

**THE EFFECT OF ENTREPRENEURSHIP EDUCATION IN
DEVELOPING ENTREPRENEURIAL INTENTIONS AMONG
SELECTED UNIVERSITY STUDENTS IN KENYA**

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DECLARATION

This research project is my original work and has not been presented to any other college, institution or any university other than the University of Nairobi for academic award.

Signed-----

Date-----

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D66/84316/2016

This Research project has been submitted for examination with my authority as the University Supervisor.

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I take this opportunity to thank Almighty God for good health and for bringing me this far. His grace was sufficient.

I would also like to express my deepest appreciation to all those who provided me the possibility to complete this report. A special gratitude I give to my project supervisor, Dr. Kennedy Ogollah whose contribution in stimulating suggestions and encouragement helped me to coordinate my project especially in writing this report.

DEDICATION

I dedicate this thesis to my family for nursing me with affections and love and their dedicated partnership for success in my life.

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ABSTRACT

Entrepreneurship in many countries play an important role. It is a huge contributor to the economic growth of Kenya whereby many jobs have been created. Several factors affect entrepreneurship and this include; politics, gender, technology, access to funds, personal factors, poor entrepreneurial skills, education and much more. Education was seen as a tool to resolve most of the mentioned issues and hence in 1988, Kenya's education systems introduced entrepreneurship in their education programs. This begun entrepreneurial education phenomenon. Entrepreneurial Education combines essential skills already learned, studied and approved by established entrepreneurs over the years. Studies have shown that entrepreneurial education is critical to the growth and survival of enterprises. The study therefore was aimed at establishing the influence of entrepreneurial education in developing entrepreneurial intentions among university students in Kenya. Descriptive research design was used to study the research problem. The target population of this study comprised 74 Universities teaching entrepreneurship in Kenya. The study took a sample 3 Universities 27 students in total using stratified sampling. Collecting of data was through use of questionnaires. The study used descriptive techniques to analyze data. Results obtained show that the students had a clear understanding on the concept of entrepreneurship. Findings indicated that respondents had highest expectations of improving their networking skills, communication skills, creativity, and negotiation skills and even start a business. Those with already existing businesses sought to improve the performance of their business through financial management, business planning and much more. The findings of the study indicated that most students had actually achieved this, some even before completion of the course. Most of them indicated they had achieved their intended goals.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Entrepreneurship is the process of creation of value through the expansion of economic activity manifested in the development of new products or services, processes or markets (Ahmad, 2008). For a successful entrepreneurial venture, it is important for one to have the necessary skills and intention of being an entrepreneur. Entrepreneurial intention gives one the motivation needed to take business risks despite the different challenges one faces. Entrepreneurial action follows entrepreneurial intention (Malebana, 2014). Entrepreneurial intention is therefore the mental orientation that influences choices of entrepreneurship (Peng, 2012). This means that entrepreneurial intention leads one to search for best ways to develop one's skills and this therefore introduces the concept of entrepreneurial education. Entrepreneurial education becomes a tool to broaden ones thinking and knowledge. Entrepreneurship is the key driver of employment, technological improvement, investment and much more. According to Kent (1990) education ensures knowledge is disseminated and fundamental values and norms are passed on from one generation to another.

The study had been anchored on two basic theories. These theories are learnability and teachability theories of entrepreneurship (Koch, 2002). Learnability theory focuses on students as the main subjects of entrepreneurial education. In this theory, student's intentions of learning entrepreneurship are examined. This theory is grouped into two. The first focuses on students whose aim is to learn the theme of entrepreneurship. This is basically learning entrepreneurship with the intention of simply understanding the role of an entrepreneur in the society at large (Pinkwart, 2001).

The second group focuses on the action oriented student whose aim is to learn entrepreneurship so as to improve his creativity and apply it in his entrepreneurship venture. The aim of this student is to identify and begin a business in the future. The second theory, teachability theory focuses on the teacher and teaching methods as the main subjects. This theory is dependent on learnability theory. The main focus is on teaching method a teacher can use to teach a student depending on the intention of the student.

A teaching approach towards theory based student will be different from that of an action oriented student. (Venkataraman, 2000). The main motivation for this study was to identify importance of entrepreneurial education especially in Universities in Kenya and its impact. The study reviews the existing literature and provide an extensive overview on the concept. The final review would help future researchers and policy makers in matters pertaining entrepreneurial education.

1.1.1 Concept of Entrepreneurship

Entrepreneurship term can be traced back to Joseph Schumpeter who defined it as the ability to convert an idea into a successful venture (utbildning, 2016). It is from Schumpeter that entrepreneurship was seen from a broader perspective of economics, business, social, environmental and even politics. Jean Baptiste, an economist from French, in the 19th century also described entrepreneurship as "shifts economic resources out of an area of lower and into an area of higher productivity and greater yield". Jean who majorly argued in favor of free trade and competition identified four factors that drive entrepreneurship. These factors are opportunity to solve an existing problem, availability of labor, availability of resources and ability to take risks. (Cuervo, 2008).

Concept of entrepreneurship has changed over time as factors such as technology, politics, economy etc. have evolved. It is an important issue which many developed and developing countries greatly pay attention to. According to (mohammadi, 2014) some characteristics of successful entrepreneurs include being a risk taker, innovative, responsible, strict, determined and even decision maker. Personal characters of individuals are also important. Entrepreneurial personal characteristics to consider include; trust, faith, patience and more. (Khanifar, 2010). The wealth of a country greatly depends on the competitiveness of firms and hence the reason all players of an economy should play a huge role in encouraging entrepreneurship.

To enhance entrepreneurship in the country, it is critical to ensure the skill is well nurtured and supported. This is why many researchers like Peter Drucker, Jean-Baptiste Say and Adam Smith, have done extensive research to identify the building blocks of entrepreneurship and this has even raised the common question; are entrepreneurs born or made? Peter Drucker (1985) says that entrepreneurship is not a ‘personality trait’; it is a feature to be observed in the actions of people or institutions. He goes ahead to emphasize that they do not necessarily do something better but they do it differently and that it takes hard work to develop the skill. “Entrepreneurship is not natural. It is work. Entrepreneurs are disciplined about entrepreneurship and practice it diligently.

1.1.2 Entrepreneurial Education

Entrepreneurship requires improvement over time for it to be perfected and this therefore introduces education as a fundamental aspect of entrepreneurship. Entrepreneurship and innovation entails being creative, determined, risk taking and much more. The aim of education in entrepreneurship therefore is to provide knowledge skills and motivation to

encourage entrepreneurial success in many fields (Sardari, 2010). There has been attention by many researchers on whether entrepreneurship can be taught. Curran and Stanworth (1989) termed entrepreneurial education as simply education with the goal of changing existing situation thus creating a new product or service and increase economic value. According to Codrina Contiu (2008), the main idea is to teach students how to develop their business plans, identify necessary resources and eventually start a business.

According to Parisamvad (2015), Entrepreneurial education equips the youth with vital knowledge required to build character, attitude and vision. These are basic tools required to develop an innovative mind and hence entrepreneurship culture. Jones (2004) has also defined entrepreneurship education as “a process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them (Morgan, 2009). There is enough evidence that entrepreneurship can be positively affected by education programs which in turn entrepreneurship courses and programs can create entrepreneurship awareness as a career option and to also encourage positive attitudes toward entrepreneurship (Anderson, 2008).

Some researchers have gone further to identify difference between entrepreneurial education and basic business education based disciplines such as finance, accounting or management. Business education mainly focuses on providing foundations needed to succeed in business management while entrepreneurial education steers students to learn more about developing concepts and ideas for new businesses (podnikání, 2015). In business education students learn skills such as finance, marketing management and more, however in entrepreneurial education one learns how to network, get funding, sell an idea and also grow it into a business.

1.1.3 Entrepreneurial Intention

Intentions are conceived as immediate antecedents of actual behavior (Ajzen, 1991). One's personal character and behavior is highly affected by one's intentions. (Fini, 2009). An individual's intentions not only help one formulate their end goal but aid one in developing necessary measures to achieve these goals. A study on the impact of gender and entrepreneurial intention suggests that males have stronger intentions than females (Matthews, 1995). Some claim this may be due to household responsibilities such as family that cause females' intentions to be low (Lee, 2011).

Some researchers find that past entrepreneurial experiences also affect one's entrepreneurial intentions (Krueger, 1993). Their prior experiences develop and sharpen one's intention. This therefore accumulates skills for future entrepreneurial activities. Others have disagreed with this concept, claiming it has no significant impact on their entrepreneurial attitude. Family has also been linked to entrepreneurial intention. (Dickson, 1993). One's role model in the family affects a child's entrepreneurial career. This is especially connected to parents of an individual.

According to Boyd and Vozikis (1994), attitude of an individual also determines their entrepreneurial intention. The attitude of a student towards entrepreneurship highly determines their intention of doing entrepreneurial activity. One student may have the intention to simply get more money, another's intention may be to solve a certain problem existing in the society, and another may intend to introduce a new concept in the market and much more. Knowing individual intentions provide great opportunity to increase our understanding and ability to predict entrepreneurship capability (Krueger, Reilly, & Carsrud, 2000).

Many researchers have done review on this concept however we still have more gaps existing that may need to be looked into in future. There are more questions on ethical and moral consideration in regards to entrepreneurial education (Mwasalwiba, 2010). How are specific courses matched up with specific content and target audience and even delivery methods. More research needs to be done to identify if character of the audience affects the course design and course impact and much more. (Malebana, 2014).

1.1.4 Universities in Kenya

Since independence Kenya has put in effort to improve its education system. As reflected in the total budget of 1998, 29% of the public budget was allocated education sector. (Farstad, 2002). Kenya's education sector has seen change in both content and structure. Today we have 8-4-4 system which includes primary secondary and tertiary levels. In 1960, the government had begun to recognize importance of tertiary levels of education. These included Universities, polytechnics, colleges and technical institutions (Koch, Theory and Practice of Entrepreneurship Education:, 2002). These were the backbone of the development of Kenya's economy.

Kenya has also considered entrepreneurship in its education curriculum and as such, entrepreneurship is taught. The country has a total of 51 Colleges and Universities registered by the Commission of Higher Education (CHE) all of which offer business studies programs within schools, departments or faculties (Waita, 2014). Entrepreneurship degrees are delivered by twelve High Education Institutes (HEIs) in Kenya, of which six are public sector sponsored institutions and eight have a dedicated center for entrepreneurial education.

These Universities include; Strathmore Enterprise Development Centre (SEDC), the University of Nairobi School of Business, the Centre for Executive and Entrepreneurial Development (CEED) at the United States International University (USIU), the Chandaria Business Innovation and Incubation Centre (CBIIC) at Kenyatta University, the Centre for Entrepreneurship and Leadership Academy (CE&L) at the KCA University and the Entrepreneurship and Leadership Foundation (E + L) in Kenya. All this is in line with Vision 2030 which aims to create a globally competitive and adaptable human resource base to meet the requirements of a fast industrializing economy (Bwisa, 2011)

1.1.5 University students in Kenya

The study also focused more on University students in Kenya who had either completed or were undergoing entrepreneurial studies at master level. The main University to focus on were University of Nairobi; School of Business, Jommo Kenyatta University of Agriculture and Technology, (JKUAT) and Strathmore business School. These Universities offer programs that touch on entrepreneurship as a unit or major course.

Many factors play a role in determining whether a student prefers to venture into entrepreneurial inclined units. According to Verheul (2005), females are less likely to want to establish their own businesses as opposed to men. He further argues that women are always afraid to take risks. Occupation of the parents has also been identified as one of the factors (Ferreira, 2003). Personality traits also varies from one student to another and in most cases students with need for achievement and locus of control (Aykol, 2008). In Kenya, formal employment is fewer compared to the number of graduating university students looking for job opportunities.

With this in mind, many students fear starting a business that may later collapse and forcing them to be jobless. Hence most prefer the comfort of a monthly income from employment (Aykol, 2008). This is a mindset that University students need to do away with.

1.2 Research Problem

Kenya has been on the forefront in enhancing entrepreneurship and innovation education. Since independence, the government has addressed challenges facing the education sector in general. (Waita, 2014)The country aims to reform the education system with the intention of achieving a more entrepreneurial country. This is in support of the Vision 2030 economic pillars that aim to increase job opportunities and poverty alleviation. With this goal in mind, the entrepreneur has been recognized as a fundamental contributor to a more developed economy (Kenya Vision twenty thirty, 2007). This therefore raises the need to sensitize every citizen on the importance of entrepreneurship hence the concept being introduced to all learning institutions.

Findings have uncovered the importance of entrepreneurial education however more needs to be done in regards to relation of entrepreneurial education in business actual start-ups and startup actual success (Dainow, 1987). More has to be done to also identify more uniform criteria to measure impact of entrepreneurial education (Mwasalwiba, 2010; Baptista, 2015). A focus on the students should also be considered the future research. This helps determine if taught contents consider character of the audience and does course design affect the students in any way (Martin, 2013).

According to National treasury, free primary education has continued to be implemented with an estimated enrollment of 8.8 million between 2015 and 2016. Many universities have introduced entrepreneurship education to promote the interest of under graduates in becoming future entrepreneurs (Von Graevenitz, Harhoff, & Weber, 2010). Despite all the government efforts, many of these graduates still find it challenging to get a job after graduating.

Many courses are offered in a bid to make students self-employed but in 2010 and 2011 the national unemployment level stood at 40% with the youth accounting for 78% and 67 % respectively. Most of these students had actually completed college and university. This creates a debate over whether higher education institutions can make an impact on entrepreneur skills. The field of entrepreneurship is expanding and research has been conducted in regards to this field for a while. However, there is little research done on the impact education plays in development of entrepreneurial skills or innovation. (Storey, 1994). This paper therefore seeks to establish the role that education plays in entrepreneurship and innovations and its impact.

1.3 Research Objective

The objective of the study was to determine the effects of entrepreneurship education in developing entrepreneurial intentions among selected University students in Kenya.

1.4 Value of the Study

The findings of this study would provide a firm foundation in developing government policies and regulations pertaining to entrepreneurship. This would see more change in education curriculum and strategic ways to spread entrepreneurial culture through.

It would help enhance the existing government initiatives that aim to drive entrepreneurship in the country. Focus would also be put into helping students transition from school to working environment. This would see more students enrolling for entrepreneurial courses and hence more businesses developed in the long run.

The study would also add to the already existing methods of teaching in different learning institutions. It would also be important in providing information to come up with effective monitoring and control systems to mitigate challenges associated with entrepreneurial education. This information can be implemented to each study unit or practical aspect of the study in classrooms on all levels of university students.

The findings of the study would be used by future researchers and academicians in areas of entrepreneurial education challenges and identified knowledge gaps so that they add to existing body of knowledge in this topic. They can also come up with appropriate styles and methods of implementing entrepreneurial education successfully and dealing with the challenges. This study would also contribute to knowledge bank that would be a reference source in the academic writing, research institutions, learning institutions and individuals.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This Chapter would discuss various pieces of existing theory based and practical knowledge on the role of entrepreneurial education. It helps pull together, integrate and summarize what is already known in entrepreneurial education. The chapter contains research from various researchers in regards to education in entrepreneurship and hence captures various education reforms strategies used by institutions. It also puts emphasis on ways of monitoring impact of education on entrepreneurship and hence helps identify if education is necessary to develop entrepreneurship.

2.2 Theoretical Foundation

Kothari (2004) defines theory as ideas that have been well put together with the aim of breaking down a certain phenomenon through giving variables of the laws that aim to find a relationship of variables with each other. According to Hawking, (1996) theories are tools used for making analysis in order to generate an understanding, explanation, and as well make predictions about a given topic of study. This study was guided by teachability theory and learnability theory as discussed.

2.2.1 Theory of Learnability of Entrepreneurial Competency

This theory was developed by David A. Kolb. It emphasizes on one's objectives of studying entrepreneurship. Different students learn entrepreneurship for different reasons. There are students who are purely interested in the theme of the study and those interested in becoming actual entrepreneurs (Koch, 2002). Students interested in the theme are basically students whose aim is to get the theoretical aspect of entrepreneurship.

Their aim is to gain general knowledge hence high academic achievement. In this context a student may proceed to higher education so as to be a professor, political decision makers, managers in large companies etc. On the other hand, we have students whose aim is to learn and develop the entrepreneurial skills with the aim of starting a certain business. The learning structure for this students will be to focus on activities aimed at improving one's career. (Fayol, 2003)

Entrepreneurial education is important for both action based and theory based learners. According to Kolb (1984), a student should learn to learn entrepreneurship. Experience alone will not add the much needed value. With learnability theory one develops experience and learns to learn. It is however essential for an institution to be clear on its objectives. If the aim of the institution is to increase the number of new businesses resulting from students, then the courses should be customized to action based students. If the objective is to improve on the social structure of entrepreneurship theory based learning would be more effective. Learning helps you change your way of performing an action as you are guided and advised thoroughly (Garavan, 1994).

A few critics have however risen in regards to this theory. Donald (1987) did a study of how professionals solve their daily problems by a constant ongoing reflection of what they do. He argues that academic learning does not reflect issues one faces on the ground hence it is not important for an entrepreneur upbringing. Schon does not advocate for formal education and instead believes experience is the best teacher. Other researchers are also in support of Schon's theory. Johannsson (2002) believes entrepreneurs only learn from their own recollection and their peers.

Both theories are based on assumptions that having different worldly perceptions, people will always work differently and arrive at different solutions. Fiet (2000) perceives theoretical learning as an answer to what entrepreneurs should do. However, Jack (1999) goes further to emphasize that the goal of entrepreneurial learning is to create reflective practitioners.

2.2.2 Theory of Teachability of Entrepreneurship Competency

This theory focuses on the teaching ability of the teachers. An effective entrepreneurship education trainer should be able to formulate strategies to help students move towards self-employment, provide all basic skills and information needed to start and manage a successful enterprise, provide advice on any entrepreneurial related topic and even organize training development courses for students at various levels and monitor their progress (Ilesanmi, 2000).

When considering teaching theory, the structure and the method of teaching is also important. For theory based learners, not much activity is required however when teaching action-based learners a more reality based approach must be used. (Blenker, 2006) There should be a deliberate linking of purpose, objectives and target group. The Irish have several years in teaching entrepreneurship and as a result of this many Universities are working closely with the businesses around them (Flemming, 2004).

Fiet (2000) has criticized the existing teaching methods as the normal traditional method where teachers simply teach and later check what students have learnt (examination). He states that the work of the teacher is to offer guidance and determine what competent skills each student should acquire.

The teacher therefore still determines the curriculum but in this case he is a coach rather than student evaluator. Jonnsson (2002) also believes it is impossible to teach students based on their learning objectives as this will require teachers to consume a lot of time which they will not be compensated by the Universities in most cases.

2.3 Empirical Review

Entrepreneurial education began in English speaking countries. The United States of America began with 16 Universities and colleges offering courses related to entrepreneurship. By 1970, the number of schools offering these courses grew. Harvard Business School was among the first schools to offer the courses and this was due to the structural problem of the post-war economy in America (Vesper, 1997). All these started from single units and now many schools offer entrepreneurship training as a complete program. This trend further spread to European countries and later became a worldwide phenomenon and a point of interest to many researchers as seen below.

In 2009 Sweden launched a strategy for incorporating entrepreneurship in the education field (Högre, 2016). Previously they used entrepreneurial education mainly to support business ventures. Now Sweden is focusing on how entrepreneurial education can be used as a learning tool in other subjects.

The focus has shifted the concept to involve teaching students how to be innovative, opportunity oriented, proactive etc. The idea is to make entrepreneurship relevant to all walks of life (Lackeus, 2015). Entrepreneurship has been seen to trigger motivation and engagement in students (Lackeus, 2015).

UNESCO (2008) stated that entrepreneurial education goes beyond business creation. It is about increasing the ability of a student to anticipate and respond to societal changes when need arises. Al (2015) did a study in Albania, where special courses have been created in the bid to drive entrepreneurial education. They have even gone further as to involve the society as a whole to drive entrepreneurial education. Families have been very supportive of this concept. Approximately 60% of the parents have business related degrees from well-established universities with most of them already self-employed. The parents not only provide mentorship to their students but also encourage them to learn entrepreneurial education to build their career path in future (Al., 2015).

Egerova (2016) in his research, *The Oslo Agenda for Entrepreneurship Education in Europe*, “some successful entrepreneurs often emphasize that education is too formal, too rigid, too systemized, and too equalizing, does not motivate people to be themselves, and therefore kills and destroys their entrepreneurial spirit.” (EC, 2006). Entrepreneurial education is a broad term that does not just involve starting a business but also highly focuses on enhancing one’s personal skills.

Adekunle and David (2014) in their study of entrepreneurial education in Nigeria, they observed that there are some few challenges in the education sector that needed to be addressed in an effort to enhance entrepreneurial drive in the schools. Some of the challenges identified were inadequate trainers, or trainers with little knowledge of entrepreneurship, inadequate funding for the programs offered, challenges in implementation of the programs etc.

They put forward some recommendations that include regular training done for lecturers and administration on entrepreneurial education, provision of resources like capital to graduates who are ready to start a business, student workshops to be organized on a regular basis etc.

Ejere (2012) also did a study on the same for Nigeria and realized that their education system was more inclined to theoretical aspect. Most of their Universities produced students suited for white collar jobs but lack entrepreneurial skills. He therefore emphasized on importance of re-evaluating the programs offered in Universities.

Akpomi (2009) did further research on entrepreneurial education among science and technology students. He noted that entrepreneurial education is mainly taught to business oriented units or courses such as marketing, sales etc. but there is no systematic attempt to view the concept from a science and technology's student perspective. He concludes that entrepreneurial education empowers science and technology students to actually have the zeal to start their own business in their respective fields. He further recommends that it is very essential to ensure the assigned facilitators are very passionate and entrepreneurs at heart so as to pass this easily to their students as well. Involvement of already established entrepreneurs is also advised during workshops so as to give a heavy boost to these students. He adds that entrepreneurial education should also be included in pure sciences like engineering, medicine and technology as well.

Onoh (2013) conducted a study on the importance of entrepreneurial education among already established craftsmen and artisans in the Nigeria's urban areas. To them, entrepreneurship was majorly learnt by experience.

Most of them ventured into self-employment to earn a living and reduce poverty. To them it was not a matter of passion and as such they became comfortable as long as they got enough to satisfy their daily needs. Aolabi (2017) also noted that most of the craftsmen also lacked marketing skills; a very essential skill in entrepreneurial venture. A recommendation was made that students should be encouraged beyond school curriculum. A special recognition program by the government towards any interesting start-up should be established as a form of motivating the graduates.

Emeka (2017) in his research concluded that Entrepreneurial Education also enables graduates to develop employability skills. From his research on entrepreneurial education among degree students of library and information science in Nigeria, he points out that career opportunity in the field of library are strong in Nigeria. This is because many companies have opened up libraries with the aim of educating the youth. This in turn has seen an increase of job vacancies requiring library attendants who are literate and well equipped for the job. For such students, entrepreneurial education enhances was of generating ideas that will aid in improving library and information services.

Lazer (2003), in his study stated that entrepreneurial education to be considered good quality then it must be done in quality learning environments like schools. This is because the environment encourages learning and knowledge sharing as it incorporates people from different backgrounds with similar goals and objectives. Aremu (2003) defines good quality education as one with good learning environment, available necessary learning materials, teaching methods that enhance creativity and independent thinking, valid system for examination, well trained teachers and reasonable finance and support structures.

Ongwae (2016), in his study on entrepreneurial education in Kenya, concluded that entrepreneurial education can never achieve its goals in the country. He goes further to emphasize on how young adults have taken self-employment negatively and would prefer to be employed. Most have actually viewed it as stressful. He recommends that entrepreneurial education can only be effective if taught from as early as Primary School learning.

According to Njambi (2016) on her research on evaluation of entrepreneurship education as a tool used by the government to promote growth and development of SMEs in Kenya, she noted that male students performed better in entrepreneurial courses than female. This may be due to challenges females face that causes them to perceive entrepreneurship as a risk not worth taking. Some of them are bound by family balance, credit accessibility and the general social cultural attitudes towards women as dependents and men as providers. She went further ahead to confirm if entrepreneurial education had any impact on sales in SMEs. This was concluded that indeed entrepreneurial education had an impact to business sales at any given point.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, population, sample size, and sampling technique. The study also presents the data collection tools, nature of data used and pretest of the research instruments. Finally, the chapter gives details on data collection process, measurement and analysis.

3.2 Research Design

Babbie, (2002) defines research design as the situation arrangement for information accumulation and investigation of the information in a way that tries to convey pertinence to the examination reason with economy in the technique. Additionally, Kothari (2004) observed it as a blue print which encourages smooth delivery of the different research operations, along these lines making research as productive as conceivable consequently yielding ideal data with least costs as far as exertion, time and money.

The research design used cross sectional design. This allowed data to be collected from various subjects at a single point in time (Alan & Emma, 2003). This design involved quantitative and qualitative data that had variables that helped identify patterns and connections necessary for the study. The research was divided into 2 stages. The first stage involved in-depth examination of the entrepreneurship units being taught. This also addressed challenges faced in entrepreneurship education. The second stage focused on graduates who had studied entrepreneurship. The aim was to find out what they were currently undertaking in regards to their profession and if they were putting into action what they studied.

3.3 Population of the Study

Mugenda and Mugenda (2003) describe population as an entire group of individuals under consideration in any study and have similar features. Kenya has a total of 74 high educational institutions that teach entrepreneurship. This research was on graduates of Master of Science in Entrepreneurship at the University of Nairobi, Jomo Kenyatta University of Agriculture and Technology, (JKUAT) and Strathmore business School. Former graduates of the entrepreneurial course between the years 2013- 2017 were also involved as well. The population of interest was both students, former students who were running their own businesses and those employed with no business.

3.4 Data Collection Methods

The study utilized primary data collected from interviewed respondents. Questionnaires were used to collect the data. The questionnaires contained a combination of open and close ended questions. Questionnaires were best for this study as they are cheap and easy to administer especially where user anonymity is essential. Questionnaires also allows enough time for a respondent to read and thoroughly analyze the question hence a conclusive and firm feedback is highly expected.

The questionnaires were distributed through drop and pick later method, whereby the researcher approached the respondents personally and requested them to fill in the questionnaires and thus collecting the filled questionnaires after some time. The questionnaires were collected after an average of four days. Researcher obtained a letter and permission from MSMEs manager before going to the field for data collection.

Qualitative questionnaire was used in stage 1 and quantitative method in stage 2.

Qualitative method was used to assist the researcher to review the course curriculum. Content analysis helped to fully understand what students were taught and the challenges they faced. This looked into details whereby students were given an opportunity to learn concepts and attempted to apply them to various problems or use of concrete version of the concept through simulation (Langer & Applebee, 1987; Phelan 1989). Qualitative gave a deeper understanding of student experiences in the classroom. Quantitative method is the most appropriate instrument for social science researches (Cohen & Marion, 1989) hence easy to collect larger data from students. It made it easier to generalize a few basic concepts needed in the research. There was an extensive use of structured questionnaires that was administered. Current existing networks within the University was used especially to find the contacts of past students and to organize on delivery of the questionnaires.

3.5 Data Analysis

The data collected was checked and examined for compliance and comprehensibility. Qualitative data was analyzed using content analysis while descriptive analysis was used for quantitative data. This included use of mean, percentages, and frequencies. Data presentation used tables and charts. To understand further how education enhances innovation and entrepreneurship, the study focused on getting information from students who had completed the course or ongoing students who have a running business. The information collected was in relation to the specific units/course curriculum they did and if they thought the units played a role in the far they have reached entrepreneurially. Content analysis assisted to simplify each response for easy interpretation.

To identify the entrepreneurial skills targeted for the students, the study focused on why each unit was being taught. It was important to consider the key elements for developing entrepreneurial skills. Performance of students in each unit was evaluated and categorized into different categories. A ratio of performance versus the related entrepreneurial skills of the students was established to ascertain if the unit was really significant for entrepreneurship. This also helped to identify if level of one's education really affected one's levels of innovation and entrepreneurship.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter deals with the analysis of the data. Specifically, the data analysis was in line with specific objectives where patterns were investigated, interpreted and implications drawn on them. This chapter represents the empirical findings and results of the application of the variables using descriptive, qualitative and quantitative research designs.

4.1.1 Response Rate

The target of this study was a sample size of 50 respondents from which 27 filled in and returned the questionnaires making a response rate of 54%. 17 from University of Nairobi, 8 from Strathmore and 6 from JKUAT. This response rate was satisfactory to make conclusions for the study as it acted as a representative. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was ok.

4.2 Background Information

The study sort to determine the effects entrepreneurial education had on each individual. This section analyzed the respondents' background information relating to their studies in entrepreneurship at their various Universities. Specifically, the areas analyzed included the name of the enterprise, gender, the year in which the business was established and name of the University the course was done.

4.2.1 Period Which the Business had been in Operation

Respondents were requested to indicate the period in which they started their business and the period they graduated. The aim was to determine the main reason one opted for the course. The total number of respondents with business was 19 and those without business was 8.

Table 4.1: Period of starting a business and that of doing the course.

CATEGORY		FREQUENCY	PERCENTAGE
A	Those with a business before joining	7	26
B	Those with business while studying	4	14
C	Those with business after graduating	8	30
D	Those without business and doing course	5	19
E	Those without business after graduating	3	11
TOTAL		27	100.0

Results from the Table 4.1 show that most students started their own businesses (74%). Most of the students with businesses begun operation after doing their entrepreneurship course (30%). Most students in category B and C had indicated their intention of joining the course was to start a business. This clearly shows their entrepreneurial intention was high. 26 % of the students started their businesses before starting their entrepreneurship course. 8 of the students had not started any business at all. This is 30 % of the total population.

Of the 30%, 5 students are employed and are still doing their entrepreneurship course while the remaining are still employed but have never started their business after finishing their course. This implies that most students had a clear intention while opting to do the unit.

As per the table 4.1 above, students who started their businesses before joining the course indicated that their main aim was to improve their businesses. All respondents confirmed that they had indeed made improvements. Some of them made improvements in their innovative thinking, networking skills, communication skills and much more. To them, the course was beneficial and would highly recommend it to others.

4.2.2 Influence of Teaching skills

The study sought to determine whether the teaching techniques played a role in performance of the course units. Every student indicated their best units taught and all of them confirmed that the teachers' teaching techniques played a huge role in their good performance in those units. However, when indicating their worse units, 11% of the students indicated that the teacher's role had nothing to do with their poor performance. They attributed their poor performance to their negative attitudes towards the units as well as low attendance in those classes. 89% of the students stated that the teachers played a role on their poor performance.

4.2.3 Age Group

The study sought to determine the respondents' age group. This was sought to confirm the age where entrepreneurial orientation is mostly found.

Table 4.2: Age group

Age group	Frequency	Percentage
Less than 29 years	9	33
30 to 39 years	11	41
40 to 49 years	5	19
50 to 59 years	2	7
More than 60 years	0	0
Total	27	100

The study results showed that, 41% of the respondents were aged between 30 to 39 years, 33% were aged below 29 years, 19% were aged between 40 to 49 years, and 7% were aged between 50 to 59 years whereas there were no respondents of 60 years and above. It implies that most of the owners of the businesses are youthful hence they are full of vigor and may use the mentorship to advance their business.

4.2.4 Practical verses Theoretical Teaching skills

The study also sought to determine theoretical teaching versus practical teaching skills. Majority of the respondents confirmed that fewer units involved practical skills. Most of the units taught involved theoretical work. Most suggested that the units to be improved by addition of more practical view. This would help gain the actual experience in the field of entrepreneurship hence more understanding on the subject. Some suggested actual site visits to already existing enterprises to be made often. Others emphasized the importance of having entrepreneurial mentors invited for talks and to share their experiences. Other suggested units that evoked ones thinking skills to be included in the course. This would include thorough inclusion of case studies. Negotiation skills was also considered as one of the aspects to be included in the course.

4.3 Personal Factors influencing Entrepreneurship

The section discusses personal factors that may affect application and practice of entrepreneurship education. Respondents were asked to rate the influence of the below factors in developing their entrepreneurial skills. The study used 5 point Likert type scale where 5=Very high influence, 4= high influence, 3 = Moderate, 2 = low and 1 = No influence.

Based on this, the following allocations can be made since there are 5 points and a range of 4. 1-1.8 is Very weak, 1.81-2.6 is weak, 2.61-3.4 is neutral, 3.41-4.2 is strong and 4.21-5 is very strong. The data findings are presented on Table 4.9.

Table 4.3: Personal Factors influencing Entrepreneurship.

Business Topic	Mean
Family background	3.96
Existence of family business	3.48
Family Support	2.96
Desire to be own boss	4.3
Act of desperation	1.74
Social Gaps	3.48
Availability of unique product	4.03
Availability of customers for a certain product	4.03

Source: Research

Findings presented on Table 4.3 shows that majority of respondents indicated that the desire to be own boss had a high influence on their entrepreneurial intentions as the mean score was 4.3. The availability of unique products and customers for these products also influenced their entrepreneurial intentions with a mean of 4.03 respectively.

Family background of the respondents in the operation of self-owned businesses also influenced their entrepreneurial intentions. Family background had a mean of 3.96. Act of desperation as a factor influencing entrepreneurship intentions had a mean of 1.74. this shows that the factor had no significant influence on the respondents.

4.3.1 Impact of Education skills learnt

Respondents were requested to indicate whether some of the entrepreneurial Units studied had an impact on their entrepreneurial skills. Their responses were as below.

Table 4.4 presents the study findings.

Business Topic	Mean
Financial Management	4.35
Entrepreneurship and Law	2.87
Creativity and Innovation	4.46
Business Planning	4.6

Results presented on table 4.4 show that majority of the respondents saw the importance of Financial Management. The unit had a mean of 4.35 hence considered as very high influence. This clearly shows that it's important to have a clear book keeping and recording of inflows and outflows of any business. A mean of 2.87 was considered for financial law. Many with businesses confirmed that they preferred hiring a legal representative to handle complicated issues pertaining to legal matters. Creativity and innovation together with business planning had the highest mean ranking of 4.46 and 4.6 respectively. This shows the importance of the two units in influencing entrepreneurship.

4.3.2 External Factors affecting Entrepreneurial Growth

The study sought to establish the external factors that affected entrepreneurial growth and to what extent each individual was affected. The data findings are presented on Table 4.5.

Table 4.5: External Factors affecting Entrepreneurial Growth

Business Topic	Mean
Political climate	3.5
Financial climate	4.57
Availability of needed resources	3.62
Availability of business mentorship/business angels	4.8

From the findings on Table 4.5, A mean of 3.5 was given to the country's political climate. Most respondents indicated that politics had a high influence on their entrepreneurial growth. This is because the policies implemented determined how the business would run. This includes the tax system put in place by the government, legal procedures in starting a business and much more.

Financial climate was also considered of very high influence to growth of an entrepreneur. This would determine rate of flow of money between different entities. Availability of necessary resources was also considered high influence with a mean of 3.62. Business mentors and angels were considered of very high importance as they have a lot of experience and hence good advice to run a business in good and bad moments of its existence.

4.4 Expectation and current fulfillment level of joining the Institutions

This section sought to identify the reason as to why the students opted for entrepreneurial education. From the findings, most of the respondents had not done an undergraduate study that purely contained entrepreneurship. It was mostly at Master level that they opted to extend their knowledge of entrepreneurship by undergoing a full course dedicated to entrepreneurship. Their end goal was to start a business and acquire some skills such as; networking, better communication skills, more analytical skills, eye opener and much more. Most respondents confirmed to have greatly achieved this at the level they are already in. For those who were still employed, their skills really helped them enhance their entrepreneurial skills. It was also identified that most students who had not yet achieved their goal had yet to finish their course work hence more time needed to fully confirm their satisfactory level.

4.5 Discussion of the Study Findings

Result findings show that most of the respondents had actually started a business after or while doing their entrepreneurial education. This shows that majority of the respondents had a clear goal as to why they ventured into studying entrepreneurship. As per the findings, most confirmed to have actually achieved their goal. This shows the importance of entrepreneurial education. It acts as a guiding tool especially for those who are looking towards starting and managing their own businesses for the first time.

The study also noted that a high number of respondents already had a business prior to joining the course. Most of them sighted that their aim was to enhance their skills and better their current businesses. Most confirmed to have achieved this. Emphasis on units such as innovation management, Entrepreneurial Seminar, new venture creation were mentioned as one of the units that really added value. These findings are in line with the argument by Egerova (2016), experience in its self is not the only way to grow ones' business.

Further findings also showed that family participation plays a huge role in developing entrepreneurial intention. Most of the respondents had family support. Some of them even got motivated through observation of already existing businesses. This is in positive affirmation of study by Al (2015), children whose parents are self-employed are likely to start successful business as the parents provide mentorship and encouragement to their children during their entrepreneurial journey.

It was also noted that students had different motivations to start their businesses. Most of them identified products and services that were highly needed in the society. This together with the desire to be their own bosses played a huge role in motivating them. However most confirmed that desperation was not one of their reasons for starting a business. This confirms that entrepreneurship is not simply about poverty reduction but the main aim should be to create change through innovation.

The findings of the study also clearly indicated the importance of some units. Business Planning, Innovation Management and Financial Management were scored among the highest. However, most entrepreneurs were ignorant of the importance of Law in their entrepreneurial education. It is apparent therefore that a lot of emphasis on law needs to be made. This should be a push by the government and institutions to emphasize on importance of understanding legal frameworks needed for businesses. Ongwae (2016) stated that entrepreneurial education in Kenya can never be successful because there are strict regulations to starting and running a business. While the government needs to look into this, it is also essential for entrepreneurs to be aware of what is expected of them so as not to operate illegally.

The study further revealed that external factors such as political, financial, technology and much more played a huge role in their entrepreneurial growth. This shows that entrepreneurial education plays a huge role in all spheres of life. Aolabi (2017) says that entrepreneurial education should go beyond school curriculum. Students should be aware of their surroundings and all factors that may affect their entrepreneurial journey. This not only ensures they keep up with current changes, but also come up with innovative ideas to solve day to day issues and also future ideas to enhance standard of living.

Practical skills were also considered very essential. From the study, very few units contained practical application. Most of them were theory based. Most students indicated that there should be an addition of practical units. This is because it makes it easier to relate and understand as it is more realistic.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMENDATIONS

5.1 Introduction

This chapter presents the study summary, conclusions and recommendations based on the study findings. The objectives of this study were to determine the effects of entrepreneurial education in developing entrepreneurial intentions among selected university students in Kenya.

5.2 Summary

The study was used to assess the effectiveness of entrepreneurial education to their entrepreneurial journey. Since 1998 Kenya has been in the forefront to improve entrepreneurship and education. This has led to evolution of education in many ways. The study was used to break down the different factors in entrepreneurial education that affect entrepreneurial intention in students.

From the study, many of the students had a clear understanding of entrepreneurship and a clear goal of why they wanted to study the subject. Most of the respondents were able to achieve their goals and even start a business. This clearly shows that the study had been of value to them.

Based on the findings, the study concludes that considerable number of students have identified the importance of entrepreneurship. This is not only good for individuals but very good for the country. This means future jobs and economic growth for the country as a whole. Entrepreneurial education offers mentorship and guidance on entrepreneurial journey. Financial management aid in improving ones' skill on how to manage cash flow, while innovation and creative management help sharpening ones' creative thinking skills.

It was also noted that most of the respondents were actually employed. Most affirmed that not only were the taught skills helping them in their entrepreneurial journey but as intrapreneurs as well. Their networking skills, communication skills and analytical skills were enhanced greatly. It was also noted that most of the students had not done entrepreneurial education as a pure course in their undergraduate. The pursue of the subject in their master level is a clear indication of importance of entrepreneurship in all spheres and courses. Every institution should include entrepreneurship education in all their respective courses as it is very important.

5.3 Conclusion

The study concludes that entrepreneurial education had a significant and positive impact on entrepreneurship. Among the tangible benefits realized include proper financial management, increase in creative and innovation skills, better understanding of policies that impact businesses, networking and much more. The study also concludes that entrepreneurial education focused on preparing youth and young entrepreneurs with prerequisite skills to start their own businesses. Entrepreneurial education platform offered startup accelerator program for entrepreneurial development.

Furthermore, the study of entrepreneurial education programs helped already established entrepreneurs with tactics needed to conduct market survey on the need for the product (Feasibility Study). Skills acquired through entrepreneurial education programs helped the same entrepreneurs to determine competitive pricing for the new products or services. Skills acquired also helped established entrepreneurs, develop marketing strategies for the new products or service.

5.4 Recommendation

From the research findings, the study advocates that practical units should be added to ensure more realistic approach to understanding entrepreneurship. There is need to promote awareness on the entrepreneurial education to the public. The National government needs to collaborate with the county governments in laying strategies that will encourage institutions and students to take up more courses on entrepreneurship. Subjects like taxation policies, process of starting a business should be a priority. The study recommends that more entrepreneurial education programs are required to also improve the skills of entrepreneurs running SMEs in Kenya in order for them to realize their financial goals. Therefore, entrepreneurs should be encouraged to join more of these programs to benefit more.

5.5 Recommendations for further Research

The objective of this study was to determine the effect of entrepreneurial education in developing entrepreneurial intentions among university students in Kenya. Similar studies may also assess the level of public awareness on the existence of entrepreneurial education programs available to business owners.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER



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19 October 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER FOR RESEARCH
MELVIN WAIRIMU NJOROGI REGISTRATION NO. D66/84316/2016

This is to confirm that the above named is a bona fide student in the Master of Science in Entrepreneurship and innovations management (MSc. Entrepreneurship and innovations management) option degree program in this University. She is conducting research on "*Effect of Entrepreneurship Education in Developing Entrepreneurial Intentions among Selected University Students in Kenya.*"

The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the Project. The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your assistance will be highly appreciated.

Thank you.



Jane Muturi
For: MSc. Entrepreneurship and Innovations Management
School of Business

APPENDIX II: QUESTIONNAIRE

This questionnaire is designed to carry out a survey on the effect of entrepreneurship education in developing entrepreneurial intention among selected University Students in Kenya. (Use a tick where necessary)

SECTION A: Demographic information

1. Do you have your own business?

Yes No

IF Yes

- Name of the enterprise _____
- Year the business was established _____

2. Gender of the owner a) Male _____ b) Female _____

3. Indicate your age group ≤ 29 30-39 40-49 50 – 59 60+

4. Which year did you graduate?

Year or Not yet

5. Which University are/were you doing your entrepreneurial Master Course

SECTION B: Information on Units taught

- How many units were you taught?
- Which has been your best unit taught so far
- Would you say it is relevant to improving both innovative and entrepreneurial skills?

Yes No

- Would you advise the unit to continue being taught to aspiring entrepreneurs?

Yes No

c. **Did the lecture's teaching skills play a role in performance at this unit?**

Yes [] No []

- Which was your worst Unit
- How was your performance in this unit?

Excellent [] Good [] Bad []

- Would you say it is relevant to improving both innovative and entrepreneurial skills?

Yes [] No []

- Would you advise the unit to continue being taught to aspiring entrepreneurs?

Yes [] No []

- Did the lecturers teaching skills play a role in performance at this unit?

Yes [] No []

- How many of your units involved hands on experience?

Non [] All [] Most [] Few []

- In your opinion, is it important to have more practical units or more theoretical units?

More Practical [] More theoretical [] both []

- Which Unit do you think should be improved or introduced in the curriculum and why?

.....

SECTION C: Information on Entrepreneurial practice

- What did you do as in your undergraduate degree?
- Has your education enhanced your innovative skills in any way?
- What is your current occupation/business?
- When did you begin this career?
- Has the course impacted your entrepreneurial journey so far and if so How?

- What was your expectation for this course?
- Have you achieved your expectation?

SECTION D: Personal Factors Affecting Application and Practice of Entrepreneurship

Indicate in the table below the extent to which the following personal aspects have influenced your entrepreneurial skills

Personal factors affecting application and practice of entrepreneurship	No influence	Low	Moderate	High influence	Very High Influence
	1	2	3	4	5
Family Background					
existence of family business					
Family Support					
Others (please specify					
Factors affecting your drive					
Desire to be own boss					
Act of desperation					
Others (please specify					
Social Gaps					
Availability of unique product					
Availability of customers for a certain product					
Others (please specify)					

SECTION E: Indicate extent to which the below skills learnt from University have influenced your entrepreneurial skills

How have the following university skills impacted your entrepreneurial skills	No influence	Low	Moderate	High influence	Very High Influence
	1	2	3	4	5
Financial Management					
Entrepreneurship and Law					
Creativity and Innovation					
Business Planning					
Others (please specify)					

SECTION F: Compared to Education which below factors have been a better influence to you entrepreneurial growth

How have the following university skills impacted your entrepreneurial culture	No influence	Low	Moderate	High influence	Very High Influence
Political climate					
Financial climate					
Availability of needed resources					
Availability of business mentorship/business angels					
Others (please specify)					