3 below, the Kamba respondents were polled at about 22.5%, such a significant percentage, almost a quarter of the respondents could be explained by the fact that the college is situated in a region (Machakos County) where the dominant ethnic group is the Akamba people, thus affording them easier access logistically. The Gikuyu were polled as the most populace among the researcher's respondents at 50%. Such a high number of the Kikuyu is reflective of their status as the most populace ethnic group in Kenya as per all the national census so far and also telling of the levels of academic empowerment within the same ethnic group, that it is high. The Borana were at 4.6% and the Giriama at 4.6% , findings which are reflective of their small population size according to the 2009 Kenya National and Housing census report. In essence again it becomes clear that disability (blindness) is cross cutting as all the major language groupings native to Kenya are represented. None of the key informant was ready to answer questions pertaining to ethnicity directly but all insisted that the college was representative ethnically and even regionally as they too had students from as far as Tanzania and Ethiopia.

Table 4.3 Percentage distribution of respondents by ethnicity

Ethnicity	Frequency	Percentage (%)
Borana	1	4.6
Gikuyu	11	50.0
Giriama	1	4.6
Kalenjin	1	4.6
Kamba	5	22.5
Luhya	1	4.6
Luo	2	9.1
Total	22	100

4.3 Entrepreneurial Attitudes

The researcher found it necessary to study the entrepreneurial attitudes of the students as it is one of the postulated antecedent of entrepreneurial intent by behavioral theorists.

Table 4.4 Percentage distribution of the respondents' attitudes towards entrepreneurship and their strength of agreement with the attitude indicators

Attitude towards being an entrepreneur (Indicators)	N	Strength of agreement					Total (%)
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	
A1. Being an entrepreneur implies more advantages than disadvantages to me (merit)	22	50.0	36.2	4.6	4.6	4.6	100
A2. Amongst other options, I would opt to be an entrepreneur (choice)	22	68.2	22.6	0	4.6	4.6	100
A3. Being an entrepreneur would give me great contentment (satisfaction)	22	54.6	36.2	4.6	0	4.6	100
A4. If I had the chance and resources, I would like to engage in business (starting up)	22	81.8	13.6	0	0	4.6	100

From table 4.4 above, which deals with our research objective number two, the students' attitudes were examined on the indicated given parameters/indicators. Given the very few cases of VI entrepreneurs in Kenyan society, it would be expected that the respondents in this study would have a negative or unfavorable attitudes towards becoming entrepreneurs. On the contrary, the results in the table above indicate that the majority had favorable or positive attitudes towards becoming entrepreneurs. This is evident when comparing the percentages of those who "strongly agreed" and "agreed" against the percentages of those who "strongly disagreed" or "disagreed" across all the four factors measured relating to their attitudes towards becoming entrepreneurs. In fact based on the same fact, it can be noted that a majority of the respondents had an already well formed attitude towards enterprising as it's only very few (4.6%) who polled "Not Sure" in only A1 & A3, the rest all exhibited a given attitude. The results further revealed that the majority of the respondents on all the given indicators "strongly agreed" more than they "agreed" to the factors measuring their attitude towards becoming entrepreneurs, this meaning that they had a very strong/positive /favourable attitude towards taking up entrepreneurship. Additionally, of the four measures of attitude, the last parameter (A4) had the largest / heaviest combined (percentage of "agreed" and "strongly agree." This implies that the respondents perceived having chance / opportunity and resources to being very key in becoming entrepreneurs. While the factor that least impacted their attitude of those given was (A1) which dwelt on the merit they attached to becoming, it got the least combined score of both "strongly agree" and "agree" of 86.2%, which is still very high.

4.3.1 Entrepreneurial attitude of the respondents based on their degree of disability (low visioned/partially blind Vs totally blind

It would be expected that disability, which implies a shortcoming in ones senses whether physical or mental in whatever degree or extend would negatively affect ones view of whether he/she would consider the rigours of entrepreneurship and self employment to hold the most advantages or positive outcomes for them .However this misconception has already been debased by the findings of the our earlier analysis on our sample group as an homogeneous group ,were by it was revealed that they enjoy very high levels of positive attitude towards entrepreneurship. But the researcher thought it prudent to further divide respondents into the 2 clinical levels of blindness and compare the two classes' attitudes towards entrepreneurship.

Table 4.5 Percentage distribution of entrepreneurial attitude of the respondents by degree of disability (totally blind vs low vision/ partially blind) and their strength of agreement with the attitude indicators

Low vision / partially blind							Total (%)	Totally blind							Total (%)
Attitude indicators	N	Strength of agreement						Attitude indicators	N	Strength of agreement					
		SA	A	NS	D	SD			SA	A	NS	D	SD		
A1	10	40	40	10	10	0	100	A1	11	72.7	27.3	0	0	0	100
A2	10	60	20	0	10	10	100	A2	11	72.7	27.3	0	0	0	100
A3	10	50	30	10	0	10	100	A3	11	54.5	45.5	0	0	0	100
A4	10	70	20	0	0	10	100	A4	11	90.9	9.1	0	0	0	100

SA= Strongly Agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly Disagree

From table 4.5, it is surprisingly clear that the totally blind respondents in spite of the finality of their condition, exhibit an extremely positive attitude towards entrepreneurship compared to their low visioned /partially blind counterparts of whom 10% and 20% on A1 & A2 showed indecisiveness of attitude and were not so agreeably overall to the attitude parameters measured in the research as their counterparts were. On parameters A4, which asked if one would start up a business in future given chance and resource, the most heavily positive score was coincidentally centered here for both groups of respondents with 90.9% of the totally blind strongly agreeing & 70% of the low visioned strongly agreeing too. This is indicative of the central importance attached to the availability of startup resources as a determinant of whether they will view entrepreneurship as a viable and favorable choice.

4.3.2 Entrepreneurial attitude of the respondents based on their Gender

Attitude, being defined as the perceived positive or negative consequences arising from performing an action is said to inform the intent to perform that action or not in the Theory of planned Behavior. With the high levels of entrepreneurial attitude having already been established to exist among our respondents, the researcher thought it more informing to establish the entrepreneurial attitude levels in the respondents as per their gender.

Table 4.6 Percentage distribution of the entrepreneurial attitude of the respondents by gender, and their strength of agreement with the attitude indicators

Low vision / partially blind							Total (100%)	Totally blind							Total (100%)
E I Indicators	N	Strength of agreement						E I Indicators	N	Strength of agreement					
		SA	A	NS	D	SD			SA	A	NS	D	SD		
A1	12	50.0	41.7	0	8.3	0	100	A1	9	66.7	22.2	11.1	0	0	100
A2	12	66.7	16.7	0	8.3	8.3	100	A2	9	66.7	33.3	0	0	0	100
A3	12	50.0	41.7	0	0	8.3	100	A3	9	55.6	33.3	11.1	0	0	100
A4	12	83.4	8.3	0	0	8.3	100	A4	9	77.8	22.2	0	0	0	100

SA= Strongly Agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly Disagree

EI = Entrepreneurial Intentions

It is evident from the above table 4.6 that the male respondents had a more positive attitude towards entrepreneurship than the females, as a majority of their scores were concentrated most in the “SA” & “A” categories with only a few not being sure on some of the given parameters. Nevertheless both females and males exhibited generally very high attitude levels as most of their scores concentrated almost similarly in the “SA & “A” categories of the parameters gauged. Key to note too is that all female respondents had a set frame of mind/position when it came to their respective attitudes towards entrepreneurship; none was undecided or scored in the ‘Not sure’ category, as some males polled in the A1 & A3 parameters.

4.4 Entrepreneurial Intent

A key goal of this study was to assess whether these blind tertiary level students had the intention to go into entrepreneurship. In this section, the responses to the questions relating to entrepreneurial intent are presented and analyzed.

Table 4.7 Percentage distribution of the respondents' Intentions pertaining to entrepreneurship (Entrepreneurial Intent) and their strength of agreement with the intent indicators

Entrepreneurial intent factors (indicators)	N	Strength of agreement					Total
		Strongly agree	Agree	Not sure	Disagree	Strongly disagree	
B1- My professional goal is to become an entrepreneur (career choice)	22	63.6	9.1	0	18.2	9.1	100
B2- I am determined to create a business in future (Determination to enterprise)	21	71.3	23.9	0	0	4.8	100
B3. Before joining collage I had a strong intention to own/start a business (intent before college)	22	40.9	13.6	0	31.9	13.6	100
B4. I have seriously thought of starting a business in future. (Future Aspiration)	22	59.1	31.7	0	4.6	4.6	100

From the above table 4.7, it is clear that majority of the respondents had the intention to start their own business in the future. On the basis of the combination of the scores on “strongly agree” and “agree,” the highest percentage of the respondents who had the intention to start their own business was observed on (B2;95.2%) followed by (B4) at (90.8%), followed by (B1) at (72.7%). The lowest combined percentage was noted in (B3) at a (54.5%). On comparison of the entrepreneurial intention of the respondents before they joined college as shown in question (B3)

at a combined “strongly agree” and “agree” percentage of (54.5%) against their future aspiration to start a business as shown in the combined “strongly agree” and “agree” percentage of question (B4) at (90.8%). There emerges a clear increase in the intent levels towards becoming an entrepreneur BY 36.3%. This could point to the possibility of the education and training they have received so far at the college having a positive impact on their willingness to become entrepreneurs. It should be noted that the respondents were in their last semester of college study. Furthermore, from table 4.7 above, there seems to arise a very interesting trend; whereas a combined 95.2%(B2) of respondents indicated that they were determined to start a business in future, a correspondingly fewer respondents at 72.7%, marking a sizeable drop of 22.5% ,indicated that they would agree to take up entrepreneurship as a career choice or profession(B1).This could mean that they could intend to become part time entrepreneurs to supplement other employment based careers/incomes.

4.4.1 Entrepreneurial intent of the respondents by degree of disability (low vision / partially blind Vs totally blind)

If attitudes are precursors of intend as per the planned behavior theory model, then it would be expected that the high positive attitudes towards enterprise revealed in our sample would result to just as high intent levels to the enterprise.

Table 4.8: Percentage distribution of entrepreneurial intentions of the respondents by degree of disability and their strength of agreement with the intent indicators

Low vision / partially blind							Total (%)	Totally blind					Total (%)		
EI Indicators	N	Strength of agreement						EI Indicators	N	Strength of agreement					
		SA	A	NS	D	SD				SA	A	NS	D	SD	
B1	10	50.0	0	0	40	10	100	B1	11	72.7	18.2	0	0	9.1	100
B2	9	55.6	33.3	0	0	11.1	100	B2	11	81.8	18.2	0	0	0	100
B3	10	20	10	0	40	30	100	B3	11	63.6	18.2	0	18.2	0	100
B4	10	40	40	0	10	10	100	B4	11	72.7	27.3	0	0	0	100

SA= Strongly Agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly Disagree

EI = Entrepreneurial Intentions

From the table 4.8 above it is revealed that entrepreneurial intent levels differ significantly depending on the respondents' degree of disability. The intent levels of the totally blind are the highest of the two groups as most of their responses were concentrated in the "SA" category on all the tested parameters. The low visioned scores are seen to score from 50% onwards on the "D" & "SD" categories in only two categories, the B1 & B3 categories, i.e. in two of the four parameters of intend measurement. Such a lukewarm intent level to enterprise could be explained possibly by the fact that they still hold the prospect of being employed as they are not totally blind, whereas their blind counterparts have little hope of being employed owing to their already sealed fate of total blindness. A status according to one of the key informants interviewed in the study deemed by potential employers as a big source of liabilities in spite of their training. Data from the key informants collaborated the field data outcome in that a majority of the informants stated out rightly that to them the totally blind students exhibited the highest intent levels to enterprise. Prodded further to explain why they held that view, various answers were given in support the most notable being one in which an informant mentioned that there is already a totally blind student who hawked small wares to them when not in class and had made a habit of it.

In a deeply African –traditional male chauvinistic society such as Kenya, the normative expectation would be that the males would have a greater intent to enterprise than the females.

Table 4.9 Percentage distribution of the entrepreneurial intentions of the respondents by gender and their strength of agreement with the intent indicators

Females							Total	Males							Total
Variables	N	Percentage (%)						Variables	N	Percentage (%)					
		SA	A	NS	D	SD			SA	A	NS	D	SD		
B1	12	66.7	8.3	0	16.7	8.3	100	B1	9	55.6	11.1	0	22.2	11.1	100
B2	12	83.4	8.3	0	0	8.3	100	B2	8	50.0	50.0	0	0	0	100
B3	12	41.7	8.3	0	33.3	16.7	100	B3	9	44.5	22.2	0	22.2	11.1	100
B4	12	50.0	33.4	0	8.3	8.3	100	B4	9	66.7	33.3	0	0	0	100

SA= Strongly Agree, A = Agree, NS= Not sure, D = Disagree, SA = Strongly Disagree

Variables = Entrepreneurial Intentions Indicators

From the table 4.9 above it is evident overall that the males scored highly in the affirmative i.e. higher on scores concentrated in the “SA” & “A” sections to all the parameters of entrepreneurial intent than the females. However females had the heaviest score concentration of all parameters under measure in (B2;83.4 %) indicating that most of them were very determined to start up a business in future. A fact that was also collaborated by the key informants whom mentioned the female student community in the college showed the most promise to enterprise. Nevertheless both genders showed overally, very high scores concentrated almost similarly in the “SA” & “A” sections of each indicator thus agreeing with all the parameters ,indicative of high intent levels to enterprise.

Worthy of mention too is that despite their disability and the fact that some male respondents were not sure of their attitude towards enterprise on some of the earlier measured parameters (A1&A3), all the respondents in this section had a clear set intend towards entrepreneurship, with none in limbo of indecision as no score was recorded in the ‘Not Sure’ category.

4.5 Social Capital

The role of social capital in the development of entrepreneurial intent has been discussed in the literature review chapter (chapter 2). As an objective of this study, we set out to determine the relationship between social capital and entrepreneurial intent. First, descriptive statistics were provided on the social capital of the respondents. Social capital in this study was conceptualized broadly into two categories as, A. Social Approval from family and friends and B. Reliance for / on support from family and friends.

Table 4.10 Distribution of Respondent’s Social Capital

Social capital indicators	N	Percentage (%)					Total
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	
C1 – My immediate family would approve of my decision to start a business (family approval)	22	59.0	27.3	0	4.6	9.1	100
C2 – My friends would approve of my decision to start a business. (Friend’s approval)	22	31.9	27.3	13.6	9.1	18.1	100
C3 – I can rely on my family for support in starting a business. (Family support).	22	40.9	45.4	0	9.1	4.6	100
C4 – I can rely on my friend’s support to start a business (friend’s support)	22	22.7	27.4	13.6	13.6	22.7	100

With regard to approval of the decision to start a business by family / friends in the table 4.10 above (questions C1 & C2), the respondents were sufficiently confident that their family (C1: 86.3% on combined “strongly agree” and “agree”) and their friends (C2: 59.2%)on combined ‘strongly agree’ and “agree”) would approve of their decision to start an enterprise. If we contrast the scores then the parents seem to be more supportive of the respondents’ enterprising endeavors than their friends . On the second part of the question which focused on the extent to which the respondents perceived they could rely on family and friends for assistance in starting up a business, results in table 4.10 above indicate that a significant majority of respondents (C3:86.3%) and their friends (C2:59.2%)on combined “strongly agreed” and “agreed” of both,

that they would rather depend on their families for assistance to begin a business, than on their friends (C4:50.1%, on combined “strongly agree and “agree”). In fact concerning doubt on reliance for support, the friends category of support was the most doubted at C4 having a combined “strongly disagree” and “disagree” to support, standing at 36.3%. In retrospect it can be said that the parents were most approving to the idea of starting a business as they would also offer a relatively commensurate level of support towards the same end compared to the friends of their handicapped children.

Table 4.11 Spearman’s correlation output (test statistic being the’ r ‘coefficient = -1 to 1) in analyzing if there is a relationship between the respondents social capital and their entrepreneurial intentions

Variables	Y	X
Y	1	
X	- 0.01729	1

‘r ‘coefficient = -0.01729(indicative of a very weak negative relationship)

Whereby Y represents the dependent variable *Entrepreneurial Intent* ,X represents the Independent variable *Social capital and the r coefficient as per our analysis is -0.01729.*

The decision to use spearman’s correlation coefficient analysis as our measure of association was informed by the fact that both variables under investigation were ordinal data. Furthermore, the sample size consisted of less than 30 respondents and we did not have a hypothesis concerning the two to test which meant that we couldn’t employ a Regression analysis.

4.6 Awareness of Enterprise Support Initiatives by the Government

Their awareness level was assessed by conceptualizing it into 2 sections, the first dealing with awareness of particular such institutions whereby respondents were to list them down and the second section dealt with statements that touched on the knowledge of the services offered, their adequacy and ease of access to them. In the literature review section, chapter 2 of this research paper, it was argued that potential entrepreneurs need government support in order to implement their intentions of launching new businesses.

Table 4.12: Distribution of government enterprise support agencies listed by the respondents.

GOVERNMENT AGENCY	FREQUENCY	%
National Council For Persons With Disability	7	41.2
Uwezo Fund	3	17.5
Women Enterprise Fund	1	5.9
Kenya Industrial Estates	1	5.9
Constituency Development Fund	1	5.9
Agricultural Finance Corporation	1	5.9
School Of Commerce (UON)	1	5.9
Communication Commission Of Kenya	1	5.9
Youth Enterprise Fund	1	5.9
TOTAL	17	100

The National Council for Persons with Disability was the most noted by 41% of the respondents which is slightly less than half of the respondents. This could point to a fair level of civic awareness among these respondents as this is the body mandated by the state to cater for their social, economic and political welfare. Following a distance second in table 4.12 above is the Uwezo fund at 17.5% of respondents noting it. Such a fair knowledge of a recently launched initiative ;less than a year old, could be indicative that the blind respondents have good access to media such as radio and the relevant facilitative internet software as the government at the time of data collection was on a massive media campaign in launching and popularizing the Uwezo fund. The rest tired at a paltry 5.9% each of the respondents, possibly because they don't lay much emphasis on aggressive audio-media public campaigns of their services.

The research also sought to rate the respondents' knowledge of government agencies that offered entrepreneurial support on the basis of the number of particular institutions they could list from memory on the followings scale; 0 – 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent, 4+=Superb.

Table 4.13: Distribution of the Awareness Level Ratings of the respondents

LEVEL OF AWAREEENESS	FREQUENCY	PERCENTAGE
Poor	12	54.5
Average	6	27.2
Good	1	4.6
Excellent	2	9.1
Superb	1	4.6
Total	22	100

Table 4.13 above shows that the majority of respondents at 54.55% exhibited a poor awareness level as they stated either none or just one government agency which provided entrepreneurial support. This is indicative of the level of marginalization by government agencies pertaining to disabled persons as they hardly carry out tailor made campaigns on their various services to cater for communicating to/with this special group of persons. 27.2% of the respondents showed average awareness, 4.6% and 9.1% of the respondents good and excellent awareness respectively. A paltry 4.6% of the respondents showed superb knowledge. This rarity of superb knowledge can be accounted for by perhaps those few aged respondents who encountered blindness much later in their lives and had by then been living fully able and informed lives.

Table 4.14: Distribution of Respondents level of knowledge about government entrepreneurial support agencies

General questions on government entrepreneurial support	Frequency	Percentage (%)					Total
		Strongly agree	Agree	Not sure	Disagree	Strongly Disagree	
K1 – I know the different types of support services offered by the government to people who want to start their own business (knowledge of initiatives)	22	27.3	36.4	13.6	13.6	9.1	100
K2 – Information about government support for people who want to start their own business is easily accessible inspite of my impairment (ease of access to information)	22	18.2	27.3	13.6	13.6	27.3	100
K3 – The government provides adequate support for people who want to start business	22	9.1	27.3	13.6	36.4	13.6	100
K4 – it would be easy for me to access support from government facilities (ease of physical access to institutions)	22	18.2	27.3	4.6	27.3	22.6	100

In the table 4.14 above, regarding “ease of physical access to government support facilities,” (K4) the respondents exhibited a relatively high level of confidence (K4- combined “strongly disagree” and “disagree” at 49.9%. This same sentiment was surprisingly reflected concerning “ease of access to information about government support for people who want to enterprise in spite of their impairment, with respondents here exhibiting coincidentally the same confident levels to/of ease of access to information (K2 – combined “strongly agree” and “agree” 45.5%). This coincidence of relative confidence could be explained by the fact that to gain information, they may do so over the internet as they now have the relevant facilitative software to help them use computers and they could also tap into their high social capital to get this information from family and friends. For the actual visit to these government offices which involves travel over barrier filled distances in mostly urban centres where government services are concentrated, their perceived relative ease of access could be as a result of the intensive rehabilitation and navigation skills they receive at the college.

Although the respondents were positive that “they knew the different types of government support services to entrepreneurs” (K1 combined ‘strongly agree’ and agree at 63.7%), they were not quite as confident about the adequacy of the support (K3) with only 36.4% of them combining to strongly agree and agree on adequacy and the rest dissenting, with 13.6% not sure . Such a low vote of confidence on adequacy could be indicative of the lack of the government to tailor make services to the handicapped, eg having the resource materials done in Braille.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to draw conclusions on the basis of the research findings while pointing out whether the research objectives have been met and to compare the research findings with those of related studies established in the literature review. The recommendations informed by the study are discussed too.

5.2. Social Demographic Profile of the Respondents

5.2.1 Age

It follows from the research findings that over 90% of the respondents were within the age bracket of 15-32 years, meaning that most were youthful with the majority concentrated in the 21-26 year bracket, an age indicative of the typical age of most able bodied regular module college or tertiary students in Kenya. This leads to the conclusion that blind persons if sufficiently facilitated learn at the same mental level and pace as their able counterparts. The age corroborate similar studies done among college students in Scandinavia and in the USA by Robert H et al (2001), which showed respondents from the USA having a mean age of 29 years, while their Scandinavian counterparts had a median age of 22 years. In our research, the 39 years and over category had few respondents, possibly because they enrolled at the institute not necessarily for tertiary college skills, but rather for rehabilitation purposes a service they could easily access in other facilities, which explains their thinned number. But for the youngsters, they are numerous as this is the only institution whereby they can get government recognized trade skills and certification for the blind. Thus the institute too caters for the majority typical age group to be found in other institutions of tertiary learning in Kenya and around the world.

5.2.2 Sex

Based on gender (45% male ,55% female) the first conclusion is that this institution is gender sensitive, as it enrolls and trains both sexes, as for the higher rate of female enrolment, this could be explained as a net effect of the aggressive empowerment of the girl child carried out in the education sector by the government and the civil society. We can also conclude that disability is indiscriminate, plaguing both males and females.

5.2.3 Marital Status

The high percentage of the single respondents at 89 % can be attributed to the relatively young age at which one is expected to be pursuing tertiary level education in preparation for taking up a career after skill acquisition and training. After graduation then naturally one can stabilize economically and marry. The 13% of the respondents, polled as married could reasonably be attributed to those respondents 39 years and over who encounter disability in the course of their settled adult life and are enrolled here principally for rehabilitation purposes. No cases of widows or widowers, divorced or separated persons were reported, which is suspect, a fact that leads the researcher to conclude that double stigma is felt strongly amongst this group of persons for not only are they blind and ostracized by society but further more if there are not married owing to death of spouses or divorce then the shame to admit it so is more.

5.2.4 Degree of Disability Enrolment

The degree of disability findings that totally blind students' enrolment is more points the research to the possible existence of denial and ignorance in the Kenyan society; that most students and parents are in denial and as such would rather school their low visioned children in the 'normal' education system rather than face the stigmatizing finality of enrolling in a college for the blind.

5.2.5 Course Enrolment

The relatively high enrolment rate of ICT at 27% could be possibly explained by the aggressive attention directed to the institution by the Communications Commission of Kenya, which has provided the institute with blind persons-friendly computer software that enables them to interact with the devices just as any other able person. This aggressive marketing coupled with the vibrant nature of ICT in Kenya contributes to the large interest shown in this course and thus leads to the conclusions that the blind/handicapped are embracing of/to suitable technology.

5.2.6 Ethnic Distribution

On ethnic distribution the institutes ethnic makeup is reflective of Kenya's three main linguistic groups, Bantus, Nilotes and Cushites, thus on the basis of this it can be said that the college is ethno-regionally diverse and so is disability.

5.3 Entrepreneurial Attitudes of the Respondents

Agbim (2013) defines a person's attitude towards entrepreneurship as the weighted sum of perceived consequences and the likelihood of different out of a behavior. In a research carried out on Nigerian deaf students by Oyewumi & Adeniyi 2013, it came to light that attitude towards entrepreneurship amongst these hearing impaired persons was very high. This was attributed to their exposure to entrepreneurship training. This finding also mirrored another by Gibb (1993) which was quoted in the same Oyewumi paper.

As per our own research findings it is evident that the same sentiments hold true for our blind respondents, which leads us to the conclusion that in special needs students who are exposed to entrepreneurship training such as our respondents who had to sit for an entrepreneurship core unit as part of their course work, their attitude towards entrepreneurship is very positive and that relevant effort should be put to encourage this to mature into actual entrepreneurial intention and subsequent enterprising activities.

5.3.1 Entrepreneurial Attitudes of the Respondents Based on their Degree of Disability

The totally blind respondents showed a more positive attitude towards entrepreneurship which leads us to conclude that if indeed personal attitude is a factor of behavioural intent as postulated by Ajzen then, we are likely to find correspondingly higher levels of entrepreneurial intent amongst the totally blind and subsequently more cases of totally blind entrepreneurs than their low visioned counterparts in society.

5.3.2 Entrepreneurial Attitudes of the Respondents Based on Gender

From our research findings, we draw our first conclusion that on matters gauging attitude towards enterprise, females are a more resolute and decided group as to where and how their attitudes lie, this is so as none of them scored any responses in the 'Not Sure' category on any of the attitude parameters measured. While their male counterparts seemed on some parameters to be undecided by scoring in the 'Not Sure' category.

However following the results from the data analysis, the male respondents exhibited a more positive attitude towards entrepreneurship and as thus would be expected to translate this into a higher entrepreneurial intent of the two gender sets.

5.4 Entrepreneurial Intentions of the Respondents

From the data analysis outcome (table 4.7- B2 & B3) it follows that the respondent's entrepreneurial intention levels are currently much higher /stronger than when they joined the institute. There is a marked shift of 40.7% from (B3 with a combined agreement score of 54.5% to a combined agreement score in (B2 of 95.2%). This leads to the conclusion that there is a positive contribution arising from the respondents various trainings in the college towards their entrepreneurial intentions to start up businesses .This finding indicates that the curriculum that they are taken through is possibly playing a vital role in stimulating interest in entrepreneurship.

As cited in Malembana (2013) there is a strong relationship between the intention to become self –employed and actual entry into self-employment. Thus the positive intention exhibited by the respondents across all the four measured parameters is very encouraging in terms of their probable entry into self-employment if sufficiently facilitated.

5.4.1 Entrepreneurial Intentions of the Respondents Based on Degree of Disability

The totally blind were found to show the highest and strongest intent levels to enterprise ,which was expected to follow from their correspondingly higher attitude levels towards entrepreneurship .This brings us to the double conclusion that high behavior intent levels stem from equally high attitude levels towards the same behavior and secondly, in line with this assertion, it is the totally blind who are more likely to join the ranks of the self employed. Little wonder then it is that the media in Kenya as on numerous occasions highlighted cases of totally blind entrepreneurs in the shoe polish and cobbler industry e.g the story of Mr. Muna Gitau a popular cobbler from Nakuru County carried in the Standard Newspaper of 12/03/2014 page 17.

5.4.2 Entrepreneurial Intentions of the Respondents Based on Gender

Kibuka (2011) in his commentary on the direct gender effect on entrepreneurial intentions begins with the assertion that most entrepreneurs are male and further states that other researchers have posited gender to have a strong influence on entrepreneurial behavior, such are Davidsson 1995,Schere et al,1989 among others. He further adds that many of these researchers agree that gender together with other background factors influence entrepreneurial intent indirectly through attitudes.

These sentiments are equally echoed in our research findings on the gender differences in the entrepreneurial intentions of our respondents. The men consistently scored higher on the measured intent factors in comparison to their female counterparts. This may be concluded to be flowing from their earlier established more positive attitude towards entrepreneurship which translates to these higher intent levels to enterprise and subsequently partly explaining why we have more male entrepreneurs in society than female.

5.5 The Relationship between Entrepreneurial Intent and Social Capital

From the descriptive statistics on the social capital of the respondents, it is apparent that this segment enjoys a lot of social support towards their entrepreneurial inclinations, more so from their parents and guardians than from friends and colleagues.

Concerning the outcome of the assessment of the relationship between social capital and entrepreneurial intentions, in which the spearman's correlation utilized yielded a 'r' coefficient of -0.017, we were lead to the conclusion that the relationship existent between these two variables is a very weak negative relationship in which the dependent variable (entrepreneurial intention) tends to decrease when the independent variable (social capital) increases.

These findings mirror those of Malembana (2011) who on studying the entrepreneurial intentions of rural South African commerce students and the relationship between their social capital and entrepreneurial intention concluded that the relationship therein ranged from very weak to weak .

In the course of the researchers literature review, it was noted that none of the authorities and past researches ever ranked social capital as being the strongest determinant of entrepreneurial behavior, mostly it was stated that social capital was found to be the weakest or at best the second strongest as in kibuka (2013) of the three factor determinants of planned behavior stipulated;- 1. Personal desirability (attitude), 2. social desirability(social capital/support) and 3. self efficacy(perceived behavior control).Over all consensus among the quoted scholars was that self efficacy is the factor with the strongest positive influence on entrepreneurial intent .In view of the fact that the theory of planned behavior informed our research's theoretical frame work and even though the gist of this paper was not test and rank these factor influencers therein, it is never the less safe to conclude that there is a very good chance that self efficacy levels /cognitive self-estimation of/in the own abilities of our respondents is very high owing to the fact that they

are learned despite their handicap up to tertiary level education and secondly there are receiving in here further training in developing life and economic skills to further empower them as economically and socially productive citizens(i .e the curriculum is emancipating).From this, the conclusion we can draw is that the blind students have a very strong self-centered loci of control and that is probably why social capital is not such a strong determinant of their intent to enterprise.

5.6 Respondents Awareness of Government Support Initiatives

Of all the areas of interest this study set out to investigate, findings on awareness levels amongst this group of the relevant governmental support agencies were very poor and disappointing. Out of the 10s of government support agencies in Kenya offering entrepreneurial support services ranging from business incubation to affordable credit access ,all the respondents could manage to list were a paltry 9 agencies and out of the nine two were not even directly specialized in offering government sponsored entrepreneurial support per say! i.e the school of commerce ,university of Nairobi and the NCPWD.

Of these 9 mentioned agencies over half the respondents were unable to list beyond 2 such agencies. This gives the conclusion that the awareness levels and knowledge of the same is poor.

The fact that all respondents mentioned the National Council for persons with Disability as a possible avenue for government support, leads to the conclusion that the respondents are civically aware of where to turn to for government support but on the other hand this support cannot possibly be sufficient as this agency deals with persons of all kinds of disability on matters social welfare, politico-civic advocacy among others thus laying very little effort on direct entrepreneurship development among the blind. Another fact that relates to the inadequacy of the NCPWD which was the most mentioned agency and the other government agencies, is that only 36.4% of the respondents agreed on the adequacy of government support,50% dissented and about 13.6% were undecided.

While the majority of respondents had poor knowledge of particular government entrepreneurship support agencies even by name! they nevertheless indicated a fairly high level of knowledge of the different support services offered by these institutions (K1 at 63.7%) of the

respondents), thus one can conclude this group is civically aware or informed but not particularly knowledgeable on where to go to exactly for service.

5.7 Recommendations

5.7.1 Policy Recommendations

The government should undertake sensitization campaigns in institutions of special needs to create awareness on its various agencies and the services they offer in support of entrepreneurial activities.

The government needs to establish other tertiary level institutions of education to cater for the blind in the different regions /counties of the country as on analysis every region of the country and beyond is represented in our sample group, with some students coming from a far.

Information on entrepreneurship generated by the government and other entities needs to be in a form accessible to the blind population by putting it in Braille form and the facilities of relevance to entrepreneurial support fitted with access assistive facilities such as working lifts.

The government needs to formulate policies to offer incentives to business entities that grant internship programmes and mentorship facilities to blind students who show intent to enterprise. This will increase the number of such opportunities for the disabled to hone their entrepreneurial skills possibly translating their positive attitude and high intent to enterprise into actual enterprise action sooner rather than later.

The government as part of its policy to procure 30% of its supplies from youthful entrepreneurs should make special provisions to procure quality products from the institutes' workshops especially the impressive leather crafts, and also from other facilities operated by special needs persons/entrepreneurs.

Following from the research findings on the large premium attached to availability of start up resources/capital in this segment of society, financial impetus should be given in form of

subsidized special needs micro-credit facilities. This will encourage more of them to develop positive attitudes and intends towards entrepreneurship.

The college authorities need better expose the crafts and trades taught to the students to the surrounding community-market by exhibiting in the local trade fairs and having well publicized open days as such interactions will contribute to increasing levels of social good will and social capital to the students.

5.7.2 Research Recommendations

A thorough empirical evaluation of the curriculum offered especially on the adequacy of its entrepreneurship course content should be carried to establish whether it suffices to cater for the high intent levels to enterprise amongst the students.

Further studies should be undertaken to establish if any difference exists in entrepreneurial intent and attitude levels amongst the various demographic aspects of the institutes' students other than those investigated eg a contrast between students with a rural or urban background.

A study to establish the adequacy of the instructors' training on matters entrepreneurship should be conducted in light of them handling such a special group of persons with strong intentions to enterprise.

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APPENDICES

Appendix I: Letter of Introduction

Rheon Kyalo Makau

P.O. Box 1613-90100

Machakos

Tel: 0720 439398

29th October, 2013

To Whom It May Concern

Machakos Technical Institute for the Blind

Dear Sir/Madam,

RE: COLLECTION OF DATA

I am a Masters student in the Department of Sociology and Social Work at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study on “**DISABILITY AND ENTREPRENEURSHIP: A STUDY OF THE FACTORS THAT INFLUENCE THE ENTREPRENEURIAL INTENTIONS OF DISABLED STUDENTS AT THE MACHAKOS TECHNICAL INSTITUTE FOR THE BLIND; CLASS OF 2013.**” I’m therefore seeking your assistance to fill the questionnaires attached. The attached questionnaire will take about ten minutes to complete.

Your co-operation will be appreciated.

Yours Faithfully,

Rheon Kyalo Makau

Appendix II: Questionnaire

This questionnaire is to be administered to the blind students at the Machakos Technical Institute for the Blind.

Questionnaire Serial number..... Date of interview.....

Name of respondent (optional).....

Date:..... Name of interviewer:.....

Section A; Socio-Demographics

1. Name of the respondent: (optional).....

2.Age	3.Marital status	4. Degree of disability
(a) 15 – 20 []	(a) Married []	(a) Totally blind []
(b) 21 – 26 []	(b) Single []	(b) low vision []
(c) 27 – 32 []	(c)Separated /divorce []	5. Gender
(d) 33 – 38 []	(d)Widowed []	6.Ethnicity.....
(e) 39 - 44 []		
(f) Above 44 years []		

6. What course are you enrolled for?

Section B: Attitude Towards Entrepreneurship

1= Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree

	1	2	3	4	5
7. (i) Being an entrepreneur means more advantages than disadvantages to me.					
(ii) Amongst various options, I would rather be an entrepreneur.					
(iii) Being an entrepreneur would give me the greatest satisfaction.					
(iv) If I had the chance and money, I would rather start a business.					

Section C: Entrepreneurial Intent

1= Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree

	1	2	3	4	5
8 (i) My professional goal is to go into business.					
(ii) I am determined to create a business in future.					
(ii) I had a strong intention to start my own business before I joined Machakos Technical Training Institute					
(iv) I have seriously thought of starting a business in future.					

Section D: Social Capital Assessment

1= Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree

Social Approval Statements	1	2	3	4	5
9. (i) My immediate family would approve of my decision to start a business.					
(ii) My friends would approve of my decision to start a business.					

Social Support

1= Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree

Social Support Statements	1	2	3	4	5
10. (i) I can rely on my family for support in starting a business.					
(ii) I can rely on my friends for assistance in starting a business.					

Section E: Awareness of Enterprise Support Initiatives by the Government

Poor = 0-1, Average = 2, Good = 3, Excellent = 4, 4+=Superb

11. State the government agencies you are aware of that provide support services to entrepreneurs.

.....

1= Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree

Statements about government support	1	2	3	4	5
12. (i) I know the different types of support services offered by the government to people who want to start their own businesses.					
(ii) Information about government support for people who want to start their own business is easily accessible in spite of my impairment.					
(iii) The government provides adequate support for people who want to start businesses.					
(iv) It would be easy for me to access support from government institutions.					

Appendix III: Key Informant Schedule

The key informant interview schedule to be used on key respondents at the Machakos Technical Institute for the Blind in an assessment of the factors affecting entrepreneurial intention of their students.

Questions .

1. What in your opinion is the typical social demographic profile of your students.
2. From your experience with interacting with your students how would you rate
 - A. Their attitude towards entrepreneurship?
 - B. Their intentions towards entrepreneurship?
3. In your judgment who is the most supportive and approving of students intent to start up a business and do you think it has a major impact on their choice either to not to start up businesses.
4. How would you describe the government's effort to promote and support entrepreneurial activities or intentions pertaining to your students?