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RESEARCH ARTICLE OPEN ACCESS

Entrepreneurship Teaching Methods and Educators Network Moderated by Environmental Dynamisms in Inculcating Entrepreneurial Propensity Among University Students In Kenya

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ABSTRACT

The purpose of this study was to establish the moderation between environmental dynamisms and entrepreneurship education in inculcating entrepreneurial propensity among University students in Kenya. The study has shown that environmental dynamism moderates entrepreneurship education and entrepreneurial propensity. Universities can benefit from adapting to environmental dynamisms in their quest to teach entrepreneurship and create employment for entrepreneurship grandaunts. Globalization, market changes and technology leads to market imperfections leading to the formation entrepreneurial opportunities. Entrepreneurial dynamisms lead to entrepreneurial propensity facilitating a change in attitude and resulting to a behavioural change towards entrepreneurship. The study tested the null hypotheses, teaching method, educators' network, and entrepreneurial ecosystem on relationship with entrepreneurial propensity among entrepreneurship University students in Kenya and the null hypothesis that environmental dynamism does not moderate between entrepreneurship education and entrepreneurial propensity among University students in Kenya. Realism philosophy approach was used and a mixed method research design was adopted in the study. Experiential, and planned behaviour were theories upon which the study was based. The target population for the study were University students who were in their fourth year of study. A simple random method was used for data collection. A self-administered, semi structured questionnaires was used to collect primary data while the secondary data was obtained from published sources such as library, internet and research done by other scholars. The questionnaire was tested for validity and reliability. Quantitative and qualitative techniques were used to analyse the collected data with the assistance of Statistical Package for Social Sciences (SPSS) software, and Smart Pls software. Overall, the study demonstrated a positive relationship between environmental dynamism and entrepreneurial propensity. The study recommended a review of the methods used to teach entrepreneurship and the educators' network enhanced.

INTRODUCTION

1.1 Background of the Study

Entrepreneurship education covers a wide variety of objectives, contents as well as pedagogical methods (Fayolle, 2008). The main cited objectives of entrepreneurship education by previous studies includes skills acquisition, techniques used to analyse business situations, synthesis of action plans, stimulation of entrepreneurial drive, how to undo the risk-adverse bias, developing empathy and support for the unique aspects of entrepreneurship, reviewing attitudes towards change, in order to encourage new business start-ups, and how to stimulate 'affective socialization element' among entrepreneurs (Alberti 2004). Fayole (2007) suggests that the objectives of entrepreneurship education may be classified into three categories. These categories are stipulated as raising awareness, teaching techniques as well tools on how to handle situations and supporting project owners (Fayolle, 2007).

1.1.1 Kenyan Perspective of Entrepreneurship Education

Since 1963, the Kenyan Government has been addressing the many challenges facing the education sector. This has been addressed through formation of commissions, committees and taskforces (Ominde Report 1964; Sessional paper No: 10 of 1965 and Mackay Report, 1981). The purpose of the formed commissions and committees was to reform the education system that was inherited from the colonial Government so that Kenya can address its problem from its indigenous. There has been transformation of higher education and training in Kenya in the recent past (Kinyanjui Report, 2006; Some 2012) notwithstanding the national strategy for University education in Kenya.

The Government of Kenya has tried to inject entrepreneurship abilities in the Kenyan Education Curriculum. This is through introduction of Business studies in High School, the introduction of 8-4-4 system of study as well as the current introduction of CBC (Competency Based Curriculum) system of Education

1.2 Statement of the Problem

It is important that young people are integrated in the labour market upon graduation so that the many negative consequence of graduates' unemployment is reduced as much as possible. Young people in Kenya account for more than 35 % of the total national population, of which 67% are the country's unemployed workforce (Otieno, 2016). 1-2 graduates are still unemployed and only 1 in every 5 youth with University degrees are self-employed. Both public and private universities in Kenya churned out about 50,000 graduates every year. This number continues to pile into the number of the youths in Kenya who are unemployed estimated to be approximately 2.3 million

(RoK, 2016). The introduction of entrepreneurship education in Kenya in 2005 was to address the issue of unemployment. The Government of Kenya viewed entrepreneurship education as a tool that can be used to address the unemployment problem, nevertheless, the problem seems to be escalating (Otieno, 2016).

1.3 **General Objective**

To establish the relationship between entrepreneurship education and environmental dynamisms in inculcating entrepreneurial propensity among entrepreneurship students in Kenyan Universities.

1.3 Specific Objectives

i. To determine the relationship between entrepreneurship teaching methods and entrepreneurial propensity among entrepreneurship University students in Kenya.
ii. To establish the relationship between educators' network and entrepreneurial propensity among entrepreneurship University students in Kenya.

1.4 Environmental Dynamism Concept

Environmental dynamism is the frequent change that occur in the environment. Wijbenga and Van Witteloostuign (2007), it is the rate at which the preference of customers and the services of organisations change over time. An act of entrepreneurship can ameliorate a constraint rather than being limited by it Rammel, (2003). One of the ways in which this can be attained is by shifting resources, substituting resources. This would include adopting new technologies changing business models in order to bear on the problems. It may also include coming up with new forms of contracts in organization Rammel, (2003). Environmental constraint can be a function of an incentive within which entrepreneurial agents can see business opportunities.

Environmental dynamisms capabilities influence how new ventures are created and shape its resource position and capabilities which affect the new business performance (Zott 2003). Jantunen (2005) analyzed the relationship between entrepreneurial propensity and internationalized performance. The findings revealed that environmental dynamics has a great effect on international firm performance (Jantunen, 2005). Environmental dynamisms are helpful to leverage entrepreneurial resources to benefit start-up businesses (Wu, 2007).

2.0 THEORETICAL FRAMEWORK

2.1 Experiential Learning Theory

Learning is an integral part of entrepreneurial process. It is the process though which human and social aspects holds much importance in economic factors Roe, (2006). Shane (2001), states that entrepreneurial activities change from time to time. The reason behind these changes is to respond to the venture requirement. The process is regarded as dynamic and complex and as a result, it becomes difficult to predict the behaviour that an entrepreneur may adapt in order to deal with the changes that are prevailing. Nevertheless, it's possible to estimate the course of the entrepreneurial activities basing it on their behaviour in regard to their past experiences.

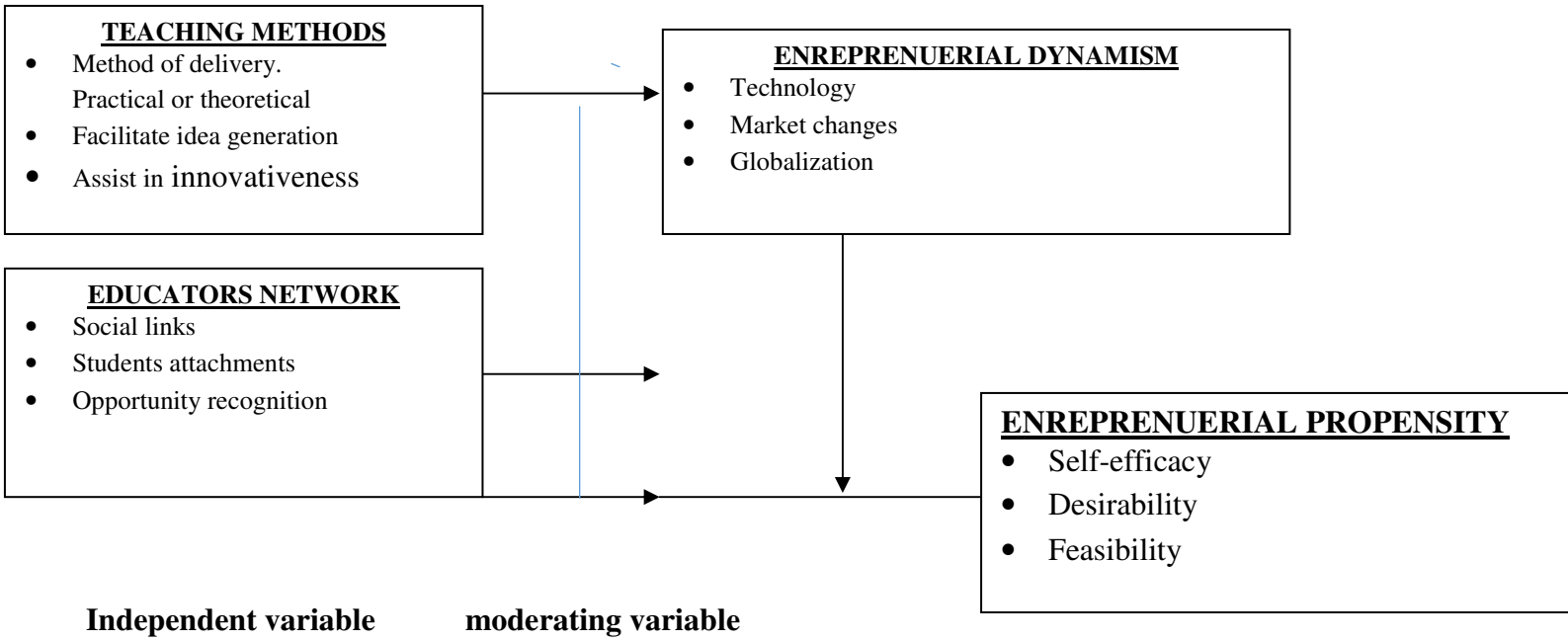
An entrepreneur assumes different roles during the business process Gartners, (1988). Each role requires a unique set of skills whose possession would translate to a unique learning exercise Gartners, (1988).

2.2 The Theory of Planned Behaviour

The planned behaviour theory was designed to predict and explain human behaviour in some specified ways (Ajzen, 1988). When an individual anticipates behaving in a certain way, different kinds of behaviour can be predicted with high accuracy from attitudes towards the behaviour, subjective norms as

well as perceived behavioural control. Their intention as well as their perception of behavioural control may account for a considerable variance when it comes to actual behaviour. Behavioural dispositions such as social attitude and personality trait may have played an important role when it comes to predict and explain human behaviour of an individual
(Ajzen, 1988).
Planned behaviour theory explains that the performance of a behaviour is a joint function of the propensity and perceived behavioural control for accurate prediction to take place (Ajzen, 1988).

3.0 CONCEPTUAL FRAMEWORK



Independent variable **moderating variable**

Dependent Variable

3.1 Teaching Methods

Entrepreneurship teaching has been categorized into two "traditional methods'' which is also referred to as normal methods and the "innovative methods' also called the action based method. The two methods have as well been referred to as either passive or active methods of teaching (Mwaslwiba, 2020). The active method requires that the instructor facilitates learning and not to control and apply methods that would otherwise enable the students to have a self-discovery during the learning session. In teaching entrepreneurship, the most commonly used methods are lecture methods, case study and group discussion method. The same methods are also applied in teaching other business courses. They are passive and less effective in helping rifer an entrepreneurial intention among the learners (Bennett, 2006). Fiet (2000),

states that some instructors who rely on these methods do so because they are easier to accomplish and require less investment.

3.2 Educators Network

The main benefits for network to students include accessing their attachment opportunities in a real enterprise environment, ability to develop human resource management skills (Thompson, 2009), enabling a relevance entrepreneurship education (Mansor & Othman, 2011); activating social links as well as interactions (Pittawayett., 2004), opportunity recognition, an entrepreneurial orientation, vocational decisions to be an entrepreneur.

Such network can be accessed through foundations, private Companies, successful entrepreneurs, Government agencies, Service parks, business development services (BDS) and other entrepreneurship training centres (Klyver, 2007).

From the educators' network determinant, the study considered the personality trait of the students and how much that personality has been influenced by the educators' network. Have the student accessed role models and has this transformed their personality to enable them embrace entrepreneurship as an appropriate employment option are some of the issues that this study focused on.

3.3 Entrepreneurial Ecosystem

An entrepreneurial ecosystem basically comprises of six domains. The domains of an entrepreneurial ecosystem include a conducive culture, enabling policies and leadership, availability of finance, quality human capital, venture markets that are and friendly and a range of institutional support (Isenberg, 2011). The above domains have elements which interact in a highly complicated and idiosyncratic ways (Isenberg, 2011). Each ecosystem emerges under a unique set of conditions and circumstances within which the ecosystems operates (Isenberg, 2011).

An entrepreneurial ecosystem can be industry specific. It may evolve from a single industry to include other industries (Isenberg, 2013). They are also graphically bounded, yet again cannot be confined to one specific geographical location. Entrepreneurial ecosystems are also not related to one particular city (Isenberg, 2013).

3.4 Entrepreneurial Propensity

The team propensity refers to a personal disposition to act on one's decision. It is that inner push that propels an individual to act entrepreneurially. (Bateman & Crant, 1993; Krueger, 1993). Krueger (2000) argued that entrepreneurial propensity can be as a result certain cultural values within a given environment such availability of business opportunities.

That the trigger can also be as a result of an individual posing entrepreneurial traits, their ability to take responsibility as well as being personally motivated to act. Burns (2016) on the other hand proposes that for an individual to become an entrepreneur, probably it was in their characteristic traits, or the situation favourable presented itself or it could be as a result of the culture of the society within which an individual life can also trigger the propensity to become an entrepreneur.

CHAPTER THREE
RESEARCH METHODOLOGY

4.0 Introduction

The chapter has stipulated a description of the research design and the methodology that has been used to fulfil the research aims and objectives. The data was gathered from the survey questionnaires which were randomly distributed to those students pursuing entrepreneurship and were in their fourth year of study in the month of September-December (2016/2017 academic year). The study described the target population, sampling technique, sample size, research instruments, reliability and validity, data collection procedures as well as data analysis techniques applied in the study.

4.1 Research Design

This study used a descriptive research design. Description is the precise measurement and reporting of the attributes of some population or phenomenon that are under study (Rubin & Babbie, 2019). The awareness of the characteristic of a group which allows the ability to gauge the aspects of the situation, to provide information for further studies and assemble data around possible changes becomes its outcome (Cavana, Delahaye & Sekaran, 2001). A descriptive design has been used in this study to elaborate on the perspective of entrepreneurship education in as far as the literature review is concerned. It has also been used to determine the occurrence of the study through a survey method with use of questionnaires (Kinnear, 2000).

4.2 Qualitative Approach and Quantitative Approach

A quantitative approach has been adopted in this study. It is the appropriate one given that the study investigated the influence of the dependent variables (Teaching methods and educators' network) and the moderating role (Environmental ecosystems) and the dependent variable (entrepreneurial propensity). This study does not aim at developing new theory. On the contrary, the study aims at testing the application of the existing or even confirming the existing theory (Deshpande, 1983).

4. 3 Population of the Study

The population of this study were University students who were in fourth year and pursing entrepreneurship course at degree level. The selection of the students was advised by their enrolment in Entrepreneurship programme which provide an indication that their career interest is skewed toward business related field (Zainuddin & Ismail, 2016). The assumption is that they were likely to become entrepreneurs in future. The study population comprised of 607 students undertaking a degree in entrepreneurship in both private and public charted universities in Kenya who are in the fourth year of study.

Table 1.1: Universities Offering Bachelors in Business Entrepreneurship.

Name of University	Number of Students (N)
Kenya Methodist University	68
Jomo Kenyatta University	55
Kisii University	50
Egerton University	140
Moi University	85

Meru University	55
Karatina University	39
Chuka University	90
Kirinyaga University	25
TOTAL POPULATION	**607**

4.4 Sample Size and Sampling Procedure

A probability sampling was used for the study. Fayolle & Gailly (2008) suggested that such sampling is easy to use and has often been used in entrepreneurship research. Afriyie & Boohene used it to obtain the sample on a study about entrepreneurial education and entrepreneurial culture among University students of cape coast. This study used a simple random sampling method. The sample should be sufficient enough to represent the entire population. Mugenda & Mugenda (2003) has recommended a 20-30% sample of a target population. The following statistical method was used to calculate the sample size for the study Zikmund, (2010).

$$N = \frac{Z_{\propto/2....pq}}{E/2}$$

Where n = required sample size

z= Population size

p = population proportions (probability of acquiring an entrepreneurial propensity)

q= (1-p) probability of not acquiring an entrepreneurial propensity

E / 2= is the allowable error or margin of error.

$Z_{\alpha/2}$ = 0.95/2

0.475 Therefore Z-Score is 1.96

E=1.5% /2 = 0.075

P=50%

q=1-0.5

=0.5

Therefore: pxq

0.5 x0.5=0.25

Z/E = 1.96/0.075=26.13

26.13 x26.13=682.95

0.25x 682.95 = 180

Maina & Kyalo (2020) used the same formula to get a sample for their study on examining the pedagogy of entrepreneurship education and its contribution in creating entrepreneurship in Kenya.

Table 3.2: Sampling Procedure for the Population

Name of University	Number of Students (N)	Percentages %	Sample Size (n)
Kenya Methodist University	68	37	25
Jomo Kenyatta University	55	27	15
Kisii University	50	34	17
Egerton University	140	21	30
Moi University	85	29	25
Meru University	55	36	20
Karatina University	39	26	10
Chuka University	90	33	30
Kirinyaga University	25	32	8
TOTAL POPULATION	**607**		**180**

4.5 Data Collection Instruments

This study used questionnaire with closed ended and open-ended questions. Questionnaires provide an efficient way of collecting responses from a large sample as the respondents will be responding to the same set of questions Lewis Thornhill (2009).

Kothari (2009) explains that a questionnaire should consist of a number of questions that are printed or typed in a definite way on a form or set of forms. Semi-structured questions were an effective way of collecting information within a short span and also because they are less costly compared to other data collection methods (Cooper & Schindler, 2011).

4.6 Data Collection Procedure

Data collection technique is the process of gathering data from the sample so that the research can be answered (Bryman, 2012). It is an established method or practice of capturing data using a specific data collection tool (Mugenda 2008). In order to assess the existence of non-respondents were early respondents compared with late respondents in order to identify the significance differences between the two groups.

4.7 Data Processing and Analysis

Analysis is the computation of certain measurements along a pattern of relationship that exist among the group data (Kothari, 2016). It is the process of understanding the meaning of information that has been collected by bringing order so as to make a conclusion. Data analysis involves reducing the accumulated data and putting it in a manageable size. This is achieved as a result of developing summaries and applying statistical techniques (Cooper & Schindler, 2011).

In this study, the primary data collected through the data collection instrument was then be edited, coded, classified and then tabulated. The statistical package for social science (SPSS) version 20 was the tool used to do the analysis for the study.

4.8 Descriptive Analysis of Entrepreneurship Teaching Method

To achieve this objective, respondents were asked to identify items that are related to teaching and had played a role in propelling them towards entrepreneurship as a career choice.

In their response, majority (53%) indicated that the method used to teach entrepreneurship was theoretical while few (45 %) indicated that the instructors used practical and theoretical method in their teaching as shown in Table 1.1. The key to successful entrepreneurship education is to find the effective way to manage the teachable skills and identify best match between students' needs and teaching techniques (Lee, 2007). Hytti and O'Gorman (2004) suggest that the way entrepreneurship is taught depends on the objective of the education.

Table 1.2: Results of Teaching Method

Entrepreneurship Teaching Method	Frequency (n)	Valid Percent (%)
Practical	3	1.9
Theoretical	82	52.9
Both practical and theoretical	70	45.2
Total	**155**	**100**

4.9 Regression Weights for Teaching Methods on Entrepreneurial propensity

Teaching methods was found to have a positive relationship with entrepreneurial propensity with the path coefficient of teaching method and entrepreneurial propensity being 0.628.

The results for the structural model estimates are represented in Table1.9 All the factors included in the model indicated a positive significant regression weights. This reveals that the variable (Teaching Method) has a significant positive relationship with entrepreneurial propensity as indicated in literature.

Table 1.9: Regression Weights for Teaching Methods on Entrepreneurial propensity

Path	Beta	Sample Mean	Standard Error	T Statistics	P values
Propensity -> Desirability	0.752	0.755	0.040	18.979	0.000
Propensity -> Feasibility	0.868	0.869	0.020	42.619	0.000
Propensity -> SelfEfficacy	0.890	0.891	0.024	36.976	0.000
TeachingMethods -> BIG	0.859	0.861	0.021	40.443	0.000
TeachingMethods -> INN	0.710	0.709	0.048	14.718	0.000
TeachingMethods -> MD	0.894	0.894	0.017	52.731	0.000
TeachingMethods -> Propensity	0.628	0.627	0.057	11.125	0.000

P>0.000

4.10 Regression weights for educator's network and Propensity

The structural model indicated that the observed indicators incorporated in the model (Social Links, Students attachment and opportunity recognition) load highly the independent variable (Educators Network) and the dependent variable (Entrepreneurial Propensity). Factors included in the model indicated that a significant regression weights. The path coefficient of educators' network was found to be 0.652 indicating that educator's network has a positive linear relationship with entrepreneurial propensity.

Table 1.10: Regression weights for educator's network and Propensity

Path	Beta	Standard Error	T Statistics	P values
Educators Network -> OR	0.856	0.027	31.501	0.000
Educators Network -> Propensity	0.652	0.061	10.638	0.000
Educators Network -> SL	0.563	0.185	3.039	0.003
Educators Network -> SON	0.800	0.034	23.514	0.000
Propensity -> Desirability	0.753	0.040	18.919	0.000
Propensity -> Feasibility	0.871	0.019	46.762	0.000
Propensity -> Self Efficacy	0.886	0.026	33.715	0.000

P Values >0.05

4.11 Regression Weight for Entrepreneurial Ecosystem Moderated Model

Businesses that exist in an environment with vibrant interconnected and positively related ecosystems enter into an era of hyper competition; they tend to drastically shift from a slow moving stable oligopolies type of market to a complicated and unpredictable environment (Griffin & Harvey, 2001). Enterprises within such an environment have to constantly integrate, reconfigure, renew, re-organize and re-create internal and external resources and most importantly upgrade and reconstruct its operational capabilities in order to respond to respond to the dynamic and the rapidly changing market environment in order to attain and sustain a competitive advantage (Treece & Piano, 1994; Winter, 2003). Such capabilities enables' the new ventures to adapt to a complicated business environment.

An environment such as explained above is an entrepreneurial environment favourable for new ideas, creativity, inventions and innovations. It can therefore be argued that the interaction of environmental dynamism as a moderator of entrepreneurial ecosystems' would positively enhance to entrepreneurial propensity.

This is because the destructive changes brought about by environmental dynamisms such as market change and technological changes is what entrepreneurs look for in order to be innovative and creative and come up with new product in order to respond to the demand in the market. This therefore can explain why the introduction of a moderating variable (Environmental dynamisms) in between the independent variable (entrepreneurial ecosystems) resulted to $\beta = 0.3444$). If a vibrant ecosystem exists, innovation is likely to take place, new products will be ventured and the existing ones are likely to be improved. The

community surrounding such an environment are likely to become enterprising hence inculcating an entrepreneurial propensity among entrepreneurship University students.

Table 1.11: **Regression Weight for Entrepreneurial Ecosystem Moderated Model**

Path	Beta	Standard Error	T Statistics	P values
Dynamism -> Propensity	-0.0181	0.073	0.2475	0.805
Ecosystem -> Propensity	0.4832	0.0677	7.1361	0.000
Ecosystem * Dynamism -> Propensity	0.3444	0.1019	3.3788	0.001

P Values< 0.05

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Influence of Teaching Method and Entrepreneurial Propensity

Teaching methods had a relationship with entrepreneurial propensity among University students in Kenya. Three factors which are delivery method, idea generation and innovativeness contributed to the teaching methods which influenced entrepreneurial propensity. Hence the hypothesis that there is no relationship between teaching methods and entrepreneurial propensity among University students was rejected.

A study carried out by Ahamed (2004) suggests that if the objective of the study is to make students entrepreneurs, then the appropriate technique that can be used is caring out experiments. The same thought is advanced in the experimental learning theory adopted in this study. Since the objective of introducing entrepreneurship education in Kenya was to encourage an entrepreneurial culture among Kenyan students, it can be summarized that use of innovative methods and idea generation still remains vital in inculcating entrepreneurial propensity as supported in this study.

5.2. The Influence of Educators Network and Entrepreneurial Propensity

Educators' network had a relationship with entrepreneurial propensity among University students. Two factors under the educators' network that is opportunity recognition and students' attachments positively contributed under the second variable which influenced entrepreneurial propensity among the University students among the University student. Educators' network also had a statistical significance on entrepreneurial propensity among University students in Kenya. The hypothesis that educators network does not influence entrepreneurial propensity among the University students in Kenya was thus rejected under this study.

A study by Thompson (2009) revealed that networks are important in helping students' access attachments opportunities in an enterprise environment. It facilitates in developing resource management skills (Thompson, 2009). This study recognizes the importance of educators' network in exposing the students to an environment that would trigger their entrepreneurial propensity and hence concurs with previous studies on need to encourage educators' network in the Kenyan institutions.

5.3 Conclusion

The entrepreneurship education process can effectively advice the students on how to tackle challenging situations and the complexities involved in decision making in considering entrepreneurship as a career option among entrepreneurship students (Izquierdo and Buelens, 2011).During the learning process the perception and the impediments that are related with entrepreneurship as a career option can be downplayed and consequently students may be motivated to create their own ventures and establish their business start –ups (Ahmad, 2010).

On educators network the study revealed that a relationship between educators' network and entrepreneurial propensity exists. Gatchalian (2010) pointed out the importance of networks and the role they play in delivering entrepreneurship education to students. The gap between the educators and the learners ought to be narrowed in such a way that the learners can learn from the social networks of the educators. This study revealed very minimal interactions between educators and their network. This can be blamed on the Kenyan culture of respecting the elders. In the institutions of higher learning, narrowing this gap can facilitate easy acquisition of students' attachment; something the study noted that the educators had very minimal participation.

5.4 Recommendations

On teaching methods, this study recommends students inside and outside classroom participation where they can be encouraged to sit together in groups and come up with a business idea that could solve a problem that already exists in the society where they live. This would help them to understand how to identify business opportunities seize the opportunity and using their entrepreneurial knowledge address and solve that existing problem. Mwalwiba (2010) advocated that using films, videos, role models, guest speakers, business plan creation are all appropriate in inculcating an entrepreneurial propensity, something that this study recommends to be included in the methods used to teach entrepreneurship in Kenyan Universities.

On the second objective which was the educators' network, the study revealed that the students did not benefit much from the educators' network. This was evident by the fact that they did not get assistance for attachments and rarely got guest speakers in their institutions. The starting point for a strong educator's network is facilitating a strong internal team among the educators. The teams can be empowered by educators collaboratively working together and making collaborative decisions about matters concerning their departments. Future study can focus on students who have graduated on whether they were practicing Entrepreneurship.

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