

**FACTORS AFFECTING ENTREPRENEURSHIP EDUCATION  
AND ITS EFFECT ON ENTREPRENEURIAL INTENTIONS  
AMONG UNIVERSITY STUDENTS**

**By**

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# Introduction

There seem to be growing interest in entrepreneurship and entrepreneurship education all over the world. The concept of entrepreneurship has attracted policy makers, academics, industrialists, economists, university students. According to Matley and Westhead (2005) this is evidenced in the scores of seminars, conferences and workshop being organized at international, regional and national levels with the emphasis on the need to sensitize individuals, societies, and countries to embark on entrepreneurship. The main reason for this is that entrepreneurship is regarded as one of the best economic development strategies to develop country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2009; Matley and Westhead 2005).

Another reason for the growing interest in entrepreneurship include the growing rate of unemployment and poverty that becomes obvious after the economic depression of the early 1980's; the recession in the agricultural market and the realization of the ability of small medium sized enterprises to create wide-spread employment opportunities thereby militating against unemployment and poverty (Alarape, 2008).

# Statement of the Problem

Many universities have introduced entrepreneurship education to promote the interest of under graduates to becoming future entrepreneurs (von Graevenitz, Harhoff, & Weber, 2010). Despite the exposure to entrepreneurship education in Kenyan Universities, many graduates still find it difficult to be gainfully employed for a long time after graduation. Entrepreneurship education to which students are exposed to on campus seems not to be a workable solution to unemployment. The Kenyan situation is significant considering that there are numerous courses in entrepreneurship all in a bid to make students self-employed. With the low levels of formal employment, the high costs of living and biting poverty, such courses are viewed very important for employment and largely for future economic growth. In fact, in 2010 and 2011, when the national unemployment level stood at 40%, the youth accounted for about 78% and 67% of the national unemployment in the two years respectively. Most recent college and university graduates fall in this category and it is becoming increasingly necessary to get more and more of them to engage in self-employment. There is need therefore to find out the factors affecting entrepreneurship education and its effect on entrepreneurial intentions public universities in Nakuru Town. This is largely because there is lack of significant research in the area after realizing its intentions for sustainable economic growth to which employment is a part.

# Objectives of the Study

The main objective of the study was to determine factors affecting entrepreneurship education and its effect on entrepreneurial intentions in public universities in Nakuru Town.

The specific objectives of the study were:

- a) To explore the effect of social factors on entrepreneurship education and its effect on entrepreneurial intentions by university students.
- b) To determine the influence of economic factors on entrepreneurship education and its effect on entrepreneurial intentions by university students.
- c) To establish the effect of attitude towards entrepreneurship education and its effect on entrepreneurial intentions among university students.
- d) To determine the influence of duration of study of entrepreneurship education and its effect on entrepreneurial intentions among university students.

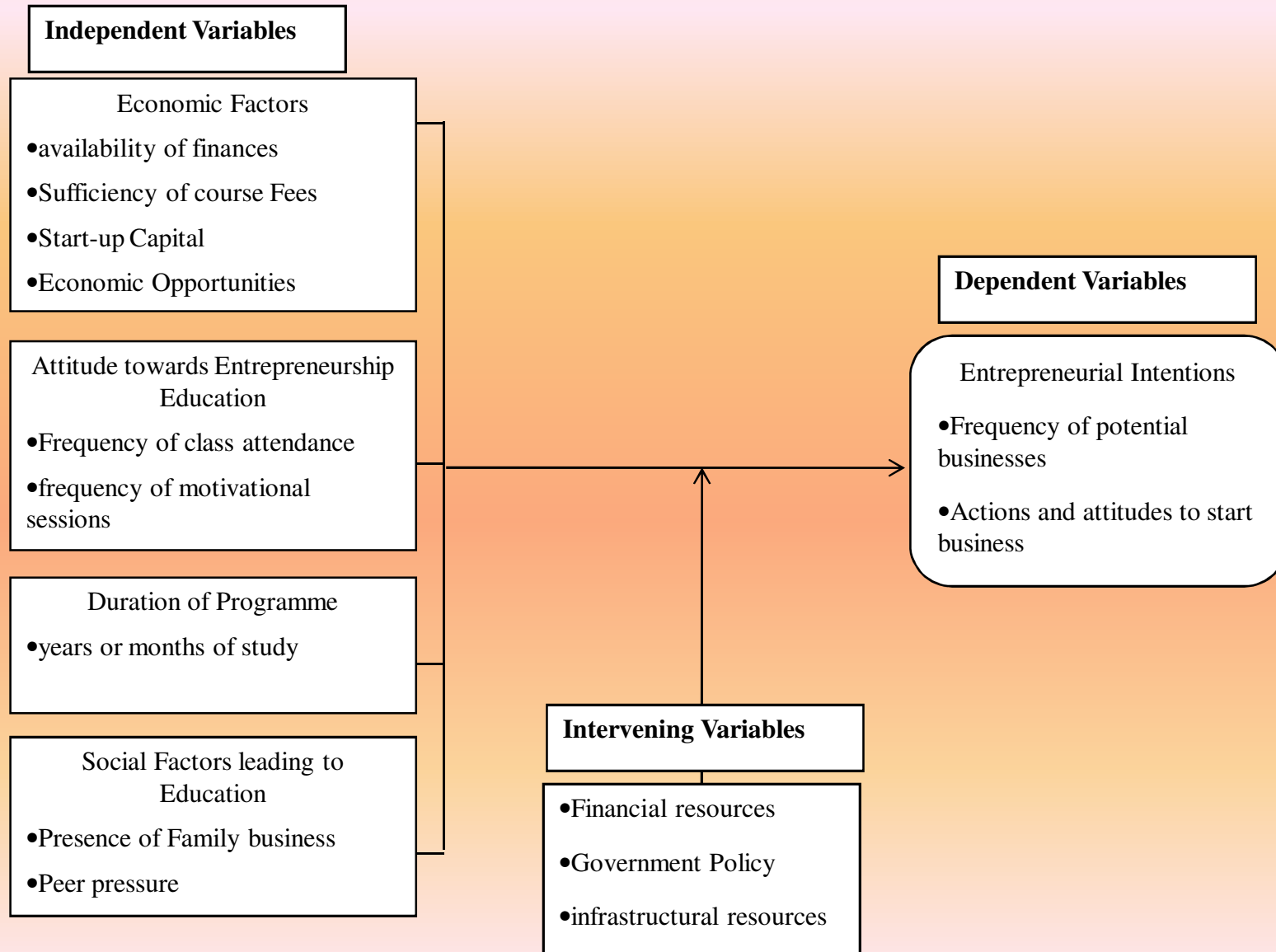
# Theoretical Review

- Concept and classification of entrepreneurship
- Concept of entrepreneurial intention
- Entrepreneurship intention theories
- Theory of planned behavior
- Shapero and Sokol's entrepreneurial event model

# Empirical Review

- Concept and entrepreneurship education
- Education programme
- Influence of entrepreneurial education on intentions
- Students' attitude towards entrepreneurship education
- Duration of entrepreneurship education
- Socio-economic factors leading to student engagement with entrepreneurial education

# Conceptual Framework



# Research Design

The research design employed was the descriptive Survey Design. This type of research presents facts concerning the nature and status of a situation, as it exists at the time of the study (Creswell, 1994). This design also underscored the relationships and practices that exist, beliefs and processes that are ongoing, effects that are being felt, or trends that are developing. (Best, 1970) Furthermore, such approach tries to describe present conditions, events or systems based on the impressions or reactions of the respondents of the research (Creswell, 1994).



# Target Population

The study targeted all the 1100 entrepreneurship students at public universities in Nakuru Town, according to their enrolment records (2013), 1100 was chosen because they were the students undertaking entrepreneurship education in the selected schools. It further targeted the 15 entrepreneurship teachers. This brought the total target population to 1115 respondents.

<b>University</b>	<b>Number of Students</b>
Egerton	430
JKUAT	321
Kenyatta	349
<b>Total</b>	<b>1100</b>

# Sampling Procedure

The sample size for the study was calculated according to the formula recommended by Yamane (1967), which is as below;

$$n = \frac{N}{1+Ne^2}$$

Where,

n is size of sample

N is population of sample

e<sup>2</sup> is probability of error

Simple random sampling was used to select 111 students, and the whole 15 teachers population. Simple random sampling is useful as it is representative and free from bias.

# Sampling Frame

- To realize a more representative and non-biased population, simple random sampling technique was used to select the study's population.
- A sample size of 111 students from the public universities were used.

## Data Collection Instruments & Procedures

- Ahuja (2007) defines an instrument as a device used to measure the concept of interest in a research project. An ideal measuring instrument is one which results in measures that are relevant, accurate, objective, sensitive and efficient. The researcher collected primary data by administering questionnaires to seek clarification from the respondents.

# Data Analysis

Quantitative data was analyzed using descriptive statistics in form of percentages, frequencies standard deviations and means. Qualitative data obtained from interview schedules was transcribed, organized into categories, sub categories and themes as they emerged from the field and presented in prose form and peoples quoted words according to the themes and objectives of the study. Pearson correlation analysis was also used to analyze data. The Social Package for Statistical science (SPSS) software version 19 aided in data analysis.

# Summary of Findings

Based on the first objective, majority at 65.1% agreed that as entrepreneurship students they had a supporting family that encouraged them to start a business. When asked if their own families had a family business which impacted positively on students entrepreneurial intentions, 74.0% agreed. On whether students had friends who encouraged them to start a business, 61.8% agreed. When asked if students had friends who were entrepreneurs and who impacted positively on their entrepreneurial intentions, 62.6% agreed. On whether as an entrepreneurship student, social factors affecting entrepreneurship education does impact positively on entrepreneurial intentions, 59.3% agreed.

Based on the second objective, majority at 57.7% agreed with the assertion that as entrepreneurship students they had little finances to start a business. On whether the capital required was too high, 53.6% agreed. When asked if they had approached many banks for a loan but failed due to lack of security, 56.1% agreed. On whether they were currently struggling with school fees to consider finances for starting a business, 55.3% agreed. When asked if the economy in the students' opinion was not good thus hampering their entrepreneurial intentions, 58.5% agreed. Finally, when asked if economic factors affecting entrepreneurship education did not impact positively on entrepreneurial intentions, 58.6% agreed.

# Cont. Summary of Findings

Based on the third objective, majority at 50.4% agreed that entrepreneurship education was necessary for effective entrepreneurial intentions. On whether entrepreneurship education had not been effective in promoting entrepreneurial intentions among students, 54.4% agreed. When asked if many students skipped entrepreneurship education classes negatively impacting on their entrepreneurial intentions, 54.5% agreed. On whether there were no significant motivational sessions in entrepreneurship education classes to promote entrepreneurial intentions, 56.9% agreed. Finally, when asked if attitude affecting entrepreneurship education did not impact positively on entrepreneurial intentions, 56.9% agreed.

Based on the fourth objective, majority at 52.8% agreed that the longer a programme is, the more time a participant has to reflect and develop his/her attitudes and intentions toward a target behavior. When asked if the more a student became involved with entrepreneurial tasks, the more he/she realized that this was not his/her destined career path; 71.5% agreed. On whether the longer the educational intervention was, the more reasons for the impact of education on entrepreneurial intention to be weakened; 68.3% agreed. When asked if entrepreneurial intention decreased with the length of the education programme, 56.9% agreed. Finally, when asked if duration of entrepreneurship education program did impact positively on entrepreneurial intentions, 56.9% agreed.

## Conclusion

Based on the objectives and findings of the study, the following are the conclusions:

Students had a supporting family that encouraged them to start a business. However, their own families did not own a family business which impacted positively on students entrepreneurial intentions. Students had friends who encouraged them to start a business, and they also had friends who were entrepreneurs and who impacted positively on their entrepreneurial intentions. Social factors affecting entrepreneurship education did impact positively on entrepreneurial intentions. It can therefore be concluded that social factors affecting entrepreneurship education impacted positively on entrepreneurial intentions among university students in public universities in Nakuru Town.

Based on the second objective, entrepreneurship students had little finances to start a business. The capital required was too high they had approached many banks for a loan but failed due to lack of security. Entrepreneurship students were currently struggling with school fees to consider finances for starting a business. The economy in the students' opinion was not good thus hampering their entrepreneurial intentions. Finally, economic factors affecting entrepreneurship education did not impact positively on entrepreneurial intentions. It can therefore be concluded that economic factors affecting entrepreneurship education impacted negatively on entrepreneurial intentions among university students in public universities in Nakuru Town.

## **Cont. Conclusion**

Based on the third objective, entrepreneurship education was necessary for effective entrepreneurial intentions. Entrepreneurship education had not been effective in promoting entrepreneurial intentions among students. Many students skipped entrepreneurship education classes negatively impacting on their entrepreneurial intentions. There were no significant motivational sessions in entrepreneurship education classes to promote entrepreneurial intentions. Finally, attitude affecting entrepreneurship education did not impact positively on entrepreneurial intentions. It can therefore be concluded that attitude towards entrepreneurship education impacted negatively on entrepreneurial intentions among university students in public universities in Nakuru Town.

Based on the fourth objective, the longer a programme is, the more time a participant had to reflect and develop his/her attitudes and intentions toward a target behavior. Further, the more a student became involved with entrepreneurial tasks, the more he/she realized that this was not his/her destined career path. The longer the educational intervention was, the more reasons for the impact of education on entrepreneurial intention to be weakened. Moreover, entrepreneurial intention decreased with the length of the education programme. Finally, however, duration of entrepreneurship education program did impact positively on entrepreneurial intentions. It can therefore be concluded that duration of study of entrepreneurship impacted positively on entrepreneurial intentions among university students in public universities in Nakuru Town.



## **Recommendations**

Based on the objectives and conclusions this study recommends;

The department of business administration through the entrepreneurship desk should encourage peer positive pressure among entrepreneurship students to encourage them inculcate positive entrepreneurial intentions.

The department of business administration through the entrepreneurship desk should educate entrepreneurship students on other workable forms of financial access like unsecured personal loans that would help in starting up a business. Further, institutions should device a strategy to assist the students that indicated their intention to start enterprise while in school and after graduation through incubator programme.

Students should inculcate in themselves a saving culture while in school to give themselves a better platform to start their businesses without many hiccups.

Government through the Ministry of Education should make entrepreneurship education a compulsory course in Kenyan schools (primary, secondary and tertiary institutions). This will help to influence

## **Cont. Recommendations**

Government through the Ministry of Education should make entrepreneurship education a compulsory course in Kenyan schools (primary, secondary and tertiary institutions). This will help to influence youth's attitude towards entrepreneurship.

The department of business administration through the entrepreneurship desk should introduce motivational sessions that would help promote entrepreneurial intentions among entrepreneurship students.

The department of business administration through the entrepreneurship desk should device strategies that would make entrepreneurship education interesting and effective to ensure that duration does not negatively impact on entrepreneurship intentions among students.