

Relationship between entrepreneurship training and self-employment behaviour among the youths trained in technical and vocational education and training (TVET) institutions in Kiambu County, Kenya

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ABSTRACT

The study analysed the relationship between entrepreneurship training in Technical and Vocational Education Institutions (TVET) and self-employment among the youth in Kiambu County, Kenya. The focus of the study was to determine the effect of entrepreneurship training pedagogy, trainer traits, content and the social-economic background of the trainee and the tendency to be in self-employment. Positivism research philosophy and explanatory research design approaches were used. The theory of planned behaviour and social capital theory served as anchors for this study. The target population was 1960, composed of 1914 students and 46 trainers and management. By using the stratified simple random sampling method, 329 respondents made up the sample size. We collected data through questionnaires from 329 respondents, who included final-year students, entrepreneurship trainers, and management from public technical training institutions in Kiambu County. The results from the reliability analysis indicated that a Cronbach's alpha above 0.7 for all items was achieved, which means the items are considered reliable and accepted for further study. Descriptive and inferential statistical tools were used to analyse the data. Specifically, mean, standard deviation, percentage, correlation and linear regression model were utilised while p-values tested the hypothesis. The results were presented as narratives, graphs, and tables. The results of the hypothesis testing showed a strong positive relationship between the content of entrepreneurship training ($p=0.000<0.05$), teaching methods ($p=0.004<0.05$), learning materials ($p=0.029<0.05$), and the entrepreneurial behaviour of TVET students in Kenya, as seen in their self-employment. There was a statistically significant positive relationship between trainer attributes ($p = 0.093 > 0.05$) and entrepreneurial behaviour in the referenced group. The occupation of the father, mother, or guardian ($p = 0.122 > 0.05$) had a significant positive moderating effect on the relationship between entrepreneurship training and entrepreneurial behaviour among TVET students in Kenya. The study thus concluded that entrepreneurship training content, entrepreneurship pedagogies, trainer attributes, and learning resources can be used as predictors of the entrepreneurial behaviour of technical and vocational education and training students in Kenya. We recommended a multi-agency approach and collaboration in the implementation and management of entrepreneurship training. There is a need for stakeholders to undertake holistic intentional measures aimed at strengthening entrepreneurship training. Additionally, it would be beneficial to conduct a tracer study to determine the proportion of TVET students who apply their entrepreneurial training skills in their daily lives.

Keywords: Content, Entrepreneurship, Pedagogy, Self-Employment Behaviour, Training

I. INTRODUCTION

Entrepreneurship training aims to equip individuals with the necessary skills, knowledge, and mindset to start and sustain businesses. It covers a wide range of topics such as business planning, marketing, financial management, innovation, and leadership. In Kenya, entrepreneurship training is prevalent in tertiary institutions and, more so, in Technical and Vocational Training and Education (TVET) institutions. The concept of entrepreneurship training has become increasingly of interest in recent decades due to ever-increasing challenges such as unemployment (García-Rodríguez et al., 2017). In connection with this, entrepreneurship is increasingly considered a major driver of economic growth and development, according to Ho et al. (2018), as well as a powerful weapon against unemployment and a means to create wealth (Khalif & Dhiaf, 2016).

An entrepreneur exploits an idea, turning it into an innovation, is never content with the status quo, and is capable as well as ready to turn a new idea into an innovation (Agbonlahor, 2016). Research has ascertained that an entrepreneurial outlook can be advanced in individuals and that entrepreneurship, like any other discipline, could be learnt or at least stimulated through entrepreneurship training. According to Bae et al. (2014), entrepreneurship training can improve creativity, innovation, opportunity recognition, and the creation of new businesses. A study on the effects of entrepreneurship training on entrepreneurial self-employment in Egypt found that training had a positive

effect on entrepreneurial self-employment and can help create an entrepreneurial mindset by providing capabilities, knowledge, and tools for entrepreneurial ventures (Fakhreldin & Hattab, 2015). The study was conducted on students in their final year of study. At the same time, scholars continue to engage with the subject, with earlier studies such as Lorz (2011) and Pagano and Pica (2012), contending that further studies are needed to understand the phenomena, as well as the fact that finances could also be a major contributor to self-employment. This is backed by the graduand's family background and access to finances. The debate on entrepreneurship training continues to rage on.

In connection with this progress, some real research concerns arise that need to be explored. Among them is the relationship between entrepreneurship training practices and youth self-employment. Different scholars have attempted to elucidate entrepreneurial training among students, with numerous arguments to advance. Scholarly works have not been entirely unanimous in their findings, with some studies showing an inconsequential influence of entrepreneurship training on youth self-employment (Khalif & Dhiyf, 2016). The study was conducted in the United Arab Emirates to find out the impact of entrepreneurship training on youth self-employment. This study's conclusion was that, despite the training, self-employment behaviors to start and sustain a business among students in the United Arab Emirates were very low.

While explaining the theory of entrepreneurial events, Shapiro and Sokol (1982) identified three sources which, according to them, influenced self-employment behavior. These are perceived feasibility, perceived propensity, and perceived desirability. Advancing these arguments, Krueger generated an entrepreneurial behavior model which adopts that perceived feasibility and perceived desirability foretell one's entrepreneurial goal. Ajzen (1991) introduced a psychological dimension to the model of planned behavior in which intention becomes a central element in the explanation of behavior. It shows the exertion that one will make to achieve that behavior and revolves around three motivators of behavior. These are perceived behavioral control, attitude towards the behavior, and perceived social norms. When the attitude is favorable, there is a greater possibility of intention to embark on self-employment behavior, and the other way round. Attitudes would measure the degree to which one views the behavior as attractive or unattractive. Khalif and Dhiyf (2018) explained self-employment behavior as self-acknowledged conviction, while Fayolle et al. (2014) considered self-employment behavior 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. A study by Rengiah (2016) found entrepreneurial attitude to be a mediator in the relationship between entrepreneurship training and self-employment behavior of Malaysian learners. An earlier study by Keong (2015), conducted on self-employment behavior among students of Open University in Malaysia, found that learners considered entrepreneurship as generally and personally desirable. Nonetheless, training and skill development programs are necessary to enhance individual competencies and to grow positive attitudes, interest, and intention in learners towards entrepreneurship. The research found that where there were entrepreneurs in the family, it had a positive influence on entrepreneurial perception and intentions, as they served as role models. This was attributed to a lack of academic programs dedicated entirely to entrepreneurship. It was also attributed to the economic practice of the country that has positioned the government to take care of the unemployed (Khalif & Dhiyf, 2016). The study was anchored on the theory of planned behavior by Ajzen (1991), where data was collected on a random sample of students.

An earlier study by Bwisa (2011) on improving entrepreneurship training in Africa made a number of recommendations on entrepreneurship training. Bwisa (2011) recommended the use of more effective entrepreneurship pedagogies and enhancing the efficiency of entrepreneurship trainers, who were also referred to as coaches and mentors. In addition, the study recommended the use of business incubations and the engagement of practicing entrepreneurs in the design and delivery of entrepreneurship training curriculum. According to Bwisa (2011), the teaching of entrepreneurship as a subject has been ongoing in Kenya since the early 1990s, but the majority of school leavers are not self-employed despite entrepreneurship training. Scholars assert that entrepreneurship training contributes to entrepreneurship and recommend domestication of entrepreneurship training, taking into account contributions from the industry. The study engaged both qualitative and quantitative techniques. Kenya has a long-term national development blueprint called Vision 2030, whose target is to transform Kenya into a new industrialized middle-income nation where all citizens enjoy an elevated quality of life by 2030. This vision is set against three strategic pillars: economic, social, and political. The economic pillar aims to sustain an average of 10 percent economic growth each year until 2030. Entrepreneurship is pivotal in realizing this vision. Innovations, business startups, and value addition to services and products drive economic growth and prosperity, whose benefits would trickle down, leading to a high quality of life (Sahil, 2024).

Entrepreneurship training is considered a strategy for promoting and sustaining technological and entrepreneurial innovations by the youth and redirecting their potential toward economic activities across various segments of the economy. A thorough exploration of the effect of entrepreneurship training practices—such as content, pedagogies, trainer attributes, and learning resources—on the self-employment behavior of TVET students in

Kenya has been conducted in this study. Self-employment refers to individuals working for themselves rather than being employed by an organization or company. It includes starting a small business, freelancing, and other forms of independent work. It plays a crucial role in economic development by creating jobs, promoting innovation, and contributing to economic diversity. In many countries, promoting entrepreneurship is a key strategy to reduce unemployment, especially in developing regions. The assumption is that entrepreneurship training can encourage individuals to pursue self-employment by providing the necessary skills and confidence.

1.1 Statement of the Problem

Despite the increasing popularity and implementation of entrepreneurship training programmes globally and in Kenya, the relationship between such training and the decision to engage in self-employment is not straightforward. Several questions arise: Does entrepreneurship training significantly increase the likelihood of individuals pursuing self-employment, or does their socio-economic background that moderates this relationship contribute to the said behaviour? And how effective are the trainer traits in shaping their mindset towards entrepreneurship? Do the training programme's content help in fostering self-employment, particularly in developing countries like Kenya? Kiambu County constitutes one of the largest regions in terms of population. It is an economic powerhouse with the most educated youths in the country.

Over 90% of the youth have completed some form of tertiary training, which includes mandatory entrepreneurship training. TVET institutions equip them with technical skills in many fields ranging from construction, locomotive, and agricultural engineering to business management, according to TVET Institutions' Annual Returns (2023). In this report, the graduation rates in the TVET institutions ranged from 21% to 65%, with national polytechnics (NPs) recording the lowest and the Kenya School of TVET recording the highest rate. The overall graduation rate for TVET institutions for the year 2023 was 27%. In total, 144,027 trainees successfully graduated from the TVET institutions in the year 2023.

The dropout rates in the institutions ranged from 0% to 20%, with KS-TVET, National Polytechnics, and private TVET recording the lowest rates, while public and private Vocational Training Centres recorded the highest rates. The average dropout rates for the institutions were 7% for public and 9% for private institutions, respectively (TVET Institutions' Annual Returns, 2023). The trainer qualifications in the institutions ranged from craft certificates to PhDs. The largest proportion (43.58%) of trainers in TVET institutions holds bachelor's degree qualifications. The proportions of trainers who held PhDs, master's degrees, higher national diplomas (HND), diplomas, crafts, and below-craft qualifications were 0.68%, 6.41%, 5.40%, 25.92%, 5.99%, and 10.67%, respectively.

According to the Technical and Vocational Education and Training Authority report 2023, there is a total of 173 TVET institutions in Kiambu, ranging from national polytechnics to private training institutes offering TVET courses with an enrolment of over 40000 students. With a 65% completion rate, it means 26,000 students graduate and enter the job market. TVET Institutions' Annual Returns - Institutional Self-Assessment Report (2023) Although no tracer study showing how many of these get into self-employment exists, observation shows that the majority of the youths keep moving from one office to another in search of formal employment. The high number of unemployed youths idling and engaging in drugs and illegal activities is a testament to this argument. The harsh reality is that Kiambu suffers a high rate of youth unemployment, currently being at 65%. The question lingers: why is it that the unemployment rate still remains high despite the entrepreneurship training? Could it be the pedagogy applied is inadequate and does not prepare the student for business startups? Could it be that the trainers have some form of deficiency and are not able to be the right coaches? Or is the content relevant and adequate? Or could we attribute this phenomenon to their social and economic challenges? This research aims to assess the effectiveness of entrepreneurship training in promoting self-employment, to identify key success factors, and to understand the barriers that may limit the impact of these programmes.

1.2 Research Hypotheses

- Ho₁*: There is no significant relationship between EP training pedagogy and self-employment among the youth trained in TVET institutions in Kiambu County, Kenya
- Ho₂*: There is no significant relationship between EP trainers' traits and self-employment among the youth trained in TVET institutions in Kiambu County, Kenya
- Ho₃*: There is no significant relationship between EP programme content and self-employment among the youth trained in TVET institutions in Kiambu County, Kenya
- Ho₄*: There is no significant relationship between social economics background and self-employment among the youth trained in TVET institutions in Kiambu County, Kenya

II. LITERATURE REVIEW

2.1 Theoretical Review

The study was informed by the theory of planned behavior and social capital theory by Ajzen (1991) and Lin (1999). The theory of planned behavior is a psychological model that explains how beliefs, attitudes, and intentions influence behavior. It posits that individuals act rationally, considering their attitude towards a behavior, subjective norms (perceptions of social pressure), and perceived behavioral control (belief in their ability to perform the behavior) when deciding whether to act or not to act. The theory by Ajzen (1991) presents a psychological model of planned behavior with intention as the central factor in elucidating behavior. It shows the exertion that one will make to undertake that behavior.

According to the theory, behavior is motivated by three things: attitude towards that behavior, perceived behavioral control, and perceived social norms. Perception of how easy or difficult one finds fulfilling the behavior of concern explains perceived behavioral control. Mat et al. (2015) proposed that the theory of planned behavior (TPB) should be considered as a common framework to explain self-employment behavior of students. According to Halder and Singh (2018), this theory is appropriate to predict various kinds of human intentions to behave in certain ways. In psychology, attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitude can also be described as the way we evaluate something or someone. For example, people tend to respond positively or negatively about certain subjects depending on their attitude. The main components of attitude—thoughts, feelings, and actions in a given scenario—are formed as a result of our life experiences, upbringing, education, and social influences. One's positive and negative attitudes can have a powerful influence on their behavior in various situations. While attitudes are often enduring, they can also change (Kendra Cherry, 2024).

Attitude measures the extent to which an individual considers their behavior as positive or negative (Liñán et al., 2011). A person's attraction toward a given behavior can be favorable or unfavorable. People's evaluation of behavior and their attitudes toward that behavior are based on their accessible beliefs about the behavior that yield certain outcomes. If they believe the behavior will yield pleasant results, they are more likely to develop a positive attitude toward it and to intend to carry out the behavior, and vice versa.

Perceived social norms explain one's perceived social expectations to undertake or abstain from that behavior. Empirical work has shown that subjective norms have a very weak contribution to the intention of undertaking different behaviors (Ajzen & Fishbein, 2004). The intention to undertake a behavior is often the best predictor of actual behavior (Ajzen, 2020). In this case, the behavior under analysis is the intention to become an entrepreneur. In their various studies, behavioral beliefs yield positive or negative attitudes toward that action. Normative beliefs result in perceived social pressure, also known as subjective norm, while control beliefs lead to perceived behavioral control. When combined, attitude toward the behavior, subjective norm, and perceived behavioral control create behavioral intention. Consequently, the more positive the attitude and subjective norm, and the greater the perceived control over that behavior, the stronger an individual's intention to perform the behavior. Lastly, given a satisfactory level of control, when opportunity arises, persons are likely to execute their intentions.

Earlier research indicated that people's attitudes are influenced by exogenous factors such as past experience (Krueger, 1993). A strong relationship between attitudes, subjective norms, and behavioral intention, and consequently actual behavior, has been established in certain empirical works. Conversely, some studies suggest that there is only a weak association between intention and actual behavior, as circumstantial limitations may prevent intention from translating into action. Behavioral intention cannot be solely responsible for behavior where an individual's control over the behavior is inadequate. The theory of planned behavior was applicable to this study. The choice of this theory was informed by the fact that it has been tested, validated, and applied in other self-employment behavior studies, such as Suratno et al. (2019); Mat et al. (2015); Kamau (2012); Lorz (2011); Linan & Chen (2009), among others. This indicates that the theory is useful in explaining self-employment behavior, which is an outcome of behavior. The theory assumes that human behavior is planned, and intention is a sign of a person's predisposition to execute a specific behavior.

According to Lin (1999), the use of resources embedded in social structures (embedded resources), which are associated with network locations, is a key element of social capital. These resources can be represented in the form of wealth, influence, and status. One way to measure an individual's level of social capital is through the number of direct or indirect relationships the individual has with others (Lin et al., 2017). In some cases, using resources can produce instrumental results, such as contacts in social networks for job searches. The application of social capital theory in entrepreneurship is an emerging area of study. Bhandari and Yasunobu (2009) explained social capital as one's capacity to utilize social position to access desired resources. Social capital results from investment in human relations, making it easier to access information and create trust and bonding. Trust fosters cooperation and goodwill among network members and family, where strong ties provide security for startups (Hatak et al., 2016). The structure of networks offers mutual assistance, financial support, information, and knowledge. Reciprocity is a core norm of

social capital, encouraging bargaining and compromise. Although the theory is considered relevant, one critique is its ambiguity regarding the precise concept.

Nonetheless, the theory remains relevant in understanding new venture creation, as proposed by Timmons et al. (2010) in “New Venture Creation.” When applied to this study, social capital theory suggests that valuable networks, role models, trust, and access to information can be significant motivators in self-employment behavior.

2.2 Empirical Review

Shapiro (1982) sought to identify key social factors that led to the 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 the interaction of contextual elements. These elements influence one's perceptions. Entrepreneurial preference would occur due to an event or change that is external. The conclusion was that entrepreneurial events occur due to relating situational and social-cultural influences. An entrepreneurial happening ensues as a consequence of vibrant processes giving situational momentum, which has a bearing upon persons whose views and beliefs are determined by one's social-cultural heritage. Consideration for entrepreneurial choice would take place due to certain external change (Shapiro & Sokol, 1982). An individual's response to an 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 behavior and generated the self-employment behavior model. Premand et al. (2016), in their article titled “Entrepreneurship education and entry into self-employment among university graduates,” say that entrepreneurship education has the potential to enable youth to gain skills and create their own jobs. In Tunisia, a curricular reform created an entrepreneurship track providing business training and coaching to help university students prepare a business plan. The model adopts that perceived feasibility and perceived desirability foretell 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 regarding the obtainable options. Shapiro and Sokol (1982) identified two brands of perceptions. These are perceived desirability and perceived feasibility. Perceived desirability is the magnitude to which one feels attracted to the given behavior. Perceived feasibility refers to the extent that individuals consider themselves capable of undertaking the behavior in question. The 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 an individual's value system. This suggests that external circumstances alone do not directly determine entrepreneurial behaviors. 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. Suratno et al. (2019) used Shapiro's theory of entrepreneurial events alongside Ajzen's theory of planned behavior to explain self-employment behavior of students.

The study was cross-sectional and found that entrepreneurship education had a positive and significant effect on perceived desirability and significantly affected self-employment behavior. Change in an individual's life path can be a high trigger of an entrepreneurial event in that person. For example, losing a job, amid a life crisis, or a risk-taking opportunity arising after a financial situation turns out to be more stable. However, shifts in an individual's life may not solely be sufficient conditions for the event to happen. There are auxiliary prompting causes such as background, prior experience, and an individual's perception of feasibility. Shapiro'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, both extrinsic and intrinsic (Ajzen & Fishbein, 2004). Liñán et al. (2009) argue that Shapiro's theory overlaps with Ajzen's model in two components: Shapiro'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 Shapiro matches with Ajzen's perceived behavioral control and is 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 a role model and mentor, coupled with the acquisition of skills and knowledge on entrepreneurship, would be a significant component in creating and enhancing students' self-employment behavior, as it would enhance entrepreneurial perceived feasibility. But as an external factor alone, it may not be sufficient to influence entrepreneurial behavior. The objectives of the National TVET system in Kenya are to offer chances of training to school leavers so that they can be empowered to be self-reliant through the acquisition of practical skills and attitudes geared towards income-generating undertakings in rural and urban areas. Furthermore, training in TVET offers

technical know-how, vocational competencies, attitudes, and skills needed for human capital development—to create competent artisans, craftsmen, technicians, and technologists for both informal and formal segments of the economy (Republic of Kenya, 2014). The TVET catchment population is mainly youth who, for some reason or the other, do not enroll in university levels. In 2013, the government of Kenya established the Technical and Vocational Training Authority (TVETA) to coordinate and regulate the TVET sector. The TVET sector in Kenya comprises National Polytechnics, Technical Training Institutes, Vocational Training Centers, Technical Trainer Colleges, and any other category that the Cabinet Secretary responsible may specify. The TVET Act of 2013 (Republic of Kenya, 2013) and Kenya Vision 2030 consider TVET a key player in driving the country's economy.

On the other hand, the TVETA Strategic Plan (2018) states that TVET in Kenya is faced with a horde of challenges (Lawver et al., 2018; Kalyoncuoglu et al., 2017; Rengiah & Sentosa, 2016; Fakhreldin & Hattab, 2015; Lackeus, 2015).

2.3 Conceptual Framework

Entrepreneurship education practices were conceptualized under four variables, each bearing its own indicators or factors, which were correspondingly statements captured in the data collection instrument. The four entrepreneurship education practice variables were: (a) entrepreneurship training content (EEC); (b) entrepreneurship pedagogies (EP); (c) trainer attributes (TP); and (d) learning resources (LR). Entrepreneurship training content had seven factors or indicators. These were the ability to identify entrepreneurial opportunities, awareness of qualities of an entrepreneur, knowledge of technology required to operate one's own business, management of operations and finances to run one's own business, awareness of requirements for starting a business, knowledge of writing a business plan, as well as respondents' perceptions about their creativity and innovativeness in business.

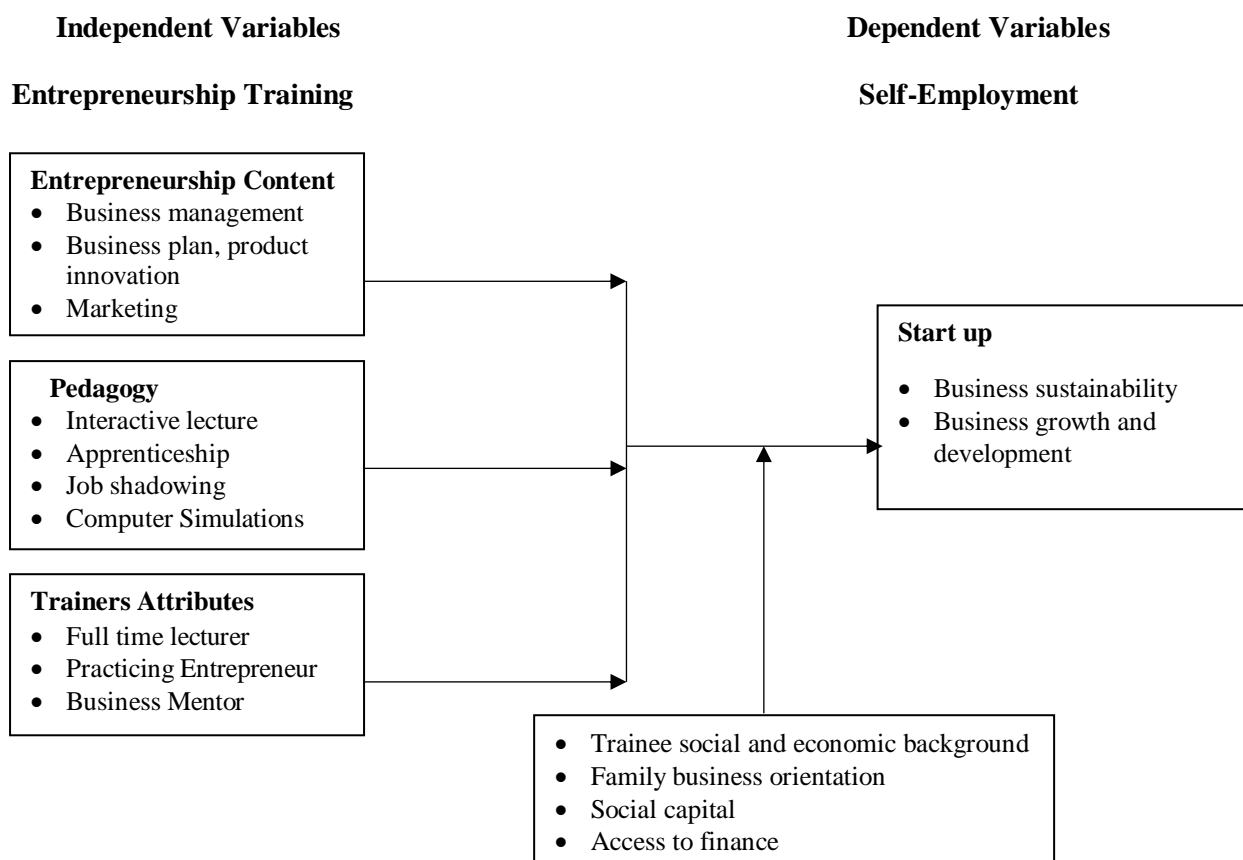


Figure 1
Conceptual Framework

Source: Researcher (2025)

III. METHODOLOGY

3.1 Research Design

Explanatory research design was used to assess the relationship between the variables. Both quantitative and qualitative data collection techniques were employed. With the help of a questionnaire distributed to individuals who have undergone entrepreneurship training programmes across the Kiambu region, appropriate data was collected.

3.2 Target Population

The population of interest was approximately 2000 final-year students and 46 entrepreneurship trainers and managers of public technical training institutions located in Kiambu County. According to the TVET Institutions' Annual Returns (2023) self-assessment report, Kiambu TVET institutions were expecting to graduate approximately 2000 students. 1914 students were accessible, and these formed the target population. In addition, 46 trainers and management were also accessible.

3.3 Sample and Sampling Technique

With a 95% level of confidence, the researcher estimated a 5% sample error, and hence, by use of the Yamane formula, 329 samples were arrived at.

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

$$n = 1960 / 1 + 1960(0.05)^2$$

$$n = 329$$

3.4 Data Collection Method

By using questionnaires, the researcher collected data from a randomly selected sample. These were distributed and picked for analysis. The questionnaire covered the skills throughout the training on entrepreneurship. The relevance of content taught, the pedagogy, the trainers' traits and their practical business inclinations were sought in the questionnaires and the interviews. In-depth interviews were conducted with a subset of the survey respondents to gather qualitative insights on the specific areas of entrepreneurship training.

3.5 Data Analysis

The data was analyzed using statistical measures of central tendencies as well as regressive analysis to examine the relationship between training and self-employment. The researcher's focus was on the entrepreneurship education content, pedagogy and trainer's traits and therefore the moderating variable was not analyzed. This variable gave a direction to the future study recommendation.

IV. FINDINGS & DISCUSSION

4.1 Response Rate

The study issued 353 questionnaires, whereby 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 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 satisfactory (Mugenda & Mugenda, 2003; Kothari, 2004). A return rate exceeding 50% is considered adequate to analyse and publish; 60% is considered good, while 70% is rated as very good (Babbie, 2004). Accordingly, grounded on affirmations from distinguished scholars, a 93.2% response rate from questionnaires and a 100% response rate for informants' interviews were very good and adequate and could therefore be analysed without prejudice.

Table 1

Questionnaire 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

Table 2*Demographic Information of Respondents*

Cross Tabulation Results				
General information	Frequency	Percentage	Chi-Square-Value	P-value
Gender				
Male	169	51.4		
Female	160	48.6	52.024	0.395
Level of Current Training				
Certificate	70	21.3		
Diploma	259	78.7	48.355	0.540
Total	329	100		

The results indicate that respondents at the 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 the majority of TVET students enrol 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 a need for further research to establish why this discrepancy exists and appropriate intervention measures to be taken. The cross-tabulation results between the current level of education and the self-employment behaviour of students in TVET institutions in Kenya revealed a chi-square value ($\chi^2 = 48.355$) and a *p-value* of 0.540. This shows that the current level of training of the students does not affect their self-employment behaviour. The study finds that individuals who completed entrepreneurship training programmes had a significantly higher probability of engaging in self-employment compared to those who did not participate in training.

This is in line with Parimala and Ilham (2016) in their article “An Empirical Study on the Effectiveness of Entrepreneurship Education in Developing Entrepreneurial Intention Among Malaysian University Students”. According to this study every individual has an inborn entrepreneurial trait, but these are enhanced through the entrepreneurship training. The study showed that there is a positive relationship between knowledge and skills and self-employment. Results of a study by Premand *et al.* (2016) showed that there was a strong relationship between the two variables and that where the lack of formal job opportunities was lacking, self-employment was more attractive. The trainers’ attributes played a role in creating self-employment behaviours. Those trainers with a high level of the right entrepreneurial attitude who were actively involved in business had a positive influence on the students compared to those that were not active.

There was a significant positive relationship between the moderating variables and self-employment tendencies. In order to get information on family orientation, respondents were asked to indicate the present occupation of father, mother and guardian against choices provided. It was necessary to establish whether the occupation of the father, mother or guardian would influence the issues under investigation.

Table 3*Reliability Analysis*

Variable	Number of items	Cronbach alpha	Comments
Entrepreneurship 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

Entrepreneurship content registered a Cronbach’s alpha of 0.923, entrepreneurship pedagogies had a Cronbach alpha of 0.868, and trainer attributes registered a Cronbach alpha of 0.835, while learning resources and entrepreneurial competencies registered a Cronbach alpha of 0.881 and 0.859, respectively.

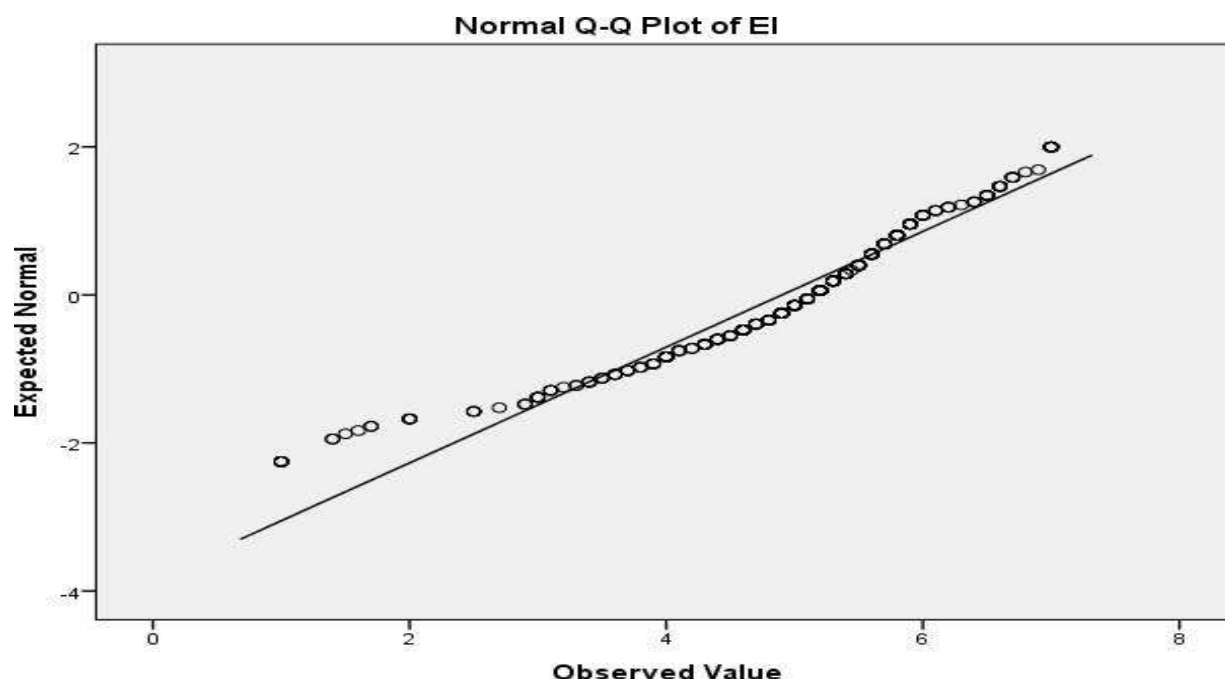


Figure 2
Normal Quantile (QQ) Plot for Entrepreneurial Competency and Behaviour

Table 4
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

Multicollinearity describes a condition where independent and dependent variables in a multiple regression model are impressively correlated. When there is one or more exact linear relationships between variables, the relationship is said to be perfectly multicollinear. Failure to arrive at the best multicollinearity will lead to uncertain regression coefficients and standard errors that are infinite, which in turn impacts accuracy and precision when declining or accepting the null hypothesis. Hence, the focus in estimation is on the seriousness of multicollinearity and not on its absence. Tolerance of the variable and the variance inflation factor (VIF) were 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 training content registered a .572 tolerance value and 1.748 variance inflation factor, while the entrepreneurship pedagogies variable had a .452 tolerance value and 2.210 variance inflation factor, respectively. Trainer attributes indicated a .396 tolerance value and a 2.523 variance inflation factor. Learning resources registered a .489 tolerance value and a 2.046 variance inflation factor, while the moderating variable family orientation had a .988 tolerance value and a 1.012 variance inflation factor. This suggests that there was no multicollinearity among the independent variables, which were entrepreneurship content, entrepreneurship pedagogies, trainer attributes, and learning resources. The study therefore ruled out any multicollinearity between the variables that were studied and proceeded with further analysis to test linearity.

4.2 Descriptive Summary Statistics on Entrepreneur Training Factors

Out of 329 respondents, the highest mean was 5.52, and the lowest was 3.55. This means the majority were focused on running a business in the future, and they were least influenced by their family business orientation, which also received the greatest standard deviation from the mean. Key: 1 = Strongly Disagreed 2= Disagreed 3 = Neutral, 4 = Agreed 5 = Strongly Agreed.

Table 5*Descriptive Summary Statistics on Entrepreneur Training Factors*

Statement	N	Min	Max	Mean	Std. Dev.
Focused to have a running business in the future	329	1	7	5.52	1.815
Did the skills taught in entrepreneurship shape your business focus	329	1	7	5.52	1.709
Can you attribute your business focus to entrepreneurship subject content	329	1	7	5.33	1.959
Did the style of teaching influence your decision	329	1	7	5.28	1.702
Do you think your facilitator had first-hand experience in running a business	329	1	7	5.18	1.884
Have you been Saving for a business in future	329	1	7	5.06	1.939
Do you have Business idea ready for implementation	329	1	7	5.05	1.887
Do you have an Existing innovation awaiting implementation	329	1	7	4.89	1.881
Do you have fears of starting own business	329	1	7	3.65	2.166
Valid N (listwise)	329				

The five factors of entrepreneurial training factors registered an overall mean of 5 (strongly agreed). The findings of the study revealed that among entrepreneurial training factors, two factors tied in registering the highest number of responses. Respondents' focus is to start a business in the future, and the skills taught in entrepreneurship shaped their business mindset. The factors registered similar mean scores of 5.52 and different standard deviations of 1.815 and 1.709, respectively. Other factors, like the content received, attracted the highest mean of 5.33, and pedagogy got a mean of 5.28 with a standard deviation of 1.702.

4.3 Inferential Analysis

4.3.1 Entrepreneurship Training Content and Self Employment Behaviour

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 self-employment behaviour of TVET Students and can be explained by the entrepreneurship training content. On the other hand, the Adjusted R Square of .340 shows that entrepreneurship training content, in exclusion of constant variable, explained in the changes in the self-employment behaviour of TVET 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 Ozili (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 behaviour. Thus, a low R-square is often not a problem in studies in the arts, humanities and social science field.

Table 6*Model Fitness: Entrepreneurship Training Content and Self Employment Behaviour*

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

a. Predictors: (Constant), Entrepreneurship training content

The results indicated that the model was statistically significant in explaining the effect of entrepreneurship training content on the self-employment behaviour of TVET students in Kenya, as indicated by a p-value of 0.000 and an F(1,327) of 170.277. The *P-value* (0.000), which is less than the critical value of 0.05, leads to rejecting the null hypothesis and accepting the alternative hypothesis that entrepreneurship training content has a positive and significant effect on the self-employment behaviour of TVET students in Kenya.

Table 7*ANOVA: Entrepreneurship Training Content and Self-Employment Behaviour*

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

a. Dependent Variable: self-employment behaviour

b. Predictors: (Constant), Entrepreneurship training content

The regression coefficient results indicated that entrepreneurship training content positively and significantly affects the self-employment behaviour of TVET students in Kenya ($\beta=0.490$, $p=0.000$). The coefficient results denote that a unit change in entrepreneurship training leads to an improvement in self-employment behaviour of TVET students in Kenya by 0.490 units. This conclusion suggests that good entrepreneurship training content can inspire

self-employment behaviour in students. The descriptive results supported this assertion. The fitted regression model was:

$$SEB = 2.302 + 0.490X_1$$

Where:

X_1 = Entrepreneurship training content

Table 8

Regression Coefficient: Entrepreneurship Training Content and Self-Employment Behaviour

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

a. Dependent Variable: Self-employment behaviour

4.3.2 Entrepreneurship Pedagogies and Self Employment Behaviour

The model fitness results show a coefficient of determination (R^2) of 0.289 and R of 0.537. The model indicates that entrepreneurship pedagogies explain 28.9% of the variation in self-employment behaviour of TVET students in Kenya. This means 28.9% of the self-employment behaviour of TVET students in Kenya is affected by entrepreneurship pedagogies. The adjusted R-squared of .287 shows that entrepreneurship pedagogies, in exclusion of the constant variable, explain the variations in the self-employment behaviour of TVET 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 the line of the best fit was 1.08028.

Table 9

Model Fitness: Effect of Entrepreneurship Pedagogies on Self-Employment Behaviour 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), Entrepreneurs hip Pédagogies

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

Table 10

ANOVA: Effect of Entrepreneurship Pedagogies on Self-Employment Behaviour of TVET Students

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

a. Dependent Variable: Self-employment behaviour

b. Predictors: (Constant), Entrepreneurial Pedagogies

The regression coefficient results indicated that entrepreneurial pedagogies positively and significantly affect the self-employment behaviour of TVET students in Kenya. ($\beta = 0.436$, $p = 0.000$). This implies that a unit change in entrepreneurship pedagogies leads to a positive change in self-employment behaviour of TVET students in Kenya by 0.436 units. The fitted regression model was as shown below:

$$SEB = 2.923 + 0.436X_2$$

Where:

X_2 = Entrepreneurship Pedagogies

Table 11

Regression Coefficient for Entrepreneurship Pedagogies

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

a. Dependent Variable: Self-employment behaviour

4.3.3 Trainer Attributes and Self Employment Behaviour

The model fitness results registered the coefficient of determination R^2 of 0.292 and R of 0.540 at a 0.000 significance level. The model revealed that trainer attributes explain 29.2% of the variation in self-employment behaviour of TVET students in Kenya. This means 29.2% of the self-employment behaviour of TVET 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 the constant variable, explain the changes in the self-employment behaviour 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 the line of the best fit is 1.07794.

Table 12

Model Fitness: Trainer Attributes and Self-Employment Behaviour

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

a. Predictors: (Constant), Trainer Attributes

The results show that the model was statistically significant in explaining the influence of trainer attributes on the self-employment behaviour of TVET students in Kenya, as indicated by $F(1, 327) = 134.775$, $P < 0.000$. This means that Trainer Attributes (TA) can be used as predictors explaining the variation in Self-employment behaviour (SEB) of TVET students in Kenya.

Table 13

ANOVA: Trainer Attributes and Self-Employment Behaviour

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	156.603	1	156.603	134.775	.000 ^b
1	Residual	379.960	327	1.162		
	Total	536.563	328			

a. Dependent Variable: Self-employment behaviour

b. Predictors: (Constant), Trainer Attributes

The regression coefficient results show that trainer attributes positively and significantly influence Self-employment behaviour of TVET students in Kenya. ($\beta=0.410$, $p=0.000$). This implies that a unit change in trainer attributes leads to a positive change in self-employment behaviour (SEB) of TVET students in Kenya by 0.410 units. This can be shown by the fitted regression model which was:

$$SEB = 2.886 + 0.410X_3$$

Where:

X_3 = Trainer Attributes

Table 14

Regression Coefficient: Trainer Attributes and Self Employment Behaviour

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

Dependent Variable: Self-employment behaviour

4.3.4 Learning Resources and Self Employment Behaviour

Model fitness results registered the coefficient of determination R^2 of 0.249 and R of 0.499. Learning resources explain 24.9% of the variation in self-employment behaviour of TVET students in Kenya. This means 24.9% of the self-employment behaviour of TVET students in Kenya is affected by learning resources. The coefficient of determinant adjusted R-squared of 0.247 indicates that learning resources (LR), in exclusion of the constant variable, explained the variations in the self-employment behaviour 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 the line of the best fit is 1.10994.

Table 15*Model Fitness: Learning Resources and Self Employment Behaviour*

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

a. Predictors: (Constant), Learning Resources

b. Dependent Variable: Self-employment behaviour

The results show that the model was statistically significant in explaining the influence of learning resources on the self-employment behaviour of TVET 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 Self-employment behaviour (SEB) of TVET students in Kenya.

Table 16*ANOVA: Learning Resources and Self Employment Behaviour*

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	133.709	1	133.709	108.533	.000 ^b
1	Residual	402.854	327	1.232		
	Total	536.563	328			

a. Dependent Variable: Self-employment behaviour

b. Predictors: (Constant), Learning Resources

$$SEB = 3.024 + 0.402X_4, \text{ where } X_4 = \text{Learning Resources}$$

The regression coefficient results show that learning resources positively and significantly influence the self-employment behaviour of TVET students in Kenya and are registered ($\beta=402$, $p=0.000$). This implies that a unit change in learning resources leads to a positive change in the self-employment behaviour of TVET students in Kenya by 0.402 units.

Table 17*Regression Coefficient for Learning Resources and Self Employment Behaviour*

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

a. Dependent Variable: Self-employment behaviour

4.4 Hypotheses Testing Summary Results

Table 18*Hypotheses Testing Summary Results*

Hypothesis	Acceptance/Rejection Criteria	Conclusion
H01: There is no significant Positive relationship between EP training pedagogy and self-employment among the youth in Kiambu county kenya	Null hypothesis is rejected when $p\text{-value} < 0.05$. Otherwise null hypothesis is not reject	Reject Null hypothesis. Since $p\text{-value}=0.000<0.05$, Null Hypothesis was rejected and Alternative hypothesis adopted that: There is significant Positive relationship between EP training pedagogy and self-employment among the youth in Kiambu county Kenya
H02: There is no significant positive relationship between EP trainer traits and self-employment among the youth in Kiambu county Kenya.	Null hypothesis is rejected when $p\text{-value} < 0.05$. Otherwise null hypothesis is not reject	Reject Null hypothesis. Since $p\text{-value}=0.004<0.05$, Null Hypothesis was rejected and Alternative hypothesis adopted that: There is significant positive relationship between EP trainer traits and self-employment among the youth in Kiambu county Kenya.
H03: There is no significant positive relationship between EP programme content and self-employment among the youth in Kiambu county Kenya.	Null hypothesis is rejected when $p\text{-value} < 0.05$. Otherwise null hypothesis is not reject	Reject Null hypothesis. Since $p\text{-value}= p\text{-value} = 0.000<0.05$ Null Hypothesis was rejected and the alternative accepted hence conclusion was that: There is significant positive relationship between EP programme content and self-employment among the youth in Kiambu county Kenya.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This study confirms that entrepreneurship training has a positive effect on self-employment, especially in areas where economic conditions and job markets are less favourable. The content, pedagogy, trainer attributes as well, and the resources all contribute positively towards the self-employment behaviour of the youths trained in TVET institutions in Kiambu County; all the null hypotheses were therefore rejected and alternative hypotheses accepted. However, the success of such programmes is influenced by multiple factors, including the quality of the training, local economic conditions, and individual characteristics. The findings suggest that for entrepreneurship training to be more effective, it should be complemented with additional support, such as mentorship, access to finance, and a supportive regulatory environment. Tailoring programmes to meet the unique needs of various demographic groups could be an area for further study. There is also a need to explore the long-term effects of entrepreneurship training and to identify the most effective methods of training across different sectors and cultures. There is a need to research the relationship between the moderating variable and self-employment among the youths in Kenya.

5.2 Recommendations

There is a need for the government to undertake intentional measures to implement entrepreneurship programmes that will support business incubation in order to give students the opportunity to translate theory into practice while undergoing training. This may call for a review of the entrepreneurship curriculum in order to make it more competency-based. The study also recommends that there is a need for continuous monitoring, evaluation and feedback on the implementation of entrepreneurship education programmes to ensure adherence to the implementation of a combination of process and practical experiential-orientated components. Job shadowing and apprenticeships should be emphasised in the training. The researcher recommends a further study to find out if change in an individual's life path can be a high trigger of an entrepreneurial event in that person. This will give insight into other factors that may be pointers to entrepreneurial behaviour among the populations across the world. Given the great number of youths in the country, the research recommends that more access to the TVET institutions be provided as a way of dealing with the youth unemployment in Kenya. There is a need to put more resources in these institutions to cater for the large numbers. There is a need to improve the pedagogies to include more job showing. This will build more apprenticeship experiences for the learners.

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