

Influence of entrepreneurial education and venture intentions on venture creations

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Abstract

This research was conducted to determine the relationship between entrepreneurship educations, venture intention on venture creation among entrepreneurial graduate in Kenya focusing on selected universities in Kenya. The study was grounded on the economic entrepreneurship theory, an attitude-based view on entrepreneurship education and resource-based theory. This research embraced a cross-sectional descriptive survey design. Study population was 2500 student taking entrepreneurship course in various universities of whom a sample of 345 students was chosen using purposive and simple random sampling technique. The study used both primary and secondary data. Statistical Package for Social Sciences (SPSS Version 21) was used to analyse quantitative data. The findings of the study revealed that entrepreneurial education had a noteworthy influence on venture creation ($r= 0.512$, $p = .001 < 0.05$, $t= 10.904$) increase in entrepreneurial education would lead to significant increase in venture creation. The study revealed that entrepreneurial training has significance influence in venture creation among graduate as indicated by $\beta_1 = -0.670$, $p=0.002 < 0.05$, $t= 10.304$. Study established that increase in entrepreneurial orientation would lead to increase in venture creation among graduates by a factor of 0.519 with P value of 0.002 ($r = 0.519$, $P=0.03 < 0.05$). The research conclusion was that entrepreneurial knowledge acquisition, entrepreneurial training and entrepreneurial orientation combined have important and positive relationship with venture creation among the graduates.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Entrepreneurship has long been identified as an essential source of innovation, job advent and financial improvement Stam and Van Stel (2011). This is supported by Latifa, Attieh and Vanessa (2011) as the studying mechanisms should stress on position orientation, contain individual inside the society in problem-fixing and actual life case review, develop rational and critical thinking, foster communiqué and co-operation and stimulate creativity and innovation.

Entrepreneurship education is intended to communicate and instill competencies, talents and values had to recognize enterprise possibility, arrange and begin new commercial enterprise venture Brown (2000). Entrepreneurship education is an academic programme this is targeted on impacting individual person with challenges and emerging issues on entrepreneurship Rehman and Elahi (2012). Timmons and Spinelli (2007) noted that competencies and entrepreneurship skills can be learnt and that a tremendous result of entrepreneurship education programmes on the new ventures in addition to the survival of organizations.

1.1.1 Entrepreneurial Education and Venture Intentions

The External stakeholders have acknowledgement the importance if creation of new businesses and innovations for wealth creation and economic growth which had in turn led to a rising interest in entrepreneurship and in the number of institutions offering entrepreneurship education Minniti, et al. (2005).

The younger generation of the 21st century is becoming the most entrepreneurial generation since the Industrial Revolution (Kuratko, 2005). The objective of Entrepreneurship education is to promote innovation, creativity and self-employment (European Commission, 2009).

1.2 Statement of the Problem

Entrepreneurship education is rated high on policy agendas of several countries Graevenitz et al. (2010), however, little research has been conducted to assess its impact. The government of Kenya embraces entrepreneurial education in the education curricular in an effort to encourage self-employment among the graduates to curd the unemployment level. According to Kilasi (2010) the significant role that institution of higher learning can play to promote entrepreneurship by using some models and suggests the model that best suits the Kenya scenario in promoting entrepreneurial knowledge acquisition, foster opportunity and recognition, foster entrepreneurial orientation and promote students perceived entrepreneurial self-efficacy and skills in an effort to increase graduate starting ventures. However, the empirical studies on impact of entrepreneurial education of venture creation in Kenya are inadequate. Despite introduction and promotion of entrepreneurship education in several developing countries like Kenya and at many institutions of tertiary education, little is known about the effect of this entrepreneurship education on venture creation. This motivated this study to be carried to fill the existing research gap by determining whether entrepreneurial education has a significant influence on venture creation focusing on entrepreneurial education graduates from selected universities in Kenya.

1.3 General Objective

The main objective was to examine the relationship between entrepreneurship educations, venture intention on venture creation among entrepreneurial graduate in Kenya focusing on selected universities in Kenya.

1.3.1 Specific Objectives of the Study

The specific objectives of this study were:

- i. To determine influence of entrepreneurial knowledge acquisition on venture creation among graduate from selected universities in Kenya
- ii. To examine influence of entrepreneurial training on venture creation among graduate from selected universities in Kenya
- iii. To assess influence of entrepreneurial orientation on venture creation among graduate from selected universities in Kenya
- iv. To investigate the influence of entrepreneur intention in the relationship between entrepreneurial education and venture creation among graduate from selected universities in Kenya

1.4 Research questions

- i. How does entrepreneurial knowledge acquisition influence venture creation among graduate from selected universities in Kenya?
- ii. How does entrepreneurial training influence venture creation among graduate from selected universities in Kenya?
- iii. How does entrepreneurial orientation influence venture creation among graduate from selected universities in Kenya?
- iv. There is no significant influence of venture intention in the association between entrepreneurial education and venture creation among graduates from selected universities in Kenya

1.5 Justification of the Study

The finding of the study will be significant to the government. It will provide insight on the function of entrepreneurial education on entrepreneurial development and the development of a vibrant small and medium enterprise sector which in the process will foster youth employment and improve economic development.

The study will be significant to the education policy maker in the Ministry of education as it will provide insight on contribution of entrepreneurial education on economic development, fostering employment among the graduate and improve living standards in the communities.

To scholars and researchers, the study will provide a foundation on which future research can be carried out. It would be worthwhile to examine the relationship entrepreneurship education, venture intention and venture creation and add unto the existing theories.

CHAPTER TWO: LITERATURE REVIEW

2.1 Theoretical Foundation

There are diverse perspectives on business enterprise and what a business person is. Financial experts are of the view that business visionaries consolidate diverse assets in particular mixes to deliver products at financial returns Du Toit et al. (2009a). The concentrate of market analysts is on what business people do and have achieved a conclusion that entrepreneurs are roused basically by the benefit rationale. Behaviorists portray entrepreneurs as indicated by their attributes, for instance their want to accomplish, their slant towards chance taking and also their innovativeness. Marxists view entrepreneurs as exploiters. Du Toit et al. (2009b) specify that corporate directors see business visionaries as little administrators who do not have the possibility to oversee extensive endeavors.

2.1.1 Economic Entrepreneurship Theories

The economic entrepreneurship theory has profound ground on the traditional and neoclassical speculations of financial aspects. The defenders of monetary speculations among others, for example, Schumpeter (2018), in which he accentuated that business enterprise as a total of inventiveness and advancement. The idea turn into the final product of England's business upheaval which happened inside the mid-1700 and endured until the point when the 1830s. Traditional scholars explained three methods of creation: arrive; capital and work. There were protests to the established idea. These scholars did not give a clarification to the dynamic change produced by methods for advertisers of the business age Murphy, Liao and Welsch (2006).

The neo-established technique rose up out of the reactions of the traditional form. A couple of reactions were brought up in resistance to the neo-established guesses. The essential blend request overlooks the singularity of individual-level entrepreneurial movement. In addition, neither utilizes nor substitute cost mirrors the fate charge of development outcomes. Thirdly, normal guide allotment does not grab the multifaceted nature of market-based frameworks. The fourth factor raised turned into that, effectiveness based implementation does not subsume progression and non-uniform yields, recognized way/finishes and best or semi-culminate mastery does not depict vulnerability. Further, idealize rivalry does not allow development and entrepreneurial exercises. The fifth point is that, it's far difficult to imply all data sources and yields in commercial center frameworks.

2.1.2 An attitude-based view on entrepreneurship education

Most entrepreneurship educationists' assessment have surrendered an entirely persona-characteristic based view, which has been dismissed through both hypothetical and empirical confirmation Charney & Libecap (2000). Mwasalwiba (2010) states that there is as of now a move inside business training towards demeanor changing perspectives and goals, coordinating concentration toward energetic/movement based absolutely instructing techniques.

Krueger (2005) states that if business people secure the thought procedure round entrepreneurial addressing and movement, entrepreneurs at any rate have a speculative outline toward affecting behavior, which is a standout amongst the most typical wants of entrepreneurial training. It has been contended that the accentuation in cutting

edge establishments approach is about totally at the subjective factor, consequently ignoring emotional and psychological components of knowledge improvement Gibb (2005). Various researchers contend that activity-based approach while outlining enterprise aides and bundles Neck, Greene (2011). Most examinations on aging have neglected to remember it's naturally full of feeling measurement.

2.1.3 Resource-Based Theory

Barney describes resources as being, all assets, competencies, organizational processes, firm attributes, information, managed via the company that allows the firm to conceive of and put in force strategies that improve performance and effectiveness. As a way to gain competitive advantage, companies should each accumulate and successfully accumulate the important sources, which need to be precious, unique, complex to imitate and hard to substitute (Barney, 2001). So, in widespread the basic consciousness of the useful resource-based view has been on the company as an entire and the total variety of its resources, rather than especially analyzing the function of the entrepreneur.

Alvarez and Busenitz (2001) contend that some entrepreneurs configure their assets to innovate and achieve competitive benefit. Teece (2007) makes use concept of dynamic capabilities to give an explanation for the potential of firms to create innovative responses to converting market opportunities.

2.2 Entrepreneurial Education

In the contemporary society, entrepreneurial education has emerged as a crucial portion of industrial and academic policy framework in many nations (Hytti & O'Gorman, 2004). Motivation is a key driver for entrepreneurial training as well enterprises approaches in which entrepreneurial processes should motivate learners to start a venture and earn profit Mahieu (2006).

2.3 Entrepreneurial Orientation

Entrepreneurial orientation concept was developed by Miller (1983). It is made up of three dimensions; innovativeness, pro-activeness and risk taking. Innovativeness is the firm's capacity and readiness to support new ideas and creativity which may result in new products/services Lumpkin, Dess (1996), while pro-activeness is the pursuit of opportunities and competitive rivalry in fully expecting future interest to make change and shape the business condition Lumpkin, Dess (2001). Relating to risk-taking, it is the firm intentionally dedicating resources to ventures with chance of significant yields but may also entail a possibility of high failure.

2.4 Empirical Literature Review

Ilyas, Zahid, Rafi (2015) carried out a study on effect of entrepreneurship education on desire and intention for venture creation: An Empirical Study of Entrepreneurs and Non-Entrepreneur Graduates. The results indicated that entrepreneurship education has been presented and promoted in many countries and at many institutions of higher education; little is known at this point about the effect of these courses to the students.

Elert, Anderson and Wennberg (2014) conducted research on effects of entrepreneurship education in secondary school on long-term entrepreneurial performance. Using propensity score matching, Rosendahl Huber et al., (2012) found that while JACP participation builds the long-term likelihood of starting a firm as well as entrepreneurial incomes, there is no impact on firm survival.

Salmanulfarisi (2014) conducted a study on Entrepreneurship Education and New Venture Creation after Graduation: An Empirical Study of School of Rural Technology And Entrepreneurship Development (Sorted) Rano Kano State Polytechnic, Northern Nigeria. The goal of the study was to evaluate the effect of entrepreneurship education on polytechnic students after graduation. The findings of the study were that entrepreneurship education does not provide self-employment to graduated students due to financial challenges and lack of government support.

Ipate and Pârvu (2014) conducted a study to determine the influence of entrepreneurial education success factor for the Romanian SMEs. Focus of the paper is the entrepreneurial education, by analyzing the impact of training on the entrepreneurial success in Romania. The findings revealed that the effects of training on awareness and attitudes were muted, training appearing to double intention rates but not activity rates.

Graevenitz, Harhoff, Weber (2010) determined the impact of entrepreneurship education. Entrepreneurship education rates high on policy agendas in Europe and the US, but little research is done to assess its impact. Using ex-ante and ex-post-survey responses from students, the study revealed that the course has significant positive effects on students' self-assessed entrepreneurial skills.

Aurora (2010) surveyed the attitudes of advanced education students to new venture creation. Higher education institutions (HEIs) play a vital job in the generation of high-tech 'entrepreneurial capacity'. As entrepreneurship education gives focuses on creation of new ventures, there is an urgent need for a better understanding of the attitudes of students, potentially the entrepreneurs of the future. Findings revealed that advanced education students recognized that their interest in new venture creation would be improved if their foundation brought them into contact with the networks needed to start new businesses and put entrepreneurial students in contact with each other.

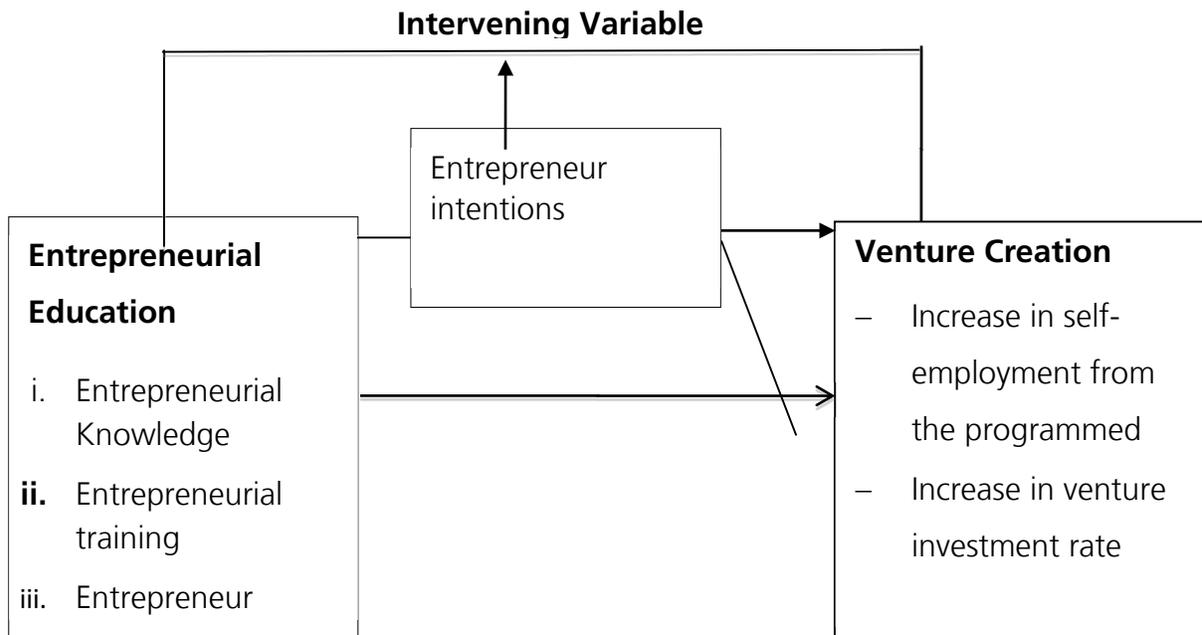
Lee, Chang, Lim (2005) conducted research on impact of entrepreneurship education, A Comparative Study of the U.S. and Korea. The findings of the study revealed that Korean students, have a lower level of the intention of venture creation and confidence, knowledge and ability of venture creation, and of the significance of entrepreneurship education than their American counterparts, can reach about the same levels after taking entrepreneurship related courses.

Howard and Rasheed, (2000) conducted research on assessment of developing Entrepreneurial Potential in Youth by determining the impact of entrepreneurial education and venture creation in United State of America. Prior research has not addressed whether educational intervention and new venture creation will affect the development of

entrepreneurial talent prior to the collegiate level. Students were assigned randomly to one of the 13 treatment classes based on whether their homeroom teacher was selected by the principal to participate in the program. This research concludes that entrepreneurship education and experience can affect psychological attributes commonly associated with entrepreneurs.

2.5 Conceptual Framework

Figure 2.1: The Conceptual Model



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

This research study adopted a cross-sectional descriptive survey design. Mugenda and Mugenda (2003) contend that a cross-sectional-descriptive survey design enables researchers to summarize and organize data in an effective and meaningful way. The study sought to offer a description on what is happening on the field in respect to the situation being assessed. The cross-sectional study was designed to provide the exploratory features that constitute of entrepreneurial intention between individual students at Jomo Kenyatta University of Science and Technology and KCA University in Kenya with their intentional propensity to venture into an enterprise.

3.2 Target Population

2500 students taking entrepreneurship course in Jomo Kenyatta University of Agriculture Science and Technology, KCA University and Nairobi University (2016).

3.3 Sample and Sampling Technique

3.3.1 Sample Frame

This study used Slovin's formula to determine the sample size of the study.

The sample size of this study was calculated from the Slovin's formula.

The study adopted a sample size of 345 on-going students in selected universities, which was selected using simple random sampling technique.

3.4 Data Collection Instruments

The study used both primary and secondary data. The questionnaire was used to collect primary data. The closed-ended questions provide more structured responses to facilitate tangible recommendations Cooper and Schindler (2011).

3.5 Data Collection Procedure

Questionnaires were used to collect primary data.

3.6 Pilot Testing

The study selected a pilot group of 35 respondents from the target population for the purpose of pilot study.

3.7 Data Analysis and Presentation

Quantitative data was analysed using Statistical Package for Social Sciences (SPSS Version 21) for Microsoft windows, which includes descriptive analysis and inferential analysis. Content analysis was used for qualitative data collected through open-ended questions. Inferential regression was done to test the relationship between entrepreneurial education and venture creation among the student students

Regression analysis to test H1

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \dots \dots \dots (i)$$

Where;

Y = Venture Creation

X1= Entrepreneurial knowledge acquisition

X2= Entrepreneurial skills training

X3= Entrepreneurial orientation

β_0 = Constant

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ and β_6 = Beta coefficients and

ϵ = Error term

The study was hypothesized that there entrepreneur venture creation has a significant invention role in the relationship between entrepreneurial education and venture creation by student.

The two multiple regression equations' are;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \dots\dots\dots (i)$$

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \epsilon \dots\dots\dots (ii)$$

Whereby Y = Venture Creation, X1= Entrepreneurial knowledge acquisition, X2= Entrepreneurial skills training, X3= Entrepreneurial orientation, X4 =Venture Intention, while β_1 , β_2 , β_3 , β_4 , and β_5 are coefficients of determination and ϵ is the error term.

3.7.1 Convergent Validity

After conducting a CFA, the results of item loadings and their respective values were reported. The items were significantly loaded on the proposed factors with loading higher than 0.5.

3.7.2 Discriminant validity

A number of measures were used to assess the discriminant validity of the outer model. The study used coefficient of determination (R2) for the endogenous variables, the Forenell Lacker Measure and the Stone-Geisser Test (2). The R2 values of entrepreneurial education, venture intention and venture creation were determined.

3.7.3 Model Test for Goodness of Fit

Analysis of variance was also used to test whether the overall models were statistically significant by indicating whether or not R2 could have occurred by chance alone. The F-ratio that was generated in the ANOVA table measures the probability of chance departure from a straight line. The P- value of the F-ratio generated should be less than 0.05 for the equation to be statistically significant at 95% confidence interval. If the P- value is greater than that, then the equation is not statistically significant. For the individual variables, p values of their coefficients generated in the regression analysis must be less than 0.05 for their relationship to be concluded significant at 95% confidence interval. Principal Components Analysis regression method that cut the number of predictors to a smaller set of uncorrelated components was used to control multi-collinearity and auto correlation.

3.7.4 Testing for mediation and moderation

The study tested the Mediation effects of the variables. The study used Smart PLS moderating effect tool, to determine the differences in R2, which uses the venture intention indicator approach recommended as suggested by Hair et al., (2013).

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Response Rate

Out of 345 administered questionnaires, only 314 responded in time for data analysis. This translated into 91% response rate and considered appropriate to derive the inferences regarding the objectives of the research.

4.2 General information

67% of the respondents were male while 33% of the respondents were female. 42% of the respondents were aged between 26 to 30 years, 33% were aged between 21 to 25 years. Most 17% of the respondents were above 30 years of age while 8% of the respondents were aged between 15 to 20 years. This implies that most of the students in the universities undertaking entrepreneurial education were of age and could be able to give the information requested.

What substantially influenced selection on entrepreneurship course

From the findings, majority 83%, 75%, 70% and 67% of the respondents indicated that parents, entrepreneurs they knew, friends and acquaintances and the work colleagues substantially influenced them in selection of entrepreneurship course. Most 66%, 58% and 50% of the respondents indicated that fellow students, media and college tutor and supervisor substantially influenced them in selection of entrepreneurship course.

Whether operating any business

71% of the respondents were operating a business while 29% of the respondents were not operating any business.

The kind of business operated

Majority 88% and 85% of the respondents indicated that they were operating retail shop and supplier's kind of business. Most 76% and 65% of the respondents were operating hairdressing and consultancy business while 24% of the respondents were operating cab business.

Supportive programme that university has provided

Majority 54% of the respondents indicated that the university had provided supportive programme besides the normal entrepreneurial course while 46% of the respondents indicated that the university had not provided supportive programme besides the normal entrepreneurial course.

Available options that have enabled to venture and start own business

65% of the respondents indicated that besides the entrepreneurship course, there were available options that have enabled students to venture and start their own business while 35% of the respondents said no.

4.3 Entrepreneurial Education and Venture Creation

4.3.1 Entrepreneurial Knowledge Acquisition and Venture Creation

Whether taking of entrepreneurial course influence starting enterprise

64% of the respondents indicated that taking of entrepreneurial course influenced them in starting the enterprise, 32% of the respondents indicated that taking of entrepreneurial course influenced them in starting the enterprise while 4% of the respondents did not know whether taking of entrepreneurial course influenced them in starting the enterprise.

Entrepreneurial Knowledge Acquisition influence on starting enterprise

Majority of the respondents strongly agreed that they develop innovative business ideas and execute, they gain skills on making decision during uncertainty in running their business and that they are able to market products of my enterprises as indicated by mean of 4.76, 4.66 and 4.63 with standard deviation of 0.69, 0.53 and 0.64.

4.9 Regression Analysis Entrepreneurial Knowledge Acquisition and Venture Creation

4.9.1 Model Summary

Table 4.1: Model Summary

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Sig F
1	.886 ^a	.785	.765	.63239		.001

a. Predictors: (Constant), Entrepreneurial education

b. Dependent: Venture Creation

From the model summary Table 4.1, Adjusted R² is called the coefficient of determination and indicates variation in entrepreneurial knowledge acquisition and venture creation. From the model summary Table 4.1, the value of adjusted R² is 0.765. This implies that, there was a significant variation of 76.5% of entrepreneurial knowledge on venture creation as $P=0.001 < 0.05$.

4.9.2 ANOVAa

Table 4.2: ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.553	1	6.5528	7.524	.001 ^b
	Residual	18.169	312	0.0566		
	Total	24.722	313			

a. Predictors: (Constant), Entrepreneurial Education

b. Dependent: Venture Creation

The study established that there existed a significant goodness of fit between variable as F-test (F=7.524, P=0.01< 0.02). The calculated F=7.524 far exceeds the F-critical of 2.772. This implied that the model formed within entrepreneurial knowledge acquisition and venture creation has a significance goodness of fit at 95% confidence level.

Table 4.3: Variables Co efficiencies

Coefficients a Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	3.051	.311		
Entrepreneurial Education	0.512	.047	.583	10.904	.0042

c. Predictors: (Constant), Entrepreneurial Education

d. Dependent: Venture Creation

$$Y = 3.051 + 0.649X_1 + e$$

From the regression results, the study found that entrepreneurial education had a significant influence on venture creation as $r = 0.512$, $p = .001 < 0.05$, $t = 10.904$. The study implied that increase in entrepreneurial education would lead to significant increase in venture creation.

4.3.2 Entrepreneurial training and Venture Creation Whether training influence starting own enterprise

77% of the respondents indicated that training in entrepreneurial course influence starting their own enterprise while 23% of the respondents indicated that training in entrepreneurial course influence starting their own enterprise.

Entrepreneurial training influence starting enterprise

Majority of the respondents strongly agreed that they develop strategies appropriate for their business, they increase their level of confidence on being trained on entrepreneurship and that teaching activities influence their innovativeness in business as indicated by mean of 4.75, 4.68 and 4.59 with standard deviation of 0.71, 0.56 and 0.58. Most of the respondents strongly agreed that they can market their products and service effectively and they are more creative through teaching in entrepreneur course as indicated by mean of 4.57 and 4.55 with standard deviation of 0.58 and 0.57.

Regression Analysis

Table 4.4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	.854a	.729	.715	.564	.001

a. Predictors: (Constant), Entrepreneurial training
b. Venture Creation

Result in Table 4.4 indicated that a variation of $R^2 = 0.729$ in venture creation can be attributed to changes in entrepreneurial training as a 72.9% change. This implied that change in entrepreneurial training would lead to change in venture creation among graduates.

ANOVA

Table 4.5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.707	1	8.707	12.675	.000 ^a
	Residual	20.186	312	.0647		
	Total	28.893	313			

a. Predictors: Entrepreneurial Training
b. Venture Creation

The study established that there existed a significant goodness of fit of the model $Y = \beta_0 + \beta_1 X_1 + e$. Based on the findings, in Table 4.5 the results indicate the $F_{Cal} = 12.675 > F_{Cri} = 2.318$ at confidence level 95 % and sig is $0.000 < 0.05$. This implies that there was a goodness of fit of the model fitted for entrepreneurial education and venture creation.

Table 4.6: Coefficient Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.450	.972		8.522	.015
	Entrepreneurial Training	.670	.065	.512	10.304	.002

a. Predictors: (Constant), Entrepreneurial Training

b. Venture Creation

Coefficient Analysis

The established regression equation was;

$$Y = 2.450 + 0.670X_1 + e$$

Regression results revealed that entrepreneurial training has significance influence in venture creation among graduate as indicated by $\beta_1 = -0.670$, $p = 0.002 < 0.05$, $t = 10.304$. The implication is that as increase in entrepreneurial training lead to an increase in venture creation among the graduate by $\beta_1 = 0.670$.

**4.3.3 Entrepreneurial Orientation
Personal characteristics significance**

56% of the respondents indicated that their personal characteristics have a significant influence starting their enterprise. Most 38% of the respondents indicated that their personal characteristics have a significant influence starting their enterprise while 13% of the respondents did not know whether their personal characteristics have a significant influence starting their enterprise.

Degree of agreement with the statements

From the findings, majority of the respondents strongly agreed that they do not easily give up in the face of competition and always encourage their employees to exercise their ingenuity and creativity freely at work as indicated by mean of 4.85 and 4.77 with standard deviation of 0.67 and 0.66.

4.8 Regression Analysis

The study sought to determine whether there existed a significant relationship between entrepreneurial orientation and venture creation among the graduate.

4.8.1 Model Summary of Regression Analysis

Table 4.7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.83(a)	.689	.657	0.34

a. Independent: (Constant) Entrepreneurial Orientation

b. Dependent: Venture Creation

Adjusted R^2 was 0.689 indicating that there was a variation of 68.9. % of venture creation varied with variation in entrepreneurial orientation hence entrepreneurial orientation would lead to a significant variance in venture creation among graduate.

4.8.2 ANOVA (b)

Table 4.8: ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.813	1	5.813	7.191	0.01(a)
	Residual	18.408	312	.059		
	Total	24.211	313			

a. Independent: (Constant) Entrepreneurial Orientation

b. Dependent: Venture Creation

The study established that there existed a significant goodness of fit of the model $Y = \beta_0 + \beta_1 X_1 + e$. Based on the findings, in Table 4.8 the results indicate the $F_{Cal} = 7.191 > F_{Cri} = 3.166$ at confidence level 95 % and sig is $0.000 < 0.05$. This implies that there was a goodness of fit of the model fitted for entrepreneurial orientation and venture creation.

4.8.3 Regression Coefficients (a)

Table 4.9: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.768	.275		3.640	0.01
	Entrepreneurial Orientation	0.519	.0475	0.857	10.931	0.03

a. Independent: (Constant) Entrepreneurial Orientation

b. Dependent: Venture Creation

$$Y = 5.768 + 0.519X_1 + e$$

The study found that a unit increase in entrepreneurial orientation would lead to increase in venture creation among graduates by a factor of 0.519 with P value of 0.002 ($r = 0.519$, $P = 0.03 < 0.05$). This implied that there exist a positive relationship between entrepreneurial orientation and venture creation.

4.3.4 Entrepreneurial Venture Intention

Whether self-employed in the course of the entrepreneurial course

From the findings majority 96% indicated that they will be self-employed after completion of the entrepreneurial course, 2% indicated they will not be self-employed on completion of their course while 2% of the respondents were not sure whether to be self-employed on completion of the entrepreneurial course.

Table 4.10: Whether self-employed in the course of the entrepreneurial course

Yes	Frequency	percent
Yes	301	96
No	7	2
I do not know	6	2
Total	314	100

Entrepreneurial intention fluctuated throughout the programme

Majority of the respondents indicated that their entrepreneurial intention continue to be stable throughout the entrepreneurial course to a great extent as indicated by a mean of 4.75 with a standard deviation of 0.47. The results indicated that graduate entrepreneurial intention fluctuated a little throughout the course and decreased after all to a moderate extent as indicated by a mean of 3.00 with a standard deviation of 0.39. The study also found that graduate entrepreneurial intention fluctuated strongly throughout the course but decreased after all to a less extent while graduate indicated their entrepreneurial intention fluctuated a little throughout the course but increased after all to a less extent as indicated by a mean of 2.17 with a standard deviation of 0.76.

Entrepreneurial education and Entrepreneurial Intentions

The respondents indicated that entrepreneurial education made them make all efforts to start a venture to a great extent as indicated by a mean of 4.74 with a standard deviation of 0.75. The respondents indicated that entrepreneurial training was making undergraduates to be more enthusiastic about starting their own business and making their deciding that goal was to ensure they become entrepreneurs to a very great extent as indicated by a mean of 4.66 and 4.65 with a standard deviation of 0.65 and 0.43 respectively. Also the respondents indicated that entrepreneurial trainings was making undergraduates to be more determined to starting an enterprises and that with adequate resources there were willing to start a business to a very great extent as indicated by a mean of 4.53 and 4.50 with a standard deviation of 0.76 and 0.50 respectively.

4.4 Venture Creation

Extent to which starting a business influence income earning

The respondents indicated that starting a business influence their income earning to a very great extent as indicated by 84%, to a great extent as indicated by a 9% and to a less extent as indicated by 7% of the respondents. This clearly indicated that entrepreneurship educate contribute to starting of businesses to earn income among graduates from the selected universities.

Venture creation

Most respondents strongly agreed that they were able to make profit from their venture, created self -employment and increasing customer every day as indicated by a mean of 4.60, 4.56 and 4.51 with a standard deviation of 0.58,

0.31 and 0.71 respectively. The respondents agreed that they were able to earn income from their business as indicated by a mean of 4.47 with a standard deviation of 0.63, able to create employment for other as indicated by a mean of 4.26 and increasing investment for the business as indicated by a mean of 3.83 with a standard deviation of 0.58 respectively. This demonstrated that entrepreneurial education foster venture intention and venture creation among graduates from the selected universities.

4.5.1 Model Summary

Table 4.11: Model Summary

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.79(a)	.624	.619	0.29

a. Predictors: (Constant) Entrepreneurial Education (Construct of entrepreneurial knowledge acquisitions, entrepreneurial training and entrepreneurial orientation)

b. Dependent: Venture Creation

Adjusted R2 is called the coefficient of determination which indicates how venture creation varies with variation in Entrepreneurial Education which is a construct of entrepreneurial knowledge acquisitions, entrepreneurial training and entrepreneurial orientation. The study established that there existed a significance positive variation between venture creation and entrepreneurial education as $r = 0.624$.

4.5.2 Analysis of variance

Table 4.12: ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.538	1	4.538	11.034	0.000(a)
	Residual	16.255	312	.0521		
	Total	20.793	313			

a. Predictors: (Constant) Entrepreneurial Education (Construct of entrepreneurial knowledge acquisitions, entrepreneurial training and entrepreneurial orientation)

b. Dependent: Venture Creation

The study established that there existed a significant goodness of fit between variables as $F = 11.034$, $P = 0.000 < 0.05$. The calculated $F = 11.034$ far exceeds the F-critical of 3.582. This implied that there exist variation goodness of fit between the entrepreneurial education and venture creation.

4.5.3 Coefficients Estimate of the Variance

Table 4.13 : Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.975	0.467		8.127	0.01
	Entrepreneurial Education	0.7335	0.0735	1.915	9.980	0.000

a. Predictors: (Constant) Entrepreneurial Education

b. Dependent: Venture Creation

From the results regression analysis in Table show that when entrepreneurial knowledge acquisition, entrepreneurial training and entrepreneurial orientation are combining, they have significant and positive relationship with venture creation among the graduate as $r=0.7335$, $P=0.000<0.05$. This implied that $Y = 3.975+0.7335X$ (where X =Composite - entrepreneurial knowledge acquisition, entrepreneurial training and entrepreneurial orientation).

4.8 Regression Analysis

The study sought to determine influence of venture intention in the relationship between entrepreneurial education and venture creation among the graduate.

4.8.1 Model Summary of Regression Analysis

Table 4.14 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854(a)	.729	.721	0.265

a. Independent: (Constant) Entrepreneurial intention

b. Dependent: Venture Creation

Adjusted R2 was 0.721 indicating that there was a variation of 72.1. % of venture creation varied with variation in entrepreneurial intention.

4.8.2 ANOVA (b)

Table 4.15: ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.604	2	4.802	12.025	0.000(a)
	Residual	21.894	311	.0704		
	Total	31.498	313			

- a. Independent: (Constant) Entrepreneurial Orientation
b. Dependent: Venture Creation

The study sought to test the hypothesis that entrepreneurial intention and interaction terms between entrepreneurial education and venture intention. Based on the findings, in Table 4.15 the results indicate the $F_{Cal} = 12.025 > F_{Cri} = 2.279$ at confidence level 95 % and sig is $0.000 < 0.05$. This implies that there was a goodness of fit of regression model with venture creation as intervening variable and interaction variable of entrepreneurial education and venture creation and explain variance in venture creation.

4.8.3 Regression Coefficients (a)

Table 4.16: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.621	.375		5.896	0.01
	Entrepreneurial education	0.319	.0395	0.310	8.089	0.000
	Venture intention	0.618	.056	0.598	11.045	0.801
	Interaction term	0.437	.0502	0.397	8.705	2.143

- b. Dependent: Venture Creation

The study found that a unit increase in entrepreneurial intention would lead to an increase in venture creation by factor 0.618. The study established that increase in insignificant increase in venture creation among graduates as P value of $0.801 > 0.05$ ($r = 0.519$, $P = 0.03 < 0.05$). This implied that the entrepreneur's intention has no significant influence on entrepreneurship education and venture creation.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Study Findings

The study sought to establish the relationship between entrepreneurship educations, venture intention on venture creation among entrepreneurial graduate in Kenya focusing on selected universities in Kenya. The study established that students were operating businesses such as retail shop and supplier's, hairdressing and consultancy business. As a result of substantial influence by their parents, entrepreneurs they knew, friends and acquaintances and the colleagues at work, students did a selection of entrepreneurship course. The study revealed that fellow students, media and college tutor and supervisor also substantially influenced students in selection of entrepreneurship course. The study revealed that the university had provided supportive programme besides the normal entrepreneurial course. Besides the entrepreneurship course, there were available options that have enabled students to venture and start their own business.

5.1.1 Entrepreneurial Knowledge Acquisition and Venture Creation among Graduate from Selected Universities in Kenya.

Students develop innovative business ideas and execute, gain skills on making decision during uncertainty in running their business and are able to market products of my enterprises. It was further revealed that students understood and applied the necessary operations management for their venture, through entrepreneurial training students started their enterprise through value addition and that entrepreneurial foster development of new ideas and start their business and became more innovative through entrepreneurial training that enabled them to start a business. The study revealed that entrepreneurial education had a significant influence on venture creation as $r = 0.512$, $p = .001 < 0.05$, $t = 10.904$. hence increase in entrepreneurial education would lead to significant increase in venture creation.

From the findings of the second objective, training in entrepreneurial course influenced students in starting their own enterprises. Students are also able to generate ideas, they are trained on management skills hence manage their enterprise effectively and that they have been on trained on how to apply technology in their business. From the regression results the study found that entrepreneurial training has significance influence in venture creation among graduate as indicated by $\beta_1 = -0.670$, $p = 0.002 < 0.05$, $t = 10.304$. Hence an increase in entrepreneurial training lead to an increase in venture creation among the graduate by $\beta_1 = 0.670$.

The third objective of the study was to assess influence of entrepreneurial orientation on venture creation among graduate from selected universities in Kenya. The study established that personal characteristics have a significant influence starting their enterprise. It was revealed that students do not easily give up in the face of competition and always encourage their employees to exercise their ingenuity and creativity freely at work. The study further revealed that students always carry out market survey to understand their market adequately, they are always strategic in decision making, always invite others to share the risk where they think are viable, always seek new information to keep ahead of their competitors and always make decision on the basis of their convictions. From the regression results the study established that increase in entrepreneurial orientation would lead to increase in venture creation

among graduates by a factor of 0.519 with P value of 0.002 ($r = 0.519$, $P = 0.03 < 0.05$) thus there exist a positive relationship between entrepreneurial orientation and venture creation.

The study established that students preferred to be self-employed after completion of the entrepreneurial course. Entrepreneurial education made students to make all the efforts to start a venture, be more enthusiastic about starting their own business and making their deciding that goal was to ensure they become entrepreneurs. Entrepreneurial trainings were making undergraduates to be more determined to start enterprises and that with adequate resources there were willing to start a business. The study established that starting a business influence their income earning as they were able to make profit from their venture, created self -employment and increasing customer every day.

The study revealed that entrepreneurial knowledge acquisition, entrepreneurial training and entrepreneurial orientation combined have a significant and positive relationship with venture creation among the graduates ($r = 0.7335$, $P = 0.000 < 0.05$). Further regression results indicated that entrepreneurial intention would lead to an increase in venture creation by factor 0.618. However, the increase is insignificant in venture creation among graduates ($P = 0.801 > 0.05$). This led to ascertain that entrepreneur intention has no significant intervening influence on entrepreneurship education and venture creation.

5.3 Conclusion

The study concluded that entrepreneurial education had a significant influence on venture creation among the graduate in the selected universities in Kenya. Increase in entrepreneurial education would lead to significant increase in venture creation. Entrepreneurial course influenced graduate in starting the enterprise , develop innovative business ideas and execute, gain skills on making decision during uncertainty in running their business, able to market products of their enterprises, applied the necessary operations management for their venture, promote value addition and that entrepreneurial foster development of new ideas and start their business and became more innovative through entrepreneurial training that enabled them start a business.

The study concluded that entrepreneurial training has significance influence in venture creation among graduate hence an increase in entrepreneurial training lead to an increase in venture creation among the graduate. The was informed by results indicating that training in entrepreneurial course influenced graduate in starting their own enterprises, develop strategies appropriate for their business, increase their level of confidence, improve innovativeness in business, market their products and service effectively and they are more creative through teaching in entrepreneur course., able to generate ideas, trained on management skills hence manage their enterprise effectively and that they have been on trained on how to apply technology in their business.

The study concluded that increase in entrepreneurial orientation would lead to increase in venture creation among graduates and that there exists a positive relationship between entrepreneurial orientation and venture creation. The results indicated that personal characteristics have a significant influence starting their enterprise, students do not

easily give up in the face of competition and always encourage their employees to exercise their ingenuity and creativity freely at work, sees opportunity and not problems in new situations, value addition has always been priority in all activities in their enterprise and do not wait for certainty in the market to put in their investment.

The study concluded that entrepreneurial knowledge acquisition, entrepreneurial training and entrepreneurial orientation are combine have significant and positive relationship with venture creation among the graduate. Entrepreneurial intention would lead to an increase in venture creation but the increase is insignificant in venture creation among graduates. This led to ascertain that entrepreneur intention has no significant intervening influence on entrepreneurship education and venture creation.

5.4 Recommendations

The study recommend that entrepreneurial education should be enhanced and entrepreneurial education curriculum develop as this would led to increase startups enterprises, enable student to be innovative and start businesses , gain skills on making decision during uncertainty in running their business, able to market products of their enterprises, applied the necessary operations management for their venture, , promote value addition and create more employment opportunities and foster economic growth.

The study recommends that entrepreneurial training should be enhancing to foster venture creation among graduate hence an increase in entrepreneurial training lead to an increase in venture creation among the graduates.

The study recommends that there be should an increase in entrepreneurial orientation as this would lead to increase in venture creation among graduates and that there exist a positive relationship between entrepreneurial orientation and venture creation. The study recommends that entrepreneurship education should be designed to enhance entrepreneurial knowledge acquisition, entrepreneurial training and entrepreneurial orientation to increase venture creation among the graduate. Entrepreneurial intention would lead to an increase in venture creation among graduates in the county. This would further motivate graduate to increase their entrepreneur intention and eventually venture into business. Entrepreneurship education influence self-employment after completion of the entrepreneurial course, creating more job opportunities, increase income earning and improve economic development in the county.

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