

# Effect Of Entrepreneurship Oriented Andragogy On Development Of Business Motives Among Students In Public Universities In Kenya.

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## Abstract

The difficulty lies in persuading recent graduates to pursue business ventures rather than traditional employment. Graduates with entrepreneurial training have been produced to a greater extent through utilization of entrepreneurial education and training. It is expected of universities to impart knowledge that inspires students to pursue entrepreneurial endeavors both before and after graduation. The Experiential learning theory was the anchor in this study. The study's objective was to determine the effect of entrepreneurship oriented andragogy on development of business motives among students in public universities in Kenya, and to assess the mediating influence of Attitude on the effect of entrepreneurship oriented andragogy on development of Business motives among students in public universities in Kenya. A descriptive research approach was employed and the public universities in Kenya served as the study's unit, and the respondents were final-year business program students. A randomized subset of the intended student population was chosen at random to complete the questionnaires. To evaluate the variables and see if the questions were in line with the predicted responses, a draft survey questionnaire was created and pre-tested with two randomly selected private institutions. Subsequently, final surveys were randomly distributed via in-person or drop-off/pick-up methods to students attending public universities. SPSS version 24 software was used to edit, code, and analyze the data that was gathered. The model's fitness was assessed using linear regression analysis. Out of the 378 respondents in the target population, 322 replies were received by the study, representing an 85% response rate. At a 95% confidence level, the results indicated a positive significant relationship ( $r=0.784$ ,  $P\text{-value} < 0.05$ ) between andragogy and development of business motives. Additionally, the findings revealed that students' attitudes (moderation) and business motives had a significant and positive link ( $r=0.187$ ,  $P\text{-value} < 0.05$ ). The findings' demonstrated that entrepreneurship oriented andragogy plays a key role in creating business motives among students in universities. Andragogy has been discovered to having a substantial influence on development of business motives among university students. The study recommends development of an entrepreneurship training program that promotes experiential and practical learning. Government and its agencies as well as the non-state actors have been invited to play their role in development of business motives among young graduates. The study also recommends the practice of oriented mode of teaching and frequent use of reference people could significantly change the student's mindsets towards entrepreneurship.

**Keywords:** *Entrepreneurship oriented andragogy, Development of business motives, Attitude Factors*

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## I. Background Of The Study

Applicability of entrepreneurship in addressing society's economic and social concerns is currently a topic of intense debate around the world. Entrepreneurship has become a crucial driver of economic development. The global discourse has recently focused more on the significance of entrepreneurship in mitigating the societal and economic problems that confront society. Microstudies have also verified that the growth rate of new businesses is significantly influenced by the level of education attained by entrepreneurs (Backman et al., 2020).

It is a critical agent for economic growth. Higher education institutions are currently being urged to offer entrepreneurship and entrepreneurial education since graduate unemployment has become a burden for society at large, particularly in emerging economies, and for school dropouts in particular. Universities are critical to economic systems because they foster the development of skilled human capital, generate and disseminate new information, and encourage the emergence of an entrepreneurial culture. Knowledge, inventiveness, and training centered on entrepreneurship are critical to economic and societal progress in the present-day competitive and globalized world (Guerrero et al., 2015). Considering the impact of COVID-19, most of economies in the world suffered depression, and the unemployment situation became increasingly complex. This grave situation caused greater employment pressure among today's students from institutions of higher learning (Jin et al., 2020).

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there are two ways to look at training that is focused on entrepreneurship. A training focused on starting a firm is narrowly defined as entrepreneurship; on the other hand, training that stresses the development of entrepreneurial skills, capacities, and mindsets is broadly defined as entrepreneurship-oriented training (Küttim et al., 2014). The implication of entrepreneurship learning and training on the growth rate of new company ventures has also been demonstrated by microstudies (Backman et al., 2020). In a bid to iron out the double concerns of contracting economies and rising level of joblessness, individuals with creative, sophisticated, and diverse entrepreneurial knowledge and abilities are needed in today's globalized, uncertain, and complicated environment (Al-Bunyan, 2020). Entrepreneurship, that is highly envisioned to offer employment, enhance growth of the economy, and increase social well-being, is a common approach to the quadruple challenges of high young joblessness and inequalities, poverty, and social deprivation (Brixiová et al., 2015). This helps to explain why there are so many courses and programs on entrepreneurship offered at different educational and training levels in both developed and developing nations like Kenya.

The primary skill of an entrepreneur is empathy, which is the capacity to recognize and address the needs and feelings of people, rather than merely financial savvy or marketing prowess. It all comes down to recognizing an opportunity and assembling the necessary tools to make a possibility a reality. It also stands for the freedom to dream big and pursue it, as well as the opportunity to take risks and reap the benefits of leaving a lasting legacy. Training focused on entrepreneurship emphasizes the importance of never giving up, letting go of fear or self-doubt, and firmly thinking that making the wrong choice is still preferable than making none at all.

Business motives refers to a person's enthusiasm to exhibit entrepreneurial behavior and engage in entrepreneurial activities relating to self-employment and new company ventures (Dohse & Walter, 2011). Individuals will also consider jobs in entrepreneurship if they believe that such efforts will aid in the attainment of individual aims, the search of ideas, and the achievement of monetary rewards (Barringer & Ireland, 2011). Development of business motives, according to Lián and Fayolle (2015) embody a feeling of self-reliance, drive, and bravery from inside.

Attitude refers to a measure of dedication to a new firm and willingness to invest in entrepreneurial endeavors (White & Marino, 2020). The level to which an individual possesses a positive or negative judgment or assessment of the behavior at stake is known as their attitude toward the act (Nicolaidis, 2011). Regarding entrepreneurship, attitude denotes the extent to which individuals see entrepreneurial behavior favorably or unfavorably (Gately & Cunningham, 2017). The degree to which an individual perceives or judges a specific conduct negatively or positively depends on their attitude toward it. In the language of psychology, a set of ideas, emotions, and behaviors aimed at a particular thing, person, thing, or occasion is called an attitude. Attitude is influenced by experience and upbringing, and it can have a significant impact on behavior (Nicolaidis, 2011).

An individual's attitude can also be termed as their readiness to respond to specific items in their surroundings as a way to show their appreciation for them (Christina, 2017). According to Bettinelli (2014), entrepreneurship is the study of an individual's response to an object in their surroundings. According to Brown and Gaertner (2008), attitude is characterized as a natural or mental state of readiness that is arranged according to one's experience and directly or dynamically influences how one reacts to all things and circumstances that are related to it. It is a mindset or a proclivity to act in a certain way as a result of both personal experience and temperament. Attitudes are a multifaceted mixture of factors such as personality, beliefs, values, behaviors, and motives that contribute define how one perceives and reacts to situations (Borkowski, 2016). Three components make up an attitude: conduct (an action), affect (a feeling), and cognition (a thought or belief). Attitude provides us with internal ideas, beliefs, and perceptions about other people and things. Individual action can be observed as a result, even if the emotions and thought aspects of attitudes are private to an individual.

### **Statement of the problem**

Both the national economy and entrepreneurs benefit from a competent educational process (Chrysostome et al., 2019). In acknowledgement of Kenya's unemployment and underemployment problems and through the previous four decades in Kenya, successive government administrations have made jobs creation a priority. In few decades ago, Kenyan university graduates used to be guaranteed jobs in the civil service until the mid-1980s when the number of university students graduating surpassed the job opportunities available and this has continued to remain so. For over four decades now, entrepreneurial education and training has been recognized for promoting job creation activities that lead to long-term entrepreneurial action (Esposito et al., 2018). To promote enterprising skills and behaviors, the government of Kenya has applied a blend of action-oriented curriculum that emphasizes on experiential training, solving of problems, project-oriented training and creativity, as well as peer review, is optimal (Okreglicka, & Shulgina, 2017). Micro and small business startups have continually been the domain of non-college graduates or school dropouts. Most graduates' preference for working as paid workers rather than starting their own businesses (Spencer et al., 2005) continues to rise despite the intensive and robust entrepreneurship training in our universities, given the increased availability of

entrepreneurship instruction in our educational institutions, such as universities, more graduates continue pursuing formal jobs rather than commit to creating their own businesses.

Entrepreneurship oriented training is being treated like any other course, despite the fact that it's a key basis for employment creation, economic growth, invention, product and service quality promotion, competition, and economic flexibility. Through entrepreneurship training, there is a pressing need to have entrepreneurship depicted in a positive light among graduates (Maresch et al., 2016). For a long time, Kenyan students' mindsets toward starting their own businesses have been negative, necessitating a re-examination of entrepreneurship education and training programs and an assessment of their effectiveness in providing a long-term cure to the challenge of creation of employment and poverty eradication in Kenya.

The instructional environment and support structure at universities are viewed as crucial factors in encouraging students to pursue an entrepreneurial career after graduation (Bazan et al., 2019). Similarly, well-designed entrepreneurship training can help people develop a favorable mindset toward starting a business (Breznik et al., 2021). Students who have easy (or perceive to have) undergone entrepreneurship training in the universities are most likely to venture in self-employment, which may boost their entrepreneurship goals (Sofie, 2021). However, this is not happening as expected. The aim of this study was to assess the effect of entrepreneurship oriented andragogy on development of business motives among students in public universities in Kenya.

### **Purpose of the study**

The purpose of the study was to establish the effect of entrepreneurship oriented andragogy on development of business motives among students in public universities in Kenya.

## **II. Literature Review**

### **Experiential Learning Theory (ELT)**

Theorized by Kolb, (1984), experiential learning is a concept. Kolb (1984) termed learning as the procedure of creating knowledge by converting experience. Experiential learning theory, according to Tiwari et al., (2017), is based on the concept that learning occurs among persons and the surrounding. Adults learn more successfully when new material is provided in real-life circumstances, according to Knowles et al. (2014). Using a problem-solving strategy in place of conventional content-knowledge techniques during classroom exercises demonstrates a real-life situation approach to learning. According to Baldwin and Lopez-Gonzalez (2014), the theory of experiential learning, learning is a dynamic, all-encompassing process of social adaptation.

The following propositions are shared by the foundational experiential learning scholars in this theory: It is better to think of learning as a process than as a series of goals. The primary objective of higher education should be to engage students in a process that optimizes their learning and incorporates assessments on the success of their academic pursuits. Training and education need to be seen as ongoing reconstructions of experiences, with education's goal and method being interchangeable. Second, learning is always a process of rediscovering. The best method to promote learning is to use a process that extracts students' ideas and beliefs about a subject so that they may be assessed, tested, and merged with novel, more sophisticated notions.

Third, because the learning process is fueled by conflict, inequality, and disagreement, resolving disputes between dialectically opposing forms of world adaptation is a necessary part of learning. Learning requires alternating between opposing ways of emotion and thinking, as well as between contrasting types of reflection and action. A fourth ELT principle states that learning is an all-encompassing process of adaptation. It encompasses not only cognition but also the coordinated operation of all of a person's senses their thinking, feeling, seeing, and behavior. It encompasses a range of specific adaptation methods, including creativity, problem-solving, scientific method, and decision-making.

The fifth claim of this theory states that learning is the result of synergistic interactions between an individual and their environment. Human learning patterns are robust and long-lasting when they are based on consistent patterns of interaction between the individual and their surroundings. The range of choices and options that we perceive is shaped by how we understand the potential of each new experience. Our decisions and choices shape the events we experience, which in turn shapes the decisions we make going forward. As a result, people shape themselves by the events they choose to experience. The final claim states that learning is the process of gaining information. According to the constructivist learning paradigm put out by ELT, learners generate and reproduce social knowledge within their own knowledge. This contrasts with the "transmission" technique, which is prevalent in contemporary educational practice and entails imparting established preconceptions to the pupil.

### **Empirical Review**

An experimental investigation on action-embedded andragogy in learning about entrepreneurship revealed that action learning andragogy had a significant impact on entrepreneurial self-efficacy and entrepreneurial ambition, according to a study (Mukesh et al., 2019). Accordingly, we contend that learning about

entrepreneurship is more grounded in reality and action, enabling it to address real-world problems, which is consistent with previous research (Karlsson & Nowell, 2020). Outdoor learning through student organizations has a positive impact on entrepreneurial ambition. According to Padilla-Angulo (2017), the study offered a standardized version of the action learning pedagogical technique that may be applied in the current higher education system. In order to draw attention to the shortcomings of the theories of planned behavior and entrepreneurial events, an intention model was put forth in an effort to close the theoretical gaps and increase university students' possibility of engaging in entrepreneurship deeds after graduating. The study's conceptual and theoretical premises were aligned with previous research, such as Nani (2018), who found that experiential pedagogy promotes university students to develop a shared vision and identify commercial prospects. This backed up Ali et al (2019).s assert that management simulations and hands-on studying, or learn by engaging in, had an impact on students' actual and potential learning abilities.

### III. Methodology

This study used a descriptive research design. The study targeted final year Bachelor of Commerce, Business Administration and Business Management students from all public universities in Kenya whom are considered as nascent entrepreneurs. The study considered a total of 29 public universities that had a school of Business with final- year business undergraduate students and had been receiving students from the Kenya's central placement service for universities and colleges (Kuccps) in the previous three years. Data was only corrected only ones using a questionnaire from the target population. SPSS version 24 was used to analyze the collected data, descriptive and inferential statistics were then used for presenting the results.

#### Response rate

Out of the 378 respondents that made up the target population, the study received 322 replies in total. In view of Mugenda & Mugenda (2012), a reply rate of 50% is satisfactory for analysis, hence this 85% response rate was deemed very adequate. This advice thus indicates that the study's response rate was sufficient, boosting confidence in generalization, and serving as the foundation for the analysis and conclusions.

#### Data Reliability Assessment

Reliability of the data was evaluated. In order to examine the different study variables, the researcher attempted to evaluate the accuracy of the data that was gathered. The reliability assessment's goal was to ascertain the data collected by the research survey's internal consistency. The Cronbach Alpha index was calculated to gauge this and evaluate the accuracy of the information gathered. For dependability assessment, a Cronbach Alpha index value of more than 0.7 is considered satisfactory.

**Table 1: Cronbach Alpha for Reliability Assessments**

| Variables        | Number of items | Cronbach Alpha index2 |
|------------------|-----------------|-----------------------|
| Andragogy        | 14              | 0.884                 |
| Attitude Factors | 12              | 0.863                 |
| Business Motives | 12              | 0.789                 |

#### Respondents' characteristics

The aim of the investigation was to assess the participants' demographic features. The distribution of study participants is depicted in table 2's analysis of findings. Table 2 indicates that 52.2 percent of the participants were men and 47.8% were women. According to this gender breakdown, there are marginally more men than women enrolled in public universities an indication of equal opportunities of obtaining higher education standards. Furthermore, the vast majority of those who responded (49.7%) fell between the ages of 22 and 30. 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 as reported in table 2.

**Table 2: Demographic information**

| Demographic information      |                  | Frequency (n) | Percentage (%) |
|------------------------------|------------------|---------------|----------------|
| Gender of the Respondent     | Male             | 168           | 52.2           |
|                              | Female           | 154           | 47.8           |
|                              | <b>Total (N)</b> | <b>322</b>    | <b>100.0</b>   |
| Age group of the Respondents | Below 22 years   | 147           | 45.6           |
|                              | 22 – 30 years    | 160           | 49.7           |
|                              | 31 – 40 years    | 13            | 3.9            |

|                        |                  |            |              |
|------------------------|------------------|------------|--------------|
|                        | Above 40 years   | 2          | 7.0          |
|                        | <b>Total (N)</b> | <b>322</b> | <b>100.0</b> |
| Mode of study          | Full Time        | 270        | 84.0         |
|                        | Part Time        | 51         | 15.7         |
|                        | DLM/Digital      | 1          | 0.4          |
|                        | <b>Total (N)</b> | <b>322</b> | <b>100.0</b> |
| Area of specialization | Finance          | 246        | 76.5         |
|                        | Marketing        | 18         | 5.7          |
|                        | Entrepreneurship | 47         | 14.6         |
|                        | Others           | 11         | 3.2          |
|                        | <b>Total</b>     | <b>322</b> | <b>100.0</b> |
| Employment Status      | Employed         | 32         | 10.0         |
|                        | Self employed    | 17         | 5.3          |
|                        | Unemployed       | 273        | 84.7         |
|                        | <b>Total</b>     | <b>322</b> | <b>100.0</b> |

### Effects of entrepreneurship oriented andragogy on business motives among business

The investigation pursued to establish the influence of entrepreneurship oriented andragogy on entrepreneurial intentions among business learners in public university in Kenya and Table 3 below reports the outcomes obtained.

**Table 3 Entrepreneurship oriented andragogy and business motives**

| Andragogy  | N          | Mean          | Std. Dev      |
|--|------------|---------------|---------------|
| Instructors make entrepreneurship courses relevant to real world situations.           | 322        | 3.4093        | 1.07227       |
| The instructional methods promoted entrepreneurship motives                            | 322        | 3.3345        | 1.03950       |
| Learners visited industries to gain more insight on business                           | 322        | 2.7367        | 1.47903       |
| Group discussions are more preferred in teaching and understanding of entrepreneurship | 322        | 3.5516        | 1.22984       |
| Successful entrepreneurs are invited to address and motivate the students              | 322        | 2.7438        | 1.51133       |
| Assignments given enhance understanding of entrepreneurship                            | 322        | 3.3416        | 1.25812       |
| Students visit successful entrepreneurs for motivation / exposure                      | 322        | 2.6014        | 1.49447       |
| Practical sessions are offered to enhance understanding                                | 322        | 2.6406        | 1.54075       |
| Students are taught on Business incubation practices in the university                 | 322        | 2.5374        | 1.31998       |
| Use of role models is highly preferred in the university                               | 322        | 2.9964        | 1.45037       |
| Mentorship programs are regular at the university                                      | 322        | 2.5018        | 1.25107       |
| A lot of case studies are used in the course   | 322        | 2.7865        | 1.21477       |
| Analysis of current trends and emerging issues is highly preferred                     | 322        | 3.3986        | 1.15164       |
| The entrepreneurship andragogy promotes application to current trends                  | 322        | 3.2883        | 1.18571       |
| <b>Overall average</b>   | <b>322</b> | <b>2.9906</b> | <b>.83760</b> |

The participants were requested to give their thoughts on the influence of entrepreneurship oriented andragogy on business motives amid business students in public universities in Kenya. The results show that group discussions are more preferred in teaching and understanding of entrepreneurship that scored the highest mean of 3.5516 (Std. deviation 1.22984), This means that most of the respondents were in agreement that group discussion is more preferred in teaching and training of entrepreneurship. The study further revealed that aspect of the Mentorship programs being regular at the universities that scored the least mean of 2.5018 (Std Deviation 1.25107). This implied that there are little mentorship programs in teaching of entrepreneurship in public universities in Kenya. Based on the overall mean score of these results (2.9906), the almost half of respondents concurred that there is some influence of adult teaching methodologies on entrepreneurial motives among business learners in public universities in Kenya.

Regarding the relationship between andragogy and business motives, Additionally, the outcome demonstrates a substantial favorable association. ( $r=0.884$ ,  $P\text{-value} < 0.05$ ) between andragogy and business motives. According to the bi-variate correlations in Table 4.8, andragogy has a favorable and substantial impact on business students' motivations in Kenyan public universities ( $r = .884^{**}$ ,  $P = .000$ ). This implies that andragogy plays a significant role in creation of business motives among learners in public universities in Kenya. Consequently, the instructional methods (teaching and learning techniques) used to impart entrepreneurship knowledge to students in the public universities have quite significant effect on business motives. The study further showed that, group discussions as highly preferred in teaching and training of students in entrepreneurship skills. The results also reveal that training methodologies can stimulate interest in entrepreneurship. Application

of current trends and emerging issues on entrepreneurship are key to development of business or entrepreneurship motives among students in public universities in Kenya.

These findings concur with those of Gicuru K. I., Nyabog A. B., Karanja T.W., & Gicuru K. I. (2016), who discovered that an entrepreneurial curriculum had a statistically significant effect on university students' desire to launch their own company. Their study was titled *The Impact of Entrepreneurship Curriculum on Fostering Entrepreneurial Intention Among University Entrepreneurship Students in Kenya*. Our results are consistent with those of Abashaijo and Katono (2011), who discovered that following the entrepreneurship course, there was no alteration in the tendency toward entrepreneurship. This is in contrast to the findings of Muofhe and du Toit (2015), who found a modestly favorable correlation between entrepreneurship goals and education.

#### **Mediation effects**

Mediation is the term used to describe a theorized causal chain where one variable impacts another, which influences a third. M, the intervening variable, is the mediator. It acts as a mediator in the link that exists between an outcome (business motives) and a predictor (entrepreneurship andragogy), X. For andragogy,  $ab = 0.723 * 0.017 = 0.012$ , meaning that other entrepreneurship andragogy factors remaining constant, for every unit increase in andragogy, business motives increased by an average 0.012 units via attitude factors.

#### **IV. Conclusion**

the study concludes that the countenance of entrepreneurial activities by university learners can be inspired by efficient and effective andragogy that may lead to an increase in the propensity of university students to engage in entrepreneurship practices before and even after graduation. The study findings have shown that there is need for curriculum developers and implementers to keenly think of more practical, and experience based learning approaches to the teaching of entrepreneurship education in our universities.

Attitude has been found to have a significant mediating effect on all the independent variables in this study. Although there was a partial mediation effect of attitude on-training program and andragogy, the effect of attitude on the learners was substantial and therefore it is advisable to devise a curriculum and teaching methodologies that stimulate student's attitude towards entrepreneurship. University learning environment had full mediation meaning that the students intentions to become entrepreneurs was not affected much by the university environment. This means that there is need for universities to create a conducive environment that promotes students' attitude towards development of business motives Capital accessibility was found to have a weighty influence on the influence of entrepreneurship oriented training on development of business motives The study finding indicate that is students are assured of accessing capital to start their own businesses after graduation had their attitude towards entrepreneurship positive. The more the assurance of easy access to funds for startups the higher their entrepreneurship motives.

#### **V. Recommendations**

The study recommends that, entrepreneurship oriented training that can be taught through application of practical approaches; and therefore the design of entrepreneurship curriculum in our Kenyan universities ought to include activities like brainstorming, mind mapping, simulations, and questioning assumptions and mentorship. Use of resource persons or role models and other similar activities to promote entrepreneurial culture is highly recommended. This could encourage participants' critical thinking skills and open-mindedness in order to reflect behavioral outcomes like the creation of business ideas. This can likely enhance the students' pursuit of an entrepreneurship profession after graduating in the same spirit this study is instrumental to all universities and college administrations and government departments and agencies such as the Kenya institute of curriculum development in development of entrepreneurial programs. It is imperative that the government expands or creates new programs to help aspiring business owners. University students who have excellent, feasible business ideas should also be eligible for this support. In order to inspire students to pursue entrepreneurial activities, it can also organize skill-development events at universities where entrepreneurial role models are invited to share their knowledge and abilities with the student body.

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