

**FOOD AND BEVERAGE TRAINING AND ENTREPRENEURIAL  
ENGAGEMENT AMONG DIPLOMA GRADUATES FROM TERTIARY  
INSTITUTIONS IN NAIROBI CITY COUNTY, KENYA**

**BENARD BINYANYA (BSc.)**

**T129/OL/CTY/26327/2015**

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR  
REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF  
SCIENCE IN HOSPITALITY MANAGEMENT IN THE SCHOOL OF  
HOSPITALITY, TOURISM AND LEISURE STUDIES, KENYATTA  
UNIVERSITY**

**2021**

**DECLARATION**

This research thesis is my original work and has never been submitted to any other university/institution for academic credit. The referenced sources of this thesis have been duly acknowledged.

Signature.....

Date .....

**BENARD BINYANYA**  
**T129/OL/CTY/26327/2015**

This research thesis was carried out by the candidate under our supervision as university supervisors.

Signature.....

Date.....

**DR. MONICA WANDOLO (PhD)**  
Lecturer, Department of Hospitality and Tourism Management

Signature.....

Date .....

**DR. RAHAB MUGAMBI (PhD)**  
Lecturer, Department of Hospitality and Tourism Management  
Kenyatta University

**DEDICATION**

I dedicate this research work to my wife Mrs. Emilyne Binyanya and my children; Wilma, Tamara, Catharine and Michael.

## **ACKNOWLEDGEMENT**

I glorify the Lord for His blessings all through my course. Thanks to my supervisors, Dr. Monica Wandolo and Dr. Rahab Mugambi for their sincere commitment, patience and assistance throughout the thesis work. I thank my entire family for their availability. To all who supported me financially and emotionally, may God bless you.

Thanks to Kenyatta University Hospitality lecturers for organizing retooling seminars particularly on SPSS and NVIVO. I recognize tireless support from my lecturers and the Kenyatta University Library staff for their guidance and support as I undertook this thesis.

Finally, I thank my Hospitality and Tourism Management classmates for their collaboration and sharing through networking on e-platforms during the group work.

Be blessed.

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**ABBREVIATIONS AND ACRONYMS**

<b>CBET:</b>	Competency Based Education Training
<b>CUE:</b>	Commission of University Education
<b>E.U:</b>	European Union
<b>GEM:</b>	Global Entrepreneurial Monitor
<b>NACE:</b>	Centre for Career development and talent acquisition
<b>NACOSTI:</b>	National Commission for Science, Technology and Innovation.
<b>OECD:</b>	Economic Co-operation and Development
<b>SMEs:</b>	Small and medium enterprises
<b>SPSS:</b>	Statistical Program for Social Sciences
<b>TVE:</b>	Technical Vocational Education.
<b>TVETA:</b>	Technical Vocational Educational Training Authority
<b>W.E.F:</b>	World Economic Forum

## OPERATIONAL AND DEFINITIONS OF TERMS

<b>Career</b>	Life time skills
<b>Demographic</b>	Characteristics of human populations based on sex, age, race, income
<b>Entrepreneurship venture:</b>	This is when an organization pursues opportunities and new practices in order to have growth and profitability as its main goals
<b>Engagement</b>	This is an active participation or involvement in running a particular business activity.
<b>Enterprise-</b>	This is an income generating activity
<b>Entrepreneurship -</b>	Process of searching and operating a business to earn income
<b>Internship -</b>	This are skills gained by trainees after taking an attachment in the hotel industry or relevant field
<b>Internship exposure:</b>	A period of work experience offered by an employer to give students and graduates exposure to the working environment, often within a specific industry, which relates to their field of study
<b>Pedagogy</b>	Ways in which a trainer delivers content of the curriculum to trainees
<b>Professional training-</b>	Skills, attitude and knowledge necessary to perform a particular job
<b>Self-efficacy -</b>	Confidence achieved through positive remarks/experience
<b>Social Networks:</b>	Social structure made up of a set of social actors sets of dyadic ties, and other social interactions between actors

<b>Technical Institutions –</b>	This are organizations that admit learners and train them specific skills for a specified period of time
<b>Tertiary institutions</b>	Training centres that enrolls leaners to acquire skills on particular field of interest at middle and higher learning (Down, 2016).
<b>Trainee</b>	An individual/ person undertaking a training on specific skills and knowledge
<b>Trainer</b>	A person who teaches people particular skills and knowledge for a job or activity
<b>Training skills:</b>	a concept that helps to create scope and opportunities for the employee by developing his talent and enhancing his skills and know-how
<b>Training-</b>	Transfer of skills to a learner

## ABSTRACT

Entrepreneurship is recognized as a beacon of business start-ups. It drives individuals to realize their synergy, visualize and strategize / focus towards entrepreneurial path. It is a vibrant process aimed at creating economic returns through innovations. This study evaluated the effectiveness of skills acquired by Food and Beverage graduates from tertiary institutions in entrepreneurial engagements. In particular, the study investigated the direct effect of entrepreneurial training skills, internship exposure/job market and educational institution as a social network on decisions towards entrepreneurial engagements. Trainer's demographics and pedagogy was used as the intervening variable. Theory of entrepreneurial competences, Human capital theory, Theory of Reasoned Action and Sociological theory were used to inform the study. An explanatory research design was adopted. Apart from graduates, lecturers from tertiary institutions that offer food and beverage courses also formed part of the respondents. Specifically, 14 institutions from Nairobi County were targeted for the study, which included two public universities, four private universities, three government technical institutions and five private training colleges. Fishers formula was used to derive the sample size from the population. Using purposive sampling technique and self-administered questionnaires, qualitative and quantitative data was collected. Descriptive and inferential procedures were used in data analysis. For quantitative data, Statistical Package for Social Sciences (SPSS) software was used, while for qualitative data, thematic analysis was used. Before testing the study hypotheses, diagnostic checks were done to ensure the suitability of the collected data in regression modeling. From the inferential analysis, the findings indicated that the independent variables training skills and internship exposure/job market do not have significant effects on entrepreneurial engagements with corresponding p-values 0.604 and 0.533, while educational institution had a significant effect with a p-value of 0.44. Using a step-by-step analytical approach, trainer's demographics and pedagogy was found to act as an independent variable, not as an intervening variable. The study concluded that training is rich in content and well linked, however with limited need to plug gap of practical skills to reduce exam gurus oriented graduates. The study concluded that lecturers play a critical role in motivating/mentoring graduates to get involved in entrepreneurial activities through teaching methodology and nurturing of talents. The study recommends that the educational institutions should develop mentorship programs to nurture their graduates' business engagement. Further, the training institution should embrace studies that follows graduate to establish the utilization of skills acquired during training. In addition, as a way of attracting more students to the hospitality industry, improvements such as curriculum adjustments, attachment/internship programs and social networking, should be considered by main stakeholders in the hospitality industry.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview of the Study**

The chapter presents background to the study, statement of the problem, objectives of the study, corresponding research hypotheses and scope of the Study. The chapter further delineates the significance of the study and limitations of the study. The last section of the chapter ends with a conceptual framework.

#### **1.1 Background of the study**

Entrepreneurship is a dynamic process which involves the identification of a viable business that closes existing market gap (Rahman, Adedeji, Uddin and Rahaman, 2017). Entrepreneurship is the capacity to recognize economic opportunities, marshal appropriate resources to start a business engagement which are considered as a pillar that spurs social economic growth of nations (Reuber, Knight, Liesch and Zhou, 2018). European commission (2018) sums up entrepreneurship as the ability to critically analyze, interpret and put into practice ideas that translate into economic returns governed by a business environment. Gibb (2015) conquers with this by stating; it takes self-drive, determination and action oriented to excel or build an outgoing brand. Entrepreneurship is the best strategy towards achieving a country's competitiveness in this era of globalization (Schaper and Valeroy, 2016)

Training institutions are looters of economic growth whose ultimate goal is to boost economic growth and development by providing infrastructure, transfer of competences that builds curiosity of entrepreneurial societies (Brush, Green and Wetter, 2020).

“Technical and Vocational Education Training (TVET) is the way to go for sustainable development. TVET institutions and other higher learning institutions tailored programs will offer job opportunities, entrepreneurial engagements for the youth in our societies and curb social vices” The government has rolled out a pilot programme through Kenya initiative for Vocational Education and Training (KEVET) funded by the Germany Government .The programme embraces the dual vocational training approach which allows students to spend 60 percent (60%) of their college time working with relevant industries /organizations and 40 percent (40%) on course work. This partnership will benefit our graduates’ innovative strength that will drive our economy” Margaret Mwakima, The principal secretary in the state department of Technical and Vocational Training (Daily Nation Monday, August, 2, 2021 page 24)

The fundamental task of tertiary institutions is to prepare graduates for successful career paths by equipping them with relevant and quality competences/ practical skills and knowledge, attitude for employability or venture into entrepreneurial activity for sustainability (Atchuvana & Dandpelluc, 2017). The Competency Based Education Training (CBET) is learner centered which encourages participants to acquire competencies for various jobs (Ayonmike, Owle, & Okeke, 2014). They argued that the introduction and the implementation of CBET programs in Technical Vocational Education (TVE) is a deliberate move by the government of Kenya to encourage entrepreneurship that will go a long way in curbing employment challenges faced by TVE graduates especially food and beverage graduates who are the central focus of this study. (Gitteko, 2015). A case study of Nigeria institution reveals that these skills reduce youth unemployment through venturing into entrepreneurial activities in Nigeria (Ayonmike & Okeke, 2015). A survey conducted in USA in 2010 revealed

that in 4 in 10 graduates start their own enterprises which is a clear indication that education is a key player to entrepreneurial sprouts (Premand, Brodmann, Almeida & Baroum, 2016)

The study independent variables on food and beverage training included training, internship exposure and educational institutions as a social network. Training highlighted course work, practicals, trade projects, business plan while internship exposure featured procedures and processes, climate and educational institution as a social network captured financial aid, market trend, equipment and facilities sourcing. The intervening variable on trainer's pedagogy/demographic focused on education background, attitudes, experience and mentorship ability. The dependent variable was entrepreneurial engagement among diploma graduates from tertiary institutions in Nairobi City County, Kenya. Interaction between independent, dependent and intervening variables would lead to a reasonable number of graduates opting for entrepreneurial engagements that are hospitality oriented as a result of effective utilization of skills. This would curb employment gap that exists from graduates who queue in the job market for formal employment. This reflection indicates practical use of acquired knowledge to curb unemployment challenges among food and beverage diploma graduates.

Reuber & Mahad (2018) acknowledges that individual self-efficacy is accumulated through cognitive social and physical experiences, he further nodes that Entrepreneurial engagements aims at creating and achieving market value through innovations. Entrepreneurship knowledge is key and inevitable for entrepreneurial mindsets, among students since it equips them with competences that trigger entrepreneurial mood (Magida, Saba & Namkere, 2018). Technical education

curriculum is tailored to boost undergraduate's entrepreneurial behavior, curiosity and intrinsic drive that can overcome barriers to self-employment (Ndofire et al., 2018). The curriculum maintains strong emphasis on balanced theories with practical applications to transfer basic skills, knowledge and attitudes that sparks self-employment (Kirckberger, 2018).

The rapid growth in population and globalization effect compels nations to consider promoting entrepreneurship to spur growth of economies and creation of employment (Baron & Shan, 2018; Fayolle, 2017; Frederick, 2016). Kitson (2014) reveals that competitiveness of a country can be achieved by prioritizing entrepreneurship engagement. According to Matlay and Westhead (2015), small and medium enterprises (SMEs) creates practical and remarkable impact on political, economic and social environment for both developed and developing nations. Organization for economic cooperation and development (2017) echoes SMEs for their significant economic growth of most countries particularly on startup, navigation of markets and financing options/aid.

Social learning builds entrepreneurial self- efficacy that is key to individual entrepreneurial intentions (Saebi et al., 2019). The turning point of Kenya's vision 2030 is embedded towards technical training institutions set up, whose mandate is to cultivate skills, nature students towards entrepreneurship career option. Ruskovara and Pihkala (2015) sates that the Ministry of Education in Taiwan has been trying to encourage young people to become more creative, innovative and entrepreneurial. Entrepreneurship is vital to strengthen the competitiveness; growth and innovation of a country (Ruskovaara, 2015). It plays great role in accelerating economic due by innovation and enhancing the competitiveness of products (Share & Venkeataknaan,

2018). Turkna & Van (2016) also contends to this based on the study findings of Bangladesh economy which improved from 3.7% in 1980s to 6% growth by the year 2000 due to graduates inclination to entrepreneurship.

A study by Goel (2015) affirms that economic growth of a country is entirely depended on human capital investments of the citizens. According to Goh and Okumus (2020) technical education offers training and transfers hands on skills that enhance opportunities for political, economic and social development that meets dynamic work environment. Technical education equips learners with cutting edge practical's, centric knowledge and skills development essential for sustainability in day to day life (Uwaifo, 2017). It is through training that trainees are empowered on entrepreneurial capabilities culture that leads to entrepreneurial identities (Rae, 2017).

Technical education is ingrained in the culture of developed and developing countries at various percentages that is; Europe leads with 50% of students in technical or vocational, followed with 35-40% for Asia India and China and less than 20% for African countries (Okaka, 2016). Buruku (2015) study indicated that developed nations have notable/ ballooning crisis over large numbers of youths aged between 18-25 in such of formal employment he further adds that tender age, formal employment seekers are technical institution graduates. The restructuring in public organizations particularly on retrenchment staff reduction and other related programs has attracted the attention/alternative to self-employment to mitigate or moderate ballooning unemployment crisis (Ahmad et al., 2018).

Kenya Economic Report (2013) indicated that Kenya was hit with the rates of unemployment that stood at 12.7% in the year 2012 with a notable improvement of

8.6% in the year 2010. A point of concern was raised in reference to the informal sector that had a large number of unemployed youth work force in comparison to middle income economies. Kenya trains food and beverage learners aged between 20-30, of which 41% of the graduates are absorbed into the hotel sector. This studies conquers with the Canadian employment pattern (2012) which shows that 38% of the hotel graduates work for less than 3 years, which is a clear indication that the career structure are less attractive

Economies that are challenged with job creation urge their graduates to contemplate on creating innovative business engagement rather than mere job seekers (Owuallah, 2018). It is on this basis the study strives to build the contribution of competences earned by food and beverage graduates on entrepreneurial engagements as a measure of flattening the unemployment curve.

## **1.2 Statement of the problem**

Trainees in TVET intuitions need to have skills that match the demand in the world of work. The best way of tailoring the courses to the industry demands is through imparting relevant skills that builds creative thinking for innovations (Fayolle, Versat, Wapshott, 2018). One area that has consumed a large number of graduates from the technical institutions is the hospitality industry. Food and Beverage training has become a common phenomenon in tourism, leisure and hotel industry. In previous studies (Athyd, 2019; Anderson and Jack, 2018) on problems, challenges and solutions connected to the hospitality industry was that trainees who are trained in TVET institutions complain about not being able to fit in the industry after graduation.

Tertiary institutions offer training that nurtures and empowers trainees on emotional, attitude, intellectual and practical skills. These skills enable trainees to generate ideas and appreciate entrepreneurship career (E.U Commission, 2019). The curriculum of tertiary organizations is inverted towards entrepreneurial engagement to inculcate the culture of self-employment (Ndofire et al., 2018). Engagement into self-employment is emphasized by government policies through a balanced blend of theory lessons and practicals to impart right skills and attitudes for professional benefits (Ministry of Education, 2019).

Despite these efforts, a great number of graduates carry on scouting for white collar jobs (Israr and Saleem, 2018). A study by Maina (2017) revealed that less than 10% of the graduates opt for small scale enterprises irrespective of the warning red flag of unemployment crisis. According to the Kenya Economic report 2014, it was observed that the hospitality sector supplied over 8.8% of the jobs which translated to remarkable economic growth for most economies. A study by Awogbene and Iwuamadi (2017) depicts that 72% which is 3 out of 5 youths in Sub-Saharan Africa are jobless. The study by Nafukho and Helen (2017) indicated that over 80% of tertiary graduates continues to search for formal employment. Maina (2017) acknowledges that self-employment culture lacks among young graduates and that it calls for orientation and sensitization.

Previous study further creates research gaps; Eikebrokk and Olsen (2019) established a positive relationship between training, competence and performance among SMEs involved in e-business activities. However, this study was conducted in a developed world while the current study was conducted in Kenya thus presenting a contextual gap. Rosnani et al. (2019) conducted in Malaysia while the current study was

conducted in Kenya thus presenting a contextual gap. Wang (2018) conducted a study on entrepreneurial learning acquired through internships in the hospitality industry. The study creates a methodological gap as t-test were used for analysis while the current study used regression analysis.

This study explored the entrepreneurship education practices of TVET institutions to ascertain the level of entrepreneurial activity taking place within their institutions. This will curb employment gap that exists from graduates who queue in the job market for formal employment. This reflection will indicate practical use of acquired knowledge to curb unemployment challenges among food and beverage diploma graduates. This was done using skills training, internship exposure, social network and intervening effect of trainer's demographics and pedagogy to demonstrate the impact of career training on entrepreneurial engagement among food and beverage graduates of tertiary institutions in Nairobi County Kenya.

### **1.3 Purpose of the study**

The aim of the study was to examine the effect of food and beverage training and entrepreneurial engagement among diploma graduates from tertiary institutions in Nairobi City County, Kenya.

#### **1.3.2 Specific Objectives**

- i. To examine the relationship between skills training on entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions

- ii. To determine the relationship between internship exposure on entrepreneurial engagement between food and beverage diploma graduates from tertiary institutions.
- iii. To establish the relationship between educational institution as a social network on entrepreneurial engagement between food and beverage diploma graduates from tertiary institutions.
- iv. To assess the intervening effect of trainer's demographics and pedagogy on the relationship between career training and entrepreneurial engagement between food and beverage diploma graduates from tertiary institutions.

#### **1.4 Research Hypotheses**

- H<sub>01</sub>:** There is no significant relationship between skills training and entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions.
- H<sub>11</sub>:** There is a significant relationship between skills training and entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions.
- H<sub>02</sub>:** There is no significant relationship between internship exposure and entrepreneurial engagements among food and beverage graduates.
- H<sub>12</sub>:** There is a significant relationship between internship exposure and entrepreneurial engagements among food and beverage graduates.
- H<sub>03</sub>:** There is no significant relationship between educational institution as a social network and entrepreneurial engagement among food and beverage graduates.

**H<sub>13</sub>:** There is a significant relationship between educational institution as a social network and entrepreneurial engagement among food and beverage graduates.

**H<sub>04</sub>:** Trainer's demographic characteristics and pedagogy does not have a significant intervening effect on the relationship between career training and entrepreneurial engagement among food and beverage diploma graduates from tertiary institutions.

**H<sub>14</sub>:** Trainer's demographic characteristics and pedagogy have a significant intervening effect on the relationship between career training and entrepreneurial engagement among food and beverage diploma graduates from tertiary institutions.

#### **1.4 Significance of the study**

To come up with feedback for institutions to serve as an evaluation criterion to establish the extent to which the curriculum is inclined towards entrepreneurial engagement. The study findings will be used by the government to embark on any areas that might need to alignment in order to prepare graduates that are competitive. The urge to foster entrepreneurial culture that triggers start-ups of engagement that stimulates economic growth which is a blue-print of vision 2030 through creativity/innovations. Learners will be empowered to realize- their abilities and passion by the skills acquire knowledge, attitude, self- efficacy that will drive their ambitions and possibly consider self-employment. Other researchers will replicate the findings of this study and point out any existing gaps of knowledge.

## **1.6 Scope of the Study**

The study focused on diploma graduates from tertiary institutions in Nairobi City County. The objectives were training skills, internship exposure, social network and intervening effect of trainer's demographics and pedagogy. The respondents were 771 food and beverage diploma students who had graduated between 2016 and 2017 and 160 lecturers from 14 tertiary institutions in Nairobi County offering food and beverage management courses and who also formed the unit of analysis. The study was conducted in the year 2020.

## **1.7 Limitations and Delimitations of the Study**

### **1.7.1 Limitations**

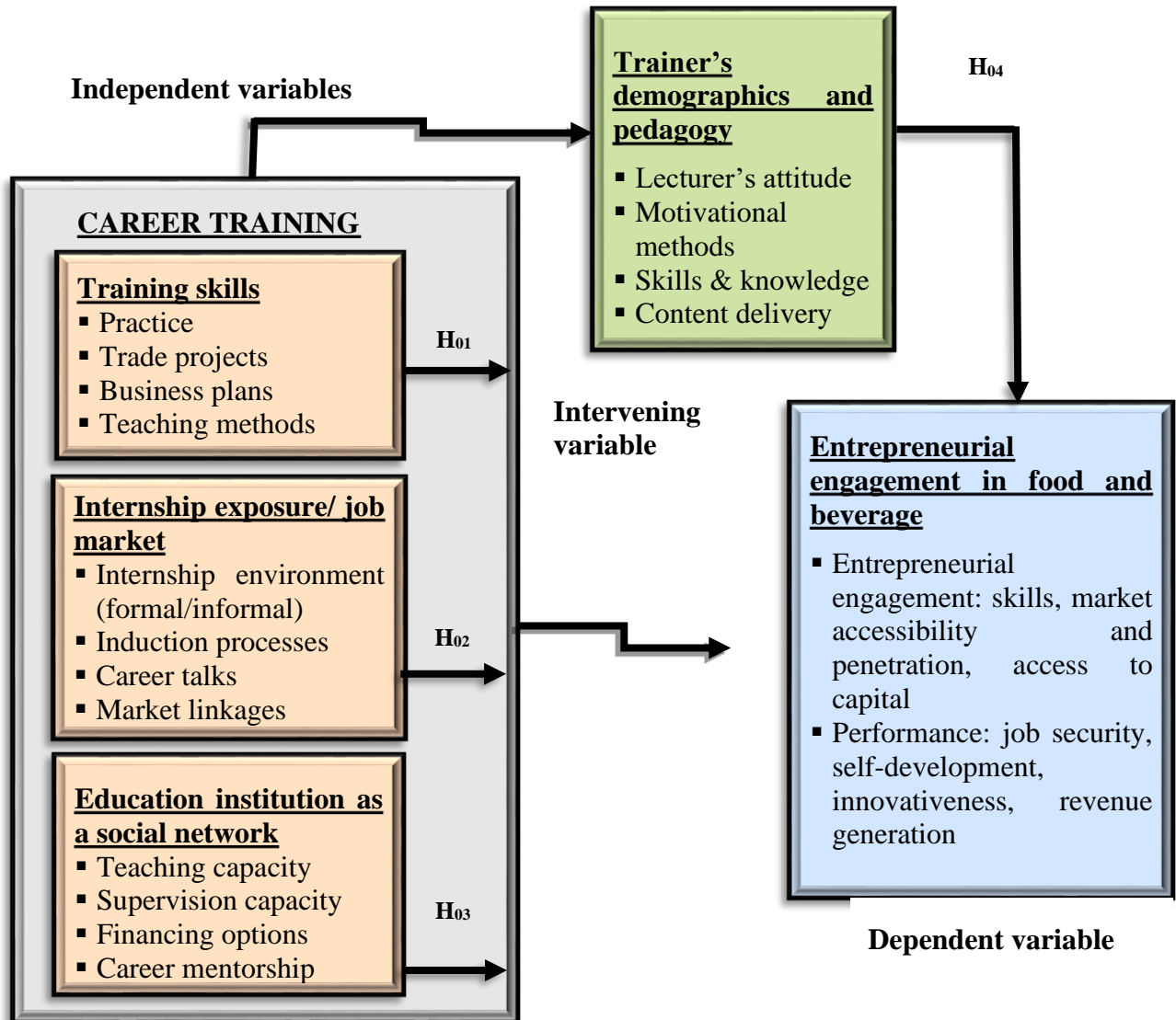
The study was limited by to administering of the questionnaires because the graduates were snowballed and that some had had left their training institutions. To curb this problem, the researcher scheduled appointments with graduates, for delivering questionnaires that were filled instantly and picked.

### **1.7.2 Delimitations**

The research was confined to tertiary institutions, food and beverage graduates and the lecturers. The sample of respondents was picked from selected tertiary institutions in Nairobi City County only.

## 1.8 Conceptual Framework

Figure 1.1 shows a conceptual framework of the study variables



**Figure 1.1: Conceptual framework**

**Source: Adopted and modified from Frank Knights Theory (1885-1972)**

Figure 1.1 gives details on the role of career training between independent and dependent variables. The independent variables include; training, internship exposure and educational institutions as a social network. Training highlighted course work, practicals, trade projects, business plan while internship exposure featured procedures

and processes, climate and educational institution as a social network captured financial aid, market trend, equipment/facilities sourcing. The intervening variable on trainer's pedagogy/demographic focused on education background, attitudes, experience and mentorship ability.

Interaction between independent, dependent and intervening variables will lead to a reasonable number of graduates opting for entrepreneurial engagements that are hospitality oriented as a result of effective utilization of skills. This will curb employment gap that exists from graduates who queue in the job market for formal employment. This reflection will indicate practical use of acquired knowledge to curb unemployment challenges among food and beverage diploma graduates.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter discusses the related literature on review on; theoretical theories, contribution of training, internship exposure and the contribution of educational as a social network and trainer's demographics / pedagogy.

#### 2.2 Theoretical background

This study will be supported by the following theories;

##### 2.2.1 Theory of Entrepreneurial Competences

This theory by Bird (1995) affirms that training serves as beacon of starting and running economic engagement. It further posts that, competences acquired through a well-tailored programs serves as a blue print for enterprises. Mukata, Ladzan, Visser (2018) observed that to excel in business one has to thoroughly scan the market for risks to become and remain entrepreneurial. The theory further states that an entrepreneur has to be flexible and proactive.

The theory explains the entrepreneurial experience in its fullest form, from the entrepreneurial intention and the discovery of an entrepreneurial opportunity, to the development of the entrepreneurial competence, and the appropriation of the entrepreneurial reward (Mishra & Zachary 2014). The theory of entrepreneurship provides in sufficient detail the interiors of the entrepreneurial process using a two-stage value creation framework. In the first stage of venture formulation, the entrepreneur driven by a desire for entrepreneurial reward (i.e., entrepreneurial intention) leverages the entrepreneurial resources at hand to sense an external

opportunity (cue stimulus) and effectuate the entrepreneurial competence that is sufficient to move to the second stage. Several engagements fail at this stage. In the second stage of venture monetization, the entrepreneur may acquire external resources such as venture capital or strategic alliance to effect growth. Investors face an adverse selection problem when entrepreneurial ability and venture quality are difficult to ascertain. Entrepreneurs may use incentive signals to secure a higher valuation offer from the investors.

The entrepreneurial intention, intrinsic to the entrepreneurial process, regulates the entrepreneurial resources that sense and leverage the entrepreneurial opportunity. The theory of entrepreneurial intentionality, included in the entrepreneurial value creation theory, explains the intentionality continuum (Akin & Deniz, 2015). The entrepreneur moves along the intentionality continuum involving multiple and sequential levels of intention development as well as different stages of the venture life cycle. Intention sustains the entrepreneurial effort and modulates the resources to formulate sufficient entrepreneurial competence.

In application to the study, entrepreneur competencies through training enable entrepreneurs and entrepreneurial employees to provoke and adapt to change in the hospitality industry. The adaptive intention thus sustains the entrepreneur's action and effort.

### **2.2.2 Human Capital Theory**

This theory by Becker (1946, 1993) is centered on knowledge skills components and economic logic that individuals possess which serves as a driver of one's destiny (Becker, 1964, 1993). It shows that individuals with substantive human capital, excel

in their endeavors. This theory is backed up with earmarked national skills in tertiary institutions with beehive practical driven teaching pedagogy. Becker argued out that a higher rate return on wages is begged on more/quality education, since it increases the level of cognitive stock of economically human resource base. Intellectual and human capital are treated as renewable sources of productivity. Organizations try to cultivate these sources, hoping for added innovation or creativity. Sometimes, a business problem requires more than just new machines or more money (Marginson, 2019).

The possible downside of relying too heavily on human capital is that it is portable. Human capital is always owned by the employee, never the employer. Unlike structural capital equipment, a human employee can leave an organization. Most organizations take steps to support their most useful employees to prevent them from leaving for other firms (Jogaratham, 2017).

Harvard economist Freeman (1976) argued that human capital only acted as a signal about talent and ability; real productivity came later through training, motivation, and capital equipment. The author concluded that human capital should not be considered a factor of production. Critiques argue against the human capital theory, saying it offers extremely simple principles that purport to explain everyone's wages, all the time or, a universal connection between human capital, productivity, and income. However, when researchers look closely at this, for the most part, productivity differences between individuals cannot be measured objectively.

### **2.2.3 Theory of Reasoned Action**

The theory of Reasoned Action by Ajzen and Fishbein (1975) echoes intentions as major influence of a behavior. It observes that attitude on behavior for some

individuals is influenced /fueled by the expectations of others. The theory of reasoned action aims to explain the relationship between attitudes and behaviors within human action. It is mainly used to predict how individuals will behave based on their pre-existing attitudes and behavioral intentions.

Theory of reasoned action, which is a widely used intention-based theory, explains intention via a formulation considering subjective norms of significant others and personal attitude towards the related behaviour as the antecedents of intention (Fenech, Baguant & Ivanov, 2019). Theory of planned behaviour is an extended form of theory of reasoned action, with the addition of a new variable, perceived behavioural control. TPB is used extensively within different study areas besides the entrepreneurship literature, and it still provides a rich potential for the area. However, the theory is criticized in that it is impaired and cannot be seriously regarded as a tool for the prediction and understanding of human behavior (Surjanti, Sanaji & Wibawa, 2019).

In application to the study, we deduce that entrepreneurial career path is in born to unacceptable percentage or degree for sprouting up of enterprises. Entrepreneurial activity is considered an intentionally planned behaviour. Consequently, entrepreneurial intention may be evaluated via theory of planned behaviour. According to Ajzen's TPB, entrepreneurial intention is explained by three antecedents: attitude towards entrepreneurial behaviour, perceived social norms and perceived behaviour control in other words, self-efficacy.

#### **2.2.4 Sociological Theory**

This theory by Anthony Giddens (1988) states that social background driver individuals and that they lack self-drive, the set-up of a society in terms of values, customs. Religious inclinations, and taboos influences behavior (Hui, and Lent, 2018) For example, a Muslim believer will not opt/imagine of starting and nurturing an enterprise related to alcoholics since it's against their doctrines and teachings. Similarly cultures that support and recognize /embrace entrepreneurial engagements like china, India, Japan leaves with their offspring's very high chances of becoming entrepreneurs because of the reinforcement, perception and confidence build through mentorship (Jiang, Liu, Fey, Jiang, 2018).

Giddens (1988) specifies that structure and agency cannot be separated; that they are connected to one another in what Giddens has termed the 'duality of structure'. Human actors are the elements that enable creation of our society's structure by means of invented values, norms or are reinforced through social acceptance. A society's structure is virtual until it is instantiated by the actions of agents. Within a structuration framework, Azoulay, pierre, Benjamin, Jones & Javier Maranda (2020) suggest that the two aspects of entrepreneurship and opportunity are treated as a duality. Structure is held in the memory of agent's minds and the agent is knowledgeable about society. Methodologically, either structure or agency has to be held constant while viewing the other, this precludes analyzing interaction between the two. However, the theory has consistently been criticized as it creates society dualisms that plagues the social theory. In application to the study, this theory supports that some graduate becomes hesitant/ slack self-drive in taking up some businesses by the virtue of their family set-up.

### **2.3 Training and Entrepreneurial Engagement**

Eikebrokk and Olsen (2019) established a positive relationship between training, competence and performance among SMEs involved in e-business activities. Their study used a sample of 339 SMEs drawn from three European countries - Norway, Finland and Spain. Based on their empirical analysis, the authors claim that training explains variances in e-business competencies and performance in terms of efficiency, complementarities, lock-in and novelty. However, this study was conducted in a developed world while the current study was conducted in Kenya thus presenting a contextual gap.

Wong (2019) study established that the level of entrepreneurial skills of the entrepreneurs in Malaysia is still moderate and needs more entrepreneurship development training programs in areas, such as creativity enhancement and innovation, the skill to make business accounts, creating promotions and advertising skills, skill to set the right price and selling skills. These researchers also agreed that training and entrepreneurial education contributes to increase of knowledge, skill and experience required to make businesses more robust and competitive. The government and its agencies are responsible for providing appropriate entrepreneurial training to fulfill entrepreneurs' needs. In addition, this study was conducted in Malaysia while the current study was conducted in Kenya thus presenting a contextual gap.

Haan (2016) study in Nigeria asserts that entrepreneurship education programs help develop attitudes favorable to starting one's own business and also provide knowledge and skills for running a business, for example, business law, accounting and bookkeeping, credit and finance, and marketing. Skills development encompasses

a wide range of basic areas such as leadership, communication, managerial and financial that are important for business growth and productivity.

Bowen et al. (2019), in a study done in Nairobi, Kenya, found that 49.5% of those who had received training in the area of business reported that their businesses were doing well. The study results also showed that 60.8% of those not trained reported that their businesses were doing poorly as compared to 39.2% whose entities were doing well without training. This study was based on 198 respondents comprising of business owners and managers.

Agarwala (2017) states that organized and planned training benefits an individual by acquiring of relevant skills, develops attitude that results to career choice and development. Theodoraki, Messegnem and Rice (2018) article on training supports that its though training either general or specific hat human capital is build or achieved, that which form a pillar of career choice growth and prosperity. Formative and summative evaluations, business plans, monitored models/projects impacts positively on entrepreneurial engagements (Lee et al., 2016). A study conducted by Khairutdwon et al. (2018) has similar results, they revealed that entrepreneurial education is pertinent for vigorous entrepreneurial engagements. Hui and lent 2018 points that prior exposure to business environment build confidence and self-efficacy ideal for engagement. Renko (2012) suggests that opportunities can be tapped into meaningful business engagement when individuals possess unique knowledge of identifying markets gaps and forecasting of future trends.

Hayter et al. (2018) singles out entrepreneurial keenness, prior knowledge, social networking, personality traits, creativity and self-efficacy as major ingredients /

components that affect opportunity identification which initiates enterprises. Sanz-velascu (2016) study found that knowledge existed three aspects that is, market segmentation ability, customer problem solving techniques, and competitive survival ethics. Moreno (2018) and Shane (2018) argues that work experience and level of education influence the way opportunities are discovered and exploited. The competency based curriculum that is envisioned /aspired in session paper (2017) is visualized in driving Kenya's vision 2030 as an industrialized middle economy.

Okpra and Wynn (2017) noted that successful enterprises are supported and anchored on good skills that continuously monitor/interpret business patterns and emerging trends that effects behavior of customers. Terry (2015) accents to this by stating that training is a multiplier and an umbrella for business sprouts/success for existing enterprises.

#### **2.4 Internship and Entrepreneurial Engagement**

Wang (2018) conducted a study on entrepreneurial learning acquired through internships in the hospitality industry. A questionnaire was designed and issued twice, that is, before and after the students' internships. An independent-sample t-test analysis was used to compare mean scores before and after the internship. The results show that internships provide students with more confidence to identify opportunities and solve problems, enhance interpersonal and communication skills, and render interns more action-oriented. The study also reveals that students lack certain key abilities. The study creates a methodological gap as t-test were used for analysis while the current study used regression analysis.

Internship is an elaborate career structure in an external environment tailored to support /achieve academia credit and knowledge (Saitikoff, 2017). A well supervised internship builds trainees' self-confidence, attitude, social capital contacts, confidence and keeps them focused. Townsley, Lierman, Watermill and Rousseu (2017) highlights that trainees explore practical aspects, knowledge and attitudes as guided by professionals of the outlets/organizations where they are attached. Positive interaction with an internship environment nurtures inspires, unearths every hidden skills and abilities of trainees which serves as a turning point of decision making on field to specialize on or pursue

Internships is a learning by doing which is most important features of action based leaning (Cheong, Yahya, Shen, Land, 2014). Hurst, Thye and Wise (2014) concurs with this by stating that internship are schemes that enable students to develop their personal capabilities to further their careers, enhance or meet the requirements of the workplace, or enrich their personal learning. Fox (2019) states that internship may prove disastrous especially if it turns to be strenuous which may lead a student to question his involvement and feel as time wasting in turn it will not serve the ultimate goal. Brown et al. (2014) noted that tourism and hospitality graduates often avoid staying in related industries and are more likely to find their jobs in other sector. Kutcha (2018) recognizes that entrepreneurial skills development is achieved over time and that active involvement is crucial. The program requires much creative, proactive students with internships at entrepreneurial, high growth or innovation.

According to Fox (2017), internship blends to seal the gap that exists between theory and practical orientation. Career are guided by internship encounters. Kim (2017) findings affirms that internship exposure supports college tutorials. The ultimate goal

of internship is to learners discover their abilities and ambitions steered by passion. These experiences will dictate career choice whether to go business world or seek formal employment in hotel/tourism industry (Akin & Deniz, 2015). Neck and Murray (2019) noted that internship experience is critical for successful transition from the school environment to workplace.

## **2.5 Education Institutions as a Social Network**

Networking is a process of reaching out other entrepreneurs (Hayter et al., 2018). Networking links entrepreneurs to the ecosystem of business gurus/specialist of different ages, cultures and diverse fields. (Slotte-Kock & Covielli, 2017). Entrepreneurial networking is a hub of market trends, and related ideas (Saebi, Foss and Linder, 2019). Alumnae clubs, research and academic departments /industrial relations office are very instrumental on building bridges and collaborations that are of entrepreneurial related. These collaborations are handy to fresh graduates because it serves as a stepping stone/ladder for entrepreneurial activities. It serves as a rooster/platform that incubates ideas that turns out to mega /business empires (Peter, 2017).

Andersen and Lorenzen (2017), Turkina, Van Assche, and Kali (2016) confirms that Businesses and business owners are embedded at various degrees ranging from formal to informal networks that moderate business performance. According to Turkina, Van Assche and Kali (2016), social networks stimulate business growth by reducing transaction costs, creating business opportunities, and generating knowledge spillovers. New entrants/ ventures face organizational pitfalls ranging from acquisition of resources, branding/positioning, and other uncertainties but with

networking graduates are able to overcome this teething problems (Elfing & Huslink, 2013; Wincent & Wasterberg, 2015).

## **2.6 Trainers' Demographics and Pedagogy**

National training laboratory Bethel Maine (2017) narrates that an ideal training Methodology impacts positively on transfer of skills and knowledge and retention rate as lecture method 5% retained, reading 10%, audio visual 20%, demonstration 30%, discussion 50%, practice 75% while teaching one another 90%. Minniti and Bygrave (2018) echoes that training and cultivation of entrepreneurial mindset/spirit is achieved by an effectively aligned pedagogical teaching particularly action oriented methods embeds hands on project activities.

The process of entrepreneurial engagement is informed by a number of factors where demographic is a key component. According to (Reuijil, 2015), demographic factors constitute; Age, gender/sex, family background, education and experience (Fini et al., 2019). The study revealed that, an attention towards a particular thought or idea is a forerunner to the future course of action and concludes that entrepreneurial intentions and formed by demographic factors.

Similar findings by Sherman, Sebor and Digman (2018) outlines that training approaches that are more on hands-on activities, pique students interest on entrepreneur career, especially supervised trade projects and organization training workshops like operational restaurants for food beverage trainees. Honig (2014) and Kuratko (2015) discovered that pedagogical approach yields positive results especially experimental learning, live cases and simulations goes a long way with students' business startups.

Chang and busser (2020) points out that trainees who have been exposed to business plan competitions, exhibitions, small business internship, on site visits focused on entrepreneur businesses have high chances of considering entrepreneur path. Williams and Williams (2014) nods that a trainer whose education background and ability to organize content accurately and deliver appropriately with current trends gives a long way to maturate positive trend venture on entrepreneurship. Trainers serve as role models and that can lead a trainee to have the same way (Ahmad et al., 2018)

Role models that are rich in source of entrepreneurial information help trainees/graduates unlock their potential and follow their passion (Alsos et al., 2016). Jean and Audet, (2014) concurs that role models interprets vision and narrows challenges associated with business marketing thus building the confidence and competence for startup of ventures. A trainer becomes an inspirational in graduate's life's by providing real learning experiences thus enhancing his self-efficacy which affects entrepreneurial intentions, action and behavior (Cohen & Abedallah, 2015). Trainers serve as mentors who provide emotional protection that triggers entrepreneurial engagements (Down, 2016). Welsh and Tullar (2014) study affirms that trainers have the ability to cultivate and mentor trainees' personality and talent. Experience and seasoned trainers on subject content networking abilities, mapping of entrepreneurial gaps, serve as a pillar to career paths of graduates (Reuber et al., 2018). A similar opinion by Goldstein and Ford (2016), trainers can influence trainees level of engagement and motivation that facilitates transfer of ideas.

## **2.7 Summary of Literature Review and Gaps**

Eikebrokk and Olsen (2019) established a positive relationship between training, competence and performance among SMEs involved in e-business activities.

However, this study was conducted in a developed world while the current study was conducted in Kenya thus presenting a contextual gap. Wong (2019) conducted in Malaysia while the current study was conducted in Kenya thus presenting a contextual gap. Wang (2018) conducted a study on entrepreneurial learning acquired through internships in the hospitality industry. The study creates a methodological gap as t-test were used for analysis while the current study used regression analysis.

A study by Hui and Lent (2018) confirms that entrepreneurship intentions/ spirit is backed up by entrepreneurship education. According to Hui and Lent 2018 a motivating business atmosphere/ environment supports and natures entrepreneurial culture, builds/ reinforces the confidence of graduates that can result to ventures. Akmliah and Keentanjaily (2016) approves that opportunities exist, but can only be exploited by individuals with unique knowledge. These studies have only dealt with general view on entrepreneurial education and its effects on entrepreneurial engagements. There is no study on the contribution of career training towards entrepreneurial engagements especially in hospitality industry (food and beverage), thus the gap.

Ementa (2018) highlights that experiences achieved during internship influences the direction to take whether to join hotel industry or start a business upon graduation and that it is skewed to produce graduates who are job creators /self- reliant not job seekers. According to Beggs, Ross, Goodwin (2018) and Dickenson and Wine (2018), colleges attach their trainees to various hotels to acquire hotel related experiences for a specified period of time. From this studies there is little done on how internship exposure can stimulate or trigger entrepreneurial mindset in entrepreneurial engagements related to food and beverage. Social networks are

incubators for most ventures and that institutions are obliged to link their graduates to mega entrepreneurs who serve as mentors and moderators of business set ups (The Odoroki et al., 2018)

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research methodology and methods of this study. In particular, the chapter discusses the research design used, area of study, study population, sampling techniques, data collection instrument, reliability and validity, data collection procedures, data analysis techniques and ethical issues of research. Further, the chapter explains operationalization and measurement of key research variables and all empirical models that governed the process of testing of the hypotheses.

#### **3.2 Research Design**

This is a roadmap through which participants of the study may be obtained and the tools used for collecting information from them (Cohen, Manion & Morrison, 2013). The use of a research designs helps in solving the problems that may arise from the structure of the research. It is very important in the determination of the observed evidence of the association between the study variables. Exploratory research design was used by this study. The explanatory design was preferred due to its ability to accommodate qualitative data and quantitative data. This design is used when little information exists about the problem under study. Exploratory research helps determine how to pick the subjects, research design and data collection. The design is flexible, detailed, investigative and discovery (Mugenda & Mugenda, 2013).

### **3.3 Study area**

The research was conducted in Nairobi City County because it is a cosmopolitan that is endowed with many tertiary institutions. According to Lopez & Linan (2018) the area has a conducive business environment for ventures and therefore suits the study. (See Appendix VI).

### **3.4 Target Population**

According to Ott and Long Necker (2015), a target population is a set of individuals, objects, items, services or events that possess some similar characteristics under investigation. For this study, the population consisted of 771 food and beverage diploma students who had graduated between 2016 and 2017 and 160 lecturers from 14 tertiary institutions in Nairobi County offering food and beverage management courses. The graduated students had also received internship. Therefore, the total target population was 931 respondents. The sampled institutions comprised of public universities, private universities, government technical institutions and private training colleges as listed by CUE/TIVETA (2016).

### **3.5 Sampling Technique and Sample Size**

#### **3.5.1 Sampling Technique**

Snowball sampling technique was used in administering questionnaires to graduates. This sampling technique is a non-probability sampling technique where existing study participants recruit future subjects from among their associates. Thus, the sample group is growing like a rolling snowball. This sampling technique is recommended for hidden populations. This was relevant to this study given that the graduates had left the institutions. A specific graduate was identified using registration records and alumni club, social network platforms such as WhatsApp, Facebook and twitter since

they had already left the institution. The researcher used exponential non-discriminative snowball sampling where, the first subject was recruited and then he/she provided multiple referrals.

Purposive sampling was used to pick the lecturers. The researcher selected only the lecturer responsible for food and beverage service and production practices and the head of the department in the selected institutions.

### 3.5.2 Sample size

A sample size is number of respondents that are selected for data collection (Mugenda & Mugenda, 2013). This study used Fishers et al. (1983) to calculate the desirable sample size. The formula is given by;

$$n = \frac{z^2 p q}{d^2}$$

Where: **n** is the sample size (if the target population is greater than 10, 000), **Z** is the standard score at 95 percent level of confidence ( $z = 1.96$ ) and **p** proportion (or probability) that a graduate picked at random has trained on food and beverage management and was taken to be 0.5. **q** is the probability complement of **p** such that **q = 1-p = 0.5**. **d** is the uncertainty margin, level of significance or the error estimated within  $\pm 0.05$  such that by substituting these values in the Fisher's formula of sample size, we obtained

$$n = \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05)^2} = 384$$

The study target population was less than 10,000, so the researcher used the formula below to calculate the actual sample size,  $n_f$  as;

$$n_f = \frac{n}{1 + \frac{n}{N}}$$

By substituting the values, the actual sample size was obtained as

$$n_f = \frac{384}{1 + \frac{384}{931}} = 280$$

Thus, the actual sample size used in the study was 280.

The sample size 280 included both students-graduates and lecturers. To determine the number of lecturers who constituted the sample, proportional allocation was used. Proportionally, the targeted population for lecturers (160) was equivalent to 17% of the entire target population, which was 931. Therefore, out of a sample of 280 participants, 48 were lecturers (that is,  $0.17 \times 280 = 48$ ), which further implies that graduates-participants were 232.

Further, proportional allocation was used in determining the number of graduates and lecturers to be sampled in each institution. For instance, in Kenyatta University, the sample size was

$$\frac{232}{771} \times 149 = 45 \text{ graduates (approx.) and } \frac{48}{160} \times 8 = 2 \text{ lecturers (approx.)}$$

Table 3.1 shows the distribution of the sample sizes in different institutions.

**Table 3.1: Sample Size Distribution**

<b>Institution sampled</b>	<b>Total No. of students</b>	<b>Sample size</b>	<b>Total No. of lecturers</b>	<b>Sample size</b>
Public universities				
Kenyatta University	149	45	8	2
Moi University	45	14	6	2
Private universities				
Gretstar University	52	16	7	2
Zetech	48	14	12	4
Mt. Kenya University	48	14	11	3
Kenya Methodist University	45	14	10	3
Government technical institutions				
Nairobi Technical Institute	74	22	19	6
PC Kinyanjui Institute	30	9	16	5
Railway Training Institute	51	15	16	5
Private training colleges				
Nairobi Institute of Business Studies	72	22	18	5
Kenya Institute of Professional Studies	50	15	12	4
Beam International College	38	11	8	2
Career Centre	35	11	9	3
Intraglobal Training Institute	34	11	8	2
<b>Total</b>	<b>771</b>	<b>232</b>	<b>160</b>	<b>48</b>

From the Table 3.1, the sample size of the study was 232 food and beverage diploma graduates and 48 lectures.

### **3.6 Research Instruments**

Data was collected from graduates and lecturers using self-administered questionnaires that contained closed and open-ended questions to ensure that a wide range of responses are obtained. According to Kelley, Clark, Brown and Sitzia (2020), closed questions facilitated easy coding the data while open questions aid the researcher gather comprehensive opinions. The questionnaire had two parts. Part I had questions that collected information on demographic. Part II collected information on factors influencing entrepreneurial engagements and had four sections. Section A had question regarding training skills, Section B explored responses on internship exposure/job market and Section C had questions on education networking, Section D had questions on trainee's demographic characteristics while section E on entrepreneurship engagement (See Appendix III and IV).

### **3.7 Pre-Testing of the study**

Pre-testing was conducted in one public and one private institution which were excluded from actual research. Pretesting was done one month after authorization by NACOSTI to conduct a research. It took two weeks to conduct the task. Kothari & Celine (2017) suggests that 10% of the study sample is ideal for pre-testing. This study therefore used 23 students and 5 lecturers for pre-testing. Kyiazos, T, A (2018) note that pretesting helps to pinpoint problem areas, reduce measurement error, reduce respondent burden, and ensure that the order of questions is not influencing the way a respondent answer. The long and vague questions detected during pretesting were rectified before conducting the main data collection.

### **3.7.1 Validity of the instruments**

Validity is the extent to which the instruments measure what it purports to measure (Mugenda & Mugenda, 2013). That is, instrument validity ensures a true reflection of the analyzed data. The instrument content validity was achieved by aligning the questions with the study objectives. Results from the pre-testing study further confirmed validity of the research instruments. Further, pre-testing ensured that none of vital items or aspects of the study variables is left behind. Therefore, pre-testing made the researcher collect relevant and consistent information. All these were done with the guidance of the supervisors.

### **3.7.2 Reliability of the instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2013). The researcher used Cronbach Alpha Test to achieve the internal consistency of the research instrument. Cronbach's Alpha Test is relevant in measuring internal consistency since it is applicable and relevant in tools where multiple Likert questions are used. Cronbach's Alpha reliability coefficient ranges between zero and one. The closer the coefficient to one, the greater the reliability of the variables and vice versa. According to Badmci (2014), reliability test which indicates reliability value of 0.70 and above will an acceptable level of instrument reliability. Table 3.2 shows the Cronbach's Alpha values for each of the study variables.

**Table 3.2: Interpretation of Measure of Reliability**

<b>Questionnaire Section</b>	<b>No. of Items</b>	<b>Alpha Score(<math>\alpha</math>)</b>	<b>Comment</b>
Entrepreneurial Training Skills	13	0.903	Reliable
Internship Exposure/Job Market	5	0.971	Reliable
Education Institution Networking	6	0.892	Reliable
Trainer's Demographics	5	0.790	Reliable
Entrepreneurial engagement	8	0.792	Reliable
<b>Overall Reliability Coefficient</b>	<b>37</b>	<b>0.861</b>	<b>Reliable</b>

In Table 3.2, we have the reliability results for each study variable and the respective comment or interpretation. It can be seen that all the study variables satisfied the reliability condition of having a Cronbach's Alpha value of at least 0.7. All the responses in each of the study variables arrived at the satisfactory level of internal consistency and thus there were no changes made. A higher level of internal consistency of the research instrument is also demonstrated by the overall reliability coefficient of 0.861. In other words, the overall Alpha value (0.861), which is closer to 1 (one) than it is to 0.7, is a sure indication of an excellent reliability of the research instrument. The researcher was, thus, confident that the instrument would yield accurate and consistent results that can be used to get meaningful meanings.

### **3.8 Data Collection Procedure**

The questionnaires were administered to the graduates by snowball sampling technique using available registration records and alumni club, social networking in the form of e-mail since they had left their training institutions. The researcher used exponential non-discriminative snowball sampling where 5 data collection assistants

were used. After referral, the research contacted the respondent and sent the questionnaires through email. Some were delivered on appointment by the researcher. The respondents who received the questionnaires on appointment were required to complete instantly while those sent via email were given a time line one week to complete and send back the questionnaires. A total of 92 questionnaires were sent via email and 80 were returned, while 140 questionnaires were delivered on appointment and 122 questionnaires were filled instantly. Data from the lecturers was collected through appointment where the questionnaires were filled instantly upon those who kept their appointment. Out of 48 questionnaires that were delivered on appointment only 34 were filled.

### **3.9 Data Analysis**

Data analysis refers to the procedure of inspecting, cleaning and formatting of gathered information to discover its usefulness for sound decision making. The study used both quantitative and qualitative analysis techniques. Quantitative data was coded and analysed using Statistical Package of Social Sciences (SPSS). In quantitative techniques, descriptive and inferential analytical procedures were used. The researcher, however, first checked and confirmed data quality before conducting any statistical analysis. Descriptive statistics such as the mean, standard deviation, median and normality tests including skewness, kurtosis, as well as frequency histograms were conducted. Inferential statistics of correlation and multiple regression techniques were conducted.

For hypothesis testing, as a procedure in inferential analysis, significance of the direct and indirect effects was tested at 5% level of significance. The corresponding null hypotheses were rejected whenever the p-values were less than the level of

significance ( $p \leq 0.05$ ). For qualitative methods, content matter of responses was explored. Responses having common patterns were grouped together for ease of analysis. Pearson's product moment correlation ( $r$ ) was used to determine the nature and the strength of association between the independent and dependent variables. The degree of variation in the dependent variable explained by the independent variable was measured using coefficient of determination ( $R^2$ ).

### 3.10 Empirical Model

An empirical model defines the mathematical association between study variables. In this study, the adopted empirical models were crucial in testing the statistical significance of the relationship between the independent, intervening and dependent variables. Due to the nature of the study, the researcher adopted regression models, which were classified as direct effect and indirect effects models.

#### 3.10.1 Direct Effect Model

In direct effects model, the researcher obtained the multiple regression model of the dependent variable (Entrepreneurial engagement) on the independent variables (which were Training skills, Internship exposure/Job marketing and Educational institution).

The corresponding model took the form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where;

Y	=	Entrepreneurial engagement	(Dependent variable)
X <sub>1</sub>	=	Training Skills	(Independent variable)
X <sub>2</sub>	=	Internship Exposure/Job Marketing	(Independent variable)
X <sub>3</sub>	=	Educational Institution	(Independent variable)
β <sub>0</sub>	=	Constant (model intercept)	

$\beta_1$	=	Coefficients Constant for Training Skills
$\beta_2$	=	Coefficients Constant for Internship Exposure/Job Marketing
$\beta_3$	=	Coefficients Constant for Educational Institution
$\varepsilon$	=	error term

The coefficient  $\beta_1$  explains the induced change in entrepreneurial engagement decision brought about by a unit change in training skills,  $\beta_2$  explains the induced change in entrepreneurial engagement decision brought about by a unit change in internship exposure/job market while  $\beta_3$  explains the induced change in entrepreneurial engagement decision brought about by a unit change in educational institution.  $\varepsilon$  is the error term, which accounts for the variability in  $Y$  not accounted for by the linear effect of the predictor variables. The corresponding p-value for the independent variables were used to test for the significances of  $\beta_1$ ,  $\beta_2$  and  $\beta_3$ . The p-values were, thus, used to test hypothesis  $H_{01}$ ,  $H_{02}$  and  $H_{03}$ . The direct effects model was considered as the base model.

### **3.10.2 Indirect Effect Model**

The indirect effect model was used to investigate the intervening effect of trainer's demographic characteristics on the relationship between career training and entrepreneurial engagement. In this case, the intervening variable was denoted as  $M$ . A step by step approach was used to test the intervening effect of trainer's demographic characteristics as suggested by Baron and Kenny (1986). In this process, the researcher obtained a composite variable for the three independent variables combined and denoted it as  $X$ . According to Baron and Kenny (1986), the steps were as follows:

Step 1: Conducting a simple regression analysis of  $X$  predicting  $Y$  .

$$Y = \beta_0 + \beta_1 X + \varepsilon \dots\dots\dots (i)$$

Step 2: Conducting a simple regression analysis with  $X$  predicting  $M$

$$M = \beta_0 + \beta_2 X + \varepsilon \dots\dots\dots (ii)$$

Step 3: Conducting a simple regression analysis with  $M$  predicting  $Y$

$$Y = \beta_0 + \beta_3 M + \varepsilon \dots\dots\dots (iii)$$

Step 4: Conducting a regression analysis with  $X$  and  $M$  predicting  $Y$

$$Y = \beta_0 + \beta_4 X + \beta_5 M + \varepsilon \dots\dots\dots (iv)$$

The step by step approach detailed above was aimed at establishing the non-existence of relationships among the variables. If one or more of these relationships are non-significant, the conclusion is not possible. Thus, using these steps, the researcher tested  $H_{04}$ .

**3.11 Research Hypotheses Testing**

Table 3.3 Research hypotheses summary and how they were tested.

**Table 3.3: Testing of the Research Hypotheses**

<b>Research</b>	<b>Hypothesis</b>	<b>Statistical model</b>	<b>Interpretation of results</b>
<p><b>Research</b></p> <p>To examine the effect of training skills on entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions</p>	<p><b>Hypothesis 1:</b></p> <p><b>H<sub>01</sub>:</b> There is no significant relationship between training skills and entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions</p>	$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ <p>Where:</p> <p>Y= Entrepreneurial engagement  X<sub>1</sub>= Training Skills  X<sub>2</sub>= Internship Exposure  X<sub>3</sub>= Educational Institution  β<sub>0</sub>= Constant term</p>	<p>H<sub>01</sub>: β<sub>1</sub> = 0  H<sub>11</sub>: β<sub>1</sub> ≠ 0</p> <p>Where β<sub>1</sub>=regression coefficients for training skills</p> <p>Reject H<sub>01</sub> whenever p &lt; 0.05  Otherwise fail to reject the H<sub>01</sub></p>
<p><b>Research</b></p> <p>To determine the influence of internship exposure on entrepreneurial engagement among food and beverage diploma graduates from tertiary institutions</p>	<p><b>Hypothesis 2:</b></p> <p><b>H<sub>02</sub>:</b> There is a significant relationship between internship exposure and entrepreneurial engagements among food and beverage graduates</p>	<p>β<sub>1</sub>= Coefficient Constant for Training Skills  β<sub>2</sub>= Coefficient Constant for Internship Exposure  β<sub>3</sub>= Coefficient Constant for Educational Institution  ε= error term</p>	<p>H<sub>02</sub>: β<sub>2</sub> = 0  H<sub>12</sub>: β<sub>2</sub> ≠ 0</p> <p>Where β<sub>2</sub>=regression coefficients for customer travel behavior</p> <p>Reject H<sub>02</sub> whenever p &lt; 0.05  Otherwise fail to reject the H<sub>02</sub></p>
<p><b>Research</b></p> <p>To establish the impact of educational institution as a social network on entrepreneurial engagement among food and beverage diploma graduates from tertiary institutions</p>	<p><b>Hypothesis 3:</b></p> <p><b>H<sub>03</sub>:</b> There is no significant relationship between educational institution as a social network and entrepreneurial engagement among food and beverage graduates</p>		<p>H<sub>03</sub>: β<sub>3</sub> = 0  H<sub>13</sub>: β<sub>3</sub> ≠ 0</p> <p>Where β<sub>3</sub>=regression coefficients for customer travel behavior</p> <p>Reject H<sub>03</sub> whenever p &lt; 0.05  Otherwise fail to reject the H<sub>03</sub></p>
<p><b>Research</b></p> <p>To assess the intervening effect</p>	<p><b>Hypothesis 4:</b></p> <p><b>H<sub>03</sub>:</b> Trainer's demographic characteristics and</p>	<p>(i) <math>Y = \beta_0 + \beta_1 X + \varepsilon</math>  (ii) <math>M = \beta_0 + \beta_2 X + \varepsilon</math></p>	<p>H<sub>04</sub>: β<sub>i</sub> = 0  H<sub>14</sub>: β<sub>i</sub> ≠ 0, i = 1, 2, 3</p>

of trainer's demographics and pedagogy on the relationship between career training and entrepreneurial engagement among food and beverage diploma graduates from tertiary institutions	pedagogy does not have a significant intervening effect on the relationship between career training and entrepreneurial engagement among food and beverage diploma graduates from tertiary institutions	(iii) $Y = \beta_0 + \beta_3 M + \varepsilon$	Where $\beta_i$ are the respective regression coefficients in the three models  Reject $H_{04}$ whenever $p < 0.05$ in the three models,  Otherwise fail to reject the $H_{04}$
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### 3.12 Diagnostic Tests

Diagnostic tests are done to make sure that the collected data correctly fit the type of analysis and/or the expected outcomes of the study. Since this study involved regression analysis, diagnostic tests ensured that the collected data suitably fit regression modelling. This study embraced multicollinearity, autocorrelation, normality and homoscedasticity diagnostic tests.

#### 3.12.1 Multicollinearity

Multicollinearity is a condition where two or more explanatory variables in a multiple regression model are linearly related. According to Vatcheva Kp lee, N, MCcormic JB, Rahbar MHField (2016), some correlation is said to exist if the correlation coefficient among two explanatory variables is greater than 0.3. Multicollinearity was also tested using variance inflation factor (VIF) and Tolerance values since both are widely used measures of the degree of multi-collinearity of the between any two independent variables in a regression model (Vatcheva Kp lee, N, MCcormic JB, Rahbar MHField, 2016). A tolerance of less than 0.1 indicates existence of multicollinearity, while values of VIF that exceed 10 are often indicators of existence of

multicollinearity, while values of VIF that exceed 10 are often indicate multicollinearity (Vatcheva lee, N, MCcormic, Rahbar Field, 2016)

### **3.12.2 Autocorrelation**

Autocorrelation of a random process describes the correlation between values of the measured variable at different times (Gujarati & Porter, 2015). It is the similarity between observations as a function of the time differences between them. In data analysis and interpretation, autocorrelation causes variable misspecification, data manipulation and spatial ordering (Chen, Y 2016). This study adopted Autoregressive Integrated Moving Average (ARIMA) approach to detect and correct autocorrelation (Gujarati & Porter, 2009).

### **3.12.3 Normality**

As part of exploratory data analysis (EDA), tests for normality of distribution of the response variable were conducted. Normality of the data was tested using the Shapiro –Wilk test. The significance level for this study was  $\alpha = 5\%$ , where for  $P \geq 0.05$ , normality will be assumed while for  $P < 0.05$  deviation from normality will be assumed.

### **3.12.4 Homoscedasticity**

Homoscedasticity refers existence of uniform variance for one continuous variable at all values for the dependent variable (Levene, 1960). This is another condition for regression modelling. One-way ANOVA was used to test homoscedasticity (Levenes, 1960).

## **3.13 Operationalization and Measurement of Variables**

The dependent variable in this study was entrepreneurial engagement, while the independent variables were training skills, internship exposure/job market and

educational institution as a social network. For the indirect effect, trainee's demographic characteristics and pedagogy was the intervening variable.

Operationalization and measurements of these variables were as shown in Table 3.4.

**Table 3.4: Operationalization and Measurement of Variables**

Variable	Type	Operationalization	Indicators	Measurement in the Questionnaire
Entrepreneurial engagement	Dependent	<ul style="list-style-type: none"> <li>▪ Type of business</li> <li>▪ Career advice</li> <li>▪ Business size</li> </ul>	<ul style="list-style-type: none"> <li>▪ Form of employment</li> <li>▪ Form of business</li> <li>▪ Funding source</li> <li>▪ Motivation</li> </ul>	Part II
Training skills	Independent	<ul style="list-style-type: none"> <li>▪ Content delivery</li> <li>▪ Curriculum development process</li> <li>▪ Project supervision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners abilities</li> <li>▪ Food and beverage Practice</li> <li>▪ Business plans</li> </ul>	Part II Section A
Internship exposure/Job market	Independent	<ul style="list-style-type: none"> <li>▪ External job linkages</li> <li>▪ Exchange programs</li> <li>▪ Attachment emphasis</li> <li>▪ Attachment/internship supervision</li> <li>▪ Job market orientations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internship environment (formal/informal)</li> <li>▪ Induction processes</li> <li>▪ Procedures and processes</li> </ul>	Part II Section B
Educational institution as a social network	Independent	<ul style="list-style-type: none"> <li>▪ Lecturer-student ratio</li> <li>▪ Per-class student population</li> <li>▪ Availability of guidance and counselling personnel</li> <li>▪ Career talks/days</li> <li>▪ Financial guidance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equipment or facilities sourcing</li> <li>▪ Financing options</li> <li>▪ Career mentorship</li> </ul>	Part II Section C
Trainer's demographic characteristics and pedagogy	Intervening	<ul style="list-style-type: none"> <li>▪ Class attendance</li> <li>▪ Availability for consultation</li> <li>▪ Readiness for make-up classes/extra hours</li> <li>▪ Lecturer-student relationship</li> <li>▪ Content delivery</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecturer's attitude</li> <li>▪ Motivational methods</li> <li>▪ Teaching methods</li> <li>▪ Lecturing experience</li> <li>▪ Skills and knowledge</li> </ul>	Part II Section D

### **3.14 Logistical and ethical considerations**

The researcher sought for clearance letter to conduct the study from the Kenyatta university graduate school. (Appendix VII). National Commission of Science, Technology and innovation (NACOSTI) issued a research permit to carry out the study (see Appendix IX). The researcher sought participant Consent on voluntary participation or withdrawal without any conditions. This was done by filling an informed consent form.

The research study upheld the participants' anonymity which according to Creswell and Poth (2017), refers to observance of secrecy by not identifying the cultural or ethnic background of participants, refraining from referring to them by their names or exposing any other sensitive information about a respondent. This was done by not revealing the names of the informants. This was achieved by designing and transmitting and analyzing the questionnaires in a manner that does not collect any sensitive personal data/information (Pietilä, Nurmi, Halkoaho & Kyngäs, 2020). The researcher also ensured that relevant organizations related to the study provide explicit written authority to undertake this study, as well as ensure that all the information collected, analyzed and reported is only used for academic purposes. The researcher assured the informant that the information provided was confidential and only used for academic purposes.

## CHAPTER FOUR

### FINDINGS

#### 4.1 Introduction

This chapter presents study findings based on objectives. Section one shows the response rate and biodata of the respondents. Section two gives summaries of the responses in relation to each study objective. Section three entails the inferential analytical procedure, which includes regression modelling and testing of the study hypotheses. In this section, the decision of either rejecting or accepting any hypothesis is fully discussed. Section four covers the summaries of qualitative data analysis, especially from the open-ended questions.

#### 4.2 Response Rate for all Respondents

The study targeted a sample size of 280 respondents, for both graduates and lecturers. However, only 236 individuals fully participated in the study. The distribution is as shown in Table 4.1.

**Table 4.1: Response Rate**

<b>Sample Category</b>	<b>Expected Response</b>	<b>Actual Response</b>	<b>Percentage</b>
Graduates	232	202	87.1%
Lecturers	48	34	70.8%

From Table 4.1, the response rates for graduates and lecturers was 87.1% and 70.8% respectively. These individual response rates were far much the suggested threshold since Amaya, A & Presser, (2017) recommend an acceptable response rate in any social research as 52.7%.

### 4.3.1 Bio-Data of Graduates

Table 4.2 Summary of the biodata of graduates

**Table 4.2. Bio-Data of Graduates**

<b>Bio-Data for Graduates</b>	<b>Count</b>	<b>Percent</b>
<b>Gender</b>		
Female	137	68.0
Male	65	32.0
<b>Age of Graduates</b>		
18-22 years	0	0.0
23-27 years	143	70.8
Above 27 years	59	29.2
<b>Occupation of Graduates</b>		
Hotelier	112	52.5
Micro-entrepreneur	57	28.2
Trainer	8	4.0
Technical	7	3.5
Others	4	2.0
Unemployed	14	6.9

From Table 4.2, gender distribution of graduate-respondents was that 68% of the respondents were female graduates, while the remaining 32% were male graduates. In age distribution, the researcher observed that majority of the respondents (70.8%) were between the ages of 23-27 years, while only 29.2% of the graduate-respondents were 28 years and above. From this observation, it is evident that most graduates are at their prime age, which is considered best in driving the country economic growth and development through entrepreneurial skills.

When the graduates were asked about their current occupation, it was observed that majority of the graduates (55.4%) were in the hotel industry (Hoteliers), followed by

micro-entrepreneurs (28.2%). Those in the education profession (Trainers) were 4%, Technicians were 3.5% while Others (in government offices or food and beverage producing companies) were only 2%. A significant proportion (6.9%), on the other hand, reported that they were unemployed.

Of interest was the 57 graduates who responded that they have some micro-entrepreneurship engagements. Table 4.3 shows the distribution of these graduates in terms of gender, age and the proportion in each institution category.

**Table 4.3. Bio-Data for Micro-Entrepreneurs**

<b>Bio-Data for Micro-Entrepreneurs (n = 57)</b>	<b>Count</b>	<b>Percent</b>
<b>Gender</b>		
Female	34	59.6
Male	23	40.4
<b>Age of Graduates</b>		
23-27 years	43	75.4
Above 27 years	14	24.6
<b>Institution Category</b>		
Public Universities	16	28.1
Private Universities	12	21.1
Public Technical Institutes	21	36.8
Private Technical Institutes	8	14.0

From Table 4.3, it can be observed that out of the 57 graduate micro-entrepreneurs, majority (59.6%) were females while the remaining 40.4% were males. This observation implies that female graduates are more likely to have a micro-entrepreneurial engagement(s) after graduation than male graduates. This discrepancy should form a basis for further research to investigate why there is gender variations on the number of food and beverage trainees who establish some micro-

entrepreneurial businesses after graduation. In age distribution, it can be seen that majority of graduates (75.4%) who engage in micro-entrepreneurial businesses are aged between 23 years and 27 years. Only 24.6% of the 57 micro-entrepreneurs had their ages above 27 years.

Further, it can be seen from Table 4.3 that, cumulatively, more than half (64.9%) of graduates who have ventured into business are from public institutions, compared to 35.1% from private learning institutions. This variation could be attributed to the structure and/or nature of curriculum in these institutions as well as qualification of trainers. As will be discussed later, most public institutions have elderly trainers compared to private institutions. Age is assumed to influence teaching experience of a trainer, most students are attracted to public institutions on the assumption that trainers there are not only fit to impart quality knowledge to learners, but also have excellent mentoring skills due to long duration of teaching. Having accrued lengthy teaching experience, trainers in public institutions have the ability to mentor and inspire their students to start their own businesses.

As part of the training requirement, mandatory attachment, especially by KNEC, places graduates from public institutions in a position of gaining more entrepreneurial skills. Further, public institutions are also assumed to have well equipped workshops due to funding from the government. In addition to these factors, public institutions, especially public most universities, have business incubators that unlocks talents, helps in networking and supports business oriented graduates. Compared to private institutions, public institutions have strong alumnae groups or associations that model fresh graduates and inspire entrepreneurial ventures. (Brush et,al 2020)

### 4.3.2 Bio-Data for Lectures

For lecturers, the demographic characteristics were reviewed as shown in table below

**Table 4.4. Bio-Data for Lectures**

<b>Bio-Data for Lectures</b>	<b>Count</b>	<b>Percent</b>
<b>Gender</b>		
Female	22	64.7
Male	12	35.3
<b>Age of Lecturers</b>		
23-32 years	10	29.4
33-42 years	18	52.9
43-52 years	5	14.7
Above 52 years	1	2.9
<b>Duration of Teaching</b>		
2-6 years	21	61.8
7-11 years	12	35.3
12-16 years	0	0.0
17 and above	1	2.9
<b>Level of Education</b>		
Diploma	6	17.6
Bachelors	12	35.6
Masters	10	29.4
PhD	6	17.6

As given in Table 4.4, 64.7% of the lecturer-respondents were female while 35.3% were males. Based on this observation, it can be deduced that female lecturers have embraced entrepreneurship training in food and beverage as their career. This could also be an indication that this field of food and beverage training and management is dominated by female individuals. For the age distributions, 29.4% were aged between 23 and 32 years, 52.9% were within the age bracket of 33 to 42 years, while only 14.7% were between 43 and 52 years old. On the upper limit, 2.9% of the respondents were 53 years and above. This age distribution is an indication that majority of the lecturers in this field were between the 33-42 years.

Regarding the teaching experience, lecturer(s) with the least category of years of experience, which was between 2 and 6 years, accounted for 61.8%, while only 2.9% of the respondents had the highest category of years of experience, which was 17 years and above. Other distributions were that 35.3% had between 7 and 11 years of experience while none had years of experience between 12 and 16 years. Further, Table 4.3 shows that most lectures (35.3%) had degrees, followed by those with masters (29.4%), while those with PhD and diploma accounted for 17.6% each.

#### 4.4 Cross-Tabulations of Bio-Data for Lecturers

Using bio-data for lecturers, various cross-tabulations were obtained. Specific characteristics that were used included academic level, duration of teaching, age and institution category. Tables 4.5, 4.6, 4.7 and 4.8 give the cross-tabulations

**Table 4.5. Cross-Tabulations of Academic Level and Duration of Teaching**

		Duration of Teaching				Total
		2-6 yrs	7-11 yrs	12-16 yrs	Above16 yrs	
<b>Academic Level</b>	Diploma	6	0	0	0	<b>10</b>
	Bachelor's	10	2	0	0	<b>12</b>
	Masters	5	5	0	0	<b>10</b>
	PhD	0	5	0	1	<b>6</b>
<b>Total</b>		<b>21</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>34</b>

Table 4.5 gives the cross-tabulation between highest academic level and the overall duration of teaching. For each of these characteristics, responses are discussed under Table 4.4. A deeper look at Table 4.5 shows that out of the 34 lecturers who participated in the study, Bachelor's level had the highest score ( $n = 12$ , 35.3%), out of which, majority ( $n = 10$ ) had been in the teaching field for only 2 years to 6 years.

It is also worth noting that, generally, duration of teaching and highest academic level are directly related. That is, longer teaching experience is possible or is seen on individuals who have attained high academic levels. This could be an indication of continuous staff development and/or in-service training of staff. In other words, a lecturer is more likely to be challenged to improve his/her academic level once he/she is employed. Apart from in-service training or staff development, age was presumed to be a factor that influences duration of teaching of lecturers. Table 4.6 show cross-tabulation between age and duration of teaching of the lecturers.

**Table 4.6. Cross-Tabulations of Age and Duration of Teaching**

		Duration of Teaching				Total
		2-6 yrs	7-11 yrs	12-16 yrs	Above16 yrs	
Age	23-32 years	10	0	0	0	10
	33-42 years	11	7	0	0	18
	43-52 years	0	5	0	0	5
	Above 52 years	0	0	0	1	1
<b>Total</b>		<b>21</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>34</b>

Findings in Table 4.6 confirm that age of a lecturer is, indeed, a factor that determines duration of teaching of a lecturer. It can be seen that, in general, younger lecturers have fewer years of teaching experience compared to elderly lecturers. Nevertheless, of all possible age and teaching duration combinations, the age bracket 33 – 42 years with duration of teaching between 2 years and 6 years had the highest score of 32.3% (n = 11 out of 34). Age distribution of lecturers in the four institution categories were as shown in Table 4.7

**Table 4.7. Cross-Tabulations of Age and Institution Category**

Age (years)	Institution Category				Total
	Public Uni.	Private Uni.	Public Tech. Inst.	Private Tech. Inst.	
<b>23-32</b>	0	1	2	7	<b>10</b>
<b>33-42</b>	1	3	9	5	<b>18</b>
<b>43-52</b>	1	2	1	1	<b>5</b>
<b>Above 52</b>	1	0	0	0	<b>1</b>
<b>Total</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>34</b>

It can be seen from Table 4.7 that there is significant variation in the age distribution of lecturers in the four institution category. Generally, it can be observed that staff composition of lecturers teaching food and beverage in university are mostly elderly compared to staff composition in technical institutions. In fact, none of the technical institutions had lecture(s) who are above 52 years of age. This is despite having the highest cumulative proportion of lecturers ( $n = 25, 73.5\%$ ). In particular, however, public universities are composed of elderly lecturers than private universities. A striking difference between teaching staff composition in universities and in technical institutions is also seen in the distribution of academic level of lecturers in each institution category. This can be seen in Table 4.8.

**Table 4.8. Cross-Tabulations of Academic Level and Institution Category**

Academic Level	Institution Category				Total
	Public Uni.	Private Uni.	Public Tech. Inst.	Private Tech. Inst.	
<b>Diploma</b>	0	0	1	5	<b>6</b>
<b>Bachelor's</b>	0	1	6	5	<b>12</b>
<b>Masters</b>	1	1	5	3	<b>10</b>
<b>PhD</b>	2	4	0	0	<b>6</b>
<b>Total</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>34</b>

Cross-tabulation between academic level and institution category shows that public universities utilize lecturers who have Masters and PhD academic qualifications. This is shown by absence of a lecturer with Diploma and Bachelor's academic certificates. Though private universities are almost similar to public universities in terms of academic levels of their lecturers, discrepancy is, however, seen in the presence of a lecturer with Bachelor's qualification. This implies that when it comes to skills transfer and entrepreneurial mentorship and/or training, public universities are expected to yield good results than private universities.

As shown in Table 4.8, the situation is serious in both public and private technical institutions, where in both cases, there are lecturers who have only attained Diploma levels. This scenario is even worse in private technical institutions since they have the highest proportion of lecturers who have attained only Diploma level (n = 5 out of 6, 83.3%). In both public and private technical institutions, none of the lecturers was a PhD holder. When public institutions are compared to private institutions, it can be seen that, in general, public institutions tend to have high standards in terms of academic qualifications of lecturers while recruiting teaching staff compared to private institutions. This supposed-relaxed recruitment condition in private institutions can compromise quality of teaching and micro-entrepreneurial skills transferred to learners.

#### **4.5 Level of Satisfaction on the Courses Learnt in College**

This study aimed at assessing the relationship between career training and entrepreneurial ventures. Various questions regarding these two main study variables were consequently formulated. The researcher then asked respondents their views

regarding these questions. In this section, we give some descriptive responses from the participants regarding various items/questions that were asked.

To begin with, the graduates were asked to rate their level of satisfaction with the courses they learnt during training in college on food and beverage production practical. The responses on this question was as shown in Table 4.9

**Table 4.9: Level of Satisfaction On the Courses Learnt in College**

Courses Learnt	Level of Satisfaction					Mean	SD
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied		
Food and beverage production practical	26.7%	19.8%	3.5%	43.1%	6.9%	4.21	1.37
Food and beverage service practical	28.7%	22.8%	5.4%	41.6%	1.5%	3.22	1.72
Other supportive courses like book keeping	19.3%	30.2%	5.0%	32.7%	12.9%	3.09	0.53
<b>Average</b>	<b>24.90%</b>	<b>24.27%</b>	<b>4.63%</b>	<b>39.13%</b>	<b>7.10%</b>	<b>3.51</b>	<b>1.21</b>

It can be seen from Table 4.9 that for food and beverage production practical, the cumulative satisfaction rate was 50.0% and for food and beverage service practical, the cumulative satisfaction rate was 43.3%, while for other supportive courses, the cumulative satisfaction rate was 45.6%. on the other hand, graduates were highly dissatisfied with food and beverage service practical course having a cumulative dissatisfaction rate of 51.5%, followed by other supportive courses at a cumulative dissatisfaction rate of 46.5%, and food and beverage production practical course at a cumulative dissatisfaction rate of 49.5%.

It is also noted from Table 4.9 that, cumulatively, almost half of the graduates (49.17%) are dissatisfied with the courses they learnt while in college. This could be a

wakeup call to colleges offering such courses to look for ways of not only improving the courses, but also making the courses attractive to students. By seeking and incorporating the views of students in curriculum development and implementation, the units/courses will become attractive and enjoyable to students. This will raise the satisfaction level of students.

In the mean ratings column, results in Table 4.9 shows that a higher mean rating was on food and beverage production practical (mean = 4.21) with a standard deviation of 1.37. This high mean rating was an indication that most responses tended towards the “Satisfied” side. A low mean rating was, on the other hand, observed in other supportive courses such as book keeping (Mean = 3.09, SD = 0.53). A low standard deviation implied homogeneity in the responses, an indication that the respondents were uniform in their ratings with regard to this course.

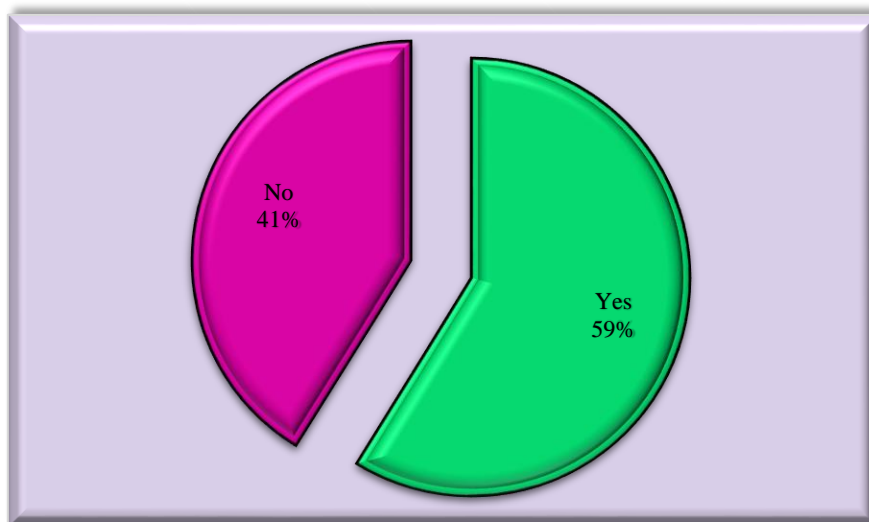
As one of the steps aimed at involving students in curriculum development, the researcher asked graduates specific entrepreneurship units they would wish to be included in the curriculum. Responses were tallied and proportions of the frequencies for each specific entrepreneurship unit computed. The proportions were summarized as shown in Table 4.10.

**Table 4.10: Entrepreneurship Units to Be Included in The Curriculum**

<b>Entrepreneurship units</b>	<b>Percentage</b>
Market mapping or trends	98.0
Guidance and counselling	0.99
Life skills	0.5
Skills in taking advantage of market opportunities	0.5
<b>Total</b>	<b>100</b>

From Table 4.10, it was observed that almost all graduates (98.0%) wished market mapping and trends to be included in the curriculum. However, some graduate-respondents wished that guidance and counselling unit and life skills unit, each accounting for 0.5%, to be included as entrepreneurship units. This finding have similar results with the study of Ementa (2018) which pointed out that the food and beverage curriculum has the right competences though little improvement has to done to make it more effective and competitive/should be revised oftenly to accommodate current market needs.

Still on content of entrepreneurship units, the researcher sought for opinions of the lecturers on the adequacy of their curriculum in imparting entrepreneurship skills. Responses for this question were summarized as shown in Figure 4.1



**Figure 4.1: Curriculum Adequacy in Teaching**

As shown in Figure 4.1, more than half of the lecturers (59%) responded that the existing curriculum was adequate in imparting entrepreneurship skills. On the other hand, a significant proportion of lecturers (41%) admitted that the curriculum was not adequate. Relating with responses in Figure 4.1, it could be that this latter group of

41% could be having reasons that make the graduates be dissatisfied with the courses learnt while in college.

Nevertheless, for the lecturers who admitted that the curriculum was adequate, the researcher further inquired why they stated so. Responses on the possible reasons were as shown in Table 4.11 shown below.

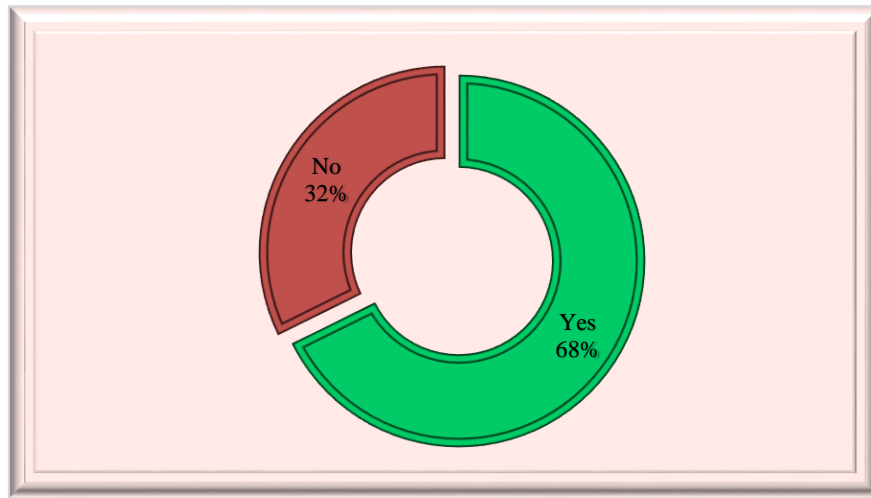
**Table 4.11: Reasons for Adequacy of the Curriculum**

<b>Reason</b>	<b>Percentage</b>
Availability of resources/training facilities	23.5
Innovation purposes	2.9
Practical oriented	2.9
Motivating to self-employment	2.9
Content tailored to the industry	35.3
Well facilitated	5.9
More content covered in the syllabus	17.6
Availability mentorship programs	8.8
<b>Total</b>	<b>100</b>

It can be observed from Table 4.11 that the most probable reason for adequacy of the curriculum was that the content was tailored to the industry (35.3%). This was followed by availability of resources/training facilities at 23.5% and more content covered in the syllabus accounting for 17.6%. The least possible reasons for adequacy of the curriculum were practical orientation, its innovativeness and motivating to self-employment, each having 2.9%. Further, the curriculum being well facilitated and having mentorship programs had 5.9% and 8.8% respectively.

Other than adequacy of the curriculum, the researcher further sought for the idealness of the method of content delivery. This question was important since it could be one of the reasons that made a significant portion of graduates to be dissatisfied with the

course. Also, this could be pointer to why some lecturers felt that the curriculum was not adequate. Responses are as summarized in Figure 4.3



**Figure 4.2: Idealness of the Method of Content Delivery**

An almost similar trend of proportion is observed in Figure 4.2 on fraction of lecturers who admitted that the method of content delivery was ideal. In particular, 68% of the lecturers agreed that the method(s) used was/were ideal, while only 32% did not agree that the method of content delivery was ideal for entrepreneurship. Based on this finding, learning institutions should find out why learners are not satisfied with the courses, why some lecturers feel that the curriculum is not adequate and why some lecturers feel that the method of content delivery is not adequate.

For lecturers who cited that the method of content delivery was ideal, further inquiry to explain their response was sought for (as shown in Appendix IV, Question 2). The percentage responses were as shown in Table 4.12

**Table 4.12: Justification for Idealness of the Method of Content Delivery**

Aspects of Idealness	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	SD
Application of content is emphasized	8.8	11.8	23.5	38.2	17.6	4.19	1.33
Method enhances skills and knowledge development	14.7	17.6	23.5	29.4	14.7	3.78	1.05
Simulations is used	2.9	8.8	32.4	35.3	20.6	4.08	0.99
<b>Average</b>	<b>8.8</b>	<b>12.7</b>	<b>26.6</b>	<b>34.3</b>	<b>17.6</b>	<b>4.02</b>	<b>1.12</b>

From Table 4.12, it can be noted that in all the three aspects of idealness, the responses generally tended towards agreeing side. That is, most responses were on the positive side than on the negative side. Collapsing the Five-point scale to Three-point scale of “Disagree”, “Undecided” and “Agree” shows that, on average, 51.9% ( $34.3 + 17.6 = 51.9$ ) of the lecturers admitted that the content delivery was ideal in the three aspects while 21.5% did not agree that the content delivery was ideal. Perhaps these are same lecturers who had earlier responded that the mode of content delivery was not ideal. Of interest is, however, the “Undecided” group (26.6%). Administration of these institutions should investigate why that uncertainty exists in lecturers regarding idealness of the method of content delivery. Further, it can be noted that though the disagreeing respondents were significant proportion (29%), the proportion lecturers who agreed with the justifications that method of content delivery was ideal was slightly more than half, accounting for 51.9%. This implied that the curriculum was not only okay, but also the method of content delivery was very ideal. It only required some little adjustment.

The mean ratings show that most respondent agreed that the method of content delivery is ideal since application of content is emphasized (Mean = 4.19, SD = 1.33).

In terms of enhancement of skills and knowledge, mean rating was 3.78 (SD = 1.05), while that usability of simulations during content delivery had mean rating of 4.08 (SD = 0.99). A low standard deviation, as previously stated, implied uniformity in the responses, an indication that the respondents agreed in their ratings with regard to the aspect of idealness of content delivery. On the other hand, a high standard deviation is an indication of heterogeneity of the ratings in this aspect.

#### 4.6 Contribution Factors Towards Entrepreneurial Ventures

##### 4.6.1 Entrepreneurial Training Skills

One of the study independent variable was entrepreneurial training skills. Certain attributes were identified by the researcher and were included in the research instrument. This section reports various responses regarding this study variable. In the first question, the researcher asked the graduates their opinions on various aspects of training that they received in college. The percentage responses and/or ratings of graduates regarding the aspects were presented as shown in Table 4.13.

**Table 4.13 Graduates Opinion on Training**

Aspects of Training	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Diverse programs in course	6.4	0.5	13.9	38.1	41.1	4.07	0.67
Professional skills acquired	5.0	7.4	14.4	44.6	28.7	3.85	1.22
Learners are encouraged to pursue their own ideas	2.5	8.4	16.8	38.1	34.2	3.93	1.35
Teaching approaches/methods enhance knowledge retention	5.0	5.9	15.8	49.5	23.8	3.81	1.09
Exposure and participation in college events	4.5	4.0	32.2	33.7	25.7	3.72	1.51
<b>Average</b>	<b>4.7</b>	<b>5.2</b>	<b>18.6</b>	<b>40.8</b>	<b>30.7</b>	<b>3.88</b>	<b>1.17</b>

From Table 4.13, the identified aspects were diversification of the programs, acquisition of professional skills, encouragement to pursue individual ideas, pedagogy

and individual exposure and participation in college events. On whether diverse programs are included in the course, 41.1% of the graduates strongly agreed, 38.1% of them just agreed. 13.9% were neutral, 5% disagreed while 6.4% strongly disagreed. On whether professional skills were acquired during the training, 5.0% of the graduates strongly disagreed, 7.4% of the graduate-respondents disagreed, 14.4% of the graduates were neutral, 44.6% of the graduates agreed while 28.7% of the graduates strongly agreed.

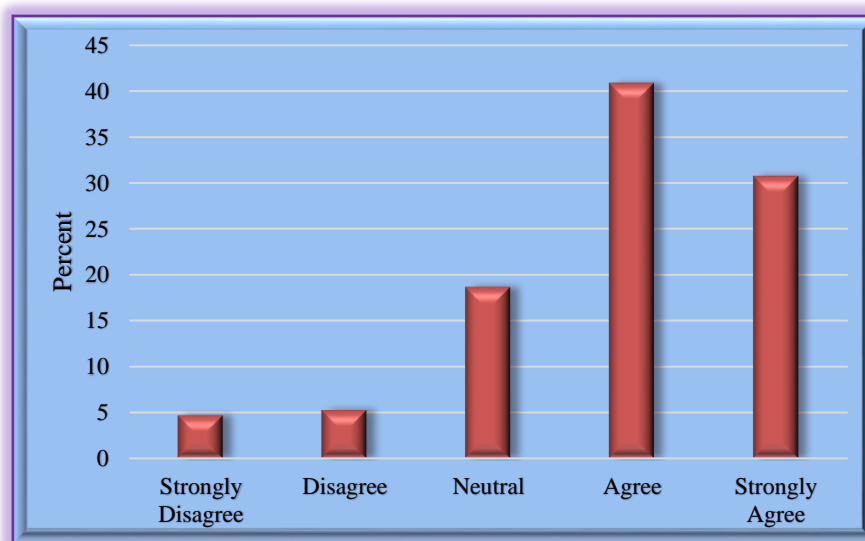
According to their coursework, a question on whether the graduates were encouraged to pursue their own ideas during learning process, 2.5% of the graduates strongly disagreed, 8.4% of graduates disagreed, 16.8% of graduates were neutral, 38.1% of graduates agreed and 34.2% of graduates confirmed that the training encouraged the graduates to follow their dreams.

Concerning training approaches and methods used in the coursework, 5.0% of graduates strongly disagreed, 5.9% disagreed, 15.8% of the graduates were neutral on the matter, 49.5% who were the majority, agreed and 23.8% confirmed that the teaching approaches and methods used in the training enhanced knowledge retention and motivated them to start an entrepreneurial venture. Further, the respondents had to rate their level of agreements regarding the exposure and participation in college events to shape their career path(s).

In the mean ratings column, observations in Table 4.13 shows that diversification of programs had the highest mean rating of 4.07 with a corresponding least standard deviation of 0.67. A high mean rating implied that, generally, most responses tended towards the "Agree" side. A low standard deviation implied homogeneity in the responses, an indication that the respondents were uniform in their ratings with regard

to this aspect. On the other hand, a low mean rating was observed for exposure and participation in college events (Mean = 3.72). Coincidentally, ratings on this aspect was observed to have the highest standard deviation of 1.51. This indicated heterogeneity of the ratings in this aspect, a show of non-uniformity in the ratings. Nevertheless, the overall mean rating was observed to be 3.88, which tends towards the “Agree” side, with a mean standard deviation of 1.17.

From Table 4.13, 4.5% strongly disagreed, 3.6% disagreed, 4.0% of the graduates were neutral while 33.7% of the graduates agreed with the use of exposure and 25.7% strongly agreed that exposure and participation in college events such as trade fairs exhibitions shape the career path of an individual. The average responses were summarized as shown in Figure 4.5.



**Figure 4.3 Graduates Opinion on Training**

From Figure 4.5, it is observed that, cumulatively, the “Agree” responses are far much more than the “Disagree” responses, each with 71.5% and 9.9% respectively. This

high concentration on the “Agree” is a clear indication that mode of content delivery was ideal.

Qualitative analysis on the reasons why lecturers thought the coursework was adequate revealed the same thing. There was similarity in the comments the lecturers gave that related to the reason they consider professional skills received adequate during course work. As cited by one of the lecturer;

*“They are imparted with skills that enables them become their own employers in future”*

Another lecturer quoted;

*“Students are able to fully understand their passion that they can build on”*

Qualitative analysis to show the reasons as to why the curriculum is considered adequate in imparting entrepreneurial venture was it contain programmes that are tailored and centred towards entrepreneurial path as cited by one of the lecturers;

*“The curriculum is competency based and accommodates entrepreneurial activities, the curriculum was practical oriented, the content was tailored to the industry, the curriculum was well facilitated, more content was covered in the syllabus and availability of mentorship programs was covered in the curriculum”.*

On the other hand, participants also revealed that content delivery in both theory and practical lesson was ideal for lifelong learning as demonstrated by the following quotes;

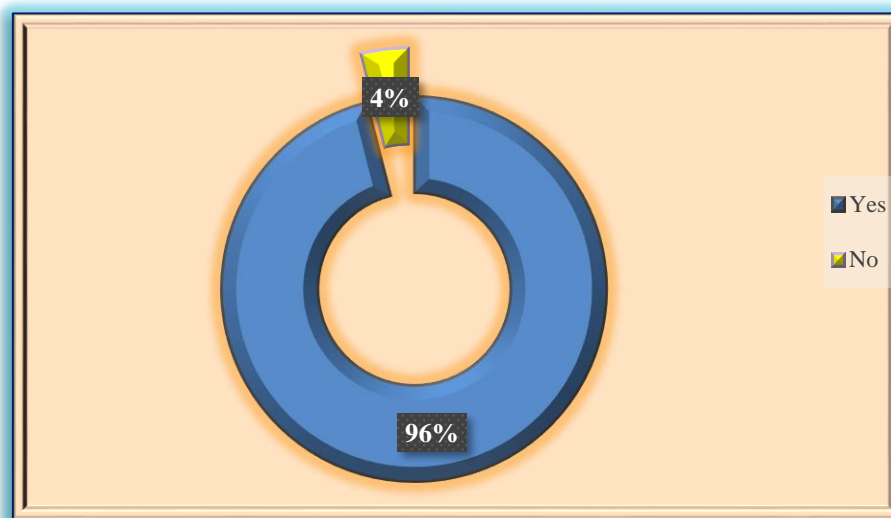
*“The curriculum is reviewed every four years’ ones the cycle is completed as per the CUE and CHE”*

Another lecturer said;

*“The curriculum covers vast knowledge of disciplines and it builds all round students”*

#### 4.6.2 Internship Exposure/Job Market

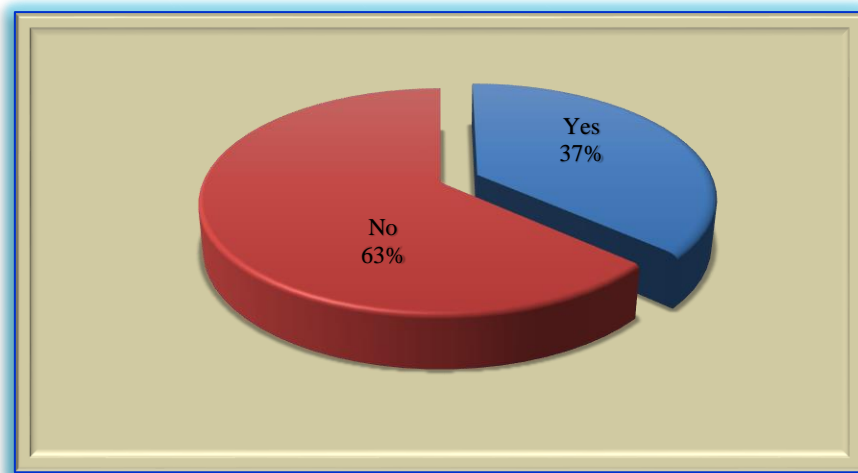
The second independent variable was internship exposure/job market. The respondents were first asked if they had an opportunity to develop an entrepreneurship project during their training. Their responses were as shown in Figure 4.4



**Figure 4.4: Developed an Entrepreneurship Project During Training**

Figure 4.4 shows that almost all the graduates (96%) developed an entrepreneurship project during their training. On the other hand, only 4% of the graduates did not have the opportunity to develop entrepreneurship during training.

The researcher further inquired how the project developed during training was instrumental in real world. In particular, the respondents were asked whether they would consider any entrepreneurial venture related to the project proposed during their training. The results for this inquiry were as shown in Figure 4.5.



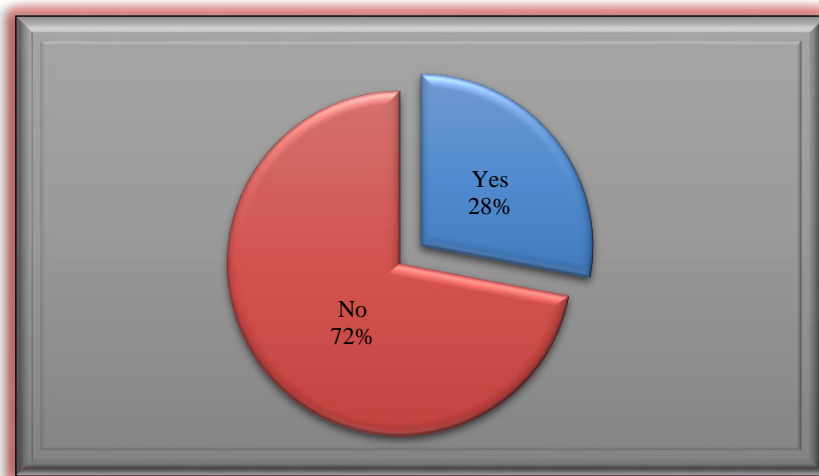
**Figure 4.5: Whether One Would Consider an Entrepreneurial Venture (have opened a business related to the proposed project in college)**

From figure 4.7, majority of the respondents (63%) responded that they had not started any entrepreneurial venture related to the proposed project during training. Only 37% of the graduates said admitted that they would consider starting a business related to or under that proposed business proposal developed in college.

While digging deep into this matter, the researcher sought for the possible reasons the graduates had not opened any business. It was found that the probable reasons included financial constraints, competitive environments, fear of risks involved, lack of space, lack of innovative project to do, no passion for business and skills, not ready/prepared and some are still nurturing their skills learnt before business venture. These findings are in line with Udonye and Mba (2018) whose study revealed that graduates are very willing to venture into business because of the skills acquired but the environment becomes so hostile/very unsupportive. From these reasons, it was clear that the graduates had a high entrepreneurial mind-set that did not mature. The study of Daniel (2016) narrates that there is an urgent need to consider a conducive and an attractive business environment that can encourage entrepreneurial behaviour

otherwise we will continue blocking start-ups of ventures/innovations. James and bell 2015, Buelens and Izquierdo 2016 also adds that 30% and 40% graduates don't plan to venture into business just after graduation while 70% desires to start after 5 to 10 years.

As a way of motivating the graduates, after-graduation training was deemed to have a positive influence on entrepreneurial ventures. The respondents were then asked if they have attended any training program on food and beverage after graduation. Responses were as shown in Figure 4.6.



**Figure 4.6: Have Attended a Training Program After Graduation**

As seen in Figure 4.6, majority of the graduates (72%) had not attended any training after graduation. Only 28% of the respondents had attended a training program after graduation. From this findings, it is clear that graduates have little interest towards entrepreneurial ventures. This further explains why most graduates do not start their own enterprises but instead prefer white collar jobs.

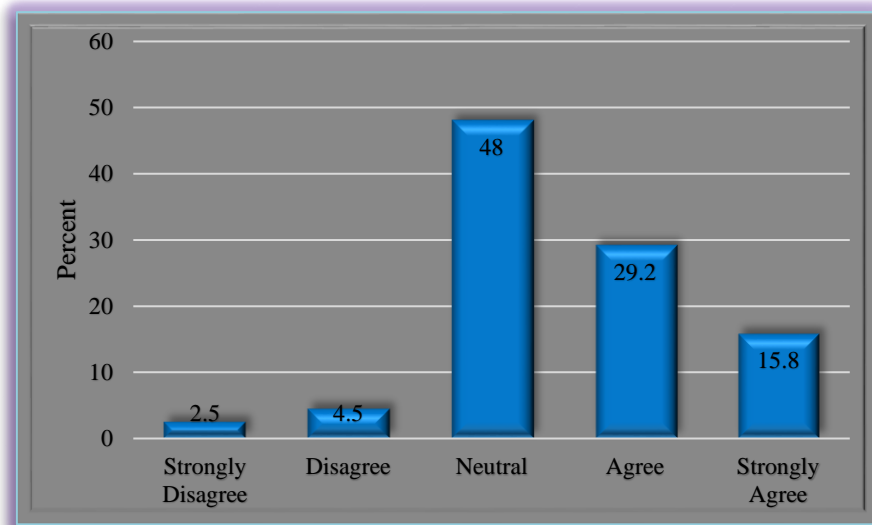
However, for those who had attended the training after graduation, the researcher further inquired on the training programs they attended. Using tallying method and

then converting into percentages, the responses were summarized as shown in Table 4.14.

**Table 4.14: Training Programs Attended**

<b>Training Programme Attended</b>	<b>Percentage</b>
Networking and investing programmes	39.8
Leadership and entrepreneurial growth/positioning	23.8
Management of resources e.g. finances	22.2
Healthy and safety related to food handling	6.3
ICT and marketing programmes	7.9
<b>Total</b>	<b>100</b>

From Table 4.14, a training program on networking and investment had the highest attendance at 39.8% followed by programs about leadership and entrepreneurial growth management of resources at 23.8% and 22.2% respectively. On the other hand, programs that had the poor attendance were healthy and safety related to food handling and ICT and marketing programs, each having 6.3% and 7.9% respectively. Apart from checking the programs attended, the researcher further formulated various statements regarding how entrepreneurial curriculum had helped the graduates to meet their entrepreneurial aspirations. Respondents were asked to rate the level at which they agree with the statements. Summary for this inquiry was presented as shown in Figure 4.7.



**Figure 4.7: Entrepreneurship Curriculum and Entrepreneurial Aspirations**

From the responses in Figure 4.7, it is noted that almost half of the graduates, on average, were undecided on whether entrepreneurship curriculum has shaped their entrepreneurial aspirations, accounting for 48%. Nevertheless, looking at the cumulative responses on either “*Disagree*” or “*Agree*”, we observe that a cumulative total of 45% agreed that entrepreneurship curriculum had shaped their entrepreneurial aspirations. On the other hand, only 7% (cumulatively) had disagreed that entrepreneurship curriculum had shaped their entrepreneurial aspirations.

For the lecturers, a question on whether their institutions had revenue generating ventures where learners participate to cultivate hands on skills before graduating was asked. On this question, the responses were as given in Table 4.15.

**Table 4.15: Have Revenue Generating Activities in The Institution**

<b>Training Programme Attended</b>	<b>Percentage</b>
Yes	58.82
No	41.18
<b>Total</b>	<b>100</b>

We observe, from Table 4.15, that more than half of the institutions (58.8%) had revenue generating ventures for learners, while 41.2% did not have revenue generating ventures for learners. Absence of revenue generating reduces competence, motivation and real exposure to market needs.

The researcher further probed on the type of revenue generating ventures in the institution where learners participate to cultivate hands-on skills before graduating. These were activities and/or ventures separate from practical lessons that students undergo. Two particular ventures were singled out by respondents and proportional responses for each venture was as shown in Table 4.16

**Table 4.16: Type of Revenue Generating Ventures in the Institution**

<b>Ventures</b>	<b>Percentage</b>
Demonstration restaurants & guest house that sell food and beverage	70
Baking courses outdoor orders	30
<b>Total</b>	<b>100</b>

From Table 4.16, majority of the institutions (70%) had, as a revenue generating venture, Demonstration restaurants and guest house that sell food and beverages with only 30% of the institutions with revenue generating ventures on Baking courses did outdoor orders.

As a way of linking internship exposure and entrepreneurial engagement, the researcher formulated some statements, as shown in Table 4.17, and asked the graduates the extent to which they agree with them. The responses were as shown in the table below.

**Table 4.17: Internship and Entrepreneurial Venture Linkage**

Internship skills	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
First-hand information and experiences	38.6	19.3	18.3	12.9	10.9	2.38	0.76
Exposes learners to industry	3.0	5.0	6.9	37.6	47.5	4.22	0.88
Exposure and participation in income generating activities	2.5	6.4	19.8	35.6	35.6	3.95	0.89
Duration of internship and level of facility	2.0	5.0	19.8	44.6	28.7	3.93	0.93
<b>Average</b>	<b>11.5</b>	<b>8.9</b>	<b>16.2</b>	<b>32.7</b>	<b>30.7</b>	<b>3.62</b>	<b>0.87</b>

According to Table 4.17, the identified internship skills/aspects that were believed to have some influence on entrepreneurial venture were acquisition of firsthand information and experience, exposure to industry, exposure and participation in income generating acts and duration of internship and level of facility. On whether internship provides first-hand information and experiences to learners, 38.6% strongly disagreed, 19.3% disagreed, 18.3% were neutral about the matter, 12.9% agreed and only 10.9% strongly agreed. On whether internship exposes learners to industry practices that aid in making informed decisions, 3.0% of the graduates strongly disagreed that internship exposed learners to industry practices that aid in making informed decisions, 5.0% of graduates disagreed, 6.9% of graduates were neutral on the issue, while 37.6% of the graduates agreed and 47.5% of the graduates strongly agreed with the issue.

The findings of the study on whether learners' exposure and participation in institutions income generating investments influences entrepreneurial pathways as

viable option revealed that 2.5% of the graduates strongly disagreed on income generating investments influences entrepreneurial pathway as viable option, 6.4% of graduates disagreed, 19.8% of the graduates were neutral on the issue, while 35.6% agreed and 35.6% of the graduated strongly agreed. Among the reason for the graduate agreeing and strongly agreeing included, exposure build their confidence and an eye opener for viable ventures. The exposure helped in networking through interactions with diverse clients. Through the investment, they were able to acquire management and resource control skills. They were able to improve their interpersonal skills as they were in the position to exercise basic technical skills.

On whether the duration of internship and level of the facility where the learners are attached shaped their career option, majority of the graduates (44.6%) agreed that internship duration shaped their career path, 28.7% of the graduates strongly agreed, 19.8% of the graduates were neutral, 5.0% of the graduates disagreed and 2.0% strongly disagreed. Although majority agreed that internship duration and level of facility where the graduates were attached shaped their career option, few, who disagreed cited short internship periods compared to numerous departments in an institution. Due to limited time, it was difficult to specialize on particular skill. The graduates also cited that lack of initiative by the colleges to place graduates for internship to organizations that uphold required standard. For some students, it was just a matter of going for attachment just to meet the requirement of being attached without acquiring the skills intended. In some places the staff were averagely skilled thus transfer little knowledge to the learners.

In the mean ratings column, the highest mean ratings on the aspects of interconnection between internship entrepreneurial venture was observed in 'Exposing learners to

industry,' with a mean rating of 4.22 and a standard deviation of 0.88. The high mean rating and a generally low standard deviation for this aspect implied that the respondents uniformly agreed on a significant linkage between internship and exposure that learners require or get in the industry. A low mean rating was observed on how internship equips learners with first-hand information and experience (Mean = 2.38, SD = 0.76). Again a low standard deviation for this aspect implied that respondents were homogeneous in their ratings.

On whether students consider entrepreneurial venture worth taking as a lifetime career, most students agreed that it is worth taking as a lifetime career. Main reason for considering entrepreneurial engagement as worth taking life time career, as observed, was that it creates self-employment. In fact, one graduate noted;

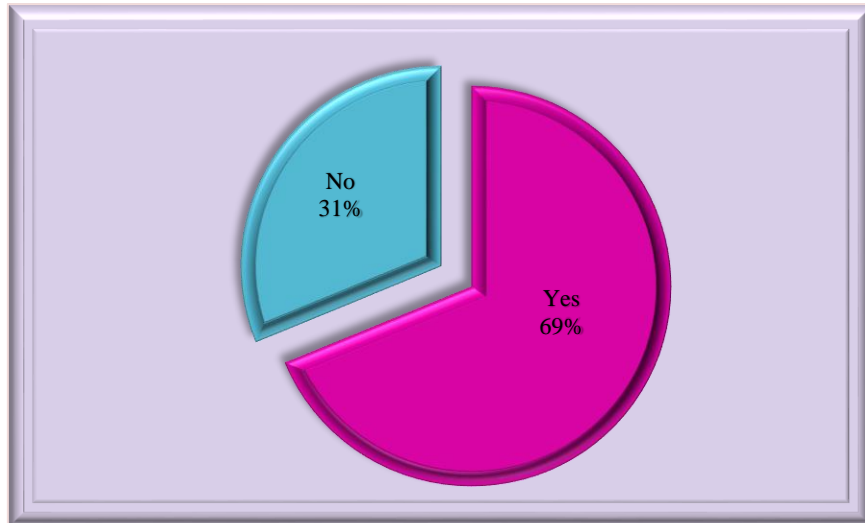
*“it opens up one’s mind and enables one to be independent, maximize utilization of talents and career and fully enables one to meet new challenges, opportunities and threats”.*

Another graduate added;

*“one follows his or her own passion”*

#### **4.6.3 Education Institution as Social Network**

As another study variable, the researcher considered a learning/education institution as a social network and its influence in developing and improving business ventures of graduates. In particular, the researcher looked at the significance of mentoring and/or talent nurturing programs within the institutions. When asked whether the graduates had a mentor or advisor who helped them in nurturing any business idea(s), the responses were summarized as shown in Figure 4.8.



**Figure 4.8: Presence of a Mentor or Advisor**

Figure 4.8 reveals that majority of the graduates (69%) had mentors while only 31% did not have any mentor or advisor to help them nurture their business ideas. Perhaps this latter group of graduates are the ones who had not ventured in any business.

For those who responded that they had mentors or advisors, further question on who offers mentorship in developing and/or improving a business venture was asked. Responses on this question were as shown in Table 4.18.

**Table 4.18: Type of Mentor/Advisor**

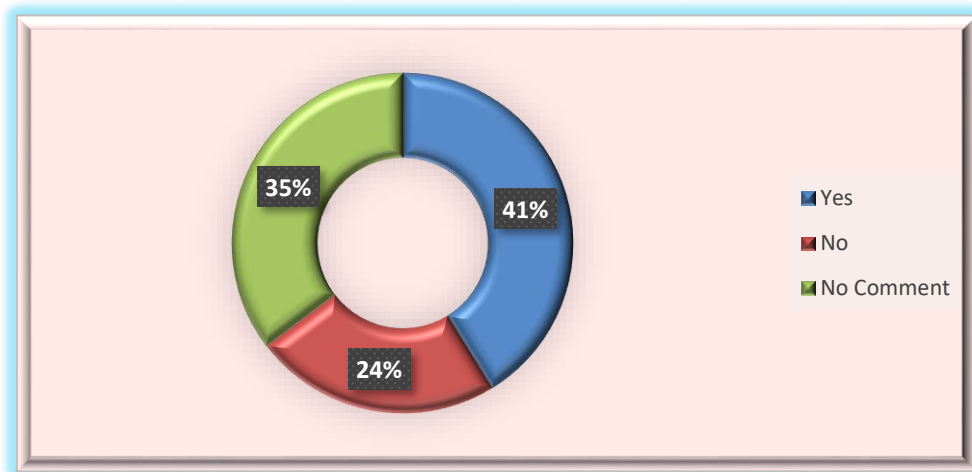
<b>Mentor/Advisor</b>	<b>Percent</b>
<b>Who are your advisors in developing a business venture?</b>	
Lecturers	44.6
Colleague	5.4
Parents	3.5
Specialist in the field	13.4
Missing	33.1
<b>Who are your advisors in helping you improve on your business venture?</b>	
Lecturers	9.9
Colleague	2.0
Parents	12.4
Specialist in the field	44.5
Missing	31.2

In Table 4.18, it is observed that while developing a plan for any business venture, graduates prefer seeking advises from lecturers (44.6%) followed by looking for a specialist in that particular field (13.4%). According to the findings in Table 4.13, the last point graduates would seek advice from are their parents (3.5%) followed by seeking an advice from a colleague (5.4%). It can also be noted that during development stage and business improvement stages, we observe some significant portion of “*Missing*” responses of 33.1% and 31.2% respectively. Otherwise, further investigation should be done to identify possible reasons for this kind of response.

For improvement of already started businesses, we observe that there is a change in the source of advice. The findings revealed that most graduates who are already into a business venture prefer seeking for an advice from a specialist (44.6%) no lecturers,

like in the previous case (9.9%). For improvement of a business venture, there is an increase in the level of confidence of graduates on their parents. In fact, 12.4% of the graduates confirmed this, unlike a 3.5% proportion in the previous case. The last source an individual would look for an advice on how to improve an already developed venture, according to Table 4.13, would be from colleagues. From the responses, we can note that lecturers still played a role in not only developing business venture but also in improving business venture of graduates.

Since mentorship and/or nurturing is very vital in influencing business venture a graduate identifies, the researcher asked lecturers whether their institutions have talents-nurturing programs. The responses were as shown in Figure 4.9



**Figure 4.9: Availability of Programs to Nurture Talents**

From Figure 4.9, we observe that 41.2% of the institutions offered graduates programs that identify and nurture talents while 23.5% of the institution did not have programs that help in talent identification and nurturing. On a sad note, however, 35.3% did not comment on the issue. Perhaps this proportion represented graduates whose institutions had not fully embraced talent nurturing by coming up with appropriate programs. However, this observation that requires further investigation.

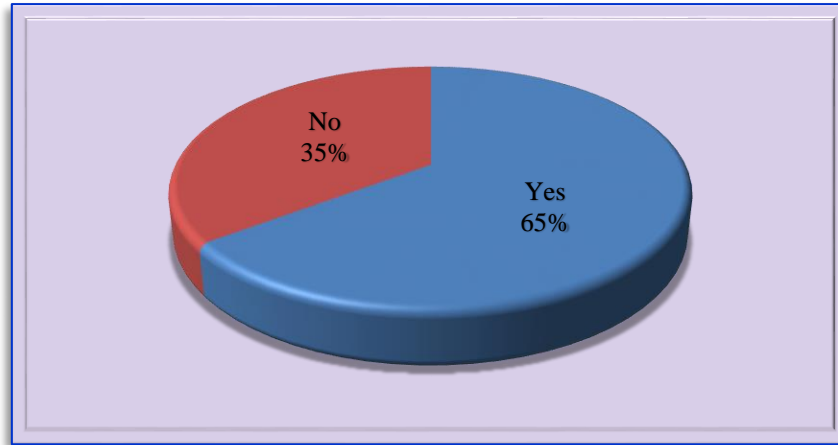
Nevertheless, for lecturers who indicated that their institutions have these talent-nurturing programs, further question was asked on the specific that offered aimed at nurturing talents of students. Results for this question were as indicated in Table 4.19

**Table 4.19: Programs that Identify and Nurture Talents**

<b>Item /Program</b>	<b>Percentage</b>
Academic trips	32.4
Competitions and Extracurricular activities	29.4
Internships/attachments	38.2
<b>Total</b>	<b>100</b>

As shown in Table 4.19, majority of the lecturers (38.2%) agreed that having industrial attachments and internships is the most probable way of helping the students identify and nurture their talents. This way followed by having academic trips (32.4%) where students can learn about the real application of the theoretical knowledge learnt while in college. Through real life applications, an individual is challenged to exhaust all possible avenues, including full utilization of his/her special talents, to ensure full application of the theoretical knowledge learnt in school. The least supported program, according to the results, was participating in competitions and extracurricular activities, having only 29.4%. This almost-equal distribution of responses in the three programs identified in Table 4.19 shows that institutions generally engage graduates to identify and nurture their talents through these programs.

Apart from having programs that help in identification and nurturing of talents, a question to lecturers arose on whether the institutions had conducive environments that allow or promote talent nurturing. On this question, the responses were as shown in Figure 4.10.



**Figure 4.10: If Institution Provided Conducive Learning Environment**

From Figure 4.10, it can be seen that more than half of the respondents (65%) responded that their institutions provided conducive learning environment to develop and nurture talents. On the other hand, 35.3% stated that their institutions did not have conducive environment. From this observation, one can infer that most institutions provided conducive environment that identified, abilities and talents of the learners. Amahad et al. (2018) study made similar observations that echoed a conducive environment as a pillar for entrepreneurial mind set.

Lecturers were further asked how their institutions provided conducive learning environment to aid exploring and nurturing of learners' talents. Table 4.20 shows responses of the lecturers.

**Table 4.20: How Conducive Environments is Provided**

<b>Ways</b>	<b>Percentage</b>
Clubs /societies	44.1
Tutorials and learning experiences	14.7
Technical awareness	14.7
Character mentoring	26.5
<b>Total</b>	<b>100</b>

From the responses given in Table 4.20, institutions provide conducive atmosphere for nurturing talents in different ways. 44.1% provided conducive learning environment through clubs and societies, 14.7% through tutorials and learning experiences, 14.7% technological awareness, industrial exposure/attachment and lastly 26.5% through character mentoring.

While relating educational social networking and entrepreneurial venture among food and beverage graduates, the researcher sought for the extents of agreement with some statements on how educational networking impacts business venture among graduates. The graduates were then required to indicate the extent of agreement with the identified factors which make educational institution as a social network. The findings were as presented in Table 4.21.

**Table 4.21: Contribution of Educational Networks to Entrepreneurial Engagement**

<b>Educational Networking</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>SD</b>
Educational networks provide information on market trends	2.5	4.5	27.7	31.2	34.2	3.90	1.12
Educational networks links learners to web of entrepreneurs	2.5	8.9	27.7	36.6	24.3	3.71	0.99
Social network enables acquisition of resources	5.9	12.4	23.8	33.7	24.3	3.58	1.14
<b>Average</b>	<b>3.6</b>	<b>8.6</b>	<b>26.4</b>	<b>33.8</b>	<b>27.6</b>	<b>3.73</b>	<b>1.08</b>

From Table 4.21, we observe that educational networking is significant in providing information about market trends to graduates, links them to a web of entrepreneurs as well as enabling learners to acquire the required resources for any business venture. For the significance of educational networks in informing about market trends, 2.5%

of the graduates strongly disagreed, 4.5% of the graduates disagreed, 27.7% of the graduates were neutral on the issue, while 31.2% of the graduates agreed and 34.2% of the graduates strongly agreed that educational social network had an influence on entrepreneurial venture. Cumulatively, this observation implies that 65.2% of the graduates agreed that educational social networks inform about market trends, which in turn leads to identification of gaps. Consequently, educational networks dictate the kind of business an individual can venture on. These findings are echoed by a study that was done by (Theodoraki et al., 2018) “social networking offered by training institutions serves as a gate way and a lamp to resources necessary for business ventures”

In regard to the use of educational networking in linking learners to web of seasoned entrepreneurs, 2.5% of the graduates strongly disagreed, 8.9% of the graduates disagreed, 27.7% of the graduates were neutral on the subject, 36.6% of the agreed and 24.3% of the graduates strongly agreed with the statement. Again, majority of the graduates, with a cumulative total of 60.9%, confirmed educational social networking exposes graduates to web of entrepreneurs, who in turn have a significant contribution to entrepreneurial venture. For the use of social networking to acquire entrepreneurial resources such as grants and loans, 5.9% of the graduates strongly disagreed, 12.4% of the graduates disagreed, 23.8% of the graduates were neutral of the statement, 33.7% of the graduates agreed and 24.3% of the graduates strongly agreed that social network was an enabler for acquiring entrepreneurial financial resources such as loans and grants. These observations revealed that the use of educational social network as a contribution to entrepreneurial venture of the graduates was well practiced by the

institutions. Among the reasons given by the respondent was that more follow-ups or tracer of the graduates should be done.

The mean column in Table 4.16 shows an almost equal rating on the three contributions of educational networking on entrepreneurial engagement(s). This is true since in all the three identified contributions, the mean ratings tended to 'Agree,' when rounded up. Homogeneity of ratings in the three aspects is also seen in the standard deviations. No big discrepancies were observed the three standard deviation, an indication that the respondents unanimously agreed in the ratings.

#### **4.6.4 Trainer's Demographics and Pedagogy**

Apart from the characteristics of lecturers given in Section 4.4, the researcher considered other factors associated with lecturers to influence the decision to venture into business or the type of businesses a student ventures in. These factors were skill and knowledge of a lecturer, motivational/appraisal methods, attitude and perception of a lecturer towards the course, teaching methods and past experiences. Perceptions of the graduates were then explored and they were asked to rate the extent to which they agree on whether these factors influence their decision to venture in any business. The responses are indicated in Table 4.22.

**Table 4.22: Trainer’s Demographics and Entrepreneurial Venture**

Trainer’s Demographics	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Skill and knowledge	0.8	22.2	0.2	42.5	34.3	3.9	0.92
Staff Motivational or appraisal methods	0.6	1.9	1.3	13.1	83.1	4.8	0.67
Attitude and perception	0.6	17.3	20.3	48.2	13.7	3.6	1.35
Teaching methods	0.6	9.1	19.7	35.7	34.9	4.0	0.88
Past experiences	1.1	32.6	27.5	30.0	8.7	3.1	1.72
<b>Average</b>	<b>0.74</b>	<b>16.62</b>	<b>13.8</b>	<b>33.9</b>	<b>34.94</b>	<b>3.9</b>	<b>1.11</b>

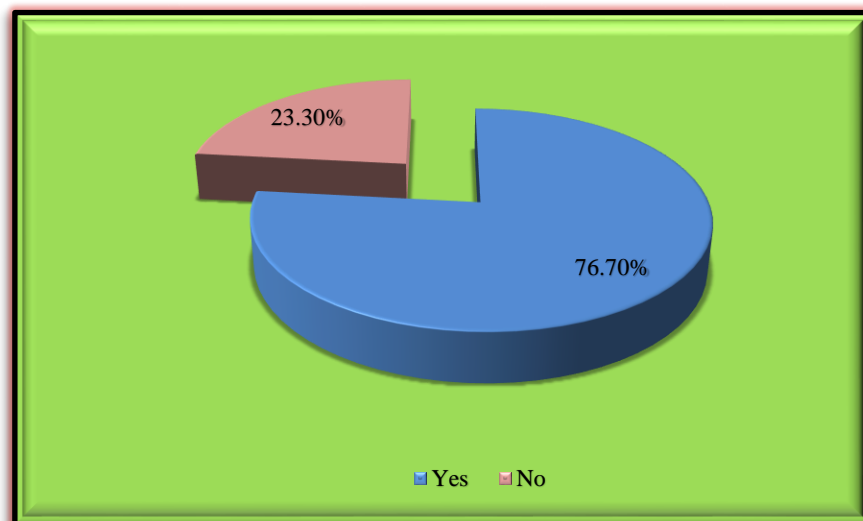
Table 4.22 shows that in all the indicators, the responses tended towards “Agree” category. By collapsing the Five-point scale to Three-point scale of “Disagree”, “Neutral” and “Agree”, we note that all the indicators have more than 50% score except for “Past experience,” which had a cumulative to total of 38.7%. Using the three-point scale, the extent of influence of the indicators in a descending order is motivational/appraisal methods (96.2%), skill and knowledge (76.8%), teaching methods (70.6%), attitude and perception (61.9%) and past experience (38.7%). Once again, we note that there are graduates who still gave neutral responses, especially in “Attitude and perception” and “Past experience.” Further investigation should be done to establish reasons behind this response. Nonetheless, the overall overage still indicates that more than half of the graduates (68.84%) agree trainer’s demographic characteristics and pedagogy influences the decision to venture in any business, compared to only 17.36% who disagrees.

The mean column shows that a high rating was observed in staff motivation or appraisal methods (Mean = 4.8, SD = 0.67) followed by teaching methods (Mean =

4.0, SD = 0.88). The high mean ratings implied that graduates highly 'Agreed' that these two characteristics of lecturers or trainers have some influence on the decision to venture into any business or on the type of businesses a student ventures in. Least mean rating was observed in past experience (Mean = 3.1, SD = 1.72) and attitudes and perceptions of trainers (Mean = 3.6, SD = 1.35). These two aspects of trainers might have scored the least rating due to the fact that graduates are not in a position to ascertain attitudes and perceptions and past experience of lecturers.

#### 4.6.5 Entrepreneurial Engagement

Entrepreneurial venture was the dependent variable in the study. To understand more about it, the researcher sought to find out if the graduates considered entrepreneurial venture as a lifetime career. Responses on this query was summarized as shown in Figure 4.11.



**Figure 4.11: Entrepreneurial Venture as A Lifetime Carrier**

As shown Figure 4.11, majority of the graduates (76.7%) considered entrepreneurial venture as a worth taking lifetime career while only 23.3% did not consider entrepreneurial venture as worth taking lifetime career. This finding showed that not

all students consider entrepreneurial venture as a lifetime career. This could be attributed to the kind of career training that students receive and/or the fact that the decision to enroll for the course was not self-motivated. Also, the don't care attitude by some students or graduates could be one of the reasons to this response.

When asked why entrepreneurial venture was worth taking as a life career, the responses were tallied and converted into proportions for the main reasons.

Percentages for each of the reasons were as shown in Table 4.23

**Table 4.23: Reasons for Entrepreneurial Venture as A Lifetime Career**

<b>Reasons</b>	<b>Percentage</b>
For Passion and financial independence	41.6
Allows business innovation and growth, new ideas and experience	26.2
Aids business progress, future development and business flexibility	5.5
Sharpens one's mind, mobilization of resources	26.7
<b>Total</b>	<b>100.0</b>

The results in Table 4.23 shows that majority of the graduates (41.6%) attributed their entrepreneurial ventures to passion and financial independence. This was followed by the need to sharpen one's mind and mobilization of resources, which accounted for 26.7%. 26.2% of the respondents attributed their entrepreneurial venture to the fact that it allows business innovation and growth, new ideas and experience. On the other hand, only 5.5% of the graduates attributed their decision to the fact that entrepreneurial ventures aid business progress, future development and business flexibility.

For those who had ventured into business, the researcher further asked them to rate performances of their businesses. This question was only answered by 57 graduates and the responses were as shown in Table 4.24.

**Table 4.24: Performance of Business**

Aspects of Business Performance	Below expectation	Needs improvement	Meets expectation	Exceeds expectation	Mean	SD
Growth in customer base	51.5%	32.2%	8.9%	7.4%	1.94	0.76
Growth in profits	52.0%	27.7%	14.9%	5.4%	2.01	1.02
Quality of product/services	49.0%	13.9%	30.2%	6.9%	2.50	1.78
Business image	16.3%	51.0%	28.2%	4.5%	2.83	1.07
Retention of staff	51.0%	19.8%	21.3%	7.9%	2.32	1.81
<b>Percent Average</b>	44.0%	28.9%	20.7%	6.4%	2.32	1.29

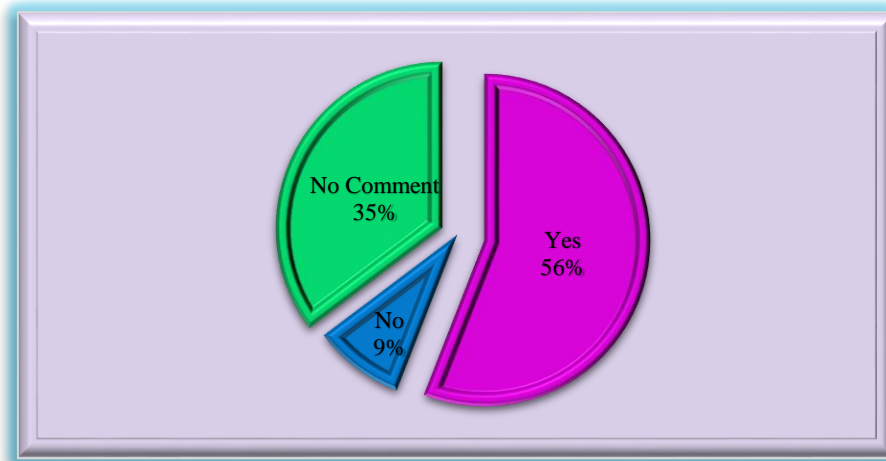
Performance of the businesses were based on growth in customer base, growth in profits, business image, staff retention and quality of product or services, as shown in Table 4.24. It can be seen that in all the indicators, the cumulative performance ratings are below the expectations. In other words, none of the businesses, according to the respondents, had a cumulative score of at least 50% in meeting its expectations. Nevertheless, the performances were at least better in terms of quality of products/services compared to other indicators, with a cumulative good performance of 37.1%. On the other hand, poor performance was noted on growth in customer base, with a cumulative rating of 16.3%.

In the mean ratings of different aspects of business performance, most ratings were on the lower side of the scale, which implied poor performance. In fact, highest mean rating, which implied some good performance, was observed in business image, as an

aspect of business performance (Mean = 2.83, SD = 1.07). Least mean rating was observed in the growth of customer base, as an aspect of business performance (Mean = 1.94, SD = 0.76). Homogeneity of ratings in the aspects of business performance can be seen in the standard deviations, which are almost equal. Lack of big discrepancies in the standard deviations is an indication that respondents unanimously agreed in the ratings.

This poor performance could be attributed to poor choice of businesses, inadequate resources to equip business, inadequate capital, poor business management skills and stiff competition from very high franchised operators with well-known facilities like the steak houses, pizza inns, Italian fancy restaurants etc. For the low performance in terms of business image, possible reasons could be the fact that the businesses are new in the market, outshined with branding facilities, shortage of finances for marketing. Lack of modern equipment, low décor and ambiance, poor location (business location out of CBD/rural places is also a factor contributing to low performance. Another attribute is inadequate networking (new in market) mostly hardly one and half years old in the market. Poor growth in terms of staff retention could be attributed to irregular payments because of low income, exit for greener pastures and the entrepreneur having questionable management skills.

One aspect of management skills identified by the researcher was proper decision making. The researcher, therefore, sought to find out from graduates whether professional skills obtained during course work were adequate for proper career decision making. The results were as indicated in Figure 4.12.



**Figure 4.12: Adequacy of Professional Skills Acquired During Coursework and Career Choice**

Figure 4.12 informs that more than half of the graduates (55.9%) considered professional skills acquired during coursework adequate for proper decision making. On the other hand, 8.8% of the respondents did not agree with this presumption. However, a significant portion (35.3%) failed to comment on the issue. This proportion perhaps represented graduates who still could not make individual career decision.

While linking professional skills and career decision making, graduates were asked ways in which they think the professional skills were adequate for career decision making using four pointers, as indicated in Table 4.20. In each pointer, responses were tallied and converted into percentages. Summary of the responses were as shown in Table 4.25.

**Table 4.25: Ways in Which Professional Skills Are Adequate**

<b>Pointer</b>	<b>Percentage</b>
Curriculum rich in content	44.1
Enhanced passion and interest	26.5
Provided basic skills necessary for the industry	8.8
Focus on practical/exposure	20.6
<b>Total</b>	<b>100.0</b>

From Table 4.25, 44.1% of graduates acknowledged that the curriculum was rich in content, 26.6% noted that the acquired professional skills enhance passion and interest in learners, 20.6% of the respondents acknowledged that it focuses on practical/exposure while 8.8% acknowledged that professional skills acquired provided basic skills necessary for the industry.

Entrepreneurial engagement was measured using determinants of entrepreneurial venture, entrepreneurial engagement and performance of the entrepreneurial engagement as the main indicators. In each indicator, respondents were asked questions and requested to rate the extents (as shown in Section E of Appendix III). In each indicator, averages of the responses were as shown in Table 4.26

**Table 4.26: Entrepreneurial Engagement**

<b>Dimensions of Entrepreneurial Engagement (N = 202)</b>					
<b>Determinants of Entrepreneurial Engagement</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>SD</b>	
Market opportunities	1	5	3.74	.997	
Existing market environment	1	5	3.14	1.112	
Entrepreneurial skills	1	5	3.65	.950	
Access to capital	1	5	4.25	.886	
<b>Entrepreneurial Performance</b>					
Capability to increase market share	1	5	3.55	1.033	
Capability to penetrate new markets	1	5	3.69	1.127	
Ability to launch new products & services	1	5	2.95	.955	
Capability to create wealth	1	5	3.71	.982	
<b>Impact of Entrepreneurial Engagement</b>					
Poverty reduction	1	5	3.92	.980	
Self-development and overall economic growth	1	5	4.21	.881	
Creation of job opportunities	1	5	3.59	1.209	

Table 4.26 shows descriptive statistics for each of the indicator in entrepreneurial engagement. In all the indicators, the minimum rating was 1, which implied 0-5% extent of effect, while the all the indicators had maximum indicator being 5, which implied extent of more than 20%. For the mean column, a high value implied a generally high extent of cause, effect or impact and vice versa for low mean values. It can, however, be seen that in all the indicators, the extents of cause or effects are at least 10% (when the mean ratings are rounded off). Standard deviation values measured the level of homogeneity or uniformity of the responses. A high standard deviation implies heterogeneity of the responses, for example as seen in creation of job opportunities as one of the impacts of entrepreneurial engagement. A low standard deviation, on the other hand, implies that the responses are homogeneous, for

instance, in the case of access to capital as a determinant and self-development as an impact of entrepreneurial engagement.

#### **4.7 Testing of the Research Hypotheses**

To determine uni-dimensionality for each study variable, Principal Component Analysis (PCA) was applied in all items. Caesar's test was used to decide on which principal components to retain in the subsequent analysis. In Caesar's test, only indicators in each variable with maximum characteristic root greater than 1 were selected ( $\lambda \geq 1.0$ ) (Cross, 2015). This procedure was done in SPSS. Having obtained the indicators to represent each study variable, inferential analytical procedures, which involved testing the hypotheses, were done at 5% level of significance. Thus, the rejection rule was to reject the null hypothesis whenever p-value  $< 0.05$ .

##### **4.7.1 Results of Diagnostic Tests**

###### ***Normality Test***

Normality was tested using Shapiro-Wilk test, a test that detects departure from normality due to skewness and/or Kurtosis. Shapiro-Wilk test tests the null hypothesis that the sample data is normally distributed against an alternative that the sample data does not follow a normal distribution (Witte, E.H, &Zenker 2018). The decision is to reject the null hypothesis whenever p-value if less than .05. The results of this test were as presented in Table 4.27.

**Table 4.27: Shapiro- WilkTest**

<b>Study Variables</b>	<b>Shapiro- Wilk Statistic</b>	<b>Df</b>	<b>Sig.</b>	<b>Comment</b>
Training Skills	.760	202	.051	Normal
Internship Exposure	.692	202	.060	Normal
Educational Networking	.987	202	.140	Normal
Entrepreneurial Venture	.780	202	.094	Normal

Results in Table 4.27 shows that the research variables had Shapiro-Wilk test statistics ranging from 0.69 to 0.99. Also, the corresponding p-values for each variable, were all greater than .05. This means, the null hypothesis of normal distribution was accepted. A conclusion was made at 95 % confidence interval. The sample followed a normal distribution as recommended by (Witte, E.H, & Zenker F. 2018).

#### ***Linearity Test***

Regression analysis assumes that there exists a linear relationship between the dependent and the independent variables. Linearity test was performed as suggested by (Witte, E.H, & Zenker 2018) to meet this assumption. Testing for the significance of deviation from linearity implied testing the null hypothesis that deviation from linearity is not significant against. The decision is to reject the null hypothesis whenever p-value if less than .05. The method was applied and the results summarized as shown in Table 4.28.

**Table 4.28: Linearity Test**

	<b>Significance of Deviation from Linearity (<i>p-value</i>)</b>	<b>Observation</b>	<b>Conclusion</b>
Training Skills	.150	Deviation from linearity not significant	Linear relationship
Internship Exposure	.255	Deviation from linearity not significant	Linear relationship
Educational Networking	.315	Deviation from linearity not significant	Linear relationship

Table 4.28 shows that for the three independent variables, deviation from linearity was not significant since all the *p*-values are greater than .05. This implied that there is a linear relationship between the dependent variable and the independent variables (Chen.Y(2016))

#### ***Homoscedasticity Test***

Homoscedasticity of variance assumes that variance of the dependent variable is the same at all levels of the independent variables. Levene's test was used to measure whether or not the variance between the dependent variable and independent variables are the same. If the test is not significant (calculated probability  $\geq 0.5$ ), the two variances are not significantly different and thus approximately equal (Chen.Y(2016))

Results for this test were as tabulated in Table 4.29.

**Table 4.29: Homoscedasticity Test**

	<b>Levene's Statistics</b>	<b>df 1</b>	<b>df 2</b>	<b>Sig.</b>	<b>Comment</b>
Training Skills	3.768	2	198	.192	$p > 0.05$ , hence equal variance
Internship Exposure	8.104	2	198	.461	$p > 0.05$ , hence equal variance
Educational Networking	12.240	2	198	.155	$p > 0.05$ , hence equal variance

Dependent Variable: Entrepreneurial Venture

Table 4.29 shows that all the p-values for the corresponding independent variables are greater than .05. This is an indication that variances of the dependent variable across all levels of the variables were equal. Su Berenson (2017) recommends that the probability for the Levene's statistic should be greater than .05 to meet the variance homogeneity assumption. Hence the homoscedasticity assumption, according to the results, was fulfilled. Therefore, regression model was ideal for analyzing this study.

### ***Multicollinearity***

Multicollinearity involved determining if there exists a correlation between the study variables exclusive dependent variable. Standard errors of regression coefficients are Multicollinearity which renders some variables statistically insignificant. Existence of multicollinearity was checked using Tolerance values and Variance inflation factors (VIF) as explained by Chen.Y (2016). A small tolerance value indicates that the variable under consideration is almost a perfect linear combination of the independent variables already in the equation and that it should not be added to the regression equation

A tolerance value of less than 0.1 indicates existence of multicollinearity. From SPSS output, if no two independent variables are correlated, then all the VIFs will be 1. If VIF for one of the variables is around or greater than 5, there is collinearity associated with that variable and therefore, the variable must be removed from the regression model Chen (2016). Table 4.30 shows the results of this test.

**Table 4.30: Multicollinearity Analysis**

	Collinearity Statistics		Comment
	Tolerance	VIF	
(Constant)			
Training Skills	.517	1.936	No multicollinearity
Internship Exposure	.442	2.260	No multicollinearity
Educational Networking	.508	1.967	No multicollinearity
Average VIF	.489	2.054	No multicollinearity
Dependent Variable: Entrepreneurial Venture			

Table 4.30 indicates that all the VIFs of the variables were less than 10 and Tolerance greater than 0.1 respectively. As mentioned above, a VIF of at least 10 or Tolerance value of at most 0.1 suggests presence of multicollinearity. However, we observe that this threshold is not met for all the variables. Hence the researcher concluded that there was no multicollinearity and thus all the predictor variables were maintained in the regression model.

#### ***Autocorrelation***

Since the research design was cross-sectional in some sense, autocorrelation was considered since it was suspected that responses of graduates from a specific institution could be related. Therefore, independence of the responses per institution was tested using the Durbin-Watson test. For this procedure, Durbin-Watson statistic was found to be 1.97. This value implied that there was no autocorrelation in the responses, which further implied that the responses were independent of each other.

#### **4.7.2 Bivariate Correlational Analysis**

In bivariate correlational analysis, the researcher examined existence of relationship between the independent variables and the dependent variable. For each independent variable, the correlation coefficient between the variable and the dependent variable

was obtained, with a corresponding p-value. This procedure was done in SPSS. The compressed bivariate correlation outputs were as shown in Table 4.31.

**Table 4.31: Bivariate Correlational Analysis**

<b>Independent Variables</b>	<b>Pearson's Corr. Coeff.</b>	<b>Sig. (2-tailed)</b>	<b>Comment</b>
Training Skills	0.005	0.946	Not significant
Internship Exposure	-0.009	0.901	Not significant
Educational Networking	0.140	0.046	Significant

**Dependent Variable: Entrepreneurial Engagement, N = 202**

From Table 4.31, we observe that the Pearson's Correlation Coefficients for Training skills, Internship exposure and Educational networking were found to be 0.005, -0.009 and 0.140 with the corresponding p-values of 0.946, 0.901 and 0.046. Now, for training skills, a p-value of 0.946 implies that though there exists a relationship between training skills and entrepreneurial venture, the association is not significant since  $p\text{-value} > 0.05$ . A similar inference can be made on the nature of the relationship between internship exposure and entrepreneurial venture based on the corresponding p-value. That is, the relationship between internet exposure and entrepreneurial venture is not significant since  $0.901 > 0.05$ .

However, for educational networking, we note that the relationship between educational networking and entrepreneurial venture is significant since the corresponding p-value is less than 0.05. That is,  $0.046 < 0.05$ . Nevertheless, the cumulative effect of the three independent variables can well be seen in the multiple regression modelling step, which is explained in the next section.

### 4.7.3 Direct Effect Modelling: Multiple Regression Analysis

In this section, we look at the model that explains the cumulative effect of the three independent variables on the dependent variable. Further, we test corresponding research hypotheses for each independent variable. Therefore, the tested hypotheses were formulated as follows:

**H<sub>01</sub>:** There is no significant relationship between training skills and entrepreneurial ventures among food and beverage diploma graduates from tertiary institutions.

**H<sub>02</sub>:** There is a significant relationship between internship exposure and entrepreneurial ventures among food and beverage graduates.

**H<sub>03</sub>:** There is no significant relationship between educational institution as a social network and entrepreneurial venture among food and beverage graduates.

The corresponding regression model for the direct relationship was expressed as follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Summary statistics of the regression analysis for test were summarized in Table 4.32

**Table 4.32: Direct Relationship Summary**

<b>Model Summary</b>					
R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error	F Change	Sig.
.277	.0767	.0752	10.505	11.728	.041
<b>Regression Coefficients</b>					
	Beta	Std. Error	t-statistics	Sig.	
(Constant)	0.017	.610	0.028	.090	
Training Skills	0.006	1.50	0.004	.604	
Internship Exposure	-0.011	.130	0.085	.533	
Educational Institution	0.540	.131	4.122	.044	
<b>ANOVA</b>					
	Sum of Squares	df	Mean Squares	F-statistics	Sig.
Regression	29.223	2	14.6115	11.728	.041
Residual	247.927	199	1.2459		
Total	277.150	201			

Table 4.32 gives the result for the multiple regression analysis. It is divided into three parts, which are Model Summary, Regression Coefficients and ANOVA sections. The Model Summary section gives the overall effect of the independent variables on the changes in the dependent variable. That is, this sections gives the extent to which a change in the dependent variable is attributed to a change or changes in the independent variables. Section two, which gives the regression coefficients and their corresponding p-values, is vital in checking for the significance of the effect of the independent variables on the dependent variable. We shall use the results in this section to test the hypotheses **H<sub>01</sub>**, **H<sub>02</sub>** and **H<sub>03</sub>**. The ANOVA section, on the other hand checks on the model fittingness to the data. The p-value in this section, if less than 0.05, shows that the obtained model correctly fits the data.

Now, form Table 4.32, the obtained value for R-squared was 0.767 which is 7.67% with an F-statistic of 11.728. The value of  $R^2$  implies that the model explains only

7.67% variation in the dependent variable and the rest (92.33%) is explained by factors not included in the model. That is, of all the total variations in the decisions to start an entrepreneurial venture, only 7.67% is attributed to changes or improvements in training skills, internship exposure and educational networking. The corresponding standard error was found to be 10.505. The value of  $R^2$  was significant since the corresponding p-value was less than 0.05 (that is  $0.041 < 0.05$ ). In the regression coefficients section, the constant term was found to be 0.017. This term was, however, not significant at 5% level since the corresponding p-value was greater than 0.05 ( $0.090 > 0.05$ ). The hypothesis tests for the direct effect were performed as follows:

#### *Testing of Hypothesis One*

The regression coefficient for training skills was found to be 0.006 with a standard error of 1.50 and a t-statistics value of 0.004. The corresponding p-value for this coefficient was 0.604, which is greater than 0.05. This observation implies that the coefficient was not significant at 5% level since the p-value was greater than 0.05. Based on this observation, the fail to reject  $H_{01}$  at 5% level of significance and conclude that there is no significant relationship between training skills and involvement in entrepreneurial venture. That is, we accept the null hypothesis and conclude that training skills is not statistically significant in influencing involvement in entrepreneurial venture. This finding is consistent with the significance of the corresponding Pearson's correlation coefficient ( $r = 0.946$ ), which was found not to be significant as seen in Table 4.32. Based on the coefficient value ( $= 0.006$ ), taking the effect of all other independent variables to be zero, a unit improvement in training skills will result to an increase in the decision to venture into entrepreneurship by 0.006 units.

### *Testing of Hypothesis Two*

The coefficient for Internship exposure/job market was found to be -0.011 ( $SE=0.13$ ). The corresponding t-statistics value was found to be 0.085. This coefficient was, however, not significant at 5% level since the p-value was greater than 0.05 ( $0.604 > 0.05$ ). A bigger p-value implied that the relationship between internship exposure and entrepreneurial venture is not statistically significant. Therefore, we again fail to reject  $H_{02}$  at 5% level of significance and conclude that there is not significant relationship between internship exposure and entrepreneurial venture. This finding is also similar to the results shown in Table 4.25, where the correlation coefficient between internship exposure and entrepreneurial venture was found not to be statistically significant. Now, taking all other independent variables to be zero, a unit improvement in internship exposure or job market will negatively influence the decision to start any business venture 0.011 units. That is, the more graduates are exposed to job market or internship, the more they change their preference from starting their entrepreneurial ventures to being employed.

### *Testing of Hypothesis Three*

Educational institution coefficient, which was found to be 0.54 ( $SE=0.131$ ), was significant at 5% level since the p-value was less than 0.05 ( $0.044 < 0.05$ ). Since the p-value was less than 0.05 the null hypothesis  $H_{03}$  was rejected at 5% level of significance. This decision implies that educational institution as a social network has a significant influence in the decision by graduate to venture into the business of beverage production and management. In fact, by blocking other independent variables, educational institution positively impacts entrepreneurial ventures by 0.54 units

Now, since the results in the ANOVA section reflects that this model correctly fits this data (since  $0.041 < 0.05$ ), we can confidently obtain the multiple regression equation of entrepreneurial venture as a function of training skills, internship exposure and educational institution as;

$$Y = 0.017 + 0.006 X_1 - 0.011 X_2 + 0.54 X_3$$

Where

$X_1$ = Training Skills

$X_2$ = Internship Exposure/Job Market

$X_3$ = Educational Institution as a Social Network

#### **4.7.4 Indirect Effect Model: Intervening Effect of Trainer's Demographics and Pedagogy**

This analysis engaged testing the hypothesis

**H<sub>04</sub>**: Trainer's demographics and pedagogy does not have a significant intervening effect on the relationship between career training and entrepreneurial venture among food and beverage diploma graduates from tertiary institutions.

As explained in Chapter 3, this hypothesis was tested using a stepwise approach (refer Section 3.9.1). This approach was to establish if there is a zero relationship between the variables. It would be concluded that mediation is not possible, if one or more of the relationships are not significant. The extracted coefficients and the corresponding p-values in the steps were summarized as shown in Table 4.33

**Table 4.33: Summary of Mediation Effect of Trainer's Characteristics**

Steps		Career Training	Trainer's Characteristics	$R^2$
Step 1 (Base Model)	Coefficient	0.440	-	0.083
	P-value	0.039	-	
Step 2	Coefficient	0.015	-	0.018
	P-value	0.081	-	
Step 3	Coefficient	-	0.434	0.079
	P-value	-	0.021	
Step 4	Coefficient	0.401	0.389	0.085
	P-value	0.042	0.048	
Significance of Change		P-value = 0.042, 0.440 > 0.401	= P-value = 0.048, change significant at $\alpha = 0.05$	0.002 (0.085- 0.083)

Where the regression steps are as follows:

Step 1: Conducting a simple regression analysis of  $X$  predicting  $Y$ .

Step 2: Conducting a simple regression analysis with  $X$  predicting  $M$

Step 3: Conducting a simple regression analysis with  $M$  predicting  $Y$

Step 4: Conducting a multiple regression analysis with  $X$  and  $M$  predicting  $Y$

Table 4.33 shows that in the base model (Step 1), coefficient of career training was positive ( $\beta_1 = 0.44$ ) and significant at 5% significance level since the p-value = 0.039 < 0.05. In this model,  $R^2$  was found to be 0.083. In the Step 2 model, which assessed the influence of career training on trainer's characteristics, the coefficient was positive

( $\beta_2 = 0.015$ ). This coefficient was, however, not significant at  $\alpha = 0.05$  ( $p\text{-value} = 0.081$ ) and the corresponding  $R^2$  was found to be 0.038. Step 3 model examined the influence of trainer's characteristics on entrepreneurial venture. In this model, the coefficient was positive and significant at 5% ( $\beta_1 = 0.434$ ,  $p\text{-value} = 0.021$ ) and  $R^2$  of 0.079. For the step 4 model, where independent variables were career training and trainer's characteristics, the respective regression coefficients were  $\beta_1 = 0.401$  and  $\beta_2 = 0.389$ , which were both positive and significant at 5% significance level (corresponding p-values were 0.042 and 0.048).

#### ***Testing of Hypothesis Four***

According to Baron and Kenny (1986), coefficients of the independent variables and the p-values of the base model (before mediation) and step 4 model (after mediation) can be used to determine if the mediation is full or partial. From Table 4.27, coefficient of career training before mediation is greater than the coefficient after mediation ( $0.440 > 0.401$ ). In both cases, the coefficients are significant (P-values  $< 0.05$ ). Also, the coefficient of the mediating variable, trainer's characteristics was significant at 5% significance level. Comparison of  $R^2$  in the two models revealed that when trainer's characteristics is used as an independent variable, the value of R-squared increases from 0.083 to 0.085. This indicates a stronger empirical explanatory power on the relationship between career training and entrepreneurial venture when the mediating variable of is introduced, but as an independent variable.

A look at Step 2 model shows that career training does not have any influence on trainer's characteristics since the corresponding coefficient is not significant (p-value =  $0.081 > 0.05$ ) and the value of R-squared is very minimal ( $R^2 = 0.018$ ). This

implies that by introducing the intervening variable, career training cannot have an effect on entrepreneurial venture. For intervening effect to be significant, the independent variable must have a significant effect on the intervening variable (Baron & Kenny, 1986), a condition which is not fulfilled in this case. Hence, we deduce that trainer's characteristics do not have any intervening effect but influences involvement in entrepreneurial venture as an independent variable. Therefore, based on this step-by-step analysis, we fail to reject HO4 and conclude that trainer's demographic characteristics and pedagogy do not have any significant intervening effect on the relationship between career training and entrepreneurial venture.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Introduction

This section presents the discussion of the main research findings.

#### 5.2 Contribution of Training towards Entrepreneurial engagements

The study findings revealed that the curriculum was adequate and rich with competencies, skills and attitude that motivated graduates leading to entrepreneur ventures to a tune of about 30 % (57 entrepreneurs out of 202 graduates) This concurs with (Saebi 2019 & Ementa, 2018) which concluded that a tailored curriculum skewed to market needs triggers entrepreneur option as a life time engagement. Additionally, the research shows that training approaches and techniques used in the coursework enhanced knowledge retention and motivated the graduates to start an entrepreneurial engagement (Honig, 2014; Kuratko, 2015).

A majority of trainers, had bachelor's, master's degree PhD and a hand full of diploma holders making them competent for the task of training especially in content organisation and mentorship ability (Wiliams and Williams, 2017)

The regression coefficient for training skills was found to be 0.006 with a standard error of 1.50 and a t-statistics value of 0.004. The corresponding p-value for this coefficient was 0.604, which is greater than 0.05. This observation implies that the coefficient was not significant at 5% level since the p-value was greater than 0.05.

The null hypothesis was not rejected and thus concluded that there is no significant relationship between training skills and involvement in entrepreneurial engagement.

That is, we accept the null hypothesis and conclude that training skills is not

statistically significant in influencing involvement in entrepreneurial engagement. This finding is consistent with the significance of the corresponding Pearson's correlation coefficient ( $r = 0.946$ ), which was found not to be significant as seen in Table 4.26. Based on the coefficient value ( $= 0.006$ ), taking the effect of all other independent variables to be zero, a unit improvement in training skills will result to an increase in the decision to venture into entrepreneurship by 0.006 units.

### **5.3 Influence of Internship Exposure towards Entrepreneurial Engagement**

The study found out that, internship exposure and participation helped the students identify and nurture their talents, build self-efficacy resolute motivation and passion, confidence, an eye opener for viable ventures and helped in networking through interactions with diverse clients (Saitikoff, 2017). Similarly Fair lie and Robb (2015) noted that the development of mentorship and apprentice programmes that emphasize apprenticeship skills acquisition in business setting very necessary for future entrepreneurs. The coefficient for Internship exposure/job market was found to be -0.011 (SE=0.13). The corresponding t-statistics value was found to be 0.085. This coefficient was, however, not significant at 5% level since the p-value was greater than 0.05 ( $0.604 > 0.05$ ). The p-value of 0.604 implied that the relationship between internship exposure and entrepreneurial engagement is not statistically significant. The null hypothesis was not rejected and concluded that there is no significant relationship between internship exposure and entrepreneurial engagement. Taking all other independent variables to be zero, a unit improvement in internship exposure or job market would negatively influence the decision to start any business venture 0.011 units. Thus, the more graduates are exposed to job market or internship, the more they

change their preference from starting their entrepreneurial engagements to being employed.

#### **5.4 Contribution of educational institution as a social network in entrepreneurial engagement**

The third objective was to establish the contribution of educational institution as a social network in entrepreneurial engagement among food and beverage diploma graduates.

The findings indicated that the institutions provided conducive learning environment to develop and nurture talents, most institutions provided conducive environment that identified, abilities and talents of the learners. Cumulatively, the graduates agreed that educational social networks inform about market trends, which in turn leads to identification of gaps. Consequently, educational networks dictate the kind of business an individual can venture on. Bortz (2016) contend that networking encourages and promotes entrepreneurial ventures and success. This is also consistent with (Hayter, 2018) who observed that social networking serves as an incubation hub of identifying unexploited business opportunities by turning them into vibrant/mega businesses.

It also came out strongly that: Educational networking links learners to renowned entrepreneur's community for specialized mentorship. Devekar and Kumar (2012) commends the contribution received by alumni and entrepreneurs motivate, mentor and support aspiring entrepreneurs amongst students. Fuentes, Krueger and Brazeal (2013) in their model outlines that education enlightens and encourages entrepreneurial spirit of students. Similarly, Samad Aghayi (2018) suggested that

entrepreneurial organizational culture plays a vital role in changing people's tendency towards self-occupation.

The findings suggest that, Education social network had a significant influence on entrepreneurial engagement since, coefficient was found to be 0.54 ( $SE=0.131$ ), was significant at 5% level since the p-value was less than 0.05 ( $0.044 < 0.05$ ). Since the p-value was less than 0.05 the null hypothesis was rejected at 5% level of significance. This decision implies that educational institution as a social network has a significant influence in the decision by graduate to venture into the business of beverage production and management. In fact, by blocking other independent variables, educational institution positively impacts entrepreneurial engagements by 0.54 units.

### **5.5 Intervening Effect of Trainer's Demographics and Pedagogy on Entrepreneurial Engagement**

The fourth objective was to establish the influence of educational institution as a social network on entrepreneurial engagement between food and beverage diploma graduates

from tertiary institutions.

The study revealed that, an attention towards a particular thought or idea is a forerunner to the future course of action and concludes that entrepreneurial intentions and formed by demographic factors. Honig (2014) and Kuratko (2015) discovered that pedagogical approach yields positive results especially experimental learning, live cases and simulations goes a long way with students' business startups.

The objective was conducted using Baron and Kenny (1986) moderation steps. The results showed that the coefficient of career training before mediation is greater than

the coefficient after mediation ( $0.440 > 0.401$ ). In both cases, the coefficients are significant (P-values  $< 0.05$ ). In addition, the coefficient of the mediating variable, trainer's characteristics was significant at 5% significance level. Comparison of  $R^2$  in the two models revealed that when trainer's characteristics is used as an independent variable, the value of R-squared increases from 0.083 to 0.085. This indicates a stronger empirical explanatory power on the relationship between career training and entrepreneurial engagement when the mediating variable of is introduced, but as an independent variable.

In the second Step 2 model, career training does not have any influence on trainer's characteristics since the corresponding coefficient is not significant (p-value = 0.081  $> 0.05$ ) and the value of R-squared is very minimal ( $R^2 = 0.018$ ). This implies that by introducing the intervening variable, career training cannot have an effect on entrepreneurial engagement. For intervening effect to be significant, the independent variable must have a significant effect on the intervening variable (Baron & Kenny, 1986), a condition which is not fulfilled in this case. Hence, we deduce that trainer's characteristics do not have any intervening effect but influences involvement in entrepreneurial engagement as an independent variable. Therefore, based on this step-by-step analysis, the hypothesis was not rejected and conclude that trainer's demographic characteristics and pedagogy do not have any significant intervening effect on the relationship between career training and entrepreneurial engagement.

## **CHAPTER SIX**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter summarizes the findings of the study as and gives conclusions and recommendations based on the findings of the study. The main findings of the study are summarized and conclusions are made to help fully fill the gap of the objectives and questions which arose. Major themes that have a bearing on the study's key objectives were highlighted.

#### **6.2 Summary of Findings of the Study**

This study sought to establish the utilization of training skills in food and beverage management on entrepreneurial engagements of diploma graduates from tertiary institutions in Nairobi, Kenya.

The researcher collected data from 202 graduates and 34 lecturers from different institutions. The data used was obtained from the graduates and the lecturers. The study looked at the characteristics and attributes of both the graduates and the lecturers. These characteristics included: age, sex, level of education of the respondent. Other independent variables included: training, internship exposure and educational institution as a social network for food and beverage graduates.

The study looked at contribution of training as the first objective to entrepreneurial engagement among food and beverage graduates. The findings, confirmed that the teaching approaches and methods used in the training enhanced knowledge retention and motivated them to start an entrepreneurial engagement. The null hypothesis was

not rejected and thus concluded that there is no significant relationship between training skills and involvement in entrepreneurial engagement. That is, we accept the null hypothesis and conclude that training skills is not statistically significant in influencing involvement in entrepreneurial engagement.

The second objective, was to find out the effectiveness of internship exposure in nurturing the graduates towards starting their own entrepreneurial engagement. The identified internship skills were believed to had some influence on entrepreneurial engagement through acquisition of first-hand information, experience, exposure to industry, exposure and participation in income generating ventures/ contribution to entrepreneurial engagement. The null hypothesis was not rejected and concluded that there is no significant relationship between internship exposure and entrepreneurial engagement.

The third objective was to establish the contribution of educational institution as a social network in entrepreneurial engagement among food and beverage diploma graduates. From the findings, educational social networking and mapping of the gaps influenced the entrepreneurial engagement of the graduates. The findings indicated that the institutions provided conducive learning environment to develop and nurture talents. Thus, most institutions provided conducive environment that identified, abilities and talents of the learners. In summary, the third hypothesis was rejected that there is no significant relationship between educational institution as a social network and entrepreneurial engagement among food and beverage graduates.

The fourth objective was to establish the influence trainers' demographics and pedagogy on entrepreneurial engagement between food and beverage diploma graduates from tertiary institutions. The results showed that the coefficient of career

training before mediation is greater than the coefficient after mediation. The coefficient of the mediating variable, trainer's characteristics was significant at 5% significance level. Comparison of  $R^2$  in the two models revealed that when trainer's characteristics is used as an independent variable, the value of R-squared increased. This indicates a stronger empirical explanatory power on the relationship between career training and entrepreneurial engagement when the mediating variable of is introduced, but as an independent variable. Therefore, based on this step-by-step analysis, the hypothesis was not rejected and conclude that trainer's demographic characteristics and pedagogy do not have any significant intervening effect on the relationship between career training and entrepreneurial engagement.

### **6.3 Conclusion**

The curriculum was adequate and impacted positively on entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions though it required to be re-engineered to meet the diversity of market needs, a review to accommodate more practical lessons as opposed to theory. "Exam gurus "graduates will pay little attention to job creations as opposed to queuing for white collar jobs. (Udonye and Mba 2018) The study consistent with, Gaius-Okeh (2019) and Ogwo (2018) pointed that food and beverage curriculum should fully address the competences required for gainful and greater impact on ventures.

Lecturers play a critical role in motivating/mentoring graduates to get involved in entrepreneurial activities through teaching methodology and nurturing of talents. Lectures are pillars of knowledge, attitude builders and rooters of business start-ups. (Ahamad 2018)

The study revealed that, few graduates were running their own enterprises. Although most graduates acknowledged that the training skills acquired are of great help but they do not translate to entrepreneurial path. Most graduates were non-comittal in following the entrepreneurial path. A handful of graduates had started enterprises (30% out of 202 graduates resolved for self-employment). This results are in resonance to Ford and Gross (2019) who found that it is not a guarantee for graduates to act entrepreneurially irrespective of skills gained, they become hesitant for they lack psyche, confidence and intrinsic drive.

The study concluded that internship exposure nurtures the graduates towards starting their own entrepreneurial engagement. Internship enables the graduate to build confidence, it is an eye opener for viable ventures and it's a network through interaction with diverse personalities.

The study concluded that educational social networks had a significant effect on entrepreneurial engagements among food and beverage diploma graduates from tertiary institutions marketing and sporting of viable business opportunities. It enables graduates to acquire loans and grants for entrepreneurial engagements. Educational social networking was the most significant predictor of tertiary diploma graduates on entrepreneurial engagement. These findings are similar as Muigai Sarah (2012) which found out that social networking influences entrepreneurial sprouts by 60%.

Lastly, on the intervening effect of trainer's demographics and pedagogy on entrepreneurial engagement, the hypothesis was not rejected and conclude that trainer's demographic characteristics and pedagogy do not have any significant intervening effect on the relationship between career training and entrepreneurial engagement.

#### **6.4 Recommendations of the Study**

The following recommendations were made based on the study findings;

The study recommends that the hospitality institutions should increase their practical interactions and providing feedback from students in order to know what they like and what can be improved in the trainings to get better outcomes. A checklist for evaluating training options should be included.

It should be essential that industry representatives work closely with hospitality programs and educators to ensure that students are developing realistic advancement expectations and positive perceptions of their future in the hospitality industry.

The study recommends that management of the education institutions should be receptive of information coming directly from industry representatives, whether through recent graduates or established advisory boards, to ensure quality student training in the hospitality sector. The education institutions have a direct influence on students' impressions of life in the hospitality industry and the different experiences they may experience; if this is not regularly occurring in the classroom, students may not be prepared for entrepreneurial engagements after graduation.

Along with providing students with the necessary knowledge and skills they will need to be successful, education institutions play an important role in guiding students in the entrepreneurial engagements and career plans. Empower the aluminae clubs, increase entrepreneurial incubators to link graduates to the other business specialists.

#### **6.5 Contribution to Knowledge**

The study contributed to the body of existing knowledge as pertains to food and beverage training and entrepreneurial engagement in the following ways;

- That the lecturers play a critical role in motivating/mentoring graduates to get involved in entrepreneurial activities through teaching methodology and nurturing of talents.
- Internship exposure nurtures the graduates towards starting their own entrepreneurial engagement. Internship enables the graduate to build confidence
- Educational social networks proved vibrant and significant on marketing and sporting of viable business opportunities

### **6.6 Areas for Future Research**

This study was conducted among tertiary diploma graduates in Nairobi county Kenya, a similar research be conducted from a different county for craft and artisan levels.

Tracer study be conducted to follow graduates progress over five years from their graduation.

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## APPENDICES

### Appendix I: Consent for Food and Beverage Graduates

You are invited to participate in a study conducted by Benard Binyanya (Msc. Hospitality Management) Hospitality and Tourism, Kenyatta University. The study aims at examining the contribution of career training in food and beverage on entrepreneurial ventures among graduates from tertiary institutions in Nairobi County, Kenya.

Your agreement to take part, requires filling of a questionnaire.

Information generated will be used for curriculum monitoring and evaluation. Participation is voluntary and at discretion to leave. Confidentiality of the information is assured. Any further queries or study concerns contact; Benard Binyanya 0722658535.

#### **Respondents Signature**

I confirm that the procedures of this study are well understood and I now take consent to participate.

Participants signature/thumbprint----- Date; -----

Researchers Signature.....Date.....

benardbnn105@gmail.com

**Appendix II: Informed Consent for the Lecturers**

You are requested to participate in a study conducted by Binyanya Benard (Msc. Hospitality Management) Hospitality and Tourism, Kenyatta University. The aim of the study was to examine the contribution of career training in food and beverage on entrepreneurial ventures among graduates from tertiary institutions in Nairobi County, Kenya.

Information obtained in this study will be confidential. Participation is voluntary and you are free to withdraw at any time. For concerns on the study, contact; Benard Binyanya. benardbnn105@gmail.com

**SIGNATURE OF RESPONDENT**

The conditions of my participation are well understood and I agree to take part in this study.

Participants signature/thumbprint----- Date; -----

Researchers Signature.....Date.....

### Appendix III: Questionnaire for Graduates

I am a student from Kenyatta University pursuing a Master of Science Course. Am carrying out a research on “**Food and Beverage Training and Entrepreneurial Engagement Among Diploma Graduates from Tertiary Institutions in Nairobi City County, Kenya.**” This questionnaire has section A & B The Responses will be confidentially.

#### PART 1: Demographic Data

1. Please indicate your institution category

- Public University [ ]  
 Private University [ ]  
 Public Technical Institution [ ]  
 Private Technical Institution [ ]

2. **Gender:** Female [ ] Male [ ]

3. **Indicate your age in years?**

- 20-25 [ ] 25-30 [ ] 31 and above [ ]

4. **Indicate your Employment status**

- Formal Employment [ ]  
 Self-employed/entrepreneur [ ]  
 Not employed [ ]

#### PART II: Factors that Influence Graduates’ Entrepreneurial engagement

5. Based on your opinion indicate the most appropriate response with the scales given below;

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD=Strongly Disagree

#### SECTION A: SKILLS TRAINING

Factors	SA	A	N	D	SD
1. The course has diverse programs that identifies and nurtures learners abilities that initiates entrepreneurial venture					
2. The professional skills acquired during course work are adequate to successfully start and run an enterprise					
3. During learning process learners are encouraged to pursue their own ideas					
4. Teaching approaches and methods used enhances knowledge retention and motivates a graduate to start an entrepreneurial venture					
5. Exposure and participation in college events such as trade fairs, exhibitions shape the career path.					

6. During training did you have an opportunity of developing any entrepreneurship project?

Yes [ ] No. [ ]

If yes would you consider opening a business under the project identified?

.....  
 .....  
 .....

If No, why?.....

7. In your opinion what would have you wished to learn about entrepreneurship which was not in the curriculum?.....

8. a) Have you attended any program or entrepreneur trainings on food and beverage after graduation?

Yes [ ] No [ ]

Kindly state the training program(s) attended

.....  
 .....  
 .....

b) Kindly state the extent to which entrepreneurship curriculum helps in meeting entrepreneurial aspirations

Strongly Disagree [ ]

Disagree [ ]

Neutral [ ]

Agree [ ]

Strongly Agree [ ]

9. Please rate the levels of your satisfaction on the courses learned, during your training in college

<b>Statement</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Fairly satisfied</b>	<b>Not satisfied</b>
Food and beverage production practicals					
Food and beverage services practicals					
Supports subjects, book keeping/accounts, marketing, entrepreneurship					

**SECTION B: INTERNSHIP/JOB MARKET EXPOSURE**

10. Based on your opinion indicate the most appropriate response with the scales given below;

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD=Strongly Disagree

Factors	SA	A	N	D	SD
1. Internship information and experiences has greatest influence on career choice					
2. Internship exposes learners to industry practices that aid in making informed decisions.					
3. Exposure and learners’ participation in institutions income generating investments influences entrepreneurial pathways.					
4. The duration of internship and the level of the facility where learners are attached shapes career option					

11. In your own opinion do you consider entrepreneurial venture worth taking as a lifetime career? Kindly explain.....

**SECTION C: EDUCATIONAL NETWORKING**

12. In your opinion, do you think your institution provide a conducive learning environment?

Yes [ ] No [ ]

13. Kindly indicate ways in which your institution provides a conducive learning environment by ticking appropriate box or boxes below

- Clubs /societies [ ]
- Tutorials and learning experiences [ ]
- Technical awareness [ ]
- Character mentoring [ ]

14. Based on your opinion indicate the most appropriate response with the scales given below;

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD=Strongly Disagree

FACTORS	SA	A	N	D	SD
1. Educational social networks information and identification of gaps has an influence on entrepreneurial venture					
2. Educational networking links learners to a web of seasoned entrepreneur who help in starting an enterprise.					
3. Social networking is an enabler for acquiring entrepreneurial resources such as, loans and grants.					

15. Do you have a mentor or advisor to help you in developing and improving your business ventures?

i) Developing and improving a business venture

Yes [ ] No [ ]

ii) If yes who were your advisors in developing the business

Lecturer [ ]

A colleague [ ]

Parent [ ]

Specialist in the field [ ]

iii) If yes who were your advisors in improving the business

Lecturer [ ]

A colleague [ ]

Parent [ ]

Specialist in the field [ ]

#### SECTION D: TRAINER'S DEMOGRAPHICS AND ENTREPRENEURIAL ENGAGEMENT

16. Rate the extent to which the following indicators of trainer's demographic characteristics and pedagogy intervenes in the relationship between career skills and entrepreneurial venture.

Trainer's Demographics	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Skill and knowledge					
Motivational/appraisal methods					
Attitude and perception					
Teaching methods					
Past experiences					

#### SECTION E: ENTREPRENEURIAL ENGAGEMENT

17. a) In your opinion, do you think professional skills acquired during coursework are adequate enough to help in proper Career Choice decision making?

Yes [ ] No [ ]

b) If yes, please indicate ways in which the professional skills are adequate by ticking any of the pointer or pointers given below

Curriculum rich in content [ ]

Enhanced passion and interest [ ]

Provided basic skills necessary for the industry [ ]

Focus on practical/exposure

[ ]

18. Based on the Food and Beverage Training you have had, please indicate the extent to which you agree with the following statements under each indicator of the capacity to any entrepreneurial engagement

<b>Indicator</b>	<b>Extent of influence</b>				
<b>(i) Determinants of Entrepreneurial Engagement</b>	<b>1: 0-5%</b>	<b>2: 5-10%</b>	<b>3: 10-15%</b>	<b>4: 15-20%</b>	<b>5: Above 20%</b>
Market opportunities					
Existing market environment					
Entrepreneurial skills					
Access to capital					
	<b>Extent of the capability</b>				
<b>(ii) Entrepreneurial Performance</b>	<b>1: 0-5%</b>	<b>2: 5-10%</b>	<b>3: 10-15%</b>	<b>4: 15-20%</b>	<b>5: Above 20%</b>
I am capable of increasing market share in the industry by					
I am capable of penetrating new markets					
My ability to launch new products and/or services in the hotel and tourism industry has increased by					
My capability to create wealth has increased by					
	<b>Extent of impact</b>				
<b>(iii) Impact of Entrepreneurial Engagement</b>	<b>1: 0-5%</b>	<b>2: 5-10%</b>	<b>3: 10-15%</b>	<b>4: 15-20%</b>	<b>5: Above 20%</b>
Poverty reduction					
Self-development and overall economic growth					
Creation of job opportunities					

19. If you have any entrepreneurial engagement, please rate how your business performs based on the following aspects by ticking [√]

<b>Performance Indicators</b>	<b>Below expectation s</b>	<b>Needs improvement s</b>	<b>Meets expectation s</b>	<b>Exceeds Expectatio ns</b>
Growth in customer base				
Growth in profits				
Quality of products/ services offered				
Business image				
Retention of staff				
Not applicable				



3. Does the institution have revenue generating ventures where learners participate to cultivate hands on skills before graduating which can trigger entrepreneurial venture?

**Yes** [ ]                      **No** [ ]

4. Does the institution offer or engage graduates to programs that identify and nurture talents to the fullest?

**Yes** [ ]                      **No** [ ]

Kindly explain.....

.....

5. In your own opinion do you consider professional skills acquired by graduates during course work adequate for career decision making?

**Yes** [ ]                      **No** [ ]

Kindly explain.....

**Appendix V: Sample size**

<b>Institution sampled</b>	<b>2016</b>	<b>2017</b>	<b>Total</b>	<b>Sample size</b>
Kenyatta University	85	64	149	45
Moi University	20	25	45	14
Great star university	24	28	52	16
Zetech	20	28	48	14
Mt. Kenya University	30	18	48	14
Kenya Methodist university	25	20	45	14
Nairobi Technical Institute	38	36	74	22
PC Kinyanjui Institute	16	14	30	9
Railway Training Institute	30	21	51	15
Nairobi Institute of Business Studies	32	40	72	22
Kenya Institute of Professional Studies	20	30	50	15
Beam International College	20	18	38	11
Career Centre	20	15	35	11
Intraglobal Training Institute	14	20	34	11
<b>Total</b>				<b>232</b>

Source: Institutions' Records and Registry (2016/2017)

**Appendix VI: Map of the Study Area**



## Appendix VII: Approval Letter from Graduate School



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 18<sup>th</sup> July, 2018

TO: Bernard Binyanya  
C/o Hospitality Management Department

REF: T129/OL/CTY/26327/2015

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board 30<sup>th</sup> May, 2018 entitled "Professional Training in Food and Beverage Management and Entrepreneurial Ventures: A Study of Diploma Graduates From Tertiary Institutions in Nairobi, Kenya".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

JULIA GITU  
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Hospitality Management Department

Supervisors:

1. Dr. Monica Wandolo  
C/o Hospitality Management Department  
Kenyatta University
2. Dr. Rahab Mugambi  
C/o Hospitality Management Department  
Kenyatta University

JG/rwm

**Appendix VIII: Authorization Letter from Graduate School**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

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Our Ref: T129/OL/CTY/26327/2015

DATE: 18<sup>th</sup> May, 2017

Director General,  
National Commission for Science, Technology  
& Innovation  
P.O. Box 30623-00100,  
**NAIROBI**

Dear Sir/Madam,

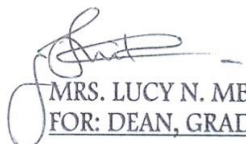
RE: RESEARCH AUTHORIZATION FOR BERNARD BINYANYA – REG. NO.  
T129/OL/CTY/26327/2015

I write to introduce Mr. Bernard Binyanya who is a Postgraduate Student of this University. He is registered for M.Sc degree programme in the Department of Hospitality Management.

Mr. Binyanya intends to conduct research for an M.Sc Proposal entitled, “Professional Training in Food and Beverage Management and Entrepreneurial Ventures: A Study of Diploma Graduates From Tertiary Institutions in Nairobi, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

  
MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL

## Appendix IX: Authorization Letter from Ministry of Education



Republic of Kenya  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

REGIONAL COORDINATOR OF EDUCATION  
NAIROBI REGION  
NYAYO HOUSE  
P.O. Box 74629 – 00200  
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1 VOL. I

DATE: 7<sup>th</sup> September, 2018

Binyanya Benard Bintanya  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "*Professional training in food and beverage management and entrepreneurial ventures: A study of Diploma Graduates from Tertiary institutions in Nairobi, Kenya*".

This office has no objection and authority is hereby granted for a period ending 17<sup>th</sup> August, 2019 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

  
RHODA MWEI  
FOR: REGIONAL COORDINATOR OF EDUCATION  
NAIROBI



c.c

Director General/CEO  
Nation Commission for Science, Technology and Innovation  
NAIROBI

**Appendix X: Authorization Letter from TVETA**

BINYANYA BENARD

P.O BOX 25013, NAIROBI

TEL: 0722658535

Email: [benardbnn105@gmail.co-m](mailto:benardbnn105@gmail.co-m)

20/09/2018

TO THE DIRECTOR TVETA

TELPOSTA TOWERS KENYATTA AVENUE

P.O BOX 35625-00100

NAIROBI.



Dear Sir/Madam

**RE: NUMBER/LIST OF ACCREDITED TERTIARY INSTITUTIONS IN NAIROBI**

I am a student at Kenyatta University pursuing Master of Science in Hospitality Management (Adm. No T129/OL/CTY8/26327/2015) as a requirement of this programme am expected to collect data in order to complete thesis under study titled **“professional Training in food and beverage management and entrepreneurial venture a study of Diploma graduate from Tertiary institutions”**

In reference to this matter I request to access your data bank for all TVETA accredited Tertiary institution in Nairobi County to facilitate data collection.

Looking forward for your positive response.

Thanks in Advance

Yours faithfully

**BINYANYA BENARD.**

**MSC.T129/OL/CTY/26327/2015**

*Ms. Evans*

*Kindly assist*

*Ms. Binyanya*

*20/9/2018*

## Appendix XI: Research Authorization Letter from NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/31379/24275**

Date: **18<sup>th</sup> August, 2018**

Binyanya Benard Binyanya  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Professional training in food and beverage management and entrepreneurial ventures: A study of Diploma Graduates from Tertiary Institutions in Nairobi, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **17<sup>th</sup> August, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

COUNTY COMMISSIONER  
NAIROBI COUNTY  
P. O. Box 30124-00100  
TEL: 341666  

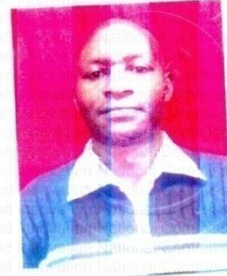

The County Director of Education  
Nairobi County.

### Appendix XII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MR. BINYANYA BENARD BINYANYA**  
**of KENYATTA UNIVERSITY , 0-100**  
**NAIROBI,has been permitted to conduct**  
**research in Nairobi County**

**Permit No : NACOSTI/P/18/31379/24275**  
**Date Of Issue : 18th August,2018**  
**Fee Recieved :Ksh 1000**

**on the topic: PROFESSIONAL TRAINING**  
**IN FOOD AND BEVERAGE MANAGEMENT**  
**AND ENTREPRENEURIAL VENTURES: A**  
**STUDY OF DIPLOMA GRADUATES FROM**  
**TERTIARY INSTITUTIONS IN**  
**NAIROBI,KENYA**



**for the period ending:**  
**17th August,2019**

  
.....  
**Applicant's**  
**Signature**

  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**