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The Relationship between Opportunity Competence and Business Performance of Graduates with Physical Challenges in Kenya

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Abstract:

Entrepreneurial competencies are essential to the success of SMEs in the competitive and rapidly changing business environment thus, there is need for SMEs to acquire and improve their entrepreneurial competencies. Existing researches have revealed the importance of entrepreneurial competencies for SMEs in order to achieve business success. The purpose of this research was to establish the relationship between Opportunity Competence and Business Performance of graduates with physical challenges in Kiambu County in Kenya. The research objective was to analyze the significance of Opportunity Competence in Business Performance; and was being moderated by Business External Environment with constructs Access to Finance and Business Location. Participants of the study were graduates of higher education and training with physical challenges owning and managing businesses in Kiambu County in Kenya. The participants had undergone training at higher education and training institutions (both public and private) such as universities and tertiary level colleges. The physical challenges under focus were mobility related impairments categorized as acquired or congenital impairments. The study was longitudinal and utilized descriptive-survey method. It was largely quantitative in nature and was triangulated by some qualitative aspects. It addressed a population of 480 businesses owned and run by graduates with physical challenges of higher education and training in various constituencies within Kiambu County in Kenya. Businesses included in the study were selected through simple random sampling method. A sample of 172 respondents was picked. To collect primary data structured questionnaires were used which contained closed and open-ended questions. Secondary data was used too. To access discriminant validity, correlations among indicators and constructs was deployed. Reliability was assessed using Cronbach's Alpha. Data was statistically analyzed through applying the SPSS Statistics 17.0 software.

The research findings indicated that graduates with physical challenges running businesses in Kiambu County in Kenya had well laid down strategies and were able to detect business opportunities in the environment. Business External Environment moderated the relationship between Opportunity Competence and Business Performance since the results were statistically significant at 0.05. The null hypothesis was rejected and the alternative was accepted since a relationship was found to exist.

Keywords: *Entrepreneurial competence, entrepreneurship, business performance, physical disability*

1. Introduction

1.1. Background Information

Entrepreneurial competencies contribute a major role in the success of SMEs. It has been observed by researchers that competency approaches have to be considered more than other approaches (Brophy & Kiely, 2002) in order to identify behaviors which are related to the superior firm performance. The entrepreneurial competency approach can be used to describe the phenomenon why some entrepreneurs fail while others succeed in similar situations (Ahmad, 2007). Competencies play an important role in successful entrepreneurship.

Entrepreneurial competency is defined as the capability of entrepreneurs to face effectively a critical situation by making sense of environmental constraints and by activating relational and internal specific resources (Iandoli, 2007). According to Bird (1995),

entrepreneurial competencies are defined as individual's traits, such as specific knowledge, motives, features, self-images, social roles and abilities which result in venture success. Some entrepreneurial competencies can be learned through formal education, other competencies are tacit and depend on individual's characteristics and are built during the person's life, experience, and career Bird (1995). Entrepreneurship scholars suggest that entrepreneurial competencies are vital to business growth and success. Entrepreneurial competencies are related to the performance of the firm and its competitiveness (Man *et al.*, 2002), growth and success of business (Colombo & Grilli, 2005). These competencies are also associated with birth, survival and venture growth (Colombo & Grilli, 2005; Baum *et al.*, 2001; Bird 1995). Despite a lot of researches relating to entrepreneurial competencies (Man *et al.*, 2002; Mitchelmore & Rowly, 2010), there are still gaps in the entrepreneurship literature relating to entrepreneurial competencies of entrepreneurs that belong to minority groups especially addressing the disabled persons (Ahmad, 2007). Thomas *et al.*, (2000), examined previous empirical studies in entrepreneurial competencies and categorized them into six competency areas, representing distinctive areas of entrepreneurial behaviors namely; Opportunity, Relationship, Conceptual, Organizing, Strategic and Commitment Competencies.

Entrepreneurship as a field does not lock out persons with disabilities (PWDs) since it is the only area that one can imprint their own creativity and enjoy the full benefits of flexibility on time. Entrepreneurship plays an important role in the society not just because entrepreneurs create jobs but because at the end of the day, it is not just about business, it is about people having the freedom to express their creativity, to imprint their style on the work they do, to turn their knowledge, skills and abilities into their own businesses, to create flexibility around their life conditions and personal interests and to make employment choices over which they have more control Jones & Latreille (2005); Bwisa (2011).

Mc Naughton *et al.*, (2006) focus group research suggests that some of the benefits that persons with disabilities (PWDs) may derive from entrepreneurship are a sense of control over their environment, independence, and the satisfaction that comes from being a contributing member of society. In line with these indications that entrepreneurship may bring a number of positive personal, social and financial benefits to persons with disabilities, an entrepreneur with disability ought to demonstrate that being disabled can facilitate the exploitation of opportunities that previously had been unexploited Shane and Venkataraman (2000).

In Kenya, as in many countries in the region and globally, entrepreneurship is viewed as a core strategy for enhancing the ability to create employment, innovation and wealth RoK (2010), thus the 21st century competencies have been defined as the skills, knowledge and attitudes needed in order to compete in the global marketplace. Kenya has a large population of physically challenged people who have shown great interest in entrepreneurship by engaging in owning, managing and running enterprises (Kenya National Survey on Persons with Disabilities 2008). Entrepreneurship plays a major role in helping disadvantaged person in society break away from their unprivileged positions, a solution to unemployment and discrimination in the labor market (Fairlie 2005); serves as a potential device for poverty alleviation and a tool for social inclusion of minority groups (Pavey 2006).

The United Nations Convention on the Rights of Persons with Disabilities UNCRPD (2007) states that persons with disabilities include those who have long-term physical, mental, intellectual and sensory impairment which in interacting with different barriers may hinder their full and effective participation in society on an equal basis with others. In general disability is referred to as whole or partly, inability of individual to perform ordinary activities of life due to congenital or acquired defect in physical or mental strength Karimi *et al.*, (2014).

Persons with mobility limitations (that refer to the ability to move) may have lost arms, hands, feet or legs due to amputation or congenital problems IDDC (2012). Mobility impairments can result from medical conditions such as arthritis, multiple sclerosis, cerebral palsy, spina bifida, diabetes, muscular dystrophy and paraplegia. There are varying degrees of mobility impairments. People with mobility impairments may use assistive devices which may include wheelchairs, or aids such as crutches (elbow or arm-pit), canes or walkers to help overcome mobility obstacles WHO (2013).

Entrepreneurship education in higher education institutions worldwide has been one of the major contributors to fostering entrepreneurial culture in potential entrepreneurs and the importance of entrepreneurship education was stressed in the Global Education Initiative Report of the World Economic Forum (WEF, 2009). The forum stressed that education is one of the most important foundations for economic development and entrepreneurship is a major driver of innovation and economic growth. It further observed that entrepreneurship education plays an essential role in shaping attitudes, skills and culture from primary level up to higher education levels and this cuts across all groups of the society including the minority groups for instance, persons with disabilities (PWDs).

The most common cited objectives of entrepreneurship education are to demonstrate positive attitude towards self-employment; identify viable business opportunity, portray a desire to venture into business, demonstrate managerial skills for running a successful business enterprise, apply managerial competencies in business situation; understand the factors likely to affect the success of a business, to encourage new start-ups and other entrepreneurial ventures Thomas *et al.*, (1994); Nteere (2013). According to Bwisa (2014) entrepreneurship education seeks to prepare learners to become entrepreneurial thinkers and contribute to economic development and sustainable communities. It is not just about teaching someone to run a business as mainstream business courses do. Its core objective is to encourage creative thinking and promote strong sense of self-worth Bwisa (2011).

Through entrepreneurship education, students learn how to create a different and a better business. The core knowledge created by entrepreneurship education includes, but not limited to; the ability to recognize opportunities in one's life; ability to pursue such opportunities by generating new innovative ideas and marshalling needed resources; ability to create and operate an innovative new venture; and finally, the ability to think in a creative and critical manner (Bwisa 2014).

1.2. Statement of the Problem

Kenya's Population Census 2010 officially reported that 3.5 per cent of the population or 1,330,312 is comprised of persons with disabilities (RoK 2010), among these only one per cent is formally employed. The country has been practicing inclusive education since the turn of the century and this has seen the country achieve great milestones in education. The country has a large population of physically challenged people who have shown great interest in entrepreneurship by engaging in owning, managing and running enterprises (Kenya National Survey on Persons with Disabilities 2008); Bwisa and Margaret (2013).

Whilst entrepreneurial competencies are important for all SMEs, the imperative to develop the understanding of such competencies in the context of physically challenged-led businesses is of importance Bwisa *et al.*, (2013). There are growing numbers of self-employed persons with physical disabilities in developing economies such as Kenya and many of these businesses are highly dependent on the owner and his or her skills Mpofo (2012).

There is evidence that majority of the physically challenged persons operate traditional businesses associated with low income; they lack the necessary entrepreneurial competencies to operate high performing enterprises thus leading to poor performance in business, Bwisa and Margaret (2013). From the information attained at NCPWD office in the Ministry of Labour in Kiambu County in Kenya, persons with disabilities get issued with mobility devices, business loans as well as business kits to help them startup businesses. The greater percentages of the beneficiaries are those that sell their devices while others opt not to use them for reasons well known to individual persons. To attest to this, is a case of a person who used his wheelchair during the day as he run his business but in the evening, he could step out of his wheelchair to beg along the busy streets.

The question being addressed therefore becomes, why do physically challenged persons-led businesses perform poorly in Kiambu County in Kenya? Could the failure be paralleled with lack of entrepreneurship education? Could the presence or absence of entrepreneurial competencies explain this? This research therefore sought to find out whether graduates with physical challenges of higher education and training -where entrepreneurship education is a basic course unit of the curriculum, possessed entrepreneurial competencies that leads to better performance in business.

2. Literature Review

2.1. Opportunity Competency and Business Performance

One of the most distinguishing competencies for the entrepreneur is the opportunity related competency. Opportunity Competence is one of the basic leading firms to competitive advantage (Murray 1996). These are competencies related to recognizing market opportunities through various means. For instance, McClelland (1987) finds "to see and act on opportunities" as one of the competencies for successful entrepreneurs. Bwisa (2011) suggests that one of the most important entrepreneurial roles is the ability to recognize and envision taking advantage of opportunities. This category of competencies comprises of entrepreneurial activities in spotting opportunities, actively seeking new opportunities and developing the opportunities.

These opportunity competencies can be broadly distinguished into three clusters of identifying, assessing and seeking market opportunities. These clusters suggest that a competent entrepreneur should be able to identify opportunities from various means, work on the potential opportunities by thorough assessment and turn them into feasible opportunities (Thomas & Theresa 2000). They actively seek opportunities which are not readily available to them. The usual ways for doing that include promotional activities like advertising, participating in exhibitions and using the internet. In order to seek further opportunities, the entrepreneurs also need to collect market information through personal networks or from journals and newspapers.

Entrepreneurship concerns the noticing and pursuing of opportunities (Shane & Venkataraman, 2000). Entrepreneurs start businesses because they are able to see opportunities in the business environment Bwisa (1998). Entrepreneurship literature often focuses on the active pursuit of opportunities regardless of resources under control (Stevenson & Jarillo 1990), or activities relating to the recognition and/or exploitation of business opportunities (Shane & Venkataraman 2000). Entrepreneurial activities are often referred to as the work of creating new social or economic value (Davidsson & Wiklund 2001).

In the context of physically challenged entrepreneurs, this competence must be present in order to see and act on opportunities availing themselves in the business environment. Disabled entrepreneurs must demonstrate that being disabled can facilitate the exploitation of opportunities that previously had been unexploited Shane and Venkataraman (2000). They must also look credible by framing the unknown in such a way that it becomes believable Aldrich & Fiol (1994). In this sense, disabled persons' entrepreneurial activity may be conceived as a balancing act between deviation and belonging (Lindgren and Packendorff 2006). It may also provide insight, innovation and unique opportunity recognition.

Entrepreneurs with disability need to not only attract a recognized seal of approval for their activities and products but also enrich their undertakings with an appeal that relates to their specific situation. Though the normative attitudes that broader society holds towards persons with disabilities must change, to stimulate social inclusion, disabled persons may also benefit if they exploit opportunities and activities that relate to their specific situation (Pavey 2006). Such an opportunity may include among others carrying out an activity that directly addresses their needs as a minority group, for instance, starting a tour agency for disabled persons, trading in assistive devices associated with disability, training other disabled persons on particular skills that are necessary in pursuit of entrepreneurial career.

2.2. Research Design

Research design is the blue print for the collection, measurement, analysis of data, a plan to obtain research questions (Cooper and Schnidler 2006). The study employed the descriptive-survey approach. This design was suitable for the study as it sought to describe

the relationship between entrepreneurial competencies and business performance of graduates with physical challenges of higher education and training. The study was largely quantitative in nature and was triangulated by some qualitative aspects.

Quantitative research methods included multiple linear regression model whose coefficients were tested using Analysis of Variance (ANOVA) for overall model significance. Qualitative research method included content analysis where issues emerging from the key open ended questions would be clustered into thematic areas upon which interpretations and conclusions were drawn. Correlation research design was also used to measure the relationship between two variables. According to Kothari (2007) simple correlation assumes there is a linear relationship between two variables.

Normality of distribution was analyzed using the Kolmogorov Smirnov Test otherwise known as KS Test to check whether the dependent variable was normal or not, thus, deducing the statistical significance leading to either reject or fail to reject the outcome. The Gaussian distribution is one of the methods used to determine how well the data is distributed. The best way to evaluate how far data deviates from the Gaussian is to look at the graph and see if the distribution deviated grossly from a bell-shaped normal distribution (Graphpad, 2011). Lapan *et al.*, (2012) observe that in order to fit a linear model, the dependent variable has to be normally distributed. Q-Q plots and the Kolmogorov-Smirnov (KS) test were used to confirm normality in this study.

2.3. Sampling Frame

A sample frame is a complete list in which each of the unit of analysis is mentioned only once (Kerlinger & Lee, 2000). In this study, a sample frame was drawn from accessible population of 480 businesses owned and run by graduates with physical challenges with a university degree, a diploma or a certificate course. According to Nicholas (2011) it is impossible to do a random sampling on a population without a sampling frame unless the population is extremely small. The sampling frame in this study was done from information given by the NCPWD office in Kiambu County in Kenya.

2.4. Sampling Technique

Simple random sampling technique was used to select the businesses owned by graduates with physical challenges of higher education and training that would be included in the research. According to Nicholas (2011) simple random sampling as a sampling method in which each member of the population has an equal and known chance of being selected. This method was applied because it is simple, easily applied to a small population and ensures there is no bias. At the point of choosing specific category of businesses to be included in the research, purposeful sampling was used to distinguish between businesses run by persons with physical challenges with higher qualifications in education and training from them that had basic education.

2.5. Data Collection Instruments

The study used both primary and secondary data. Primary data was collected by the use of assessment tools which assess entrepreneurial mindsets, attitudes and competencies developed by ASTEE team. These concepts are complicated to observe which makes them difficult to measure. The term latent construct is generally used for such variable that cannot be measured directly and cannot be fully captured by a single question Ullman (1996). Therefore, in order to develop a suitable measurement tool, a single variable needs to be captured through multiple questions representing the variable. However, the indicators of entrepreneurial competencies must be established first. The questions in the survey were a combination of validated constructs and constructs developed by the researcher. The development of the measurement tools has been pre-studied and pilot tested in order to increase precision, validity and reliability of the measurement tools, as well as making them more parsimonious.

Brown (2001) states that questionnaires are *any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from among existing answers*. It yields to quantitative data and due to provision for open-endedness; the instrument may be used to generate qualitative and exploratory data, Dornyei (2007). This research also utilized the use of questionnaires to collect data.

3. Research Findings and Discussion

➤ Opportunity Competence and Business Performance

3.1. Reliability Test for Opportunity Competence

In order to measure the reliability of the gathered data, Cronbach's alpha was applied. According to Zinbarg (2005), Cronbach's alpha is a coefficient of reliability that gives an unbiased estimate of data generalizability. An alpha coefficient of 0.70 or higher indicates that the gathered data is reliable as it has a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population (Zinbarg, 2005).

Component Matrix		Component
		1
Seize high-quality business opportunities.		.861
Perceive unmet consumer needs.		.777
Look at old problems in new ways.		.880
Identify goods or services customers want.		.912
Treat new problems as opportunities.		.774
Actively look for products or services that provide real benefit to customers.		.909
Have marketed very many new lines of products or services in the past 3 years.		.472
Extraction Method: Principal Component Analysis.		
a. 1 components extracted.		
Reliability Statistics		
Cronbach's Alpha	N of Items	
.878	7	

Table 1: Reliability results for Opportunity Competence

To test the first null hypothesis (H_{01}) that stated that, there is no significant relationship between Opportunity Competence and Business Performance of graduates with physical challenges in Kiambu County in Kenya, a reliability test was carried out. The test indicated a Cronbach's Alpha Coefficient of the Opportunity Competence as .878 indicating that the measures were reliable since they were more than .700 therefore, regarded as very good. This translated to mean that the research tools were well constructed and measured what they purported to measure.

3.2. Factor Rating on Opportunity Competence

Factor analysis was adopted in order to reduce the number of indicators or factors under each research variable and retain only those indicators relevant in explaining the study variables. Factor analysis is an exploratory tool used to help the researcher make decisions on whether the variables under investigation explain the dependent variable (Field, 2005).

S/No	Issue	S.D %	D %	N.S %	A %	S.A	Mean	Median	Mode
a	Seize high-quality business opportunities.	4.9	6.5	3.3	42.3	43.1	4.12	4.00	5
b	Perceive unmet consumer needs.	0.8	4.9	4.9	53.7	35.8	4.19	4.00	4
c	Look at old problems in new ways.	1.6	5.7	8.1	54.5	30.1	4.06	4.00	4
d	Identify goods or services customers want.	0	3.3	0.8	42.3	53.7	4.46	5.00	5
e	Treat new problems as opportunities.	1.6	8.9	4.9	53.7	30.9	4.33	4.00	4
f	Actively look for products or services that provide real benefit to customers.	0.8	4.1	1.6	48.0	45.5	4.33	4.00	4
g	Have marketed very many new lines of products or services in the past 3 years.	14.6	30.9	4.1	27.6	22.8	3.13	4.00	2
	TOTAL 123								

Table 2: Factor Rating on Opportunity Competence

KEY: (S.D) Strongly Disagree, (D) Disagree, (N.S) Not Sure, (A) Agree, (S.A) Strongly Agree

The rating on opportunity competence issues on a five point Likert scale indicates that majority of respondents agreed that Opportunity Competence affect Business Performance of businesses of graduates with physical challenges with the issue, "look at old problems in a new way" recording a highest frequency value of 67 (54.5 per cent). All levels of education qualifications agreed to the statement with respondents at certificate level agreeing at 25 (59.52%), respondents at diploma level agreed at 24 (61.54%). Among the respondents, those that had undergone entrepreneurship education were 39 (52.70%) who agreed to have looked at old problems in a new way, while 28 (57.14%) respondents who did not undergo entrepreneurship education also agreed. This can be translated to mean that even without entrepreneurship education, one could still be able to look at a problem in a new and better way but of course with entrepreneurship knowledge one attains a better and wider view. Among the respondents with acquired form of disability 47 (55.3%) agreed to look at old problems in a new way whereas, 20 (52.63%) respondents with congenital form of disability agreed. The researcher deduced that having acquired or congenital form of disability doesn't hinder one from having a positive view of problems. This may be an aspect of behavior or psychological make-up of a person in other words; one's character.

The issue, "have marketed many new lines of products or services in the past three years" recorded the least frequency value of 28 (27.6 per cent). The respondents that agreed to have marketed new lines of products gave issues like creating websites for their business or installing television and radio in their commercial vehicles for better marketing and they were mostly from service industry. Respondents looking at old problems in a new way had diverse reasons to support their claim, for instance, many claimed

that if a product was not moving as fast as expected one of the ways to curb that was either to reduce its production, rebrand it, change its location in display shelves, or lower the product's price.

Respondents were generally not looking for opportunities not readily available to them which forms a major requirement in this competence field. The usual ways for doing that is by carrying out promotional activities like advertising, participating in exhibitions, and using the internet. This is not an inborn attribute rather it calls for acquirable skills and knowledge like assessing, marketing, collecting market information, and understanding the market situation Thomas *et al.*, (2000). The core knowledge created by entrepreneurship education includes, but not limited to; the ability to recognize opportunities in one's life, ability to pursue such opportunities by generating new innovative ideas (Bwisa 2014). This competence area was supported by the Resource Based View (RBV) theory that assumes that organizational competencies that are immobile and heterogeneous lead to sustainable competitive advantage and they must be valuable to enable the firm neutralize threats and exploit opportunities in the competitive environment; and, only few firms in a specific competitive environment possess these competencies.

3.3. Scatter Plot on Opportunity Competence versus Business Performance

This study used a combination of scatter plot diagrams and correlation tables to show the correlation analysis results. A scatter plot diagram is a graph that shows the relationship between two quantitative variables. Scatter plots are used to investigate the possible relationship between two variables.

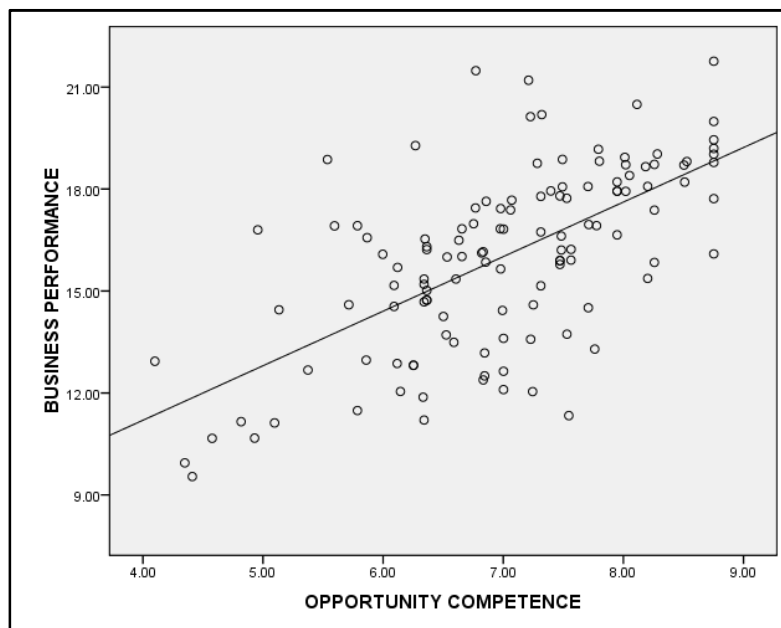


Figure 1: Scatter Plot for Opportunity Competence versus Business Performance

Opportunity competence was the first variable suggested to have a determining role in business performance of graduates with physical challenges in Kiambu County in Kenya.

Among the objectives of the study was to assess the relationship between Opportunity Competency and Business Performance of graduates with physical challenges in Kiambu County in Kenya. The figure above indicates that there was a positive linear relationship between Opportunity Competence and Business Performance with a positive gradient of 1.605. It shows a positive gradient indicating that Opportunity Competence has an influence on Business Performance. The second quadrate and the line of best fit shows an estimate line that is positively increasing. This also implies that increased Opportunity Competence would lead to increased Business Performance and the opposite is true that a decrease in Opportunity Competence would lead to poor Business Performance. A conclusion was reached at that Opportunity Competence is vital for any business to perform optimally. This led to the rejection of the first null hypothesis that, there was no significant relationship between Opportunity Competence and Business Performance, therefore, concluded that the relationship existed.

3.4. Correlation between Opportunity Competence and Business Performance

Crossman (2013) notes that correlation analysis results give a correlation coefficient which measures the linear association between two variables. Mugenda and Mugenda (2003) explain that correlation analysis tests the strength of association/relationship between the research variables.

		BUSINESS PERFORMANCE	OPPORTUNITY COMPETENCE
BUSINESS PERFORMANCE	Pearson Correlation	1	.634**
	Sig. (2-tailed)		.000
	N	123	123
OPPORTUNITY COMPETENCE	Pearson Correlation	.634**	1
	Sig. (2-tailed)	.000	
	N	123	123

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 3: Correlation between Opportunity Competence and Business Performance

Correlation analysis between Opportunity Competence and Business Performance constructs was carried out. The correlation of Opportunity Competence and Business Performance variable indicated .634 that denoted a very strong and positive linear relationship between Opportunity Competence and Business Performance. This indicates that there exists a significant relationship which cannot just be brushed off. In order for a business to perform in terms of profits that would translate to its growth, one must be able to seize opportunities that keep unfolding in the business environment. These findings provide a strong support of the alternative hypothesis, that there is a significant relationship between Opportunity Competence and Business Performance of graduates with physical challenges in Kiambu County. Opportunity Competence was considered to be the second-best predictor of business performance after Strategic Competence.

3.5. Regression Analysis

Regression analysis is a statistical process of estimating the relationship between variables (Green & Salkind, 2003). Regression analysis helps in generating equation that describes the statistical relationship between one or more predictor variables and the response variable. This study carried out regression analysis to establish the statistical significance relationship between the independent variable, Opportunity Competence on the dependent variable which was Business Performance. The regression analysis results for this study have been presented using regression Model Summary tables, Analysis of Variance (ANOVA) table and beta Coefficients tables.

Model Summary				
	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.634 ^a	.402	.397	2.06626
Predictors: (Constant), OPPORTUNITY COMPETENCE				

Table 4: Model Summary of Opportunity Competence versus Business Performance

From the table above the regression model on Opportunity Competence versus Business Performance, the coefficient of determination R square is .402 and R is .634 at 0.05 significance level. The coefficient of determination indicates that 40.2% of the variations on Business Performance is explained by Opportunity Competence. This percentage is significant and shows how dismal performance would be if Opportunity Competence was to be ignored. This implies that there exists a positive relationship between Opportunity Competence and Business Performance. This competence explained considerably significant variations of Business Performance and it was ranked as the second best among other variables meaning that 59.8 percent was explained by the other five variables of the research. It was therefore, considered as the second-best predictor of Business Performance among the subjects of the research study.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
	Regression	346.791	1	346.791	81.227	.000 ^a
	Residual	516.599	121	4.269		
	Total	863.390	122			
Predictors: (Constant), OPPORTUNITY COMPETENCE						
Dependent Variable: BUSINESS PERFORMANCE						

Table 5: Analysis of Variance between Opportunity Competence versus Business Performance

From the table above on Analysis of Variance, results on Opportunity Competence versus Business Performance for the regression coefficient indicates that the significance of the F value, 81.227, is 0.000 which is less than 0.05 implying that there is a significant relationship between Opportunity Competence and Business Performance.

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.778	1.261		3.791	.000
OPPORTUNITY COMPETENCE	1.605	.178	.634	9.013	.000
Dependent Variable: BUSINESS PERFORMANCE					

Table 6: Regression Coefficients of Opportunity Competence and Business Performance

The table above represents the regression coefficients of Business Performance and Opportunity Competence. The coefficient of Opportunity Competence is 1.605 implying a positive and significant influence on Business Performance. A single unit change in Opportunity Competence increases Business Performance by 1.605 units. A constant coefficient of 4.778 represents the intercept of Business Performance implying that without Opportunity Competence, Business Performance could be explained by other variables up to 4.778 units. The fitted model $Y=4.778+1.605*X_1$ explains that even when Opportunity Competence is non-existent, Business Performance is still positive at 4.778 indicating that there are other drivers of Business Performance.

3.6. Moderation between Opportunity Competence and Business External Environment

Moderation examines under what conditions the X and Y variations varies, while mediation examines why the X and Y relation occurs. Moderation indicates that the X – Y relation differs by the levels of Z. When using multiple regression, simply include X, Z and interaction term between X and Z as predictors of Y. If the regression coefficient of this interaction term is significant, it suggests that Z modifies the X – Y relation.

$$Y = b_0 + aX + bZ + cXZ + \varepsilon$$

a - indicates the effect of X when Z is zero

b - indicates the effect of Z when X is zero

c - indicates how much the effect of X changes as Z changes one unit

The study showed that Opportunity Competence predicted Business Performance with a coefficient 1.605 and p-value .000. The coefficient determination of R square was .518 and R was .720 at .005 significance level and $F=42.657$. When Opportunity Competence (X) was regressed with Business External Environment (Z) and the interaction term of Opportunity Competence and Business External Environment (X, Z) as predictors of Business Performance (Y), the coefficient of this interaction was found to have p-value .037 which was significant since it was less than p-value 0.05.

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.778	1.261		3.791	.000
OPPORTUNITY COMPETENCE	1.605	.178	.634	9.013	.000
Dependent Variable: BUSINESS PERFORMANCE					

Table 7: Coefficients of Opportunity Competence and Business Performance

The study showed that Opportunity Competence predicted Business Performance with a coefficient 1.605 and p-value .000 implying a positive and significant influence on Business Performance (see table above). A constant coefficient of 4.77 meant that even without the Opportunity Competence in the picture, Business Performance could be influenced by other variables up to 4.77 units. These variables could be other competencies that formed the independent variables that the researcher had hypothesized; or other factors that were not included as research variables referred to as the “error term” and symbolized as (ε) in statistical models.

Model Summary				
	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.720	.518	.506	1.86973
Predictors: (Constant), OPPORTUNITY_COMPETENCE, BUSINESS_EXTERNAL_ENVIRONMENT, OPPORTUNITY COMPETENCE, BUSINESS_EXTERNAL_ENVIRONMENT				

Table 8: Model Summary of Opportunity Competence and Business External Environment

The table above shows the coefficient determination of R square that is .518 and R is .720 at .005 significance level. The coefficient of determination indicates that the moderating effect of Business External Environment was 51.8% on the relationship between Opportunity Competence and Business Performance. This implies that there exists a significant positive moderating effect of Business External Environment on the relationship between Opportunity Competence and Business Performance. In order for persons with physical challenges to spot a viable business opportunity the environment around must be a friendly and a barrier free one. This would enable such persons to go on and take in the business opportunity in the offering.

ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	
Regression	447.377	3	149.126	42.657	.000 ^a	
Residual	416.013	119	3.496			
Total	863.390	122				
Predictors:(Constant), OPPORTUNITY_COMPETENCEBUSINESS_EXTERNAL_ENVIRONMENT, OPPORTUNITY COMPETENCE, BUSINESS EXTERNAL ENVIRONMENT						
Dependent Variable: BUSINESS PERFORMANCE						

Table 9: Analysis of Variance of Opportunity Competence and Business External Environment

The table above shows an F value of 42.657 at 0.000 significance level which is less than 0.05 implying that there is a significant moderating effect of Business External Environment on the relationship between Opportunity Competence and Business Performance.

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		-14.081	7.394		-1.904	.059
OPPORTUNITY COMPETENCE		3.388	1.037	1.338	3.266	.001
BUSINESS EXTERNAL ENVIRONMENT		1.384	.482	1.247	2.873	.005
OPPORTUNITY_COMPETENCEBUSINESS_EXTERNAL_ENVIRONMENT		-.139	.066	-1.481	-2.104	.037
Dependent Variable: BUSINESS PERFORMANCE						

Table 10: Coefficients of Opportunity Competence and Business External Environment

When Opportunity Competence (X) was regressed with Business External Environment (Z) and the interaction term of Opportunity Competence and Business External Environment (X, Z) as predictors of Business Performance (Y), as indicated in the table above the coefficient of this interaction was found to have p-value .037 which was significant since it was less than p-value 0.05. This meant that Business External Environment had a significant moderating effect on the relationship between Opportunity Competence and Business Performance of graduates with physical challenges in Kenya. Business External Environment constructs being Business Location and Access to Finance contributed greatly to the ability to spot a business opportunity since entrepreneurship concerns the noticing and pursuing of opportunities Miller, (2011). Thus, if market opportunities are worthwhile, persons with physical challenges would improve on them by acquiring necessary capital and this would eventually lead to better performance in business.

Persons with physical challenges are affected to a great extent by the terrains in the environment thus they need an environment that is free of physical barriers. Access to financial services is as vital for persons with physical challenges just like it is for other people without disability. If their businesses have to perform to their maximum capacity, financial institutions must not therefore discriminate on basis of disability as they avail loans to their clients. This is a comment from one of the respondents;

“When a person with a physical disability visits the bank, and is queuing together with the other non-disabled clients, a bank attendant often approaches him or her interrogating their purpose for visiting the bank and curiously flipping through their bank forms. This is dehumanizing since everybody should be treated with respect”

4. Discussion

An entrepreneur needs to have the ability to interpret the environmental conditions in seizing appropriate business opportunities. The results of the effect of Opportunity Competence of entrepreneurial competencies on Business Performance revealed that Opportunity Competence affects Business Performance of graduates with physical challenges in Kiambu County in Kenya. The reason was that the relationship between Opportunity Competence and Business Performance of graduates with physical challenges was statistically significant at ($p < 0.00$) which led to the rejection of the first null hypothesis, there is no significant relationship between Opportunity Competence and Business Performance of graduates with physical challenges in Kiambu County in Kenya. The correlation findings of .634 denoted a very strong and positive linear relationship between Opportunity Competence and Business Performance. This results implied firstly, that graduates with physical challenges in Kiambu County in Kenya are able to identify, secondly, they are able to assess and thirdly, they are able to seek market opportunities in their daily endeavors in business. The active pursuit of opportunities regardless of resources under control cannot be overemphasized and is the hall mark of entrepreneurship. It was noted that in actively seeking business opportunities through promotions and using proper marketing channels, a few graduates with physical challenges were not putting enough effort.

Regression analysis between Opportunity Competence and Business Performance gave a coefficient of 1.605 and a p-value .000. The coefficient determination of R square was .518 and R was .720 at .005 significance level and $F = 42.657$. When Opportunity Competence was regressed with Business External Environment and the interaction term of Opportunity Competence and Business

External Environment as predictors of Business Performance the coefficient of this interaction was found to have p-value .037 which was significant since it was less than p-value 0.05. Therefore, it was concluded that Business External Environment significantly moderated the relationship between Opportunity Competence and Business Performance of graduates with physical challenges in Kiambu County in Kenya.

5. Conclusion

H₀₁: There is no significant relationship between Opportunity Competency and Business Performance of graduates with physical challenges in Kiambu County.

This hypothesis was rejected because Opportunity Competency significantly affected Business Performance of graduates with physical challenges in Kiambu County. Correlation of Opportunity Competency versus Business Performance gave a coefficient value of .634 denoting strong and positive linear relationship. The reliability test indicated .878 implying that the measures were reliable. Majority of the respondents agreed with the issue “look at old problems in a new way” scoring a frequency value of 67 (54.5 percent). The coefficient determination of R square was .402 implying that 40.2 percent of variations on business performance were explained by opportunity competence. The significance of Opportunity Competence was 0.000 which was less than 0.05 implying that there was a significant relationship between Opportunity competence and Business Performance. The coefficient of Opportunity Competence was 1.605 implying a positive effect on Business Performance. A single unit change in Opportunity Competence increased Business Performance by 1.605 units.

One of the most distinguishing competencies for the entrepreneur is the opportunity related competency. These Opportunity Competencies can be broadly distinguished into three clusters of identifying, assessing and seeking market opportunities. These clusters suggest that a competent entrepreneur should be able to identify opportunities from various means, work on the potential opportunities by thorough assessment and turn them into feasible opportunities (Thomas & Theresa 2000). Bwisa (2011) suggests that one of the most important entrepreneurial roles is the ability to recognize and envision taking advantage of opportunities.

Respondents were able to identify goods (for instance identifying fashions and trends), this was reported by respondents in service industry. They were able to offer services that customers needed at specific times as they sought market opportunities. Noticing a demand gap through networking and carrying out research also helped the respondents utilize the opportunities available. Others were made aware of opportunities by their customers as they requested for goods and services.

For products that did not move as fast as necessary, majority were able to repackage or rebrand them and reduce their production (for those in manufacturing business), or dispose them at discounted prices (for those in trade industry). Majority of the respondents had not come up with new products or services since they were trading with already finished goods. This indicates why the issue “have marketed very many new lines of products or services in the past 3 years” scored the least with a frequency value of 28 (27.6 percent). To concur with (Pavey 2006) that disabled persons may benefit if they exploit opportunities and activities that relate to their specific situation, majority of the respondents agreed that they were doing something that directly addressed their disability for instance making special shoes worn by persons with disability and repair of mobility devices.

6. Recommendations

The researcher recommended that searching and scaling of opportunities that are feasible as well as credible to persons with disabilities is necessary. Persons with disabilities should move from traditional activities associated with disabled persons for instance, shoe making and repair and embrace technology for instance, marketing online to take advantage of globalization.

There were very little innovations in their products and services. It is important to note here that innovative behavior that is usually characterized by creation of new commodities and bringing them to the market is very essential in entrepreneurship. Stakeholders and business persons in this area should put in place measures to stimulate innovativeness and creativity among Persons with Disabilities (PWDs) in business.

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