ANALYSIS OF RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION PRACTICES AND ENTREPRENEURIAL INTENTION OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING STUDENTS IN KENYA

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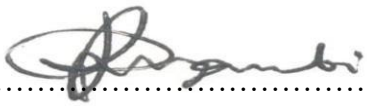
DECLARATION AND APPROVAL

Declaration by the student

This thesis is my original work and has not been presented for a degree in any other University or for any other award.

Sign  …….

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I/We confirm that the work reported in this thesis was carried out by the candidate under my/our supervision

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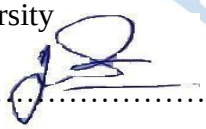
Sign  …… Date……8/6/2021…….

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DEDICATION

It is with great pleasure that I dedicate this study to my mother Jenifer who taught me the importance of education.

ACKNOWLEDGEMENT

Successful completion of this study has been a journey sometimes seemingly too distant, wearisome, inauspicious but also exciting. Distinct appreciation goes to God for His gracious providence of energy, sound mind crowned with inspiration throughout the study. I acknowledge the contribution and guidance of my supervisors Doctor Phelista Njeru and Professor Michael Korir. It is their availability, encouragement and expertise guidance that encouraged me not to give up. Immense gratitude extends to my employer, the Judiciary whose favorable work environment enabled me to study. Many people have walked with me in the course of this study either explicitly or indirectly. Whereas it may not be possible to name them all, I will forever be appreciative to Felister, Steve, Catherine, Godfrey, Sammy and Mukosi for their respective contributions. Finally, I acknowledge my children Gitonga and Nkirote for incessantly reminding me that I had a mission to accomplish.

ABSTRACT

The study analyzed relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Succeeding specific objectives were considered. To determine effect of entrepreneurship training content on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya, find out effect of entrepreneurship pedagogies on entrepreneurial intention of Technical Vocational Education and Training Students in Kenya, assess effect of trainer attributes on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya and to determine if family orientation moderates relationship between entrepreneurship education practices and entrepreneurial intention of the reference group. Positivism research philosophy and explanatory research design approaches were used. Using stratified simple random sampling supported by key informer interviews. Data was collected through questionnaires and interviews from 365 respondents covering final year students, entrepreneurship trainers and management of public technical training institutions located in Nairobi and Kajiado Counties as at July 2018. Results from reliability analysis indicated a Cronbach alpha above 0.7 for all items thus reliable. Descriptive and inferential statistical tools of mean, standard deviation, percentage, correlation and linear regression model was utilized to analyze. The study used p-values and the t-statistic values to test hypothesis. Results were presented in narrative, graphs and tables. Results of hypothesis testing revealed a strong positive significant relationship between entrepreneurship education content ($p=0.000<0.05$); entrepreneurship pedagogies (p-value=0.004<0.05,); learning resources ($p=0.029<0.05$) and entrepreneurial intention of 8 students in Kenya. There was no statistically significant relationship between trainer attributes ($p=0.093>0.05$, and entrepreneurial intention of the referenced group. The moderation results showed that family orientation did not have

moderating effect on the relationship between the independent variables and the dependent variable. The study thus concluded that entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources can be used as predictors of entrepreneurial intention of Technical Vocational Education and Training students in Kenya. Study will benefit government, curriculum developer, researchers and management of Technical and Vocational Education and Training Institutions. A multi-agency approach and collaboration in implementation and management of entrepreneurship education was recommended. There is need for stakeholders to undertake holistic intentional measures aimed at strengthening entrepreneurship education practices. In addition, further study may be undertaken to establish percentage of Technical and Vocational Education and Training students who actualize their entrepreneurial intention into entrepreneurial action.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA: Analysis of Variance

KICD: Kenya Institute of Curriculum Development

NACOSTI: National Commission for Science, Technology and Innovation

TVET: Technical and Vocational Education and Training

TVETA: Technical and Vocational Education and Training Authority

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of entrepreneurship education has increasingly become of interest in the last decades due to ever increasing challenges such as unemployment (Rodriguez, Tano et al. 2017). Thus entrepreneurship is considered a major promoter of economic growth and development according to Ho et al. (2018), a powerful armament against unemployment and a means of creating wealth (Khalifa &Dhiaf, 2016). An entrepreneur exploits an idea turning it into an innovation, is never contented with status quo and is capable as well as ready to turn a new idea into an innovation (Agbnonlahor, 2016). Research has ascertained that Entrepreneurial outlook can be advanced in individuals and that entrepreneurship like any other discipline could be learned or at least stimulated though entrepreneurship education. According to Maiyo (2018) entrepreneurship education can improve creativity, innovation, opportunity recognition and creation of new businesses. A study on effects of entrepreneurship education on entrepreneurial intention of students in Egypt found that education had a positive effect on entrepreneurial intention of students and can help to create an entrepreneurial mindset by proving capabilities, knowledge and tools for entrepreneurial ventures (Hattab, 2015). The study was conducted on students in their final year of study. Scholars continue to engage on the subject with earlier studies contending that further studies were needed to comprehend the phenomena (Lorz, (2011).

Studies on entrepreneurship education continue to emerge. In connection to this progress, some real research concerns arise that need to be explained. Among them is the relationship between entrepreneurship education practices and entrepreneurial intention of students. Different scholars have attempted to elucidate entrepreneurial intention amongst students and different reasons have been advanced. Scholarly works have not been entirely unanimous in their findings with some studies having shown an inconsequential influence of entrepreneurship education on entrepreneurial intention of students ((Khalifa &Dhiaf, 2016). The study was conducted in the United Arab Emirates to find out the impact of entrepreneurship education on entrepreneurial intention. Conversely, other studies have found entrepreneurship education had significant positive influence on entrepreneurial

intention of students (Surato et al., 2019; Aladejebi, 2017; Mukulu & Marima, 2017; Hattab, 2014).

While explaining the theory of entrepreneurial event Shapero and Soko (1982) identified three sources which according to them influenced entrepreneurial intention. These are perceived feasibility, perceived propensity and perceived desirability. Advancing on these arguments Krueger (1993) generated entrepreneurial intention model which adopts that perceived feasibility and perceived desirability foretell one's entrepreneurial intention. Ajzen (1991) had introduced a psychological dimension to the model of planned behaviour in which intention becomes a central element in explanation of behaviour. It shows exertion that one will make to achieve that behaviour and rotates on three motivators of behaviour. These are perceived behavioural control, attitude towards the behaviour and perceived social norms. When the attitude is favourable there is a greater possibility of intention to embark on that behaviour, and the other way round. Attitudes would measure the degree that one views as attractive or unattractive to that behaviour. Khalifa and Dhiaf (2018) explained entrepreneurial intention as self-acknowledged conviction while Fayolle et al. (2014) considered entrepreneurial intention as conscious awareness, conviction and mindset by a person that heralds deed and centers attention towards an objective, for example, beginning a business in the future.

Learning is expected to change behavior by providing required skills, knowledge and attitudes towards the intended behavior. Rengiah and Sentosa (2016) found entrepreneurial attitude to be a mediator in relationship between entrepreneurship education and Entrepreneurial intention of Malaysian learners. A global survey on entrepreneurial spirit of students revealed that students who came from families with business backgrounds demonstrated stronger entrepreneurial intention (Wong et. al 2015). Correspondingly, an earlier study on entrepreneurial intention among students of Open University in Malaysia established that learners considered entrepreneurship as generally and personally desirable (Keong, 2008). Even so, training and skill development programs are necessary to enhance individual competences and to grow positive attitudes, interest and intention in learners towards entrepreneurship. The research found out that where there were entrepreneurs in the

family, it had positive influence on entrepreneurial perception and intentions as they served as role models. Entrepreneurial intention of female students was found to be fairly low.

In Nigeria, entrepreneurship education is supposed to equip youth with skills that will make them self-reliant leading to self-independence (Aladejebi, 2017). A study conducted in the United Arab Emirates found entrepreneurial intention among students in United Arab Emirates to be low. This was attributed to lack of academic programs which were entirely dedicated to entrepreneurship. It was also attributed to the economic practice of the country that has positioned the government to take care of the unemployed (Khalifa &Dhiaf, 2016). The study was anchored on the theory of planned behavior by Ajzen (1991) and data was collected on a random sample of students.

A study on entrepreneurial intention of Technical and Vocational Education and Training student in Ethiopia found that personal attitude and student's perceived ability to control the behavior influenced their entrepreneurial intention. The study recommended design of entrepreneurship content that prepares students to communicate effectively, critical thinking, good use of resources, leadership skills, service delivery and innovations (Buli and Yesuf, 2015). The study was conducted on a sample of 107 students enrolled for different programs. A study on factors that determine entrepreneurial intention among academics conducted in Srl Lanka found majority of young students considered entrepreneurship as a career only as a second or third choice. Given a choice, majority would prefer to work in private sector. The study also found that family business experience affects entrepreneurial intention of students (Thrikawala, 2011).

In Africa, some South African Development Community countries such as Angola, Lesotho, Botswana, Mozambique, Malawi, United Republic of Tanzania, Zambia, Swaziland and Zimbabwe have embraced entreprenuership education in their formal education system. Botswana has integrated entreprenuership ecucation as part of Business studies courses. South Africa has integrated Entrepreneurship from Grade R or pre-school to

end of Grade 9. At higher levels entrepreneurship education is incorporated into career subjects. United Republic of Tanzania has integrated entrepreneurship education in all courses whereas Namibia has start-up incubator unit. A study by Ndala (2019) on effect of entrepreneurship education on entrepreneurial intentions of students in Malawi found that education had a significant effect on entrepreneurial intention of students in higher education institutions in Blantyre. The study used mixed methods of qualitative and quantitative. This finding is also supported by Hattabi (2015) and Hussain and Norashidah (2015) whose finding revealed that education has positive effect on entrepreneurial intention. Hatiz and Saad (2015) concluded that entrepreneurship can be imparted through education.

In Nigeria, entrepreneurship education is supposed to equip the youth with skills that will make them self-reliant leading to self-independence (Aladejebi, 2017). According to Bwisa (2011) the teaching of entrepreneurship education as a subject has been going on in Kenya since early 1990s. A study by Lawver et al. (2018), on entrepreneurship education in middle level tertiary colleges in the Rift valley of Kenya found that entrepreneurship education prepared students to take up entrepreneurship. However, the study faulted the curricula for being examination oriented. The study was qualitative and used semi-structured interview to collect data from a sample that was purposively selected. Such a method has its own limitations such as researcher and respondent's biases which may be corrected by use of mixed methods which were incorporated in the current study. An earlier study by Bwisa (2011) on improving entrepreneurship education in Africa made a number of recommendations on entrepreneurship education. Bwisa recommended use of more effective entrepreneurship pedagogies and enhancing efficiency of entrepreneurship trainers who were also referred as educators in the study. In addition, the study recommended use of business incubations and engagement of practicing entrepreneurs in the design and delivery of entrepreneurship education curriculum. According to Bwisa the teaching of entrepreneurship education as a subject has been going on in Kenya since early 1990s but majority of school leavers are not self-employed in spite of entrepreneurship education (Bwisa, 2011).

While Mukulu and Marima (2017) assert that entrepreneurship education contributes to entrepreneurship, they recommended domestication of entrepreneurship education putting into account contribution from the industry (Mukulu &Marima, 2017). The study engaged

both qualitative and quantitative techniques. The nation of Kenya has a long term national development blue print document called Vision 2030 whose target is to transform Kenya to the level of a new industrialized middle income nation where all its citizens enjoy elevated quality life by 2030. This vision is set against three strategic pillars namely economic, social and political. Economic pillar will cause Kenya to reach as well as sustain an average 10 percent economic growth each year until 2030. Entrepreneurship is pivotal in realizing this vision. Innovations, business startups, value addition to services and products, stir economic growth and prosperity whose gains would trickle down leading to high quality of life. Entrepreneurship education is considered as a strategy of promoting and sustaining technological and entrepreneurial innovations by the youth and re-directing the potential of learners to fruitful economic activities in various segments of the economy (Republic of Kenya, 2014). A reasonable exploration into effect of entrepreneurship education practices as explicated in entrepreneurship content, entrepreneurship pedagogies, trainer attributes and learning resources on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya has been accomplished in this study.

1.1.2 Technical and Vocation Education and Training in Kenya

Kenya government recognizes importance of entrepreneurship education in building an entrepreneurial population. Government initiatives towards entrepreneurship education such as Gachathi report on on educational objectives and policies endorsed integration of Vocational and Technical subjects in education system to deal with unemployment of youth leaving school. The report had observed that unemployment had spread from the primary school leavers to other levels including university. Teaching of entrepreneurship in every Technical and Vocational Education and Training institution in the country was endorsed in 1988 following recommendations of a presidential select committee (Republic of Kenya, 1976). Teaching of entrepreneurship education as a subject in Kenya thus started formally in the early 1990s (Bwisa, 2011). It was hoped that entrepreneurship education will create an enterprise culture in students. Since then, the country has enacted supporting policies and initiated targeted programs to facilitate startup and growth of small enterprises such as introduction of Youth Uwezo fund to avail business startup funds for youth.

The objectives of the National Technical and Vocational Education and Training system in Kenya is to offer chances of training to school leavers so that they can be empowered to be self – reliant through acquisition of practical skills and attitudes geared towards income generating undertakings in rural and urban areas. Training in Technical and Vocational Education and Training offers technical and vocational competencies, attitudes and skills to create competent Artisans, Craftsmen, Technicians and Technologists for both informal and formal segments of the economy (Republic of Kenya 2014). Technical and Vocational Education and Training catchment population is mainly youth who do not enroll into university.

In 2013 the government of Kenya established the Technical and Vocational Education and Training Authority to coordinate and regulate Technical and Vocational Education Training sector. Technical and Vocational Education Training sector in Kenya comprises of National Polytechnics, Technical Training Institutes, Vocational training Centers, Technical trainer colleges and any other category that the Cabinet Secretary responsible may specify. The Technical and Vocational Education Training Act of 2013 and the Kenya Vision 2030 considers Technical and Vocational Education and Training a key Player in driving the country's economy. However, Technical and Vocational Education Training in Kenya is confronted by a pack of challenges. Among them is inadequate trainer training, obsolete training equipment, lack of instructional materials, duplication of roles across multi-agencies and lack of sector wide standardization and regulator (Government of Kenya, 2018). The fact that primary education is free in Kenya has contributed to colossal numbers of Kenya Certificate of Primary Education school leavers joining Technical and Vocational Education Training institutions exerting further pressure on the existing facilities and structures. Progressively, some of the challenges have been addressed such as creation of a Technical and Vocational Education and Training Authority regulator. Nevertheless, entrepreneurship education is still offered by various entities such as private institutions, non-governmental organizations, government ministries and development partners. The researcher focused on entrepreneurship education that was being offered in public Technical Training Institutes at the time the study was conducted since it was standardized in content, suggested learning resources and suggested pedagogies. Furthermore, it was also standardized in content and duration and was developed by Kenya Institute of Curriculum Development.

Entrepreneurship education is taught in public Technical and Vocational Education Training institutions either as a standalone course or as a course unit within a specialized field of study in all diploma and certificate courses. The overall objective of entreprenuership education in Technical and Vocational Education and Training is attitude formation on entrepreneurial culture and exploit (Kenya Institute of Curriculum Development, 2014). Entrepreneurship education is intended to offer students with skills, knowledge and attitudes geared towards acquisition of entrepreneurial competencies necessary for planning, starting and managing modern business. Therefore, those who have gone through entrepreneurship education should be able to demonstrate positive attitude on self-employment and portray determination to start their own business. The student should be able to identify viable business opportunities as well as voluntary demonstrate entrepreneurial conviction and awareness that they can plan for a business. Students should demonstrate intention to start, and manage their own business enterprise in future (Khalifa and Dhiaf,2018). In addition, students who have gone through entrepreneurship education should be able to demonstrate creativity and ability to initiate innovative enterprises as well as appreciate role played by business planning. Understanding of emerging trends and issues related to entrepreneurship is also critical (Kenya Institute of Curriculum Development, 2014).

Technical and Vocational Education and Training offers diverse technical and business programs geared towards equipping students with diverse knowledge, skills and attitudes to mold them for the world of work. Teachings is conducted in various Technical Training Institutions across the country. Technical and Vocational Education and Training includes education in Engineering field, Health, Business Studies, Applied Sciences, Hospitality industry, Information and Communication Technology among others (Republic of Kenya, 2018). Thus Technical and Vocational Education and Training provides access to skills and knowledge critical in all fields in market place such as mechanics, electronics, automation, clothing and textiles, education, engineering, graphics, secretarial, Information, Communication and Technology, hospitality, agriculture and many others. Entrepreneurship education is taught as a course unit in these areas of specialisation. Paradoxically, Technical and Vocational Education and Training has been faulted for being unable to produce graduates with skills for the industry (Republic of Kenya, 2018). A study by Maiyo et al. (2018) flagged entrepreneurship education as a key driver to national development. However,

despite entrepreneurship education having been taught in Technical and Vocational Education and Training institutions for over two decades in Kenya relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students is still unclear. Intention would be a good indicator that planned behavior will take place. Some practical and research issues emerge in respect to entrepreneurship education practices and student's entrepreneurial intention that require empirical interrogation. It is against this background that the researcher considered this study to be appropriate.

1.2 Statement of the Problem

Entrepreneurship education is compulsory in public Technical and Vocational Education and Training institutions. It was intended to provide students with attitude, knowledge and skills that would transform them into entrepreneurs and not job seekers. Intention precedes actual behavior, thus the best forecaster that students would turn into entrepreneurs in the future. Entrepreneurial intention is articulated by self-acknowledged conviction (Khalifa and Dhiaf, 2018) and conscious awareness, determination, optimism, readiness and willingness to start own enterprise in future. Despite the fact that entrepreneurship education has been taught in Technical and Vocational Education and Training institutions in Kenya for more than two decades, a large number of youth are still seeking formal employment. According to the Kenya National Bureau of Statistics report (Republic of Kenya, 2019), Kenya has a population of 47.6 million people of whom 35.7 million are below 35 years. Out of this number, 500,000 attend middle level colleges. However, 1.6 million youth aged 18-34 years old are not engaged in any work or business and are desperately looking for employment pushing youth unemployment to 39 % (KNBS, 2019). This is alarming in spite of entrepreneurship education.

Youth unemployment is harmful to national security, it undermines social health and is harmful to economic development. The Kenya Vision 2030 recognizes entrepreneurs' role in industrialization of the country. This is supported by Maiyo et al. (2018) who considers entrepreneurship education as a key driver to national development. It is therefore fundamental to understand relationship between entrepreneurship education practices and

entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

1.3 Purpose of the Study

The study analyzed relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

1.4 Objectives of the Study

Five specific objectives were considered.

i. To examine effect of entrepreneurship education content on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. ii. To find out effect of entrepreneurship pedagogies on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

iii. To assess effect of trainer attributes on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya iv. To find out effect of learning resources on entrepreneurial intention of Technical and Vocational Education and Trainings students in Kenya.

v. To find out if family orientation moderates relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

1.5 Research Hypotheses

Five null hypotheses were tested.

H_{01}: There is no statistically significant positive relationship between entrepreneurship education content and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

H_{02}**:** There is no statistically significant relationship between entrepreneurship pedagogies and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

H_{03}: There is no statistically significant relationship between trainer attributes and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

H_{04}: There is no statistically significant relationship between learning resources and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

H_{05}: Family orientation does not have a significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

1.10 Assumptions of the Study

Three assumptions prevailed. First assumption was that students who participated in the study were in their final year of study after which they would exit to the world. This made them better placed to make informed choices when answering the questionnaire thus making their answers valid and reliable. The second assumption was that independent variables selected for the study adequately captured student's entrepreneurial intention. These were entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources. Family orientation was studied as a mediating variable. Lastly that entrepreneurship education practices in Technical and Vocational Education and Training was executed in accordance to suggestions and guidelines embedded in entrepreneurship education as provided by Kenya Institute of Curriculum Development in respect to content, learning resources and entrepreneurship pedagogies. With these assumptions, therefore, the findings of the study can be generalized since entrepreneurship education was standardised across all public Technical and Vocational Education and Training institutions in respect to the variables studied.

1.6 Justification of the Study

While entrepreneurship education was meant to create entrepreneurial mindset among the youth, to date Kenya records high unemployment rate among youth. Statistics from the Kenya National Bureau of Statistics that was released in 2019 indicate that 1.6 million youth in Kenya aged 18-34 years old are not engaged in any work or business and are desperately trying to

look for work pushing youth unemployment to 39 % (Republic of Kenya, 2019). This revelation is worrying in spite of entrepreneurship education. This is an alarming trend. Given the importance attached to entrepreneurship education by the Kenyan government and the academia, a study of this kind is very important in informing policy on entrepreneurship education practices. The government of Kenya considers entrepreneurship education as a means of heightening and ensuring entrepreneurial and technological innovations among the youth and a means to re-direct the potential of learners towards gainful economic endeavors in various segments of the economy (Government of Kenya, 2014). Despite entrepreneurship education having been ongoing for over two decades, entrepreneurial education has not been able to fill the gap of unemployment in the country. Many youths continue to remain unemployed even after going through mandatory Entrepreneurship education offered in public Technical and Vocational Education and Training institutions. This therefore begged the question on whether entrepreneurship education had met its intended objective of creating an entrepreneurial culture and mindset among the youth and not job seekers. The study findings have provided valuable insights that can input policy on entrepreneurship education.

Colossal resources are continually invested into Technical and Vocational Education and Training. This ought to translate into significant gains. The ongoing curriculum reforms should make education and training more relevant to competencies and skills needed in the country. It requires empirical insights such as provided in this study. It is against this rationalization that the researcher pursued to analyze relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. The study has provided valuable information that if considered may influence resource allocation in support of entrepreneurship education in Technical and Vocational Education and Training institutions.

This study provides important feedback useful in design, facilitation, delivery, assessment and monitoring of entrepreneurship education practices. The study has provided valuable insights to the developers, designers and examiners of entrepreneurship education which could contribute in the holistic review, formulation, implementation, monitoring and assessment of entrepreneurship education practices in order for it to meet its intended purpose.

Unemployment statistics continue to rise; hence it may impress upon policy makers' why entrepreneurship education may not have met its intended goal of equipping the youth with the necessary entrepreneurship skills required to create self-employment where students' create their own businesses.

The study has provided useful information to the government in understanding status of entrepreneurship education in respect to Technical and Vocational Education and Training institutions in Kenya. Such insights may inform policy decisions in a number of areas such as funding, facilitation, implementation, monitoring and evaluation, staffing and capacity building. Researchers may also wish to pursue the subject further especially those interested in the relationship between entrepreneurship education and entrepreneurial intention of students.

1.7 Scope of the Study

Great opportunities for research in the subject existed but it was necessary to make the study manageable by defining its scope. Geographically the study covered students of public Technical and Vocational Education and Training institutions located in Nairobi and Kajiando County in Kenya that were expressly selected to represent urban and rural environment respectively. Whereas Nairobi County is urban, Kajiando County is relatively rural and expansive stretching as far as Loitoktok and Namanga in the South. Public Technical Training Institutes were preferred since Technical Training Institutes taught certificate and Diploma levels of education thus enriching the study compared to Vocational Training Colleges that focus on certificate levels only. At the time of the study Nairobi had five public Technical and Vocational Education and Training institutions while Kajiando had one. Kajiando County had Masaai Technical Training Institute. Nairobi County had Kenya Technical Training College, Kabete Technical Training Institute, Karen Technical Training Institute, PC Kinyanjui and Nairobi Technical. The study was conducted between 10th June and 23rd July 2018. The choice of the date and timing was intentional and enormously strategic to coincide with the period that majority of the students were likely to be available being around the beginning of examinations. The population of study was ongoing final year students of Public Technical and Vocational Education and Training (TVET) institutions during the year 2018.

Entrepreneurship education was restricted to entrepreneurship education developed by Kenya Institute of Curriculum Development which was offered in public Technical and Vocational Education and Training institutions countrywide at the time of the study and was being taught by trainers employed by the government. Therefore, results can be generalized to represent any other public Technical and Vocational Education and Training institution in Kenya. However, this responsibility has since been shifted. Entrepreneurship education practices was covered under four dependent variables namely entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources. Family orientation was studied as a moderating variable while theory of Planned Behavior formed primary theory that was supported by Entrepreneurial Event and the Social Capital Theories.

1.8 Limitations of the Study

Just as it may take place in any other enquiry of this nature, the researcher observed certain limitations. First, an alternative operationalization of independent variables may be possible in studying entrepreneurial intention of students. Whereas the current study restricted itself to four entrepreneurship education practices variables of entrepreneurship education content; entrepreneurship pedagogies, trainer attributes and learning resources some researchers such as Kamau (2012) had used environmental factors, personal attitude and subjective norm to study entrepreneurial intention of students. Secondly, the study was limited to students of public Technical and Vocational Education and Training institutions and therefore does not reflect the situation in private institutions that provide their own in-house developed entrepreneurship education. Therefore, whether these findings could be applicable to students in private institutions, is a subject of another research outside scope of this study.

Thirdly the researcher collected greater part of the data by use of a questionnaire that was directed by self with limited key informer interviews. While this is an effective way of collecting data for this kind of study involving large sample, it may not have been free from respondent's bias. The accuracy of the data collected depends largely on the individual's truthfulness about what was applicable to them. Moreover, data collected was dependent on the individual's opinion of self-entrepreneurial intention at the time data was collected. Perceptions change over period depending on environment that people find themselves in.

Whether or not the respondents will maintain the same entrepreneurial intention in future cannot be verified by this study.

1.9 Delimitations

The study did not include students of private institutions. This decision was informed by the fact that private institutions are at liberty to offer their own internally developed entrepreneurship education or uses national one provided they are registered to operate by the relevant agency of the government. The focus of the study was thus student undergoing the standardized national entrepreneurship education that is offered in public technical training institutions at the time the study was conducted. In addition, Technical and Vocational Education and Training is expected to produce artisans and technicians unlike university education that prepares students for white color jobs.

1.11 Operational Definition of Key Terms

Attitude towards the Behavior: This measures the point that an individual considers either Positively or negatively the behavior under inquiry (Ajzen, 1991).

Entrepreneurship: Initiating and/or growing a new income creating business (Bird, 1989).

Entrepreneurship Education: This means acquiring knowledge, skills, and attitudes for specific context of starting own enterprise or becoming self-employed (Lackéus, 2015).

Entrepreneurial Intention: Self-acknowledged conviction, conscious awareness, and mindset by a person that heralds deed and centers attention towards an objective, for example, beginning a business in the future (Fayolle et al., 2014; Khalifa et al., (2018). Premeditated conscious awareness, conviction and preparedness by the student that they will start own business and plan start it in future (Researcher, 2020).

Entrepreneurship education practices: Refers to the four variables that the researcher considers as critical drivers of the performance of entrepreneurship education namely entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources (Researcher, 2020).

Perceived Behavioral control: the extent of personal consciousness of ability to control a given situation thus consciousness one's entrepreneurial capacity. It is the easiness or difficulty of planning, starting and running an enterprise (Ajzen, 1991).

Personal attractiveness: Personal evaluation about being an entrepreneur which may be either positive or negative (Ajzen, 1991).

Perceived social norms: the extent that the person feels significant others approve or disapprove about the person undertaking the behavior in question (Ajzen, 1991).

Trainer attributes: describes the characteristics of the person who teaches entrepreneurship education in Technical and Vocational Education and Training Institutions. (Researcher, 2020)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter Two is about empirical review of past comparable studies on entrepreneurship education practices and entrepreneurial intention of students. Chapter layout is in accordance to respective variables under consideration. Entrepreneurship education practices which formed independent variable was reviewed under constructs of entrepreneurship education content, entrepreneurship pedagogies, trainer attributes, and learning resources. Theoretical

framework and conceptual framework followed next. The chapter ends with recap of literature review.

2.2 Empirical Review

Studies on entrepreneurial intention of students continue to emerge with several factors attributed to the phenomenon (Linan & Fayolle, 2015). Some of these factors have been considered as being psychological in nature (Siuet al, 2013; Isiwu & Omwanka, 2017). However, scholars continue to engage on the subject of entrepreneurship education and entrepreneurship intention of students. Earlier studies on the subject had contended that further studies were needed to comprehend the subject (Lorz,2011; Bagano et al.,2012). Different authors have analyzed entrepreneurship education and entrepreneurial intention of students under different variants and context. Studies on entrepreneurship as a concept continue to emerge with some scholars asserting that entrepreneurship can be acquired through education Ho et al. (2018) and that entrepreneurship is a mighty armament against unemployment (Khalifa et al., 2016). A study on effect of entrepreneurship education on entrepreneurial intention of students that was conducted in Egypt established that effect existed between entrepreneurship education and entrepreneurial intention of students and that education can help to create an entrepreneurial mindset by providing capabilities, knowledge and tools for entrepreneurial ventures (Hattab, 2015). The study was conducted on students who were in last year of their education.

Some earlier studies focused on comparative analysis (Flack & Woessmann 2011; Díazet al., 2012). At the same time others focused on a particular country (Kamau, 2012; Liñán et al.,2011). Whereas some past studies concluded that effect of entrepreneurship education to entrepreneurial intention of students was limited they recommended more research in the area (Byahashanja & Katano, 2011). Other empirical works concluded that entrepreneurship education can indeed help to create an entrepreneurial mindset in students (Hattab, 2015). On the other hand, some studies have considered entrepreneurial intention as a voluntary and conscious self-acknowledged conviction (Khalifa et al, 2018). A study on entrepreneurial intentions of Technical and Vocational Education and Training student in Ethiopia, found that personal attitude and student's perceived ability to control the behavior influenced their entrepreneurial intention. According to Baker et. al (2018) entrepreneurship education

prepared students to take up entrepreneurship. However, the study faulted the curricula for being examination oriented. The study was conducted in the Rift valley of Kenya on students in middle level colleges.

2.2.1 Entrepreneurial Intention of Students

Scholars continue to grapple on the decision to become an entrepreneur with explanation changing along the years (Gonzalez et al., 2019). Some studies consider entrepreneurial intention to be a decision that is intentional Bae et al (2014) and a mind-set that directs a person to opt to be an entrepreneur as opposed to seeking employment from others (Karimi et al., 2016). According to Linan et al. (2015) entrepreneurial intention was a fast growing areas of research. Entrepreneurial intention has been considered a lead factor that drives a person to start a commercial venture and has a significant command to success of a business (Johnmark et al., 2016). Furthermore, according to Isiwu et al. (2017) intention predicts behaviour and denotes a person's wish to turn into an entrepreneur. Different reasons attributed to entrepreneurial intention of students continue to emerge. Some reasons have been considered as being of psychological in nature Isiwa et al. (2017) while others were found to be in form of structural support (Goyanes, 2015). Entrepreneurial ecosystems such as talent, favorable policies, physical infrastructure, formal network works and information were found to influence entrepreneurial intention of students (Sperber & Linder, 2018).

Earlier studies had attributed entrepreneurial intention to characteristics and demographic factors of origin, beliefs, gender, and level of education, habits, and work experience (Gartner, 1985; Bird, 1988; 1989; Uribe et al., 2013). However, these approaches have been criticized for their conceptual limitations and low explanatory capacity. According to Suratano et al. (2018), two models can be applied in explaining entrepreneurial intention. These are Shapero model of Entrepreneurial Event Shapero (1982) and Theory of Planned Behavior (Ajzen, 1991). The two models were discussed under the theoretical framework of the study in Section 2.3.

Some studies reveal education to have a weak sway to entrepreneurial intention of students Mahendra et al. (2017) while others have found entrepreneurship education had significant sway on entrepreneurial intention of students (Johnmark et al., 2016). At the same

time some studies have found entrepreneurial intention to be a deliberate action that is voluntary and conscious with intention being single utmost forecaster of a person's entrepreneurial conduct. Johnmark et al. (2016) found intention to be a driving factor in venture creation in a study on entrepreneurial intention of students with disabilities in Nigeria. The study also found attitude and motivational factors intervened between entrepreneurial education and entrepreneurial intention. This assertion diverges from Mahendra et al. (2017) assertion that entrepreneurship education had an indirect sway towards entrepreneurial intention. According to Kuttim et al. (2014) entrepreneurial intention can be influenced through entrepreneurship education. This assertion is supported by (Hattab, 201; Ibrahim et al.,2015). Other scholars consider entrepreneurial intention as a voluntary and conscious self-acknowledged conviction. As a voluntary and conscious activity, intention becomes a single most predictor of entrepreneurial behaviour which is a preceding and determining factor in execution of entrepreneurial behaviours (Khalifa et al., 2018). Thus entrepreneurial intention involves conscious responsiveness and persuasion that an individual experience that they want to establish a new business and they intend its execution in future.

In the same measure, several reasons have been advanced to explain why individuals may not wish to become entrepreneurs. These range from being risk averse, fear of debt, lack of finance, absence of business abilities as well as skills. In order to bridge this gap, different program and ingenuities have been developed to build consciousness about entrepreneurship and nurture entrepreneurial action. The premise of these program and initiatives is that entrepreneurs can be created. Meanwhile scholars continue to grapple on the decision to become an entrepreneur with explanation changing along the years (Liñán et al.,2015). There has been a gender dimension to entrepreneurial intention of students with some studies asserting that males have a larger preference towards entrepreneurship compared to females and argued that women decide on entrepreneurship to balance between family and work while men strive to create wealth (Ventura & Quero,2013). It has also been argued that business culture is predominately masculine in nature (Ventura & Quero,2013; Gupta et al., 2014). Some traditions expect men to take charge of family business while some empirical works have maintained that women avoid entrepreneurship due to perceived lack of control or self-efficacy (Barnira et al., 2011; Verheul et al., 2012; Maeset at al.,2014). A survey on

entrepreneurial intention of students that was conducted in Singapore found occupation of parents had a level of influence on entrepreneurial intention of students. Students who came from entrepreneurship family backgrounds registered a strong entrepreneurial intention (Wong et. al, 2015). However, the students registered low emotional attachment or interest in taking over family businesses as successors.

A study on entrepreneurial intention of students that focused on relationship between environmental factors in education and entrepreneurial intention of university students found entrepreneurial intention of Kenyan university students to be high but will low perceived behavioral control (Kamau, 2012). The study recommended further studies be carried out to find out cause of low perceived behavioral control in students in spite of their high entrepreneurial intention. There is therefore need to find out relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students since education at this level preparers students for blue color jobs as technicians Therefore positioning them better as entrepreneurs and selfemployment.

2.2.2 Entrepreneurship Education and Entrepreneurial Intention of Students

Studies have established that entrepreneurship education can influence students to consider taking up entrepreneurship as a career option (Norasmah et al., 2015). According to Maiyo (2018) entrepreneurship education can improve creativity, innovation, opportunity recognition and creation of new businesses. Education provides necessary theoretical base about entrepreneurship concepts and attitudes. This exposure influences students' mindset towards entrepreneurship (Mahendra et al., 2017). Learning is expected to change behavior by providing required skills, knowledge and attitudes towards the intended behavior. A study by Rengiah and Sentosa (2016) found entrepreneurial attitude to be a mediator in relationship between entrepreneurship education and Entrepreneurial intention of Malaysian learners. Entrepreneurship training programs as well as initiatives to instruct individuals on entrepreneurship are increasing all over the world. In Nigeria, entrepreneurship education is supposed to equip the youth with skills that will drive them towards self-reliance leading to self-independence (Aladejebi ,2017).

A study on effects of entrepreneurship education on entrepreneurial intention of students in Egypt established education had a positive effect on entrepreneurial intention of students and can help to create an entrepreneurial mindset by providing capabilities, knowledge and tools for entrepreneurial ventures (Hattab, 2015). The study was conducted on students who were in their last year of education. Entrepreneurial intention questionnaire that was developed by Linan (2013) was used to collect data. Some studies have suggested basic elements that make entrepreneurship education qualify as good practice. Good practice entrepreneurship education ought to contain one or more modules in business planning, connection with industry and institutional support. In business planning module students should be taught to prepare business plan and be accorded opportunity to take part in a competition on business plan (Bwisa, 2011). Talking to people practicing as entrepreneurs would make up the module on connections with industry or practice in order to expose students to networking opportunities. Institutional support component focuses on the kind of support available for learners who aspire to start a venture. This may include an advice-giving framework, introduction to mentors and exposure to networks and sources of initial capital. These good practice elements are considered important in entrepreneurship education (Lorz, 2011 and Maiyo et al., 2016).

According to Mahendra et al. (2017 entrepreneurship education has indirect sway to entrepreneurial intention of students while attitude and motivational factors mediated between entrepreneurship education and entrepreneurial intention. This enhances the level of entrepreneurial intention. The study was done among students of a university in Indonesia. In some cases, centers of excellence for entrepreneurial learning are created and content delivery done by entrepreneurs. The work of full time staff is planning. In general, the teacher's enthusiasm, motivation, qualifications, pedagogical approaches and progress monitoring is closely linked to efficiency and effect of entrepreneurship education (Mahendra et al., 2017). Whereas some students may consider entrepreneurship as personally and generally desirable. Education and skills development initiatives is needed to enhance personal competences and create interest and intention in students to poster positive attitude towards entrepreneurship.

A study conducted in the United Arab Emirates found entrepreneurial intention among students in United Arab Emirates to be low. This was attributed to lack of academic programs that were completely dedicated to entrepreneurship. Furthermore, the existing economic standing of the country where the government takes care of unemployed was found to contribute to low entrepreneurial intention of students in United Arab Emirates (Khalifa et al., 2016). The study was anchored on the theory of planned behavior by Ajzen (1991). Data was collected from a random sample of students. Like any discipline, entrepreneurship can therefore be learned. However, some studies had advanced that entrepreneurship education was defective. That it was underdeveloped, without standards and its execution packed with political pressures, philosophical predicaments as well as resources tussles A study on Entrepreneurial education in middle level tertiary colleges conducted in the Rift valley of Kenya found delivery of entrepreneurship education experienced a number of challenges (Lanwer et al., 2018). A study on entrepreneurial intentions of Technical and Vocational Education and Training student in Ethiopia, found that personal attitude and student's perceived ability to control the behavior influenced their entrepreneurial intention. The study recommended design of entrepreneurship content that prepares students to communicate effectively, critical thinking, good use of resources, leadership skills, service delivery and innovations (Buli & Yesuf, 2015). The study was conducted on a sample of 107 students enrolled for different programs. In another study on factors that determine entrepreneurial intention among academics that was conducted in Srl Lanka majority of young students considered entrepreneurship as a career option only as a second or third choice. Given a choice, majority would prefer to work in private sector. The study also found family business experience affects entrepreneurial intention of students Thrikawala. (2011).

Good practice entrepreneurship education is competency based and contains topics and content that inspires and provides information on opportunity recognition and evaluation. Such education creates awareness of entrepreneurial career options, protection of business idea/s and provides information on sources of capital for a business (Lackeus, 2015; Kalyoncuoglu et al., 2017). Entrepreneurs see the unusual in the usual and the ordinary where others see extraordinary. They see opportunities that make common place to be unique and unexpected. All this combines intuitive abilities and applied knowledge that could be taught and polished into creativity, innovation, opportunity recognition and venture creation

(Maiyo, 2018). The learner will be inspired to interrogate the business idea into an opportunity that can be quantified for example, through a business project or plan. Entrepreneurship education content on finding business support such as funding inspire and motivate the learner by giving the learner opportunity to critically interrogate and investigate probable and potential resources andtheir sources while at the same time enabling the student to seek information and create networks and social capital (Maiyo, 2018).

Education is expected to change behavior by providing required skills, knowledge and attitudes towards behavior that is intended. Rengiah et al. (2016) found entrepreneurial attitude to be a mediator in relationship between entrepreneurship education and Entrepreneurial intention of Malaysian students. A good entrepreneurship education enlightens on ambiguity tolerance and qualities of an entrepreneurial personality. Entrepreneurship education that inspires entrepreneurial intention and mindset will have content that teach on getting a clear vision or conceiving right idea that is attractive and big enough to merit all ensuing effort (Hattab, 2015). Entrepreneurship education should provide opportunity to students to commercialize their business ideas It should therefore be designed in a manner that inspires the learner to see self as possessing entrepreneurial capabilities. It should contain an element of content that builds particular skills and competencies that motivate confidence and self-belief in the learner that the learner has ability to undertake entrepreneurial actions. Good content stirs the entrepreneur within us by facilitating the understanding of self, values, personal motivations, goals and ethics. Entrepreneurship education ought to include content that builds student's ability to negotiate, ability to conceptualize how to develop a product, leadership, provoke creativity in thinking as well as expose students to technological innovations (Ndala, 2019; Maiyo, 2018; Lanwer et al., 2018; Kalyoncuoglu et al., 2017; Rengiah et al, 2016; Hattab, 2015, Lackeus, 2015 and Bwisa, 2011). However, some studies have faulted entrepreneurship curricula for being examination oriented (Baker et. al ,2018).

According to Caduri and Tziner (2013) children whose parents are entrepreneurs have a high likelihood of becoming entrepreneurs themselves. This was attributed to the assertion that parents have a special way of influencing their children. Adoptive parents have a double influence over that of biological parents (Moraleset al., 2015). A multicultural study across

Italy, Spain and Germany found students whose parents owned businesses had an upper entrepreneurial intention compared to students from parents that were employed (Morles et. al, 2015; Pablo, Morales & Varga, 2015; Pablo et al 2014). According to Bwisa (2011), some entrepreneurs are born while others are made through the process of education and training.

2.2.3 Entrepreneurship Education Content and entrepreneurial Intention of Students

Instructional content that make up entrepreneurship education is critical in impacting entrepreneurial motivation in students (Aladejebi, 2017 & Kalyoncuoglu et al., 2017). Some scholars have asserted that a well packaged good practice entrepreneurship education content would prepare students with skills and attitudes to drive them to self- employment upon graduation (Adboniahor, 2016 & Ndala, 2019). This would make them economically selfreliant and not job seekers. According to Lackeus (2015) entrepreneurship education content should inculcate some entrepreneurial competencies and skills. Entrepreneurship education content should be designed in a manner that it coversan element of marketing skills, opportunity recognition, interpersonal skills and innovativeness. The content should inculcate in students an attitude that enhances perseverance and entrepreneurial passion and strategic skills (Lackeus, 2015). The content that is studied should enable students to acquire creative skills and develop management skills (Kalyoncuoglu et al., 2017).

According to Mahedra et. al. (2017) entrepreneurship education has an indirect influence on student entrepreneurial intention. The study was descriptive in its design and adopted probability sampling techniques. According to Kimalu and Marimba (2014) the procedure used in sampling has a direct influence on the authority of that research. Thus a mix method is useful in validating the findings obtained from one method. The current study was conducted using explanatory research design and adopted probability and non-probability sampling techniques. A study conducted in in the United Arab Emirates by Khalifa and Dhiaf (2016) found entrepreneurial intention among students in United Arab Emirates to be low and attributed this situation to lack of academic programs completely dedicated to entrepreneurship. It was also attributed to the economic status of the country where the government takes care of the unemployed. The study was anchored on the theory of planned behavior and was conducted on random sample of students. A study by Lawver et al. (2018) that focused on entrepreneurship education in middle level tertiary colleges in the Rift Valley

found entrepreneurship education prepared students to take up entrepreneurship. The study which was qualitative used semi-structured interview to collect data from a sample that was selected purposively also found the entrepreneurship education curricula was examination oriented. Another study by Buli and Yesuf (2015) found entrepreneurship education content had a significant effect on entrepreneurial intention of students of Vocational Technical Training in Ethiopia. The study recommended entrepreneurship education content that contains an element of critical thinking, leadership, effective communication and optimal use of resources (Buli & Yesuf, 2015). According to Karanja et. al (2016), skills acquired through education enhance a student's entrepreneurial intention. Entrepreneurship education should therefore contain content that exposes students to case studies and technology. Such content would enable students to get into contact with successful business owners and business establishments. This would give students opportunity to learn with practical examples and access role models. Hence motivating their entrepreneurial intention (Karanja et. al., 2016).

Entrepreneurship Education is a mandatory subject in national Technical and Vocational Education and Training education system in Kenya. Secondary data obtained from Technical and Vocational Education and Training syllabus developed by the Kenya Institute of Curriculum Development revealed that entrepreneurship content is broad and covers a wide range of topics with each topic consisting of related sub-topics. Topics covered include entrepreneur qualities and their role in business, process and importance of innovations and creativity, barriers or obstacles to creativity and innovation and how to manage the barriers. There was a topic on entrepreneurial culture. This topic was made up of sub-topics namely the concept of entrepreneurial culture, habits that promote and hinder entrepreneurial development and ways of managing factors that hinder entrepreneurial culture advancement. Entrepreneurial Opportunities topic contained subtopics meant to provide students with information on how to generate business ideas, how to evaluate a business opportunity entrepreneurial motivation and competencies. The topic on starting a small business comprised of procedure that is followed when one wants to start a small business, business life cycle, legal forms of business ownership and regulations affecting small businesses, challenges encountered at the time of starting a small business and available business support services to small businesses. Other topics that were covered were business enterprise

management, inventory management, managing business resources and Functions of management in an enterprise. There was also content on enterprise social responsibility. This topic defined social responsibility and business ethics and types of enterprise social responsibility. Information Communication Technology in Enterprise Management covered uses of information Technology equipment in business and their benefits (Republic of Kenya, 2014). Financial Management topic defined financial management and its importance to an enterprise, sources of business finance, kinds of business records, how to record business transactions in the books of account, how to prepare financial statements and interpret the statements for business decisions as well as why budgeting is important to a business. Other topics include marketing, enterprise social responsibility and business ethics, Information Communication and Technology in enterprise management and emerging issues and trends. Lastly, entrepreneurship content covered business plan preparation and its uses (Republic of Kenya, 2014).

2.2.4 Entrepreneurship Pedagogies and Entrepreneurial Intention of Students

Pedagogies that are applied in delivery of entrepreneurship education just like in any other discipline have a role in effective transfer of intended objective. According to Lackeus (2015), working in teams, interaction with the industry and other people outside school is a powerful way of developing entrepreneurial intention in students. Aladejebi (2017) asserts the need to include more practical examples in class room teaching. In their study to establish how pedagogical methods determine performance of entrepreneurship education in Public Universities in Kenya Nteere et al. (2012) concluded that there was need to use guest speakers, utilize case studies, and role models in teaching entrepreneurship education in order to inculcate attitudes necessary for self-employment and entrepreneurial mindset in students. The study found lecture method as the most predominately used pedagogy in entrepreneurship education. Whereas Nteere et al. (2012) considers use of role models and guest speakers as pedagogy issue only, this study considers them as both pedagogies and trainer attributes. When considered solely as a pedagogy use of role model and guest speaker can be a one off thing unlike the case in the best practice alluded as discussed in the previous section. Entrepreneurs are best equipped to teach entrepreneurship as they give own experiences as well as serve as role models. However, it is worth noting that Nteere et al. recommend use of locally developed case studies and usage of field trips to business ventures

of practicing entrepreneurs who are prominent and esteemed in business circles. Never the less, the researcher is of the considered view that these are the people who should be used as trainers who double as role models to be emulated in addition to their serving as show case (Nteere et al., 2012). Nteere et al. utilized descriptive research design with semi structured questionnaires and interviews in data collection. Regression and AVOVA was applied to analyze relationship between the dependent and independent variables. Nteere et al. (2012) departs from this study in terms of research design. The current research goes beyond the descriptive design by using the explanatory design which is more robust and goes beyond mere explanation of relationships to explain causal relationships and reasons for the phenomena (Sunders et al., 2007; Sekaran, 2003).

In some cases, centers of excellence for entrepreneurial learning are created and content delivery done by entrepreneurs. The work of full time staff is planning. In general, the teacher's enthusiasm and motivation, qualifications, their approaches in subject delivery and monitoring is closely linked to the efficiency and effect of entrepreneurship education (Mahendra et al., 2017). Mukulu et al. (2017) found training delivery methods had limited contribution to business growth and recommended use of both qualitative and quantitative methods. Furthermore, besides formal teaching learning encompasses social capital facilitation such as networking to create relationship contacts and informing on resources and opportunities. Education exposes individuals to knowledge, skills and experiences that enhance entrepreneurial intention (Dhiaf, 2016). Students are encouraged to develop their ideas through mentoring, and practical resources. Business plans are also important learning tools. Development of business plans and competitions in them provide practice at implementation. Analysis of case studies enables the learner to take a more active role in learning as they analyze relevant case studies, (Dhiaf, 2016).

Computer simulations, case development and journal writing have been considered as pedagogy tools in entrepreneurship education (Ndala, 2019). Practice by doing increases retention rate. A study on final year students conducted in Kenya found that school leavers were not self-employed in spite of entrepreneurship education. The study recommended need to embrace effective entrepreneurship education pedagogies including engagement of entrepreneurs in the design and development of entrepreneurship education curriculum as

well as establishment of business incubators (Bwisa, 2011). Action oriented pedagogies and use of creative tools as an effective means of developing entrepreneurial intention of students was recommended. Case studies, computer simulations, journal writing, feasibility plans, and networking with entrepreneurs expose learners to persons who may be able to assist and inspire learner entrepreneurial intention and action (Ndala (2019). According to Aladejebi (2017) there is need to include more practical examples compared to class room teaching. The study was conducted to find out effects of entrepreneurship education on entrepreneurial intention of students in tertiary institutions in Nigeria. Therefore, live cases, student's business startups, use of videos, entrepreneurship field tours as well as use of films act as effective tools in entrepreneurship education as they provide more practical experiences compared to class room teaching. Funding to sponsor student demonstration projects and a pool of entrepreneurs as resource persons, models and getting students linked to other successful entrepreneurs is a valuable success element towards effective knowledge and skills transfer in entrepreneurship (Aladejebi, 2017).

Karanja et al. (2016) found entrepreneurship education influenced entrepreneurial intention of university students in Kenya and recommended that more practical pedagogies in entrepreneurship education be embraced. The study proposed exposure to practicing entrepreneurs through exchange programs and focused attachment as one of the practice entrepreneurship pedagogy. Students who participate in practical activities such as preparation of business plans and are involved in situations that require them to make decisions or set up an actual business enterprise learn better than those who attend traditional lectures. Therefore, there is need for entrepreneurship education pedagogies to include a combination of process and practical component. Kenya Institute of Curriculum Development suggests some learning activities and pedagogies that should be used in entrepreneurship depending on topic under consideration. These include class discussions, case studies, interactive lecture and field trips. Assignments and written tests are suggested as evaluation methods (Republic of Kenya, 2014).

2.2.5 Trainer Attributes and Entrepreneurial Intention of Students

Some studies have argued that the work of full time staff is planning and that the teacher's enthusiasm and motivation, qualifications, their approaches in subject delivery and

monitoring is closely linked to the efficiency and effect of entrepreneurship education (Mahendra et al., 2017). Thus the trainer should be well grounded in specific knowledge, skills as well as attitude to implement appropriate pedagogy of entrepreneurship. Mukulu and Marima (2017) found trainer competence had a favorable influence on students towards business growth. The European Commission (2020) describes an entrepreneurship trainer as a person who is passionate and sufficiently inspirational to arouse students interest to take up entrepreneurship, and be able to sell entrepreneurial ideas. Keeping learners engaged and attracted entails additional skills, abilities and lots of creativity and ability to relate theory and process to the entrepreneurial necessities of a real business environment. An effective trainer in entrepreneurship education should be sufficiently educated on experiential instructional and learning methods, be familiar with the relevant business content and is steadfast in using a variety of instructional methods. Such a trainer is able to apply a variation of learning methods take note of differences in learners' interests and abilities and is prepared to deal with discomfort that this may cause to self in order to help learners adopt to different ways of learning. Trainers require adequate and appropriate materials for instruction and they should know how to use them correctly (Ndala ,2019). Teaching resources and materials include text books, journals and periodicals. Entrepreneurship trainers should possess hands on experience in business practice besides traditional classroom training. Ability to use technology effectively in order to utilize facilities such as computers and other means of technology for ease of access to information through the internet and other technology driven sources is desirable (Aladejebi, 2017).

Practicing entrepreneurs serve as best role models to students in entrepreneurship education. Therefore, they are best suited as entrepreneurship trainers as they give own experiences and serve as role models. Use of practicing entrepreneurs as trainers of entrepreneurship education also gives students' opportunity to intermingle with practicing entrepreneurs, inspires in students' positive attitude towards entrepreneurship and builds their self- confidence. This interaction amplifies learner's intention to become entrepreneurs. In some cases, centers of excellence for entrepreneurial learning are created and content delivery done by entrepreneurs. The work of full time staff is left to planning (Dhiaf, 2016). Effectiveness and outcome of entrepreneurship education to entrepreneurial intention of students is related to the trainer features which include right skills and correct approach to

content delivery and follow-up mechanism. The quality of trainer remains critical for effective transfer of relevant knowledge, competencies, skill and attitudes (Nteere, 2013). The teaching service faces low trainer- trainee ratios, competency gaps, high expenditure in trainer emoluments, inequitable distribution of trainers and the inability of the government to continuously in service the trainers on emerging trends in education and training (Republic of Kenya, 2018).

2.2.6 Learning Resources and Entrepreneurial Intention of Students

Entrepreneurship education can improve creativity, innovation, opportunity recognition and new venture creation (Maiyo, 2018). However, effective delivery of entrepreneurship education requires that adequate and necessary resources are allocated to Technical and Vocational Education and Training institutions in order to support entrepreneurship education. Abdullah (2015) recommended that such deliberate effort will open the gates for the majority of children and the youth especially in the marginalized areas who have who have experienced barriers and inaccessibility to quality education. Availability of the required resources such as magazines, computers and text books is crucial for entrepreneurship education ability to create intention in students to become entrepreneurs. These include textbooks, newspaper cutting, training manual, handouts, magazines and resource persons (Republic of Kenya, 2014).

According to Baker (2015) entrepreneurship education in tertiary institutions especially in Africa has been faced with a number of challenges. Lack of qualified staff, underdeveloped facilities, insufficient instructional resources and low motivation among faculty staff act as a setback to entrepreneurship education (Baker et al., 2015). Delivery of quality education at all levels has been affected by lack of proper resources and learning material (Government of Kenya, 2018). In an earlier study, Otieno and Colclough (2009) while examining on outcomes, expenditures, and the role of international aid in financing education in Kenya disclosed that education in Kenya at all levels had been mired by inadequate learning facilities like classrooms, equipment, desks, text books both at elementary, tertiary and technical institutions.

While evaluating access to education in Sub-Saharan Africa Lewin (2009) established that even where training at tertiary and technical institutions levels required specialized equipment, most institutions were under equipped to effectively provide the intended training. Kenya Institute of Curriculum Development suggests learning resources that may be applied in entrepreneurship education depending on topic under consideration. According to Obare (2012) inadequate resources to facilitate effective learning was a major setback. Furthermore, according to the Technical and Vocational Education and Training Authority Strategic for the period 2018 – 2022, Technical and Vocational Education Training in Kenya is faced by hosts of challenges such as inadequate trainer training, obsolete training equipment, lack of instructional materials, duplication of roles across multi-agencies and lack of sector wide standardization and regulator (Republic of Kenya, 2018). Never the less, this does not mean that entrepreneurship education in Technical and Vocational Education training has failed.

2.3 Theoretical Framework

This section outlines review on three behavioral intention theories that fit into entrepreneurial Intention. The theories reviewed were Entrepreneurial Event, Social Capital; and Theory of Planned Behavior respectively.

2.3.1Theory of Entrepreneurial Event

Shapero (1982) sought to identify key social factors that cause an entrepreneurial event to happen such as the act of starting an enterprise. The theory considers entrepreneurial events to be a product of social-cultural as well as situational dynamics that interact. An entrepreneurial event takes place in reaction to a dynamic process that offers situational momentum. That momentum affects individuals. These individuals have values and perceptions that are determined by their culture and social inheritance. Further, Shapiro and Sokol (1982) considered entrepreneurial action to arise from interaction of contextual elements. These elements have an influence over one's perceptions. Entrepreneurial preference would occur due to an event or change that is external. Thus concluding that entrepreneurial events occur due to relating situational and social-cultural influences or some external change. An entrepreneurial happening arises as a consequence of vibrant processes giving situational momentum which has bearing upon an individual whose views and beliefs

are determined by social-cultural heritage (Shapero, 1982). Individual's response to external event is dependent on one's perceptions about accessible choices. Krueger (1993) began a line of studies and arguments that formally represented, and then tested effects of feasibility and desirability in increasing entrepreneurial intention and generated the entrepreneurial intentions model. The model adopts that perceived feasibility and perceived desirability foretell of one's intention to be an entrepreneur. The way people react to an external event when it occurs will be dependent on one's perceptions in respect of the obtainable options. Shapero and Sokol (1982) identified two brands of perceptions. These are perceived desirability and Perceived feasibility. Perceived desirability is magnitude to which one feels attracted to the given behaviour. Perceived feasibility refers to extent that individuals consider themselves individually capable to undertake the behaviour in question. Existence of mentors, role models and partners is a significant component in building a person's entrepreneurial feasibility. At the same time, the two opinions are influenced by cultural and social dynamics. Social and cultural factors influence individual's values system. This suggests that external circumstances alone do not determine entrepreneurial behaviours directly. The event may be a product of unconscious or conscious assessment considered by the actor around the desirability and feasibility of the various likely options in that position. Surato et al. (2019) used Shepero's theory of entrepreneurial event alongside Ajzen's theory of planned behaviour to explain entrepreneurial intention of students. The study which was cross –sectional found entrepreneurship education had a positive and significant effect on perceived desirability and significantly affected entrepreneurial intention.

Change in and individual's life path can be a high trigger of entrepreneurial event in that person. For example, losing a job, amid life crisis or a risk taking opportunity arises after a financial situation turn out to be more stable. However, shifts in an individual's life may not solely be sufficient condition for the event to happen. There are auxiliary prompting causes such as background, prior experience, and individual's perception of feasibility. Shapero's (1982) theory presumes a person's readiness to act on choices. Perceived desirability or personal attitude hinges on one's perceptions of the magnitudes of aftermaths due to acting out marked behavior if positive or negative penalties as well as rewards therein both extrinsic and intrinsic (Ajzen & Fishbein, 2005). Liñán et al (2009) argue that Shapero's theory overlap with Ajzen's model in two components namely: Shapero's concept of perceived venture

desirability is very close to Ajzen's determinants of attitude towards the behavior and subjective norms and perceived venture feasibility suggested by Shapero matches with Ajzen's perceived behavioral control and nearer to Bandura's self-efficacy. The theory is relevant to the current study. It brings out an element of desirability and feasibility as key elements in entrepreneurial behavior. Education practices can enhance graduate entrepreneurial perceived feasibility. The perception of the trainer as role model and mentor coupled with acquisition of skills and knowledge on entrepreneurship would be a significant component in creating and enhancing students' entrepreneurial intention as it would enhance entrepreneurial perceived feasibility. But as an external factor alone, it may not be sufficient to influence entrepreneurial behavior.

Individual's social and cultural factors influence value system that brings in perceived desirability or attitude towards entrepreneurship. While the researcher concurs with the theory that entrepreneurial event happens as a consequence of a dynamic process which may push one into action and that these events may be an outcome of cultural influences among others, the theory though appropriate has its limitations in that one is not able to establish the magnitude that a person has positive evaluation of the behavior under consideration. Additional limitation is that the theory does not consider the degree of perceived behavioral control, perceived social pressure to execute the behavior in question and is not able to measure the degree of perceived behavioral control.

2.3.2 The Theory of Planned Behavior

The theory of planned behavior was advanced by Ajzen (1991) who presented a psychological model of planned behaviour with intention as the central factor in elucidating behaviour. It shows the exertion that one will make to undertake that behaviour. According to the theory, behaviour is motivated by three things namely; attitude towards that behaviour, perceived behavioural control and perceived social norms. Perception of how easy or difficulty one finds it to accomplish the behaviour of concern explains perceived behavioural control. Ability concerning performance of entrepreneurial behaviour is important. Attitude measures the point that an individual considers either positively or negatively the behavior. A person's attraction towards a given behaviour can be favourable or unfavourable. People's evaluation of behavior and their attitudes towards that behavior is pegged on their accessible

beliefs on the behavior to yield a certain outcome. If they believe the behavior will yield pleasant results, then generally they will develop a positive attitude on it and manifest greater intention of carrying the behaviour out and vise versa. Mat et al. (2015) recommended that the theory of planned behavior be considered as the common framework to explain entrepreneurial intention of students while Halder et al. (2016) termed the theory as appropriate to predict various kinds of human intentions to behave in certain direction.

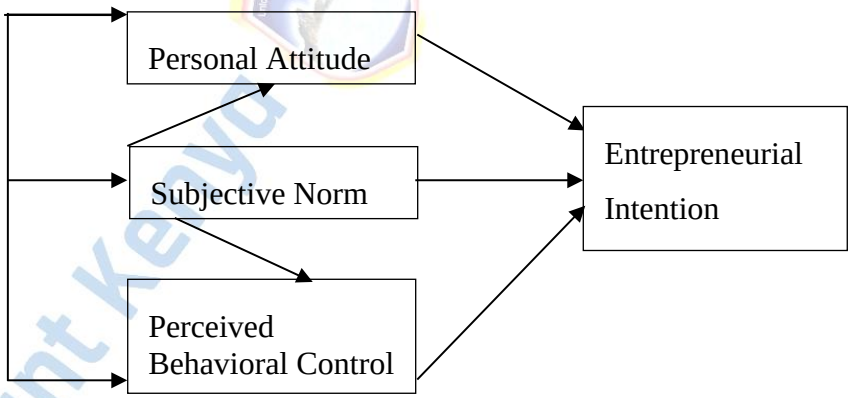
Perceived social norms explain one's perceived social expectation to undertake or to abstain from that behaviour. Empirical works have shown that subjective norms have a very weak contribution to the intention of undertaking different behaviours (Ajzen, 2006). Intention towards that deed would be best predictor of that behavior (Ajzen, 1991, 2001). In this case the behavior under analysis is intention to become an entrepreneur. In their different sums, behavioral beliefs yield positive or negative attitude toward that action. Normative beliefs end in perceived social pressure which is also stated as subjective norm while control beliefs end into perceived behavioral control. If put together, attitude toward the behavior, subjective norm, and perception of behavioral control create behavioral intention. Consequently, the more satisfactory the attitude and subjective norm, and the more the perceived control over that behavior, the stronger should be the individual's intention to implement behavior under contemplation. Provided a satisfactory level of definite control over the behavior, when opportunity transpires, persons are likely to execute their intentions. Earlier research indicated that peoples' attitudes are decided by exogenous factors such as past experience (Krueger 1993). A strong relationship of attitudes and subjective norms towards behavioral intention, and consequently into actual behavior is established in certain empirical works. Similarly, there are other studies that counter that there is strong association between intention towards a given behavior and actual behavior. Its proponent's reason that behavioral intention does not all the time lead to actual behavior as there may be circumstantial limitations. Behavioral intention cannot be seen as the only responsible factor for behavior where one's control over the behavior is inadequate.

The Theory of Planned Behaviour is tested, authenticated and applied in other entrepreneurial intention studies (Surato et al. 2019; Matet al., 2015; Kamau, 2012; Lorz, 2011; Linan & Chen, 2009; Souritaris &Laham;2007; Linan & Chen,2006). This is an

indicator that the theory is useful in explaining entrepreneurial intention which is a behavior outcome. The theory assumes that human behaviour is planned and intention is a sign of a person's predisposition to execute specified behaviour. Intention is taken as immediate predecessor to behaviour. The resolution to turn out as an entrepreneur could be viewed as voluntary, deliberate and conscious where intention is a distinct best predicator of behaviour (Ajzen, 1991; 2001; Fishbein & Ajzen, 1975). Intention to pursue entrepreneurial behaviour may be affected by a number of other factors as illustrated in Figure 1. While a number of models have been applied in explaining entrepreneurial intention, theory of planned behavior remains impressively persuasive and applied in various studies to explain entrepreneurial intention. It is considered to offer a rational and largely applicable theoretical framework (Mat et al., 2015; Halder et al.;2016 & Lina'n et al., 2016).

Figure 1

Entrepreneurial Intention Model



(Source: Ajzen, 2011)

Access to sources of information influence entrepreneurial intention indirectly through one or more of the three constituents of the Theory of Planed Behavior (Ajzen, 2011). The researcher believes that behavioral intention does not all the time culminate in actual behavior as there may be circumstantial limitations. Behavioral intention cannot be seen as the only responsible factor for behavior where one's control over the behavior is inadequate. Furthermore, there may be other situational limitations and other exogenous factors which may act as moderators. The TBP does not take into account environmental or economic

factors that may influence somebody's intention to execute a given behavior. The limitation of the theory lies in its failure to recognize economic and environmental factors that may influence individual intention to implement specified behavior. Never the less, this limitation does not negate the importance of the theory in explaining entrepreneurial intention of students.

2.3.3 The Social Capital Theory

Application of Social Capital Theory in entrepreneurship is an emerging area of study. Lareau and Weinninger (2003) explained social capital as one's capacity to utilize social position to advance desired access to scarce resources. In Social Capital, members share common informal norms and rules. These norms and rules create a sense of trust and collaboration among members (Durlauf, 2015). Social capital is a result of investment in human relations. This makes it easier to access information and creates trust and bonding. Trust produces cooperation and as well as goodwill between fellows in the network and family members where they are bound by solid ties and afford security for the startup (Eyal, 2007). Social capital can encourage or discourage entrepreneurship. Entrepreneurship is encouraged when through social networks people access important resources such as capital for business thus saving them time and money. Membership to social networks illuminates' member's mental capacity to see opportunity and exposes them to information (Dana & Light (2012).

On the other hand, social capital can be an obstruction when social networks exclude upcoming and potential entrepreneurs from key resources. Furthermore, when social networks become averse to taking risks but reward mediocrity it creates mental conformity on the network, (Dana et al., 2012). The structure of network offers mutual assistance, financial support, information and knowledge among other forms of support. Reciprocity is a strong norm in social capital. It encourages bargaining and compromise. While the theory has been applauded as relevant in entrepreneurship studies, there is ambiguity of its concept. The theory does not capture personal background variables that may influence both general and domain attitudes. Nevertheless, the theory has some relevance in understanding entrepreneurial intention. When applied to the current study, Social Capital Theory becomes relevant. Valuable networks, role models, trust and availability of information can be

valuable motivators in entrepreneurial intention of students. Encouragement from family members such as parents and guardians may encourage entrepreneurial intention of students through evidence of success stories in business and financial support. According to Thrikawala (2011) family business experience affects entrepreneurial intention of students.

Networks may offer capital and advice on market while social- cultural orientations could enhance entrepreneurial qualities of risk taking and need for achievement. Education exposes individuals to knowledge, skills and experiences that heighten entrepreneurial intention (Dhiaf, 2016). Through entrepreneurship education, students may be linked to important business networks such as successful entrepreneurs and financiers who would serve as mentors and source of capital respectively ultimately inspiring entrepreneurial intention amongst students. Jones et al. (2013) asserts that students who take part in social networks have a higher consciousness and willingness to deal with sustainability issues.

2.4 Conceptual Framework

Literature reviewed described entrepreneurial intention as voluntary, intentional, conscious awareness, conviction and indication of, and willingness to start own business. The individual plans to execute the behavior in the future. The study conceptualized entrepreneurial intention which was the dependent variable through ten indicators or factors. These were having a business idea ready for implementation, readiness to do anything to be an entrepreneur, an existing innovation awaiting implementation, readiness and determination to run personal business, conviction of starting a business in future. Ability to write a business idea, personal aim to become a professional entrepreneur, firm intention to create a business in future, misgivings about starting own business ever; and finding it too difficult to develop a business idea formed other indicators of entrepreneurial intention.

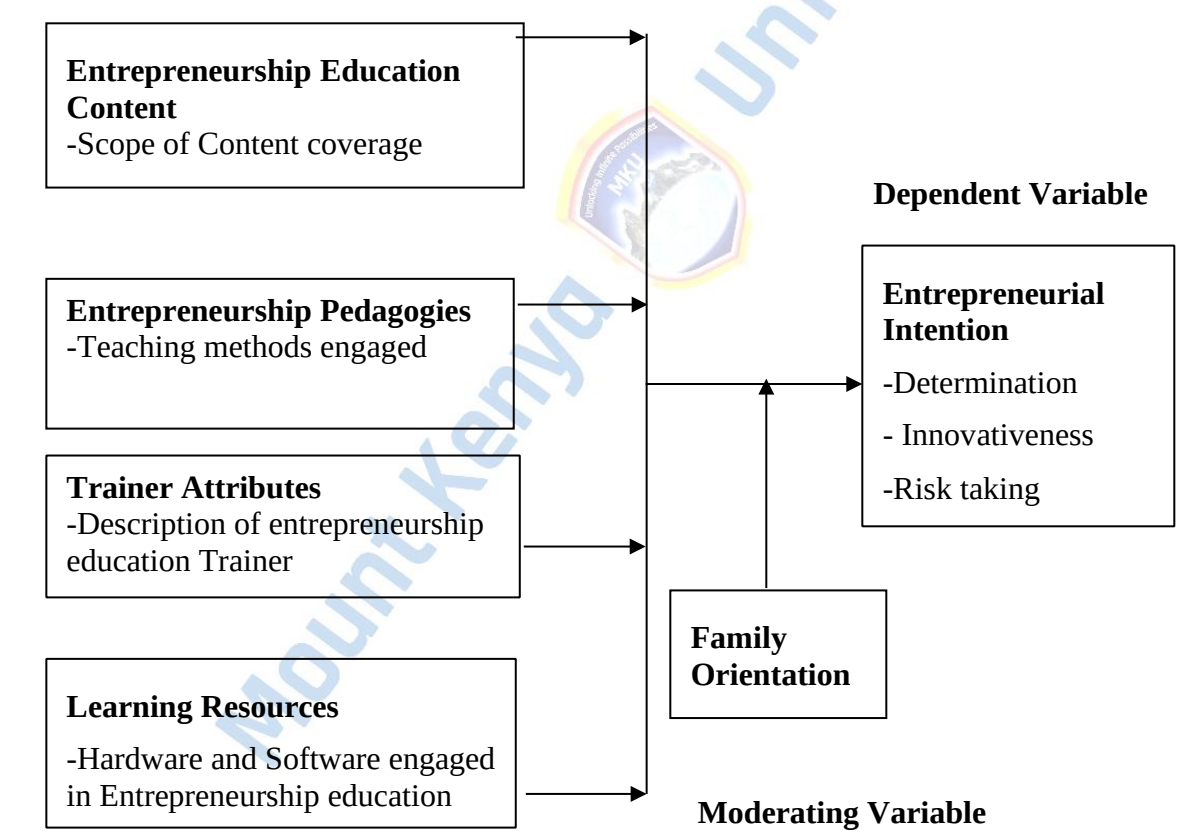
Entrepreneurship Education practices was studied as the independent variable that was conceptualized under four variables with each variable bearing its own indicators which had its corresponding statements in the data collection instrument. The four entrepreneurship education practices variables were: (a) entrepreneurship education content (EEC), (b) entrepreneurship pedagogies (EP), (c) trainer attributes (TA) and (d) learning resources (LR). Literature review attests that entrepreneurship can be acquired through education and that

entrepreneurial education increases entrepreneurial intention of studentsn (Lorz, 2011; Ndala, 2019; Maiyo, 2018; Lanwer et al., 2018; Kalyoncuoglu et al., 2017; Rengiah & Sentosa, 2016; Hattab, 2015; Lackeus, 2015). Entrepreneurship education content had seven factors or indicators. These were ability to identify entrepreneurial opportunities, awareness of qualities of an entrepreneur, knowledge of technology required to operate own business, management of operations and finances to run own business, awareness of requirements for starting a business, knowledge of writing a business plan; as well as respondents' perception about their creativity and innovativeness in business.

Entrepreneurship pedagogies had seven indicators or factors. These were computer simulations, case studies, interviews with practicing entrepreneurs, interactive lecture, class discussions, entrepreneurship field trips and exhibitions; and use of guest speakers while trainer attribute was conceptualized into four indicators. These were trainer as a practicing entrepreneur and encourages students to be entrepreneurs, trainer as business mentor and motivates students to entrepreneurship, trainer as full time lecturer and impacts knowledge and skills necessary for entrepreneurship and trainer as a guest speaker and encourages students with success stories. Learning resources was conceptualized into seven factors. These were textbooks, newspapers and magazines, training manuals, handouts, resource persons, computers and data projectors. Family orientation in respect to occupation of parent or guardian was studied as the moderating variable The relationship arising there in was illustrated in Figure 2.

Figure 2

Conceptual Framework



Source: Researcher, (2020)

2.5 Recap of Literature Review

Empirical review of past comparable studies on entrepreneurship education practices and entrepreneurial intention of students was accomplished. Through literature review concepts

related to the study and respective variables under consideration were elucidated. Entrepreneurial intention which formed the dependent variable was explained. Entrepreneurship education practices which formed independent variable was reviewed under constructs of entrepreneurship education content, entrepreneurship pedagogies, trainer attributes, and learning resources while family orientation was reviewed as moderating variable where the occupation of father, mother and guardian was considered. Theoretical and conceptual framework for the study was presented.

Studies reviewed express a mixed image on relationship that existed between entrepreneurship education and entrepreneurial intention of students. Whereas some scholarly works have shown a weak correlation amid entrepreneurship education and entrepreneurial intention of students such as study by Khalifa & Dhiaf (2016), other studies have shown a significant positive effect (Ndala, 2019). However, in spite of the variation, there is still sufficient indication that entrepreneurship education can influence entrepreneurial intention of students (Aladejebi, 2017; Hoet al., 2018). Earlier studies had called for more research in the area using more robust research designs and other entrepreneurship education variables such as study by Oosterbeek et al., (2010). Additional studies in the area continue to emerge such as the current study.

Ndala (2019) found entrepreneurship education to hold a significant sway on entrepreneurial intention of students. This assertion is supported by findings of other studies such as (Hattab, 2014; Hattab, 2015; Maiyo ,2018; Aladejebi, 2017; Mukulu et al., 2017 and Surato et al., 2019). Ndala (2019) fell short in naming specific education variables thus leaving room for further research in the subject. In addition, the researcher considers a sample size of 60 respondents that was used to draw conclusions insufficient to confidently generalize the findings to a population of a country. Ndala (2019) used duration of the study as the moderating effect while the current study considered family orientation as moderating variable. This is based on the assumption that one's social orientation and experiences impacts on outlook to life. This assertion was clearly explained during the review of theory of planned behavior and support literature reviewed.

Hattab (2015) focused on students who were in their last year of study and used entrepreneurial intention questionnaire, a commonality shared with the current study. There

was therefore need to establish if the same finding could be generalized to Technical and Vocational Education and Training students in Kenya. Despite the fact that some studies found entrepreneurship education inculcates entrepreneurial intention of students the findings do not resonate with the high rate of unemployment that is experienced in many countries including Kenya. Empirical works on entrepreneurship education practices and entrepreneurial intentions reviewed indicated that there is room for further research in the subject as observed in the variations in constructs, methodology adopted, findings and contextual study focus among other variations. Some studies have focused on comparative analysis and others on a particular country while other studies focused on entrepreneurial intention of students from universities (Kim et al., 2016; Khalif et al, 2016; Mahendra et al 2017; Norasmah et al 2019). Some studies are foreign conducted in countries such as Indonesia, UAE, Iran, United States and Nigeria among others countries. Moreover, previous studies on the subject have engaged diverse research designs. This is an indication that there is need for further empirical studies of this nature to understand relationship between entrepreneurship education and entrepreneurial intention of students.

Three theories that attempt to explain entrepreneurial behavior were reviewed. Literature review had shown that no single theory can conclusively explain entrepreneurial intention. Theory of Planned Behavior (Ajzen, 1991) was found to be more preferred than other theories that explain entrepreneurial intention. In comparison to other behavioral models theory of planned behaviour presented utmost fitness for this study. While Shapero (1982) Model can be well used in examining systems of behavior the model cannot be used to examine behavior of an individual at any particular time. As much as the model refers to behavior as an integrated response to stimuli it is more applicable in a system other than at individual levels. Unlike the Shapero (1982) Model, Theory of planed behavior predicts one's intention to involve in a chosen behavior at a definite place and time. The theory was anticipated to elucidate all behaviors over which individuals have the capacity to put forth self-control. The fundamental factor to this model is behavioral intent. The expected outcome can be evaluated and measured. Therefore, the model presents fitness of use in this kind of study where the relationship between entrepreneurship education practices and entrepreneurial intention of students was pursued.

Table 1

Summary of Past Entrepreneurship Intention Studies

Author and Year	**Variables**	**Unit of Analysis**	**Finding**
Nteere et al., (2012)	Entrepreneurship pedagogical approaches	Students of public universities in Kenya	pedagogical approaches determine performance of entrepreneurship education in creating an entrepreneurial culture
Hattab, 2015	Exposure to entrepreneurship education	students in their last year of study in Egypt	entrepreneurship education can influence entrepreneurial intention
Khalifa et al, (2016)	Entrepreneurship education content and context	Students in United Arab Emirates	Entrepreneurship education does not have any positive effect on Entrepreneurial intention
Mahendra et al., (2017)	Motivational factors intervening between Entrepreneurial education and entrepreneurial intention	University Students in their last year in Indonesia	Entrepreneurship education had an indirect stimulus on entrepreneurial intention.

Aladejebi, 2017	Entrepreneurship content and Methods	Students of tertiary institutions in Nigeria	entrepreneurship education can influence entrepreneurial intention

Ho et al., 2018	Duration	Adolescence youth	entrepreneurship education can influence entrepreneurial intention
Ndala (2018)	Entrepreneurship education coverage	Students in Higher Education institutions in Blantyre District-Malawi	Entrepreneurship education had a positive effect on entrepreneurial intention of graduates
Sperber, (2018)	Entrepreneurial ecosystems		Entrepreneurial ecosystems such as talent, favorable policies, physical infrastructure, formal network works and information influence entrepreneurial intention of students
Ndala (2019)	Entrepreneurship education coverage	Students in Higher Education institutions in Blantyre District-Malawi	Entrepreneurship education had a positive effect on entrepreneurial intention of graduates

Isiwu, (2017)	Psychological factors	Women in South East Nigeria	Intention predicts behavior
Karimi et al., (2016).	Opportunity identification	Iranian Students	Entrepreneurship is an intentional decision
Nteere et al., (2012)	Entrepreneurship pedagogical approaches	Students of public universities in Kenya	Pedagogical approaches determine performance of entrepreneurship education in creating and entrepreneurial culture
Kamau, (2012)	Entrepreneurial Factors in education and entrepreneurial intention	University Students in Kenya	Entrepreneurial intention of Kenyan university students was high but will low perceived behavioral control

Source: Researcher, (2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part of the study outlines methodology that was embraced to conduct research. Research design, where the study was located, target population, procedures and techniques that were engaged in choosing sample together with its size and construction of research instruments is explained. The chapter further explains how validity and reliability were tested as well as approaches and procedures that were applied in collection of data. Techniques that were used to analyze and present data are discussed. The chapter ends with ethical considerations that guided conduct throughout the study.

3.2 Research Methodology

Qualitative and quantitative techniques were applied to effectively understand objectives that directed the study and to aid in testing hypotheses. This was necessary in order to make empirically sound inferences, correct conclusions and recommendations. Structured questionnaire with limited key informer interviews to ensure controllability of large data samples was used.

3.3 Research Design

Cooper and Schindler (2001) explain design of research as structure and plan of inquiry. A good research design ensures the researcher obtains proof that answers the research questions as unambiguously as possible. It is conceived to help a researcher arrive to responses to questions under inquiry. There are many such designs and the selection of which one to use is guided by issues such as nature of data being collected, approaches that will be engaged to gather data, why the study is being conducted, environment under which it is conducted and time considerations. The study adopted explanatory research design. Explanatory design explains the causal relationship among the variables and goes further to elucidate reasons for the phenomena (Sunders et al., 2007; Sekaran, 2003). Causation is ordinarily inferred. Explanatory design utilizes theories or at least hypothesis to explain factors that caused the phenomenon to occur (Cooper & Schindler, 2001). These attributes made explanatory research design suitable. Literature reviewed in Chapter Two had indicated

that entrepreneurial intention precedes behavior and that it is influenced by multiple causes among them entrepreneurship education. The research hypotheses in section 1.5 sought to answer the questions of why and how educational practices of entrepreneurship content, entrepreneurship pedagogies, trainer attributes and learning resources affected entrepreneurial intention of students. Theories that underpin entrepreneurial intention were discussed in 2.3. The conceptual framework illustrated in 2.4 provides an overview of relationships tested by the study.

3.3.1 Research Philosophy

The study was guided by positivism research philosophy. Positivism uses existing theory in developing hypotheses that is tested. Bajpai (2011) pointed out that positivism studies are scientific and therefore are deterministic. The approach is based on assumption that in certain circumstances, variable x will have an effect on variable y; therefore, the researcher's role is to unearth the specific nature of cause and effect association through scientific approach. Another scientific principle under positivism research philosophy is that science is mechanistic where the approach to research allows for development of hypotheses that will be proved or disproved by means of particular research methods. Positivism research philosophy, allows for use of methodology that comprises selection of sample, measurements, and analysis and drawing conclusions about hypotheses (Saunders et al, 2012). The study tested five hypotheses using specific measurements and made inferences which were used as bases to make conclusions and recommendations. Finally, scientific principle under positivism research philosophy deals with empiricism which emphasis that science deals only with what can be seen or measured.

3.4 Location of the study

This study was undertaken in Kenya on students of six public TVET technical training institutions situated in Nairobi and Kajiado Counties. Out of the six institutions, five were located in Nairobi while one was located in Kajiado. The choice of Nairobi and Kajiando County were representation of urban and rural environment respectively. Whereas Nairobi County is urban, Kajiando County is relatively rural and expansive stretching as far as Loitoktok and Namanga in the South.

3.5 Target Population

Target population denotes complete collection of a particular population features applicable to the research plan (Zikmund, 2003). The study focused on students who were in their last year of study in six (6) public Technical Training Institutions situated in Nairobi as well as Kajiando Counties as at July 2018 which had a population of 2,982 students in their last year of study and 12 Key informants making a target population of 2,994. Key informants comprised of entrepreneurship education trainers and management drawn from TVET institutions that participated in the study as they were considered information rich on the subject under study. The population of students was homogenous to a large extent in respect to age bracket and level of education. Technical and Vocational Education and Training catchment area is largely students who have completed basic education and cannot join university for one reason or the other. Majority of them are at the age bracket of 19-25 years old. The researcher considered this group appropriate for the kind of study. The choice of final year students as unit of analysis was informed by the fact that they were about to exit to the world of work and their career choice. Therefore, their responses were likely to be more conscious thus generating reliable results. Training in Technical and Vocational Education and Training is supposed to create crafts men and technicians who should be selfreliant in the job market and blue color jobs while universities prepare learners for white color jobs mostly in offices. Entrepreneurship Trainers and Management of the respective Technical and Vocational Education and Training institutions were considered as Key informants to on the issues under investigation.

Table 2 ***Target Population***

Institution	**No in Final Year of Study**
Masaai Technical Training	558
Kabete National Polytechnic	489
Karen Technical Training Institute for the Deaf,	169
Kenya Technical Trainers College,	558

Nairobi Technical Training Institute	743
PC Kinyanjui Technical Training Institute	465
Key Informants (drawn from Nairobi and Kajiando)	12
Total	**2, 994**

Source: Office of Director, TVET Ministry of Education Republic of Kenya July 2018

3.6 Sampling Procedures and Techniques

The required size of sample is dependent on certain factors. Such factors include statistical analysis employed as argued by Mendenhall and Sonic (2003) as well as size of the population and homogeneity (Mugenda & Mugenda, 2003). According to Kimalu and Marimba (2014) the procedure used in sampling has a direct influence on the authority of that research. Delno and Kombo (2006) consider an adequate sample as one of 10% of the whole population. However, according to Cooper and Schindler (2001) any sample that exceeds 5% of the population may be reduced without sacrificing precision. Mugenda and Mugenda (2003) argue that a sample can never be an exact copy of the population and an error tolerance of 0.05 and a confidence level of 95% is acceptable. A good sample therefore is one that is optimum and passes conditions of efficiency, representativeness, reliability and flexibility.

Probability and non -probability sampling techniques was applied. Whereas probability sampling gives opportunity to every case in the populace chance to participate in the study non-probability sampling provides for inclusion of informants considered as key stakeholders and information rich in the issue under study. Specifically, judgemental purposive sampling method was used to identify people who teach entrepreneurship and management of institutions in the counties selected for the study. Students in their last year of study were picked proportionally through stratified simple random sampling method. Sampling frame was obtained from the office of the Director of Technical Education in Nairobi and Kajiado and from administration of institutions involved in the study. The sampling method for the two types of respondents is as summarised.

Table 3 ***Sampling Strategy for Respondent Type***

Respondent Type	**Sampling Strategy**

Final year students	Probability - stratified simple random sampling proportionate to the population
Key informants (Entrepreneurship trainers and Management of sampled TVET Institutions)	Non-probability (Purposive Judgement)

Source: Researcher, (2020)

Through stratified simple random sampling method respondents were selected from clusters formed comprising of students in their last year of study in each institution covered by the study. Slovin's formula for determining the sample size denoted as $n = N / (1 + Ne^2)$ was utilized. Thus n was size of sample, N was the total population, and e, as error tolerance. Mugenda & Mugenda (2003) argue that a sample can never be an exact copy of the population. An error tolerance of 0.05 and a confidence level of 95% were acceptable.

3.7 Sample Size

The unit of analysis was students in their last year in public Technical Training institutions in Nairobi and Kajiando counties as at 1st July 2018. These Counties had cumulatively six (6) public TVET institutions with 2,982 students' population in year of study. Kajiando County had Masaai Technical Training Institute while Nairobi had the following Technical Training Institutions: Nairobi Technical, PC Kinyanjui, Kabete Technical, Kenya Technical Training and Karen Technical Training for the Deaf. Slovin's formula for determining the sample size was used. The formula = $N / (1 + Ne^2)$ yielded sample size of 353 which was proportionately spread across final year students in the six institutions. The sample obtained was far above what is suggested by Cooper & Schindler (2001) that a sample size that exceeds 5% of the population could be reduced without sacrificing precision. In addition to the 353 respondents sampled, 12 key informants were purposively selected comprising of entrepreneurship trainers and Management of the sampled institutions thus making a sample size of 365 respondents and increasing the sample population by twelve as presented in Table 4.

Table 4 ***Sampling Size Proportionate to the Population Size***

TVET Institution	**No in Final Year of Study (At the**	**Sample Size proportionately sampled**	**Percentage (%) (Proportionate Representation)**

	time of Data Collection)		
Masaai Technical Training	558	66	18.1
Kabete National Polytechnic	489	58	15.9
Karen Technical Training Institute for the Deaf,	169	20	5.5
Kenya Technical Trainers College,	558	66	18.1
Nairobi Technical Training Institute	743	88	24.1
PC Kinyanjui Technical Training Institute	465	55	15.1
Sub- total for Questionnaires	**2982**	**353**	**96.7**
Key Informants considered for the study	12		3.2
Total	**12**	**706**	**3.2.00**

Source: Researcher, 2020

3.8 Research Instruments and Measurement

The section presents research instrument that was used and how it was developed. The main research instrument was a structured questionnaire that was supported by limited interview with key informants. According to Cooper and Schindler (2001), it is effective to use structured questionnaires to collect data from large samples as the data can be easily analyzed. However, data collected from interviews is useful to cross-validate research findings obtained using other methods, therefore creating more confidence in the research findings (Gall et al., 2003). The interview guide for key informants was developed by the researcher. Entrepreneurial Intention Questionnaire (EIQ) Version 3.1 and version 2.05 developed by Liñán et al. (2006) was used as a sample model to guide in the preparation of the questionnaire that was used. The questionnaire was used with modifications and the author's permission. Use of a relatively standardized instrument allows for comparison due to minimal differences among construct measures. Such a measure is theoretically reliable

and reasonably robust. EIQ is informed by Ajzen's (2002) guidelines on how to develop an entrepreneurial intention questionnaire. The questionnaire engages a 7-point Likert-type subscales (1–7). A 7-point Likert-type scale allows for greater widespread solution and minimizes acquiescence bias where entities tend to concur with statements in a scale or instrument (Nunnally, 1978).

The study engaged a 7-point Likert-type scale that allows for greater widespread solution which is useful in minimizing acquiescence bias where entities tend to concur with statements in a scale or instrument (Nunnally, 1978). The Likert scale is popular for measuring latent variables as it reflects a higher underlying continuum rather than a finite number. It is said to reduce the random error hence multi-item measures are considered reliable compared to single item measures (Nunnally, 1978). Respondents were asked to specify individual level of concurrence on what best applied 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 statements that operationalized entrepreneurial intention and entrepreneurship education practices. The questionnaire was made up of three parts running from A to C.

Part A contained information concerning background of respondents. Information concerning their gender, age, highest level of education, current level of training, name of institution, county and present family orientation was taken. Part B covered statements on independent variables entrepreneurship education content (7 indicators), entrepreneurship pedagogies (7 indicators), trainer attributes (4 indicators) and learning resources which had 7 indicators. Section C contained statements on entrepreneurial intention. Entrepreneurial intention was measured using ten indicators. These were general decrees specifying diverse entrepreneurial intention traits as presented in Table 5.

Table 5 ***Measure of Variable***

Variable (Constructs)	**Observed Variable (Indicators)**	**Operationalization in the Survey Questionnaire**	**Type of Data**	**Type of Scale and Index**

Entrepreneurship education content	7 items capturing Entrepreneurship education content (Section B: Part 1)	Section B: Part 1,(Question 1- 7)	7-Point Likert Scale	Factor analyzed Ordinal Scale
Entrepreneurship Pedagogies	7 items capturing Entrepreneurship Pedagogies (Section B: Part 2)	Section B: Part 2,(Question 1- 7)	7-Point Likert Scale	Factor analyzed Ordinal Scale
Trainer Attributes	4 items capturing Entrepreneurship Pedagogies(Section B: Part 3)	Section B: Part 3,(Question 1- 4)	7-Point Likert Scale	Factor analyzed Ordinal Scale
Learning Resources	7 items capturing Learning Resources(LR) (Section B: Part 4)	Section B: Part 3,(Question 1- 7)	7-Point Likert Scale	Factor analyzed Ordinal Scale
Entrepreneurial Intention	Business idea ready for implementation	Section C -1	7-Point Likert-Scale	Ordinal Scale
	Ready to do anything to be an entrepreneur	Section C -2	7-Point Likert-Scale	Ordinal Scale
	Existing innovation awaiting implementation	Section C -3	7-Point Likert-Scale	Ordinal Scale
	Make every effort to start and run own business	Section C EI4	7-Point Likert-Scale	Ordinal Scale
	Saving for a business in future	Section C EI5	7-Point Likert-Scale	Ordinal Scale
	Serious doubts of ever starting my own business	Section C EI6	7-Point Likert-Scale	Ordinal Scale
	determined to start a business in the future	Section C EI7	7-Point Likert-Scale	Ordinal Scale
	Very difficult to develop a business idea	Section C EI8	7-Point Likert-Scale	Ordinal Scale

	Professional goal is to be an entrepreneur	Section C EI9	7-Point Likert-Scale	Ordinal Scale
	Firm intention to start a firm in the future	Section C EI10	7-Point Likert-Scale	Ordinal Scale

Source: Researcher (2020)

3.9 Validity and Reliability

The sub-sections that follow describe techniques researcher used to safeguard validity and reliability.

3.9.1 Validity Analysis

Validity is the point that data gathered reflects accurately the phenomena it set out to study. Instrument validity brings out extent that a tool measures that which is claimed to measure and the extent that outcomes got from examination of that data rightly denote the phenomena studied (Mugenda et. al, 2003). Content validity, Construct and criterion validity was considered to ensure internal validity. Content validity is magnitude that the measuring instrument affords sufficient coverage of research questions directing the study. The study met this condition by ensuring that the questionnaire sufficiently included all variables of the study. All items in the questionnaire were meticulously matched to the objectives of the study and conceptual framework. In addition, two experts in the field of entrepreneurship were requested to review the questionnaire and their invaluable input incorporated. Insights obtained from literature review on entrepreneurial studies were also useful. Entrepreneurial Intention Questionnaire developed by Liñán (2006) was used as model questionnaire guide to capture entrepreneurial intention of students. Authorization to use the questionnaire was requested from the author via email. Consent was granted on condition that the source was acknowledged.

Construct validity is point that a set of measured items reflect theoretical latent construct that item is intended to measure and covers face validity, convergent validity, discriminant validity, and nomological validity (Cooper et al., 2001 & Hair et al.., 2006). Face validity refers to belief that an instrument appears to agree to common sense without empirical evidence. Convergent validity measures extent which items that are pointers of a particular

construct share a high proportion of variance in common. Convergent validity in the study was assessed through factor analysis. Factor Loadings results close to 1 and more than .40 indicated that the questionnaire would yield appropriate measurement even after both rotational and extraction methods were applied (Field, 2005). Discriminant validity is degree that a construct is really dissimilar from other constructs. It is distinctive and highlights some phenomenon not captured by other measures. This validity was safeguarded by using rotation in factor analysis. Criterion related construct validity reveals ability of measures to prediction and estimate (Cooper & Schindler, 2001). By using validated measures of constructs this study indicated concurrent validity. Results obtained from testing of hypothesis demonstrate the predictive validity.

External validity denotes extent that findings of a particular research study could apply or be generalized to settings and individuals elsewhere beyond those that were studied. It applies to population and ecological validity. Population validity was attained by generalizing findings from sample to the accessible population of Technical and Vocational Education and Training Students in Kenya. Ecological validity denotes the extent that results of a study could be generalized from the fixed environmental conditions on which the study was undertaken to different environmental conditions. Outcomes of this study might not be universal to include broader Kenyan Technical and Vocational Education and Training students in private institutions and colleges who may be implementing internally developed entrepreneurship education outside national entrepreneurship education.

3.9.2 Reliability Analysis

Reliability is the level that the measure does not have prejudice and offers reliable measurement irrespective of time. A measuring instrument that is reliable indicates accuracy in measurement (Sekaran, 2003) and should be free from error to produce steady outcomes (Thanasegaran, 2009). The questionnaire was pilot tested on 20 respondents conveniently sampled from population of interest. Pilot study was done to gauge suitability and adequacy of the instrument as well as provide any other feedback in respect to the approach and protocols of the study. Pilot testing was carried out during the first week of May 2018 which was intentional to coincide with the first week of school opening. Data from pilot study was subjected through the process of data analysis.

Reliability in inter-item consistency was measured using Cronbach's coefficient alpha. Cronbach alpha is a correlation coefficient between two sets of data. Cronbach alpha was computed for all statements in the study. Reliability of less than 0.5 is poor; that in the range of 0.7 is acceptable while over 0.8 is good (Sekaran, 2003). A reliability coefficient hedging nearer to 1.0 is considered better. A coefficient of 0.5 and over is considered good for the purpose of such a study (Sekeran, 2003). On the other hand, Heale et al. (2015) advances that scores of between 0.4 and 0.7 are of normal consistency while scores higher than 0.7 are considered to be of high consistency. Cronbach alpha was computed for all 35 statements in the questionnaire. Results indicated that the variables were reliable with Cronbach's alpha value of 0.950 which was above 0.7 for all the items signifying that the instrument was adequately reliable and consistent for measurement.

Factor analysis was used to test reliability of the questionnaire in respect of interdependency and pattern delineation of answers. According to Cattell (2012) factor analysis can be applied to straighten out linear relationships into their distinct patterns. Every single pattern will emerge as a factor delineating a distinctive cluster of interrelated data. The sum of the partial correlation which indicates a diffusion in the pattern of correlation that is close to 1 and greater than .40 indicates the that the questionnaire is appropriate in measuring the relationship between the various factors of the variables under investigation (Field ,2005). Cronbach alpha was computed for all 35 statements in the study. Results indicated that the variables were reliable with Cronbach's alpha value of 0.950. Factor loading for each entrepreneurship education practice variable registered Cronbach's alpha value of above 0.7. Entrepreneurship education content had a cronbach's alpha of 0.923, entreprenuership pendagogies chronbach alpha of 0.868, trainer attributes registered a Cronbach alpa of 0.835 while learning resources and entrepreneurial intention registered a
Cronach alpha of 0.881 and 0.859 respectively. In view of the fact that all variables measured scored a cronbach's alpha above 0.7 with the lowest being 0.835 and the highest being 0.923 they were all considered as reliable and accepted for further study.

3.10 Data Collection Methods and Procedures

The researcher first got approval to proceed with data collection from Mount Kenya University who issued an introduction letter to that effect. Upon payment of requisite fee, a

permit granting permission to carry out research was then acquired from National Commission for Science, Technology and Innovation (NACOSTI). Using NACOSTI permit with the letter of introduction provided by the university, approval was obtained from Ministry of Education County Offices at Nairobi and Kajiando Counties who provided a letter of approval to access the institutions for the purpose of research. Research assistants for data collection were recruited and inducted on the process.

Secondary data constituted examination of documents considered information rich for the study most of which had been done in Chapter Two under Literature Review. With permission of respective management primary data was gathered from final year students of sampled TVET institutions by use structured questionnaire that was self-administered. In addition, informer interviews were carried out to collect qualitative data from twelve key informants comprising of entrepreneurship Trainers and management of Technical and Vocational Education and Training institutions purposively selected from the six public TVET institutions that were sampled for the study. Respondents were advised that taking part in the study was voluntary as well as reason for the study explained to them.

3.11 Data Analysis and Procedures

Qualitative and Quantitative techniques were utilized to analyze data thematically along study objectives. Creswell and Clark (2007) argue that both designs support each other to answer the research questions. Qualitative data was used to cross-validate research findings obtained using quantitative data and inform whether to accept or reject results of quantitative data. Responses from questionnaires were measured by a number of indicators in a 7 Likerts scale format. Data collected from questionnaires was checked for errors, mistakes, possible omission, biasness and wrong entries. This process involved addressing missing data and disqualification of questionnaires not meeting requisites for analysis and identifying crucial outliers that would inappropriately affect the final results. The next step was to establish whether the data met the underlying statistical assumption and requirements for analysis. In some very few instances, imputation of omitted answers in measuring the levels of agreement with various statements on the questionnaire was done based on observed trend. This position was guided by the model based imputation based on maximum likelihood (Lindley, 1957). Returns from the interview schedule were also edited to ensure consistency with the facts

that were being gathered and to seek clarifications from the research assistants for any unexplained abbreviations and illegible hand writing.

Data was then coded following guidelines for data coding that require that data with few exceptions be coded using numerals. Nominal data were assigned codes that represented certain numerical numbers while ordinal data were assigned values depending on the number of categories to be observed by the questionnaire in certain orders. This ensured accuracy in data entries in SPSS software for analysis. Data was thematically organized with similar responses grouped together across respondents and analyzed according to study objectives. Data from key informer interviews was grouped together and arranged guided by the study objectives.

The next step involved a descriptive analysis of data. Descriptive statistics are brief expressive coefficients summarizing a particular data set. The data set may be a sample of a population or a representation of the entire population. Descriptive tools were useful in reduction of data, analysis of item, and exhibition of summaries. Descriptive analysis also gave a clear depiction of the distribution of data and a general impression of values as well as served as the basis for inferential statistics. Measures of central tendency enlisted involved frequency in percentage distribution, mean, and standard deviation. Percentage distribution together with mean helped describe distribution patterns of entrepreneurship education practice variables of entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources towards the dependent variable entrepreneurial intention to determine the order of importance while standard deviation measured the variations in responses. In addition, Chi square was useful in checking if demographic characteristics had any significant effect on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Results were shown through tables and narrative form.

The next stage involved diagnostic tests in preparation for inferential analysis of data. Before carrying out any estimation on regression equation, it was important that the assumptions of linear regression model were protected. An attempt to estimate the linear regression when the assumptions are already violated risks generating biased, inefficient, and inconsistent parameter estimates (Brooks, 2008). Hence diagnostic tests were carried out. Inferential

statistics allowed the study to make predictions or inferences from the data gathered from the sample that was used to make generalization about a population. Linear regression analysis was guided by the regression model $Y_1 = \beta_o + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \varepsilon$ as explained at the end of this section. Multilinear regression analysis aids to generate an equation which defines the statistical link concerning single or more independent variables and the response variable (Xinget al., 2013; Mugenda & Mugenda, 2003). Regression coefficient analysis was for establishing strength and direction of the relationship between entrepreneurship education practices (entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources and moderating effect of family orientation) and entrepreneurial intention, or the point at which the changes in entrepreneurship education practices would influence unit changes in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

The R-Square or the coefficient of determination was utilized to assess the model fit of a regression equation and the how good all the independent variables (entrepreneurship education content; entrepreneurship pedagogies, trainer attributes, learning resources) and moderating variable (family orientation) were at predicting the dependent variable (entrepreneurial intention) of Technical and Vocational Education and Training students in Kenya. Coefficient of determination, R - Square was preferred since it gives a share of the variance of one variable that is predictable from the other variable. A p-value ≤ 0.005 was considered statistically significant. Pearson correlation was for establishing the (r) relationship between entrepreneurship education practices and entrepreneurial intention. 1 indicates total positive linear correlation, while 0 reveals no linear correlation, and −1 reveals there is total negative linear correlation (Schmid, 2007).

The study used p-value in the ANOVA output and the t-statistic values to test hypothesis. The two inferential statistics were deemed suitable to the analysis because the variables in the study were assumed to be continuous (Mugenda & Mugenda, 2003). In order to avoid type I error which could occasion rejection of a null hypothesis when it is essentially true the study tested null hypothesis at 0.05 significance or alpha level (α). If $\rho \leq \alpha$, then null hypothesis was overruled, meaning the observed difference was significant, that is, not due to chance. However, where ρ-value was more than 0.05, the null hypothesis was not rejected;

meaning observed difference between variables is not significant. The decision rule was that; null hypothesis was to be rejected once p-value was lower than critical level (0.05). This means when t-calculated was more than t-critical value of 1.96 null hypotheses was not overruled. Use of a large sample safeguarded the study against risk of type II error or false negative where a null hypothesis is not rejected when the alternative hypothesis is the actual status. Delno and Kombo (2006) consider an adequate sample as one of 10% of the whole population and any sample that exceeds 5% of the population may be reduced without sacrificing precision (Cooper & Schindler, 2001).

Regression model that was applied in the study assumed the following mathematical formula:

Model 1

$$Y_1 = \beta_o + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \varepsilon$$

Whereby Y_1 is Entrepreneurial Intention (Dependent Variable)

X_1 = Entrepreneurship education content

X_2 = Entrepreneurship Pedagogies

X_3 = Entrepreneurship Trainer

X_4 = Learning Resources

B_1- β_4 = coefficient of variables (Measurement of the strength of each independent variable in relation to the dependent variable).

B_o =a constant that is the value of dependent variable when all the independent variables are zero.

Moderating Effect of Family Orientation

It was also essential to test moderating effect of family orientation which in this case is a dummy variable for occupation of father, mother and guardian on the relationship between entrepreneurship education practices and entrepreneurial intention of the referenced group.

In testing for the moderating effect of competitive strategy, Kenny and Baron (1986) moderation technique was adopted as show in the model below:

Model 2

$$\mathbf{Y_1 = \beta_o + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 FO + \beta_6 X_{1i} * FO + \beta_7 X_{2i} * FO + \beta_8 X_{3i} * FO + \beta_9 X_{4i} * FO + \varepsilon}$$

B_o =a constant which is the value of dependent variable when all the independent variables are zero

FO = Dummy Variable for Family Orientation (Moderating Variable)

3.12 Ethical Considerations

Approval by Ministry of Education to collect data was sought before commencement upon submission of letter of introduction issued by the University. The study acknowledged possibility of ethical dilemma of participation, consent, confidentiality, respect and researcher bias. Respondents were therefore made to understand from the onset that participation was voluntary and that one could choose not to participate. In addition, full disclosure on why the study was being conducted was indicated at the beginning of the questionnaire. In all cases voluntary consent to participant was sought from the respondents. This study did not require names or recognizable personal data to obtain valid findings as respondent's data were aggregated. The researcher ensured that personal biases and opinions did not get in the way of data analysis, presentation and report writing by presenting a true reflection of the findings as was derived from the research findings.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Interpretation and discussions of research finding as derived from descriptive and inferential analysis of data is presented in this part of the study. The study was undertaken in Kenya and targeted final year students of public Technical Vocational Education and Training in Nairobi

and Kajiado Counties as at 31st July 2018. The study had set to analyze relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Descriptive analysis was useful in reduction of data, analysis of item, and exhibition of summaries. This also gave a clear depiction of distribution of data and a general impression of values as well as served as the basis for inferential measurements. Inferential statistics allowed the study to make predictions or inferences. A thematic approach was adopted in the arrangement according to specific objectives that directed the study. Five specific objectives steered the study. To: (1) examine effect of entrepreneurship content on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya (2) find out effect of entrepreneurship pedagogies on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya; (3) assess effect of trainer attributes on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya; (4) find out effect of learning resources on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya; and (5) determine if family orientation moderates relationship between entrepreneurship education practices and entrepreneurial intention of reference group.

4.1 Response Rate and Demographic Information of Respondents

353 questionnaires were dispensed and 329 of them were found acceptable yielding a response rate of 93.2%. Guided interviews held with twelve key informants who were purposively identified comprising of nine entrepreneurship trainers, two heads of department and one deputy principal yielded a 100% response rate. When the response rate is above 50%, it is considered as satisfactory (Mugenda et al., 2003 & Kothari, 2004). A return rate exceeding 50% is considered adequate to analyse and publish, 60% is considered good while 70% rates as very good (Babbie, 2004). Accordingly, grounded on affirmations from distinguished scholars, 93.2% response rate from questionnaires and 100% response rate for informants' interviews as presented in Table 6 was very good and adequate and could therefore be analysed without prejudice.

The high response rate could be credited to a number of causes. One, due to the timing of data collection which was around the examination period therefore majority of students and trainers were within the training institution. Secondly, the goodwill, interest and support that

the study received from the management of the Technical and Vocational Education and Training institutions sampled. In all cases, respective management identified with the topic and considered the study to be important, timely and relevant. Key informants yearned for the findings to provide valuable lessons and insights on entrepreneurship education practices and entrepreneurial intention of students. Due to enumerated reasons, management made it easy for the researcher and research assistants to access the respondents. In addition, the researcher engaged research assistants who were well prepared to collect data. The research assistants diligently supervised the process to make sure that respondents filled the questionnaires properly to minimize non responsive returns thus increasing the response rate.

Table 6 ***Response Rate***

Questionnaires			**Informants Interviews**		
Response	**Frequency**	**Percentage**	**Response**	**Frequency**	**Percentage**
Returned	329	93.2	Agreed to be interviewed	12	100
Unreturned	24	6.8	Refused to be Interviewed	0	00
Total	**353**	**100**	**Total**	**100**	**100**

Source: Researcher, (2020)

Respondents were asked to indicate their gender, age, highest education level and the current training level. Information on gender was intended to capture entrepreneurial intention of male and female in the referenced group. Information on respondents' age was useful as it helped the study to establish the connection between age and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Information on the highest level of education was necessary in helping understand Technical and Vocational Education and Training catchment. Table 7 depicts demographic information and cross tabulation between the demographic characteristics and entrepreneurial intention of the referenced group.

Table 7 ***Demographic Information of Respondents***

			Cross Tabulation	
General information	**Frequency**	**Percentage**	**Chi-SquareValue**	**P-value**
Gender				
Male	169	51.4		
Female		48.6	52.024	0.395
Total	160 329	100		
Age				
Below 18 years	12	3.6		
19 - 25 Years 26-35 years	256 52 9	77.8 15.8		
36 years and above		2.7		
			119.290	0.969

Total	329	100		
Highest Level of Education				
KCPE	3	0.9		
Secondary	21	6.4		
Certificate	63	19.1		
Diploma	237	72.0		
Degree	5	1.5	238.061	0.034
Total	329	100		
Level of Current Training				
Certificate	70	21.3		
Diploma	259	78.7	48.355	0.540
Total	329	100		

Source: Researcher, (2020)

Results indicated frequency of respondents by gender was reasonably balanced where (n=169, 51.4%) were male and (n=160, 48.6%) were female. This indicates the study was gender representative and the findings derived from the study could be generalized to male and female TVET students. Demographic information such as gender is expected to guide the research on the conclusions about the link between response and demographic characteristics of respondents (Nteere,2013). Moreover, background elements like demographic variables of education, gender, age among others; and exposure to sources of information have been found to influence entrepreneurial intention indirectly (Ajzen, 2011). This information was necessary in making inferences as earlier studies had attributed entrepreneurial intention to certain behaviors and factors such as origin, beliefs, education level, habits, gender, as well as work experience (Uribe et al, 2013). Cross tabulation across gender and entrepreneurial intention was calculated and interpreted using the chi-square value and p-value. The results indicated that the chi-square value ($\chi^2 = 52.024$) and ($pvalue=0.395$). These results imply that gender of the respondents had no influence on their entrepreneurial intention. Thus entrepreneurial intention is not limited to students of any gender.

Majority of the final year students in TVET institutions sampled were between 19 - 25 years' old who made up for (n=256, 77.8%) of the total respondents. This can be explained by the fact that most of the trainees that join TVET institutions enroll straight from secondary school which they complete at the age of between 17 to 20 years old. However, there is also

a likelihood that some respondents joined Technical and Vocational Education and Training institution straight from standard eight, especially those entering as Artisans at certificate level, and who may account for those completing at the age of 18 years and below that formed only 3.6% of the respondents. The study suggests that education at Technical and Vocational Education and Training level also attracts a certain proportion of mature entrants as is seen in the 2.7% response rate of those who are 36 years and above. A cross tabulation between the respondents' ages and entrepreneurial intention revealed that the chi-square value ($\chi^2 = 119.290$) and ($p\text{-value} = 0.969$). The results imply that the entrepreneurial intention of students in TVET institutions in Kenya is not affected by their ages. This therefore means that age may not be a factor in determining entrepreneurial intention of TVET students in Kenya.

It was necessary to ascertain respondents' highest level of education in order to avoid excluding any category of respondents since TVET programs are open to anyone with a Kenya Certificate of Primary Education and above. In addition, the results show that (n=3, .9%) of the respondents had Kenya certificate of Primary Education Certificate as their highest level of education, while (n=21, 6.4%) were Secondary education certificate holders. (n=63, 19.1%) had Certificate qualification in different areas that were not specified.

Based on the results, (n=237=72%) of the respondents were Diploma certificate holders, while (n=5, 1.5% of the respondents indicated that they were degree holders. The results imply that most of the students in TVET institutions in Kenya are diploma holders. This means that some of the Technical and Vocational Education and Training students in Kenya do not necessarily join TVET institutions because they failed at their Kenya Certificate of Secondary education level but rather they join the Technical and Vocational Education and Training institutions to acquire some skills needed in their fields. The fact that some respondents had certificates, diplomas and other qualifications already even as they undertook training in Technical and Vocational Education and Training suggests that these respondents may have joined TVET for purposes of acquiring other specializations and nonacademic professional courses. Nevertheless, this particular finding may require further research. A Kenya National Bureau of Statistics report (Republic of Kenya, 2018) revealed that some youth choose to go back for further studies when they cannot get employment. This

suggests that there may be more people training for Diplomas compared to those training for certificate level and others in Technical and Vocational Education and Training institutions. In addition to the results, cross tabulation between the respondents' highest level of education and entrepreneurial intention of students in Technical and Vocational Education and Training institutions in Kenya revealed that chi-square value ($\chi^2 = 238.061$) and ($pvalue = 0.034$) showing significant relationship. The results imply that the level of education affects entrepreneurial intention of Technical and Vocation Education and Training students in Kenya.

In addition, the results show that respondents at Diploma level of training constituted the majority at 259 out of 329 which is 78.7%. There were only 70 respondents at the Certificate level of Training making 21.3% of the respondents. This may suggest that majority of TVET students enroll for Diploma courses in comparison to Certificate courses. This finding provides valuable lessons for policy and future research since TVET was meant to provide skilled Artisans, Craftsmen and Technicians at all levels of training for self-reliance. There is therefore need for further research to establish why this discrepancy exists for appropriate intervention measures to be taken. The cross tabulation results between current level of education and entrepreneurial intention of students in TVET institutions in Kenya revealed a chi-square value ($\chi^2 = 48.355$) and ($p\text{-}value = 0.540$). This shows that the current level of training of the students does not affect their entrepreneurial intention.

In order to get information on family orientation, respondents were asked to indicate present occupation of father, mother and guardian and results presented in Table 17. It was necessary to establish whether family orientation would influence the issues under investigation.

Table 8 ***Family Orientation***

Occupation of Father	**Frequency**	**Percentage**
Private sector	72	21.9
Unemployed	55	16.7
Public Sector	42	12.8
self employed	34	10.3
Retired	123	37.4

Others	3	0.9
Total	329	100
Occupation of	**Frequency**	**Percentage**
Mother Private sector	65	19.8
Unemployed	82	24.9
Public Sector	36	10.9
self employed	23	7.0
Retired	118	35.9
Others	5	1.5
Total	329	100
Occupation of	**Frequency**	**Percentage**
Guardian Private sector	247	75.1
Unemployed	21	6.4
Public Sector	20	6.1
self employed	13	4.0
Retired	28	8.5
Total	329	100

Source: Researcher (2020)

Majority of respondents had their fathers as retired with (n=123, 37.4%). The results also show that there were (n=42, 12.8%) respondents with fathers in the public sector, while (n=72, 21.9%) of the respondents indicated that their fathers were in private sector. Further, (n=55, 16.7%) of the respondents indicated that their fathers were unemployed. Finally, (n=3, 0.9%) of the respondents were certain that their fathers were falling under other categories where some specified that they were either dead or divorced while others did not specify any category. The results imply that most of the students in TVET institutions in Kenya have fathers who have retired. The results also show that most of the fathers who are still working are in the private sector who stood at 75%.

Based on the results in respect to mother's occupation, majority of respondents (n=118, 35.9%) indicated that their mothers were retired while (n=82, 24.9%) of the respondents' had mothers who were unemployed. In addition, the results show that (n=36, 10.9%) of the respondents had their mothers working in the public sector while another (n=65, 19.8%) of the respondents had their mothers working in the private sector. Further, (n=23, 7.0%) of the respondents indicated that their mothers were self-employed; however, (n=5, 1.5%) of the respondents classified their mothers in the others category. The others category may be

comprised of mothers, who are either deceased, separated or divorced. The results imply that the mothers to most of the students in Technical and Vocational Education and Training institutions in Kenya are retirees.

Results on occupation of guardian was also analyzed. Majority (n=147, 75.1%) of the respondents had their guardians working in the private sector while those whose guardians were self-employed constituted (n=13, 4.0%) of the respondents. In addition, results show that (n=20, 6.1%) of the respondents had their guardians working in the public sector, while (n=21, 6.4%) of the respondents had their guardian unemployed. Finally, the rest of the respondents who formed (n=28, 8.5%) indicated that their guardians had retired. These results imply that either most of the students in TVET institutions in Kenya are under the care of guardians or while they may have a parent/s, a guardian still plays a role in their education. Overall, results of demographic data revealed diversity in background that exists among final year students of TVET institutions studied. This information was necessary in making inferences. Studies have found out that favorable entrepreneurial ecosystems such as background, formal network and information influenced entrepreneurial intention of students (Sperber, 2018). Furthermore, theory of planned behavior confirmed that significant others or social norms influence entrepreneurial intention (Ajzen,1991).

4.2 Results of Pilot Study

Pilot testing was carried out during the second week of May 2018 which was intentioned to coincide with the first month of school opening. Data from pilot study was subjected through the full process of data analysis and results presented.

4.2.1 Validity Analysis

Convergent validity in the study was assessed through factor analysis. Factor Loadings results close to 1 and more than .40 indicated that the questionnaire would yield appropriate measurement even after both rotational and extraction methods were applied (Field, 2005). Convergent validity measures the extent to which items that are pointers of a particular construct share a high proportion of variance in common. Discriminant validity is the degree to which a construct is really dissimilar from other constructs. It is distinctive and highlights some phenomenon not captured by other measures. This validity was safeguarded by using rotation in factor analysis. Criterion related construct validity reveals ability of measures to

prediction and estimation (Cooper & Schindler, 2001). By using validated measures of constructs this study indicated concurrent validity. Results obtained from testing of hypothesis demonstrate the predictive validity.

External validity denotes the extent that findings of a particular research study could apply or be generalized to settings and individuals elsewhere beyond those that were studied. It applies to population and ecological validity. Population validity was attained by generalizing findings from sample to the accessible population of Technical and Vocational Education and Training Students in Kenya. Ecological validity denotes the extent that results of a study could be generalized from the fixed environmental conditions on which the study was undertaken to different environmental conditions. Outcomes of this study might not be universal to include broader Kenyan TVET students in private institutions and colleges, which might be implementing own in-house developed entrepreneurship education. Neither can it be generalized to entrepreneurship education practices developed and practiced by other parties other than entrepreneurship education that was developed by the Kenya Institute of Curriculum Development and implemented in public Technical and Vocational Education and Training institutions.

4.2.2 Reliability Analysis

The questionnaire was pilot tested on 20 respondents conveniently sampled from population of interest. Pilot study was done to gauge suitability and adequacy of the instrument as well as provide any other feedback in respect to the approach and protocols of the study. Pilot testing was carried out during the second week of May 2018 which was calculated to coincide with the first month of school opening when students are usually out of the pressure of examinations. Data that was collected from pilot study was subjected to the data analysis process. Cronbach alpha was computed for all statements in the study. Results indicated that all the items in the questionnaire were reliable with Cronbach's alpha value of 0.950. Results output is found in Appendix D. According to Heale et al. (2015) scores of between 0.4 and 0.7 are of normal consistency while scores higher than 0.7 are considered to be of high consistency. Results indicated a Cronbach alpha of above 0.7 for all the items signifying that the instrument was adequately reliable and consistent for measurement.

Table 9

Reliability Test Results for Statements in the Questionnaire

Variable	Number of items	Cronbach alpha	Comment
All the study Variables	35	0.950	Reliable

Cronbach alpha was computed for all statements in the questionnaire. Results indicated that the variables were reliable with Cronbach's alpha value of 0.950.

Table 10 ***Results of Reliability Analysis per Variable***

Variable	Number of items	Cronbach alpha	Comments
Entrepreneurship education content	7	0.923	Reliable
Entrepreneurship Pedagogies	7	0.868	Reliable
Entrepreneurship Trainer attributes	4	0.835	Reliable
Entrepreneurship Learning Resources	7	0.881	Reliable
Entrepreneurial Intention	10	0.859	Reliable

Source: Researcher, (2020)

Entrepreneurship education Content registered a cronbach's alpha of 0.923, entreprenuership pendagogies had a chronbach alpha of 0.868, trainer attributes registered a Cronbach alpa of 0.835 while learning resources and entrepreneurial intention registered a Cronach alpha of 0.881 and 0.859 respectively. In view of the fact that all variables measured scored a cronbach's alpha above 0.7 with the lowest being 0.859 and the highest being 0.923, they were all considered as reliable and accepted for further study.

4.3 Results of Descriptive Analysis

4.3.1 Entrepreneurial Intention of TVET Students

Entrepreneurial intention was studied as the dependent variable. The study required respondents to state personal level of concurrence with ten indicators describing entrepreneurial intention that they found applicable to them. Each statement was meant to capture an individual's voluntary conviction, determination and mindset that they have an intention of setting up own business in future. The ten Entrepreneurial intention indicators were: having a business idea ready for implementation, readiness to do anything to be an entrepreneur, an existing innovation awaiting implementation, readiness to make all effort to create and run own business, determination to start a business in the future. Other factors were ability to develop a business idea, being an entrepreneur as one's professional goal and having firm intention of opening a business in the future.

Table 11

Descriptive Summary Statistics on Entrepreneur Intention Factors

	N	Min	Max	Mean	Std. Deviation
Firm intention to start a firm in the future	329	1	7	5.52	1.815
Own effort to start and run own business	329	1	7	5.52	1.709
Determined to start a business in future	329	1	7	5.33	1.959
Readiness to do anything to be an entrepreneur	329	1	7	5.28	1.702
Professional goal is to be an entrepreneur	329	1	7	5.18	1.884
Saving for a business in future	329	1	7	5.06	1.939
Business idea ready for implementation	329	1	7	5.05	1.887
Existing innovation awaiting implementation	329	1	7	4.89	1.881
Doubts about ever starting own business	329	1	7	3.65	2.166

It would be very difficult to develop a business idea	329	1	7	3.55	2.256
Valid N (listwise)	329				

Source: Researcher, (2020)

Key: 1=Total disagreement, 2= Strong Disagreement, 3= Slight Disagreement, 4= Neutral, 5= Slight Agreement 6= Strong Agreement; 7= Total agreement.

The ten factors of entrepreneurial intention registered an overall mean of 5 (slight agreement) which was above 4 that was the neutral score. The findings of the study revealed that among entrepreneurial intention factors, two factors tied in registering the highest number of responses. Respondents' firm intention to start a business in future; and determination to make every effort to start and run personal business would be influenced highest by entrepreneurship education practices. The factors registered similar mean scores at 5.52 and different standard deviation of 1.1.815 and 1.709 respectively. Respondents' determination to start a business in future followed next at 5.33 mean and 1.959 as standard deviation. A respondent readiness to do anything to be an entrepreneur factor registered 5.28 mean and 1.702 as standard deviation in total. Entrepreneurial intention factor with the lowest response and would be least influenced by entrepreneurship education practices was seen in respondents who indicated that they would find it very difficult to develop a business idea with 3.55 mean score and 2.256 as standard deviation. Students who had serious doubts about ever starting their own business registered 3.65 as mean with a 2.166 standard deviation. Respondents who indicated that they were saving for a business in future registered 5.06 mean and 1.939 as standard deviation while those with an existing innovation awaiting implementation registered 4.89 as mean with 1.881 as standard deviation.

4.3.2. Entrepreneurship education content and Entrepreneurial Intention

The first objective of the study was to determine effect of entrepreneurship education content on entrepreneurial intention of TVET students in Kenya. Respondents were asked to specify the extent to which they agreed with seven items on entrepreneurship education content against a 7 point- likert type scale and scored as follows: 1 as total disagreement and 7 as total agreements. A 7 point - likert type of 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 students. 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 what is required in order to begin own business, knowledge of how a business plan is written; as well as respondents' perception about their creativity and innovativeness in business.

Descriptive analysis in this study was useful in reduction of data, analysis of item, and exhibition of summaries. Descriptive analysis also gave a clear depiction of distribution of data and a general impression of values as well as served as the basis for inferential statistics. Results are presented in the sections that follow.

Table 12

Summary Statistics of Descriptive Analysis on Effects of Entrepreneurship education content on Entrepreneurial intention

Statement	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				

Key: 1=Total disagreement, 2=Strong Disagreement, 3=Slight Disagreement, 4=Neutral, 5=Slight Agreement 6. Strong Agreement and 7=Total agreement

Source: Researcher, (2020)

All seven factors of entrepreneurship education 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 agreed with what was stated. 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 contained in the national curriculum was adequate to influence entrepreneurial intention of TVET students. In order to validate the results obtained from descriptive analysis and make inferences, it was necessary to run regressions.

4.3.3 Entrepreneurship Pedagogies and Entrepreneurial Intention

The second objective was to determine effect of entrepreneurship pedagogies on entrepreneurial intention of the reference group. Respondents were requested to specify their level of concurrence with seven assertions on entrepreneurship pedagogies that was true in their case. These were use of computer simulations in training entrepreneurship, use of case studies in entrepreneurship instruction, interviews with practicing entrepreneurs, use of interactive lecture, class discussions, entrepreneurship field trips and exhibitions; and use of guest speakers. Descriptive analysis of the responses was first done in order to reduce data while at the same time provide opportunity to highlight the contribution of each entrepreneurship pedagogy factor to graduate entrepreneurial intention and exhibit summaries. Descriptive analysis also gave a clear depiction of distribution of data and a general impression of values as well as served as the basis for inferential statistics. This is presented in Table 13.

Table 13

Descriptive Summary statistics: Effects of Entrepreneurship Pedagogies on Entrepreneurial intention

	N	Minimum	Maximum	Mean	Std. Deviation
Class discussions	329	1	7	5.20	2.027
Interactive lecture	329	1	7	5.05	1.891
Interviewing practicing entrepreneurs	329	1	7	4.56	2.022
Case studies	329	1	7	4.56	1.917
Computer stimulations	329	1	7	4.23	2.091
Guest speakers	329	1	7	4.15	2.387
Field trips and exhibitions	329	1	7	4.05	2.395
Valid N (listwise)	329				

Key: 1=Total disagreement, 2=Strong Disagreement, 3=Slight Disagreement, 4=Neutral, 5=Slight Agreement 6=Strong Agreement and 7=Total agreement

Source: Researcher, (2020)

All seven factors of entrepreneurship pedagogies recorded an overall mean of 4.54 which is slightly above 4 or neutral score. Class discussions had most influence on entrepreneurial intention at a mean of 5.20 and 2.027 standard deviation. This was followed by the use of interactive lecture which registered 5.05 mean score and with a standard deviation of 1.891. Two factors of entrepreneurship education pedagogies registered the same mean. These were use of case studies and interviews with practicing entrepreneurs which registered 4.56 as mean and a standard deviation of 2.022 respectively. The least used pedagogy that would have the least influence on entrepreneurial intention of students was use of entrepreneurship field trip and exhibitions that had a mean of 4.05 and 2.395 standard deviation. Use of guest speakers registered a mean of 4.15 and a standard deviation of 2.387 while computer simulations had a mean of 4.23 and a standard deviation of 2.091. Compared to the rest, these two had the least influence. The findings suggest that class discussions with interactive lecture are predominately used over other pedagogies such as field trips and computer simulations and may thus have the highest influence on entrepreneurial intention of TVET students. However, it was necessary to make sound inferences by running a regression.

4. 3.4 Trainer Attributes and Entrepreneurial Intention

The third objective of the study was to assess effect of trainer attributes on entrepreneurial intention of TVET students. Respondents were requested to specify their level of concurrence with four assertions describing entrepreneurship trainer against a likert type scale where 1 was rated as total disagreement and 7 rated as total agreement. Such a scale provides a 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 statements were: trainer as a practicing entrepreneur and encourages students to be entrepreneurs, trainer as business mentor and motivates students to entrepreneurship, trainer as full time lecturer and impacts the necessary knowledge and skills to entrepreneurship and finally, trainer as a guest speaker and encourages students with success stories.

Table 14

Descriptive Summary Statistics: Entrepreneurship Trainer Attributes and entrepreneurial intention

	N	Minimum	Maximum	Mean	Std. Deviation
Full time lecturer and impacts knowledge	329	1	7	5.29	1.915
Practicing entrepreneur and encourages	329	1	7	5.02	2.008
Business mentor and encourages	329	1	7	4.90	2.056
Guest speaker and is encouraging with success stories	329	1	7	4.46	2.244
Valid N (listwise)	329				

Source: Researcher, (2020)

Key: 1=Total disagreement, 2=Strong Disagreement, 3=Slight Disagreement, 4= Neutral, 5= Slight Agreement 6= Strong Agreement and 7=Total agreement

Results of descriptive statistics indicated that the four factors of trainer attributes had an overall mean score of 4.9 on entrepreneurial intention of TVET students that were studied. The study found the trainer as a full time lecturer and impacts the necessary knowledge to entrepreneurship had the highest responses where the mean was 5.29 and 1.915 as standard deviation. This was followed by trainer as a practicing entrepreneur and encourages respondents to be entrepreneurs whose mean was 5.02 and 2.008 as standard deviation. Trainer as a business mentor and motivates students to be entrepreneurs registered 4.90 as mean and 2.056 as standard deviation. Trainer as guest speaker and encourages respondents with success stories was ranked last with a 4.46 mean and 2.244 standard deviation respectively.

4.3.5 Learning Resources and Entrepreneurial Intention

The fourth objective of the study was to determine effect of learning resources on entrepreneurial intention of TVET students in Kenya. Learning resources have a key share in transmission of intended knowledge, skills as well as attitudes. Seven statements requiring responses about entrepreneurship learning resources in relation to student entrepreneurial intention were presented and respondents were required to show concurrence or nonconcurrence as the case may be. These were textbooks, newspapers and magazines, training manuals, handouts, resource persons, computers and data projectors.

Table 15

Descriptive Summary Statistics on Learning Resources and Entrepreneurial Intention

	N	Minimum	Maximum	Mean	Std. Deviation
Handouts	329	1	7	5.08	1.939
Newspapers and magazines	329	1	7	5.02	2.012
Textbooks	329	1	7	4.79	2.094
Training manuals	329	1	7	4.64	2.001
Resource persons	329	1	7	4.62	2.042

Computers	329	1	7	4.41	2.172
Data projectors	329	1	7	4.19	2.279
Valid N (listwise)	329				

Key: 1=Total disagreement, 2= Strong Disagreement, 3= Slight Disagreement, 4= Neutral, 5= Slight Agreement 6= Strong Agreement; 7= Total agreement.

Source: Researcher, (2020)

Overall learning resources factors registered a mean of 4.7 which is moderately above 4 which was the neutral score. Out of the seven factors of learning resources studied, handouts had the highest responses at 5.08 mean and a 1.939 standard deviation. Newspapers and magazines ranked second and registered 5.02 as mean with a 2.012 standard deviation. Textbooks had a 4.79 mean with a 2.94 standard deviation. Training manuals had a 4.64 mean with 2.001 standard deviation. Resource persons followed closely with 4.62 mean and 2.042 a standard deviation. Computers had a 4.41 mean with 2.172 as standard deviation. Data projectors registered the lowest score at 4.19 mean and 2.279 as standard deviation. Regression analysis was also run and results presented.

4.4 **Diagnostic Tests**

Before carrying out any estimation on regression equation, it was important that the assumptions of linear regression model were protected. An attempt to estimate the linear regression when the assumptions are already violated risks generating biased, inefficient, and inconsistent parameter estimates (Brooks, 2008). Hence the following diagnostic tests were carried out.

4.4.1 Test for Multicollinearity

Multicollinearity describes condition where independent and dependent variables in a multiple regression model are impressively interrelated. When there appears one or more exact linear relationship between variables, that relationship is termed as perfect Multicollinearity. Failure to arrive at best Multicollinearity will lead to uncertain regression coefficients and standard errors that are infinite which in turn impact on accuracy and precision when declining or accepting the null hypothesis. Hence the focus in estimation is on seriousness of Multicollinearity and not on its absence. Tolerance of the variable and the

variance inflation factor (VIF) was utilized in testing for Multicollinearity. Values more than 0.2 for Tolerance and values less than 10 for VIF would mean that there was no Multicollinearity. The test results are presented in Table 8.

Table 16

Multicollinearity Test Using Tolerance and VIF

Study Variables	Collinearity Statistics	
	Tolerance	VIF
Entrepreneurship Content	.572	1.748
Entrepreneurship Pedagogies	.452	2.210
Trainer Attributes	.396	2.523
Learning Resources	.489	2.046
Family Orientation	.988	1.012

Source: Researcher, (2020)

Multicollinearity describes condition where independent variables in a multiple regression model are impressively correlated. When there is one or more exact linear relationship between variables the relationship is said to be perfectly Multicollinearity. Failure to arrive at best Multicollinearity will lead to uncertain regression coefficients and standard errors that are infinite which in turn impact on accuracy and precision when declining or accepting the null hypothesis. Hence the focus in estimation is on seriousness of Multicollinearity and not on its absence. Tolerance of the variable and the variance inflation factor (VIF) was used to test Multicollinearity. Values more than 0.2 for Tolerance and values less than 10 for VIF would mean that there was no Multicollinearity.

Results revealed that all the predictor variables registered a tolerance value greater than two (>0.2) and VIF values less than ten (<10). Entrepreneurship education content registered a .572 tolerance value and 1.748 variance inflation factor while entrepreneurship pedagogies variable had a .452 tolerance value and 2.210 variance inflation factor respectively. Trainer attributes indicated .396 tolerance value and 2.523 variance inflation factor. Learning resources registered .489 tolerance value and 2.046 variance inflation factor while the moderating variable family orientation had .988 tolerance value and 1.012 variance inflation factor. This suggests that there was no multi- collinearity among the independent variables which were entrepreneurship content, entrepreneurship pedagogies, trainer attributes,

learning resources and the moderating variable family orientation. The study therefore ruled out any multi- collinearity between the variables that were studied.

4.4.2 Normality Test

According to Avioli (2012) normality, descriptive, and verification tests can be gauged using the normal distribution. Dependent variable should be generally dispersed for it to suit a linear design. In the case of normal distributed data, observations should lie about on a straight line. If the data is non-normal, the factors create a curve that deviates noticeably from a straight line. The study used skewness and kurtosis to test for normality.

Table 17

Normality Test Results

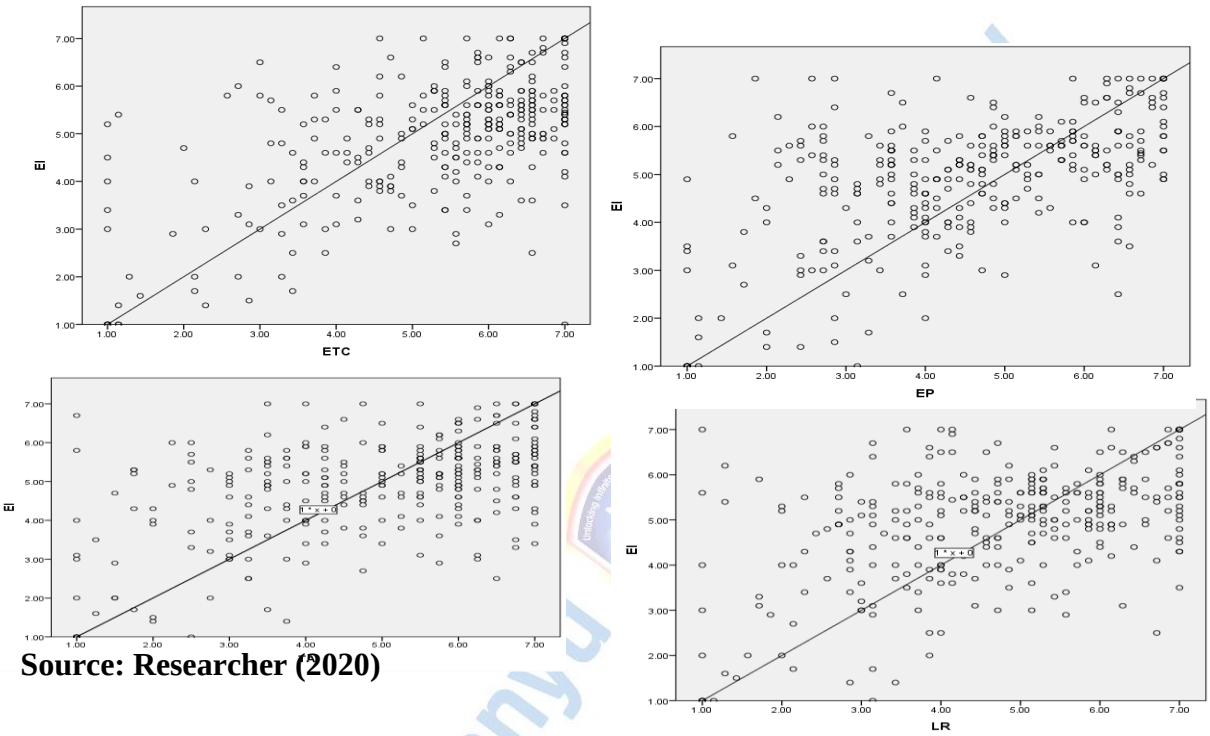
Measurement	Entrepreneurial Intention
Mean	4.9032
Standard Deviation	1.27901
Skewness	-0.468
Std. Error of Skewness	0.134
Kurtosis	1.118
Std. Error of Kurtosis	0.268

The results show that the mean was 4.9032 and standard deviation was 1.27901 showing that the data points were very close to the mean of the data. The measure of skewness and kurtosis are used if the indicators met the normality assumptions (Kline, 2005). According to Bai and Ng (2005), if skewness is less than -1 or greater than 1, the distribution is considered highly skewed, but if the skewness is between -1 and -0.5 or between 0.5 and 1, the distribution is moderately skewed, if skewness is between -0.5 and 0.5 the distribution is approximately symmetric. Skewness of entrepreneurial intention was -0.468. Since the value is between -.0.5 and 0.5, the conclusion is that the distribution is approximately symmetric. Kurtosis results show that entrepreneurial intention had 1.118. Therefore, the value was platykurtic since it was less than 3 and had broad tail distribution. And the measure between high and low scores was small and exhibited normal distribution.

4.4.3 Linearity

Linearity dons a straight-line relation between predictor and dependent variable. Linearity was assessed by examining a graph plot of all predictor variables against that of dependent variable.

Figure 3 ***Graphical Diagram for Linearity***



Source: Researcher (2020)

Linearity dons a straight-line relation between predictor and dependent variable. Linearity was assessed by examining a graph plot of all predictor variables against that of dependent variable to measure whether there would be a straight-line relationship with the dependent variable. All the predictor variables (entrepreneurship education content (EEC), entrepreneurship pedagogies (EP), trainer attributes (TA) and learning resources (LR) suggested a straight-line relationship with the dependent variable.

4.4.4 Factor Analysis

All items under each variable of the study were subjected to factor analysis to check for any correlated sub variable items in order to reduce any redundancy in data and to determine variability between observed interrelated variables. Factor analysis refers to multiple

mathematical treatments that are used to evaluate correlations between a set of variables and to explain such relationships in form of reduced number of variables (Comrey & Lee, 2013). Cooper and Schindler (2011) suggest that variables with factor loading at 0.5 are acceptable. Equally, Tabachinick et al., (2007) consider factor loading with 0.32 as being poor, that of 0.45 as being fair, while 0.5 is considered good, 0.63 as very good and 0.7 considered as excellent. However, a minimum of 0.4 value of factor loading is also allowed as suggested by other researchers.

Table 18

Factor Analysis for Entrepreneurial Intention

Factor Indicators	Loading
I have a business idea ready for implementation	.621
Readiness to do anything to become an entrepreneur	.675
I have an existing innovation awaiting implementation	.609
I will make every effort to start and run my own business	.679
I am saving for a business in future	.562
Serious doubts about ever starting own business	.834
I am determined to start a business in the future	.579
It would be very difficult for me to develop a business idea	.841
Professional goal to become an entrepreneur	.601
I have got firm intention to start a firm in the future	.587

Source: Researcher, (2020)

Factor analysis results revealed that all ten indicators that were used to describe entrepreneurial intention of TVET students had factor loading values greater than 0.55 which was taken as the cut-off point for this study. The decision to settle on 0.55 as the cut off was guided by assertion of Tabachinick et al. (2007) that considered factor loading of 0,55 as good. Furthermore, Cooper and Schindler (2011) suggest that variables with factor loading at 0.5 are acceptable. All the ten indicators were therefore accepted and considered for further

study meaning that none of the indicators was dropped. The highest rated item which was "having serious doubts of ever starting own business" had factor loading of 0.842 and the lowest rated item which was "I am saving for a business in future" had an Eigen measure of 0.562. Based on these results and assertions, all ten (10) items that described entrepreneurial intention were therefore retained for further analysis. The study thus proceeded with factor analysis for each of the independent variables.

Table

19

Factor Analysis for Entrepreneurship education content

Statement	Factor Loading
I'm aware of the qualities of an entrepreneur	.626
The training has equipped me with the required creativity and innovations in business	.696
Because of the training I'm able to identify entrepreneurial opportunities	.725
With the training I'm now equipped with the necessary knowledge and requirements for starting a business	.770
The training has equipped me with the necessary management, operations and financial management skills to run my own business	.683
The training has taught me how to write a business plan	.614
Because of the training I now have the knowledge on the required technology to operate my own business.	.697

Source: Researcher, (2020)

Results show that all statements on entrepreneurship education content had factor loading values greater than 0.55 cut off point. Therefore, all statements were included for further analysis and none was eliminated as they all registered factor values of above 0.55 which is considered as appropriate. This is according to (Tabachinick & Fidell, 2007; Cooper & Schindler, 2011). The item with the highest factor loading was that training had now equipped students with the necessary knowledge and requirements for starting a business which had factor loading of 0.770 and the item with the lowest factor loading was business plan writing that recorded 0.614. All seven (7) items were therefore retained for further analysis.

20

Table

Factor Analysis for Entrepreneurship Pedagogies

Indicators	Factor Loading
Computer simulations are used in training entrepreneurship	.662
Instruction in entrepreneurship includes the use of case studies	.644
Interviewing practicing entrepreneurs is one of the methods used in entrepreneurship training	.665
My trainer uses Interactive lecture as a training method	.801
Class discussions are used in Entrepreneurship	.759
Entrepreneurship Field trips and exhibitions are part of the training approaches used by the institution	.720
Guest speakers is a method applied in entrepreneurship training	.701

Source: Researcher, (2020)

All seven indicators of entrepreneurship pedagogies had factor loading values greater than 0.55 which the study used as the cut-off point relying on assertions of Tabachinick et. al. (2007) as well as Cooper et al., (2011) that consider factor values of above 0.55 as appropriate. All the seven indicators were therefore accepted and considered for further study meaning that none of the indicators was dropped. The highest rated item was "My trainer uses Interactive lecture as a training method" which recorded factor loading of 0.801 and the lowest rated item was "Instruction in entrepreneurship includes the use of case studies" that had an Eigen measure of 0.644.

21

Factor Analysis for Entrepreneurship Trainer Attribute

Indicators	Factor Loadings

Table

My trainer is a practicing entrepreneur and encourages me to be an entrepreneur	.752
My trainer is my business mentor and motivates me to be an entrepreneur	.753
My trainer is a full time lecturer and impacts the necessary knowledge to entrepreneurship	.625
My trainer is a guest speaker and is very encouraging with success stories	.569

Source: Researcher, (2020)

Hand-outs are used	.575

Table

Availability of Resource Persons	.580

Results pointed out that all four indicators of entrepreneurship trainer attribute had factor loading values greater than 0.55 which the study adopted as the cut-off points based on expert assertion that consider factor values of above 0.55 as appropriate. (Tabachinick et al.,2007 Cooper et al.,2011). All the four indicators were therefore accepted and considered for further study meaning that none of the indicators was dropped. The highest rated item was that "My trainer is my business mentor and motivates me to be an entrepreneur" that had factor loading of 0.753 and the lowest rated item was "My trainer is a guest speaker and is very encouraging with success stories" that had an Eigen measure of 0.569. Based on these results and assertions, all the four (4) items were therefore retained for further analysis.

Table 22

Factor Analysis for Entrepreneurship Learning Resources

Factor Indicators	**Loading**
Textbooks are available	.606
Newspapers and Magazines are available learning resources	.599
Training Manuals are available	.648

Use of Computers	.607
Availability of Data projectors	.559

Source: Researcher, (2020)

Results indicated that all seven factors of entrepreneurship learning resources had factor loading values which were greater than 0.55 that the study treated as the cut-off point based on expert assertion (Tabachinick et al., 2007; Cooper & Schindler 2011). All the seven indicators were therefore accepted and considered for further study meaning that none of the indicators was dropped. The highest rated item was "Training Manuals are available" that had factor loading of 0.648 and the lowest rated item was "Availability of Data projectors" that had an Eigen measure of 0.559. Preliminary analysis therefore confirmed that all the five variables which were undertaken in the study met the threshold for subsequent analysis, discussions, and presentation on their respective effect on entrepreneurial intention of TVET students in Kenya.

4.5 Correlation Analysis

This section presents results derived from correlation and multiple linear regression analysis. Correlation analysis was conducted to ascertain connection between entrepreneurship education practices (entrepreneurship education content, entrepreneurship pedagogies, trainer attribute, learning resources) and entrepreneurial intention of TVET Students in Kenya. The findings for each variable is given by Pearson (r). When its corresponding p-value is less 0.05 at 95% confidence level, then the study concludes that there is a significant relationship between the variables. Correlation is the process used to find the connection between two or even more variables. Correlation analysis can establish the degree, direction and strength of that connection. Correlation analysis depicts correlation coefficient with values which may assume -1 to +1. A value of +1 suggests two variables are perfectly connected in a favorable (straight) way, -1 shows two variables are perfectly related in an unfavorable straight way, while 0 shows there is no straight connection between variables (Gogtay & Thatte, 2017). Correlation results are presented in Table 23.

Table 23

		Entrepreneurial Intention	Entrepreneurship education content	Entrepreneurship Pedagogies	Trainer Attribute	Learning Resources	Family Orientation
Entrepreneurial Intention	Pearson Correlation	1.000					
	Sig. (2-tailed)						
Entrepreneurship education content	Pearson Correlation	.585**	1.000				
	Sig. (2-tailed)	0.000					
Entrepreneurship Pedagogies	Pearson Correlation	.537**	.559**	1.000			
	Sig. (2-tailed)	0.000	0.000				
Trainer Attribute	Pearson Correlation	.540**	.625**	.681**	1.000		
	Sig. (2-tailed)	0.000	0.000	0.000			
Learning Resources	Pearson Correlation	.499**	.508**	.644**	.662**	1.000	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		
Family Orientation	Pearson Correlation	0.06	-0.011	-0.001	0.069	0.021	1.000
	Sig. (2-tailed)	0.278	0.839	0.983	0.214	0.704	

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

Multiple Correlation Matrix

Source: Researcher, (2020) The first variable of the study was entrepreneurship education content. The study had sought to determine effect of entrepreneurship content on entrepreneurial intention of TVET students in Kenya. The results indicated existence of a strong positive and significant association between entrepreneurship education content and entrepreneurial intention of TVET students in Kenya with (*r*=.585, *P=0.000*) at 95% confidence level. This submits that entrepreneurship education content is important in determining entrepreneurial intention of Technical and Vocational Education and Training students. However, there is still room for improvement. Entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya may be increased if the mean of entrepreneurship education content factors that were found in the descriptive analysis to have had moderate contribution to graduate entrepreneurial intention was improved. These were identification of entrepreneurial opportunities, technologies to operate own business, creativity, innovativeness and knowledge of requirements to start a business. Nevertheless, the finding suggests that entrepreneurship education content in Technical and Vocational Education and Training conforms to the qualities of good practice entrepreneurship program as defined in previous studies (Lorz, 2011).

The second specific objective was to determine effect of Entrepreneurship Pedagogies on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Based on correlation results, there was a strong positive and significant association between Entrepreneurship Pedagogies and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya (r=.537, *p= 0.000*) at 95% confidence level. The result suggests that entrepreneurship pedagogy is important in determining entrepreneurial intention of students. This contribution could be enhanced if entrepreneurship pedagogies factors that were found in the descriptive analysis to have had a low mean in their contribution to entrepreneurial intention is improved. These include; use of guest speakers, case studies, entrepreneurship field trips and exhibitions. This is supported by Nteere et al. (2012) who recommended that there was need to use guest speakers, as well as case studies as entrepreneurship pedagogies in order to inculcate entrepreneurial attitude, knowledge and skills.

The third objective was to assess effects of trainer attributes on entrepreneurial intention of TVET students in Kenya. Results of correlation analysis revealed a strong positive and significant association between Trainer attributes and Entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya (r=.540, P= 0. 000) at 95% confidence level. This implies that Trainers Attribute contributes to entrepreneurial intention of students in Technical and Vocational Education and Training institutions in Kenya. Consequently, policy makers and relevant stake holders in entrepreneurship education and training should initiate and implement intentional strategies to ensure the right caliber of trainers are engaged in training entrepreneurship. It is therefore important to ensure that only people with the right competencies are used as entrepreneurship trainers.

The fourth objective of the study was to determine effect of Learning Resources on entrepreneurial intention of TVET students in Kenya. Results indicated existence of a positive and significant association between learning resources and entrepreneurial Intention of TVET students in Kenya (*r=.499, P= 0.000*) at 95% confidence level. It therefore suffices to conclude that Learning Resources is a key contributor to entrepreneurial intention of students in TVET institutions in Kenya. Intentional mechanisms should be established to make sure that appropriate and adequate resources necessary for entrepreneurship education are deployed to TVET institutions. Descriptive analysis had shown a moderately low mean for learning resource factors. Otieno et al. (2009) had found education in Kenya at all levels to be hindered by inadequate learning facilities like classrooms, equipment, desks and text books at elementary, tertiary and technical institutions. Hence a lot still needs to be done in this area. The fifth objective was to determine if family orientation moderates the relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. The findings revealed a weak positive and insignificant association between family orientation and the entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya (*r=.060, P= 0.278*) implying that family orientation has a very weak association with the entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya.

4.4 Regression Analysis

4.4.1 Entrepreneurship education content and entrepreneurial intention

Table 24

Model Fitness: Entrepreneurship education content and entrepreneurial Intention

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

a. Predictors: (Constant), Entrepreneurship education content

Source: Researcher, (2020)

Results of regression indicated a coefficient of determination R Square of 0.342 and R of 0.585 which is significant. The coefficient of determinant (R-squared) of .342 presents a 34.2% of the total variation in entrepreneurial intention of Technical and Vocational Education and Training Students and can be explained by the entrepreneurship education content. On the other hand, the Adjusted R Square of .340 shows that entrepreneurship education content, in exclusion of constant variable, explained in the changes in the Entrepreneurial intention of Technical and Vocational Education and Training students by 34%. The remaining (66%) can be elucidated by the 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). According to Peterson (2016) an R-square as low as 10% is generally acceptable for studies in social sciences, humanities and arts, since it is difficult to accurately predict human behavior. Thus a low R-square is often not a problem in studies in the arts, humanities and social science field.

Table 25

ANOVA: Entrepreneurship education content and Entrepreneurial Intention

Model	Sum of Squares	df	Mean Square	F	Sig.

	Regression	183.729	1 327	183.729	170.277	.000[b]
1	Residual	352.834		1.079		
	Total	536.563	328			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurship education content

Source: Researcher, (2020)

The results indicated that the model was statistically significant in explaining effect of entrepreneurship education content on entrepreneurial intention of Technical and Vocational Education and Training students in Kenya as indicated by a p-value = 0.000; F (1,327) =170.277. The $P<0.000$) which is less that the critical value of 0.05 lead to rejecting the null hypothesis and accepting the alternative hypothesis that entrepreneurship education content has a positive and significant effect on entrepreneur intention of TVET students in Kenya. Therefore, entrepreneurship education content can be used as predictor in explaining the variation in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

Table 26

Regression Coefficient: Entrepreneurship education content and Entrepreneurial Intention

Model		**Unstandardized Coefficients**		**Standardized T Coefficients**		**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	2.302	.207		11.100	.000
	Entrepreneurship education content	.490	.038	.585	13.049	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Researcher, (2020)

EI= 2.302+ 0.490X_1

Where **X_1**= Entrepreneurship education content

The regression coefficient results indicated that Entrepreneurship education content positively and significantly affects entrepreneurial intention of Technical and Vocational

Education and Training students in Kenya (β=0.490, p=0.000). The coefficient results denote that a unit change in entrepreneurship education content results to an improvement in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya by 0.490 units. This suggests that good entrepreneurship education content can inspire entrepreneurial intention of students. This assertion was supported by the findings derived from descriptive results and was collaborated by informer interviews.

4.4. 2 Entrepreneurship Pedagogies and Entrepreneurial Intention

Table 27

Model Fitness: Effect of Entrepreneurship Pedagogies on Entrepreneurial Intention of TVET Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537[a]	.289	.287	1.08028

a. Predictors: (Constant), Entrepreneurship Pedagogies

Source: Researcher, (2020)

The model fitness results show a coefficient of determination R Square of 0.289 and R of 0.537. The model indicates that entrepreneurship pedagogies explains 28.9% of the variation in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. This means 28.9% of the entrepreneurial intention of Technical and Vocational Education and Training students in Kenya is affected by entrepreneurship pedagogies. The Adjusted R Square of .287 shows that entrepreneurship pedagogies in exclusion of constant variable, explains the variations in the entrepreneurial intention of Technical and Vocational Education and Training students by 28.7%. The remaining 71.3% can be explained by the other factors which are not included in the regression model under investigation. The average deviation of the independent variable from line of the best fit was (1.08028).

Table 28

ANOVA: Effect of Entrepreneurship Pedagogies on Entrepreneurial Intention of TVET Students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.951	1 327	154.951	132.776	.000[b]
	Residual	381.612		1.167		
	Total	536.563	328			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurial Pedagogies **Source: Researcher, (2020)**

The ANOVA results show that the model was statistically significant in explaining the influence of entrepreneurship pedagogies on entrepreneurial intention of TVET students in Kenya as indicated by a p-value =0.000; F (1, 327) =132.776.

Table 29

Regression Coefficient for Entrepreneurship Pedagogies

Model		Unstandardized Coefficients		Standardized T Coefficients		Sig.
		B	Std. Error	Beta		
1	(Constant)	2.923	.182		16.075	.000
	Entrepreneurship Pedagogies	.436	.038	.537	11.523	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Researcher, (2020)

EI= 2.923+0.436X_2

Where **X_2**= Entrepreneurship Pedagogies

The regression coefficient results indicated that Entrepreneurship Pedagogies positively and significantly affect Entrepreneurial Intention of TVET students in Kenya. (β=436,

p=0.000). This implies that a unit change in Entrepreneurship Pedagogies leads to a positive change in Entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya by 0.436 units.

4.4.3 Trainer Attributes and Entrepreneurial intention

Table 30

Model Fitness: Trainer Attributes and Entrepreneurial intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540[a]	.292	.290	1.07794

a. Predictors: (Constant), Trainer Attributes

Source: Researcher, (2020)

The model fitness results registered the coefficient of determination R Square of 0.292 and R of 0.540 at 0.000 significance level. The model revealed that Trainer Attributes explains 29.2% of the variation in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. This means 29.2% of the entrepreneurial intention of Technical and Vocational Education and Training students in Kenya is affected by trainer attributes. The results in addition show that the adjusted R squared is 0.290 implying that; trainer attributes in exclusion of constant variable explains the changes in the Entrepreneurial intention of TVET students in Kenya by 29%. The remaining (71%) can be explained by the other factors not included in the regression model under investigation. The average deviation of the independent variable from line of the best fit is (1.07794).

Table 31

ANOVA: Trainer Attributes and Entrepreneurial intention

Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	156.603	1 327	156.603	134.775	.000[b]
	Residual	379.960		1.162		
	Total	536.563	328			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Trainer Attributes

Source: Researcher, (2020)

The results show that the model was statistically significant in explaining the influence of Trainer Attributes on Entrepreneurial intention of Technical and Vocational Education and Training students in Kenya as indicated by F (1, 327) = 134.775, $P<0.000$. This means that Trainer Attributes can be used as predictors explaining the variation in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

Table 32

Regression Coefficient: Trainer Attributes and Entrepreneurial intention

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	2.886	.184		15.718	.000
	Trainer Attributes	.410	.035	.540	11.609	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Researcher, (2020)

EI= 2.886+0.410X_3

Where **X_3**= Trainer Attributes

The regression coefficient results show that trainer attributes positively and significantly influences Entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya. (β=410, p=0.000). This implies that a unit change in trainer attributes leads to a positive change in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya by 0.410 units. However, it was necessary to collaborate these findings by seeking interviews with key informants.

4.4.4 Learning Resources and Entrepreneurial Intention

Table 33

Model Fitness: Learning Resources and entrepreneurial intention

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.499[a]	.249	.247	1.10994	2.033

a. Predictors: (Constant), Learning Resources
b. Dependent Variable: Entrepreneurial Intention

Source: Researcher, (2020)

Model fitness results registered the coefficient of determination R Square of 0.249 and R of 0.499. Learning Resources explains 24.9% of the variation in entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. This means 24.9% of the entrepreneurial intention of Technical and Vocational Education and Training students in Kenya is affected by learning resources. The coefficient of determinant Adjusted R Squared of 0.247 indicates learning resources in exclusion of constant variable, explained in the variations in the entrepreneurial intention by 24.7%. The remaining 75.3% can be explained by the other factors that are not included in the regression model under investigation. The average deviation of the independent variable from line of the best fit is 1.10994.

Table 34

ANOVA for Learning Resources and Entrepreneurial Intention

Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	133.709	1 327	133.709	108.533	.000[b]
	Residual	402.854		1.232		
	Total	536.563	328			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Learning Resources

Source: Researcher, (2020)

The results show that the model was statistically significant in explaining the influence of Learning Resources on Entrepreneurial intention of Technical and Vocational Education and Training students in Kenya as indicated by F (1,327) =108.533, $P<0.000$. The results suggest that Learning Resources (LR) can be statistically used as predictors explaining the variation in Entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya.

Table 35

Regression Coefficient for Learning Resources and Entrepreneurial Intention

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.024	.190		15.881	.000
	Learning Resources	.402	.039	.499	10.418	.000

a. Dependent Variable: Entrepreneurial Intention **Source:**

Researcher, (2020)

EI= 3.024+0.402X_4

Where **X_4**= Learning Resources

The regression coefficient results show that Learning Resources positively and significantly influences Entrepreneurial Intention of TVET students in Kenya and registered (β=402, p=0.000). This implies that a unit change in Learning Resources leads to a positive change in Entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya by 0.402 units.

4.4.5 Moderating Effect of Family Orientation on relationship between entrepreneurship education practices and entrepreneurial intention

The sixth objective of the study was to determine effect of family orientation in moderating the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya. All the independent variables were moderated by the variable family orientation to give a composite variables.

a) Goodness of Fit for the Moderating Effect of Family Orientation

The results in Table 36 shows the goodness of fit for the moderating effect of family orientation.

Table 36

Model Fitness for the Moderating Effect of Family Orientation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.661[a]	.437	.421	.97329	2.001

a. Predictors: (Constant), Entrepreneurship Training Content, Entrepreneurship Pedagogies, Trainer Attribute, Learning Resources, Family Orientation, Entrepreneurship Training Content* Family Orientation, Entrepreneurship Pedagogies* Family Orientation, Trainer Attribute* Family Orientation, Learning Resources* Family Orientation b. Dependent Variable: Entrepreneurial Intention

The R squared was used to check how well the model fitted the data after moderation. The results in Table 4.33 show that the R squared after moderation by Family Orientation was 0.437 which was higher than the non-moderated effect which had its R square being 0.427.

This means that Family Orientation moderates the relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya and explains 43.7% of the variations in entrepreneurial intention of TVET Students in Kenya.

b) ANOVA Analysis for the Moderating Effect of Family Orientation

The results that follow show the Analysis of Variance (ANOVA) on moderating effect of Family Orientation.

Table 37

ANOVA for the Moderating Effect of Family Orientation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	234.375	9 319	26.042	27.491	.000[b]
	Residual	302.188		.947		
	Total	536.563	328			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurship Training Content, Entrepreneurship Pedagogies, Trainer Attribute, Learning Resources, Family Orientation, Entrepreneurship Training Content* Family Orientation, Entrepreneurship Pedagogies* Family Orientation, Trainer Attribute* Family Orientation, Learning Resources* Family Orientation

The results confirm that the regression model of moderating effect of Family Orientation on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya is significant and supported by F=27.491, p=0.000<0.05) The results affirm the importance of Family Orientation in influencing the entrepreneurial intention among Technical and Vocational Education and Training students in Kenya.

c) Regression coefficients analysis for the moderating Effect of Family Orientation

Results of regression coefficients after moderation using Family Orientation were presented.

Table 38

Moderating Effect of Family Orientation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.977	.626		1.561	.119
	Entrepreneurship Training Content	.492	.139	.588	3.543	.000
	Entrepreneurship Pedagogies	.003	.156	.004	.019	.985
	Trainer Attribute	.003	.156	.004	.018	.986
	Learning Resources	.237	.132	.295	1.804	.072
	Family Orientation	.282	.209	.226	1.346	.179
	Entrepreneurship Training Content* Family Orientation	-.071	.048	-.396	-1.481	.140
	Entrepreneurship Pedagogies* Family Orientation	.052	.053	.283	.993	.321
	Trainer Attribute* Family Orientation	.027	.054	.160	.503	.615
	Learning Resources* Family Orientation	-.045	.046	-.253	-.988	.324

a. Dependent Variable: Entrepreneurial Intention

Based on the results, Entrepreneurship Training Content was not significant after moderation with (P-value =0.140>0.05). This implies that Family Orientation does not moderate the relationship between the Entrepreneurship Training Content and entrepreneurial intention of

TVET students in Kenya. The results also show that Entrepreneurship Pedagogies was not significant after moderation with (P-value = 0.321>0.05). This implies that Family Orientation does not moderate the relationship between the Entrepreneurship Pedagogies and entrepreneurial intention of TVET Students in Kenya.

The results further show that Trainer Attribute was insignificant after moderation with family orientation with (P =value= 0.615>0.05). This implies that family orientation does not moderate the relationship between the Trainer Attribute and entrepreneurial intention of TVET Students in Kenya. Finally, the results show that Learning Resources variable was not significant after moderation with family orientation with (P- value =0.324>0.05). This implies that family orientation does not moderate the relationship between the Learning Resources and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Based on the results, the conclusion is that, family orientation does not have moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya.

Multiple Regression Analysis

It was important for the study to conduct multiple regression on the variables to establish the joint effect of the independent variables on entrepreneurial intentions.

Table 39

Goodness of fit Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.653[a]	.427	.420	.97411	2.005

a. Predictors: (Constant), Learning Resources, Entrepreneurship education content, Entrepreneurship Pedagogies, Trainer Attributes

b. Dependent Variable: Entrepreneurial Intention

Source: Researcher, (2020)

Results registered indicated that Learning Resources, Entrepreneurship education content, Entrepreneurship Pedagogies and Trainer Attributes can satisfactory explain Entrepreneurial

Intention of Technical and Vocational Education and Training students in Kenya. This was also reinforced by the R square of 0.427 which indicates that Learning Resources, Entrepreneurship education content, Entrepreneurship Pedagogies and Trainer Attributes explain 42.7% of the variations in the entrepreneurial Intention of Technical and Vocational Education and Training students in Kenya. In addition, the Adjusted R Squared of 0.420 indicates that the Entrepreneurship education practices variables (Learning Resources, Entrepreneurship education content, Entrepreneurship Pedagogies and Trainer Attributes) in exclusion of constant variable, explained 42.0% of the variations in the Entrepreneurial intention among TVET Students in Kenya. This therefore implies that the remaining (58%) was explained by other factors not included in the regression model under investigation. The average deviation of the independent variable from line of the best fit is 0.97411.

Table 40

ANOVA Analysis for the Overall Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	229.122	4 324	57.281	60.366	.000[b]
	Residual	307.441		.949		
	Total	536.563	328			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Learning Resources, Entrepreneurship education content, Entrepreneurship Pedagogies, Trainer Attributes

Source: Researcher, (2020)

The ANOVA results indicated that the overall model was statistically significant. Thus learning resources; entrepreneurship education content, entrepreneurship pedagogies and trainer attributes are good predictors of entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya. An F statistic of 60.366 and a p value (0.000) which was less than the conservative probability of 0.05 reaffirms this assertion. It is therefore concluded that the Learning Resources, Entrepreneurship education content, Entrepreneurship Pedagogies and Trainer Attributes had significant combined influence on the Entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya.

Table 41

Regression Coefficient Analysis of Overall Model

Model		Unstandardized Coefficients		Standardized T Coefficients		Sig.
		B		Beta		
			Std. Error			
1	(Constant)	1.777	0.210		8.470	0.000
	Entrepreneurship education content	0.290	0.047	0.346	6.221	0.000
	Entrepreneurship Pedagogies	0.148	0.051	0.182	2.918	0.004
	Trainer Attributes	0.086	0.051	0.113	1.687	0.093
	Learning Resources	0.106	0.048	0.132	2.187	0.029

a. Dependent Variable: Entrepreneurial Intention

Source: Researcher, (2020)

The regression model therefore became;

$EI = 1.777 + 0.290X_1 + 0.148X_2 + 0.106X_3$

Whereby EI is Entrepreneurial Intention (Dependent Variable)

X_1 = Entrepreneurship education content

X_2 = Entrepreneurship Pedagogies

X_3 = Learning Resources

The multiple regression coefficient results had indicated presence of a positive and significant relationship between entrepreneurship education content and entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya where (β

=0.290) and p=0.000 respectively. This was reinforced by a calculated t-statistic of 6.221 which is greater than the critical t-statistic of 1.96. The findings also show existence of a positive and significant relationship between entrepreneurship Pedagogies and entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya (β =0.148 and p=0.004). This was reinforced by a calculated t-statistic of 2.918 that is larger than the critical t-statistic of 1.96 further showing significance.

Regression coefficient results revealed a positive but insignificant relationship between entrepreneurship trainer and entrepreneurial intention of Technical and Vocational Education and Training Students in Kenya as shown by (β =0.086, p=0.093). This was reinforced by a calculated t-statistic of 1.687 which is less than the critical t-statistic of 1.96 further confirming the insignificance. Trainer Attributes was insignificant against entrepreneurial intention when multiple regression analysis was conducted due to the effect of the other variables. This implies that the estimated effect of trainer attributes on dependent variable decreased when the other variables were introduced and that is why it was insignificant. This further indicate that trainer attributes do not uniquely explain the dependent variable in the presence of the other three independent variables. Since trainer attributes factor was insignificant in the multiple regression analysis, it was hence excluded from the overall model above. Finally, the results indicate that there was a positive and significant relationship between Learning Resources and Entrepreneurial intention of Technical and Vocational Education and Training students in Kenya as shown by (β =0.106, p=0.029). This was reinforced by a calculated t-statistic of 2.187 that was larger than the critical t-statistic of 1.96, hence further confirming the significance of the relationship. The regression coefficient results imply that an improvement in entrepreneurship education content, entrepreneurship pedagogies, entrepreneurship trainer and learning resources by a unit, leads to an improvement in Entrepreneurial intention of Technical and Vocational Education and Training students in Kenya by 0.290, 0.148, 0.086 and 0.106 units respectively. The finding of this study agrees with previous studies that found entrepreneurship education to increase entrepreneurial intention of learners.

4.6 Results of Informer interviews

The study conducted guided interviews from twelve key informants to determine effect of entrepreneurship education content to entrepreneurial intention of the reference group. Key informants comprised of entrepreneurship trainers, and management of Technical and Vocational Education and training institutions that were purposively selected from the six public TVET institutions that were sampled for the study. Informer interview was based on study objectives namely entrepreneurship education content, entrepreneurship pedagogies, entrepreneurship trainer attributes and learning resources. Respondents were asked if they considered entrepreneurship content that is implemented in Technical and Vocational Education and Training to be effective in influencing entrepreneurial intention TVET of students. Interviewees were in agreement that entrepreneurship education content in Technical and Vocational Education and Training could influence entrepreneurial intention of students. However appropriate supporting infrastructure was required. While responding to the question on effectiveness of learning resources in creating entrepreneurial intention of students, respondents stated that learning resources were inadequate and inappropriate to effectively arouse entrepreneurial intention of learners. Lack of textbooks, computers, reference materials and overcrowded classrooms were cited as major impediments.

Respondents were asked about their assessment on the effectiveness of entrepreneurship pedagogies in use. According to key informants, entrepreneurship pedagogies that were utilized in delivery of entrepreneurship at diploma level were largely theory in nature compared to pedagogies used at Certificate level that were considered to engage more practical hands on activities. However, all informants were in agreement that initiatives were being made by the government to make entrepreneurship education more experiential by working towards creation of incubation centers as well as centers of excellence in Technical and Vocational Education and Training institutions.

Key informants' expressed varied opinions while elucidating their views on entrepreneurial intention of TVET students. Some interviewees were of the view that students were not focused in life and just wanted an easy life. That a majority of students did not concentrate in class as they were constantly on their mobile phones into social media. Yet entrepreneurship requires discipline, commitment and work ethics. Some of the trainers that

were interviewed were very pessimistic about the current crop of learners, whom they considered as lacking the discipline of entrepreneurship and that commitment was lacking from students, yet in entrepreneurship, one is their own boss and should not be pushed to success. It was further revealed that even though a number of students may want to be entrepreneurs, they lack seed capital. According to key informants, students needed a lot of encouragement and mentoring from parents, guardians and the society but this was lacking. TVET institutions themselves do not care to follow students once they leave college to check on how they were performing or until they stand on their own especially for those who choose the path of entrepreneurship. Thus lack of support after college is a missing link hence TVET students give up on self-employment. However, trainers were optimistic that this gap will soon be sorted out as the government is working on a program that will support business incubation which is meant to run for one year after completion of course. The incubation will be institutional based. Key informants' interviews further found that students may have the intention to venture into entrepreneurship for both good and bad reasons. The negative reason being that of avoiding responsibility, in order to make quick money, desire for unabated freedom and not to be accountable to anyone.

According to informants' interviews, other factors besides entrepreneurship education practices may influence entrepreneurial intention of students. Some parents and guardians discourage their children from pursuing careers in entrepreneurship in favor of formal employment. Some parents and guardians may also consider entrepreneurship as the domain for the uneducated or those who do not make it in formal education. That kind of attitude in some families can be an obstacle to student entrepreneurial intention. According to key informants, the fact that trainers of entrepreneurship are themselves not entrepreneurs renders them not effective role models to the students. Some key informants were convinced that trainers teach more of theory and that real entrepreneurs are not involved in teaching of entrepreneurship. They therefore recommended that entrepreneurship be taught outside the classroom and be treated as an industry based training program. This fact was underscored by a response from one trainer in entrepreneurship, a doctorate holder who confessed to the fact that he had never even sold a sweet or even ever attempted to start a business that failed. According to some key informants, such a person cannot be considered a good mentor or role

model to learners. They compared this kind of scenario to that of a medical doctor who has never treated anyone yet they want to do an open heart surgery on a patient. However, this does not mean that entrepreneurship education has failed.

4.7 Results of Hypotheses Testing

Each of the five hypotheses that was derived from the specific objectives that directed the study was tested by use of multiple linear regression analysis.

The first hypothesis tested was:

H_{01}: There is no statistically significant relationship between entrepreneurship education content and entrepreneurial intention of TVET students in Kenya.

The hypothesis was tested by means of multiple linear regressions. The decision to either accept or reject the null hypothesis was based on p-value. If the p- value is less than 0.05, the H_{01} is rejected but if it is more than 0.05, then H_{01} is not rejected. Therefore, the null hypothesis was that there is no statistically significant relationship between entrepreneurship education content and entrepreneurial intention of Technical and Vocational Education and Training students in Kenya. Results indicated the p-value as 0.000<0.05. The null hypothesis was therefore rejected. The study adopted the alternative hypothesis that there is statistically significant positive relationship between entrepreneurship education content and entrepreneurial intention of TVET students in Kenya.

The second hypothesis tested was:

H_{02}: There is no statistically significant relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya.

The hypothesis was tested by means of multiple linear regressions. The decision to either accept or reject the null hypothesis was based on p-value. If the p- value is less than 0.05, the H_{02} is rejected but if it is more than 0.05, then H_{02} is not rejected. Therefore, the null hypothesis was that there is no statistically significant relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya. The results show that

the p-value was 0.004<0.05. The null hypothesis was therefore rejected; the study hence adopted the alternative hypothesis that there is statistically significant relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya.

The third hypothesis tested was.

H_{03}: There is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya.

The hypothesis was tested by means of multiple linear regressions. The decision to either accept or reject the null hypothesis was based on p-value. If the p- value is less than 0.05, the H_{03} is rejected but if it is more than 0.05, then H_{03} is not rejected. Therefore, the null hypothesis was that there is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya. The results show that the p-value was 0.093>0.05. The null hypothesis was therefore not rejected. The study hence adopted the null hypothesis and the conclusion was that there is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya.

The fourth hypothesis tested was:

H_{04}: There is no statistically significant relationship between learning resources and entrepreneurial intention of TVET Students in Kenya.

The hypothesis was tested by means of multiple linear regressions. The decision to either accept or reject the null hypothesis was based on p-value. If the p- value is less than 0.05, the H_{04} is rejected but if it is more than 0.05, then H_{04} is not rejected. Therefore, the null hypothesis was that there is no statistically significant relationship between learning resources and entrepreneurial intention of TVET Students in Kenya. The results show that the p-value was 0.029<0.05. The null hypothesis was therefore rejected. The study hence adopted the alternative hypothesis and the conclusion was that there is statistically significant relationship between learning resources and entrepreneurial intention of TVET Students in Kenya.

The fifth hypothesis tested was:

H_{05}: Family orientation does not have significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya.

The hypothesis was tested to assess whether family orientation had significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya or not. The interpretation was based on the thumb rule of hypothesis testing which indicated that, if at least one variable is significant, then the conclusion is that there is an overall significant effect. The hypothesis was tested by using linear regressions and determined using p-value. The acceptance/rejection criterion was that, if the p- value is less than 0.05, we reject the H_{05} but if it is more than 0.05, then H_{05} is not rejected. Therefore, the null hypothesis was that family orientation do not have significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya. The null hypothesis was therefore rejected; the study hence adopted the alternative hypothesis and the conclusion was that family orientation has significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya.

Table 42

Hypotheses Testing Summary Results

Hypothesis	**Acceptance/Rejection Criteria**	**Conclusion**
H_{01}: There is no statistically significant positive relationship between entrepreneurship education content and entrepreneurial intention of TVET students in Kenya.	Null hypothesis is rejected when p-value < 0.05.Otherwise null hypothesis is not reject	Reject Null hypothesis. Since p-value=0.000<0.05, Null Hypothesis was rejected and Alternative hypothesis adopted that: There is a significant positive relationship between Entrepreneurship education training content and entrepreneurial intention of TVET students in Kenya.

H_{02}: There is no statistically significant relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya.	Null hypothesis is rejected when p-value < 0.05.Otherwise null hypothesis is not reject	Reject Null hypothesis. Since p-value=0.004<0.05, Null Hypothesis was rejected and Alternative hypothesis adopted that: There is a significance relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya.
H_{03}: There is no statistically significant effect between trainer attributes and entrepreneurial intention of TVET students in Kenya.	Null hypothesis is rejected when p-value < 0.05.Otherwise null hypothesis is not reject	Accept Null hypothesis. Since p-value=0.093>0.05, Null Hypothesis was not rejected and the alternative accepted hence conclusion was that: There is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya.
H_{04}: There is no statistically significant effect between learning resources and entrepreneurial intention of TVET Students in Kenya.	Null hypothesis is rejected when p-value < 0.05.Otherwise null hypothesis is not reject	Reject Null hypothesis. Since p-value=0.029<0.05, Null Hypothesis was rejected and Alternative hypothesis adopted that: There is a significance effect between learning resources and entrepreneurial intention of TVET students in Kenya.
H_{05}: Family orientation does not have significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya	Null hypothesis is rejected when p-value < 0.05.Otherwise null hypothesis is not reject	Accept Null hypothesis. Since p-value=0.122>0.05, Null Hypothesis was therefore not rejected and the conclusion was that: family orientation has no significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya.

Source: Researcher, (2020)

4.8 Discussions

The study set on analyzing relationship between entrepreneurship education practices and entrepreneurial intention of TVET Students in Kenya. In the previous sections, literature review and results of empirical study in accordance to research objectives and results of hypotheses testing were presented. Respondents by gender was sensibly balanced where (n=169, 51.4%) were male and (n=160, 48.6%) were female. This indicates the study was gender representative. Hence findings derived from the study could be generalized to male and female TVET students. From demographic results, there is indication that majority of the students in public TVET Technical training institutions enroll at Diploma level which constituted the majority at 78.7% compared to the Certificate level which registered 21.3% of the respondents. This finding provides valuable lessons for policy and future research since TVET was meant to provide skilled Artisans, Craftsmen and Technicians at all levels of training for self-reliant. A Kenya National Bureau of Statistics report, Republic of Kenya (2018) had revealed that some youth choose to go back for further studies when they cannot get employment.

Entrepreneurship education practices were studied under four variables namely entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources and their effect on entrepreneurial intention of TVET students.

The findings from descriptive, inferential and informer interviews found entrepreneurship education to motivate entrepreneurial intention of students and can be used as a predictor of entrepreneurial intention. This finding agrees with findings of other comparable studies that found entrepreneurship education to have a significant positive influence on entrepreneurial intention of students (Surato, et al., 2019; Mukulu et al., 2017; Aladejebi, 2017; Hattab,2014; Hussain et al., 2015; Hatiz el al., 2015). However, these findings differ with Mahendra et al.'s (2017) assertion that entrepreneurship education had an indirect sway to entrepreneurial intention but acknowledges the contextual differences.

Findings from descriptive, inferential and informer interviews found entrepreneurship education content to inspire entrepreneurial intention of students and can be used as a predictor of entrepreneurial intention. This is supported by Maiyo (2018) who asserts that

entrepreneurship education can improve creativity, innovation, opportunity recognition and creation of new businesses. However, some elements of the entrepreneurship content were found to have had more effect on entrepreneurial intention of students as was outlined in the descriptive analysis. Thus the choice of content that is covered is of great importance and must bear a good practice element. Literature reviewed in Chapter Two had identified some elements of entrepreneurship programme that make a programme to be considered as good practice. According to Adboniahor (2016) and Ndala (2019) such a programme is composed of one or more modules in entrepreneurship that consist of business planning module where learners are taught writing of business plans as well as accorded chances to take part in business plan competitions. All entrepreneurship education content factors registered fairly well in the study which is also supported by Lorz (2011) and Lackeus (2015) who alluded to these good practice elements and considered them critical for entrepreneurship education content which they found to have an effect and influence on entrepreneurial intention of learners. Secondary data obtained from Entrepreneurship program developed by the Kenya Institute of Curriculum Development (2014), had revealed that entrepreneurship content is broad and covers a wide range of topics with each topic consisting of related sub-topics. These results suggest that entrepreneurship education training content covered in TVET is adequate and would influence entrepreneurial intention of TVET students in Kenya. However, whereas entrepreneurship education content had an element of business plan, there was no evidence from the study that students ever participated in a business plan competition. There was therefore need to expose students in the course of their study to business plan writing competitions and show casing their prowess as this would benefit them to relate theory to practice in a more pragmatic manner.

Results of descriptive and inferential analysis had found entrepreneurship pedagogies to have a significant positive effect on entrepreneurial intention of TVET Students. However, descriptive analysis on individual factors of entrepreneurship pedagogies pointed out that some factors had a higher contribution to student's entrepreneurial intention compared to others. Interactive lectures and class discussions were found to have the highest influence compared to guest speakers, field trips and case studies. These findings concur with the findings of a comparable study by Nteere (2013) that found lecture method to be the most

dominant pedagogy used in entrepreneurship instruction among universities in Kenya. The finding is also supported by assertion by Nteere et al. (2012) that there was need to enhance use of guest speakers as well as case studies and role models as pedagogies in entrepreneurship delivery. Entrepreneurs give own experiences and serve as role models. This benefit may be missing out in TVET. Analysis of case studies enable the learner to take a more active role in learning as they analyze relevant case studies (Dhiaf, 2016). Therefore, use of practicing entrepreneurs and guest speakers as entrepreneurship trainers need to be intentionally embraced and enhanced. Students could benefit greatly from real life personal experiences of entrepreneurs who would serve as role models and business mentors. Other experiential pedagogies such as entrepreneurship field trips, exhibitions and use of computer simulations can give learners opportunity to experience and feel entrepreneurship. This position is supported by Nteere, (2012) and Gikunda et al. (2018). In a study on entrepreneurship education in middle level tertiary colleges in the Rift valley of Kenya, Gikunda et al. (2018) found that entrepreneurship education prepared students to take up entrepreneurship but faulted the curricula for being examination oriented. Similar observation was made by key informants that participated in the current study.

Results of descriptive analysis revealed that majority of TVET students that participated in the study considered their trainer as a business role model and a mentor. This finding is surprising since the study found that majority of entrepreneurship trainers in public TVET institutions were full time lecturers. Literature reviewed had shown that practicing entrepreneurs who speak their own success stories were best suited as trainers. Hence there is need to attach students to business mentors. Some studies have argued that the work of full time staff is planning and that the teachers' enthusiasm and motivation, their qualifications, their approaches in subject delivery and monitoring is closely linked to the efficiency and effect of entrepreneurship education (Mahendra et al, 2017). There is a mismatch between this assertion and practice in TVET where the work of full time trainers in not just planning but rather actual teaching.

Results indicated existence of a positive and significant association between learning resources and entrepreneurial intention of TVET students in Kenya. Intentional mechanisms should be established to position appropriate and adequate resources necessary for

entrepreneurship education to TVET institutions. The Technical and Vocational Education and Training Authority Strategic Plan 2018-2022 states that TVET in Kenya is faced by a horde of challenges and cites among them inadequate trainer training, obsolete training equipment, lack of instructional materials, duplication of roles across multi-agencies and lack of sector wide standardization and regulator (Republic of Kenya, 2018). Mukulu et al. (2017) had recommended the need to domesticate entrepreneurship education putting into account contribution from the industry, a position adopted by the current study. This will give students opportunity to interact with the business world and its dynamics. Furthermore, family orientation has a very weak association with entrepreneurial intention of Technical and Vocational Education Training Students in Kenya. Thus entrepreneurial intention can exist in any student irrespective of their family background.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusions and recommendations based on literature review, study objectives and results of the hypotheses that was tested.

5.2 Summary of Findings

The purpose of the study was analysis of relationship between Entrepreneurship education practices and entrepreneurial intention of TVET students in Kenya. The study was directed by the succeeding specific objectives. To determine effect of entrepreneurship education content on entrepreneurial intention of TVET students in Kenya, find out effect of entrepreneurship pedagogies on entrepreneurial intention of TVET Students in Kenya, assess effect of trainer attributes on entrepreneurial intention of TVET students in Kenya and to find out effect of learning resources on entrepreneurial intention of TVET Students. Finally, to determine if family orientation moderates the relationship between entrepreneurship education practices and entrepreneurial intention of TVET students in Kenya while entrepreneurial intention acted as the dependent variable. Regression analysis test on relationship between entrepreneurship education practices and Entrepreneurial Intention revealed that entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources can be used statistically as predictors explaining the variation in the Entrepreneurial Intention of students.

5.2.1 Entrepreneurship Education content and Entrepreneurial Intention

The first objective of the study was to determine effect of entrepreneurship education content on entrepreneurial intention of TVET Students in Kenya with a corresponding null hypothesis that there is no significant positive relationship between entrepreneurship education content and entrepreneurial intention of TVET students in Kenya. The study found entrepreneurship

education content had a positive and significant influence on entrepreneurial intention of TVET students in Kenya. The correlation results revealed that there was a strong positive and significant association between entrepreneurship education content and entrepreneurial intention of TVET students in Kenya with (r=.585, $P=0.000$) at 95% confidence level. The regression analysis results confirmed this assertion further and revealed that there was a positive and significant relationship between Entrepreneurship education content and Entrepreneurial intention of TVET students in Kenya (β =0.290, p=0.000). This means that an improvement in entrepreneurship education content results into an improvement in entrepreneurial intention of TVET Students in Kenya.

The hypothesis was tested and the p-value was 0.000<0.05. which was less that the critical value of 0.05. The null hypothesis was hence rejected and the alternative hypothesis adopted that entrepreneurship education content has a strong positive significant influence on the entrepreneurial intention of TVET students in Kenya. The study further established that Entrepreneurship education content had great potential of influencing entrepreneurial intention of TVET students in Kenya if all factors that constitute entrepreneurship education content are given preeminence and the same momentum sustained. Results of the descriptive analysis had shown that there were some factors within entrepreneurship education content that had greater contribution to entrepreneurial intention of students than others. These were knowledge of how to business a plan; awareness of the qualities of an entrepreneur, and skills to manage operations and finance to run own business as compared to technology to operate own business, identification of entrepreneurial opportunities, creativity and innovation in business and knowledge of requirements to start own business. The finding agrees with secondary data obtained from Entrepreneurship education syllabus developed by the Kenya Institute of Curriculum Development (2014) that had revealed that entrepreneurship content was broad. Therefore, entrepreneurship education content used in TVET is adequate and would influence entrepreneurial intention of TVET students in Kenya. Nonetheless continuous monitoring and improvement of the implementation process is necessary to ensure factors of entrepreneurship education content that were found to have had less significant effect on entrepreneurial intention of students are improved.

5.2.2 Entrepreneurship Pedagogies and Entrepreneurial Intention

The second objective was to determine effect of entrepreneurship pedagogies on entrepreneurial intention of TVET students in Kenya with a corresponding hypothesis that there is no significant relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya. The findings indicated that Entrepreneurship Pedagogies can be used as predictors explaining the variation in entrepreneurial intention of TVET students in Kenya. Correlation results revealed that there was a strong positive and significant association between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya (r=.537, *p= 0.000*) at 95% confidence level which meant that entrepreneurship pedagogy has an important contribution in determining entrepreneurial intention of students.

The regression analysis results revealed that there was a positive and significant relationship between Entrepreneurship Pedagogies and Entrepreneurial intention among TVET Students in Kenya (β =0.148, p=0.004) implying that an improvement in entrepreneurship pedagogies results into an improvement in entrepreneurial intention of TVET students in Kenya. The hypothesis was tested and the p-value was 0.004<0.05 which is less that the critical value of 0.05. The null hypothesis was therefore rejected; the study hence adopted the alternative hypothesis that there is statistically significant relationship between entrepreneurship pedagogies and entrepreneurial intention of TVET students in Kenya. Results of descriptive analysis had shown that all the seven factors of entrepreneurship pedagogies studied recorded an overall mean of 4.54 which is slightly above 4 or neutral. In spite of this performance, there were some entrepreneurship pedagogies factors that had greater contribution to entrepreneurial intention than others. These were class discussions, computer simulations, interactive lectures and interviewing entrepreneurs compared to field trips, guest speakers, and case studies. The finding suggests that classroom theory based pedagogies may be predominately used over other experiential pedagogies in spite of the fact that the syllabus recommends pedagogies that should be used in entrepreneurship education. Class discussions and interactive lecture recorded the highest mean of 5.20 and 5.05 respectively.

The findings suggest that class discussions and interactive lecture are predominately used over other pedagogies such as field trips and computer simulations. This finding concurs with the findings of a comparable study by Nteere (2013) that found the lecture method to be the predominately used pedagogy in entrepreneurship. Previous studies had argued that pedagogical approaches determined performance of entrepreneurship education Nteere et al. (2012). Some studied have suggested that non experiential pedagogies do not give learners opportunity to experience and feel entrepreneurship (Bwisa, 2011 & Nteere, 2012). Experiential pedagogies that encourage learning by doing, social interactions and sharing of experience from the industry need to be enhanced. Keeping learners engaged and attracted entails additional skills, abilities and lots of creativity and ability to relate theory and process to the entrepreneurial necessities of a real business environment. Intentional measures should be taken to increase use of experiential pedagogies such as guest speakers, computer simulations, entrepreneurship field trips, visit to business exhibitions and participation in business competitions to give learners more opportunity to experience and feel entrepreneurship.

5.2.3 Trainer Attributes and Entrepreneurial Intention

The third objective was to assess effect of trainer attributes on entrepreneurial intention of TVET students in Kenya with a corresponding hypothesis that there is no significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya. Correlation results revealed a strong positive and significant association between trainer attributes and entrepreneurial intention of TVET students in Kenya (r=.540, P= 0. 000) at 95% confidence level. This implies that trainer attribute contributes to entrepreneurial intention of students in TVET institutions in Kenya. However, effect of trainer attributes on entrepreneurial intention of students became insignificant where (β =0.086, p=0.093) when multiple regression analysis was conducted due to the effect of other variables (entrepreneurship education content {β =0.290, p=0.000}, entrepreneurship pedagogies {β =0.148, p=0.004} and learning resources {β =0.106, p=0.029}) respectively. This implies that the estimated effect of trainer attributes on dependent variable decreased when the other variables were introduced and that is why it was insignificant. This further indicates that trainer attributes do not uniquely explain the dependent variable in the presence of the other

three independent variables. Since trainer attributes was insignificant in the multiple regression analysis, it was hence excluded from the overall model. The null hypothesis was therefore not rejected. The study hence adopted the null hypothesis that there is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya.

Results of descriptive statistics however indicated that all four factors of trainer attributes had an overall mean of 4.9 effect on entrepreneurial intention of TVET students which was relatively high. Trainers being business mentors among all the trainer attributes factors had the highest influence on entrepreneurial intention of TVET students studied followed by if the trainer was a full time lecturer factor. The factor with the least significance influence was when trainer was a practicing entrepreneur and a guest speaker. The results in addition revealed that trainer attributes can be used as predictors explaining the variation in entrepreneurial intention of TVET students in Kenya. This may suggest that entrepreneurship mentorship and use of guest speakers is not yet sufficiently developed as trainers in entrepreneurship education in TVET institutions in Kenya. This finding agrees with the finding by Nteere, (2013) that found guest speakers were least used as entrepreneurship trainers. Whereas Nteere (2013) attributed this phenomenon to the lengthy process that may be involved in getting resource persons, this study is cautious to adopt this advancement and chooses to recommend that the cause be investigated further. The study finds it defective that practicing entrepreneurs are not largely engaged as entrepreneurship trainers as it denies students the opportunity to learn from the industry as well denying them valuable business networks, opportunity to be mentored and exposure to role models. Therefore, use of practicing entrepreneurs and guest speakers as entrepreneurship trainers need to be intentionally embraced in TVET institutions. Students could benefit greatly from real life personal experiences of the entrepreneurs who would serve as role models and business mentors.

5.2.4 Learning Resources and Entrepreneurial Intention

The fourth objective was to determine effect of learning resources on Entrepreneurial intention of TVET Students in Kenya with a corresponding hypothesis that there is no significant relationship between learning resources and entrepreneurial intention of TVET

students in Kenya. The correlation analysis results revealed that there was a positive and significant association between learning resources and entrepreneurial intention of TVET students in Kenya (*r=.499, P= 0.000*) at 95% confidence level. In addition, results of regression analysis to determine relationship between learning resources and entrepreneurial intention indicated there was a positive and significant relationship between learning resources and entrepreneurial intention of TVET Students in Kenya as shown by (β =0.106, p=0.029). It therefore suffices to conclude that Learning Resources is an important contributor in creating entrepreneurial intention of students in TVET institutions in Kenya and can be used as predictors explaining the variation in entrepreneurial intention of TVET students in Kenya. The study tested the null hypothesis that there is no statistically significant relationship between learning resources and entrepreneurial intention of TVET students in Kenya. The results showed that the p-value 0.029<0.05 was less than 0.05 and this led to rejecting of the null hypothesis and accepting the alternative hypothesis that learning resources has a strong positive and significant effect on the entrepreneurial intention of TVET Students in Kenya. Overall, learning resources factors registered a mean of 4.667 which is moderately above the neutral score of 4 as revealed in the descriptive results.

Descriptive results indicated that handouts, newspapers and magazines had the highest contribution on entrepreneurial intention of TVET students compared to textbooks, resource persons, data processors, training manuals and computers. It implies that improving the resources may lead to an improvement in entrepreneurial intentions of TVET students in Kenyan TVET institutions. The results imply that compared to other learning resources, handouts may have a larger contribution to the entrepreneurial intention of TVET students. It may also suggest that handouts are easy to reproduce from a source document that may not be available to everyone. These findings agree with findings by Nteere (2013) that found that videos, overhead projectors and power point did not help much in the performance of entrepreneurship education. There is some similarity between this finding and an assertion by the Technical and Vocational Education and Training Authority (Republic of Kenya, 2018) that technical education in Kenya at all levels is hindered by inadequate learning facilities like equipment and text books. However, this study is not blind to the fact that students' responses

on learning resources variable may have been biased towards availability of learning resources other than their effect.

5.3 Conclusion

The study concluded that entrepreneurship education practices as exemplified in entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources has statistically significant positive influence on entrepreneurial intention of TVET students in Kenya and can be used as predictors of entrepreneurial intention. The contribution of entrepreneurship education to entrepreneurial intention of students has not been optimally exploited. While entrepreneurship education content in place met the threshold of good practice entrepreneurship education the execution of entrepreneurship education in TVET institutions in Kenya is still underdeveloped and some value is lost during implementation. Use of experiential pedagogies such as participation in business exhibitions, competitions and entrepreneurship field trips was limited. There was over reliance on class discussions and interactive lecture pedagogies. This cumulatively weakens effectiveness of entrepreneurship education on entrepreneurial intention of students.

The study concluded that TVET Students have limited interaction and exposure to practicing entrepreneurs and guest speakers either as their trainers or in any other capacity in the course of entrepreneurship education. Full time lecturers had the largest influence on students' entrepreneurial intention. These are not the best business role models and mentors to inspire entrepreneurial intention. They cannot share their own personal business experiences and stories. On the other hand, family orientation does not have a significant moderating effect on the relationship between entrepreneurship education practices and entrepreneurial intention of TVET students in Kenya. Therefore, students have an inherent element of entrepreneurial intention irrespective of entrepreneurship education and family orientation. Finally, entrepreneurship education provides a big opportunity to the nation of Kenya by being its vehicle for achieving the vision 2030 goal of becoming a middle level industrialized country.

5.4 Recommendations

The study makes a number of recommendations to the government, curriculum developers, researchers and entrepreneurship trainers.

5.4.1 Recommendations to the Government

The study found out that there is need for the government to undertake intentional measures to ensure implementation of entrepreneurship education practices that maintain a balance between experiential and other forms of pedagogies that support business incubation to give students opportunity to practice what they learn while undergoing training.

Establishment of a robust monitoring, evaluation and feedback system on the implementation and performance of entrepreneurship education practices would be invaluable. Furthermore, an audit on entrepreneurship education trainer be conducted since the study found no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya.

The study further commends establishment of policy guidelines based on best practices on entrepreneurship trainer, learning resources and entrepreneurship pedagogy requirements for TVET. The government could consider partnering with successful entrepreneurs to establish a pool of resource persons of good repute who could be called upon from time to time to serve as trainers and mentors. The study found use of practicing entrepreneurs as resource persons was underutilized hence the need for a policy framework on their engagement. Students could benefit greatly from real life personal experiences shared by practicing entrepreneurs. This category of people would not only serve as role models and business mentors but also act as a big source of motivation when they speak of their own success stories. Moreover, they would also provide invaluable business networks to the students. Integration and enforcement of structured apprenticeship could reinforce entrepreneurial intention of students. Adequate and quality training facilities and equipment such as computers and data projectors are critical in entrepreneurship education. Use of computers and data projectors was found to be moderately used in entrepreneurship education.

5.4.2 Recommendations to Curriculum Developer

Whereas entrepreneurship education content had an element of business plan, there was no evidence from the study that students participated in a business plan competition. There is therefore need to entrench this requirement in entrepreneurship education to give students opportunity to show case their entrepreneurial intention as well as relate theory to practice in a more pragmatic manner. The study provides useful insights that if considered may contribute to the design of a robust competency based entrepreneurship education. Whereas the curriculum developer has suggested a list of learning resources required and pedagogies that can be applied in entrepreneurship education some of it were found not to have had any significance on entrepreneurial intention of students. Entrepreneurship education should be designed and packaged in a manner that integrates content, trainer, pedagogies and learning resources. There should be continuous appraisal of entrepreneurship education practices during execution to ensure standard that is set on implementation is maintained throughout the process of execution of entrepreneurship education. This could further enhance relationship between entrepreneurship education practices and entrepreneurial intention of TVET students. Report of the appraisal exercise should be shared with stakeholders concerned thus promoting continuous stakeholders' engagement.

5.4.3 Recommendations to the Entrepreneurship Trainer and TVET Institutions

Lectures and handouts were found to have a significantly higher effect on entrepreneurial intention of TVET students compared to computer simulations, field trips, case studies, guest speakers and data projectors. The trainer should strike a balance in respect to pedagogies and learning resources engaged in order to expose students to different experiences and industry dynamics other than sticking to traditional lecture methods and handouts. Use of technology as a strategic learning resource coupled with enhanced use of experiential pedagogies that encourage learning by doing, social interactions and sharing of experiences from the industry would further boost entrepreneurial intention of students and contribute to actualizing Kenya Vision 2030 of making Kenya a middle level industrialized country, and to the fulfilment of the Sustainable Development Goal 9 which considers industry and innovation a major contributor to a better and more sustainable future for all. Keeping learners engaged and attracted would entail additional skills, abilities, creativity and ability to relate theory and

process to the entrepreneurial necessities of a real business environment. There is therefore need for intentional measures to enhance use of experiential pedagogies such as use of guest speakers, entrepreneurship field trips, exhibitions and computer simulations in order to give learners opportunity to experience and feel entrepreneurship. This could be achieved by collaboration with the industry to establish a pool of practicing entrepreneurs who are used from time to time in entrepreneurship instruction. In addition, entrepreneurship students could be attached to business mentors and coaches sourced by institution according to learners' area of business interest. Even if entrepreneurship education content contained an element of business plan, there was no evidence from the study that students ever participated in a business plan competition. There was therefore need to expose students in the course of their study, to business plan writing competitions.

5.4.4 Recommendations to Researchers

This study was conducted on students 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 relationship between entrepreneurship education practices and entrepreneurial intention of students, some puzzling findings emerged that need further research. For instance, effect of trainer attributes on entrepreneurial intention of TVET students was found to be insignificant when multiple regression analysis was conducted due to the effect of other variables. This implies that the estimated effect of trainer attributes on dependent variable decreased when the other variables were introduced. This may be of interest to researchers. Researchers may also be interested in carrying out another study to establish the percentage of TVET students who actually actualize their entrepreneurial intention.

5.5 Contribution to knowledge

The study makes a number of contributions to the development of entrepreneurship literature. Whereas previous studies have focused on entrepreneurship education in general, this study has been able to show the relationship that exists between specific entrepreneurship education practices and entrepreneurial intention of students. The study fills knowledge gap by elucidating contribution of entrepreneurship education practices on entrepreneurial

intention of students from entrepreneurship content, entrepreneurship pedagogies, trainer attributes and learning resources. By isolating entrepreneurship education practices into specific standalone variables, this study managed to conduct an in-depth analysis of the contribution of each entrepreneurship education practice variable to entrepreneurial intention of students. As a result, variable specific significance and contribution to student entrepreneurial intention were empirically explained. Through this kind of approach, the study was able to contribute to advancing empirical literature on entrepreneurship. Gaps in areas of concern were identified and flagged out for further research. Furthermore, the concept of entrepreneurial intention has not been subjected to much empirical investigation in Kenya.

The study further contributes to advancing theories of entrepreneurship. The study was able to establish that whereas entrepreneurship education practices enhanced entrepreneurial intention, even without education, students were found to have a level of entrepreneurial intention. This suggests that there were other inherent factors outside entrepreneurship education practices that may have contributed to entrepreneurial intention of students that participated in the study. Personal attractiveness towards being an entrepreneur, determination and individual perception and conviction of their personal capacity could have had an effect on their entrepreneurial intention as well (this bit not clear). This therefore confirms the assumptions of the theory of planned behavior that personal attitude, and perceived behavioral control affect entrepreneurial intention. The hypothesis that 'there is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students' was also tested and accepted that there is no statistically significant relationship between trainer attributes and entrepreneurial intention of TVET students in Kenya. This may therefore cautiously question the earlier assumption that subjective norms affect entrepreneurial intention and assert that of the three elements of the theory of planned behavior, social norms have the least influence on entrepreneurial intention of students.

Some earlier studies had called for more research in the area using more robust research designs and other entrepreneurship education variables. This study has made a contribution in this regard by using explanatory research design which is robust in nature in addition to adopting positivism research philosophy. Furthermore, the study operationalized entrepreneurship education practices under four key variants namely entrepreneurship

education content, entrepreneurship pedagogies, trainer attributes and learning resources thus giving the subject an in-depth analysis showing the significance levels of each variable of entrepreneurship education practices to entrepreneurial intention.

This study addresses the contextual gap. So far, very little is known about entrepreneurial intention of TVET students in Kenya in spite of entrepreneurship education having been taught for over three decades. For example, Nteere (2013) addressed determinants influencing performance of entrepreneurship education in public universities in Kenya.

Attempts made by Previous studies on entrepreneurship education and entrepreneurial intention have delved into different variants and contexts as explained in the literature review (Kamau, 2012; Nteere, 2013; Maiyo, 2018; Mukulu 2018). While some of the studies have focused on comparative analysis, others have considered a particular country and universities. Most of these studies are foreign and focused on students from universities. The fact that previous studies on the subject have been varied in their focus and in findings is a clear indicator of knowledge gap. Some studies supported a positive connection amongst entrepreneurship education and entrepreneurial intention while others found entrepreneurial intention to be driven by multiple causes. The current study established a strong positive and significant relationship between entrepreneurship education practices and entrepreneurial intention of TVET students in Kenya. This essentially means that the body of literature in this area is still emerging. This study contributes in understanding relationship that exist between entrepreneurship education practices and entrepreneurial intention of students thus building entrepreneurship literature. More so for student of TVET where entrepreneurship education is compulsory and expected to create technicians.

5.6 Suggestion for Further Studies

The study focused on analysis of relationship between entrepreneurship education practices and entrepreneurial intention of TVET students in Kenya. The findings present a number of likely research opportunities in the subject. The study found entrepreneurship education practices to have strong positive and significant influence on entrepreneurial intention of TVET students in Kenya. Intention is the precedent of behavior. Therefore, these results ought to be proven by higher number of youth choosing entrepreneurship as a career

option to reduce the unemployment rate. In line with this, another study could be carried out to establish the percentage of TVET students who actually actualize their entrepreneurial intention while another study could be done to establish the proportion of the unemployed youth who are actually graduates of TVET, where entrepreneurship education is compulsory. In addition, the study suggests that further studies be carried out to explain why estimated effect of trainer attributes on dependent variable decreased when the other variables were introduced.

Finally, the study raises some pertinent questions concerning entrepreneurship education practices that may ignite further debate. Of concern is whether entrepreneurship can be effectively taught in the classroom and if there is need to make a distinction between teaching entrepreneurship and teaching of entrepreneurship in TVET institution. Lectures and handouts were found to significantly influence entrepreneurial intention of students compared to other factors of pedagogies such as entrepreneurship field trips, guest speakers and participation in business plan competitions and exhibitions. It may also be of interest to subject trainer attributes to further study to debate to find out who should teach entrepreneurship education. These questions would be of interest to entrepreneurship education scholars and more so for those in developing economies.

The sample for the study comprised of final year students of public TVET institutions who comprised of diploma and certificate levels. Another research can be done on entrepreneurial intention of each group. It may also be of interest to researchers why students considered their full time lecturers as their business mentors while ideally practicing entrepreneurs who share their own experiences and stories would have been expected to take lead.

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APPENDICES

Appendix A: Letter of Introduction

I invite you to participate in a research study entitled *Analyzing Relationship between Entrepreneurship Education Practices and Entrepreneurial Intention of TVET Students in Kenya*. The purpose of the research is to determine effects of entrepreneurship education content, entrepreneurship pedagogies, trainer attributes and learning resources on entrepreneurial intention of TVET Students in Kenya. This questionnaire is developed to collect data that will help to meet the purpose of the study. Please read carefully and give appropriate responses by correctly ticking [√] or by filling in the blank spaces provided to indicate your level of agreement with each statement. Choose **only one answer** to each question. You are kindly requested to respond to the questions with utter most sincerity.

Information obtained from this questionnaire will be treated with **uttermost confidentiality**.

Your participation in this research is voluntary with your responses remaining anonymous. You are free to withdraw at any time without giving a reason and without cost. Whereas there may be no direct benefit to you in this research, your participation will be beneficial to future users or individuals with similar concern. It will about 15 minutes to complete. If you have any queries about this research, feel free to contact *the INVESTIGATOR, Ruth Kimathi, 0722655039 and also my Supervisors Dr Phelister Njeru at phelistawangui2004@gmail.com and Prof Micah Korir at miko_ent@yahoo.com* . If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O Box 342-01000, Thika.

Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____ Investigator's signature _____ Date _____

Appendix B: Questionnaire

SECTION A : GENERAL INFORMATION

1. Gender: Male ☐ Female ☐

2. Age : Below 18 years ☐ 19-25 years ☐ 26-35 years ☐ 36 years and above ☐

3. Highest Education level: KCPE ☐ Secondary ☐ Certificate ☐ Diploma ☐

4. What is the level that you are currently training in: Certificate ☐ Diploma ☐

5. Name of your institution _____

6. County

_____

7. What is the present occupation of your parents/guardian? Please tick whatever is applicable for you.

	Private Sector	Unemployed	Public sector	Self Employed	Retired	Others (specify)
Father						
Mother						
Guardian						

SECTION B : ENTREPRENEURSHIP EDUCATION PRACTICES

(a) Please indicate your level of agreement with the following statements about **Entrepreneurship Education Content (EEC).**

Key: 1: Total disagreement, 2: Strong Disagreement, 3: Slight Disagreement, 4: Neutral, 5: Slight Agreement 6: Strong Agreement; and 7: Total agreement.

Entrepreneurship education content (EEC)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
EEC-1. I'm aware of the qualities of an entrepreneur							
EEC-2. The training has equipped me with the required creativity and innovations in business							
EEC-3. Because of the training I'm able to identify entrepreneurial opportunities							
EEC-4. With the training I'm now equipped with the necessary knowledge and requirements for starting a business							
EEC-5. The training has equipped me with the necessary management, operations and financial management skills to run my own business							
ET -6. The training has taught me how to write a business plan							
EEC-7. Because of the training I now have the knowledge on the required technology to operate my own business							

(b) Please indicate your level of agreement with the following statements about the **Entrepreneurship Pedagogies (EP)** that is true in your case**.** .Key: 1: Total disagreement, 2: Strong Disagreement, 3: Slight Disagreement, 4: Neutral, 5: Slight Agreement 6: Strong Agreement; and 7: Total agreement.

Entrepreneurship Pedagogies (EP)	**1**	**2**	**3**	**4**	**5**	**6**	**7**

EP-1. Computer simulations are used in training entrepreneurship							
EP-2. Instruction in entrepreneurship includes the use of case studies							
EP-3. Interviewing practicing entrepreneurs is one of the methods used in entrepreneurship training							
EP -4. My trainer uses Interactive lecture as a training method							
EP -5. Class discussions are used in Entrepreneurship							
EP -6. Entrepreneurship Field trips and exhibitions are part of the training approaches used by the institution							
Ss EP -7. Guest speakers is a method applied in entrepreneurship training							

(c) Please indicate your level of agreement with the following statements about <u>your</u> entrepreneurship **Trainer.** .Key: 1: Total disagreement, 2: Strong Disagreement, 3: Slight Disagreement, 4: Neutral, 5: Slight Agreement 6: Strong Agreement; and 7: Total agreement.

Trainer Attributes (TA)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
TF-1. My trainer is a practicing entrepreneur and encourages me to be an entrepreneur							
TF-2. My trainer is my business mentor and motivates me to be an entrepreneur							
TF-3. My trainer is a full time lecturer and impacts the necessary knowledge to entrepreneurship							
TF-4. My trainer is a guest speaker and is very encouraging with success stories							

Please indicate your level of agreement with the following statements about entrepreneurship **Learning Resources** <u>available</u> to you**.** Key: 1: Total disagreement, 2: Strong Disagreement, 3: Slight Disagreement, 4: Neutral, 5: Slight Agreement 6: Strong Agreement; and 7: Total agreement.

Learning Resources(LR)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
LR-1. Textbooks are available							
LR -2. Newspapers and Magazines are available learning resources							
LR-3. Training Manuals are available							
LR-4. Hand-outs are used							
LR-5. Availability of Resource Persons							
LR-6. Use of Computers							
LR-7. Availability of Data projectors							

SECTION C : ENTREPRENEURIAL INTENTION

Please indicate your level of agreement with the following statements about your **Entrepreneurial Intention. Key**: 1: Total disagreement, 2: Strong Disagreement, 3: Slight

Disagreement, 4: Neutral, 5: Slight Agreement 6: Strong Agreement; and 7: Total agreement

Entrepreneur Intention (EI)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
EI-1. I have a business idea ready for implementation							
EI-2.I am ready to do anything to be an entrepreneur							
EI- 3. I have an existing innovation awaiting implementation							
EI-4. I will make every effort to start and run my own business							
EI-5. I am saving for a business in future							
EI-6.I have **serious doubts** about ever starting my own business							
EI-7.I am determined to start a business in the future							
EI-8.It would be **very difficult** for me to develop a business idea							
EI-9. My professional goal is to be an entrepreneur							
EI-10.I have got firm intention to start a firm in the future							

THANK YOU FOR YOUR PARTICIPATION

Appendix C: Interview Guide for Key Informants

1. Introduction

- Begin with self-introduction
- Explain purpose of the study
- Give assurance on confidentiality
- Note designation of informant

2. Entrepreneurship Education Practices

Focus discussions on specific entrepreneurship practices as outlines in the objectives. Ask for explanation, clarification and justification for responses that are given.

a) Can entrepreneurship education content that is taught in TVET influence students entrepreneurial intention? Probe for justification in respect to scope and choice of topics that are covered.

b) Probe for informant's judgement of entrepreneurship pedagogies that are used in delivery of entrepreneurship education. Probe for their suitability, adequacy and effectiveness. Can these pedagogies influence entrepreneurial intention of students?

c) Find out the characteristics of the person/s who teach entrepreneurship. Probe for any special attributes in entrepreneurship. What is your take on the trainer? Seek justification for responses that are given

d) Find out the informant's take on learning resources effectiveness in creating entrepreneurial intention of students. Probe for justification.

Appendix D: Reliability Analysis

Reliability Results for Entrepreneurship education content

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I_am_aware_of_the_qualities_of_an_entrepreneur	31.71	86.674	.714	.916
Training_has_equiped_me_with_the_creativity_and_innovation	32.13	85.051	.766	.911
able_to_identify_entrepreneurial_opportunities	31.66	86.201	.787	.909
Equiped_with_skills_to_start_business	31.87	83.053	.820	.905
Equiped_with_necessary_skills_to_run_own_business	32.00	85.174	.755	.912
Training_taught_me_how_to_write_business_plan	31.88	84.244	.707	.917
I_have_knowledge_on_required_technology_to_run_own_business	31.68	84.950	.774	.910

Reliability Results for Entrepreneurship Pedagogies

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
computer_stimulations_are_used_in_training_entrepreneurship	27.58	90.696	.674	.844

Instructions_in_entrepreneurship_includes_use_of_case_studies	27.25	92.541	.697	.842
Interviewing_practicing_entrepreneurs_is_a_method_being_used	27.25	90.267	.718	.839
My_trainer_uses_interactive_lecture_to_train_me	26.76	96.409	.591	.856
Class_discussions_are_used_in_entrepreneurship	26.60	96.154	.545	.861
Field_trips_and_exhibitions_are_used_by_institution	27.75	85.973	.681	.844
Guest_speakers_is_a_method_used_in_training	27.66	88.860	.608	.855

Reliability Results for Trainer Attributes

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Trainer_is_a_practising_entrepreneur_and_encorages_me	14.66	26.318	.731	.763
Trainer_is_my_business_mentor_and_encorages_me	14.77	25.788	.737	.759
Trainer_is_a_full_time_lecturer_and_impacts_knowledge	14.38	28.912	.624	.810
Trainer_is_a_guest_speaker_and_is_encouraging	15.21	26.778	.586	.832

Reliability Results for Learning Resources

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Textbooks_are_available	27.95	92.043	.682	.862

Newspapers_and_magazines_are_available	27.72	93.573	.673	.864
Training_manuals_are_available	28.10	92.332	.714	.859
Hand_outs_are_used	27.67	96.162	.628	.869
Availability_of_resource_persons	28.12	93.353	.666	.864
Use_of_computers	28.33	90.583	.690	.861
Availability_of_data_projectors	28.56	91.272	.628	.870

Reliability Results for Entrepreneur Intention

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I_have_a_business_idea_ready_for_implementation	153.70	1254.023	.672	.951
I_am_ready_to_do_anything_to_be_an_entrepreneur	153.46	1255.920	.735	.951
I_have_an_existing_innovation_awating_implementation	153.85	1257.473	.648	.951
I_will_make_my_own_effort_to_start_and_run_own_business	153.22	1260.094	.696	.951
I_am_saving_for_a_business_in_future	153.68	1258.145	.622	.952
I_have_doubts_about_ever_starting_my_own_business	155.09	1305.398	.239	.955
I_am_determined_to_start_a_business_in_future	153.42	1259.372	.606	.952
It_would_be_very_difficult_for_me_to_develop_a_business_idea	155.19	1306.966	.217	.956

My_professional_goal_is_to_be_an_entrepreneur	153.57	1253.02 7	.682	.951
I_have_firm_intention_to_start_a_firm_in_the_future	153.22	1256.61 2	.681	.951

Appendix E: Factor Analysis

Communalities

	Initial	Extraction
Entrepreneurship Training Content	1.000	.639
Entrepreneurship Pedagogies	1.000	.708
Trainer Attribute	1.000	.748
Learning Resources	1.000	.660
Entrepreneurial Intention	1.000	.586

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.341	66.827	66.827	3.341	66.827	66.827
2	.585	11.698	78.525			
3	.429	8.588	87.113			
4	.350	6.998	94.111			
5	.294	5.889	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component
	1
Entrepreneurship Education Content	.799
Entrepreneurship Pedagogies	.842
Trainer Attributes	.865
Learning Resources	.812
Entrepreneurial Intention	.766

Extraction Method: Principal Component Analysis. a.

1 components extracted.

Appendix F: Descriptive Statistics

Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurship Training Content	329	1.00	7.00	5.3079	1.52728
Entrepreneurship Pedagogies	329	1.00	7.00	4.5441	1.57745
Trainer Attributes	329	1.00	7.00	4.9179	1.68479
Learning Resources	329	1.00	7.00	4.6774	1.58956
Entrepreneurial Intention	329	1.00	7.00	4.9032	1.27901
Valid N (listwise)	329				

Source: Researcher, (2020)

Key: 1=Total disagreement, 2= Strong Disagreement, 3= Slight Disagreement, 4= Neutral, 5= Slight Agreement 6= Strong Agreement; 7= Total agreement.

Appendix G: Budget

Activity	Cost (Ksh)
Proposal writing (Expenses related to access to information and materials)	20,000
Pilot Testing	10, 000
Data collection related expenses	80,000
Travel and accommodation costs	220, 000
Data Analysis related expenses	60,000
Document production costs	120,000
Tuition	618,000
Total KSH	**1,128,000**

Appendix H: Certificate of Ethical Clearance from Mount Kenya University

Mount Kenya University

MAY 31, 2018

Ref. No. MKU/ERC/0861

CERTIFICATE OF ETHICAL CLEARANCE

This is to certify that the proposal titled **"ANALYZING RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION PRACTICES AND ENTREPRENEURIAL INTENTION OF TVET GRADUATES IN KENYA"**, Whose Principal Investigator is Ms Ruth Kirigo M. Kimathi (PhD/2014/79163) has been reviewed by Mount Kenya University Ethics Review Committee (ERC), and found to adequately address all ethical concerns.

Mr Francis W. Makokha
Secretary, Mount Kenya University ERC

Sign: _____ Date: 04/06/2018

Prof. Francis W. Muregi
Chairman, Mount Kenya University ERC

Sign: _____ Date: 04.06.2018

The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342-01000, Thika

Appendix I: Letter of Introduction from Mount Kenya University

Mount Kenya University

SCHOOL OF POSTGRADUATE STUDIES

PhD/2014/79163

11th June, 2018

The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House. 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI

Dear Sir/Madam,

RE: RUTH KIRIGO M. KIMATHI - REGISTRATION NO. PhD/2014/79163

The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Business Administration (Entrepreneurship)** in the Department of **Accounting & Finance** in the School of **Business & Economics.**

The title of her research is *"Analyzing Relationship between Entrepreneurship Education Practices and Entrepreneurial Intention of TVET Graduates in Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between **June and November, 2018.**

Any assistance accorded to her will be highly appreciated.

Thank you.

Registrar
School of Progradute Studies
Mount Kenya University
P.O. Box 342 - 01000, Thika

Mr. Daniel Gatungu
Registrar, School of Postgraduate Studies
Enc.

Appendix J: Research Permit from National Commission of Science, Technology and Innovation (NACOSTI)

THIS IS TO CERTIFY THAT:
MS. RUTH KIRIGO M. KIMATHI
of MOUNT KENYA UNIVERSITY,
57953-200 Nairobi,has been permitted
to conduct research in *Kajiado , Nairobi Counties*

on the topic: *ANALYSING RELATIONSHIP BETWEEN ENTREPRENEURSHIP EDUCATION PRACTICES AND ENTREPRENEURIAL INTENTION OF TVET GRADUATES IN KENYA*

for the period ending:
21st June,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/23941/23389
Date Of Issue : 21st June,2018
Fee Recieved :Ksh 2000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
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REPUBLIC OF KENYA

NACOSTI

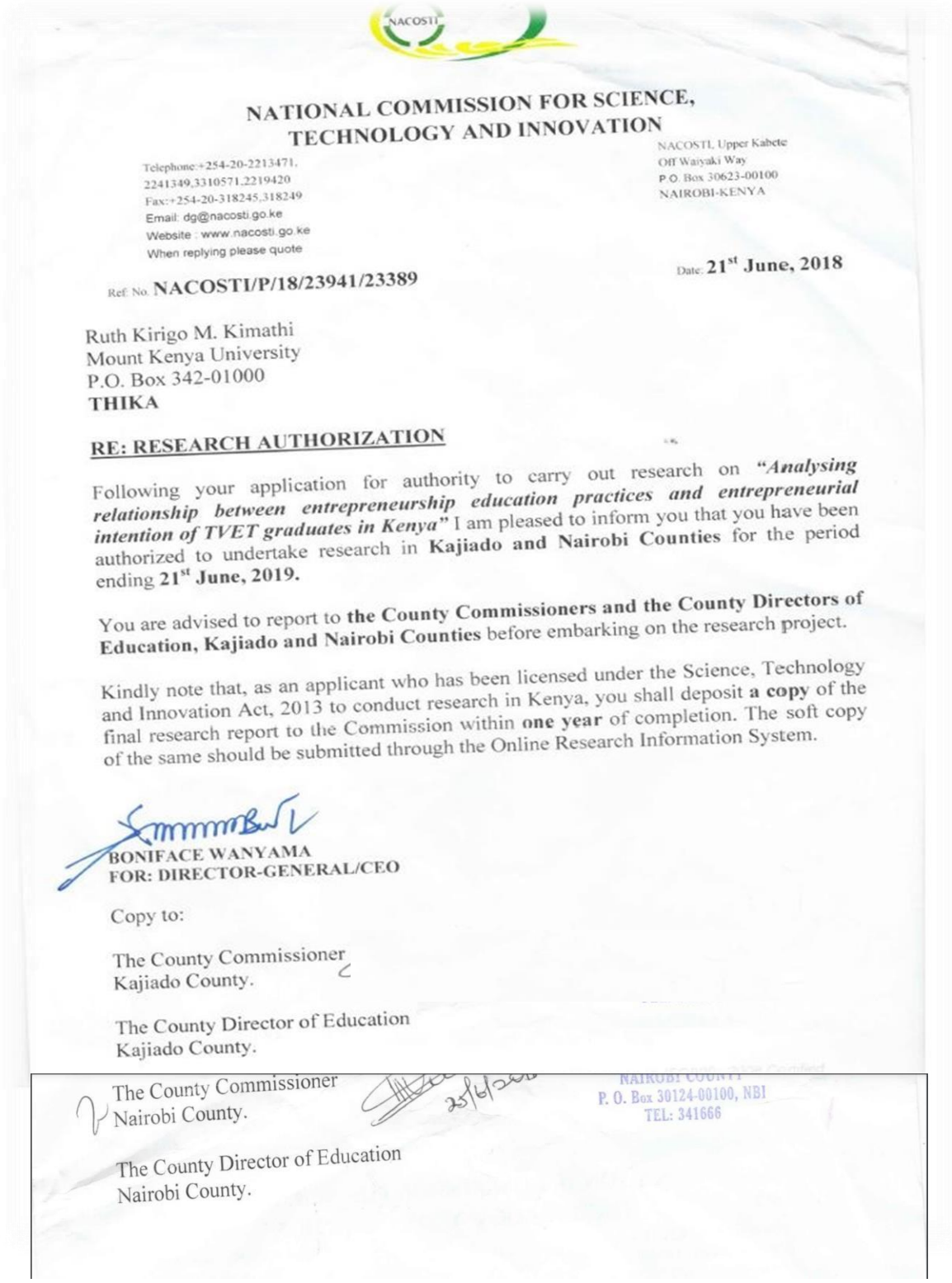
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 19068

CONDITIONS: see back page

Appendix K: Research Authorization From National Commission for Science, Technology and Innovation



NATIONAL COMMISSION FOR SCIENCE,
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NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/23941/23389**

Date: **21st June, 2018**

Ruth Kirigo M. Kimathi
Mount Kenya University
P.O. Box 342-01000
THIKA

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Analysing relationship between entrepreneurship education practices and entrepreneurial intention of TVET graduates in Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kajiado and Nairobi Counties** for the period ending **21st June, 2019.**

You are advised to report to **the County Commissioners and the County Directors of Education, Kajiado and Nairobi Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

The County Commissioner
Nairobi County.

25/6/2018

NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666

The County Director of Education
Nairobi County.