

Pedagogical Approaches Determining the Performance of Entrepreneurship Education in Kenya Public Universities.

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Abstract

The purpose of this study was to determine how pedagogical approaches determines the performance of entrepreneurship education in public universities in Kenya with a view to instill entrepreneurship culture to enhance job creation and minimize poverty. The universities sampled were JKUAT, Kenyatta university and University of Nairobi. The research design used in this study was descriptive survey. Data was collected using a semi-structured questionnaire and interview schedule. The regression and ANOVA analysis were used to analyze the relationship between independent and dependent variables. The results of the ANOVA analysis shows there was a strong relationship between the variables of study and performance. All the Null hypothesis of the study which was tested was rejected, showing that a relationship existed between the pedagogical approaches and performance. The researcher made several recommendations among others: entrepreneurship unit need to be introduced to the student when they are in the first year, so that they may develop the attribute necessary for self employment and change their attitudes early enough, Incubation centers can be introduced in all the public universities so that the students who come up with good ideas may be nurtured there, there is need to use the role models, guest speakers and case studies when teaching entrepreneurship skills.

Key Words : Pedagogical, performance, entrepreneurship education, approaches, university

Introduction

The high unemployment, public sector retrenchment, downsizing in corporations and other restructuring programmes is in full swing in many countries, self-employment and small enterprises promotions are presently high on the agenda of virtually every country. The youth or the young people present a particular challenge in this scenario (ILO, 2002). Defined as young people under the age of 35 years, the youth represent up to 70% of the population in many developing and industrializing countries and almost one third of the population in emerging economies. At the same time, every year hundreds of thousands of school leavers join the labour market in these countries in search of gainful employment. Young people directly actively seeking to participate in the world of work are two to three times more likely than older generation to be unemployed (ILO, 2002).

The rapid growth in student enrollment in most higher education institutions in Africa during the 1980s and 1990s posed additional problems. In Nigeria for example, there was a tremendous expansion in the number of universities from six in 1970 to 55 universities in 2003, with an estimated student enrollment of 700,000. While the enrollment in Nigeria represented only about 8% of the university age population, that growth had profound negative effects on the quality of teaching and training of university students (Obwagi et.al., 2011).

According to GoK (2005) the Government was to encourage universities, Polytechnics, Technical Institutions and other MSE support organizations to develop certified demand driven courses on entrepreneurship and business management in order to improve and promote the acquisition of entrepreneurial development programmes in schools and other training institutions in order to develop a widespread enterprise culture. Training has been identified as one of the intervention tools through which small enterprise can be promoted. One of the most striking changes that have occurred in Kenyan training institutions during the 1990s has been the introduction of entrepreneurship education. This is now being offered in all vocational and technical institutes from youth polytechnics to national polytechnics. The programme is serviced by the Master of science in entrepreneurship at the Jomo Kenyatta university of Agriculture and Technology and a higher diploma in entrepreneurship at Kenya Technical Teachers College (Namusonge, 1999).

Problem Statement

Lack of basic skills in business management and entrepreneurship is a major drawback in the growth and development of the MSE sector. The integration of entrepreneurship training into the country's education system, exposure of potential MSE entrepreneurs to modern business skills and the creation of an environment that permits MSE businesses to emerge and flourish has been a major challenge. The traditional approach to vocational and technical training has not addressed this need because there exists no provision in their curricula for appraising the programmes at business start-up, survival and growth stages to establish the extent to which their programmes are demand driven, value adding and address the specific needs of the operators and beneficiaries. In addition, most of the institutions providing entrepreneurship and business development training suffer from inadequate capacity. They are, therefore, unable to offer training in a wide range of trades. Consequently, potential entrepreneurs enter the sector ill prepared to effectively contribute to its success, while existing ones remain latent in their operations (GoK 2005).

Therefore due to the proliferation of entrepreneurship and training courses in colleges and universities, there is no much feedback on the usefulness of the programmes especially on the pedagogical approaches used. There is, therefore, need to study the pedagogical approaches as a determinant of entrepreneurship education performance in public universities.

General Objective

The overall objective of the study was to explore how the pedagogical approaches determines the performance of entrepreneurship education in public universities in Kenya.

Research Questions

- a) What are the effects of pedagogical approaches to entrepreneurship education performance used in public universities?
- b) What are the recommendations for improving entrepreneurship education performance in public universities?

Literature review

Different pedagogical approaches are used by the facilitators in order to develop self confidence and self efficacy of students by enabling them to learn entrepreneurial skills and understanding, the focus being on behaviors. By the use of guest speakers and role models they are able to inspire students towards more positive attitudes to entrepreneurship. According to Sergio *et. al.*, (2000) the following were the pedagogical methods used to teach entrepreneurship's as follows, reading, lecturers, guest speakers, testimonial videos, tutorial ship in companies, and development of business plans. The least used methods were case development plans. The least used methods were case development and testimonial videos. The approach of teaching entrepreneurship at Cambridge in the United Kingdom has been to develop the self confidence and self efficacy of students by enabling them to learn entrepreneurial skills and understanding, the focus being on behaviors. At the Cambridge the core curriculum focuses on the entrepreneurial processes that are "taught" by entrepreneurs. Its felt that they are best equipped to do the teaching and by providing additional ways of students to interact with entrepreneurs.

The trainer can use various teaching approaches that include the lecture methods, case studies, projects, simulations, guest speakers, testimonials videos, attachments and business plans. The least used method is case development and testimonial videos.

The entrepreneurs are also involved in teaching as role models. It is felt that they are the best equipped to do the teaching and by providing additional ways of interacting with students they are able to inspire them towards more positive attitudes to entrepreneurship (Briga, 1996).

Nduge (2003) argues that the forms of teaching are as important as the curriculum content in the development of self efficacy. Entrepreneurship self efficacy can be conceptualized as being enhanced through pedagogical approaches which encourages the students to learn through their own experience.

The Performance of entrepreneurship education was measured by the ability of the students to identify business ideas in their trade areas, being able to develop business plans, positive attitude towards self employment and the number of start-ups.

Research Methodology

This study adopted descriptive research design that used both qualitative and quantitative research approaches. This design method, presents procedures for collecting, analyzing and linking both quantitative and qualitative data in a single study (Creswell, 2005). The combination of both forms of data provides a better understanding of the variables under study. The researcher used descriptive approach which was appropriate for this study because it involved fact finding and enquires to explore the determinants influencing the performance of entrepreneurship education in public universities

The target population of the study comprised forty lecturers, 800 current students doing undergraduate degree and 475 former students of JKUAT, Kenyatta University and University of Nairobi who had done Master of entrepreneurship or Masters degree with entrepreneurship option and had started their own businesses on or before the year 2004.

For the purpose of this study, the subjects selected were students in fourth year and first year who have been taught entrepreneurship skills and former students who had done Masters in entrepreneurship or Masters with entrepreneurship option and have started their own businesses. The sampling frame used in the selection of the sample was obtained from the faculty of science of JKUAT, School of Business of Kenyatta University and University of Nairobi School of Business. The sampling frame for the former students who had started their own businesses was obtained from the register of academic of the three universities.

The sampling method that was adopted was both probability and non-probability. Non-probability method was used to select the universities of study using the convenient method and also lecturers teaching entrepreneurship skills in the three universities. Convenient method was adopted because the lecturers have been teaching entrepreneurship skills at different levels at diploma, degree, masters and PhD. Those students who had completed the studies and have started their own businesses were selected using snowball sampling technique whereby those identified were used to identify others who had started their own businesses. A total number of one hundred former students were selected using this method. The under graduate students were selected using systematic random sampling whereby all the fourth year and first year students doing Bachelor of Commerce in University of Nairobi and Bachelor of Science in JKUAT and Bachelor of Commerce in Kenyatta University.

This study employed two types of data collection methods, namely primary data and secondary data. This study largely relied on primary data collected from students and academic staff and former students of JKUAT, Kenyatta University and University of Nairobi. The study used two research instruments to collect primary data; the questionnaire and interview schedule. The research instrument was pilot tested. There were two kinds of data, namely data obtained from questionnaire and interview schedule. The responses were subjected to qualitative and quantitative analysis techniques. The qualitative data required the respondents to give opinions and suggestions. The data collected was analyzed using Analysis of variance (ANOVA) which was used in the study which is a statistical method to examine whether there are differences in a dependent variable by a set of interval independent variables. The Analysis of Variance (ANOVA) yields main effects and interaction effects. Performing correlation analysis and testing different hypothesis was done.

Findings and Discussions

The data used in this study were both qualitative and quantitative and were obtained through administration of questionnaires and interview schedule to lecturers, entrepreneurs and students of three public universities namely; JKUAT, Kenyatta University and University of Nairobi.

The lecturers are concerned with teaching entrepreneurship skills and they could give vital information on the subject. The entrepreneurs are the former students who had done Masters in entrepreneurship and are useful in providing vital information on how the subject has impacted on them.

The data was analyzed quantitatively using the Statistical Package for Social Sciences (SPSS). The analysis was done as per questionnaires that were used to collect data. Data was categorized in terms of factors that influence the performance of entrepreneurship education in public universities in Kenya. Personal information was generated to establish various individual characteristics since this has a bearing on the nature of responses given and comprehension of research questions. The study used Likert scale in collecting and analysing the data whereby a scale of 5 points were used in computing the means and standard deviations. These were then presented in tables with explanations being given in prose.

The research was conducted on a sample of 420 respondents drawn from the target population of 1375 students, lectures and entrepreneurs. However, only 329 questionnaires administered were received from the sample size of 420. This represents a response rate of 78%, which is an adequate response rate for statistical reporting. Arora & Arora, (2003) contend that a questionnaire that produces above 75% response rate has done extremely well. This response rate was made possible after the researcher personally administered the questionnaires and made further visits to remind the respondents to fill-in the questionnaires.

Students Response to Pedagogical Approaches

Students were asked various questions concerning the teaching approaches used by the lecturers in order to know the most effective method to achieve the objectives of the course. They were required to respond to the methods used in teaching, equipment that helped them in the ability to learn, method of assessment used by the lecturers and the method that helped them in understanding entrepreneurship.

Table 1: Methods used in teaching

| Methods used in teaching | N | Min | Max | Mean | Std Dev |
|--------------------------|-----|-----|-----|--------|---------|
| Lecture | 205 | 1 | 5 | 4.3721 | 0.77126 |
| Case study | 205 | 1 | 5 | 3.0400 | 1.21416 |
| Discussion | 205 | 1 | 5 | 3.8425 | 1.03452 |
| Role play | 205 | 1 | 5 | 2.9435 | 1.38107 |
| Guest speakers | 205 | 1 | 5 | 2.0410 | 1.2882 |
| Demonstration | 205 | 1 | 5 | 3.3071 | 1.36575 |
| Experience Stories | 205 | 1 | 5 | 4.2481 | 0.9924 |

Table 1 shows students responses that was analyzed through mean and standard deviation for the following indicators as follows; where entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success. The methods used in teaching entrepreneurship are the use of lecture with the mean of 4.3721, case study with the mean of 3.0400, discussion with the mean of 3.8425, role play with the mean of 2.9435, guest speakers with the mean of 2.0410, demonstration with the mean of 3.3071, and experience stories with the mean of 4.2481. The method with the highest mean and the standard deviation was lecture followed by case study, discussion, role play, guest speakers, and demonstration and experience stories. Lecture method being the most preferred may be explained by the fact that many lecturers prefer it in order to cover more content considering the depth of the syllabus and the time allocated. The least commonly used method used by lecturers is role play and the use of the guest speaker. The study concurs with the one carried by Sergio *et. al.*, (2000), that indicated the pedagogical methods mostly used to teach entrepreneurship's was as follows, lecturers, guest speakers, testimonial videos, tutorial ship in companies, and development of business plans. The least used methods were guest speaker and case study the reason being that getting guest speaker is a long process that requires a lot of preparation and at the same time teaching through a case study is time consuming.

Table 2: Method of Assessment

| Method of Assessment | N | Min | Max | Mean | Std div |
|---|-----|-----|-----|--------|---------|
| Lecturers used written classroom tests | 205 | 1 | 5 | 3.9457 | 1.27052 |
| Lecturers used Group Presentations method | 205 | 1 | 5 | 2.881 | 1.54716 |
| Lecturers used term papers | 205 | 1 | 5 | 3.1705 | 1.51102 |
| Lecturers used project work | 205 | 1 | 5 | 2.3937 | 1.4647 |
| Lecturers used individuals assignment | 205 | 1 | 5 | 3.3594 | 1.5407 |

Table 2, indicated the methods for assessment of entrepreneurship learning in the level of strength as follows as per the mean; Lecturers used written classroom tests 3.9457, Lecturers used Individuals assignment 3.3594, Lecturers used Term Papers 3.1705, lecturers used Group Presentations method 2.881, Lecturers used Project work 2.3937. Student also indicated the method that helped them in understanding entrepreneurship according to the scale given as per the mean and standard deviation as; Written classroom tests, Group Presentations, Term Papers, Project work, and individual's assignments.

Table 3: Method help in understanding entrepreneurship

| Method help in understanding entrepreneurship | N | Min | Max | Mean | Std div |
|---|-----|-----|-----|--------|----------|
| Written classroom tests | 205 | 1 | 5 | 3.8837 | 1.32658 |
| Group presentations | 205 | 1 | 5 | 3.2598 | 1.728844 |
| Term papers | 205 | 1 | 5 | 3.3281 | 1.45326 |
| Project work | 205 | 1 | 5 | 2.4553 | 1.49454 |
| Individuals assignment | 205 | 1 | 5 | 3.536 | 1.52688 |

Table 3, indicated that the methods for assessment of entrepreneurship learning in the level of strength as follows as per the mean and standard deviation; Lecturers used written classroom tests following by Individuals assignment, term Papers, group presentations and Project work. Student also indicated the method that helped them in understanding entrepreneurship according to the scale given was written classroom tests, group presentations, term papers, Project work, and individual's assignments.

Lecturers Response to Pedagogical Approaches

Lecturers were required to respond to the pedagogical approaches that they use while teaching entrepreneurship. If the lecturers use an effective method it will make the students be able to understand the concepts used and relate them to real world. A lecturer will use different methods depending on the time allocated, the number of students per class, the content to be covered and the level of the students. The table 5 shows lecturers response to pedagogical approaches.

Table 4: Lecturers Response to Pedagogical Approaches

| Approaches | N | Minimum | Maximum | Mean | Std. Dev |
|--------------------|----|---------|---------|--------|----------|
| Lecture | 32 | 2.00 | 5.00 | 4.1875 | .96512 |
| Case study | 32 | 1.00 | 5.00 | 3.2500 | 1.07763 |
| Discussion | 32 | 1.00 | 5.00 | 3.7500 | 1.31982 |
| Role play | 32 | 1.00 | 5.00 | 2.2500 | 1.29515 |
| Guest speakers | 32 | 1.00 | 5.00 | 2.0000 | 1.29515 |
| Demonstration | 32 | 1.00 | 5.00 | 2.8667 | 1.30604 |
| Experience stories | 32 | 1.00 | 5.00 | 4.0000 | 1.04727 |

There were thirty two total numbers of lecturers who responded to pedagogical approaches used in entrepreneurship education in public universities. The Methods used in teaching entrepreneurship were the use of lecture method with the mean of 4.1875, case study with the mean of 3.2500, discussion with the mean of 3.7500, role play with the mean of 2.25, guest speakers with the mean of 2.00, demonstration with the mean of 2.8667, and experience stories with the mean of 4.00.

According to the lecturers who responded on the teaching approaches that they used, the method that was the most preferred was experience stories, discussion, demonstration, role play and guest speaker. This suggestion by lecturers concurs with similar observations made by the students.

Entrepreneurs Response to pedagogical Approaches

Entrepreneurs are the former students who had done entrepreneurship up to master's level and they have started their own businesses. They were asked to respond to the methods that lecturers used when teaching them and to rate the methods that enhanced their self-development. The Table 5 shows the entrepreneurs response to the teaching approaches.

Table 5: Entrepreneurs Response to Pedagogical Approaches

| Approaches | N | Min | Max | Mean | Std. Dev |
|---|----|------|------|--------|----------|
| Lecture | 75 | 3.00 | 5.00 | 4.1786 | .90487 |
| Case study | 75 | 1.00 | 5.00 | 3.6667 | 1.14354 |
| Discussion | 75 | 1.00 | 5.00 | 3.4643 | 1.07090 |
| Role Play | 75 | 1.00 | 5.00 | 2.1111 | 1.21950 |
| Guest Speaker | 75 | 1.00 | 5.00 | 1.8519 | 1.09908 |
| Demonstration | 75 | 1.00 | 5.00 | 2.3846 | 1.29852 |
| Written classroom tests | 75 | 1.00 | 5.00 | 4.1923 | 1.02056 |
| Group Presentations method | 75 | 2.00 | 5.00 | 3.8000 | .86603 |
| Term Papers | 75 | 2.00 | 5.00 | 3.7083 | .99909 |
| Project work | 75 | 1.00 | 5.00 | 3.3750 | 1.17260 |
| Formal Presentation of Projects | 75 | 1.00 | 5.00 | 3.5833 | 1.13890 |
| Written classroom tests | 75 | 1.00 | 5.00 | 2.4815 | 1.52846 |
| Group Presentations method helped me in self-development | 75 | 2.00 | 5.00 | 3.7857 | 1.10075 |
| Term Papers helped me in self-development | 75 | 1.00 | 5.00 | 3.8077 | 1.13205 |
| Project work helped me in self-development | 75 | 2.00 | 5.00 | 4.0769 | .89098 |
| Formal Presentation of Projects helped me in self-development | 75 | 2.00 | 5.00 | 4.2593 | .90267 |

Table 5 shows that there were 75 entrepreneurs who responded to the pedagogical approaches that were commonly used by the lecturers. Lecture method had a mean of 4.1786, case study mean of 3.6667, discussion mean of 3.4643, roleplay mean of 2.111, guest speaker mean of 1.8519, and demonstration mean of 2.3846. The methods of assessment mostly used by lecturers in terms of mean were written classroom tests 4.1923, group presentations 3.8000, term papers 3.3750, and formal presentation of projects 3.5833. The methods of assessment that helped entrepreneurs in self-development with mean were formal presentation of projects 4.2593, project work 4.0709, term papers 3.7857, and written classroom tests 2.4815.

The use of the lecture method was mostly preferred by the lecturers followed by the case study, discussion, demonstration and guest speaker. The reason why the case study was mostly used to teach students at masters as compared to the response of students at undergraduate was that lecturers tend to use case studies at the masters level to enable the students understand the concepts as compared to under graduates.

Quantitative Hypotheses Result

Hypothesis: Effects of pedagogical Approaches on Entrepreneurship Education

H_0 There is no effect of pedagogical approaches to entrepreneurship education performance used in public universities.

H_1 : There is significant effect of pedagogical approaches to entrepreneurship education performance used in public universities

Table 4.13: Hypothesis on Effect of pedagogical Approaches

| Model Summary | | | | | | | |
|---|------------------------|-----------------------------|---------------------------|----------------------------|---------|---------------------------------|-------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | | |
| 1 | .733 | .537 | .535 | .60296 | | | |
| a. Predictors: (Constant), pedagogical Approaches | | | | | | | |
| b. Dependent Variable: Performance | | | | | | | |
| ANOVA^b | | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. | |
| 1 | Regression | 78.897 | 1 | 78.897 | 217.010 | .000 ^a | |
| | Residual | 67.986 | 187 | .364 | | | |
| | Total | 146.884 | 188 | | | | |
| a. Predictors: (Constant), Pedagogical Approaches | | | | | | | |
| b. Dependent Variable: Performance | | | | | | | |
| Coefficients^c | | | | | | | |
| Model | | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| | | B | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 1.304 | | 6.230 | .000 | .891 | 1.717 |
| | Pedagogical Approaches | .727 | .733 | 14.731 | .000 | .630 | .825 |
| a. Predictors: (Constant), pedagogical Approaches | | | | | | | |
| b. Dependent Variable: Performance | | | | | | | |

The hypothesis was tested by comparing the means of the pedagogical approaches to entrepreneurship education and the means of the key indicators of performance of entrepreneurship education variables by use of ANOVA. The teachers' attitude was measured using various indicators in five Likerts scale format from which two most important factors /indicators (those with highest factor loadings) were selected through ANOVA analysis approach. The F-Statistics produced (F=1. 217) was significant at 0 per cent level (Sig. F<.000) thus confirming the fitness of the model. Analysis in table 4.13 shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R² equals 0.733 that is, explained pedagogical approaches 73.3 percent of performance. The null hypothesis is reject since the P value is less than 0.05, therefore the hypothesis that state there is significant effect of pedagogical approaches to entrepreneurship education used in public universities is accepted.

Conclusions

The research findings suggest that lecturers mostly use lecture method for teaching at the undergraduate level and discussion method. They also suggested that the time allocated for entrepreneurship teaching for the undergraduate is three hours per semester. Traditional classroom teaching, comprising lecture, discussions, group work, theoretical problem Solving exercises and experienced stories are the most common methods of instructions. The other methods include the use of case study, role play, quest speakers, are demonstration are least used by the lecturers, although they could be more effective than the other methods that are mostly used.

The lecturers rarely used the modern equipment while teaching, such as videos, power point and overhead projector, preferring to use mostly the whiteboard equipment which is provided by the institutions. The use of modern equipment could make learning more interesting and capture the attention of many learners. The lecturers also used written classroom tests and individual assessment method for evaluating their students. Students indicated the two common assessment methods helped them to understand entrepreneurship.

Recommendations

- i) Entrepreneurship unit need to be introduced to the student when they are in the first year, so that they may develop the attribute necessary for self employment and change their attitudes early enough. During their final year of study, the students need to write a business plan that should be made mandatory in their trade areas.
- ii) Incubation centers can be introduced in all the public universities so that the students who come up with good ideas may be nurtured there. Within the incubation the ideas are developed into products where the necessary infrastructure are provided that include space, marketing services and financial services. The university that has already started the incubation center is Kenyatta university
- iii) There should be an annual business plan competition whereby all the students within the public universities are supposed to compete, and the students who come up with good business ideas are rewarded, this will encourage the students to be more serious when writing the business plan. Also those good business plans ideascan be incubated.
- v) Guest speakers need to be invited every semester after the students have done entrepreneurship unit. This would be a follow-up that should be made compulsory for all the students upto the final year of study. After attendance the students would earn some cumulative points that will be included as part of the assessment for the business plan in the final year.
- iv) On the Pedagogical approaches to be adopted, feedback from students and lecturers on entrepreneurship education it is necessary to include the use of the case studies developed locally, use of the field visit to the enterprises, role model who are successful entrepreneurs and are respected in business circles. Those methods would supplement the use of traditional methods such as the lecture method and demonstration.

5.5. Areas for Further Research.

The researcher recommends the following areas for further research.

- i) Since the research was carried out in the public universities, it is necessary to carry similar study in the private universities to find out whether similar results will be observed.
- ii) Since the study dealt with the lecturers, students and the entrepreneurs it is necessary to carry similar study on other stakeholders to get their views on entrepreneurship education.

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