

# Nexus Between University Learning Surroundings<sup>0</sup> And Development Of Business Motives ;Lamong Students In Public Universities In Kenya.

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## Abstract

Convincing young graduates to pursue business endeavors instead of traditional jobs is a challenging task. Entrepreneurial education and training has resulted in the production of more graduates with entrepreneurial knowledge and competencies. It is anticipated that academic institutions disseminates information that encourages students to pursue entrepreneurial activities before to and after graduation. The theory of planned behavior was the anchor in this study. The study's objective was to determine the effect of University learning surroundings on development of Business motives among students in public universities in Kenya, and to evaluate the mediating influence of Attitude on the effect of University learning surroundings on development of Business motives among students in public universities in Kenya. Students enrolled in final-year business programs in Kenya's public universities made up the study's unit and applied a descriptive research methodology. The questionnaires were filled out by a randomly selected subset of the intended student group. Pre-testing a draft survey questionnaire with two randomly chosen private institutions allowed for the evaluation of the variables and the assessment of whether the questions were in accordance with the expected results. Following that, final questionnaires were randomized and delivered to public university students either in-person or by drop-off/pick-up. Data editing, coding, and analysis were performed using SPSS version 24 software. Linear regression analysis was used to evaluate the model's fitness. A total of 322 replies, or 85% of the 378 participants in the target population, were received by the study. At a 95% confidence level, the results indicated a positive significant relationship ( $r=0.644$ ,  $P\text{-value} < 0.00$ ) between University learning surroundings and development of business motives. Additionally, the findings revealed that students' attitudes (moderation) and business motives had a significant and positive link ( $r=0.187$ ,  $P\text{-value} < 0.00$ ). The findings' demonstrated that University learning surrounding was found to play part in creating entrepreneurship oriented training climate within its setting. The study suggests creating an entrepreneurship training program that encourages hands-on, experiential learning. Young grads' development of commercially oriented motives has been perceived to involve the government and its agencies as well as non-state players. Additionally, the study suggests that using reference persons frequently and using an entrepreneurship orientated instructional methods could drastically and positively alter students' perspectives on entrepreneurship.

**Keywords:** University learning surroundings, Development of business motives, Attitude.

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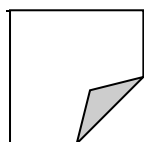
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## I. Background Of The Study

There is disagreement over the definition, goals, substance, and pedagogy of entrepreneurship-oriented training, despite the fact that it has grown in popularity recently (Liguori, 2018). The literature on entrepreneurship has defined the term in a number of ways (Vodă & Florea, 2019). Entrepreneurs who acquire managerial or business skills easily seize new opportunities to start their own businesses, and hence creating employment opportunities (Emami Langroodi, 2021). According to Uzzal Hossain et al. (2020), entrepreneurship-oriented training is also seen as a key factor in productivity, social development, and economic progress. For these reasons, it's possible that this topic is at the center of the present public policy debate. By successfully igniting society's need and desire for better goods and services, it creates new demands. The phenomena of entrepreneurship are shown by Schumpeter's (1934) theory of "creative destruction," which holds that fresh ideas, innovations in products and processes can disrupt established company models. In industrialized, emerging, and



developing economies alike, entrepreneurship education and training has been viewed as a key growth engine for economic development. Since the current unstable economic climate makes it difficult for university and college graduates worldwide to obtain formal employment in both public and private enterprises, emphasis must be placed on entrepreneurship as a means of creating jobs and stabilizing economies (Rudhumbu et al., 2016). This has overcome the fundamental concern of scholars and government policy makers (Ojewumi & Fagbenro, 2019). Being an entrepreneur means having the drive and guts to take calculated risks in order to establish and manage a profitable business that is focused on expansion. It is believed that entrepreneurship education and training can help people develop their entrepreneurial talents, which show up as bold leadership, inventive and creative thinking, as well as a keen sense of market trends and opportunities (Vodă & Florea, 2019).

Training, external circumstances, personal interests, and contextual conditions that make self-employment required can all have an impact on an individual's entrepreneurial behavior. Over the previous decades, entrepreneurship has attained international recognition as a significant economic and social issue as well as a popular subject for research (Fayolle & Gailly, 2013). According to Shane and Venkataraman (2007), it has improved economic efficiency, introduced innovation to the market, produced novel occupations, and enhanced occupation levels. It is actually acknowledged as the "engine" that propels an economy to produce new enterprises, jobs, and overall well-being. It has the ability to support an economy by promoting the expansion of competition and innovation. Entrepreneurship oriented training also encompasses any pedagogical or process of education and training that promotes entrepreneurial attitudes and skills' and that focuses on delivery approaches for enhancing entrepreneurial outcomes (Keller & Kozlinska, 2019).

Training focused on entrepreneurship is seen as a type of coaching in the knowledge, conduct, attitudes, and abilities of entrepreneurs. Accordingly, three components cognitive, affective, and behavioral attitude components can be used to quantify students' attitudes about entrepreneurship and entrepreneurship learning (Mei et al., 2020). The beliefs, ideas, and information students have about training focused on entrepreneurship that influence their attitudes and behaviors are related to the cognitive component (Krasko, 2018). The emotional component deals with how someone feels about entrepreneurship and entrepreneurship training; in other words, it's about how they perceive something's relevance or attractiveness and, ultimately, whether they end up like it or not (Kulpa, 2014).

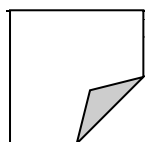
The term "business motives" describes a person's desire to behave entrepreneurially and take part in activities related to starting new businesses and working for themselves (Dohse & Walter, 2011). People may also think about careers in entrepreneurship if they think that working in this field will help them reach their goals, find new ideas, and be paid well (Barringer & Ireland, 2011). According to Lián and Fayolle (2015), the development of business motives embodies an inner sense of fearlessness, determination, and self-reliance.

According to White and Marino (2020), attitude is a gauge of a person's commitment to a new business and readiness to make investments in entrepreneurial ventures. An individual's attitude toward the act refers to the degree to which they have a favorable or unfavorable opinion or evaluation of the behavior in question (Nicolaidis, 2011). When it comes to entrepreneurship, attitude refers to how much people view entrepreneurial activities positively or negatively (Gately & Cunningham, 2017). The degree to which a person views or evaluates a certain behavior favorably or unfavorably relies on their attitude toward it. An attitude is the term used in psychology to describe a collection of thoughts, feelings, and actions directed toward a specific object, person, thing, or situation. Experience and upbringing shape attitude, which can have a big impact on behavior (Nicolaidis, 2011).

Individuals with a high self - efficacy are most probably going to choose working for oneself (M, 2013) and have a strong desire to increase job efficiency (Shahriar, 2018). They have the potential to influence the environment by their actions and are prepared to take risks in order to do so. Students having an inter locus of control have been found to have a favorable attitude regarding entrepreneurial intent and a high probability of starting their own business. As a result, it may be stated that the greater an undergraduate's internal locus of control, the greater their entrepreneurial intent (Phuong & Hieu, 2015).

### **Statement of the problem**

A competent educational process is advantageous to entrepreneurs as well as the national economy (Chrysostome et al., 2019). Aware of Kenya's issues with underemployment and unemployment from the previous 40 years, the country's government administrations have prioritized job creation. Prior to the mid-1980s, when the number of university graduates exceeded the number of job openings, Kenyan graduates of universities were assured positions in the government service. This situation has persisted to this day. It has been acknowledged for more than 40 years that entrepreneurship education and training encourages job creation activities that result in long-term entrepreneurial action (Esposito et al., 2018). The Kenyan government has implemented an action-oriented curriculum that prioritizes problem-solving, creativity, project-oriented training, and experiential learning in order to foster enterprising abilities and behaviors (Okreglicka, & Shulgina, 2017). Peer review is also recommended. Non-college graduates and school dropouts have historically been the target market for micro and



small business beginnings. The majority of graduates would rather work for pay than launch their own companies (Spencer et al., 2005). rises despite the thorough and comprehensive entrepreneurship training provided by our universities. As a result of the increased accessibility of entrepreneurship instruction in our educational establishments, including universities, more graduates choose to pursue formal employment instead of starting their own businesses.

Despite providing the foundation for innovation, economic growth, employment creation, competition, and economic flexibility, entrepreneurship-oriented training is being handled like any other course. It is imperative that graduates who have received entrepreneurship training present entrepreneurship in a positive way (Maresch et al., 2016). Due to the long-standing negative attitudes held by Kenyan students toward initiating their own businesses, programs for entrepreneurship education and training need to be re-examined, and their efficacy in offering a sustainable solution to the country's unemployment and poverty-eradication problems needs to be evaluated.

Universities' learning environments and support systems are thought to play a major role in motivating students to seek careers in entrepreneurship after graduation (Bazan et al., 2019). Similar to this, well-crafted entrepreneurship training can assist individuals in cultivating a positive outlook on launching a business (Breznik et al., 2021). Learners who view themselves as having easy access to capital are more inclined to pursue self-employment, which advances their aspirations for entrepreneurship (Sofie, 2021). The purpose of this study was to evaluate how far university learning surroundings affect Kenyan public university students' into growing business notions.

### **Purpose of the study**

The purpose of the study was to establish the nexus between University learning surroundings and development of Business motives among students in public universities in Kenya.

## **II. Literature Review**

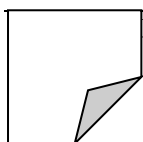
Theory of Planned Conduct (TPB) was developed in 1980 as a follow-up to the Theory of Reasoned Action. Its purpose is to forecast an individual's intention to engage in a specific activity at a specific time and location. As applied in this study, the theory aims to explain the link between attitudes and motives or intentions. The fifth hypothesis on attitude factors is supported by this theory. The theory of planned behavior is useful in understanding how attitude affects behavior in this study. It's a lot easier to link attitude characteristics to indented behavior now. Many research has discovered that affect and emotions can indirectly impact motives and action by affecting the types of beliefs that are relevant in a given circumstance, in addition to their potency and ramifications for evaluation (Mark et al., 2011). Nonetheless, it is commonly argued that affect has a more direct impact on behavior and that the TPB underrepresents this choice. Conner et al. (2017) and other researchers have asserted that expectations of regret and, more generally, expectations of emotion can affect intentions and behavior apart from the other TPB predictors.

Therefore, opinions of whether or not deeds might cause regret or upset are referred to as anticipated regret. According to the study (Norman et al., 2019), participants reported their attitudes, subjective norms, perceived control, and intentions regarding regular exercise in the next two weeks. They were questioned about how much they would regret and how angry they would be if they missed the next two weeks of regular exercise. Studies on anticipated affect may be argued to assess two forms of attitude, if, as the TPB indicates, measurements of anticipated affect are measures of attitude: an affective attitude about not executing the action and a general attitude toward completing a given activity. Underlining both action and inactivity may be adequate to account for the residual predictive validity of projected emotions, independent of the emotional nature of the alternative attitude, since inaction is not always the same as action (Richetin et al., 2011).

### **Empirical Review**

A study on the impact of the institution's atmosphere and support system on students' entrepreneurial intentions was conducted by Bazan et al. in 2019 collecting data from 479 replies with a 95% completion rate. Students had a favorable opinion of the university's potential to impact their desire to start a new business, according to the data. According to the concept, the university's environmental support systems do not directly influence on development of business motives, but instead indirectly via antecedents that are closer to the ground, such as conduct attitude and assumed behavioral control.

According to the researchers' findings, students' perceptions of university support are unrelated to their desire to start a new business (Lián & Fayolle, 2015). The findings of this study also revealed that famous role models' perspectives have a favorable impact on students' attitudes toward conduct and perceived behavioral control when it comes to beginning new businesses. According to the findings, role models have the greatest influence on students' views about entrepreneurship (reference people). In a general sense, this makes perfect sense because hearing other people's perspectives on entrepreneurship can help students improve their own. As a



result, it may improve their perceived capacity on the periphery (for instance financial support, mentoring). to the extent that these role models can aid a student's capacity to launch a new business venture. In a survey of students from both public and private colleges in Malaysia, measures were taken of entrepreneurial self-efficacy, self-regulation (promotion emphasis), and motivations for starting a business. The study found that students at public colleges exhibited significantly stronger goals and regulations related to entrepreneurship than their counterparts at private universities (Norena-Chavez, 2020).

### III. Methodology

In this study, a descriptive research design was adopted. The study focused on final-year Kenyan public university students majoring in business administration, business management, and commerce who are regarded as aspiring entrepreneurs. The study looked at 29 public universities in total that had a business school with final-year undergraduate business students and had taken in students from Kenya's central placement service for colleges and universities (Kuccps) during the preceding three years. Only those data that were rectified with the use of a target population questionnaire. Data was analyzed using SPSS version 24, and results were presented using both descriptive and inferential statistics.

#### Response rate

A total of 322 replies were received by the study from the 378 respondents that comprised the target group. Given that Mugenda & Mugenda (2012) state that a 50% reply rate is sufficient for analysis, this 85% response rate was considered to be extremely adequate. Thus, this guidance suggests that the study's response rate was enough, supporting the analysis and conclusions and increasing confidence in generalization.

#### Data Reliability Assessment

The data's reliability was assessed. The researcher made an effort to assess the accuracy of the data collected in order to look at the many study variables. Determining the internal consistency of the data gathered by the research survey was the aim of the reliability assessment. To measure this and assess the correctness of the data collected, the Cronbach Alpha index was computed. A Cronbach Alpha index score of greater than 0.7 is deemed appropriate for dependability assessment.

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

Variables	Number of items	Cronbach Alpha index2
Learning Surroundings	13	0.872
Attitude Factors	12	0.863
Development Business Motives	12	0.789

The Cronbach alpha values for every variable were more than 0.7, as Table 1 demonstrates. Since all of the Cronbach Alpha values were more than 0.7, it is reasonable to draw the conclusion from these data that the measured constructs had adequate reliability for the analysis at later stages.

#### Respondents' characteristics

Evaluating the demographic characteristics of the participants was the investigation's goal. The examination of the data in table 2 shows the distribution of study participants. Table 2 shows that women made up 47.8% of the participants and males made up 52.2 percent. This gender split shows that there are slightly more males than women enrolled in public colleges, a sign that both sexes have equal access to higher education standards. Moreover, 49.7% of respondents, or the great majority, were between the ages of 22 and 30. This indicates that the majority of students attending public colleges are mature enough to see the value of attending a higher education institution. The results also revealed that, at 84.0%, the majority of respondents studied full-time. Table 2 shows that those who were part-time and Digital (which includes distance learning) made up 15.7% and 0.4% of the population, respectively.

**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>

### Influence of University learning surrounding on development of business motives among business students in public universities in Kenya

The investigation purposed to assess whether there is effect of University learning environment on development of business motives among business students in public universities in Kenya and Table 3 below displays the outcomes obtained.

**Table 3 University learning surrounding and development of business motives**

	N	Mean	Std. Dev
We all talk about entrepreneurship issues in the University.	322	2.9680	1.16299
We have common compulsory entrepreneurship courses for all students	322	3.1993	1.38724
Policies in the university promote entrepreneurship education /training	322	2.8790	1.17091
My University has adequate facilities to promote the entrepreneurship activities for students.	322	2.4128	1.20729
The university environment inspires students to develop innovative ideas for new business venture	322	2.5801	1.19291
In the university, good business ideas are shared	322	2.8577	1.25969
The University collaborates with entrepreneurs to secure students attachment and internship	322	2.5801	1.32348
My university recognizes outstanding entrepreneurial capabilities among students	322	2.3701	1.15188
Best performing students are well rewarded	322	2.3559	1.35543
The university has adequate rooms for students learning	322	2.7402	1.28179
There are enough vehicles to take students for benchmarking whenever desired	322	2.3630	1.28031
The university library is well equipped with current learning materials	322	2.7224	1.35798
<b>Overall average</b>	<b>322</b>	<b>2.0914</b>	<b>.64540</b>

The individuals involved in the study were asked to offer their viewpoint regarding the effect of University learning surrounding on entrepreneurial motives among business students in public university in Kenya. The results show that the aspect of having common compulsory entrepreneurship courses for all students scored the highest mean of 3.1993 (Std. deviation 1.38724). This implies that there is at least a compulsory common entrepreneurship course offered in all public universities in Kenya. The study further revealed that the aspect of best performing students being well rewarded scored the least mean of 2.3559 (Std Deviation 1.35543). This shows that students who shine in entrepreneurship are not well recognized in the public universities in Kenya. Based on these results and looking at the overall mean (2.0914), the majority of respondents concurred that indeed there is little influence of university learning surrounding on business motives among business learners in public universities in Kenya.

### Relationship between University learning surrounding and development of business motives

The goal of the study was to determine the bivariate link between the development of business motives and university learning surrounding. When assessing the statistical link, or connection, between two continuous variables, bi-variate correlation is utilized. Based on the covariance approach, it is believed to be the most efficient way to ascertain the relationship between variables of interest. Table 4 provides information on the direction and strength of the correlation as well as the connection's magnitude.

**Table 4: Bivariate Correlation analysis results**

		Development of Business Motives	University learning surrounding	Deductions
<b>Development of Business Motives</b>	Correlation Coefficient (Spearman's rho)	1.000	.644	Positive
	Sig. (P-Value)	.	.000	Accept H <sub>0</sub>
<b>University learning surrounding</b>	Correlation Coefficient	.644	1.000	Positive
	Sig. (P-Value)	.000	.	Reject H <sub>1</sub>

bi-variate correlations showed that there are both positive and negligible effects of University learning surroundings on business motives among business learners in public universities in Kenya ( $r = -0.644$ ,  $P < 0.05$ ). This implies that University learning surroundings do play a significant role in creation of business motives among students in public universities in Kenya. In other words, there is considerable focus on entrepreneurial values within the university environment. Also there is moderate collaboration between public universities and stakeholders. The investigation further reported that there is some acknowledgement of entrepreneurial capabilities or rewarding of best performing students in entrepreneurial practices. The study also found out that most universities have not as much mobilized essential resources to promote business motives among students in public universities in Kenya. For instance, allocation of vehicles to take students out for entrepreneurship benchmarking as well as allocating funds for motivation speakers and role models.

These results underwent additional examination, using a univariate linear regression model  $Y = \beta_0 + \beta_3X_3 + \epsilon$  to ascertain the impact of university learning environments on business motivations among business students attending Kenyan public universities. The findings presented in Table 4.15 demonstrate the validity of the model ( $F(1, 320) = 226.192$ ,  $P < .05$ ). As a result, the explanatory variable ( $X_3$ , university learning environment) effectively explains the overall variances in business motives among Kenyan public university business students.

Michael Mustafa and Ernesto Hernandez (2016) conducted a study to determine whether a student's entrepreneurial and business motives are impacted by their proactive nature or the supportive atmosphere provided by the institution, which encompasses instruction, idea generation, and assistance with business development. These findings corroborate their findings.

They discovered that students' aspirations to become entrepreneurs are significantly influenced by a proactive personality and concept development help. Furthermore, their results demonstrated that, similar to the university learning environment, students' proactive personalities had a strong favorable impact on their business ambitions

**Mediation effects**

A hypothesized causal chain in which one variable affects another, which affects a third, is referred to as mediation. The mediator is M, the intervening variable. It serves as a mediator in the relationship that exists between a predictor (university learning environment) and an outcome (business motives), X. In the context of university learning environments,  $ab = 0.930 * 0.613 = 0.570$  indicates a statistically significant ( $p < 0.00$ ) rise in business motives for each unit improvement in learning environments via attitude components.

**IV. Conclusion**

The study comes to the conclusion that students' attitudes about entrepreneurship might be influenced by what they do and learn in college, which could boost their likelihood of engaging in entrepreneurial activities both before and after graduation. The results of the study have demonstrated the necessity for curriculum designers and implementers to carefully consider more experience-based, hands-on learning strategies for teaching entrepreneurship education at our universities.

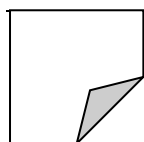
It has been discovered that attitude significantly mediates the relationship between all of the study's independent variables. It is therefore advisable to develop a Program and teaching methodologies that encourage students' attitudes toward entrepreneurship, even though there was a partial mediation effect of attitude on the training program and university learning environment. The effect of attitude on the learners was substantial. The thorough mediation of the university learning environment meant that students' inclinations to become entrepreneurs were not significantly impacted by it. This indicates that educational institutions must establish a setting that encourages students to develop a business-minded mindset. It was discovered that the impact of entrepreneurship-focused training on the development of business motives was significantly impacted by capital accessibility. The results of the study show that students who have a favorable attitude toward entrepreneurship will have no trouble obtaining the funding they need to launch their own companies after graduation. The more startups are guaranteed quick access to capital, the more driven they are to become entrepreneurs.

## V. Recommendations

Universities in Kenya need to work on and improve their current environment and support systems for potential student entrepreneurs. The findings from this research can act as bases for future investigations and longitudinal enquiries on how university environment (or support systems) can be improved and used to increase the entrepreneurship culture among students. With the evolving information and more so on entrepreneurship, Universities could be able to evaluate how well their inventions and entrepreneurship programs work to encourage entrepreneurship inside their walls. Universities could need more resources in order to increase students' opinions of venture viability and desirability, which will increase their opinions of entrepreneurial opportunities. Equally the Non state actors who have focus on social entrepreneurship can come up with solutions to not only the financial but also social problems and can play a key role in nurturing universities students' entrepreneurship intentions.

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