

**CONTRIBUTING TOWARDS ENTREPRENEURSHIP DEVELOPMENT
THROUGH UNIVERSITY EDUCATION.**

A CASE OF KAMPALA INTERNATIONAL UNIVERSITY.

(MAIN CAMPUS)

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**A RESEARCH REPORT SUBMITTED TO SCHOOL OF BUSINESS AND
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Declaration

We hereby declare that this report is our own original work and has never been presented by any other person to any institution for the same award.

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DEDICATION

GUYO BORU JIRMO

To my parents (Boru Jirmo and Buke Boru) and my uncle Tuka Jirmo and his family for their supports throughout my education.

WARURU EDITH MURUGI

To my dear husband (Francis Ikuro) and my mum (Grace Wanjiru) for the support and encouragement accorded to me throughout my course.

ANNA YAWA MENEA

To my mum (Violet B. Joshua) and brother (Alex M. Menea) for their moral support throughout my education.

SHADRACH MAPER ADONG

To my parents (Adong Achom and Nyakor Manyang) for bring me up well and my family (dear Julia and son Mathiang) for their moral supports throughout my education.

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Abstract

This study investigated the contribution of University education towards entrepreneurship development. The contribution of university education is composed of curriculum that encourages practical trainings and skills which can influence one's attitude, encouraged and nurtured creativity and innovations, personality traits and students involvement in Associations of specialized nature. While entrepreneurship development refers to purposeful activity of person(s) undertaken to initiate, maintain and aggrandize profit by distribution of economic goods and services. The education system in most institutions encourages scholars more towards white collar jobs. The trend as witnessed today is that demand for such jobs is higher than supply. This has led to loss in terms of investment in education, time, unutilized knowledge and skills, shattered hopes for expectation and dreams.

The study was conducted through case study; data was collected in November 2010, using questionnaire, interviews and informal group discussions techniques from 350 students randomly selected from the accessible population, analyzed using percentages and measures of central tendencies by SPSS and presented in tables and figures.

The study establishes that the students are of the opinion that; encouraged and nurtured innovation and creativity, attitude of student towards entrepreneurship, acquired personality traits, contribution of curriculum, and participation in specialized associations influences the development of entrepreneurship in that order.

The study concluded that, the university education contributes toward entrepreneurship development. It recommends that the university institutions should design curriculum that influence students, and provides practical skills with more researches on entrepreneurship activities that encourages entrepreneurship development

ACRONYMS

- APEC; Asia pacific economic corporation
ILO; International labor office
K.I.U; Kampala international university
KIHBS; Kenya Integrated Household Budget Survey
SPSS; Statistical package for social science

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

This chapter consists of the Background of the study, Problem Statement, General Objective, Specific objectives, Research Questions, Hypothesis, and Significance of the study, Scope of the study and Conceptual Framework. This gives insight into the topic of the study and basis for carrying out the research, as well as why KIU was chosen to be the case in point.

1.1 Background of the study

In the recent years, the number of higher education institutions has increased tremendously. This could have resulted in many scholars graduating from these institutions, and so is the number of those seeking formal employment.

On the contrary, the job opportunities available do not match that of the jobseekers. This gap has resulted into high unemployment rate. Finding formal employment has become a nightmare for many youths entering the job market from the numerous universities springing up in the region.

According to the GENEVA (ILO News 12th August 2010), global youth unemployment has reached its highest level on record and is expected to increase through 2010. The report further stated that out of 620 Million economically active youth aged 15 to 24 years, 81 million were unemployed at the end of 2009, the highest number ever. This is 7.8 million more than the global number in 2007, and the youth unemployment rate increased from 11.9% in 2007 to 13.0% in 2009.

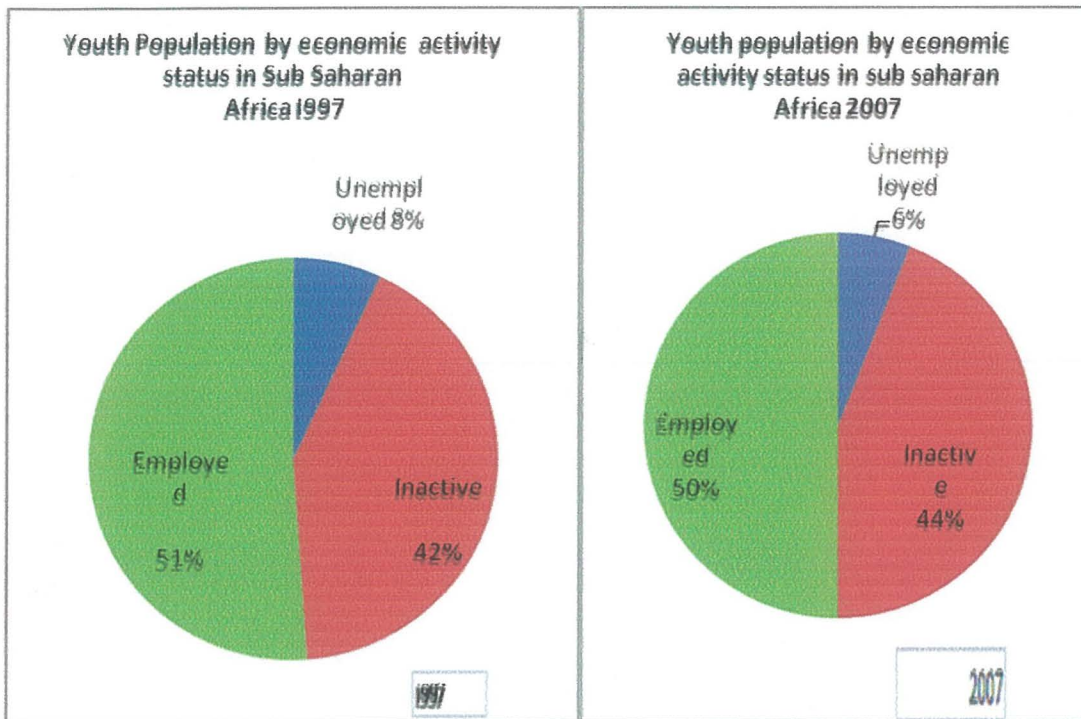
The report indicated that in developed and some emerging economies, the crisis impact on youth is felt mainly in terms of rising unemployment and social hazards associated with discouragement and prolonged inactivity. It points out

that in developing economies where 90% of young live, youth are more vulnerable to underemployment and poverty. According to the report, in the lower income countries, the impact of the crisis is felt more in shorter hours and reduced wages for the few who maintain wage and salaried employment and in rising vulnerable employment in an increasing crowded informal economy.

According to the World Bank's (*Youth and Unemployment in Africa 2008*); the potential, the problem, the promise report released in December, Africa has the fastest growing and most youthful population in the world. Over 20% of Africa's population is between the ages of 15 to 24 years. Since over 40% of Africa's population is under 15 years of age, the number is expected to grow in the coming years.

According to International Labor Office (ILO) (2008), youth make up as much as 36% of the total working age population and 3 in 5 of Africa's unemployed are youth.

According to International Labor Office, (*Global Employment Trends for youth 2008*). The employment distribution of sub-Saharan Africa's youth has changed little over 10 years in both 1997 and 2007. About 1/2 of Africa's Youth were either unemployed or "inactive" as defined by the ILO.



Source: International Labor Office, *Global Employment Trends for youth 2008*.

According to data from Kenya Integrated Household Budget Survey (KIHBS) 2005/2006, education and training are still important buffers against unemployment despite the unemployment challenges experienced by educated youth. The youth in Kenya constitute 30% of total population, while youth unemployment constitutes 78% of total unemployment.

According to the ministry of youth and sports, there are nearly 2.5 million unemployed youth and barely however 125,000 are absorbed annually in formal employment in Kenya, but the economist believes this figures may be higher.

In regard to the above facts, the researchers have endeavored to find out how university scholars would contribute to the economic growth and development by creating their own jobs. The study is set to investigate therefore how entrepreneurial activities would be enhanced through innovation and

creativity. Based on the theoretical skills acquired during their training in school, the researchers aim to establish how university curriculum contributes to make this a reality.

1.2 Kampala international university in perspective (k.i.u)

The study was conducted at Kampala international university. Started in October 2001, the institution admits students from East Africa and beyond. Having acquired its charter in March 2009, the university has 3 branches, two in Uganda, one in Tanzania and latest constituent college in Kenya. Over 3000 students are awarded various certificates, diplomas and degrees every year in different faculties.

The various areas of training include; computer science, education, law, business and management, social science, environmental science, economics and applied statistics and, engineering and applied sciences etc.

The university curriculum is similar to that of other universities in the region. There are minimum theoretical skills being converted into practical usage, which could lead to training more of job seekers than job creators.

The researchers chose KIU as their case study due to the fact that the institution is an international university that admits students from different countries where the problem of unemployment cuts across.

1.3 Problem Statement

The education system in most institutions encourages scholars more towards white collar jobs. The trend as witnessed today is that demand for such jobs is higher than supply.

According to the GENEVA (ILO News 12th August 2010), global youth unemployment has reached its highest level on record and is expected to increase through 2010. The report further stated that out of 620 Million economically active youth aged 15 to 24 years, 81 million were unemployed at the end of 2009, the highest number ever. This is 7.8 million more than the global number in 2007, and the youth unemployment rate increased from 11.9% in 2007 to 13.0% in 2009.

According to data from Kenya Integrated Household Budget Survey (KIHBS) 2005/2006, education and training are still important buffers against unemployment despite the unemployment challenges experienced by educated youth. The youth in Kenya constitute 30% of total population, while youth unemployment constitutes 78% of total unemployment.

This has led to loss in terms of investment in education, time, unutilized knowledge and skills, shattered hopes for expectation and dreams. Due to the above issues, it has led to high rate of frustration which is reflected in criminal activities and unnecessary social evils like corruption, robbery, prostitutions, drugs abuse and trafficking, youths used in political unrest by Politicians, illegal youth sects among others.

The education system so far provides the students with theoretical skills. Little is taught on how to transform those theories into practical usage. The students therefore could have limited exposure and self confidence which could make them desire to be independent and create their own jobs. Among the subjects taught is entrepreneurship as a course module which is meant to encourage the scholars to become job creators instead of ardent job seekers.

In this regard, the researchers endeavored to find out how these university scholars would contribute towards entrepreneurship development through university education.

1.4 General Objective

The aim of the study was to find out the contribution towards entrepreneurship development through university education.

1.5 Specific objectives

1. To find out how attitude of students towards entrepreneurship influences entrepreneurship development.
2. To find out the contribution of university curriculum towards entrepreneurship development.
3. To point out the effect of acquired personality traits on entrepreneurship development.
4. To establish how encouraged and nurtured innovation and creativity contributes towards entrepreneurship development.
5. To find out effects of participation in areas of specialized associations on entrepreneurship development.

1.6 Research Questions

1. What is the effect of attitude of students towards entrepreneurship in entrepreneurship development?
2. What extent is the contribution of university curriculum towards entrepreneurship development?
3. What is the effect of acquired personality traits on entrepreneurship development?
4. How does encouraged and nurtured innovations and creativity contribute towards entrepreneurship development?"

5. What is the effect of participation in associations towards entrepreneurship development?

1.7 Hypothesis

University education does not contribute significantly towards entrepreneurship development.

1.8 Significance of the study

University Institutions

Based on the findings, the research will benefit university institutions by providing some benchmark on which to upgrade their curriculum and standards of training. It will help them add value to their scholars, since they will be more confident and positive about creating their own jobs.

Government

The findings will be useful to the ministry of education and higher learning as they will be able to monitor the effectiveness of the curriculum. This will be useful on assessing whether the education system is able to compete globally.

The ministry of planning and development will use the research findings to be able to manage those scholars not absorbed in the formal employment. The government will be able to establish how they can provide conducive environment for entrepreneurial activities. This can be done through provision of government grants through youth development funds.

Non-Governmental Organizations and donors

The research will be useful to these organizations in planning to acquire funds from external sources to support the youth who are positive and willing to venture into entrepreneurial activities.

Through community based organizations, these donors can provide credits at lower interest rates to ensure that the youth become economically empowered depending on the positive attitude towards entrepreneurship development.

Public and private companies

Companies that deal with electrical engineering, building and construction and other practical activities will benefit from the findings as they will be able to assess the quality of potential employees based on the curriculum. Entrepreneurial skills will also enhance intrapreneurial activities within these companies.

Researchers

The research study will be a source of great experience and contribution to the academic career of the researchers for the award of bachelors' degree in business Administration.

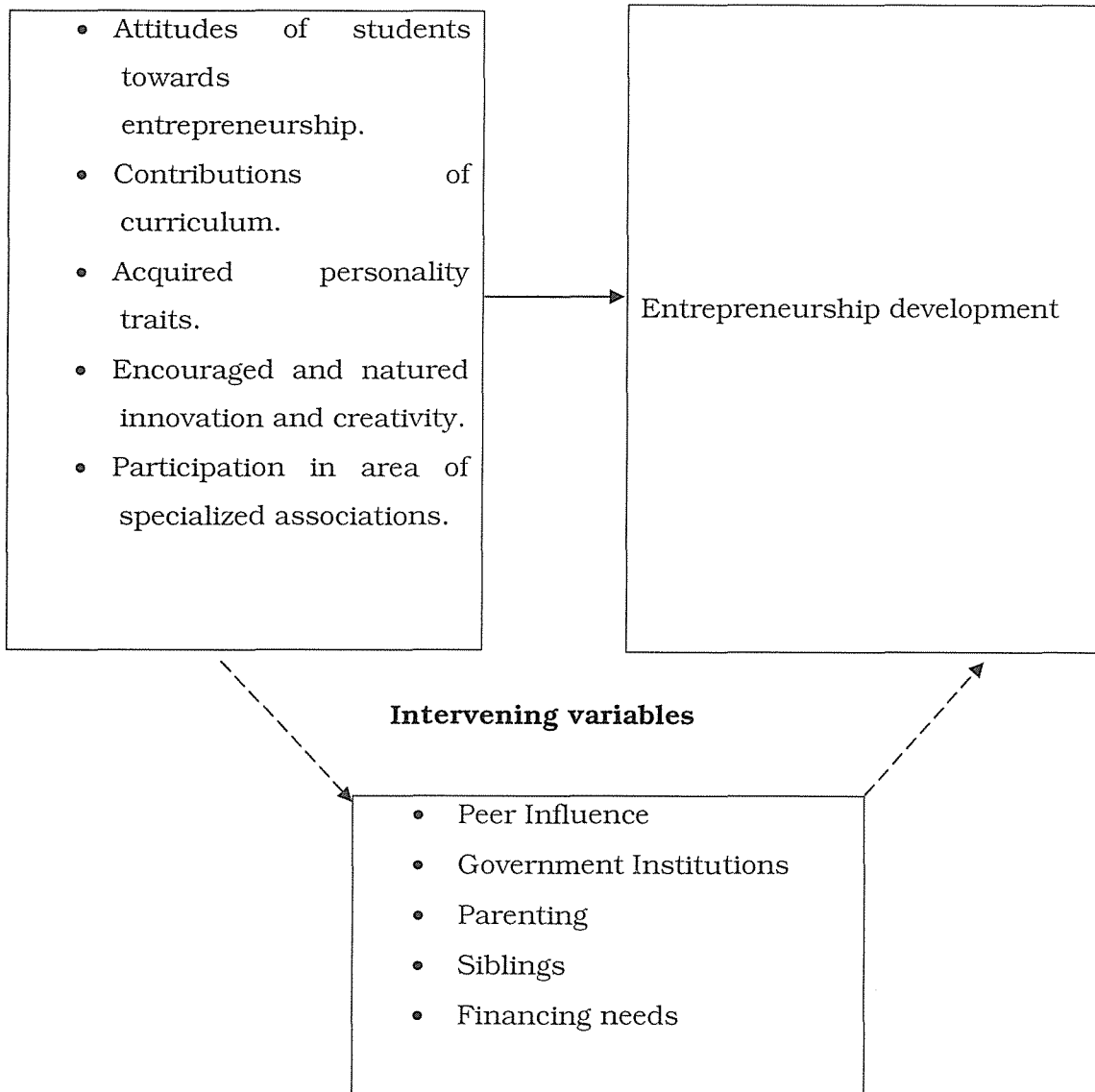
1.9 Scope of the study

The study was conducted at Kampala International University. It covered those pursuing bachelors degree in various faculties and who are in their final year of study. With time of Academic year 2010/2011.

1.10 Conceptual Framework

Independent Variable

Dependent Variable



—————> Strong Relationship

- - - - -> Weak Relationship

Source: Authors 2010

Attitude

This refers to the perception of students towards starting entrepreneurial ventures. It may be positive or negative depending on the situation.

Contribution of Curriculum

This refers to the various courses taken by the students and whether they add value towards innovation and creativity. Can the students manage to put theoretical skills into practice?

Personality Traits

This refers to the students' character traits. Their skills and the ability to perceive seize and exploit an opportunity. These traits can be acquired through social interaction.

Encouraged and nurtured Innovations and creativity

Innovation refers to the ability of the students to generate new ideas and implement them. Creativity would enable them add value to ideas generated by other people. Encouraged and nurtured Innovations and creativity are those learned through interaction in the organization.

Participation in Associations

This refers to a situation where the students involve themselves in various external associations depending on the courses they undertake. This enhances acquiring of entrepreneurial ideas through mentors where the students are able to network with the outside world.

Intervening Variables

Peer Influence, Government initiatives, parenting, siblings and financial needs, all influence the entrepreneurship growth and development as they provide external business environment within which entrepreneurial activities thrive.

Peer Influence

This refers to a situation where students within the same category tend to influence each other in terms of behavior, idea generation and other social interaction.

Government Initiatives

This includes government policies affecting entrepreneurial activities such as government grants and subsidies, taxation, law enforcement regarding entrepreneurial ventures among others.

Parenting and siblings

This is where parents and siblings influence an individual through inspiration and encouragement to venture into entrepreneurship. This could be through provision of capital and moral support.

Financial Needs

This involves financial and non-financial institutions that provide credit facilities at favorable terms to those who are interested in entrepreneurial activities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter analyses some of the major issues of the existing literature on entrepreneurship and factors contributing to its development that has been exploited and studied by different scholars. It is noted that greatest part of literature on entrepreneurship is as a result of studies which are conducted in other countries, thus literature review is drawn from empirical survey of entrepreneurship practice, journals, textbooks and internet.

2.1 Entrepreneurship

2.1.1 Definition

Entrepreneurship according to Kathryn (1998) has been defined as the creation of the new enterprise. Though one could conceivably engage in entrepreneurship geared towards establishing a new not-for-profit organization (such as an association or a cultural centre) most entrepreneurship activities involve profit oriented businesses.

According to Cole (2006) in entrepreneurship development defined entrepreneurship as the purposeful activity of an individual or a group of associated individuals undertaken to initiate, maintain and aggrandize profit by production or distribution of economic goods and services.

Entrepreneurship scholars and Creators of the global entrepreneurship monitor Reynolds (2000) by the time they reach their retirement years half of all working men in the United States probably have a period of self-employment of one or more years; one in four may have engaged in self-employment for six or more years. Participating in a new business creation is a common activity among U.S workers over their course of their careers, and in recent years has

been documented by scholars such as David Audretsch to be a major driver of economic growth in both US and Western Europe.

Kathryn (1998), on the basis of our definition of entrepreneurship an entrepreneur is an individual who creates a new enterprise. Many of today's familiar product names were born in enterprises created by entrepreneurs.

According to Say (2006) an entrepreneur is the economic agent who unites all means of production, land of one the labor of another and the capital of yet another and thus produces a product.

According to Broom (1983), each year millions of Americans from teenagers to retirees respond to the call of entrepreneurship, or the opportunity to pursue independent business careers. These enterprising persons, who choose to own and manage their own firms, are called entrepreneurs; the people who provide the spark and the dynamic leadership for our economic system by taking risks and being innovative.

People choose to become entrepreneurs for many different reasons; some are motivated by dissatisfaction with the organizational work world, citing desires to escape unreasonable bosses or insufficient rewards and recognition as motives to start their own firms. Other people start business because they believe their ideas represent opportunities to fulfill customer's needs.

2.1.2 The concept of entrepreneur

According to Anil (2006), the word entrepreneur is derived from the French verb *entrepredre*, it means to undertake. In the early 18th century, the French men who organized and led military expeditions were referred to as "entrepredre". In the early 18th century French economist *Richard Cantillo* used the term entrepreneur to business. Since that time the word entrepreneur

means one who takes the risk of starting a new organization or introducing a new idea, product or service to society.

According to Boone (2002), the movement of entrepreneurship towards the business mainstream began in the early 1980s after Steve Jobs of Apple Computer and other high-tech entrepreneurs gained national attention by going public, which is selling stock in their companies.

Today entrepreneurs are reaping the benefits of growing interest among investors, as discussed later in the chapter and the application, made possible by new technology.

2.1.3 Characteristics of entrepreneurs

According to Justin (1997), common stereotype of the entrepreneur emphasizes such characteristics as a high need for achievement, willingness to take moderate risks, and strong self confidence.

Boone (2002) points out that the characteristic of entrepreneurs are the people who begin with an idea for how to make their business idea a success, and passionately pursue it. Bill Gates and Paul Allen launched Microsoft with the vision of a computer on every desk and in every home, all running Microsoft software.

Entrepreneurs willingly work hard and their strong competitive drive helps them to enjoy the challenge of reaching difficult goal and promotes dedication to personal success. Entrepreneurs believe in their ability to succeed and they instill their optimism in others. Often their optimism resembles fearlessness in the face of difficult odds.

Entrepreneurs view setbacks and failures as learning experiences they are not easily discouraged or disappointed when things do not go as planned. They typically concern new ideas for goods and services and they devise innovative ways to overcome difficult problems and situations.

Entrepreneurs take in stride the uncertainties associated with launching a venture. Dealing with unexpected events is the norm for most entrepreneurs. They have internal locus of control where they believe that they control their own fates. They neither make excuses for their shortcomings nor blame others for their setbacks and failures.

Entrepreneurs take risks in starting or operating their own businesses. By investing their own money, they assume finance risk. If they leave secure jobs, they risk their careers starting and running a business, may also place their families at risk; and entrepreneurs who identify closely with particular business ventures assume psychic risk as they face the possibility of failure.

Justin (1997) argues that entrepreneurs who possess self confidence feel they can meet the challenges that confront them. Studies show that most successful entrepreneurs have self-reliant individuals who see the problem in launching a new venture but believe in their own ability to overcome these problems. Although most people go into business to obtain rewards of entrepreneurship, some become entrepreneurs to escape from something.

2.1.4 Importance of entrepreneurship in the economy

Boone (2002) Points out that entrepreneurs play a significant role in the economy by creating major innovations, increasing the number of jobs in the economy and expanding opportunities.

Entrepreneurship has been receiving increasing attention from both scholars and the popular press. This focus substantial economic and social contribution of entrepreneurship and the business it spawns.

According to Kathryn (1998), the major contributions associated with entrepreneurship are economic growth, innovation, employment career alternatives for women and minorities and home-based business.

On economic growth, entrepreneurship leads to the creation of much new business that helps fuel economic growth.

As regards to innovation, entrepreneurs have introduced many products and services that have changed the way we live.

Henry Ford's Automobile, Isaac Singers sewing machine and king Gillette razors are just a few examples. Evidence suggests that compared with larger, more established firms, new ventures produce a disproportionately large share of products and process innovation.

Entrepreneurship ventures and small business help create new job opportunity; economic impact of small business, job growth is likely to be the greatest during times of economic slow down when larger companies are cutting back.

Bartol (1998) points out that entrepreneurship offers an alternative avenue into business for women and minorities. Another attraction is the prospect of material independence and the ability to control the outcomes of one's own efforts. Some governments and local governments have been encouraging business owned by minorities and women. They have established programs

whereby such business is favored in the awarding of some government contracts.

Home based businesses; no one knows how many entrepreneurs operate home-based businesses but the numbers are reputedly in the multi millions. Changes in technology, such as computers, fax machines, separate telephone lines, and relatively in experience copy machines have made home-based businesses more feasible. The low overhead associated with running a home-based business and the new possibilities for setting up an office at home for a reasonable cost make the prospects potentially attractive.

2.1.5 Factors influencing entrepreneurship

Kumar (2006) points out conditions that are grouped under the categories; economic conditions and non-economic conditions.

2.1.5.1 Economic conditions

These include capital, labor, raw materials and market. Availability of capital facilitates mobility of land, machine, material e.t.c, is required to produce goods. Labor entails quality that influence entrepreneurship mobility dexterity and immobility low cost labor and capital enterprises influence entrepreneurship.

Raw materials availability, nature of industrial establishment, technologies, innovation and mobility of raw materials encourages or curbs the development of entrepreneurship. Market constitutes the major department of probable rewards from entrepreneurial function. The size and composition of market monopoly in a particular product influence entrepreneurship.

2.1.5.2 Non-economic conditions

Kumar (2006) continues to point out that Non-economic conditions include social, psychological and political conditions. Sociologists and psychologists view that the influence of economic factors on entrepreneurial emergence largely depends upon the existence of non economic factors.

Social conditions include social cultural norms and values, degree of approval or a disapproval of entrepreneurial behavior, family background, standard of education, technical knowledge and information financial stability, and religious affiliation.

Psychological conditions include Mclelalds theory of need for achievement, impact of achievement motivation and training programs influence development of entrepreneurship.

Political action includes government creating basic facilities, utilities and services and by providing incentives and concessions. The government provides the prospective entrepreneurs a facilitative socio- economic setting. Entrepreneurship development is based on the government interest in economic development of the society.

2.2 Attitudes

Anil (2006) defines attitude as evaluation statements or judgments concerning objects, people, or events. They can either be favorable or unfavorable. They reflect how one feels about something.

The three components of attitudes are cognition which is an opinion or belief segment. Effective component is the emotional or feeling segment of an attitude. Behavioral component is an intention to behave in a certain way toward someone or something.

Curtis (2001) defines attitude as a predisposition or readiness to respond in a certain way to a person object, idea or situation. Attitudes differ from values in that they are more specific and they can be less stable and enduring. Although some attitudes may remain relatively stable over time, others are subject to change with the accumulation of new information and experience.

Mc Shane (2003) points out that attitude represent the cluster of beliefs, assessed feelings and behavior intentions towards an object. Emotions are experiences whereas attitudes are judgments. We feel emotions whereas we think about attitudes. We experience most emotions briefly, whereas our attitudes towards someone or something are more stable over time.

Attitudes consist of three components;

Beliefs are your perceptions about the attitude object. Those beliefs develop from the first experience and learning. Feelings are positive or negative evaluations of the attitude object. Those evaluations are partly determined by your beliefs regarding the attitude object. Emotions also shape feelings. A positive feeling towards something is developed if one experiences the emotion of excitement and optimism when one thinks about it. Behavioral Intentions represent your motivations to engage in a particular behavior with respect to the attitude object.

Longenecker (1997) define attitude as an enduring opinion that is based on a combination of knowledge, feeling and behavioral tendency.

Anil (2006) argue that formation of attitudes as being direct experience of the person or object, association, family and peer groups, cultural or religious groups, economic and social status and mass media.

Roberts (2001) have written about changing attitudes that it is easier to change a person's attitude if he or she is not strongly committed to it. It is also easier to change attitudes when the change required is not very significant. All attitudes change, techniques are not equally effective across situations. Consistent with self- perception theory, changes in behavior can lead to changes in attitudes.

In the view of the discrepancies in the definitions above, the definition of attitude adopted for this study is derived from Anil (2006) Curtis (2001), Steven (2003), Justine (1997) and Stephen (2009) attitude is an enduring opinion that is based on a combination of knowledge, feeling and behavioral tendency. It can be favorable or unfavorable and reflect how one feels about something.

In this study, this definition has been found appropriate because it will be conducted in a learning environment, which deals with knowledge, feelings and behavior of the students.

2.3 Curriculum

Maag (2004) has pointed out that the main responsibility of teachers is to ensure that students acquire the knowledge and skills articulated in the curriculum. Curriculum is a structured set of learning outcomes or objectives. Because of the large number of objectives and types of content to be covered, the curriculum is subdivided according to various objectives, with different content taught at different goals, in different classes and at different times of the year.

According to Answer.com a curriculum is the set of courses and their content, offered at a school or university. As an idea, curriculum stems from the Latin word for race course, referring to the course of and experiences through which children grow to become mature adults.

According to Reed (1998) pointed out that curriculum is what is taught in an educational institution, usually a series of courses however, since learning is the presumed product of learning, curriculum is also used to describe what is learned. He suggests that curriculum is whatever advocated for teaching and learning.

In view of the above definitions of John (2004), reed (1998) and Wikipedia, for this research the word curriculum being derived from the *latin* word *curere* means course to be run. Curriculum is like a track with a beginning, a series of steps and an end. The school sets the order of these steps, the essential building blocks of learning, making them increasingly difficult to achieve students must successfully complete each stage before being allowed to tackle the next. This definition is appropriate because in any higher learning institutions, students go through different courses at different stages. They need to complete these courses successfully before they proceed to the next level.

2.4 Acquired personality traits

Hubsaker (2001) have defined personality as a set of traits and behaviors that characterizes an individual. The longer and better we know some one, the more likely we are to recognize the pattern of how that individual responds to various people and situations.

2.4.1 Heredity and learning determine personality

Personality emerges over time from the interaction of generic and environmental factors. To a large extent, genes predetermine an individual's physical characteristics, and they contribute to other important personality characteristics such as intelligence and temperament.

Cupta (2004) writes about trait approach being certain personality qualities that are essential to be successful in any undertaking.

Anil (2006) according to Gordon Allport HC pointed out that personality is the dynamic organization within the individual of those psychological systems that determine his unique judgments to his environment.

Personality is a result of both heredity and environment. It is also a result of the influences of situational conditions. Personality traits are those enduring characteristics that describe an individual's behavior for example flexible, internal locus of control, aggressiveness, ambitiousness etc.

If a particular trait is more consistent and occurs more frequently in different situations, then it is considered to be more important and more describing the individual.

In view of the above definitions; Philip (2001), Shashi (2004), Anil (2006), this research is based on Environment and situational influences. Environment influences personality through culture, norms, among family, types of friends, social groups, ideologies and values.

Situation influences an individual's personality as it is generally stable or consistent but it does change in some situations. It can be observed that certain situations are more influencing than others on the personality traits depending on the exposure and knowledge acquired.

2.5 Encouraged and nurtured innovation and creativity

Robbins (2001) points out that creativity means ability to combine ideas in a unique way or to make unusual associations between ideas. Innovation is the process of taking a creative idea and turning it into a useful product service or method of operation.

Some people believe that creativity is inborn, others believe that with training, anyone can be creative. The latter group views creativity as a four fold process consisting of perception, incubation, inspiration and innovation.

According to Boone (2002) creativity refers to the capacity to develop novel solutions to personal organizational problems. Although most people think of it in relation to artists, musicians, and inventors, it is a limited definition. In business, creativity refers to the ability to see better and different ways of doing business. He points out that some innovations are born of personal experiences.

According to Robbins (1997) innovation is a special kind of change. While change refers to making things different, innovation refers to anew idea applied to initiating or improving a product process or service. He points out that creativity is the ability to combine ideas in unique way or to make unusual associations between ideas. Creativity allows a decision maker to fully appraise and understand a problem and to see problems others can't see.

Mchane (2003) states that creativity refers to developing an original product, service, or idea that makes a socially recognized contribution. We rely on creativity to find problems identify alternatives and implement solutions. Creativity is not something saved for special occasions. It is an integral part of decision making.

Based on the above definition, adapted from Stephen Robbins (2001), Louis (2002) Robbins (1997), and Steven (2003), it is often useful to explicitly distinguish between creativity and innovation. Creativity is the act of producing new ideas, approaches or actions, while innovation is the process of both generating and applying such creative ideas in some specific context.

From Mchane (2003) Conditions for creativity to increase include; intellectual abilities, relevant knowledge and experience, motivation and persistence inventive thinking style. In a work environment, such conditions of increasing creativity include organizational support, intrinsically motivating work, sufficient time and resources. All the above will be relevant for our case study.

2.6 Participation in specialized associations

According to Wikipedia, professional associations have been defined as a group of people in a learned occupation who are entrusted with maintaining control or oversight of the legitimate practice of the occupation. Also it is a body acting to safeguard the public interest organizations which represent the interest of the professional practitioners, and so act to maintain their own privileged and powerful position on a controlling body.

According to enhancing student employability coordination team and generic Centre (2003), Alumni association is an association of graduates or more broadly of former students. Alumni of universities, colleges and schools often form groups with alumni from the same organization. These associations often organize social events, publish newsletters or magazines, and raise Funds for the organization. Many provide a variety of benefits and services that help alumni maintain connections to their educational institutions and fellow graduates.

In addition, such groups often support new alumni and provide a forum to form new friendships and business relationships with people of similar background. Alumni Associations are mainly organized around Universities or departments of universities, but may also be organized among students that studied in a certain country.

For this study, participation in associations such as university alumni or any other professional associations formed by former students, students or

professionals for the purpose of sharing ideas regarding social, economic and political issues. Such associations are meant to help in mentoring the potential entrepreneurs, leaders and to create networks.

2.7 other studies

Currently, entrepreneurship development has become a global issue. However, no research has been done in Africa showing the relationship between entrepreneurship and education system. Various researches have been done in the western countries.

From APEC (Asia Pacific Economic Cooperation) HRDWG wiki, the APEC workshop on embedding entrepreneurship in university curriculum was a conference held in Ha Noi, Vietnam in July 2008, that focused on growing demand for entrepreneurs, and how to facilitate the development of educational program at university that promote entrepreneurship. As global need for entrepreneurship continues to expand, the educators are developing a large range of innovative ideas for encouraging potential entrepreneurs. Recommendations from the conference include:

The need to involve political decision making in the education system, The more practical training for the students; Setting up businesses in the school campuses, in collaboration with university lecturers and student exchange programs, and The introduction of APEC business plan competition.

Among others, some of the topics presented included:

According <http://hrd.apec.org>, the role of higher education and entrepreneurship training in the promotion of successful new firms, small business management and the current status in the member economies; On this issue, in Australia, the presentation discussed the role of entrepreneurs

and the small and medium enterprises (SMEs) They manage as well as the proper way of encouraging entrepreneurship through education.

In the United Kingdom, the presentation focused on the ever changing world and how as the facilitators of the youth, education of the youth entrepreneurs must strive to teach towards the future. Like many other entrepreneurship programs, competitions are presented as an effective way to encourage entrepreneurial development. Different personal factors lead to creation of the entrepreneur, including confidence in abilities, self beliefs, enterprising, pressure, and degree of willingness to take risks and balance of work in life.

Another topic discussed is on challenges encountered to embed entrepreneurship on university curriculum. In Vietnam, the topic outlined the benefits that entrepreneurship provides and those kinds of skills can be acquired through variety of schools and programs. The challenges to the creation of curriculum embedded with the entrepreneurship include a structural, methodological, human resource and contextual issues.

The recommendations detail a plan for integrating entrepreneurship into the university curriculum such as introductory courses for university lecturers, students and supporters.

In our view, these reports give good basis regarding contributing towards entrepreneurship through university education, considering curriculum. However, it doesn't discuss the issues concerning attitudes of the students towards entrepreneurship, acquired personality traits, encouraged and nurtured innovation and creativity, and participation in associations in their area of specialization. In this regard, researchers have endeavored to find out more about the issues in question.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

For this research to be effective, research design, data collection and analysis were used to put together the information in such a way that will enable the researchers to come up with reliable recommendations and conclusions. The following methodologies were employed; Research design, study Population and sample, Sampling Techniques, Data Source and Collection, research Instruments and Data Analysis.

3.1 Research design

The study was conducted through a case study research design. The researchers studied a single entity in depth in order to gain insight into the larger cases. The researchers also described and explained, rather than predict a phenomenon.

The researchers used interviews, questionnaires and informal discussions from sample groups in various faculties namely; business, law, social sciences, education, computer studies, economics and applied statistics, Arts and humanities engineering and applied sciences

In this research design, the researchers used small samples for in-depth analysis and multimodal concrete and research contextual research methodology.

3.2 The study Population

This study was conducted at KIU Main Campus and targeted regular students. This population was chosen because it accommodates many faculties, students from different backgrounds and it is the administrative centre as well as the largest private institution of higher learning in Uganda. The total population of

K.I.U is roughly eleven thousand students and includes regular students, distance learning, western campus and other branches in Tanzania and Kenya. The study focused on main campus, which has a population of roughly six thousand regular students from different faculties. It was therefore considered appropriate for providing a Focal Point for the study of contributing towards entrepreneurship through University Education.

3.3 Sampling design and size

3.3.1 Sampling Techniques

This study entailed stratified sampling and simple Random sampling techniques.

Stratified sampling technique was used to select the faculties and the category of respondents was included in the sample. On the other hand, simple random technique was used to select a sample without bias from the target population.

The researchers were convinced that the target population was not uniform since the respondents were at different year and areas of study. Thus, they do not have similar characteristics, and as such, the target and the accessible populations cannot be regarded as homogenous.

Stratified sampling technique was therefore used to ensure that the target population was divided into different homogenous strata in terms of different categories and that each stratum was represented in the sample in a proportion equivalent to its size in the accessible population. This ensured that each sub-group characteristic was represented in the sample thus raising the external validity of the study.

Simple random technique was used to ensure that each member of the target population has an equal and independent chance of being included in the sample. This method produces a random sample.

3.3.2 Sample size

The sample consisted of 350 respondents from various faculties who are in their final year of study, selected from the population of 6000 regular students at main campus.

The 350 questionnaires were distributed according to the population of the seven major faculties in the main campus. The final year students were chosen because the researchers believed that they were more informed concerning the topic under study, and they have been in the study environment for a longer time.

This number (350) has been chosen according to Amin, (2005) using tables to determine the sample size.

3.4 Data Source

The researchers collected both primary and secondary data. Primary data was collected from respondents through questionnaires, interviews and informal group discussions while secondary data was obtained from books, journals, internet and other documents.

3.5 Data Collection methods and instruments

3.5.1 Data collection

The study used questionnaires, document analysis, interviews and informal group discussions as the main tools for collecting data. The selection of these tools was guided by the nature of data collected, the time available as well as the objectives of the study. The overall aim of this study was to find out the

contribution towards entrepreneurship development through University Education.

3.5.2 Instrumentation

3.5.2.1 Questionnaire

Questionnaires were used to collect primary data from the respondents, in form of writing to express their views.

Questionnaires were used since the study was concerned with variables that could not be directly observed such as views, opinions, perceptions and feelings of the respondents.

3.5.2.2 Interviews

The researchers conducted interviews as a follow-up to the questionnaires in order to collect information that could not be directly obtained or are difficult to put down in writing.

Interviews were useful to capture the meaning beyond the words. This technique was chosen as it helped the researchers gain control over the line of questioning.

3.5.2.3 Informal group Discussion

The researchers conducted discussions with sample groups to get their views in details on the topic. This provided direct answers especially in measuring attitudes and perceptions.

3.5.2.4 Document Analysis

The researchers critically examined public and/or private recorded information relating to contributing towards entrepreneurship development through university education. The researchers obtained data that were thoughtful in that the informants gave attention to sampling them. The researchers were able

to access data at their own convenient time. This was primarily to obtain secondary data.

3.5.3 Research Procedure

Both qualitative and quantitative data were collected from the 350 respondents from the targeted population of 6000 students during September – October period, using questionnaires, interviews, informal group discussion and document analysis. The data was collected by the researchers themselves since they are among the students and it was convenient for them to interact with other students.

3.6 Reliability and Validity tests

To control quality, the researchers endeavored to attain validity and reliability coefficient of at least 0.7 (70%). Items with validity and reliability coefficient of at least 0.7 are accepted as reliable and valid in a research (Amin 2005)

According to Oso (2008) Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure.

To establish the validity, the instruments were given to experts to evaluate the relevance of each item in the instruments to the objectives.

3.7 Data Analysis

Data collected was edited, coded and analyzed using percentages, tables of frequencies and graphs and simple statistical modules like the central tendency, frequency distribution to examine each objective and the overall objective of contribution of university education towards entrepreneurship development. Quantitative data analysis was performed in relation to research

objectives. Statistical findings were interpreted in relation to the research objectives and conclusion made based on that.

3.8 Assumptions and Limitations

Assumptions

The researchers assumed that the respondents would provide them with correct information. The researchers also assumed that the students were not under any influence; internal or external.

Limitations

The major limitation of this study was failure of the students to give the required information. Some students failed to respond to the questionnaires completely, while others gave incomplete information, hence the validity and reliability of the research could be affected.

Due to the short time required to carryout the research, the students' schedules did not favor quick response to the questionnaires given to them.

Some lecturers did not co-operate with the researchers in giving permission to carry out the research in certain classes citing interruptions with their programs.

However, in spite of the limitations, the researchers were able to get information from the students and accessed the targeted population.

3.9 Ethical Considerations

The major ethical problem in this study is the privacy and confidentiality of the respondents. The researchers dealt with personal character traits, students' attitudes, their participation in associations and the curriculum itself and all these were personal issues whereby the respondents were expected to expresses their views. Such were infringements on their privacy and confidentiality. However the respondents had the freedom to ignore items that they did not wish to respond to.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1 Introductions

This study investigated the contribution towards entrepreneurship development through university education. This was in light of the education system in most institutions that encourages scholars more towards white collar jobs, that could have resulted in demand for such jobs being higher than supply. This has led to loss in terms of investment in education, time, unutilized knowledge and skills, shattered hopes for expectations and dreams. Due to the above issues, it has led to high rate of frustration which is reflected in criminal activities and unnecessary social evils like corruption, robbery, prostitutions, drug abuse and trafficking, youths used in political unrest by Politicians, illegal youth sects among others.

Data collected was analyzed using percentages, tables of frequencies and graphs and simple statistical modules like the central tendency, frequency distribution to examine each objective and the overall objective of contribution of university education towards entrepreneurship development. Quantitative data analysis was performed in relation to research objectives. Statistical finding was interpreted in relation to the research objectives and conclusion was made based on that. This chapter presents the results of the analysis.

4.2 profile of respondents

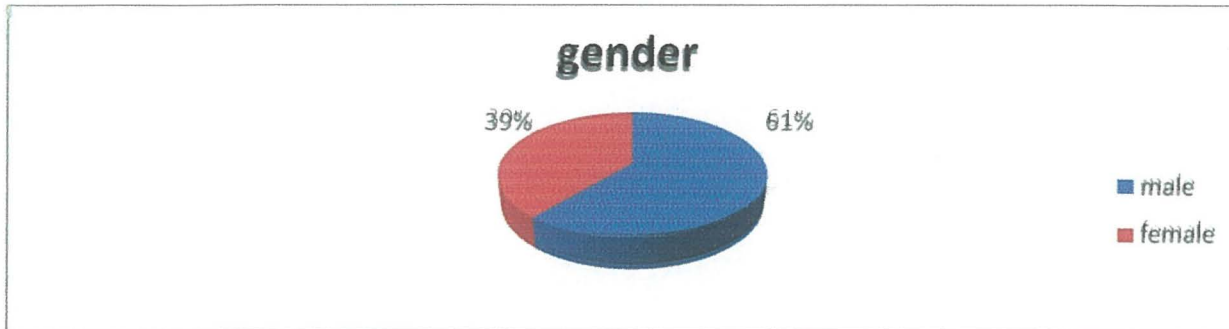
4.2.1 Distribution of age, gender, nationality and faculties

The researchers sought to analyze the respondents using the above categories

Table 1. Respondent by gender categories

Gender	Frequency	percentages
Male	214	61
Female	136	39
Total	350	100

Source; primary data



The results show that the majority (61%) of respondents were male students. It also shows that few female students responded (39%).

Table 2. Respondents by age group

Age group	Frequency	percentages
18-21 years	56	16.0
22-25 years	220	62.8
26-30 years	54	15.4
Above 30 years	20	05.7
total	350	100.0

Source: Primary Data

From the table it is easy to deduce that the highest number of the respondents were aged between 22-25 years, constituting (63%) of the total respondents. This shows that most of the respondents are within the youthful age compared to only 6% who are above 30 years.

Table 3. Respondent by nationality

Nationality	Frequency	percentages
Uganda	116	33.1
Kenya	114	32.6
Sudan	36	10.3
Tanzania	30	8.6
Somalia	24	6.9
Rwanda	18	5.1
Others	12	3.4
Total	350	100

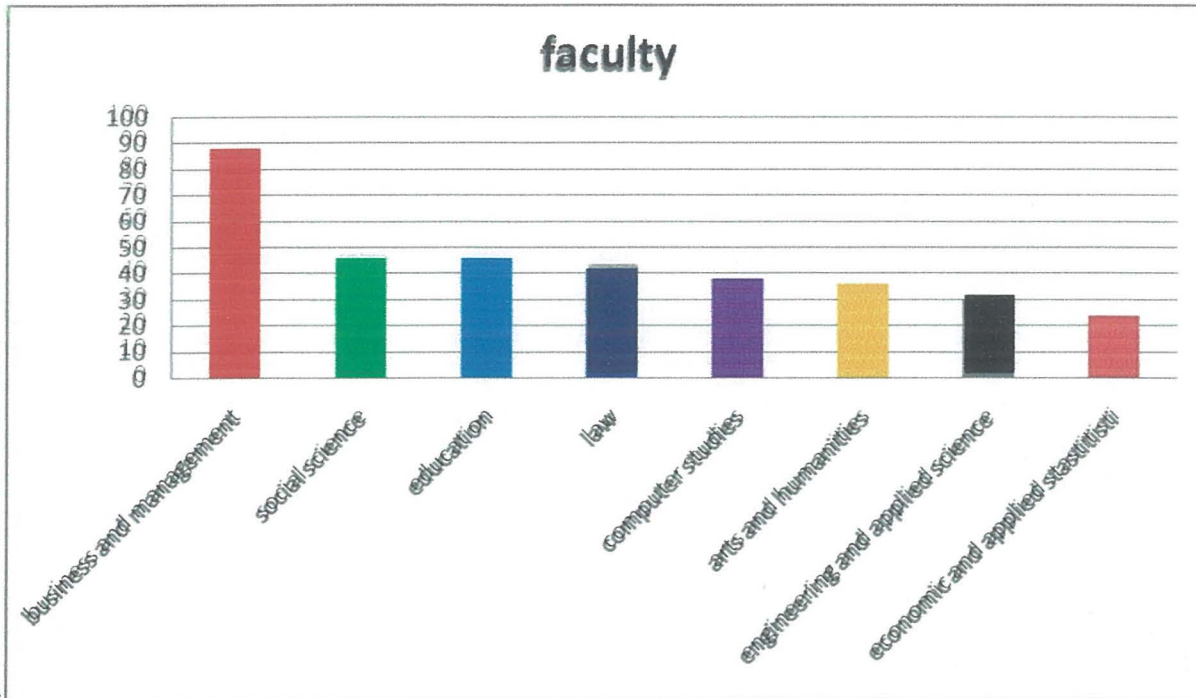
Source: Primary Data

The results show that the university constitutes different nationalities, with the highest number of respondents from Uganda (33%) and Kenya 33%. Other countries like Nigeria, Eritrea, Ethiopia and Congo constitute 4%. This shows that higher learning institutions bring together people from different backgrounds in terms of attitude, experiences, personalities and influence

Table 4. Respondents by faculties/school

Faculty/school	frequency	percentages
Business and management	88	25.1
Social science	46	13.1
Education	46	13.1
Law	42	12.0
Computer studies	38	10.9
Arts and humanities	36	10.3
Engineering and applied science	30	08.6
Economic and applied statistics	24	06.9
Total	350	100

Source: Primary Data



The results show that majority 25% of the respondents were from school of business and management studies. This is due to the fact that greater number (about 1600 regular students) are from business school, and they have adequate knowledge of entrepreneurship as it is one of their course modules. Other faculties are between 6% and 13%. This is also due to population factor.

Basis for analysis

The analysis was based on Likert – style rating scale of 4, for analysis as below;

- 4; strongly agreed
- 3; agreed
- 2; disagreed
- 1; strongly disagreed

Based on the above rating, the mean range indicated below was obtained:

3.26 – 4.00	Strongly Agree
2.51 – 3.25	Agree
1.76 – 2.50	Disagree
1.00 – 1.75	Strongly Disagree

4.3 attitudes of student towards entrepreneurship

The first objective of this study was to find out how attitude of students towards entrepreneurship influences entrepreneurship development. To achieve this objective, the respondents were asked “In your view, how does attitude of students towards entrepreneurship influence entrepreneurship development? The data collected was analyzed under the question “What is the effect of attitude of students towards entrepreneurship development?”

Savings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	8.0	8.0	8.0
Disagree	38	10.9	10.9	18.9
Agree	110	31.4	31.4	50.3
Strongly Agree	174	49.7	49.7	100.0
Total	350	100.0	100.0	

50% of respondents strongly agreed they will feel more secure to have savings from their own investments from entrepreneurship activities, compared to 8% who strongly disagreed.

Self Employed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	31	8.9	8.9	8.9
Disagree	26	7.4	7.4	16.3
Agree	99	28.3	28.3	44.6
Strongly Agree	194	55.4	55.4	100.0
Total	350	100.0	100.0	

55% strongly agreed that in future would rather be self employed than seek employment, while only 9% strongly disagreed

New Ventures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	34	9.7	9.7	9.7
Disagree	34	9.7	9.7	19.4
Agree	160	45.7	45.7	65.1
Strongly Agree	122	34.9	34.9	100.0
Total	350	100.0	100.0	

On enjoying of new ventures, 46% agreed that they enjoy new ventures in which they would constantly keep trying new approaches and possibilities. Only 10% who strongly disagreed and equal percentage also disagreed.

Knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	40	11.4	11.4	11.4
Disagree	64	18.3	18.3	29.7
Agree	126	36.0	36.0	65.7
Strongly Agree	120	34.3	34.3	100.0
Total	350	100.0	100.0	

36% agreed and 34% strongly agreed respectively that the knowledge of entrepreneurship gained in class encourages them more towards being entrepreneurs, but this percentage is lower compared to other areas.

Attitude (n)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	134	38.3	38.3	38.3
Disagree	96	27.4	27.4	65.7
Agree	82	23.4	23.4	89.1
Strongly Agree	38	10.9	10.9	100.0
Total	350	100.0	100.0	

Key:

n - Negative question

38% of the respondents strongly disagreed that attitude of students doesn't affect entrepreneurship development. This reflects that the attitude influences entrepreneurship development. Only 11% strongly agreed.

Statistics

		Savings	Self Employed	New Ventures	Knowledge	Attitude
N	Valid	350	350	350	350	350
	Missing	0	0	0	0	0
Mean		3.23	3.30	3.06	2.93	2.07
Median		3.00	4.00	3.00	3.00	2.00
Mode		4	4	3	3	1

The results have shown that the majority of the students with a mean of 3.3 strongly agreed that they would rather be self employed than seek employment. A mean of 3.23 agreed that they will feel more secure to have savings from investment acquired through entrepreneurial activities. Students with a mean of 3.06 agreed that they enjoy new ventures in which they constantly keep trying new approaches and possibilities. A mean of 2.93 of the students also agreed that the knowledge of entrepreneurship they gain in class encourages them more towards being entrepreneurs. A mean of 2.07 of the students disagreed that the attitude of students towards entrepreneurship doesn't affect entrepreneurship development.

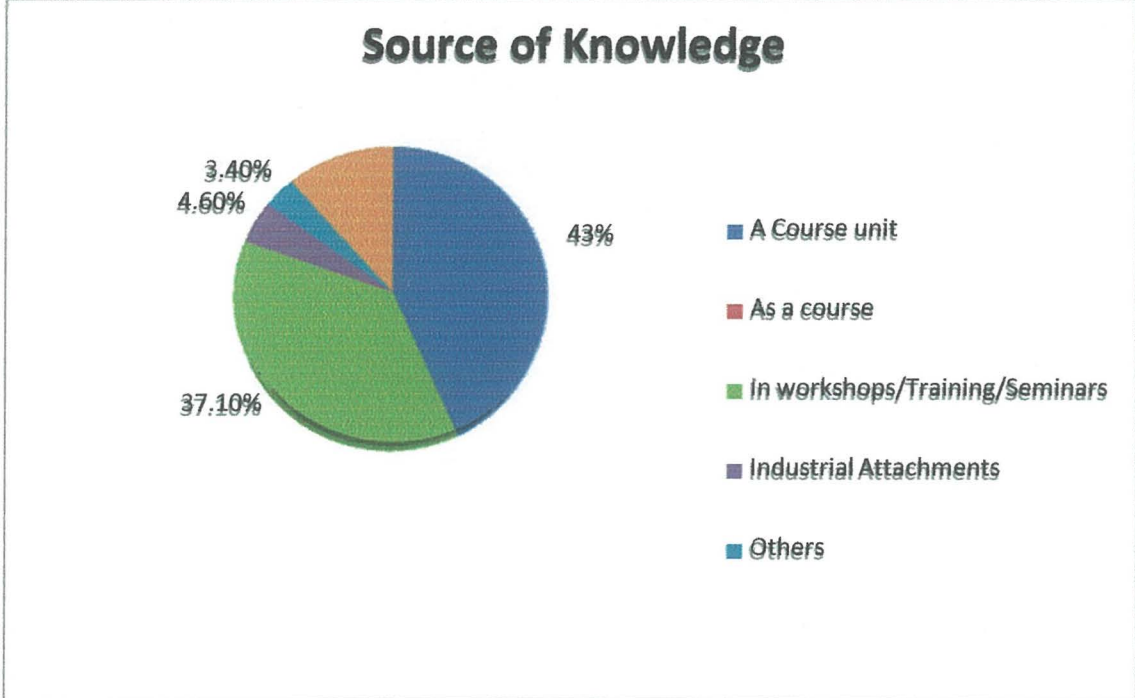
From this statistics, most students are of the opinion that attitudes of students towards entrepreneurship influences entrepreneurship development.

4.4 Contribution of university curriculum towards entrepreneurship development

4.4.1 Respondents knowledge on entrepreneurship

The researchers sought to understand if the respondents have any entrepreneurship knowledge or exposure.

Source of Knowledge	Frequency	Percentage
A Course unit (Module)	152	43.4
As a course	0	0
In workshops/training/seminars	130	37.1
Industrial Attachments	16	4.6
Others	12	3.4
None(have no idea)	40	11.4
Total	350	100



Source: Primary Data

49% of respondents learnt entrepreneurship as a course module and 41% in workshops, training or seminars. But only 5% on industrial attachments while none did it as a course.

4.4.2 Writing Articles and Support from University

Business Plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	60	17.1	17.1	17.1
Disagree	46	13.1	13.1	30.3
Agree	110	31.4	31.4	61.7
Strongly Agree	134	38.3	38.3	100.0
Total	350	100.0	100.0	

38% of the respondents strongly agreed that they were encouraged to write business plan in their courses. 17% and 13% strongly disagreed and disagreed respectively.

Business Proposal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	56	16.0	16.0	16.0
Disagree	60	17.1	17.1	33.1
Agree	100	28.6	28.6	61.7
Strongly Agree	134	38.3	38.3	100.0
Total	350	100.0	100.0	

38% of the respondents strongly agreed that they were encouraged to write business proposals in their courses. 16% and 17% strongly disagreed and disagreed respectively.

Articles in Magazine or Journals

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	82	23.4	23.4	23.4
Disagree	94	26.9	26.9	50.3
Agree	102	29.1	29.1	79.4
Strongly Agree	72	20.6	20.6	100.0
Total	350	100.0	100.0	

Only 20% of the respondents strongly agreed that they were encouraged to write articles in magazines in their courses. 23% and 27% strongly disagreed and disagreed respectively.

Business Case

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	82	23.4	23.4	23.4
Disagree	86	24.6	24.6	48.0
Agree	102	29.1	29.1	77.1
Strongly Agree	80	22.9	22.9	100.0
Total	350	100.0	100.0	

22% of the respondents strongly agreed that they were encouraged to write business case in their courses. 23% and 25% strongly disagreed and disagreed respectively.

Books & Materials on Entrepreneurship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	106	30.3	30.3	30.3
Disagree	94	26.9	26.9	57.1
Agree	84	24.0	24.0	81.1
Strongly Agree	66	18.9	18.9	100.0
Total	350	100.0	100.0	

18% of the respondents strongly agreed that they were encouraged to write books and materials on entrepreneurship in their courses. 30% and 27% strongly disagreed and disagreed respectively.

Gain from Others

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	36	10.3	10.3	10.3
Disagree	40	11.4	11.4	21.7
Agree	126	36.0	36.0	57.7
Strongly Agree	148	42.3	42.3	100.0
Total	350	100.0	100.0	

42% of the respondents strongly agreed that they were encouraged by university education to gain from others. 10% and 11% strongly disagreed and disagreed respectively.

This was in relation to the supports that students gain from university education and the peer influence that on the decisions of the individual or groups.

Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	66	18.9	18.9	18.9
Disagree	48	13.7	13.7	32.6
Agree	150	42.9	42.9	75.4
Strongly Agree	86	24.6	24.6	100.0
Total	350	100.0	100.0	

25% of the respondents strongly agreed that the university curriculum offers support to novice ideas among students. 19% and 14% strongly disagreed and disagreed respectively.

statistics

	Business Plan	Business Proposal	Articles in Magazine or Journals	Business Case	Books & Materials on Entrepreneurship	Gain from Others	Curriculum
N Valid	350	350	350	350	350	350	350
Missing	0	0	0	0	0	0	0
Mean	2.91	2.89	2.47	2.51	2.31	3.10	2.73
Median	3.00	3.00	2.00	3.00	2.00	3.00	3.00
Mode	4	4	3	3	1	4	3

The researchers were interested to establish whether the students are encouraged to write materials on entrepreneurship. The researchers were also

interested to find out whether the students were getting support from the university in relation to curriculum.

The results show a statistically significant difference in the opinion of the students on whether the curriculum influences entrepreneurship development; with a numerical mean of 2.91, the students agreed that they are encouraged to write business plan, a mean of 2.89 agreed that they are encouraged to write business proposals, a mean of 2.47 disagreed that they were encouraged to write articles, magazines and journals. A mean of 2.51 agreed that they were encouraged to write business case (funding proposal), and a mean of 2.31 disagreed that they were encouraged to write books and materials on entrepreneurship.

On support from the university, a mean of 3.10 of the students agreed that university allows them to gain from others while a mean of 2.73 agreed that the university curriculum offers support to novice ideas among students.

4.4.3 Practical Training

The researchers sought to find out if it is mandatory for the students to go for practical training to supplement the theoretical knowledge. Of the 350 students interviewed, 222 (63%) said it is mandatory in their course to go for practical training, while 128 (37%) said that it is not mandatory. This is due to differences in courses offered in various faculties.

4.5 Encouraged and nurtured innovation and creativity

Parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	8.0	8.0	8.0
Disagree	20	5.7	5.7	13.7
Agree	106	30.3	30.3	44.0
Strongly Agree	196	56.0	56.0	100.0
Total	350	100.0	100.0	

56% strongly agreed that the parents encourage them to take an interest in discovering things for themselves. Only 8% strongly disagreed.

My Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	36	10.3	10.3	10.3
Disagree	38	10.9	10.9	21.1
Agree	146	41.7	41.7	62.9
Strongly Agree	130	37.1	37.1	100.0
Total	350	100.0	100.0	

41% and 37% of the respondents agreed and strongly agreed respectively that throughout their education they have learnt solving challenging problems. Compared to only 10% who have disagreed

Relative

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	38	10.9	10.9	10.9
Disagree	50	14.3	14.3	25.1
Agree	128	36.6	36.6	61.7
Strongly Agree	134	38.3	38.3	100.0
Total	350	100.0	100.0	

Also 38% and 37% strongly agreed and agreed respectively that at least one of their closest relatives is an entrepreneur who influenced them. 10% of respondents strongly disagreed

Lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	86	24.6	24.6	24.6
Disagree	92	26.3	26.3	50.9
Agree	108	30.9	30.9	81.7
Strongly Agree	64	18.3	18.3	100.0
Total	350	100.0	100.0	

Only 18% strongly agreed that lecturers have broadly influenced them to choose entrepreneurship as a career, 26% and 25% disagreed and strongly disagreed

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	11.4	11.4	11.4
	Disagree	30	8.6	8.6	20.0
	Agree	164	46.9	46.9	66.9
	Strongly Agree	116	33.1	33.1	100.0
Total		350	100.0	100.0	

47% agreed that they have gained ability to notice Business opportunity and convincing others to accept it through their education, 11% strongly disagreed with the gaining ability.

Statistics

		Parents	My Education	Relative	Lecturer	Experience
N	Valid	350	350	350	350	350
	Missing	0	0	0	0	0
Mean		3.34	3.06	3.02	2.43	3.02
Median		4.00	3.00	3.00	2.00	3.00
Mode		4	3	4	3	3

The results show a statistically significant difference in the opinion of the students on whether encouraged and nurtured innovation and creativity influences entrepreneurship development; with a numerical mean of 3.34, it shows that most students strongly agreed that their parents encouraged them to take an interest in discovering things for themselves. A mean of 3.06 agreed that throughout their education they have learnt solving challenging problems.

A mean of 3.02 agreed that at least one of their closest relative is an entrepreneur, 2.43 disagreed that their lecturers have broadly influenced them to choose entrepreneurship as a career, while a mean of 3.02 agreed that they have gained ability to notice business opportunities and convincing others to accept their ideas.

From the statistics, the students are of the opinion that encouraged and nurtured innovation and creativity has greatly influence entrepreneurship development

4.6 Acquired personality traits

Social Interaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	3.4	3.4	3.4
Disagree	12	3.4	3.4	6.9
Agree	146	41.7	41.7	48.6
Strongly Agree	180	51.4	51.4	100.0
Total	350	100.0	100.0	

51% strongly agreed that they gained more on social interaction and interpersonal relationship which changed their personalities, while only 4% disagreed.

Resource Mobilization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	5.7	5.7	5.7
Disagree	38	10.9	10.9	16.6
Agree	196	56.0	56.0	72.6
Strongly Agree	96	27.4	27.4	100.0
Total	350	100.0	100.0	

56% agreed that they have acquired resource mobilization skills and competence; this is in comparison to 6% strongly disagreed.

Plan Future

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.0	4.0	4.0
Disagree	18	5.1	5.1	9.1
Agree	156	44.6	44.6	53.7
Strongly Agree	162	46.3	46.3	100.0
Total	350	100.0	100.0	

From university education, 46% strongly agreed they believe that they have learnt to control their own fate/destiny, but only 4% strongly disagreed.

Open Minded

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.0	4.0	4.0
Disagree	28	8.0	8.0	12.0
Agree	126	36.0	36.0	48.0
Strongly Agree	182	52.0	52.0	100.0
Total	350	100.0	100.0	

52% strongly agreed that University education has helped them to be open minded and flexible to alternative careers, while only 4% strongly disagreed.

Detect Creativity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	4.6	4.6	4.6
Disagree	32	9.1	9.1	13.7
Agree	180	51.4	51.4	65.1
Strongly Agree	122	34.9	34.9	100.0
Total	350	100.0	100.0	

51% agreed that different mentors have helped them gain more on spotting creativity and innovative opportunities, 5% strongly disagreed.

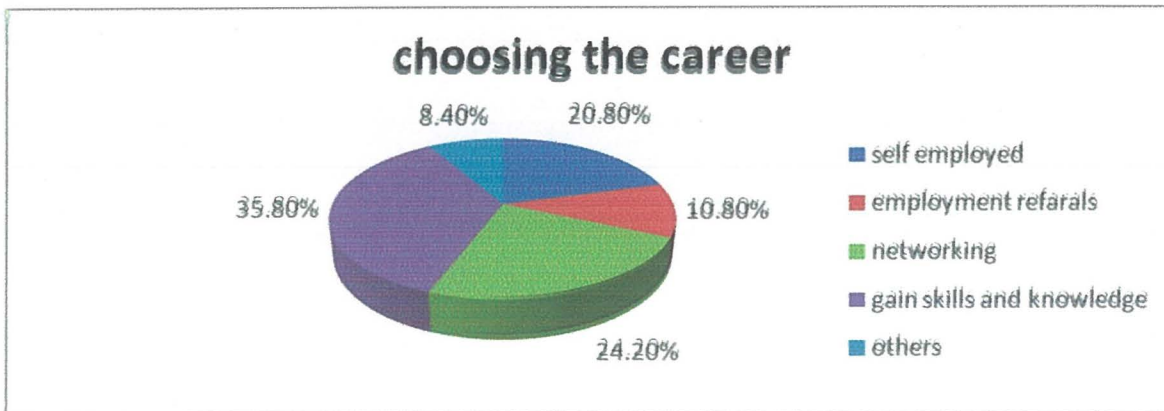
Statistics

		Social Interaction	Resource Mobilization	Plan Future	Open Minded	Detect Creativity
N	Valid	350	350	350	350	350
	Missing	0	0	0	0	0
Mean		3.41	3.05	3.33	3.36	3.17
Median		4.00	3.00	3.00	4.00	3.00
Mode		4	3	4	4	3

The results show a statistically significant difference in the opinion of the students on whether acquired personality traits influence entrepreneurship development; with a numerical mean of 3.41, the students strongly agreed that they have acquired resource mobilization skills and competence. A mean of 3.33 strongly agreed that they have learnt to control their fate. A mean of 3.36 strongly agreed that university education has helped them to be open minded and flexible, while a mean of 3.17 agreed that different mentors have helped them to gain more on creativity and innovation.

Most students are of the opinion that acquired personality traits greatly influences entrepreneurship development.

4.7 participating in association in areas of specialization



There are two major finding deduced based on the data analysis and interpretation. Majority of students do not belong to any association related to their area of specialization (65%) while only 35% belong to various associations; law society, KIU mass communication students associations, KIU procurement student association, Kenya marketing society, KIU economics student association among others.

It is however noted that most students (89%) feel it is necessary to participate in association related to areas of their specialization compared to only 11%, from the few who belong to various associations. It is deduced that participation in association helps them to gain specialized skills and knowledge, easy networking, employments referrals and to be self employed.

Thus the students are of the opinion that participating in associations of their specializations has greatly influences on entrepreneurship development.

4.8 attributes ranked on the basis of level of positive influence

Attitudes of Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	5.7	5.7	5.7
Disagree	32	9.1	9.1	14.9
Agree	146	41.7	41.7	56.6
Strongly Agree	152	43.4	43.4	100.0
Total	350	100.0	100.0	

43% strongly agreed that attitudes influenced entrepreneurship.

Only 6% strongly disagreed.

Contribution of the Curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.0	4.0	4.0
Disagree	46	13.1	13.1	17.1
Agree	186	53.1	53.1	70.3
Strongly Agree	104	29.7	29.7	100.0
Total	350	100.0	100.0	

53% agreed that curriculum influenced entrepreneurship.
While 4% of respondents strongly disagreed.

Acquired Personality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	2.3	2.3	2.3
Disagree	34	9.7	9.7	12.0
Agree	176	50.3	50.3	62.3
Strongly Agree	132	37.7	37.7	100.0
Total	350	100.0	100.0	

50% agreed that curriculum influenced entrepreneurship.
While only 3% of respondents strongly disagreed.

Nurtured & Encouraged

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	3.4	3.4	3.4
Disagree	32	9.1	9.1	12.6
Agree	164	46.9	46.9	59.4
Strongly Agree	142	40.6	40.6	100.0
Total	350	100.0	100.0	

47% agreed that curriculum influenced entrepreneurship.
While only 3% of respondents strongly disagreed.

Participation in Specialized Association

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	5.7	5.7	5.7
Disagree	46	13.1	13.1	18.9
Agree	180	51.4	51.4	70.3
Strongly Agree	104	29.7	29.7	100.0
Total	350	100.0	100.0	

51% agreed that curriculum influenced entrepreneurship.
While only 6% of respondents strongly disagreed.

Statistics

		Attitudes of Students	Contribution of the Curriculum	Acquired Personality	Nurtured & Encouraged	Participation in Specialized Association
N	Valid	350	350	350	350	350
	Missing	0	0	0	0	0
Mean		3.23	3.09	3.23	3.25	3.05
Median		3.00	3.00	3.00	3.00	3.00
Mode		4	3	3	3	3

When generally ranking the attitude of student towards entrepreneurship, encouraged and nurtured innovation and creativity, acquired personality traits, contribution of curriculum, and participation in specialized associations; the results show a numerical mean of 3.23 agreed that the attitude of students towards entrepreneurship greatly influences entrepreneurship. On nurtured and encouraged innovation and creativity, a mean of 3.09 agreed that university curriculum influences entrepreneurship development. A mean of 3.23 agreed that acquired personality traits influences entrepreneurship development, A mean of 3.25 agreed that encouraged and nurtured innovation and creativity influences entrepreneurship development while 3.05 agreed that participation in specialized associations influences entrepreneurship development.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the discussion of the results, conclusions and recommendations made, based on data analysis and presentations as shown in chapter four.

5.1 Summary of findings

Attitude of the students

The first objective was to establish how attitude of students towards entrepreneurship influences entrepreneurship development. Data analysis and interpretations revealed three major findings. It revealed that the students are of the opinion that their attitude towards entrepreneurship can influence entrepreneurship development, also attitude of students can be changed depending on the knowledge they gain, and most students strongly agreed that they would rather be self employed than be job seekers with a mean of 3.3.

These findings also indicate that students agreed that attitude can influence entrepreneurship development and that they feel more secure to have savings from their investments from entrepreneurship activities with numerical mean of 3.23. This is due to the knowledge and skills that they gain from the university and workshops about entrepreneurship and the fact that the job market can not absorb all graduates. Thus, attitude is feelings and beliefs expressed by an individual based on the knowledge and skills that one gains from the set of environment like university and training centers.

Attitude is described in chapter two, as evaluation statements or judgments concerning objects, people, or events. They can either be favorable or unfavorable. They reflect how one feels about something. The three

components of attitudes are cognition which is an opinion or belief segment. Effective component is the emotional or feeling segment of an attitude. Behavioral component is an intention to behave in a certain way towards someone or something. Based on this background, the students believe that attitude can influence one's decision, hence entrepreneurship development.

Contribution of university curriculum

The second objective was to find out the contribution of university curriculum towards entrepreneurship development. Data analysis and interpretation revealed four major findings under this objective. It revealed that most of the students learnt entrepreneurship as a course module (49%) and through workshops/training (42%), none has learnt entrepreneurship as a course, while few learnt through industrial attachments (5%).

Most students agreed that it is mandatory for them to go for practical training (63%) of the total respondents compared to 37% who agreed that it is not mandatory for them to go for practical training. Most students are encouraged to write various articles on entrepreneurship. With a numerical mean of 3.10, most students agreed that university education helps them to learn from others and gain knowledge and skills. The findings indicate that most students agreed that curriculum can influence entrepreneurship development.

This could be due to the fact that the university offers entrepreneurship as a course module especially within school of business and few departments in other faculties and at the same time, those who are interested go for workshops. Writing of articles on entrepreneurship is not also across all the faculties. It is only within business, and arts and humanities (Mass communication) that are encouraged to write of articles.

Curriculum is explained in chapter two as a structured set of learning outcomes or objectives. Because of the large number of objectives and types of content to be covered, the curriculum is subdivided according to various objectives, with different content taught at different goals, in different classes and at different times of the year. The main responsibility of teachers is to ensure that students acquire the knowledge and skills articulated in the curriculum. It is from this acknowledgement that students expect to learn both practical and theoretical aspects in their curriculum and also university to create conducive environment for learning in class and from others.

Acquired personality Traits

The third objective was to point out the effect of acquired personality traits on entrepreneurship development, Data analysis and interpretation revealed major three findings under this objective. It revealed that most of the students are of the opinion that the university education plays a major role in transfer of knowledge and skills for economic growth through entrepreneurship development with a mean of 3.17 who agreed they have gained knowledge and skills on entrepreneurship from various mentors, and a mean of 3.05 who agreed that they have gained knowledge on how to mobilize resources and control their own destiny, thus they are able to influence entrepreneurship development.

These findings indicate that students agree that acquired personality can influence entrepreneurship development. The reason could be the skills and knowledge the students have acquired through learning, from the time they enrolled in the university during the period of their studies.

As explained in chapter two personality traits as a set of traits and behaviors that characterizes an individual. The longer and better we know some one, the more likely we are to recognize the pattern of how that individual responds to

various people and situations. This explains that the students are expressing their opinion based on the knowledge they gain over a long time (three to four years).

Encouraged and Nurtured innovation and creativity

The fourth objective of this study was to establish how encouraged and nurtured innovation and creativity contributes towards entrepreneurship development. This was done in order to find out how student are encouraged towards gaining some major character traits of the entrepreneurs. Data analysis and interpretation revealed two major findings under this objective; with a mean of 3.34, the results show that the students strongly agreed that they have been encouraged by their parents, students with a mean of 3.06 agreed that throughout their education, they have learnt how to solve challenging problems. A mean of 3.02 agreed that close relatives who help them to gain ability to notice business opportunity and convince others to accept it, but it is regrettable to note that with a mean of 2.43, they disagreed that their lecturers influence them to choose entrepreneurship as a career.

These findings indicate that students agree that encouraged and nurtured creativity and innovation can influence entrepreneurship development. This could be due to the fact that most lecturers do not act as role models to the students compared to the other parties.

Innovation and creativity as explained in chapter two; innovation is a special kind of change. While change refers to making things different, innovation refers to a new idea applied to initiating or improving a product process or service. Creativity is the ability to combine ideas in a unique way or to make unusual associations between ideas. Creativity allows a decision maker to fully appraise and understand a problem and to see problems others can't see. This explains that the students are expressing their opinion based on the knowledge

they gain over a long time, in which various individual have been changing the way they think about entrepreneurial activities.

Participation in areas of specialized association

The final objective of the study was to find out effects of participation in areas of specialized associations on entrepreneurship development. There are two major findings deduced based on the data analysis and interpretation. 65% do not belong to any association, while only 35% belong to association (law society, KIU mass communication students association, KIU procurement students association, Kenya Marketing society And KIU economics students association among others.

The analysis shows that the few who belong to the various associations, have gained benefits that include; specialized skills and knowledge, easy networking, employments referrals and to be self employed. The reasons for many students not being in association is that university has not encouraged alumni associations or specialized association that brings students together.

As explained in chapter two, Alumni association is an association of graduates or more broadly of former students. Alumni of universities, colleges and schools often form groups with alumni from the same organization. These associations often organize social events, publish newsletters or magazines, and raise Funds for the association. Many provide a variety of benefits and services that help alumni maintain connections to their educational institutions and fellow graduates.

In addition, such groups often support new alumni and provide a forum to form new friendships and business relationships with people of similar background. It is against this background that the students expect that associations of specialized nature be introduced within the university

environment to facilitate students' ability to learn from one another and other role models.

Finally, on the rating of the above objectives in regard to their influence towards entrepreneurship development, the students are of the opinion that; attitude of student towards entrepreneurship, nurtured and encouraged innovation and creativity, acquired personality traits, contribution of curriculum, and participation in specialized associations influences the development of entrepreneurship in that order.

5.2 CONCLUSION OF THE STUDY

This study investigated contributing towards entrepreneurship development through university education. It was intended to find out the contribution towards entrepreneurship development through university education. This is due to the education system in most institutions encourages scholars more towards white collar jobs. The trend as witnessed today is that demand for such jobs is higher than supply. This has led to loss in terms of investment in education, time, unutilized knowledge and skills, shattered hopes for expectation and dreams. Due to the above issues, it has lead to high rate of frustration which is reflected in criminal activities and unnecessary social evils like corruption, robbery, prostitutions, drugs abuse and trafficking, youths used in political unrest by Politicians, illegal youth sects among others.

The study specifically was;

- 1) To find out how attitude of students towards entrepreneurship influences entrepreneurship development,
- 2) To find out the contribution of university curriculum towards entrepreneurship development,
- 3) To point out the effect of acquired personality traits on entrepreneurship development,

- 4) To establish how encouraged and nurtured innovation and creativity contributes towards entrepreneurship development, and
- 5) To find out effects of participation in areas of specialized associations on entrepreneurship development.

The study established that;

Attitude of the students

Students are of the opinion that the attitude of student towards entrepreneurship can influence entrepreneurship development, and also attitudes of students can be changed depending on the knowledge they gain, finally most students rather be self employed than being job seekers.

Contribution of university curriculum

The students learnt entrepreneurship as a course unit and through workshops/training; none has learnt entrepreneurship as a course, while few learnt through industrial attachments. Secondly, most students agreed that it is mandatory for the students to go for practical training. Thirdly, most students are encouraged to write various articles on entrepreneurship. Finally, a good number of students agreed that university education helps them to learn from others and gain knowledge and skills.

Acquired personality Traits

Most of the students are of the opinion that the university education plays a major role in transfer of knowledge and skills for economic growth through entrepreneurship development, also they have gained knowledge and skills on entrepreneurship from various mentors, and that they have gained knowledge on how to mobilize resources and control their own destiny thus are able to influence entrepreneurship development.

Encouraged and Nurtured innovation and creativity

The students are for the opinion that they have been encouraged by their parents, education close relatives who help them to gain ability to notice business opportunity and convince others to accept it, but it is regrettable to note that their lecturers do not influence them to choose entrepreneurship as a career.

Participation in areas of specialized association

Majority of students do not belong to any association related to their area of specialization, it is however noted that good number of students feel it is very necessary to participate in association related to are of the specialization, from the few who belong to varies associations it is deduced that it helped them to gain specialized skills and knowledge, easy networking, employments referrals and to be self employed.

Attributes ranked on the basis of level of positive influence

On the attributes ranked on the basis of level of positive influence of the above objective in regard to their influence towards entrepreneurship development, the student are of the opinion that; attitude of student towards entrepreneurship, nurtured and encouraged innovation and creativity, acquired personality traits, contribution of curriculum, and participation in specialized associations influences the development of entrepreneurship in that order.

In view of those findings the study concludes that University education does contribute significantly towards entrepreneurship development. This means that attitude of student towards entrepreneurship, nurtured and encouraged innovation and creativity, acquired personality traits, contribution of curriculum, and participation in specialized associations do influence the development of entrepreneurship.

5.3 RECOMMENDATIONS

The researchers have argued in this report that attitudes are feeling and beliefs expressed by individual based on the knowledge and skills that one gain from the set of environment like university and training centers, that students expect to learn both practical and theoretical aspects in their curriculum and also university creates a conducive environment for learning in class and from others, the students do acquire personality traits through different skills and knowledge through learning since they enrolled in the university over extended period. The study has also shown that University education does contribute significantly towards entrepreneurship development. The attitude of student towards entrepreneurship, nurtured and encouraged innovation and creativity, acquired personality traits, contribution of curriculum, and participation in specialized associations influences the development of entrepreneurship in that order.

It is against this background that the recommendations below are made. Despite its limitations, this study is of great assistance to the University Institutions, Government, Non-Governmental Organizations and donors, Public and private companies and Researchers. Based on the findings of this study, the researchers recommend that;

Attitude of students

The university institutions should try to motivate the students to change their attitude towards entrepreneurship by encouraging them to have practical activities on entrepreneurship and invite role models whom they can emulate.

University Curriculum

The curriculum should be strengthened to be more practical than theoretical in all aspects. The university should introduce entrepreneurship as course

module across entire university faculties, and even to be one of the areas of specialization. The universities should teach more than a set of skills. They should teach a new way of looking at the world. Entrepreneurial activities require leaders who can draw on the complexity of the modern business environment to create solutions that seize opportunities.

University curriculum should be designed to train such leaders. The curriculum should be designed to look at the subject matter in a rich, realistic context which reflects actual business scenarios.

Industrial attachment should be mandatory to all students before completion of their courses. The students will benefit through onset training whereby they will receive the benefit of customized problem solving tailored to their precise needs.

The hands- On course will utilize, test and confirm methods with the actual equipments, software or processes. Through these industrial attachments, the students will gain confidence and higher morale that will help them achieve education goals and succeed in a competitive market.

Encouraged and Nurtured Innovation and Creativity

The lecturers should be trained to be first role models for the students especially those who are teaching entrepreneurship modules. It is the mission of role models to promote ideas within each one of them. They should have the ability to inspire the students by living a life more outward focused than inward focused. They should do their part to make the world a better place by inspiring the next generation spreading hope through their daily actions. They should not only say it but more importantly the life that they live out shows what each one is made of.

Participation In areas of specialized association

Universities should encourage students to join various associations in their areas of specialization and have alumni associations to bring those graduates together and novice ideas. Universities should also have collaboration with various companies to encourage their students go for field attachments and gain more information on entrepreneurship activities and meet with role models who are already in the business.

More researches should be done on the entrepreneurship activities at university level to broaden the knowledge of the students on the entrepreneurship developments. At the moment there is lack of literature on entrepreneurship activities, which can help students gain wide view on it.

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APPENDIX

Time frame of study

The researchers hope to conduct the study following the time schedule as indicated in table below.

Table 1

Event	Time /Duration
Proposal writing	September 2010
Designing interview guide and necessary authorization	October 2010
Data collection	October 2010
Report writing /Dissertation	November 2010
Submitting	December 2010

Budget for the study:

The researchers came up with the budget as indicated in table 2 to cover the study.

Table 2

Item	Amount in Uganda shillings
Stationary e.g. pens and papers	20,000
Hiring personnel and clerical /Assistants	50,000
Printing and typing	200,000
Collection of data	50,000
Literature collection	50,000
Expertise(spss)	40,000
Miscellaneous	40,000
Total	410,000

Questionnaire

Dear respondents

This questionnaire seeks to measure contribution towards entrepreneurship development through university education.

Being a student, you have been selected to participate in this study, the information provided here is only required for purely academic purpose only. This information will be held with utmost confidentiality

Demographic characteristic

(1) Gender

Male

Female

(2) Age

18-21

22-25

26-30

above 30

(3) Nationality.....

(4) Faculty/school.....

Attitude of Students towards entrepreneurship

(5) (A) please tick only one

(4) Strongly Agree

(3) Agree

(2) Disagree

(1) strongly disagree

- (i) In future I would rather be self employed than seek employment.
- (ii) I will feel more secure to have savings from my own investments from entrepreneurship activities.
- (iii) I enjoy new ventures in which I must constantly keep trying new approaches and possibilities.
- (iv) The knowledge of entrepreneurship I gain in class encourages me more towards being an entrepreneur
- (v) Attitude of student towards entrepreneurship doesn't affect entrepreneurship development

4	3	2	1

(5) (B) in your view, how does attitude of students towards entrepreneurship influence entrepreneurship development.....

.....

.....

Contribution of university curriculum to entrepreneurs

(6) (A) I have learnt entrepreneurship as

(i) A course unit (Module)

(ii) As a course

(iii) In workshops/ seminars/trainings

(iv) Industrial attachments

(v) Others specify

(B) Is it mandatory in your course to go for practical training to supplement your theoretical knowledge?

Yes No

Briefly explain.....
.....
.....

(C) In my course, I am encouraged to write (please tick)

4) Strongly Agree (3) Agree (2) Disagree (1) strongly disagree

- (i) Business Plan
- (ii) Business Proposal
- (iii) Articles Magazines and journals
- (iv) Business case (funding proposals)
- (v) Books and materials on entrepreneurship

4	3	2	1

(vi) Others specify.....

(D) Support from university

- (i) University allows me to gain from others
- (ii) University curriculum offers support to novice ideas among students

4	3	2	1

(E) What is your overall comment on curriculum in relation to university education's contribution towards entrepreneurship development.....

.....
.....

Encouraged and nurtured innovation and creativity

(7) (A) please tick one

(4) Strongly agree (3) Agree (2) Disagree (1) strongly disagree

- (i) My parents encourage me to take an interest in discovering things for myself
- (ii) Throughout my education I have learnt solving challenging problems.
- (iii) At least one of my closest relatives is an entrepreneur
- (iv) My lecturers have broadly influenced me to choose entrepreneurship as a career.
- (v) I have gained ability to notice Business opportunity and convincing others to accept it.

	4	3	2	1
(i) My parents encourage me to take an interest in discovering things for myself				
(ii) Throughout my education I have learnt solving challenging problems.				
(iii) At least one of my closest relatives is an entrepreneur				
(iv) My lecturers have broadly influenced me to choose entrepreneurship as a career.				
(v) I have gained ability to notice Business opportunity and convincing others to accept it.				

(B) Briefly explain how encouraged and nurtured innovation and activity have influenced entrepreneurship development.....

.....

.....

.....

Acquired personality traits

(8) (A) please tick one

(4) Strongly agree (3) Agree (2) Disagree (1) strongly disagree

	4	3	2	1
(i) I have gained more on social interaction and interpersonal relationship.				
(ii) I have acquired resource mobilization skills and competence				
(iii) I believe that I have learnt to control my own fate/destiny				
(iv) University education has helped me to be open minded and flexible to alternative careers				
(v) Different mentors have helped me gain more on spotting creativity and innovative opportunities				

- (i) I have gained more on social interaction and interpersonal relationship.
- (ii) I have acquired resource mobilization skills and competence
- (iii) I believe that I have learnt to control my own fate/destiny
- (iv) University education has helped me to be open minded and flexible to alternative careers
- (v) Different mentors have helped me gain more on spotting creativity and innovative opportunities

(B) Does the University education plays any role in transfer of knowledge and skills into initiative for economic growth through entrepreneurship development?

Yes No

Briefly explain

.....

.....

(C) In your opinion, how do acquired personality traits influence entrepreneurship development (briefly).....

.....

.....

Participating in association in areas of specialization

(9) (A) Do you belong to any association related to your areas of specialization

Yes No if no, go to (9 c)

(B) Name of your association.....

(C) How has the association helped you to close your career?

(a) To become self employed