SOCIAL COGNITIVE CAREER PREDICTORS, ENTREPRENOLOGY AND ENTREPRENEURSHIP EDUCATION AMONG UNDERGRADUATE UNIVERSITY STUDENTS IN KENYA

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other university.

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DEDICATION

To my mother, Njambi, a proverbs 31 woman

To my daughters Mutheu and Njambi Mahui

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I would like to thank God without whom the opportunity, provision, grace and health to work and develop this thesis would not have been available. I would like to thank my family for the love, support, encouragement and patience to see this work finished. Heartfelt gratitude to my supervisors, Professor Evangeline M. Gichunge and Dr. Risper Orero; whose dedication, correction, direction and encouragement saw this work to completion. Sincere appreciation to the research respondents for their time; data analysts and editors for their patience, dedication and expertise in making this thesis complete.

ABSTRACT

Research in entrepreneurship education is dynamic owing to the fact that it has a myriad of dimensions and faces. However, learning theories like social cognitive theories have not gained noteworthy or increased attention in the entrepreneurship education community. Grounded by the Social Cognitive Career Theory, the main objective of this study was to ascertain the connection shared by social cognitive career predictors, entreprenology and entrepreneurship education as a specialization among undergraduate students within universities in Kenya. The specific objectives of this study were to determine the role of self-actualization on entrepreneurship education specialization among undergraduate students within Kenyan Universities; establish the role of scholarly ambition on entrepreneurship education specialization among undergraduate students within Kenyan Universities; determine the influence of availability of job opportunities on entrepreneurship education specialization among undergraduate students within Kenyan Universities; investigate the role of field attractiveness on entrepreneurship education specialization among undergraduate students within Kenyan Universities**;** establish the mediating effect of entreprenology on the relationship between social cognitive career predictors and entrepreneurship education specialization among undergraduate students within Kenyan Universities. The study was designed as a descriptive survey, correlation quantitative research. The target population was sourced from 9 Kenyan chartered universities that offer entrepreneurship among available specialization options. The study population of 2,043 students was drawn from 3rd year undergraduate business students who had already selected their areas of specialization. A sample of 280 out of the 327 targeted students that participated in the research. Questionnaires were the primary data collection instrument. The collected data was modeled, regressed hierarchically and analyzed using SPSS version 24. It was found that self-actualization and scholarly ambition had an inverse and significant relationship with entrepreneurship education. Job availability and field attractiveness had a positive and significant relationship with entrepreneurship education. Entreprenology was found to have a full mediating and significant effect on entrepreneurship education. From the findings, it was recommended that demystification of entrepreneurship to students was necessary for them to appreciate its utility while setting their lifelong personal and academic goals. Contextual supports from educators, parents, institutions and government agencies should be made available for students willing to pursue entrepreneurial careers so as to increase and develop entrepreneurial self-efficacy.

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LIST OF ACRONYMS

BOP - Bottom of Pyramid

ESE – Entrepreneurial Self-Efficacy

SCCT – Social Cognitive Career Theory

VTTI –Vocational Technical Training Institute

ICT - Information and Communication Technology

GOK – Government of Kenya

CUE – Commission of University Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education programs that conform to the demands of a modern society have been developed and are being developed. Entrepreneurship has not only been hailed as the answer to increasing economic development but also in combating poverty, despite the numerous meanings that have been attached to it. The process of marshaling resources and turning them into outputs gives a vital end to entrepreneurship, in economic development (Szkudlarek, 2013). A key lesson from history is that entrepreneurs are the backbone on which first world countries were able to get established.

This is attributed to the numerous skills, desire to get better value and remuneration, innovation and a love for their communities that would see them grow and flourish (Heydari et al., 2013). Throughout history progress has been triggered by discoveries, social movements which include but are not limited to revolutions as well as brilliant minds through their inventions. The 21st century presents quite a barrage of challenges. A case in point being the fast rollout of technology that has resulted in its integration in day to day activities, the globalization effect and finally the high rate of innovation (Ilie & Bondera, 2016).

This is not only changing the way in which businesses and the economy is working but also the employment landscape. In order to maintain relevance both now and in future, job requirements for most employment opportunities are changing dramatically and, a consequence is, the education system is rapidly changing in response to the new changes. In view of this, the complexities of the universal

demand of specific skillset needed to effectively function in the employment landscape are changing. The in depth information and hands on skills required by graduates to excel in their employment can no longer be provided by traditionally operating education institutions. The information age is experiencing dynamic needs in industries causing dislocations and disruptions in the labor market (Dolphin, 2015).

Due to this turbulence, there will be continued changes and opportunities available for those searching for a job as well as what employers will be looking at and for as their criteria. Any future opportunities will require graduates with creativity, an entrepreneurial edge, scientific knowledge and humanity which will be showcased by their emotions. Studies have highlighted the connection between entrepreneurship and economic development. This link is easily observable by economic scrutiny and intuition because entrepreneurship comes up as a result of turning ideas into workable opportunities which on further exploitation yield economic success (Dolphin, 2015).

According to Sanyang and Wen-Chi (2010), entrepreneurship fosters out of the box ideas in the form of innovation and changes in the market which cause both increased competition and improved quality of production. The more globalized the economy becomes the more competitive and productive organizations are forced to become and also the more the need to increase their knowledge base and flexibility. This increase in entrepreneurship and the perspective derived from it is causing an unforeseen change in the global economy more so in its structure. The postulation that entrepreneurship breeds competitiveness in a given country is becoming more and more validated.

Owing to the shifts in technology and enhanced competition due to globalization and freedom in the economy; the concept and practice of entrepreneurship has been found out to be a dynamic process and not a static phenomenon and is usually associated with the making of sensible decisions and shows there is more to it than just an economic factor or even a mechanical one. Firms are becoming part of changing and redefining market economies and particularly entrepreneurial ones. SMEs are becoming key players in the innovation and technology game which enhances productivity breeding competition within the market structure (Grechu & Denes, 2017).

Market economies are changing since they are vibrant and dynamic as most focus on future improvement and not on a persistent pursuit of the past (Kuratko & Hodgetts, 2004). A consequence of this is that more and more nations become competitive and focused on development thus entrepreneurship is seen as the tool that will help them reach their development goals (Omoruyi et al., 2017). Entrepreneurship is a countless number of things comprising but not restricted to trust in one's capabilities, innovation, out of the box thinking, and finally a creative niche.

Rahman and Day (2015), define entrepreneurship education as a training that sets out to aid enterprising individuals. This includes those who have already began their enterprises and those who have a desire to pursue it, to have a better grip of what entrepreneurship entails and getting the relevant information. This has led to more investors having an interest in the sector thus policy makers acknowledge that it is a viable tool for growth of a nation's economy. Entrepreneurship education encourages students to succeed in their venture by providing the necessary skills, information and motivation in a variety of situations.

It surpasses the need to create enterprise owners but rather creating an environment where entrepreneurial skills of creativity and innovation can flourish. It aids in the achievement of goals set out by individuals by making them not only innovative, responsible, having the right attitude but also attain the required skills and knowledge. It is proven that individuals who have received this type of education have higher chances of gaining employment. Training on entrepreneurship has been on the upsurge around the world which has resulted in a system being put in place to make it grow even more due to the perceived benefit of the said education (Hejazinia, 2015).

According to Bwisa (2011), Kenya is among the first African countries to introduce entrepreneurship education in its Education system which happened in the 1990´s (Ongwae, 2013). The training program is greatly advanced within the country with entrepreneurship it being offered in both undergraduate and MBA programs. This does not speak for other nations that are lagging behind. The Vision 2030 was introduced by countries to serve as a roadmap for their development agenda between years 2008 to 2030. It is built on three "pillars": which are in three aspects; political aspect, social aspect and economic aspect. The outline of this goal which is Vision 2030 is seen to bring hope to entrepreneurship education in Kenya (Vision, 2030).

1.1.1 Social Cognitive Career Predictors

In the past two decades there has been increased use of social cognitive predictors to carry out research on career choices (Bordon, 2014). Social cognitive career predictors namely self-efficacy, person inputs, goals, outcome expectations, interests and supposed contextual barriers and supports form the basis of the Social Cognitive Career Theory (SCCT). The SCCT is expedient in determining internal and external motivations of occupations or careers to be taken. Self-efficacy denotes a certainty

that a person is able to and can successfully perform a given task. It is circumstance specific which means it varies depending on the activity. Self-efficacy is derived from learning experiences in a particular area which contributes to one's confidence of accomplishment in a specific task or tasks. Generally, learning capabilities are derived from vicarious or secondary learning, prior performance experiences, social conversion or persuasion as well as one´s physical state when performing the given task (Olson, 2014).

Contextual factors which are known as perceived supports or barriers to a career decision are useful in shaping interests and self-cognitions. They are important aspects that are pivotal in the attainment of a course and can either affect a career choice positively or negatively. They are helpful in determining interest in any field and most times stem from the support a student receives from their parents, leaders both religious and political as well as their educators. Experiences gained from learning and self-efficacy form the results that one supposes concerning their performance in a given task. The perceived results and benefits of going down a certain career are known as Outcome expectations. More often than not, self-efficacy and outcome expectations have positive relationship. Self-assured individuals have a tendency to have favorable outcomes in their pursuits. Conversely, there are instances whereby despite one´s self confidence or self-assurance being high, the outcome does not match the desired result (Olson, 2014).

Self-efficacy and outcome expectations lead to personal goals which is a third cognitive-person element. Psychologically they determine a person's behavior but they are also subject to other factors such as cultural background. SCCT individual models show a distinct difference between choice goals (which drive ambition that

determine and eventually influence the decision on the task to be used to measure success) and performance goals (which determine the level of success that one wants to attain, commonly referred to as self-actualization). Performance and decision goals have an impending influence on person habits, results they achieve, and the perception they have when navigating career choices available for selection (Olson, 2014).

Outcome expectations are what an individual projects he will benefit from the career path they choose such as landing a well-paying job. Psychologically, goals influence the actions that a person will take and is in most times reliant on other factors (Olson, 2014). Bordon (2014) recommended to prospect and hence discover how social cognitive career predictors intervene with additional variables, drawn from different cultural contexts plugged into the main SCCT variables will offer diverse career conclusions.

This study hence used scholarly ambition, self-actualization, field attractiveness and availability of job opportunities as variables to ascertain the perceptions of undergraduate university students towards entrepreneurship education. They were representative of main SCCT constructs of goals, person inputs, social supports and barriers and outcome expectations respectively.

1.2 Statement of the Problem

The varying range in interest in entrepreneurship around the globe has been telling and widely recognized. This can be attributed to the hostile and insecure regulatory environments, poor infrastructure, inadequate resources as well as economic instability. There is a disconcerting attitude in developing nations where entrepreneurship is not considered a valid career option but rather a recourse thus it is

termed as necessity or need driven entrepreneurship (Davey et al., 2011). Although governments have been offering support for entrepreneurship and entrepreneurship education field through passing laws and policies, the rate of its uptake has not been as fast as expected (Keter & Arfsten, 2015).

In spite of being introduced over three decades ago; in Africa only three countries namely Kenya, Nigeria and South Africa, out of the fifty four countries, can be said to have embraced the entrepreneurial field and the training in it (Edoho, 2015). In Africa, Kenya is ranked amongst the peak entrepreneurial economies. This can be attributed to training in the field that provides both adequate and relevant information as well as skills which if not availed, would have not sparked entrepreneurial interest especially for those who the desire is not inborn or occur naturally (Nduriri & Mukulu, 2015).

Even though entrepreneurial education is offered as a compulsory common course in institutions of higher learning it is not taught at the primary level and is barely tackled in Business studies in High school. This approach is seen as a rescue intervention strategy or a measure of last resort. The fact that the learners at the tertiary level have already fully formed ideas, misconceptions, attitudes and perceptions that are fully formed, it will be difficult to navigate them to the viewpoint that the entrepreneurship discipline can be a worthwhile career or occupation (Otuya et al., 2013).

A common trend in universities that can be observed is that entrepreneurial education is offered as a major or concentration area for business related courses and a minor for those pursuing non business concentrations. This trend goes to further affirm a shift towards improved and more entrepreneurial exposure and training at the tertiary level refuting studies that depicted otherwise (Winkel et al., 2013). According to

Commission of University Education [CUE] (2016), in Kenya, there are 70 chartered universities. This number includes university constituent colleges and those institutions issued with letters of interim, and of these, only 17 institutions offer entrepreneurship as a degree and as a possible concentration area.

The importance of entrepreneurship, its catalytic effects on economies and its education is globally recognized (Hejazinia, 2015). However, a debate has lingered in Kenyan universities when it comes to offering entrepreneurship as a possible concentration area; where available, entrepreneurship courses are characterized by poor enrollment in numbers by students as a specialization in comparison to other specializations offered under Business courses from diploma to PhD level. This research sought to fill a research gap by focusing on the effect of the Kenyan psychosocial and cultural context on the ability to appreciate entrepreneurship as an area of study as well as a possible career.

1.3 Objective of the Study

1.3.1 General Objective of the Study

The general objective of this study was to establish the relationship between social cognitive career predictors and entrepreneurship education specialization among undergraduate students within universities in Kenya.

1.3.2 Specific Objectives of the Study

This study sought to achieve the following specific objectives

i. To determine the role of self-actualization on entrepreneurship education specialization among undergraduate students within Kenyan Universities
ii. To establish the role of scholarly ambition on entrepreneurship education specialization among undergraduate students within Kenyan Universities

iii. To determine the influence of job availability on entrepreneurship education specialization among undergraduate students within Kenyan Universities

iv. To investigate the role of field attractiveness on entrepreneurship education specialization among undergraduate students within Kenyan Universities

v. To establish the mediating effect of entreprenology on the relationship between self-actualization and entrepreneurship education specialization among undergraduate students within Kenyan Universities

vi. To establish the mediating effect of entreprenology on the relationship between scholarly ambition and entrepreneurship education specialization among undergraduate students within Kenyan Universities

1.4 Research Hypothesis

$H_{0\ (a)}$ – Self-actualization has no significant effect on entrepreneurship education specialization.

$H_{0\ (b)}$ – Scholarly ambition has no significant effect on entrepreneurship education specialization.

$H_{0\ (c)}$ – Availability of job opportunities has no significant effect on entrepreneurship education specialization

$H_{0\ (d)}$ – Field attractiveness has no significant effect on entrepreneurship education specialization.

$H_{0\ (e)}$ – Entreprenology has no significant mediating effect on the relationship between self-actualization and entrepreneurship education specialization.

$H_{0\ (e)}$ – Entreprenology has no significant mediating effect on the relationship between scholarly ambition and entrepreneurship education specialization.

1.5 Significance of the Study

The entrepreneurship education field is highly heterogeneous. Consequently, the dissatisfaction in deciding its definition has led to it being taught from a number of standpoints in terms of theories, learning objectives and pedagogical approaches. Though the debate is deemed critical and an indication of healthy diversity, it still creates a challenge which researches must overcome to determine how to study the discipline and make its study even better (Blenker et al., 2014). This research looked to discover if there was a positive bearing on the insertion of entrepreneurship education in the higher or tertiary learning scene in Kenya.

In Africa, entrepreneurship has not been viewed as a valid discipline and therefore this study seeks to widen the scope of the already established knowledge in the field and more so its education (Keter & Arfsten, 2015; Edaho, 2015). More specifically, the standpoint the society has on it as a career path in Kenya. This will assist in providing an in depth look into entrepreneurship as a field against the backdrop of the culture and attitudes held towards it in Africa more so in Kenya. The study will offer a range of information for future reference in entrepreneurship and entrepreneurship education researches thus enabling the transfer of quality entrepreneurship education concepts from abstract theory that is taught to practical application.

One cannot overemphasize the importance of career choice and its overall input in the life of students. Career guidance and subsequent choice is crucial in ensuring that there is maximum output of students' ability in the job market. Findings from this study are therefore significant to both institutions and individuals such as educators, policy makers, students, parents, and industry and government agencies. Universities can utilize the findings as a foundation for providing proper and relevant information

on training programs and the benefits the students will reap from the various courses on offer in their institutions.

Unearthing the factors that determine the career choices that students end up making will assist the government agencies and ministries of education science and technology, the ministry for gender and social services in development of new policy, policy structuring and restructuring. These agencies will benefit through creating a base for accurate communication, knowledge and education among the youth in Kenya. Organizations funding youth programs will also find the information generated useful in necessitating capacity building among the youth.

The findings will add knowledge to what has been studied before more so with the specific outlook of the Social Cognitive Career Theory (SCCT) propagated by Lent et al., (1994), that anchored this study. It will also help students understand better how they can effectively match career choice to their individual strengths and or abilities in addition to understanding the intrinsic and extrinsic influences to their choices. Also recommendations drawn from the study will help policy makers integrate career knowledge in the education system, as Kenya is works towards having an all-inclusive competence based curriculum.

Studies that have been carried out before have mainly looked at differentiating entrepreneurs from those who are not, mental traits held by them and the determinants of students picking it as a career path with a keen eye on standpoints of benefits and challenges, self-employment, confidence in one's abilities, aid from guardians, the characteristics of their environments and finally attitudes of the individuals involved (Sahut et al., 2014). This study will focus on the environment in which

entrepreneurship as an academic discipline is nurtured and its appreciation as a valid occupation; by using selected social cognitive predictors.

The results will aid the push for further studies into the efficacy of entrepreneurial education to the growth of a nation, creation and implementation of policies and pedagogical approaches to entrepreneurial education. The recommendations of the study will offer answers to how Kenya can meet global requirements for the job market by making use of her resources. This study further showcased areas for further research into the link between mental and social contributing factors, occupation decision making and entrepreneurship education as it is wide and has not been adequately covered since it is an emerging area of research in Kenya and greater Africa.

1.6 Scope and Limitations of the Study

This study specifically concentrated on undergraduate students pursuing business as they have not only taken entrepreneurship as a common unit but also selected their concentration areas or majors from the many options available in their respective universities. The 3rd years were therefore considered best suited to furnish the study with primary data. There are 70 accredited universities and their constituent colleges scattered all over Kenya. This study was conducted in 9 of the 17 chartered universities that have Business courses and offer entrepreneurship among the probable specializations.

Though there are diverse issues within entrepreneurship education, this study only focused on the selected social cognitive career predictors, namely scholarly ambition self-actualization, field attractiveness and availability of job opportunities and how they relate to entrepreneurship education specialization within universities in Kenya.

It also tested the mediating effect of enteprenology on the relationship between intrinsic motivated socio cognitive predictors and entrepreneurship education specialization.

1.7 Assumptions of the Study

The assumptions of this study were that study sample was representative of the sample population and hence the findings, conclusions and recommendations therein could be universal and replicated. The study participants were assumed to give factual, honest and unbiased responses that were relevant and useful in drawing empirical conclusions and pertinent recommendations. Moreover, the respondents were assumed to have full awareness of their personal career aspirations and the career options available to them in their institutions. It was further assumed that the respondents were aware of their individual abilities, strengths, personalities, socio-cultural environments and environmental backgrounds hence having ability to respond in an unbiased manner.

It was further assumed that the undergraduate students who participated in the research were agreeable to answering the questionnaires, more so that the social cognitive career predictors being assessed indeed influenced, in part or in whole, the students´ career choices as stipulated by the SCCT. Additional assumption remained that the data collected and analyzed on the influences and roles of the social cognitive career predictors; scholarly ambition, self-actualization, field attractiveness, availability of job opportunities and the mediating effect of entreprenology on entrepreneurship education specialization among undergraduate students within universities in Kenya, could be assessed and observed in an empirical manner.

1.8 Operational Definition of Terms

Social cognition – A branch of social psychology that studies or looks into people take in information, process, store and react to it. Its narrower focus is on the part that intellectual processes contribute to our social interactions.

Self-efficacy- This is self-assuredness or certainty a person has in their capability to execute a task efficiently and successfully (Conklin et al., 2013).

Outcome expectations –These denote a generalized belief that a particular action will yield a particular result. It also anticipates challenges or benefits expected to occur when one pursues a certain career path (Conklin et al., 2013).

Goals –They comprise of an idea of the future and the plans that an individual makes and commits to in order to achieve the desired results. Usually, they are bound by finite time through the setting of deadlines by which we anticipate to achieve results in form of physical or abstract objects of intrinsic value. Goals fuel our ambition and help us believe in our strengths and abilities.

Contextual supports and barriers – Factors in the environment may restrain the career choices people make and how they will be implemented. Contextual influences help determine how the process of interests prompting consistent goals and goals encouraging choice relevant actions.

Interests - This refers to peoples' likes, dislikes and indifferences towards a range of activities and therefore people can be attracted by certain activities thus allowing them to be clustered into smaller groups as part of a larger group that shares commonalities (Lent & Brown, 2006).

Personal input – This refers to inborn factors that affect career choice, planning and exploration. They include factors like ethnicity/race, gender, physical appearance, health, disabilities and special abilities like intelligence (Hackett, 2002)

Self-actualization – The accomplishment of one's full potential through creativity, objectivity, impulsiveness and comprehension of the actual world. It represents the development of a person to the extent that they achieve those ambitions that they hold dear.

Scholarly ambition – This is an utmost desire to attain one's goals and dreams and the willingness to work for it. It is the constant push for success more so to achieve set goals (Defoe, 2013).

Job opportunity – This refers to the duties, responsibilities and tasks that an employee performs and can be easily weighed and valued and in turn receives remuneration. Opportunity has the implication of rareness which requires precision and speed in action so as to acquire the object being offered.

Field of study attractiveness – This is the desire an area of knowledge invokes due to what it involves. For an individual to pursue it, the main influencers are the importance the field is given, exposure to mentors and the support the community gives.

Career – A job or profession one embarks on for a major part their life and holds possibilities of reaching even higher levels of success through the opportunities it offers. It is metaphorically an individuals' path through life which involves learning, work and other aspects of life.

Entrepreneurship - According to The Business Dictionary Entrepreneurship is the capability to establish and manage an enterprise knowingly accepting that there might be risks so as to attain profits.

Entreprenology – Entreprenology emphasizes establishing ontology for the field of entrepreneurship based on the fact that theory cannot exist without discipline (Urban, 2010). Entreprenology can be used to designate a comprehensive, multidisciplinary understanding of the entire entrepreneurship process.

Entrepreneurship education – This refers to improvement of a student's capabilities to set up a new and innovative venture by taking into account the existing knowledge in relevant fields and the needs of the environment; in the context of unique vagueness and uncertainty (Abduh et al., 2012).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a detailed background of the social cognitive career predictors and their relationship to the study. In addition, the theoretical grounding and backing of the study is demonstrated, the conceptual framework depicting the relationships between the variables as well as an empirical summary of career choice studies and their impact and influence on this study.

2.2 Literature review

For a long time theories pertaining to development have shown the difficulties facing Bottom of Pyramid (BOP) countries when it comes to low economic development and failure to provide basic necessities to her people as well as unemployment (Malik, 2014). In mitigation of these predicaments most of these nations have had to go through a transformation process. In theory, there are a number of explanations that interpret the efforts to develop the developing nations including world systems and globalization, modernization and dependency. These principle theoretical perspectives give us an opportunity to further explain and interpret concepts, to put them in the right perspectives be it economic or social, and also to come up with recommendations to improve social policies (Pietak, 2014).

Development can be defined as a condition in a nation as seen from a social perspective, in which the key and actual basic requirements of the populace are met by a well mapped out mechanism. This mechanism is geared to proper use of available assets by use of technology taking into account the culture of the nation in question. This paints the picture that for the population of any country, there is

employment, provision for its needs and at the very least the basic ones, and a successful rate of distribution of national wealth (Pietak, 2014).

Modernization is an ongoing process of transformation and development that a nation goes through in a bid to transition from its previous traditional nation to a new age sophisticated society that is modern (Kumar, 2016). In this process social variables contribute to progress and development leading to social revolution. Societies develop as they adopt more modern practices which in turn cause an increase in wealth available hence a nation becomes more powerful. This therefore results in its population having a living standard that is relatively higher than its previous one. Modernization, involves transformation of values in institutions and norms and lastly structures, and is actually a social and cultural change (Kumar, 2016).

According to the modernization theory, modern societies care more for the needy and children among them by ensuring the former are well taken care of and the latter receive quality education hence increase in productivity. Modernization is a progressive course where education acts as its catalyst and for the purpose of future growth is a non-negotiable component in the drive for development of societies. Sociologists contend that education is not brought about as a response to what a particular individual requires but is as a result of the needs of an entire society within which the said individual is part of (Grant, 2017).

Rationalization is interlinked with urbanization and industrialization, where the individual becomes increasingly important as the basic unit of society. Since societies are increasingly dynamic, education therefore, not only serves to carry forward the culture of the population onto the next generation but it also assists in preparing the young members of society to react accordingly and appropriately to discrepancies in

culture that have taken place or will occur in the foreseeable future (Grant, 2017). The impact of modernization can be seen in the education systems, not only in the methods and structures but also in the content (Panahi, 2015).

2.2.1 Tertiary education in Kenya

Tertiary institutions are post-secondary (third stage or third level) school institutions which include universities, colleges and vocational schools (World Bank, 2017). They culminate in the offering of degree, diploma and certificates for a variety of courses. They provide technicians, artisans and technologists who are not only skilled but also practically trained and with relevant work experience so as to work in all economy sectors. Vocational education remains specific to the trade a person wants to pursue, forgoing traditional academics. However education on the tertiary level can only occur after successful completion of secondary education and even after the fact is still optional, and it is a prerequisite for the discovery, distribution and finally the use of knowledge for practicality purposes (World Bank, 2017).

There are two types of tertiary institutions. One group offers vocational training while the other group offers higher education. While vocational training offer certificates, diplomas and higher diplomas; degrees and a variety of post graduate awards are offered under higher education. Education on the tertiary level refers to education leading to an undergraduate degree, master or PhD. The influence of the institutions on the creation of economic strategies that have a basis on actual fundamental knowledge and societies that are both democratic and cohesive in nature is very important. By providing individuals who are not only professional but also competent in the work enables the current institutional regime to move steps forward. This is in terms of improvements and thus a robust management on both the macroeconomic level and the public sector (Wango, 2011).

According to Day and Newburger (2017), it is postulated that individuals in the US who have completed the first stage of their tertiary education in undergraduate training, earn twice what their counterparts with a high school diploma earn. This shows that getting higher education is more financially beneficial, increases likelihood to have a better quality life; as individuals with high intelligence quotient (IQ) have higher problem solving abilities. According to Bloom et al. (2014), tertiary education has both public and private benefits. The latter includes better chances of gaining employment and also better and higher remuneration which the overall result is improved health and a superior living standard. The public benefits are in form of higher economic output and advanced technological advances.

Countries that have a population that is more educated are more adequately enabled to handle the difficulties of rapid shifts in the technology sector. Economic growth relies heavily on tertiary education. The United Nations Educational, Scientific and Cultural Organization (UNESCO), postulates that human capital that is unqualified hinders development and consequently, sabotages sustainable growth (Meek et al., 2009). In the 20^{th} century economy it was enough to not head for a higher education since secondary level education was enough to provide an job in conventional industries most especially an entry level one and the individual would then go on to work for a lifetime in that particular company (Mulinge, 2017).

Currently, industries, governments and educators agree that a third-level certification is required for one to be able to thrive in the post-industrial economy. This has resulted in a situation where individuals who are best able to showcase their knowledge advantage; slowly by slowly being the larger part of economic output. These individuals become the recipients of a consistently and greater portion of earnings. The part that research plays a part and cannot be overstressed, is in

discovering challenges which affect society. It is after research has been sufficiently carried out and published that breakthrough in scientific areas such as medicine and agriculture among others as well as technology has been made (Mulinge, 2017).

The world is more reliant on Information Technology which is a propellant to most if not all human activities. This can be seen by the seamless integration of technology in education, culture, agriculture and economics. According to Mukhwana et al. (2016), higher learning is critical to the growth of human capital. Education is vital for the reason that its´ influence on globalization coupled with "increasing importance of knowledge as the major player in development" and "the Information and Communication Technology (ICT) revolution;" in producing highly qualified workforces. It enables acquiring varied specialized skills and a population who have the capacity to stimulate higher production of human and economic capital (Gathitu, 2010).

The role of tertiary institutions is to provide graduates that are not only reliable but have a keen desire to see the country flourish and thereby offer services that preserve national and cultural heritages. Higher education contributes greatly to developing and transmitting knowledge stimulating the growth of culture and life principally intellectually. Tertiary institutions provide labor that is well versed in their areas of expertise so as to satisfy the requirements of the nation be it social, economic or cultural. The satisfaction of these needs and their development as key aspects as well as the preservation of a nation's unique culture and identity depends on sustainable development of higher education (Gathitu, 2010).

Notions that were held before, postulated that tertiary institutions were not major players when it came to economic development. According to Power et al. (2015), the

impact of education on economic development was analyzed by taking a look at the relationship shared by education and personal income. Primary education had the highest return rates on investment both socially and in private while returns for tertiary education were the smallest. It was thus believed that primary and secondary education had higher investment returns. Bloom et al. (2014) contend that the international community has been in the forefront in encouraging African governments to neglect higher education.

Development partners invested more to lower level education institutions at the expense of universities and colleges which thus experienced problems of underfunding, increased expenditure and increased enrolment. As an example, the summit on "Education for All" in 2000, held in Dakar advocated for primary education to be in the driver's seat when it came to social welfare. Higher Education was left in the background; however, more recently organizations like the World Bank and donor countries began to revisit the prime focus on primary education and are giving higher levels of education more attention (Bloom et al., 2014).

Recently, this viewpoint has adjusted towards the discovery that higher education results in social and economic growth. (Power et al., 2015). The positive influence of education at the tertiary level cannot be over-stressed as it is at the core of the society; Owing to the fact that tertiary education strongly advocates for growth economically and financial freedom on an individual level (World Bank, 2002). During the immediate post-independence period, tertiary education received extensive aid both from foreign and local investors in developing nations. However in the 80s and 90s there was reduction in the quality in education systems across developing nations due to a reduced interest in tertiary education (Oketch et al., 2014).

Currently, the emergence of the 'knowledge economy' is causing global changes especially in developing nations and causing an improved interest in higher education. The result has been sweeping shifts, changes, re-establishment efforts and an increasing interest in determining the influence of higher education on economic growth (Oketch et al., 2014). This interest has led research being carried out in these nations so as to ascertain the influence of higher education on development results in these countries (Pillay, 2011; Hawkes & Ugur, 2012; Cloete et al., 2011; Kimenyi, 2011). Although each of these studies provides a ton of information on the said topic, the main focus is actually the economic development outcomes.

In a bid to boost and foster nation building, national universities were set up in the post-independence era in most countries within the low and middle income bracket. These universities were to ensure the newly independent nations were recognized on a global scale and therefore supported locally. However external aid for higher education was determined by the principles of Human Capital Theory (Oketch et al., 2014). The Human Capital Theory postulates that the more one advances in education the more they can bring to the table through a higher productivity and the more the enumeration they will receive (Becker, 1993; Schultz, 1961).

Empirical evidence suggests the quality of human capital is determined by money and time expended on education and therefore the rate of return (RoR) of an individual can be determined by use of their education .This shows that education of an individual is an investment that comes out due to direct input on it in collaboration with the students' time which can be said to be the opportunity cost. This can be compared to a company providing direct input in form of capital and in turn receiving higher productivity from their worker and this benefits the individual and society

through improved productivity and better remuneration as well as other non-monetary benefits.

This shows that Human capital theory comes to the conclusion that higher education leads to providing both social benefits as seen by how the economy improves due to economic growth and also better worker productivity and private benefits whereby individual receives higher earnings (Mulongo, 2012). The results have, in recent years, received a great amount of criticism based on the data used and the assumptions made on cost of tertiary education and the methods used to calculate the return-on-investment have been questioned by contemporary researchers. The calculations were based on earnings rather than external factors like higher tax revenues, more savings, income and investment, low dependability on what the government offers and higher consumption levels (Bloom et al., 2014).

Furthermore the studies did not consider returns that could not be found in the market be they private or social from tertiary education. However studies carried in the near times that have included these factors have found substantial evidence of higher returns-on-investment to tertiary education Reduction in investment in tertiary education in the 80s and 90s can also be attributed to its impact on increased inequality in the society in a social or economic sense. Tertiary education is a privilege in most low-income countries that most individuals do not get the chance to enjoy and those who do have a seemingly higher advantage over their counterparts in terms of position in the society (McMahon & Oketch, 2013).

Gaining entry into institutions of higher learning is determined by merit and therefore over time causes inequalities to be propagated from one generation to the other among those who are unable to gain entry (Brennan & Naidoo, 2008). Tertiary education has

in fact, been found to cause a reduction in inequality in the society with the state funded support for it not stemming from high taxes thus greater higher education enrolment. In the last two decades, deviations in the innate characteristics of production conveyed by globalization and emergence of the 'knowledge economy' have brought back arguments for investment in tertiary education. How tertiary education contributes to development is now explained by the endogenous growth theory which instead of focusing on the relationship shared by income and productivity goes into a broader perspective (McMahon & Oketch, 2013).

According to the theory, economic development is first and foremost a byproduct of internal rather than external factors and that investment in skilled personnel, innovation and information contributes significantly to economic growth. Endogenous growth draws the conclusions that highly skilled workers are very key in order for economic growth to occur particularly knowledge economy and this is not attributed to the higher income they get but rather how much they are needed by a firm so as to properly adapt and allow transfer of technology (Romer, 1994).

According to McMahon and Oketch (2013), although transfer of technology is very important in ensuring growth in the knowledge economy there are other factors that play a part including innovation and development of new and improved technology. Educated skilled personnel now come in, in the sense that new technology cannot be rolled out in a local context unless there are workers who can handle it and are in the know when it comes to research, development and innovation. Additionally, higher education provides benefits both within and without the market; with the former being better earnings and the latter being higher standard and quality of living and life opportunities.

For these individuals, it can be seen in off-labor market hours as well as institutions that are more democratic, less environmental degradation, reduction in crime and political stability. The number of learners has multiplied by more than five times in the last four decades worldwide as witnessed in all universities across the board (Banya, 2014). Africa has a higher uptake in tertiary education however; institutions in Africa have faced ineffectiveness and inefficiency in most parts of the continent (Atiogbe & Ofori, 2012). According to Mohamedbhai (2014), most institutions in Africa have enrolled more than their capacity which has resulted in negative consequences; decreased quality of education, graduate unemployment, student mobility and crumbling physical infrastructure. For this reason, higher learning institutions have attempted to implement corresponding approaches like decentralization, long distance learning, and e-learning solutions.

African universities have been accused of teaching personnel that is unable to meet the challenges currently facing the world, who are unable to carry out proper and authentic research thus leading to the knowledge economy not getting its most prized asset. The entire system must be reviewed including the programs for effectiveness and relevance. The institutions are expected to carry out authentic research and provide individuals who can sufficiently meet the criteria of what the society requires as well as the labor market. To remain relevant, Universities in Africa have had to go through structural transformation so as to create synchrony with the socio-economic demands of the society (Otieno, 2013).

In order to be competent competitors on the global stage, it is paramount to develop a skilled labor force whose individual capabilities are developed to the optimum level so as to meet the requirements of the economy. There has been a state of upheaval of

processes in university to ensure competency and relevance due to the shifts occurring on the global stage. Universities faced with the challenges of globalization and population growth, have modified traditional modes of teaching to avert these challenges (Okioga et al., 2012).

This phenomenon has been experienced in Kenya and also around the globe. Increased enrolment both in primary and secondary school has put pressure on the tertiary sector creating a compelling need to increase higher education enrollment. The Kenyan education system has thus been facing a crisis called "massification" (Ondicho, 2015). Massification is a larger uptake of enrolments as well as the number of institutions in existence. Among the key contributors to the growth of learning institutions in Kenya is free primary and secondary education, gender equality campaigns and emergence of scholarship-giving organizations (Gudo et al., 2011).

According to Mathooko and Ogutu, (2014), the development of tertiary education has posed both opportunities and challenges which have affected how institutions operate and compete for resources. To deal with massification, Kenyan public universities have devised several coping strategies including decentralization, changes in student residential facilities, Licence-Maitrise-Doctorat (LMD) distance learning and e-learning solutions. Other contributors to "massification" is the belief that on completion of higher education one is automatically guaranteed a lifetime career security; desire to advance in employment and lowering of admission grades by universities.

The main cause for massification in Kenyan universities has the fast rate in which the society is becoming intricate which demand for highly skilled workforce. Due rapid expansion and growth of tertiary education, the Kenyan government through an act of

parliament established the Commission for University Education (Universities Act No. 42 of 2012). Its main functions are to manage, synchronize and ensure quality in tertiary education. Its mandate goes further to bring about and set standards and policies that would reinforce the advances achieved as well as give lasting solutions to remedy the sectorial weakness. The overarching goal of Kenya´s university education is to stimulate and promote cultural and intellectual growth, produce local highly educated manpower, carry out research and disseminate knowledge (Mukhwana et al., 2016).

In 1947 the colonial government decided to draw up a strategy to set up a commercial and technical institution that would be the first Kenyan university, in Nairobi. The plan later grew to encompass the East African region and in 1951 the Royal Technical College of East Africa was awarded a royal charter to offer training programs that would result in certification that would provide study opportunities in engineering and other courses. Later a further process of reconstruction saw this college change to the Royal College of Nairobi which after independence was uplifted to become the University college of Nairobi. The University college of Nairobi was again revamped through a parliamentary act in 1970, to become the University of Nairobi (Mulinge, 2017).

In a document titled “African Socialism and its Application to Planning in Kenya” (GoK, 1965), the government recognized education and training of skilled manpower as one of the pillars of the development process. It reiterated that economic growth required abundant supplies of skilled, trained and experienced manpower. It therefore concluded that in order for its development strategy, national development goals and industrial development to actually bear fruits education and training was of paramount

importance to the Kenyan people. The government exerted efforts to come up with programs assisting Kenyans to access and more so tertiary education (Mulinge, 2017).

The country's university system has grown exponentially, in terms of enrolment figures as well as the sheer number of institutions available. The most dramatic growth occurred after 1990 when more Kenyans demanded access to university education (Mulinge, 2017). According to Mukhwana et al. (2016), of late "entry into tertiary institutions has grown rapidly and as a result encompassing more choices and newer delivery modes." The Privately-Sponsored Student's Program (PSSP) introduced in public universities has led to an upsurge of enrolment with adult or mature students seeking to advance their academic qualifications so as to compete in the dynamic labor market.

Like elsewhere in the world, private universities offer a viable option to the overwhelmed public sector for those seeking higher education. This is because they offer courses that are relevant to the current market niche as well as academically friendly environment that guarantees academic success. Tertiary education has become more demand driven and intertwined with what the labor market requires, rather than the previous system whose main focus was supply. Due to less employment opportunities being provided by the government there have been massive changes on the emphasis on which part graduates will play in Kenya's development (Mulinge, 2017).

This has led to an increased rollout of demand led tertiary education which has in turn quickened the setup of private universities. With this in mind growth has actively occurred in social science rather than areas of technology and science with degrees in commerce and actuarial science carrying the day when it comes to popularity

(Mulinge, 2017). In contrast to Sessional paper No. 10 of 1965, Vision 2030 advocated for the influence of higher education in pushing the nation to the status of middle income by that year. It draws the conclusion capital in form of physical and human is a decisive factor in Kenya's transformation and that private sector development plays a larger role than civil service employment.

Due to this new outlook the sub sector has experienced immense growth in the recent times. Kenya has a higher human capital capacity due to its open mindedness perspective when it comes to growth of higher education when rated against its neighbors. However, like many of its counterparts in the African region there have been discrepancies in the way higher education is used which has in turn affected the potential for higher education to impact the country's development. For a long time the Kenyan government did not give accreditation to private universities (Mulinge, 2017).

However the government began to encourage their setting up and accreditation due to the interest that was stemming into tertiary education. These universities took advantage of the slow pace of expansion of the public universities to venture into the university education market, thereby fastening the growth pace in that sector. Private university education is not homogeneous. The institutions can be differentiated in terms of their missions, mandates and sources of finance. Specifically, there are the 'not for profit' religious institutions, mainly established by religious bodies and for-profit institutions (Mulinge, 2017).

According to Mukhwana et al. (2016), there is more and more evidence coming to the forefront depicting the fact that higher education is very important for a country that seeks to revamp its social capital and induce cohesion which will then lead to

improved economic performance. In order for a university to receive international acclaim and adequately satisfy the need of the 21st century its programs must be both relevant and of high quality. According to their report, out of 3,408 programs in across all chartered universities, majority of programs at 81% (2752) were offered by public universities while their counterparts had 19% (655) programs. Unlike their public counterparts, who rely on the government for support, private universities are reliant on tuition fees and direct funding from sponsors as well as endowments.

In Kenya, the Government has begun to allocate funds to research as seen in the recent budgets. It has realized the vital role it plays in economic growth thus allowing researchers to participate in more research activities. This has not been easy seeing that there has been challenges popping up due to the increased enrollment numbers that meets a low number of qualified staff but ways are still being sought out on how to improve the productivity of research. The present policy when it comes to education in Kenya seeks to provide Education for All (EFA), Vision 2030 and Millennium Development Goals (MDG's) as well as Visio (Orodho, 2014).

According to Sessional paper No 1 of Government of Kenya 2005 the government seeks to set up a university system that is not only national but self-reliant and self-governing by meeting the commitments it has on the sector be it national, regional and international. The Millennium Development Goals (MDGs), Education for All (EFA) goals, the Sessional Paper No. 14 of 2012 on Reforming Education and Training and the Basic Education Act 2013 place huge importance on quality education at the basic level. Additionally, the Kenyan Constitution promulgated in 2010 advocates for education as a social economic right (GoK, 2013).

The Kenya Vision 2030 visualizes a "*Globally Competitive Quality Education, Training and Research for Sustainable Development*" (Kenya Vision, 2030). The development of education and training is part of the road map towards the actualization of the social transformation highlighted in the social pillar of Kenya Vision 2030. According to Mukhwana et al. (2016), University education is expected to have a catalytic effect on national progression through provision of skilled personnel; who will be useful in the community by providing intellectual assistance. This is attributable to their comprehension of both local and international environments and expertise or skillsets that prove them to be resourceful and self-reliant. It is expected to be the principle catalyst towards the realization of the social pillar of Vision 2030. The Vision interconnects education, training and the labor market with the niche on entrepreneurship seemingly needing to be sorted out.

Kenya's Human development index increased by 22% from 0.424 in 1980 to 0.519 in 2012, according to the Human Development report (2013) which measures life span, availability of education to the common Kenyan and living standards. Education and training are crucial for universal growth and the achievement of Vision 2030. According to Mukhwana et al. (2016), it is the means to social mobility, national integration and cohesion and growth in both the society and the economy. Many middle level tertiary institutions have been upgraded to universities that provide skills which coincide with the emerging technology. This is to sustain the bloat experienced from the rollout of free education on both the primary and secondary level (Otieno, 2013).

Universities in the country are key players in the creation and distribution of information that is pertinent to the needs in the society (Otieno, 2013). Vision 2030 is

cognizant and supports education to and for all Kenyans since it will help the populations have the needed knowledge so as to tackle the challenges that the society's currently and is going to face (pg 78). Under its social pillar, it recognizes that University are the producers and distributors of knowledge as well as provide technical know-how to all industries. In line with international pledges such as Education For All (EFA) and Sustainable Development Goals (SDGs), Vision 2030 strongly advocates for adequate coverage of a number of issues related to availability, equity, quality, relevance, mechanism in place for providing service, teacher development, teacher management coupled with technology training and development of entrepreneurship skills (Mukhwana, 2016).

2.2.2 Entrepreneurship Education in Tertiary Education

Entrepreneurship education can be defined both in narrow and broad terms. In narrower terms it can be termed as the confluence of formal education that informs those keen to start businesses or to grow small enterprises. Narrowly, it is involved with recognition of opportunity, resource mobilization, risk propensity and building a business venture. However in broader terms it involves not only preparing a person to be entrepreneurial, self-employed or business owner but also a person who exhibits enterprising behavior. This is a person who is flexible and able to cope with the dynamic, modern labor market (Kuttim et al., 2014).

Entrepreneurship education refers to training that seeks to equip the learner with entrepreneurial skills and attributes (Bae et al., 2014). Arguments on whether it is justifiable to offer entrepreneurship as an education is uninspiring and of zero importance seeing how the training program has flourished around the world. The real challenge is whether the tools and teaching methods that have been chosen are in the

right combination. Consequently, the main concern being if the graduates of the program will be thoroughly equipped to set up their enterprises and face the harsh realities that face a start-up. The current debate on whether entrepreneurship qualifies as a discipline and legitimacy is based on the failure of the training systems in place and the current theories that stand on what entrepreneurship is to have a meeting point (Winkler, 2014).

Entrepreneurship education stands on creativity, innovation, a keen comprehension of how the market works, what any shifts might mean to the entrepreneurial world and dauntless leadership. Solely providing information on the field is insufficient since setting up a venture and running it successfully requires a combination of both skills and the relevant information (Pizarro, 2014). The key focus of entrepreneurial education has been to create a state of mind in the learners that can recognize new opportunities in the market as well as harbor entrepreneurial ambitions. This paints the picture that the training is not to just teach learners how to develop a business plan but it actually goes beyond that (Haase, 2011).

Entrepreneurship education is not just about understanding business management (Cheng et al., 2009). It seeks to prepare individuals in starting new ventures through skills, knowledge and invention as a form investment in human capital. Entrepreneurship education is a skills based program and therefore requires a program where learners are not only taught but also understand that it seeks to build up the growth and development of entrepreneurial skills. It challenges students from all backgrounds irrespective of where they lie on the socio-economic scale to reason beyond the boundaries of conventional thinking, naturally undervalued talents and

skills. It develops chances, ensures no injustice occurs, and boosts the economy (Lekoko et al., 2012).

The rapid growth of entrepreneurship in an education point of view has been as a result of its capacity to enable students to better understand various business fields for example accounting, economics, marketing and finance under one roof making it a very enriching and integrating process. This stimulates students whether still in the program or those that have concluded to think up great ideas and then set up their enterprises by providing those skills e.g. top notch decision making skills that give them the ability to flourish in the job market. Entrepreneurship education interconnects two worlds; academic and business thus considered a practical, tried and tested strategy in the study of other fields; business and economics (Grecu & Denes, 2017).

Entrepreneurship education is critical in enhancing the entrepreneurial ambitions and the capabilities. It covers a combination of skills vital to the success of a new venture such as top notch managerial skills and a systemic approach to satisfying the needs of the business (Pihie & Bagheri, 2013). In actual sense the education program seeks to aid learners in coming up with a venture that brings together innovation from what is already in other disciplines as well as the environment that surrounds them and it occurs even in the midst of uncertainty (Abduh et al., 2012).

It can also be said to mean the theoretical approach which gives a general understanding of the phenomenon. Entrepreneurship education involves taking students through an experiential process and thus developing entrepreneurial characteristics in them (Lackeus, 2015). The experience and practical skills used by successful entrepreneurs cannot be acquired through conservative teaching methods

(Botha et al., 2006). Education is said to occur when there is impartation of knowledge through training in a particular concept or theory through formal teaching methods. For education to be successful there must be agreement between training and learning, the former being a system while the latter is a cognitive process (Esmi et al., 2015).

Entrepreneurship programs were first inculcated into business curricula and are therefore found in business schools in most tertiary institutions (Kirby, 2004). Business schools are broken down into disciplines that have already been established like human resources, marketing, finance, operations, project management, and strategic management. Entrepreneurship has not been fully absorbed into business schools since it is multi-dimensional and is found in all disciplines of business. A common tendency observed is that it is being offered as an area of major focus for those who study in business related courses and a minor area for those in non-business related areas. This affirms what previous researches into the area have shown in terms of it being offered as a course for study in tertiary institutions (Winkel et al., 2013).

In order for entrepreneurship to appeal to a larger population as a certified field it must grow out of business schools. For it to establish itself as a discipline academically, it must provide clear cut career opportunities for its students as well as enable meaningful economic growth. This will only be attained when traditional teaching practices are left behind and the field moves towards the global stage by building links with global communities (Winkel et al., 2013). According to Din et al. (2016), in order to obtain a certain job one must fulfill the required educational level so as to secure a career in both private and public sub sectors.

Ideally, the higher an individual is on the academic ladder, the greater their qualifications and hence what determines the nature of their job. However despite the high number of university graduates, many are still not able to secure an appropriate job (Fashoyin & Tiraboschi, 2012). Faced by this challenge, many universities are now shifting towards providing programs that will allow entrepreneurs to create their own jobs. Entrepreneurship is said to result in innovation, employment opportunities, entrepreneurial culture, poverty reduction, business ventures and economic development (Amoros & Bosma, 2016). Entrepreneurship is increasingly becoming the essential element that can foster economic recovery and growth in employment levels in a world facing financial and economic crisis (OECD, 2018).

Governments, policy makers, and individuals know about multiple benefits of entrepreneurship (Nicolescu & Nicolescu, 2013). This has led to the European Commission (2013) adopting a professed Entrepreneurship 2020 Action Plan to come up with a conducive environment for the discipline. A significant milestone it seeks to attain is spark interest in entrepreneurship across Europe. Entrepreneurship has thus become a much debated emanating from the society's obsession with success and self-improvement (Robson, 2010).

Entrepreneurship education programs are constantly under scrutiny and review to ensure they can adequately allow the trained individuals to deal with economic and technological challenges. Clearly there are endless possibilities in entrepreneurship as the entrepreneurial career transcends job titles, organizations and industries There has been a change in policies around the world with the focus of empowering the youth to set up new ventures. Entrepreneurship education has been added to all levels of education but the main focus has been in tertiary education (Din et al., 2016).

This focus on higher learning institutions has served to prove previous studies in the field true that graduates who received this training are able to last longer in the business environment and actually offer employment opportunities to others more than those who did not have the said training. In addition graduates offer a range of benefits to the economy once they begin working (Fretschner & Weber, 2013). Public policy makers have enabled the growth of the field as an education by boosting the interest and demand for it among learners. Due to their recognition of the social and economic benefits that come with entrepreneurship they have been in the forefront fighting for its development (Lorz et al., 2013).

As more and more research is done into the area, interest is seemingly being bolstered. Enrollment numbers have increased tremendously resulting in demand for more courses that are specific in their approach (Lorz et al., 2013). It is expected that increase in the quantity and quality of training on setting up enterprises would result in more and better entrepreneurs and hence more and more courses on it are being introduced in tertiary institutions. In the past unemployment was tackled through providing jobs through the large firms that were established to improve the state of the population both socially and economically (Waita, 2014).

Over the years this approach has not borne fruits seeing that it requires large amount of capital; keeping in mind that there is little or no capital, small businesses are now being set up by individuals so as to improve development efforts due to the failure of the previous approach. Entrepreneurship is both a cultural and economic phenomenon which involves the process of converting a cutting edge idea into a running business and finally creating value. Entrepreneurship can be identified as a proponent of

innovation, development and employment opportunities. There is immense desire to develop entrepreneurship through higher education and training (Waita, 2014).

According to Basci and Alkan (2015) the private sector is increasingly becoming a source of more and better jobs as compared to the public sector. It is new start-ups and those that utilize advanced technology that can cater for the unemployed. In this regard universities have the mandate to provide for the appropriate persons these opportunities. Universities around the world are faced with the challenge of producing individuals proficient to cope with the rapid changes experienced in information and adaptable technology. They have to change the way they teach and the tools they use to ensure they reach present-day or contemporary level. Universities are therefore revising their visions and missions to include the private players and what is needed from them. Entrepreneurship Education has now become a key area of study around the globe in tertiary institutions (Hahn et al., 2017).

According to Thurik and Wennekers (2004), systemic creativity is based on entrepreneurship as a means to cause shifts in the current market and there is a higher probability increased profits and innovation. Conventional market structures and systems are incessantly destroyed through a revolution of industrial revolution, which ultimately result in creating new economic structures. According to established models on how the economies grow in third world countries; it occurs through the input of capital of both physical and human. And once they enter an industrial stage in which the components required for improvement in the economy, they experience an upsurge in quality of their physical and human capital.

In countries that are more developed the industrial stage experiences growth due to technological advances as well as proper dissemination of appropriate information

through cutting edge research (Thurik & Wennekers, 2004). Through entrepreneurship education, graduates are expected to be equipped with a combination of skills, ideas, motivation and opportunities so as to be more productive and creative in entrepreneurial activities. This will enable them to change from searching for jobs to creating jobs. It is also a critical agent of change from a socially dependent to self-sufficient generation (Mohamad et al., 2014).

It is very clear that permanent employment is elusive and cannot run the course of one's lifetime due to its proliferating competitiveness in the market. The previous notion that graduates from institutions of higher learning will get employment rapidly is a thing of the past (Saeed et al., 2014). Entrepreneurship provides an answer to the global pandemic that is unemployment while at the same time gives graduates a lifetime opportunity to carve their own niche in the market through their youth and creativity (Sahut et al., 2014).

The idea of having entrepreneurs was virtually unknown in the 1970s and this resulted in the training on the same not being given a second look. The teaching of some entrepreneurial concepts into the business curricular in tertiary institutions in the 1980's provided the foundation for the development and eventual growth of entrepreneurship education. Actually, the trend whereby entrepreneurship components are included in business curricula originated in the United States and has continued ever since the 21st Century. This proved fruitful and availed the platform onto which entrepreneurship education has grown to what it is today (Kuckertz, 2013).

Harvard Business School was first in offering and teaching entrepreneurship education in 1947 and later on went to other institutions such as New York University and the University of Illinois in 1953, Stanford University in 1954, and

Massachusetts Institute of Technology in 1958 (Abduh et al., 2012). Though it was not yet a largely offered course it experienced immense growth in the early 1970´s when the University of Southern California offered it both in MBA and undergraduate programs (Winkel et al., 2013).

The dawn of entrepreneurial education in Europe occurred in the same decade following the lead of USA. Major strides in entrepreneurial training have occurred in the Western part of Europe more so in Scandinavian and German speaking nations in the last two decades. However, there has been a lag in tertiary institutions found in the Eastern part of Europe, Asia as well as Latin America (Haase, 2011).

The idea is seemingly new in Africa since it did not receive such a large audience in the past three decades. Nigeria is the forerunner in the continent with the apprenticeship practices rooted in its tradition where one received training in the informal sector before they finally set up their own enterprises on completion (Onwuegbuzie, 2017). In South Africa, entrepreneurship training is offered in form of enterprise development programs. From the point of its introduction into the continent, the training has grown immensely to the extent that it is offered in all tertiary institutions not excluding the ones that train in vocational skills (Edoho, 2015).

Unemployment has been a huge impediment in most developing nations, Kenya included (CBS, 2018). To sustain their livelihoods, many unemployed Kenyans have created small businesses engaging in trade, construction, distribution, agribusiness, transport, maintenance, commerce, manufacturing, or other services in the informal sector. This trend has led to the development of this sector to include majority of the

population (IMF Report, 2010). The informal sector makes up for a whopping 82.7% of employment in Kenya (World Bank, 2017)

According to Mungai (2014), the creation of jobs in the informal sector has however been limited primarily because the boom in the non-public sector in Kenya is not due to strategies backed by the government but rather through spontaneous growth spurts. Secondarily, even though many small businesses have emerged, they lack the capacity to develop into medium-sized enterprises. This is because they offer products that are of poor quality or over-supply a single product and lack the required technical and managerial skills to foster sustainability and growth. A large number of these businesses are owned by "first generation" entrepreneurs who would rather not take unwarranted risks to foster growth in their enterprises. Other limitations include limited education, political conflict, economic restraints and weak infrastructure.

To tackle these limitations and enhance growth of entrepreneurship, developing countries need to build and sell it as a culture to its youth (GoK, 2008). Entrepreneurship education is critical for growth of countries as the individuals involved are the drivers of the economy and an engine for its improvement in the millennium we are currently in. So as to meet the goals set out in Vision 2030, the government pushed for the advancement in entrepreneurial education which would help in the tackling of a variety of challenges such as poverty and diminished employment opportunities for the youth (Government of Kenya [GOK], 2015).

An outcome of this was that the Kenyan ministry of education required all learners at institutions of higher learning to be exposed to entrepreneurial education irrespective of the course they are pursuing (GoK, 2015). This approach can greatly solve the problem of unemployment and achieve a widespread "enterprise culture" (Mungai,

2014). Kenya is a highly ranked economy in East Africa particularly when it comes to entrepreneurship supported by the fact that it has a wealth of skills in its possession that is vital for enterprise growth (Acs et al., 2017).

This viewpoint is clearly put across by entrepreneurial education that explains that even though an individual might be adept at spotting opportunities they cannot make optimum use of it and run it into a prime venture without acquiring a business education that will provide critical skills (Kerr et al., 2017). According to Lekoko et al. (2012), in Kenya, the concept of Integrated Entrepreneurship Education (IEE) entails enabling students with expertise to sufficiently plan, begin and finally manage enterprises successfully in both the formal and informal sector. This has been integrated into the National education system and in fact can be found in secondary school as subjects like Business Studies and Commerce.

Even though entrepreneurship has been incorporated in the higher education background in recent years, due to a plethora of reasons that are entrenched in politics, institutions as well as learning at the tertiary level; the key question still remains how will the aim and purpose for it be determined, the personnel that will be involved as well as the predetermined audience that is expected to run through the program. This has in recent light shown that the ultimate goal is to indoctrinate the concept into all levels of learning (Hanon, 2006). Research shows that graduates in entrepreneurship have a higher likelihood, by three times, in starting their individual business ventures; pursuing self-employment, higher annual incomes by 27% than their counterparts; more personal assets by 62% and are more contented with their jobs (Winkel et al., 2013).

2.2.3 Entrepreneurship as a Career Choice

Career development denotes a process spread out through a person's life in determining career. It begins before choosing a career, the actual decision making and continuously making choices from the many career paths available in the society. Among the many decisions that one has to make in this process include; choosing what course to study, deciding whether to undertake post-graduate studies, taking up a job offer, changing ones career field, specializing in a given discipline and finally deciding on whether to be an entrepreneur. Choosing a career is among the vital decisions an individual has to make in their lives (Patton & McMahon, 2014).

A large portion of an individual's life is spent in their occupation thus a career determines the capacity an individual will operate in. It is occupations that provide a sense of self- worth for individuals since the income they provide assists in facing the harsh realities of tough economic times. A large portion of our time, psychological and physical energy goes to our jobs and they shape our social life including status, lifestyle, associations, residence and attitudes. Choosing a career is often not simple. Studies show that students are often left in disarray when determining what career choices to make in their life (Holmegaard et al., 2014; Bullock-Yowell et al., 2014).

Korir and Wafula (2012), reiterate that students frequently have a challenge deciding which career choice to make when they use their academic abilities and performance as the yard stick. There are thousands of job classifications and occupational titles available to choose from and it is not uncommon for individuals to consider more than one of these. It becomes more complex as most of these require extensive training and preparation. Equally, our society largely depends on our productivity so as to develop in an ever advancing technological, global economy. Due to this, the path one takes towards their lifetime occupation is more often than not irreversible. The matter is

compounded by the fact that an occupational decision is not purely personal (Kochung & Migunde, 2011).

In collectivist societies, it is common for family and the society at large to have a say and facilitate a career decision as it is seen as a sign for work readiness. But then again, this choice puts the youth on a path that will not only open up chances for them but also close them. When it comes to the lives of youths a major milestone is actually the path they will choose to take as per occupation while in secondary school. Apart from the economic outcome expectations, self-fulfillment factors are also put into consideration when choosing a career path (Kochung & Migunde, 2011). Career decision is the basis of one's' expectations for the future and it may also affect their satisfaction with the particular career (Sharf, 2016).

Career choice is determined by factors including culture, gender, past experiences, personal aptitudes, life context and educational attainment. Being able to make a decision when it comes to this particular milestone is critical but more often than not the youth end up making a decision that does not fit their abilities. The attributes that are enshrined in an individual, their behavior as well as things in the environment influence on each other and decide the occupational choices that will be made. Learners typically make career choices that they thought they would turn out well but end up being extremely unlikely and this is due to educational programs that were inadequate and breed a false sense of ability (Sharf, 2016).

It is becoming very clear that decisions on the occupation an individual has in their sights is not a straight up one time decision as there are a number of variables to consider before coming to a final conclusion (Olson, 2014). A decision on the occupation and individual will take part in their lifetime determines the degree or

amount of prosperity they will reach especially during and after the industrialization of an economy. Research is vital as it opens up the door for better satisfaction in the chosen field since the final decision that is made will run the course of one's life (Koech et al., 2016).

Some of the key determinants to the conclusion to be made are the level of success in education, and the characteristics the individual has as well as both social and economic factors in the environment surrounding the individual. This choice is affected by personal traits, ambitions, self-belief, cultural perspective, globalization, socialization, mentors, attitude from the environment and information and financial resources available (Koech et al., 2016). Theories born out of research carried out by a number of people show that ambition in both academics and career is a social process in addition to inculcating a number of factors (Neto, 2015).

The choice a person makes in the occupation they want to spend a lifetime doing provides satisfaction and decides the purpose the person feels they have to focus on for the development of their community. Human beings are social hence the desire to fit in, therefore the drive to go to a certain career path is ascertained definitely by both inherent factors and external ones. An individual chooses a certain occupation because of the challenge it offers them and the perceived reward that they will have in terms of remuneration and satisfaction. This provides one with motivation for constantly working in the chosen field (Neto, 2015).

This can be observed in education where a student that combines their ambition to achieve a certain goal with their essential inborn desire for it experience a higher level of satisfaction that is almost immediate (Neto, 2015). In recent times there have been changes in the job market evidenced by a change in the systems of management in

firms, enhanced competition, the push for higher living standards and individualism. A career path provides satisfaction to the individual, bolsters their confidence in their abilities as well as allowing for networking opportunities (Gulluce, 2013).

According to empirical studies, a large number of students who are in tertiary institutions have no plan for their future or any professional plan at all. The situation was worsened by the 2007/2008 global economic crisis that saw high retrenchment levels, downsizing of firms and a drop in major economies that made and still make the future bleak. The inability by students to make concrete career decisions for their future is further enhanced by the prospective difficulty to get jobs. This is further showcased by most desiring to have a job in which all determinants are under one's control (Sahut et al., 2014).

In recent times one of the areas that have received immense education and research is Entrepreneurship. It is very attractive especially to those that make policies since it offers jobs and a promise of wealth. These attitudes are what invoke research and inspires students to enroll in entrepreneurship education programs. It is reported that "entrepreneurship did not follow the path taken by other fields in its growth" (Kent et al., 1982). Researchers in different fields began using methodology developed in varying fields and took interest in entrepreneurship with the pioneer doctoral graduates in the said field graduating in the 1980's. People in other disciplines other than entrepreneurship began taking interest in the discipline which was not their main field of activity.

According to Croci (2016), the decision to become an entrepreneur is a conscious decision and it mainly depends on intention. It is in fact a process that first and foremost begins with intention. Intention occurs when a person makes the decision to

focus on a singular object or path so as to succeed in something. The discipline has thus gained assimilation into soft sciences. As a result of its origin from multiple disciplines, entrepreneurship has had many definitions depending on the original discipline of the specialists defining it. Economists tend to associate it with innovation; behaviorists associate it with creativity, persistence and leadership while finance specialists associate it with ability to measure risk. Management specialists think entrepreneurs are resourceful and good organizers while marketing specialists associate entrepreneurs with opportunity identification and customer-oriented thinking.

Due to the vast growth of entrepreneurship as a discipline in education there has been a surge in the interest in careers and educational opportunities. This interest is pegged on the promises that entrepreneurial training will avail. This has led to its growth as a discipline and thus resulted in a large number of courses being offered in tertiary institutions (Gray & Rideout, 2013). Economic challenges do not influence the suitability and fit in a given occupation however increasing access to entrepreneurial education especially among graduates does affect their probability of building career plans as well as landing a job (Sahut et al., 2014).

The core aim of entrepreneurial education is to ignite ambition to set up one's own enterprise. The trainers and educators mainly focus on painting the right picture when it comes to the desire to start ones' enterprise, perception and characteristics. This is carried out by simply showcasing what entrepreneurship is in its entirety such as the responsibilities an individual will have, the stages involved from converting an idea to a fruitful venture and the requirements for being a successful business owner. This

outlook will enable students to weigh their options more effectively and grow entrepreneurship as their occupational option (Fretschner & Weber, 2013).

Studies show that attitude is a core actor once it comes to career decision more than any other demographic factors affecting the population. This is because it decides one's perception, self-value and self-belief. Entrepreneurial attitude is the viewpoints that one holds on whether a venture is viable and will reap benefits for them and it is multi-dimensional to some while others view it as uni-dimensional. The latter sees it from an individual's perspective where a person's belief in their entrepreneurial capabilities is at the center stage (Olufemi, 2013).

The multi-dimensional concept explains that entrepreneurial attitude is enshrined in four pillars; desire to succeed, context, innovation in an entrepreneurship sense and self- belief in one's entrepreneurial capability. Each of these four pillars has three faces which are affection, apprehension and philosophy. The first being the feelings one holds towards the venture, the second being thoughts and finally the philosophy dictates the actions that are taken and ensuing behavior. These three dimensions must be in collaboration for any entrepreneurial venture to succeed (Olufemi, 2013).

According to research growth of economies of nations as well as firms can be attributed to entrepreneurial gains by individuals in nations, corporations and enterprises (Heydari et al., 2013). The expectation worldwide is to produce graduates from universities who can not only make use of available information but also become innovative to facilitate economic growth. Although provision of relevant skills is important there is a need for entrepreneurial education to offer a broadening of students' attitude toward the said sector as a probable and valid career choice (Abereijo, 2015).

Noticeably, most African countries after colonization, adopted a state-led centrally planned economic structure, whereas most developed countries chose a different path for their economic development. Despite continued foreign aid, Africa still experiences an upward trend in poverty. Majority of Africa's population comprises of the youth and so engaging them in productive activities can have both social and economic consequences. It is vital to create employment for the youth centering on the entrepreneurial sector, as within it lies a catalyst that would create a spillover of knowledge that might otherwise stay un-commercialized (Omoruyi et al., (2017).

Entrepreneurship involves coming up with the idea of the venture that one wants to begin, setting it up and finally managing the business which often starts off as a micro enterprise. Entrepreneurs are commonly referred to as individuals that plan and build these enterprises (Yetisen et al., 2015). However according to Ferreira (2018), it is not just about setting up a venture for profitability but also according individuals the opportunity to control and direct own career ambitions and dreams. This has resulted to studies being carried out in developing economies to find out the inhibitors and drivers of entrepreneurial aspiration (Keter & Arfsten, 2015).

2.2.4 Social Cognitive Career Predictors

Cognition is an intellectual process that occurs through thoughts, direct and indirect experiences and senses so as to gain knowledge and understanding of a particular concept. It involves increased intellectual progressions like perception, discernment and reasoning, effecting judgments, thinking, memory or recollection aptitude, intelligence, ability to solve problems, attention, insight and enlightenment. These are unconscious mechanisms in the mind that bring about a neural application of experience (Frith, 2008).

The countless psychological progressions that help people make the most of being a member of a social group is referred to as social cognition. It is the process by which we are able to decipher the world through various social signals. To effectively handle social interactions we must be able to understand and predict people's actions. To be able to do this, a process of perception, judgment and memory of social stimuli; information processing and analysis of behavioral and interpersonal consequences is involved. In our interaction with the environment we begin by an input i.e. signals we receive from the environment (Frith, 2008)

When our senses receive these signals, they are then turned into perceptions, based on previous information and what is going on. We then make a decision on the appropriate response for it, plan the action and finally produce the output we feel best suits us. Social cognition looks at how individuals process information about others and social situations (Moorjani et al., 2007). Therefore, social cognition is how cognitive processes react throughout social situations. This implies the self-belief that an individual can carry out a task efficiently yielding the best result (Olson, 2014).

Self-efficacy is a determinant of the probability of a given task to succeed. The belief that one is able to rise up to the occasion may come from different sources which include past success in the task (mastery experience), observation of role models (Vicarious experiences), peer influence (verbal influences or persuasion), our emotional and physical state and abstract experiences (Bandura, 1997). Self-efficacy gives rise to self-esteem, self-regulation, motivation, resilience and confidence. It is a mechanism that decides how an individual will react and cope when faced by a stressful situation and also the energy that will be expended in the pursuit of a certain goal and how long it will take. Outcome expectations refer to the perception of both

actual and imagined results while taking part in a particular action (Lent & Brown, 2006).

Expected outcomes are anticipations that determine the origination and sustenance or maintenance of certain behavior and can be either positive or negative (Lippke, 2017). Goals in career pursuit embody the desire to do certain actions so as to realize certain results. In essence, choice goals push one to pick courses that are in line with one's educational ambitions (Lent & Brown, 2006). These are factors in the surrounding that will decide whether a pursuit will succeed or not. When the conditions of the surroundings are supportive it offers the opportunity to succeed through reinforced determination to achieve goals (Lent & Brown, 2006). These influences provide support, guidance, motivation and inspiration which can be achieved through moral or material means.

In contrast there is a low possibility of people turning their career interests into goals and finally to act on these goals; if they are of the perception that despite their efforts, their work will be derailed by hostile factors in their environment. These include overwhelming and difficult obstacles or inadequate social mechanisms backings or supports. Barriers may include physical, psychological and cultural dispositions of an individual, while support systems may include economic and moral support from family, friends, role models and other influential individuals in a person's life (Lent & Brown, 2006).

It is commonly believed that education leads to a 'good job.' However the definition of what a 'good job' is varies from one individual to another depending on the motivation that one has for seeking the particular job. There however still remains a relationship between education and work. It is through work that one can exercise

their skills and productive abilities and therefore without jobs, education and training becomes futile. In the past two decades there has been increased use of social cognitive predictors to carry out research on career choices (Bordon, 2014). Social cognitive predictors namely self-efficacy, person inputs, goals, interests, perceived contextual barriers and supports and outcome expectations form the basis of the Social Cognitive Career Theory (SCCT).

The social cognitive career theory´s point of view incorporates previous theories in the field such as earlier developed Albert Bandura´s (1986), Social Cognitive Theory. The SCCT includes five models that pull on mutual backgrounds that describe dissimilar occupational outcomes. These are; occupation desire, occupation choices and habits, work success, work utility and career self-management (Lent & Brown, 2006). In each of these five models, a collective and conventional three cognitive-person components are drawn from Social Cognitive Theory namely personal goals, outcome expectations and self-efficacy; which affect critical vocational outcomes.

2.2.4.1 Self-Actualization and Entrepreneurship Education

Self-actualization has been described by Maslow (1962) as the ability to transcend levels of physiological, psychological and social needs, to obtain fulfillment of personal needs in terms of life's meaning. It is known to many as the "top of Maslow's motivational pyramid" where Maslow depicts it as the epitome in a hierarchy of needs. It is a very personal process and can differ from person to person because it is leveraged on one's abilities to achieve their currently unrealized ability.

According to Maslow (1943), the hierarchy of needs is presented in a pyramid made up of physical or basic, security or safety, belonging and love, self-esteem and at the top are self-actualization needs. Before one meets the needs of a level they must have

adequately satisfied the preceding level. It is therefore imperative that once first four needs are taken care of, the final level; self-actualization can be taken care of. Self-actualization is mostly associated with realizing ones potential and reaching some level of internally-recognized success (esteem) and externally-recognized success (status).

Self-actualization is a concept derived from "humanistic psychological theory" that came from Abraham Maslow. In this theory Maslow observed human's innate curiosity and created a classification system reflecting the universal needs of society as the most basic ensuing to other assimilated emotions. This hierarchy of needs was presented having the bottom most as basic needs, ascending to more personal ones in a pyramid shaped fashion. Self-actualization refers to the consistent development of a person towards attainment of their uppermost needs. Only after all other needs are met, can self- actualization be met. Maslow describes self-activation as the desire to achieve our innate objectives in life (Maslow, 1943).

According to Maslow (1943), self-actualizing individuals are able to tackle contrasts as evident in the difference between free-will and determinism. These individuals are highly creative and psychologically robust. Self-actualization needs aid people to have a desire to develop their innate abilities. Self-actualization as a need drives to develop an individuals' full potential enabling them to become the best they can be in society. This is fully expressed when someone experiences a desire to utilize their talents and hidden potential. Self-actualization needs encourage innovation so as to improve living standards in the society. These needs bolster creativity and the desire for an improvement in human capital to enable better living standards (Onah, 2015).

According to Cameron (2012), self- actualization can be distinguished in eight ways. These ways are; interest in one's work; an assessment of fear versus growth; selflessness; honesty; utility obtained from remuneration; belief in one's decision making process; realization of one's best results and keen desire to experience new things. Self-actualization is a critical trait that boosts creativity which is among the core pillars of entrepreneurship. However, most individuals do not get to achieve it due to a low sense of self-worth as well as self-belief and a belief that those around them are capable of any task set before them which hinders them form experiencing life in its entirety.

Heydari et al. (2013) draw the conclusion that there exists a positive relationship between self-actualization and creativity, since the latter is considered a trait of a person that is self-actualized and helps come up with new concepts. Self-actualization affects the decision making process of individuals and through them is an avenue through which self-actualization needs can be met as well providing motivation especially for those in their tertiary level of learning. Abraham Maslow conceptualized self-actualization needs as selflessness and altruism, which influence academic achievement and career choice (Neto, 2015).

According to Cameron (2012), Career choices that are more creative and innovative cause the individuals in those paths to seek to satisfy self-actualization needs while those who are in less creative careers seek recognition and to amass wealth. The numerous differences in an individual's motivation for education and career path choices can be credited to it. The relationship shared by self-actualization and creativity goes further to showcase the same relationship shared by self-actualization and the desire to set up a venture.

2.2.4.2 Scholarly Ambition and Entrepreneurship Education

Ambition is defined as the need to perform optimally. In other words it is a desire and determination to achieve success. People often see higher education as a goal by itself. In reality, however, studying is only a beginning that helps an individual achieve their dreams and aspirations in life. Persistence and generality imply that we do not expect ambition to cease on attainment of a certain level of achievement. It is also not compartmentalized towards success in a single sphere. It is also generally meant to indicate attaining rather than achieving. It is more geared towards gaining position and wealth rather than well-being and socio-emotional acceptance.

Human behavior is mostly directed by goals and needs. There are two theories that can explain the role of scholarly ambition in choosing a career. These are the self-determination theory and goal orientation theory (Simpson & Weiner, 1989). Self-determination theory mainly focuses on decisions that people come to without interference or influence from outside forces and also human motivation.

Deci and Ryan (1991) came up with the self-determination theory that is based on the belief that humans possess inborn growth tendencies expressed in form of effort, agency and commitment. With nurturing from the social environment humans can actualize their inherent potential resulting in positive consequences. In this theory there is a trifecta of psychological requirements that must be satisfied for better outcomes in life namely relatedness, autonomy and competence. Relatedness is the will to interact, connect with and care for others, autonomy is the motivation to decide how one's life will turn out while competence is the need to control and adequately handle a situation.

Goal orientation theory of human behavior is classified as a social-cognitive theory of achievement motivation. In the 1980s, Goal theory was propagated as the cornerstone in studies aligned to academic motivations. It studies the whys and wherefores students get absorbed in their academics. Early goal theorists (Ames, 1992) contrasted two types of goal orientation; performance goal orientation and mastery goal orientation. Performance goal orientation is a need to show high ability in order to gain favorable judgment relative to others. Conversely, mastery goal orientation implies interest in expanding one's information base through education while realizing proficiency.

Students whose main ambition is to outdo their fellow learner in terms of performance do not see any other value in education. They attribute accomplishment and disappointment to capability or difficulty of task rather than effort and therefore will look for outcomes superior to classmates by exerting minimal effort. This behavior results in harmful knowledge processing mechanisms such as memorization. Since they attribute failure to task difficulty, they prefer easier jobs that will prove them superior and allow success. Educational goals characterized with the obsession to outdo others have a negative impact on the desire to study (Ames, 1992).

In contrast, students whose objective is mastery are actually interested in the information being provided and use better processing mechanisms for knowledge. They are inclined to be self-regulated and react better to situations that they do not succeed. They pursue challenging tasks, becoming engaged and spending a lot of time on them. They have a positive attitude towards class, have interest in classes, enjoy lectures and attribute success to effort and strategy used. In their mind the key to

success is effort rather than ability. They positively predict academic performance and are proud and satisfied with success (McCollum & Kajs, 2007)

According to social psychologist Rokeach (1973) terminal values and instrumental values, are the two ways in which human values are categorized. Terminal values are the end results we want to achieve when it comes to our objectives. Instrumental values are specific methods of behavior. They are the final targets but rather provide the means through which objectives can be attained. Ambition is among the key attributes that determine whether an individual will meet their goals which when used in combination with other traits such as self-esteem are determinants of decisions that will be made by the individual such as occupation path.

Scholarly ambition, an instrumental value, is an inborn factor that affects the process people undertake in making important decisions. Its role in choosing a career path is in its ability to regulate as well as trigger willingness from the individual in making the said choice. These skills that arise from one's own choice to behave in a certain manner allow for interlinking of a person's ambition to the career path that they will take (Sahut et al., 2014). They also showcase one's ability to use their cognitive capabilities when tackling a certain task or pursuing a goal (Gulluce, 2013).

According to Kaygin and Gulluce (2013), Scholarly ambition involves both cognitive processes that determine the choices that an individual will make as well the plans they have laid out to achieve their dreams in their career. The major factors that influence an individual towards their goals is the ambition they have and the drive to pursue it. These are part of the cognitive process despite financial and environmental restrictions one may face. Scholarly ambition is the bedrock of hope, strength and belief in one's occupation and insistent pursuit until one achieves success. More often

than not it can be seen to be strongly linked to self-determination. Self-determination is the driver of an individual to not only set targets for what they want to achieve in their career path, establish well laid out plans but also achieve their goals (Neto, 2015).

When it comes to entrepreneurship, scholarly ambition is fundamental in defining the discipline and acts as a motivator for the development of new ventures (IIuga, 2014). Without it, individuals would find it hard to make the right career decisions especially on their set occupation. This is because a desire to pursue an entrepreneurial career must be intrinsically driven as it might be discouraged by those influential or significant others found in the individual's environment. Additionally, scholarly ambition is deemed very key in the career planning process since it influences the path that will be taken and also enables a person to thrive in the said career (Sahut et al., 2014).

2.2.4.3 Availability of Job Opportunities and Entrepreneurship Education

Determining one’s career path is esteemed as one of the utmost critical decisions that a person has to make in their lifetime. Jobs play a big role by determining somebody’s self -worth and self -image and also enable the base for their economic survival. They take up a large section of our psychological and physical energy and determine our social existence including status, lifestyle, associations, residence, attitudes and opinions. Difficulty and complexity in choice is compounded by the wide variety of job occupations to choose from and furthermore many occupations require extensive training (Kunnen, 2013).

The importance and weight placed on this choice is mainly because of its irreversibility or permanency. Once committed to a particular occupation it turns out

to be almost impossible to change the path that an individual is on. The situation is compounded by responsibilities that spin off age and family, the situation becomes more difficult to change and making a shift becomes formidable. Occupational decisions are therefore made at an early stage in life and may determine one's lifestyle and occupational environment for the rest of one's active occupation years. Concurrently occupational decisions are not exclusively personal, since they are valued by the society too (Kunnen, 2013).

The transforming and highly technological society today, requires skilled personnel to fill various roles and therefore lack of people to satisfy the need may lead to dire economic ramifications. However, there are times when individuals find themselves facing life changing career decisions with inadequate or relevant information and yet this decision and choice is critical to them and the society they come from. The process of choosing and making that career decision has therefore received considerable attention from educators, psychologists and counselors (Kunnen, 2013).

The "expectancy theory of motivation" formulated by Victor H. Vroom is the most acclaimed theory on work and motivation amongst psychologists today (1964). The theory postulates that behavior and action of an individual is motivated by the expected results of that particular behavior or in other words the desirability of the outcome. It is based on the idea that the possibility of carrying out a given task is the reward attached to doing it as well as the magnitude of that reward. According to Vroom's conceptualization, the decision on which career to pursue is influenced by which alternative has the highest probability to produce the highest desired level of success and fulfillment.

The decision is particularly difficult to make for undergraduate leaners who find it hard to link their performance in school with the career they would like to be in. This complexity is not just tied to that decision but other determinants can be attributed such as employment opportunities available, where they live, their performance and finally their attitude. More so an individual must base their choice on the shifts that occur both in the society and the economy (Munyingi, 2012).

This is founded on the empirical evidence that job opportunities available for them in the market are scarce, especially in Africa which is attributable to high unemployment rates. The employment opportunities available are an external motivator or determinant in the case of occupation decisions. The perception that people have of the job market and what suits them is determined by the economic realities that they face. This factor can therefore be said to determine choices made based on the remuneration that the individual expects. There are many variables that are critical to careers that will be pursued such as the prevailing economic conditions, unemployment rates as well as whether there will be opportunities for one to further grow in that career (Koech et al., 2016).

2.2.4.4 Field Attractiveness and Entrepreneurship Education

There are three elements that influence the perceptions of what an attractive field of study is. These are the mentors who the individual will be able to interact with, the societal perception attributed to that career and importance of the activity. Entrepreneurship as an area of study and consequently a career path is deemed important when the society around the individual considers it as noteworthy. In addition, the opportunity to interact and learn from mentors in the field breeds or stimulates intention to act entrepreneurially. Field attractiveness, which is

characterized as an extrinsic factor, influences actions to pursue or refrain from a given career (Malebana, 2014).

Whenever the society is invested in a field and views it as an important field, it allows for those new to it to gain more information. Therefore, this socially supportive environment allows an individual to have access to quality information while utilizing the vast resources that are now obtainable and accessible to them. This environment breeds an intense desire to get into the entrepreneurial field as it provides an opportunity to appreciate strides made in entrepreneurship. Direct exposure and experiences in the entrepreneurial field boosts the desirability of the field as it enables an individual to weigh both benefits and challenges that are found therein (Malebana, 2014).

The strength or weakness of an individual's exposure determines the standpoint they will have of the field. This can lead to the conclusion that direct experience offers a sneak peek into what a possible entrepreneurial career will look like and will thus determine whether positive or negative attitudes will be propagated by the individual. Direct experience is a learning experience and offers a window into the positive and negative effects of a career and so if the resultant attitude is positive the person is most likely to decide to pursue the field in a tertiary institution (Malebana, 2014).

Research carried out on the motivations to be an entrepreneur shows that positive outcomes are greatly influenced by exposure, the amount of experience in that discipline and attitudes (Hessels et al., 2008). Mentors and role models act as teachers, supporters, motivators and sources of direction for the youth; at the same time, help in building their self-concept. Self-efficacy refers to mastered capability in doing a task efficiently that grows through mentorship, positive feedback and

experience. Secondary experiences or indirect activities in entrepreneurship are seen to result in positive feedback in addition to boosting entrepreneurial intention (Karimi et al., 2013).

According to Kirkwood (2009), focusing on the perceived surroundings however poses several theoretical and practical challenges. This is because there is evidently a difference in individual response to similar environmental conditions. It is not uncommon to encounter people who have succeeded despite the environment not favoring them; while others seemingly failed in their ventures despite having an advantage in the environment they were in. Career development can therefore be said to be influenced by both objective and perceived determinants in the surroundings. Objective factors consist of but are not restricted to the quality of education and the monetary muscle behind the individual so that they can pursue the variety of training options at their disposal.

Such factors can potentially affect a person's career development regardless of one's comprehension of that fact. How one responds to a particular objective factor determines the effect of the particular objective factor. Individuals can thus be affected positively or negatively by occurrences that they do not have a hand in or might not even be aware of. Their interpretation of the surroundings and themselves gives a personal attribute to their career development. The notion of perceived "opportunity structure" and "contextual affordance" emphasizes that chances, resources, hindrances or enablers existing in a certain environmental variable are a matter of an individual's understanding of the same (Kirkwood, 2009).

2.2.5 Relationship between Entreprenology and Entrepreneurship Education

Entreprenology emphasizes establishing ontology for the field of entrepreneurship based on the fact that theory cannot exist without discipline. This points that before seeking out the practicability of a theory, it is key to determine which tenets best describe the said field. With that being said it is important to differentiate entreprenology form other fields of study (Urban, 2010). According to Winkel et al. (2013), education programs entrepreneurship field have over the years been housed in business schools in most if not all tertiary institutions.

Business schools are built on predetermined fields such as finance and accounting and since entrepreneurship fits in bits and pieces in most areas, this deems it unable to meet the quota as a sub field in business. This is for the reason that it covers functional areas like marketing, finance, human resources, project management, operations and strategic management; fields found in business (Winkel et al., 2013). The mutual methodology to entrepreneurship is studying the field in a detached way as a social phenomenon. Different studies have conceded the argument on the aims, major tenets and pedagogies of entrepreneurial education. The overwhelming result has been that the field fails to gain legitimacy at a moral, pedagogical and theoretical level in the academic world (Rae, 2014).

This struggle is due to the quality and scope that research covers as well as the double sided objective of invoking the desire to set up a business and training students in such a way that they understand what the field entails and how they can set up and build successful enterprises. The numerous shifts in the field through the overhaul of academic models and training methods has instead helped improve the theoretical

aspect of the field but neglect in the practicability aspects have in turn boosted interest in further studies (Rae, 2014).

According to Croci (2016), one can determine what field is a discipline through further studies, teaching and exposure to role models, social connections and remuneration mechanism and unique empirical phenomena. Despite the positive surge due to the above named criteria, studies carried out show that it is a phenomenon due to its uniqueness in research applications. For a long time there has been a stir in the academic world caused by the push to establish the legitimacy of the field. The push to avail entrepreneurial education to those who would have otherwise not engaged in it further points how wide the scope of it is into other fields and how it relates harmoniously with the other fields.

The relationship that the field has with other disciplines shows just how little exposure to its study has on the push for it as a valid career choice. This reaction is largely due to the perception that the field entails setting up a new venture rather than being a valid occupational option. Exposure to training in a field has a major effect on career decisions made by youth but it has little or no effect when it comes to entrepreneurship. Its integration as a sub field of a number of disciplines, its failure to attain global acclaim as a career option and its multi-dimensional nature further increases the negative feedback it receives; on its validity but no matter the circumstances it is still quite a distinctive and autonomous discipline (Croci, 2016).

Entrepreneurship has time and again been touted as the backbone of the economies in majority of world nations (Kefela, 2012). It reaps positive effects on both the macro and micro economic levels however, it is eccentric and unpredictable in nature. Entreprenology or the study of entrepreneurship is considered both a science and an

art. As a science, management of SMEs can be taught within the usual teaching approach. However, as an art, creativity and innovation, which form the hub of entrepreneurship, cannot be taught conventionally. This skill is thus fundamentally experiential so it cannot be provided directly or taught hence raises questions on what entrepreneurship really is and whether it can be taught within conventional pedagogies (Jack & Anderson, 1999).

According to Bonnet et al. (2012), entrepreneurship consequently goes beyond 'managerialism' and is much more than the effective allocation of resources. 'Entrepreneurship' is based on entirely different values, skills and priorities from 'managerialism'. Economic growth as defined and elaborated by the managerial model, is based on production of products in large quantities, expert knowledge in areas of interest, confidence, possibility and preservation of status quo and allows the practice and adoption of economies of scale. On the contrary, entrepreneurial economy model relates the growth of economies to the number of wants, uniqueness, shifts, inventions and working networks that permit flexibility characterized by entrepreneurship.

Nevertheless, in order to create an enterprise there must be a competent management strategy. Entrepreneurship education involves clear cut focus on what is under the purview of a manager, the variety of practices and tools that can be considered good practice and also an examination into whether students can make use of this information on the ground. The main difference between entrepreneurship and managerialism is that it involves taking out value from an environment in its most pristine form. The process is more often than not unpredictable, unstructured and

unknowable hence enterprise is consequently said to be unconventional (Sandgren, 2012).

Teaching entrepreneurship therefore consists of providing an acute cognizance of how business works also known as management science, conceptual awareness of the nature of the enterprise and enabling the experience of real and practical entrepreneurial action. Educators and education institutions, seeking to provide entrepreneurship education, can furnish learners with a chance to witness the process of this practical entrepreneurial ability. Exposing learners to practicing entrepreneurs provides opportunity to perceive, interrogate and capture the art. The taught areas like managerial skills, principles and theories, can be used by students to bear upon the art (Kritskaya, 2015).

2.3 Theoretical Review

According to Creswell (2014), a theory is a set of interrelated constructs that are formed into hypotheses to specify the relationship shared in any way by a set of variables. In research, a theory strives to give a rationale or predict phenomena experienced in the world. It can be represented as a model or a framework for observation and understanding. It allows a researcher to elaborate concepts from an abstract form to concrete and empirical statements. A theory in of itself guides a study, maps out the ideas, provides a context for predictions, offers opportunities for further research as well as provide empirically relevant insights (Creswell, 2014).

Career development is defined as formulation of an individual´s career identity from one's formative years to adulthood. It is observable that Career Development theories are quite numerous however none is comprehensive therefore awareness of each theory's strengths, limitations, and biases is paramount. There have been changes to

career development theories and researches on how career decisions are made. This can be attributed to use of cognitive or intellectual traits rather than vocational ones, with an emphasis on self-direction in regards to the development of the said career choices (Lent et al., 2002).

Studies show that individuals decide the career that they will take based on their belief in their ability, their surroundings and possibilities that they have to choose from .The behavior of individuals is not rigid but is subject to a number of influences like sex, social values, inherited gifting, socio-cultural concerns, physical challenges, health all contribute to choice as well as intellectual factors. On the other hand, they are not victims of impulsive, situational or internal emotional forces and therefore bound to change their career choices (Lent et al., 2002).

Instrumental to career development theory is the Maslow's hierarchy of needs. According to Maslow, the drivers of human behavior are presented in form of a pyramid of needs and wants. At the very bottom are physiological needs. Once these needs are met we are propelled to move up the pyramid to other needs. Maslow's theory maintains that when basic needs are met is when high level needs can now be satisfied. It is an ongoing process which is multi-tracked in nature. It is not about a milestone kind of satisfaction of needs but it is gradual ongoing development process. A person's needs decide their habits. He also looked at other motivators such as interest in knowledge and its comprehension and aesthetic needs that share a relationship with other needs (Maslow, 1962).

Accordingly, needs that have a relationship to work begin at the second level right up to the fifth and final hierarchy in the needs pyramid. The second level of needs is for safety which includes safety of employment, property and resources. The need for

love and belonging which propels an individual to start working and developing their career paths is found in the third level. The fourth level consists of individual self-esteem which drives them to strive to achieve a career status. Self-actualization which leads to an individual feeling comfortable and trusting previous experiences as well as the judgments they make is in the fifth and final level of needs (Maslow, 1962).

The Trait and Factor Theory of Occupational Choice was proposed and developed by Frank Parson (1909), who found the vocational guidance movement. He did this by developing a matrix through which he could match talents to vocations. According to Parson, each person has a unique set of attributes that grow in the course of their lives. Highest fulfillment is attained when these attributes match their career. The Frank Parsons' scheme which is the foundation of trait-and-factor theory bases career choices on three tenets which are a vast knowledge and understanding of one self, such as ones strengths, weaknesses, skills and abilities; what is needed in that career as well as the benefits and challenges to be experienced and finally an acute understanding of all factors aforementioned.

For decades, the trait-and-factor theory had been used as the main theoretical background in career counseling (Brown, 2002). It is the basis of many aptitude tests, such as 'True Colors' which is an assessment that asks a series of questions to rate a persons' likes and dislikes and the rates their personality so as to understand the personality attributes associated with the individual. However one challenge of this theory is that it depends on how stable the market of labor is, people's values, interests, etc. over time. It thus requires the skilled person that is adaptable to changing circumstances.

World over, entrepreneurship is attaining acknowledgement as the mantra to success in economic and social development in nations. The development and improvement of a model that can explain the intentions that lead to entrepreneurship behavior has become the interest of both academicians and researchers. Various models have been suggested to elaborate on entrepreneurial aspiration or intention. Shapiro and Sokol (1982) theory of entrepreneurial event is one of the two central intention-based models pointing to elucidate entrepreneurial intentions and hence better appreciate consequent behavior.

According to Shapiro and Sokol (1982), new-venture initiation requires that the individual who came up with the concept should believe that setting up a new enterprise will actually bear fruit. In other words it is a believable opportunity. Secondly there should be an inclination of the individual to act on the credible venture. Shapiro and Sokol (1982) claim that attractiveness; practicality and a predisposition to perform are critical in deciding whether a business idea will come to life or not. Additionally, definite interest and observed self-efficacy are termed as essential grounds for the beliefs of attractiveness and correspondingly, viability of the venture.

Shapiro and Sokol (1982), reiterate that the occurrence of entrepreneurship is a product of a distinct mix of social variables and the social-cultural environment in which it is deliberated. According to the authors, entrepreneurship involves taking risks, entrepreneurial desire, and use of resources, proper leadership, taking necessary risks and autonomy. In the entrepreneurial event model, Shapiro and Sokol proposed to summarize all probable situational, social and individual factors that will contribute to entrepreneurial happenings. At this point, evidentially, there is a paradigm shift or a

necessary push in a person´s mind which culminates or results in the intent to develop an enterprise.

Krueger and Carsrud (1993) offered a significant assessment of this model. They argued that even though it is very contextual and addresses the qualities desirable in an entrepreneurial person; it fits in better with the development of a new enterprise as opposed to entrepreneur characteristics. The whole or universal behavior of entrepreneurship as a career may not be described fully. Another important entrepreneurial intention model of was propagated by Bird (1988) and was later advanced and modified by Boyd and Vozikis (1994). Bird (1988), is highly dependent on opportunity, driven by value, adding value, and creativity that leads to the birth, development and revolution of organizations.

The Bird model is dependent on two aspects; rational thinking and intuitive thinking. Both rational and intuitive thinking are seen to result from both personal and contextual factors. They revised Bird's model to include self-efficacy which indicates a person's own belief of being capable to effect a particular task with efficiency. It is crucial to the person's confidence in attainment of success or failure in any task. According to Bandura (1982), who developed the Social Learning Theory, from which the self-efficacy concept is derived, self-efficacy is not constant but increases by individual experience. There are therefore innumerable ways to develop self-efficacy as suggested by Bandura.

Bird's model and at large Boyd and Vozikis' model propose that the action of setting up a venture is as a result of desire to actually pursue such a course of action. As in Shapero and Sokol's (1982) model it argues that entrepreneurial behavior is planned as well as intentional rather than a product of psychological and sociological variables

including attitudes and belief systems. Most studies on the factors affecting entrepreneurship intention assume that it is planned and so the Theory of Planned Behavior (TBP) is used to link attitudes, behavior and intentions (Ajzen, 1991).

The Theory of Planned Behavior contends that for one to get the desired entrepreneurial behavior it is essential for the attitudes of the society to be influenced positively so as to breed intention in creating a new venture. Based on this assumption researchers have tried to record the interest in entrepreneurship of students before and after the training program. The entrepreneurship education intervention is therefore credited for entrepreneurial intention if the students attitude towards entrepreneurship changes. This approach however presents numerous problems.

The theory has been criticized for being too simplistic or inconsistent (Munro et al., 2007). The approach is based on experimental research method commonly found in the natural sciences domain. In this method the treatment group effects are related to the effects experienced by those in the control group. As entrepreneurship is not merely a science but also an art; the strict circumstances and procedures used so that the approach can work, are never followed making the received results and consequent interpretation to be done with caution (Martin et al., 2013). The results were also found inconclusive by Lautenschläger & Haase, (2011), since they do not answer the question of whether there is any utility from an education program on the field.

This approach also presents another challenge as it stipulates that entrepreneurial thought and action process is linear, which is seldom true (Sarasvathy & Dew, 2005). The process of attitudes turning into intentions and intentions generating actions (behavior) is iterative and therefore the methods used to assess entrepreneurial

intentions and behavior should not be simply experimental. A multifaceted approach would therefore provide more useful results. The last three decades have seen researches conclude that individual traits can be matched with best suited careers but this is often overshadowed by the turbulence experienced in the job market.

This turn of events has forced individuals to be adequately prepared and adaptable to circumstances and situations they may find themselves in especially career wise. This study pursues to not only ascertain the relationship between the individual-vocation perfect fit but also how external macro-economic and social forces may influence ones' career choice. Social Cognitive Career Theory (SCCT) is a Social Cognitive informed theory which provides an unconventional theoretical approach which is more fitting for studying individual entrepreneurial cognition and behavior. This study looked at how self –actualization, scholarly ambition, field attractiveness and availability of job opportunities influence perceptions and generate attitudes towards entrepreneurship as a career choice.

2.3.1 Social Cognitive Career Theory (SCCT)

Career growth is a broadly researched and studied area mainly because it influences and touches on all individuals in a given society. It has such a huge impact as it determines everyone´s identity, economic and social status. This study was backed by the Social Cognitive Career Theory (SCCT) which was proposed by Lent and Brown (1994). SCCT assumes that the convergence of an assortment of elements determine one's career and goal intentions, namely background, personal, environmental factors just to name a few (Mberia & Midigo, 2018). Expected outcome and amplified motivation in shaping careers are shaped by the relationship shared by the factors unique to an individual's environment, society and individual factors.

SCCT pursues to illuminate how basic educational pursuit in a desired career desire grows, how academic and occupation decisions are made and how success in career is achieved. The key supports of the social cognitive career theory are outcome expectations, self-efficacy views and goals. Bandura (1986) elucidated that self-efficacy infers at a persons' confidence in their ability to execute certain activities, however it is comparatively dynamic with regard to diverse fields of occupation. SCCT accepts that better results can be obtained from individuals who have access to the required skills and environmental support while carrying out tasks.

The SCCT attempts to highlight the relationship between intellectual and relation skill elements and between internally directed and externally enforced effects on occupation choice. It is not an independent theory since it complements and builds its foundation on previously established career development theories and researches. Due to the fact that individuals have the uncanny ability to determine their growth based on their surroundings and available resources; SCCT seeks to investigate the associations shared by attributes as they influences occupational paths. The theory was constructed and developed mainly from Social Cognitive Theory, propagated by Albert Bandura's (Bandura, 1986). Other contributing theories include the application of the self-efficacy construct to women's career development by Hackett and Betz in 1981 and Krumboltz Theory of Career Decision Making (Krumboltz, Mitchell & Jones, 1976; Krumboltz, 1979) (Lent et al., 2002).

People are able to learn through observation and thus grow their information base purely from observation. In other words, human beings cannot exercise total free will and are still not totally influenced by their environment. Despite this common philosophy that human beings are a product of their environments, it is also proven

that individuals can also influence their environments through behavior and individual elements. Therefore it is right to assume that the relationship between a person, actions resulting from behavior and surroundings is vibrant and bidirectional. In view of this, human agency consists of ability to organize oneself, practicality, personal reflection and self-regulation (Bandura, 1986).

Human agency therefore can be applied through the person himself, indirect means and through collective agency where communal self-efficacy beliefs are shared. Bandura (1986), posits that people tend to first learn how to respond or react to circumstances by observing other peoples' actions. Observational learning is heightened in human beings as they are able to do abstract modeling. This is where individuals are able to give new and appropriate responses to varied circumstances based on both positive and negative consequences of the one they are observing. As a result, human anticipations, opinions, emotive responses and intellectual capabilities are established by societal impacts that relay facts and trigger emotional reactions. These reactions can be achieved through social persuasion, forming and training.

Bandura (1986), further asserted that individuals adopt behavior based on the consequences of the one being observed and hence adoption of new behavior is highly linked to aspects of social cognition. Contained by this system, people are seen as a creation as well as creators of their environments as they also influence how those in their vicinity behave, with a degree of self-regulation. Bandura (1986) further asserts that although it is varied across occupations, self-efficacy remains very personal as its judgments on capability to execute a given task is intrinsically driven.

Self-efficacy has its foundations on achievements gained through vicarious or second hand experiences, achievements from performance, physical state or conditions and

social persuasions. Bandura (1996), reiterated that of the mentioned factors, the most influential remains the mastery of tasks. This infers that if one maintains flexibility and intention to succeed and attain set goals in difficult circumstances, there is an automatic increase in self-efficacy belief. The Planned Happenstance Theory, propagated by John Krumboltz, states it is more preferable and sensible to be indecisive as it gives an individual the chance to benefit from events that had not been expected.

Kromboltz (1979), reiterated that progression along career paths is shaped by the interactions between hereditary aspects, environmental backdrops, learning proficiencies, emotional and cognitive reactions as well as skills in performance. However factors determined by genetics like sex, physical characteristics, sex or aspects differently abled, are impossible to alter. Hence, these factors beyond ones control are categorized under environmental conditions.

These so called environmental conditions influence availability of job opportunities both in nature and number available in a society, opportunities for training, procedures and annotated policies for choosing employees and trainees, expected benefit to be gained for different jobs, workers union guidelines and labor laws, force majeure like earthquakes, droughts, floods, natural resources available and their commensurate demand, advancements in technology, alterations in societal systems, experiences gained by the family from training and their resources, systems in education as well as societal influences (Kromboltz, 1979).

Experiences that result in learning are usually produced and effected by external factors. Interactions birthed from environmental and genetic influences usually produce values, skills, habits, standards, responses and mind sets that are generally

known as task skills (Kromboltz 1979). The career decision making process has an intricate relationship with academics. Career psychology illuminates and affirms the patterns of indifference, dislikes and likes towards various occupations. This characteristic is clearly shown by the performance, choice and development models that build the SCCT. SCCT affirms very strongly that individuals seek out a path that they are sure they can be able to handle and yield the best results; this is more evident when it comes to career choices (Brown et al., 2002).

A schematic representation of the SCCT theory is shown below:

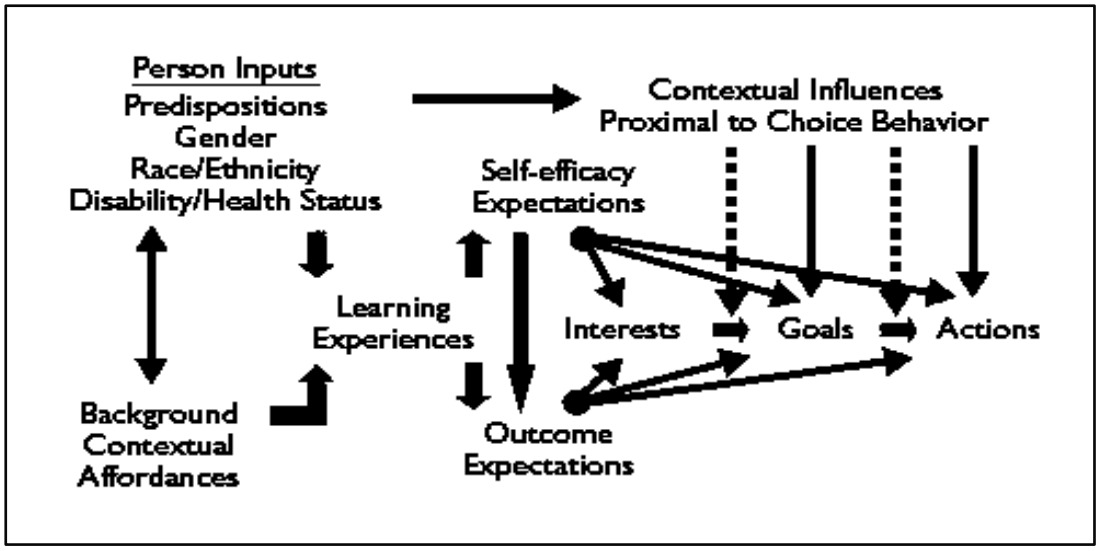

Figure 2. 1: SCCT (Lent et al., 1999, 2000, 2002)

The level of success, satisfaction and desire to work in a particular career are highly significant if other factors in person´s life are held constant. An individual will attain higher levels of success if they had a prior interest in the chosen career path. However, this is not always the case as there might be some impediments to pursuing a career. These impediments may be due to a variety of reasons such as lack of support from those who are important in their lives such as religious leaders, siblings or even guardians, coupled with the improbableness of succeeding in that profession. With that in mind, individuals eventually base career choices on scholastic

achievement, outcome expectations like job availability, and self-efficacy beliefs, underscored in the SCCT (Brown et al., 2002).

Entrepreneurship behavior cannot be explained by economic theory alone because psycho-cultural and sociological factors are involved. Entrepreneurship theory hypothesizes that entrepreneurship is understood as a behavioral phenomenon. It is intertwined with other disciplines such as economics, business administration, management, finance, marketing, strategy, cultural anthropology, geography and business history and psychology; from which it emerged. Hence, the level of ease or difficulty in pursuing entrepreneurship field is based on the academic areas it is related to. Even though it is unique as a discipline, it cannot be totally controlled and delinked from other fields (Croci, 2016).

Propositions of SCCT are that career progress and career decision choices are well discovered as evolving from the intricate crossing points between person elements like goals, self-efficacy, interests and expected outcomes; subjective and or background causes including ethnic background, gender, major or specialization varieties, and previous education, previous achievements; all these elements observed are via the Social Cognitive Theory models. The SCCT is mainly grounded on outcome expectancies and self-efficacy beliefs. The other supports are, contextual supports and barriers as well as goals. These tenets are therefore appropriate in the amplification and enabling the study of how availability of job opportunities, self-actualization, field attractiveness and scholastic ambition, influence the uptake of entrepreneurship education amongst undergraduate university students in Kenya.

2.4 Empirical Review

This research sought to empirically ascertain the relationship between social cognitive career predictors and entrepreneurship education. This study explored the utility and validity of SCCT across a different culture and geographical orientation as suggested by Inda-Caro et al. (2016) study. The social cognitive career predictors discussed in this section as independent variables were person inputs (self-actualization), Goals (scholastic ambition), outcome expectations (availability of job opportunities) and contextual affordances and barriers (field attractiveness); entreprenology as the mediating variable and entrepreneurship education as the dependent variable.

2.4.1 Entrepreneurship Education

Governments, business fraternity, educationalists, parents, students and the society at large have varying perceptions regarding entrepreneurship education, as well as what is valued, when and how. These perceptions are caused by the influence that education has on the society's values and beliefs, organizations and individual themselves. Hence, the objective of education is propagated by the values of those instigating its purpose. In this regard, aspects of culture, faith, freedom, ethics and power need to be considered for one to unravel the complexity of career choice (Hannon, 2006).

Maina (2013), explored the influences of career choice amongst university undergraduates in Kenya. Having been sponsored by Compassion International Kenya, it was designed as a census, hence no attempts were made at sampling research respondents who were university students. Ogutu et al. (2017) defined the effect of self-efficacy in making decisions in careers and career path taken by secondary school students. Both studies revealed that gender had a positive and

significant statistical influence in defining factors of self-efficacy in respects to making career decisions amongst students in secondary school.

Sharma (2013) sought to understand the influence of demographics on uptake of entrepreneurship as a career choice of graduate students in Uttarakhand, India. Statistically significant results on analysis justified the fact that student career choices and career decisions to pursue entrepreneurship as a preferred career choice is greatly gender influenced. Earlier studies show that scholars were mainly oriented towards comprehension of undertakings by new enterprises and their growth not only locally but also on the global stage. As time went by researchers came to understand how futile it was to study the traits of the actual entrepreneur. This has resulted in a new perspective focused on establishing legitimacy and respect for entrepreneurship as a valid academic discipline (Szkudlarek, 2013).

A study by Izedonmi and Okafor (2010) sought to study influence of entrepreneurial education on student intents to begin new ventures and whether those intentions were later on turned into actions. 250 students were sampled to participate in the research. Analysis was performed by regressing the data collected from students who had entrepreneurship as one of their courses in university. It was revealed that exposure and introduction to entrepreneurship education created a positive effect on entrepreneurial intentions among the students. However, the study could not ascertain whether these entrepreneurial intentions remained the same after graduation.

Kalyoncuoglu et al. (2017) conducted an experimental survey to discover if there was an effect of entrepreneurship education proceeding entrepreneurial intent of students. A group of 207 participants was chosen to participate in the experiment and a total of 131 participants were relegated as the control group as they were not open to the

experimental stimulus. A pre-test and a post-test was carried out to measure if the undergraduates in the business department had any entrepreneurial intents. This was carried out in Turkey at Gaza University, school of business, economics and administrative sciences. The participants in the experiment had enrolled at the university in the same year. The experimental group was exposed to entrepreneurship education syllabus for 15 weeks whereas the control group did not. The findings showed or indicated that there was a marked variance in student entrepreneurial intents pre and post entrepreneurship education. The results also indicated that students who were beneficiaries of entrepreneurial education scored higher on innovation and action, family support, perseverance and determination. On the other hand there was no evidence of difference statistically of the control group, both in overall intent in entrepreneurship and in every item assessed under the dimension of entrepreneurial intent.

Ebewo et al. (2017) also assessed effect of entrepreneurship education on the entrepreneurial intentions of university students. They adopted a Theory of Planned Behavior (TPB) conceptual model. The 343 University of Botswana students in their final year of study were sampled to participate in the research. The questionnaire adopted was geared towards an entrepreneurship intention validation mode. The findings revealed that entrepreneurial intention i.e. perception of the field, subjective norm and ability to set up a new enterprise; are the three aspects that determine the desire to set up a venture. Entrepreneurial education increased the desire the students had towards entrepreneurship and provided them with the skills to sustain their new found business ventures.

In contrast Oosterbeek et al. (2010), investigated the level of impact of entrepreneurial motivation and skills on college students. They used a difference-in-differences

framework using instrumental variables in their approach after engaging the students in a leading entrepreneurship education program. They used location to assess the differences as the students were offered the program in the same campus but in two different localities. One location offered the reputed entrepreneurial program while the other did not. The difference in location choice was to be the determinant as the relative distance between the college and parents´ residence was instrumentally used. The findings indicated a statistically insignificant outcome on the self-assessed skills in entrepreneurship as well as entrepreneurial intentions among the students. Hence, the conclusion that the intended effects of the program, among the students in the two localities were not seen.

McLarty (2005) studied and mainly examined issues impacting on business development of entrepreneurial activities of graduates in East Anglia. The main concerns investigated were establishing of ventures; business locality; premises; anxieties; counsel utilization; education and training; and support requirements. The study broadly evaluated 39 businesses that had been established by graduate students in the past five years. This was in the duration of the study. Confirmed in the findings was that the graduates were indeed ill prepared for activities in business and this was based on the respective areas under examination.

Entrepreneurship is multidimensional and shifts depending on its influence on the society, levels of creativity, as well as the context in which it is found. The complexity of its study cannot be underrated as it is difficult to comprehend its societal influence, context and application in academia. The rate of indoctrination of entrepreneurial education has occurred rapidly in tertiary institutions world over. This does not mean that it has been ratified as a valid discipline thus the need for the

development of a theoretical backbone which will be globally accepted and used towards making it a discipline (Winkler, 2014).

Weber and Szkudlarek (2013) reiterate that majority of entrepreneurship theories are grounded on empirical evidence from the western countries, mostly the United States. This idea has been propagated into modern times with most literature on the subject matter being based on an American prototype. Researches have conveniently taken up the same path not taking into account that entrepreneurship varies across regions due to the diverse social, economic and cultural factors at play. These factors are the source of the various theories and frameworks that are build logic, perceptions and ensuing actions for the people therein.

The last Century has seen a fair share of debates on the effect of culture on entrepreneurship. Empirically, it has been vastly proven across the board that entrepreneurship means different things to and in different cultures (Croci, 2016). Shane (1992), Venkatarman (1997), The Gallup Organization (2007), Todovoric and McNaughton (2007), Nguyen et al. (2009), Pruett et al. (2009), Davey et al. (2011) and Weber and Szkudlarek (2013) are among researchers that have established the fact that national culture significantly influence productivity, innovation and inventiveness hence clearly showing that national culture plays an implicit role in entrepreneurship theory.

Research in entrepreneurship education is notably broad in scope however learning theories like social cognitive and psychosocial theories are yet to achieve noteworthy consideration within academia in entrepreneurship (Winkler, 2014). Despite the fact that Social Cognitive Career Theory (SCCT) has attained and attracted global acclaim studies undertaken externally from the USA have not been characterized by

equivalent levels of methodical assessment. Existing studies and conclusions have been drawn mainly from U.S.A, European and Asian samples hence the applicability of the theory, models and constructs are yet to be tested in an African sample. This warrants empirical attention as Lent et al. (2014), Winkler (2014), Kim and Seo (2014), Bordon and Sheu (2016), Inda-Caro et al. (2016) recommended enquiry on the relevance and application of SCCT in a global setting that subscribes to different cultural norms and its effect in these countries.

2.4.2 Social Cognitive Career Predictors

The publication of the social cognitive career theory triggered a considerable amount of research geared towards its validity, utility and applicability. It has received its fair share of validation using samples mainly drawn from the United States and other western countries. However the upcoming researches and interest by academia is in its validity across different cultures and more specifically those that are markedly different from those earlier studied. This therefore begs to answer the questions posed on validity and applicability of the SCCT from diverse cultural backdrops. Selected academics have looked into the probable usefulness of the theory with Italian high scholars (Lent et al., 2003) and students of Portuguese descent (Lent et al., 2010). As recommended by Bordon and Sheu, (2016), upcoming and future Social Cognitive Career Theory researches on the international levels ought to progressively examine how bearings on culture can bring about varied career outcomes when they interrelate with social cognitive variables.

The SCCT has fascinated and gained notable responses from scholars worldwide however the available researches did not comprise socio-economic elements like job availability. Rogers and Creed, (2009) explored the conjecturers of actions in line with career choice, whereby career exploration and career planning were

operationalized based on the framework SCCT. A sample of 631 Grade 10-12 students was cross-sectionally and longitudinally tested. Students completed the SCCT measures of goals, self-efficacy, contextual supports, outcome expectations and personality. Data was analyzed and regressed hierarchically and showed robust support for goals and self-efficacy hence allowing predictions across all grades based on exploration and planning of careers at T1. They also facilitated forecasting changes in career exploration and planning from T1 to T2. Whereas there was backing for conduits among other independent variables like disposition, contextual influences and biological predictors to engagements fueled by choice, the conduits where choice actions were found were quite diverse across the grades at T1 to T2 in addition to grades at T1.

Lent et al. (2008) sought to verify the suitability of the choice model, found in SCCT. The study was geared towards uniting social cognitive theory (SCT) to choice, career, performance and academic interests among 1,208 students undertaking various computing disciplines at university. The data was collected across gender, and educational levels in 21 predominantly black and 21 predominantly Caucasian universities. Outcome expectations, self-efficacy, goals, social barriers and supports and interests were assessed with respect to computing specializations or majors. Data revealed that the choice model in SCCT was an un-satisfactory and the combined variables were unsuitable to the data.

Rajabi et al. (2012) pursued to establish the elements that impact intentions of Iranian agricultural students in the event of making career based decisions, based on the social cognition career theory (SCCT). From a total population of 1122 students, a sample of 288 students was drawn on whom the Artificial Neural Network (ANN)

was used. The cognitive and individual or personal elements affecting the intent in career based decisions were analyzed and regressed hierarchically and correlated using Pearson´s statistic. The findings revealed that there was a statistically significant relationship between intent in making career based decisions and the characteristics of conscientiousness, extraversion, agreeableness and openness along with expected outcomes and self-efficacy beliefs. On the other hand, no significant statistical correlation between making intentional decisions when it comes to careers and personal factors like gender, specialization and mean grades.

Carrico and Tendhar (2012) explored the extrapolative correlation among the four tenets of the SCCT. The principles of SCCT namely outcome expectations, goals interests and self-efficacy were used to measure the motivation levels of 68 individuals pursuing careers and degrees in the engineering field. The data was analyzed using Chronbach´s alpha, correlations, descriptives, factor analysis and multiple linear regressions. Statistically significant results produced by KMO and Barlett tests allowed conducting factor analysis. The descriptives indicated that each of the four variables each had a mean of above the mid-point of five-point Likert scale. The correlation analysis was positive for all the variables. The internal consistency measure used yielded a reliability statistic of .75 to .91, from the four variables. Multiple regression results showed a predictive relationship and statistically significant results among the SCCT variables. On the contrary outcome expectations was found to not be a good in predicting career goals.

Mueler et al. (2015) adapted and verified the SCCT from a sample of middle school students attending a Science, Technology, Engineering and Mathematics (STEM) academy. The research looked to verify the connection between contextual influences,

personal influences and the key variables of SCCT. It also sought to find out how expected outcomes, interests and self-efficacy forecast intentions in aligning goals in career choices. A sample of 186 students in eighth grade participated in the research designed as longitudinal and data was analyzed and regressed hierarchally. The results showed that outcome expectations, family support, interest and subject motivation predict career intentions for STEM students significantly. On the other hand, insignificant to these motivations was self-efficacy.

An examination by Sung and Connor (2017) was done on the applicability and effects of SCCT and its building blocks on youth with epilepsy youth when it came to making and putting into action career choices. A sample of 90 individuals from whom data was collected, yielded data that was subjected to hierarchical regression analysis basing the research on quantitative descriptive research design. Outcome expectations, environmental supports and self-efficacy were found to be important forecasters of participation by young adults with epilepsy. The SCCT framework was lauded as it facilitated in identifying factors that predict work participation. The SCCT was recommended to offer direction for crafting personalized vocational rehabilitation services as well as mediations in career development.

Dickson et al. (2017) surveyed the utility of the Social Cognitive Career Theory using an African American sample based on RAISEC themes propagated by Holland (1985). They also examined the role played by definite learning proficiencies like performance achievements, vicarious or indirect learning and socially voiced persuasions in the creation of expected outcomes and self-efficacy. The study had 208 college students sampled to participate in the research. The data was analyzed using Structural equation modeling (SEM) was used to analyze data which resulted in

acceptance of the conjectured relationship between outcome expectations and self-efficacy. All six RIASEC themes indicated that expected outcomes and self-efficacy relate to choice goals as well as interests had a relationship with choice goals. Results further revealed a limited backing for the theorized relationship between expected outcomes, self-efficacy and learning experiences. In addition, there was little support on the assumption that verbal or social persuasion would have a stronger and positive predictor than performance accomplishments and vicarious learning would be to outcome expectations and self-efficacy.

Interest in SCCT research has only recently gained popularity among Kenyan researchers. Gitau (2016) sought to establish the contributing factors to making career decision. He looked at the influence of internship experiences of hospitality undergraduate students and specifically investigated the effect of demographic factors, individual contextual factors, expected career outcomes and internship experiences on making career decisions by hospitality undergraduate students. The study designed as a descriptive survey, used purposive sampling technique to get its study participants from accredited universities that offer hospitality degree courses in Kenya. The population was segmented into public and private universities using the stratified sampling technique

Random sampling technique was then used sample 98 study participants from each stratum. The quantitative data was analyzed using descriptive statistics and further processed qualitative data through data reduction which facilitated drawing of inferences on perceptions and views held by the students. Using multiple regression, the results revealed that positive internship experiences was the most significant of the predictors. Hence, the research concluded that internship experiences influence

participant's career decision making in that positive experiences encouraged the participants to seek careers within the hospitality industry whilst negative ones had increased the chances of discouraging them from pursuing careers in hospitality industry.

2.4.2.1 Self-Actualization and Entrepreneurship Education (Person Inputs)

Sheu and Boden (2016) reiterate that empirically, little consideration has been awarded to variables like person input, culture and other contextual factors that are not directly linked to expected outcomes and self-efficacy; the main constructs of the SCCT. Albeit these variables are at times placed at the edge of selected models or less obviously in the SCCT, they deserve more attention empirically. This is simply for the reason that they could actually advance the applicability of SCCT in different countries and cultures. These additional variables are able to provide a prospect to discover how social cognitive career predictors intervene with these less considered constructs on revealing different career outcomes.

Identity is critical more so among the youth who are going through changes as they model into who they want to be professionally and particularly with an interest in setting up their own enterprises. Entrepreneurship is unique to say the least since it is vastly different from career paths that have already been established and recognized. Therefore, most learners at the tertiary level do not fully understand what the field is, what it takes to be successful and if they would like to actively pursue it. In addition, from an academic perspective, adequate learning can only occur once the idea of becoming an entrepreneur is viewed as a process of changing one's identity professionally. Taking this into account, entrepreneurial thought and action

progression is seen as a complicated social or communal process unlike an individualistic experience (Thrane et al., 2016).

Culture influences individual's viewpoint through cognitive scheme, interpretation and sense making. In this manner, acting as powerful filters that shape interpretations and perceptions which eventually lead to differences in behavior and outcomes. This therefore shows that personal decisions are not a product of his preferences but also of decisions made by others. Culture exists as social capital that works in together with personality to create an individual's selective considerations. It serves as a criteria for evaluating and interpreting motivational inclinations for favorable outcomes especially in collectivist cultures especially (Urban, 2007). Person inputs are a consequence of contextual affordances like education quality attained, contact with role models and opportunities for developing skills among other factors (Thompson et al., 2016).

Inda-Caro et al. (2016) studied the relationship and influence of emotional states and attitudes from gender roles as variables in assessing technological interests among 2364 Spanish students in 10^{th} grade. Data was analyzed using path analysis to test the SCCT. However the findings revealed that gender role attitudes had no influence of on self-efficacy in relation to technology even though attitudes from gender roles determined interest in technology. The findings also indicated that technological interests, beliefs in self-efficacy and expected outcomes were subjective to emotional state.

Byundyugova and Kronienko (2015) carried out a survey on how self-fulfillment is dependent on personal determinants. Their study analyzed the practices and devices for self-fulfillment in expert undertakings whilst describing its principles. An

empirical study of personal determinants behind the individuals' self-fulfillment revealed challenges individuals face in self-fulfillment. The study ascertained that the aggregate self-fulfillment is connected to success in one's occupation as well as the motivators. It showed that those with high levels of satisfaction was due to how they viewed themselves, their success in activities in their occupation and an introspective analysis of their performance while those who had low levels was due to the fact that they based their self-fulfillment on their supervisor and a desire to rise up the ladder in terms of rank.

Kaygin and Gulluce (2013) conducted a study to determine the correlation between individual values and career choices among students in a Turkish University. 192 out of 220 questionnaires were evaluated using a survey data collection form. On expounding the theories a statistically significant relationship was in existence between the perceptions of career choice and the individual values. The correlation between career choice dimensions and individual values was found to be significant.

In a South African study, Alexander et al. (2010), sought to find out the association between motivational factors and career choice, at two South African universities among new students intending to specialize in computer associated programs. Some components of social cognitive career theory were analyzed. Data was analyzed using the Pearson chi-square and significant differences were identified. Distinct differences were found to exist between computer majors and other groups as related to self-efficacy and career outcomes.

Gavo (2014) sought to evaluate the strategic factors that influence students' career choices in Kenyan universities. The United States International University (USIU) was the subject of the case study. In particular, environmental, opportunity and

personality factors were tested against career choice. The research was designed as a descriptive research and the sampling technique employed was simple random. Questionnaires were the data collection instruments from a sample of 100 respondents and the data was coded, sorted and regressed using SPSS. The results indicated that personality factors influenced student career choices overwhelmingly.

2.4.2.2 Scholarly Ambition and Entrepreneurship Education (Goals)

Social cognitive mechanisms and career exploration have been found to sustain cognitive development. The older individuals get the higher the likelihood for them to explore occupation options available to them through observation of those who are surrounding them as well looking for voiced encouragement which works to promote outcome expectations as well as self-efficacy beliefs. Beliefs founded on self-efficacy and expected outcomes decide whether one's desire for a career path will remain. Therefore academic achievements and self-regulation produce both inner and outer performance experiences which impact at the same time are impacted by social cognitive mechanisms (Lent & Brown, 2006).

Students that connect emotionally to a particular field have a sense of pride, enthusiasm and strong identity in that career path. Earlier career research has mostly ignored the value attached to identification and fitting emotionally in a given area of study. Research shows that the commitment that an individual has in their career was determined by their attitude towards it, intellectual evaluation of the said discipline and emotional identification. Centered on the findings of a study by Conklin et al. (2013), on career self-efficacy, affective commitment and outcome expectations among college students; upcoming studies should use a more varied sample pool of

participants to investigate if the findings would be a different outcome based on sexual characteristics or ethnic backgrounds of participants (Conklin et al., 2013).

Empirical evidence also shows that career decisions are influenced by conversations the individual had with those surrounding them that helps to create career self-confidence in their abilities as well as outcome expectations. This is a vital learning process as reassurance and support of one's capabilities from family, mentors, role models and other important persons, helps to create career self-efficacy as well as their outcome expectations. The result attached to outcome expectations is important as it helps to develop interests and choice goals as well as influence the desire to set targets as indicated by the findings on the research by Dickson et al. (2017) on applicability of the SCCT on African American College students.

Kim and Seo (2014), investigated the applicability of SCCT by observing the relationship amongst various social cognitive variables of engineering students in South Korea. This was a markedly different cross-cultural setting and the variables in focus were engineering specialization choice goals and engineering interests. A sample size of N=660 was used to measure outcome expectations, coping self-efficacy, academic self-efficacy, as well as goals in choosing a major or specialization. On analysis, it was discovered that the choice and interest models under SCCT adequately fit the overall sample. The findings also specified the data was an adequate fit to the SCCT interest and choice models across gender and university type.

Wanyama (2009) sought to determine the aspects that affect students' career choice in public and private secondary schools in Kisii central district, Kenya. The purpose was to find and commend methods that can be used to redesign career counselling

departments in secondary schools in Kenya. The research used both qualitative and quantitative and qualitative data collected from 180 randomly sampled students from private and public secondary schools. Data analysis was performed using descriptives and presented in comparative tables using percentages and frequencies. It was established that accessibility to internet and the print media made public school scholars stood superior chances of making career choices from informed stand points. It also revealed that gender stereotyping was more rampant in private schools and hence peer pressure was more influential to career choice (Mesa, 2013).

Future research considerations should be on how person inputs and background affordances influence learning experiences especially on a sample population with different characteristics, with a bias to race or ethnic orientations. In addition to that recommendation, future research should look into how other variables in the SCCT like background factors, proximal contextual factors like education climate, hinder or facilitate career development. This will facilitate establishing validity and applicability of SCCT on diverse population groups (Dickinson et al., 2016).

2.4.2.3 Job Availability and Entrepreneurship Education (Outcome Expectations)

At a macro-economic level, innovation, risk propensity, identification of new opportunities and inventions are recognized as having the general responsibility of creating a prosperous society. Thereby job creation, economic development and growth, poverty alleviation, solving issues of unemployment and underemployment in developing countries, falls squarely on the above mentioned factors. Those eligible for entry level employment opportunities now see entrepreneurship as a valid option and not a fall back option (Gemeda, 2015).

Reemployment, retrenchment and keeping one's employment have become a major challenge especially after the great economic slump a decade ago. The aftershocks of the economic slump are still being felt ten years later. Unemployment in Kenya is a major youth challenge with approximately 800,000 young Kenyans being churned out to the labor market every year and 80% of unemployed Kenyans are below 35. Currently, the unemployment rate being estimated at an all-time high of between 35% and 40% among youth, in comparison to 10% of the entire population. To tackle this, government, academia and the private sector need to work together to advance current and relevant industry curricula, innovative and inventive business models, and business enabling national policies (Business Call to Action, 2016)

Job satisfaction denotes a mental state that is positive and elicits emotion that deems one's job as beneficial and the level to which one places her job is based on personal opinions. Shifts in one's surrounding, viewpoints, feelings and habits can also affect satisfaction level either positively or negatively (Lent & Brown, 2008). In as much as SCCT has caused a flurry in the research world at a global scale, the majority of research do not look at social and cultural environments like availability of job opportunities (Sheu & Boden, 2016).

SCCT has made major contributions to understanding how individuals' approach or avoidance of job-related career and academic interests, persistence, choices and performance. Nevertheless, attention paid to outcome expectations is relatively scarce. Career attraction refers to level to which an individual views their occupation will positively satisfy them. Entrepreneurship as a valid career choice should be based on the ability for it to offer the opportunity to meet one's economic, social and personal needs. Research indicates a positive relationship exists between student career intents

and entrepreneurship education in tertiary institutions as one of its major goals is to increase knowledge of the entrepreneurial processes (Oliviera et al., 2015).

Conklin et al. (2012) tested the satisfaction model derived from the Social Cognitive Career Theory. This model associates emotional identification felt by students towards their area of study with expected outcomes and self-efficacy beliefs associated with career decision making. The results pointed out that decisions on career self-efficacy is a good mediator in the correlation between career expected outcomes and affective commitment to specialization area.

Kim and Seo (2014), investigating the applicability of SCCT interest and choice models in a cross-cultural setting examined the relationship existing among various social cognitive variables of engineering students in South Korea and their interests in engineering and choice of specialization goals. It was revealed that the models were an acceptable overall fit to the entire sample. The results affirmed that outcome expectations drove interests and choices in majors thus concluding that the models fit data across university type and gender factors.

Inda-Caro et al. (2016) studied the contribution of emotional state and gender-role attitudes variables to technological interests, among 2364 sampled 10^{th} grade Spanish students. On analyzing data using path analysis, they discovered that the findings rejected the hypothesis that expected outcomes add to interests in career. Alexander et al. (2010) examined the influence of, among others, expected outcomes on career choices of new students intending to specialize in computer related courses. It was found that after an all-encompassing survey on career choices and accompanying motivational influences of fresh students at the two studied South African Universities, only a few had the intention to specialize in computer-related courses.

The data analyzed using some SCCT constituents, namely expected outcomes, external influences and self-efficacy beliefs; revealed that outcome expectations had no statistically significant effect on student career choices.

Kochung and Migunde (2011) investigated whether outcome expectations, among other factors, affected student career choices. The study with a sample population of 332 students was carried out using descriptive survey design. Questionnaires and interview schedules were the primary data collection instruments. The study used quantitative methods to analyze data collected from secondary students in Kisumu municipality Kenya. On analysis, the data revealed that expected outcomes indeed influenced choices made by students' career wise.

Gavo (2014), examined the extent to which factors of opportunity influence career choice decisions amongst students in USIU, a Kenyan university. The simple random sampling technique yielded 100 respondents whose responses were consolidated through questionnaires. The data was collected was coded, sorted and regressed using the statistical package for social sciences (SPSS) and data was presented in form of bar charts. The outcomes indicated that most students felt that factors related to opportunity are fundamental in determining student career choices.

Researches based on vocational theories have been carried out on the effects of unemployment and reemployment however there has been limited focus by studies to facilitate understanding on the intricate link and the much theorized relationship between person inputs and back ground affordances; namely culture, education, socio economic status etc. Future research considerations should look into how macro-economic opportunity structures of a society shape and influence adaptive career

behaviors as these are direct influencers of personal inputs and adaptability to unemployment (Thompson et al., 2016).

2.4.2.4 Field Attractiveness and Entrepreneurship Education (Contextual Supports and Barriers)

Education is not only a way in which students can interact with those from different social classes but offers the opportunity for them to raise their social class through the access to education. Distal background factors contribute to choices made in careers and especially parental and teacher influences and supports. These networks as well as significant others help to learn of different career opportunities, translate career interests as well as prod a plan of action. On the contrary, they can also serve as barriers. In collectivist cultures, students may find themselves having a conflict between personal career goals and the desires and norms of her extended relational networks (Olson, 2014).

Kiiru et al. (2015), whose study looked at the connection between behavioral factors and entrepreneurial intentions amongst students in Vocational Technical Training Institutes (VTTI); found out that even though there was intention among the youth to act entrepreneurially, there was still a drawback in form of inadequate information as well as fear of challenges. They also established that although there may be interest in the field, lack of and poor information and unwillingness to take up risk among Kenyan youth, makes entrepreneurship not an attractive career pursuit. On the other hand, there was a high affinity to entrepreneurship however the structural support from government and society is highly coveted. The recommended areas for further research to include other variables like family background factors, personality traits like locus of control, propensity to taking risks and need for achievement.

According to the findings of Keter and Arfsten (2015), Kenya being a multi ethnic society, entrepreneurial intentions and self-efficacy differences were seen from the sample population drawn from 11 ethnic communities. Their conclusions reiterated the call for additional studies on the affiliation between self-efficacy, culture and entrepreneurship, and especially in the African context, as entrepreneurship literature is scant and sporadic. More challenging is that conclusions drawn from African sample populations cannot be generalized as African culture is at different levels of evolution therefore ethnicity remains perspective from which individuals derive their identity from, culturally. These mini cultures are yet to evolve to reflect national culture of the specific countries in the continent.

Contextual variables namely gender, ethnic orientations and alleged social supports and barriers remain at the periphery of what are considered the core variables in the SCCT. In spite of this, their predictive value towards the foundations of SCCT is quite noticeable. Studies on cross cultural legitimacy of the SCCT are few. Research shows that contextual barriers and supports are found to have a straightforward consequence on goals, interests and expected outcomes. Consequently, this contributes to career indecision in some instances. Future research considerations should be focused on how social barriers and supports affect and influence career choices (Inda-Caro et al., 2016).

Policies in developing nations seek to motivate entrepreneurial ambitions which are key tenets of entrepreneurship. The main goal should be to set up a motivating society before focus switches to tertiary institutions. In essence, culture and beliefs act as catalysts of entrepreneurial outcomes and therefore further research is required to create an appreciation of the interplay between culture, self, context and

entrepreneurship for the benefit of policy makers and academic fraternity (Urban, 2007).

2.4.2.5 Entreprenology and entrepreneurship education

Entreprenology emphasizes establishing ontology for the field of entrepreneurship based on the fact that theory cannot exist without discipline. This points that before seeking out the practicability of a theory, it is key to determine which tenets actually best describe the said field. With that being said it is important to differentiate entreprenology form other fields of study (Urban, 2010). According to Winkel et al. (2013), education programs in the field of entrepreneurship have over the years been housed in business schools in most if not all tertiary institutions.

Business schools are built on predetermined fields such as finance and accounting and since entrepreneurship fits in bits and pieces in most areas, this deems it unable to meet the quota as a sub field in business. This is for the reason that it covers functional areas like marketing, finance, human resources, project management, operations and strategic management; fields found in business (Winkel et al., 2013). The mutual methodology to entrepreneurship is studying the field in a detached way as a social phenomenon. Different studies have been conceded the argument on the aims, major tenets and pedagogies of entrepreneurial education. The overwhelming result has been that the field fails to gain legitimacy at a moral, pedagogical and theoretical level in the academic world (Rae, 2014).

This struggle is due to the quality and scope that research covers as well as the double sided objective of invoking the desire to set up a business as well as training students in such a way that they understand what the field entails and how they can set up and build successful enterprises. The numerous shifts in the field through the

overhaul of academic models as well as training methods has instead helped improve the theoretical aspect of the field but neglect in the practicability aspects have in turn boosted interest in further studies (Rae, 2014).

According to Croci (2016), one can determine what field is a discipline through further studies, teaching and exposure to role models, social connections and remuneration mechanism and unique empirical phenomena. Despite the positive surge due to the above named criteria, studies carried out show that it is a phenomenon due to its uniqueness in research applications. For a long time there has been a stir in the academic world caused by the push to establish the legitimacy of the field. The push to avail entrepreneurial education to those who would have otherwise not engaged in it further points how wide the scope of it is into other fields and how it relates harmoniously with the other fields.

The relationship that the field has with other disciplines shows just how little exposure to its study has on the push for it as a valid career choice. This reaction is largely due to the perception that the field entails setting up a new venture rather than being a valid occupational option. Exposure to training in a field has a major sway on career decisions by youth but it has little or no effect when it comes to entrepreneurship. Its integration as a sub field of a number of disciplines, its failure to attain global acclaim as a career option and its multi-dimensional nature further increases the negative feedback it receives; on its validity but no matter the circumstances it is still quite a distinctive and autonomous discipline (Croci, 2016).

It is widely accepted and appreciated that entrepreneurship is the backbone of the economies of most nations (Kefela, 2012). It reaps positive effects on both the macro and micro economic levels however, it is eccentric and unpredictable in nature.

Entreprenology or the study of entrepreneurship is considered both a science and an art. As a science, management of SMEs can be taught within the usual teaching approach. However, as an art, creativity and innovation, which form the hub of entrepreneurship, cannot be taught conventionally. This skill is thus fundamentally experiential so it cannot be provided directly or taught hence raises questions on what entrepreneurship really is and whether it can be taught within conventional pedagogies (Jack & Anderson, 1999).

According to Bonnet et al. (2012), entrepreneurship consequently goes beyond 'managerialism' and is much more than the effective allocation of resources. 'Entrepreneurship' is based on entirely different values, skills and priorities from 'managerialism'. Economic growth as defined and elaborated by the managerial model, is based on production of products in large quantities, expert knowledge in areas of interest, confidence, possibility and preservation of status quo and allows the full play of economies of scale. On the contrary, entrepreneurial economy model relates the growth of economies to the number of wants, uniqueness, shifts, inventions and working networks that permit flexibility characterized by entrepreneurship.

Nevertheless, in order to create an enterprise there must be a competent management strategy. Entrepreneurship education involves clear cut focus on what is under the purview of a manager, the variety of practices and tools that can be considered good practice and also an examination into whether students can make use of this information on the ground. The main difference between entrepreneurship and managerialism is that it involves taking out value from an environment in its most pristine form. The process is more often than not unpredictable, unstructured and

unknowable hence enterprise is consequently said to be unconventional (Sandgren, 2012).

Teaching entrepreneurship therefore consists of providing an acute cognizance of how business works also known as management science, conceptual awareness of the nature of the enterprise and enabling the experience of real and practical entrepreneurial action. What educators and education institutions, seeking to provide entrepreneurship education, can then do is to furnish learners by means of chance to witness practical entrepreneurial skill and operations. Exposing learners to practicing entrepreneurs provides opportunity to perceive, interrogate and capture the art. The taught areas like managerial skills, principles and theories, can be used by students to bear upon the art (Kritskaya, 2015).

2.5 Conceptual Framework

The independent variables namely self-actualization and scholarly ambition are intrinsically motivated while job availability and field attractiveness are external or extrinsic motivations. Self-actualization is a representation of person inputs under the SCCT theory. Scholarly ambition is a representation of the goals element in the SCCT whose constructs are highlighted below. The mediating effect of entreprenology which focuses on the establishment of entrepreneurship ontology and theory plays a significant role in influencing the self-actualization and scholarly ambition positively or negatively; more specifically an individual's ability, perceptions, attitudes and levels of appreciation towards entrepreneurship education.

Outcome expectations are represented in the study by the job availability variable which is a socio economic factor, an instrumental construct of the SCCT. Field attractiveness being extrinsic in nature, is a representation of perceived contextual

supports or barriers, a construct of the SCCT. The dependent variable is entrepreneurship education whose constructs are; Affective which expounds on feeling and emotion; Cognition which refers to thought and belief; and finally Conations which refers to subsequent actions and behavior towards entrepreneurship education.

The variables job availability and field attractiveness were tested directly against entrepreneurship education, the dependent variable. Self-actualization and scholastic ambition were tested against the dependent variable through the mediating variable, entreprenology.

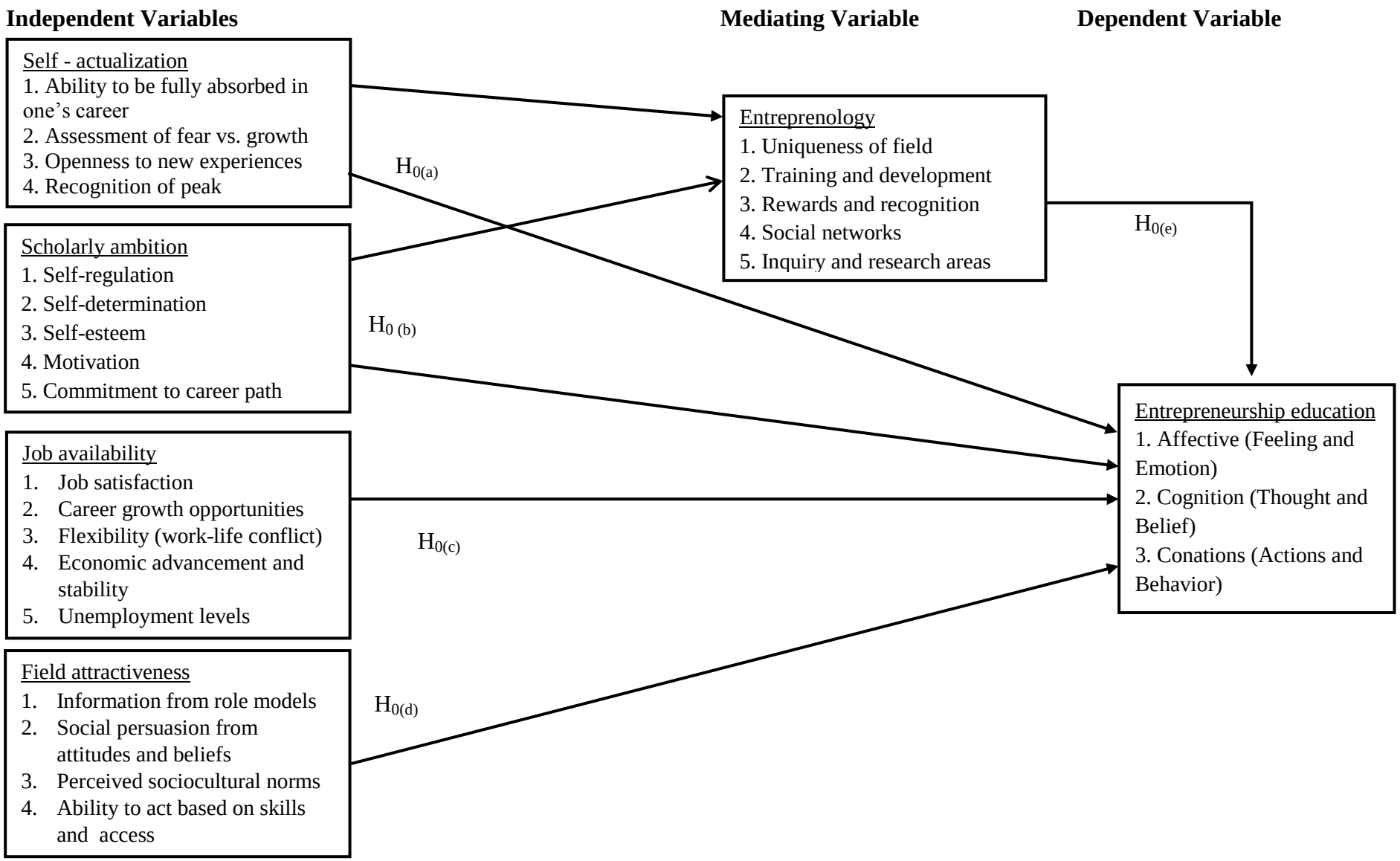

Figure 2. 2: Conceptual framework; Source: Author (2019)

2.6 Summary of Empirical Review and Research gap

Table 2.1

Empirical Review Summary (Author, 2018)

AUTHORS	TOPIC	VARIABLES	FINDINGS	FUTURE RESEARCH RECOMMENDATIONS
Dickson, J., Abrams, M. D. & Tokar, D. M. (2017)	An Examination of the Applicability of Social Cognitive Career Theory for African American College Students	Outcome expectations, Performance accomplishments, Self-efficacy, verbal persuasion and vicarious learning.	There was limited support for the hypothetical relationship between learning experiences with expected outcomes and self-efficacy.	Additional studies on other minority ethnic population groups to institute the applicability and validity of SCCT for dissimilar populations. Further, examination of other SCCT variables within the model is encouraged in upcoming researches.
Gitau, J. K. (2016)	The Determinants Of Career Decision Making Of Hospitality Undergraduate Students Enrolled In Universities Within Nairobi Metropolis, Kenya	Demographic factors, Individual background factors, career outcome expectations and internship experiences.	Among the significant predictors were positive and negative internship experiences, career outcome expectations, and gender as well as individual background factors. Additionally, the most significant predictor was positive internship experiences.	Researches focusing on students at different educational levels; certificate, diplomas, undergraduates in their first, second and third year undertaking hospitality. This will be solely for comparison purposes. Hence, providing a broader standpoint in forming overviews regarding making career decisions by hospitality students.

Rogers, M. E., & Creed, P. A. (2009).	A longitudinal examination of adolescent career planning and exploration using a social cognitive career theory framework.	Goals, Self-efficacy, supports, outcome expectations and personality	Career exploration and planning were strongly influenced by self-efficacy and goals. The predictors namely personality, contextual influences and biographic variables were found to have a correlation with career choice actions.	Recommended the SCCT model be tested on a population with different social cultural characteristics
Lent, R. W., Lopez Jr., A. M., Lopez, F. G., & Sheu, H.B. (2008).	Interests and choice goals in the computing disciplines.	Social barriers and supports, goals, self-efficacy, outcome expectations and interests.	The SCCT model provided adequate fit to all the variable groupings across the data.	The findings of the study may not be accurately generalized to include student attitude towards entrepreneurship for students in other disciplines.
Somayeh, R. A. P. & Gholamreza, Z. (2012)	Application of Social Cognitive Career Theory to Investigate the Effective Factors of the Career Decision-Making Intention in Iranian Agriculture Students by Using ANN	Exploratory intentions, self-efficacy and outcome expectation	A noteworthy relationship exists amongst making of decisions in career intention and SCCT factors.	Application of SCCT aspects in career decisions making intention needs to be done in a different socio-cultural setting and among students of a different faculty.
Cheril, C. & Chosar, T. (2012)	The Use of the Social Cognitive Career Theory to Predict	Goals, Self-efficacy, interests and outcome expectations.	The descriptive statistics indicated that the means of all four	Testing of the applicability of SCCT in a cross-cultural setting as

	Engineering Students' Motivation in the PRODUCED Program		variables were above the median of the five-point Likert scale. A significant correlation statistic amongst the four variables. Despite having all of the regression assumptions being reasonably met; outcome expectations was found not to be a good in predicting goals.	well as in a different faculty and larger sample size to allow for generalization of the findings.
Christian, M., Alfred, H. & Danielle, M. (2015)	Testing an Adapted Model of Social Cognitive Career Theory: Findings and Implications for a Self-Selected, Diverse Middle-School Sample	self-efficacy, interests and outcome expectancy	Statistically significant predictors of career intentions were Subject motivation, family support, outcome expectancies and interest. Conversely, self-efficacy was insignificant.	Further study on SCCT predictors and contextual factors is conducted in a cross-cultural setting and on students already pursuing different career paths.
Connie, S. & Annemarie, C. (2017)	Social-cognitive predictors of vocational outcomes in transition youth with epilepsy: Application of social cognitive career theory.	self-efficacy, goals, , and contextual supports barriers and outcome expectations	Significant predictors of work participation in epileptic youth and young adults were self-efficacy, outcome expectations, goals and environmental supports & barriers.	Apply SCCT in a cross-cultural setting as well as use of a more representative sample size so as to enable generalization of the findings.

Venesa, M. M. (2013)	Factors Influencing Career Aspirations Among Girls In Public Secondary Schools In Nyamira North District, Nyamira County – Kenya	Career guidance and counseling, curriculum design, family background and role modeling.		Research on the applicability of SCCT.
Omari, S. G. (2014)	Strategic Factors That Influence Students' Career Choice In Kenyan Universities: A Study Of United States International University	Environmental, personality elements or factors and opportunity	Student career choices are affected by environmental, opportunity as well as personality factors.	Research on the legitimacy of SCCT in form of a case study. The study be conducted in a different institution of higher education using the same topic for comparison purposes
Joel, P. O., Peter, O. & Samuel, N. M. (2017)	Self-Efficacy as a Predictor of Career Decision Making Among Secondary School Students in Busia County, Kenya	Self-efficacy	A significant correlation was seen between how students make career decisions and self-efficacy.	Research on the applicability of other SCCT factors in determining career choice. Also a sample with different social cultural characteristics.
Alexander, H., M., P., Naidoo, T. & Jordaan, B. (2010)	Factors Affecting Career Choice: Comparison Between Students from Computer and Other Disciplines	Contextual or external influences, outcome expectations and self-efficacy beliefs		An application of the SCCT model in a cross cultural setting to enable generalization of the findings.
Michael, B. (2002)	Career Choice Factors of High Scholars	Personality, Environment plus Opportunity factors	The three factors each affect career choices made by students.	There is need to apply the SCCT which is not used in this study. This will

				facilitate a comparative study on the existing process or processes with what could be changed to allow enhanced mechanisms that meet students´ needs when it comes to developing their career choices.
Erdogan, K. & Ali, C. G. (2013)	The Relationship between Career Choice and Individual Values: A Case Study of a Turkish University	Individual or personal Values	Career choice has a significant relationship with individual values.	Larger samples to be used to enable the results to be more generalized. Also the research should be done in different universities and faculties. Other SCCT factors need to be investigated.
Tatiana, V. B. & Elena, V. K. (2014)	Personality-Related Factors of Self-Fulfillment in Professional Activities	Self-fulfillment (personal determinant)	There is a primary link between level of self-fulfilment and activities that show professional achievements as well as various factors attributable to motivation.	The applicability of the SCCT model in a cross-cultural setting so as to allow for generalization of the findings.
Inda-Caro, M., Carmen R. & Jose-Vincente, P.(2016)	Spanish High School Students' Interests In Technology: Applying Social Cognitive Career Theory	Cognitive factors namely expected outcomes, beliefs in self-efficacy, Perceptions formed from societal barriers	Technology self-efficacy has a positive relationship with technology interests, perceived social support and perceived	Application of SCCT in cross cultural and cross-national contexts is necessary to allow appreciation of the full range of SCCT

		and support contexts. Personal factors like emotional states, gender role and attitudes;	social barriers, outcome expectations; Gender-role attitudes have a positive influence on technological interests but negative on self-efficacy.	generalizations. How contextual influences of social barriers and support as well as outcome expectations influence career choices.
Min, S. K. & Young, S. (2014)	Social Cognitive Predictors of academic interests and goals in South Korean engineering students	Both coping and academic self-efficacy, interests in engineering majors, contextual barriers and supports, specialization choice goals and outcome expectations	Interest and choice models derived from SCCT, provide a sufficient overall fit to the entire sample and an acceptable fit across university type and gender	Increase researches in collectivist cultures as well as other contextual variables that can be incorporated in the SCCT models while studying cross cultural settings e.g. availability of career counseling programs, jobs
Hung-Bin, S. & Jennifer J. B. (2016)	SCCT Research in the international context: Empirical evidence, future directions and practical implications	Interest, performance and satisfaction models derived from the SCCT	Mastery experience and physiological states are major sources of self-efficacy beliefs and personality traits on academic or job satisfaction	Annotate the applicability of SCCT models in dissimilar nations and hence its application in dissimilar cultural contexts.
Lent, R. W., Maria do C., Joana C. P., Ana, D. S., Angeles, B., Suana F. &	Social cognitive predictors of well-being in African College students (Angola and Mozambique)	Environmental or contextual support, Academic Self-efficacy, satisfaction (global positive affect and life	Self-efficacy predicted academic satisfaction indirectly through goal process and the goal process predicted life	Research on the utility and application of the SCCT in other African countries and cultures as Africa is markedly

Arminda, M. G. (2014)		satisfaction), goal progress,	satisfaction indirectly through academic satisfaction. The predictors accounted most for the variations in the academic satisfaction and life satisfaction domains	culturally different.
Jennifer, M. & Ellen, H. M. (2013)	Contributions of social status and family support to college students' career decision self-efficacy and outcome expectations	Career self-efficacy and outcome expectations (family social economic status, perceived or observed social status, intentional family career interactions and inclinations and family support)	A positive correlation between family status, family support and the social cognitive career development outcomes. These variables are instrumental as they shape perceptions of social status	Explore other contextual or environmental variables that might impart the development of career choices and more specifically those that have ability to prevent or impede with career efforts.
Amanda, M. C., Jason, J. D. & Pablo, A. G. (2013)	Linking affective commitment, career self-efficacy and outcome expectations: A test of Social Cognitive Career Theory	Career decision self-efficacy and performance, perceived fit, affective concentration or major commitment and dedication to career performance and emotional dedication of a major/ concentration to career satisfaction	The relationship between emotional dedication to the major or concentration area chosen, performance, outcome expectations and satisfaction is mediated by chosen Career decision self-efficacy.	Identify if there exists a direct influence on commitment, outcome expectations and self-efficacy levels when there is a higher affective commitment and fit perceptions to a certain of a field.
Alfredo, I. & Fiorenzo, L.	The Role Of Time In Social Cognitive Career	Self-efficacy, Time perspective dimensions,	Substantial confirmation of SCCT	Testing of Social cognitive approach

(2016)	Theory Of Interests	outcome expectations, learning experiences, self-efficacy and interests	afore known causal relationships. Self-efficacy, personal inputs, outcome expectations and interest formation are positively linked to time perspective	should in different socio-cultural contexts should be pursued. Specifically, SCCT Choice model as well as studies related to job satisfaction to increase reliability and generalization of research
Marcos, C. & Ricardo, M. P. (2013)	Predictive contribution of personality traits in a socio cognitive model of academic performance in mathematics	Performance goals, Self-efficacy, skills and outcome expectations.	Input of personality on academic performance mediates social cognitive mechanisms among Argentine youths	Examination of other populations using SCCT to observe generality across different populations should be the basis of future researches.
Todd, D. C. M. (2011)	Entrepreneurship Perception And Career Intentions Of International Students	Attitudes towards entrepreneurship, role models, entrepreneurial experience and Entrepreneurial intentions.	A higher likelihood for students from developing economies to envision entrepreneurial careers. Role models used and extent of entrepreneurial experience varies between individual countries.	Understanding cross cultural perspectives of entrepreneurship (intentions, attitudes, perceptions)
Christoph, W. (2014)	Towards A Dynamic Understanding Of Entrepreneurship Education Research	Literature review	Entrepreneurship education is multifaceted thus a phenomenon yet to be	More researches applying the more dynamic and broader and social cognitive outlook

	Across The Campus-Social Cognition And Action Research		fully comprehended. Consequently, differs on context, levels of innovation and societal impact.	and action research frameworks; while assessing, enquiring and examining the overall influence of entrepreneurship education
Robert, O, Peter, K. & Janet O. (2013)	A Proposed Approach to Teaching Entrepreneurship in Kenya	Literature review	Raising student self-efficacy and entrepreneurial qualities at an early stage is necessary if entrepreneurship education is to meet its goals and move from an awareness strategy to a readiness strategy	Recommends inculcation of entrepreneurship education in pre-primary, primary and secondary education levels as well as experiential learning methodologies be used in delivering entrepreneurship education in Kenya.
Nduriri, J. & Mukulu, E. (2015)	Role of Entrepreneurial Mindset in Success of Enterprises Operated by Entrepreneurship University Graduates in Kenya	Metacognitive resources (knowledge and experience) and Metacognitive monitoring and feedback	The success of an enterprise is highly lined to successful application of gained knowledge and experience	Attention should be shifted to developing an entrepreneurial mindset in students thus need to include it in entrepreneurship curricula
Kiiru, D., Iravo, M. & Kamau, D. (2015)	Determinants of Entrepreneurial Intention among VTTI students in Kenya: A survey of CAP YEI (Youth Empowerment	Social valuation and entrepreneurial intention	Self-employment is perceived positively by Kenyan graduates. Additionally, important referent persons do not influence one into self-	Further research into influences of individual locus of control, achievement needs, risk propensity and family background on

	Institute)		employment .Social variation is a significant predictor in determining intentions to act entrepreneurially	entrepreneurial intent.
Christopher, K. K. & Michael, C. A. (2015)	Culture and Entrepreneurial self-efficacy in Kenya	Entrepreneurial Self-Efficacy (ESE) on 11 homogeneous ethnicities in Kenya.	A Significant difference noticed on total entrepreneurial self-efficacy among ethnic communities in Kenya and on individual subscales of marshaling, sourcing, financial implementation, planning, and people implementation	Promote entrepreneurial training/education with focus on ethnic communities with perceived low entrepreneurial self-efficacy and abilities
Hebtamu Kebu Gemeda (2015)	Some selected determinants of entrepreneurial career intentions among business students	Experiential learning, personality and motivation	ESE is determined by prior exposure to entrepreneurship, risk propensity and perceived formal learning; ESE beliefs propel forth entrepreneurial intention; ESE mediates risk propensity partially and fully mediates the impact of perceived formal learning from	

			entrepreneurship related courses.	
Alain, F., Caroline, V. & Robert, W. (2015)	In quest of legitimacy: The theoretical and methodological foundations of entrepreneurship education research	Literature review	Entrepreneurship education challenges as disciplinary, pedagogical, epistemological and ethical	Future research should focus on the four challenges especially from theoretical and methodological fronts in order to develop entrepreneurship education research

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a comprehensive description of how the research was undertaken. It gives a detailed account of the research epistemology as well as study design, techniques adopted in sampling, instruments employed to collect data, methods of collecting data and procedure followed to in performing analysis of data.

3.2 Philosophical Argument

According to Creswell (2014), the philosophical argument describes the epistemology of this study. The philosophical framework for this research was post positivist. This world view was propagated by Comte, Mill, Durkheim, Newton and Locke in the 19^{th} century. A post positivist standpoint holds a deterministic philosophy that decides the probability of cause and effect. Post positivism reflects the need to identify and assess causes that influence outcomes. It challenges the traditional notion that absolute truth of knowledge can be claimed especially when studying human behavior and action and therefore focuses on ascertaining and evaluating the foundations that influence conclusions.

Post-positivism is a development from positivism which can be described as a rejection of metaphysics (Trochim, 2006). Metaphysics is the study in philosophy of the basic principles underlying a thing e.g. being, becoming, existence and actuality. Positivism postulates that the overall aim of knowledge is to explain in detail the phenomena that we experience by sticking to what we can observe and measure and therefore because we cannot observe and measure thoughts and emotions then they

are not legitimate topics for scientific psychology. Positivism therefore advocates for experiment as the valid approach to science.

Skinner argued that it was necessary for psychology to focus on two criteria that were measurable. These two criteria being positive and negative factors that influence behavior were to be the main emphasis and not the unquantifiable or latent factors like thoughts and emotions, be considered irrelevant. From a positivist's perspective, science helps us to comprehend or appreciate the world well enough that we can be able to predict and control it. Deductive methods are used to propose theories that we can test in addition to that, if the theory is incongruent with the facts presented, we resort to revising the theory to better predict reality (Trochim, 2006).

Post positivism is considered suitable for studying social phenomena. As a natural science model, the methodology and tools it propagates are suitable in studying social phenomena under social research (Collis & Hussey, 2014). It is a whole rejection of the principles of positivism. Positivism carries a foundational assumption that reality is objective and free from influences of the researcher and his preferred instruments of research. Post positivists contend that experience is objective, testable and independent of theoretical explanation. Theories will therefore provide a basis of explanation for a phenomenon, permit anticipation of phenomenon, predict the occurrence of the phenomenon, and therefore allow the said phenomena to be controlled. Post Positivism's main goal is centered on the use of empirical research to verify and refine theories (Collis & Hussey, 2014).

Despite the fact that positivists accentuate that there is freedom between the objective of research and researcher; Post positivists are seen to embrace that background,

values, knowledge and theory hold the possibility of influencing the researcher's observations. The possibility of effects brought about by the researcher's biases is the conduit through which post-positivists recognize and pursue objectivity. Post-positivists believe that human knowledge is based on human inference hence applicability of both qualitative and quantitative methods seen as valid approaches to research. On the other hand positivists put emphasis on quantitative methods to be the sole valid approach (Taylor & Lindolf, 2011).

Post-positivism involves critical realism which is aware that all theory has possibility for revision as all observation is bound to have errors and hence imperfect. It therefore highlights the significance of multiple methods and interpretations each with dissimilar types of errors consequently a better understanding of reality when the multiple sources have been subjected to triangulation. Post-positivism therefore acknowledges the existence of errors and biases for the reason that individual experiences are diverse and the need for objectivity in our observations. Theories must therefore go through much scrutiny and criticism with the aim of being objective and understanding reality (Trochim, 2006). This study therefore adopted a post positivist, quantitative technique approach as its philosophical underpinning.

3.3 Research Design

The framework that dictates how data collection and data analysis will be done is known as the research design. The research problem embodies the specifics as to how data should be collected and hence analyzed so, a research design expounds on the methodology, data collection procedures and analytical processes to be followed. As a framework put together to provide answers, its purpose is to define the research

type, methodology in collecting data and the elaborate plan of statistical analysis (Creswell, 2014).

The research design utilized was the descriptive survey which employed quantitative methods of research. Quantitative methods insist on the use of objective measurements and numerical or statistical manipulation of collected data using computational techniques. A quantitative research concentration are geared towards collecting data in numerical form and applying generalizations drawn to expound on a phenomenon or across predetermined groups of people. A correlation approach was used to ascertain the assumed relationship between the independent, mediating and dependent variable in the study.

The defining feature of correlational research is that neither dependent variable nor the independent variable is manipulated. A correlation statistic was computed to verify strength and intricacy of the variables that were quantitatively tested. As a type of non-experimental research, correlation research permits assessment and measurement of the relationship amid two variables statistically employing little or no control over the extraneous variables (Creswell, 2014). Correlation design was used to describe and measure the degree or presence of a relationship or association amongst two or more variables. However, it was not used to determine if one variable caused another.

3.4 Study Population

The study population is characterized by its definition of similarity in its elements that are of interest to a researcher. This population has an accessible population which is reachable and describable by a researcher in order to

make and apply their conclusions. This accessible population that is a subsection of the overall population from which the researcher can draw the necessary samples, is referred to as the study population. A study population is therefore the overall assembly of objects or subjects or environment that a scientific investigation mainly focuses on. (Oso & Onen, 2009).

The study was confined to 9 Chartered Kenyan universities that offer entrepreneurship among the available specialization areas in their business course programs. The population, from which the sample was drawn, involved 3 public universities and 6 private universities. It is common practice in Kenyan Universities for students in business school to do general courses in their first two years at the university. It is on completion of the academic requirements in second year that students choose their majors or specialization areas. Then it is from this juncture that they pursue the specific courses within their major or specialization in their third and fourth years. This research's predominant goal was to identify the affective (feeling and emotion), cognition (thought and belief) and conations (actions and behavior) of business students towards entrepreneurship as a discipline and therefore focused on third year students.

The third year students that were sampled to furnish the study with primary data needed to have covered at least 60% of their course work as a cohort. More so, the third year students sampled to participate in the study must have selected their areas of specialization or majors, among the available options in their respective universities This went to ascertain that the sample population selected would have been exposed to the same academic units and therefore giving each specialization including entrepreneurship an equal chance of being selected. This was purposely

done to aid in displaying the influences personal biases and societal persuasions had in their preferences of a major or area of specialization. The table 3.1 shows approximate numbers of students in third year enrolled at the different universities across the country.

Table 3.1

Study Population Estimates (Author, 2017)

University	**Pop. of 3rd year business students (Est.)**
Africa International University	73
Africa Nazarene University	89
Chuka University	172
Kenya College of Accountancy University	45
Kenya Methodist University	62
Kenyatta University	693
Moi University	489
Strathmore University	282
United States International University	138
TOTAL	**2,043**

3.5 Sample Size

Sampling is a preferred and reliable technique in conducting research as it allows a researcher to test his hypothesis on a portion of the population without common constraints of resources. A sample is defined as the fixed or prescribed total of respondents carefully chosen from a study population for research purposes. In order

to make generalizations characteristic to a given population, the sample size must adequately represent the population under study (Oso & Onen, 2009).

To determine a precise size of the sample size from the study population, the Krejcie and Morgan (1970) in Appendix III, is popular for its ability to determine accurate sample sizes for finite populations was employed. The formula for determining sample sizes by Krejcie and Morgan is broken down below:

$S = X^2 N P (1 – P) / d^2 (N – 1) + X^2 P (1 – P)$

Whereby;

S = requisite size of sample

X^2 = value of chi-square for 1 degree of freedom at 95% confidence level

N = overall size of population

P = proportion of the population

d = degree of accuracy

The study population of 2,043 accordingly produced a sample population of 327, third year undergraduate university students undertaking business courses, computed at 95% confidence level. The table 3.2 shows how the 327 students were distributed among the universities depending on their population.

Table 3.2

Third Year Students Sample Size (Author, 2018)

University	**Pop. of 3rd year business students (Est.)**	**Sample size**
Africa International University	73	12
Africa Nazarene University	89	14
Chuka University	172	28
Kenya College of Accountancy University	45	7
Kenya Methodist University	62	10
Kenyatta University	693	111
Moi University	489	78
Strathmore University	282	45
United States International University	138	22
TOTAL	**2,043**	**327**

3.6 Sampling Methods and Procedures

The sampling for the study was carried out in three stages. Purposive sampling technique was utilized in the first stage. The purposive sampling technique is a typical non-probability technique best when studying specific cultural spheres, not ignoring relevant authorities within it. Its utility and applicability is witnessed in researches that use either or both quantitative and qualitative techniques of research. Most suitable in picking out samples with atypical backgrounds, purposive sampling suited in identification of universities that offer entrepreneurship as a specialization.

This sampling technique revealed that there were 17 universities that offer entrepreneurship education as a specialization.

Public higher learning institutions in Kenya tend to have higher student populations than private universities and therefore stratified sampling technique was employed as it was best in ensuring an equitable representation in the final research sample. This outstanding characteristic prompted stratification of the seventeen universities which revealed the distribution to be 7 of those universities was government run or public universities, whilst the 10 privately owned universities in Kenya.

Mugenda and Mugenda (2009), reiterate that 30% of the sample population is reliable to furnish the research with the necessary data. The last sampling technique applied was simple random. It was applied to facilitate sampling of the universities as well as study participants. This technique was employed as it allowed the study population from both private universities and public universities and an equal chance to participate in the study. Consequently, 3 public and 6 private universities were randomly sampled. These universities yielded a study population of 2,043 students and hence 327 students were the sample population that participated in the research.

The deans and departmental heads of the school of business in different universities were approached for access to the students. Collaborations were made with selected lecturers teaching a common third year course that permitted the researcher to administer the questionnaires to the sample population.

3.7 Data Collection Instrument and procedures

The research instrument was designed as a likert scale with 5 points and close ended questions were used in the questionnaire. The options available in the 5 point likert

scale were; strongly agree, agree, neutral, disagree and strongly disagree. The sample population was estimated at 327 students and therefore the instrument of choice was to enable the researcher to gather a substantial amount of research information. The sampled students filled the questionnaires and provided variations that appropriately captured attitudes, perceptions, interpretations and understanding of the students on entrepreneurship education. The distribution and administration of the questionnaires in the universities was done by the researcher and collected immediately after they are filled.

3.7.1 Validity and reliability of Questionnaire

Validity is the degree to which a test processes that which it is meant to quantify both empirically and logically. The test-retest methodology was applied to test construct validity of the questionnaires. The study was piloted by not less than 30 students ta assess the strength of the hypothesized outcomes. The pilot revealed that the Chronbach's alpha for entrepreneurship education questionnaire section was 0.553. The eight items were further analyzed and on elimination of the eighth item, the test measures reverted to 0.76 which was acceptable for research purposes. The external validity, internal validity and conclusions were ensured and scrutinized through expert advice.

Reliability refers to dependability of the instrument in that if tested and retested on a sample it will yield consistent results. Internal consistency was measured using the Chronbach's alpha which elucidated the extent by which the variables were related. This was accomplished using the formula illustrated below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

N= Number of items

C-bar = the average inter-item covariance among the items

V-bar = the average variance

On distribution and collection, the questionnaires were re-tested for reliability using the Chronbach's alpha and the variables in the study yielded alpha as presented in table 3.3.

Table 3.3

Chronbach's Alpha

Variables	**Chronbach's alpha**
Self-actualization	0.812
Scholastic ambition	0.754
Job availability	0.796
Field attractiveness	0.729
Entreprenology	0.891
Entrepreneurship education	0.763

All the variables had an alpha of above 0.7 and therefore were considered satisfactory to establish if the predictor variables and the dependent variable were correlated as well as ascertain the mediating effect of Entreprenology.

3.8 Methods of Data analysis and Data Presentation

The data was analyzed using hierarchical regression. Hierarchical regression allowed the data to be manipulated in various ways against the dependent variable by adding and removing variables at each step hence producing perfect matches to data observations. Hierarchical regression allowed a step by step exploring of relationships among independent and dependent variables as well as hypothesis testing. Hierarchical regression analysis was used as it showed how statistically significant and amount of variance each predictor variable had on the explanatory variable. Hierarchical regression allowed several unique models that could be compared and the strength of each independent variable assessed against dependent variable.

Statistical Package for Social Sciences (SPSS) version 24 was used to statistically analyze data. The data was regressed hierarchically centered on the econometric regression model below;

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Where Y is a function of X_1, X_2, X_3, and X_4:

Y = Entrepreneurship education

β_0= Constant

$\beta_{1\ldots.4}$= Coefficients of the variables

X_1 = Self Actualization

X_2 = Scholarly ambition

X_3 = Job availability

X_4 = Field attractiveness

Ɛ= Error term

The hierarchical regression results were shown in tables that show the R^2, p values, F values, t statistics and beta weights. This was suitable in illustrating the relationships between the social cognitive career predictors, the mediator entreprenology and entrepreneurship education as the dependent variables. This allowed and verified the strength and input of each variable to the overall model in the research.

3.9 Ethical Considerations

The authority to conduct this research and the necessary permits were obtained from The National Commission for Science, Technology and Innovation (NACOSTI), the KEMU ethics board and key persons in the targeted universities. The study participants were assured of privacy of the data obtained for the study. In addition to that, distinct responses were not obviously recognizable in the conclusions. The study respondents were advised to maintain strict anonymity as they filled in the questionnaires. The collected data was not be disclosed to third parties unless upon request and permission from the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter gives a comprehensive depiction of the outcomes found from the study that expose if there is a correlation between social cognitive career predictors, entreprenology and entrepreneurship education among undergraduate students in Kenya exists. This was done in a bid to establish whether there is a correlation between certain psycho-social factors. Self-actualization and scholastic ambition were each mediated by entreprenology and correlated with uptake of entrepreneurship as a specialization. It further sought to discover the correlation between availability of jobs and field attractiveness and uptake of entrepreneurship as a specialization among undergraduate students in Kenyan universities.

4.2 Descriptive Statistics

Descriptive statistics give a detailed illustration of the characteristics and the various tests performed to show the nature of data collected from the respondents.

4.2.1 Response rate

The questionnaires collected after distribution in the nine universities targeted to participate in the study was 287 from the anticipated 327. In view of the response rate at 87.7%, the collected data from the questionnaires could be confidently processed and analyzed. The summary of the data is in table 4.1

Table 4.1

SCCT Data Summary

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Self-Actualization	279	97.2%	8	2.8%	287	100.0%
Scholarly Ambition	279	97.2%	8	2.8%	287	100.0%
Job Availability	279	97.2%	8	2.8%	287	100.0%
Field Attractiveness	279	97.2%	8	2.8%	287	100.0%
Entreprenology	279	97.2%	8	2.8%	287	100.0%
Entrepreneurship Education	279	97.2%	8	2.8%	287	100.0%

4.2.2 Gender Distribution

The data was first assessed to find the gender representation from the overall number of study respondents and table 4.2 showed the results.

Table 4.2

Gender of Respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	139	48.4	49.1	49.1
	Female	144	50.2	50.9	100.0
	Total	283	98.6	100.0	
Missing		4	1.4		
Total		287	100.0		

There was a fairly equal gender representation in the study as shown in the table 4.2. The data revealed 139 male respondents who constituted 49.1% of the total and 144 female respondents who made up the other 50.1%; participated in the study. However 4 participants being 1.4% of the study respondents did not indicate their gender.

4.2.3 Areas of Specialization

The areas of specialization preferred by the respondents were also computed. Table 4.3 shows a comprehensive summary of the specialization preferences in frequencies and percentages.

Table 4.3

Specialization Preference

		Frequency	Percent
Valid	Double major	1	.3
	Marketing	17	5.9
	Finance	89	31.0
	Accounting	44	15.3
	HRM	16	5.6
	Office management	4	1.4
	Entre	47	16.4
	MIS	10	3.5
	PSCM	30	10.5
	Organization development	2	.7
	Project management	6	2.1
	Total	266	92.7
Missing		21	7.3
Total		287	100.0

The data revealed finance as a specialization was the most favored at 31%, followed by entrepreneurship at 16.4% and accounting at 15.3%. Organization development, office management and project management attracted the least number of students overall at 0.7%, 1.4% and 2.1% respectively.

The data revealed that entrepreneurship education was the second most favored specialization. This allowed the conclusion that there is a shift in appreciation of entrepreneurship education and viability of an entrepreneurial career. In tertiary institutions where available, the students´ conation, affection and cognition towards entrepreneurship is positive. This indicated that there was a possibility that there is a move from the necessity driven perception, towards a more proactive and knowledge based direction in terms of entrepreneurial career possibilities.

4.3 Status of SCCT and Entrepreneurship Education

The social cognitive career predictors, entreprenology and entrepreneurship education were analyzed to show their overall characteristics in terms of means, standard deviations, skewness and kurtosis.

4.3.1 Self-Actualization

Self-Actualization was analyzed at 98.6% as there were 283 valid questionnaires that were suitable to run valid tests on the variable. Self-Actualization was tested for reliability using the Chronbach's alpha and revealed an overall reliability statistic of 81.2% hence the conclusion that the data was dependable for analysis. The 5 items were also evaluated for reliability and the results revealed that the five items were reliable and necessary in assessing self-actualization. This was evidenced by the reduced Chronbach's alpha if any of the items was deleted.

The 5 items used to quantify self- actualization on a five point likert scale to which the respondents were required to answer accordingly were analyzed and revealed the that a majority of the respondents were in agreement with the statements as evidenced by the means that were majorly at 4. The biggest standard deviation was seen in question 4 at 1.02 indicating that the responses had the highest variance. The details are shown in table 4.4..

Table 4.4

Self-actualization Items Descriptives

Item Statistics				
		Mean	Std. Deviation	N
Q.1	My chosen specialization inspires me to do great work and create a unique brand of myself	4.3710	.85062	283
Q.2	I understand my career ambitions and know what I need to achieve in life	4.3640	.78891	283
Q.3	I chose my specialization based on my skills and abilities	4.2155	.91839	283
Q.4	My personality is a good match with my area of specialization	4.1095	1.02729	283
Q.5	My choice of specialization and career is supported by my sense of self-worth and self-respect	4.3145	.86091	283

The questions on self- actualization (person inputs) were responded to satisfactorily by 283 students. The descriptive statistics revealed a mean of 4.26, standard

deviation of 0.68. The skewness of -1.38 indicated that the data was highly skewed and the kurtosis of 2.5 showed that the data had heavier tails in probabilities.

4.3.2 Scholarly Ambition

Scholarly ambition was analyzed at 96.2% as there were 276 valid questionnaires valid to allow analysis on the variable. 11 cases were excluded as they did not fully satisfy the criteria for analysis. A reliability test was conducted on the variable and it revealed a Chronbach´s alpha of 0.754 indicating that the questions were valid and useful in giving necessary data for the research. The eight items were also tested for reliability and revealed that all the items were useful in ensuring the scale´s reliability. This was confirmed by the fact that the chronbach´s alpha reduced if any of the items was deleted except for question 4 that showed a minimal increase of 0.01 if deleted.

Scholarly ambition was quantified by eight items on a five point likert scale. Scholarly ambition items on analysis revealed that most respondents oscillated between neutral and agreed thus the overall mean of 4.01. The deviation in responses was high as five out of the eight questions had a standard deviation that was higher than one. The descriptives on each item are summarized in table 4.5.

Table 4.5

Scholarly Ambition Items Descriptives

	Item Statistics			
		Mean	Std. Deviation	N
Q.1	My chosen specialization makes me more independent and self-reliant.	4.0580	.93239	276
Q.2	Being taught entrepreneurship as a unit was useful in making my decision on the specialization to pursue.	3.9529	1.02405	276
Q.3	Pursuing entrepreneurship as a specialization would encourage me to take bigger and more calculated risks in career	3.9167	1.07379	276
Q.4	My academic role models played a significant part in influencing my choice of specialization	3.7174	1.23576	276
Q.5	My specialization makes me feel good about myself and the career choices I have made so far	4.3043	.84085	276
Q.6	I am determined to achieve my academic goals despite the challenges and hurdles I may face	4.5543	.72910	276
Q.7	Pursuing entrepreneurship as a specialization would give ways for me to have new and challenging experiences	3.9275	1.01722	276
Q.8	Though entrepreneurship may not be my current specialization, I would like to pursue entrepreneurial studies at an advanced degree level	3.7029	1.22346	276

The overall number of satisfactory responses under scholarly ambition (goals) was 276 with a mean of 4.01 and standard deviation at 0.63. The skewness indicated the data was leaning to the left as indicated by the negative skew statistic at -0.615 and kurtosis of 0.976.

4.3.3 Job Availability

Job availability variable had 94.1% valid cases processed for analysis and only 17 of the questionnaires were exempted as they did not fit the analysis criteria. A reliability test was performed to affirm that the items under job availability were reliable for analysis. The overall Chronbachs´s alpha was 79.6% indicating that the questions were fit to assess the degree to which a relationship between job availability and entrepreneurship education existed.

The eight items were further analyzed to reveal the strength of each question and its effect on the overall scale. The results indicated that on deletion, questions 1 and 7 would have had a positive effect on the Chronbach's alpha if deleted. However the other questions would have had a negative effect if deleted. The researcher opted to retain all items in the scale as the overall Chronbach´s alpha at .796 indicated that the scale was reliable as it was.

On examination, the data exposed that most of the respondents were neutral to the statements as evidenced by an overall mean of 3.64. The deviation in responses as evidenced by the standard deviation with seven out of eight questions having a deviation of above 1 from the mean. The table 4.6 demonstrated this in detail

Table 4.6

Job Availability Items Descriptives

	Item Statistics	Mean	Std. Deviation	N
Q.1	Among the business course specializations available in my university, there are those that are generally more valuable than others in the Kenyan job market	4.0000	1.03471	270
Q.2	Pursuing entrepreneurship as a specialization would make me feel good about myself and my accomplishments	3.6630	1.08098	270
Q.3	Specializing in entrepreneurship would help me achieve the changes I desire economically and socially	3.8519	1.02401	270
Q.4	Specializing in entrepreneurship would allow me to earn an attractive and acceptable salary	3.7148	1.15530	270
Q.5	Specializing in entrepreneurship would allow me to get a job more easily than my friends in other specializations	3.2481	1.32516	270
Q.6	Pursuing a degree in entrepreneurship would offer me diverse career opportunities	3.7852	1.05876	270
Q.7	An entrepreneurial career would deprive me of time with my friends and family	2.8593	1.40981	270
Q.8	A degree in entrepreneurship would enhance my ability to trust my own decisions especially in a work set up	4.1444	.94331	270

On analyzing the 270 responses, data yielded a mean of 3.64 and 0.73 as the standard deviation. The kurtosis results showed that the probabilities distribution was -0.112 and the skewness indicated that the data was slightly skewed to the left at -0.101.

4.3.4 Field Attractiveness

Field attractiveness variable was computed on 267 valid cases which was 93% of the total 287 returned questionnaires. The field attractiveness scale was analyzed for reliability and was found to have an overall reliability statistic of .729 which was deemed as a good enough Chronbach´s alpha to allow further analysis of the variable. The ten used to evaluate field attractiveness based on a five point likert scale. They were assessed to determine their reliability and utility in the field attractiveness scale. On computation, the data revealed that question 4 carried the most weight as if deleted; the scale would have reduced reliability to 0.6777, which is below the expected reliability statistic of 0.7 or 70%. Question 3 carried the least weight in the scale as on elimination, it would have increased the Chronbach´s alpha to 73.7%, improved the overall mean to 3.163.

The ten items were further analyzed for means and deviations which revealed that the majority of the respondents´ perception of field attractiveness and its influence on uptake of entrepreneurship as a specialization was neutral. However, it was noticeable that questions 3, 5 and 6 were more inclined to disagree and strongly disagreed options in the likert scale. The Table 4.7 shows the item by item descriptive analysis is in detail.

Table 4.7

Field Attractiveness Items Descriptives

	Item Statistics	Mean	Std. Deviation	N
Q.1	I had adequate information on the subject matter of my area of specialization before selecting it as a career path	3.7266	1.09517	267
Q.2	My family has given me adequate information and emotional support in my choice of area of specialization	3.8127	1.11490	267
Q.3	I don't know anyone who has pursued entrepreneurship as a specialization and went ahead to become successful in their entrepreneurial career	2.6592	1.45869	267
Q.4	If I had unlimited access to information and resources I would have chosen entrepreneurship as a specialization	3.0487	1.36052	267
Q.5	Only a specific gender can make successful entrepreneurs	1.8427	1.36193	267
Q.6	If I were to pursue entrepreneurship as a specialization, I would feel pressure from my parents to change the specialization to something else.	2.3670	1.36005	267
Q.7	If I had previous experience in entrepreneurship and succeeded in the venture, I would have pursued entrepreneurship as a specialization	3.4382	1.23807	267
Q.8	If I had an enterprising role model I would have pursued entrepreneurship as a specialization	3.3034	1.27206	267
Q.9	If I were to pursue a degree in entrepreneurship, I would get encouragement from my friends for pursuing it	3.4195	1.22170	267
Q.10	If I were to pursue entrepreneurship as a specialization, I believe I would have been successful in my career	3.5094	1.22739	267

On summary, the data from 284 respondents was analyzed and generated a mean of 3.12 and 0.67 as standard deviation.. The kurtosis of 0.299 showed that the data had lighter tails therefore indicating that the probabilities of the distribution are slightly less than normal. The skewness of 0.297 indicated that the data was symmetrical and showed it to have a normal distribution.

4.4.4 Entreprenology

Entreprenology had 3.1% of the questionnaires not processed based on the exclusion parameters set. A total of 278 cases were valid out of the 287 total questionnaires collected. Entreprenology was further analyzed to verify that the scale items were dependable to allow analysis on the variable. This was also to determine whether entreprenology was a good predictor in assessing the perceptions on entrepreneurship education specialization. The reliability test results revealed that the items used were 89.1% in predicting the said relationship between the intrinsic variables and entrepreneurship education specialization.

The individual items in the entreprenology scale were further assessed and the results indicated that all the items were instrumental. This was evidentially backed by on deleting of any of the items; it resulted in a lower overall Chronbach´s alpha. Entreprenology being the mediator in the study was subjected to the same likert scale and on analysis revealed that most students agreed with the statements thus having an overall mean of 4.05 and 0.67 as the standard deviation. Table 4.8 illustrated the item by item means and standard deviations.

Table 4.8

Entreprenology Items Descriptives

	Item Statistics	Mean	Std. Deviation	N
Q.1	An entrepreneurial career will provide unlimited opportunities to control my life	3.7374	1.13658	278
Q.2	An entrepreneurial career will allow me to act and work with a long term view of my life	3.9928	.93079	278
Q.3	An entrepreneurial career will increase my confidence to achieve my career goals	4.0899	.95900	278
Q.4	Entrepreneurship as a field of study motivates me to learn more about being a good employer	4.0612	1.02313	278
Q.5	An entrepreneurial career guarantees me of lasting personal and business relationships	3.9748	1.00688	278
Q.6	An entrepreneurial career will inspire me to explore and utilize all my skill set throughout my life	4.1871	.85875	278
Q.7	Pursuing entrepreneurship to the highest education level will provide a platform for recognition by scholars in other disciplines	3.9640	.97559	278
Q.8	An entrepreneurial career offers endless opportunities for self-development and growth	4.2446	.83982	278
Q.9	Continued research and new developments in entrepreneurship inspires me to learn more about it	4.1871	.83314	278
Q.10	An entrepreneurial career will give me the freedom to have a unique career path as I will have unique and challenging work experiences	4.1475	.90915	278

The data on further analysis revealed a skewness of -0.880 indicating that the data was moderately asymmetrical and a kurtosis of 1.960 indicated the data had lighter tails meaning it was less than for a normal distribution.

4.4.5 Entrepreneurship education

The dependent variable entrepreneurship education had a total of 276 valid cases processed for analysis. This represented 96.2% of the total questionnaires collected. The entrepreneurship education scale was further analyzed to decide scale reliability in addition to finding out if the items therein were reliable for empirical analysis. The data revealed a Chronbach´s alpha of 76.3% thus indicating that the questionnaire was reliable to give empirical evidence. The data was further computed to reveal the strength and contribution of each item in the entrepreneurship education scale.

The data revealed that the seven items were instrumental to the scale as if any alteration by deletion occurred, the overall reliability would have reduced by as much as 6%; case in point being question 4. The seven items on computation, produced the following results on means and standard deviation. The results indicated that most respondents were clustered around agree on the 5 point likert scale. The standard deviation of also indicated that most responses were around the mean. Table 4.9 depicted the item by item descriptive statistics.

Table 4.9

Entrepreneurship Education Items Descriptives

	Item Statistics			
		Mean	Std. Deviation	N
Q.1	Entrepreneurs rule the world economy.	4.04	1.026	276
Q.2	One does not have to pursue a degree in entrepreneurship to be an entrepreneur	4.14	1.025	276
Q.3	Being taught entrepreneurship as a common course challenged me to see it as a possible career option	3.73	1.083	276
Q.4	Entrepreneurship education teaches one to gather the necessary resources to create wealth	3.98	1.037	276
Q.5	Entrepreneurship education helps to unlock personal entrepreneurial potential	4.25	.781	276
Q.6	Entrepreneurship is crucial for competitiveness of Kenya in the world economy	4.29	.847	276
Q.7	Entrepreneurship education is a useful course as it contributes to independent thinking and action	4.12	.995	276

The data was further analyzed based on the 284 sample population and revealed a sample mean of 4.07 and 0.628 as standard deviation. Further, the skewness of -2.81

showed the data was skewed to the left in comparison to a normal distribution and a kurtosis of -0.510 indicated that the data presented lighter probability tails.

4.4 Model Diagnostics

4.4.1 Normality Test

Normality tests are performed to show the frequency distribution of various values of the variable occurrence in a data set. The z-test that uses kurtosis and skewness was employed to evaluate if the research data had a normal distribution. A z-score for both skewness and kurtosis was computed using the following formulas

$$Z = \frac{Skew\ value}{SE_{skewness}}$$

$$Z = \frac{Excess\ Kurtosis}{SE_{excess\ kurtosis}}$$

The uniqueness with using Z scores is that critical values for rejecting null hypothesis are computed in accordance to sample size. The critical values for medium sized samples, that is $50 < n < 300$, at alpha level of 0.05, the absolute z-value to reject null hypothesis is 3.29.

On analysis, the results that depicted the data collected for three variables was not normally distributed, as shown by the skewness for self- actualization, at -9.606, scholarly ambition at -4.270, and entreprenology at -6.111. Kurtosis was at 8.836 for self-actualization and scholarly ambition at 3.4 on the other hand, kurtosis for entreprenology presented itself within the critical value at 1.672.

The variables job availability, field attractiveness and entrepreneurship education presented as normally distributed with skewness levels of -0.696, 2.048 and -1.937 respectively. The kurtosis was within range at -0.388 for job availability, 1.038 for field attractiveness and entrepreneurship education at -1.770. The table 4.10 shows this in detail

Table 4.10

Normality Test Using Z-Score

		Statistics					
		Self Actualization	Scholarly ambition	Job availability	Field attractiveness	Entrepreneurship	Entrepreneurship education
N	Valid	284	286	284	284	285	284
	Missing	3	1	3	3	2	3
Skewness		-1.393	-.615	-.101	.297	-.880	-.281
Std. Error of Skewness		.145	.144	.145	.145	.144	.145
Z Score (SES)		-9.606	-4.270	-0.696	2.048	-6.111	-1.937
Kurtosis		2.545	.976	-.112	.299	1.960	-.510
Std. Error of Kurtosis		.288	.287	.288	.288	.288	.288
Z Score (SKS)		8.836	3.400	-0.388	1.038	1.672	-1.770

The results were further presented in histograms to affirm that the data distribution for all variables analyzed. This is shown in the figures 3-8.

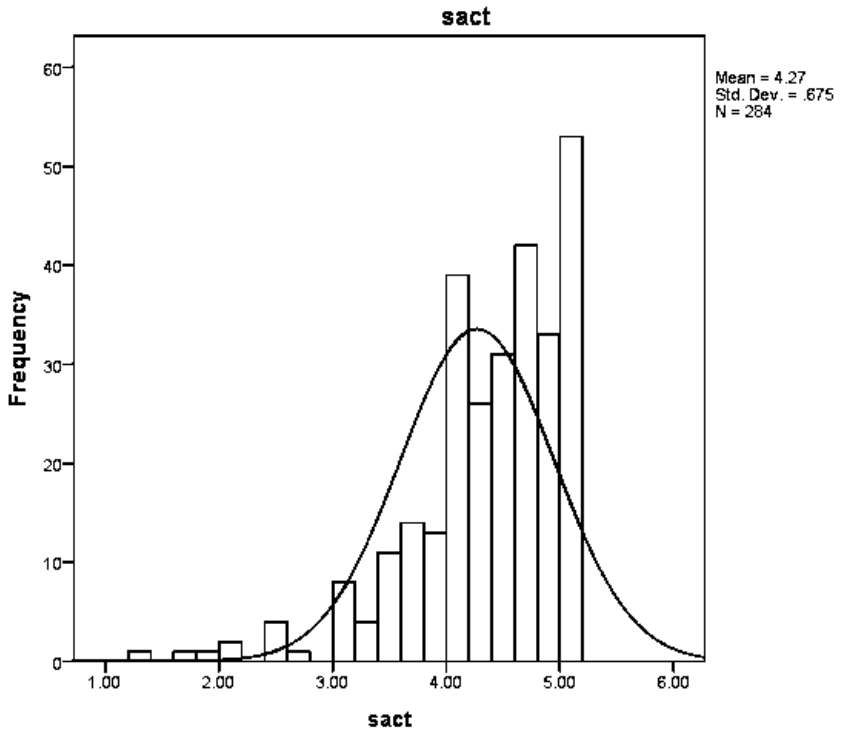

Figure 4. 1: Self-actualization Normality Histogram

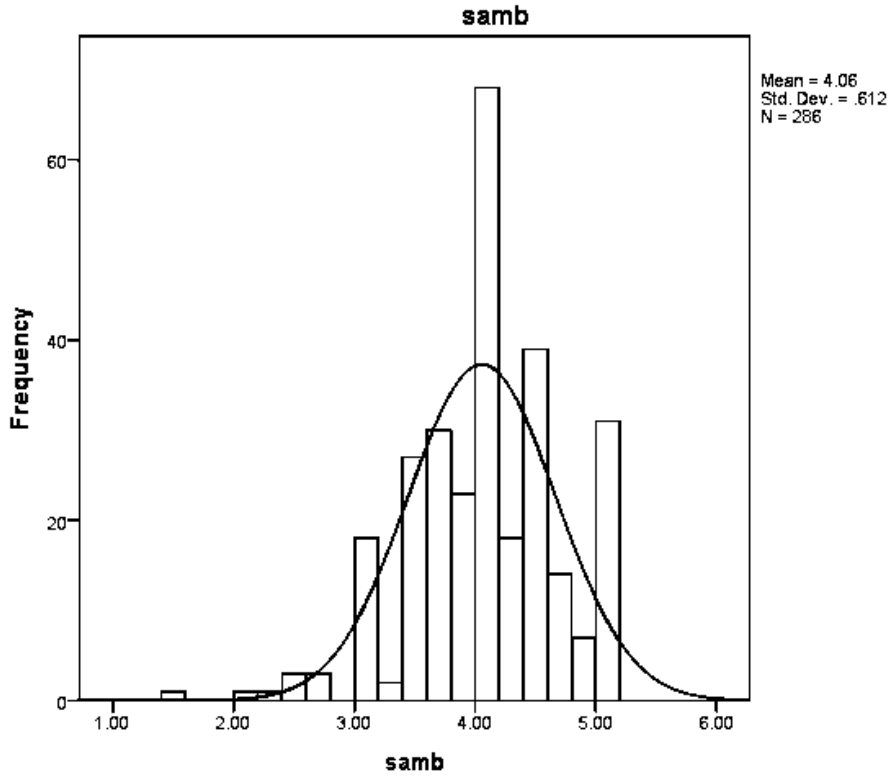

Figure 4. 2: Scholarly Ambition Normality Histogram

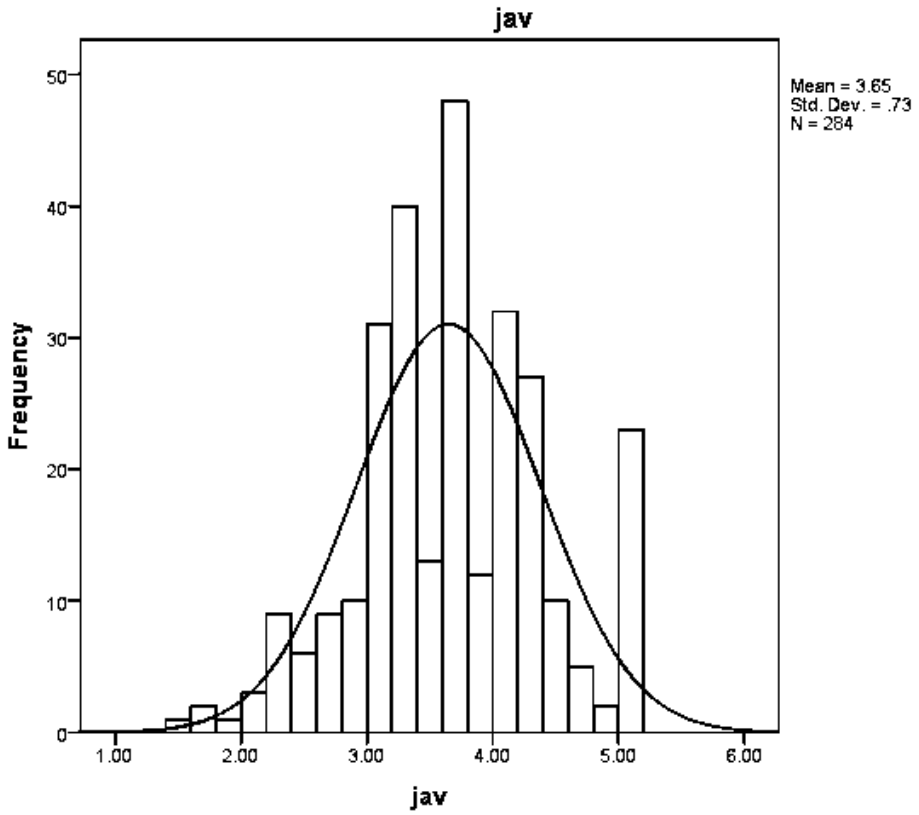

Figure 4. 3: Job Availability Normality Histogram

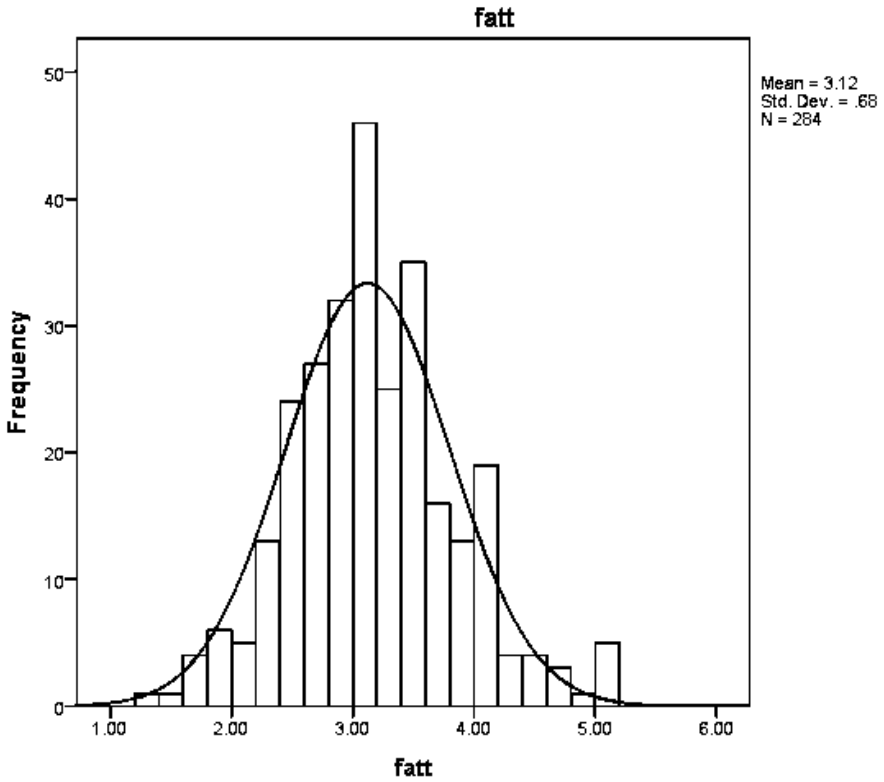

Figure 4. 4: Field Attractiveness Normality Histogram

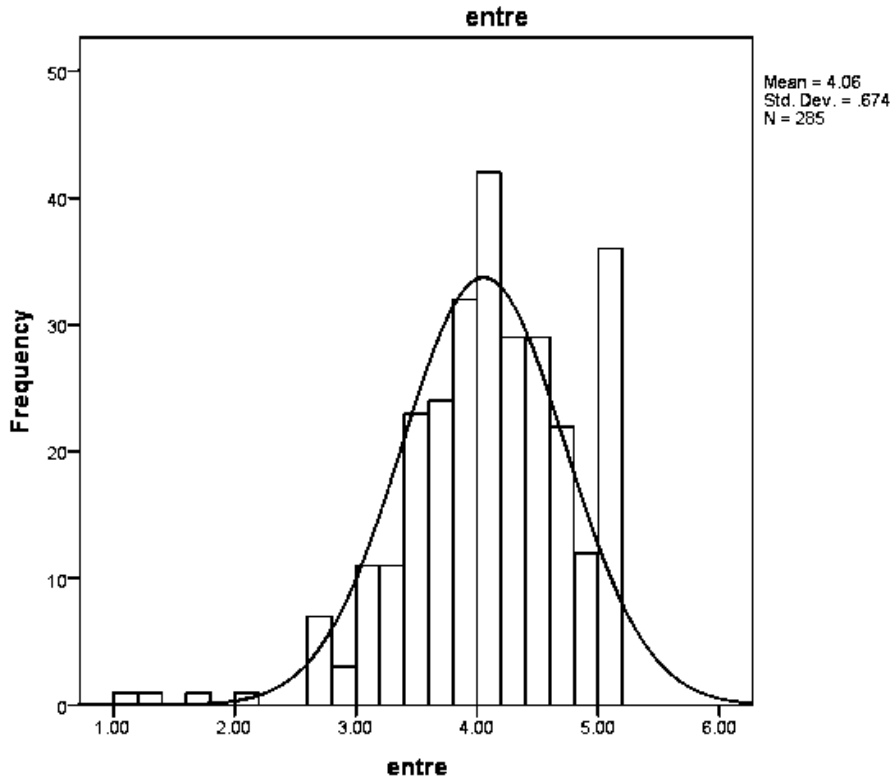

Figure 4. 5: Entreprenology Normality Histogram

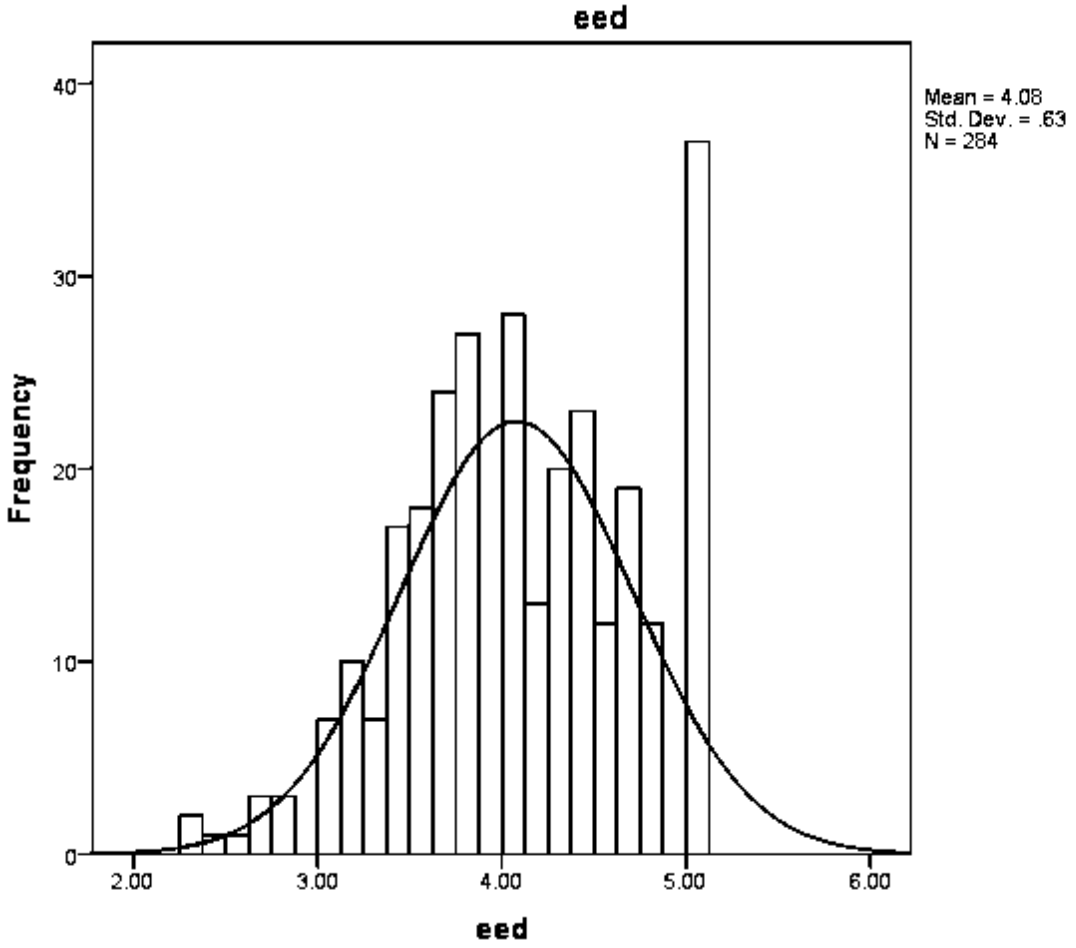

Figure 4. 6: Entrepreneurship Education Normality Histogram

The three variables that presented as non-normal were transformed using logarithms to base 10. On computation, the standard error of skewness (SES) and standard error of kurtosis (SKS) was calculated and revealed the Z Scores for Self-actualization, Scholarly ambition and entreprenology skewness as 2.937, -2.111 and -1.118 respectively and those for kurtosis at -1.197, -1.013 and -1.479 respectively. All the variables were under 3.29 cutoff as prescribed for 50>n<300 samples. This therefore allowed the data to be analyzed using parametric tests. The results are displayed in table 4.11 in detail

Table 4.11

Transformed Variables Normality Test

		Statistics		
		Self - actualization	Scholarly ambition	Entreprenology
N	Valid	284	286	285
	Missing	3	1	2
Skewness		.426	-.304	-.161
Std. Error of Skewness		.145	.144	.144
Z Score (SES)		2.937	-2.111	-1.118
Kurtosis		-.345	-.291	-.426
Std. Error of Kurtosis		.288	.287	.288
Z Score (SKS)		-1.197	-1.013	-1.479

4.4.2 Multicollinearity Test

In the event that a sample is deemed insufficient or poorly represents a population, more often than not, the information collected as data suffers from multicollinearity. While multicollinearity should not cause undue problems for researchers, it may lead to difficulty of interpreting multiple regression results (Kruher et al., 2012). According to Vatcheva et al. (2016) data results that are not identified and reported for multicollinearity, may end up having misleading result interpretations. The major issues linked to multicollinearity are biased and unstable standard errors hence having very unreliable p-values. The unstable P values therefore give impractical and weak interpretations for evaluating the statistical significance of independent variables.

Table 4.12

Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.331	.248		5.363	.000		
	Self-Actualization	.071	.055	.076	1.281	.201	.660	1.516
	Scholarly Ambition	.198	.076	.194	2.612	.009	.421	2.373
	Job Availability	.047	.064	.054	.728	.467	.418	2.393
	Field Attractiveness	-.012	.051	-.013	-.239	.811	.789	1.268
	Entreprenology	.375	.062	.401	6.053	.000	.529	1.890

In assessing multicollinearity, the most utilized methods the pairwise correlation coefficients amongst predictors and Variance Inflation Factor (VIF). There isn't general consensus as to the cut-off values for VIF. In detecting multicollinearity, the suggestions oscillate between VIF greater than 5 or VIF greater than 10. The data was tested for multicollinearity and yielded the results in table 4.12. The VIF statistic in table 4.12 shows that the variables did not have any multicollinearity as all the variables had a collinearity statistic of less than 10.

4.4.3 Heteroscedasticity

The Heteroscedasticity test is useful in determining whether the error terms of the variables in a study are normally distributed. The Breusch-Pagan test was performed

and the data revealed that there was no heteroscedasticity as and therefore allowed the data to be linearized during regression. The residuals from the original Ordinary Least Squares (OLS), having no adjustments to standard errors are how the Breusch-Pagan test arrives at the heteroscedastic values. The table 4.13 showed the results

Table 4.13

Breusch-Pagan and Koenker Test Statistics and Sig-values

	LM	Sig
Breusch-Pagan	11.542	.042
Koenker	9.985	.076

Null hypothesis: heteroskedasticity not present (homoskedasticity).
If sig-value less than 0.05, reject the null hypothesis.

The results revealed the $P<0.05$ at 0.042 therefore concluding the data is homoscedastic. The results were further depicted in a scatterplot that affirmed that the data did not suffer from heteroscedasticity as shown in figure 4.7.

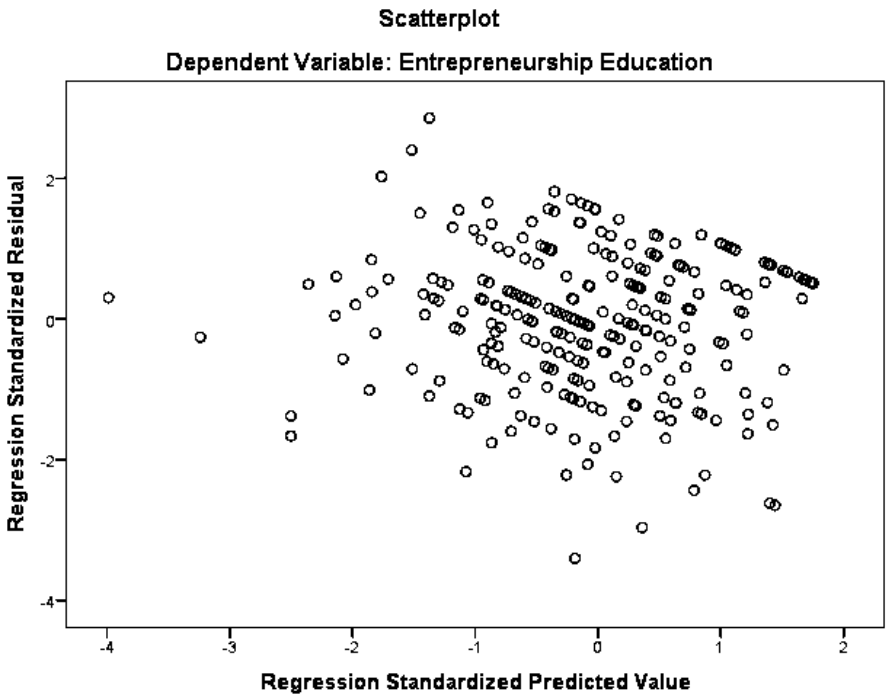

Figure 4. 7: Heteroscedasticity Results Scatter Plot

4.5 Relationship between Social Cognitive Career Predictors, Entreprenology and Entrepreneurship Education

A Pearson correlation test was performed to determine if the variables in the study had a linear relationship. The results indicated that all the variables were positively correlated with the strength of correlations moderate to strong as depicted in table 4.14.

To determine if there was correlation between self-actualization and entrepreneurship education specialization, on analysis, the results indicated a moderate positive relationship existed between the two variables. The relationship was also statistically significant ($p=0.339$, $N=282$, $P<0.01$) hence confirmation to reject the hypothesis that stated `self-actualization has no significant effect on entrepreneurship education specialization. `

Analysis to conclude whether relationship between scholarly ambition and entrepreneurship education specialization exists; the results showed a relationship that was moderate and positive. Furthermore it was found to have statistical significance ($p=0.485$, $N=284$, $P<0.01$) hence considerable confirmation to reject the hypothesis that stated ´scholarly ambition has no significant effect on entrepreneurship education specialization.´

To determine if a relationship between job availability and entrepreneurship education specialization existed, Pearson´s correlation analysis was performed. The results showed a moderate positive relationship between job availability and entrepreneurship education specialization. The results affirmed a statistical significance at ($p=0.470$, $N=283$, $P<0.01$). This therefore allowed the conclusion that job availability has a significant effect on entrepreneurship education specialization thus rejecting the null hypothesis that stated ´job availability has no significant effect on entrepreneurship education specialization.´

The correlation analysis to determine the relationship between field attractiveness and entrepreneurship education specialization and the results exposed that a weak but positive relationship between field attractiveness and entrepreneurship education specialization existed. It was also found to be statistically significant ($p=0.246$, $N=283$, $P<0.01$) hence a rejection of the null hypothesis that stated `field attractiveness has no significant effect on entrepreneurship education specialization.´

Table 4.14

Pearson Correlation Static among Variables

Correlations

		Self-Actualization	Scholarly Ambition	Job Availability	Field Attractiveness	Entrepreneurship	Entrepreneurship Education
Self-actualization	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	284					
Scholarly Ambition	Pearson Correlation	.592**	1				
	Sig. (2-tailed)	.000					
	N	284	286				
Job availability	Pearson Correlation	.300**	.618**	1			
	Sig. (2-tailed)	.000	.000				
	N	282	284	284			
Field Attractiveness	Pearson Correlation	.130*	.290**	.447**	1		
	Sig. (2-tailed)	.029	.000	.000			
	N	282	284	283	284		
Entrepreneurship	Pearson Correlation	.342**	.526**	.658**	.374**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	283	285	283	283	285	
Entrepreneurship Education	Pearson Correlation	.339**	.485**	.470**	.246**	.594**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	282	284	283	283	283	284

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

*. Correlation is significant at the 0.05 level (2-tailed).

To assess whether entreprenology and entrepreneurship education had a relationship, the Pearson correlation analysis test exposed a very strong positive connection between entreprenology and entrepreneurship education specialization. The relationship was found to have statistical significance at ($p=0.594$, $N=283$, $P<0.01$). This therefore confirmed to reject the null hypothesis that stated that `entreprenology has no significant effect on entrepreneurship education specialization.`

4.6 Influence of Social Cognitive Career Predictors on Entrepreneurship Education

Hierarchical regression analysis was performed to show the effect of the social cognitive career predictors on the dependent variable entrepreneurship education. Further, mediation was done on self-actualization and scholarly ambition by entreprenology to determine their effect on entrepreneurship education specialization.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y is a function of X_1, X_2, X_3, and X_4:

Y = Entrepreneurship education

β_0= Constant

$\beta_{1\ldots.4}$= Coefficients of the variables

X_1 = Self Actualization

X_2 = Scholarly ambition

X_3 = Job availability

X_4 = Field attractiveness

Ɛ= Error term

4.6.1 Effect of Self-Actualization on Entrepreneurship Education

Hierarchical regression analysis was done to ascertain the degree to which self-actualization affects entrepreneurship education. Self-actualization was established to satisfactorily explain entrepreneurship education. This was reinforced by coefficient of determination i.e. the R^2 of 12.9%. This shows that in the regression model, self-actualization explains 12.9% of the perceptions and attitudes towards entrepreneurship education specialization. Table 4.15 shows the computations in detail.

Table 4.15

Effect of Self-Actualization on Entrepreneurship Education Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359[a]	.129	.125	.589

a. Predictors: (Constant), Self-actualization

b. Dependent Variable: Entrepreneurship Education

The Pearson's Correlation statistic indicated there was a positive relationship and this was further affirmed by the results in the model. This also implied that 87.1% of the discrepancy in the entrepreneurship education variable is credited to additional variables not shown in the model. The deviation from the sample mean was 0.589 as shown by the standard error of the estimate of the regression line.

The analysis of the variance (ANOVA) showed that the model was statistically significant at alpha level of $p<0.05$ and an F (41.312) and t (-6.427). Further analysis revealed that self-actualization and entrepreneurship education have a negative but

significant relationship (t = -6.427, p=0.000). This inferred that a unit increase in self-actualization would lead to a decrease in preference for entrepreneurship education by 35.9%. Table 4.16 shows the summary of the analysis.

Table 4.16

Coefficients of Effects of Self-actualization on Entrepreneurship Education

Model		**Coefficients[a]**				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.390	.059		74.243	.000
	Self-actualization	-1.459	.227	-.359	-6.427	.000

a. Dependent Variable: Entrepreneurship education

The outcomes consequently display rejection of null hypothesis therefore meaning that Self-actualization has a significant influence on uptake of entrepreneurship education specialization. These findings agreed with those of Byundyugova and Kronienko (2015), Thompson et al. (2016), Urban (2007), Inda-Caro et al. (2016), Kaygin and Gulluce (2013) and Gavo (2014) who found that the amount of self-fulfillment is interconnected with particularities of motivation in professional activities and that person inputs are one of the greatest influencers of career choice and have a strong positive correlation with career choice.

4.6.2 Effect of Scholarly Ambition on Entrepreneurship Education

Analysis was done to find the level to which scholarly ambition affects uptake of entrepreneurship education specialization and the findings showed that Scholarly ambition was found to be satisfactory in explaining entrepreneurship education, as shown in table 4.17.

Table 4.17

Effect of Scholarly Ambition on Entrepreneurship Education Regression Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513[a]	.263	.261	.542

a. Predictors: (Constant), Scholarly ambition

The coefficient of determination i.e. the R square of 26.3% was found therefore showed that scholarly ambition explains 26.3% of the perceptions or opinions towards entrepreneurship education. The results meant that the model applied to link the relationship between scholarly ambition and entrepreneurship education. Hence, implied that 73.7% of the variances in entrepreneurship education was credited to additional variables not represented in the hierarchical regression model. The standard error of the estimate was 0.542 hence indicating the population mean deviated from the sample mean by that much.

The ANOVA results revealed a statistically significant model with an F statistic of 100.731 and the P=0.000 was less than the significance level of P<0.05; fully supported the claim. The t statistic of -10.036 pointed out that a negative but significant relationship between scholarly ambition and entrepreneurship education existed. This meant that a unit increase in scholarly ambition would result in a decrease the preference for entrepreneurship education by 51.3%. Table 4.18 shows the results in detail.

Table 4.18

Coefficients of Effect of Scholarly Ambition on Entrepreneurship Education

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.691	.069		68.070	.000
	Scholarly ambition	-2.299	.229	-.513	-10.036	.000

a. Dependent Variable: Entrepreneurship education

The results therefore showed that despite it being a negative or inverse relationship, it allowed to reject the null hypothesis; which meant that scholarstic ambition has a significant influence on the uptake of entrepreneurship education as a specialization.

The results were in agreement with Dickson et al. (2017), Kim and Seo (2014), Conklin et al. (2013), Neto (2015), Iluga et al. (2014), Sahut et al. (2014), Kaygin and Gulluce (2013) who found that personal determination facilitates the pursuit of goals. Individual goals indeed provide motivation to pursue a career and pursue it successfully. In addition to goals providing motivation, determination and strength in choosing a career path, they also stimulate involvement in the entrepreneurial process.

4.6.3 Effect of Job Availability on Entrepreneurship Education

Further enquiry using hierarchical regression to establish the degree to which job availability affects entrepreneurship education specialization, revealed outcomes that offered the fit of job availability in the model as shown in table 4.19.

Table 4.19

Effect of Job Availability on Entrepreneurship Education Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.470[a]	.221	.218	.558

a. Predictors: (Constant), Job Availability

b. Dependent Variable: Entrepreneurship Education

Job availability was found to satisfactorily explain entrepreneurship education and this was supported by R^2 of 22.1%. This shows job availability explained 22.1% of the model that linked the relationship between job availability and entrepreneurship education hence 77.9% of the variances in the dependent variable was by other variables absent in this model.

The analysis of variance showed the variable was statistically significant as shown by the F statistic of 79.783 and $P<0.05$. The findings implied that job availability is a good predictor of entrepreneurship education. The results in table 4.20 exposed that job availability and entrepreneurship education are significantly and positively correlated with $t = 8.932$ and $p=0.000$. This therefore indicated that a unit increase in job availability would lead to increase in preference for entrepreneurship education by 0.47 or 47%. The results showed a rejection of the null hypothesis therefore job availability has a significant effect on entrepreneurship education specialization.

Table 4.20

Coefficients of Effect of Job Availability on Entrepreneurship Education

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.598	.169		15.369	.000
Job Availability	.406	.045	.470	8.932	.000

a. Dependent Variable: Entrepreneurship Education

These findings agree with those of Kochung and Migunde (2011), Conklin et al. (2012), which found that affective commitment to area of specialization highly correlates to outcome expectations and that outcome expectations contributes greatly in determining career choices. The findings of Inda-Caro et al. (2016) and Alexander et al. (2016) refute the findings of this study as they found that there was no significant effect and correlation between outcome expectations and career choices. This contradiction in findings may be attributed to the difference in the social cultural contexts in which this study was undertaken.

4.6.4 Effect of Field Attractiveness on Entrepreneurship Education

To ascertain the extent to which field attractiveness has an effect on entrepreneurship education, on hierarchically regressing and analyzing the data, the findings were as follows. The results in the table 4.21 presented the contribution of variation in the model by field attractiveness.

Table 4.21

Effect of Field Attractiveness on Entrepreneurship Education Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.246[a]	.061	.057	.611

a. Predictors: (Constant), Field Attractiveness

b. Dependent Variable: Entrepreneurship Education

Field attractiveness was found to be a predictor of entrepreneurship education and this was reinforced by an R^2 square of 6.1%. This indicated that field attractiveness explained 6.1% of the variations in perceptions and attitudes towards entrepreneurship education specialization. The results meant that the model affirmed the link in the relationship as well as implied that 93.9% of the variances in the dependent variable were credited to other variables that can explain attitudes and perceptions towards entrepreneurship education.

The Analysis of variance computations indicated that the model was statistically important. This was further affirmed by the F statistic of 18.118 and $P<0.05$.

The findings on further analysis implied that field attractiveness is a good predictor of entrepreneurship education as this was supported by t of 4.257 which was significant at alpha of $p<0.05$. The analyzed data further affirmed that field attractiveness and entrepreneurship education had a significant and positive relationship. As shown in table 4.22, on carrying out a 2 tailed significance test, the relationship was further affirmed as $p = 0.000$ found, was less than the set P value of

< 0.05. This inferred that a unit increase in field attractiveness would lead to increase in preference for entrepreneurship education by 0.246 or 24.6%.

Table 4.22

Coefficients of Effect of Field Attractiveness on Entrepreneurship Education

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.366	.171		19.715	.000
	Field Attractiveness	.227	.053	.246	4.257	.000

a. Dependent Variable: Entrepreneurship Education

The null hypothesis being examined `Field attractiveness has no significant effect on entrepreneurship education specialization was rejected` for the outcomes indicated that field attractiveness has a significant effect on entrepreneurship education specialization among university students in Kenya.

These findings are in agreement with Ketter and Afsten (2015), Malebana (2014), Hessels et al. (2008), Inda-Caro et al. (2016) and Olson (2014) whose findings reiterated that entrepreneurial self-efficacy (ESE) is influenced by environment. The studies reiterated that secondary or vicarious experiences have an affirmative influence on pursuit of entrepreneurship. Further, self-efficacy which is gained through practical experience as well as contextual affordances and supports indeed influence career choices. The influence of role models and significant others in career choices is evidenced especially in pursuit of entrepreneurial careers.

4.6.5 Mediated Effect of Self-actualization by Entreprenology on Entrepreneurship Education

The direct relationship between entreprenology and entrepreneurship education was first analyzed through simple regression. The results indicated a coefficient of determination of 35.9% which indicated that entreprenology was significant in explaining 35.9% of the perceptions that influence uptake of entrepreneurship education specialization. The model summary is shown in table 4.23.

Table 4.23

Effect of Entreprenology on Entrepreneurship Education Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599[a]	.359	.356	.50470

a. Predictors: (Constant), Entreprenology

The ANOVA results showed that the model was fit with F at 157.132 at p= 0.000. Further analysis indicated that entreprenology has a significant but negative relationship with entrepreneurship education as shown by t= -12.535, p=0.000. This therefore meant that a unit increase in entreprenology would result in a decrease in preference for entrepreneurship education by 59.9%. Table 4.24 shows the coefficients results in detail.

Table 4.24

Coefficients of Effect of Entreprenology on Entrepreneurship Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.730	.060		78.599	.000
	Entreprenology	-2.486	.198	-.599	-12.535	.000

a. Dependent Variable: Entrepreneurship education

The mediating effect of entreprenology on the relationship between self-actualization and entrepreneurship education was then analyzed. The direct association between self-actualization and entreprenology was revealed to be significant and positive. On analysis, the coefficient of determination for Self-actualization was found to influence entreprenology by 17.5%. Analysis of variance indicated the model was statistically significant and fit at F 59.519 and p = 0.000. Computation of coefficients showed a statistically significant and positive correlation with t at 7.715 and p = 0.000, as shown in table 4.25.

Table 4.25

Coefficients of Effect of Self-actualization on Entreprenology

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.176	.014		12.775	.000
	Self-actualization	.409	.053	.418	7.715	.000

a. Dependent Variable: Entreprenology

This further allowed the conclusion that a unit increase in self-actualization will lead to an increase in entreprenology by 41.8%. The regression analysis revealed the collective influence of self-actualization and entreprenology on perceptions towards entrepreneurship education specialization was 36.8%.

The ANOVA analysis showed the model was significant at $p<0.05$ and F at 80.864. Coefficients for the relationship between self-actualization, entreprenology and entrepreneurship education were significant at $p<0.05$, as shown in detail in table 4.26. The negative t statistic for self-actualization at -2.423 and entreprenology at -10.325 indicated a statistically significant ($p= 0.000$) and inverse relationship to entrepreneurship education.

Table 4.26

Coefficients of Mediated Self-actualization on Entrepreneurship Education

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.780	.063		75.279	.000
	Self-actualization	-.517	.214	-.127	-2.423	.016
	Entreprenology	-2.254	.218	-.542	-10.325	.000

a. Dependent Variable: Entrepreneurship education

The coefficients to determine the mediating effect of entreprenology, focused on the direct correlation between self-actualization and entrepreneurship education which was -0. 127. The direct relationship between self-actualization and entreprenology which was 0.418; and finally the relationship between self-actualization, entreprenology and entrepreneurship education which was -0. 542.

Originally, the direct relationship between self- actualization and entrepreneurship education was negative but significant as a unit increase in self-actualization resulted in a decrease in uptake of entrepreneurship education by 35.9%. On computation of the mediating effect, entreprenology was found to have a full mediating effect on self-actualization as it positively increased the overall propensity to the uptake of entrepreneurship education to 22.6%. Hence, despite the inverse relationship between self-actualization and entrepreneurship education, entreprenology improved it by 13.3%. This therefore allowed rejecting the null hypothesis which stated ´Entreprenology has no significant mediating effect on the relationship between self-actualization and entrepreneurship education specialization.`

4.6.7 Mediated Effect of Scholarly Ambition by Entreprenology on Entrepreneurship Education

To determine the mediation effect on scholarly ambition by entreprenology on entrepreneurship education, a regression analysis was done first to determine the correlation between scholarly ambition and entreprenology. The findings were illustrated in table 4.27 in detail.

Table 4.27

Scholarly Ambition and Entreprenology Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.613[a]	.376	.373	.11996

a. Predictors: (Constant), Scholarly ambition

The results indicated that scholarly ambition contributed to 37.6% of the constructs or elements of entreprenology. This implied that 62.4% of the variation in

entreprenology could be attributed to other variables absent from the model. The analysis of variance indicated that the model was fit at P<0.05 with an F statistic at 170.265.

Table 4.28

Coefficients of Scholarly Ambition on Entreprenology

Model		Coefficients[a]			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.086	.015		5.598	.000
	Scholarly ambition	.663	.051	.613	13.049	.000

a. Dependent Variable: Entreprenology

Further analysis indicated a significant and positive correlation between scholarly ambition and entreprenology, as indicated by the t statistic at 13.049 and p = 0.000. The coefficient results indicated that a unit increase in scholarly ambition would result in a 61.3% change in entreprenology. The coefficients summary is shown in table 4.28.

Further analysis was done to determine the mediating effect of entreprenology on the relationship between scholarly ambition and entrepreneurship education. Using a simple linear regression, it was revealed the coefficient of determination was 39.1%. This indicated that scholarly ambition and entreprenology accounted for 39.1% of perceptions towards uptake of entrepreneurship education among undergraduates in Kenyan universities. The results were as shown in table 4.29.

Table 4.29

Mediated Scholarly Ambition on Entrepreneurship Education Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625[a]	.391	.387	.49261

a. Predictors: (Constant), Entreprenology, scholarly ambition

Computation of the analysis of variance revealed that the model was significant at alpha level $p<0.05$ and F statistic at 89.950. The coefficients revealed that both variables had a statistically significant ($p = 0.000$) and an inverse relationship with entrepreneurship education as evidenced by the t statistics, scholarly ambition at -3.868 and entreprenology at -7.813. The results were as shown in table 4.30.

Table 4.30

Coefficients of Mediated Effect of Scholarly Ambition by Entreprenology on Entrepreneurship Education

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.852	.067		72.845	.000
	Scholarly ambition	-1.023	.264	-.228	-3.868	.000
	Entreprenology	-1.909	.244	-.460	-7.813	.000

a. Dependent Variable: Entrepreneurship education

The direct relationship between scholarly ambition and entrepreneurship revealed a coefficient of -0.513; coefficient for the direct relationship between scholarly ambition and entreprenology was 0.613 and the coefficient for relationship between

scholarly ambition, entreprenology and entrepreneurship education was -0.460. On computation, the mediated scholarly ambition effect on entrepreneurship was -0.2819. This meant that entreprenology had a full mediating effect on scholarly ambition as originally, a unit increase in scholarly ambition would have resulted in a decrease in uptake of entrepreneurship education specialization by 51.3%.

On mediation, the inverse relationship was still evident however the decrease in uptake was halved to 28.19%. This allowed the conclusion that entreprenology had a positive effect on scholarly ambition as evidenced by the increase in positive perception towards entrepreneurship education by 23.11%. The findings hence allowed to reject the null hypothesis that stated ´Entreprenology has no significant mediating effect on the relationship between scholarly ambition and entrepreneurship education specialization.´

The findings in this study indicate that entreprenology has a significant effect on the correlation between intrinsically motivated social cognitive career predictors and entrepreneurship education. This therefore challenges the premise that entrepreneurship is seen as starting a business rather than a possible career. The findings revealed that when heterogeneous and complexity of the entrepreneurship phenomenon is unpacked and expounded; it was seen to have a positive effect in promoting affection, cognition and conations towards entrepreneurship education as a specialization and a possible career choice. The findings support the notion that Africa still practices need based entrepreneurship as most students are still mystified by entrepreneurship as a phenomenon as well as its overall contribution in personal contexts.

These findings on the mediating effect of entreprenology on self-actualization and scholarly ambition agrees with literature review that despite the unanimous conclusions that entrepreneurship struggles to gain academic legitimacy at a moral, pedagogical and theoretical level; the rapid evolutions of entrepreneurial teaching and learning with a criticism of theoretical models have been found to favor intellectual academic understanding, over applied first-hand approaches thus increasing research interests.

4.6.8 Hierarchical Regression model analysis

The independent variables were modeled as a whole to determine the overall effect of the predictor variables on entrepreneurship education. The multiple regression revealed the variables contributed to variations in perceptions towards entrepreneurship education among undergraduate students. The model summary was as shown in table 4.31.

Table 4.31

Social Cognitive Career Predictors Hierarchical Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543[a]	.294	.284	.53299

a. Predictors: (Constant), Self-actualization, , Job availability, Scholarly ambition Field attractiveness

As shown in table 4.31, the data revealed the model with an R^2 of 29.4%. This showed that the social cognitive career predictors as a unit explained 29.4% of the attitudes and perceptions influencing choice of entrepreneurship as a specialization.

The ANOVA revealed the model as statistically significant with a $P<0.05$ and an F statistic of 28.682. Consequently, allowed the conclusion that the model was fit for

analysis. Further analysis, as shown in table 4.32, revealed that when self-actualization was pooled with the other variables, it was statistically insignificant with p= 0.125 and had an inverse relationship with entrepreneurship education as evidenced by t = -1.539. The coefficients indicated that a unit increase in self-actualization would have resulted in a decrease in uptake of entrepreneurship education specialization by 9.9%. Scholarly ambition was statistically significant with p = 0.000 and maintained the inverse relationship with entrepreneurship education at t = -0.3591. This allowed the conclusion that a unit increase in scholarly ambition would have resulted in a decrease in uptake of entrepreneurship education by 28.4%.

Table 4.32

Coefficients of Social Cognitive Career Predictors

Model		**Coefficients[a]**				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.683	.287		12.853	.000
	Self-actualization	-.401	.261	-.099	-1.539	.125
	Scholarly ambition	-1.285	.358	-.284	-3.591	.000
	Job availability	.202	.061	.234	3.341	.001
	Field attractiveness	.028	.052	.030	.525	.600

a. Dependent Variable: Entrepreneurship education

The variable job availability was established to have a statistically positive and significant relationship with entrepreneurship education as evidenced by t=3.341, p=0.001. This signified that a unit increase in job availability would have increased the uptake of entrepreneurship as a specialization by 23.4%. Field attractiveness on

the other hand was seen to have a statistically insignificant relationship with p=0.600, above the set alpha of p<0.05. The t statistic indicated a positive relationship at 0.525 revealing that a unit increase in field attractiveness would have brought about an upsurge in the uptake of entrepreneurship education by 3%.

4.6.9 Intrinsic variables hierarchical analysis

Additional examination on the intrinsic variables, namely self-actualization and scholarly ambition was done and the data presented the following results. Intrinsic variables were found to significantly explain variations in attitude and perceptions towards entrepreneurship education specialization, as shown in table 4.33

Table 4.33

Intrinsic Variables Hierarchical Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513[a]	.263	.258	.54295

a. Predictors: (Constant), Self-actualization, Scholarly ambition

The results indicated that self-actualization and scholarly ambition accounted for 26.3% variance in the model. The ANOVA computation showed that the intrinsic variables were statistically significant as shown by the P<0.05 and an F of 49.782. The coefficients showed in table 4.34 revealed that self-actualization was statistically insignificant with P at 0.23 which is greater than the alpha level of P<0.05. Scholarly ambition was statistically significant at P<0.05.

Table 4.34

Coefficients of Intrinsic Variables

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.700	.070		67.452	.000
	Self-actualization	-.311	.264	-.076	-1.179	.239
	Scholarly ambition	-2.078	.291	-.463	-7.134	.000

a. Dependent Variable: Entrepreneurship education

When combined in a model, the effect of the intrinsic variables on entrepreneurship education was found to be inverse, with self-actualization and scholarly ambition having t statistics at -1.179 and -7.134 respectively. Data revealed that uptake of entrepreneurship would have been reduced by a unit increase in self-actualization by 7.6% while scholarly ambition by 46.3%.

4.6.10 Extrinsic variables hierarchical analysis

The extrinsic variables Field attractiveness and Job availability were modeled and the results indicated that they accounted for 21.8% of the model. Table 4.35 shows the model summary in detail.

Table 4.35

Extrinsic Variables Hierarchical Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.467[a]	.218	.213	.559

a. Predictors: (Constant), Field Attractiveness, Job Availability

Analysis of variance showed that job availability and field attractiveness were significant in the model as their P <0.05 and F was 38.943. Additional analysis of the data revealed that both job availability and field attractiveness had a positive relationship with entrepreneurship education as evidenced by t statistic at 7.507 and 0.797 respectively. Table 4.36 showed this in detail.

Table 4.36

Coefficients of Extrinsic Variables

Model		**Coefficients[a]**				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.540	.191		13.279	.000
	Job availability	.384	.051	.444	7.507	.000
	Field attractiveness	.044	.055	.047	.797	.426

a. Dependent Variable: Entrepreneurship education

It was evident that job availability was statistically significant at p = 0.000 whilst field attractiveness was insignificant in the model with p = 0.426. In summary, the data indicated that the overall effect of job availability on entrepreneurship education was positive and a unit increase in job availability would have resulted to preference of entrepreneurship education specialization by 44.4%. Though insignificant in this model, a unit increase in field attractiveness would have resulted in an increased uptake of entrepreneurship education by 4.4%.

In conclusion, the intrinsically motivated social cognitive predictors; self-actualization and scholarly ambition had an inverse relationship with entrepreneurship education. They affected the preference to uptake of

entrepreneurship education negatively by 35.9% and 51.3% respectively. Entreprenology as a mediator was found to have a positive mediating influence on intrinsic variables. It improved the consideration in uptake of entrepreneurship by 13.3% and 22.8% for self-actualization and scholarly ambition respectively. On mediation, the two variables still maintained the inverse relationship with entrepreneurship education.

Job availability and field attractiveness positively influenced the uptake of entrepreneurship education specialization by 47% and 24.6%. However, whereas the effects of scholarly ambition and job availability were found to be statistically significant to the model fit ($p<0.05$); the effects of self-actualization and field attractiveness were not significant to the overall model fit. The independent variables were found to explain 67.4% of variations that influence perceptions towards entrepreneurship as a career.

4.7 Discussion of Findings

Izedonmi and Okafor (2010) exposed that giving students access to knowledge on entrepreneurship had a progressive effect on entrepreneurial ambitions. It could however not ascertain whether these entrepreneurial intentions remained the same after graduation. Kalyoncuoglu et al. (2017) conducted an experimental study to determine the influence of entrepreneurial education on students intents and finally actions to set up the business showed that those who had access scored higher on action, innovation, determination, family support and perseverance. On the other hand the control group did not exhibit any remarkable changes both in general intents to be entrepreneurs as well as in each element of entrepreneurial intention. Similar results have been observed by Ebewo et al. (2017).

On the contrary, Oosterbeek et al. (2010) stated that learners at the tertiary level who took part in entrepreneurial education had a low desire to begin enterprises since the education negatively influenced their intentions to act entrepreneurially. Also, McLarty (2005) established that of the 39 students who took part in the research in UK, felt they were inadequately prepared to establish own enterprises as the entrepreneurship education program they had participated in had insufficiently equipped them to build a new business. This research investigated the connection shared by social cognitive career factors and area of specialization and career choice and came to the conclusion that a statistically significant correlation exists between social cognitive career factors and entrepreneurship education specialization.

Whereas there are such conflicting findings from these different researches none of them was intended to describe the factors that determine student choice of entrepreneurship education specialization. According to the results of the research several conclusions can be made about the effect of social cognitive career predictors on entrepreneurship education specialization. Rogers and Creed, (2009) investigated the predictors of career decisions, measured or quantified as career planning and career exploration and found out that goals and self-efficacy anticipated career planning and exploration through the entire sample. It was however recommended that the SCCT model be tested on a population with different social cultural characteristics.

Lent et al. (2008) tested the fit of the choice model found in the SCCT, towards a unifying social cognitive theory of academic and career interests, performance and choices to the data across type of university, gender and educational level among

students in varied disciplines in computing. The choice model produced a yielded an acceptable data fit across each of the variables used in grouping. It was however recommended that the SCCT model be tested on a population with different social cultural characteristics.

The study by Rajabi et al. (2012) sought to find the relationship between SCCT factors of self-efficacy, outcome expectations and exploratory plans and occupation choice making. They found significant relationships between these factors and career decision-making intentions. However studies need to be conducted in a cross-cultural setting and on students interested in a different line of specialization so as to draw rational generalizations.

A similar study was conducted by Carrico and Tendhar (2012) among engineering students in the PRODUCED program (an outreach of the University of Virginia). It tested the effect of goals, self-efficacy, interests and outcome expectations on participants' motivation to pursue careers and degrees in engineering. The study revealed that all of the regression expectations were fulfilled. It was nevertheless considered prudent to consider a larger sample size, a cross-cultural setting and students in a different area of specialization.

Similarly Mueller et al. (2015) tested an adapted model of SCCT to discover the effect of interests, outcome expectations and self-efficacy on career intentions of middle-scholars. The study revealed that family supports, subject motivation, interests and expected outcomes were important in predicting career intents, whilst self-efficacy was found to be of no significance. It was suggested that further study

on SCCT predictors and contextual factors be conducted in a cross-cultural setting and on students already pursuing different career paths.

Sung and Connor (2017) Investigated Social-cognitive predictors of vocational outcomes in transition youth with epilepsy and found out that tenets of the SCCT were key predictors of epileptic youth and young adults in work participation. The study however required that SCCT be applied in a cross-cultural setting as well as use of a more representative sample size so as to enable generalization of the findings.

Dickson et al. (2017) looked into the relevance of the Social Cognitive Career Theory for Americans with an African descent; with the main concepts defined along the RIASEC themes propagated by Holland (1985) as well as the part played by particular learning experiences like performance undertakings, indirect or second hand learning experiences and vocalized encouragement; in the creation of parallel outcome expectations and self-efficacy. The findings showed that support in part for the correlation between learning experiences with expected outcomes and self-efficacy. It is however required that a different social-cultural setting be used to test the hypothesized relations.

Gitau (2016) sought to find factors influencing choices in careers within the context of hospitality undergraduate students while incorporating the influence of internship experiences. The study found out that among the significant predictors positive and negative internship experiences, individual background factors, career outcome expectations and gender. Positive internship experiences were found to be extremely important. The study however cautioned against generalizing the results across other

institutions courses and academic years and recommended that a comparative study be carried out across various academic levels like diploma and certificate among students in 1st, 2nd and 3rd year. This would offer a wider understanding for forming overviews concerning students of hospitality and making career decisions. The study was also not able to capture the effect of other SCCT factors like self-actualization, personal goals, contextual supports and barriers on career intentions. The current study therefore seeks to include these factors in its investigation.

A study by Usher and Pajares (2006) sought to hypothesize grounds of self-efficacy beliefs among students in grade 6. The results specified that for both boys and girls, self-efficacy beliefs were propagated by mastery experiences, psychological states and invitations for the sample of 468 students. The girls were propelled further by Social persuasions. A distinction was noticed where the African American students were concerned, self-efficacy was driven mainly by social persuasions, mastery experiences and invitations whilst the white students were mainly driven by invitations followed by the other bases of self-efficacy hypothesized in the study.

This study applied the Social Cognitive Career Theory (SCCT) to study whether self-actualization (person inputs), scholastic ambition (goals), Job availability (expected outcomes) and field attractiveness (contextual barriers and supports) affected the selection of entrepreneurship education as a specialization among university students in Kenya. This is a different socio-cultural setting and subject choice of field of specialization from previous research populations. The study also used more sophisticated sampling techniques to allow for realistic generalization.

4.7.1 Self-Actualization

Self-actualization is the most complex of needs among the classification of needs as classified by Maslow in his 1943 paper "A Theory of Human Motivation". It is at the apex of his pyramid of needs. According to Maslow our actions are driven by the desire to attain certain needs. Self-actualization is the most ultimate need that people desire to meet after all the other basic needs are met. It is the need that people have to achieve their full potential as human beings. Self-actualization needs encourage innovation in the society so as to improve living standards. It serves as a critical incentive for creativity, which is a key pillar of entrepreneurship. Creativity is a trait of a self-actualized individual, who chooses an occupation in which they can comfortable express their creativity.

Person input variables have been interconnected to career specialization. Inda-Caro et al. (2016) sought to find out, among others, the comparative input of personal variables, like gender-role attitudes and emotional state, to students' interest in technology among Spanish high school students. The results computed through path analysis affirmed the efficacy of SCCT, indicating that perceived self-efficacy does affect students' interest in technology. The results revealed that indeed gender-role attitudes determined interests in technology. The study however focused on students in secondary or high school in a different socio-cultural setting and the results would probably be different if the same was applied to university students specializing in entrepreneurship education in Kenya.

Byundyugova and Kronienko (2015) established a link between self-fulfillment, professional activities and motivation peculiarities. They deduced that, though not in

all cases, there is a link between self-fulfillment (person input) and achievements in professional activities. Their research was however qualitative based on theoretical arguments which are subject to individual biases and contextual issues rather than a quantitative empirical process which tests the validity of the findings. It was also conducted in a different cultural context thus cannot be wholly applied to concluding about the cultural spectrum of the populace in question in this study. This research however looked to establish empirically the influences of person inputs (self-actualization) on entrepreneurship education specialization among undergraduate university students in Kenya.

In a study seeking to establish the actuality of the relationship between choice of career and individual values, Kaygin and Gulluce (2013) observed that there is a substantial effect of individual values on career choice amongst students of a Turkish university. The research employed empirical methods in analyzing the responses from university student. It can therefore provide a relevant reference for the current study however parallels can only be drawn with the assumption that the socio cultural background of the study participants is similar to that of the respondents in this research. The career choice specializations of the population in their study were broad while that of those in this research is specific to entrepreneurship education specialization among university students in Kenya.

Alexander et al. (2010) sought to identify factors affecting occupational path chosen among different groups of university students intending to major in computer-related course. The study employed quantitative methods of analysis and found out that, among other factors, self-efficacy does not affect career choice among students in this discipline. In contrast to this research the South African study cannot be used to

establish fact for the current study as it used slightly different research methods. The field of career in question was also different from that of our current study making it necessary to research in the context fitting of entrepreneurship education specialization.

Gavo (2014) seeking to consider the strategic determinants that influence career choices among university students in Kenya. The study was specific to one Kenyan university i.e. United States International University. The research design adopted was descriptive which resulted in the conclusion that, among other factors, personality influenced students´ career choices in Kenyan Universities. Though this research was conducted in a similar social cultural background and similar research methodology used it only focused on one university and, at the same time different field of specialization leading to the conclusion that a different result may be observed if we focused entrepreneurship education in various universities. Gavo's study also considered personality as a factor which is only one aspect of self-actualization and can therefore not be conclusive for the research question at hand.

Self-actualization issues include identity, culture, social capital, personality and motivation. This study therefore investigated the effect of self-actualization on the uptake of entrepreneurship education specialization and established that a positive, strong and statistically significant relationship existed.

4.7.2 Scholarly Ambition

Ambition is a strong desire to achieve something. Career choice, like other human behavior, is mostly directed by goals and the need to achieve success in life. The content as well as the process of goals is important in satisfying both intrinsic and

extrinsic needs. Scholarly ambition is a key stage in the achievement of one's goals. It is an innate motivator in one's decision making system, for example in career choices where it acts as a regulation system. It is a vocational skill that allows us to investigate a person's ability to use his/her mental abilities when pursuing a target (Gulluce, 2013).

Scholarly ambition involves intellectual mechanism critical to making choices and plans on how to attain certain objectives. A goal is achieved due to an individual's ambition to attain it despite restrictions that may exist in a given environment. Scholarly ambition offers the foundation for motivation, resolve, and tenacity when it comes to occupation decision making process.

Scholarly ambition drives intent. Without it, it would be extremely difficult for a person to make decisions pertaining to career since self-determination rests on the fact that the interest in learning is innate. Scholarly ambition is positively linked to the career planning process, because it not only affects decision making but also a person's resolve to actually succeed in the chosen field (Sahut et al., 2014). Past studies have linked career choice with personal goals, influence of role models, specialization fit, emotional identification as well as peer influence. It has however been suggested that these factors should be closely examined to find out whether they affect choice of career (Conklin et al., 2013).

Kim and Seo (2014) investigated the pertinence of social cognitive career theory by examining the relationships connection shared by major choice goals and academic interests in South Korean Engineering Students. The results revealed a satisfactory fit to the full sample on academic interest and goals in choosing majors. The study

however focused on engineering students which would probably yield different results if it was applied to entrepreneurship students in a different socio-cultural setting.

Wanyama (2009) employed both qualitative and quantitative methods to determine, among other factors, whether peer influence affected student career choices among students in Kisii central district of Kenya, specifically in private secondary schools. His research drew the conclusions that peer pressure affected students in regards to career choices. However this study cannot be wholly used to draw conclusions to our research because it focused on high scholars who are at a lesser stage of maturity and thus lower ability of objective decision-making as compared to those in universities and tertiary institutions. Furthermore the study only covered one aspect of scholarly ambition namely peer influence. Consequently, the intention of this study was to study the effect of scholarly ambition, in whole, on entrepreneurship education specialization.

Mesa (2013) sought to discover if among other factors, career guidance and role modeling inclined career aspirations for the girls in public secondary schools in Nyamira north district, Kenya. According to Mesa (2013) career guidance, role modeling, curriculum design and sources of career information influence scholarly ambition and hence affect career choices. The study employed qualitative methods and found out that both career guidance and role modeling had influence on student career choices. The study however has limitation with respect to the case at hand as it focused on secondary school student of the female gender only. It also focused on

one region of the country only. Furthermore the research method was qualitative and therefore depended on non-quantifiable data.

This study sought to focus on choice of entrepreneurship as a career among university student and uses quantitative research methods. It reveals that there is a strong link between student choice of career especially in entrepreneurship education specialization and scholarly ambition which involves personal goals, influence of role models, specialization fit and emotional fit.

4.7.3 Job Availability

Jobs determine how we view ourselves in terms of self-worth and self-image and also act as our base of survival economically. They consume a large proportion of our psychological and physical energy and determine our social existence including status, lifestyle, associations, residence attitudes and opinions. The importance of deciding on the occupation one has to choose is largely because of its irreversibility. Occupational decisions are usually made at an early stage in life and may determine one's lifestyle and occupational environment for the rest of one's active time in their occupation. Propensity to do something in a definite way is influenced by the strength of belief in the results of such an action and how attractive the said consequence is to the perpetuator.

The career planning process needs to shift accordingly with economic changes Availability of job opportunities is an external determinant that influences career choice and which people make their decision based on prevailing economic conditions. The benefit that is pegged as a possible outcome from pursuing a particular career is majorly influenced by the decision; which does not exclude the

present state of the nation's economy, possibility to grow further ahead from the current position and satisfaction to be derived from pursuing it.

Choice of career has often been linked with issues relating to job availability which include outcome expectations, innovation, risk propensity, market sensing and inventions (Gemeda, 2015). Conklin et al. (2012) put to test the satisfaction model derived from the Social Cognitive Career Theory that links career expected outcome and the affective commitment by college students to their major or specialization. The results indicated a connection or correlation between affective commitment to chosen specialization and expected outcomes in career is mediated by career decision self-efficacy. In addition, direct and indirect moderations of perceived abilities of students' demand-fit with affection to their specialization interact with affective commitment.

The study by Borchet (2002), done in the USA, examined, among other factors, the importance of opportunity in making career choices among high school students. The research used quantitative techniques and concluded that though students are aware of economic issues, at this level; these issues are of little significance to their life choices. There is therefore little or no substantial value that can be drawn from this research since it covers a population in a very different socio-cultural background as well as level of education. The research method, though quantitative, are also quite different from the ones employed in this research. This study tests, among others, the effect of job availability on entrepreneurship education specialization among university students in Kenya which is much more specific.

Kim and Seo (2014) set out to determine the effect of outcome expectations on SCCT interest among South Korean engineering students and did not find any

relationship of importance shared by the two. There is however a probability that a different fit would be observed in a different socio-cultural background among students in a different field of specialization. This study thus investigated the effect of outcome expectations on the respective specialization choices in view of entrepreneurship education among students in Kenyan universities.

Inda-Caro et al. (2016) examined, among other factors, contextual variables to technological interests among Spanish students 10^{th} grade. Their study employed path analysis and was supportive of the SCCT clearly showing that perceived barriers social barriers and supports were correlated to interests in technology. The findings, however, rejected the hypothesis that outcome expectations impart career interests. The study was conducted among Spanish teenage students and therefore there is a probability that the conclusions drawn could be different if applied to Kenyan university students pursuing a career in entrepreneurship.

Alexander et al. (2010) examined the effect of, among others, outcome expectations on career choices of new students in two South African universities, intending to specialize in computer related courses. The research showed that outcome expectations were insignificant as they did not have an effect on student career choices. As stated earlier the South African study cannot be wholly used to draw conclusions on the subject at hand. Our study therefore seek a more localized, field specific and quantifiable answers the question "what factors affect student career choices"

Kochung and Migunde (2011) investigated whether outcome expectations, among other factors, affected student career choices. The study used quantitative methods to

analyze data collected from secondary students in Kisumu municipality Kenya. It revealed that outcome expectations play an important role in student career choices. Since the study was conducted among high scholars, there is a need to find out if the same applies for university students. It is also not automatic that the motivation for choice of career is the same for students who specialize in entrepreneurship education. Furthermore there was need to employ more discreet research methods.

Gavo (2014) also examined the degree to which aspects of opportunity sway making career choices among students in Kenyan universities. His study found out that most students felt that opportunity factors are key determinants in regards to student career choices. However, as stated earlier, though this research was conducted in a similar socio cultural background and similar research methodology used it only focused on one university and, at the same time different field of specialization leading to the conclusion that a different result may be observed if we focused entrepreneurship education in various universities.

This study for that reason set out to determine the influence of job availability on the uptake of entrepreneurship education as a specialization in Kenyan universities and found out that the relationship is was statistically significant.

4.7.4 Field Attractiveness

Entrepreneurship is considered beneficial when the society around the individual deems it so. This is showcased by the provision of an environment that appreciates victories achieved through milestones by those pursuing it as a career as well as the presence and availing of the much needed resources. Positive desire to pursue a career in this field is strongly linked to the importance an individual places in the

discipline as well as the availability of mentors. The perception that a person holds is based on their experience during their exposure to it whether it was positive or challenging.

Hence, direct experience provides a preview into what the future holds more so the benefits and challenges in an entrepreneurial career. This direct experience acts as a learning platform in that if the experience is strong and positive, the learner will find entrepreneurship an attractive field to study. Vicarious experience or secondary experience activities result in influencing individual attitudes, developing positive affective responses as well as develop entrepreneurial self-efficacy through practical experience. There is however a difference in individual response to similar environmental conditions.

It is not uncommon to who have succeeded in their pursuits despite factors in the environment seemingly against them while others experienced failure when the environment odds were in favor of them. Career development can therefore be said to be influenced by both independent and supposed environmental aspects. Objective or independent factors include the financial muscle behind a person to pursue a certain path among the variety of training options available as well as the quality of education. These factors are most probable to influence one's career choice irrespective of whether the individual is even aware of them.

Individuals can therefore be influenced either positively or negatively by events that are beyond their control or consciousness; however their interpretation of their surroundings and themselves gives a personal attribute to their career development. Field attractiveness is synonymous with contextual supports and barriers which

include gender, race/ethnicity, social supports and exposure to role models. Kim and Seo (2014) investigated the applicability of SCCT by exploring the relationship between the academic goals and interests and perceived contextual barriers and supports of South Korean Engineering students. The research revealed an adequate overall fit. However give a different social-cultural setting and field of academic specialization there is probability of contrasting results.

Inda-Caro et al. (2016) examined the comparative contribution of perceived social supports and barriers also known as contextual variables to high school students' interest in technology. The data analyzed through path analysis confirmed the SCCT indicating that perceived social barriers and supports were linked to students' interest in technology. This research studied a different group from a different socio-cultural background and therefore need to establish whether the same results would apply for university students specializing in entrepreneurship education in Kenya.

Metheny (2009) examined the effect of both perceived and enacted family support in the career development process so as to appreciate the part played by both family status and parenting behavior in the career development of young adults. The results indicated that both social status and support from the family impacts development and outcomes in career. Specifically, it was found out that, the effect of family status, endorsed family support and hence the supposed family support worked indirectly through personal prestige. The findings further alleged that a moderate, direct association between personal social status and career decision making was found. The study however only covers one area of contextual supports and barriers and therefore a need to investigate other perspectives of these supports and barriers including other intrinsic and extrinsic factors

Kiiru et al. (2015) sought to establish how entrepreneurial intentions are swayed by social valuation and career attraction among Kenyan students in VTTI's. The findings revealed that there was a positive but weak relationship between social valuation and entrepreneurial intentions. On the other hand, there was evidenced a positive and moderate relationship between social valuation and entrepreneurial intention.

Keter and Arfsten (2015) conducted an Entrepreneurial Self-Efficacy (ESE) survey and found that there were distinct variances in supposed ability in performing entrepreneurial tasks successfully amongst ethnic communities in Kenya. There were notable differences noted amongst the participating ethnic communities on overall entrepreneurial self-efficacy and on individual subscales of organizing and application of workers and finances when it comes to sourcing and planning. The study however only covers one area of contextual supports and barriers and therefore a need to investigate other perspectives of these supports and barriers also, other intrinsic and extrinsic factors.

This research sought to ascertain the influence of Field attractiveness on Entrepreneurship education specialization and discovered that a strong and positive statistically significant relationship exists.

4.7.5 Entreprenology

Little attention has been granted to variables not linked to social cognitive career theory including cognitive elements like outcome expectations and self-efficacy beliefs, contextual factors like perceived social support and barriers and gender-role attitudes, culture and identity, which form personal factors (Sheu & Boden, 2016). A

lot of research on career interest has been generalized to cover all fields of specialization (Gavo, 2014; Kochung & Migunde, 2011; Borchet, 2002; Mesa, 2013; Wanyama, 2009; Kaygin & Gulluce, 2013; Byundyugova & Kronienko, 2015; Ogutu et al., 2017). Others are specific to one field (Kim & Seo, 2014 – Engineering; Inda-Caro, 2016 – Technology; Alexander et al., 2010 – Computing).

Little known research has been done concerning entreprenology as a variable to determine its effect on student career specialization or majoring in entrepreneurship education. Consequently, this research was devoted to finding out the mediating effect of entreprenology on entrepreneurship education specialization and found out that there is a strong effect that is statistically significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter reviews the study findings, conclusions, contributions and recommendations for policy, academia and practice. The summated findings are drawn from the correlation analysis between social cognitive career predictors or factors namely self-actualization, scholastic ambition, mediated self-actualization by entreprenology, mediated scholarly ambition by entreprenology, job availability and field attractiveness and uptake of entrepreneurship as a specialization among undergraduate students in Kenyan universities.

5.2 Summary

This study was a quantitative study, which aimed to explore the connection between Social Cognitive Career Predictors, entreprenology and entrepreneurship education specialization among undergraduate students within Kenyan universities. Specifically, it sought to determine the role that social cognitive career predictors; self-actualization (person inputs), scholarly ambition (goals), job availability (outcome expectations) and field attractiveness (contextual barriers and supports) played in determining choice of entrepreneurship education specialization among undergraduate university students. The value attached to entrepreneurship and entrepreneurship education is universally accepted, but there have been long standing debates between offering it as an available specialization in tertiary institutions in Kenya. More so, the challenge of enrollment numbers in comparison to other specializations in universities in Kenya, especially at the undergraduate level.

5.2.1 Social Cognitive Career Predictors, Entreprenology and Entrepreneurship Education

The study adopted a descriptive survey correlation research approach to ascertain whether a correlation between the social cognitive career predictors and entrepreneurship education as a specialization. The study sampled its respondents in three phases; purposive sampling of universities, stratification of the sampled universities and simple random sampling of students in the universities. The data was collected through a 5 point Likert scale, closed ended questionnaire. A total of 327 questionnaires were distributed and those returned were 287. This represented an 87.7% response rate, which was an acceptable as a response rate in conducting social research.

Data was modeled and analyzed statistically using hierarchical regression on SPSS Version 24. The findings indicated a positive correlation between the selected variables and the data revealed the relationships therein to be statistically significant. The results were presented in the form of tables that showed the relationships between the independent, mediating and dependent variables in the research and more so demonstrated whether the anticipated relationships being examined by the researcher were positive or negative. Although there are a number of issues within entrepreneurship education, this study only focused on the selected social cognitive career predictors namely self-actualization, scholastic ambition, availability of job opportunities and field attractiveness and how they relate to entrepreneurship education specialization within universities in Kenya.

5.2.2 Self-Actualization and Entrepreneurship Education

The study investigated the connection shared by self-actualization and entrepreneurship education. A descriptive analysis of the mean value of the responses and the standard deviation as well as inferential statistics showed an inverse but statistically significant relationship existed between self-actualization and entrepreneurship education. This led to rejection of the null hypotheses which stated that 'Self-actualization has no significant effect on entrepreneurship education specialization'

5.2.3 Scholarly Ambition and Entrepreneurship Education

The study also set out to determine the relationship between scholarly ambition and entrepreneurship education specialization. An analysis of the mean and standard deviation and further inferential statistics indicated a moderate relationship existed between the two variables. An inverse and significant relationship was found between scholarly ambition and entrepreneurship education. This led to the null hypothesis being rejected which stated that 'Scholarly Ambition has no significant effect on entrepreneurship education specialization.'

5.2.4 Job availability and Entrepreneurship Education

Further investigation was done to find out whether job availability had a significant influence on the uptake of entrepreneurship education specialization. The descriptive and inferential results indicated in a positive and statistically significant relationship. This indicated that the null hypothesis which stated that availability of job opportunities has no significant effect on entrepreneurship education specialization was rejected.

5.2.5 Field Attractiveness and Entrepreneurship Education

The relationship between field attractiveness and entrepreneurship was assessed using descriptive and inferential statistics. The results indicated that a positive and statistically significant relationship existed between the two variables. The significance test carried out showed significance in the relationship therefore rejecting the null hypothesis being tested indicating that Field attractiveness has a notable influence on the uptake of entrepreneurship education specialization.

5.2.6 Mediating Effect of Entreprenology on self-actualization and scholarly ambition on Entrepreneurship Education

As a direct relationship between intrinsically motivated social cognitive career predictors namely self-actualization and scholarly ambition and entrepreneurship education was established as existent; it was considered important to establish the mediating effect of entreprenology on the said relationships. Descriptive and inferential tests were conducted and revealed that entreprenology had a statistically significant relationship with entrepreneurship education.

The results on the mediating effect of entreprenology on self-actualization and entrepreneurship education specialization showed an inverse yet statistically significant relationship ($p<0.05$). Entreprenology was found to have a positive and statistically significant full mediating effect on self-actualization hence the results led to the rejection of the null hypotheses that stated that entreprenology has no significant mediating effect on the relationship between self-actualization and entrepreneurship education specialization.

It was also sought to establish the mediation effect of entreprenology on scholarly ambition and entrepreneurship education specialization. A statistically significant relationship ($p<0.05$) was found to exist between the mediated scholarly ambition and entrepreneurship education. The results revealed that entreprenology had a full mediating effect on scholarly ambition hence led to the rejection of the null hypothesis that stated entreprenology has no significant mediating effect on the relationship between scholarly ambition and entrepreneurship education.

5.3 Conclusion

5.3.1 Self-actualization

This study sought to determine the effect of self-actualization on entrepreneurship education specialization and found out that there is a strong negative relationship that is statistically significant. This inverse relationship therefore allowed the conclusion that students consider factors like the likelihood of getting an employment opportunity in the field they studied; risk propensity that is ability to assess fear vs. growth; selflessness; honesty in ones actions; level of satisfaction from the remuneration that they receive; ability to make concrete choices; realization of previous performances of significant value and a desire to experience more in their assessment of career paths.

These eight elements of self-actualization embody the nature of entrepreneurship and therefore are all crucial in adoption and acceptance of entrepreneurship in education and as a valid career. As the results indicated, students do not perceive entrepreneurship education as a conduit to achieving their long term personal goals. The demystifying of entrepreneurship phenomenon was seen to positively influence the perceptions towards entrepreneurship education and hence allowing the

conclusion that if the heterogeneous nature of entrepreneurship was well exposed to students, they would be able to integrate a career in entrepreneurship as one of their long term goals

5.3.2 Scholarly ambition

This study sought to determine the influence of scholarly ambition on uptake of entrepreneurship as a career among university undergraduate students. The results exposed a strong inverse relationship between student choice of career especially in entrepreneurship education specialization and scholarly ambition. Scholarly ambition is driven by self-regulation; self-determination; belief in one's capabilities; resolve and commitment to one's occupation among other factors. In relation to this study the negative relationship indicated that personal goals, influence of role models, specialization fit and emotional fit are crucial elements in choosing a career path and more so entrepreneurship as a career as students did not perceive entrepreneurship as a worthy scholastic goal.

Scholarly ambition was found to have the biggest negative influence of student attitudes and perceptions in the uptake of entrepreneurship education specialization. This showed that uptake of entrepreneurship education in Kenya is still perceived from the necessity based approach as its utility is yet to be acknowledged by students as a viable and sustainable avenue to achieve academic and personal goals. This therefore indicated that despite concerted efforts to offer entrepreneurship education in tertiary institutions, its legitimacy is still questioned from an academic standpoint. This inability by university students to perceive entrepreneurship as a worthy scholastic goal revealed that Kenya's policy to offer entrepreneurship as a compulsory course is yet to achieve its overarching goal; of igniting innovations,

inventions and eventually creating employers as she works towards a trade based economy.

5.3.3 Job availability

This study set out to determine the influence of job availability on Entrepreneurship education specialization in Kenyan universities and found out that indeed a positive and statistically significant relationship existed. Factors like career utility, probability of advancing in one's occupation, flexibility in terms of work-life balance; economic growth and stability; and the unemployment levels in Kenya are the major driving forces in determining an area of specialization for students. There are a number of factors that influenced students' decision to take part in entrepreneurial education. These reasons included but were not limited to a desire to start one's own enterprise; the desire to acquire knowledge that may be helpful to one's career in larger organizations; as well as an insurance against an economic downturn in case they never found formal employment.

A degree in entrepreneurship was perceived as an asset as it would allow a student to be an asset both in corporate and self-employment. This was attributed to the fact that a career in entrepreneurship transcends specific job titles, career paths and industries. The students appreciated that entrepreneurship was diverse and not just about starting a new business but it can be found in any organization, industry or field. Data revealed this social cognitive predictor to have the second highest influence on uptake of entrepreneurship education and therefore allows the conclusion that the aspect of intrapreneurship was gaining popularity.

5.3.4 Field attractiveness

This study investigated the influence of Field attractiveness on Entrepreneurship education specialization and found out that there was a strong positive relationship that is statistically significant. A myriad of factors determine how attractive or unattractive a career path is and these include information from individual role models; one's social persuasions in terms of attitudes and beliefs; perceived socio-cultural norms as well as ability to act or effect the career based on skills and access.

Data revealed that entrepreneurship education specialization was the second most preferred specialization in the universities where offered. The positive relationship allowed the conclusion that though entrepreneurship as a field is quite diverse with numerous approaches; its insertion and adoption in tertiary education in Kenya was expected to facilitate people to gain the relevant and necessary information, skills, attitudes and perceptions critical to creating entrepreneurial self- efficacy. Though there is empirical evidence showing there are major differences in the Kenyan sub cultures on entrepreneurial self-efficacy; this move has helped in changing perceptions concerning entrepreneurial careers. In addition to this, it has facilitated a slow but steady shift from the necessity driven entrepreneurship mindset to understanding that entrepreneurship is a valid career option.

5.3.5 Entreprenology

This study investigated the mediating effect of entreprenology on the relationship between self-actualization, scholarly ambition and Entrepreneurship education specialization and found there was a strong positive full mediating effect of entreprenology on entrepreneurship education that was statistically significant. Determinants of whether an area is a discipline include uniqueness of field, training

and development opportunities, rewards and recognition in academia, social networks and inquiry and research areas. Indeed entrepreneurship has proven to have met all the necessary requirements to be a discipline.

Despite the non-universal definitions and interpretations, entrepreneurship as a discipline, has created a flurry of interest in the recent decades and therefore its acceptance in academia is gaining momentum and affirmation of its uniqueness. Concluding from this research's data, entreprenology played a great role in influencing attitudes and perceptions on the uptake of entrepreneurship as an area of specialization. Entreprenology exposed and presented entrepreneurship as heterogeneous and opened up the endless possibilities in studying and practicing entrepreneurship. This therefore allowed students to appreciate as well as went a long way in making entrepreneurship gain some legitimacy. The biggest influence by entreprenology was seen by the positive influence on change in attitudes and perceptions towards entrepreneurship education and its ability to facilitate the students achieve their personal and academic lifelong goals.

5.4 Recommendations

The factors determining career choice have been a concern of researchers, professionals and policy makers over the recent decades. Determinants of career choice are evidently contextual and vary culturally, socially, psychologically and economically. A wide range of factors influence individuals' choice of career across various disciplines (Akosar-Twumasi et al., 2018). In order for the population in Kenya to make use of its resources and meets the requirements on the global stage

the attitudes held by the society about entrepreneurship as a career choice must drastically change positively.

5.4.1 Entrepreneurship Education

Entrepreneurship education is not limited to training learners to come up with new enterprises but actually provides them with the required skills, information and competencies. All these is geared to equip them to work well in an ever-changing work environment in an innovative and flexible manner. Even though research has been carried out to find out whether entrepreneurial education has an effect on a student's choice whether to begin an enterprise; these studies shows the entrepreneurship education path has both positive and negative effects on learners' intention to become entrepreneurs.

It can be said to mean the theoretical approach which gives a general understanding of the entrepreneurship phenomenon. It can also mean giving potential entrepreneurs the required knowledge and skills to run enterprises. Entrepreneurship education also involves taking students through an experiential process and thus enhancing entrepreneurial characteristics in them. Its effects have made entrepreneurship to gain global acclaim. The program seems to influencing students` interest in Entrepreneurship as well as taking a step further to set up their own enterprise.

It involves the creation of products, services, companies or even industries. Whereas it can mean launching a company, starting a new venture or commercializing a technology, it can also mean working for a corporate entrepreneur, strategic entrepreneurial unit or other areas like education, research or public policy. In order to progress in this endeavor, students, parents, educators and government agencies

need to first be aware of the socio-cognitive predictors leading to an affinity to uptake of entrepreneurship education as a specialization or degree.

There are a variety of conceptual understandings about entrepreneurship that expose a struggle in labeling the various mindsets, behaviors, activities, outcomes and intentions as being entrepreneurial. Some situations are considered to be entrepreneurial if they are associated with qualities of growth, innovation and uniqueness while others are considered entrepreneurial if they are associated with value creation or economic gain as an outcome. It is therefore prudent to conclude that entrepreneurship not only includes but also goes beyond these characteristics and is therefore a complex concept which can only be explained from specific and contextualized points of view, in order to realize progress in the field.

In the Kenyan higher education landscape, offering of entrepreneurship as a probable specialization area should be facilitated by ensuring that it is incorporated in all the universities with business schools in the country. As data indicated, only 23.6% of the universities in the country offer it as a specialization unit. Offering it as a common unit barely scratches the surface as it gives general principles tailored to introduce this highly heterogeneous field. If the Kenyan population is to move from necessity based entrepreneurship, low perceived entrepreneurship self-efficacy, crippling unemployment levels and poor economic growth due to the psycho-socio-economic factors ailing the country; then demystification of the entrepreneurship phenomenon is prudent.

5.4.2 Self-Actualization

It is evident that person inputs like self-fulfillment and identity are critical in deciding the career path that a student will take. The diversity in entrepreneurial careers can easily be infused in life long personal goals as self-fulfillment is dependent on other aspects in life to be complete. In regards to entrepreneurship education, the defining attributes of self-actualization embody the nature of entrepreneurship hence, it is prudent for students should be exposed to knowledge of entrepreneurship as a valid career choice from an early age so that they may develop a strong sense of identity as they make their choices. This will facilitate in influencing the student's predispositions and how they can reap the benefits and esteem associated with choosing entrepreneurial careers.

5.4.3 Scholarly Ambition

The resources available to promote entrepreneurial training and education should be targeted to ethnic communities based on increasing entrepreneurial self-efficacy in areas of lower perceived abilities. Issues of self-efficacy and personal goals are usually specific to an individual but have a probability of being changed or influenced by factors like outcome expectations, learning experiences and person inputs. It is therefore recommended that students be encouraged to find out their specialization fit and thus develop emotional identification and cognitive evaluation of this fit to improve their level of commitment especially in entrepreneurship. Notably, Kenya is has a collectivist culture and therefore it is also important that students are not coerced by either parent, educators or circumstances created by system defects, to opt for careers that are not close to their specialization fit.

5.4.4 Job Availability

After graduation, opportunities such as timing and location must be present in order to make use of students' capabilities. Graduates may possess the right skills, talent and ambition but if the graduates themselves do not invest themselves in being in the right location at the right time then their aspirations for a productive career are reduced or rendered useless. Careers and education do not always make capabilities in sync with the opportunities; this is because experience is seen to carry more weight in certain career paths than education. Most of the time when a student finally settles in a particular career path, after so much distress may find that it is no longer available or as lucrative as previously thought or perceived.

Hence the recommendation that individual should look at themselves as a consolidation of traits and skills and not just an occupation. The major skills of the portfolio worker are versatility, agility, innovativeness, determination, relationship and communication skills, the ability to constantly study and improve on previous drawbacks, and the ability to manage work, time, and money. This differs greatly with the traditional perception of education for a job thus embracing the dynamic and promising nature of entrepreneurship and entrepreneurship education as career options as the way to go.

5.4.5 Field Attractiveness

The discovery of one's specialization fit is not instant but rather a step by step process that needs to be carefully guided. It is a waste of resources and time for one to pursue a career only to find out latter that it does not fit their personality, natural ability or ambition in life. It is therefore recommended that career guidance and

counseling be ingrained in the entire process of education from an early age so that students identify with their specialization fit from an early stage.

It is also recommended that for students who have made their choice to specialize in entrepreneurship, career counselors be involved in encouraging students to have successful career development by identifying sources of psychosocial support available to students. Contextual supports like entrepreneurial role models, incubation centers, innovation hubs, capital or seed investments, made available and easily accessible to encourage students' interests in entrepreneurial careers. Another recommendation would be formulating clear patenting laws for products in Kenya to allow innovators and inventors have level playing fields with other second world economies.

5.5 Recommendations for Further Research

This study focused on social cognitive factors influencing career choices of business students with a focus on entrepreneurship education specialization only. It is also a fact that there are diverse issues within entrepreneurship education and education in general but this study focused on a few social cognitive career predictors and how they relate to entrepreneurship education specialization within universities in Kenya. It is recommended that other career predictors like economic and structural factors be investigated.

Knowledge about the fit of the SCCT theory across cultures, genders, ethnicities, regions, and countries may be advanced by more measurement and structural equivalence studies. Further studies should be carried out on how the individual's direct input, and their ability to pay for their study influence their study especially on

a sample population with different characteristics, with a bias to race or ethnic orientations. It would also be prudent to find out how the SCCT model might fit across such understudied groups as persons with and without disabilities, members of stigmatized groups versus members of non-stigmatized groups, military versus civilian personnel, and immigrants versus non-immigrants.

It would also be necessary to consider social class as a macro systemic contextual affordance and conduct multi-group structural equation modelling for instance a model fit across well-sourced and under-sourced institutions. This would help to reveal which SCCT variables are universal and those that are specific to particular socio-cultural backgrounds. In addition to that recommendation, future research should look into how other variables in the SCCT like background factors, proximal contextual factors like education climate, hinder or facilitate career development. This will facilitate establishing validity and applicability of SCCT on diverse population groups.

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APPENDIX I: QUESTIONNAIRE

This questionnaire is modeled to suit third year undergraduate students undertaking business courses for the purposes of research. This research seeks to establish the relationship between social cognitive career predictors and entrepreneurship education among undergraduates in Kenyan Universities.

Instructions:

1. Avoid writing your name or that of your university on the questionnaire
2. Please answer all the questions honestly by ticking appropriately in the choices given

3. Questionnaire key

a. S.D – Strongly Disagree

b. D - Disagree

c. N - Neutral

d. A – Agree

e. S.A – Strongly Agree

SECTION A: GENERAL QUESTIONS

Indicate your gender

□ Male □ Female

What is your area of specialization?

□ Marketing □ Finance□ Accounting □ Human resource management □Office management □ Entrepreneurship □Management Information Systems □Procurement and Supply chain management □Microfinance □ Organizational development □ Project Management

SECTION B: SELF ACTUALIZATION

To what extent do you agree or disagree with the following statements regarding self-actualization (Person inputs)

	S.D	D	N	A	S.A
My chosen specialization inspires me to do great work and create a unique brand of myself					
I understand my career ambitions and know what I need to achieve in life					
I chose my specialization based on my skills and abilities					

My personality is a good match with my area of specialization					
My choice of specialization and career is supported by my sense of self-worth and self-respect					
SECTION C: SCHOLARLY AMBITION **To what extent do you agree or disagree with the following statements regarding scholarly ambition (Goals)**					
S.D	**D**	**N**	**A**	**S.A**	
My chosen specialization makes me more independent and self-reliant.					
Being taught entrepreneurship as a unit was useful in making my decision on the specialization to pursue.					
Pursuing entrepreneurship as a specialization would encourage me to take bigger and more calculated risks in career					
My academic role models played a significant part in influencing my choice of specialization					
My specialization makes me feel good about myself and the career choices I have made so far					

I am determined to achieve my academic goals despite the challenges and hurdles I may face					
Pursuing entrepreneurship as a specialization would give ways for me to have new and challenging experiences					
Though entrepreneurship may not be my current specialization, I would like to pursue entrepreneurial studies at an advanced degree level					
SECTION D: JOB AVAILABILITY **To what extent do you agree or disagree with the following statements regarding job availability (Outcome expectations)**					
	S.D	**D**	**N**	**A**	**S.A**
Among the business course specializations available in my university, there are those that are generally more valuable than others in the Kenyan job market					
Pursuing entrepreneurship as a specialization would make me feel good about myself and my accomplishments					
Specializing in entrepreneurship would help me achieve the changes I desire economically and socially					
Specializing in entrepreneurship would allow me to earn an attractive and acceptable salary					

Specializing in entrepreneurship would allow me to get a job more easily than my friends in other specializations					
Pursuing a degree in entrepreneurship would offer me diverse career opportunities					
An entrepreneurial career would deprive me of time with my friends and family					
A degree in entrepreneurship would enhance my ability to trust my own decisions especially in a work set up					
SECTION E: FIELD ATTRACTIVENESS **To what extent do you agree or disagree with the following statements regarding field attractiveness (Contextual supports and barriers)**					
	S.D	**D**	**N**	**A**	**S.A**
I had adequate information on the subject matter of my area of specialization before selecting it as a career path					
My family has given me adequate information and emotional support in my choice of area of specialization					
I don't know anyone who has pursued entrepreneurship as a specialization and went ahead to become successful in their entrepreneurial career					

If I had unlimited access to information and resources I would have chosen entrepreneurship as a specialization					
Only a specific gender can make successful entrepreneurs					
If I were to pursue entrepreneurship as a specialization, I would feel pressure from my parents to change the specialization to something else.					
If I had previous experience in entrepreneurship and succeeded in the venture, I would have pursued entrepreneurship as a specialization					
If I had an enterprising role model I would have pursued entrepreneurship as a specialization					
If I were to pursue a degree in entrepreneurship, I would get encouragement from my friends for pursuing it					
If I were to pursue entrepreneurship as a specialization, I believe I would have been successful in my career					
SECTION F: ENTREPRENEURSHIP EDUCATION **To what extent do you agree or disagree with the following statements regarding entrepreneurship education**					
	S.D	**D**	**N**	**A**	**S.A**

Entrepreneurs rule the world economy.					
One does not have to pursue a degree in entrepreneurship to be an entrepreneur					
Being taught entrepreneurship as a common course challenged me to see it as a possible career option					
Entrepreneurship education teaches one to gather the necessary resources to create wealth					
Entrepreneurship education helps to unlock personal entrepreneurial potential					
Entrepreneurship is crucial for competitiveness of Kenya in the world economy					
Entrepreneurship education should be introduced to students at the primary and secondary school levels					
Entrepreneurship education is a useful course as it contributes to independent thinking and action					
SECTION G: ENTREPRENOLOGY **To what extent do you agree or disagree with the following statements regarding entreprenology**					

	S.D	D	N	A	S.A
An entrepreneurial career will provide unlimited opportunities to control my life					
An entrepreneurial career will allow me to act and work with a long term view of my life					
An entrepreneurial career will increase my confidence to achieve my career goals					
Entrepreneurship as a field of study motivates me to learn more about being a good employer					
An entrepreneurial career guarantees me of lasting personal and business relationships					
An entrepreneurial career will inspire me to explore and utilize all my skill set throughout my life					
Pursuing entrepreneurship to the highest education level will provide a platform for recognition by scholars in other disciplines					
An entrepreneurial career offers endless opportunities for self-development and growth					

Continued research and new developments in entrepreneurship inspires me to learn more about it					
An entrepreneurial career will give me the freedom to have a unique career path as I will have unique and challenging work experiences					

Thank you.

APPENDIX II: LIST OF TARGETED UNIVERSITIES

1. Africa International University (AIU)
2. Africa Nazarene University (ANU)
3. Chuka University
4. Great Lakes University of Kisumu
5. KCA University
6. Kenya Methodist University (KEMU)
7. Kenyatta University (KU)
8. Management University of Africa (MUA)
9. Maseno University
10. Masinde Muliro University of Science and Technology (MMUST)
11. Moi University (MU)
12. Mount Kenya University (MKU)
13. Pan Africa Christian University (PACU)
14. Scott Christian University
15. Strathmore University
16. Technical University of Kenya (TUK)
17. United States International University (USIU)

APPENDIX III: KREJCIE and MORGAN SAMPLE SIZE TABLE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

APPENDIX IV: REQUEST FOR RESEARCH PERMIT

Kenya Methodist University

P.O. Box 267-60202
Meru, Kenya
Email: info@kemu.ac.ke

Tel: (+254-020) 2118423-7, 064-30301/31229
Fax:(+254-064) 30162
website: www.kemu.ac.ke

March 1, 2018

Executive Secretary

National Council for Science and Technology

P.O Box 30623 – 00100

NAIROBI

Dear Sir/ Madam,

RE: BILHA W. NGIGI – BUS-4-2302-1/2014

This is to confirm that the above named is a bona fide student of Kenya Methodist University pursuing a Doctor of Philosophy Business Administration and Management.

Bilha is undertaking a research study on "Relationship between Social Cognitive Career Predictors and Entrepreneurship Education Specialization among Undergraduate University Students in Kenya". To successfully complete her research work, she requires relevant data in her area of study.

In this regard, we kindly request your office to issue her a research permit to enable her collect the data for her academic research work.

We thank you in advance for your cooperation.

Yours faithfully,

Dean
01 MAR 2018

Dr. Evangeline Gichunge
Associate Dean, Research Development & Board of Postgraduate Studies

APPENDIX V: KEMU INTRODUCTION LETTER

Kenya Methodist University

60200 - Meru, Kenya. Tel: (+254-020) 2118423-7, 064-30301/31229 Fax: (+254-064-30162 Email: info@kemu.ac.ke Website: www.kemu.ac.ke

March 21, 2018

TO WHOM IT MAY CONCERN

RE: NGIGI WAMBUI BILHA BUS-4-2302-1/2014

This is to confirm that the above named is a student in the Department of Business Administration, pursuing a Doctor of Philosophy in Business Administration and Management.

As a requirement, the student is expected to undertake an independent primary research in their area of specialization.

The purpose of this letter is therefore; to introduce the student to you and request you to allow her undertake the research in your organization.

The student has been advised to ensure that all data and information from the organization is treated with utmost confidentiality and only used for academic purposes unless otherwise stated.

Any assistance accorded to her will be highly appreciated.

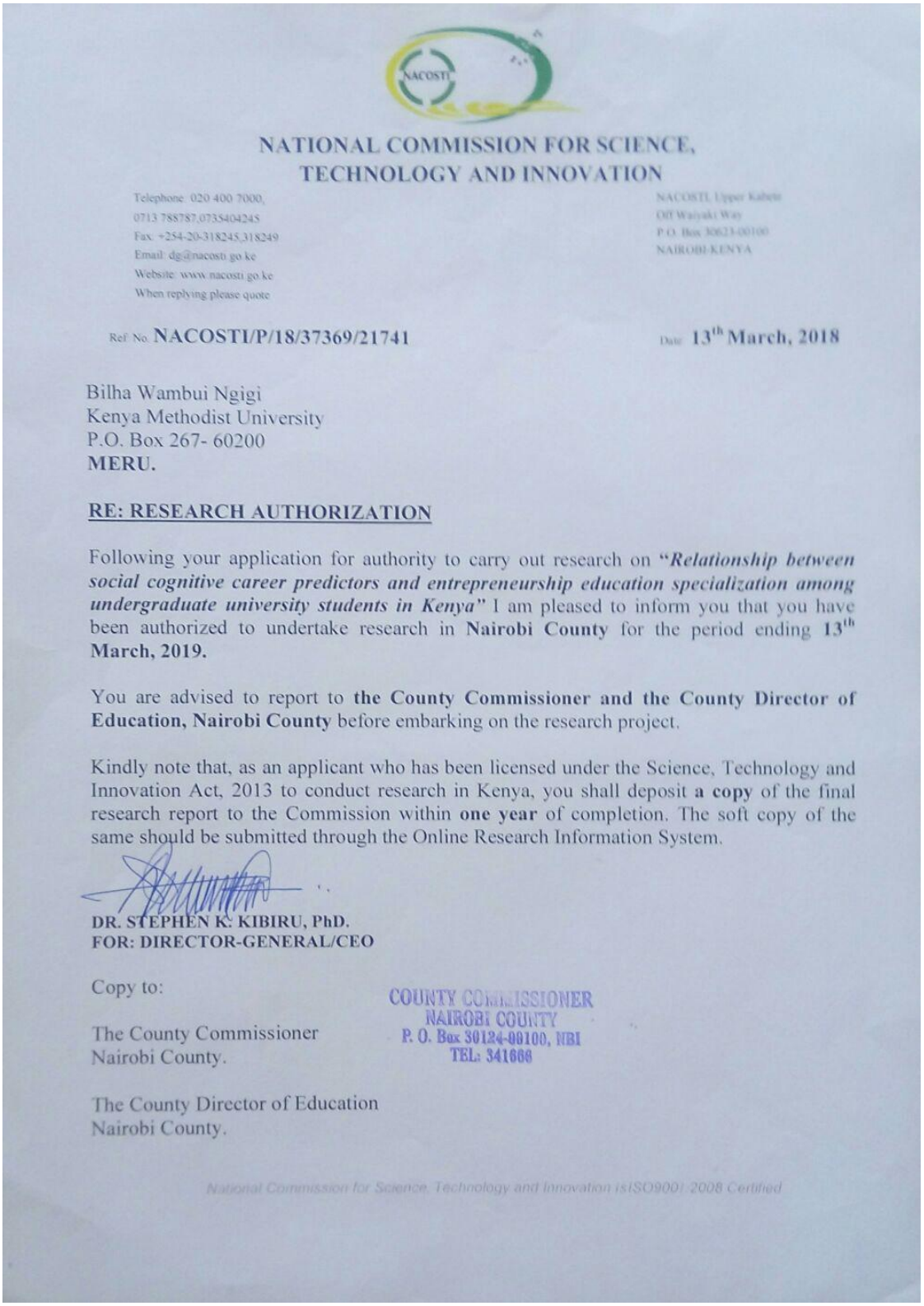
Yours faithfully,

Mr. Bernard Baimwera
Deputy Registrar -Academic Affairs

KENYA METHODIST UNIVERSITY
21 MAR 2018
NAIROBI CAMPUS
P.O. Box 45240-00100, NAIROBI

Nairobi - Tel: +254-20-2118443/2248172/2247987/0725-751878. Fax: 254-20-2248160. Email:nairobicampus@kemu.ac.ke
Nakuru Campus: Mache Plaza, 4th Floor. P.O. Box 3654-20100, Nakuru, Tel +254-51-2214456 Fax 051-2216446, Email:nakurucampus@kemu.ac.ke
Mombasa Campus: Former Oshwal Academy, P.O. Box 89983, Mombasa. Tel: +254 - 041-2495945 / 6, Fax 041-2495946. Email: mombasacampus@kemu.ac.ke
Nyeri Campus: Lware Building, 4th Floor. Tel: +254-61-2032904. Fax: 254-61-2034100 Email. nyericampus@kemu.ac.ke
The Future is Here!

APPENDIX VI: NACOSTI AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/37369/21741**

Date: **13th March, 2018**

Bilha Wambui Ngigi
Kenya Methodist University
P.O. Box 267- 60200
MERU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Relationship between social cognitive career predictors and entrepreneurship education specialization among undergraduate university students in Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **13th March, 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.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

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

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VII: NACOSTI PERMIT

THIS IS TO CERTIFY THAT:
MS. BILHA WAMBUI NGIGI
of KENYA METHODIST UNIVERSITY,
0-100 NAIROBI,has been permitted to
conduct research in *Nairobi County*

on the topic: *RELATIONSHIP BETWEEN SOCIAL COGNITIVE CAREER PREDICTORS AND ENTREPRENEURSHIP EDUCATION SPECIALIZATION AMONG UNDERGRADUATE UNIVERSITY STUDENTS IN KENYA*

for the period ending:
13th March,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/37369/21741
Date Of Issue : 13th March,2018
Fee Recieved :Ksh 2000

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

APPENDIX VIII: MINISTRY OF EDUCATION AUTHORIZATION

Republic of Kenya
MINISTY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdcnairobi@gmail.com

When replying please quote

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

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

DATE: 23rd March, 2017

Bilha Wambui Ngigi
Kenya Methodist University
P O Box 267-60200
MERU

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 **"Relationship between social cognitive career predictors and entrepreneurship education specialization among undergraduate university students in Kenya".**

This office has no objection and authority is hereby granted for a period ending **13th March, 2019** as indicated in the request letter.

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

REGIONAL COORDINATOR OF EDUCATION
NAIROBI
23 MAR 2018
P. O. Box 74629 NAIROBI
FOR: REGIONAL COORDINATOR OF EDUCATION

MAINA NGURU
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

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