



DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG VOCATIONAL TECHNICAL TRAINING INSTITUTE STUDENTS IN KENYA: A SURVEY OF CAP YOUTH EMPOWERMENT INSTITUTE

DANIEL KIAMA KIIRU

**DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG VOCATIONAL TECHNICAL TRAINING INSTITUTE STUDENTS
IN KENYA: A SURVEY OF CAP YOUTH EMPOWERMENT INSTITUTE**

Kiiru, D., Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya

Iravo, M., Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya

Kamau, J., Unites States International University (USIU), Kenya

Accepted April 23, 2015

ABSTRACT

In entrepreneurship, researchers and policy makers have sought to understand the link between an individuals and business creation: Why some individuals start a business while others do not? In the past, the Kenya government's education policies have aimed at promoting self-employment for alternative job creation in formal employment. Despite training youths in Vocational Technical Training Institutes with the aim of venturing into self-employment, a large number continue to seek paid employment, with many of them remaining unemployed. There is hardly any empirical studies undertaken on determinants of entrepreneurial intention in Vocational Technical Training Institute in Kenya and this study intend to fill this gap.

The objectives of the study were to determine how social valuation and career attraction, influence entrepreneurial intentions among Vocational Training Institute students in Kenya. Descriptive research design was used, target population was Vocational Training Institute students, while study population was 494 Cap Proportionate stratified random sampling was used and self-administered questionnaire was adopted. Data analyses involved descriptive, correlation and regression analysis. A response rate of 89% was obtained and majority of the respondents were female and majority were within the age bracket of 21-23 and 24-26 years. Reliability test was conducted and all factors had Cronbach alphas of 0.7 and therefore measures were internally consistent and validated using content, convergent and discriminant validity tests.

Objective one investigated the relationship between social valuation and entrepreneurial intention among Vocational Technical Training Institute students in Kenya Social valuation had a weak positive correlation with entrepreneurial intention, and also explained below average variation in entrepreneurial intention. This implies that important referent persons to an individual's do not influence him/her towards in self employment. Objective two investigated the relationship between career attraction and entrepreneurial intention among Vocational Technical Training Institute students in Kenya. Career attraction had a moderate positive correlation with entrepreneurial intention, and also explained above average variation in entrepreneurial intention. This implies that Kenya graduates had positive attitude towards self employment.

The study concluded that social variation was the most important predictor of determinant of entrepreneurial intention among Kenya graduate youth. The study recommended that a lot of awareness relating to entrepreneurial activity should be done so as the negative perception about business venture being risky to venture. Secondly, government and non-governmental organization should provide funds as capital both inform grant and affordable loans to youth who want to venture in entrepreneurship. Thirdly, government and non-governmental organization to provide business support services to both the potential and practicing entrepreneurs. Therefore, these results if implemented can stimulate youth entrepreneurship in Kenya and thus reduce the high rate of youth unemployment in Kenya. Finally, further research could continue with the study, however, individual family background, antecedents of Theory of Planned Behaviour, need for achievement, locus of control and risk taking propensity to be predictors.

Key Words: *Entrepreneurial, Vocational Technical Training*

INTRODUCTION

Entrepreneurship is an employment strategy that has increasingly gained popularity in many countries as it leads to self-sufficiency which plays a vital role in combating unemployment. Azhar , Javaid, Mohsin, Rehman and Hyder(2010) supports this to say that entrepreneurship is becoming crucial to every country ever since the age of globalization because the growth of entrepreneurial activities will help in creating jobs for the society, reducing the unemployment rate. Nafukho and Muyia (2010) argue that entrepreneurship is vital in creating and fulfilling a healthy economy. It is also echoed by Dickson, Solomon and Weaver (2008) that growth of entrepreneurship is significant to a country's economy.

The need to foster entrepreneurship has been necessitated by high unemployment rates especially among the youth world over. In addition to rapid population increases, universities and colleges are churning out graduates every year who by far exceed the capacity that the government and other sectors can absorb. Governments have recognized the role the entrepreneurship plays and have supported it. Due to the importance of the entrepreneurial sector, it has become one of the national agendas in many countries.

Youth unemployment around the globe has become a major challenge in the 21st century. The global youth unemployment rate, which had decreased from 12.7 percent in 2009 to 12.3 percent in 2011, increased again to 12.4 percent in 2012, and has continued to grow to 12.6 percent in 2013 (ILO, 2013). This report indicate 1.1 percent point above the pre-crisis level .These figures are also found in International Labour Organizations (ILO) report that about 74.2 millions youth will be Government of Kenya has not proved capable of meeting this challenge as evidenced by the

unemployed in 2013 arise by 3.5 million since 2007.

This increase of unemployment in the world could be attributed to the 2007 and 2008 world economic crisis where most nations' economies declined or stagnated (ILO, 2013). It also reported that the ratio of youth to adult unemployment hardly changes in recent years, and stands at 2.7 percent in 2013. Young people therefore, continue to be almost three times more likely than adults to be unemployed and an upward trend in global unemployment continue to hit them strongly .In an effort to address unemployment of youth in the world, five key policies were identified by the representative of governments, employers and workers of the 185 ILO members states at the International Labour Conference in June, 2012. One of the five resolutions passed was that entrepreneurship and self-employment to assist potential young entrepreneurs was to implement in every ILO member country (ILO, 2013).

The unemployment rate stands at 40%, with the highest percentage among the youth between the ages of 18 and 34 (Kenya National Bureau of Statistics, 2012). Gichira and Khatili (2013) reports that every year universities and Technical Institutes graduate are churning out about 30,000 students per year and over 60 percent of the students do not get formal jobs. In proportional terms, 80 percent of Kenya's 2.3 million unemployed are young people between 15 and 34 years of age. Majority of the students of the Universities and Technical Institutes graduates are aged between 20 to 24

years who constitute 30 percent of the unemployed. Youth unemployment in Kenya is alarming with statistics indicating close to 2.5million youth are unemployed (Ngosiana, 2010).

difficulties graduates go through in getting jobs. Therefore, the answer is not to churning out more

graduates but instead stimulates entrepreneurship intentions and the development of new ways of working. Venture creation has been cited to be linked to entrepreneurial intention as supported by (Carter, Gartner, Shaver, 2003; Krueger et al., 2000) who argue that lack of entrepreneurial intentions among students is contributing few graduate in self-employment.

Statement of the Problem

In the past, the government's education policies have aimed at promoting self-employment for alternative job creation in formal employment (Ministry of Education, 2009). Despite training youths in vocational training institutes with the aim of venturing into self-employment, a large number continue to seek paid employment, with many of them remaining unemployed (Kilemi, 2002; Kinyanjui, 2007). Similar studies have also echoed the same, that there is a 1% chance only that Kenya graduates will engage in small scale enterprises found in informal sector despite the high unemployment levels (Maina, 2007).

Many unemployed youths drift into crime and other social ills (Ngosiana, 2010). The resultant higher crime rates discourage investors, and have a cost in the quality of life. Besides, the unemployed youths are a big loss in human capital (Kibuka, 2011). Over 50% of Kenya's population lives below the poverty line, which is defined as 'living on less than one dollar a day' (Kaijage & Wheeler, 2013). Thus increase in unemployed youth fuels poverty. In addition, unemployed youths are a potential social and political problem.

Local scholars such as Kamau (2011), Ngugi et al., (2012), Maina (, 2007), Kaijage & Wheeler, (2013), Kibuka (2011) and others have studied on entrepreneurial intention aiming at determining drivers of students to entrepreneurship in an effort to solve why some people opt for entrepreneurs and other not Previous scholars

have been focusing on entrepreneurial experience, background factors, environmental factors and antecedents of Shapiro's law as variables as the determinants, however this study would focus on the following behavioural factors, namely; social valuation and career attraction, on entrepreneurial intention in an effort to determine what would influence vocational Technical Training Institute students in Cap YEI in Kenya opt for entrepreneurship and therefore, fill the knowledge gap.

General Objective

The purpose of this study was to establish the determinant of entrepreneurial intentions among vocational Training Institute students in Cap YEI in Kenya this was supported by the specific objectives which were To determine effects of social valuation and career attraction to entrepreneurial intentions among vocational training institute students in Cap YEI in Kenya

Research Questions

The research questions of this study are:

- i. How does social valuation influence entrepreneurial intentions among vocational training institute students in Cap YEI in Kenya?
- ii. How does career attraction influence entrepreneurial intention among vocational training institute students in Cap YEI in Kenya?

Scope of the Study

The study was interested in studying the influence of social valuation and career attraction, as determinants to entrepreneurial intentions among vocational college students in Kenya. The focus was on the entrepreneurial process and specifically on the individuals' as a central figure in that process. This was because the process of starting a new enterprise is quite complex especially from the individual perspective as they

were influenced by both internal and external factors. Thus, the study was limited to the process of entrepreneurship and specifically on the individuals' behaviour towards entrepreneurship. The unit of analysis was an individual—the nascent entrepreneur. The study was based on data collected in Kenyan vocational Technical Training Institute students who were in their final-semester of their studies in the six Cap YEI centres.

THEORETICAL FRAMEWORK

Theoretical review that was described and displayed in this chapter was based on the issues to be discussed after conceptual framework. It expresses:

a) Theory of Planned Behaviour

The theory of planned behaviour is an extension of the theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). The theory of planned behaviour is a general model that gives explanation about individuals behaviour and it appear valuable for assessing entrepreneurial intentions especially when it is adopted by entrepreneurship scholars (Krueger et al.,2000).The focus of the theory is on the individuals intentions to perform a given behaviour. A prerequisite for this is that the behaviour in question is under individual's volitional control. This theory has gained popularity in entrepreneurial research because it has been successfully applied in predicting intentions to perform behaviours and replaced the entrepreneurial trait approach which has indicated low empirical relations with behaviour in specific situations. Therefore, TPB is a valuable tool for understanding the process of new venture creation regardless of cultural differences (DeGeorge & Fayolle, 2004). TPB is a theory that predicts deliberate behaviour, because behaviour can be deliberative and planned. The basic assertion relates to the idea that if two people have the same level of intention to engage in a

specific behaviour but one has more confidence in their abilities; it stands to reason that the confident person will be more likely to succeed than the person who has doubt relating to their own abilities (Ajzen,2001).Therefore, by changing the three predictors (personal attitude, subjective norm and perceived behavioural control), the chance that an individual will intend to do a desired action can be increased and thus increase the chance of the person actually doing it (Liñán & Chen, 2009).

Ajzen's (2002), Theory of planned behaviour explains intentions by means of three main constructs or antecedents that influence behaviour (Liñán,2004) and the relative contributions of these three antecedents factors to explaining entrepreneurial intentions are not established beforehand (Wu & Wu, 2008). The antecedents that influence the behaviour include: attitude, social norm and perceived behaviour control .Attitude towards start- up (Personal attitude, PA) - This refers to the degree to which a person has a favourable evaluation appraisal of being an entrepreneur (Ajzen, 2001; Autio, Keeley, Klofsten, Parker, & Hay,2001; Liñán & Chen, 2009). It includes not only affective (I like it, it is attractive), but also evaluative considerations (it has advantages) (Liñán & Chen, 2009).

It is assumed to have two components which work together: beliefs about consequences of performing the behaviour (behaviour beliefs) and the corresponding positive or negative judgments about each of these of the features of the behaviour (outcome evaluation) (Ajzen, 2001). Fayolle and DeGeorge (2006) argues that, when new issues arise requiring an evaluative response, one draw on relevant information (beliefs) which is stored in the memories. And since, each of these beliefs carries evaluative implications, attitudes are automatically formed. Subjective norms (SN) - This measures the perceived social pressures to carry out-or-not to carry out –

entrepreneurial behaviours (Liñán & Chen, 2009). In particular, it refers to the perception that 'important others' would approve of the decision to become an entrepreneur, not (Ajzen, 2001). Subjective norms are assumed to have two components which work in interaction; beliefs about how other people, who may be in some way important to the person, would like them to behave (normative beliefs) and the positive or negative judgments about each belief (outcome evaluations).

Perceived behavioural control (PBC) - This is defined as the perception of the ease or difficulty of performing entrepreneurship (Ajzen, 1991, 2001; Liñán & Chen, 2009). That is the degree to which an individual feels that performance or non-performance of the behaviour in question is under his or her volitional control. Liñán and Chen (2009) argues that PBC is a concept quite similar to self-efficacy (SE) (Bandura, 1997), and to perceive feasibility (Shapiro & Sokol, 1982; Krueger et al., 2000). PBC includes not only the feeling of being able, but also the perception about controllability of the behaviour (Liñán & Chen, 2009). DeGeorge and Fayolle (2008) indicates that PBC has two aspects; how much a person has control over the behaviour and how confident a person feels about being able to perform the behaviour.

All these three concepts refer to the sense of capacity regarding the fulfilment of enterprise-creation (Liñán & Chen, 2009). PBC is determined by control beliefs about the power of both situational and internal factors to inhibit or facilitate the performing of the behaviour. This concept was introduced into the theory of planned behaviour to accommodate the non-volitional elements inherent, at least potentially, in all behaviour (Ajzen, 2002). Interactions among all these components develop a sense of capability and emotional tendency which drives individual to step into new venture creation

(Fayolle, Gailly & Lessas, 2006). This suggests that, TPB appears to provide a respectable explanatory framework for this area of study and hence an appropriate framework in the context of entrepreneurial intentions. Figure 2.1 depicts the Theory of planned behaviour

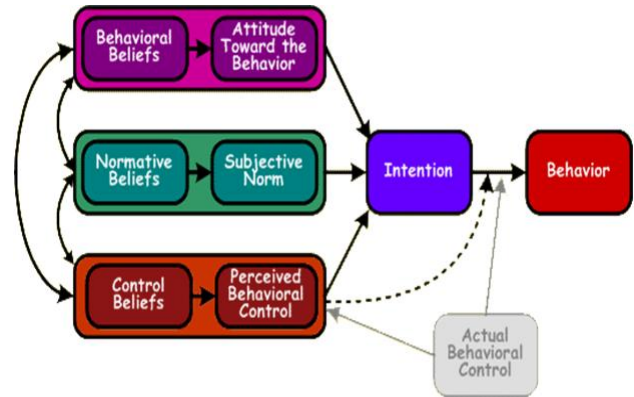


Figure 1 Theory of planned behaviour, Ajzen (2006)

Conceptual Framework

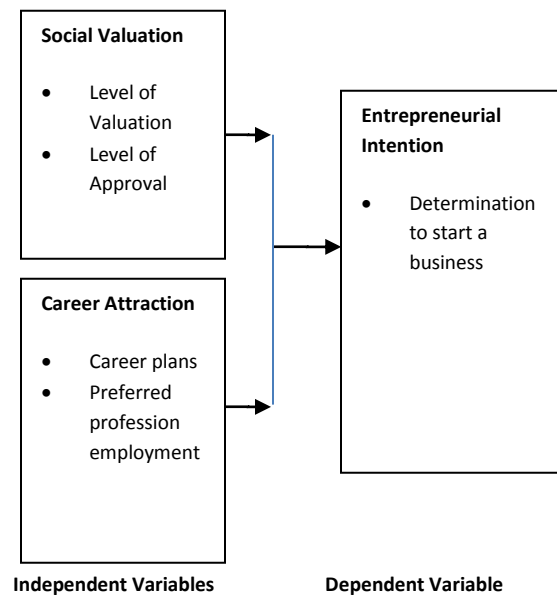


Figure 2 Conceptual framework

Empirical Review

Empiricism is a concept that emphasizes the role of experience and observation in acquiring knowledge. Empiricism focuses on those aspects of scientific knowledge that are closely related to

experience, especially as formed through deliberate experimental arrangements. It is a fundamental requirement of scientific method that theories must be tested against observations of natural world, rather than resting solely on a prior reasoning, intuition or revelation (Mugenda, 2008).

a) Entrepreneurial Intention

Entrepreneurial intention refers to intent to perform entrepreneurial activity. Several scholars focus on entrepreneurial intention in different perception, for example; Entrepreneurial intention as intention to start a new business (Krueger & Brazeal, 1994), the intention to own a business (Crant, 1996), or intention to be self-employed (Doughlas & Shepherd, 2002). It usually involves inner guts, ambition and the feeling to stand on ones feet (Zain, Akram & Ghani, 2010).

An individual may have potential to be entrepreneur but not make any transition into entrepreneurship unless they have such intentions (Ismail et al., 2009). Bird (1988) argues that intention is an important factor in facilitating towards new venture establishment and has significant impact on the firms' venture success, survival and growth. He suggested that intentional process often begins based on entrepreneur's personal needs, values, wants, habits and beliefs. Studying on entrepreneurial intention provides valuable insights for researcher to understand entrepreneurial process and predict entrepreneurial activities in better way through identifying antecedents of entrepreneurial intention (Davidsson, 1995; Bird, 1998; Krueger et al., 2000; Peterman & Kennedy, 2003; Liñán, 2004; Kolvereid & Isaksen, 2006; Krueger, 2007; Dell, 2008; Ismail et al., 2009).

Findings of Kolvereid and Isaksen (2006) on 297 business founders Entrepreneurial Intention by using longitudinal data revealed that intentions to be self-employed did actually determine later

entry into self-employment. Krueger (2007) stipulates that intention serves as mediating factor between entrepreneurial action and potential exogenous influence (traits, demographics, skills, social, cultural and financial support). They suggested that entrepreneurial intention helps in explaining the reasons on why certain individuals tend to start own business before opportunity scan or deciding type of business to involve in. They stated that entrepreneurs themselves should benefit from a better understanding of their own motives, intention affords them a chance to understand what factors drive them to make their decisions to pursue entrepreneurial career and how the venture becomes reality.

b) Social Valuation on Entrepreneurial Intention

Social valuation of entrepreneurship refers to the system of values peculiar to a specific group or society that shape personality trait and capacities and ability perceptions towards the entrepreneurial activity (Liñán et al., 2007). Social valuation is a concept closer to subjective norm or social norm, which entails important referent persons to an individual in the behaviour of interest. When people believe that most referents with whom they are motivated to comply think they should perform the behaviour, they will perceive social pressure to perform it and vice versa. Ajzen (2005) found that subjective norms generally accounted for less variance than the attitude and perceived behaviour control which are the antecedents of Theory of Planned Behaviour.

2.4.3 Career attraction on Entrepreneurial Intention

Career (professional) attraction refers as the extent to which individuals hold a positive assessment of personal about being an entrepreneur (Ajzen, 2002). The decision to become an entrepreneur is regarded as an individual and personal choice (Wickham, 2006)

that is likened to the choice of a career (Bridge et al., 2003). As much as career decisions are regarded as clearly planned in nature and not responses to a stimulus, Kruger et al. (2000) postulate that starting a business should also be viewed as a career choice.

Potential entrepreneurs must view entrepreneurship as a viable career option in order to develop a positive attitude towards it (Bridge et al., 2003). Choosing an entrepreneurial career as opposed to a conventional job is a choice that is based on the possibility of achieving satisfaction for a variety of economic, social, and personal development needs (Wickham, 2006).

Research Gap

Previous studies have highlighted on students intentions to entrepreneurship in both developed and developing world. For example; Duijin (2012) studied how personality traits influence entrepreneurial intentions among Netherland's university students. Tong et al. (2012) carried out a study on entrepreneurial intention among university students and focused on family business background, subjective norm and desire for independence. Byabashajia et al. (2010) studied on factors influencing entrepreneurial intention among university students in Uganda and focussed on; role of education, subjective norm and situational factors.

.Edet and Ekpoh (2011) carried out a study on impact of entrepreneurship education on career intention among 500 students drawn from two universities in Akwalbom and Cross river states of Nigeria. The variables were entrepreneurship education and barriers .The finding of the study indicated that entrepreneurship education impacts positively on the career intentions of tertiary education students. Entrepreneurship education leads to increase in the level of student's knowledge in entrepreneurial process. Tong, Tong, and Loy (2012) carried out a study on

entrepreneurial intentions among university students where need for achievement, desire for independence, family business background and subjective norms were the variables In this study, desire for independence was the only variable that was found not to have any significant relationship with entrepreneurial intention

From the above, many studies have really investigated the entrepreneurial intention of students, but mainly focusing on personal, psychological factors such as gender, locus of control, need for achievement, tolerance to ambiguity, self-confidence and innovativeness (Wang &Wong, 2004). However, the current literature survey indicates that any event attempting to predict entrepreneurial activities using traits approaches have yielded disappointingly small explanatory power and even small predictive validity (Krueger et al., 2000).

This study would focus on Vocational Technical Training Institute students in Cap YEI IN Kenya. The students of Cap YEI are all disadvantaged youth who are being offered entrepreneurial skills on top of other course free of charge by sponsor. The following variables are to be considered, namely; social valuation and career attraction. Therefore, this study intends to enrich literature on entrepreneurial intentions among Kenya youth and fill the knowledge gap.

RESEARCH METHODOLOGY

Research Design

This study adopted descriptive research design. Descriptive research describes the phenomena or characteristics associated with a subject population; to estimate proportions of a population that have these characteristics and to discover association among different variables (Cooper & Schinder, 2008). The use of descriptive design was in line with other similar studies such as Malebana, (2012) on the study in"

Entrepreneurial intention of final commerce students in rural provinces of South Africa”

Target Population

The study population comprised of 494 final semester students of Cap YEI Vocational Training Institute in Kenya. The use of final year students was in line with other similar studies such as Kamau, (2011) “Analysis of The Relationship Between Entrepreneurial Environmental Factors and Entrepreneurial Intentions of University Students In New Venture Creation.

Sampling Frame

The sampling frame of the study was checklist in the six Cap YEI centres for year 2013 for all final semester students”.

3.5 Sample Size and Sampling Technique

To determine the sample size for small populations, the researcher used the normal approximation to the hyper-geometric distribution, similar studies (Morris, 2014) have adopted the hyper-geometric distribution due to its ability to estimate sample sizes from small populations accurately. Therefore the sample size for the study was 216 students.

Table 1: Sample size and sampling technique

Branches	Population	Percentage	Sample size
Buruburu	102	20.6	45
Athi River	78	15.8	34
Nyeri	114	23.1	50
Machakos	82	16.6	36
Mombasa	42	8.5	18
Thika	76	15.4	33
Total	494	100	216

This study adopted a proportionate stratified random sampling method. Cooper and Schindler (2003) states, stratified proportionate random sampling technique produce estimates of several population parameters with greater precision and ensures a more representative sample is derived from a relatively homogeneous population. The sample strata were all the Cap YEI centres. The study obtained a representative sample from each centre as shown in the table 1. Then simple random sampling was employed using a checklist and random numbers and was used to sample the individual respondents.

Research Instrument and Collection Procedure

Self-administered questionnaire was used because it avoided the respondents from being influenced by the researchers. All items in questionnaires were adopted from validated entrepreneurial intention questionnaire developed by (Liñán and Chen, 2009). Data was collected in a classroom setting, whereby the respondents were given 10-15 minutes to answer the questions. It was done so to ensure that respondents were given enough time to answer the questions and to obtain a high response rate.

Data Analysis and Presentation

The study employed descriptive and inferential statistics. Descriptive statistics involved use of percentages, means and measures of dispersion which allowed for presentation of data in a more meaningful way and thus simpler interpretation of data. Inferential statistics Involved use of cross tabulations, correlation and regression analysis Tests for regression assumptions such as normality, outliers, Multi-collinearity and heteroscedastic were carried out. This study used multiple linear regression. The general equation for multiple linear regression is as shown below.

$$y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \dots + \epsilon$$

FINDINGS AND DISCUSSION

Response Rate

Data was collected from the six Cap YEI centres in Kenya while targeting a sample of 216 respondents. A total of 194 out of 216 self administered questionnaire were filled and returned yielding a response rate of 89.8%.

Reliability and Validity Test

Cronbach's coefficient alpha which is one of the most common methods in gauging reliability (Sekaran, 2000) for each variable was done. Reliability was assessed to measure internal consistency of the study instrument. The results for reliability test for each factor are indicated as Social valuation, career attraction, which had the following overall Cronbach's alpha; 0.734, 0.710 and 0.891 respectively. Ryman (2012) has indicated 0.7 to be an acceptable reliability coefficient. Thus the five factors were internally consistent.

Demographics Data

Gender and Entrepreneurial intention

Out of the total respondents (N= 194), majority (63%) were female while few were male (37%).

Age Group and Entrepreneurial Intention

Majority (46.9%) were within the age bracket of 24-26 years, followed by (43.3%) in age bracket of 21-23 years, then 8.3% in age bracket of 27 years and above and lastly few (1.5%) in age below 20 years. On entrepreneurial intention levels, respondents with more than 27 years had the highest inclination to entrepreneurship while below 20 years were the least.

Existence of Family Business

Majority (87.1%) had parents with business while a few (12.9%) never had parents owning a

business. The findings also indicate that those who hail from family with business had a high level of entrepreneurial intention that is 72 percent than those who did not with a 28 percent.

Business Experience and Entrepreneurial Intention

Majority (87.3%) had a positive experience in a parent business and a few (12.7%) had a negative experience in a parent business. The findings demonstrate that by exposing young people in running their parents business is an avenue of equipping them with entrepreneurial knowledge which in return enhance entrepreneurial intention.

Correlation Analysis on the Determinants of Entrepreneurial Intention

Correlation among the independent variables is illustrated by the correlations matrix in table 3. Correlations among variables is used to explore the relationship among group of variables (Pallant, 2010), in turn helping in testing multicollinearity. The fact that all the correlations were less than 0.90 was an indication that the factors were sufficiently different measures of separate variables, and consequently, this study utilized all the variables.

The lowest correlation in this study was between social valuation and entrepreneurial intention which is the results are weak positive correlation ($r=0.045$). A study by Hyder et al., (n.d) on entrepreneurial intentions among business students in Pakistan, had similar findings on weak positive correlation between social valuation and entrepreneurial intention. This implies that important referent persons to an individual's do not influence him/her towards in self employment.

The relationship between career attraction and entrepreneurial intention were found to be moderate positive correlated ($r=0.634$). The

findings are in consistent with study by (Malebana, 2012; Hyder,n.d; Linan, Rodriguez-cohard& Rueda-cantuche,2011) in entrepreneurial intention among students. These results imply that entrepreneurial intention among Kenya youth is very high. Therefore the society and Kenya government requires supporting these nascent entrepreneurs so that venture in business after graduation.

Table 2 Correlation matrix of the variables

	EI	SV	EI
CA	1	-.026	.634*
SV		1	.045*
EI			1

**

Correlation is significant at the 0.01 level (1-tailed)

Descriptive and qualitative Analysis of the study variables

a) Analysis of social Valuation

The first objective of the study was to determine how social valuation influence entrepreneurial intentions among vocational training institute students in Kenya. The study focused on the following aspect level of valuation and level of approval of entrepreneurial activity.

Level of valuation

The study sought to find the level of agreement of the respondents on valuation of entrepreneurial activity in their closest environment as valued worse or better. Based on the findings in Table 3, the respondents agreed that entrepreneurial activity is valued by close family members as indicated by a mean of 4.73. The respondents agreed that their colleagues and mates values their entrepreneurial activity with mean of 4.09 as well as among their friends with mean 4.04. Therefore, family members are ranked highest on

valuation on entrepreneurial activity to an individual.

Table 3 Valuation of entrepreneurial activity by acquaintances

	1	2	3	4	5	6	7	Mean	Standard dev
In your close family	5	15	10	10	13	25	22	4.73	1.933
Among your friends	12	17	12	9	19	24	6	4.04	1.902
Among your colleagues and mates	9	20	10	15	14	21	10	4.09	1.922

Level of Approval

The study sought to find out the rate of approval on decision to create a firm by people in their close environment. Based on findings in Table 4, the respondents agreed that close family members would approve as indicated by a mean of 4.44. The respondents agreed that their friends would approve by a mean of 3.91, and their colleagues and mates with mean 3.70. Family members were ranked highest in approval on decision to create a firm.

Table 4 Acquaintances approval on creating a firm

	1	2	3	4	5	6	7	Mean	Standard dev
Your close family	1	1	1	9	1	2	1	4.4	2.05
Your friends	1	4	0		5	2	9	4	6
Your colleague s and mates	9	2	1	1	1	2	6	3.9	1.85
			1	5	2	4	2	1	4
	1	2	1	1	1	1	8	3.7	1.90
	3	3	4	4	2	7		0	4

Level of agreement

The study sought to find out the level of agreement of the respondents on the statements

relating to level of acceptance of entrepreneurial activity in the society. Based on findings in Table 4.11, the respondents agreed that entrepreneurial activity is considered too risky to be worthwhile as indicated by a mean of 5.34, the respondents agreed that entrepreneurial activities clashes with the culture in my country as indicated by a mean of 4.72, the respondents agreed that entrepreneur's role in the economy is not sufficiently recognized as indicated by mean of 4.71, the respondents agreed that many people consider hardly acceptable to be an entrepreneur as indicated by a mean of 4.60.

	1	2	3	4	5	6	7	Mean	Standard dev
Working as an employee	9	1	2	1	9	2	1	4.18	1.874
Starting up a firm	3	4	6	1	1	3	2	5.32	1.562
Follow on training and preparation	1	3	9	1	8	1	9	3.38	1.983

Table 5 Respondents agreement on given status

	1	2	3	4	5	6	7	mean	Standard dev
Entrepreneurial activities clashes with the culture in my country	6	6	6	16	35	21	10	4.72	1.569
The entrepreneur's role in the economy is not sufficiently recognized	4	6	9	13	38	24	6	4.71	1.432
Many people consider hardly acceptable to be an entrepreneur	3	7	10	26	26	17	11	4.60	1.511
Entrepreneurial activity is considered too risky to be worthwhile.	3	8	4	8	19	30	28	5.34	1.179

b) Analysis of Career Attraction

The second objective of the study was to find out the influence of career attraction on entrepreneurial intentions among vocational training institute students in Kenya. The study focused particularly on the following aspects of future career plans, preferred career and level of attraction to self employment and .Descriptive statistics for career attraction is described below.

Career plans

The study sought to find out what level of preference of careers after finishing with study. Based on findings in Table 6, the respondents agreed that they would prefer starting up a firm as indicated by a mean of 5.32. The respondents agreed that they would prefer working as an employee as indicated by a mean of 4.18. The respondents disagreed that they would prefer follow on training and preparation as indicated by a mean of 3.38. Therefore, preference to starting up a firm was the highest.

Table 6 Preference of career after studies

Level of Attraction

The study sought to find out the level of attraction among three profession options, namely, salaried, liberal and entrepreneur. Based on findings in Table 7, the respondents strongly agreed that they preferred to be an entrepreneur who had a mean of 5.71, and agreed to prefer to be salaried as indicated with mean of 3.99 and lastly respondents agreed to prefer liberal profession which had a mean of 3.54.

Table 7 Attraction to professional options

	1	2	3	4	5	6	7	Mean	Standard dev
Salaried	9	1	2	1	1	2	7	3.99	1.798
Liberal profession	1	1	1	2	1	8	3	3.54	1.582
Entrepreneur	4	5	2	7	4	3	3	5.71	1.565

Preferred career

The study sought to find out the level of agreement with statements regarding to level of attraction to entrepreneurship. Based on findings in Table 8, the respondents strongly agreed with these two statements that If I had the opportunity and resources I'd want to start a firm and being an entrepreneur would entail great satisfaction for me where each of them had a mean of 5.73. The respondents strongly agreed that among various options, I'd rather be an entrepreneur as indicated with a mean of 5.66. The respondents strongly agreed that being an entrepreneur implies more advantages than disadvantages to me as indicated with a mean of 5.63. Lastly respondents agreed that being an entrepreneur is attractive to as indicated by a mean of 5.53. Based on responses of the five statements it can be concluded that the level of attraction to entrepreneurship by the student is highly approved. Therefore, based on career attraction analysis respondents are highly attracted to entrepreneurship. The findings are in consistent with study by (Rodriguez-cohard& Rueda-cantuche, 2011) in entrepreneurial intention among students. Thus it can be concluded that Kenya graduates had positive attitude towards self employment and believe they can start and manage business, however for them to start there is need for support in term of resources mainly financial capital and opportunity identification.

Table 8 Agreement with given status

	1	2	3	4	5	6	7	Mean	Standard dev
Being an entrepreneur implies more advantages than disadvantages to me	2	1	3	8	2	3	2	5.63	1.284
Being an entrepreneur is attractive to me	2	3	1	6	3	3	2	5.53	1.269
If I had the opportunity and resources ,I'd like to start a firm	2	1	1	6	2	4	2	5.73	1.179
.Being an entrepreneur is would entail great satisfaction for me	2	2	2	8	1	3	2	5.73	1.282
Among various options ,I'd rather be an entrepreneur	3	1	2	8	2	3	2	5.66	1.329

c) Analysis of Entrepreneurial Intention

The study sought to investigate the opinions of the respondents regarding level of determination in self employment. The study focused particularly on the following aspects of level of determination to be an entrepreneur and level of determination in self employment. Descriptive statistics is given below

Level of determination as an entrepreneur

The study wanted to find out if the respondents have ever seriously considered becoming an entrepreneur. Based on the results in Table 9 majority of the respondents 89 % indicated they had ever seriously considered becoming an

entrepreneur and only 11 % had not considered being an entrepreneur.

Table 9 Seriousness of becoming an entrepreneur

	Yes	No
Ever seriously considered becoming an entrepreneur	173 (89%)	(21 11%)

Level of determination to be self employed

The study wanted to find out if the respondents' level on determination to be self employed. The findings as indicated in Table 10 that the respondents strongly agreed with the statement that I'm determined to create a firm in the future as indicated by a mean of 6.05. The respondents strongly agreed with the statement I make every effort to start and run my own firm which scored a mean of 5.95. The respondents strongly agreed with the statement that I have very seriously thought on starting a firm indicated by the mean of 5.92. The respondents strongly agreed with the statement that they have gotten the intention to start a firm some day as well as their professional goal is becoming an entrepreneur indicated by mean of 5.73. The respondents agreed with the statement that I'm ready to make anything to be an entrepreneur with mean of 5.48.

Table 11	1	2	3	4	5	6	7	Mean	Standard dev
Determination as an entrepreneur									
I'm ready to make anything to be an entrepreneur	2	2	4	10	23	39	20	5.48	1.302
My professional goal is becoming an entrepreneur	2	3	3	4	20	38	31	5.73	1.334
I will make every effort to start and run my own firm	3	4	3	15	35	40	40	5.95	1.289
I'm determined to create a firm in the future	1	2	2	5	16	29	46	6.05	1.210
I have very seriously thought in starting a firm	-	-	-	10	18	42	30	5.92	0.937

Regression Analysis

The summary of the overall model that explains the significance of the constructs in this study is indicated in table 12.

Table 12 Model summaries for the overall model

Model	R	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.877 ^a	.770	.764	.32721

a. Predictors: (Constant), SV, CA,

b. Dependent Variable: Entrepreneurial intention

The four independent variables that were studied, explains only (77%) of the determinants of entrepreneurial intentions among Vocational Technical Training Institute students in Cap YEI in Kenya as represented by the R². This therefore means that other factors of entrepreneurial intentions not studied in this study contribute (23%) of the entrepreneurial intentions among Vocational Technical Training Institute students in Kenya. Therefore, further research should be conducted to investigate the other factors (23%) that affect entrepreneurial intentions among Vocational Technical Training Institute students in Cap YEI in Kenya

Table 13 ANOVA²

Model	Sum Squares	Df	Mean Square	F	Sig.	
1	Regression	56.480	2	14.120	131.88	.000 ^b
	Residual	16.916	158	.107	4	
	Total	73.396	164			

a. Dependent Variable: EI

b. Predictors: (Constant), SV, CA

The significance value is 0.000 which is less than 0.05 thus the model is statistically significant in

predicting how Social valuation and Career attraction as determinants of entrepreneurial intentions among Vocational Technical Training Institute students in Cap YEI in Kenya. Since F calculated is greater than the F critical (value = 131.884), this shows that the overall model was significant.

Table 14 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error				
1	(Constant)	1.535	.334	4.593	.000	
	CA	.137	.047	.147	2.913	.004
	SV	-.061	.026	-.091	-2.373	.019

$$Y = 1.535 - 0.061_{SV} + 0.137_{CA}$$

Based on the above equation, career attraction, is positively correlated with Entrepreneurial Intention except social valuation has negative relationship to Entrepreneurial Intention. Results from our empirical study have confirmed that career attraction as the main factors explaining entrepreneurial intention, as similar findings were found by (Autio, et al., 2001; Ngugi, 2012; Kibuka, 2011 & Liñán, 2007).

Thus the findings indicates; career attraction (β , 0.137), followed by Social valuation which has a negative relationship with entrepreneurial Intention: every one unit increase in social valuation, entrepreneurial Intention will decrease 0.061 by holding other variable constant. The findings that social valuation had negative relationship with entrepreneurial intention imply that important referent persons to an individual's do not influence him/her towards in self employment.

SUMMARY OF THE FINDINGS

The purpose of the study was empirically analyze the relationship between behavioural factors (social valuation, career attraction) and entrepreneurial intentions among Vocational Technical Training Institute students in venture creation in bid to understand why an individual will choose self employment as a career while another go for formal employment and why one will start an enterprise and succeed while another start and fail. Despite, the issues of entrepreneurial development has been of interest to many stakeholders in the country, for example, scholars, academicians, policy-makers, politicians, practicing entrepreneurs and general public, objective in-depth studies of young potentials entrepreneurs are limited and difficult to locate. As a result there is still a big gap in knowledge on problems associated with development of entrepreneurship in Kenya specifically among the young individuals.

The first objective of this study was to investigate the relationship between social valuation (subjective norm) and entrepreneurial intention among Vocational Technical Training Institute students in Kenya. Social valuation had a weak positive correlation with entrepreneurial intention, and also explained below average variation in entrepreneurial intention. From the study entrepreneurial activity was valued highest by close family members. Similarly, an individual decision to start business, close family members would be the best in approving that action. The level of acceptance on the statement that entrepreneurial activity is considered too risky to be worthwhile was strongly accepted by respondents. The findings imply that Kenya youth hails from family background that values and approves entrepreneurial activities and thus, they have high entrepreneurial intention. In that line any slight motivation for example identification of business opportunity and provision affordable loans Kenya youth can venture in business. A lot

need to be done to eliminate the perception that entrepreneurial activity as risky for one to venture by the government and the society at large to market entrepreneurship. Such avenues of promoting entrepreneurship is first recognizing and appreciating practicing entrepreneurs, organizing trade fairs, offering awareness and start-up education to potential entrepreneurs.

The second objective of this study was to investigate the relationship between career attraction and entrepreneurial intention among Vocational Technical Training Institute students in Kenya. Career attraction had a moderate positive correlation with entrepreneurial intention, and also explained above average variation in entrepreneurial intention. The study found that respondents preferred starting up a firm than being employed and following on training. The study also found that respondents were attracted highly on professional as career than liberal and salaried work. Finally, the study found the respondents strongly agreed on the statement that 'if I had the opportunity and resources, I'd like to start a firm'. These findings imply that; the high rate of preference to entrepreneurship by Kenya youth need to be facilitate through support by the government and the society so that we can enhance entrepreneurship culture among Kenya youth. Secondly it can be deduced that that Kenya graduates had positive attitude towards self employment and believe they can start and manage business, however for them to start there is need for support in term of resources mainly financial capital and opportunity identification. Thirdly Kenya graduate youth are seeking for self-employment to merits of self-employment such as being your own boss, a chance of being innovative and creativity.

Conclusions

The study sought to find out the determinants of entrepreneurial intention among Vocational

Technical Training Institute students in Kenya. To explore this issue, the study examined two predictor variables namely; social valuation and career attraction and entrepreneurial intention as the explained factor.

Career attraction was the second best predictor to on determinant of entrepreneurial intention among Kenya graduate youth. The implication of this Kenya graduate youth have high preference to self-employment than any other career. Therefore, Kenya graduate have a positive attitude towards entrepreneurship however, they require support from government and society. Such support could be affordable financial resource and ideal business environment so that they can venture in venture creation.

Social valuation being negatively significant related to entrepreneurial intention, it was found that closes family members, approves and values entrepreneurial activity than other referent persons. Thus it can be concluded to develop a healthy entrepreneurial climate in the country so that Kenya youth can embrace it, it is required that the negative perception about business venture being risky to reduced through awareness by advertisement through local media, organizing forum where practicing entrepreneurs meet with students and potential entrepreneurs. Through such marketing, entrepreneurship culture among Kenya youth would be enhanced.

Recommendations

The study recommends that a lot of awareness relating to entrepreneurial activity should be done so as the negative perception about business venture being risky to venture. Awareness would include advertisement through local media, organizing forum where practicing entrepreneurs meet with students and potential entrepreneurs.

The study further recommends that the government and non-governmental organization should provide funds as capital both inform of

grant and affordable loans for those who want to venture in entrepreneurship. The study further recommends government and non-governmental organization to provide business support services to both the potential and practicing entrepreneurs. The business support services would equip individuals with abilities and skills needed to start and manage the venture.

Area for further studies

There are only four variables tested in this study, future researchers can include other variables such as individual family background factors and antecedents of the Theory of Planned Behaviour. Personality traits can also be included such as need for achievement, locus of control and risk-taking propensity.

REFERENCES

- Ahmed, I., Nawaz, M. M., Ahmad, Z., Shaukat, M. Z., Usman, A., Rehman, W. U., & Ahmed, N. (2010). Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates. *European Journal of Social Sciences, 15*(2), 14–22.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179–211.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bartlett, M.S. (1954). A note on the multiplying factor for various Chi square approximations. *Journal of royal statistical society, 16*, 296-8
- Baron, R. A. (2004). The cognitive perspective: a valuable tool for answering entrepreneurship's basic "why" questions. *Journal of Business Venturing, 19*(2), 221–239.
- Barringer, B. R., & Ireland, R. D. (2010). *Entrepreneurship: successfully launching new ventures* (Third Edit.). New Jersey: Pearson.
- Bird, B. (1988). Implementing Entrepreneurial Idea: The Case for Intention. *Academy of Management Review, 13*(3), 442–453.
- Bless, C., Higson-Smith, C., & Kagee, A. (2007). *Fundamentals of social research methods – An African perspective* (Fourth Edi.). Cape Town, South Africa: Juta.
- Bosire, J., & Etyang, M. (2000). The effects of education on business skill cognition: the case of indigenous micro-scale enterprises owners in Kenya. *Journal of Vocational Education and*
- Cooper, D. R., & Schindler, P. S. (2008). *Business Research Methods* (10th Ed.). New York: McGraw-Hill.
- Cooper, D. R., & Schindler, P. S. (2011). *Business Research Methods* (10th ed). New York: McGraw-Hill
- Cooper, A.C., Woo, C., & Dunkelber, W. (1998) Entrepreneur's perceived chances of success. *Journal of business venturing, 3*, 97-108
- Davidsson, P. (1995). "Determinants of entrepreneurial intentions". *Paper prepared for the RENT IX Workshop, Piacenza, Italy, 23-24, 1995*: New York: Springer.
- Dell, M. S. (2008). *An investigation of undergraduate student self-employment intention and the impact of entrepreneurship education and previous entrepreneurial experience*. School of Business
- Erikson, T. (2002). Entrepreneurial capital: the emerging venture's most important asset and competitive advantage. *Journal of Business Venturing, 17*(3), 275–290.

- Fayolle, A., & DeGeorge, J.M. (2006). Attitudes, intentions, and behaviour: New approaches to evaluating entrepreneurship education. In A. Fayolle & H. Klandt (Eds.), *International entrepreneurship education. Issues and newness* (pp. 74–89). Cheltenham: Edward Elgar
- Gartner, W. B. (1989). 'Who is an entrepreneur?' Is the wrong question. *Entrepreneurship Theory and Practice*, 13(4), 47–68.
- Gachira R and Khatili (2013) Youth development in Kenya :Unleashing the potential of youth for wealth creation in Kiambu.Unpublished Report.
- Gravetter, F. J., & Forzano, L. B. (2006). *Research Methods for the Behavioural Sciences* (2nd Ed.). USA: Thomson Wadsworth.
- Hamidi, D. Y., Wennberg, K., & Berglund, H. (2008). Creativity in entrepreneurship education. *Journal of Small Business and Enterprise Development*, 15(2), 304–320.
- Hair, F., Joe, G., Tomas, M., Hult, Christian, M., and Marko, S. (2013). *Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Thousand Oaks: Sage.
- Hair, J.F., Anderson, R.E.; Tatham, R. L.; Black, W.C. (1998). *Multivariate Data Analysis*, Fifth Edition, Prentice-Hall: Upper Saddle River
- Hisrich, R.D & Peters, M.P., (2002). *Entrepreneurship* (5th Ed). New York: McGraw-Hill
- ILO. (2013). *Global Employment Trends for Youth 2013: A Generation at Risk*. Geneva.
- Kamau, J. N. (2011). *Analysis Of The Relationship Between Entrepreneurial Environmental Factors And Entrepreneurial Intentions of University Students In New Venture Creation in Kenya*. School of Management and Economics, Kenya Methodist University.
- K.N. B. S (2012). Kenya Economic Survey
- Kelley, D. J., Singer, S., & Herrington, M. (2012). *Global entrepreneurship monitor: 2011 global report*. Wellesley, MA: Babson College and the Global Entrepreneurship Research Association (GERA).
- Kibuka, G. (2011). *An Examination of factors that influence entrepreneurial intention of high school students in Kenya*. Doctor of Philosophy thesis University of Illinois: Urbane-Champaign
- Kilemi, M. (2002). Vocationalization of secondary education: Kenya case study. *Journal of Spring* Vol 1(1) pp 227-305
- Kothari, C.R. (2007). *Research Methodology: Methods and Techniques*, New age international publisher. New Delhi.

- Krueger, N., & Brazael, D. V. (1994). *Entrepreneurial Potential and Potential Entrepreneurs. Entrepreneurship Theory and Practice*, 18, 3, 91-105.
- Krueger, N. F. J. (2007). What Lies Beneath? The Experiential Essence of Entrepreneurial Thinking. *Entrepreneurship Theory and Practice*, 31(1), 123–138.
- Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411–432.
- Kucketz,A,&Wagner. M.(2010).The influence of sustainability orientation on entrepreneurial intentions- Investigation the role of business experience, *Journal of Business Venturing* 25 (2010) 524-539.
- Kumar,R.(2005).*Research Methodology.A step -by -step guide for beginners. (2nd Ed).*London:Sage Publication.
- Kvale,S.(2008).Doing interviews.Thousand Oaks,CA:Sage
- Maina, P W.(2006) *Integrated Entrepreneurship Education, Botswana; Uganda and Kenya. Review Commissioned by World Bank.*
- Maina, R. W. (2007). Isolating Institution Based Personal and Contextual.Determinants of Entrepreneurial Intentions among Kenyan college graduates.*Doctor of philosophy thesis,Case Western Reserve University.*
- Malebana J.M (2012). Entrepreneurial intention of final commerce students in rural provinces of South Africa. Unpublished Doctoral Thesis of University of SouthAfrica.
- Maree, K. (2010). *First steps in research* (First edit.). Pretoria: Van Schaik.
- Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of Small Business and Enterprise Development*, 15(2), 382–396.
- McClelland, D. C. (1961). Characteristics of successful entrepreneurs. *The Journal of Creative Behavior*, 21. Princeton: Van Nostrand
- McDonald, R. P., & Ho, M. H. R. (2002). Principles and Practice in Reporting Statistical Equation Analyses. *Psychological Methods*, 7(1), 64-82
- Mouton, J. (2008). *How to succeed in your masters & doctoral studies – A South African guide and resource book* (First Edit.). Pretoria: Van Schaik.
- Mugenda,O., & Mugenda, A. (2008).Social Science Research,Nairobi:ARTS..
- Mugenda,O., & Mugenda, A. (2003). Research Methods- Quantitative and Qualitative Approaches.Nairobi: ACTS press

- Nafukho, F. M., & Muyia, H. M. A. (2010). Entrepreneurship and socioeconomic development in Africa: a reality or myth? *Journal of European Industrial Training*, 32(4), 96–109.
- Ngosiana, B. R. (2010). *Promoting an entrepreneurial culture in Kenya*. Unpublished Nairobi University Thesis,
- Ngugi, J. K., Gakure, W. R., Waithaka, S. M., & Kiwara, A. N. (2012). Application Of Shapero's Model In Explaining Entrepreneurial Intentions Among University Students in Kenya. *International Journal of Business and Social Research*, 2(4).
- Nunny, J.C., Bernstein, I.H (1994) Psychometric theory. New York: McGraw-Hill
- Ooi, Y. K., Selvarajah, C., & Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students. *International Journal of Business and Social Science*, 2(4), 206-220.
- Pallant, J. (2010). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*, (4th ed.). New York: Open University Press.
111. Psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and Social Psychology*, 51, 1173-1182
- Reynolds, P. D. (1997). Who starts new firms?—Preliminary explorations of firms-in-gestation. *Small Business Economics*, 9(4), 449–462.
- Reynolds, P. D., Bygrave, W., Autio, E., & Hay, M. (2002). *Global Entrepreneurship Monitor. 2002 Summary Report*. Kansas City.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th Edit.). Harlow, England: Pearson education.
- Sekaran, U., & Bougie, R. (2009). *Research Methods for Business: A skill building Approach*. London: Wiley & Sons.
- Tabachnick, B.G., & Fidell, L.S (2007). *Using Multivariate Statistics*. (5th Ed.). Boston: Pearson Education.
- Tabachnick, B. G., & Fidell, L.S. (2001). *Principal Components and Factor Analysis in Using Multivariate Statistics*. MA: Allyn & Bacon
- Tam, H. W. (2009). *How and to What Extent Does Entrepreneurship Education Make Students More Entrepreneurial? A California Case of the Technology Management Program*. University of California, Santa Barbara.
- Thompson, E. R. (2009). Individual entrepreneurial intent: construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3), 669–694.
- Tong, X. F., Tong, K.Y. & Loy, L. C. (2011). Factor Influencing Entrepreneurial Intentions among University Students. *International Journal of Social Sciences and Humanity Studies*, 3(1), 487–496.

- Tustin, D. H., Ligthelm, A. A., Martins, J. H., & Van Wyk, H. (2005). *Marketing Research in Practice* (1st Ed.). University of South Africa: University Press.
- Twaalfhoven, B. W. M. (2003). Red paper on entrepreneurship. In *Paper presented at the 4th European*
- Welman, J. C., Kruger, S. . J., & Mitchell, B. (2008). *Research Methodology* (3 Ed.). Cape Town, South Africa; Oxford University Press.
- Zain, Z. M., Akram, A. M., & Ghani, E. K. (2010). Entrepreneurship Intentions Among Malaysian Business Students. *Canadian Social Science*, 6(3), 34–44.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business Research Methods* (8th Ed.). New York: South-Western/Cengage Learning.