



Journal of International Business, Innovation and Strategic Management

2019: 3 (3): 1 - 15

ISSN: 2617-1805

Effect of Entrepreneurship Education on Business Establishment: A Survey of Undergraduates from Kenya Methodist University

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To Cite this Article:

Kendi, K.P., Muriuki, M. & Njeru, E. (2019). Effect of Entrepreneurship Education on Business Establishment: A Survey of Undergraduates from Kenya Methodist University. *Journal of International Business, Innovation and Strategic Management*, 3 (3): 1 - 15

Abstract

In today's business world, there are existing new business opportunities that are emerging and entrepreneurs keep increasing in every passing day. Therefore, entrepreneurship has become a more active and wide spread because it is quite crucial for both social and economic development. In this regard, the fact that entrepreneurship education has been included in national policies in creating and increasing entrepreneurial intention which is an indicator of planned entrepreneurial behavior makes the topic of the study highly essential and imperative. The main objective of the study was to establish the role of entrepreneurship education on business establishment by undergraduates from Kenya Methodist University. A descriptive research design was utilized for the study. The study focused on 500 undergraduates from Kenya Methodist University who have graduated and have established businesses. The sample size was determined by use of Nassiuma formula of determining a sample size. The results and findings were presented in tables, figures and charts. The study found that the four independent variables had a great influence on business establishment among the graduates. The four independent variables in the study influenced 72.8% of the business establishment as represented by the R^2 .



Therefore, the study recommended that both private and public sectors should put more resources on entrepreneurial education and scale it to the next level, government to address Entrepreneurial culture by creating more awareness, government to come up with policies that recognizes and encourages innovation and the government must also ensure that every student (youth) is exposed to information technology courses at various levels of education.

Keywords: *Entrepreneurship Education, Undergraduates, Business Establishment*

INTRODUCTION

Background of the Study

Entrepreneurship plays a critical role in job creation and improving the overall economy of a nation. Moreover, Lee and Kim (2016) observe that with modernization firm competencies such as agility, creativity and innovation are a requirement for startup businesses. As such, many organizations offer training programs on entrepreneurship with the expectation that the role of knowledge, skills and entrepreneurship required by new entrepreneurs will facilitate change. Vesper and Gartner (2014) found that there is an increased emphasis on entrepreneurship education from elementary school to higher levels of education. Entrepreneurship education is a vital element in providing skills to students on how to be successful while operating in a dynamic environment.

Education in entrepreneurship pays attention to skills and attribute development that maximize on opportunities; it involves managerial education that is focused on the best hierarchical operations. Filion (2014) stated that the early years in school are considered crucial to equip students with entrepreneurship education. Moreover, the researcher observed that providing entrepreneurship education to students improves their interest in entrepreneurial initiatives. The intentionality of entrepreneurship is perceived as an indicator of education programs in entrepreneurship, where scholars pay attention on analyzing the impact of education programs in entrepreneurship on the intentions of students to become entrepreneurs and the perception of the society towards entrepreneurship by using the planned behavior theory.

According to Souitaris (2014) there is an informational gap on the impact of education programs in entrepreneurship and the intentions of students to be entrepreneurs, however, such programs in entrepreneurship increased the interests and intentions of students to start businesses. The researcher carried out a survey on programs in entrepreneurship for engineering and science students and observed that the programs enhanced the student's intentions on entrepreneurship. Majority of the students experienced moments that motivates and inspired them to consider entrepreneurship as a career path. Students who pick to take entrepreneurship courses are likely to venture into entrepreneurship than their counterparts who do not take entrepreneurship programs (Storey, 2012).



Education in entrepreneurship is an important in a dynamic environment since it facilitates in developing the insights to discover and take advantage of opportunities for entrepreneurs to successfully start and operate their own ventures (Cruz, 2013). As such higher education institutions emphasize on the need to offer entrepreneurship programs to its students. Moreover, majority of higher education institutions are actively contributing in the formulation and implementation of strategies that ensure the entrepreneurial programs offered are of high quality and encourage participation in learning by the students (Daud, 2011). In addition they offer programs and courses in entrepreneurship in order to provide students with the confidence and motivation to venture into entrepreneurship. However, there is still debate on the approaches and teaching methods that are appropriate for implementation.

According to the Government of Kenya (2015) education in entrepreneurship is vital in not only providing knowledge for Kenyans but in the quest of eradicating poverty and facilitating the economy of the nation. The sectors of technology and science aim to attain enhanced access, quality of results and relevance of equity in higher education (Government of the Republic of Kenya, 2015). A key challenge facing Kenya, is the problem of high rate of unemployment. This is as a result of nepotism, corruption, low growth of the economy, and a negative attitude towards the concept of entrepreneurship. It is estimated that only 503,500 undergraduates out of the total 1,374,360 are absorbed in the job market yearly. More than 870,860 undergraduate lacks the opportunity to join the job market hence remains unemployed. As a result of the growing rate of unemployment undergraduate education on entrepreneurship is emphasized. This research study is framed on the approach of entrepreneurship education as a strategic approach to the establishment of businesses in Kenya targeting undergraduates from the Kenya Methodist University

STATEMENT OF THE PROBLEM

With globalization and capitalization entrepreneurship is gaining support and importance. To facilitate the growth rate of the economy, entrepreneurship must be encourages. Small business sector is highly linked to entrepreneurship. Most bilateral and multi-bilateral agencies, governments and nongovernmental organizations have entrepreneurial educational training policies in place in order to assist entrepreneurship development and business establishment. Kenya is a developing country, as such entrepreneurship is perceived as a facilitator of creating jobs, economy growth, and adjustments within the society. Nyagah (2013) observes that 64% of the unemployed individuals in Kenya are youth. KIPPRA (2017) estimated that 936,000 jobs were created in the field of SMEs as a result of entrepreneurship. Additionally, KIPPRA (2017) reported that the rate of unemployment remained constant at 11.50% during the years 2016 and 2017. On average between 1991 and 2017 the rate of unemployment was 10.80%, in 2009 it reached its peak at 12.20% and the lowest record was in 1997 at 10% (KNBS 2018). Therefore, there is need of implementing entrepreneurship education in order to enhance business establishment and growth of small and medium businesses. To achieve good and stable business establishments, the government needs to ensure that undergraduates are taken through training programs, entrepreneurial culture is enhanced, innovation and good infrastructure in terms of information technology.



Empirical scrutiny of previous studies outcome on role of entrepreneurship education on business establishment has been empirically inconclusive. Previous studies have produced mixed outcomes regarding the role of entrepreneurship education on business establishment. Nelson and Johnson (2016), assessed the education programs in entrepreneurship as strategic approaches in the growth of the Kenyan economy. The research found that in general entrepreneurship can be perceived as offering education to students about the world-of-work. Njoroge and Gathungu, (2013), conducted a research on the impact of entrepreneurial training on the growth of businesses focusing on SMEs among the youth initiatives in Nairobi. The research found that creativity influences business growth of SMES among youth driven initiatives; that training programs influences business growth of SMES among youth driven initiatives. The above studies clearly show that there is no specific study that has been done regarding entrepreneurship education and business development. Therefore, this study seeks to seal this gap by finding out the effect of entrepreneurship education on business establishment by Kenyan undergraduates guided by the following specific variables: training programs, entrepreneurial culture, innovation and information technology which play a key role in business establishment

LITERATURE REVIEW

Theoretical Framework

The developer of the knowledge based theory was Grant (1996). This theory perceives knowledge to be the most significant resource in a business. The proponents of the theory state that since knowledge based resources are complex, heterogeneous, and difficult to imitate, they are the determinants of sustainability and improved performance. According to Cook and Yanow (2016) to be efficient in the dynamic business environment a firm must be knowledge based. However, few businesses fully comprehend the concept of knowledge based resources and how it can be used successfully. Maybe be common misconception made by firms is that if they have a high knowledge awareness of their services and products the closer they are knowledge-based. However, the services and products are the tangible resources presented to customers.

Marshall (1879) introduced this theory. The theory emphasizes that markets are its best during perfect competition. This is because there is no exploitation of labour and all businesses are able to benefit from the marginal inputs and production. With respect to zero profit equilibrium, Marshall (1879) explained the influence of profit incentives on a firm's ability to formulate innovative approaches promoting their efforts in production. Loasby (2016) found that small variations in the operational business design can be vital in helping firms be more competitive and result in increased productivity.

Cantillon (1755) was the first developer of the theory which was later adopted by Murphy (2006). The theory proposes that entrepreneurship mostly involves risk taking. The theory posits that entrepreneurs engage in the activities of purchasing current products at a fixed price and selling them in the future at a different price. The theory perceives an entrepreneur as an agent of taking risks and facilitating the supply and demand of products and services in a nation. While many studies agree that entrepreneurship contributes in the development of the economy Holcombe (2016) explains that entrepreneurship also creates knowledge, information and wisdom in meeting the goals of the economy.



Empirical Literature Review

Brana (2018) established that the attitude of people is a core component in attaining sustainability within a firm. However, the study noted that attitude without skills cannot sustain a firm and result in growth. Training becomes effective only when passion and the correct attitude are incorporated. The three elements are important since they can assist management in planning and reducing the rate of risks facing the company. According to Wanjohi and Mugure (2018) educational skills are at the core of management in a developing firm. The findings of the researchers concur with those of Nzioka (2015) that management of firms require education to be successful. Nzioka (2015) stated that the lack of educational skills is a barrier for growth and success of a firm. Without education, understanding performance indicators in a dynamic environment becomes difficult

Nzioka (2015) explained that education gives individuals the power of control and planning for capabilities and the right for managerial skills. Hence employees are able to implement the best policies on staffing and utilize their abilities and talents within the business. Businesses are different with respect to styles of management, design and capabilities. Management cannot understand the benefits of training in improving efficiency and reducing errors without undergoing a similar training. King and McGrath (2012) observe that a management that lacks training results in failure. Different from popular view, management personnel need training and motivation (Baumol, 2015), this is because, they are also human. In Poland, Osowska (2014) observed that culture means the representation of beliefs and values by a specific social group that promotes good practices of entrepreneurship

Trewin (2014), states that innovations in business involve introducing new or improved services and products. A research by George and Zahra (2015) found the art of a successful business is often associated to the ability of entrepreneurs to weigh the business concepts with respect to their potentiality to attain sustainability in the economy. A research by Sungau, Ndunguru, and Kimeme (2013) on the impact of business innovation of service quality focusing on Tanzania found that the use of innovation to improve business has a direct and indirect significance of service quality. Njoroge (2016) on the other hand focuses on the telecommunication industry. The study found that technology was at the core in explaining the performance in the telecommunications industry. Walter and Ritter (2013) posit that literature on the influence of IT on varying relationship dimensions is broad. However, the research found that little focus has been placed on the influence of IT on social interactions of business relationships. The study found that people implement information is the establishment of relationships in business and their impact on the society



Conceptual Framework

Independent Variables

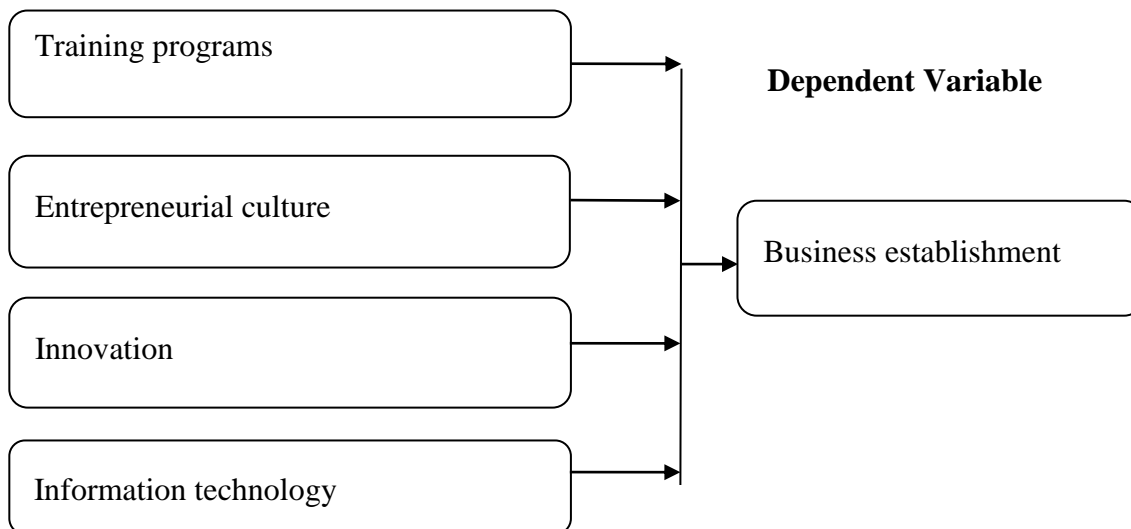


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

This study utilized a descriptive research design. This design gave the researcher the ability to designate variable features of interest. The independent variables include: training programs, entrepreneurial culture, innovation, and information technology while the dependent variable is business establishment. The goal of the research was to determine the role of entrepreneurship education on business establishment by undergraduates from Kenya Methodist University. The descriptive design was well suited to this study. The study focused on a population of 500 undergraduates for the last three years from Kenya Methodist University who have established businesses. The three-year period was chosen since it's an appropriate period of time for business establishment by the undergraduates.

Questionnaires were utilized as the research instruments for the study. This is a list of questions related to a specific research that is well arranged to elicit feedback from the participants. Descriptive and inferential statistics were utilized. The quantitative data collected was analysed using descriptive statistics with the help of SPSS version 21. Tables, graphs, and frequencies was used in presenting the results of the study. Multiple linear regressions was used to show the correlation between training programs, entrepreneurial culture, innovation, information technology and business establishment by undergraduates from Kenya Methodist university. The regression model is illustrated below;



$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y= Business establishment

β_0 = Constant

X_1 =Training programs

X_2 =Entrepreneurial culture

X_3 = Innovation

X_4 = Information technology

β_1 . β_4 are the regression co-efficient or change introduced in Y by each independent variable. ε is the random error term accounting for all other variables that influence business establishment but not captured in the model.

RESULTS AND DISCUSSIONS

A total of 62 questionnaires were distributed to various undergraduates in Kenya Methodist University and to larger extent, the ones pursuing entrepreneurial education out of which 55 interviewees completed and returned the questionnaires duly filled making a response rate of 89%

Table 1: Questionnaire return rate

Return rate	Frequency	Percentage
Returned	55	89%
Not Returned	7	11%
Total	62	100

The response rates were eighty nine percent of the total distributed questionnaires which was adequate to satisfy this study

Descriptive statistics

This section presents the descriptive results on effect of training programs, entrepreneurial culture, innovation and information technology on business establishment by undergraduates from Kenya Methodist university.

Business establishment

On statements regarding business establishment, the respondents were asked to indicate the extent to which they agreed or disagreed with the statements. The responses were placed on a five likert scale ranging from 1 (strongly



disagree) to 5 (strongly agree). To indicate the dispersion from the mean standard deviation was used. High standard deviation indicates that the data is spread out over a large range of values while low standard deviation indicates that the data tend to be very close to the mean.

Table 2: Business establishment

Statements	Mean	Std. Deviation
Skills and knowledge, I derived from entrepreneurial education has helped the business to improve its return on equity	3.523	0.284
Skills and knowledge, I derived from entrepreneurial education has helped the business to improve its return on assets	4.245	0.296
My business return on equity is greater compared to average return on equity for the whole industry	3.432	0.249
My business return on asset is greater compared to average return on asset for the whole industry	3.363	0.348

According to findings in the table above, respondents agreed that skills and knowledge they derived from entrepreneurial education has helped their business to improve its return on equity (Mean=3.5234), respondents strongly agreed that Skills and knowledge they derived from entrepreneurial education has helped their business to improve its return on asset (Mean=4.2452), respondents agreed that their business return on equity is greater compared to average return on equity for the whole industry (Mean=3.4318), respondents also agreed that their business return on asset is greater compared to average return on asset for the whole industry (Mean=3.3634).

Training Programs

On statements regarding Training Programs, the respondents were asked to indicate the extent to which they agreed or disagreed with the statements. The responses were placed on a five likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To indicate the dispersion from the mean standard deviation was used. High standard deviation indicates that the data is spread out over a large range of values while low standard deviation indicates that the data points tend to be very close to the mean.



Table 3: Training Programs

Statements	Mean	Std. Deviation
We value team development in our business	4.26	0.18
The business ensures management training is conducted annually	3.17	0.27
Computer education is a key resource for the business	4.68	0.28
Orientation is done as part of employee training	3.90	0.26
Training tends to be relevant to all business roles.	2.96	0.36
Onboarding trainings start on the first day of employment and carry on throughout the first year.	2.36	0.38

According to the results in table above, the respondents agreed that the business value team development (Mean=4.25746), respondents relatively agreed that the business ensures management training is conducted annually (Mean=3.16964), respondents agreed that computer education is a key resource for the business (Mean=4.68346), respondents agreed that orientation is done as part of employee training (Mean=3.89636), respondents relatively disagreed that training tends to be relevant to all business roles (Mean=2.96348), respondents also disagreed that Onboarding trainings start on the first day of employment and carry on throughout the first year.

Entrepreneurial Culture

On statements regarding entrepreneurial culture, the respondents were asked to indicate the extent to which they agreed or disagreed with the statements. The responses were placed on a five likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To indicate the dispersion from the mean standard deviation was used. High standard deviation indicates that the data is spread out over a large range of values while low standard deviation indicates that the data points tend to be very close to the mean.



Table 5: Entrepreneurial culture

Statements	Mean	Std. Deviation
Employees are encouraged to brainstorm new ideas or products	4.43	0.27
The business values ensure that the company is growing	4.29	0.22
The business community policies create growth in the business	3.09	0.29
The business principles in the organization are clearly followed	3.64	0.39
The culture of the business is characterized by competition	3.99	0.20
The fast-moving goods and services industry keep the business on toes	4.00	0.27

According to the results in table above, the respondents agreed that employees are encouraged to brainstorm new ideas or products (Mean=4.4346), the respondents agreed that the business values ensure that the company is growing (mean=4.2874), the respondents agreed that the business community policies create growth in the business (mean=3.0945), furthermore, respondents agreed that the business principles in the organization are clearly followed (mean=3.6387), respondents also agreed that the culture of the business is characterized by competition (mean=3.9935) and respondents further agreed that The fast-moving goods and services industry keep the business on toes (mean=4.0032). The study further tested the hypothesis on whether entrepreneurial culture influences business establishment among the Kenya Methodist university undergraduates. The results were as presented in table below showing the relationship between entrepreneurial culture and business establishment.

Innovation

On statements regarding innovation, the respondents were asked to indicate the extent to which they agreed or disagreed with the statements. The responses were placed on a five likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To indicate the dispersion from the mean standard deviation was used. High standard deviation indicates that the data is spread out over a large range of values while low standard deviation indicates that the data points tend to be very close to the mean.



Table 7: Innovation

Statements	Mean	Std. Deviation
The business culture encouraged employees to come up with new business workflows	3.63	0.25
Establishment of new products allows the business to thrive in the competitive market	4.24	0.38
Establishment of new services allows the business to thrive in the competitive market	3.82	0.27
Business innovation create a more efficient and agile organization	4.21	0.31
Business innovation improve on existing products, services or processes	4.13	0.34
Business innovation reach new customers and new market penetration	4.14	0.24

As per the findings in the table above, the respondents agreed that The business culture encouraged employees to come up with new business workflows (mean=3.6323), respondents also agreed that Establishment of new products allows the business to thrive in the competitive market (mean=4.2441), respondents agreed that Establishment of new services allows the business to thrive in the competitive market (mean=3.8235), Business innovation create a more efficient and agile organization (mean=4.2122) respondents agreed that Business innovation improve on existing products, services or processes (mean=4.1324) and also respondents agreed that Business innovation reach new customers and new market penetration (mean=4.1352). The study further tested the hypothesis on whether innovation influences business establishment among the Kenya Methodist university undergraduates. The results were as presented in table below showing the relationship between innovation and business establishment.

Information Technology

On statements regarding Information technology, the respondents were asked to indicate the extent to which they agreed or disagreed with the statements. The responses were placed on a five likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To indicate the dispersion from the mean standard deviation was used. High



standard deviation indicates that the data is spread out over a large range of values while low standard deviation indicates that the data points tend to be very close to the mean.

Table 9: Information technology

Statements	Mean	Std. Deviation
The business has a good Networks connectivity to the outside world	3.10	0.24
The location of the business allows good information access	3.00	0.18
The business inter organizational networks creates a well performing business environment	3.01	0.33
The business has a computer technology in every department	2.24	0.26
Without information technology and system support, business slows down	3.55	0.37
The technology provides better services to customers	3.84	0.45

According to the results in table above, the respondents agreed that the business has a good Networks connectivity to the outside world (mean=3.1003), respondents agreed that the location of the business allows good information access (mean=3.0042), respondents agreed that the business inter organizational networks creates a well performing business environment (mean=3.0067), however, respondents disagreed that the business has a computer technology in every department (mean=2.2423), respondents agreed that without information technology and system support, business slows down (mean=3.5456) and also respondents agreed that The technology provides better services to customers (mean=3.8353). The study further tested the hypothesis on whether information technology influences business establishment among the Kenya Methodist university undergraduates. The results were as presented in table below showing the relationship between Information technology and business establishment

Inferential Statistics

The study sought to establish the role of entrepreneurship education on business establishment by undergraduates from Kenya Methodist University. The factors investigated were: training programs, entrepreneurial culture, innovation and information technology. The regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$



Whereby Y represent the business establishment, X_1 training programs, X_2 entrepreneurial culture, X_3 innovation and X_4 information technology. B_0 is the model's constant, and $\beta_1 - \beta_4$ are the regression coefficients while ε is the error term. The study further applied general linear model to determine the predictive power of the independent variables on business establishment. This included regression analysis, the Model and coefficient of determination. The researcher applied the statistical package for social sciences (SPSS V 22.0) to code, enter and compute the measurements of the multiple regressions for the study. Coefficient of determination (R^2) explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable that is explained by all the four independent variables.

Table 11: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853a	0.728	0.462	0.094622

a. Predictors: (Constant), training programs, entrepreneurial culture, Innovation and information technology.

The table above show that there is a strong linear association between the dependent and independent variables used in the study. This is shown by a correlation (R Square) coefficient of 0.728. The four independent variables in the study influenced 72.8% of the business establishment as represented by the R^2 . This therefore means that other factors not studied in this research influence 27.2% of business establishment by undergraduates from Kenya Methodist University. Therefore, further research should be conducted to investigate the other factors that influence 27.2% of business establishment.

Table 1: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.012	4	.503	.759	.000 ^b
	Residual	33.167	50	.663		
	Total	35.179	54			

a. Predictors (Constant), training programs, entrepreneurial culture, Innovation and information technology.

b. Dependent Variable: business establishment.



The significance value is 0.000 which is less than 0.05 thus the model is statistically significant in predicting how training programs, entrepreneurial culture, Innovation and information technology influenced business establishment among undergraduates from Kenya Methodist university. The F critical at 5% level of significance was 0.759.

Table 2: Coefficient of Determination

	Unstandardized Coefficients		Standardized Coefficients		
	β	Std. Error	Beta	t	Sig.
(Constant)	2.678	0.375		7.141	0.004
Training programs	0.624	0.269	0.167	2.32	0.002
Entrepreneurial culture	0.732	0.384	0.346	1.937	0.032
Innovation	0.645	0.274	0.275	2.354	0.004
Information technology	0.721	0.234	0.228	3.081	0.031

a. Dependent Variable: business establishment

Multiple regression analysis was conducted to determine the extent to which each independent variable influences the business establishment. As per the SPSS generated table above, the regression equation is:

$(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon)$ becomes:

$$Y = 2.678 + 0.624X_1 + 0.732X_2 + 0.645X_3 + 0.721X_4 + \varepsilon$$

From the model, when other factors (training programs, entrepreneurial culture, Innovation and information technology) are at zero, business establishment will be 2.678. Holding other factors constant, a unit increase in training programs would lead to 0.624 change in business establishment. Holding other factors constant, a unit increase in entrepreneurial culture would lead to a 0.732 increase in business establishment. Holding other factors constant, a unit increase in Innovation would lead to 0.645 increase in business establishment. On the other hand, holding other factors constant, a unit increase in information technology would lead to 0.721 increase in business establishment. All the variable under study had a p-value of < 0.05 which means they were all significant and positively influenced the dependent variable.

CONCLUSION

The findings show a strong positive relationship between training programs and business establishment. The two variables have a positive correlation of 0.611. This is a clear indication that if training programmes are seriously undertaken and well-funded by both private and public entities, more businesses will be established in Kenya hence expanding both job opportunities and revenue flow in our country. Similarly, there is a positive correlation of 0.762 between entrepreneurial culture and business establishment. This shows that entrepreneurship culture is a key factor in business establishment.



Therefore, developing a positive, flexible and goal-oriented entrepreneurial culture among our youths through continuous capacity developments would spearhead successful businesses in our country that would create jobs and bring more revenue. Innovation is also a very important factor in business establishment. There is a positive correlation of 0.627 between innovation and business establishment. This shows that innovation is a key factor in business establishment. Therefore, creating an environment that favors and encourages innovation amongst youth would spearhead successful business establishments in our country. Information technology has a positive Pearson correlation of 0.813 with business establishment. This shows that if more resources are pumped in adoption, training and development of information technology, there is high likelihood of successful business establishments in our country and this would bring more revenue and create jobs in our economy.

RECOMMENDATION

The following recommendations can be made from the findings of this study: both private and public sectors should put more resources on entrepreneurial education and scale it to the next level, i.e make it a compulsory unit for all students in both private and public universities. This can be achieved through adoption of compulsory training programs at different levels of education. This will ensure that all students understand the concept of entrepreneurship well in different levels of education. Entrepreneurial culture is also a crucial factor in business establishment that needs to be addressed by the government through conducting seminars that spreads awareness on importance of entrepreneurship. Innovation is an important component of business establishment hence the government should come up with policies that recognizes and encourages innovation amongst youths. Innovation can be alleviated in less developed countries through building a strong education system and strengthening research institutions through funding. Another important component of entrepreneurial education that affects business establishment is information technology. Technology has brought high level of innovations in the current society. Currently, most lucrative innovations are mainly based in computer technology hence the government should ensure every student (youth) is exposed to information technology courses at various levels of education. A universal IT (information technology) course should be made compulsory and in all universities.

CONFLICT OF INTEREST

No potential conflict of interest was recorded by the Authors

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