

The Changing Roles of Universities on Entrepreneurship Education Programmes for Employability and Economic Growth among Graduates in Public Universities in Kenya

Esther, K. Mwiti*

Technical University of Kenya, Department of Business administration and Entrepreneurship

Bancy, M. Ngwiri¹,

¹Technical University of Kenya, Department of Business Administration and Entrepreneurship

Correspondence authors: Bancy, M. Ngwiri

Abstract

Universities are uniquely placed to lead the implementation of competitive innovations, providing an invaluable source of expertise in entrepreneurship research and education on all sectors of the economy. They are responsible for training and shaping the future leaders for sustainable development. Moreover, they can establish educational programmes that emphasize interdisciplinary learning and promote multidisciplinary, systems approaches to solving the increasingly unemployment challenges. They can work with policy-makers and other stakeholders like the industrial sectors to identify policy priorities, implement solutions and evaluate entrepreneurship policies. Importantly, they can help translate the policies into measurable and country-specific economic targets by actively matching academic entrepreneurship with public policy priorities. They can also engage in internships with the industry to encourage experiential learning and translational research. Universities can initiate and facilitate dialogue across multiple industrial actors, including government and private sector. Although entrepreneurship education has played a vital role in impacting the skills required for industry and self-employment, youth integration in to the industry has been wanting. The research paper sought to inform on the appropriateness of entrepreneurship Education for employability and economic growth. The study was conducted using survey method, both qualitative and quantitative approach. The three objectives that informed the study are: relevance and role of universities entrepreneurship education programs on economic growth, the relationship between entrepreneurship education and the job market and the role of the university in informing career choices for employability. Primary and secondary data were used in the study. Descriptive statistics and inferential statistics were used to analyze the data. The results showed that there are on-going discussions regarding the disjoint on collaboration and partnership between academia, industries and government. The study concluded that there is need for universities to step up consciously and partner with governments and industries as a changing role of universities in the era of Sustainable Development Goals.

Key words: *Entrepreneurship education programs, Partnerships, Economic growth, graduate Employability, cross sectoral linkages*

Date of Submission: 10-04-2021

Date of Acceptance: 26-04-2021

I. Introduction

1.1 Background to the study

There has been increasing research interest in the influence of entrepreneurship education on the entrepreneurial behavior of students. Entrepreneurship is increasingly recognized as an important generator of growth, innovation and especially new job creation (Bakotić & Kružić, 2010). Many scholars have recognized the crucial role played by entrepreneurship in economic development globally. Everyone is shifting the focus to entrepreneurship as a result of the fact that it might facilitate economic growth and development potential. It is therefore paramount to understand that entrepreneurship will be the only driver of economic growth in a developing nation and an agent of job creation and competitiveness (Waita, 2014).

In spite of the quick recovery of economy globally that was witnessed in 2010, the following two years followed harsh labor market condition, increased poverty in 2015 (ILO, 2015). Further ILO (2015) found that unemployment was at 205 million (6.2%) in the year 2010. It was established that Kenya had experienced alarming unemployment and increased poverty. National Economic Survey, (2015). This led to development of Poverty Reduction policy framework that placed weight on small and medium enterprises development related strategies to counter poverty.

Kenya ranks among the most entrepreneurial economies in East Africa, an environment characterized by a relatively high level of provision of skills required for enterprise development. This orientation is informed by concepts of entrepreneurship education, which acknowledge that although some people may be exceptionally and even innately talented in spotting business opportunities, business education can help uncover and develop various skills that are critical to starting and running a successful business venture. There has been an increased interest in entrepreneurship within the education system and the society in general with an increase in courses, incubators and other activities oriented to promote the topic of entrepreneurship. This phenomenon takes place in public and private universities, technical training institutes, institutes of technology, national polytechnics and youth polytechnics. There was therefore need to examine entrepreneurship education programme in Kenya to assess its effectiveness in providing a long-term solution to the problem of job creation in Kenya (Bwisa, 2011).

According to the Government of the Republic of Kenya (2011) science, technology and innovation sector seeks to achieve key objectives of enhanced access, equity relevance and quality of outcomes in higher education, science, technology and innovation. One of the problems facing the Kenyan economy is unemployment. This is due to low economic growth, corruption, nepotism and the negative attitude towards entrepreneurship. Approximately 503,500 graduates from a pool of 1,374,360 graduates enter the job market annually. More than 870,860 graduates remain unemployed because of the weak economic performance and the public sector reforms, which have adversely affected employment in Kenya. According to KEPSA (2013) there were 520 students enrolled in entrepreneurship education in 2011 with 50% of these engaged on self-employment and are still successfully running them. In addition, enrollment of student in the course increased by 66% giving a total of registered student to stand at 864 by year 2012 where 77% of the student engaged in entrepreneurship activity out of which 20% are from Nairobi county. Moreover, students continued to embrace entrepreneurship education with the current (year 2013) number of student pursuing entrepreneurship education standing for 3360, an increase of 289% from previous year. Nairobi province registered highest number 35% (1099) out of 3099 total student who are still continuing with the course, with Kisumu and Mombasa province having a share of 10% and 9.7% respectively with the rest 45.3% shared among the other provinces (KEPSA, 2013).

According to Waita (2014), it is important to entrench enterprise culture among the youth while they are still in school, this approach may provide a long – term solution to the problem of job creation in Kenya. To achieve a wide spread enterprise culture in the long run; entrepreneurship education, training, research and development programme in Kenya must integrate self – employment and entrepreneurship into the curriculum at all levels of learning.

According to KEPSA (2013) of five newly established businesses in Nairobi County, 60%(3) of them collapse where 40%(2) of the business that collapsed were as a result of lack of entrepreneurial skills by the operators while the rest 20%(1) collapsed as a result of lack of managerial skills even though they equally possessed the entrepreneurial education.

1.2 Problem Statement

According to the Government of the Republic of Kenya (2011) one of the problems facing the economy is unemployment. Approximately only 503,500 graduates from a pool of 1,374,360 graduates enter the job market annually. More than 870,860 graduates remain unemployed because of the weak economic performance and the public sector reforms, which have adversely affected employment in Kenya. Entrepreneurship education has thus evolved as an important are of study in public universities that is aimed at solving the problem of unemployment in developing countries and especially Kenya. As a policy initiative, the government through the commission of university education have initiated entrepreneurship education, training, research and development programme in Kenya universities to equip graduates with skills for self – employment. However, according to KEPSA (2013) of five newly established businesses in Nairobi County, 60 % (3) of them collapse and further 40%(2) of the business that collapsed were as a result of lack of entrepreneurial skills by the operators even though they possessed entrepreneurial education. What then are the changing roles of universities and other actors on entrepreneurship education programmes for employability and economic growth among graduates in Public Universities in Kenya? This was the major focus of the research.

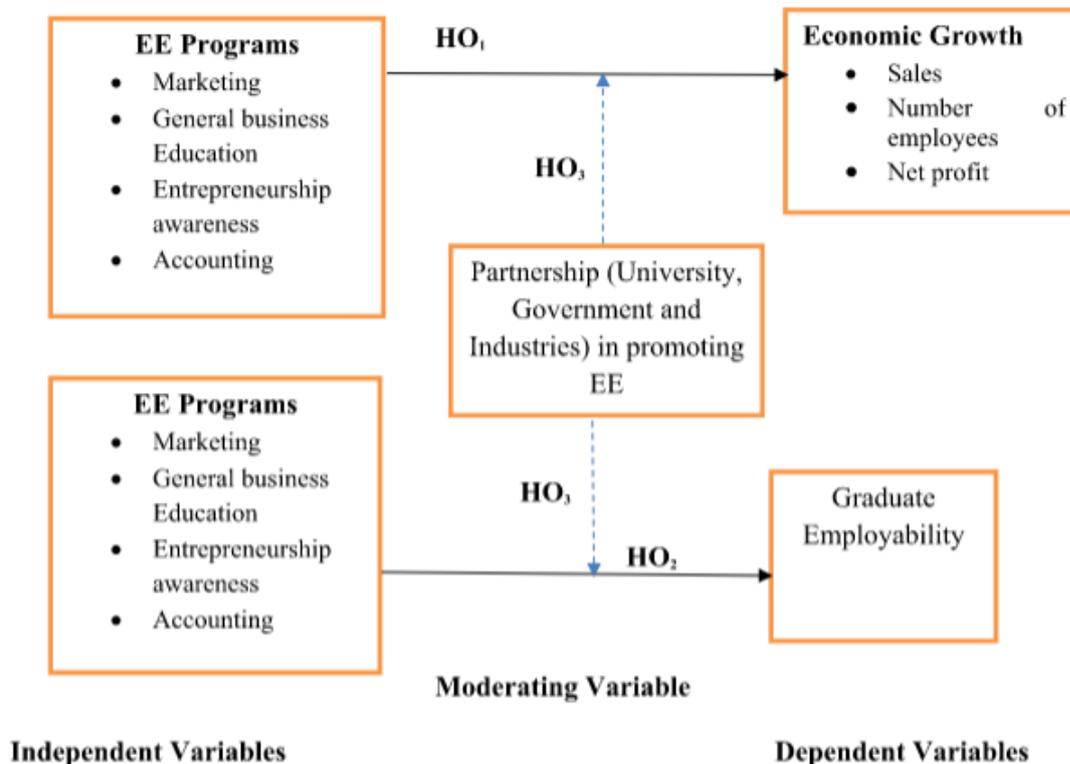
1.3 Research objectives

- a) To establish the relevance and role of universities entrepreneurship education programs among university graduates on economic growth in Nairobi County
- b) To establish the influence of entrepreneurship education on employability among university graduates in private and public sector in Nairobi County
- c) To establish the moderating effect of the level of partnership among the public universities, private sector and the government to promote entrepreneurship education and its influence on economic growth and employability among university graduates in public sector in Nairobi County

1.4 Research Hypotheses

- a) H₀₁: There is no significant influence of universities entrepreneurship education (EE) programs on economic growth in Nairobi County.
- b) H₀₁: There is no significant influence of universities entrepreneurship education (EE) programs on employability among university graduates in public sector in Nairobi County.
- c) H₀₁: The level of partnership among the public universities, private sector and the government to promote entrepreneurship education (EE) has no significant moderating influence on economic and employability among graduates in public universities in Nairobi County.

1.5 Conceptual framework



This study examined a total of ten EE programs targeted for undergraduate students in public universities. However, these programs were grouped into four major areas of curricular focus: marketing, general business education, entrepreneurship awareness and accounting.

II. Literature Review

2.1 The relevance and role of entrepreneurship programs on economic growth.

For nations across the world to achieve sustainable economic growth it is crucial for them to embrace entrepreneurship development programs among the youth in rural areas and in marginalized regions. (Cheng & Chan, 2009). It has also been established that entrepreneurship development programmes are changing over time in a manner that follows the changes in vision and technology. (Khan (2010).The reason behind adopting Entrepreneurships is generally because it has been viewed as an avenue of generating wealth and engaging youth on proactive activities which enables them to be innovative thus channeling huge output the economy. (Shane, 2003). Growth in technology transforms any country and this has been achieved through entrepreneurial efforts of scientific innovators who transform their ideas into tangible and resourceful technology and as a result gain employment (Nguru, 2009).

Schumpeter (1934) visualized the entrepreneur as the key figure in economic development because of his role in introducing innovations. Parson and Smelser (1956) described entrepreneurship as one of the two necessary conditions for economic development, the other being the increased output of capital.

According to Amrita (2016) an entrepreneur plays a pivotal role not only in the development of industrial sector of a country but also in the development of farm and service sector. The role of entrepreneurship in economic development varies from economy to economy depending upon its material resources, industrial climate and the responsiveness of the political system to the entrepreneurial function .Path

breaking offerings by entrepreneurs, in the form of new goods and services, result in new employment, which can produce a cascading effect or virtuous circle in the economy.

Most parts of the world have introduced entrepreneurship courses in their curriculum at various educational levels so as to provide the necessary entrepreneurial skills to facilitate individual to exploit the available opportunities for the good of individual and economic prosperity of the country (Basu 2014). Several studies have consistently attributed efficient seizure and exploitation of entrepreneurial opportunities to availability of knowledge and skills so as to generate employment opportunities. Kenya as a country has not been left out in pursuance to creating and imparting entrepreneurial skills and knowledge to its citizens. This has been achieved through introduction of entrepreneurship courses in colleges and universities so as to dispense the necessary skills and knowledge to entrepreneurs.

Entrepreneurship development programs have been formulated purposely to cultivate the culture and give knowledge to those who are intending to be entrepreneurs and thus reduce unemployment amongst the youth, the government has achieved this through facilitation and financing of various youth entrepreneurial programs to enable them to sustainably pursue their dreams. (Kibas, 2004). Key areas of entrepreneurship education could be specified as follows: (a) embedding entrepreneurship into education and training; (b) curriculum development; (c) teacher development; and (d) engagement with the private sector. According to Anokhin, Grichnik, and Hisrich (2008), “Entrepreneurship is the main vehicle of economic development” (p. 117), while Holcombe (1998) refers to it as “the engine of economic growth” (p. 60). Entrepreneurship can affect economic growth in a number of ways. These can include knowledge spillovers, increased competition and increased diversity in terms of the product and service offering available (Audretsch & Keilbach, 2004). Further mechanisms include the creation of jobs, the introduction of new innovations and productivity enhancements (Ács, 2006; Van Praag & Versloot, 2007; Van Stel *et al.*, 2005; Wong *et al.*, 2005). They further suggest that entrepreneurs have a role to play in improving knowledge regarding the viability of new innovations as well as assisting in identifying consumer preferences by bring new varieties of existing products and services to the market. Fritsch (2008) identifies several further mechanisms through which entrepreneurship can positively affect economic growth. Entrepreneurs can (i) force efficiency upon existing businesses through contesting existing market positions, (ii) accelerate the pace of creative destruction, whereby new firms drive industrial change by replacing existing businesses, (iii) stimulate the rate of innovation in industries resulting in the opening of new markets and (iv) provide a greater variety of new products, services and processes than would be available from existing firms (Fritsch, 2008).

The impact of entrepreneurship on an economy’s growth varies according to its stage of economic development (Bosma *et al.*, 2009; Ferreira, Fayolle, Fernandes, & Raposo, 2017; Gries & Naudé, 2010; Sternberg & Wennekers, 2005; Wennekers *et al.*, 2005). Existing research indicates that the effect of entrepreneurship on economic growth may not be consistent in developing and developed countries (Sternberg & Wennekers, 2005; Valliere & Peterson, 2009). Ferreira *et al.* (2017) find that the importance of entrepreneurship depends on a country’s stage of economic development.

A few scholars have recently put forward the potential of entrepreneurial education to spur increased perceived relevancy of subjects taught among learners, increasing motivation and school engagement and alleviating problems of student boredom and dropout (Deuchar, 2007, Surlemont, 2007, Mahieu, 2006, Nakkula *et al.*, 2004, Moberg, education 2014).

According to Turker and Selcuk (2009) entrepreneurial activities and entrepreneurship education are considered crucial to the economic development of nations. These activities are not only the incubators of technological innovation; they provide employment opportunities and increase competitiveness (Matlay, 2008). One approach to enhancing entrepreneurial activity and enterprise growth in Kenya is to create an enterprise culture among the youth which should also be aligned to the market needs (Bwisa, 2011).

Entrepreneurial activities and entrepreneurship education are considered crucial to the economic development of a given nation. These activities are not only the incubators of technological innovation; they provide employment opportunities and increase competitiveness (Turker & Selcuk, 2008). Furthermore, entrepreneurship education is more than just learning about business management. It is a human capital investment to prepare a student to start a new venture through the integration of experience, skills and knowledge to develop and expand business. The expectation that more and better entrepreneurship education would result in more and better entrepreneurs has driven the proliferation of entrepreneurship courses in institutions of higher learning (Matlay, 2008). According to a report by Equity Bank (2013) in Kenya alone, there are an estimated eight million micro-enterprises operating currently, contributing about 20% of GDP. A 2009 survey indicates that only 15% of all Kenyan entrepreneurs have accessed formal entrepreneurial skills training (GEM). They exhibit a very high rate of business failure that is attributed to inadequate knowledge, skills and attitude that are prerequisites to competitive and successful businesses.

Education may be in the form of informal or formal. The informal form of learning stresses the importance of early role models and reinforcement patterns on the acquisition and maintenance of

Entrepreneurial behavior. Role models could be parents or peer groups that provide socialization training in entrepreneurship. Formal education is also positively correlated with entrepreneurship. It has also been reported that entrepreneurs of healthy units, on an average, had a higher level of education compared to those who own sick units. Entrepreneurship education needs to gain firm ground to change the face of the economy. Education is an important factor in determining the entrepreneurial orientation in individuals. Education may be in the form of informal or formal.

The informal form of learning stresses the importance of early role models and reinforcement patterns on the acquisition and maintenance of entrepreneurial behavior. Role models could be parents or peer groups that provide socialization training in entrepreneurship. Formal education is also positively correlated with entrepreneurship. It has also been reported that entrepreneurs of healthy units, on an average, had a higher level of education compared to those who own sick units. Entrepreneurship education needs to gain firm ground to change the face of the economy.

Entrepreneurial skills include creativity, decision-making, leadership, communication skills, and the ability to work in a team, marketing, and management, the ability to accept failure, flexibility, risk-taking, confidence, and passion. While these skills are essential for those hoping to start their own businesses, these same set of skills will increasingly be expected of all members of the workforce in the new economy (Lundstrom & Stevenson, 2005). The knowledge economy requires a new set of skills that is completely different from the set of skills required by the historically manufacturing-dominated economy. Jobs today require an increasing amount of education and training, as well as twenty-first century skills such as creativity, problem-solving, and leadership skills (Schwarz & Kay, 2006).

2.2 The Relationship between entrepreneurship education and the role of the university in informing career choices for employability.

Career choice is a significant issue in the developmental life of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life (Robertson, 2014; Bubić and Ivanišević, 2016). Carpenter and Foster (1977) postulated that the earlier experiences and influences which individuals are exposed to form the bedrock of how they conceive their career aspirations (Carpenter and Foster, 1977). These authors' assertion lends support to the tenets of SCCT and they have developed a three-dimensional framework to classify the factors that influence career choice. Carpenter and Foster proposed that all career-influencing factors derive from intrinsic, extrinsic, or interpersonal dimensions. They referred to the intrinsic dimension as a set of interests related to a profession and its role in society. Extrinsic refers to the desire for social recognition and security meanwhile the interpersonal dimension is connected to the influence of others such as family, friends, and teachers (Carpenter and Foster, 1977).

Further exploration by other researchers reveal that youth who are motivated by intrinsic factors are driven by their interests in certain professions, and employments that are personally satisfying (Gokuladas, 2010; Kunnen, 2013). Therefore, intrinsic factors relate to decisions emanating from self, and the actions that follow are stimulated by interest, enjoyment, curiosity or pleasure and they include personality traits, job satisfaction, advancement in career, and learning experiences (Ryan and Deci, 2000; Kunnen, 2013; Nyamwange, 2016). Extrinsic factors revolve around external regulations and the benefits associated with certain occupations (Shoffner *et al.*, 2015). Prestigious occupations, availability of jobs and well-paying employments have also been reported to motivate youth career decision-making (Ryan & Deci, 2000).

The most common reason that researchers and experts promote entrepreneurial education is that entrepreneurship is seen as a major engine for economic growth and job creation (Wong *et al.*, 2005). The strong emphasis on economic success and job creation has indeed propelled entrepreneurial education to a prominent position on higher education level, but not as an integrated pedagogical approach for all students on all levels. So far primary focus has been on elective courses and programs for a few secondary education and university students already possessing some degree of entrepreneurial passion and thus self-selecting into entrepreneurial education (Mwasalwiba, 2010). The emphasis on economic effects has so far hampered a widespread adoption of entrepreneurial education in the remaining parts of the educational system. Instead it is often viewed as a "dark threat" by teachers, stating that the "ugly face of capitalism" is now entering educational institutions (Johannisson, 2010, p.92). The stated necessity of all people to become more entrepreneurial due to globalization and increasing uncertainty on the market has spurred significant activity on policy level, but has not yet transferred into wide adoption among teachers on all levels of education. A more viable starting point in education could be to perceive entrepreneurial education as a means to achieve more interest, joy, engagement and creativity among students (Johannisson, 2010, Lackéus, 2013).

Employee job satisfaction generally leads to career success (Judge, 2001). This is because; the love for the job would encourage him or her to work harder since they have the desire to see it succeed. The success alone is enough to make the employee forge on even when the going gets tough.

According to Ayushveda (2009), job satisfaction plays a great role in defining employee efficiency and productivity. An employee who is satisfied and happy with his job will have higher productivity than an employee who looks at his job only as a means for monetary benefits. A satisfied employee helps in creating a positive work environment and helps boost the morale of his or her colleagues and helps in creating a harmonious relationship at work. A research conducted by Aldirman (2007) revealed that specialty, length of employment, salaries, and continuing education opportunities significantly affect job satisfaction positively. Gallup (2004) reports that highly satisfied groups of employees often exhibit above-average levels of customer loyalty, productivity, employee retention, safety records and profitability. High levels of customer loyalty and productivity are as a result of an increase in the level of performance by employees due to their satisfaction on the job. An increase in the level of employee retention, safety records and profitability will have a positive impact on a company's output, not only financially, goodwill for example is enhanced and a good corporate image of the company is built. This is because; job satisfaction provides a person with inner motivation and self-encouragement to give his or her best to the job.

Job satisfaction relates to happiness with one's current work situation and is dependent on many factors, including the marketplace, work conditions, job location, and other dynamic influences. According to Zingesser (2004), an individual may feel very certain of having made a correct career choice but be experiencing an unsatisfactory current work experience. A study by the Arizona State University Career Services (2004) found that about 75% of individuals in the overall workforce are satisfied with their career choices, yet a Wall Street Journal reported an ABC News poll that indicates that nearly 50% of all USA workers would choose a new type of job if they had the chance (cited in Osei-Tete, 2010). Olufolajimi (2010) stressed the interface between work motivation and job commitment, adding that adequate provision of motivational incentives would not only induce those already in the career to be committed to the profession or the career, but would also motivate and attract prospective or intending practitioners of librarianship. Job commitment has also been closely attributed to job satisfaction. Burd (2003) relates job commitment, job satisfaction, job values, and intent to leave among the academic librarians and found out that the librarians whose libraries are in hierarchies had less commitment and more intent to leave the organization and even the profession so, job satisfaction is significant in job commitment and should be brought about by adequate provision of motivational incentives such as attractive remunerations, fringe benefits, good offices, participation in decision-making and the like.

III. Research Methodology

This study adopted descriptive research with mixed approaches. This method facilitated collection of information among entrepreneurship education undergraduates who have completed the course within the past six years. In mixed research, both qualitative and quantitative information was collected so that each supplemented the other to minimize subjectivity and enhance objectivity. Qualitative information includes, design, techniques and measures that do not produce discrete numerical data while quantitative information includes designs, techniques and measures that produce discrete numerical data (Mugenda & Mugenda 2003). This research approach involved the testing of the hypothesis that entrepreneurial education influences the growth of MSEs and employability of undergraduates who have completed the course within the past six years. The research employed a mixed model approach whereby it combined both qualitative and quantitative data collection approaches. It was necessary to use this approach as it increased the statistical reliability of the results (Kothari, 2004). Qualitative approach on the other hand involved the interpretation of phenomena without depending on numerical measurements or statistical methods. In this study, qualitative data was quantified by converting it into numerical codes and then analyzed statistically. The study population consisted of 201 undergraduate students in manufacturing subsector and who completed the course in the years 2016-2019. These graduates in addition were considered on the basis of having been registered under the Kenya Association of Manufacturers (KAM, 2019). The researcher ignored the inclusion of business graduates as participants for this study owing to their direct relation with entrepreneurship education which would enhance multicollinearity among the variables and hence give deceiving results of both firm growth and employability of the graduates. The study involved two sampling techniques. The first step involved Stratified random sampling method in the selection of the samples. Stratified random sampling was used to classify the population of manufacturing SMEs into different subsectors (Mugenda & Mugenda, 2003). The researcher also used simple random sampling. In this design, researcher simply obtains a list of the whole population and then uses a sequence of numbers from random numbers table. The researcher obtained stratum sample sizes by first obtaining a full list of all the members of the population for each of the six strata. Purposive Sampling was also used for this study to identified entrepreneurship education undergraduates who have completed the course within the past six years. A sample size of 102 was selected. The study utilized questionnaires as the main instrument of data collection. Pilot testing was carried out to establish both reliability and validity of research instruments. In this study, reliability of the research instrument was tested using the internal consistency design that yields Cronbach Coefficient Alpha. Principal component factor analysis was used prior to undertaking multiple regression

analysis in order to establish the few independent variables with the strongest effect on enterprise growth from among the variables. Both descriptive and inferential statistics were used for data analysis. Descriptive statistics was used to describe the population characteristics numerically and hence more precisely in accordance with Saunders *et al.* (2007). The Inferential statistical analysis of the results were done to determine whether or not there is a statistical relationship established between growth (the dependent variable) and the independent variables on the basis of the research questions. Quantitative data obtained from the questionnaire was analyzed using statistical package for social sciences (SPSS) software package version 22. Graphs, charts and tables were used to present descriptive data analysis results. Correlation analysis was done to establish the relationship between the variables. Analysis of Variance (ANOVA) was used in this study as it allows for test of significant difference in two or more groups. To establish the overall relationship between the independent and dependent variables in the conceptual framework, the following models were used.

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_0 \dots\dots\dots 1$$

Where: Y_1 =Firm Growth, X_1 =Marketing, X_2 =General Business Education, X_3 =Entrepreneurship awareness, X_4 =Accounting

β_0 = the intercept term and $\beta_1, \beta_2, \beta_3$ and β_4 = regression coefficients to be estimated, ϵ_0 =Error term

$$Y_2 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_0 \dots\dots\dots 2$$

Y_2 =Graduate Employability, X_1 =Marketing, X_2 =General Business Education, X_3 =Entrepreneurship awareness, X_4 =Accounting. The multiple linear regression models for the moderating variable are as follows:

$$Y_1 = \beta_{01} + \beta_1 EE + \beta_2 P + \beta_3 EEP + \epsilon_0 \dots\dots\dots 3$$

Where

P =Partnership between universities, government and the industry, β_2 =Coefficient of Partnership, β_3 =Coefficient of the moderating effect

IV. Findings

A total of 102 questionnaires were issued out to selected participants for completion in this study. Of the 102 questionnaires issued to the selected sample, 100 were returned and responded to, yielding a response rate of 98%. Based on the recommendations by Mugenda and Mugenda (2003), the response rate of 99% is very good as it is above 70% which is the minimum threshold for analysis to progress. In addition, 44 of them constituting 44% of the sample were females and 56 of them constituting 56% of the sample were males. Male respondents dominated the study as compared to the female respondents. This indicates that female enrollment in selected courses such as manufacturing in public universities is lower than that of males despite their important contributions on economic growth. It has been documented that the trend of non-participation of women in public universities science education is generally observed in most Africa countries like Kenya. The first objective of the study was to establish the relevance and role of universities entrepreneurship education programs among university graduates on economic growth in Nairobi County. In addition, the first objective related to the testing of null hypothesis that stated: *There is no significant influence of universities entrepreneurship education (EE) programs on economic growth in Nairobi County.* To test the internal structures influence of the nine items scrutinizing entrepreneurship education (EE) programs, factor analysis with varimax rotation was performed on the extracted component matrix. Four components were extracted. The four new components are shown in Table 2.

Table 1: Entrepreneurship Education (EE) Programs Rotated Component Matrix

Statements	Components			
	1	2	3	4
We were taught varied Marketing practices in university	.822			
Main function for marketing in your business enhanced growth	.932			
The only elective course taught in the university is General business Education for undergraduates		.789		
The general business course is helpful for business growth		.935		
The general business course is wide in scope but taught in one semester		.790		
Entrepreneurship awareness courses are taught in the university			.996	
Entrepreneurship awareness courses are selective courses			.699	
We were taught varied accounting practices in university				.989
Main function for accounting practices in your business is to enhance growth				.917

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The internal structure of variable entrepreneurship education resulted to four new components. The first entrepreneurship education factor was labelled as ‘Marketing- M’. The second component involves General Business Education. The third factor was named ‘Entrepreneurship awareness’. The fourth and final component was labeled as ‘Accounting’. The multiple regression models of the four components assumed the form: $Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_0$

Where: Y_1 =Firm Growth, X_1 =Marketing, X_2 =General Business Education, X_3 =Entrepreneurship awareness, X_4 =Accounting

Multiple Regressions was used to test the first hypothesis. The first null hypothesis that was tested stated: **H_0** : *There is no significant influence of universities entrepreneurship education (EE) programs on economic growth in Nairobi County.* The multiple regression models were summarized as:

Firm Growth= 2.23 + .334(Marketing) + .222 (General Business Education) + .233(Entrepreneurship awareness) + .124 (Accounting). These results are summarized in Table 2.

Table 2: Regression Analysis of Universities Entrepreneurship Education (EE) Programs on Economic Growth

	Un	standardized	Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	2.23	.111		13.5	.000
Marketing	.334	.017	.337	44.7	.000
General Business Education	.222	.026	.333	34.9	.000
Entrepreneurship awareness	.233	.033	.419	22.9	.000
Accounting	.124	.022	.587	31.5	.000

Significant at $P=0.05$ levels; $R^2=77.9\%$; $F=5.333$, $p=0.000$

From the analysis of variance, the results are significant at .05 levels ($F=5.333$, $p=0.000$). This implies that there is a significant relationship between Universities Entrepreneurship Education (EE) Programs and Economic Growth. The study thus concluded that the four components namely; entrepreneurial education programs namely; marketing, General Business Education, Entrepreneurship awareness and Accounting had a positive but weak effect on firm growth.

The null hypothesis that there is no significant influence of universities entrepreneurship education (EE) programs on economic growth in Nairobi County was rejected.

The second objective of the study was to establish the influence of entrepreneurship education on employability among university graduates in private and public sector in Nairobi County.

In addition, the second objective related to the testing of null hypothesis that stated: *There is no significant influence of universities entrepreneurship education (EE) programs on employability among university graduates in public sector in Nairobi County.* Eight items in the structured questionnaire were used to measure entrepreneurship education (EE) programs and its effect on graduates’ employability in the current study. Factor analysis produced four components with Eigenvalues greater than unity extracted accounting for 88.43% for the total variance of the eight items of entrepreneurial education. The four components are marketing, General Business Education, Entrepreneurship awareness and Accounting. This information is presented Table 3.

Table 3: Employability and Entrepreneurship Education (EE) Programs Rotated Component Matrix

Statements	Components			
	1	2	3	4
Varied Marketing practices in university enhances employment trajectories	.709			
Marketing Skills and qualification mismatches persist which is aligned to the abilities required by the employer	.635			
General business Education offered undergraduates enhances their employability in the labor market		.888		
The general business course offer skills aligned to needs of employers		.695		

Entrepreneurship awareness courses greatly enhance employability	.932
Entrepreneurship awareness courses are designed to enhance employability	.789
Accounting practices course enhances employability of university graduates in the labor market	.919
Accounting practices course is the most acquired skill for employability	.816

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The multiple regression models of the four components assumed the form:

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_0$$

Where: Y_2 =Graduate Employability, X_1 =Marketing, X_2 =General Business Education, X_3 =Entrepreneurship awareness, X_4 =Accounting

Multiple Regressions was used to test the first hypothesis. The first null hypothesis that was tested stated: **H_{01} : There is no significant influence of universities entrepreneurship education (EE) programs on graduate employability in Nairobi County.** The multiple regression models were summarized as:

Graduate Employability= 11.11 + .212(Marketing) + .332 (General Business Education) + .231(Entrepreneurship awareness) + .274 (Accounting). These results are summarized in Table 2.

Table 2: Regression Analysis of Universities Entrepreneurship Education (EE) Programs on Graduate Employability

	Un	standardized	Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	11.11	.200		21.1	.000
Marketing	.212	.102	.441	14.4	.020
General Business Education	.222	.134	.321	34.8	.000
Entrepreneurship awareness	.332	.121	.211	12.6	.010
Accounting	.231	.009	.347	21.5	.000

Significant at $P=0.05$ levels; $R^2=67.6\%$; $F=11.305$, $p=0.000$

From the analysis of variance, the results are significant at .05 levels ($F=11.305$, $p=0.000$). This implies that there is a significant relationship between Universities Entrepreneurship Education (EE) Programs and graduate employability. The study thus concluded that the four components namely; entrepreneurial education programs namely; marketing, General Business Education, Entrepreneurship awareness and Accounting had a positive effect on graduate employability. **The null hypothesis that there is no significant influence of universities entrepreneurship education (EE) programs on graduate employability in Nairobi County was rejected.**

Objective three was used to establish the moderating effect of the level of partnership among the public universities, private sector and the government to promote entrepreneurship education and its influence on economic growth and employability among university graduates in public sector in Nairobi County. The moderation effect on the relationship between independent and dependent variables showed that the nature of this relationship changes as the values of the moderating variable change. The hypothesis testing the influence of level of partnership on the relationship between entrepreneurship education, economic growth and employability was stated as: **the level of partnership has no significant moderating effect on the relationship between entrepreneurship education, economic growth and graduate employability.** The results of the multiple regression analysis undertaken are presented in Table 4.

Table 4: Results for the Moderating Effect of Level of partnership on the Relationship between Entrepreneurship Education and Economic Growth and Graduate Employability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.751	.564	.552	1.499	.564	144.513	2	98	.000
2	.839	.703	.697	0.722	.301	377.788	1	93	.000

a. Predictors: (Constant),partnership among tripartite group

b. Predictors: (Constant), partnership ,Entrepreneurship Education, Entrepreneurship Education * partnership

c. Dependent variable: computed economic growth and graduate employability

Table 4 shows that Model 2 with the interaction between the level of partnership among the public universities, private sector and the government and entrepreneurship education accounted for significantly more variance than the universities acting alone to promote entrepreneurship education programs by themselves, R^2 change = .301, $p = .000$, indicating that there is potentially significant moderation between level of partnership and education entrepreneurship programs on economic growth and graduate employability. Based on these findings, *the hypothesis that the level of partnership has no significant moderating effect on the relationship between partnership to promote entrepreneurship education, economic growth and graduate employability was rejected*. The implication of this interaction process indicated that entrenching the partnership among the key stakeholders such as the government, universities and private sector in promoting entrepreneurship education enhances both the economic growth and graduate employability by a magnitude of 30%(0.301).

V. Discussion

Extant literature has extensively documented that quality programs associated with entrepreneurial education in public universities has a positive influence on economic growth and graduates employability. Pearson correlation coefficient between entrepreneurial education programmes and dependent variables ($r=.361$, $p=.000$; $r=.231$, 002) shows positive and weak results at .05 levels. This shows that although economic growth and graduate employability is directly associated with entrepreneurial education programmes offered in the public universities, the link is however weak. The reasons behind this weak link could be problems associated with entrepreneurial education programmes such as unstandardized curricular, unregulated and shallow content of programmes and different perceptions of tutors in different programmes and universities (Gibb, 1987).

The objectives of the study was to establish the relevance and role of universities entrepreneurship education programs among university graduates on economic growth and graduate employability in Nairobi County. The results of finding showed the four major programmes of entrepreneurial education namely; marketing, General Business Education, Entrepreneurship awareness and Accounting had a positive but weak effect on economic growth and graduates employability in Nairobi County. Graduate employability are now issues of both national and global concern owing to the ever rising number of unemployed graduates (Aida, Norailis & Rozaini, 2015). These findings are in agreement with Holmgren *et al.* (2004) and Sánchez (2010) who indicated that Entrepreneurship education seeks to propose people, especially young people, to be responsible, as well as enterprising individuals who became entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable development. However, lack of entrepreneurial evaluation of the effectiveness of education entrepreneurship programmes is underlined as a problem (Holmgren *et al.*, 2004). Public universities putting too much an emphasis on knowledge and not enough emphasis on competence. In addition, there is a lack of evidence on how learning strategies influence the development of entrepreneurial competence and how these competences transfer into new venture (Holmgren *et al.*, 2004). Through the commission of university education in Kenya, and to make university education functional, entrepreneurship education should be compulsory course for all undergraduate students in Kenya public universities. According to Jackson and Chapman (2012) today's employers often require new graduates to add immediate value.

The hypothesis testing the influence of level of partnership on the relationship between entrepreneurship education, economic growth and employability was stated as: *the level of partnership has no significant moderating effect on the relationship between entrepreneurship education, economic growth and graduate employability*.

Model 2 with the interaction between the level of partnership among the public universities, private sector and the government and entrepreneurship education accounted for significantly more variance than the universities acting alone to promote entrepreneurship education programs by themselves, R^2 change = .301, $p = .000$, indicating that there is potentially significant moderation between level of partnership and education

entrepreneurship programs on economic growth and graduate employability. The implication of this interaction process indicated that entrenching the partnership among the key stakeholders such as the government, universities and private sector in promoting entrepreneurship education enhances both the economic growth and graduate employability. The implication of this interaction process indicated that entrenching the partnership among the key stakeholders such as the government, universities and private sector in promoting entrepreneurship education enhances both the economic growth and graduate employability. These Findings concur with other recent studies such as Imeokparia, and Kennedy (2012) who stated that the concept of employability has in recent times remained the focus of government, employers, job seekers and universities and the industry. According to Bette (2012), Entrepreneurship education is an aspect of both responsive and functional curriculum and so the curriculum contents should be formulated in conjunction with the government, universities and the private sector such as industries. Although the government has attempted to restructure the curriculum in order to improve entrepreneurship education through CUE, there is still the problem uniform curricula in the public universities (Gathungu, 2013). Audretsch (2004) indicated that governments can address constraints to entrepreneurship by formulating policies to guide the universities existing entrepreneurial education programs. Mwasalwiba (2010) noted that although not established, the government, universities and the private sector have recognized EE as an important ingredient of economic growth and employability.

VI. Summary

The internal structure of variable entrepreneurship education resulted to four new components and that the four components namely; entrepreneurial education programs namely; marketing, General Business Education, Entrepreneurship awareness and Accounting had a positive but weak effect on firm growth graduate employability. however, with the inclusion of an interaction term, the level of partnership among the public universities, private sector and the government and entrepreneurship education accounted for significantly more variance than the universities acting alone to promote entrepreneurship education programs by themselves, R^2 change = .301, $p = .000$, indicating that there is potentially significant moderation between level of partnership and education entrepreneurship programs on economic growth and graduate employability.

VII. Conclusion

This study concludes that entrepreneurship education programs has a positive but weak effect on the economic growth and employability of graduates in Nairobi County. However, this effect was enhanced when a third variable was included in the link between entrepreneurship education, economic growth and graduate employability. The implication of this interaction process indicated that entrenching the partnership among the key stakeholders such as the government, universities and private sector in promoting entrepreneurship education enhances both the economic growth and graduate employability.

References

- [1]. Ács, Z. J. (2006). How is entrepreneurship good for economic growth? *Innovations*, 1, 97–107.
- [2]. Ács, Z. J., & Naudé, W. (2011). Entrepreneurship, stages of development, and industrialization. In A. Szirmai, W. Naudé, & L. Alcorta (Eds.), *Pathways to industrialization in the twenty-first century: New challenges* (pp. 373–392). Oxford: Oxford University Press. [Google Scholar]
- [3]. Ács, Z. J., & Varga, A. (2005). Entrepreneurship, agglomeration and technological change. *Small Business Economics*, 24, 323–334.
- [4]. Amrita, D. (2016). Role of Entrepreneurship in Economic Development. *International Journal of Scientific Research and Management (IJSRM)*, 4, 462.
- [5]. Bakotić, D.; Kružić, D. (2010): Students' perceptions and intentions towards entrepreneurship: the empirical findings from Croatia, *The Business Review, Cambridge*, Vol. 14, No. 2, pp. 209-215.
- [6]. Basu, R. (2014). Managing quality in Projects: An empirical study. *International Journal*, 2, 12-14
- [7]. Baumol, W. J., & Strom, R. J. (2007). Entrepreneurship and economic growth. *Strategic Entrepreneurship Journal*, 1, 233–237.
- [8]. Blanco, Á. (2011). Applying social cognitive career theory to predict interests and choice goals in statistics among Spanish psychology students. *J. Voc. Behavior*, 78, 49–58.
- [9]. Bosma, N., Ács, Z., Autio, E., Coduras, A., & Levie, J. (2009). GEM executive report 2008. Babson Park, MA: Babson College, Universidad del Desarrollo, and Global Entrepreneurship Research Consortium.
- [10]. Bosma, N., & Levie, J. (2010). GEM executive report 2009. Babson Park, MA: Babson College, Universidad del Desarrollo, and Global Entrepreneurship Research Consortium.
- [11]. Burd B (2003). Work values of academic librarians: exploring the relationships between values, job satisfaction, commitment and intent to leave. Paper presented at the ACRL Eleventh National Conference, 10-13 April, Charlotte, NC.

- [12]. Bubić, A., & Ivanišević, K. (2016). The role of emotional stability and competence in young adolescents' career judgments. *J. Career Dev.* 43, 498–511.
- [13]. Bwisa, H. M. (2011). *Entrepreneurship Theory and Practice: A Kenyan Perspective*. Nairobi: Jomo Kenyatta Foundation.
- [14]. Cheng, M.Y., & Chan, W.S (2009). The effectiveness of entrepreneurship education in
- [15]. Christensen R.C., Greg L. Mehall; Steven H. Silverman2,; (1991). *Education for Judgment*. Boston.
- [16]. Deuchar, R. 2007. *Citizenship, enterprise and learning: Harmonizing competing educational agendas*, London, Trentham Books
- [17]. Ferreira, J. J., Fayolle, A., Fernandes, C., & Raposo, M. (2017). Effects of Schumpeterian and Kirznerian entrepreneurship on economic growth: Panel data evidence. *Entrepreneurship & Regional Development*, 29, 27–50.
- [18]. Fritsch, M. (2008). How does new business formation affect regional development? Introduction to the special issue. *Small Business Economics*, 30, 1–14.
- [19]. Government of the Republic of Kenya (2005). *Ministry of Education, Science and Technology: Sessional Paper No.1 of 2005 on a Policy Framework for Education, Training and Research*. Nairobi: Government Printer.
- [20]. Government of the Republic of Kenya (2011). *Second Annual Progress Report: On the Implementation of the First Medium Term Plan (2008 – 2012)*. Nairobi: Government Printer.
- [21]. Government of the Republic of Kenya (2011). *Economic Survey*: Nairobi: Government Printer.
- [22]. KEPSA (2013). *Role of Private sector in creating job employment*
- [23]. Khan, A. (2010) “Entrepreneurship and economic growth” Helsinki institute of Strategy and International Business.pg 13.
- [24]. Kibas, P. (2004). Who are entrepreneurs’ .*Journal of management Nairobi Kenya Institute of Management*
- [25]. Naudé, W. (2010). *Entrepreneurship, developing countries, and development economics: New approaches and insights*. *Small Business Economics*, 34, 1–12.
- [26]. Johannisson, B. 2010. The agony of the Swedish school when confronted by entrepreneurship. In: Skogen, K. & Sjøvoll, J. (eds.) *Creativity and Innovation. Preconditions for entrepreneurial education*. Trondheim: Tapir Academic Press
- [27]. Kunnen, E. S. (2013). The effects of career choice guidance on identity development. *Educ. Res. Int.* 2013:901718.
- [28]. Lackéus, M. (2013). *Developing Entrepreneurial Competencies - An Action-Based Approach and Classification in Education*. Licentiate Thesis, Chalmers University of Technology.
- [29]. Lent, R. W., Brown, S. D., and Hackett, G. (2000). Contextual supports and barriers to career choice: a social cognitive analysis. *J. Couns. Psychol.* 47:36.
- [30]. Mahieu, R. 2006. *Agents of change and policies of scale: a policy study of entrepreneurship and enterprise in education*. Doctoral thesis, Umeå Universitet
- [31]. Mwasalwiba, E., Dahles, H. & Wakkee, I. 2012. Graduate Entrepreneurship in Tanzania: Contextual Enablers and Hindrances. *European Journal of Scientific Research*, 76, 386-402
- [32]. Nakkula, M., Lutyens, M., Pineda, C., Dray, A., Gaytan, F. & Hugulay, J. 2004. *Initiating, Leading, and Feeling in Control of One’s Fate: Findings from the 2002-2003 Study of NFTE in Six Boston Public High Schools*. Harvard University Graduate School of Education.
- [33]. Nguru, A. (2009) “Contemporary approaches of fostering the entrepreneurial culture among the nations.
- [34]. Nyamwange, J. (2016). *Influence of students' Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County, Kenya*. *J. Educ. Pract.* 7:7.
- [35]. Olaison, L., & Meier Sørensen, B. (2014). The abject of entrepreneurship: Failure, fiasco, fraud. *International Journal of Entrepreneurial Behavior & Research*, 20, 193–211.
- [36]. Olufolajimi, M. (2010). *Organizational Behavior*, Ibadan Upperhand Publishers.
- [37]. Robertson, P. J. (2014). Health inequality and careers. *Br. J. Guid. Coun.* 42, 338–351.
- [38]. Schumpeter, J. A. (1934). *The theory of economic development: an inquiry into profits, capital, credit, interest and the business cycle*, Harvard Economic Studies, Vol. 46, Harvard College, Cambridge, MA.
- [39]. Shane, S. & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 26(1): 217-226.
- [40]. Stam, E., Hartog, C., Van Stel, A., & Thurik, R. (2011). Ambitious entrepreneurship, high-growth firms and macroeconomic growth. In M. Minniti (Ed.), *The dynamics of entrepreneurship: Evidence from global entrepreneurship monitor data* (pp. 231–249). Oxford: Oxford University Press.
- [41]. Sternberg, R., & Wennekers, S. (2005). Determinants and effects of new business creation using global entrepreneurship monitor data. *Small Business Economics*, 24, 193–203.

- [42]. UNESCO (2017). Learning to Live Together: What Do We Mean by “Youth”? Available online at: <http://www.unesco.org/new/en/social-and-human-%20sciences/themes/youth/youth-definition/>.
- [43]. Van Stel, A., Carree, M., & Thurik, R. (2005). The effect of entrepreneurial activity on national economic growth. *Small Business Economics*, 24, 311–321.
- [44]. Waita, D. M. (2014). Influence of entrepreneurship education on economic growth of county governments in Kenya: A case of Nairobi County. *International Academic Journal of Information Sciences and Project Management*, 1 (2), 59-79
- [45]. Wennekers, S., van Wennekers, A., Thurik, R., & Reynolds, P. (2005). Nascent entrepreneurship and the level of economic development. *Small Business Economics*, 24, 293–309.
- [46]. Wong, P. K., Ho, Y. P., & Autio, E. (2005). Entrepreneurship, innovation and economic growth: Evidence from GEM data. *Small Business Economics*, 24, 335–350.

Esther, K. Mwiti, et. al. “The Changing Roles of Universities on Entrepreneurship Education Programmes for Employability and Economic Growth among Graduates in Public Universities in Kenya.” *IOSR Journal of Business and Management (IOSR-JBM)*, 23(04), 2021, pp. 33-45.