

## Effect of Trainer on Entrepreneurial Intention of Technical and Vocational Education and Training Graduates in Kenya

Ruth Kirigo Kimathi<sup>1</sup>, Felista W. Njeru<sup>2</sup> and Michael Korir<sup>3</sup>

<sup>1</sup>*Department of Business, School of Business and Economics, Mount Kenya University, Kenya; E-mail: ruthykiri@gmail.com*

<sup>2</sup>*Head of Department of Economics, School of Business and Economics, Mount Kenya University, Kenya; E-mail: phelistawangui2004@gmail.com*

<sup>3</sup>*Director, Quality and Standards Assurance, School of Business, Moi University, Kenya; E-mail: miko\_ent@yahoo.com*

Cite: Kimathi, R. K., Njeru, F. W., & Korir, M. (2020). Effect of Trainer Attributes on Entrepreneurial Intention of Technical and Vocational Education and Training Graduates in Kenya. *The University Journal*, 2(1), 11-22.

---

### Abstract

*The purpose of the study was to assess effect of trainer attributes on entrepreneurial intention of Technical and Vocation Education and Training graduates in Kenya. Data was collected from 329 final year graduates of six public technical training institutions using a self-administered structured questionnaire. Results show there is a significant positive relationship between trainer attributes and entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya. The study found that full time lecturers constituted the largest source of influence to graduate entrepreneurial intention compared to practicing entrepreneurs and guest speakers. Ideally, practicing entrepreneurs would act as best mentors and role models to inspire entrepreneurial intention as they share their story. The study concludes that trainer attributes can be used to predict entrepreneurial intention of graduates, but this aspect is still underutilized and underdeveloped. Furthermore, effect of trainer attributes on entrepreneurial intention of graduates has not been subjected to much empirical investigation in Kenya in spite of entrepreneurship education being compulsory in technical institutions. Accordingly, the study recommends collaboration with the industry to establish a pool of practicing entrepreneurs who will be used from time to time in entrepreneurship instruction. Standardization of requisite competencies for entrepreneurship trainers as well as and continuous capacity building of entrepreneurship trainers is desirable. A tracer study should be carried out to establish the percentage of graduates who actually actualize their entrepreneurial intention.*

**Keywords:** Entrepreneurship, Trainer Attributes, Entrepreneurship Education, Entrepreneurial Intention

---

### Introduction and Background

Entrepreneurship is the process of starting and/or growing a new profit-making business (Bird, 1989). Entrepreneurship training programs as well as initiatives to instruct individuals on entrepreneurship are increasing all over the world. Learning can increase person's state of self-efficacy (Wilson & Marlino, 2007), and can help to create an entrepreneurial mindset by proving capabilities, knowledge and tools for entrepreneurial ventures. At the same time scholars continue to argue on the subject with some studies contending that further research in the area is required to understand the phenomena (Lorz, 2011) and (Bagano & Ocampo, 2012) among others. The resolution to become an entrepreneur may be viewed as voluntary and conscious where intention is a distinct best predictor of behaviour (Ajzen I. , 1991). Therefore,

intention precedes behaviour. Entrepreneurial intention is defined as conscious awareness, conviction, and state of mind that heralds accomplishment and focuses attention towards a goal such as starting a business in the future (Fayolle, Linan, & Moriano, *Beyond Entrepreneurial Intentions: Values and Motivations in Entrepreneurship* ., 2014). A number of countries have embraced entrepreneurship education as a teaching subject. In Africa, Angola, Lesotho, Botswana, Mozambique, Malawi, Tanzania, Zambia, Swaziland, and Zimbabwe have embraced entrepreneurship education in their formal education system. The Kenya government recognizes the importance of entrepreneurship education in raising entrepreneurs. According to some studies, entrepreneurship education is underdeveloped, without standards and its execution packed with political pressures, philosophical predicaments as well as resources tussles (Myrah & Currie, 2006). In Kenya, Entrepreneurship education has been taught in Technical and Vocational Education and Training (TVET) institutions since early 1980s to date.

### ***Technical and Vocation Education and Training in Kenya***

The presidential working party on Education and Manpower Training for the Next Decade and beyond endorsed teaching of entrepreneurship in every TVET institution in the country (Republic of Kenya, 1988). This made the teaching of entrepreneurship compulsory in middle level colleges where the subject is taught either as a major course or as a course unit. The main aim of entrepreneurship education is to equip youth with entrepreneurial attitudes, knowledge, and skills to create an entrepreneurial mindset as opposed to job seekers. The objectives of the national TVET system in Kenya is to offer chances of training to school leavers so that they can be empowered to be self – reliant through acquisition of practical skills and attitudes geared towards income generating undertakings. Training in TVET also offers technical knowhow, vocational, competencies, attitudes, and skills needed for human capital development to create skilled Artisans, Craftsmen, Technicians and Technologists for informal and formal segments (Republic of Kenya 2005). TVET catchment population is mainly youth who for some reason or the other do not enroll into the university levels. Entrepreneurship is taught in TVET either as a standalone course or as a course unit in all diploma and certificate courses. The objective of entrepreneurship program in TVET is attitude formation on entrepreneurial culture and exploit. As a course unit, the subject intends to offer trainees with skills, knowledge, and attitudes geared towards acquisition of entrepreneurial competencies necessary for planning, starting, and managing modern business.

Those who have gone through the programme should be able to demonstrate positive attitude on self-employment, portray desire to venture into business, identify viable business opportunities as well as demonstrate entrepreneurial behavior in planning, starting, and managing a business enterprise. Graduates should be able to demonstrate creativity and initiate innovative business activities as well as appreciate the role of business planning and emerging trends with all issues related to entrepreneurship. Technical and Vocational Education and Training offers diverse technical and business programs geared towards equipping learners with knowledge, skills and attitudes not only to mold them for salaried employment but also to be self-reliant. TVET program provide access to skills and knowledge critical in all fields in marketplace such as mechanics, electronics, automation, clothing and textiles, education, engineering, graphics, secretarial, ICT, hospitality industry, and agriculture. Despite entrepreneurship education having been ongoing for over two decades, its effect on graduate entrepreneurial intention is still unclear with most studies focusing on university graduates. Intention is a clear indicator that behavior will take place. Therefore, entrepreneurial intention is the best predictor that graduates would turn into entrepreneurship. Some practical and

research issues emerge that need to be investigated in respect of entrepreneurship education and graduates entrepreneurial intention.

Trainers play a major role in inculcating knowledge, attitudes, and skills that shape human behavior. It is against this background that the researcher considered this study to be timely. Accordingly, the quality of trainer remains critical for effective transfer of relevant knowledge, competencies, skills and attitudes. Every year, TVET institutions in Kenya enroll close to 140,000 youth who later transit into the world of work. A United Nations report on Human Development Index indicated that Kenya recorded 39.1 percent unemployment by the end of 2017. The largest unemployment rate was recorded in the age bracket of 20-24 years who were not engaged in any work or business (Republic of Kenya, 2017) in spite of entrepreneurship education being mandatory in technical institutions. Youth unemployment undermines social health of the nation and is harmful to economic development. Effect of the trainer on entrepreneurial intention of TVET graduates is still unknown. It remains a puzzle why so many youth are unemployed and continue to look for formal employment in spite of going through entrepreneurship. Entrepreneurial intention of TVET graduates in Kenya is still unknown. Therefore, the study set to assess effect of trainer attributes on entrepreneurial intention of Technical and Vocational Education and Training Graduates in Kenya

## **Empirical Literature Review**

### ***Entrepreneurial Intention***

The study reviewed relevant literature that explains entrepreneurial intention. The review was necessary in understanding entrepreneurial intention. Intention is conscious awareness, conviction and state of mind that heralds action and focuses attention towards a goal such as starting a business (Fayolle et al., 2014). The study operationalized entrepreneurial intention as conscious awareness, conviction and indication of, and willingness to start own business and plan start it in future. Some studies reveal education to have a weak influence on entrepreneurial intentions of graduates while others have found education to have a significant influence. In other studies entrepreneurship is a deliberate action that is voluntary and conscious with intention being single utmost forecaster of a person's entrepreneurial conduct. Other studies have found that Entrepreneurship Education has an indirect impact on entrepreneurial intention. Scholars continue to grapple on the decision to become an entrepreneur with observations changing along the years (Liñán & Rodriguez, 2004).

Earlier studies had attributed entrepreneurial intention to traits and demographic variables of origin, beliefs, gender, level of education, and habits, and work experience (Bird, 1989). However, these approaches have been inconclusive and criticized for their conceptual limitations and low explanatory capacity. According to (Shapero, 1975) three factors influence entrepreneurial intention. These are perceived desirability; perceived feasibility and perceived propensity. Krueger (1993) began a line of studies and arguments that formally represented and then tested effects of feasibility and desirability in increasing entrepreneurial intention and generated the entrepreneurial intentions model. The model adopts that perceived feasibility and perceived desirability predict the intentions to become an entrepreneur. Ajzen (1991) presented a psychological model of planned behaviour where intention is the central element in explaining behaviour. The model explains three motivational factors that influence behaviour. These are: Perceived behavioural control, Attitude towards the behaviour and Perceived social norms. Perceived behavioural control is the perception of the easiness or difficulty in performing the behaviour. This perception is comparable to perceived feasibility by Shapiro and Sokol (1982). The central thing is the sense of perception of one's ability to start a business.

Attitude towards the behaviour is the extent that one holds positively or negatively the behaviour of being an entrepreneur. More positive attitudes will make it more possible the intention to become an entrepreneur and vice versa. Perceived social norms measure perceived social pressure to carry out or not to carry out entrepreneurial behaviour. Empirical works have shown that subjective norms contribute very weakly to the intention of carrying out behaviours (Ajzen, 2005) and (Liñán, Cohard, & Cantuche, 2005).

Other scholars consider entrepreneurial intention as a voluntary and conscious activity. As a voluntary and conscious activity, intention becomes a single most predictor of entrepreneurial behaviour which is a preceding and determining factor in execution of entrepreneurial behaviours (Fayolle & Gailly, 2014). According to (Thomson, 2009) entrepreneurial intention involves conscious responsiveness and persuasion by persons that they want to establish a new venture and they intend to venture in future. However, scholars continue to grapple on the decision to become an entrepreneur with explanations changing over time (Liñán & Rodriguez, 2004). Shapero (1982) developed a model on what influences entrepreneurial intentions. The author sought to identify key social factors that led to the entrepreneurial event to happen such as the act of starting an enterprise. Conclusion was that entrepreneurial events occur due to relating situational and social-cultural influences. An entrepreneurial happening ensues as a consequence of vibrant processes giving situational momentum which has bearing upon persons whose views and beliefs are determined by one's social-cultural heritage. Consideration for entrepreneurial choice would take place due to certain external change. Individual's response to external event is dependent on one's perceptions about accessible choices.

A study conducted in Singapore by (Wong & Lu, 2002) found that perception and knowledge of entrepreneurship among undergraduates was very low before entrepreneurship education was introduced. The study concluded that entrepreneurship education directly influenced attitude towards creation of a new venture. Douglas and Shepherd, (2002) established a strong relationship between intention and real behavior within entrepreneurship as well as in other diverse situations. There has been a gender dimension to entrepreneurial intention. Keong (2008) in a research conducted on Entrepreneurial intention among students of Open University Malaysia found that learners consider entrepreneurship as generally and personally and desirable. Nonetheless, training and skill development programs are necessary to enhance individual competences and to grow positive attitudes, interest, and intention in learners towards entrepreneurial behavior. The research found that presence of entrepreneurs in the family had a positive influence on entrepreneurial perception and intentions as they served as role models. It also found entrepreneurial intention of female students to be fairly low. Even early studies such as that by Noel (1998) found that education had a strong influence on learner entrepreneurial intention, with those majoring in entrepreneurship claiming greater intentions to venture into self-employment. Wilson *et al.*, (2007) found entrepreneurship education to increase learners' enthusiasm in entrepreneurship as a profession.

According to Souitaris *et al.*, (2007) training increased significantly learners' subjective norms and intentions toward entrepreneurship by inspiring them to select entrepreneurial occupations. Wilson and Marlino (2007) resolved that the link is more prominent in female students. Kamau (2012) focused on relationship between environmental factors in education and entrepreneurial intention of university students under variables of education dimensions, social valuation and perceived resource availability and found entrepreneurial intention of Kenyan university students to be high but will low perceived behavioral control and recommended further studies

to establish causes of low perceived behavioral control in spite of entrepreneurial intention being high. There is need to establish if the same position could be said to be true for TVET students whose training prepares them more for blue color jobs as technicians hence better placed for self-employment unlike university graduates who are prepared to be technologists.

### ***Entrepreneurship Education***

Learning is expected to change behavior by providing required skills, knowledge, and attitudes towards the intended behavior. Teaching entrepreneurship education started during the early 1970's. However, the actual influence of entrepreneurship education as a power in learning institutions took place in the 1980s. Since then, Entrepreneurship training programs as well as initiatives to instruct individuals on entrepreneurship are increasing all over the world. Many reasons have been advanced why a number of people do not aspire to turn into entrepreneurship. Souitaris et al. (2007) suggested some elements of entrepreneurship programme that make it be considered as good practice. Talking to people practicing as entrepreneurs would make up the module on connections with industry or practice in order to expose learners to networking opportunities. Institutional support component focuses on the kind of support available for learners who aspire to start a venture. This may include an advice-giving framework, introduction to mentors and exposure to networks, initial capital, or anything related. Lorz (2011) alluded to these good practice elements of entrepreneurship education.

According to (Rengiah & Sentosa, 2016), entrepreneurial attitude mediates the relationship between entrepreneurship education and Entrepreneurial intention. That was found to apply for Malaysian students. However, Mahendra, Djatmika and Hermawan (2017) found entrepreneurship education to have an indirect impact on entrepreneurial intention. The study also found attitude and motivational factors mediate between entrepreneurial education and entrepreneurial intention. The study was conducted among students in a university in Indonesia. (Keong, 2008) found that learners consider entrepreneurship as personally and generally desirable. However, skills development programs and training are needed to enhance personal competences and create interest and intention in learners to poster positive attitude towards entrepreneurship. A study on graduate entrepreneurial intention conducted in South Africa showed that entrepreneurial intention of students in the country was very weak with majority of graduates favoring to be employed in public establishments and private corporations. However, some studies have advanced that the entrepreneurship curriculum is underdeveloped, without standards and its execution packed with political pressures, philosophical predicaments as well as resources tussles (Myrah & Currie, 2006).

### ***Entrepreneurship Trainer Attributes***

Successful implementation of entrepreneurship education like any other program depends on trainers and the pedagogy they apply in content delivery. The trainer should possess relevant knowledge, skills, attitude and competencies in the subject. The trainer should be sufficiently conversant with experiential instructional and learning methods, be familiar with the relevant business content and is steadfast in using a variety of instructional methods. A good trainer is one who is able to apply a variation of learning methods. Take note of differences in learners' interests and abilities and is prepared to deal with discomfort that this may cause to self in order to help learners adopt to different ways of learning. Keeping learners engaged and attracted entails additional skills, lots of creativity, and ability to relate theory and process to the entrepreneurial necessities of a real business environment, (Gibb 2002). Trainers require adequate and appropriate materials for instruction and they should know how to use them

correctly. Teaching resources and materials include reference materials such as books, journals, and periodicals. Entrepreneurship hands on experience in business practice besides theory is a critical skill. The ability to use technology effectively in order to utilize facilities such as computer labs for ease of access to information through the internet and other technology driven sources is essential

According to (Vyakarnam, 2005) Entrepreneurs are best equipped to teach entrepreneurship as they give own experiences and serve as role models. This gives trainees opportunity to interact with entrepreneurs and inspires them towards a more positive attitude towards entrepreneurship and builds the trainee's self- confidence. This interaction amplifies learner's intention to become entrepreneurs. In some cases, centers of excellence for entrepreneurial learning are created and content delivery done by entrepreneurs. The work of full-time staff is planning (Gibb, 2002). In the real sense, the effectiveness and outcome of entrepreneurship education is closely related to the trainer's features which include right skills and correct approach to content delivery and follow-up mechanism. Training in entrepreneurship is necessary in supporting youth in cultivating entrepreneurial attributes, competencies and behaviors that cultivate innovativeness and appreciating entrepreneurship as a viable profession. The quality of trainer remains critical for effective transfer of relevant knowledge, competencies, skill, and attitudes. However, the teaching service faces several challenges in this area that include low trainer- trainee ratios, competency gaps, high expenditure in teacher emoluments, inequitable distribution of teachers and the inability of the government to continuously in service the trainers on emerging trends in education and training (Republic of Kenya, 2004).

### **Methodology**

Data was collected using a self-administered structured questionnaire on 353 final year graduates of six public technical training institutes in Kenya who were sampled proportionally through stratified simple random sampling method. 329 questionnaires were found usable. Graduates in their final year of study are about to exit to the world of work and to their career choice. Therefore, their responses are likely to be more conscious. The study was conducted between May and July 2018. The Entrepreneurial Intention Questionnaire (EIQ) that was developed by (Liñán & Chen, 2009) (Liñán et al., 2006) was used as a sample model to guide in the preparation of the questionnaire. Entrepreneurial intention was measured against a 7-point Likert-type scale with ten items that operationalized entrepreneurial intention and seven items that operationalized entrepreneurship training content. Respondents were asked to specify their level of agreement on what best applies to them with 1 being in total disagreement and 7 being in total agreement against questions that operationalized entrepreneurial intention and trainer attributes. A 7-point likert type scale provides for more widespread solution which is useful in minimizing acquiescence bias where entities tend to concur with statements in a scale or instrument (Nunnally, 1978).

### **Findings and Discussions**

#### ***Descriptive Analysis of Effect of Trainer Attributes on Entrepreneurial Intention***

To ascertain effect of trainer attributes on entrepreneurial intention of TVET graduates in Kenya, respondents were asked to specify their level of agreement with four statements about their entrepreneurship trainer against a 7-point likert type scale with 1 being total disagreement and 7 being total agreement. These statements were drawn from the guidelines in the entrepreneurship syllabus on resource persons. The statements were the trainer as a practicing entrepreneur and encourages respondents to be entrepreneurs, trainer as a business mentor and motivates respondents to entrepreneurship, trainer as a full-time lecturer and impacts the

necessary knowledge and skills to entrepreneurship and trainer as a guest speaker and encourages with success stories. The results are presented in Table 1.

Table 1: Summary Statistics on Trainer Attributes effect on Entrepreneurial Intention

	N	Minimum	Maximum	Mean	Std. Deviation
Full time lecturer and impacts knowledge	329	1	7	5.29	1.915
Practicing entrepreneur and encourages	329	1	7	5.02	2.008
Business mentor and motivates to be entrepreneurs	329	1	7	4.90	2.056
Guest speaker and encourages with success stories	329	1	7	4.46	2.244
Valid N (listwise)	329				

Key: 1 - Total disagreement; 2 - Strong Disagreement; 3 - Slight Disagreement; 4 – Neutral; 5 - Slight Agreement; 6 - Strong Agreement; 7 - Total agreement

Source: Field Study (2018)

The study found the trainer is a full time lecturer and impacts the necessary knowledge to entrepreneurship had the highest responses with a mean of 5.29 and a standard deviation of 1.915 followed by the trainer as a practicing entrepreneur and encourages respondents with to be entrepreneurs was rated second with a mean of 5.02 and standard deviation of 2.008. The trainer as a business mentor and motivates graduates to be entrepreneurs registered a mean of 4.90 and a standard deviation of 2.056 while the trainer as guest speaker and encourages respondents with success stories was ranked last with a mean of 4.46 and a standard deviation of 2.244 respectively.

The findings above suggest a number of things. First, the trainer is an important factor in influencing entrepreneurial intention of graduates as TVET graduates consider their trainer as business role models and mentors. Secondly, entrepreneurship trainers in public TVET institutions could be largely full-time lecturers based on the high rating given to that category. Thirdly, guest speakers may not be largely used as entrepreneurship trainers thus their influence on entrepreneurial intention of TVET graduates is underutilized. The finding may also suggest that entrepreneurship mentorship is not yet sufficiently developed in the training of entrepreneurship in TVET. This finding agrees with the finding by (Nteere, Namusonge, & Mukulu, 2012) that found guest speakers were least used as entrepreneurship trainers. The study attributed this phenomenon to the lengthy process that may be involved in getting resource persons. Literature review had shown that entrepreneurs are best equipped to teach entrepreneurship as they give own experiences as serve as role models (Vyakarnam, 2005). According to (Gibb, 2002), keeping learners engaged and attracted entails additional skills, lots of creativity, and abilities to relate theory and process to the entrepreneurial necessities of a real business environment. This advantage may be missing out in TVET.

### Statistical Inferences Results

The following null hypothesis was tested. Ho: There is no significant relationship between trainer attributes and entrepreneurial intention of TVET graduates in Kenya. We ran a series of ANOVA to test the hypothesis. The linear Regression model  $Y = \beta_0 + \beta X + e$  was adopted to

show the relationship between trainer attributes and entrepreneurial intention of the referenced group whereby:

Y= Entrepreneurial Intention

X = Trainer Attributes

$\beta$  = coefficient

$\beta_0$  = a constant which is the value of dependent variable when the independent variable is zero

e = Probabilistic error term (This explains variations in entrepreneurial intention as result of intervening variables that are not explained by the regression)

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540 <sup>a</sup>	.292	.290	1.07794

a. Predictors: (Constant), TA

The Adjusted R Squared of .290 indicates that Trainer Attributes (TA), in exclusion of constant variable, explains the changes in the Entrepreneurial intention of TVET graduates in Kenya by 29%. The remaining (71%) can be explained by the other factors not included in the regression model under investigation. The average deviation of the independent variable from line of the best fit is (1.07794). According to Peterson (2016), an R-square as low as 10% is generally acceptable for studies in the discipline of arts, humanities and social sciences as it is difficult to accurately predict human behavior.

Table 3: ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.603	1	156.603	134.775	.000 <sup>b</sup>
	Residual	379.960	327	1.162		
	Total	536.563	328			

a. Dependent Variable: EI  
b. Predictors: (Constant), TA

The ANOVA test on the effect of Trainer Attributes (TA) on the Entrepreneurial Intention shows a regression output of the Trainer Attributes (TA) factors as valid ( $F(1, 327) = 134.775$ ,  $P < 0.000$ ). This means that Trainer Attributes (TA) can be used as predictors explaining variation in Entrepreneurial Intention (EI) of TVET graduates in Kenya. The  $P < 0.000$  which is less than the critical value of 0.05 leads us to rejecting the null hypothesis and accepting the alternative hypothesis that Trainer Attributes (TA) has a positive and significant effect on the Entrepreneurial Intention of TVET graduates in Kenya. This suggests that appropriate Trainer Attributes (TA) would significantly contribute to entrepreneurial intention of TVET graduates in Kenya.



Table 4: Correlations

		EI	TA
Entrepreneurial Intention (Y)	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.000
	N	329	329
Trainer Attributes (X)	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	329	329

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation was used to establish the ( $r$ ) relationship between trainer attributes and entrepreneurial intention where 1 is total positive linear correlation, 0 is no linear correlation, and  $-1$  is total negative linear correlation (Schmid, 2007). The findings show there is a strong positive correlation between trainer attributes ((X)) and entrepreneurial intention (Y) of Technical and Vocation Education and Training graduates in Kenya with ( $r = .540$ ,  $P < .000$ ) at 0.05 or 95% confidence level. This suggests that trainer attribute contributes to entrepreneurial intention of graduates.

### Conclusion

The study thus concluded that there is a strong positive correlation between trainer attributes and entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya. Secondly, trainer attributes has a direct positive significant influence on entrepreneurial intention of graduates and can therefore be used to predict entrepreneurial intention of graduates. Thirdly, graduates consider their trainers as their business mentors and role models to be emulated, thus trainer attributes could considerably determine entrepreneurial intention of TVET graduates. The study also concludes that full time lecturers constituted the largest source of influence to graduate entrepreneurial intention. Ideally, they may not serve as the best role models and mentors as they cannot share their own business experiences and stories. Lastly, the study concludes that TVET Graduates have limited interaction and exposure to practicing entrepreneurs and guest speakers either as entrepreneurship trainers or in any other capacity in the course of training. Accordingly, while there is a direct positive relationship between trainer attributes and entrepreneurial intention of TVET graduates, there is still a lot of potential that remains unexploited. Thus, this relationship can be enhanced.

### Recommendations

The purpose of this study was to assess effect of trainer attributes on entrepreneurial intention of Technical and Vocational Education and Training graduates in Kenya. Based on research findings and conclusions the study makes a number of recommendations. Engagement of practicing entrepreneurs and guest speakers as entrepreneurship trainers need to be intentionally embraced in entrepreneurship education as this aspect is underutilized. Graduates could benefit greatly from real life personal experiences shared by practicing entrepreneurs and guest speakers. This category of people would not only serve as role models and business mentors but also act as a big source of motivation as when they speak of their own success stories. Moreover, they would also provide valuable business networks to the graduates. Collaboration with the industry to establish a pool of practicing entrepreneurs who will be used from time to time in entrepreneurship instruction is also critical. Policy makers and relevant stake holders in education and training should put in place systems that ensure the right caliber of trainers are engaged in teaching entrepreneurship. This may call for vetting of entrepreneurship trainers and standardization of requisite competencies for entrepreneurship

trainers. In addition to the use of practicing entrepreneurs and guest speakers in the teaching of entrepreneurship, attachment of graduates to business mentors according to graduate's area of business interest would be useful. Institutions could source for these mentors because left on their own, graduates may not have the right networks. There is need for continuous monitoring of the implementation process of entrepreneurship education program to ensure quality and standards are maintained in the entire process of execution of entrepreneurship education. Report of the monitoring exercise should be shared with all stakeholders in education and training hence the need for continuous stakeholders' engagement. There is also need for continuous capacity building of entrepreneurship trainers to empower them to perform their role effectively. Finally, tracer study may be carried out to establish the percentage of TVET graduates who actually actualize entrepreneurial intention. This study was conducted on graduates in their final year of study. While the study makes valuable contribution to the development of entrepreneurship literature by giving an in-depth empirical exposition of the significance of entrepreneurship education practices to graduate entrepreneurial intention as embodied in trainer attributes, a tracer study should be carried out to establish the percentage of graduates who actually actualize their entrepreneurial intention upon transiting to the world of work.

### References

- Ajzen, I. (2005). *The Theory of Planned Behaviour Frequently asked questions*. Retrieved June 30th , 2012, from <http://www.people.umass.edu/aizen.faq.html.s>
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes Vol 50*, 179-211.
- Bagano, J. S., Tan, A. L., & Ocampo, M. B. (2012). Culture of Entrepreneurship Versus Employment. *Fifth Taiwan- Philippines Academic Conference*. Digital Humanities and Cultural Studies.
- Bird, B. (1989). *Entrepreneurial Behavior*. University of Michigan: Scott, Foresman/Little Brown College Division.
- Fayolle, A. & Gailly, B. (2014). Using the Theory of Planned Behaviour to assess entrepreneurship teaching programs: a first experimentation. *In Ent 2004 Conference*. Naples, Italy.
- Fayolle, A., Linan, F., & Moriano, J. (2014). Beyond Entrepreneurial Intentions: Values and Motivations in Entrepreneurship . *International Entrepreneurship and Management Journal*, 10(4), 679-689.
- Fishbein, M. A. I. (2004). Questions Raised by a reasoned Action Approach. *Health Psychology* 23, 431-434.
- Gibb, A. (2002). Creating Conducive environment for learning and entrepreneurship. Living with, dealing with creating and enjoying uncertainty and complexity. *Industry and Higher education* vol 16(3).
- Kenya, R. O. (1988). *Report of the Presidential Working Party on Education and manpower training for the next decade and beyond*.
- Kenya, R. O. (2005). *Education Sector Support Program 2005-2010*.
- Keong, C. L. (2008). *Entrepreneurial Intention: Empirical Study among open University Malaysia Students*. Malaysia.
- Liñán, F. & Rodriguez, A. (2004). Entrepreneurial attitudes of Andalusian University Students. *44TH ERSA Conference*. Porto, Portugal.
- Liñán, F., Cohard, R. J., & Cantuche, R. J. (2005). Factors affecting entrepreneurial Intention levels. *45th Congress of the European Regional Science Association*. Amsterdam.

- Liñán, F., & Chen, Y. (2009). *Development and Cross cultural application of a specific instrument to measure entrepreneurial intention*. Baylor University.
- Lorz, M.. (2011). *The Impact of Entrepreneurship Education on entrepreneurial intention*. Germany: University of St Gallen , School of Management, Economics, Law, Social Sciences and International Affairs.
- Myrahk, K., & Currie, R. (2006). Examining Undergraduate entrepreneurship education. *Journal of Small Business and Entrepreneurship* 19 (33), 233-253.
- Nteere, K. (2012). Pedagogical Approaches Determining the Performance of Entrepreneurship Education in Kenya in Public Universities. *International Journal of Humanities*, 238-249.
- Nteere, K., Namusonge, G. & Mukulu, E. (2012). Pedagogical Approaches Determining the Performance of Entrepreneurship Education in Kenya Public Universities. *International Journal of Humanities and Social Sciences Vol. 2 No.13*, 238-249.
- Nunnally, J. (1978). *Psychometric Theory (2nd Ed)*. New York: Mc Graw Hill.
- Rengiah, P., & Sentosa, I. (2016). The effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian university Students. *European Journal of Business and Social Science* 5 (2), 30-43.
- Shapero, A. (1975). Displaced uncomfortable entrepreneur . *Psychology Today* 9 (Nov), 83-88.
- Thomson, E. (2009). Individual Entrepreneurial Intention: Construct Clarification and Development of an Intentionally Reliable metric. *Entrepreneurial Theory Practice*, 33(3), 669-94.
- Vyakarnam, S. (2005). To inspire, inform and help implement-The role of Entrepreneurship Education. *Second AGSE International - Entrepreneurship Teaching Exchange* , (pp. 14-16). Melbourne.
- Wilson, & Marlino, K. A. (2007). Gender, Entrepreneurial Self efficacy and entrepreneurial career intentions: Implications of entrepreneurship education. *Entrepreneurship Theory and Practice* 31(3) , 387-406.
- Wong, P. K. & Lu, Q. (2002). *Tertiary Education and Entrepreneurial Intention*. Greenwick: Information Age Publishing.

