

ATTITUDE OF THE YOUTH TOWARDS ENTREPRENEURSHIP: A CASE OF NAKURU COUNTY

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ABSTRACT

Attitude means a feeling or an opinion about something or someone or a way of behaving that is caused by this feeling or opinion. Knowledge of entrepreneurship is likely to shape the attitude of the young people and motivate them to start their own business or come up with new innovations in the future without just expecting to end up in the white collar jobs or being employed. Over the years the young people have been found to favour being employed rather than coming up with their own businesses or being self-employed. This brings the question of what could be the cause for the attitude of the young people towards entrepreneurship. This study was an assessment of the attitude of the youth towards entrepreneurship in public tertiary institutions offering technical Courses in Nakuru County. The study was looking into factors that affect the attitude of the young people towards entrepreneurship. The personal traits and external factors were the independent variables while the attitude towards entrepreneurship was the dependent variable. The external factors like culture, education, infrastructure, and environment were some of the factors that were looked into as influencing attitude towards entrepreneurship. The social learning theory, the Bandura's Social Cognitive theory and the Ajzen's Theory of Planned Behaviour and were adopted for the study. The study was carried out in two public tertiary institutions that offer technical courses in Nakuru County and this was a representative of other institutions in Kenya at the same level. The Institutions were Kenya Industrial Training Institute and Rift Valley Training

Institute of Science and Technology both located at the outskirts of Nakuru town. The research design used was case study method. The population consisted of one thousand five hundred students. Purposeful method and simple random sampling methods were used to select the institutions and a sample of 450 students. Data was collected using questionnaires. The validity of the instruments was ensured through constructive criticism from the supervisor. The results and discussions were presented using tables, charts and graphs. Parents and guardians of the respondents were found to have a great influence on the choices of courses that the respondents took in the institutions. It also came out that most families of the respondents run businesses at home but majority of the respondents were not involved in the running of the businesses. Lack of finances, long procedures of acquiring businesses licenses and high rates of interests charged on loans to start came out as the main challenges that would influence the attitude of the respondents towards entrepreneurship. Communication network and electricity did not seem to have a significant impact on the attitude of the students towards entrepreneurship. The study recommended the need to start training in technical and entrepreneurship subjects from as early as primary schools to help in cultivating young people's entrepreneurial attitude at an early stage. The study also recommended that curriculum developers need to include subjects with the entrepreneurial component in the primary and secondary curriculums so that the students can start developing the entrepreneurial culture at an early age A

similar study including more stakeholders like the parents/guardians to find out their role in influencing the attitude of the young people towards entrepreneurship should be carried out.

Key Words: *attitude, entrepreneurship, youth*

INTRODUCTION

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

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

Youth population has increased considerably against scarce resources and available job opportunities. According to GoK, 2006, Kenyan population is largely youthful, 10.1 million, which is 32% of the population of the country. The GoK (2006) also states that the young people account for 60% of all the economically productive people in the country, but most of them i.e. about 65% of the young people's population do not have jobs. In addition, only about 25% of the 750,000 young people who graduate from educational institutions access employment, while the remainder of 75% have to struggle with lack of jobs. A number of those who get the jobs also get jobs that do not match with their qualifications and with what they had aspired to become in future, (GoK, 2006). Job opportunities are quite scarce and thus it can be expected that unemployment might push some individuals into self-employment (Evans and Leighton, 1990;

Acs, Audrettsch and Evans, 1994; Foti and Vivarelli, 1994). This realisation has led to a call for innovation towards job creation in many countries in order to sustain development and sustenance of the ever increasing population.

STATEMENT OF THE PROBLEM

Kenya has been struggling with the difficulty of unemployment just the same way as other African countries, according to the Economic Recovery Strategy Paper for Wealth Creation (ERS, 2003-2004). Unemployment has been a major issue for decades and many graduates are languishing in the hope of getting employed (Ogot 2015). Ogot adds that most of the graduates are eyeing white collar jobs and dreaming of large figure salaries. This job seeking behaviour may be an indicator of the kind of attitude that the grandaunts have towards entrepreneurship. Eisenhauer, 1995, Douglas and Shepherd 2000, GEM 2008, argue that individuals will choose self-employment as a career option if the utility derived in this choice exceeds the utility derived from employment. The number of unemployed people is increasing in line with the number of students graduating each year (Dinco- Adetayo, Fayomi & Oribabor 1998). This highlights how much the young people depend on being employed rather than starting their own jobs and it is a pointer to their attitude towards entrepreneurship. According to the World Bank, Kenya is the 17th poorest country in the world. The government has tried to come up with entrepreneurship programmes by having a lot of crusades to create awareness about entrepreneurship. But even with such efforts, the dream of people starting own businesses and self-employment has not yet been achieved. This brings the question of what could be the cause for the attitude of the young people towards entrepreneurship. However entrepreneurship is a skill which needs to be developed and fueled among a population in order to equip them with a positive attitude towards entrepreneurship, hence an attitude transformation. A positive attitude towards entrepreneurship may drive the youth to startup businesses while a negative attitude towards entrepreneurship may hinder entrepreneurial activities and desires in a person and in a country at large. The perception of entrepreneurship may form the young people's tendency to be self-employed in the future (Wang & Wong, 2004). As much as being employed is good and solves a personal economic problem, entrepreneurship addresses global challenges like creation of jobs and thus may solve the problem of unemployment. This study sought to assess the attitude of the youth towards entrepreneurship. Specifically, it sought to examine if learning systems in institutions had any influence on the attitude of youth towards entrepreneurship, establish the role of culture on the attitude of the young people towards entrepreneurship and find out if the social-economic factors had any contribution on the attitude of the young people towards entrepreneurship. Research on factors affecting the young people's attitude in general and especially in Kenya seemed to be scanty hence the need for a research addressing this area of knowledge.

LITERATURE REVIEW

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

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

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

The study also adopted the Bandura's social theory which proposes that people are driven not by inner forces, but by external factors (Bandura, 1991). The theory suggests that human functioning can be explained through the interaction of three factors. These are behaviour, personal and environmental factors. According to Bandura (2005), environmental factors represent influences that come from the surroundings which lead to formation of behaviour while personal factors represents those influences that come from within a person like instincts, drives, traits, and other individual motivational forces. People who have ventured into entrepreneurship and have started businesses are said to be facing many challenges such as poor infrastructure, lack of finances, unsupportive government policies, among other challenges. These could be referred to as the environmental factors. Young people growing up and observing people struggle with these kinds of challenges may develop a certain attitude towards entrepreneurship. If the people struggling later become successful the young people may desire to go through the same and become successful while other young people may feel that the struggle is too much and the results are far from reach and this may make them have a different attitude.

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

The second component of the Ajzen's theory is the subjective norm. This represents the individual's position of the values, thinking, beliefs and customs held by other people especially those close to the person example parents. These are people who have much influence on an individual's life. The theory gives a simple example of social norms of parents who expect their child would become a doctor or engineer in the future, just because these careers are valued highly in the community. A young person growing within such a community will do their best to satisfy this expectation. Another example given is that a student could have a positive attitude towards entrepreneurship because one of the parents is an entrepreneur and successful as such. A young person growing within this environment will work hard to become great entrepreneurs like the parents. Thus in this study the social aspect, culture, in this study is kept as an independent variable because culture could impact differently in different individuals and more supportive in one area than in another. Krueger, Reilly and Carsrud (2000) say that the most

important social influences to attitude and behaviour are any role models, or mentors such as friends and family.

The third component in the Ajzen's theory is the perceived behavioural control. The perceived behavioural control is the personal perception of the ability to perform a given behaviour. The theory gives a scenario of two groups of people in the same entrepreneurial environment. One group consists of people with high entrepreneurial self-efficacy. These people are confident of their abilities, love challenge and have a high need for achievement. They take an environment that is full of challenges positively and perceive it as one full of opportunities. This group may realise that the business environment is full of risks, uncertainties or dangers and still feel more confident facing the challenges. This first group with high self-efficacy are more hopeful in predicting the results of behaviour (Ajzen 2002).

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

RESEARCH METHODOLOGY

Research Design

The research design that was used is case study method. Case study is a method of study which focuses on deep understanding of the concept rather than the range of concept (Mugenda & Mugenda 2003). It gave room for the researcher to keenly assess the attitude of the young people towards entrepreneurship and thus was able to draw inferences from the analysis. The researcher used descriptive research method of analysis which involved collecting of data in order to answer questions concerning the current status of the attitude of the young people towards entrepreneurship. Nakuru County has two institutions classified as government tertiary technical training institutions that offer both technical and business courses. These institutions are Kenya Industrial Training Institute and Rift Valley Training Institute. The two institutions were included in the study. The trainees' population was 1500.

Sampling Texnhique and Sample Size

To select the respondents in each institution probability sampling was used specifically simple random sampling to select the learners. Purposive sampling was also used to select the institutions specifically judgement sampling. This happens when a researcher picks sample items to match with some yardstick. It allows the researcher to use cases that have the information needed according to the objectives of his/her study for example educational level, age group, religious sect among other cases. In this study only two public tertiary institutions offering technical courses were included. Mugenda and Mugenda (2003), states that where time allows, a sample that is big should be used because this makes the findings to be a realistic representation of the whole population. The author also says that sample size should not be lower than 30% of the target population. Thus the researcher therefore picked 30% which was 450 learners out of 1500 learners.

Data Collection Procedure

This study used structured questionnaires to seek information from the respondents. The validity of the instrument in this study was ensured through helpful instructions from the supervisor who had a lot of understanding and skill in analysing the questions. The questions were revised and improved according to the supervisor's advice and suggestions. Reliability of the instrument was improved through having a pilot study where the questionnaire was given to 10 learners who were not included in the study. From their response, the researcher was able to identify questions that were not clear or were misunderstood and made improvements on them. It was done in order to refine the questionnaire was refined before being subjected to the real study.

Data Analysis

Data analysis was done using percentages and descriptive statistics. This was done by making inferences by estimating proportions, constructing confidence intervals for the proportions and testing the research questions for proportions. Data analysis was accomplished through the use of a computer which utilized the statistical package for the social science (SPSS) program. The data gathered from the field of study was presented in statistical tables, graphs, pie charts and bar charts.

RESEARCH RESULTS

Characteristics of the Respondents

198 (65.56 %) of the students respondents were male while 104 (34.45 %) were female. The females were the minority. This could be interpreted to be as a result of most of the technical courses offered in the institutions are said to be a preference for the males while those said to be

a preference for the females are less. Courses concerning engineering like electrical, mechanical, building construction, Automotive among others are mostly associated with the male gender and in the institutions they are the dominant. Only very few female were found to be doing these courses. The courses offered by the institutions associated with female and which had a majority of them were few and they included Fashion and Design and Food and Beverage. Others like the Business administration courses had almost an equal number of both genders.

The age category with the highest number of respondents is 18 – 23 years with a percentage of 79.49 %. The category of 24- 28 years had a moderate rate of 16.89 %. The age categories of 29- 34 years and 35 years and above has the least number of respondents with a percentage of 2.32% and 1.32% respectively. This is an indication that the young people are the ones that have joined the technical institutions to take up the courses offered there. It is also an indication that the young people who leave schools either at standard eight or form four are the ones that join the institutions. The institutions had a small population of respondents aged between 29-34 years. There were only 4 respondents (1.32%) respondents aged 35 and above years. This is an age range where most people have decided on what they want to become or do in life and thus have moved on. The ones in the institutions could be people who have been out there and want to increase or sharpen their skills in various areas in their careers and thus are not many. According to Susan S. Silbey (2016), efforts have brought in more women to study engineering but the problem is that many quit during and after school because of the hegemonic masculine culture of engineering courses thus not giving adequate role modelling to those in schools. This also affects the females' future career decisions and makes them go for the more feminine courses which are few in the technical colleges.

A majority of the students in the institutions had gone up to form 4 level while joining the institutions with a percentage of 74.17% followed by those who had gone up to standard 8 with a percentage of 19.5%. Those with lower than form 4 and standard 8 had a very small percentage. This could be an indication of their reasons for joining the institutions which could be either not scoring a mark that would land them to higher institutions or own personal choices. It can be observed that those who join the institutions with higher education levels like diplomas and degrees have a very low percentage i.e. Diploma 1.32% and Degree 00.0 %. This is in agreement with Scott et al. (1998) who says that levels of educational attainment have implications for entrepreneurial behaviour. He observed that the wide difference between the educational profiles of entrepreneurs in low income countries is that in high income countries 57% of entrepreneurs have a post-secondary education suggesting that in these countries the education systems are tending to build skills conducive to entrepreneurship; while in the poor countries only 23% of entrepreneurs have a postsecondary education.

42.38% of the students are doing the craft courses followed by the trade test courses with a percentage of 27.15%. The smaller percentage are taking the artisan and diploma courses with percentages of 19.21% and 11.26% respectively. The trade test courses are most for skills

acquisition and have a lot of practicals to prepare the trainee for self-employment. The other categories are to assist the trainee pursue higher levels of education mostly in preparation for a good employment. Thus only a minority of 27.15 % in comparison to the total percentage of all the others (72.85%) are taking courses that would prepare them for entrepreneurship. Again from the previous data those taking the trade test are those that went up to standard 8 thus the expectation is that not much creativity will be put in due to the level of education and exposure. This agrees with Nteere (2012) that low levels of education and technical services are weak and lack specialised capacity to meet the needs of the sector. Vesper (1990) is also in agreement and says that entrepreneurs with a good general education tend to be noticeably more successful than those with less favourable education.

Learning

Parents have the highest rating with a percentage of 41.06 % on influencing the choice of courses the students took in colleges followed by guardians who had a percentage of 32.45%. The table also shows that the students had little say in the choice of courses that they took in colleges which had a percentage of 18.87%. From the data above it is clear that influence on the choice that the young people made while choosing the courses came from other people. These people included the parents, guardians and trainers with a total percentage of 81.12%. The young people who took the courses out of their own volition made a percentage of 18.87%. Kaburi, Mobegi, Kombo, Omari and Sewe, (2012), pointed to this when they said in their findings that there is a gap between what parents and older generations expect of youth on the one hand and the expectations of the youth themselves. Praag and Ophem (1995) also added that willingness and presence of an opportunity are both necessary conditions for self-employment. Namusonge (2003) also wrote that successful training of entrepreneurship should result to positive attitude towards choosing entrepreneurship as a career.

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

Industrial attachments (45.48%) and tours/industrial visits (44.4%) are the major activities that contribute to the students' growth in entrepreneurship. Learning activities involving workshops and seminars seem to have the least influence on respondents' growth towards entrepreneurship. Media programmes (5.05) had a low influence towards entrepreneurship. This could be as a

result of the advancement in technology especially the use of computers and mobile phones. Thus it is clear that tours/industrial visits and industrial attachments are the only other activities apart from training that contribute to the students' growth in entrepreneurship. The tours and industrial visits should be emphasised on. Seminars (2.76), workshops (2.30) have the least percentage and this shows that these activities are not done in the colleges. If these other activities could also be done in the institutions this could also contribute to encourage the young people towards entrepreneurship.

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

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

Culture

From the responses 84.77% of the respondents came from families that have businesses. Only 15.23% of the respondents did not have businesses in their families. This could give enough reasons for most of the trainees to want to keep businesses and become like their parents or guardians. Majority (67.22%) were not involved in the family businesses. This indicates that the culture of entrepreneurship is not cultivated in the young people at an early age thus influencing their attitude towards entrepreneurship. Out of the respondents whose families owned businesses, only one respondent (0.33%) was involved in the managerial positions and only a percentage of 17.2% were involved in the non-managerial positions. This is an indication that most of the trainees were not encouraged right from their backgrounds and from an early age to appreciate entrepreneurship leading to self-employment.

Research results relating to the respondents concern on culture indicated that overall mean is average (3.33). Most of the respondents not being given a chance to participate in their parents businesses and being regarded highly in the society have the highest mean. Participation in the parents businesses, parents succeeding in businesses and pursuing the course they are taking due to persuasion from the parents had the lowest means. From this information, it can be observed

that the parents have a contribution to the low entrepreneurial attitude of the respondents towards culture. This is in agreement with Dionco-Adetayo (1999) in his research on entrepreneurial development in Tertiary Institutions says that home environment and the immediate community of a person play a vital role in developing his/her beliefs. Thus the parents need to be educated on how to involve their young people in business culture in order to influence their attitude towards entrepreneurship positively.

Social Economic Factors

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

This indicates that the young people had the attitude that these challenges would make it quite difficult to start or to run a business and this could be making them think or not to think about going into entrepreneurship. This is similar to the findings of Dionco – Adetayo and Nassar (1999) who also agree that entrepreneurs have encounter barriers against their effective performance such as problems of infrastructure. A similar study done by Lekhanya (2016) had similar findings which revealed that a large number of young people did not have financial support as they did not meet bank requirements to obtain loans while the same time trying to get business operating licenses affected their spirit and attitudes to start businesses.

Research results also indicated that factors with the highest mean are high rates of interest (3.83), long procedures of starting businesses (3.66) and scarcity of job vacancies (3.62). Financial challenges had a moderate mean (3.32) while poor communication networks had the lowest mean (2.28). This means that a majority of the respondents agreed that high rates of interest, long procedures of starting businesses and scarcity of job vacancies would discourage them from starting up businesses. Thus the government needs to curb the interest rates charged by financial institutions, and try to make the procedures of starting businesses shorter. Germinah (2015), access to finance was found to be the single biggest and most common challenge faced by youth entrepreneurs across sub Saharan Africa. The same researcher stressed the need for commercial banks to review their lending requirements to youth entrepreneurs. Poor communication network was not a factor that would discourage most of the respondents from starting a business according to the responses of the respondents. This could be because of the government availing electricity and improvement of infrastructure in most parts of the country. This is in agreement with Germina (2015) whose research on factors influencing urban youth entrepreneurship development in Saharan Africa revealed that most governments have expanded telecommunication networks and electricity supply and this has encouraged a good number of the young people to go into entrepreneurship.

Personal Traits

From the results, the mean is above average (3.52). This shows that most of the young people love working and they are willing to put more hours and effort (4.04), love creating things that are useful to people (3.63), look for alternatives when faced with difficulties (3.82), are very good at making decisions(3.72) and are very creative when it comes to finding new ways to generate profit (3.63). From the table it can be observed that the respondents are not very opportunistic which has a mean of 2.87. According to Wikilund and Shepherds (2003) an entrepreneurial opportunity is a necessary but not sufficient factor for entrepreneurial initiative to occur, one must possess the capacity i.e. the motivation and skill to take advantage of the opportunity and start a business. Entrepreneurship therefore occurs at the intersection of an individual's perception of an opportunity and the motivation and skill to pursue that opportunity, (Schoof 2006). Thus the respondents need to be trained on ways of identifying entrepreneurship opportunities through having subjects like entrepreneurship education or seminars and workshops on how to identify business opportunities. The other characteristics had moderate means of between 3.10 and 3.45. This would mean that the personalities of majority the young people may not be affecting their attitude towards entrepreneurship in a negative way. This is in agreement with Ciavarella, Buckholtz, Riordan, Gatewood and Stokes (2004) who say that personal traits have received strong supporting evidence and been applied as factors to predict entrepreneurial intention by many research experts

CONCLUSION

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

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

The study also revealed that majority of the students did not do any technical courses nor had entrepreneurship in primary or secondary schools. This means that the attitude of the young people was not be developed from a young age by introducing technical courses and entrepreneurship. This could have influenced their attitude negatively. This also cites a gap in the primary/secondary schools curriculums which could also have these subjects.

The entrepreneurial activities carried out in the institutions like running of the institutions' business activities mostly involve people from outside the institutions. Thus it is not the students who participate in these institutional businesses. If this was done, it could encourage the students towards entrepreneurship. Such activities need to be carried out by the students in shifts during free time or after classes and weekends which would positively influence their attitude towards entrepreneurship.

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

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

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

RECOMMENDATIONS

The study recommended that there is need to start training in technical subjects and entrepreneurship from as early as in primary and secondary schools to start cultivating the entrepreneurial attitude at an early stage.

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

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

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

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

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