

**INFLUENCE OF NON-ACADEMIC ENTREPRENEURIAL INITIATIVES ON
STUDENTS FUTURE BUSINESS CAREER ASPIRATIONS A CASE OF
PUBLIC SECONDARY SCHOOLS STUDENTS IN KISUMU CENTRAL**

BY

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FULFLIMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER
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UNIVERSITY OF NAIROBI**

DECLARATION

This research project proposal is my original work and has not been presented for any award in any university.

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DEDICATION

This work is dedicated to my lifetime friend Dr Paul Ojwando, My Children Felix, Nicole, Leon and Fortune for their support and to my mother Benta for her effort to see me through school and a lifetime of guidance.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
1.1 Background to the study	1
1.2 Statement of the Problem	6
1.3 Purpose of the study	8
1.4 Research Objectives	8
1.5 Research Questions	8
1.6 Significance of the Study	9
1.7 Basic Assumptions of the Study	10
1.8 Limitations of the Study	10
1.9 Delimitation (scope of the study)	10
1.10 Definition of Significant terms as used in the Study	11
1.11 Organization of the study	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction	13
2.2 The Concept of Entrepreneurship and Entrepreneurial Initiatives	13
2.2.1 The Concept of Entrepreneurship and Career Choice	14
2.3 Entrepreneurial Career Guidance	15
2.3.1 Influence of Role Models on Entrepreneurial/Business Career Choice	17
2.3.2 Motivational Speakers and Entrepreneurial/Business Career Choice	20
2.4 Informal Entrepreneurial Entry Behaviour	22
2.4.1 Mentorship for Business or Entrepreneurship Career	23
2.4.2 Family and Business Community in Entrepreneurship	25

2.4.3: Apprenticeship and Entrepreneurial Career Choice	27
2.5 The Role of Clubs and other Extra-curricular activities in Entrepreneurship	28
2.5.1 Music and Drama in Entrepreneurship	30
2.5.2 Business Field Trips and Entrepreneurship	31
2.5.3 Club/ Group Projects in Entrepreneurship	32
2.5.4 Games and Sports	33
2.6 Personal Entrepreneurial Traits and Entrepreneurial Career Choice	35
2.6 Theoretical Framework	37
2.6.1 Empirical Literature	39
2.7 Conceptual Framework	41
2.8 Gaps from the Literature	42
CHAPTER THREE	43
RESEARCH METHODOLOGY	43
3.1 Introduction	43
3.2 Research Design	43
3.3 Target Population	43
3.4 Sample Size and Sampling procedure	44
3.4.1 Sample size	44
3.4.2 Sampling Technique	45
3.5 Research Instrument	46
3.5.1 Pilot Testing	46
3.5.2 Validity of the Instrument	46
3.5.3 Reliability of the Instrument	47
3.6 Data Collection Procedures	47
3.7 Data Analysis Techniques	48
3.8 Ethical Considerations	48
CHAPTER FOUR	50
DATA ANALYSIS, INTEPRETATION AND DISCUSSION	50
4.1 Introduction	50
4.2 Questionnaire Return Rate	50
4.3 Demographic Characteristics of the Respondents.	50
4.3.1 Students' gender	50
4.3.2: Students Age	51
4.3.3: Students Class	52

4.4: Entrepreneurial /Business Career Guidance	53
4.4.1 Utilization of Career Guidance Services.....	54
4.4.2: Specific Entrepreneurial Knowledge through Guidance.	55
4.4.3: Choice of Entrepreneurial Career from Career Guidance	56
4.4.4: Entrepreneurial Role-Models.....	57
4.4.5 Presence of Role-Models and Career-Choice	60
4.4.6: Entrepreneurial Motivational Speeches.	60
4.5: INFORMAL ENTREPRENEURIAL ENTRY BEHAVIOUR	64
4.5.1 Family business activities	64
4.5.2 Students involvement in family business activities	65
4.5.3 Business skills learnt from Participation in family business	66
4.5.4 Family business Influence on future business/ entrepreneurial career aspirations	67
4.5.5 Community Business Activities.....	69
4.5.6: Future entrepreneurial career from community business activities	70
4.5.7 Motivating aspects of business activities that inform career choice.....	71
4.5.8: Informal business skills training.....	72
4.5.9: Specific informal business training methods	73
4.6 Clubs and Co-Curricular Activities in Business Career Choices.....	74
4.6.1: Participation and membership in clubs and co-curricular activities.	74
4.6.2: Skills learnt in activities that’s useful in entrepreneurship	75
4.6.3: Club, Society and Co-curricular business activities	77
4.7 Personal Characteristics In Entrepreneurship/Business Career Choices	80
4.7.1 Personal characteristics for business start-up and success.....	80
4.7.2 Possession of personal qualities.....	83
CHAPTER FIVE	86
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	86
5.1 Introduction.....	86
5.2 Summary of the Study	86
5.3 Conclusion	88
5.4 Recommendations from the Findings	90
5.5 Suggestions for further Research	91
REFERENCES	92
APPENDICES	97

LIST OF TABLES

Table 4.1: Students' distribution by gender	51
Table 4.2: Age of students	52
Table 4.3 Student's Class.....	53
Table 4.4 Presence of career guidance department/services.....	53
Table 4.5 Utilization of career guidance Services	54
Table 4.6 Entrepreneurial Knowledge acquired through Guidance.....	55
Table 4.7 Choice of an entrepreneurial/business career	56
Table 4.8: Presence of Entrepreneurial Role-models	58
Table 4.9: Inspiring qualities of role-models.....	59
Table 4.10: Presence of Role-Models and business Career Choice.....	60
Table 4.11: Availability of Motivational speeches/Talks	61
Table 4.12: Attendance of entrepreneurial talks or speeches	62
Table 4.13: Knowledge from entrepreneurial speeches.....	63
Table 4.14: Extent of motivation from speeches	64
Table 4.15: Family engagement in business	65
Table 4.16 Participation in family business activities	66
Table 4.17: Skills Learnt from family business activities.....	67
Table 4.18: Entrepreneurial career choice due to involvement in family business	68
Table 4.19: Involvement in community business activities.....	69
Table 4.20: Entrepreneurial/business career choice and community business activities	70
Table 4.21: Business aspects motivating entrepreneurial career choice.....	71
Table 4.22: Exposure to informal entrepreneurial training.....	72
Table 4.23: Informal business training methods.....	73
Table 4.24: Business career choice based on training	74
Table 4.25 Participation and membership in clubs and co-curricular activities	75
Table 4.26: Business skills acquired through clubs, Societies and co-curricular activities	76
Table 4.27: Clubs and co-curricular groups engagement in business activities	77
Table 4.28: Business activities by Students through clubs	78
Table 4.29: Choice of business career from exposure to club business activities	79

Table 4.30: Extent of career influence by Club business Activities/projects	79
Table 4.31: Personal characteristics for business start-up and success	81
Table 4.32: Important characteristics for business start-up	82
Table 4.33 Possession of personal qualities.....	83
Table 4.34: Development of personal Characteristics	84
Table 4.35: Personal characteristics and career choice.....	85

LIST OF FIGURES

Figure 1: Conceptual Framework	41
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LIST OF APPENDICES

Appendix I: Research Questionnaire	97
Appendix 2: Letter of transmittal.....	
Appendix3: Permit application letter.....	
Appendix 4: School enrollment data 2014.....	

ABSTRACT

The purpose of this study was to investigate the influence of non-academic entrepreneurial initiatives on secondary school students' business or entrepreneurship career aspirations in Kisumu-Central sub-county. The study was guided by four objectives ; to determine the extent to which career guidance influences business career choice by students, determining the level at which clubs and other extra curricula activities influence business career interest in students, determine how out-of-school informal entrepreneurial entry behaviour influences entrepreneurial career choice of students and to determine the extent to which personal entrepreneurial traits and competencies influence the relationship between entrepreneurial initiatives and business career aspirations. This study was undertaken because of its perceived importance in helping all stakeholders dealing with youth economic empowerment. The study adopted a descriptive survey research design and the target population was all secondary school students in Kisumu Central-Subcounty. The research instruments used were questionnaires administered by the researcher and an assistant. The study was limited by tight school schedules that occupies students' time and was delimited to Kisumu-Central for its idealness. The literature was reviewed under the following sub-themes career guidance and business career choice, role-models and motivational speakers and business career choice, family background, community business activities and informal entrepreneurial training in business career choice. Other sub-themes in study were school clubs and societies in business career choices and entrepreneurial traits in business career choices. The study adopted a theoretical and conceptual framework that explained the critical dependent and independent variables. The study research design ensured the collection of both quantitative and qualitative data through questionnaires and the data was analyzed using frequencies and percentages and presented in tables and discussed as per the reviewed literature. From the study career guidance, role-models motivational speeches family and community background, on-job business training, club and society activities and entrepreneurial traits were important in initiating business careers. The study recommended that entrepreneurial career guidance be enhanced and awareness be created about its existence, families and communities should encourage young people to participate in business activities, schools should encourage participation in club activities and do more on entrepreneurship and personal traits should be nurtured.

ABBREVIATIONS AND ACRONYMS

GEM	- Global Entrepreneur Monitor
YES	- Youth Enterprise Scotland
SEP	- Student Enterprise Program
GEW	- Global Enterprise Week
GEC	-Global enterprise Congress
USA	-United States of America
JA	-Junior Achievement
NGO	- Non-Governmental Organization
IYW	-India Institute of Youth Welfare
SCCT	-Social Cognitive Career Theory
CCF	-Christian Children Fund
UK	- United Kingdom
TPB	- Theory of Planned Behaviour
MOSAI	- Mobilization for agriculture and Industry
EDP	- Entrepreneurial Development programme
ESDP	-Entrepreneurial Skills Development Programme

CHAPTER ONE

1.1 Background to the study

Small enterprise development has been identified as a priority area in development policy in general and Africa in particular. It aims at achieving broader objectives such as poverty alleviation, tackle unemployment and economic development (Nelson & Johnson 1997). Every government in the world today is driven by a profound awareness of the impact of entrepreneurship through its positive contribution to economic growth by creating new and innovative business start-ups (McStay 2008). According to GEM 2006 which is the research monitor assessing level of entrepreneurship activity per country, as much as a third of the differences in economic growth per country could be a result of the difference in entrepreneurial activity (McStay 2008). The hypercompetitive society calls for graduates who have the enterprise culture, venturesome, wholesomely knowledgeable, and able to manage risks and uncertainty (Essia 2012, Otuya 2013). Michael & Daniel (1988) Karimi et al., (2013), Siakas & Kostoglou (2012) explain that the growing interest in entrepreneurship especially on the part of governments is prompted in part by the assumption that much of an economy's' ability to innovate, diversify and create new jobs comes from the small business sector.

Small enterprise initiatives are experienced in America, India, East and South Asia among other countries. Otuya et al., (2013) explains about specific programmes like The Young Enterprise Scotland (YES) and a company program and a similar program in New Zealand, the Student Enterprise Programme (SEP) of University of Utara Malaysia are among the most successful models in raising pupils and students self-efficacy and other related entrepreneurial qualities. These efforts are also supported by

initiatives like the global entrepreneurship week which is an event celebrated worldwide. It uses activities events and competitions to inspire nascent entrepreneurs and connect them with potential collaborators, mentors and investors to help them start and scale, (GEW 2013 <http://www.gew.co>). Countries involved in this include Algeria, Angola, Brazil, Costa Rica, Uganda, and India.

Elsewhere, USA as a country was among the first to develop programmes that incorporate entrepreneurial training not as a mainstream curriculum offering but as a special initiative for developing this skill among high school students. The Junior Achievement Programme whose main objective is to impart young people with knowledge and advanced skills that include critical thinking, effective teamwork and leadership they need to own and run their businesses successfully, plan for their future and make smart academic and economic choices (<http://www.juniorachievement.org/>). This initiative started in America as early as 1919 and has impacted over 80 million students. It also engages participants in various entrepreneurial training activities through its programmes in work readiness, and financial literacy. A programme that aims at inculcating an entrepreneurial mindset under the same initiative is 'JA Be entrepreneurial' that challenges students through interactive activities to start their own ventures while still in school. (<https://www./juniorachievement.org/programs>).

The University of Delaware in USA organizes a business competition for high school students known as The Diamond Challenge an innovative business concept aimed at getting as many youth as possible to develop careers in entrepreneurship by raising awareness of entrepreneurship as a viable career path and it provides them with an

outstanding opportunity to develop entrepreneurial knowledge and skills. The Diamond Challenge is now global, partnering with organizations such as Start up Africa and Invento of Moldova. In Germany entrepreneurship and entrepreneurial education is offered on an integrative campus-based model based on two strands one that belongs to the academic area defined by teaching theoretical subjects aligned to practical concepts for instance business plans, financing and networking. The second strand is based on offering practical experience to potential entrepreneurs and supporting start-ups. The academic offerings are combined with workshops, counseling and training in behaviour and performance.

The government of Germany through its ministry of education favours an entrepreneurship learning model which is a campus independent model through a programme called EXIST that is Existenzgrun-der aus Hochschulen (spin-offs from universities). The philosophy here is that academic institutions outside the academic area bring together their specific professional competencies and resources and form an effective association (Anderseck 2004).

Development of entrepreneurship in India has emerged as a national movement due to its strengths to solve the twin problems of unemployment and poverty. According to (Khanka 2010) the need for development of spirit of enterprise in India intensified in the nineties when several self-employment and anti-poverty programmes with some entrepreneurial qualities were introduced. NGOs like CCF have since been co-opted to supplement government efforts in the sector while others operate within the country's borders like Indian Institute of Youth Welfare (IIYW) of Maharashtra emerged as preferred alternative. These NGOs are involved in entrepreneurial

development initiatives through training by conducting entrepreneurial development programmes EDPs like workshops, counseling and consultancy on business project formulation.

In Nigeria entrepreneurial initiatives have been proposed especially in agriculture in order to re-engineer interest in the field which is seen to hold numerous opportunities for economic empowerment of the youth and the country (Amadi 2012). This follows the knowledge that despite learning agriculture graduates of the programmes have failed to make successful launch into the world of agricultural entrepreneurship. Proposed initiatives for inculcating entrepreneurial skills include curricular re-orientation to integrate entrepreneurship education, retraining of graduates, financial support among others. The government of Nigeria aims not only to attract but also retain youth in the agricultural occupations through proper mobilization (Amadi 2012). In this effort it classifies agriculture as pre-vocational and vocational at the primary, junior and secondary levels respectively. An agricultural entrepreneurship scheme has also been opened under the National Directorate for Employment. In addition school –based agricultural programmes have been launched over time in states like Rivers where the programme is entitled ‘school-to land programme’, Anambra states’ Mobilization for agriculture and industry (MOSAI) and Imo states’ school-based food basket programme all packaged to inculcate in the youth requisite vocational and appropriate habits in preparation for a successful entry into the world of work. In Uganda a relationship born from 2012 GEC in Liverpool between Youth business international and Enterprise Uganda resulted in a new agreement to fund entrepreneurship training and mentoring support for 10,000 youth in northern Uganda (GEW 2013 <http://www.gew.co>).

In Kenya entrepreneurial initiatives have been aimed at alleviating particularly the enormous challenge of youth unemployment, poverty, economic growth, and rural urban migration. Overallly the initiatives have focused on upgrading the social and economic status of self-employment as a career alternative, stimulating the entrepreneurial attributes in young vocational trainees, facilitating development of entrepreneurial ideas and promoting the overall development of an 'enterprise culture'(Nelson & Johnson 1997). Kenya acknowledges the importance of youth in enterprise development as focusing on them while they are still in school is key to offering a long-term solution to the problem of job-growth. (Nelson & Johnson 1997) citing (Mburugu & Nelson 1991) The JA Kenya runs various programmes across over 256 secondary and primary school in Kenya. Among its most popular programmes is Future First programme under the Education Innovation initiative which serves various purposes including provision of career guidance development of work experience through placements and internships for current students and mentorship programmes (<http://www.educationinnovations.org>). These NGOs help to run entrepreneurship and business oriented clubs and programmes in schools which mentor students towards careers in business.

On a national scale Kenya has developed initiatives outside the realm of academic life to support mainly the youth who are unemployed. These initiatives have been informed by various economic recovery strategic plans like ERSP 2003-2008, Vision 2030 launched in 2008. It is anchored on the economic pillar of an all round adoption of science,technology and innovation as an implementation tool (<http://www.vision.go.ke>) and (<http://www.worldbank.org/en/country/kenya>).

1.2 Statement of the Problem

Kenya like many developing countries globally is facing gross unemployment challenges, youth unemployment in Kenya stands at 70% (Obonyo 2013), while employment currently stands at 20.9% in the formal sector and 79.1% in the informal sector making it the largest employer in the country (KNBS 2009). With a huge population of unemployed people especially the youth, it is imperative that the country develops alternative sources of economically engaging the youth to develop profitable careers, since the development of human capital remains key to sustained business activities and industrialization (McCormick et al 2007).

Kenya has few if any programmes for entrepreneurial education at primary level, while this level pumps into the labour market approximately 230,000 youth annually accounting for 33% of unemployment (Otuya et al., 2013). At the secondary level entrepreneurial skills are expected to be developed through business studies as a subject, however, in many schools the subject is elective, selection of subjects is usually assumed to be informed by career aspirations (Amadi 2012). Career choice is a core area of concern especially at the secondary school level and many approaches are involved to get students make their career choices especially career counseling. While career choices are varied few if any students often think of engaging in business or entrepreneurship with many aspiring to be employed as professionals in other fields. There are entrepreneurial or business activities within schools, families and the wider community which students are involved in consciously or unconsciously, despite their existence majority of the youth do not demonstrate entrepreneurial behaviour, as their preference and indeed the preference of most of

their parents remains white-collar employment which is threatened by a shrinking yet very competitive labour market. (Sifuna & Otiende 2006).

Nelson & Johnson (1997), Murithi (2013) concur that there has been policy framework for inclusion of entrepreneurship education in all technical courses offered in Kenyan technical institutes and village polytechnics, the irony is that, unemployment soars and the youth are still the worst affected. At the secondary school level other than the business education curriculum that is taught there are few if any initiatives provided outside the curriculum for inculcating entrepreneurial skills and culture.

Bentley (2000) Tasnim & Yahya (2013) argue that if education is to meet the emerging challenges of the twenty first century, we must recognize that learning entrepreneurship takes place far beyond the formal education sector and therefore we cannot engender the spirit of entrepreneurship by relying solely on formal education to deliver the understanding and personal qualities that young people will need. There is need for a more active, more flexible, experience –based approaches to learning entrepreneurship. It is therefore the position of this paper that academic programmes are important in developing entrepreneurship skills and attitudes but there is an equally compelling need to seek alternative non-academic ways of engendering this spirit and culture especially with a view to inspire the youth to choosing entrepreneurship as a career. While the solution to youth unemployment seems to be vested in enterprise development many informal enterprises are largely results of spontaneous growth than deliberate strategies to mean that it is an accidental career happening to people without formal employment.

1.3 Purpose of the study

The purpose of this study was to establish the influence of non-academic entrepreneurial initiatives on business career aspirations of secondary school students in Kisumu Central Sub-County.

1.4 Research Objectives

The research was guided by the following objectives:

1. To establish the extent to which entrepreneurial career guidance influences business career aspirations of secondary school students in Kisumu Central Sub-County.
2. To determine how out-of-school informal entrepreneurial entry behaviour influences the future business career aspirations of secondary school students in Kisumu Central sub-county.
3. To examine the level at which entrepreneurial initiatives by school clubs and societies as well as extra-curricular activities, influence future business career aspirations of secondary school students in Kisumu Central sub-county.
4. To determine the extent to which personal entrepreneurial traits and competencies influence the relationship between entrepreneurial initiatives and future business career aspirations of secondary school students in Kisumu central sub-county.

1.5 Research Questions

1. To what extent does entrepreneurial career guidance influence future business career aspirations of students in Kisumu Central Sub-county?

2. How does out-of-school informal entrepreneurial entry behaviour influence future business career aspirations of students in Kisumu-central Sub-County?
3. To what level do entrepreneurial initiatives by clubs, societies as well as extra-curricular activities influence the future business career aspirations of secondary school students in Kisumu Central Sub-County?
4. To what extent do personal entrepreneurial characteristics/traits influence the relationship between entrepreneurial initiatives and future business career aspirations of secondary school students in Kisumu Central Sub-County?

1.6 Significance of the Study

The findings of this study may yield useful data and information to different groups of people. To the Kenyan government for policy formulation, planning and provision of resources necessary to support entrepreneurship as key initiative for reduction of youth unemployment and driver of the economy.

School managers and career counselors in shaping and expanding their visions of the graduates they produce by seeking to improve their capacity for self-reliance. The information may be useful to parents and community and the youth at large by alerting them of opportunities that could benefit the youth to develop successful careers and contribute meaningfully towards nation building.

The findings of this study will be beneficial in contributing to theory and knowledge for furthering research in related areas.

1.7 Basic Assumptions of the Study

The study was based on the assumption that schools, family and the community at large engage students in and expose them to varied non-academic entrepreneurial activities and programmes. It was further assumed that on the basis of these programmes and activities students would choose to engage in business as a career. It was also the assumption of this study that respondents would co-operate fully during the entire period of data collection by providing the correct information as per the questionnaire.

1.8 Limitations of the Study

The study only sampled a few students in Kisumu-central sub-county due to limitations of time and resources. It was also limited by tight school schedules since school programmes run throughout the day however the researcher made prior arrangements to meet the students through the school management and even scheduled data collection over the weekends.

1.9 Delimitation (scope of the study)

This study covered only public secondary school students in Kisumu Central sub-county as they form majority of the youth who are about to get into careers that determine their life income activities. However did not have the opinion of teachers who handle the students because career choices are mainly personal decisions and also fails to reflect the situation in private schools. The study was also be delimited to the use of questionnaires for data collection since they are easy to administer and can be used by many respondents.

1.10 Definition of Significant terms as used in the Study

Entrepreneurial initiatives- These are all the activities existing or started for the purpose of instilling entrepreneurial behaviour and attitude in students.

Non-academic activities- These are activities that do not have a structured programme of learning or evaluation.

Business career aspiration- This is the desire to take up business as a life-time job especially on a self-employment basis.

Motivation- Refers to the stimuli or drive that defines the behaviour of an individual.

Entrepreneurial training- These are processes aimed at bringing about change by instilling business skills in trainees.

Role-Models- People who are looked upto to possibly influence the behaviour of students.

Self-Efficacy- Individual belief in their ability and competence to perform certain required courses of action or use of skill

Intention- Want or desire expressed in action and behaviour

Career Guidance- Personal help and advice for self-direction towards selected vocation

Career Choice- Selection of a vocation

Training- Formal or informal acquisition of skills and Knowledge

Attitude- Behaviour expressing feelings towards a concept

1.11 Organization of the study

The study was organized into five chapters. The first chapter covered the background, problem statement, purpose of the study, study objectives, research questions, significance of the study, assumptions of the study, its limitations and delimitations, definition of key terms as well as the organization summary. The second chapter constituted the literature review, that constituted a discussion of the study concepts, a review of each of the objectives a theoretical framework and a conceptual framework. The third chapter addressed the research methodology that included the research design, target population, the sample size and sampling technique research instrument its piloting, reliability and validity, the data collection procedures, the data analysis techniques as well as ethical considerations. The fourth chapter was about the analysis of the data collected, its interpretation and discussion while the fifth chapter was concerned with the study's summary, conclusion, recommendations and suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature that has been advanced in the domain of entrepreneurship especially in the on factors that contribute to the choice of entrepreneurship as a career. The review entails theory and empirical findings that have been advanced to explain knowledge in this area. This section also entails definition of key concepts adopted for the purpose of this study and details a conceptual framework that outlines the variables critical to understanding the relationship between entrepreneurial initiatives and entrepreneurial or business career choice. It finally exposes the gaps which form the basis of the study.

2.2 The Concept of Entrepreneurship and Entrepreneurial Initiatives

Amadi (2012) defines entrepreneurship as a concept that is multifaceted and has to be viewed in the light of the wide social, cultural and economic context as being innovative at work, school, home or leisure. It involves life attitudes, including the readiness and the courage to act within the prevailing social cultural and economic contexts. In further defining this concept (Amadi 2012) (Haltendorn & Salzano 2005) explains entrepreneurship to be the possession of occupational survival skills, that includes decision –making, problem-solving, and business communication.. Khanka (2010) defines entrepreneurship as the attempt to create value through recognition of business opportunity, the management of risk-taking appropriate to the opportunity, through communicative and management skills to mobilize human, financial and material resources necessary to bring a project to fruition. According to Essia (2012)

entrepreneurial refers to the attitude, skills or knowledge and behavior infrastructures of enterprise cultures.

Entrepreneurial initiatives refer to activities started to advance entrepreneurship practice or learning both at home or in institutions of learning or within the community. According to Kuratko & Hodgetts (2007) entrepreneurship requires among other things characteristics like personal initiative taking and risk taking. Accordingly regarding the concept of entrepreneurial initiative they argue that entrepreneurship must be a dynamic process of vision, change, and creation of new ideas and creative solutions.

2.2.1 The Concept of Entrepreneurship and Career Choice

Career refers to a life-long job, for which a person takes training both on-the-job and off-the-job to develop skills and knowledge necessary for carrying out the functions of the profession. According to (Hornby 2010) a career refers to series of jobs that a person has in a particular area of work, usually involving more responsibilities as time passes.

A career is a job or a series of related jobs especially a profession that you spend most of your working life in (<http://www.macmillandictionary.com>). Entrepreneurship and career choice are interrelated concepts although motives for starting a business and getting involved in entrepreneurial career can be different. The decision to take-up entrepreneurship as a full time career especially among the youth is influenced by various factors as various scholars have studied. Karimi et al.,(2013) Marian et al., (2013) Steenekamp et al., (2011) all agree on existence of a relationship between

entrepreneurial career choice and exposure to entrepreneurial training both formally and informally, Existence of societal support structures like role models, family guidance and family business activities. Entrepreneurial career is a relatively new concept especially in the developing countries where business activities are shunned by youth for preference of white collar jobs. Since the industrial revolution the younger generation of the twenty first century may acquire the name generation E for being the most enterprising individuals (Kuratko & Hodgets 2007). Exactly what motivates an individual to take-up entrepreneurship is not known at least it is not a single event, characteristic or trait. Common characteristics associated with entrepreneurship can only be understood by examining a whole set of behaviour exhibited by entrepreneurs known as the entrepreneurial mindset (Kuratko & Hodgets 2007). For the purpose of this paper entrepreneurial career choice or business career will refer to intention to be self- employed.

2.3 Entrepreneurial Career Guidance

This objective seeks to establish the influence of career guidance on business career choices of students in public secondary schools. It will mainly focus on sources of motivation and guidance like entrepreneurial role models, motivational speakers and career counselors.

The term guidance has been defined in various ways by different scholars. An examination of some of the view point reveals that: Guidance involves personal help and advice given by someone designed to assist people in deciding where they want to go, what they want to do, how to get to their destination and how to solve problems arising in their lives. Guidance therefore promotes self-direction and self-growth

(Mutie & Ndambuki 1999). The Kenya Ministry of education (1977) defines guidance as a continuing process concerned with determining and providing for the development needs of learners. Guidance is considered a life-long process that involves helping individuals both as part of a group and at personal level (Mutie & Ndambuki 1999).

Lutomia & Sikolia (2000) are of the opinion that the economic situation in Kenya and even globally demands serious adjustments from the youth in our learning institutions. Of necessity is the need to counsel them on appropriate ways of gaining money so that they are self-sustaining to some extent which will prepare them for their future. This view is shared by Adejimola & Ofunmilayan (2009) who opine that there is need to employ career guidance for students on various entrepreneurial activities especially in a situation that demands for matching students with the demands of their prospective ecosystem. A more compelling reason is to introduce them early enough to entrepreneurship as a result of decline in formal employment opportunities. They therefore suggest that entrepreneurship counseling should start at the primary school level going all the way to tertiary institutions. Career counseling is an ideal opportunity to create awareness and help the students use their cognitive abilities to realize and open up to the entrepreneurial opportunities available in their environment (Lutomia & Sikolia 2000, Otuya et al., 2013). This knowledge brings to them a comprehensive understanding of themselves and the economic situation, education and training opportunities in entrepreneurship for sustainable self-reliance in their environments and the wider society. Lutomia and Sikolia (2000) opine that it is important for students in schools and colleges to be exposed to proper guidance and counseling especially on career choice with a keen interest being paid to the reality of

unemployment. The challenge however according to Otuya (2013) is whether youth counselors and trainers have an idea of how to present entrepreneurship as a viable career option to students. Career counseling nonetheless remains a key strategy for motivating students in making proper life choices. Adejimola & Ofunmilayan (2009) explain that when students receive the right career guidance based on their interests, aptitudes and needs they are likely to live more fulfilled lives and contribute much more meaningfully to national development.

2.3.1 Influence of Role Models on Entrepreneurial/Business Career Choice

Marian et al., (2013) defines a role-model as an individual whose behaviour is replicated by other individuals. This term accordingly draws on two theoretical constructs; that is the concept of role, the tendency of individuals to identify with other people occupying important social roles and the concept of modeling, the psychological matching of cognitive skills and patterns of behaviour between a person and an observing individual.

(Marian et al., 2013, SteeneKamp et al., 2011, McStay 2008) acknowledges that while education plays an important role in equipping students with skills and knowledge necessary to start-up and run a business as well as in affecting their attitude towards entrepreneurship and overall entrepreneurial propensity other factors challenge this position as being equally important. Among these is the social capital that represents the external knowledge of people in individual's environment to which she or he is exposed. Anita (2004) argues that, observation and modeling play a key role in influencing young people towards certain behaviour. This social network that comprise among others role-models provides access to opportunities and resources

and influences perceptions through gaining entrepreneurial specific knowledge. (Marian et al 2013) explains various functions of role-models in the entrepreneurship process. These include inspiration and motivation of people to follow the entrepreneurial path, role-models improve or increase self-efficacy by providing people with confidence that they too can achieve a certain goal, by allowing people to learn by example since they are seen as sources of guidelines for action. Role-models provide support and advice. The influence of role models on individual intentions therefore lies in their ability to enable learning and access to knowledge within a social network. Karimi et al., (2013) based on the theories of social learning and role identification, argues that role models serve three interrelated functions: provide learning, to provide motivation and inspiration and to help individuals develop their self –concept.

A 2013 report by the Kauffman foundation shows there is a strong connection between knowing an entrepreneur and being one. More than one in three survey respondents who knew an entrepreneur were entrepreneurs themselves which reinforces the belief that entrepreneurship is also a result of imitation. This knowledge is what informs the Global Entrepreneurship week and its focus on building and strengthening entrepreneurial ecosystems in communities around the world (GEW 2013 <http://www.gew.co>, Mcstay2008). Karimi et al., (2013) in hypothesizing about the relationship between role-models and career choice rely on socio-cognitive career theory which proposes that career role models serve as contextual supports that have a direct effect on the career decision making process. While there is a wide support for this view from empirical studies other findings have failed to yield consistent results suggesting the possibility of intervening variables. Role-models affect entrepreneurial

intentions indirectly through their effect on the antecedents of career choice intentions namely attitude, subjective norms and perceived behaviour control. Karimi et al.,(2013) in a study to determine the impact of role-models and gender on entrepreneurial career choice of college students in seven universities in Iran. The study applied the TPB to enhance understanding of the determinants of Iranian students entrepreneurial intentions. The findings supported previous research that knowing a successful entrepreneurial role-model has a positive effect on students' attitude towards entrepreneurship. This positive influence is through increasing one's knowledge, mastery or general set of ability, with regard to engaging in tasks required for becoming an entrepreneur. The role models also improve attitude towards entrepreneurship by developing or modifying one's evaluation and perception of desirability of a career as an entrepreneur (Otuya et al.,2013).They also positively influence social norms by providing support, encouragement and social influence and should be included in career training programmes of secondary schools to enrich the classroom experience. By interacting with role-models students are exposed to realities of the business world, the challenges, the successes and such knowledge may eventually inspire them to go enterprise. The amount of attention and attraction that was given to Steve Jobs death in 2011 leaves no doubt about how much his business success, entrepreneurial acumen, management and leadership style had inspired business people and the world at large (Hurley-Hanson & Giannantonio 2013) The story of his life and career makes him a true icon from whom many aspiring business people and school-leavers draw important lessons attesting to his being a role model to them. Hurley-Hanson & Giannantonio (2013) acknowledge the true iconic nature of this successful entrepreneur from the extreme interest and demand of his biography by Issackson in 2011 despite being published in the 4th quarter of the year.

2.3.2 Motivational Speakers and Entrepreneurial/Business Career Choice

Motivation has been defined in various ways by several behavioural scientists and scholars. Nzuve (2007) defines motivation as the internal individual process that energizes, directs, and sustains behaviour; it is the personal force that causes one to behave in a particular way further it is the willingness to exert high levels of effort to achieve certain goals. Saleemi (2009) defines motivation as the process of satisfying the needs and motives of an individual in order to inspire him to work efficiently for desired ends. Motivation involves stimulating a person to act in a particular manner internally and externally.

Hanson & Giannantonio (2013) acknowledge that the Apple CEO and co-founder is credited with influencing the design and delivery of consumer products that changed the way multiple generations work and play. His leadership and management style will certainly be useful for business people willing to learn from the way he ran Apple computer, NeXT, Pixar and the transformation of Apple in the 1990s. Richardson and Arthur (2013) commenting on the speech delivered to the graduate class of 2005 at Stanford University say the speech provided important insights into his life experience especially as an entrepreneur and his views on diverse themes of innovation and creativity. Management scholars have argued that the hallmark of this speech is its capacity to help understand and teach about people's career experiences. The speech by Jobs talked to students about navigating opportunities and challenges which are the epitome of entrepreneurship and creating opportunities amid the challenges. The speech also dwelled on careers in the 21st century. The environmental context in which careers develop, change issues and the need for adaptability while remaining focused on career aspirations (Richardson & Arthur 2013). Jobs speech

emphasized important characteristics of entrepreneurship like being strong enough to deal with loss, rejection and failures especially relating to his public and personally devastating exit from Apple after helping it grow to \$2 billion Company. The speech was exceptionally inspirational revealing important factors of career development including authenticity explaining through his career growth stages like stumbling, curiosity and intuition, exploration and finally professionalism which involves mastery of work. The speech closes with a captivating message for the young aspiring entrepreneurs and other professionals a simple advice to ‘stay hungry ‘ stay foolish’ staying hungry by continuously innovating and improvising and staying foolish relating to remaining open to new ideas and new people (Richardson & Arthur 2013) . The speech by Dr S K Macharia at The University of Nairobi graduation ceremony in December 2014 was to inspire students to imbibe entrepreneurial spirit through courage, hard work and perseverance.

For one to behave entrepreneurially therefore the behaviour must be motivated by certain factors both intrinsic and extrinsic. khanka (2010) Explains that a study on entrepreneurial motivation revealed that entrepreneurs are motivated by three kinds of factors to start business enterprises. These are ambitious factors, compelling factors as well as facilitating factors which include collective attitudes and perception. Salemi (2009) further explains these factors ambitious being, to make money, to fulfill desire to self, wife, parents, to continue family business, to secure employment, to gain prestige, make a decent living , do something creative and provide employment. Ambitions of continuing family business and securing employment emerged as the most significant motivating factors. For the compelling reasons the main drive was to use technical and professional skills. Lastly for the facilitating factors reasons like

previous association and employment in the same or other line of activity, success stories of other entrepreneurs, property inherited, advice or influence were the main choices. The moral support from the near and dear ones inspires would be entrepreneur just like the success stories of other entrepreneurs.

2.4 Informal Entrepreneurial Entry Behaviour

Otuya et al., (2013) regards learning as central to development of entrepreneurship and entrepreneurial capabilities because through successful learning knowledge and skills required at different stages of business can be acquired and subsequently applied. Higher education institutions play a fundamental role in promoting entrepreneurship education and new business ventures. SteeneKamp et al.,(2011) Essia (2012) Otuya et al., (2013) argue that entrepreneurship education and training at school must fulfil a primary role in preparing young people to contribute to economic growth SteeneKamp et al.,(2011) concurs that schools must instill relevant academic, business and positive life-long skills by paying attention to formal learning, informal learning and practical experience. Essia (2012) Otuya (2013) advocate that institutions of learning should mainstream entrepreneurial training by incorporating internship, business field visits and running of mini-companies by students as ways of enculturating entrepreneurship among students. He further argues that entrepreneurship is an art and science and that the science component may be acquired through classroom teaching but the art component is largely tacit and can only be effectively transferred through close interaction with the trainer. (Essia 2012) therefore advocates a more pragmatic approach to entrepreneurial training. Anita (2004) explains under the social cognitive learning theory that learning happens by doing and experiencing the consequences of your actions that will strengthen or weaken behaviour. Further

she argues that learning happens by observing others. People can learn merely by observing others actions a process that is not merely physical but which involves multiple cognitive applications. Essia (2012) stresses the need to develop and pass on entrepreneurial skills if entrepreneurial competencies are to be addressed urgently further the existence of the skills and competencies are enough to address behavior change towards entrepreneurship. The European Council through the European parliament and the European Economic and Social Committee note that around 20% of participants in mini-company activities in secondary schools go on to start their own companies thus fulfill their social and economic goals. This further confirms the importance of such exposure in imbibing the entrepreneurial spirit (Essia 2012). Otuya et al ., (2013) say the success story of similar initiatives like the youth enterprise programme through the Youth Enterprise Scotland Company Programme (YES) targeting pupils in their 5th and 6th grade of secondary school provides an experience of establishing and running their private companies in groups of about 6-8 members for a period of time. This initiative helps students to develop skills and knowledge for enterprise creation and career advancement.

2.4.1 Mentorship for Business or Entrepreneurship Career

Higgins and Kram (2001) conceptualize mentorship as the development assistance provided by a more senior individual within a protégé's' organization that is a single didactic relationship. Armstrong (2009) defines a mentoring as the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support that will help the person or persons allocated to them learn and develop. Mentors prepare individuals to perform better in the future and groom them for higher and great things, like career advancement. Mentoring promotes learning on

the job, which is always the best way of acquiring the particular skills and knowledge the job holder needs (Armstrong 2009). The mentor generally provides high amounts of both career and psychosocial assistance in a relationship of trust that provides timely knowledge and experience to support the decision making process. (Higgins & Kram 2001, Stavropoulou & Protopapa 2013).

Higgins & Kram (2001) argue that individuals receive mentoring assistance from many people at any one point in time including senior colleagues, peers, family and community members thus receive varied strengths and sources of developmental support in building their careers. Mentors facilitate a mentee to discover their strengths in a social interaction use them in business and release their potential. The inspiration to actualize the interest or intention results from mentoring which builds a trustworthy relationship engendering mutual respect and honest rapport creating trust and encouragement to reveal intended strategies (Stavropoulou & protopapa 2013). Mentorship helps to refine talents which are the basis for entrepreneurial creativity and the authentic aspects of individual uniqueness. Entrepreneurship depends on talent for innovation. Mentorship is a genuine experience involving a mentor as a genuine supporter who changes the perception of an entrepreneur from survival to well being through capitalization of strengths. Mentoring relationships have from empirical studies been shown to enhance career development, career progress, career satisfaction, sense of competence and clarity of professional identity (Higgins& Kram 2001).

2.4.2 Family and Business Community in Entrepreneurship

The family is a basic social unit that is available to an individual quite early in life and therefore plays a key role in the process of socialization of an individual. It is a most important social group and role model source. Students with family entrepreneurial role models show significantly higher intention to become an entrepreneur than those without (Marian et al., 2013) In terms of occupation of the entrepreneurs' parents evidence shows that most entrepreneurs tend to have self-employed or entrepreneurial parents who are a great source of inspiration by ingraining quite early in life the independent nature and flexibility of self-employment. (Robert et al 2007, Kostoglou & Siakas 2012). Parents creating a supportive environment and encouraging independence, achievement and responsibility support their childrens' entrepreneurial efforts. Essia (2012) Otuya (2013) entrepreneurship thrives in an ecosystem in which key multiple stakeholders play supportive roles. This includes academic institutions, businesses and governments and supporting individuals and other intermediaries. Continuous capability building is done through partnerships rather than one-off initiatives that help the creation of and sustainability of school business community networks should particularly be encouraged to promote partnerships with even non-governmental institution (Essai 2012).Community education has a long and noble tradition (Otuya 2013). According to (Robert et al 2005, <http://www.academiaedu/>) an individuals' culture, sub-culture, family, teachers and peers matters in terms of starting a new venture or the roles they copy by the value they place on such initiatives and behaviour. A society that values an individual who successfully creates a new business will spawn new venture formations than that which does not since these values puts those entrepreneurs up as role models. There is no wonder therefore that a very high number of companies are opened in the Silicon Valley United States

where role-models are abundant and the culture values them. The ‘Junior Achievement programme’ in USA and ‘Young Enterprise’ in UK are Programmes have been started with the same objective of inducing achievement motivation in younger minds. These programmes are started and sustained on the knowledge that younger minds are more susceptible to change (Khanka 2010).

It is the basis of traditional education in which the aim is to integrate the child successfully into the community. The community becomes a school whose life and activity provide pupils with their real lessons. Parents, teachers, workers, craftsmen, businessmen and leaders are all teachers in this school. Richardson & Arthur (2013) in examining the implications of Steve Jobs speech to students of Stanford University in 2005 echoes the sentiments of Jobs and citing other scholars (Kram 2007) acknowledge the importance of an occupational community in providing psychosocial support that impacts on career choices and experiences and can be a source of inspiration and comfort during a career change or choice. SteeneKamp et al.:(2011) concedes that the education process as well as students immediate general environment can be used to influence entrepreneurial intentions and the inclination to start a business. While the position of education in informing entrepreneurial career choices is difficult to challenge (SteeneKamp et al.,2011) while evaluating the Young Enterprise Scheme (YES) in New Zealand found that participation in YES did to some extent influence the choices made by students about future studies and work opportunities however the impact of YES appeared to be more influential on students exposed to enterprising role models among family and friends. McStay (2008) argues that an individual’s previous business experience influences their choice and performance in business. Essia (2012) reports that in a survey of University graduates

of a Nigerian university concerning their perceptions towards employment the findings were that 70% of the respondents who preferred self-employment could not say immediately what kind of business they wanted to take on and the 30% who could explain their self-employment plans were in self-employment already or were working in their family businesses thus underscoring the importance of experience in venture formation and entrepreneurship in business career choice. (Essia 2012).

2.4.3: Apprenticeship and Entrepreneurial Career Choice

Alipour & Salehi (2009) Kash (2009) define apprenticeship as training which aims at providing planned practical instruction over a significant period of time under a master craftsman. According to (Lerman 2012) apprenticeship has been long used in countries like Germany, USA, Switzerland among others as a way of preparing workers to master occupational skills through undertaking productive work and undergoing training through supervised work-based learning. Persing (1997) explains the benefits of apprenticeship as being a link of academic knowledge to workplace experience, the youth are simultaneously carrying out real responsibilities amidst learning and also helps youth to foster close relationship between them and their mentors (Lerman 2012). Most countries align their programmes to high schools or secondary schools by providing work based learning experiences (Kash 2009). She further explains that these programmes are designed to make education more relevant by integrating educational and occupational activities. In the USA for instance many universities have adopted a campus- based- dual model where a teaching orientation remains dominant but the teaching of practical based knowledge entrepreneurial work study is generally used in the context of vocational training where a person learns his job by working under supervision, as in an apprenticeship. (Anderseck

2004, Kostoglou & Siakas (2012) argue that because of the dynamic nature of employment, short –time contracts, part-time jobs there is need for institutions of higher learning to encourage Part-time self-employment during the study period to enable the students to gain experience. School-to work programmes help students transition from high school to the workforce by integrating a system of youth education, job training and labor market information to provide a faster and more successful transition from school to stable employment through making better career decisions (Kash 2009). Otuya(2013) argues that development of entrepreneurial training in tertiary institutions should include creation of incubator centers that will enable the students graduate into start-ups , students be continuously be attached to businesses in order to have hands-on experience in problem identification and resolution ,learning by case studies and group projects as well as exposure to speakers and doing visits frequently to business centers. A study of U.S apprentice graduates indicated that the returns to apprentice training being higher compared to returns from other modes of training like two-year community college programmes (Lerman 2012).

2.5 The Role of Clubs and other Extra-curricular activities in Entrepreneurship

The education system of many countries provides a comprehensive curriculum that covers core academic areas and the other non-academic areas that also form part of the school curriculum. The term curriculum has been defined as a course of study followed in a school or some teaching institution that is the aggregate of the syllabuses offered in a school (Oluoch 2006). He further explains that those learning activities being undertaken in a school but which is not part of the formal course of study are referred to as extra- curricular activities because they are undertaken outside

the curriculum. Some of such activities are clubs, games and sports distinct from the time-tabled physical education classes popularly known as (P.E.) (Oluoch 2006),(Erin 2011) Others include music, drama, debating, school publications, student council, and other social events, Christian union activities scouting, girl guiding, and other hobbies. Oluoch (2006) observes that these activities are often planned outside the regular learning activities making teachers, students and the general public lay relatively little emphasis on them they are neither important considerations for further education placement nor employment.

However these activities are very important as educators have keenly pointed out since they help to acquire and develop desired knowledge, skills and attitudes and the general objectives of education. Erin (2011) observes that a students' future can be determined in the things they do in the hours after school that is after the formal class activities. The extra- or co-curricular activities are not planned formally because they are not carried out by students in the regular class groupings rather students group themselves in accordance with such factors as individual interests, aptitudes and ages. Co-curricular activities impart in students very important skills that they eventually may put to use in their entrepreneurial endeavors. Such skills include problem solving and decision making, teamwork, organization, analytical thinking, time management, since majority of the clubs have their activities planned, implemented and evaluated by the students under the leadership of the club officials who are also students. This again imbibes in them the spirit of leadership a very important attribute of entrepreneurship.

2.5.1 Music and Drama in Entrepreneurship

Vikki & Pollard (2014) acknowledge that employment in the creative arts is by way of short-term project contracts, but the field is mainly characterized by self-employment. They further say that this field is quickly gaining popularity because of its ability to deal with issues of graduate employment. A paradigm shift towards provision of an entrepreneurial curriculum for teaching of creative arts by incorporating emerging and integral elements in this process which is an 'entrepreneurial mindset'. Creative arts activities while being pursued out of interest help to cultivate skills, attitude and abilities that assist graduates develop sustainable creative arts careers (Vikki & Pollard 2014). O'Hara (2014) explains that music business refers to all the businesses that operate the managerial and organizational processes involved in the production, distribution, promotion and consumption of creative works and all of its sundry products, services and activities linked to the music industry like record companies, publishers, retailers, distributors concert promoters and event management. Otuya et al., (2013) Proposes that entrepreneurial behaviour should be engendered right from childhood which includes pre-school and primary school. They further argue that children are malleable and for that reason it is easy to develop entrepreneurial behaviour in them. They propose the use of songs and dances depicting actions of buying and selling as well as poems crafted with entrepreneurial themes as equally effective. Artists should therefore expand their competencies to include technical, commercial and artistic skills business skills should be combined with artistic values to make the artist find fulfillment in making money out of their creativity. Students who aim at being musicians have to develop what is referred to as 'Portfolio careers' which incorporate various activities within a more self-employed career. Within these careers there are new concepts aimed at

increasing an artist's options by adding market logic (Engelmann et al.,2012). Therefore managerial creativity is the key to enhancing artistic creativity, especially as income streams diversify, technology evolves and old business models cease to exist. O' Hara (2014) contends that an artist must be a very creative person an important factor for entrepreneurship. Since the music industry is highly turbulent traditional styles of leadership cannot sustain the dynamism that exists here. Therefore the artist entrepreneur above all should be seen as a firm leader and not a business manager. The creative talent should above everything else be seen in production of unique record labels that lead the market in addition to management of manufacturing, sales and marketing. The music industry requires an artists who can mould talent reach the unmet needs of the market (O'Hara 2014).

2.5.2 Business Field Trips and Entrepreneurship

Adejimola & Olufunmilayo (2009) Otuya et al., (2013), Murithi (2013), Essia (2012) share the opinion that provision of an entrepreneurial curriculum alone is not enough to promote the spirit of entrepreneurship among students. Other activities need to be engaged in for engendering this attitude and they propose business field trips by various business schools, clubs and societies. Field visits are especially rich in bringing about attitudinal change. Students may be impressed by the inflow of customers, arrangement of goods, the challenges of stock taking and placing orders call that for skills of endurance and keenness. Sithole & Lumadi (2012) in a study of challenges besetting business studies teachers in secondary school in Botswana found out that most teachers were unable to carry out field visits although they acknowledge that the field visits would be important for students to observe business settings first hand thus connect learning and real life experience.

2.5.3 Club/ Group Projects in Entrepreneurship

Practical entrepreneurial projects conducted in real environment with real customers are the most effective ways to learn entrepreneurial behaviour and develop competencies (Kostologou & Siakas 2012, Otuya et al.,2013). Club projects have been in existence since the twentieth century evidenced by the Corn Clubs of the time which was a movement promoted by public schools, universities, agricultural societies, state departments of Agriculture and various philanthropic groups in the United States of America (Uricchio et al.,2013). Corn Clubs were local organizations in which young boys would cultivate corn on an acre of land under the supervision of a club leader. The entrepreneurial activities that were associated with the corn production projects included a calculation of cost of production in relation to output, keeping of production records, and entering into corn contests at regional and state levels to showcase their products. The clubs later evolved into more clubs like potato clubs, tomato clubs and even poultry clubs and remained the largest youth organizations at the time (Uricchio et al.,2013).This corn –club projects gave the youth opportunity to go through experiential learning by to improve their agricultural knowledge and skills and also their business preparedness. These clubs were a welcome relief from the rote memorization of the classical curriculum of the time. The corn clubs are credited for the growth of entrepreneurial careers in agriculture as Uricchio et al.,(2013) observe that the clubs were devised to help the boys get interested in doing things (agriculture) and not just do them but do them well through practical sense leadership. The main purpose of these projects then is similar to such projects today being provision of a medium through which vocational guidance, inspiration and information can be provided to others, other than that they complement agricultural education with real practical knowledge. Start-ups provide

the opportunity to experience leadership and at the same time challenges different kinds of leadership for student to develop their own style of leadership.

2.5.4 Games and Sports

Tasnim & Yahya (2013) explain that games could be important pedagogical instruments to nurture entrepreneurial cognition in undergraduates. Literature is substantial in support of the use of non-traditional interventions such as games, simulations, multimedia instructions and interactive activities as valuable teaching methods. Games provide structure for interactions, reward students for collaborating and problem solving it promotes co-operative learning, individual accountability positive interdependence and the need for group processing. Games are known to aid the transfer of learning by assisting students to apply what they have learnt by abstracting it first. According to Greene (2014) interactive teaching methods like games and simulations keeps students from primarily prediction focused way of knowing and analyzing and focuses them to create, apply and act. Creating opportunities to apply classroom knowledge through games and simulations can bridge the distance between the class concepts and using that information to solve real life problems encountered outside class. Games can provide intense and meaningful practice of language according to Tasnim & Yahya (2013) and should therefore be accepted as a learning tool and not just a time- filler in order to realize its full potential. They explain that the use of games to teach business skills is on the decline despite the benefits it has including performance, memory enhancement, social competence and transfer of learning.

At the primary level Otuya et al.,(2013) argue that the entrepreneurial activities initiated at the pre-school level should be further developed, with specific areas in games like scrabble to improve communication skills, monopoly to develop investment acumen, brainstorming sessions on business ideas, risk taking games. In sports particularly good performance in drills, practices and routines helps students to gain self-respect, self-esteem and self-confidence. It also helps students discover their talents that they could use to launch them onto their future careers or help them find a job (Erin 2 011)Translating goods from handicrafts into sales to encourage innovation, and to visit entrepreneurial firms. Success indicators would include children coming up with innovative products from the craft classes and creativity in poetry among other activities. At the secondary level students should be introduced to practical opportunity in entrepreneurship to stimulate their capabilities (Otuya et al., 2013 citing Kolvereid & Isaksen 2006). Kenya releases about 143,000 youth into the labour market after secondary school education and obviously there is need to foster an entrepreneurial culture in them. Clubs like entrepreneurship clubs, or business clubs can go a long way in imbibing the entrepreneurial culture in students. Through such initiatives students run school canteens where they come face to face with real business activities the challenges and find out solutions to them (Lutomia and sikolia 2000, Otuya et al., 2013) Erin (2011) argues that Overallly behaviour improves as a result of engaging in extra-curricular activities. Clubs Involved in business idea competitions can benefit students a great deal. Many viable business ideas are generated by students and the turning of the exercise into a competition makes it interesting for the students although the students need to be supported to actualize their ideas especially the unique and viable ones (Otuya 2013).Clubs encourage students to showcase and practice their hobbies and bring out their talents. Talent

recognition is an important aspect of training therefore entrepreneur trainers, counselors should be keen about indentifying talents of students and help nurture them for venture creation (Otuya et al., 2013).

2.6 Personal Entrepreneurial Traits and Entrepreneurial Career Choice

Timmons & Spinelli (2007) view entrepreneurial development as a function effectively achieved through adoption of desirable and acquirable attitudes, habits and behaviour. These behaviours contributes to the personality of an individual. Kabiru & Njenga (2009) define behaviour as everything we do that can be observed, that results from our thoughts, feelings and motives which cannot be observed directly. They further define personality as the total quality of an individual's way of being including innate dispositions, traits, abilities, attitudes, emotional responses, aptitudes, instincts, impulses, temperament, character and moral behaviour. It is the totality of all behavioural and mental characteristics by which an individual is recognized as being unique. Khanka (2010),Holt (1992),Robert et al., (2007)) opine that an individuals' choice to become an entrepreneur is influenced by various factors including unemployment ,thus recognition of job opportunities created by small firms, increased media coverage of entrepreneurs, lack of space for self-actualisation at work among others. Robert et al., (2007) in conceptualizing a model for understanding entrepreneurial careers came up with a life-cycle approach career model which conceptualizes entrepreneurial careers in nine major categories including; the educational environment, the individual's personality, childhood family environment, employment history, adult development history, adult non-work history, current work situation, current individual perspective and the current family situation. While there are various arguments on who qualifies to be defined as an entrepreneur most

economists tend to adopt Schumpeter's definition of those who bring resources together in unusual combinations to generate profits. According to Holt (1992), Morris et al.,(2008) psychologists tend to view entrepreneurs in behavioural terms as achievement-oriented individuals driven to seek challenges and new accomplishments which bring in the traits perspective in entrepreneurship. The achievement need is far greater than the need for power, money, status, acceptance or other motivators. Successful entrepreneurs are said to possess certain traits or characteristics which propel them to create and run their own ventures. Khanka(2010), Holt (1992) argue that characteristics like, self-confidence and optimism, help entrepreneurs to invest for the future, creativity and a high desire for achievement enables entrepreneurs to surmount the obstacles, suppress anxieties while meeting the ever changing needs of the customers through innovative products born of research. They further include traits like being independent minded, team player, flexible, have versatile knowledge, dynamic leadership, highly energetic and diligent, responsive to criticism, very resourceful and persevering, have foresight on likely changes in the business environment and being responsive to criticism as necessary for an entrepreneurial take-off. Morris et al.,(2008) argues that in part entrepreneurs are driven by the tasks, the challenge, the opportunity to accomplish what others feel cannot be done. Entrepreneurs also demonstrate a strong locus of control who fundamentally believe that with enough time and effort and their own involvement, they can change their environment. They are risk-takers who calculate their risks but who also show a high tolerance for failure. Entrepreneurs demonstrate high tolerance for ambiguity since their understanding is that things do not have to fit in a pre-cast mould they must have the resilience to deal with obstacles, imprecision, and uncertainty that follow their concepts. Self-motivated is a characteristic that fits most entrepreneurs who are also

self-reliant and extremely hard-working. Morris et al.,(2008),Timmons & Spinelli (2007) argue that entrepreneurial traits not just a matter of in-born personality but are largely a function of time and environment in which the entrepreneur lives being a result of family, educational, social and work experiences. They further argue that many attitudes and behaviour characterize the entrepreneurial mind but consensus revolves around six dominant themes, commitment and determination to overcome obstacles and persistent in solving problems and undertakes personal sacrifice, leadership, a team builder who inspires others through trust and practices fairness. As a leader the entrepreneur communicates the vision of the business and is also a mediator and negotiator of the different constituencies involved in the business Timmons and Spinelli (2007) The entrepreneurial character is obsessed with opportunity, that is aware of customer needs and the market, is tolerant of risks, ambiguity and uncertainty, thus has ability to manage stress and conflict, is creative , self-reliant and can adapt easily thus can conceptualize and sweat details ,lasts the entrepreneurial person is motivated to excel meaning he is results-oriented with a drive to achieve and grow He also possess solid management skills acquired Through their interactions and are made better by others attitude and behaviour which they adopt through experience, practice and study.

2.6 Theoretical Framework

This study will be based on major theories which broadly influence the behaviour of individuals. However the main theory that the study will be founded on will be the Socio-Cognitive Career Theory developed by Robert W. Steven D. Brown, and Gail Hackett in 1994. SCCT is based on Albert Bandura's general socio-cognitive theory which is an influential theory of cognitive and motivational processes. This theory is

linked to three intricately linked variables that are self-efficacy beliefs, outcomes expectations and goals which serve as the basic building blocks of SCCT (Greenhaus & Callanan 2006). One of the parameters that results in the improvement of career decision making of students is determination of career goals. In SCCT career goals determination is considered as the personal intentions in favour of improvement of some impressive career behaviours (Lent, Brown and Hackett 1994). The principal assumption of this theory is based on the interconnection between the personal, cognitive, and environmental parameters. Therefore, the behavior is considered to be a function of personal factors, learning experiences, self-efficacy belief, outcome expectation, interests, environmental norms and values, and intention (Rajabi et al., 2012). Moreover, in accordance with SCCT, self-efficacy belief and outcome expectation have a direct influence on intention, a very significant factor in career decision making. Therefore, the selection of SCCT to investigate the career decision-making intention is a reasonable framework to study the entrepreneurial career behaviour. SCCT focuses on an individual's background and learning experiences as influential factors for career choice. This research focuses on the social background of the individual in terms of family and community as well as the training exposure one has had.

This study assumes that the theories explaining behaviour and learning will provide a rationale and foundation for understanding the behaviour of students and what may influence them towards entrepreneurship. Mullins (2010), Robert & Marianne (2003) hold that learning is a continuous automatic process often taking place in a social context, the spontaneous nature of learning can be observed in young children's play as they imitate and model their behaviour and attitude on people around them.

(Mullins 2010) explains that the social learning theory is based on the premise that people learn by observing and interacting with others and through imitation. Based on the assumptions of this theory it is important therefore in explaining the impact of the social set-up of people and their activities on the behaviour of students who are basically operating between two important social units that is the school and the family.

2.6.1 Empirical Literature

Several studies have been conducted in the field of entrepreneurship and career development that have produced significant findings that continue to advance knowledge and theory. In a study conducted in South Africa (Steenekamp et al., 2011) sought to find out the conduct of youth towards entrepreneurship in selected secondary schools of Sedibeng district in Gauteng. The revelations of the study were that the students 70% saw good opportunities to start and run their own business with at least 59% seeing entrepreneurship as a good career. The findings of the study also indicated that majority of the learners had been exposed to entrepreneurship at school through selling goods and participating in entrepreneurs day however the frequency of participation was very low. The findings also indicated that majority of the students had parents who had a full time job thus indicating a small number of entrepreneurial role models mostly expected to come from self-employed parents. The conclusion of this research hailed education as important for social and economic development of South Africa while highlighting several challenges impairing youth development and entrepreneurship training. It indicated that successful entrepreneurs are needed to set up and grow SMMEs requiring a major paradigm shift focused on sustainable youth entrepreneurship development. Aspects of entrepreneurship in particular motivational

and attitudinal can be in-corporated in high school training programmes cited (Athyde 2009, Dickson et al., 2008; Lewis 2005) since they have a potential of increasing youth learners perception of entrepreneurship as a desirable career choice.

Another study conducted on graduates of the JA programme in comparison to non-graduates of the programme by the JA worldwide evaluation team saw 382 US based JA alumni and 306 non JA graduates complete the survey between January 2009 and April 2010. The findings showed that the alumni of the JA programme 76% reported confidence in starting their own business while only 41% of the comparison group reported such confidence (<http://www.juniorachievement.org>). However only about 34% were willing to start their own businesses. In another study conducted through survey design on a sample of 207 university students of three different study programmes from the field of business and informatics revealed that students with family entrepreneurial role models show significantly higher intention to become entrepreneurs than those without. The results led to the assertion that the association between exposure to family role models with positive experience in business and students entrepreneurial intention is significantly positive (Marian et al., 2013). According to Timmons and Spinelli (2007) on a study conducted on 21 inductees into Babson College Academy of distinguished Entrepreneurs had the 21 inductees all mention possession of three attributes as the principal reason for their successes being positive response to change, personal initiative, and great perseverance and determination.

2.7 Conceptual Framework

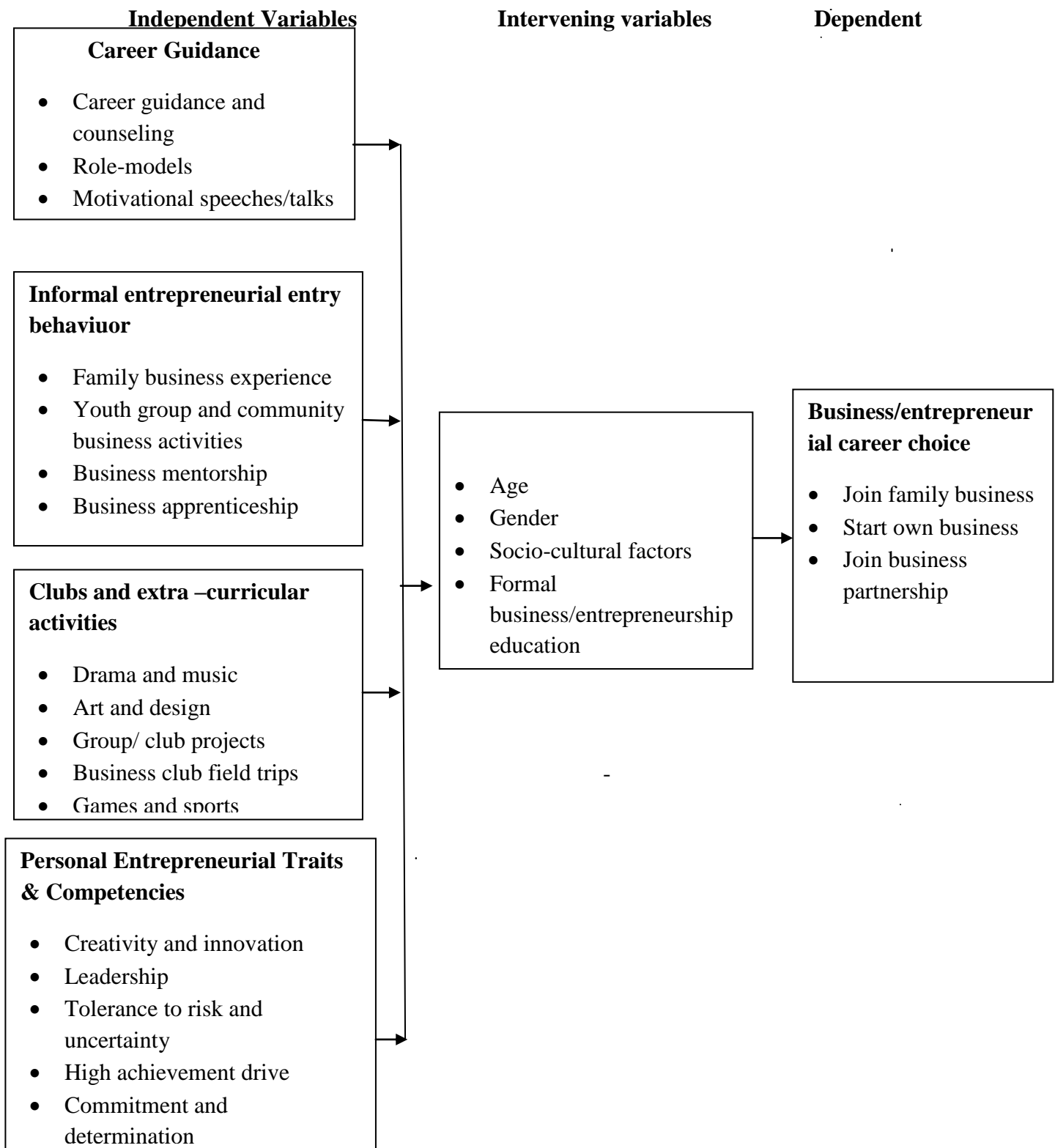


Figure 1: Conceptual Framework

Source: Author 2015

2.8 Gaps from the Literature

It is widely accepted that education in entrepreneurship is largely a factor contributing to entrepreneurial behavior exhibited in start-up behaviour of many school graduates (Kotsologou & Siakas 2012, SteeneKamp et al., 2011, McStay 2008, khanka 2010). It is therefore a core component of enterprise development as majority of people go through it to actualize their career dreams (Essia 2012). Individual attitudes and perceptions also inform to a large extent entrepreneurial intentions. However these intentions to behave entrepreneurially are born mainly from perceptions which can be influenced externally through other means that are not necessarily academic programmes which form part of the entrepreneurship courses designed mainly by business schools and universities (Marian et al., 2013). The backgrounds of secondary school students are heterogeneous and this variance may impact on their intentions and choices.

The question of other initiatives apart from exposure to academic knowledge influencing choice of entrepreneurship as a career is an important one which requires further attention. So far this area has not been researched especially among secondary school students in Kisumu Central Sub-county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were used to conduct the study. These included the research design , target population, sample size, sampling procedures, sampling techniques, research instruments, data collection procedures, reliability and validity of instruments, data analysis techniques and ethical considerations.

3.2 Research Design

The study adopted a descriptive survey research design. According to Kombo and Tromp,(2006) descriptive research involves the description of the state of affairs as it exists, it would also describe the situation observed accurately (Kothari 2004). The survey design was be used to capture people’s feelings, attitude, opinion, preferences, habits, interests and a wide range of characteristics (Sapford 2007). This design was also chosen since it was able to collect data from a relatively large number of cases at the same time (Barbie 2010).

3.3 Target Population

The study target population was all students in Kisumu-Central sub-county in the wider Kisumu county. It is among the seven sub-counties that make up the wider Kisumu county. The study targeted approximately 6,988 secondary school students currently in the 11 public secondary schools in the county (M.o.E 2014). The Kisumu central sub-county was be chosen because it is a county that harbours the Kisumu town where a lot of business activities take place and is home to many budding entrepreneurs. The secondary school students were targeted because they are mainly

the ones yet to settle on a future career and would generally be grappling with the issue of choosing a career. They too were targeted because they constitute about 25% of the county's population and may constitute about 32% of the entire county population working for pay who have at least secondary school education and beyond and 16.9% with secondary education who work in family businesses in the entire county (KNBS & SID 2013). This made their population important to target for the study.

3.4 Sample Size and Sampling procedure

This section describes sample size and sampling Procedure.

3.4.1 Sample size

The study sample was 390. According to Babbie (2010) Kothari (2004) working with a sample reduces the length. The sample size for the study was arrived at using the formula advanced by Fisher, Laing and Stoeckel (1983) in (Kothari 2004).

$$n = \frac{z^2 pq}{e^2}$$

Where:

N= desired sample size

z = the standard normal deviation which corresponds to the 95% confidence level (1.96);

p = estimate of key proportion of population with characteristics being used (Assume 50% if unknown). e= level of statistical significance or *Alpha* (0.5).

q= 1-p

q=1-0.5=0.5

$$n = (1.96 \times 1.96) 0.5 \times 0.5 / 0.5 \times 0.5 =$$

$$n = \frac{(1.96 \times 1.96) 0.5 \times 0.5}{(0.05)^2} = \frac{3.8416 \times 0.25}{0.0025} = 384.01$$

Based on this method the sample size will be 384 students but the sample size was increased to 390 to make provisions for non-response and generalization of findings. The sampling frame in this study consisted of all the secondary school students in Kisumu-central sub-county students who were approximately 6988 according to (MoE 2014) school enrolment data.

3.4.2 Sampling Technique

The sampling technique that was used in this study was probability sampling specifically stratified sampling and simple random sampling. The respondents were first divided into three strata or subpopulation based on their gender, class and population. The stratification ensured important units were involved in the study. The schools and respondents were then selected by simple random sampling. The stratified sampling technique ensured a homogeneous grouping that led to obtaining of a representative sample (Mugenda & Mugenda 1999, Babbie 2010). Kothari (2004) explains that stratified sample is applied if a population from which a sample is to be drawn generally does not constitute a homogeneous group. According to (Mugenda 1999) a sample of 30% is representative enough for any population, therefore the researcher used at least five schools in the exercise and the final sample constituted single sex schools (male and female) mixed schools as well as boarding and day. Once they were selected the sample size for each depended on their proportion in the actual population.

3.5 Research Instrument

The researcher used a questionnaire with structured and unstructured as well as open-ended type of questions to collect the quantitative data. The open-ended questions provided opportunity for a wide variety of responses. The quantitative data was obtained through structured close-ended questions where the respondents explained their responses. The study also used matrix questions in which Likert scale was used to determine the feelings of the respondents on the subject of research. The questionnaire was formulated into five sections the two major ones being the respondents personal information and the other dealt with the objectives of the study and the literature review

3.5.1 Pilot Testing

The research instrument was piloted on 39 respondents equivalent to a tenth of the sampled population to pre-test the instrument before the actual. According to Mugenda & Mugenda (1999) a pretest sample respondents with homogeneous characteristics is appropriate for the pilot study. This assisted the researcher to remove ambiguities in the questionnaire and establish its clarity and reliability. Piloting was done among students in Kisumu-East sub-county since it is closer to Kisumu-central. The piloting ensured that the tool had questions bearing the same meaning to all the respondents and also helped to measure the time taken to complete the questionnaire. Few questions were adjusted for clarity.

3.5.2 Validity of the Instrument

Validity refers to the extent to which a research argument is logically followed by the conclusions drawn from the data. It is a measure of the accuracy of a study Sapford

(2007) Mugenda and Mugenda (1999) validity has to do with truthfulness, meaningfulness of inferences that are based on the data that is obtained from the use of a tool or a scale for each construct or variable in the study. The ensured that the tool was presented in the simplest form with simple language and notes to accompany the questions where necessary. The contents of the instrument were thereafter verified by the research supervisors who rated each question against the objectives.

3.5.3 Reliability of the Instrument

Reliability is the extent to which research results are consistent and replicable (Kothari2004). Mugenda & Mugenda (2008) reliability is the proportion of variance attributable to the true measurement of a variable and estimates the consistency of such measurement over time. This was made possible through the test-retest technique by administering the tool twice to students in Kisumu-East at a two-week interval without sensitization. The results from the tests were recorded and matched against each other to give a measure of reliability. With the results the instruments were further improved for final administration to the 390 respondents.

3.6 Data Collection Procedures

The questionnaires were distributed directly to the respondents by the researcher and the research assistant who was thoroughly inducted on the exercise before it commenced. Data collection procedures refer to the protocol that must be followed to ensure data collection tools are applied correctly and efficiently (Mugenda 2008).The collection of data was preceded by thorough training of a research assistant. The research then participated in the data collection exercise at the pretest stage and helped to identify the questions that would require further modification. Before

setting out to collect data an introductory letter was obtained from the University of Nairobi and permission to carry out research from the National Council for Science and Technology, the questionnaires were distributed in the respective schools after permission was sought from and granted by the relevant authorities. The research assistant was trained on coding of data especially the qualitative data.

3.7 Data Analysis Techniques

Data is transformed into knowledge when it is properly analysed, interpreted and the interpretations given meaning Mugenda (2008). The data collected was analyzed both quantitatively and qualitatively. Qualitative analysis is the non-numerical examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships (Babbie 2010). The quantitative data was grouped according to dominant themes, where many of the responses for the qualitative data were similar they condensed using categorization of data according to related responses counted the quantified. However where different they were discussed individually. Descriptive statistics were used to analyze the data mainly percentages and frequencies to especially determine the concentrations. The results were all presented in tables.

3.8 Ethical Considerations

Despite the high value of knowledge gained through research it cannot be pursued at the expense of human dignity. The researcher adhered to all research ethics by properly acknowledging by referencing all the sources of information. The researcher also properly sought the consent of respondents allowing them to participate and assured them of the confidentiality of the information they will give. The researcher

also ensured that the information collected was used for the purpose of the research as stated and not any other and that proper consent was sought from all the relevant authorities before any research exercise was undertaken.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the study findings; which have been analyzed, interpreted, discussed and presented under various thematic areas in line with the study objectives. The thematic areas include questionnaire response return rate, general demographic characteristics of the respondents, entrepreneurial/ business career guidance, informal entrepreneurial entry behaviour, clubs and extra-curricular activities in entrepreneurship and personal characteristics in entrepreneurship.

4.2 Questionnaire Return Rate

A total of 390 questionnaires were administered to the respondents who comprised secondary school students in five schools in Kisumu-Central sub-county. Out of the 390 questionnaires 386 were fully completed and returned. This was a 99% return rate enabled through the close monitoring and reminders sent to respondents.

4.3 Demographic Characteristics of the Respondents.

This section provided general data which helped in contextualizing the findings and how they contribute to entrepreneurial initiatives and business career choices among secondary school students in Kisumu-Central sub-county. The researcher sought details on the following areas gender, age and class.

4.3.1 Students' gender

The researcher sought to find out the gender distribution of students in secondary schools in Kisumu-Central sub-county. This variable was included here to allow an observation of respondents by gender and whether this would impact on their future career choices. To analyze this, the respondents were asked to indicate their gender and the responses presented in Table 4.1

Table 4.1: Students' distribution by gender

Gender	Frequency	Percentage
Male	204	53
Female	182	47
Total	386	100

The data analysis showed that there are more male students compared to female students. This difference may explain the gender differences in the number of actual entrepreneurs in the field.

4.3.2: Students Age

Age influences career choices of most people since most careers are developed over ones' lifetime. Younger people especially teenagers just leaving school have varied abilities and interests which are the main considerations in making career choices. The respondents were therefore asked to indicate their age and the findings are presented in table 4.2.

Table 4.2: Age of students

Category	Frequency	Percent
13 - 15	51	13
16 - 18	282	73
19+	53	14
Total	386	100

The findings on age indicate that a great percentage of students fall within the 16-18 age group which represents 73% of them. Other age categories stood at 13% 13-15 and 14% for 19 and above category. These results shows that the respondents fall within a suitable age category that is yet to settle within a specific career and nurse ambitions for their future. Exposure to entrepreneurial activities and information may well shape their career dreams.

4.3.3: Students Class

The researcher sought to find out the class which the respondents were in by asking the respondents to indicate their class. The class was important to the researcher since the number of years already spent in school gives a student time to interact and engage in various club activities and other programmes like career counseling thus enables them to have a clear career aspirations from such engagements. The findings are presented in table 4.3

Table 4.3 Student's Class

Category	Frequency	Percent
Form 1	11	3
Form 2	122	32
Form 3	118	30
Form 4	135	35
Total	386	100

4.4: Entrepreneurial /Business Career Guidance

Career guidance remains one of the key processes for helping people make career choices and create career awareness. There is need to counsel students on appropriate ways of gaining money through self-employment so that they are self-sustaining to some extent which will prepare them for their future. The researcher sought to establish if career counseling services are available and if students use them to make business career choices. The study also sought to find out if students had any career dreams and whether the counseling had helped them view these careers as businesses. The findings are presented in table 4.4.

Table 4.4 Presence of career guidance department/services

Category	Frequency	Percent
Yes	226	59
No	69	18
Not sure	91	23
Total	386	100

Data analysis and interpretation revealed that most schools had a career counseling department with 59% of the respondents saying so, whereas 18% and 23% revealing an absence and uncertainty of existence respectively. This indicated that quite a number of respondents had a chance to benefit from career guidance which would help to shape their career dreams. However the combined total of respondents who were not sure and those who didn't have the service standing at 41% would explain perhaps the inability to settle for business as a career by majority of respondents after school. This number being high also is a wake-up call to all stake holders to create awareness about existence of such services to students and starting them where they do not exist.

4.4.1 Utilization of Career Guidance Services

The study sought to find out if the career guidance services were used by respondents where they existed and if they would use them if they existed. To analyze this, the respondents were asked to indicate if they had ever used these services and if they would use them should they be available, the responses were presented in table 4.5

Table 4.5 Utilization of career guidance Services

Category	Frequency	Percent
Yes	235	61
No	151	39
Total	386	100

The findings here revealed that 235 (61%) of the respondents use and would use career guidance services where available while 151 (39%). These findings indicate a positive reception of career guidance services making it possible for the respondents to benefit from their existence. Analysis further revealed that the existence of career guidance departments the utilization of the services was well above the half mark although still not a comfortable high indicating a need for more mobilization to utilize the existing services. Those who would not utilize the services gave varied reasons with many saying they had already settled for careers of their choice, others thought it was not necessary

4.4.2: Specific Entrepreneurial Knowledge through Guidance.

In this section the researcher sought to find out if there is any specific knowledge or help related to entrepreneurship that students had gained through the career guidance programmes that they have gone through. The respondents were therefore asked to indicate specifically how the guidance has been helpful or how they hoped to benefit from it. The findings are recorded in table 4.6

Table 4.6 Entrepreneurial Knowledge acquired through Guidance

Category	Responses	Proportion %	Non Response	Total
Identify business potential	58	25.0	177(75%)	235
Identify business opportunities	56	24.0	179(76%)	235
Business is a dignified career	25	11.0	210(89%)	235
Build self-confidence	104	44.0	131(56%)	235
Understand aspects of business	47	20.0	188(80%)	235

Because of the open-ended nature of this question it resulted into more than 235 responses as it proposed inclusion of more than one response from respondents who use or would use career counseling services. The findings indicated that building up self-confidence 104 (44.2%), ability to identify business potential 58(24.6) identify business opportunity 56(23.8%), understand business 47 (20%),business as a dignified career 25(10.6%) as some of the benefits acquired from career guidance the findings show that the respondents had generally benefitted from career guidance. According to (Otuya et.al, 2013) this knowledge brings to them a comprehensive understanding of themselves and their environment.

4.4.3: Choice of Entrepreneurial Career from Career Guidance

The researcher sought to find out if respondents felt that entrepreneurial career guidance would influence choice of a business career. The respondents were therefore asked to indicate the same. The findings are presented in table 4.7

Table 4.7 Choice of an entrepreneurial/business career

Category	Frequency	Percent
Yes	148	63
No	56	24
Not Sure	31	13
Total	235	100

The findings indicate that 148(63%) would choose a business career based on the guidance against 56(24%) who would not while 31(13%) were not sure. From the findings, it is clear that career guidance indeed has an impact on peoples career

choices and is therefore an important initiative for entrepreneurial or business minded persons.. However some respondents felt that career guidance would still not influence choice of a business career. These respondents cited reasons like preference for formal employment mainly and lack of business skills since entrepreneurial guidance did not help one to develop enough business skills. A number of respondents although very few were not sure if they would choose entrepreneurship as a future career. This findings support the views of Adejimola & Ofunmilayan (2009) who opine that there is need to employ career guidance for students on various entrepreneurial activities especially in a situation that demands for matching students with the demands of their prospective ecosystem. A more compelling reason is to introduce them early enough to entrepreneurship as a result of decline in formal employment opportunities.

4.4.4: Entrepreneurial Role-Models

The social capital that represents the external knowledge of people in individual's environment to which she or he is exposed is an important determinant of the behaviour that they will adopt. Anita (2004) opines that, observation and modeling play a key role in influencing young people towards certain behaviour. The influence of role models on individual intentions therefore lies in their ability to enable learning and access to knowledge within a social network. In this regard the researcher sought to find out if the respondents had any entrepreneurial or business .role-models and what about the role models inspired them. The responses are presented in table 4.8 and table 4.9

Table 4.8: Presence of Entrepreneurial Role-models

Category	Frequency	Percent
Yes	281	73
No	105	27
Total	386	100

Data analysis and interpretation indicated clearly that majority of the students 281(73%) had people they were looking upto in business or entrepreneurship an indication that they would want to take up business in future. The data also revealed that 105 (27%) did not have any role-models to inspire them to business career in future indicating a shortage of role-models in the respondents environments. Further the respondents were required to indicate the extent to which the role models had inspired them to take up business in future and the findings indicated that majority of them were fully inspired whereas some said they were partially inspired towards future business career by their role-models. The few who said they were partially inspired cited reasons like preference for formal employment, business being to demanding, and being young as reasons why they had not fully embraced the idea of a future business career. When further asked to state what about their role-models had inspired them the various responses were presented in table 4.9

Table 4.9: Inspiring qualities of role-models

Qualities	Responses	Proportion	Non	Total
		%	Response	
Business Success	140	50.0	141(50%)	281
Business Skills	121	43.1	160(56.9%)	281
Their Attitude	103	36.7	178(63.3%)	281
Leadership and Acumen	66	23.5	215(76.5%)	281

This question item attracted more responses than 281 of the respondents who responded to it due to its open-ended nature. Data analysis and interpretation revealed that for the 281 students who had role-models there were qualities in their role-models that inspired them. The responses indicated that the respondents were mostly inspired by the success of the businessmen, (50%) followed by the skills of the entrepreneurs,(43%) then their perception and attitude(37%) and lastly their leadership and acumen (23.5%) The findings therefore show that exposure to role-models is an important source of motivation for entrepreneurial career choice. The findings support the views of Marian et.al, (2013) and Karimi et al.,(2013) based on the theories of social learning and role identification, who argue that role models serve three interrelated functions: provide learning, to provide motivation and inspiration and to help individuals develop their self –concept.

4.4.5 Presence of Role-Models and Career-Choice

Presence of business people in an environment inspires the development of other business people who take after them. In recognition of this the researcher sought to find out if the presence of business role-models would beget business career choices. The responses are recorded in table 4.10

Table 4.10: Presence of Role-Models and business Career Choice

Business career choice	Frequency	Percent
Yes	211	75
No	36	13
Partially	34	12
Total	281	100

The findings here indicate that 211(75%) of the respondents feel that presence of business career role-models leads to choice of a business career against 13% who thought that it does not and another 12% who thought they only do that partially. This findings here support the findings of (Marian et al., 2013, SteeneKamp et al., 2011, McStay 2008) who acknowledge that role-models just like, education affect attitude towards entrepreneurship and overall entrepreneurial propensity. Those who did not agree gave reasons like preference for formal employment, lack of skills, personality differences since people are not the same are responses that featured prominently.

4.4.6: Entrepreneurial Motivational Speeches.

Motivational speeches emphasize important characteristics of entrepreneurship like having a strong sense of leadership they also provide a more personal experience of a

speaker thus an opportunity to relate closely with their knowledge and work hence influence career choices. In this section the researcher sought to find out if the respondents have scheduled programmes in which they listen to motivational speeches on entrepreneurship and if at all they attend them if there are any lessons related to entrepreneurship that the students had learnt and if at all they inspire them take-up such careers. The extent to which the speeches had been an inspiration was questioned and if there was no inspiration what were the likely reasons for that situation. The various responses are recorded in table 4.11,4.12, 4.13 and 4.14

Table 4.11: Availability of Motivational speeches/Talks

Motivations Speeches	Frequency	Percent
Yes	226	58
No	134	35
Not Sure	26	7
Total	386	100

The findings revealed that 226(58%) of respondents enjoyed motivational speeches against 134 (35%) respondents who did not enjoy these services since they do not have such programmes in their schools nor within their communities while 26(7%) were not sure if such facilities were available in their set-up. Students can only benefit from motivational speeches if they attend them thus the study further sought to know if respondents attended the speeches or talks, and if not what were their reasons. The findings were recorded on table 4.12

Table 4.12: Attendance of entrepreneurial talks or speeches

Attendance of Speeches	Frequency	Percent
Yes	191	85
No	35	15
Total	226	100

This question attracted responses from 226 respondents since they are the ones who had motivational talks or speeches programmes in their school and communities. The results indicate that a big percentage of students 85% who had programmes for speeches or talks actually attended the talks and therefore had a chance to interact with the speakers. A small percentage of students 35(15%) did not attend the speeches despite having such programmes. The reasons for this included, preference for formal employment 20(57%) as a main reason, lack of time 10(29%), while others thought motivational speeches were an impracticable method of engendering the entrepreneurial culture and eventually career others cited lack of interest 5 (14%).

Students gain a lot from the talks in terms of professional information and career expectations. The respondents were therefore asked to indicate what they had learnt about entrepreneurship from the speeches. The responses are presented in table 4.13

Table 4.13: Knowledge from entrepreneurial speeches

Qualities	Responses	Proportion	Non	Total
		%	Response	
Business rewarding	82	43	109(57%)	191
Requires professionalism	21	11	170(89%)	191
Business requires innovation	73	38	118(62%)	191
Business requires hardwork	150	79	41(21%)	191
Business is not easy	16	8	175(92%)	191

This question item attracted more responses than 191 from the respondents who had attended entrepreneurial speeches. This is because of its open-ended nature requiring respondents to select even more than one response. From the findings 50 (79%) learnt about hardwork, 82(43%) learnt that business is rewarding,73(38%) learnt that business requires innovation, 21(11%) learnt about professionalism and 16(8%) learnt that business is not easy. These findings support the findings of Hanson & Giannantonio (2013) who acknowledge that the leadership and management style of leading entrepreneurs like Apple CEO Steve Jobs and his speeches on diverse themes of innovation and creativity has helped talk to students about navigating opportunities and challenges which are the epitome of entrepreneurship and creating opportunities amid the challenges.

Entrepreneurial speeches are principally delivered to motivate students to take-up careers in entrepreneurship by starting up various innovative business activities. In this regard the study sought to find out the extent to which the respondents thought

that motivational speeches would influence choice of a business career. The respondents were expected to use a scale ranging from 1-4 where one meant very great and four meant not great. The findings were recorded in table 4.14

Table 4.14: Extent of motivation from speeches

Extent of motivation	Frequency	Percent
Yes	94	49
No	75	39
Not so great	11	6
Not great	11	6
Total	191	100

From the findings respondents thought that they influence business career choice to a great extent at 94(49%) followed by great extent 75(39%), Not so great 11(6%) and not great 11(6%). These findings therefore mean that motivational talks or speeches inform business career choices very greatly. These findings support the views of Khanka (2010) that entrepreneurs are motivated by among three factors to start business enterprises which include, ambitious factors, compelling factors, as well as facilitating factors like success stories of other entrepreneurs.

4.5: Informal Entrepreneurial Entry Behaviour

4.5.1 Family business activities

The family is a basic social unit where people learn their early social skills and is also an important source of role-models. Students with family entrepreneurial role models show significantly higher intention to become entrepreneurs than those without

(Marian et al., 2013). In recognition of this the study sought to find out whether respondents had a family business. The results were presented in table 4.15

Table 4.15: Family engagement in business

Family engagement in business	Frequency	Percent
Yes	356	92
No	24	6
Not sure	6	2
Total	386	100

The findings revealed that 352(92%) of the respondents came from families that were involved in business activities against 24(6%) who did not and 6 (2%) who were not sure an indication that quite a number of the respondents had opportunity to interact with businesses or business people that they are close to. According to Marian et.al, (2013) children living with entrepreneurial parents or living with self-employed parents or people show high propensity for entrepreneurship or business.

4.5.2 Students involvement in family business activities

The Study also sought to find out if the respondents participated in the family business activities and what their participation had taught them about business. Involvement in family business activities provides opportunity for students to have a one on one interaction with many business procedures and contribute to their general experience. The respondents were therefore asked to state if they got involved in their family's business activities. The findings are recorded in table 4.16

Table 4.16 Participation in family business activities

Attendance of Speeches	Frequency	Percent
Yes	290	81
No	66	19
Total	356	100

This question attracted responses from 356 respondents who said that their families were involved in business activities. The findings revealed that majority of the students were involved in their family business activities 290(81%).The respondents also indicated that they were involved mainly over the weekends and during school holidays to help carry out the business activities. The results also indicated that there are those who did not participate in their family’s business activities 66(19%). Majority of them cited lack of time and lack of knowledge of the business as the major reasons they did not participate in these activities while fewer cited lack of interest and that they were still young.

4.5.3 Business skills learnt from Participation in family business

Involvement in business activities by the youth provides an opportunity for them to learn various business procedures and master skills that may be transferred to their own business activities in future. In seeking to find out this the respondents were asked to mention skills that they thought the one acquired by participating in family business activities. The findings are presented in table 4.17

Table 4.17: Skills Learnt from family business activities

Business skills learnt	Responses	Proportion	No	Total
		%	Response	
Financial management	144	50.0	146(50%)	290
Management of employees	55	19.0	235(81%)	290
Marketing	196	68.0	94(32%)	290
Purchasing	35	31.0	200(69%)	290
Business leadership	94	32.0	196(68%)	290

This question attracted a total of 579 responses due to its open-ended nature. The results indicate that one could learn various skills from the family business activities they engaged in. Among them financial management 144 (50%) and marketing 196 (68%) were the main skills that were acquired through such engagements, purchasing 90 (31), and business leadership 94 (32%).were other skills that too were acquired, employee management 55(19%) was equally a skill acquired through these involvement. The results also indicated that marketing and financial management were the most learnt skills thus confirming the view that these activities improved business knowledge and skills of students.

4.5.4 Family business Influence on future business/ entrepreneurial career aspirations

People living with enterprising family members especially parents tend to have a high inclination towards business this is because their family members act as their main source of encouragement. The study sought to know whether involvement in

family business activities inspires choice of a business career. The researcher therefore asked the respondents to respond to this. The findings are presented in table 4.18

Table 4.18: Entrepreneurial career choice due to involvement in family business

Inspiration for business	Frequency	Percent
Yes	206	71
No	34	12
Partly	42	14
Not sure	8	3
Total	290	100

The results indicated that majority of the respondents 206 (71%) say that would take up business as a result of the knowledge they have heard from engaging in family business activities an indication that such activities have a lasting impact on young people hence the need to engage them more in the activities. The findings here support the views of Saleemi (2009) who opines that ambitions to continue family business and secure employment are some of the most compelling for starting a business. A small percentage of students 34(12%) would not take up business as a future career while 42(14%) would do it partly. The main reason for not opting for business being preference of other careers and formal employment, also fear of taking risks. An even smaller percentage 8(3%) of respondents said they were not sure of taking a business career indicating the need for intense career counseling.

4.5.5 Community Business Activities

Essia (2012) Otuya (2013) Community education has a long and noble tradition entrepreneurship thrives in an ecosystem in which key multiple stakeholders play supportive roles. Such an ecosystem generates collaboration and multi-stakeholder partnerships. Continuous capability building is done through partnerships rather than one-off initiatives. In recognition of this the researcher asked the respondents to state if they are involved in any business activities individually or communally. The results are presented in table 4.19

Table 4.19: Involvement in community business activities

Community Business Activities	Frequency	Percent
Yes	160	41
No	226	59
Total	386	100

The results indicate that majority of the respondents 226(59%) were not involved in any business activities individually or within their communities while 160(41%) said they were involved. Among the business activities mainly mentioned were transportation of people and goods, hair dressing and garbage collection, selling of food items as well as general merchandise trade. Fewer respondents were involved in business activities in the carpentry and welding sector as well as construction industry. The findings point to the need for more involvement of learners in business activities especially of their own in view of engendering an entrepreneurial spirit.

4.5.6: Future entrepreneurial career from community business activities

In this section the researcher sought to find out if the respondents would choose a business career based on the business activities they were involved in and also generally from belonging to communities where businesses took place. The results are presented on table 4.20

Table 4.20: Entrepreneurial/business career choice and community business activities

Inspiration for a business career	Frequency	Percent
Yes	274	71
No	54	14
Partially	58	15
Total	386	100

The findings indicate that a big percentage of respondents 71% would settle for an entrepreneurial career based on the activities that they were involved in and also being members of communities where these activities take place. 15% of the respondents would partially settle for such a career while 14% would not take up that career. There is a strong indication from the results that entrepreneurial activities within communities inspire young people to take up business careers whether they are involved in those businesses or not. This findings support the views of (Robert et al 2005, <http://www.academiaedu/>) an individuals' culture, sub-culture, family, teachers and peers matters in terms of starting a new venture or the roles they copy by the value they place on such initiatives and behaviour. A society that values an individual who successfully creates a new business will spawn new venture formations than that

which does not since these values puts those entrepreneurs up as role models. Those who would not take up the careers completely mainly cited lack of interest in business, business being too risky, preference for other careers and formal employment. A few cited inadequacy of skills and experience as their reason.

4.5.7 Motivating aspects of business activities that inform career choice

This section sought to find out what exactly about the business activities would inspire the respondents to settle for a business career. The researcher therefore asked the respondents to state what particularly about the business activities informed or motivated their career decisions. The results are presented on table 4.21.

Table 4.21: Business aspects motivating entrepreneurial career choice

Motivating aspects	Responses	Proportion	No	Total
		%	Response	
Provides income and employment	165	43	221(57%)	386
Teaches business leadership skills	42	11	344(89%)	386
Teaches business skills	120	31	266(69%)	386
Provides decent life-style for youth	22	6	364(94%)	386
Reduces poverty and dependency	43	11	343(94%)	386
Total				

The question attracted more responses than 386 due its open-ended nature. The respondents viewed the provision of income and employment as the main motivating aspect of community business activities 165(43%), followed by learning of business skills at 120(31%) reduction of poverty and dependency 43(11%) learning business

leadership skills 42(11%).Provision of a decent life-style 22 (6%).The responses thus show that involvement in business activities had tangible benefits that would influence students to take up business as a career. The findings here are supported by SteeneKamp et, al.(2011) conceding that students immediate general environment can influence entrepreneurial intentions and the inclination to start a business.

4.5.8: Informal business skills training

The need for informal training in carrying out business cannot be overstated. Majority of people who engage in business on a full time basis have mastered the skills and art while doing the job. Mentorship, apprenticeship, business coaching, partnerships and internships promote learning on the job, which is always the best way of acquiring the particular skills and knowledge the job holder needs (Armstrong 2009).

Table 4.22: Exposure to informal entrepreneurial training

Entrepreneurial training	Frequency	Percent
Yes	183	47
No	203	53
Total	386	100

The findings revealed that a smaller percentage of the respondents had been exposed to any informal methods of training 183 (47%) comparing against 203(53%).An indication for the need of awareness on the part of young persons who engage in business activities to seek to learn practically while carrying out business. Interestingly it is also an indication that they perhaps were learning especially those involved in family businesses without knowing it.

4.5.9: Specific informal business training methods

The study sought to find out the various training methods that the respondents had been exposed to. The respondents were therefore asked to state which specific methods of training they had been exposed to and the results are presented in table 4.23

Table 4.23: Informal business training methods

Informal training methods	Frequency	Percent
Business Mentorship	39	21
Apprenticeship	49	27
Business coaching	74	40
Partnership	19	10
Internship	1	1
Business plan writing	1	1
Total	183	100

The question item attracted responses only from 183 respondents who had undergone any training. The findings indicated that business coaching was the most undertaken training method accounting for 40% of the respondents followed by business apprenticeship at 27% and mentorship at 21%. The respondents however revealed that the training except for business coaching, were infrequent as the students would only engage in them during long school vacations. This could perhaps contribute to the large number of respondents with inadequate business skills. The data analysis also showed that the respondents had acquired various business skills key among them being financial management and marketing, business communication skills, business opportunity identification, customer management and IT skills. The

acquisition of these skills could be an important basis for making career decisions. In view of this the respondents were asked to indicate if business training methods influence choice of an entrepreneurial career. The skills would make them settle for a business career. The findings are presented in table 4.23.

Table 4.24: Business career choice based on training

Choice of business career	Frequency	Percent
Yes	140	77
No	31	17
Not sure	12	6
Total	183	100

The findings indicate that the respondents support the idea that training leads to choice of business careers as 140(77%) responded against 31(17%) who did not think so 12(6%) who were not sure about this. These findings are supported by Otuya (2013) who opines that development of incubator centres for entrepreneurial training will enable the students graduate into start-ups.

4.6 Clubs and Co-Curricular Activities in Business Career Choices

4.6.1: Participation and membership in clubs and co-curricular activities.

Activities taken in school outside the formal school curriculum include sports and creative arts as well as social activities like scouting. All these non-academic activities help students to acquire varied skills that may also entail entrepreneurial skills acquired through entrepreneurial activities. The researcher sought to find out if

they belonged to any club or participate in co-curricular activities the findings are indicated in table 4.24

Table 4.25 Participation and membership in clubs and co-curricular activities

Membership and participation	Frequency	Percent
Yes	367	95
No	19	5
Total	386	100

The findings indicate that majority of respondents participate in club and co-curriculum activities at 95% only 5% did not participate. This shows that many of the students find occasion to pursue their other interests and perhaps gain skills and knowledge. The respondents indicated that they belonged to clubs like, Music, debating, drama, young farmers, junior achievement, environmental as well as journalism. They too participated in various sports. This supports the views of Oluoch (2006) who says that school activities taken outside the curriculum include games, sports, and club activities drama, music among others.

4.6.2: Skills learnt in activities that's useful in entrepreneurship

The activities undertaken in clubs, societies and co-curricular training equips students with skills they ordinarily may not acquire from formal education and provide an opportunity for students to experiment with their interests, discover talents and opportunities in their environments. The researcher sought to know if the respondents had acquired any skills that they thought would be important in business. The

respondents were therefore asked to indicate the skills they had acquired. The results are presented in table 4.25

Table 4.26: Business skills acquired through clubs, Societies and co-curricular activities

Skills required	Responses	Proportion %	No Response	Total
Leadership	70	19.1	297(80.9%)	367
Communication	150	40.8	217(59.2%)	367
Management	87	23.7	280(76.3%)	367
Teamwork	175	47.7	192(52.3%)	367
Conflict resolution	28	7.6	339(92.4%)	367
None	21	5.7	346(94.3%)	367

The items in the question of business skills acquired through clubs were open-ended resulting in more than 367 responses. The responses were only expected from the respondents who participated in entrepreneurial activities who were 367 in number.

From the findings the study established that teamwork and communication 175(47.7%), 150 (40.80%) were the business skills that most respondents had acquired through their clubs, followed by Management and leadership 87 (23.7%) 70(19.1%). The findings also established that 28(7.6%) had acquired skills in conflict resolution while 21(5.7%) had not acquired any skills despite being involved in club

activities. From the findings in this question it was established that the respondents had indeed acquired various skills that they could apply in their business a careers. The findings here support the findings by (Uricchio et al.,2013).That corn –club projects gave the youth opportunity to go through experiential learning to improve their agricultural knowledge and skills and also their business preparedness.

4.6.3: Club, Society and Co-curricular business activities

In recognition of the importance of actual business activities in influencing entrepreneurial behaviour the respondents were asked to indicate if their clubs engaged in any business activities. The results are presented in table 4.27.

Table 4.27: Clubs and co-curricular groups engagement in business activities

Engagement in business	Frequency	Percent
Yes	218	59
No	134	37
Not sure	15	4
Total	367	100

The findings revealed that majority of clubs 218(59%) have business activities going on which means they are self-sustaining to some extent financially at least. This number compares against 134(37%) who said no and 15(4%) who were not sure. The respondents further say that these activities are mainly carried out by club members which therefore gives the students an opportunity to interact with business people, activities and customers. They were further asked to state the business activities they

have engaged in through their clubs or co-curricular teams and the responses recorded in table 4.28

Table 4.28: Business activities by Students through clubs

Business activities	Responses	Proportion %	No Response	Total
Sold Tickets for concert	41	19.0	177(81%)	218
Sold badges to visitors	94	43.0	124(57%)	218
Sold farm produce	58	27.0	160(73%)	218
Sold snacks at school event	78	36.0	140(64%)	218
Sold items at canteen	05	2.0	213(98%)	218
Sold poems, articles, plays	03	1.0	215(99%)	218
Printed T-Shirts	51	23.0	167(77%)	218
Sold tree-seedlings	48	22.0	170(78%)	218
Sold-hand made pads	15	7.0	203(93%)	218

The findings revealed that the respondents had been exposed to various actual business activities organized as part of club activities for sustenance. 41(19%) had sold tickets for a school concert, 94(43%) had sold badges to visitors, 58(27%) had sold farm produce ,78(36%) had sold snacks,5(2%) had sold items at school canteen,3(1%) had sold poems articles and plays,51(23%) had printed t-shirts, 48(22%) had sold tree-seedlings while 15(7%) sold-hand made pads. Since engagement in such activities is not only meant to keep the students busy and occupy their leisure time at school, but also to help them acquire other skills that may influence their career choices .The respondents were therefore asked to indicate if club business activities help to inform business career choices of students after school. The findings are presented in table 4.29

Table 4.29: Choice of business career from exposure to club business activities

Business career choice	Frequency	Percent
Yes	205	94
No	9	4
Not sure	4	2
Total	218	100

The findings indicate that a very high percentage of respondents felt that club business activities would influence choice of business careers 205 (94%) 9(4%) thought the activities did not influence choice of business careers 4 (2%) were not sure. The results indicate that the activities are influential in determining business career choices of students. These findings support the views of Erin (2011) that observes that a students' future can be determined in the things they do after regular school curriculum. The respondents who said no cited reasons like preference for formal employment, lack of interest in business, lack of skills mainly. The study further sought to find out the extent to which these activities would influence the business career choice decisions of the respondents the results are presented in table 4.30

Table 4.30: Extent of career influence by Club business Activities/projects

Engagement in business	Frequency	Percent
Very highly	82	40
Highly	111	54
Not highly	12	6
Total	205	100

Data analysis and interpretation revealed that most of the respondents were highly influenced by their club entrepreneurial activities to take-up business as a future career. while some were very highly motivated to do the same. However some were not highly influenced by these activities citing their preference for formal employment and business being too risky an undertaking that they would not want to dare.

4.7 Personal Characteristics In Entrepreneurship/Business Career Choices

Personal characteristics are said to play a major role in entrepreneurial take-off and eventual success. Therefore entrepreneurial development is a function effectively achieved through adoption of desirable and acquirable attitudes, habits and behaviour. Robert et al., (2007) in conceptualizing a model for understanding entrepreneurial careers came up with a life-cycle approach career model which conceptualizes entrepreneurial careers in nine major categories among them the individual's personality. Successful entrepreneurs are said to possess certain traits or characteristics which propel them to create and run their own ventures. In regard to this the researcher sought to know if the respondents were of the same opinion, which characteristics were to them most important, Whether they possessed the characteristics, and if possession of characteristics will make them choose an entrepreneurial career.

4.7.1 Personal characteristics for business start-up and success

The study sought to establish in this section whether personal characteristics inform business start-up and success. The respondents were asked whether they agreed or not. The responses were recorded in table 4.30

Table 4.31: Personal characteristics for business start-up and success

Business start-up and success	Frequency	Percent
Yes	358	93
No	13	3
Not sure	15	4
Total	386	100

As indicated many respondents were in agreement with the linkage between personality traits and business start-up and success. From these 358(93%) said yes 13(3%) said no and 15(4%) were not sure. The findings therefore indicate that possession of certain traits is therefore important for choice of business as a career. Other respondents who said no explained their reasons mainly as business success depends more on market forces, personal characteristics alone not being enough, business requiring capital and business success depends on luck. The respondents were then asked to state which personal characteristics they thought were most important for business. Their responses are recorded in table 4.32

Table 4.32: Important characteristics for business start-up

Business activities	Responses	Proportion	No	Total
		%	Response	
Leadership	129	36.0	229(64%)	358
Innovation and creativity	174	49.0	184(51%)	358
Independence	53	15.0	305(85%)	358
Commitment and hard work	255	71.0	103(29%)	358
Risk-taking ability	81	23.0	277(77%)	358
Foresight	30	8.0	328(92%)	358
Patience and tolerance	69	19.0	289(81%)	358
High achievement drive	58	16.0	300(84%)	358

Because of the open- ended nature of the question-item, It resulted in more than 358 responses as it proposed inclusion of more than one element. It was found that 255 (71%) indicated that commitment and hard work was the most important characteristic for an individual in business while 174 (49%) felt innovation and creativity was the most important characteristic that an individual needed. A further 129(36%) thought that leadership would be most important characteristic while 81(23%) thought the same followed by 69(19%) who thought that patience and tolerance were most important. Another 58(16%) and 53(15%) respectively thought high achievement drive and independence were especially necessary for a business career while 30(8%) thought foresight was an important attribute to have in business.

From the findings in the question it can be noted that personal characteristics vary in level of importance in bringing about an entrepreneurial initiative. The findings

support the views of Timmons & Spinelli (2007), who view entrepreneurial development as a function effectively achieved through adoption of desirable and acquirable attitudes, habits and behaviour.

4.7.2 Possession of personal qualities

The study also sought to find out if the respondents possessed all or some of these qualities and if possession of these traits would influence them to take up business as a future career.

Table 4.33 Possession of personal qualities

Possession of Personal Qualities	Frequency	Percent
Yes	299	77
No	54	14
Not sure	33	9
Total	386	100

From the analysis more than half the respondents 299(77%) said they possessed the characteristics necessary to start and succeed in business against 54(14%) who said they did not possess the qualities and 33(9%) who were not sure. Such characteristics can be nurtured through practice given an opportunity and time. The researcher further sought to find out if the respondents have had opportunity to further develop some of these characteristics within their schools, community or families. The findings are recorded in table 4.34

Table 4.34: Development of personal Characteristics

Development of characteristics	Frequency	Percent
Yes	123	41
No	176	59
Total	299	100

From the findings it clear that many respondents have not had occasion to exercise, nurture or experiment with these characteristics as 176(59%) say so against 123(41%) who say they have. Majority of the respondents who said yes mentioned roles like leadership in school and clubs as well as church youth groups, one respondent was involved in business plan writing competition, others said they had composed songs, poems and plays which enhance creativity. Other respondents who said yes did not explain how. Majority of the respondents who said no cited lack of opportunity mainly others did not explain. The findings here support the views of Otuya et, al; (2013) that students should be supported to actualize their ideas and showcase their talents for venture creation.

Choice of business career based on personal characteristics

Possession of entrepreneurial traits is strongly related to choice of a career in business. These qualities enable many nascent entrepreneurs to start and scale in various business activities and continue to sustain them through the dynamics of socio-economic and financial environments that they operate in. In this regard the researcher sought to find out if possession of such traits would inform business career choices of the respondents. The results are recorded in table 4.33

Table 4.35: Personal characteristics and career choice

Choice of business career	Frequency	Percent
Yes	248	83
No	30	10
Not sure	21	7
Total	299	100

From the findings here it is clear that personal characteristics lead choice of entrepreneurial or business careers as 248(83%) of the respondents indicated against 30(10%) who said no and 21(7%) who were not sure. Those who said no cited mainly preference for other careers and formal employment. These findings support the views of Holt (1992) who opines that characteristics like self-confidence, creativity, high desire for achievement, innovation, and dynamic flexibility leadership as necessary for entrepreneurial take-off.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study. This will be followed by the conclusions arising from the findings and recommendations for policy action by the relevant bodies and individuals aimed at influencing choice of entrepreneurial careers among young people in secondary schools. The chapter will also suggest areas for further research.

5.2 Summary of the Study

The study aimed at determining the influence of non-academic entrepreneurial initiatives on students' business career aspirations. The study had four objectives formulated to guide it. The objectives sort to establish whether career guidance, informal entrepreneurial entry behaviour, entrepreneurial activities by school clubs and societies and personal entrepreneurial traits and competencies influences business career choice of secondary school students. The study used a survey design to carry out the research. A population of 386 students from five public secondary schools participated in the study. Data was collected using a questionnaire with varied types of questions.

To establish the extent to which entrepreneurial career guidance influences business career aspirations of secondary school students the researcher found out that many schools had career guidance departments that guided students on various business careers and other than that, students had also obtained career guidance from their business role-models and motivational speakers even out of school. However the

researcher also found out that there were students who had no exposure to any form of business career guidance since they these services did not exist in their environment. The researcher found out that through, career guidance, observing role models and attending motivational talks the students had acquired a lot of information, skills and knowledge about business and majority of them would wish to settle for business in future based on this. From the same the researcher also found out that there are those who would still opt for formal employment, as it was less risky , while others were felt business required more than career guidance.

Informal entrepreneurial entry behaviour influence on business career aspirations of secondary school students the researcher found out that the family business activities, community business activities, and on-job business training were non-formal means of learning business that students were exposed to. The researcher found out that many students came from families that were involved in business activities and that many of those students were also involved in the business activities of their families. The respondents also expressed hope of taking –up business as a future career based on this exposure. The researcher found out that not many respondents were engaged in community business activities despite the positive impact that they cited such business had on the youth like provision of employment and improvement of skills. Majority of those involved would choose business as a future career based on that exposure. The respondents also revealed that they had been exposed to on-job training in business by various methods and had acquired a number of skills. And based on this many would settle for a business career. The researcher found out that choice of business career would be hampered

by preference for formal employment mainly, fear of business risks and lack of adequate skills.

The influence of school clubs and societies as well as extra-curricular activities on business aspirations of secondary school students was another objective. The respondents have been involved in various business activities run by their clubs which they would wish to continue beyond their secondary school life .It was also revealed that some respondents would still prefer formal employment , others felt business was too risky.

The determination of the extent to which personal entrepreneurial traits and competencies influence the relationship between entrepreneurial initiatives and future business career aspirations was another objective. The data analyzed overwhelmingly revealed that personal traits like commitment and hardwork, innovation and creativity, risk ability, tolerance are closely related to business start-up and success and many of those with the traits would take-up business as career. However some respondents felt that personal traits and competencies alone were just a little component of the entire entrepreneurial package.

5.3 Conclusion

The study investigated the influence of non-academic entrepreneurial initiatives on business career aspirations of secondary school students under four objectives. From the data analysis and interpretation the following conclusions were made.

In seeking to establish the extent to which entrepreneurial career guidance influenced business career choice the researcher concluded that entrepreneurial career guidance

to a large extent influenced choice of a business career however also majority of respondents had no access to it due to lack of awareness about its existence or due to its total absence.

Regarding the determination of how informal entrepreneurial entry behaviour influences business career aspirations of students the researcher concluded that indeed majority of the respondents had some business knowledge and skills arising mainly from engaging in family business activities . However many respondents had not gained on-job training despite being engaged in family business activities. The researcher also concluded that more than half of the respondents about 60% did not have any business engagements in their communities. All these activities influenced the youth to take up business careers however preference for formal employment and fear of business risks were major hindrances.

In seeking to examine the level at which entrepreneurial initiatives by school clubs and societies as well as co-curricular activities influence business career aspirations of students the researcher concluded that majority of the respondents engaged in various business activities through their clubs and societies from which they had acquired vital business skills and other useful values. From this exposure many of the respondents would settle for a business career. The study concluded that failure to engage in business activities by some clubs and students failure to belong to clubs was responsible for the lack of skills cited as a reason for not choosing business careers in future and personal preferences for formal employment was still a force to reckon with.

The study sought to establish the extent to which personal entrepreneurial traits and competencies influence choice of business careers the study concluded that possession of entrepreneurial traits and competencies was important for business to start and scale. It also concluded that some attributes were more influential than others although possession of even all the attributes does not guarantee choice of a business career as other factors also matter for instance external economic factors and career preferences.

5.4 Recommendations from the Findings

This section gives recommendations by the researcher on how to deal with the issue of promoting entrepreneurial initiatives for the purpose of creating more business oriented careers among secondary school students in future. Schools should create awareness about the existence of career guidance departments and encourage students to seek services from them. They should also challenge students towards embracing new job opportunities through entrepreneurship. Motivational speakers and in business world should be frequently invited to schools and even churches that have youth groups to encourage choice of entrepreneurial careers. These speakers would act as role models also.

The study also recommends that the management of schools should undertake to encourage students' participation in club business activities and to encourage clubs to start income generating activities for self-sustenance. Deliberate action should be implemented to train students during club hours on various business skills and these should include field trips and visits to business premises as well as starting collaborative projects in business with willing corporate organizations. Schools

should also involve students in business competitions and to nurture their innovative ideas and also purpose to expose students to entrepreneurship through attendance of trade fairs business conferences, summits like the global entrepreneurship week.

The study also recommends that parents, community stakeholders , guardians and sponsors should get involved more seriously in promoting youth business skills by involving and encouraging them to take part in business activities regularly and deliberately training them during such undertakings. Policy formulators in government should aim at inculcating an entrepreneurial mind-set in the youth by creating provisions for student participation in global and even regional entrepreneurial fairs.

5.5 Suggestions for further Research

The research should be carried out in other areas before generalizations can actually be made on the findings. Further research should be carried out in related areas like developing students talents and interests through technology for entrepreneurship since entrepreneurship is heavily dependent on passion too.

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APPENDICES

Appendix I: Research Questionnaire

A questionnaire on Non- Academic entrepreneurial initiatives and their influence on business career aspirations of secondary school students.

SECTION 1: Demographic information

Gender (Tick where appropriate)

Male () Female ()

Age (Tick Appropriately)

13-15 () 16-18 () 19+()

Which class are you in? (Tick Appropriately)

Form 1 () Form 2 () form 3 () form 4 ()

SECTION 2: Entrepreneurial/Business Career Guidance

a) Does your school have a career guidance department?

Yes No Not sure

b) Have you ever sought business career guidance from that department?(Tick once)

Yes No

c) Has the guidance helped you to view your career as a future business opportunity?

Yes No Not sure

d) If yes above how specifically has the guidance been helpful? (You may tick more than once)

Enabled me realize my business potential Shown there is dignity in business

Enabled me to identify business opportunities Helped me build self-confidence

Enabled me understand aspects of business Others specify

.....

e) If no in (c) above why not?

Guidance is not practicable () I prefer formal employment ()

Career guidance is not enough () Other reasons

f) Based on the guidance would you then choose business/entrepreneurship for a future career?

Yes () No () Not sure ()

g) If **NO** above explain your reason.....

2ii) Entrepreneurial role-models and business career choice

a) Do you have any business/Entrepreneurial role-models within or outside your school? **(Tick appropriately)** Yes No Not sure

b) If yes above have they inspired you to take-up business as a career?

Yes No Partially

c) If yes above what exactly about your role-model has inspired you to make this decision? **(Tick appropriately you may tick more than one)**

Encouraged by their business success Changed my perception and attitude
 Taught me business Skills Inspired by their leadership and business acumen
 Others specify.....

d) If **NO** in (b) above which factors would you attribute to that?

I still prefer formal employment () Business is too demanding ()
 I lack the skills and personality () I am too young for business ()
 Others.....

2 (iii) Entrepreneurial motivation speeches/ Talks

a) Do you have programmes where motivational speeches/talks on entrepreneurship or business are delivered to students at school or within your community?
 Yes No Not sure

b) If yes above do you attend such functions?

Yes No

c) If yes above what would you say you have learnt from motivational speakers about business? **(Tick appropriately, you may tick more than one response)**

Business is rewarding Business requires professionalism
 Business requires innovation Business requires hardwork and dedication
 Business is not easy Other reasons

d) If **No** in (b) above why not? **(You may tick more than one response)**

They are too ideal I don't find time I prefer formal employment

Other reasons

e) To what extent would you say these speeches inspire you to take-up business as a career? Select your answer within a scale of 1-4 (1=Very great, 2=Great, 3=Not so great, 4= None)

1 2 3 4

SECTION 3: Informal Entrepreneurial Entry Behaviour

a) Does your family engage in any business activities?

Yes No I don't know

b) If yes in (a) above, do you participate in these business activities also?

Yes No

c) If yes above what business skills have you learnt? (You may tick more than one)

Financial management Management of employees

Marketing, purchasing business leadership

Others specify

d) Would you say that your experience working in the family business has inspired you to take up business as a career?

Yes No Not sure Partly

e) If no in (d) above what would you attribute that decision to?

.....
.....

f) Do you engage in any business activities in your community whether individually or within a group?

Yes No

If YES mention

.....

g) Have the business activities that you engage in and those within your community inspired you to take up business as a career?

Yes No Partially

h) If yes above how have they inspired you or what about them has motivated you?

(Tick within the bracket provided)

They provide income and employment () They provide leadership skills for youth ()

They improve the youths' business skills () Give the youth a decent lifestyle ()

They reduce poverty and dependency () Other reasons.....

.....

i) If no in (g) above why not?

I prefer being formally employed () I don't have enough business skills ()

My parents are not for a business career () Other reasons.....

J) Business skills can be learnt through informal training (**learning while doing the business**) have you attended any such training before at home or in school?

Yes No

K) If yes above what business training methods have you been exposed to and when how frequently have you taken such training?

Business mentorship (Frequency.....) Partnership
(Frequency.....)

Apprenticeship (Frequency.....) Internship
(Frequency.....)

Business coaching (Frequency.....) Business plan Writing

Other Methods specify

I) What skills have you learnt from the training that you have undergone so far?

(You may tick more than one)

Financial Management () Business opportunity identification ()

Marketing and supplies () Customer Management () IT business skills ()

Business communication skills () Other Skills

m) Has the training you have received influenced your choice of business or entrepreneurial career?

Yes No Not Sure

n) If **NO** above what makes it difficult to choose business as a career?

I still prefer other careers () I don't have enough business skills ()

Business is not rewarding () Other reasons

phic information

Gender (Tick where appropriate)

SECTION 4: Clubs and Extra Curricula Activities in Entrepreneurship

a) Club and other extra- curricular activities are available to students in many schools. Do you belong to any club, at home or in school. Which club specifically?

.....

b) What skills has your club helped you to learn which could be useful in business?

(Tick appropriately)

Leadership Communication Management
 Teamwork Conflict resolution None Others

c) Does your club carry out any business activities or run business projects and who does it?

Yes No

d) What business activities have you engaged in through your club? (**You may tick more than one**)

Sold tickets for a school concert Sold items at the school canteen
 Sold badges on a parents' day Sold snacks at a school event
 W
 Wrote a plays, essays, poems for sale Sold articles to media houses
 Sol
 Sold farm produce from home or school project Printed T-Shirts for
 sale
 Other activities

d) Would you wish to continue with these business activities or any other after your secondary school life?

Yes No Not Sure

e) If yes above on a scale of 1-3 how would you rate these business activities in helping you make this decision? (**1=Very highly, 2= highly, 3= Not highly**)

1 2 3

f) If no in (d) above why not?

I need formal employment () Business is risky and demanding ()
 I am too young () Other reasons

SECTION 5: Personal characteristics in entrepreneurship/business

a) Would you say that certain personal characteristics are necessary for one to start and succeed in business? Not

b) If yes above which personal characteristics for you are important for business success?

Leadership ability Innovation and creativity Independence

Commitment and hardwork Risk-taking ability Foresight

Patience or tolerance High achievement drive Others

.....

c) If no give reasons

d) In your opinion do you possess all or some of these qualities?

Yes No Not sure

e) If YES have you had opportunity to develop or nurture or even practice with some of these qualities?

Yes No

f) If YES above explain how.....

h) If NO explain why.....

i) Would possession of these qualities make you choose business as a future career?

Yes No Not sure

j) If NO explain your answer

THANK YOU FOR YOUR TIME

Appendix II: Research Permit


THIS IS TO CERTIFY THAT:

MS. OTIENO CAROLINE AUMA
of UNIVERSITY OF NAIROBI, 0-20200
Kericho, has been permitted to conduct
research in Kisumu County
on the topic: INFLUENCE OF
NON-ACADEMIC ENTREPRENEURIAL
INITIATIVES ON STUDENTS FUTURE
BUSINESS CAREER ASPIRATIONS. A
CASE OF PUBLIC SECONDARY SCHOOLS
IN KISUMU CENTRAL
for the period ending:
6th November, 2016

Permit No. : NACOSTI/P/15/10398/8100
Date Of Issue : 6th November, 2015
Fee Received : Ksh 1000

Applicant's Signature


Director General
National Commission for Science,
Technology & Innovation




CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA



NACOSTI



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 7095

CONDITIONS: see back page

Appendix III: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/10398/8100**

Date:

6th November, 2015

Otieno Caroline Auma
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of non-academic entrepreneurial initiatives on students future business career aspirations. A case of public secondary schools in Kisumu Central,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **6th November, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified