

An Investigation on University Students Habits towards Entrepreneurial in Kenya: A Case Study of the Kenyatta University Students

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Abstract

There have been several promises made in favor of the youth in Kenya including ksh.1 billion Fund and a fully fledged ministry which were among the items on the Kenyan youth achievement list (Guchu Ndung'u ,2006). Youth employment international summit (YES) resolutions coupled with NARC illusory pre-election pledge of 500,000 jobs still fresh in our memories ,let alone the job discrimination in the name of prior years" experience as a prerequisite for employment. Purpose of study was to establish how various factors affect the youth's habits towards entrepreneurial opportunities in Kenya. The paper aims at capturing different views that youth hold as regard the variables of interest. From the findings, study concludes that entrepreneurship has a generally wide recognition and acceptance amongst the youth and that majority of the youth have a high preference for entrepreneurship. Given a chance, they most probably will indulge in own businesses venture.

Key words: Youth, Informal sector, formal sector, entrepreneurship, unemployment, jobs

1. Introduction

1.1 Background Information

Entrepreneurship has become an everyday buzzword. policy makers ,economists, academician and even university students are talking about it, Seminars ,conferences and workshops are being organized every year across the world which emphasized on the importance of entrepreneurship to the country

,society as well as individual development (Bechard and Toulouse 1998 ;Schaper and Volery 2004;Mataly and west head 2005).The youth in Kenya form 60% of the labor force ,but the majority of them are unemployed .Given the high poverty levels among youth in Kenya temporary jobs can help young people learn the marketable skills they need to find decent work. But it is not a long term solution; these low paying jobs can also trap people in poverty, making crimes and violence seem like viable exit. The informal sector in developing countries are characterized by low technology ,labour intensive out fits requiring little investments for the most part of unable access formal credit thereby curtailing growth .Despite these characteristics ,the Kenyan informal sector has rapidly expanded and now provides numerous opportunities for self employment .In 1997 –example, the formal sector grew by only 1.8 % compared to 3.5 % growth for the informal sector.(Kenya economic survey 1998)

Unfortunately, the sector continues to be attractive to the more educated youth creating a skills gap that curtails its growth. In a study on the impact of education of business cognitive skills,(Bosire and Etyang ,200)found majority of small –scale entrepreneurs to be secondary school graduates or lower. Most of the Kenyan college graduates find it demeaning and unattractive to engage in small and micro-enterprises in the informal sector. Paradoxically ,employment opportunities among Kenyan post-secondary school graduates remain low and for many of these graduates is very difficult to find formal employment resulting in a negative return on investment in Kenyan education .

One would expect that high unemployment as is the case in Kenya would drive many of these graduates to the informal sector where they could start small micro-enterprises .This problem can be partially attributed to the curriculum orientation of most Kenyan colleges and universities that are mainly biased towards preparing graduates for white color jobs .Kenyan colleges graduates are trained to be employment seekers instead of employment creators .Stimulating interest in entrepreneurship among college –going students ,we believe , is one way the problem of youth unemployment in Kenya could be addressed.

As the formal sector employment slows down, informal sector increased at a rapid rate in the last three decades .Construction of “Jua kali sheds,” establishment of micro enterprise credit schemes and initiation of training programmes all contributed to this growth in the nineties. Currently the sector employs about two thirds of the economically active population outside the small scale farming and pastoralists .Small scale agriculture employs 60% of labor force. The formal sector boosts productivity while informal sector plays the role of absorbing the potentially unemployed.

1.2 Statement of the Problem

During the early years of independence in the 1960’s ad 1970’s young people in Kenya did not pose a serious social problem. As a consequence , unemployed and disadvantaged youth were not a major target for government and funding agencies (Bennell,2000; Mulenga,2000). Kenyan youth are faced with myriad of problems the most common being unemployment, which is at the backdrop of a highly educate population.

The challenges facing the youth in Kenya are best summarized in the proceedings of a stakeholder workshop on youth development organized by the world bank on 11th march 2004 that recorded a number of risk factors affecting youth in Kenya. Some risk factors that affect entrepreneurship development in particular comprise of factors such as those that affects entrepreneurship development in education.

The suitability of education/vocational training for the labor market plays a role in influencing entrepreneurial activities. There is inequality /regional disparity and this has led to inequality in many fields, and often this has a regional aspect. Youth in certain geographical regions are marginalized, with restricted access to opportunities that are available to other young persons. In urban areas, poor youth and those living in slum areas have severely limited access to services and opportunities (Mahinda, 2004).

There is also an assumption that white collar jobs are best and little encouragement is offered to the youths to take up blue collar jobs. Another factor that affects entrepreneurship development is policies. Gaps in and unsuitability of existing policy were cited, along with important problems of implementation (Heap,200). Absence of youth participation and actual decision –making or implementation of policies affecting them was also cited. Youth are merely used as tokens in the policy formulation process. Corruption was also cited as one of the major risk factors affecting youth. It results in unequal access to resources. It was especially cited as a problem when the youth are trying to establish businesses (Mbembe, 200:261).

My interest in youth entrepreneurship stems from observations in the last fifteen years as a lecturer and director of one of the premier colleges in Kenya (Rosemary,2004). During the fifteen years, students have consistently sought assistance from colleges to secure formal employment. Until the mid eighties, Kenyan universities and college graduates were assured of employment in the civil service (Simone,2005:7; Koolhass,2000).

Self employments were therefore primarily the preserve of non-college graduates or school dropouts. Until very recently many institutions of the higher learning have perpetuated this tendency by setting up job opportunities job replacement offices without a counter effort to set up entrepreneurship support units. (Rosepamry,2004).

1.3 Purpose of the Study

The purpose of the study was to investigate the university student habits towards entrepreneurial opportunities in Kenya

1.4 Objective of the Study

To determine the youth's habits towards creativity and entrepreneurship

1.5 Research Questions

What is the youth habit towards creativity and entrepreneurship?

1.6 Significance

This study is of paramount importance to various stakeholders. The youth have a very significant role to play in the national poverty alleviation. As such, the study of their habits towards the various macro-economic variables will prove very important to the on going discourse on the national initiative that aims to eradicate poverty because it will first aid the government in budgetary allocations and policy formulation. The government will be in a position to act as a base to forecasting future economic performance. This study can be relied upon by foreign agencies to advance financial aid. It is also an important guide to employers to be able to establish the attitudes the youth have towards entrepreneurship and employment thus facilitating policy formulation. The study will help to build a system whereby moral support and financial assistance may be availed to the youth in the society in order to instill entrepreneurship skills in them.

1.7 Definition of Significant Terms

1. Youth: young people who are below the age of 35 years.
1. Small and Medium Size Enterprises (SMES): Small and medium –sized companies whose headcount or turnover falls below certain limits.
2. Entrepreneurship is a fairly new concept that very many disciplines are trying to understand. It is the process of opportunity recognition and implementation as while as the process of identifying variable business opportunities and implementing them innovatively and creatively.
3. An entrepreneur: can simply be referred to as a person practicing entrepreneurship. It is the person who is able to identify business opportunities, mobilizes the necessary resources e.g. financial, time, human & initiates a successful business activity.

2. Literature Review

In this chapter, literature which is related and consistent with the objectives of this study is reviewed. Important theoretical and practical problems are brought out, relevant literature on the aspects pertaining to the habits of university students towards entrepreneurial opportunities in Kenya.

2.1 Introductions

Entrepreneurship has become an everyday buzz word. Policy makers, economists, and academics and even university students are talking about it. Seminars, conferences and workshops are being organized every year across the world which emphasized on the importance of entrepreneurship to a country, society as well as individual development (Bechard and Toulouse 1998; Schaper and Volery 2004; Matlay and West head 2005). Today, entrepreneurship is regarded as one of the best economic development strategies to develop country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2004; Venkatachalam and Waqif 2005) For most people, the popularity of entrepreneurship is largely due to positive effects it has on many countries as a catalyst that creates wealth and the generation of job opportunities (Postigo and Tamborini 2002; Othman, Ghazali et al. 2005; Gurol and Atsan 2006). As institutions increase in size, enrolment increases rapidly, quickly diminishing the possibility of individual engagement.

There have been numerous attempts to encourage youth entrepreneurship in Kenya both from the government and also from non-governmental organizations (NGOs) where most of the NGOs have focused on availing credit facilities. In the nineties for example the government Vocationalised national curriculum and set up more than 500 youth polytechnics, 20 technical training institutions, 16 institutions of research, science and technology and three national polytechnics (Nafukho, 1998). While many of these institutions had traditionally offered technical courses, entrepreneurship education was added to the curriculum in the nineties. However these institutions are all public institutions and there is no innovativeness and no need for reaction to competition.

Due to lack of credit facilities for small businesses, people going in to self employment typically tend to be non-graduates whose prospects for formal employment are limited. These businesses are to be low investment business such as small retail shops or crafts based business. Such businesses are concentrated in areas where trading licenses and taxes are not well enforced. Since the mid-eighties when the IMF prescribed structural adjustment programs (SAPs) resulted in a freeze on civil service employment in Kenya, employment opportunities for graduates have been on the decline. The Kenyan society has however, taken time to adjust to the post eighties world that still stereotypes universities

graduates as formal sector employees (Njeru G.R1996).A lowering on self employment as a career choice for college graduates continues to be evident in Kenyan society, in the media ,among parents ,the youth ,and even among educators ,who are some of the most important influences on career choice among the youth (Nuakoh,2003().This tendency to shun self-employment narrows the range of employment opportunities for graduates and furthermore ,denies the informal sector a much needed injection of quality technical and managerial skills (Erulkar &chong,2005).This apparent irritation behavior by a group one would expect to be logical and rational is not unique to Kenya or to developing countries.

(Phan et al,2002) suggest that this negative relationship between formal education and the propensity to start business may be due to perceptions of risk and “the high opportunity cost of human capital;(Pg 170).Highly educated people would like to recoup their investments as quickly as possible making self-employment unattractive .Similarly ,(Amit et al ,1995).explain this phenomenon in terms of career opportunity cost. Due to comparatively higher potential among college graduates to obtain economies associated with employment, choosing entrepreneurship constitutes a high opportunity cost. For the less educated the opportunity cost is comparatively lower (Austrian, Ngurukie,&Sakwa ,2009).

Youth willing to go in to business are disadvantaged in that they are generally constrained financially confining them to small business ,many of which may not require a large initial capital outlay. The Kenyan university and colleges have failed to prepare youth for a possible life of self employment. Few Kenyans today complete school with thought of setting up business,(2008)the constant “get a job” messages lack ,of comprehensive public policy to specifically address graduate youth unemployment ,negative societal attitudes towards entrepreneurship. Inadequacy in business enterprise programs have all served to create a situation where the majority of college educated youth focus their attention on employment rather than self-employment and entrepreneurship. There is need to change the ‘get a job’ message to one encouraging entrepreneurship.

It is the belief that college settings could be particularly important and useful in turning around the negative attitude towards self –employment and entrepreneurship. The average college graduates spends three to four years in college at a time when career considerations are weighing most heavily on his/her mind. Providing self employment as a viable and desirable option has the potential to have a wide spread and immediate impact on entrepreneurial intentions among the graduates (Etyang and Bosire,2008) .Although there are debates on the matter ,literature exists supporting SMEs as vehicles for economic and employment creation. Encouraging more youth to set up small business should therefore have the added advantage of improving economic performance ,further improving availability of employment opportunities.

2.2 Youth Creativity and Entrepreneurship

The youth today in many countries are a force to reckon with in many respects other than as a vast electorate .They are driving a force in their economies ,and creativity leading to global brand names such as yahoo, Google, Face book, you tube ,WAYN ,Netscape ,among other multimillion /billion dollar enterprises that have graced the 21st century .These youth have come up to break stereotypical barricades that have for centuries cordoned off any thoughts and /or actions outside the established ways of their older generation. They have created new possibilities for themselves, and a new vision for prosperity. They have fought with and wrestled power from the old boys ,networks that have for decades manipulated ,and hence divided the world along ideologies that serve no one in particular

.These youth in reference here are American ,they are Japanese ,they are Dutch, they are English they are Indian, and Thai ,and Malaysian, but they are neither African ,nor Kenyan (Tumbo ,2008).The natural place where the youth can and should establish platforms through which they can check the governments are the institutions of higher learning ,as was the case in the 1980s (Tumbo,2008) However ,this has not been the case in Kenya and the larger Africa for several decades now. According to some of leading African scholars in the book, *Intellectuals and African Development – Pretension and resistance in African politics*, the university setting has lost its place in democracies, as the birth grounds for future entrepreneurs. These very important institutions were infiltrated across the continent by their respective governments and slowly but surely ,were corrupted and made inept, inactive ,and an extension of the political parties that be .The essence of their being deteriorated and eventually died when individual and tribal interests took center stage; and the evidence of this is in the disarray that this kind of ideology has led to offer new ideas; They have failed to offer enlightenment to the less educated public, and they have fallen short of showing greater tolerance of others in society college experiences are richer when students are more engaged in college life and for the longer the periods The scope of engagement is likely to be influenced by factors such as content and delivery curriculum ,size of the college ,and selectivity of students. Many young people have a high degree of creativity and have a capacity for flexibility and persistence when motivated ,as well as a tolerance for risk if success is perceived to be possible. They are also highly innovative when intellectually engaged ,and have a passion when the goal is viewed as worthy (Richards , 1999).Student engagement models and rate of creativity posit that the student bring to college , their experiences on campus as well as aspects of the college such as size, selectivity and research orientation(porter, 2006;Astin ,1993).

2.3 Conceptual Framework

The literature on developing countries reveals several commonly observed correlates of successful entrepreneurs such as education training Tim and Brinkerhoff (2008), capital and investments (Naruanard, 2003 Cheungsuvadee, 2006), new technologies (Berman, 2005) etc.

The conceptual model guiding study is shown in (Figure 2.1)

3. Research Methodology

3.1 Introduction

The chapter explains the methodology that was used in the entire study .The chapter look at study area, research design, target population, sampling and sample procedures, research instruments, reliability data collection and data analysis and data Analysis Techniques

3.2 Research Design

The researcher used descriptive research design in investigating the impact of entrepreneurship and entrepreneurial opportunities on youth more so on university students. Cooper and schidler (2003) indicated that a descriptive study aims at finding out who, what, where and how of phenomenon as a descriptive study. This design was used as it entails a complete description of situation thus limiting the levels of biasness in the collection of data and eventual reduction of errors in the interpretation of the data collected. This method was based on the fact that it best explored variables involved in the study, Gejunda (1981) points out that description depicts the present position of a given situation and that it goes beyond

mere collection and tabulation of data. The design enabled the researcher to gather data from a wide range of respondents.

3.3 Target Population

The target is defined as the members of a real set of people, events or objects the researchers wished to generalize the results of the research (Borg and Gall, 1989). The target population for this study was 60 Kenyatta University students (SEP-Dec, 2011) in the academic department (register Kenyatta University) this number representing the school of business.

3.4 Sampling and Sample Procedures

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they are selected (Mugenda and Mugenda, 1999)

A sample is a smaller group obtained from a more narrowly defined and manageable population otherwise known as the “accessible population” (Mugenda and Mugenda, 1999). The following formula proposed by Fisher et al (1998) and Kothari (2004) was used to determine the sample size for this study.

3.5 Research Instruments

McDaniel & Gates (2001) and Lancaster, Withey & Ashford (2001) define a questionnaire as a set of questions designed to generate the data necessary to accomplish the objectives of the research project. In this study a quantitative research tool, the questionnaire, was used. This tool is more systematic and structured and aims at obtaining information from respondents in a direct and open manner. Shao (1999) points out that questionnaires may be structured, consisting of direct questions to obtain factual data, or indirect (semi – structured), allowing more flexibility on the part of the interviewer in setting questions in an indirect manner, or probing for answer. This study used questionnaires containing both structured and unstructured questions so as to be able to capture more information. The questionnaires were used to collect information from the students.

3.6 Reliability

Reliability of an instrument is the degree of consistency with which it measures a variable (Mugenda & Mugenda, 1999). According to Orodho (2005), reliability refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. Piloting is one way of checking reliability of instruments was also determined by establishing whether there are ambiguities in any item, and whether the instruments elicit the type of data desired were meaningfully analyzed in relation to research questions. Research instruments were tested using tests retest method in order to assess their reliability. The questionnaire was given to the pilot respondents to fill, and then after 10 days, the same Questionnaire was again administered to the same respondent. Instruments and the data were said to be reliable, if there was a high co-efficient of reliability or stability from the test retest technique (Mugenda and Mugenda, 2003). To compute the correlation co-efficient of instruments Spearman’ formula was used. The researcher accepted validity of items at a correlation co-efficient of 0.7 which was recommended by Kiess and Bloomquist (1985).

3.7 Data Collection

Data was sourced from both primary and secondary data sources.

3.7.1 Primary Data

This was obtained with the aid of questionnaires duly completed by the students.

3.8 Data Analysis

The data received was edited than analyzed quantitatively using Excel worksheet. Quantitative analysis was done using descriptive statistics i.e. frequency counts, percentages, tables and graphs to describe distributions, per-charts to show differences in frequencies and bar charts to display nominal or ordinal data. The mode was used to show the category of observation that appeared most frequently in the distribution or the category that contained the largest number of responses. To accomplish this, statistical package for social sciences (SPSS) was used. This assisted in determining the patterns of responses to each of the independent variable being investigated by the study.

3.9 Data Analysis Techniques

On completion of data collection, the researcher checked for completeness of the questionnaires. The data was arranged and grouped according to particular research questions. Quantitative data was by use of statistical package for social sciences (SPSS). This included, the mean, mode, the media, the variance and the standard deviation. This package was known for its ability to handle large amounts of data and also it was quite efficient. Data entry and initial analysis was done with the help of data programmes. Coding categories was developed for organizing and anal sizing qualitative data collected according to research questions. This involved-

Going through data and numbering it sequentially, a careful search through the data for regularities and patterns related to research questions the study intends to answer, writing down words and phrases to be used as a mean of sorting out descriptive data so that materials bearing on research questions will be physically separated from other data.

4. Data Analysis, Presentation and Interpretation

4.1 Introduction

After collecting data from the respondents, the data was edited, classified, coded and tabulated. The data analysis was based on the research objective and questionnaire items which were analyzed using statistical tools like pie charts, frequency distribution tables and graphs and the results of the analysis presented.

4.2 Presentation of Findings

4.2.1 Response Rate

The study above shows the total number of the respondents who responded and those who did not respond. The total questionnaires that were distributed to the field were 60 and out of these questionnaires, 44 questionnaires were returned fully answered which represent 73% of the total questionnaires that were administered to the field, while 16 questionnaires which represent 27% were not returned. It can be therefore conducted that the response rate was good. (Table & Fig 4.2.1)

4.3 Educations and its Role in Entrepreneurship

Based on the questionnaire received it is evident that 78% of the interviewees do agree that education has a valid role in entrepreneurship some even citing some of the most successful individuals that have resulted due to education such as bill gates, however 22% of the interviewees tend to disagree their argument based more on the informal sector of business. Based on table 4.3.1, the researcher can hence conclude that education plays a major role in entrepreneurship.(Table & Fig 4.3.1)

4.3.2 Institutional Influence on Youth Entrepreneurship

The students have different views on the extent to which they think that the institutions they attend influence their entrepreneurial activities. This was depicted below in the (Table 4.3.2)

It is clear from the above the most youth, 56% think that learning institutions can influence their career positively and thus strongly support their entrepreneurial culture. However some think that the institutions can have a negative influence or impede the career. Funny enough 27% think that their institutions have no influence on their entrepreneurial career. Hence it is prudent to conclude that learning institutions influence entrepreneurial culture among the youth. (Table 4.3.2)

4.3.3 Habits towards Investment

Determinants for youth to invest

A large proportion of the youth put down their savings to determine mostly or to larger extent their investment behavior. The tabulation below reflects a summary of the findings. The researcher sought to find out how the youth considered savings as a determining factor for investment purposes. The responses were as follows. (Table & Fig 4.3.3)

The researcher also set up to analyze the prevalence rate of the youth to save and thus seek to find out how the prioritize investment. The feedback from the respondents to the administered questionnaire has led to conclude that most youth do prioritize investment highly 91% as indicated in the table 4.3.3 above, however 9% of the respondents prioritize savings for investment lowly. (Table & Fig 4.3.4)

Most youth prioritized investment moderately most cited the lack of information in regards to savings and investment 68% shown in figure 4.3.4, they also cited the fact that savings may not be a substantial amount of money hence are hesitation to invest in the unknown this is represented by 32%

4.3.5 Habits towards Entrepreneurship

For the purposes of the study, the researcher undertakes to formulate some working variables which will aid in coming up with conclusions as to the perceptions and habits exhibited by most young people, especially those pursuing tertiary education on entrepreneurship and its activities. The researcher sort to find out if the youth are positively cohesive with entrepreneurship opportunities in Kenya. The table below represents the findings. (Table & Fig 4.3.5)

A higher 68% of the respondent's do agree that the youth has a positive attitude towards entrepreneurship with 16% the respondents neither agreeing nor disagreeing and the remainder 16% of the respondents out rightly disagree.

4.3.6 Most Preferred Sector by the Youth

As there is usually always a conflict as to the sector to venture into by aspiring entrepreneurs, so the researcher sought to establish the youth's preferences on such. This is made possible by seeking opinions concerning both the formal and the informal sectors, whose results are tabulated in tables 4.3.6. (Table & Fig 4.3.6)

From the above piece of analysis, 75% against 25% opted formal and informal sectors respectively in order to do business. Thus, the researcher concluded that most youth would prefer to work in the formal sectors.

4.3.7 Existence of Investment Clubs in Campus.

According to the returned answered questionnaires, a higher 64% attested to the fact that existence of investment clubs in campus plays a major role to encourage them to lean towards entrepreneurship whereas 36% of the respondents indicated investment clubs did not have any influence in them towards entrepreneurship. (Table & Fig 4.3.7)

4.3.8 University has Programs that Encourage Creativity

According to the response on the questionnaires a staggering whereas 62% did not agree with it instead insisting that one is born with creativity in certain area such as investment choices, design etc and 38% agree with the fact that the university has set up programs that encourage creativity among the students. (Table & Fig 4.3.8)

4.3.9 Lack of Funds to Enhance Creativity

The researcher hence concluded that 65% of the responded do agree that lack of funds finance their creative venture plays a major role in hindering creativity with 5% having no stand in regard to this question and 30% disagreeing with this view. (Table & Fig 4.3.9)

4.4 Lack of Up to Date Technological Resources Hinder Creativity.

A higher of 805 of the respondents do agree that lack of technology or the lack of up to date technology does indeed hinder creativity whereas 20% of the respondents disagree with this view whereby the researcher concludes that technology influences creativity. (Table & Fig 4.4)

4.4.1 Social Environment around Campus is a Viable Hub for Creativity

The higher 79% of the respondents agree that social networks around the campus setting do play a major role in creativity with 21% of the respondents disagreeing. (Table & Fig 4.4.1)

5 Conclusion and Recommendations

5.1 Introductions

In this chapter, the researcher draws conclusions from the responses from respondents. The researcher highlights some of the limitations that were encountered in completing the study. Similarly, give recommendations as to what needs to be put in place to encourage positively the youth habits towards entrepreneurial opportunities in Kenya.

5.2 Major Findings

The analyses of the results indicate that entrepreneurship has a generally wide recognition and acceptance amongst the youth. The results from the study indicated that majority of the youth have a high preference for entrepreneurship, and that given a chance, they most probably will indulge in own businesses venture.

- **Youth and Entrepreneurship:** From the analysis of the results, the researcher concludes that on average majority of youth do save. This is depicted in the analysis sheet of the responses, which is an indicator of a tendency on the part of the youth towards savings, however there is no solid place that the youth can get finances to enable them to stash away some cash for savings purposes, hence the researcher concludes that a greater percentage of the youth do invest, despite

the value being smaller when compared to the average on habits towards borrowing and investment.

- Youth Creativity and Entrepreneurship: on creativity however, there exists a large proportions of youth with a creative sense with some going as far as having business plans to enable them to forge forward, however the researcher observed that some youth need their creativity button to be switched on with help of university programs which encourage creativity other students are creative in nature. The researcher hence can conclude that there does exist a creativity culture among the university students

5.3 Recommendation

More emphasis needs to be put in place on employing with respect to merit and qualifications. Although networking in itself is not a vice, it should be ensured that youth get equal opportunities irrespective of their background. With the increased need for knowledge and education, however youths should not just pursue educational qualifications at the expense of practical exposure.

Entrepreneurship is always considered as a fallback option in any economy. Economics are guaranteed prosperity with emphasis on entrepreneurial activities and in particular by engaging the youth to venture in entrepreneurship. Government should put in place policies alongside setting up institutions to facilitate youth to engage in entrepreneurial activities. in the carrying out of the study the researcher found that there lacked workable policies and supporting institutions for the youth to rely on in order to set up businesses. It is thus a hope for many that the government involves itself fully in youth entrepreneurial motivation.

The government should set aside more funds to support the economic activities the youth in different sectors of the economy. This will help to meet financial needs of a greater percentage of the youth. When the funds are made available, there should be initiative to ensure that proper awareness is created to inform the form the youth on the availability of funds. Available funds should be made as accessible as possible; this can be done by ensuring that the funds are distributed at the lowest possible administrative level for the youth in remote areas to get the funds. The distribution of funds should be properly authorized to ensure that the funds are distributed equitably to the youth. Financial institutions can offer lower interest rates to the youth who wish to borrow funds from them.

5.4 Limitations

First are the limitations of scope in terms of the sample size because it was centered on urban setting institution. As a result rural opinions could not be representatively drawn in our study

Secondly, a standardized and structured questionnaire was used leaving little flexibility in the way questions were asked and answered. Respondents were thus expected to react to a fixed set of questions thus making rigid our study findings, such that external aspects outside our scope could not be catered for.

The third limitation was that this area under study lacks prior published literature. Therefore, references for direction in carrying out the study are insufficient thus resulting in to sketchy findings

Lastly the fact that attitude and habits are dynamic in nature and tend to fluctuate when other variables are introduced, our research findings are subjected to frequent alterations as well as different opinions.

5.5 Suggestions for further Research

Further research can be done to broaden the scope, for instance find out how attitudes and habits vary amongst youth in different sectors in lieu of varying demographics and engagements. As such, findings of youth in various categories can be established.

Future studies should be tailored in manner as to incorporate changes in youth's attitudes as a result of varying political, economic and socio-cultural aspects. This will guarantee a conclusive analysis of youth preferences when subjected to different environmental situations.

The study takes into consideration only five variables; however other variables do fall into play. As such, more research will widen the variable base within which youth aspects do cover.

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Figure 2.1
Independent Variables

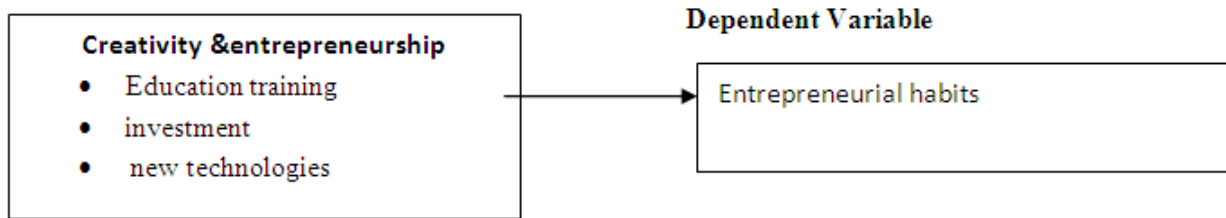


Table 4.2.1

Population category	Sample frequency	Percentage
Responded	44	73
Did not respond	16	27
Total	60	100

Figure 4.2.1

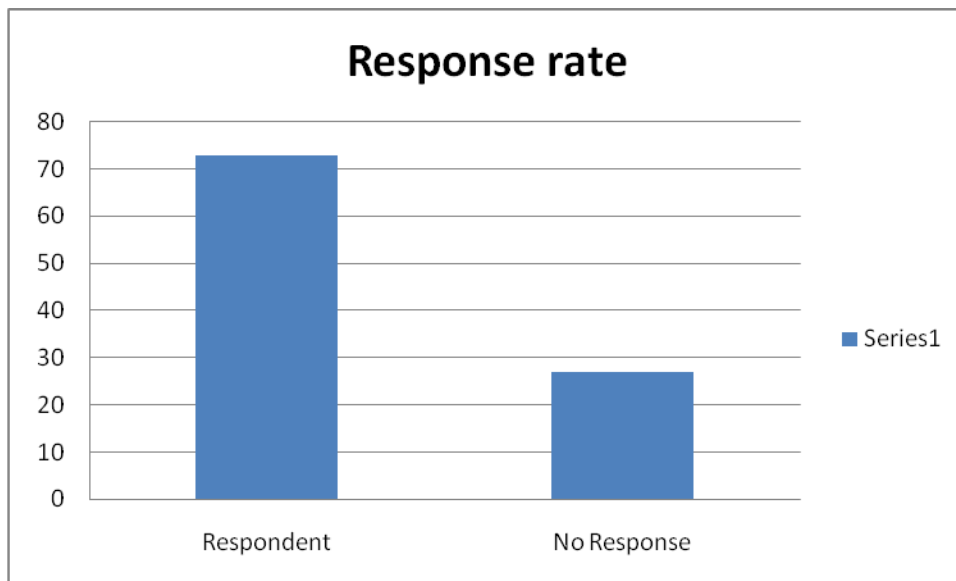


Table 4.3.1 Does education plays a vital role in entrepreneurship?

Education has a vital role in entrepreneurship	Number of respondents	Percentage
Strongly agree	25	56
Agree	10	22
Strongly disagree	6	13
Disagree	3	9
Total	44	100

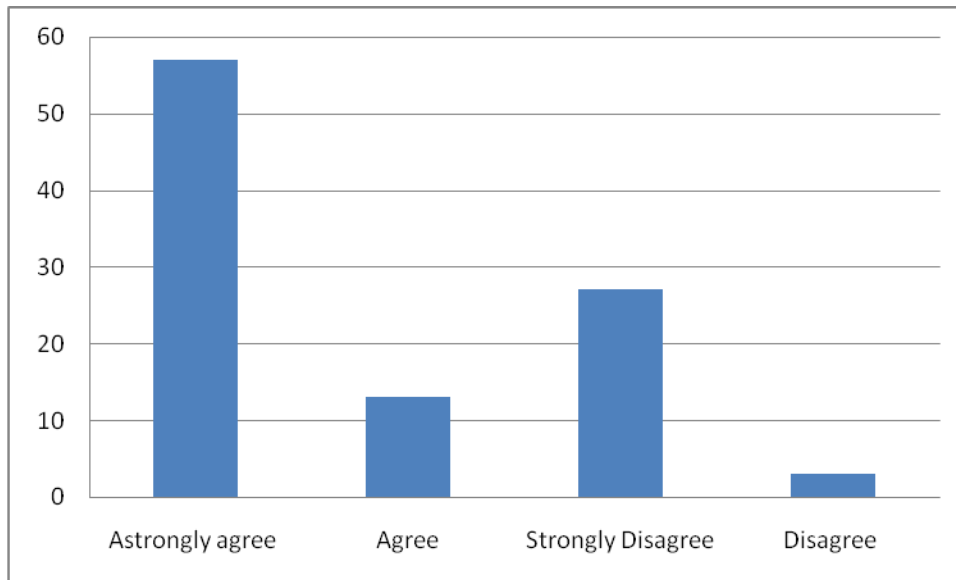


Table 4.3.2 Does institutional influence youth entrepreneurship?

Factor	Respondents	%
Strongly agree	25	57
Agree	6	13
Strongly disagree	12	27
Disagree	1	3
Total	44	100

Table 4.3.3 Does savings influencing investment

Effects	Number of respondents	Percentages
Strongly agree	35	80
Agree	5	11
Neither agree or disagree	2	5
Strongly disagree	1	2
Disagree	1	2
Total	44	100

Figure 4.3.3

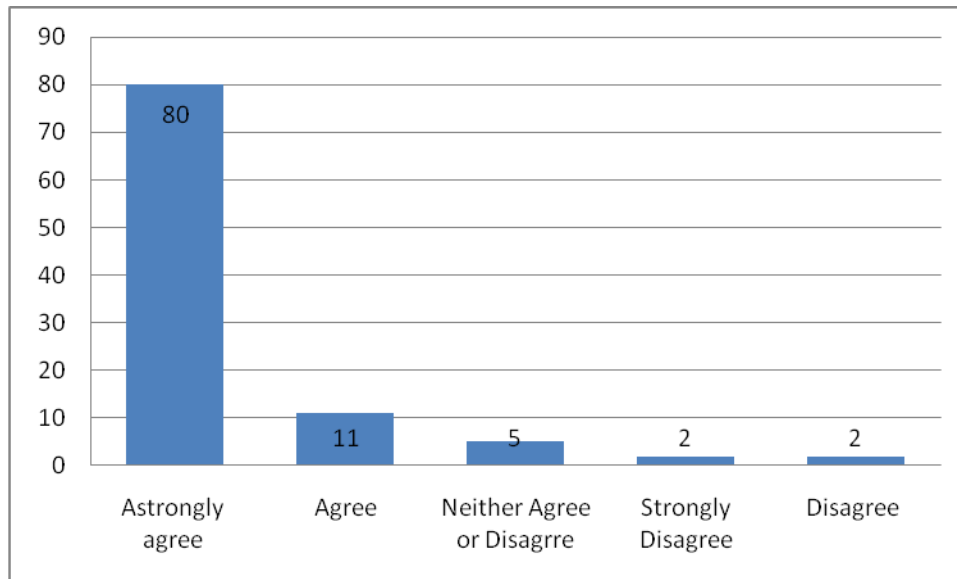


Table 4.3.4 Youth prioritizing investment

Factor	Respondents	%
Strongly agree	19	43
Agree	11	25
Strongly disagree	12	27
Disagree	2	5
Total	44	100

Figure 4.3.4

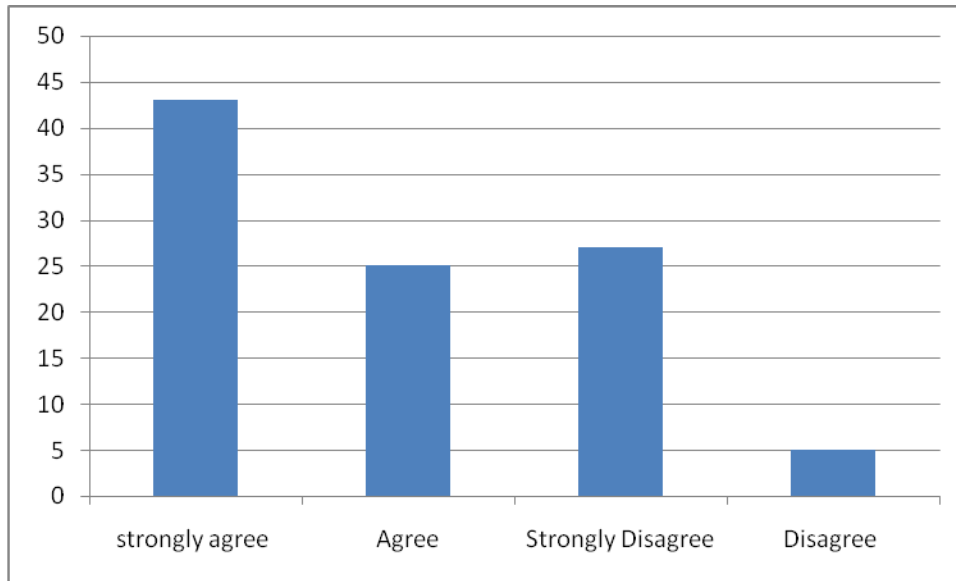


Table 4.3.5 do the youth have a positive towards entrepreneurship?

Effects	Number of respondents	Percentages
Strongly agree	0	0
Agree	30	68
Neither agree or disagree	7	16
Strongly disagree	0	0
Disagree	7	16
Total	44	100

Figure 4.3.5

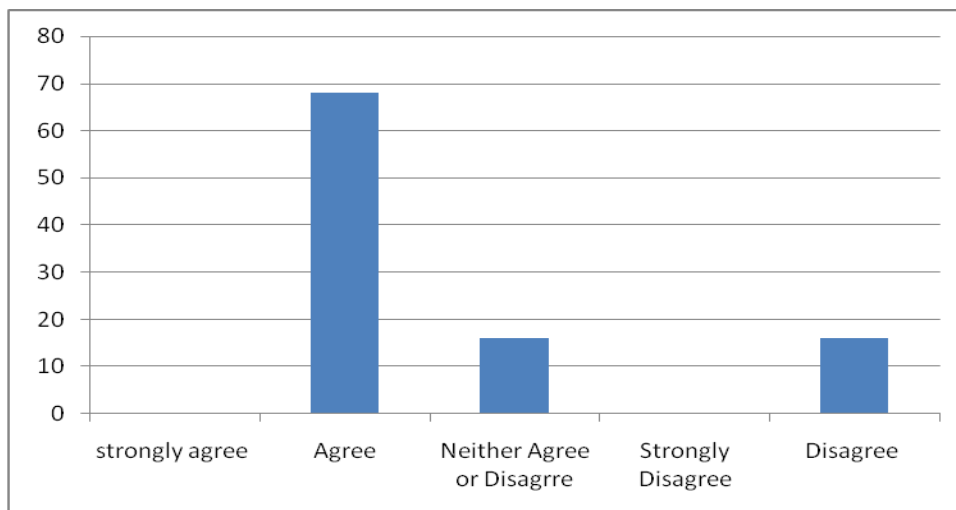


Table 4.3.6 which sector do the prefer

Sector	No. of respondents	Percentages
Formal	33	75
Informal	11	25
Total	44	100

Figure 4.3.6

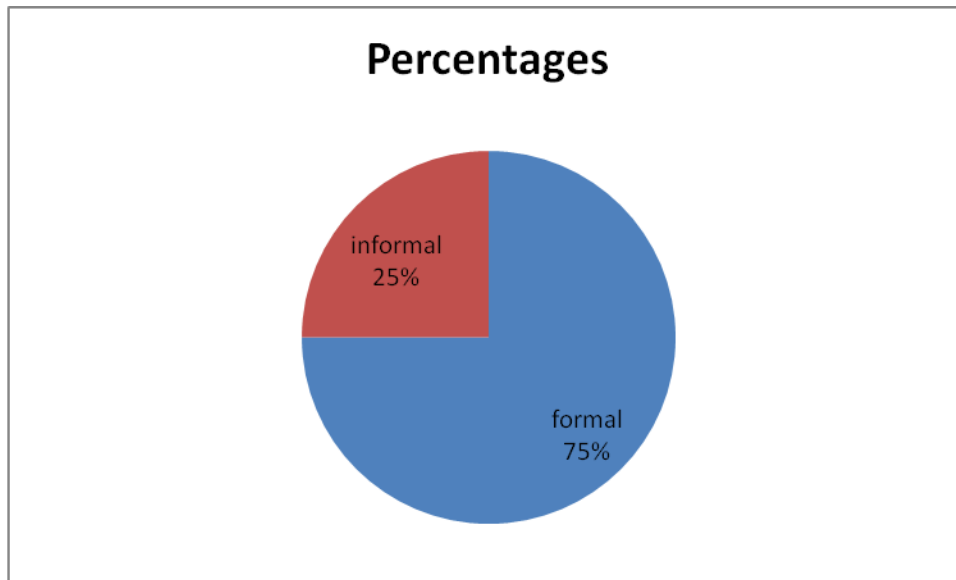


Table 4.3.7 do investment clubs encourage entrepreneurship?

Effects	Number of respondents	Percentages
Strongly agree	21	48
Agree	7	16
Strongly disagree	10	23
Disagree	6	13
Total	44	100

Figure 4.3.7

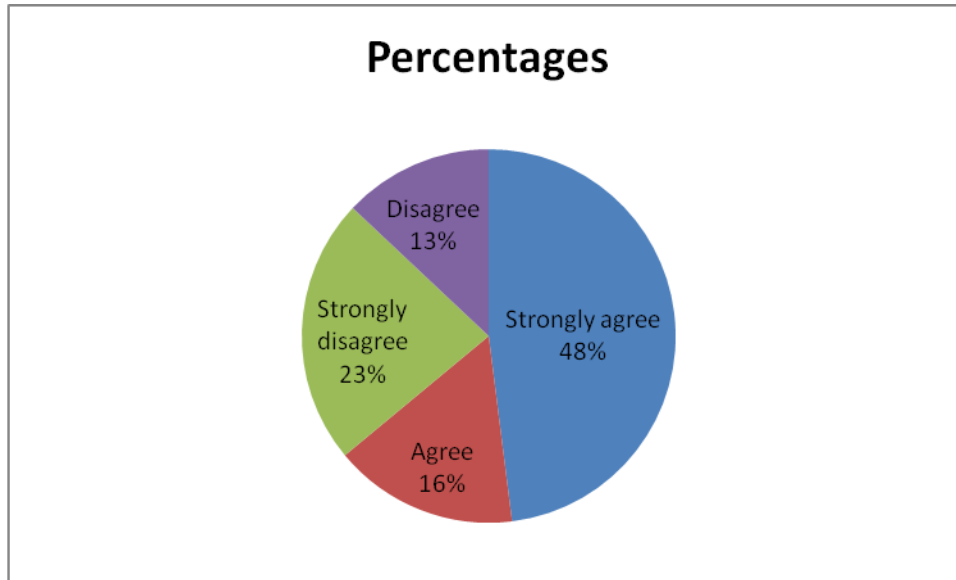


Table 4.3.8 do university programs encourage Creativity?

Programs positive impacts on creativity	Number of respondents	Percentages
Strongly agree	12	27
Agree	5	11
Strongly disagree	20	45
Disagree	7	17
Total	44	100

Figure 4.3.8

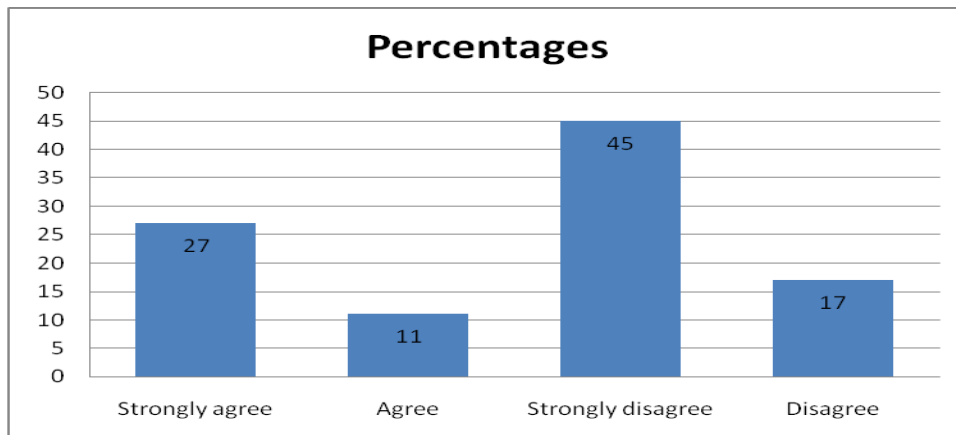


Table 4.3.9 Does lack of funds hinders creativity

Effects	Number of respondents	Percentages
Strongly agree	20	45
Agree	9	20
Neither agree or disagree	2	5
Strongly disagree	10	23
Disagree	3	7
Total	44	100

Figure 4.3.9

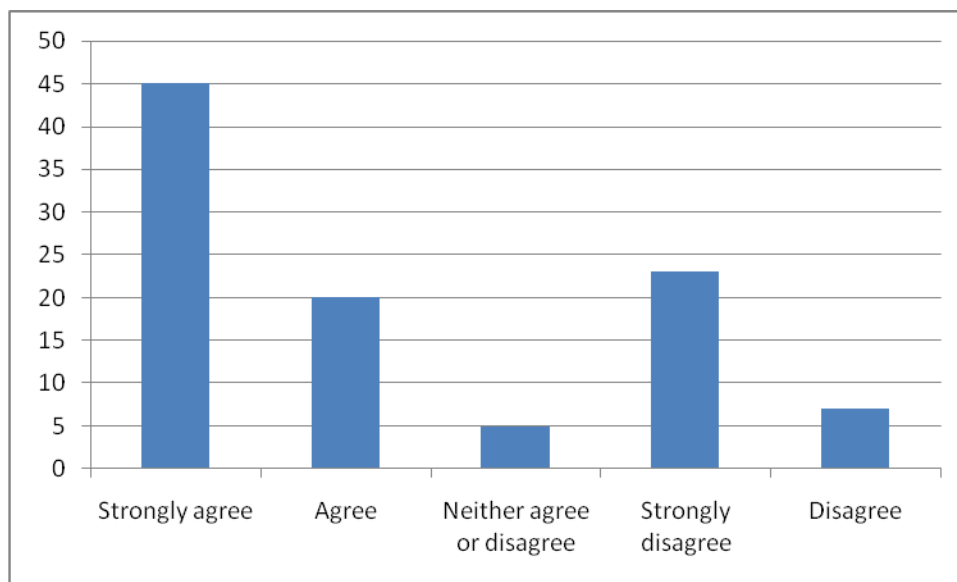


Table 4.4 does lack of technology hinder creativity?

Lack of technology creativity	Number of respondents	Percentages
Strongly agree	21	48
Agree	14	32
Neither agree or disagree	0	0
Strongly disagree	9	20
Disagree	0	0
Total	44	100

Figure 4.4

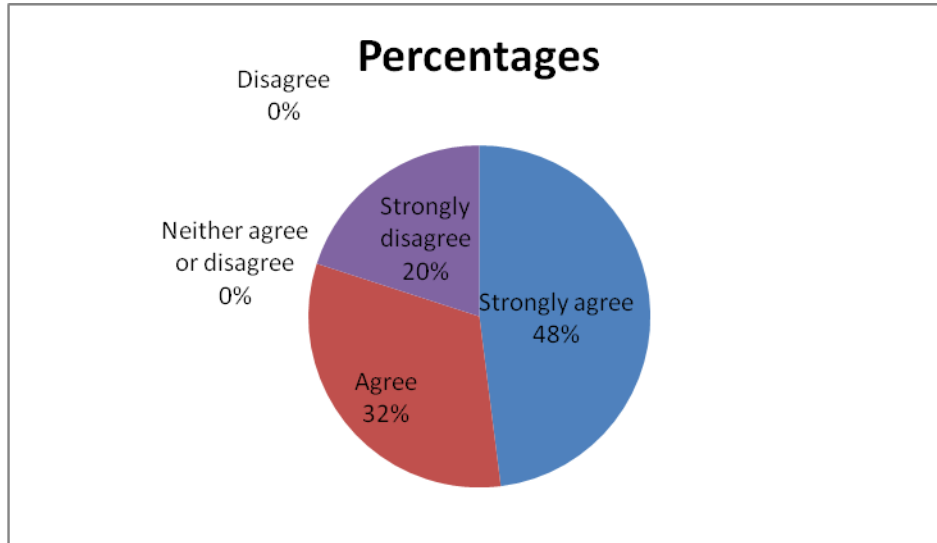
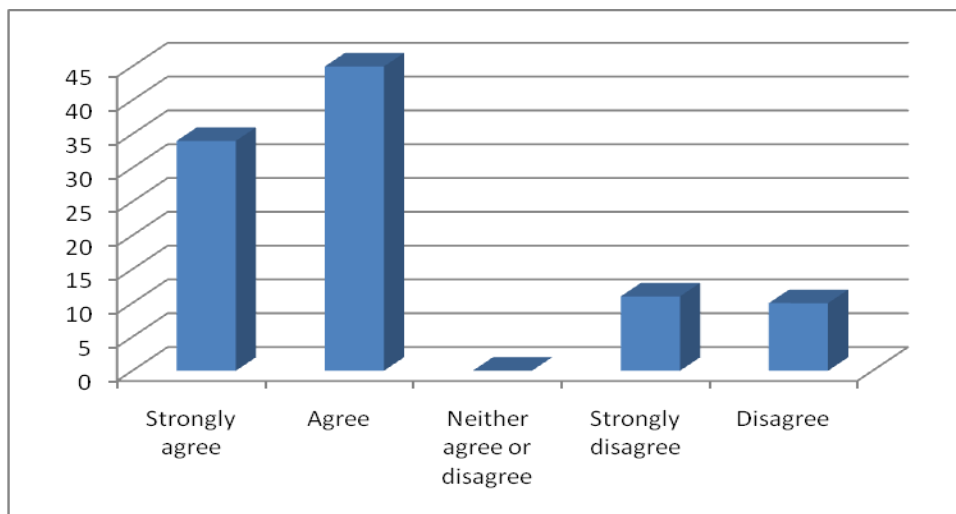


Table 4.4.1 is social environment around campus a viable hub for creativity?

Effects	Number of respondents	Percentages
Strongly agree	15	34
Agree	20	45
Neither agree or disagree	0	0
Strongly disagree	5	11
Disagree	4	10
Total	44	100

Figure 4.4.1



General information

1. Education plays a vital role in entrepreneurship

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()

2. I study to get a white collar job

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()

3. I have never considered an informal source of employment

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()

Section B

Youth creativity and entrepreneurship

1. The university has programs that encourage creativity in me

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()

2. The market is crowded with unemployed youth

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()

3. Lack of up to date technological resources hinders creativity

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()

4. Social environment around campus is a viable hub for creativity

- Strongly agree ()
- Agree ()
- Strongly disagree ()
- Disagree ()