

## Entrepreneurship Education Curriculum and Entrepreneurship Intentions among Business Students in Public Universities in Kenya

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**ABSTRACT:** For close to three decades, Kenya has experienced a high rate of unemployment among young graduates who are completing their studies in the universities. There has been challenge of changing the mindsets of our university graduates to venture into business than seeking formal jobs upon graduation. Entrepreneurship education has been used as a key strategic intervention in order to generate graduates who are psychologically prepared to initiate their own businesses and run them for their living and growth. The universities entrepreneurship education curriculum is intended to provide knowledge that motivates students to acquire and develop entrepreneurial intention before and after graduation. However University graduates continue to move from one office to another in search of formal jobs despite the entrepreneurial education they went through in the universities. Three theories were used to address the relationship between entrepreneurship education curriculum and entrepreneurship intentions among university business students in public universities in Kenya. Descriptive research design was used for this study. Entrepreneurship education curriculum was used to test the dependent variable, entrepreneurial intentions. Attitude factors acted as a mediating variable while capital availability was a moderating variable. Three hypotheses were developed on entrepreneurship curriculum, attitude and availability of capital to test entrepreneurial intentions among business students in public universities in Kenya. The study targeted final year students taking business programs who were also the respondents. A sample size of 354 students out of 3037 targeted population of students was randomly selected to fill in the questionnaires. A preliminary survey questionnaire had been developed and pre-tested with two randomly selected universities to validate the variables and to ascertain if the questions were in line with the expected responses. Final questionnaire was later prepared and copies randomly distributed to students in the public universities through face to face or drop off and pick up method. The data collected was edited coded and analyzed through SPSS computer software. Linear regression analysis was used in the analysis. The study found out that entrepreneurship education curriculum has a significant effect on development of entrepreneurship intentions among business students in public universities.

**KEY WORDS;** Entrepreneurship education curriculum, Entrepreneurial intentions, Attitude and capital availability

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### I. Introduction

The world has become global, uncertain and complex and hence requires people with creative, complex and diversified entrepreneurial knowledge and skills to answer to the twin challenges of shrinking economies and unemployment (Iqbal, Melhem, & Kokash, 2012). The issue of entrepreneurship as a vehicle to self-employment was further emphasized and argued that the move towards self-employment the world over is and will continue to become an increasingly important element of economic growth and development (Lekoko, Rankhumise, & Ras, 2012). Entrepreneurship refers to any activity that entails the discovery, evaluation and exploitation of opportunities in order to introduce new goods and services, better methods of organizing, marketing as well as processing of raw materials through organized efforts that previously had not existed (Shane & Venkataraman, 2000).

Entrepreneurship and career education have some common variables that make them to be institutional strategies aimed at improving educational outcomes by relating teaching and learning activities to the concepts of self-development (Bilić, Prka, & Vidović, 2011). Entrepreneurial curriculum contains information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, grow new enterprises and case studies which should be discussed in the classroom to provide students with another venue for examining entrepreneurial strategies and learning about the successes and failures of new ventures. An entrepreneurship education curriculum contain information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures,

grow new enterprises and case studies which should be discussed in the classroom to provide students with another venue for examining entrepreneurial strategies and learning about the successes and failures of new ventures (Gafar, Kasim, & Martin, 2013).

Entrepreneurship education programmes content and teaching methods may be categorized into three general themes. The first theme excessively uses theoretical content and is a teacher-centered teaching method which is teaching about entrepreneurship and aims to increase students' awareness about entrepreneurship as a career choice (Piperopoulos & Dimov, 2014). The second and third themes teaching for and through entrepreneurship aim to graduate entrepreneurs and are more learner-centered, and are designed to build entrepreneurial skills rather than only providing content. This happens through either creating an environment where students can imitate real business situations or actually enabling them to start or contribute to venture creation (Piperopoulos & Dimov, 2014).

The process of exploring what do Entrepreneurship education curriculum provide and how are they are taught was challenged by the lack of a clear consensus of the definition of entrepreneurship or what entrepreneurial involves in curricula practice (Pittaway & Cope, 2007). This caused courses to vary widely and to have little uniformity, limiting the ability to draw any generalization of what are common or best practices, and opening wide doors for multiple interpretations of the terms entrepreneurship and entrepreneurial and dependence of curriculum design and process on the teacher's experience and preferences (Hannon, 2006).

There is also inadequate availability of a framework to assess what would be best practice in Entrepreneurship education (Fayolle, 2013). Moreover, many researchers have underlined a significant inadequacy of studies regarding Entrepreneurship education programme outcomes and effectiveness where very few articles discuss the output of Entrepreneurship education programmes in terms of the actual numbers of graduates who start or grow a business after the programme. This is a question that few educational institutions are able to answer (Rae, Martin, Antcliff, & Hannon, 2012) Entrepreneurship education is viewed as a form of training in entrepreneurial knowledge, behavior, attitudes and skills. As a result, students' attitudes towards entrepreneurship and entrepreneurship education can be measured in terms of three components namely cognitive, affective and behavioral attitude components (Pulka, Aminu, & Rikwentishe, 2015).

Fostering an entrepreneurial culture among the university graduates has therefore become an issue of great priority such that developing an opportunity-oriented mindset in university students is now considered very critical (Gerba, 2012). This is so because entrepreneurship is now viewed as a cog in the socio-economic performance of countries due to its potential and capacity to create employment opportunities as markets are currently only offering limited job opportunities for university graduates (Mustapha & Selvaraju, 2015). Numerous efforts have been made to solve these issues and the most key of has been promoting entrepreneurship education (Rahim & Faizah, 2015). African entrepreneurs and experts have acknowledged that lack of opportunities on the continent has driven youth to become self-employed, but their success was often hindered by a lack of resources and partnerships, issues that must be addressed in order to spur the spirit of entrepreneurship across the entire continent. The preference of seeking job employment over self-employment among graduates and the lack of promoting capabilities and skills are some of the contributing factors.

Entrepreneurial intention is the willingness of an individual to express entrepreneurial behavior and engage in entrepreneurial activities associated with self-employment initiatives and new business startups (Dohse & Walter, 2011). Moreover, individuals will consider careers in entrepreneurship, based on their perceptions that such efforts can enhance the achievement of personal goals, pursuit of ideas and the realization of financial gains (Barringer & Ireland, 2012). In addition, it was argued that entrepreneurial intentions are a reflection of inner courage, ambition and a sense of independence (Liñán & Alain, 2015). It was pointed that the goals in entrepreneurial ability are influenced by factors such as: maximum utilization of own skills and talents; full control of own future; achievement of what one values personally; being "my own boss"; the freedom/opportunity to make own decisions; striving for an idea to own business, an ultimate goal to be self-employed and the wish to become an influential person to the future (Maalu, Nzuve, & Magutu, 2010)

Developing entrepreneurial skills among the citizens is one of the major of objectives of the economic pillar in Kenya vision 2030. Entrepreneurship education at the university level should not be limited to those at the business school alone, since student on other programs could also become entrepreneurial in their field of study. Entrepreneurship education develops in the learners the intention to perform entrepreneurial behaviors, entrepreneurial knowledge and desirability of the entrepreneurial activity (Liñán, 2004). The essence of entrepreneurship is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity, which faces a new business venture. It manifests itself in creative strategies, innovative tactics, uncanny perception of trends an

Entrepreneurship Education curriculum is best placed to equip students with the necessary knowledge and skills required to prosper in working environments (Fayolle, 2013). This research went a step further and evaluated whether the curriculum is tailed towards students gaining the necessary knowledge that will make them act entrepreneurially if an enabling environment is provided. In order for entrepreneurial education to be

embedded into the education system, it should be “learner centered in primary (education), subject centered in secondary education, vocational centered in middle level education and discipline centered at universities (Gibb, 2005) There are four basic dimensions that always need to be taken into account by educators, regardless of educational level. Entrepreneurial education needs to be based on practical actions by learners where they work in teams creating value for others. It needs to allow for creativity where learners get to try out their own ideas, apply their acquired knowledge and find new solutions. It needs to be connected to the environment outside the school or university, interacting with and learning from society’s cultures, markets and professional actors. Finally it also needs to relate to attitudinal aspects such as belief in own ability, ambiguity tolerance and risk of failure. These four basic dimensions are stated to be useful for teachers on all levels developing new educational content, new educational processes and new forms of assessments and exams (Lackéus, 2018).

However, the argument being advanced here is that, the effectiveness of an entrepreneurship curriculum in the context of entrepreneurial intentions and development is not hinged merely on the extent to which the curriculum is able to motivate university students to develop critical thinking abilities and business ideas generation competencies, or only on the development of a commitment by students towards the achievement of entrepreneurial goals at graduation, but also relatively a combination of all identified aspects of entrepreneurship growth and development

## **II. Statement Of The Problem**

There is recognition that entrepreneurial education can promote entrepreneurial intentions that results into sustainable entrepreneurial behavior (Hall, Daneke, & Lenox, 2010). A mix of action-oriented curriculum that encourages experiential learning, problem solving, and project-based learning and creativity, and supports peer evaluation is best to provide enterprising skills and behaviors (Küttim, Kallaste, Venesaar, & Kiis, 2014). Fostering an entrepreneurial culture among the university graduates has therefore become an issue of great priority such that developing an opportunity-oriented mindset in university students is now considered very critical (Gerba, 2012). This is so because entrepreneurship is now viewed as a cog in the socio-economic performance of countries due to its potential and capacity to create employment opportunities as markets are currently only offering limited job opportunities for university graduates (Mustapha & Selvaraju, 2015) Numerous efforts have been made to solve these issues and the most key of them has been promoting entrepreneurship education in universities (Rahim & Faizah, 2015)

Entrepreneurship education is a form of training in entrepreneurial knowledge, behavior, attitudes and skill The goals and objectives of entrepreneurship education have not sufficiently been achieved in Kenya as graduates perceive entrepreneurship courses just like any other ,yet it is the major source of employment, economic growth, innovation, promotion of product and service quality, competition, and economic flexibility. A suitable entrepreneurship Education curriculum is best placed to equip students with the necessary knowledge and skills required to spur economic growth and development as well as to realize prosperity and good working environments in our country (Fayolle, 2013)

Despite the increased provision of entrepreneurship education in our public universities, more graduates continue to seek formal employment instead of committing themselves to starting their own business ventures.

### **Purpose of the study**

This study sought establish the relationship between entrepreneurship education curriculum and entrepreneurship intentions among business students in public universities in Kenya?

## **III. Literature Review**

Experiential Learning theory (Kolb & Kolb, 2007) deals with education curriculum supports learning by doing or experience as a pedagogical tool in education as well as contributing highly on changing attitude of learners through practical experiences. It proposes a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. It is a holistic theory that defines learning as the major process of human adaptation involving the whole person. As such, it is applicable not only in the formal education classroom but in all areas of life. The process of learning from experience is ubiquitous, present in human activity everywhere all the time. The holistic nature of the learning process means that it operates at all levels of human society, from the individual, to the group, to organizations and to society as a whole.

According to Kolb (1984) learning involves the process of knowledge creation through transformation of experience. In the same breadth, (Andrea & Zepeda, 2015) stated that experiential learning theory is hinged on the assumption learning takes place between individuals and the environment. (Knowles, Swanson, & Holton, 2011) Argued that adults learn effectively when new information is presented in real-life situations. Using a problem-solving approach in classroom activities rather than the traditional content-knowledge

practices represents an example of a real-life situation approach to learning. Hence, experiential learning theory views learning as a social process of adaptation which employs a dynamic and holistic perception of learning (Baldwin & Lopez-Gonzalez, 2015).

The theory of planned behavior (Icek Ajzen, 1985) explains the relationship between the Attitudes and intentions as applied in this study and is instrumental in understanding how attitude can influence behavior. It makes it easier to associate the attitude factors with intended behavior. The theory explains all behaviors over which people have the ability to exert self-control. The key component to this model is behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

. Social cognitive theory (SCT), used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observe others within the context of social interactions, experiences, and outside media influences. The theory states that when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. It is instrumental for building of relevant curriculum for students and provision of an enabling environment for entrepreneurship education. Social Cognitive Theory has been applied to many areas of human functioning such as career choice and organizational behavior as well as in understanding classroom motivation, learning, and achievement.

### **Empirical literature**

Practicality of entrepreneurship education is able to improve students' entrepreneurial competencies developed during taking the course and provide a positive impact on students' entrepreneurial motivation (Monika & Krystyna, 2016)

In a study focusing on perceptions of students on entrepreneurship curriculum contents and open mindedness by Maxwell, Stephen, Hezekiah, Paul, & Oyafunke-Omoniyi, (2018), the findings of the study indicated that the contributions of entrepreneurship curriculum content and open mindedness of the students to develop business ideas as expression of entrepreneurial intentions were significant. Entrepreneurship curriculum in the universities have been demonstrated as a critical factor in providing not only knowledge, but skills, training and best learning models for the university students (Oyugi, 2014). These findings are also in agreement with the study of (Bodnar, Clark, & Besterfield-Sacre, 2015), who indicated that the provision of curricular content on idea generation had implications for the development of entrepreneurial mindset and skills of students. It is also in consonance with the results of (Aliyu, Bello, Kasim, & Martin, 2014) that asserted that the business team project partnership curriculum program was appropriate for motivating entrepreneurial idea generation and similar entrepreneurial learning outcomes. Entrepreneurial development of university students involves the engagement of students in practical and collaborative entrepreneurial extra curricula activities and mentoring by experienced entrepreneurial minded academic which equips students with critical thinking competencies favorable to entrepreneurial venturing upon graduation. Conversely, the findings from the work of (Caloghirou, Protogerou, & Deligianni, 2013) which focused on entrepreneurial development among students and young university graduates showed that an entrepreneurship curriculum content that does not motivate entrepreneurial actions and real life simulations of the process of entrepreneurship will negate the drive and commitment of young graduates in terms of setting up entrepreneurial ventures. In a similar work by (Papadimitriou, 2017) the results of the research showed that entrepreneurial curriculum contents were insignificant in influencing the commitment of business students to pursue a self-employed

## **IV. Methodology**

The study used a descriptive research design to establish the relationship between entrepreneurship education curriculum and entrepreneurship intentions among business students in public universities in Kenya. Primary data that was collected by use of both closed and open ended questionnaires targeting final year Business students from all public universities in Kenya whom . Data was analyzed using SPSS version 20 and presented through descriptive and inferential statistics

### **Response rate**

The study was carried out in Kenya and targeted final year business students from all public universities in Kenya whom are considered as nascent entrepreneurs. The study received back a total of 281 responses out of a target population of 354 respondents. This represented 79% response rate which was considered very good for analysis as stated by (Mugenda & Mugenda, 2012) that response rate of 50% is adequate for analysis. Moreover, (Dixon, 2012), also states that a response rate of 50% is adequate while a response rate greater than 70% is very good.

**Data Reliability Assessment**

Data reliability was assessed. The researcher sought to assess the reliability of the data collected to measure the various variables in the study. The purpose of reliability assessment was to ascertain the internal consistency of the data collected by the research questionnaires. To measure this, Cronbach Alpha index was computed to assess the reliability of the data collected. Cronbach Alpha index value greater than 0.7 is regarded as satisfactory for reliability assessment.

**Cronbach Alpha for Reliability Assessments**

Variables	Number of items	Cronbach Alpha index <sup>2</sup>
Education Curriculum	12	0.849
Attitude	12	0.830
Capital Availability	9	0.803
Entrepreneurship intentions	12	0.785

**Research Data, (2019)**

As shown in table, Cronbach alpha values for all the variables; were greater than 0.7. According to (George & Mallery, 2003), Cronbach Alpha value greater than 0.7 is regarded as satisfactory for reliability assessment. From these findings therefore, it can be concluded that the constructs measured had the adequate reliability for the subsequent stages of analysis.

**Respondents’ characteristics**

According to the demographic characteristics of the respondents, majority of the respondents (52.3%) were male while female accounted for 47.7%. This gender distribution implied that there is slightly more male studying in the public universities compared to female, an indication of equal opportunities of obtaining higher education standards. In addition, majority of the respondents (49.8%) were within the age category of 22 to 30 years. This means that most of students in public universities are within the mature age group that can understand the importance of being in an institution of higher learning. The findings further showed that most respondents’ mode of study was full time to the extent of 84.0%. Those in part time and Digital (which included distant learning) accounted for 15.7% and 0.4% respectively .

**Effects of education curriculum on entrepreneurship intentions.**

The study sought to determine the effects of education curriculum on entrepreneurial intentions among business students in public university in Kenya

**Education curriculum and entrepreneurship intentions**

Education Curriculum	N	Mean	Std. Deviation
I have learned some entrepreneurship experiences through the courses.	281	3.5658	1.08073
It is interesting to learn by doing in the entrepreneurship course	281	3.8149	.98267
The entrepreneurship course has made me more creative	281	3.5516	1.08809
The period for the course is appropriate	281	3.6370	1.11319
The time allocated for attachment is adequate	281	3.4093	1.21293
Assignments and tests given are relevant to entrepreneurship development	281	3.4342	1.18175
The attachment done improved my entrepreneurial knowledge and experience	281	3.4270	1.28835
<b>Overall average</b>	<b>28</b>	<b>3.5635</b>	<b>0.68810</b>

The respondents were asked to give their opinion on the effects of education curriculum on entrepreneurial intentions among business students in public university in Kenya. The results show that the aspect of it is interesting to learn by doing in the entrepreneurship course scored the highest mean of 3.8149 (Std. deviation 0.98267), this implies that most students prefers learning entrepreneurship through practical approaches. The study further revealed that aspect of the time allocated for attachment is adequate scored the least mean of 3.4093 (Std Deviation 1.21293). Most of the respondents felt that the time allocated for entrepreneurship course is actually inadequate. . From these findings majority of the respondents agreed that there is significant effect of education curriculum on entrepreneurial intentions among business students in public university in Kenya. The researcher also sought the views of the respondents as to what they think can be

done to improve the university curriculum so as to increase students’ intention to be entrepreneurs. Majority of the respondents indicated that seminar arrangement, training and offering entrepreneurship as a course in the public universities would help improve the university curriculum and in the end help increase students’ intention to be entrepreneurs. These findings are in consonance with the results of (Gafar, Yusoff, Kasim, & Martin, 2015) that asserted that the entrepreneurship education curriculum program was appropriate for motivating entrepreneurial idea generation and similar entrepreneurial learning outcomes. The findings of this study have shown that the design of the curriculum of entrepreneurship largely motivates entrepreneurship students to develop desired entrepreneurial competencies and also can promote critical thinking capabilities in learners which significantly can improve the development of noble and creative business ideologies.

**Testing of Hypothesis**

**Curriculum Model summary and Coefficients**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.395 <sup>a</sup>	.156	.153	.63245
1	.395 <sup>a</sup>	.156	.153	.63245

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1	(Constant)	2.705	.199	13.571	.000
	X1	.394	.055	7.181	.000

a. Dependent Variable: Y

The hypothesis, that there is a significant relationship between entrepreneurship education curriculum and entrepreneurship intentions among public university students in Kenya. Intended to test whether there is a significant relationship between entrepreneurship education curriculum and entrepreneurial intentions among public university students in Kenya.. Results from the bivariate correlation in showed a significant and positive significant relationship between entrepreneurship curriculum and entrepreneurial intentions among public university students in Kenya ( $r = .395^{**}$ ,  $P < .05$ ). On the other hand, the univariate regression results also showed that there is a positive and significant relationship between entrepreneurship curriculum and entrepreneurial intentions among public university students in Kenya ( $R^2 = 0.156$  or 15.6%,  $\beta_1 = .394$ ,  $P < .05$ ). The R squared 0.156 (15.6%) is the variation to which the relationship between curriculum and entrepreneurship intention has been explained.

The result  $\beta_1 = .394$ ,  $P < 0.01$  leads to the failure to reject the null hypothesis (H01) and the rejection of alternative hypothesis (H1). These findings implies, that the nature and design of the curriculum of an entrepreneurship programme significantly affects the extent to which business students develop critical thinking capabilities which facilitates their receptiveness to novel and creative entrepreneurial ideas. The study, therefore, concludes that there is a significant relationship between entrepreneurship curriculum and entrepreneurial intentions among students’ public universities in Kenya. These findings collaborates with the study done by (Olokundun, et al., 2017) on perceptions of students on entrepreneurship curriculum contents and open mindedness. Results from their hypothesis showed that entrepreneurship curriculum contents has a significantly high effect on students’ open-mindedness to develop business ideas as expression of entrepreneurial intentions. They also implied that the design of the curriculum of an entrepreneurship program has a major effect on the extent to which entrepreneurship students develop critical thinking abilities which facilitates students’ acceptance to novel and creative business ideas. In the same breadth, the study by (Mahajar & Yunus, 2012) showed that the role of universities in promoting entrepreneurship development of students is hinged on the provision of entrepreneurial curriculum that significantly impacts on students’ inclination towards development of critical thinking competencies. In a similar research carried out by (Gafar, Kasim, & Martin, 2013) the findings of the study indicate that entrepreneurship curriculum in the tertiary institutions affects entrepreneurship development of students by motivating undergraduates to develop innovative business ideas. Similarly, the findings from the study of Ebringa, Ewenwa, and Ebringa (2015) suggests that entrepreneurship development of university students involves the engagement of students in practical and collaborative entrepreneurship related extra curricula activities and mentoring by experienced entrepreneurial minded

academia who equips learners with critical thinking competencies favorable to entrepreneurial venturing upon graduation.

On the contrary, the findings from the study by (Caloghirou, Protogerou, & Deligianni, 2013) which focused on entrepreneurial development among students and young university graduates found out that an entrepreneurship curriculum and especially content that fails to motivate entrepreneurial actions and real life simulations of the process of entrepreneurship will negate the intended drive and commitment of young graduates in terms of setting up entrepreneurship ventures. In a similar study by (Papadimitriou, 2017) the results of his research showed that entrepreneurship curriculum was not significant in influencing the commitment of business students into pursuing a self-employed career which is considered adverse to the entrepreneurial development of university students. A related research by (Bilić, Prka, & Vidović, 2011) the findings from the research suggest that there is a low correlation between the entrepreneurship curriculum and the entrepreneurial orientation of students at graduation. According to the authors, this may be as a result of the inability of the curriculum to stimulate entrepreneurial development in students.

. Related studies by (Papadimitriou, 2017) recommended focusing on commitment towards achievement of entrepreneurial goals by university students at graduation as the salient component of entrepreneurial development. Therefore, this study suggests that there is a paucity of research within and outside our Kenyan context, on the effects of entrepreneurship education curriculum on entrepreneurship development of university students with emphasis on integrating all components of entrepreneurial development including novation, achievement need, focus on control, risk taking, tolerance of ambiguity, self-confidence and independent among others

### **Mediating effect of Attitude**

The study carried out mediation test and the results showed that the relationship between curriculum and intention is 70.45% ( $R=0.7045$ ). The result further indicated that P-value is less than 0.05 implying that there is a significant relationship between curriculum and intention. In addition the result indicated that there is a significant ( $p < 0.05$ ) relationship between attitude and intention among university entrepreneurship students in Kenya implying that mediation is possible. The result also revealed that both curriculum and attitude are significantly related to entrepreneurship intentions meaning that partial mediation has occurred. Regarding indirect effect of curriculum (X1) on entrepreneurship intentions (Y) the result indicated that the effect of attitude (M) is 0.1668 and is significantly greater than zero implying that the mediation effect is significant.

### **Moderating effect of capital availability**

To test if availability of capital has a significant moderating effect on the relationship between entrepreneurship education and entrepreneurship intentions among public university students in Kenya, the results, indicated that all the three education entrepreneurship predictor variables explained 16.4% of the total variations in the entrepreneurial intentions among students in public universities in Kenya ( $R^2 = .164$ ). When availability of capital to the students in public universities in Kenya, (as a moderator,) was introduced into the model the  $R^2$  improved by 7.3% meaning that availability of capital to the students of public universities in Kenya improved the model ( $\Delta R^2 = 0.073$ ,  $P < .001$ ) significantly This led to the conclusion that availability of capital to students of public universities in Kenya is a significant moderator of the relationship between entrepreneurship education and entrepreneurial intentions among public university students in Kenya. This implies that students' entrepreneurship intentions increases when they are sure of easily accessing capital to start their own businesses. This supports the findings of (Cetindamar, Gupta, Karadeniz, Egrican, & Karadeniz, 2012) financial capital is positively associated with becoming an entrepreneur, for both men and women. It could be easier to manipulate the entrepreneurship levels by increasing the opportunities like making financing more accessible, by introducing entrepreneurship in education, or by introducing more favorable legislation and so on. It was found that people who received inheritance or gifts were more likely to go into entrepreneurship (Blanchflower & Oswald, 1998).

## **V. Conclusion**

Availability of capital to students of public universities in Kenya) is a significant moderator of the relationship between entrepreneurship education and entrepreneurial intentions among business students in public universities in Kenya. Statistics in the study led to the conclusion that perceived access to finance actually has a positive influence on entrepreneurial intentions. This leads to the conclusion that students' entrepreneurship intentions increases when they are certain of accessing capital with ease to start their own businesses.

## VI. Recommendations

There is need for University authorities, Ministry of education or other relevant bodies to carry out an assessment of the impact of the current university entrepreneurship curriculum to establish its impact on student entrepreneurial intention especially in the Kenyan university context. It is imperative to ascertain whether entrepreneurship curriculum design and content stimulate open-mindedness of undergraduates to generate business ideas. There is also an urgent need for all universities in Kenya to strengthen their entrepreneurial educational curriculum with more creativity and innovation, to enhance graduates' interest in becoming potential entrepreneurs.

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