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Effect of Entrepreneurship Training Content on Entrepreneurial Intention of Technical Vocational Educational and Training Graduates in Kenya

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Abstract:

The study sought to determine effect of entrepreneurship training content on entrepreneurial intention of Technical Vocational Educational and Training graduates in Kenya. To do this, we conducted a field survey and collected data from 329 final year graduates of six public technical training institutions in Kenya using a self-administered structured questionnaire. Results show there is a strong positive correlation between entrepreneurship training content and entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya. The article concludes that entrepreneurship training content can be used to predict entrepreneurial intention of graduates. However, while there is a significant positive relationship between entrepreneurship education training content and entrepreneurial intention of the referenced group, this relationship can be enhanced. Further recommendations include need for stakeholders in education and training to engage creative and innovative strategies and measures that are intentional to heighten contribution of all entrepreneurship training content factors to entrepreneurial intention of graduates. In addition, periodical monitoring and feedback on the implementation process to ensure quality and standards are maintained in the entire process of entrepreneurship education. The study had practical implication. Effect of entrepreneurship education practices on entrepreneurial intention of graduates has not been subjected to much empirical investigation in Kenya. There has been no study specifically to determine effect of entrepreneurship education content on entrepreneurial intention of graduates in spite of entrepreneurship education being a compulsory subject in public technical institutions for nearly three decades. Accordingly, this study will be very useful in the development of relevant literature in this area. The study identifies possible measures that if adopted could enhance effectiveness of entrepreneurship training content on entrepreneurial intention of Technical Vocational Education and Training graduates in Kenya.

Keywords: *Entrepreneurship, entrepreneurship training content, entrepreneurship education, and entrepreneurial intention*

1. Introduction

Entrepreneurship is the process of starting and/or growing a new profit making business (Bird, 1989). Entrepreneurship training programs as well as initiatives to instruct individuals on entrepreneurship are increasing all over the world. Learning can increase person's state of self-efficacy (Wilson, Kickul, and Marlino, 2007), and can help to create an entrepreneurial mindset by proving capabilities, knowledge and tools for entrepreneurial ventures. At the same time scholars continue to argue on the subject with some studies contending that further research in the area is required to understand the phenomena (Lorz, 2011) and (Bagano, Tan, and Ocampo, 2012) among others. The resolution to become an entrepreneur may be viewed as voluntary and conscious where intention is a distinct best predictor of behaviour (Ajzen, 1991, 2001; Fishbein and Ajzen, 1975). Therefore intention precedes behaviour. Entrepreneurial intention is defined as conscious awareness, conviction and state of mind that heralds accomplishment and focuses attention towards a goal such as starting a business in the future (Fayolle, Liñán, and Moriano, 2014). A number of countries have embraced entrepreneurship education as a teaching subject. In Africa, Angola, Lesotho, Botswana, Mozambique, Malawi, Tanzania, Zambia, Swaziland and Zimbabwe have embraced entrepreneurship education in their formal education system. The Kenya government recognizes the importance of entrepreneurship education in raising entrepreneurs. According to some studies, entrepreneurship education is underdeveloped, without standards and its

execution packed with political pressures, philosophical predicaments as well as resources tussles (Myrah and Currie 2006).

In Kenya, Entrepreneurship education has been taught in Technical and Vocational Education and Training (TVET) institutions since early 1980s to date. The presidential working party on Education and Manpower Training for the Next Decade and beyond (Republic of Kenya, 1988), endorsed teaching of entrepreneurship in every Technical and Vocational Education and Training (TVET) institution in the country. This made the teaching of entrepreneurship compulsory in middle level colleges where the subject is taught either as a major course or as a course unit. The main aim of entrepreneurship education is to equip youth with entrepreneurial attitudes, knowledge and skills to create an entrepreneurial mindset as opposed to job seekers. Entrepreneurship training content covered include qualities of an entrepreneur, creativity and innovation, identification of entrepreneurial opportunities, financial management, knowledge and requirements to start a new business, business plan, and technology to operate a modern business (Republic of Kenya, 2013). Entrepreneurial intention is the best predictor that graduates would turn into entrepreneurship. Every year, TVET institutions in Kenya enroll close to 140, 000 youth who later transit into the world of work. A United Nations report on Human Development Index indicated that Kenya recorded 39.1 percent unemployment by the end of 2017. The largest unemployment rate was recorded in the age bracket of 20-24 years who were not engaged in any work or business (Republic of Kenya, 2017) in spite of entrepreneurship education being mandatory in technical institutions. Youth unemployment undermines social health of the nation and is harmful to economic development. Effect of entrepreneurship education on entrepreneurial intention of TVET Graduates is still unclear. It remains a puzzle why so many youth are unemployed and continue to look for formal employment in spite of implementation of a standardized national entrepreneurship training program. Entrepreneurial intention of TVET graduates in Kenya is still unknown. Therefore the objective of the study was:

- To determine effect of entrepreneurship training content on entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya.
- This led us to the following hypothesis:
- There is no significant positive relationship between entrepreneurship training content and entrepreneurial intention of TVET graduates in Kenya.

2. Methodology

To do this, we collected data using a self-administered structured questionnaire on 353 final year graduates of six public technical training institutes in Kenya who were sampled proportionally through stratified simple random sampling method. Out of 353 questionnaires administered 329 questionnaires were found usable. Graduates in their final year of study are about to exit to the world of work and to their career choice. Therefore their responses are likely to be more conscious. We also reviewed literature on Ajzen's Theory of Planned Behavior that assumes human behaviour is planned and intention is a sign of an individual's inclination to execute a given behaviour (Ajzen, 1991, 2001; Fishbein and Ajzen, 1975). The review was necessary in understanding entrepreneurial intention. The choice of this theory is informed by the fact that the theory is tested, authenticated and applied in other entrepreneurial intention studies such as (Lina'n, Moriano, and Jaen, 2016, Kamau, 2012; Lorz, 2011; Linan and Chen, 2009; Souritaris and Laham 2007; Linan and Chen, 2006; and Krueger and Carsrud, 1993). This is an indicator that the Theory is useful in explaining entrepreneurial intention. The study was conducted between May and July 2018. The Entrepreneurial Intention Questionnaire (EIQ) that was developed by (Liñán et al. 2006) was used as a sample model to guide in the preparation of the questionnaire. Entrepreneurial intention was measured against a 7 point Likert-type scale with ten items that operationalized entrepreneurial intention and seven items that operationalized entrepreneurship training content. Respondents were asked to specify their level of agreement on what best applies to them with 1 being total disagreement, 2 being strong disagreement; 3 being slight disagreement; 4 being neutral, 5 being slight agreement, 6 being strong agreement and 7 being total agreement against questions that operationalized entrepreneurial intention and entrepreneurship training content. A 7-point Likert type scale provides for more widespread solution which is useful in minimizing acquiescence bias where entities tend to concur with statements in a scale or instrument (Nunnally, 1978).

3. Findings and Discussions

3.1. Descriptive Results on Effect of Entrepreneurship Training Content on Entrepreneurial Intention

To ascertain effect of entrepreneurship training content on entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya, respondents we asked to specify their level of agreement with seven statements on entrepreneurship training content against a 7-point Likert type scale with 1 being total disagreement and 7 being total agreement. A 7-point Likert type scale provides for more widespread solution which is useful in minimizing acquiescence bias where entities tend to concur with statements in a scale or instrument (Nunnally, 1978). The seven statements were based on the seven topics that are covered in the national entrepreneurship training program whose primary aim is to inspire an entrepreneurial mindset in the graduates. Thus the statements were meant to test knowledge on ability to identify entrepreneurial opportunities, awareness qualities of an entrepreneur, knowledge of technology required to operate own business, management of operations and finances to run own business, knowledge of requirements for starting a business, knowledge of writing a business plan; and respondents perception of their creativity and innovativeness in business.

	N	Minimum	Maximum	Mean	Std. Deviation
Training has enabled identification of entrepreneurial opportunities	329	1	7	5.50	1.720
Knowledge on required technology to run own business	329	1	7	5.47	1.825
Aware of qualities of an entrepreneur	329	1	7	5.44	1.827
Skills to start business	329	1	7	5.29	1.859
Ability to prepare a Business plan	329	1	7	5.28	2.006
Necessary skills to run own business	329	1	7	5.15	1.845
Creativity and innovation	329	1	7	5.03	1.832
Valid N (listwise)	329				

Table 1: Descriptive statistics on Entrepreneurship Training Content

Key: 1.Total disagreement, 2.Strong Disagreement, 3.Slight Disagreement, 4.Neutral, 5.Slight Agreement 6.Strong Agreement; and 7.Total agreement .Source: Field Study (2018)

All the seven factors of entrepreneurship training content were rated above 4 or Neutral with the highest mean being 5.50 (identification of entrepreneurial opportunities) and the lowest mean being 5.03 (creativity and innovation) respectively meaning that respondents were in agreement with the statements. The ratings appear to be evenly distributed across the seven factors of entrepreneurship that were covered in the study registering congruence among the referenced group. This suggests that entrepreneurship education training content covered in Technical and Vocational Education and Training is adequate and would influence entrepreneurial intention of TVET graduates. The finding agrees with the finding by Frederick's (2007), which found education content to be important for a vast number of entrepreneurs to commercialize their business ideas.

3.2. Entrepreneurial Intention

Entrepreneurial intention which is the dependent variable has been defined as conscious awareness, conviction and state of mind that heralds action, and focuses attention towards a goal such as starting a business (Fayolle et al., 2014). We conceptualized entrepreneurial intention into ten factors seven of which were adopted from Entrepreneurial intention questionnaire that was developed by (Liñán et al. 2006) with permission of the author. The tool has been tested, validated and used in other studies on graduate entrepreneurial intention. Respondents were asked to indicate their level of agreement on each statement as they considered it to be true for them using a 7-point Likert type scale with 1 being total disagreement and 7 being total agreement. The statements were: having a business idea ready for implementation, readiness to do anything to be an entrepreneur, having an existing innovation awaiting implementation, readiness to make every effort to start and run own business, determination to start a business in the future. Other factors were difficult or ease to develop a business idea, professional goal to be an entrepreneur and firm intention to start a business in the future. The findings are presented in Table 2

	N	Min	Max	Mean	Std. Deviation
I have firm intention to start a firm in the future	329	1	7	5.52	1.815
I will make my own effort to start and run own business	329	1	7	5.52	1.709
I am determined to start a business in future	329	1	7	5.33	1.959
I am ready to do anything to be an entrepreneur	329	1	7	5.28	1.702
My professional goal is to be an entrepreneur	329	1	7	5.18	1.884
I am saving for a business in future	329	1	7	5.06	1.939
I have a business idea ready for implementation	329	1	7	5.05	1.887
I have an existing innovation awaiting implementation	329	1	7	4.89	1.881
I have doubts about ever starting my own business	329	1	7	3.65	2.166
It would be very difficult for me to develop a business idea	329	1	7	3.55	2.256
Valid N (listwise)	329				

Table 2 Descriptive Results on Entrepreneurial intention

*Key: 1Total disagreement, 2 Strong Disagreement, 3 Slight Disagreement, 4 Neutral, 5 Slight Agreements; 6 Strong Agreements; 7 Total Agreements
Source: Field Study (2018)*

Results in Table 2 indicated that among the entrepreneurial intention factors, two factors registered the highest number of responses. Respondents' firm intention to start a firm in the future; and determination to make every effort to start and run own business would be influenced highest by entrepreneurship training content. The factors registered a similar mean of 5.52 and a standard deviation of 1.1815 and 1.709 respectively. Respondents' determination to start a business in future followed next with a mean of 5.33 and a standard deviation 1.959. Respondent's readiness to do anything to be an entrepreneur registered a mean of 5.28 and a standard deviation of 1.702. Entrepreneurial intention factor with the lowest response and would be least influenced by entrepreneurship training content was respondents who indicated that they would find it very difficult to develop a business idea that registered a mean of 3.55 and standard deviation of 2.256. Graduates who had serious doubts about ever starting their own business registered a mean of 3.65 and a standard deviation of 2.166. Respondents who indicated that they were saving for a business in future registered a mean of 5.06 and standard deviation of 1.939 while those with an existing innovation awaiting implementation registered a mean of 4.89 and a standard deviation of 1.881. (Fayolle et al., 2014) had found entrepreneurial intention to be conscious awareness, conviction and state of mind that heralds action and focuses attention towards starting a business in the future.

These findings suggest that entrepreneurship training content has impacted positively in one way or the other on entrepreneurial intention of TVET graduates. It also suggests that entrepreneurial intention is a voluntary choice consciously made by an individual. An overall mean of 5 which is above 4 that represented neutral could be an indicator that entrepreneurial intention of TVET graduates is fairly high and that entrepreneurship education practices can predict entrepreneurial intention of TVET Graduates. Majority of the respondents had indicated their firm intention to start a business in the future. They were determined to start and run own business in the future while for others, it was their professional goal to become an entrepreneur. The study suggests that there is a direct relationship between entrepreneurship education and entrepreneurial intention of graduates. The study agrees with Wilson *et al.*, (2007) that found entrepreneurship education to increase learners' enthusiasm in entrepreneurship as a profession. The study also concurs that entrepreneurship is a voluntary and conscious activity and that intention is a determining factor in execution of entrepreneurial behaviours and they intent to do it in the future (Fayolle and Gailly, 2004; Wong and Choo, 2009, Henley, 2007; and Thompson 2009).

3.3. Results of Correlation Analysis

		EI	ETC (X1)
(Y) Entrepreneurial Intention	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	329	329
(X) Entrepreneurship Training Content(ETC)	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	329	329

Table 3: Correlations

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

Source: Field Study (2018)

We used Pearson correlation to establish the (r) relationship between Entrepreneurship Training Content and Entrepreneurial Intention where 1 is total positive linear correlation, 0 is no linear correlation, and -1 is total negative linear correlation (Schmid, 2007). The findings show there is a strong positive correlation between entrepreneurship training content ((X)) and entrepreneurial intention (Y) of Technical and Vocation Education and Training graduates in Kenya with ($r=.585$, $P<.000$) at 0.05 or 95% confidence level. This suggests that entrepreneurship training content contributes to entrepreneurial intention of TVET Graduates.

3.4. Regression Analysis

We ran a series of ANOVA to test the hypothesis which read 'There is no significant positive relationship between entrepreneurship training content and entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya. Therefore, the linear Regression model $Y = \beta_0 + \beta X + e$ was adopted to show the relationship between entrepreneurship training content and entrepreneurial intention of the referenced group whereby:

Y= Entrepreneurial Intention

X = Entrepreneurship Training Content

β = coefficient

β_0 = a constant which is the value of dependent variable when the independent variable is zero

e = Probabilistic error term (This explains variations in entrepreneurial intention as result of intervening variables that are not explained by the regression)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.585 ^a	.342	.340	1.03875

Table 4: Model Summary

a. Predictors: (Constant), Entrepreneurship Training Content.

Source: Field Study (2018)

We used the R-Square or the coefficient of determination to evaluate the model fit of regression equation and how good the independent variable (Entrepreneurship Training Content) was at predicting the dependent variable (Entrepreneurial Intention) of TVET graduates in Kenya. Regression results indicated a significant influence of entrepreneurship training content on entrepreneurial intention of the respondents. The coefficient of determinant (R-square) of .342 presents a 34.2% of the total variation in Entrepreneurial Intention of TVET Graduates and can be explained by entrepreneurship training content. On the other hand the Adjusted R Square of .340 indicates that entrepreneurship training content, in exclusion of constant variable, explained in the changes in the Entrepreneurial intention of TVET graduates by 34%. The remaining (66%) can be explained by factors not included in the regression model under investigation. The average deviation of the independent variable from line of the best fit is (1.03875). This suggests that entrepreneurship training content can be used to predict entrepreneurial intention of the referenced group.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	183.729	1	183.729	170.277	.000 ^b
	Residual	352.834	327	1.079		
	Total	536.563	328			

Table 5: ANOVAa

a. Dependent Variable: EI

b. Predictors: (Constant), Entrepreneurship Training Content

Source: Field Study (2018)

We used ANOVA to test effect of entrepreneurship training content on the entrepreneurial intention of graduates that participated in the study. Results showed a regression output of entrepreneurship training content as valid F (1, 327) = 170.277, $P < 0.000$). This means that entrepreneurship training content can statistically predict entrepreneurial intention of Technical and Vocation Education and Training of graduates in Kenya. The $P < 0.000$ which is less than the critical value of 0.05 leads us to rejecting the null hypothesis and accepting the alternative hypothesis that entrepreneurship training content has a positive and significant influence on entrepreneurial intention of Technical and Vocation Education and Training of graduates in Kenya.

4. Conclusion and Recommendations

Therefore we can conclude that there is a strong positive correlation between entrepreneurship training content and entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya. Entrepreneurship training content has a direct positive significant influence on entrepreneurial intention and can be used to predict entrepreneurial intention of graduates. While there is a direct positive relationship between entrepreneurship training content and entrepreneurial intention of the referenced group, this relationship can be enhanced. Results of descriptive statistics had indicated that three of the seven entrepreneurship training content factors studied registered a noticeably lower mean compared to the rest in their impression on entrepreneurial intention of graduates that participated in the study. We therefore suggest the following:

4.1. Continuous Stakeholder Engagement

All stakeholders in education and training should continuously and proactively engage on innovative ways of improving entrepreneurship content in order to optimize its contribution to graduate entrepreneurial intention. Intentional measures should be taken to expose graduates to content that promotes knowledge of technology to operate own business as technology is a great enabler in business. Concerted effort should be made to increase graduate capacity to identify entrepreneurial opportunities. Content rich in case studies developed by practicing entrepreneurs would be of great value in this respect.

4.2. Continuous Monitoring of the Implementation Process

There is need for continuous monitoring of the implementation process to ensure quality and standards are maintained in the entire process of execution of entrepreneurship education. Report of the monitoring exercise should be shared with all stakeholders in education and training.

4.3. Creativity and innovation in Business Factor

There is need to establish why creativity and innovativeness in business factor had the least contribution on entrepreneurial intention of TVET graduates among other entrepreneurship training content factors. Yet creativity and innovation is a very important consideration in navigating through the competitive world of business. Graduates can be increasingly involved in the course of their training with activities that provoke their creativity and innovation faculties such as participation in business incubations, and competitions. Graduates should be well prepared on requirements to start own business.

4.4. A Tracer Study Is Carried Out to Establish the Percentage of TVET Graduates Who Actually Actualize Entrepreneurial Intention

This study was conducted on graduates in their final year of study. While the study makes valuable contribution to the development of entrepreneurship literature by giving an in-depth empirical exposition of the significance of entrepreneurship education practices to graduate entrepreneurial intention as embodied in entrepreneurship training content, a tracer study should be carried out to establish the percentage of TVET graduates who actually actualize their entrepreneurial intention upon transiting to the world of work.

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