

**ENTREPRENEURSHIP EDUCATION PEDAGOGY AND SELF- EFFICACY OF  
ENTREPRENEURSHIP STUDENTS: A CASE OF UNIVERSITIES IN NAIROBI  
AND KIAMBU COUNTIES.**

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**DECLARATION**

The thesis report is my work which I have originally done and have not been submitted elsewhere for a degree award or other awards.

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## **DEDICATION**

The thesis is dedicated to my family and to my colleagues for their constant support and encouragement.

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## **ABBREVIATIONS**

**BL** - Blended Learning

**EE** - Entrepreneurship Education

**EEP** - Entrepreneurship Education Pedagogy

**ESE** - Entrepreneurship Self-Efficacy

**LC** - Learning Context

**PBL** - Project Based Learning

**TBL** - Team Based Learning

## ABSTRACT

The proliferation of entrepreneurship education in Kenyan universities calls for conceptual understanding of training approaches being adopted in these institutions and circumstances in which learning is taking place. The aim of the study was to investigate the influence of Entrepreneurship Education Pedagogy (EEP) on the Entrepreneurship-Self Efficacy (ESE) of final year students in Kenya universities within Nairobi and Kiambu County. Correlational field study design was used. The target population was 147 students in both public and private universities offering degree programs with specialization in entrepreneurship in the two Counties out of which 109 respondents were sampled. The study utilized primary data which was analysed using weighted mean, frequencies, ordinal regression and moderated multiple regression. Team based learning, project based learning and blended learning positively influenced the ESE learners. It was also found that the learning context moderated the EEP and ESE. This implies that experiential learning used within the right learning context enhances the ESE of learners. However, some aspects of these pedagogies such as collaboration and cooperation between students and lecturers, group work activities, problem solving and project presentation had no significant influence on ESE of the students. It was also found that the learning context moderates the influence of EEP on ESE. The study recommends enhancement and integration of peer review mechanism, playing games related to entrepreneurship, creation of authentic task, development of business plan, discovery learning, adoption of appropriate technology and live events. Student-centered learning, contemporary issues, learning facilities and guest speakers should also be encouraged because they moderate the influence of EEP on ESE. More research work should be done to find out how incubators and suitability of guest speakers invited to talk to students influence their ESE. Further research should also be done on how to integrate entrepreneurship related games in the learning process. It is concluded that experiential learning coupled with the right learning context such as student-centered learning environment, contemporary issues, guest speakers, availability of incubators and adequate learning facilities positively influences the ESE of the learners. The approach should therefore be adopted in EE and the right learning environment should be provided to promote the ESE of university graduates.

## **CHAPTER ONE**

### **1.0. INTRODUCTION**

#### **1.1. Background of the Study**

The section provide the background of the variables under investigation, statement of the problem, goal, hypothesis, the relevance of the study, scope, limitations and operation definitions.

Most scholars are now contending that Entrepreneurship can be taught. This has led to emergence of Entrepreneurship Education (EE) which is currently being offered in majority of Universities in Kenya. However the training approaches adopted and its impact on the society need to be scrutinized. It is a relatively recent academic discipline that started in Japan at about 1938 (McMullan & Long, 1987). Nevertheless, the real emergence of EE around the world took place in the 1980's (Katz, 2003). It has now been adopted in several developed nations, newly industrialized countries and developing nations. Entrepreneurship education is a dynamic field that has rapidly grown in developed countries than in other countries (Nafukho & Muya, 2010). However, governments around the world are now focusing on creation of cultures that would promote entrepreneurship.

The EE programs are also gaining acceptance in most African business countries to the extent that in some countries like Uganda, it is offered at the secondary school level. Nigeria started offering EE at University level in 2009 as an international exercise that involved collaborations between some of the country's Universities and universities in the United Kingdom (Sagagi & Mitra, 2011). The EE programs in Africa are aimed at

developing entrepreneurial skills, enterprising behavior and competency as a tool to fight unemployment, expand employment opportunities, and promote economic growth and development.

The development of EE in Kenya is traced from the International Labor Organization (1972) report and other subsequent ones such as the Mackay (1981) and Kamunge (1988). The country currently has the majority of its 68 universities (31 public and 37 private universities) providing EE (Commission for University Education, 2015). The impact of an effective EE can be evaluated on the level of Entrepreneurship Self-Efficacy (ESE) it instills on its beneficiaries.

Developing countries such as Malaysia, University graduates in business courses have higher ESE which propels them into entrepreneurship (Zain, Akram & Ghani, 2010). The findings are consistent with other earlier studies such as (Karr, 1985) and Hart and Harrison (1992). In South Africa, entrepreneurs are pivotal in employment creation and poverty reduction (Nieman, 2001). However, Orford, Wood, Fisher, Herrington and Segal (2003) found that ESE among the citizens is too low. Luthje and Franke (2003) observed that universities should craft programs that address contextual factors that would otherwise be a barrier to entrepreneurship.

In Kenya, the ESE of university students is paramount in empowering them to exploit the numerous opportunities provided by the government and the increasing ease of doing business in the country. It can enhance the innovativeness of graduates who can make an immense contribution to their employers leading to growth and development of firms. It can also encourage the students to initiate entrepreneurial enterprises which make the job creators rather than job seekers.

## **1.2. Statement of the Problem**

The government of Kenya has initiated several programs like the youth enterprise fund, Uwezo fund and 30% government tender to special groups such as the youth to facilitate them to engage in entrepreneurship. It is therefore expected that graduates in the country would portray high entrepreneurship self-efficacy that would raise their confidence and entrepreneurial competence that would lead them to entrepreneurship and propel the country to greater heights of economic growth and development. However, the Global Entrepreneurship Development Index (GEDI) reports for the last two years shows that the country global position has declined while the global competitive index for the same period has improved. It could be expected that the graduates would take advantage of the improving business environment and be at the forefront in engaging in entrepreneurial activities.

Furthermore, there has been a proliferation of entrepreneurship education in Kenya universities. This calls for a conceptual and theoretical understanding of the content and training approaches being adopted in these institutions. Research has shown that what is taught is not designed in the best way to teach entrepreneurship but rather to teach about entrepreneurship (Gerba, 2012). The World Bank (2014) estimates that each year Kenya releases about 800,000 youth into the job market with only about 6% being absorbed gainfully in the labour market. The report further indicates that Kenya has been adding jobs at an annual rate of 2.4 %, which is below the average of 6.3% for countries with a similar income levels. It would be expected that a critical number of graduates not absorbed in the labour market, who have undertaken entrepreneurship education would engage themselves in creating new entrepreneurial ventures to earn a living and create

more job opportunities. However, there are few graduates taking up the opportunity to be entrepreneurs (Soon, 2015) yet Frosch (2011) posit that youth is capable of triggering innovation processes.

Despite the efforts put in research in the area of Entrepreneurship Education Pedagogy (EEP), Bwisa (2010) argues that there is need to build effective entrepreneurship education in Kenya by investigating what should be taught and how it should be taught. Qunlian (2011) observed that EE curriculums are still unreasonable and teaching methods are inflexible and EEP lack certain theoretical knowledge and entrepreneurship practice experience. Furthermore, Namusonge (2013) found that provision of relevant training is paramount in developing initiatives that create entrepreneurs who can provide solutions to employment.

Whereas there is a consensus among the scholars on the need to investigate how entrepreneurship content should be delivered, there is no such research that has been done in Kenya. The study was intended to investigate how entrepreneurship education pedagogy influences entrepreneurial self-efficacy among final year students in Kenya universities.

### **1.3. Objective of the Study**

The study's goal was comprised of both general aim and particular aims.

#### **1.3.1 General Objective**

The purpose was to investigate how entrepreneurship education pedagogy influences entrepreneurship self-efficacy among final year undergraduate entrepreneurship students in Kenya universities.

### **1.3.2. Specific Objectives**

- i). To investigate how team-based learning in EE influences entrepreneurship self-efficacy of final year students in Kenya universities.
- ii). To examine how project-based learning in EE influences the entrepreneurship self-efficacy of final year students in Kenya universities.
- iii). To establish how blended learning in EE influences entrepreneurship self-efficacy of final year students in Kenya universities.
- iv). To determine the moderating effect of the Learning Context on the influence of team-based learning, project based learning and blended learning on the entrepreneurship self-efficacy.

### **1.4. Research Hypothesis**

- i).  $H_{01}$  : Team-based learning in EE does not influence ESE of final year students in Kenya universities.
- ii).  $H_{02}$  : Project based learning in EE has no significant influence on ESE of final year students in Kenya universities.
- iii).  $H_{03}$  : Blended learning in EE has no significant influence on ESE of final year students in Kenya universities.
- iv).  $H_{04}$  : Learning Context has no influence on team-based learning, project based learning and blended learning and do not influence significantly ESE of final year students in Kenya universities.



### **1.5. Significance of the Study**

Entrepreneurship Education (EE) is crucial in enhancing Entrepreneurship Self-Efficacy (ESE) of learners by inspiring their willingness to venture in entrepreneurship, identifying and seizing opportunities in the economy. It is paramount to design and package the right EE pedagogy in order to enhance innovation and opportunity recognition that can be exploited for greater prosperity and is in tandem with high ESE. Low self-efficacy on the hand can result in indifference about engaging in entrepreneurship. The appropriate training methods would result in producing graduates with high belief in their ability to venture and prosper in entrepreneurship that would address unemployment, create more job opportunities, support the livelihoods, deter engagement in social ills and lead to economic growth and improved standard of living. The study would also be useful in informing the entrepreneurship trainers, educators, researchers, policy makers, consultant and practitioners on the best pedagogy to use to achieve high self-efficacy of learners.

### **1.6. Scope of the Study**

The work revolved about investigating the pedagogies used in EE and the extent to which team based, project based and blended learning are applied. It involved universities which offer degree programs that specialize in entrepreneurship in Nairobi and Kiambu Counties and those with campuses within the counties. Degree programs that specialize in entrepreneurship have wide coverage and greater interaction than programs that offer only a hand full of units or only offer the unit as one core unit. Nairobi County was identified as a geographical area of study because most public and private universities in Kenya have campuses in the County which reflect the activities of a university. Kiambu

County was chosen because entrepreneurship education in universities in Kenya begun there and also to expand the scope from one County. Undergraduate student were preferred because the student population in this category constitute the majority and provides the basic understanding of entrepreneurial concepts. Final year students were chosen because they had undertaken most of the course work and interacted with different approaches used to deliver EE content. This is consistent with Florin, Karri and Rossiter (2007) who found that senior university students exhibit a higher ESE than their junior. Sampling was done to arrive at an appropriate sample size of final year students in both private and public universities. The period of interest was year 2016.

### **1.7. Limitation of the Study**

The work only involved universities offering degree programs that have specialization in entrepreneurship and with a presence in Nairobi and Kiambu County. Student's enrollments in these programs are likely to have higher intention of setting up enterprises than those enrolled in other programs that only take entrepreneurship as a unit. The findings will not be generalized to all students who take entrepreneurship units since some take entrepreneurship as a unit in other degree programs. The findings may also not be generalized to other institution of higher learning like colleges since the teaching approach may be different.

### **1.8. Operational Definition of Key Terms**

**Entrepreneurship Education:** The process of instilling cognitive ability and competence to arise alertness to recognise entrepreneurship opportunities and seize (Ahmad & Ismail, 2013). Data was collected and analyze on how the cognitive ability

derived from EE equips the learners with the competency and confidence to identify and exploit commercial opportunities.

**Pedagogy:** Training methods used in the process of disseminating knowledge and skills that inculcate entrepreneurial traits and attitude (Urassa, 2015). The approaches investigated included team-based learning, project based learning and blended learning.

**Entrepreneurial Self-Efficacy:** Strong belief and confidence in the learner's acquired abilities to initiate, operate and become successful in entrepreneurship (Cooper, Bottomely & Gordon, 2004). It was measured using entrepreneurship skills, traits, knowledge, attitude and competence to start entrepreneurial venture.

**Team-Based Learning:** Training approach where students learn through teamwork, new knowledge through interactions and collective competence to solve their tasks (Ohlsson, 2013). It was measured using collaboration among students and lecturers, group work activities, peer review exercises, playing games related to entrepreneurship and cooperation between the students and lecturers.

**Project-Based Learning:** Reflective learning where students reflect on practices and experiences and learn through tangible actions. It is a learning activity which involves analysis of successes and failures from which lessons are taught (Thorpe, 2011). It was measured using discovery, problem solving, authentic task, generation of business plans and presentation of project work.

**Blended Learning:** This is the integration of various teaching methods including utilization of the appropriate technology (Heinze & Procter, 2004). It was measured using different training approaches, integration of technology, flexibility in student and lecturer interaction, depth of reflection on the content and live events.

**Learning Context:** This is the prevailing EE environmental factors that influence ESE of entrepreneurship students in universities (Pittaway & Cope, 2009). It was measured using student-centered learning environment, contemporary issues, guest speakers, availability of incubators and adequate learning facilities.

## **CHAPTER TWO**

### **2.0. LITERATURE REVIEW**

#### **2.1. Introduction**

The section contains the empirical review, theoretical literature review and the conceptual model. It begins with a discussion on entrepreneurship contribution to the economy, entrepreneurship education, entrepreneurial self- efficacy, EE pedagogy, theoretical underpinnings and ends with a conceptualization of variables.

#### **2.1.2. Entrepreneurship and its Contribution to Economic Development**

Entrepreneurship is universally acknowledged as a driver of employment creation, poverty alleviation and promotion of innovation which contributes to economic transformation, growth and development. Over 95 percent of the wealth in the USA is created by Small and Medium Enterprises emerging from the economic transformation brought about by entrepreneurship. In China, it is not only encouraged for short-term contingency measure for the employment pressure but also as a strategy to promote the economy into and to build an innovation-oriented country (Qunlian, 2011).

Entrepreneurship in Africa has emerged as a new tool to fight poverty, has a multiplier effect of expanding productive activities and creating employment opportunities which lead to economic growth. Micro and Small ventures created out of entrepreneurship act as feeder industry for the larger enterprises and contribute to the increase in export in countries such as Nigeria (Valliere, 2015).

In Kenya, despite entrepreneurship providing substantial employment opportunities, it is unable to generate competitive job opportunities since most of the opportunities are created in the informal sector, small and medium enterprises that have a limited life span (Mutai, 2011). The advancement of Entrepreneurship Education (EE) is therefore paramount in improving the potential of entrepreneurs to accelerate economic growth and development.

### **2.2.1. Entrepreneurship Education**

Entrepreneurship education has been defined differently by the various actors in the field. Liu (2011) is of the opinion that it provide an opportunity for individual to develop self-confidence in venture creations. Ahmad and Ismail (2013) view EE as a process of equipping learners with requisite skills for alertness, ability to recognise entrepreneurial opportunities and seize them. It encompasses academic processes and formal training interventions that are aimed at equipping competency in performing a range of entrepreneurial activities (World Bank, 2014). The various definitions advanced point out that EE is training interventions meant to equip the participant with the appropriate skills, knowledge, traits, attitudes, culture and intentions that would promote entrepreneurial self - efficacy

The program is used to fight poverty, unemployment and to spur economic growth and development. It has been traced to its ability to enhance opportunity recognition and integration of resources to face the risk of creating enterprises (Liu, 2011). It play significant role in promoting an entrepreneurial culture, motivation and developing entrepreneurship capacity. Several studies like Matlay and Carey (2006); Isaacs, Visser, Friedrich and Brijlal (2007) pointed out that EE can stimulate economic growth. Matlay

and Carey (2006) argued that EE is paramount in regenerating stagnant or declining economic activity. Isaacs et al. (2007) observed that EE has a tremendous ability to revive economic development and is one of the main agendas of most industrialized countries. Responsible universities should, therefore, strive to provide EE in a manner that fosters the Entrepreneurial Self Efficacy (ESE) of its graduates. The intellectual debate that needs to spark the moment is how EE should be taught since a wide consensus is emerging that it can be taught (Pittaway & Cope, 2007). It is now recognized as an established field of study (World Bank, 2014) and is expected to develop entrepreneurial mindset and intention among beneficiaries (Setiawan, 2014). Entrepreneurship Education Pedagogy (EEP) should therefore be rooted in its ability to provide knowledge, equip graduate with the requisite skills and develop the right attitude, confidence, competence and intentions towards venture creation that influence trainees' willingness to engage in entrepreneurship.

In developing countries, there are the challenges of low EE penetration rate with less attention given to it (Qunlian, 2011). Valliere (2015), found there are few empirical studies on EE that conceptualize the way in which graduate entrepreneurship is promoted in developing economies and that there is also little knowledge of approaches taken by developing economies in promoting EE that differ from those adopted in Western economies. The scope of EE does not also take into consideration how the wider goals of society can be addressed through entrepreneurship, including institution building, marrying social and economic goals, and organizing knowledge creation through human capital development (Valliere, 2015). There is a need for more research in training approaches, widening the scope of EE and developing innovative training approaches that

would impact on the self-efficacy of the learners. One way of assessing the effectiveness of EE is determining the entrepreneurship self-efficacy of the beneficiaries.

### **2.2.2. Entrepreneurship Self –Efficacy**

Entrepreneurs operate in a dynamic economy full of market turbulences that require constant innovation, high financial commitment, adoption of appropriate technology, legal requirements and several other uncertainties. One of the key drivers of this dynamism is Entrepreneurship self –efficacy (ESE) (Urassa, 2015). Self- efficacy is paramount in developing the confidence to face and endure entrepreneurial turbulence.

The strength of ESE is in its ability to demystify entrepreneurship. Cooper et al., (2004) support the suggestion that people who study entrepreneurship have a high likelihood of developing ESE. However, Urassa (2015) is of the opinion that its antecedence still perturbs entrepreneurship researchers. Self-efficacy deals with the judgments relating to what learners can do with the skills they possess and from EE. The elements that influence ESE can, therefore, be summarized as skills, knowledge, traits and attitude and data was collected on these parameters.

Entrepreneurship skills are the techniques that ought to be developed through EE. They include; negotiation skills, leadership, lifelong learning, stress tolerance, independence, planning, time management and decision making. Zhang (2011) is of the opinion that technical skills involves; verbal and written communication skills, interpersonal skills, environmental monitoring and evaluation. Management skills, on the other hand, involve; goal setting, planning, decision making, financing capacity and marketing. Personal entrepreneurial skills include; innovation, entrepreneurial opportunity identification,



business risk management and business response to environmental changes (Zhang, 2011).

Entrepreneurship skills improve communication, planning, problem-solving skills, idea generation, creativity and analytical skills (Jayawarna, 2011). Entrepreneurial skills, therefore, improves business skills such as the formulation of strategy, financial and legal literacy, business operation, management and communication skills. Effective training intervention will lead to reduced failure rates, increased profits, and growth of enterprises (Botha, 2010). Entrepreneurship training is, therefore, a prerequisite for starting and running a successful business. Botha (2010) recommended a revision of training materials and benchmarking EE services with successful institutions to strengthen EE.

The other element that influences ESE is knowledge. Entrepreneurship knowledge is the understanding that emanates from a combination of data, information, experience, and individual interpretation. Knowledge gained depends on what is taught and how it is taught. Awareness about the whole process of entrepreneurship is crucial in crafting a suitable vision. Entrepreneurial knowledge should therefore tackle theoretical aspects of entrepreneurship such as; franchising, financing, procedures of market research and tax regulation.

Entrepreneurship traits are the other factors that influence ESE. They are the distinguishing characteristic or quality that makes an entrepreneur to stand out from the rest of the people. Traits are key determinants of success of potential entrepreneurs. Facilitators of the EE should seek to develop entrepreneurial traits such as creativity, opportunity recognition and alertness which stimulate the thoughts of the learners

regarding opportunities. Ideas and concepts can then develop in tandem with the changing environment to enhance the value-addition. Creative problem-solving techniques can be used to solve challenges (Jayawarna, 2011). The participants are encouraged to withhold their judgements on any ideas generated to tackle the problem and are encouraged to believe that no idea should be rejected outright (Jayawarna, 2011). Traits such as; extroversion, agreeableness, neuroticism, openness to experience, tolerance of ambiguity, conscientiousness and proactive behaviour should also be developed.

Mwasalwiba (2010) demonstrated that EE is shifting toward an emphasis on attitudes and there is a consensus that the strategy to approach students need to be reviewed. The ESE is best increased when educational programs target the improvement of entrepreneurial attitudes of the participants and their perceived skills in carrying out entrepreneurial activities (Viljamaa, 2015). Data was collected on perception, intentions and confidence of students towards starting their enterprises.

Various scholars have attempted to relate ESE and desirability towards the venture creation but, they disagree on the relation between education and ESE (Viljamaa, 2015). One way of assessing the effectiveness of EE is ESE, which forms entrepreneurial intentions that culminate to viable ideas. (Cooper et al., 2004) argued that is possible to foster entrepreneurial confidence through education without direct experience. ESE is expected to make training recipients stand out of the rest regarding reducing efforts to initiate, overcome impediments and maintain persistent goal pursuit despite obstacles. The situation called for a sensitization and thorough development of innate entrepreneurial abilities that would enable potential entrepreneurs to purge into

entrepreneurship with high self-believe and confidence. The innate abilities could inspire high ESE that was a starting point of developing crucial entrepreneurial traits such as tolerance to ambiguity, risk taking, proactiveness, opportunity identification and innovation. The elements of ESE can be developed and nurtured through the packaging of appropriate pedagogy.

### **2.2.3. Education Entrepreneurship Pedagogy**

Pedagogy is defined as training methods and approaches used in the strategies to empower learners to adapt to the dynamic environment with an intention of grooming their productivity towards self-sustainability and success (Urassa, 2015). The major training approaches are traditional and non-traditional or experimental methods. Traditional methods include; lectures, case studies and group discussions (Maritz & Brown, 2013). Traditional methods have the advantage of being the most common used form of delivering EE. However, they are ineffective in instilling the requisite skills, knowledge, traits, attitude and competency to engage in entrepreneurship as they are passive (Mwasalwiba, 2010).

Experiential learning or non-traditional methods is where the students are active researchers or co-researcher with their colleagues. The aim of this method is to encourage active participation. Experiential learning was selected because it has wide acceptance. It enhances innovation, enriches instructional design, contribute to curriculum development, promote life-long learning and advances genuine conversations that creates a lasting experience which are limited or lacking in traditional learning approaches (Kolb, 2005). It also provides important learning experiences with a personal touch, stretches and challenges the mind that has long lasting memory as opposed to traditional

approaches (Moody, 2012). The non-traditional methods include; Team-Based Learning (TBL), poster plan and presentation session, entrepreneur presentations and interviews, Project-Based Learning (PBL), Blended Learning (BL), active and collaborative learning, educational experiences, mentoring, action learning, student-centered learning. Experiential learning was chosen as an independent variable because it has been found to foster ESE of the learners.

Team-based learning is an approach where the content is prescribed at the beginning of the class and the task to be performed in teams is specified. It involves in peer review, cooperative learning, collaboration and learning games. The approach provides a common focus for the entire class where a single business idea is the adopted.

Project based learning or action learning is the other non-traditional method. This approach emphasizes on training experiences, self-directed learning that focuses on work-related competencies, reflective learning where students are put together in training to discuss and reflect on practices, organizational learning that is being part of a professional community and lifelong learning that includes all the approaches (Caputo, 2015). The method promotes problem solving, discovery learning, presentation skills, creation of authentic tasks and business plans.

The application of all or some of this methods constitute blended learning where active and collaborative learning is encouraged, educational experiences are emphasized, mentoring is done and action learning takes place. Blended learning is defined as learning that combines several approaches and models of teaching styles (Heinze & Procter, 2004). Graham (2004) identified the reasons for choosing this approach as; pedagogical richness, increased access/flexibility and cost effectiveness.

Content delivery tends to improve when it includes varied teaching techniques. Zepke and Leach (2010) suggested several different actions that foster student engagement to improve their success in learning. These include active and collaborative learning, educational experiences, mentoring and enabling students to become active citizens. Technology application is also found to support positively students' entrepreneurial self-efficacy (Rejab, 2010). The way entrepreneurship is taught could affect the participants and their entrepreneurial potential (Viljamaa, 2015).

#### **2.2.4. Challenges Facing EE Pedagogy**

There are various challenges facing EE regarding pedagogy. The approaches commonly used in EE are traditional methods. Qunlian (2011), observed that EE curriculums are still unreasonable, teaching methods are inflexible and EE faculty lack certain theoretical knowledge and entrepreneurship practice experience. This calls to mind the contribution of entrepreneurship role model in closing the gaps in the process of developing entrepreneurs.

#### **2.2.5. Learning Context**

Training environment that possess the right contextual factors can foster ESE. These factors influence the setting up of a conducive student centered environment, learning facilities and enabling resources such as incubators.

Experiential learning entails contextual, societal and environmental factors that support an experience (Moody, 2012). It thrives in on the context that provides that provides a broader and deeper understanding in institutions of higher learning (Lynch, Leo & Downing, 2006). Fenwick (2000) argues that in constructivism, context is important

although it is treated separately from learning styles, but it affects the learners' possibilities of experiencing and responding to the learning environment. Hollenbeck and Hall (2004) further found that learning context influences the ESE.

Conducive learning environment would encourage interrogation of contemporary issues and invitation of guest speakers to articulate issues in environmental dynamism which is characterised by rapid change. The ability to identify these opportunities can lead to high ESE.

### **2.3. Theories in EE Pedagogy and ESE**

The theories that inform EE pedagogy and ESE include John Dewey (1953) competency-based theory and are Piaget's (1974) theory of constructivist learning among others as expounded below.

#### **2.3.1. John Dewey (1953) Competency-Based Theory**

Competency Based theory was propounded by John Dewey in the year 1953, but the origin of the theory can be traced from the 1920s. The theory postulates that competency is situational and personal, limited to person's perception and character, require diverse learning styles and competency is a motivational force (Hackett, 2001). The theory has however been criticized by several scholars (Field, 2000; Hackett, 2001; Hager, 2004; Kosbab, 2003; & Roth, 2008). It is criticized for over-emphasis on high order skills which are dismissed on the account of observations and measurability (Field, 2000). This has led to exploration of other theories that address these concerns among them, the theory of constructivists learning.

### **2.3.2. Piaget's (1974) Theory of Constructivist Learning**

The theory of constructivist learning was postulated by Piaget in the year 1974. It postulates that learners derive their meaning and interpretation of new knowledge based on existing knowledge. The theory views knowledge and truth as created in the mind but not discovered (Schwandt, 2003). The trainer in this theory is not the sole authority, but guide and facilitates learning, giving and support in the construction of knowledge. The theory posits that acquisition of knowledge is an interpersonal process that the instructor and students operate synergistically to elaborate new meanings and that knowledge is collectively construed in the intersection of dialogue and debate. Instructors are however not viewed as being passive, but social catalysts who, consciously or subconsciously, stir the environment where learning emerges (Michel, 2015).

The theory further posits that social exchanges in learning are driven by inferences rooted in how others' traits are perceived. Michel (2015) argues that while learners' traits lead instructors to make attributions about the ability and effort of learners, instructors' traits forge learners' attributions about the instrumentality of the learning event and therefore, traits are social stimuli that incite reactions that account for how learning unfolds. Trait discrepancies account for some information learners retain, thus providing learning outcomes which are explained by social phenomenon derived from a combination of learners' instructor's traits (Michel, 2015). However, the interpersonal consequences of the mismatch between learners and instructors' traits remain unexplored. While Bell, Towler and Fisher (2011); Varela, Cater and Michael, (2011) emphasized the intrapersonal consequences of trait differentials (e.g. sentiments, motivation to learn); both studies overlooked the interpersonal effect of these differences in relationships and

the rapport created. Constructivist learning theory is presently accepted as the more relevant education practice (Brown, 2006) but it has also been criticized.

Several scholars have questioned this approach. They argue that the theory has few empirical findings (Mayer, 2004; Kirschner, Sweller, & Clark, 2006). Learners with no entrepreneurial background may have little or have no entrepreneurial experience to draw learning from, but EE pedagogy can be designed in such way that experiential learning occurs as the EE program progresses by engaging in real live entrepreneurial projects. Researchers contend that knowledge is meaningful if it is integrated into the contexts of life (Apel, 2007).

### **2.3.3. Papert (1993) Constructionism Learning Theory**

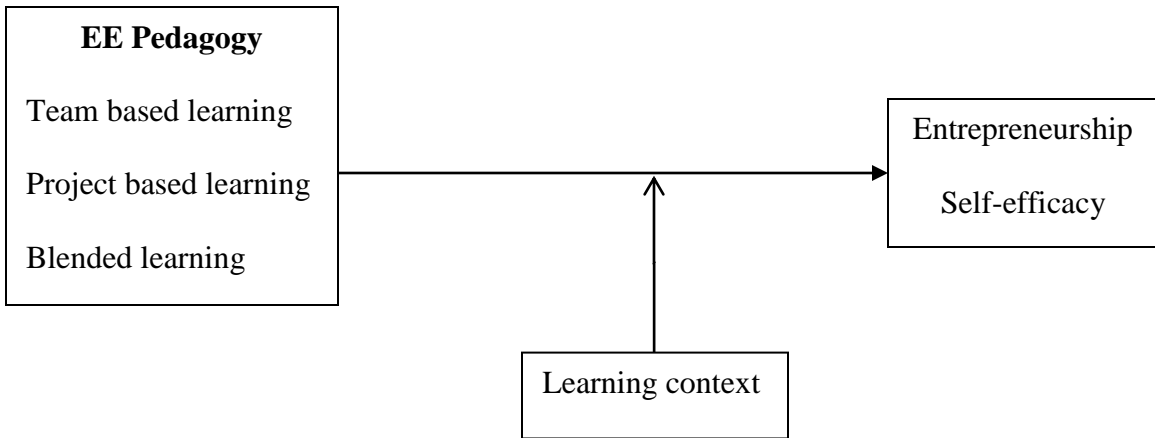
The theory is a development of Piaget's (1974) theory of constructivist learning. It is hinged on the premise that learning is the creation of person's meanings by reconciling new knowledge with reality. The theory postulates that tangible activities are paramount in the creation of generalizations, construction of abstractions, a way through which thinking can be manifested and made public (Kynigos, 2008). The theory is comprised of emergent activities where a lot of deliberations take place. It focuses on learning how to learn. The theory has become more relevant as learners interact with technology (Mor, Hoyles, Kahu, Noss & Simpson, 2006). The theory is appropriate in EEP because learners should construct their new meanings from knowledge acquired to identify new entrepreneurial opportunities and exploit them. This study investigated whether the training approaches used in EE are appropriate in enabling learners to construct new meaning by being more creative and innovative and thus bolstering their ESE.



## 2.4. The Conceptual Framework

The influence of EE on ESE can be illustrated through a conceptual framework. The study improved on Fayolle and Gaily (2008) model that assess the impact of EE based on participants' institutional setting, audience, objectives, contents, teaching approaches and methods. This study focused on training approaches that would contribute to entrepreneurial abilities manifested in entrepreneurship self-efficacy rather than mere entrepreneurial intentions and attitudes. Pedagogy has been selected because they are the decisive factors of success for entrepreneurship education (Volkman, 2004). Entrepreneurship self-efficacy is also likely to pull more learners into entrepreneurship than entrepreneurship intentions.

The elements of EE pedagogy that influence ESE are depicted as the independent variable. These are TBL, PBL and BL. The ESE is the predictor variable while learning context is the moderating variable. This is shown in figure 2.1.



Independent variable

Moderating variable

Dependent variable

**Figure 2.1:** A conceptual model of the moderating learning context in EE pedagogy and ESE

The conceptual model shows how EE pedagogy is related to entrepreneurship self-efficacy. The independent variables (TBL, PBL, and BL) are linked to the dependent variable (entrepreneurship self-efficacy) and there is a moderating variable which is the learning context. Moderating variable implies there is an interaction effect which changes the direction or magnitude of relationship. The model is anchored on investigating the appropriate training methods and approaches in EE that once they are in place would enhance ESE of the learner.

## **2.5. Chapter Summary**

The section focused on critical literature review on EE pedagogy, entrepreneurship role model and entrepreneurship self-efficacy. A theoretical review of Piaget's (1974) theory of constructivist learning, Papert (1993) Constructionism learning theory and John Dewey (1953) competency-based theory is also covered. The various variables are then illustrated in a model figure indicating the interaction among them.

## **CHAPTER THREE**

### **3.0. RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The section entails a description of research method that was applied. It involves the description of the research design, procedure, data analysis and presentation. The chapter also discusses the ethical considerations that were observed.

The philosophical ideology that guided the study was constructionism which adopts some aspects of positivism and interpretivism. The philosophy explains how knowledge is constructed and understood. Its epistemology is based on the fact that knowledge is created by the interactions of learners with the society (Schwandt, 2003). It is based on gaining understanding through reality rather than applying general rules like in Positivism and not in tandem with interpretivism

#### **3.2. Research Design**

Correlational field design was applied because it examines relationship between concepts (Walliman, 2011). The design was used to investigate the association between EE pedagogy and ESE and the influence on each other. The researcher's role in the design was to assess the variation of variables so that the degree of relationship between them can be determined and find out the patterns and interrelationships that exist among the variables. The design allowed measurement of EE pedagogy, training context, ESE and enable the assessment of the extent to which they are related. The design allowed for generalization of the findings since a large sample was chosen to be representative of the

entire population. Randomization was used to minimize the unknown variables since the sample size was picked at random from the target population.

### 3.3. The Target Population

The respondents were final year students undertaking bachelor degree specializing in entrepreneurship in public and private universities. The information was obtained from the website of all universities based or with campuses in Nairobi County. The period of interest was 2015/2016 academic year. The unit of analysis was universities. The verified and confirmed programs and student population is contained in appendix (iv).

**Table 3.1: The target population**

	Name of university	Entrepreneurship program	Number of 4 <sup>th</sup> year students (2015/2016)
1	Egerton	Bachelor of entrepreneurship and small business management	0
2	Kisii University	Bachelor of entrepreneurship and small business management	0
3	Technical University of Kenya	Bachelor of commerce-Entrepreneurship option	0
4	Kenya Methodist University	Bachelor of Business Administration, Entrepreneurship option	40
5	Strathmore University	Bachelor of commerce-Entrepreneurship option	2
6	United States International University	Bachelor of Business Administration, Entrepreneurship option	61
7	Pan-Africa Christian University	Bachelor of commerce (Entrepreneurship option)	7
8	KCA University	Bachelor of commerce (Entrepreneurship option)	0
9	Jomo Kenyatta University of Agriculture and Technology	Bachelor of Science in Entrepreneurship	37
10	Moi University	Bachelor of Science in Entrepreneurship	0
		Total	147

The appropriate sample size was derived from the target population.

### 3.4. Sampling Design and Sample Size Determination

The sample size was determined by application of Yamane (1967) formula which states that;

$$n = \frac{N}{1 + N(e)^2}$$

The sample size was depicted by n, population size by N, and the level of precision e which in this case is 5%. When the formula was applied to the target population size, we got;

$$n = \frac{147}{1 + 147(0.05)^2} = 107$$

Proportionate representation from university with over thirty students was derived from the sample size per university while universities with less than 30, all the students were respondents. This is illustrated as shown below in table 3.2.

**Table 3.2. Sample size determination**

Name of the university	Target population	Sample size
Jomo Kenyatta University of Agriculture and Technology	37	$n = \frac{37}{147} \times 107 = 27$
Kenya Methodist University	40	$n = \frac{40}{147} \times 107 = 29$
United States International University	61	$n = \frac{61}{147} \times 107 = 44$
Pan Africa Christian university	7	7
Strathmore University	2	2
Total	147	109

The sampling design used was systematic sampling which is a probability technique. The design was used because it also allows for inclusivity (Kothari, 2004). List of student's admission numbers for the target population was generated, arranged in ascending order and then serialized. Admission numbers are normally given randomly by first come first registered and there are no chances of bias in their allocation. The Sample interval was then determined by dividing the total population in a class by the sample size and the resultant integer rounded off to the nearest whole because the serial number in the list of index numbers can only be a whole number. A table of serial numbers based on sampling interval classification was drawn and random numbers was picked from the classification.

### **3.5.1. Data collection.**

The researcher utilized primary data. Quantitative and qualitative data from the final year undergraduate student from both public and private universities was collected to investigate whether there is a relationship between EE and ESE. This allowed the researcher to compensate for the weakness of one approach with the strength of the other to achieve the best result (Creswell, 2008). The quantitative method of data collection provide information based on quantified measures and enable researchers to investigate a large number of cases and can be generalized to the wider population. However, it ignores the fact that human beings behave and interpret the world around them differently and may restrict participant's responses and may not facilitate detailed description of a social phenomenon (Bryman, 2008).

Qualitative method was appropriate for studying and gaining a deeper understanding of the participant's personal experience which provided a rich and complex description of

subjects being investigated. It also enhanced closer collaboration with participants which ensured data credibility (Creswell, 2008). However, it was difficult to generalize findings. Data on EE pedagogy, learning context and on ESE utilized categorical variable having ordered scales. These are variables for which the measurement scales consists of a set of categories.

### **3.5.2. Data Collection Instruments**

Data was collected from the field through a survey on the variables. Questionnaires were also suitable for generating quantitative data from a large sample to test hypotheses. They are commonly associated with correlational field study. Likert scales were used to measure unobservable constructs.

### **3.6. Validity and Reliability**

The criteria used to assess the quality regarding procedure and results that enhances the credibility, transferability, dependability and conformability (Bryman, 2008). Validity was determined by construct validity which entailed drawing hypotheses about the likely connection between the EE pedagogy approach and ESE.

Reliability was tested using an internal constituency technique. Several similar but not identical questions were administered. Multiple dataset from the various variables tested the conceptual model. All aspects of the questionnaire will undergo a pilot test to identify and eliminate any problems that may exist.

### **3.7. Data Analysis and Presentation**

Categorical set of data utilized weighted averages and frequencies to analyse demographic factors while inferential statistics such as ordinal regression and Moderated

Multiple Regression (MMR) analysed how EEP and ESE were related and to test for relationship between them.

Ordinal regression was used because data on independent variables and dependent variable were measured in ordinal scale. Ordinal regression is used in categorical data with different categories. Categorical data are variable for which the measurement scales consists of a set of categories. The MMR tested the hypothesis about moderating effect of LC on EEP and ESE because it is used to test the effects of ordinal data in training and self-efficacy (Eden & Zuk, 1995; Ford & Noe, 1987).



**Table 3.3: Operationalization**

<b>Variable</b>	<b>Type</b>	<b>Operationalization</b>	<b>Operational definition of variable</b>	<b>Measure</b>	<b>Direction</b>
Team based learning	Independent	Team based learning is taken as one of EEP	Training approach where learners learn through teamwork	Group work, peer review, playing games.	Increase with Increased ESE
Project based learning	Independent	Project based learning is taken as a type of EEP	Training approach where learners learn through tangible actions.	Problem solving, authentic task, business plans and presentation.	Increase with Increased ESE
Blended learning	Independent	Blended learning is taken as the other type of EEP	Integration of various teaching methods	Different training approaches, integration of technology, flexibility, depth of reflection and live events	Increase with Increased ESE
Learning context	Moderating	Learning context is taken as the moderator between EEP and ESE	The prevailing EE environment factors.	Student-centered, current issues, speakers and incubator	Increase with Increased ESE

The findings were presented in tables and graphs.

### **3.8. Ethical Consideration**

Consent of the university administration and respondents was sought before administration of research instruments. The information provided was confidential and the respondent's names were not disclosed. Respondents were informed of procedures used to protect their anonymity.

The gathered data was not used to get anyone in trouble or stigmatize them. The researcher was careful to avoid any actions or statements that lower the dignity of the respondents. The respondents were assured that they were at liberty to fill the questionnaire. The participants were informed of their role in terms of time and efforts. The research was not be offensive or stressful to the respondents and they were not be coerced to answer questions.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1. Introduction**

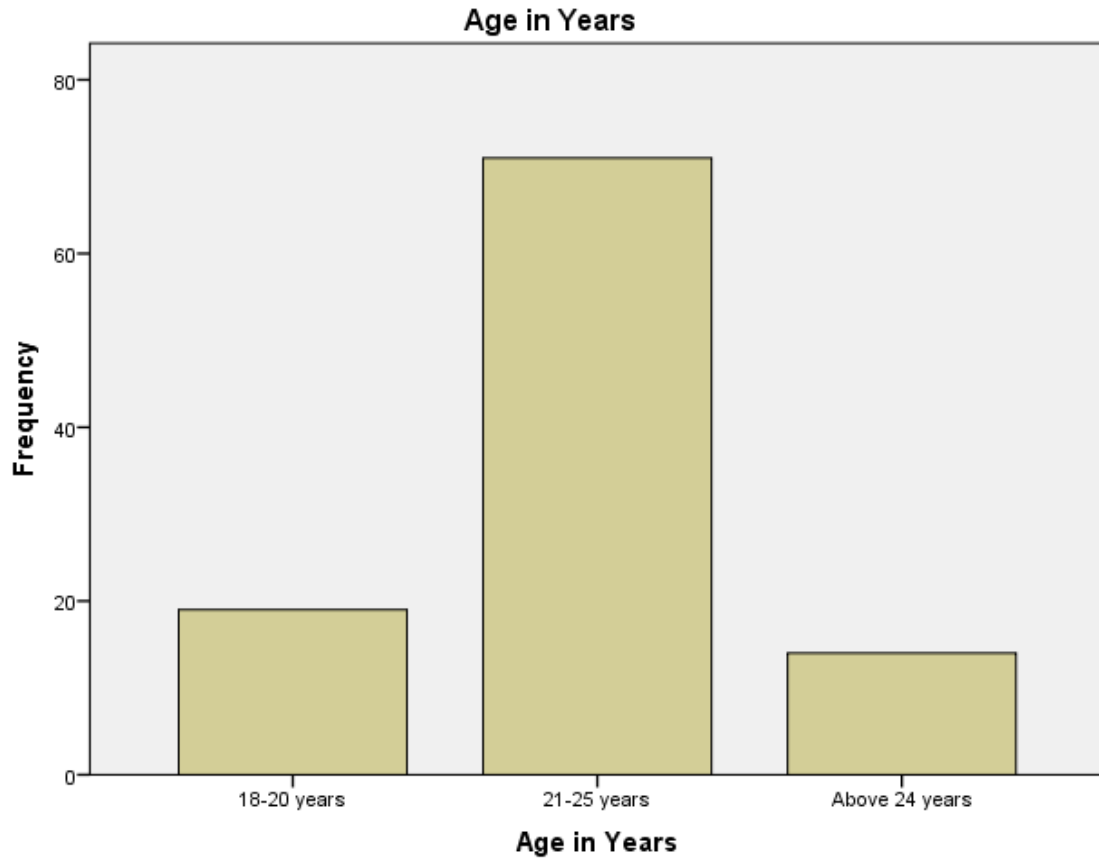
The section entails data presentation, analysis and discussions on influence of Entrepreneurship Education (EE) pedagogy on entrepreneurship self-efficacy among final year undergraduate entrepreneurship students in Kenya universities. The chapter starts with a description of the respondents' general information, presentation analysis, discussions on each of the three study objectives and end with a summary of the main findings. The questionnaires administered were 109 out of which 104 were returned representing 95.4 percent return rate.

#### **4.2. Respondent Background Information**

This part illustrates findings on general information that included gender, age and experience in practicing entrepreneurship.

##### **4.2.1. Respondents' Age.**

The majority respondent's age group was between 21-25 years which constituted of seventy one out of one hundred and four respondents representing a 68.3%.

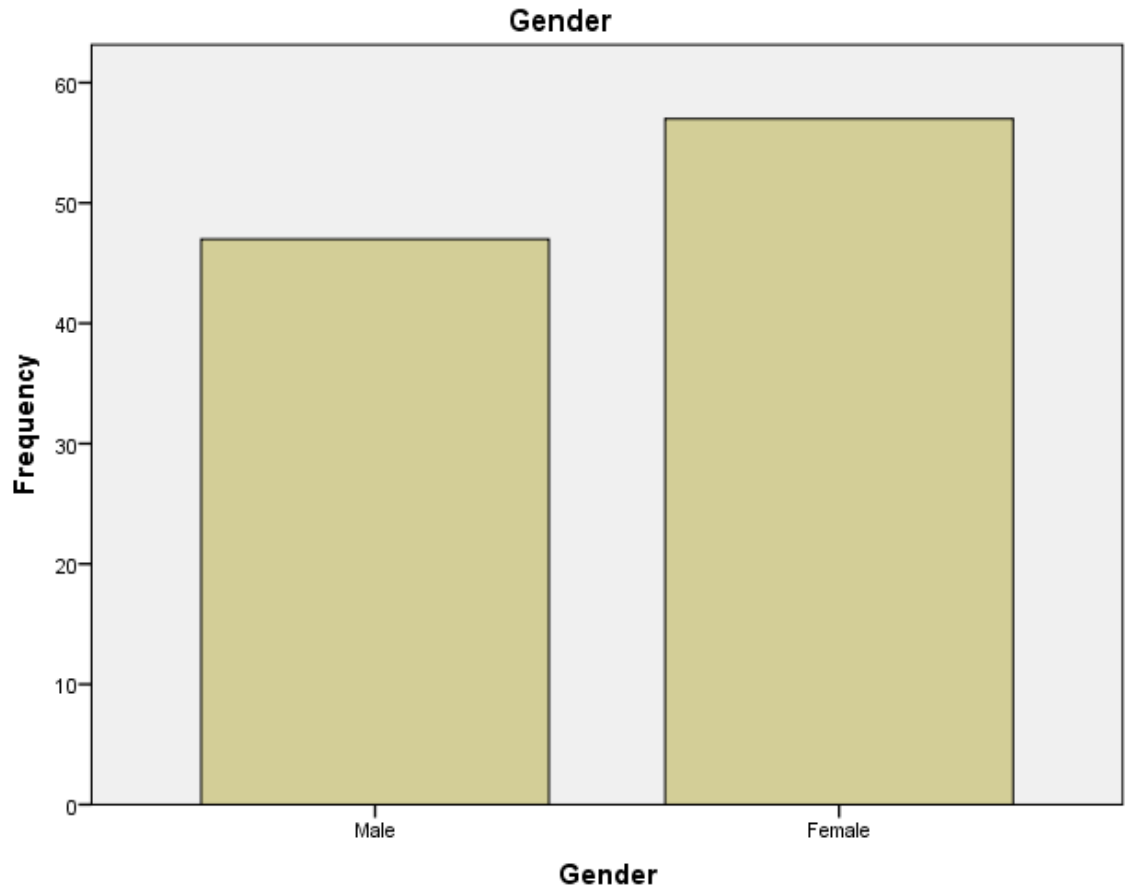


**Figure 4.1: Age group of respondents**

Majority respondents' age is of young adults and if they are equipped with the right knowledge of entrepreneurship, their attitudes towards entrepreneurial activities is likely to be influence positively.

#### **4.2.2. Respondents' Gender.**

There were 47 male and 57 female among the respondents.



**Figure 4.2: Gender of respondents**

This shows that more female had enrolled in entrepreneurship education than male. This implies that females had stronger interest in acquiring entrepreneurship knowledge than their male counterparts which is likely to enhance their confidence and capabilities.

#### **4.2.3. Experience of Respondents in Entrepreneurship**

Majority of the respondents which constituted 68 out of 104 representing 65.4% had less than one year experience in entrepreneurship. It implies that majority of students have insignificant experience in entrepreneurial activities.



**Figure 4.3: Experience of respondents in practicing entrepreneurship**

Majority respondents were less than one year experience in entrepreneurship. The knowledge acquired in EE is therefore likely to shape their attitude towards entrepreneurship.

#### **4.3. Team Based Learning and Entrepreneurship Self-Efficacy**

The first hypothesis was based on investigating how TBL in EEP influences ESE of final year students in Kenya universities. Both the TBL and ESE were measured differently and their relationship was later sought.

#### **4.3.1. Entrepreneurship Self-Efficacy**

The dependent variable for the study was Entrepreneurship Self-Efficacy (ESE). The parameters for measuring ESE in this study were entrepreneurial skills, knowledge, traits, attitude and competence.

The majority respondents which were 84 representing 80.8% affirmed that the Entrepreneurship Education (EE) had provided a range of entrepreneurial skills. There were 85 respondents representing 81.7% who confirmed that EE had led to construction of new knowledge. Seventy four respondents representing 71.2% asserted that entrepreneurial traits were developed in the learning process. Shaping attitude towards entrepreneurship in EE had the highest respondents of 86 representing 82.7% while competency to start entrepreneurial venture had the lowest respondents of 77 representing 74%. The majority respondents also agreed that EE had provided them with skills (75.9%), knowledge (77.9%), traits (65.4%), attitude (81.7%) and competence (64.5%).

The measure for ESE was delivered from aggregating the total score of each of the respondent in the Likert scale. This was done by transforming the respondents' score, counting the variables, identifying the target variable and then labeling the target as ESE.

#### **4.3.2. Team Based Learning**

The antecedents of Entrepreneurship Education Pedagogy (EEP) in this study were Team-Based Learning (TBL), Project-Based Learning (PBL) and Blended Learning (BL). Team-based learning was measured in terms of collaboration among students and lecturers, group work activities, peer review exercises, playing games related to entrepreneurship and cooperation between the students and lecturers.

The majority respondents which were 88 representing 84.6% affirmed that collaboration took place. Group work activities were confirmed to have taken place by 89 respondents which represent 85.6%. Peer review mechanism also took place with 72 respondents representing 69.2% assertion rate, while 82 respondents representing 78.8% confirmed that there was cooperation between the students and lecturers. However, 64 respondents representing 61.5% stated that playing games related to entrepreneurship did not take place as shown in Appendix (v).

Majority respondents which were 81 representing 77.9% agreed that there was adequacy of collaboration among students and lecturers, 90 respondents representing 86.5% agreed that cooperation between teachers and lecturers provided motivation in the learning process and 86 respondents representing 86.5% agreed that group work activities were effective in the learning process. However, 55 respondents representing 52.9% disagreed that peer review exercises enriched the learning process and 64 respondents representing 61.5% also disagreed that playing games related to entrepreneurship was an appropriate learning strategy.

The measure for TBL was delivered from aggregating the total score of each of the respondent in the Likert scale. This was done by transforming the respondents' score, summation of the scores and then labeling the target variable as TBL.

#### **4.3.3. Relationship between Team Based Learning and Entrepreneurship Self-Efficacy**

The various measures of TBL and ESE were derived after running the score on each variable in a multinomial logistic regression. This was done at 5% level of significance.



**Table 4.1 : Relationship between TBL and ESE**

Parameter	Reduced model fitting	$\chi^2_{HL}$	Difference	P-value
Intercept	357.906	42.876	13	.000
Collaboration	329.568	14.538	13	.337
Group work	332.432	17.403	13	.182
Preview review	357.180	42.150	13	.000
Related games	347.296	32.267	13	.002
Cooperation	336.746	21.717	13	.060

The P value of collaboration is 0.337 the null hypothesis was accepted. It implies a non-significant influence of collaboration in TBL on ESE. It was therefore concluded that Collaboration between students and lecturers does not significantly influence ESE.

The p value for group work is 0.182 hence the acceptance of the null hypothesis. It also implied a non-significant influence of group work in TBL on ESE. It was therefore deduced that group work does not significantly influence on ESE.

The value of P for peer review is zero. The null hypothesis was therefore rejected. It implied a significant influence of peer review in TBL on ESE. It was therefore deduced that peer review had a positive influence ESE.

The P value for playing games related with entrepreneurship was 0.002 hence null hypothesis was rejected. It implies a positive correlation between playing games in TBL and ESE. It was therefore concluded that playing entrepreneurial games significantly influence ESE.

The P value for cooperation is 0.060 which lead to acceptance of the null hypothesis. This means that a significant influence exist between cooperation in TBL and ESE. It can therefore be concluded that cooperation among students and lecturers does not significantly influence ESE. The combined effect of TBL was obtained by aggregating the total parameters therein and regressing against the total score for ESE. This is shown in table 4.2

**Table 4.2: Combined measure for TBL and ESE**

Measure	Reduced model fitting	$\chi^2_{HL}$	Difference	P-value
Intercept	297.253	73.578	13	.000
TBL	308.143	84.468	13	.000

The overall p value for the TBL in EEP is 0.000 which led to a rejection of the null hypothesis. It implies a significant influence of TBL on ESE. It is therefore deduced that TBL in EEP significantly influence ESE of final year students in Kenya universities. Hypothesis one is therefore rejected and the alternative hypothesis accepted.

#### **4.4. Project Based Learning and Entrepreneurial Self-Efficacy**

The second hypothesis examined the relationship of Project Based Learning (PBL) in EEP influences the entrepreneurship self-efficacy of final year students in Kenya universities. The two variables were measured differently and their relationship was later sought.

#### **4.4.1. Project Based Learning**

The parameters of PBL were discovery, problem solving, authentic task, generation of business plans and presentation of project work. Majority respondents which were 76 representing 73.1% confirmed that discovery learning took place in the course of study with similar response affirming that practical problem solving also took place in the learning process. Learner's involvement in creation of business plans had the highest respondents of 95 representing 91.3% while 84 respondents representing 80.8% confirmed that projects created by the learners were presented in class or other forums or events. Creation of authentic task in the learning process was confirmed by 68 respondents representing 65.4%.

The majority respondents which were 63 representing 86.5% agreed that discovery learning was an effective way of acquiring new knowledge, 79 respondents representing 75.9% agreed that problem solving helped in construction of mental models leading to creativity, 95 respondents representing 91.3% were in agreement that generation of business plans was an effective way to articulate creativity and innovation and 86 respondents representing 82.7% were also in agreement that presentation of project work helped in developing a range of competences. However, 57 respondents representing 54.8% were in disagreement that authentic task led to development of robust artifacts.

The measure for PBL was delivered from aggregating the total score of each of the respondent in the Likert scale. This was done by transforming the respondents' score, summation of the scores and then labeling the target variable as PBL.

#### 4.4.2. Relationship Between Team Based learning and Entrepreneurship Self-Efficacy

The various measures of PBL and ESE were derived after regression of the two variables in a multinomial logistic regression. This was done at 5% level of significance.

**Table 4.3: Relationship between PBL and ESE**

Parameter	Reduced model fitting	$\chi^2_{HL}$	Difference	P-value
Intercept	366.257	28.645	13	.007
Discovery learning	361.128	23.516	13	.036
Problem solving	352.116	14.504	13	.339
Authentic task	370.506	32.895	13	.002
Business plans	363.159	25.547	13	.020
Project presentation	350.400	12.788	13	.464

The value of P for discovery learning was 0.036 hence null hypothesis is rejected. It implies a significant influence of discovery learning in EEP on ESE. It was therefore deduced that discovery learning significantly influenced ESE.

The P value of problem solving is 0.339 which led to acceptance of the null hypothesis. This means that there is a no significant influence of practical problem solving in EEP on ESE. It can therefore be concluded that practical problem solving does not significantly influence ESE.

The value of p for authentic task is 0.002 which led to rejection of null hypothesis. This implies a significant influence of creating authentic task in EEP on ESE. It is therefore concluded that creating authentic task significantly influence ESE.

The P value for learners involved in creation of business plans is 0.020 which led to rejection of null hypothesis. It implies a significant influence of learner’s involvement in creation of business plans on ESE. It can therefore be concluded that learner’s involvement in creation of business plans significantly influence ESE.

The P value for project presentation is 0.464 which led to acceptance of the null hypothesis. This means non-significant influence of project presentation by the learners in class, other forums or events on ESE. It can therefore be concluded that project presentation does not significantly influence ESE.

The combined effect of PBL was obtained by adding the total parameters in the variable and a regression analysis against the total score for ESE was one.

**Table 4.4: Combined measure for PBL and ESE**

Measure	Reduced model fitting	$\chi^2_{HL}$	Difference	P-value
Intercept	275.539	42.279	13	.000
PBL	281.488	48.229	13	.000

The overall value of p for PBL was 0.000 which led to a rejection of null hypothesis. This implies a significant influence of PBL on ESE. It can therefore be concluded that PBL significantly influence ESE.

#### **4.5. Blended Learning and Entrepreneurial Self-Efficacy**

The third hypothesis was establishing how Blended Learning (BL) in EEP influences entrepreneurship self-efficacy of final year students in Kenya universities. The two variables were measured differently and their relationship was later sought.

##### **4.5.1. Blended Learning**

The other antecedent of EEP was Bended Learning (BL) whose parameters were different training approaches, integration of technology, flexibility in student and lecturer interaction, depth of reflection on the content and live events. The majority respondents which were 72 representing 69.2% confirmed that different training approaches were used, 59 respondents representing 56.7% affirmed that integration of technology was used and 82 respondents representing 78.8% asserted that there was flexibility in student and lecturer interaction. Student's engagement in the learning process was confirmed by the highest respondents of 85 representing 81.7% while 60 respondents representing 57.7% affirmed that live events took place in the learning process.

The majority respondents which were 75 representing 72.1% were in agreement that different training approaches increased depth of reflection on the content, 61 respondents representing 66% agreed that various training approaches created flexibility in student and lecturer interaction. The respondents (69) representing 66.4% agreed that integration of technology in learning provided the global perspective, 68 respondents representing 65.3% agreed that different training approaches enriched the learning process and 62

respondents representing 59.6% agreed that live events lead to development of new knowledge.

The measure for blended learning was delivered from aggregating the total score of each of the respondent in the Likert scale. This was done by transforming the respondents' score, summation of the scores and then labeling the target variable as BL.

#### 4.5.2. Relationship between Blended Learning and Entrepreneurial Self-Efficacy

The various measures of BL and ESE were derived after regression of the two variables in a multinomial logistic regression. This was done at 5% level of significance.

**Table 4.5: Relationship between BL and ESE**

Parameter	Model	$\chi^2_{HL}$	Difference	P-value	e	P-value
	fitting					
Intercept	391.552	77.774	13	.000		
Different approaches	325.500	11.723	13	.551		
Integration of technology	354.738	40.961	13	.000		
Flexibility of interaction	332.490	18.713	13	.132		
Depth of reflection	338.729	24.952	13	.023		
Live events	340.378	26.600	13	.014		

The P value for different training approaches is 0.551 which led to the accepting of the null hypothesis. It implies lack of significant influence of different training approaches on ESE. It can therefore be concluded that different training approaches in EEP does not significantly influence ESE.

The P value for integration of technology is 0.000 which is less than the significant value at 5% which lead to a rejection of the null hypothesis. The scenario implies a positive influence of integration of technology on ESE. It can therefore be concluded that integration of technology in EEP significantly influence and ESE.

The P value for flexibility of interaction is 0.132 which led to acceptance of null hypothesis. This indicates a no sufficient positive impact of flexibility of interaction on ESE. It can therefore be concluded that flexibility of interaction among students in EEP and lecturers does not significantly influence ESE.

The P value for depth of reflection on the content is 0.023 which is less than the significant value at 5% and thus the null hypothesis was rejected. It implies that depth of reflection of the content influences ESE. It can therefore be concluded that depth of reflection on the content in EEP significantly influence ESE.

The P value for live events is 0.014 which led to rejection of the null hypothesis. This implies that live events have significant influence of on ESE. It can therefore be concluded that live events in EEP significantly influence ESE.

The combined effect of BL was derived from the total parameters score in the variable regressed against the total score for ESE as shown in Table 4.6.



**Table 4.6: Combined measure for BL and ESE**

Measure	Reduced Model	$\chi^2_{HL}$	Difference	P-value
Intercept	293.407	61.65	13	.000
BL	300.077	68.24	13	.000

The overall p value for BL is zero which is less than the significant value at 5%; hence rejection of the null hypothesis. This indicates a significant influence of BL on ESE. It can therefore be concluded that BL in EEP significantly influence ESE. Hypothesis three is therefore rejected and the alternative hypothesis accepted.

#### **4.6. The learning Context and Entrepreneurial Self-Efficacy**

The fourth hypothesis was to determining the moderating effect of the Learning Context (LC) on the influence of EEP on the ESE of final year students in Kenya universities. Each of the variables was measured differently and their relationship was later sought with and without the moderating effect separately.

##### **4.6.1. The Learning Context**

The parameters for measuring for LC were student-centered learning environment, contemporary issues, guest speakers, availability of incubators and adequate learning facilities. Majority of the respondents which were 76 representing 73.1% affirmed that there was conducive student-centered learning environment. The majority respondents which were 81 representing 77.9% confirmed that Contemporary issues featured in the content of EE. However, the respondents were indifferent that guest speakers were invited to talk to them with 50% asserting their presence and 50% stating otherwise. Majority respondents which were 81 representing 77.9% affirmed that resources such as

incubators were not available in the learning process. However, 78 respondents representing 75.0% confirmed that learning facilities were available in the learning process.

The majority respondents which were 72 representing 69.2% agreed that conducive student-centered learning environment was created, 77 respondents representing 74% agreed that contemporary issues were well addressed and 69 respondents representing 66.4% also agreed that adequate learning facilities were available. However, majority respondents which were 71 representing 76.9% disagreed that incubators facilitated production of pro types and 57 respondents representing 54.8% also disagreed that suitable guest speakers with entrepreneurial experiences were invited to talk with students.

The measure for learning context was delivered from aggregating the total score of each of the respondent in the Likert scale. This was done by transforming the respondents' score, summation of the scores and then labeling the target variable as LC.

#### **4.6.2. Relationship between Learning Context and Entrepreneurial Self-Efficacy**

The various measures of LC and ESE were derived after regression of the two variables in a multinomial logistic regression. This was done at 5% level of significance.

**Table 4.7: Relationship between LC and ESE**

Measure	Model fitting	$\chi^2_{HL}$	Difference	P-value
Intercept	377.027	58.776	13	.000
Student-centered	350.601	32.349	13	.002
Contemporary issues	356.392	38.141	13	.000
Guest speakers	344.630	26.378	13	.015
Availability of incubators	335.979	17.728	13	.168
Learning facilities	356.381	38.129	13	.000

The P value for student-centered learning was 0.002 and is less than the significant value at 5% which resulted in rejecting the null hypothesis. It implies a substantial influence of student-centered learning on ESE. It was therefore deduced that student-centered learning significantly influence ESE.

The P value for contemporary issues was 0.000 and thus a rejection of the null hypothesis. It implies that there is a significant influence of contemporary issues on ESE. It was therefore deduced that contemporary issues has a positive influence ESE.

The P value for guest speakers was 0.015. The value is less than the significant value at 5% and this leads to rejection of the null hypothesis. Implications here are that there is a significant influence of guest speakers on ESE. It was therefore deduced that guest speakers positively influenced ESE.

The P value for availability of incubators was 0.168 which is more than the significant value at 5% and thus acceptance of the null hypothesis. The implication is a significant

influence of availability of incubators on ESE. It can therefore be concluded that availability of incubators does not significantly influence ESE.

The P value for learning facilities was 0.000 which led to rejecting of the null hypothesis which implies a substantial influence of learning facilities on ESE. It was therefore deduced that learning facilities positively influenced ESE.

The combined effect of LC was derived from the total parameters score in the variable regressed against the total score for ESE.

**Table 4.8: Combined measure of LC and ESE**

Measure	Reduced Model fitting	$\chi^2_{HL}$	Difference	P-value
Intercept	282.124	54.753	13	.000
LC	289.772	62.401	13	.000

The overall p value for LC is 0.000. This means that the influence of LC on ESE is significant. It was therefore deduced that there is a positive influence of LC on ESE. Hypothesis four was therefore rejected and the alternative hypothesis accepted.

#### **4.6.3. The Moderating effect of Learning Context between Entrepreneurship Education Pedagogy and Entrepreneurship Self-Efficacy**

The moderating effect of LC was established by analysing the relationship between Entrepreneurship Education Pedagogy (EEP) and ESE without LC and then with LC to find out whether the correlation differed to confirm the predicted moderated variable. The EEP was measured by aggregating the total score of TPL, PBL and BL. The relationship between EEP on ESE without LC is shown in table 4.9.

**Table 4.9. Relationship between EEP and ESE without LC**

Measure	Model	$\chi^2_{HL}$	Difference	P-value
	Fitting			
Intercept	377.036	69.708	13	.000
EEP	384.925	77.598	13	.000

The P value for EEP without LC is 0.000 which is less than 0.005. The implication was to reject the null hypothesis. It meant a positive influence of EEP on ESE. It was therefore deduced that EEP significantly influence ESE.

The moderating effect of LC was established by multiplying the EEP by LC to determine the coefficient of Moderated Multiple Regression (MMR). The relationship between EEP and ESE with LC is shown in table 4.10

**Table 4.10: Relationship between EEP and ESE with LC**

Measure	Coefficient	Std. Error	Coefficient of	T-value	P-value
	B		Beta		
(Constant)	8.374	1.956		4.281	.000
MMR	.004	.001	.396	2.754	.007
EEP	.127	.055	.335	2.330	.022

The regression coefficient of EEP without moderating variable is 0.127 while with LC is 0.004 which is the cross product or the interaction term between EEP and LC. This shows that the correlation differs in the two scenarios which confirmed LC as a moderating

variable. The association of EEP, LC and ESE can therefore be expressed as  $Y_i = 8.374 + 0.127X_{i1} + 0.004X_{i2} + \varepsilon_i$ . where Y is ESE,  $X_{i1}$  is EEP without LC,  $X_{i2}$  is the EEP with LC,  $\varepsilon_i$  is the error term and i represent the five parameters that measured each of the variable.

The p value of EEP was 0.022 which resulted into rejection of the null hypothesis. It implies that there is a significant influence of EEP on ESE. It was therefore deduced that a positive influence of EEP on ESE exist.

The p value for moderating variable using the moderated multiple regression method is 0.007. This resulted into the rejection of the null hypothesis. It means that a significant influence of LC on ESE. It can therefore be concluded that LC moderates the influence of EEP on ESE.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents discussions of findings, conclusion and recommendations. The objective of study was to investigate the influence of entrepreneurship education pedagogy on entrepreneurship self-efficacy among final year undergraduate entrepreneurship students in Kenya universities.

#### **5.2. Discussions of Findings**

The findings on the respondents background information is discussed first followed by findings on each objective and hypothesis. The study findings are then compared and contrasted with similar studies from other scholars and an opinion is formed.

##### **5.2.1. Respondents Background Information**

Previous research has found that young people have a more positive attitude towards (Vaillant, 2013). The majority respondents' age was between 21-25 years. This age falls in the stage of life for young adults. The exposure to the appropriate Entrepreneurship Education Pedagogy (EEP) within the right Learning Context (LC) is likely to enhance the intensity of Entrepreneurship Self-Efficacy (ESE) of learners. This is in tandem with Vaillant (2013) who found that if young people are equipped with the right knowledge of entrepreneurship, their attitudes towards entrepreneurial activities is likely to be influenced positively.

Female students have been found to be less willing to start their own businesses and it has been established that there is a substantial gender differences in terms of perceived

entrepreneurship feasibility and desirability (Basic, 2012). Most of the respondents were female which means that more female had enrolled in EE. This is in line with Petridou, Sarri and Kyrgidou (2009) who found out that female have greater interest for building their competency. Mitra (2015) also found that EE empowers women into entrepreneurship by enhancing their capacity.

The study also found out that majority of the students had insignificant experience in practicing entrepreneurship. This means that most of them are novice entrepreneurs. Exposure to the right EEP within the right context will create a more positive attitude towards entrepreneurial activities (Vaillant, 2013). This is likely to push more students into entrepreneurship.

### **5.2.2. The extent to which Team Based Learning in EE influences Entrepreneurial Self- Efficacy of final Year Students in Kenya Universities**

The study found that peer review mechanism and playing games related to entrepreneurship have a significant influence on ESE of the students. This concurs with Michaelsen and Sweet's (2008) who found that peer review enhanced learning. Peer review mechanism and playing games related to entrepreneurship is therefore likely to encourage team interactions, productive teamwork and communication. These activities are crucial in development of essential entrepreneurship skills and traits such as customer relationship, human resource management networking and strategic alliances.

Nevertheless, the study found that collaboration among students and lecturers, group work activities and cooperation between the students and lecturers have no significant influence on ESE of the students. This is contrary to Metcalfe (2012) who found that group work activities, collaboration and cooperation among students and lecturers



increases learner's engagement. This implies that whereas group work, collaboration and cooperation are important in the learning process, it is the right training approach that has significant influence on the learning outcomes.

### **5.2.3. The extent to which Project Based Learning in EE influences Entrepreneurial Self-Efficacy of final Year Students in Kenya Universities**

The study found that authentic task, development of business plan and discovery learning has a significant influence on ESE of the students. These activities develops competency of essential skills, and knowledge development for effective performance which enhances ESE. This is in tandem with Caputo (2015) who found that self-directed learning that focuses on work-related competencies, reflective learning where students reflect on practices and lifelong learning enhances the capability of performance of learners. These activities are likely to enhance entrepreneurial traits and skills such as proactivity, alertness, creativity and innovations which contribute to ESE.

Problem solving and project presentation however had no significant influence on ESE of the students. This is in contrast with Pittaway and Cope (2007) who found that problem solving and presentation skills help students to cope with uncertainty and ambiguity. It can therefore be concluded that real life uncertainties and ambiguities cannot be eliminated through training and EE can only provide the confidence to take risk in turbulent and dynamic environment.

### **5.2.4. The extent to which Blended Learning in EE influences Entrepreneurial Self-Efficacy of final Year Student in Kenya Universities**

The quality of EE can be enhanced by proactivity in teaching methodology. The study found out that integration of technology, depth of reflection and live events has a significant influence on ESE of the students. This concurs with Rejab (2010) who found

that technology application is also found to support positively students' entrepreneurial self-efficacy). It was also found that different training approach increased depth of reflection on the content which led to development of new knowledge. Live events led to essential interactions that may lead to awareness creation, sensitization of new opportunities and mentorship. This concurs with Metcalfe (2012) who found that learning took place by encountering the experiences of others. Integration of technology in learning on the hand provides the global perspective which can lead to economic and sustainable exploitation of natural environment by leveraging on unique opportunities.

However, the study found that flexibility in student and lecturer interaction and use of various training approaches did not significantly influence the ESE. This is contrary to Graham (2004) who found that pedagogical richness and increased flexibility enhanced ESE. It is therefore imperative to conclude that it is the utilization of the appropriate pedagogy rather than mere variety and flexibility of training approach that enhances ESE.

#### **5.2.5. The Moderating effect of the Learning Context on the influence of Team Based Learning, Project Based Learning and Blended Learning on Entrepreneurial Self-Efficacy**

The study found that Student-centered learning, contemporary issues, learning facilities and guest speakers moderated the influence of EEP on ESE and have a significant influence on ESE of the students. This concurs with Pittaway and Cope (2009) who found that LC is likely to encourage more individuals to start new ventures. The findings are similar to those of Shane and Venkataraman (2000) and are also in tandem with Hegarty (2006) who found that guest speakers provides a chance to engage, interact and share experiences which enhances knowledge and skills that have a bearing on ESE.

Suitable guest speakers can provide mentorship to students to engage actively in entrepreneurship. The right learning environment coupled with addressing emerging issues and suitable guest speakers therefore provides an impetus for engaging in entrepreneurship.

However, the study found that availability of incubators does not have a significant influence on ESE of the students. The findings concurs with other researchers such as Chan and Lau (2005) who found out incubators are only effective when sharing technical resources that are highly specialised in a certain technology field. Potential entrepreneurs have diverse imaginations and ideas which can not be constricted to one or a few economic sector. It is therefore difficult to incubate the diverse ideals and hence there is no positive relationship between availability of incubators and ESE of the students.

### **5.3. Conclusion**

The findings on the different parameters in the study variables had different relationships. Team based learning has an overall a significant influence on ESE of the students. Peer review mechanism and playing games related to entrepreneurship has a significant influence on ESE of final year students in Kenya universities. However, collaboration among students and lecturers, group work activities and cooperation between the students and lecturers has no significant influence on ESE of the students.

Project based learning has a significant influence on ESE of the students. Authentic task, development of business plan and discovery learning has a significant influence on ESE of final year students in Kenya universities. However some aspect such as problem solving and project presentation has no significant influence on ESE of the students.

Blended learning has an overall significant influence on ESE of the students. Integration of technology, depth of reflection and live events has also a significant influence on ESE of final year students in Kenya universities, but flexibility in student and lecturer interaction and use of various training approaches did not influence ESE significantly.

The learning context also has a significant influence on ESE of the students. Student-centered learning, contemporary issues, learning facilities and guest speakers significantly influence the ESE of final year students in Kenya universities while availability of incubators does not have a substantial influence on ESE of the students.

#### **5.4. Recommendations**

It is recommended that peer review mechanism and playing games related to entrepreneurship should be encouraged in the team based learning. This is because these activities develop essential entrepreneurial skills and traits such as team work, good interrelationship and networking which increases the ESE of the students.

Creation of authentic task, development of business plan and discovery learning should also be encouraged as they enhance the competency of the learner. These promote proactiveness, creativity and innovations which are essential attributes that boost the ESE of the students.

Integration of technology and live events should be adopted in the EE pedagogy where they are not taking place. This is because they enrich the learning process by providing depth of reflection on the content, create interaction and sharing of experiences and provide global perspective which leads to internationalization.

Student-centered learning, contemporary issues, learning facilities and guest speakers should also be encouraged because they moderate the influence of EEP on ESE. These aspects of learning context should be improved to provide a suitable environment which nurtures potential entrepreneurs into practicing entrepreneurs.

The study therefore recommends the adoption and inclusion of experiential learning in policy formulation for EE to enhance the ESE of university graduates to empower them to be job creators rather than job seekers. This will engage them positively in productive economic activities through value creation and innovation, address joblessness, reduce the social ills in the society such as crime, and contribute to sustainable development which will lead to peace and security.

#### **5.5. Suggestions for Further Research**

The study recommends that further research should be carried out to determine how incubators influence ESE. This is because most of the universities from which the respondents were drawn from did not have the incubators and therefore it was not possible to determine how they influence ESE. The research should be carried out in institutions of higher learning with incubators to determine their effectiveness and cost benefit analysis.

Future studies should also be conducted to determine the suitability of guest speakers invited to talk to students. This is because most students did not find value in the interaction with them whereas those that added value contributed to development of entrepreneurial efficacy among students.

The study also recommends further research on entrepreneurship related games which can be integrated in the learning process and their effectiveness in promoting

entrepreneurship self-efficacy. Entrepreneurship related games are not common training approach yet they have significant influence on ESE. It would be imperative to identify these games and find out how they can be integrated in the curriculum.

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# APPENDIX I: KARATINA UNIVERSITY DATA COLLECTION AUTHORITY



**KARATINA UNIVERSITY**

**SCHOOL OF BUSINESS**

**OFFICE OF THE DEAN**

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P.O. BOX 1957 – 10101.  
KARATINA,  
KENYA.

6<sup>th</sup> January, 2016

TO WHOM IT MAY CONCERN,

**RE: GACHANJA ISAAC MUIRURI – B401/1571P/14**

This is to confirm that the above named is a bonafide student at Karatina University School of Business; he is pursuing a Master of Business Management in Entrepreneurship course.

Isaac has completed his course work and is currently writing his thesis; he has been permitted to collect data on his thesis titled: *"ENTREPRENEURSHIP EDUCATION PEDAGOGY AND SELF-EFFICACY OF ENTREPRENEURSHIP STUDENTS IN KENYAN UNIVERSITIES; (A CASE OF UNIVERSITIES IN NAIROBI COUNTY).*

Any assistance accorded to him will be highly appreciated.

Thank you.

  
Prof. Irura Ng'ang'a  
DEAN, SCHOOL OF BUSINESS





## APPENDIX II: QUESTIONNAIRE

The purpose of this questionnaire is to collect information on relationship between entrepreneurship education content delivery and entrepreneurship self- efficacy of final year under graduate entrepreneurship students in Kenya universities. The information you provide shall be used for the purpose of this study only and not any other. Your responses shall be treated as confidential.

- i). Name of the university
- ii). Degree programme being undertaken
- iii). Year of study. 1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>

### Part A: Demographic information

- i). Gender. Male  Female
- ii). Age bracket in years. Less than 18  18-20  21-25  above 25
- iii). Number of years involved in entrepreneurship. Less than 1  1-5  5-1   
over 10

### Part B

#### Section 1: Pertinent information on objectives

Please tick in the box provided with yes indicating agreement and no disagreement

#### 1. Team based learning approach

- i). Collaboration among students and lecturers took place in the process of learning;  
Yes  No
- ii). Group work activities took place in the process of learning; Yes  No
- iii). Peer review took place in the process of learning;  
Yes  No

iv). Students are involved in playing games related to entrepreneurship; Yes  No

v). There was Cooperation between the students and lecturers in the learning process;

Yes  No

## 2. Project based learning approach

i). Discovery learning took place in the course of my study; yes  No

ii). Practical problem solving was part of the learning process; Yes  No

iii). Authentic task was created in the learning process;

Yes  No

iv). Learners were involved in creation of business plans; Yes  No

v). Project created by the learners were presented in class or other forums or events;

Yes  No

## 3. Blended based learning approach

i). Different training approaches were used in my course of study; Yes  No

ii). Various technologies were used in the learning process; Yes  No

iii). There was interaction system among the students and lecturers; Yes  No

iv). Students were engaged in the learning process;

Yes  No

v). Live events were used in the learning process;

Yes  No

## Section II: The Likert scale

Please score the statement in questions according to the extent of agreement with  
 Strongly Disagree (SD) =1 point, Disagree (D) = 2 points, Undecided (U) = 3 points,  
 Agree (A) = 4 points and Strongly Agree (SA) = 5 points.

### 1. Team based learning

Serial No.	Team based learning	SD	D	U	A	SA
i	There was adequate collaboration among students and lecturers during the learning process.					
ii	Group work activities were effective in the learning process.					
iii	Peer review exercises enriched the learning process.					
iv	Playing games related to entrepreneurship was an appropriate learning strategy					
v	Cooperation between the students and lecturers provided motivation in the learning process					

### 2. Project based learning approach

Serial No.	Project based learning	SD	D	U	A	SA
i	Discovery learning was an effective way of acquiring new knowledge					
ii	Problem solving helped in construction of mental models leading to creativity					
iii	Authentic task lead to development of robust artifacts.					
iv	Generation of business plans was an effective way to articulate creativity and innovation.					
v	Presentation of project work helped me to develop a range of competences.					

### 3. Blended based learning approach

Serial No.	Blended learning	SD	D	U	A	SA
i	Different training approaches enriched the learning process					
ii	Integration of technology in learning provided the global perspective					

iii	Various training approaches created flexibility in student and lecturer interaction					
iv	Different training approach increased my depth of reflection on the content.					
v	Live events and lead to development of new knowledge					

**PART C**

**Section1: Pertinent information on training context**

Please tick in the box provided with yes indicating agreement and no disagreement

i). Student-centered learning environment was created in the course of the study;

Yes  No

ii). Contemporary issues featured in the content of entrepreneurship; Yes  No

iii). Guest speakers were invited to talk with students; Yes  No

iv). Resources such as incubators were available in the learning process; Yes  No

v). Learning facilities were available in the learning process; Yes  No

**Section II: The Likert scale**

Please score the statement in questions according to the extent of agreement with  
 Strongly Disagree (SD) =1 point, Disagree (D) = 2 points, Undecided (U) = 3 points,  
 Agree (A) = 4 points and Strongly Agree (SA) = 5 points.

**4. The learning context**

Serial No.	Learning context	SD	D	U	A	SA
i	Conducive student-centered learning environment was created in the course of the study					
ii	Contemporary issues were well addressed in the content of entrepreneurship					
iii	Suitable guest speakers with entrepreneurial experiences were invited to talk with students					
iv	The incubators available facilitated production of pro types.					
v	Adequate learning facilities were available					

## PART D

### Sestion1: Pertinent information on Entrepreneurial self-efficacy

Please tick in the box provided with yes indicating agreement and no disagreement

i).The learning process has provided a range of entrepreneurial skills; Yes  No

ii).The learning process has led to construction of new knowledge; Yes  No

iii). Entrepreneurial traits were developed in the learning process; Yes  No

iv). Learning process has shaped my attitude towards entrepreneurship; Yes  No

v).The competence to start entrepreneurial venture has been developed in the learning process;

Yes  No

### 5. Levels of skills acquired through entrepreneurship education

Serial No.	Skills acquired	SD	D	U	A	SA
i	The learning process was effective in providing entrepreneurial skills					
ii	Entrepreneurship education has led to construction of valuable new knowledge					
iii	Entrepreneurship education was effective in developing suitable entrepreneurial traits					
iv	The learning process has greatly influenced my attitude towards entrepreneurship					
v	I am confident that I have developed adequate competency to start a new entrepreneurial venture.					

Thank you very much for your time and input. Your efforts and sacrifice is highly appreciated.



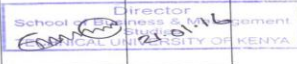



## APPENDIX IV: UNIVERSITIES OFFERING ENTREPRENEURSHIP PROGRAM IN NAIROBI AND KIAMBU COUNTY

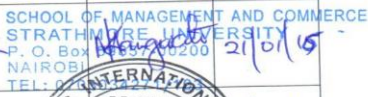



To the dean,  
School of Business,  
12<sup>th</sup> January 2016  
Dear sir/madam,

Ref: Data confirmation and collection consent.

I am a student from Karatina University pursuing Masters of Business Administration (entrepreneurship option). I am conducting a thesis on Entrepreneurship education pedagogy and self- efficacy among final year under graduate entrepreneurship students in Kenya universities (A case for Nairobi County). Kindly confirm the entrepreneurship specialization program in your institution, the total number of 4<sup>th</sup> year students (2015/2016) and please sign in the space provided for consent to collect data as per the table below.

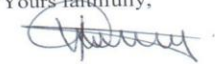
Serial No	Name of university	Entrepreneurship program	Number of 4 <sup>th</sup> year students (2015/2016)	Sign/Stamp	Date
1	Egerton	Bachelor of Entrepreneurship and Small Business Management	0		
2	Kisii University	Bachelor of Entrepreneurship and Small Business Management	0		
3	Technical University of Kenya	Bachelor of commerce- Entrepreneurship option	0		

Name of university	Entrepreneurship program	Number of 4 <sup>th</sup> year students (2015/2016)	Sign	Date
KCA University	Bachelor of commerce- Entrepreneurship option	0		

4	Kenya Methodist University	Bachelor of Business Administration, Entrepreneurship option	40	
5	Strathmore University	Bachelor of commerce- Entrepreneurship option	2	
6	United States International University	Bachelor of Business Administration, Entrepreneurship option	61	
7	Pan Africa Christian University	Bachelor of commerce; Entrepreneurship option	7	
8	Moi University	Bachelor of Science in Entrepreneurship	0	
9	Jomo Kenyatta University of Agriculture and Technology	Bachelor of Science in Entrepreneurship	36	
		Total	146	

Thank you for your time consideration.

Yours faithfully,



ISAAC MUIRURI GACHANJA



**APPENDIX VI: PERCEPTION OF EE PADAGOGY AND TRAINING CONTEXT  
ON ENTREPRENUERSHIP SELF- EFFICACY**

**Case Processing Summary**

		N	Marginal Percentage
Efficacy	Skills	20	19.2%
	Knowledge	22	21.2%
	Trait	21	20.2%
	Confidence	20	19.2%
	Attitude	21	20.2%
Collaboration among students and lecturers in the learning process	Yes	88	84.6%
	No	16	15.4%
Group work activities in learning process	Yes	89	85.6%
	No	15	14.4%
Peer review took place in the learning process	Yes	72	69.2%
	No	32	30.8%
Student involved in playing entrepreneurship related games	Yes	40	38.5%
	No	64	61.5%
Cooperation between teachers and lecturers in learning process	yes	82	78.8%
	No	22	21.2%
Practical problem solving took place in the learning process	yes	76	73.1%
	No	28	26.9%
Discovery learning took place in the course of study	Yes	76	73.1%
	No	28	26.9%
Authentic task was created in the learning process	Yes	68	65.4%
	No	36	34.6%
Learners involved in creation of business plans	Yes	95	91.3%
	No	9	8.7%
Project created by the learners were presented in class or other forums or events	Yes	84	80.8%
	No	20	19.2%
Different training approaches used in the course of study	Yes	72	69.2%
	No	32	30.8%
Various technologies used in the learning process	Yes	59	56.7%
	No	45	43.3%
There was interaction system among the students and lecturers	Yes	82	78.8%
	No	22	21.2%
Students engaged in the learning process	Yes	85	81.7%
	No	19	18.3%
Live events used in the learning process	Yes	60	57.7%
	No	44	42.3%
Student-centered learning environment was created in the course of the study	Yes	76	73.1%
	No	28	26.9%

Contemporary issues featured in the content of entrepreneurship	Yes	81	77.9%
	No	23	22.1%
Guest speakers were invited to talk with students	Yes	52	50.0%
	No	52	50.0%
Resources such as incubators were available in the learning process	Yes	23	22.1%
	No	81	77.9%
Learning facilities were available in the learning process	Yes	78	75.0%
	No	26	25.0%
Valid		104	100.0%
Missing		0	
Total		104	
Subpopulation		91 <sup>a</sup>	

a. The dependent variable has only one value observed in 86 (94.5%) subpopulations.

**APPENDIX VII: RELATIOSHIP BETWEEN EE PEDAGOGY AND ESE**

**The learning process has provided a range of entrepreneurial skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	84	80.8	80.8	80.8
	No	20	19.2	19.2	100.0
	Total	104	100.0	100.0	

**The learning process has led to construction of new knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	85	81.7	81.7	81.7
	No	19	18.3	18.3	100.0
	Total	104	100.0	100.0	

**Entrepreneurial traits were developed in the learning process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	71.2	71.2	71.2
	No	30	28.8	28.8	100.0
	Total	104	100.0	100.0	

**The learning process shaped attitude towards entrepreneurship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	86	82.7	82.7	82.7
	No	18	17.3	17.3	100.0
	Total	104	100.0	100.0	

**Competence to start entrepreneurial venture developed in the learning process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	74.0	74.0	74.0
	No	27	26.0	26.0	100.0
	Total	104	100.0	100.0	

**The learning process was effective in providing entrepreneurial skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	9.6	9.6	9.6
	U	15	14.4	14.4	24.0
	A	56	53.8	53.8	77.9
	SA	23	22.1	22.1	100.0
	Total	104	100.0	100.0	

**Entrepreneurship education led to construction of valuable new knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	9.6	9.6	9.6
	U	13	12.5	12.5	22.1
	A	50	48.1	48.1	70.2
	SA	31	29.8	29.8	100.0
	Total	104	100.0	100.0	

**Entrepreneurship education effective in developing suitable entrepreneurial traits**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	6.7	6.7	6.7
	U	29	27.9	27.9	34.6
	A	42	40.4	40.4	75.0
	SA	26	25.0	25.0	100.0
	Total	104	100.0	100.0	

**The learning process greatly influenced attitude towards entrepreneurship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	2.9	2.9	2.9
	U	16	15.4	15.4	18.3
	A	56	53.8	53.8	72.1
	SA	29	27.9	27.9	100.0
	Total	104	100.0	100.0	

**Confidence developed and adequate competency to start a new entrepreneurial venture.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	12	11.5	11.5	11.5
	U	25	24.0	24.0	35.6
	A	32	30.8	30.8	66.3
	SA	35	33.7	33.7	100.0
	Total	104	100.0	100.0	