

**ENTREPRENEURSHIP EDUCATION, ENTREPRENEURIAL COMPETENCIES AND
SELF-EMPLOYMENT INTENTIONS AMONG STUDENTS OF UNIVERSITIES:
A CASE OF KYAMBOGO UNIVERSITY**

BY

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OCTOBER, 2023

DECLARATION

I declare that this dissertation is my original work and has not been published or submitted to any University or institution of higher learning for any award.

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APPROVAL

This is to certify that this dissertation has been done under our supervision and has met the dissertation requirements of Kyambogo University and is now ready for submission

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DEDICATION

I dedicate this dissertation to my family, siblings and my mother Mrs. Florence Rugumaho in appreciation of their valuable support.

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Firstly, I thank God for his grace and favour throughout this research dissertation that has necessitated my successful completion of this dissertation.

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LIST OF ABBREVIATION

BAF	:	Bachelor of Accounting and Finance
BAS	:	Bachelor of Administrative Science
BBA	:	Bachelor of Business Administration
BMS	:	Bachelor of Management Science
BPLM	:	Bachelor of Procurement and Logistic Management
EHEA	:	Europe, the European Higher Education Area
GEM	:	Global Entrepreneurship Monitor
TPB	:	Theory of Planned Behaviour
UBOS	:	Uganda Bureau of Statistics
VET	:	Vocational Education and Training

ABSTRACT

In this study, the relationship between entrepreneurial education, entrepreneurial competencies, and self-employment intentions was examined. Three objectives served as the study's direction: To assess the relationship between entrepreneurial education and self-employment intentions for Kyambogo University graduates, to look into the connection between entrepreneurial competencies and self-employment intentions for current Kyambogo University students, and to assess the predictive value of entrepreneurial education and entrepreneurial competencies for current Kyambogo University. The Theory of Planned Behaviour was used as a guiding framework for the study. To achieve the study objective, a quantitative research approach was used with a case-study design. The study population consisted of 630 students in their final year of Masters and Undergraduate programs. A sample of 234 respondents, representing both undergraduate and Masters students in their final year of study, was used for data collection. The main instrument for data collection was questionnaires. The study conducted quantitative analysis using SPSS 23.0, utilizing correlation and regression. Results revealed that there was a significant relationship between entrepreneurship education and self-employment intention amongst university students ($r = .735^{**}$). Similarly, it was established that entrepreneurial competencies also had a significant association with self-employment intention ($r = .780^{**}$). Regression results on the other hand revealed that both entrepreneurship education (Adjusted R-Square = .537) and entrepreneurial competencies (Adjusted R-Square = 0.605) positively predicted the variations in self-employment intention. Therefore, it was concluded that entrepreneurship education and entrepreneurial competencies are among the major determinants of self-employment intentions amongst university students. As a result, the study recommends that the education system in Uganda should integrate entrepreneurship education into education syllabi right from lower levels of education as a nurturing process of developing interest amongst University graduates. The nurturing process of university students should be oriented towards enhancing knowledge and skills of graduates on entrepreneurship, change the attitude and some personality attributes of graduates so that they develop a mindset of self-employment intentions and lastly, entrepreneurship curriculum of universities should be modified in consideration of the mode of teaching of entrepreneurship course. The study contributes to the body of knowledge regarding fostering entrepreneurship education and competencies in higher education institutions in Uganda.

Key terms: Entrepreneurship education, Entrepreneurship competencies and Self-employment intentions

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study established the relationship between Entrepreneurship Education, Entrepreneurial competencies and self-employment intentions among University students in public universities in Uganda, the case of Kyambogo University. Thus, this chapter presents the background to the study, the problem statement, the purpose of the study, research objectives, research questions, hypothesis, scope of the study, significance, and the conceptual framework.

1.1 Background to the Study

Globally, for decades' self-employment intentions has attracted great attention from developed and developing countries leading to devastating effects on individual's society and the general economy (Popoola & Ajayi, 2016). Irrespective of the big amounts of money paid at the Universities, institutions of higher learning all over the world still face the same challenge of self-employment intentions (Hwang, 2017). Owing to increasing desire to promote self-employment intentions among the university graduates, universities in an effort to promote self-employment, have introduced entrepreneurship education (Silva& Nobre, 2018). Entrepreneurs have been viewed as the cornerstone for industrial innovations and creativity that eventually culminate into increased economic growth (Israel & Salem, 2018). However, self-employment intentions creation has not been commensurate with entrepreneurial education (Yogi, 2020).

This therefore means that understanding entrepreneurship education and self-employment intentions becomes very important and thus this study focused on investigating the role of entrepreneurship education, entrepreneurial competencies in creating self- employment intentions of the graduates.

1.1.1 Historical Perspective

The concept of self-employment intentions has been in existence for long (Nikolova, 2019). When trade unions emerged during industrialization, they offered people a dream of fair and respectable labour (Aronson, 2019). However, as the world of work was changing, self-employment intentions became a sacrifice and to fulfil this promise, it was through struggles that working conditions, pay, chances for personal growth, and social security gradually improved (Nikolova, 2019). As capitalism grew and extended to many countries across the globe, it started promoting innovation that releases people from employment. As a result, even while technology has advanced and the nature of labour has changed, this has often resulted in an increase in the number of people who work outside the mutually agreed-upon parameters of self-employment intentions and a career.

Although the share of self-employment intentions in the EU28's total employment has largely remained stable over the past ten years, it still varies significantly by country, from 7% in Norway to 31% in Greece, with generally higher rates in Southern and East-Central European countries (Aronson, 2019). In reality, although there hasn't been a rise in overall employment in these regions, self-employment intents are still common throughout Southern and East-Central Europe, according to Baitenizov et al. (2015).

The majority of employees in low-income countries—53%—and lower-middle-income countries—36%—are self-employed, with agriculture serving as their primary industry in both cases (Aronson, 2019). According to Chen and Duane (2008), self-employment makes up 73% of Bangladesh's non-agricultural employment and accounts for 85% of Indian workers' employment in South Asia. Self-employment makes up 66% of all employment in Kenya, 83% in Mali, 85% in Ghana and Madagascar, and 84% in Madagascar in sub-Saharan Africa. Only 19% of workers in South Africa are self-employed, which makes it an anomaly (Heintz & Valodia, 2008, pp. 9–

10). In addition, households in sub-Saharan Africa have created the majority of new non-farm jobs through launching household businesses (Fox & Sohnesen, 2012). According to a research conducted in 18 countries, more than half of urban poor people who make less than \$1 per day run non-agricultural businesses (Banerjee and Duflo, 2011, p. 210).

On occasion, self-employment intent is confused with entrepreneurship, but this is also possible. Many people associate the term "entrepreneurship" with someone who takes the risk of starting a firm with the goal of seeing it succeed; for examples, see Parker (2004) or Baumol and Schelling (2008). However, in the context of poor nations, the goal of many self-employment intentions is a much more constrained one: to make money for a while, ideally for a brief period of time, until the individual may leave that activity and enter one that pays more.

Myles (1947) developed the idea for the first entrepreneurship course at Harvard Business School in 1947. Since that time, entrepreneurship has grown in significance as a subject of study and instruction (Gartner and Vesper 1994; Katz 2003; Kuratko 2005). Worldwide, the number of entrepreneurship courses is rapidly increasing, which has resulted in a wide range of educational objectives, instructional strategies, and evaluation techniques (Purzer et al. 2016; Mwasalwiba 2010). In the scientific community, however, the phrase "Entrepreneurship Education" does not have a standardised definition. Additionally, Mwasalwiba (2010) notes that the terms enterprise education, entrepreneurship education, and entrepreneurial education are frequently used interchangeably. Erkkilä (2000) has suggested the umbrella name "entrepreneurial education" to embrace both business and entrepreneurship education due of this.

A rapid speed of economic change and globalised market competitiveness led to the development of competence approaches in many situations and regions. Because of the socioeconomic

challenges, competence-based approaches to education and training systems have become more popular (Sultana 2009). Given its lengthy history, competency has undergone extensive development in a variety of situations (geographic, disciplinary, and context-specific).

White (1959) is recognised as one of the pioneering authors who popularised the term competence to describe psychological traits linked to exceptional performance and high motivation (Deist & Winterton 2005). The broad assessments of personality traits, abilities, IQ, and attitudes used to discover and develop successful and effective leaders and company managers raised concerns among researchers and practitioners in the early 1970s. Unfortunately, these assessments proved to be essential for validation but poor predictors of work performance. McClelland (1973) specifically established the concept of competence for predicting personal success in the milieu of intelligence tests. To identify, develop, and measure the managerial talents, various practice-oriented competence techniques (Boyatzis 1982; Schroder 1989; Spencer 1983) arose. These approaches were then adopted and improved in other domains, such as Vocational Education and Training (VET) in the USA, Australia, and Europe.

1.1.2 Theoretical background

Theory of Planned Behavior (TPB) guided this study. It was advanced by Icek Azjen in 1985. The assumption of the theory is that, human behavior is influenced by one or more of the following four major psychological factors: intention, attitude, subjective norm, and perceived behavioural control. The theory asserts that behavioural intention of an individual is based on three components as follows: The degree to which a person views behaviour favourably or unfavourably is referred to as one's attitude towards behaviour (Ajzen, 1991). This implies that if working for oneself is more enticing to graduates from universities, then the intention to do so will also be higher, and vice versa; Perceived behavioural control refers to the sense of the ease or challenge of carrying

out particular acts (Krueger et al., 2000). Perceived social norm (subjective norms), or pressure to undertake the conduct. Entrepreneurship education is regarded as a significant predictor of intentions to work for oneself. According to Ajzen (1991), an individual's behaviour is mostly influenced by their desire to carry out that behaviour. The TPB's intention is a readiness to participate in any certain behaviour. This suggests that the likelihood of someone following through on any action increases with the strength of their intention (Ajzen's, 1991).

The TPB has been widely used in the field of entrepreneurship especially in predicting intentions to engage in self-employment activities such as entrepreneurship. Therefore, in this study, the Theory of Planned Behavior informs whether students' positivity in attitude towards entrepreneurship given their perception on the surrounding environment, and the belief in self-ability to embrace entrepreneurial activities influences self-employment intentions. It is from the theory study borrows the concepts of entrepreneurship education, entrepreneurship competences which are outcomes of positive attitude, behavioural perception and specific belief that entrepreneurship can change one's intention on self-employment.

1.1.3 Conceptual perspective

Self-employment intention is being defined as an individual's desire and willingness to start a new venture after graduation. In addition, self-employment intention was viewed as; Opportunity Identification or search, self-efficacy and Resource Mobilization. This is according to the works of: (Ronstadt, 1988; Vesper & McMullan, 1988; Souitaris et al., 2007). Studies indicate low levels of self-employment intentions among the graduates from the higher institutions of learning, entrepreneurship is being considered as one of the ways of dealing with the problem (Ajayi, 2018). Education institutions of higher learning are considered in playing a crucial role in development of entrepreneurial attitude among the graduates (Pocola & Ajayi, 2016). Self-employment

intention is key to the growth of both the developed and developing economies through job creation, creativity, and innovation. Self-employment intentions increases significantly the ability to choose and set your own work value and ethics, partially because of the great need for self-expression, independence, status and providing people with opportunities and flexibility not found in salary jobs (Keizai, 2018).

Entrepreneurship education is viewed as; Teaching Content and objectives, Quality of the Facilitators and Entrepreneurial Practices Vs Theory. This is according to the works of: GEM (2003) and Balunywa (2009); Wilson et al (2007) and Wilson et al's (2007). Entrepreneurship education is conceptualized as a program where individuals are enabled to identify unique opportunities, optimize them and then create business entities (Damage, 2016). According to Kent (1990), Entrepreneurial Education can be observed from two perceptions; creation of awareness and inculcation of entrepreneurial skills and knowledge both aimed at producing an effective entrepreneur. According to Curran and Stanworth (1989), Entrepreneurship Education is defined as training purposed to transform the existing condition by creating new products and services that create economic value. For purposes of this study, entrepreneurship education was measured using three variables which included entrepreneurial interest, entrepreneurial content and teaching methods.

According to Mwaslwiba (2014), Entrepreneurship teaching can be classified as "traditional methods" which is devoted to refer to normal methods, and the "innovative methods' which is more aligned to the action-based method. These two methods can be classified as either passive or active methods of teaching. The active method involves the instructor facilitating the learning.

Entrepreneurial competencies are defined as Knowledge and skills, Attitude and Personality traits. This is according to the works of Bird (1995); Bartlett and Ghoshal (1997); Stuart and Lindsay (1997); Lau et al., (1999) and Hunger and Wheelen, (1996).

Entrepreneurship Education and Entrepreneurial competencies influences an individual's self-employment intentions, if its low, then self-employment intentions will be low and if high, self-employment intentions will be high.

1.1.4 Contextual Perspective

In the Ugandan context, although many Universities including Kyambogo University in particular have embraced entrepreneurship education either as a course or as a fully flagged program with the intention to promote self-employment intentions among the University graduates. Available statistics show few graduates with self-employment intentions (UBOS, 2019). This may be attributed to the higher education's institutions are perception from the academicians and non-academicians of being key in development of entrepreneurial attitude (Silva & Nobre, 2018)

Such integrated entrepreneurship education would more suitably address context-specific market needs via competencies and innovation, thus helping to increase self-employment intentions, particularly among graduates in Uganda. However, this is not the case as whoever finishes university education seeks employment hence this study would help to unpack the reason behind this phenomenon. Studies have established a positive relationship between entrepreneurship education and self-employment intention (Kusumojanto, 2020). And other studies have shown that students who undergo entrepreneurship practices and courses are likely to encourage self-employment intentions among graduates (Zhuang & Huang 2021). This

seems not the case with the graduates from public universities in Uganda (Akin 2019), hence the need to establish the relationship between entrepreneurship education, entrepreneurial competencies and self-employment intentions.

Empirical evidence shows that even though entrepreneurship education was introduced with self-employment intention (MOES, 2019), the transition to self-employment intentions is still low averaged at 2.7 percent in the last three decades per annum with a negligible increase in the rate of self-employment (Babyetsiza, 2019). It is argued that Universities ought to play a significant role in addressing the problem of self-employment intentions in Uganda through Entrepreneurship Education. It is worth noting that 88690 public and private sector jobs were advertised between 2016 and 2018 (UBOS 2020), while Uganda produces roughly 400 000 university graduates per year. On average, about 18 000 jobs are created annually (Babyetsiza 2009). However even though entrepreneurship education was introduced, there has been a continuous inability of the graduated through self-employment intentions to contribute to economic development (Afolabi et al., 2020). This seems to be due to low levels of self-employment intentions of graduates who have studied entrepreneurship education.

1.2 Statement of the problem

Majority of fresh graduates in developing nations frequently find themselves unemployed or finding unstable, low compensated jobs (Ajayi, 2018). One option has been to assist young people and encourage them to engage in self-employment activities such as in starting and operating their own small businesses. Whereas, Universities have introduced exciting entrepreneurship programs aimed at helping fresh graduates after university, self-employment intentions amongst fresh graduates are still low. In fact, UBOS Report (2020) shows that the level of self-employment intentions in the country stands at only 13.6%. This trend is unlikely

to increase if there are no meaningful interventions (UBOS, 2020). About 400,000 graduates enter the job market from universities in Uganda every year but only 18000 access formal employment (Monitor, 14th Jan 2018). This means that 382000 graduates cannot find employment leaving the only alternative being self-employed. Questions have been raised as to whether Entrepreneurship Education provided at the institutions of higher learning is grounded enough to prepare the students for self-employment intentions. Whereas, prior studies such as Kusumojanto (2020) and Zhuang and Huang (2021) have established a strong correlation between entrepreneurship education and self-employment intention, they do not show how this can be applied in the context of Uganda. This study sought to examine the relationship between entrepreneurial education, entrepreneurial competences, and self-employment intentions among graduate students at Kyambogo University because there is little empirical evidence to support the findings in the Ugandan context.

1.3 Purpose of the Study

To examine the relationship between entrepreneurship education, entrepreneurial competencies and self-employment intention among the university graduate students at Kyambogo University.

1.4 Objectives of the study

- i.** To examine the relationship between entrepreneurship education and self-employment intention among University students in Kyambogo University.
- ii.** To investigate the relationship between entrepreneurship competencies and self-employment intention among University students at Kyambogo University.
- iii.** To establish the effect of entrepreneurship education and Entrepreneurial competences on self-employment intentions of the University students in Kyambogo University.

1.5 Research questions

- i.** What is the influence of entrepreneurship education on self-employment intention among University students in Kyambogo University?
- ii.** What is the influence of the entrepreneurship competencies on self-employment intention among University students at Kyambogo University?
- iii.** What is the effect of entrepreneurship education and Entrepreneurial competences on self-employment intentions of the University students in Kyambogo University.

1.6 Research hypothesis

- H1:** Entrepreneurship education has a positive and significant relationship with self-employment intentions.
- H2:** Entrepreneurial competencies has a positive and significant relationship with self-employment intentions.
- H3:** Entrepreneurship education combined with Entrepreneurial competencies has a positive and significant relationship with self-employment intentions

1.7 Conceptual Framework

This explains the casual relationship between entrepreneurial education, entrepreneurial competencies and self-employment intention among University graduates.

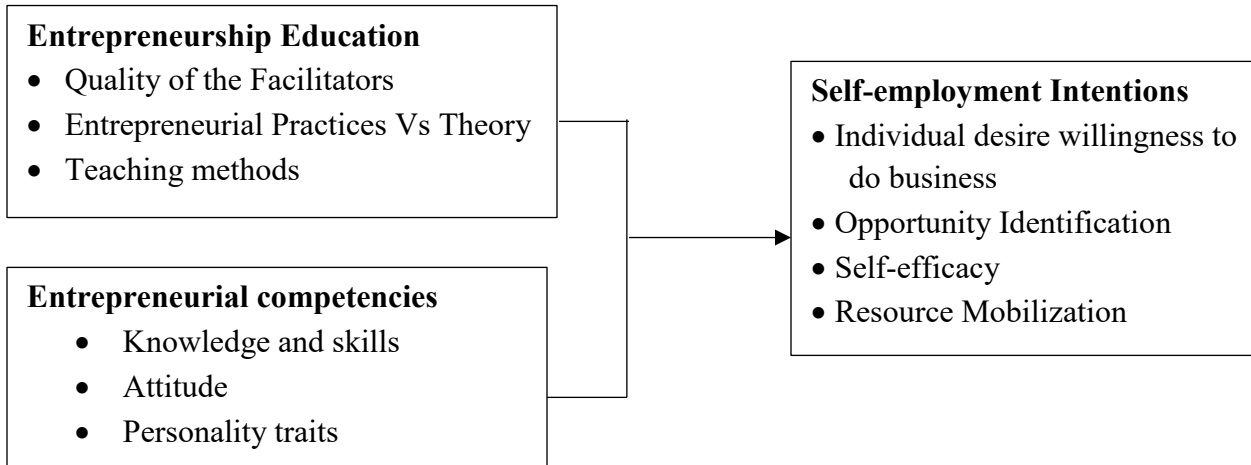


Figure 1. 1: Conceptual framework

Source: Adopted and modified from the Literature review: Afolabi et al. (2017); Barba-Sánchez and Atienza-Sahuquillo, (2018).

This conceptual framework described how entrepreneurial competences serve as a mediator in the relationship between self-employment goals and entrepreneurship education. The dependent variable was intentions to work for oneself, and the independent variable was entrepreneurship education.

1.8 Scope of the Study

The study focused on the relationship between Entrepreneurship Education, Entrepreneurial competencies and self-employment intention among graduate students in the school of management and entrepreneurship. It targeted students that studied entrepreneurship.

The study was considering university graduate students of Kyambogo University. This is one of the Universities that are teaching entrepreneurship education to its students and is well involved the entrepreneurship activities.

The study considered only University students who are studying Entrepreneurship education at the University.

1.9 Significance of the study

The findings of the study help in the following ways;

The policymakers; such as Ministry of Education and Sports and other regulators will draw information from this study that will help them to design better policies for improving entrepreneurship training among University students in Uganda.

Management of the Universities; The study findings emphasise management to review curriculum and integrate entrepreneurship education into the syllabi. This will be very constructive information required by management of institutions.

Lecturers; the findings of this study will also support lecturers to focus on building competences in teaching entrepreneurship since it has been revealed that entrepreneurship competences predict self-employment intention.

Future researchers; the study findings enrich information on entrepreneurship education and its contribution to self-employment intention which future studies can refer to form basis for their studies.

1.10 Justification of the Study

Due to the critical role that entrepreneurial education and entrepreneurial competencies plays in enhancing self-employment intention among University students, the study was carried out because it will be a foundation for better policies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents the literature review of the study variables as shown in the conceptual framework. In particular, these are: Entrepreneurship education and Entrepreneurial competencies as predictors of graduate intention for self-employment.

2.1 Theoretical Review

The study highlights that various theories such as - human capital theory (HCT) and theory of planned behaviour (TPB) have been adopted by prior studies to examine the contribution of entrepreneurship education and competencies on self-employment intention. However, for this study, the underpinning theory was the TPB.

The TPB proposes that behavioural intention of an individual takes three components that include; attitude, norms, and behavioural control (Krueger et al., 2000). An individual's engagement in new venture creation depends consciousness and deliberates other than serendipitous (Ajzen, 2015).

This means that the entrepreneurship process is carefully thought out and deliberate, Ajzen's TPB has entirely been used to explain and predict engagement and unwillingness to embark on entrepreneurship behaviour. Thus, argument concedes with Fayolle et al.'s (2014) view that attests to intention being one motivational aspect towards executing any behaviour Entrepreneurial behaviour inclusive.

2.2 Conceptual review

The key concepts for review in this study were self-employment intention as dependent variable and entrepreneurship education and entrepreneurship competencies as independent variables.

2.2.1 Self-employment intention

The self-employment intents that are embraced as a catalyst for job creation and boosting national wealth through economic development are responsible for a nation's economic development (Okeke et al., 2016). The idea that entrepreneurship education affects self-employment intentions has been supported by many ideas. This includes; - human capital theory, that envisages the view that in having an entrepreneurial mindset, education plays an important role. (Martin et al., 2013). The TPB proposes that behavioral intention of an individual takes three components that include; attitude, norms, and behavioral control (Krueger et al., 2000).

An individual's engagement in new venture creation depends consciousness and deliberates other than serendipitous (Ajzen, 2015). This means that the entrepreneurship process is carefully thought out and deliberate, Ajzen's Theory of Planned Behavior has entirely been used to explain and predict engagement and unwillingness to embark on entrepreneurship behavior. Thus, argument concedes with Fayolle et al.'s (2014) view that attests to intention being one motivational aspect towards executing any behavior Entrepreneurial behavior inclusive. In Ugandan context, few studies have been carried out on self-employment intentions in higher Institutions of learning (Kisubi, 2021). Kisubi (2021) examined the EI of under-graduate students from Kyambogo and Makerere University with the conditional effect of self-efficacy.

2.2.2 Entrepreneurial competencies

Entrepreneurial competencies are possessed by people, those who found or transform businesses and generate value by organising resources and opportunities (Bird, 1995). When she emphasises the significance of differentiating between competence that contributes to success and competence as a minimal or baseline norm, Bird (1995) agrees with scholars on management competence. According to Krueger et al. (2000), start-up intentions are related to attitudes towards

entrepreneurship, including perceptions of the viability of establishing a business and the appeal of entrepreneurship as a career option.

2.3 Empirical review

2.3.1 Entrepreneurship Education and self-employment intention

Educational institutions are places that can ably enable grow entrepreneurial talent growth and development, since they are mostly trusted by the communities. Entrepreneurship involves the creativity and innovative abilities using the, bases, resources, processes, aimed at creating or adding value goods and services with minimum calculable risks (Haug, 2013).

Self-esteem also makes people seek self-respect and respect from others. The career direction is determined by the occupied positions. The Maslow's theory explains the needs in a hierarchical order. Self-esteem spurs people to take the entrepreneurial career path. According to Suryana (2018), these environmental factors include role models, opportunities, activities, as well as the other players like competitors, resources, and government policies. Such an atmosphere greatly influences the community to foster interest in entrepreneurship.

Participants' intentions to work for themselves is influenced by entrepreneurial education (Iglesias-Sánchez et al., 2016). According to Rasmussen and Srheim (2006), entrepreneurship education gives students the skills they need to launch new companies and manage their existing businesses more successfully. However, prior research on self-employment intentions and entrepreneurship education has produced conflicting findings. Similar to this, Farashah (2013) contends that taking an entrepreneurship course raises self-employment inclinations by 1.3 times.

According to Afolabi et al. (2017), the results of their study on the impact of entrepreneurship education on students' plans to pursue self-employment in the science and technology fields in

Nigeria demonstrate that this approach is effective and has a favourable impact on those students' aspirations. However, Prodan and Drnovsek (2010) contend that individuals with degrees in entrepreneurship expand exponentially by seizing opportunities, learning about the establishment of ventures, and having the confidence to take risks (Mahendra et al., 2017). Entrepreneurship education has been found to positively impact self-employment intentions by many academics (Barba-Sánchez & Atienza-Sahuquillo, 2017).

On the other hand, Nowiski et al. (2019) find that just one of the four Visegrád countries—Poland—saw a positive and significant direct impact of entrepreneurship education on self-employment intentions. The negative findings agree with Abdullahi et al. (2017), who conducted research in Malaysia and showed that, the more schooling a person obtains, the less likely they are to pursue entrepreneurship as a career. These findings are comparable to those of Mahendra et al. (2017), who discovered no connection between self-employment intentions and entrepreneurial education among management students at Indonesia's public university in Malang. But the purpose of this study is to look at how education in entrepreneurship affects university graduates' intentions to work for themselves.

2.3.2 Entrepreneurial competencies and self-employment intention

The courses' content, which focuses on entrepreneurship, encourages students to participate in real-world business ventures. The course material must be adjusted to meet graduate students' unique qualities in order to improve their entrepreneurial competencies. This justification encourages and propels students to launch their own firms (Davidson, 2000).

According to Lessem (1986), there are several types of entrepreneurs, each having its own clusters of characteristics. Due to the drawbacks of such attribute approaches, competency

theories have received the majority of attention in entrepreneurship research. Individuals with entrepreneurial abilities are those that found or alter organisations and provide value by organising resources and opportunities (Bird, 1995). When she emphasises the significance of differentiating between competence that contributes to success and competence as a minimal or baseline norm, Bird (1995) agrees with scholars on management competence.

The number of studies studying entrepreneurial competencies has significantly increased in recent years. These studies, however, primarily analyse these relationships by building causal models and primarily concentrate on the relationship between entrepreneurial qualities and the business world. Identification, validation, and comparison of the abilities needed by business owners are some of the major themes studied (Rahman et al., 2016). The goal of this study was to investigate the impact of entrepreneurship competences on university graduates at Kyambogo University's inclination to pursue self-employment.

2.3.3 Entrepreneurship Education and entrepreneurial competencies

According to Mwasalwiba (2010) entrepreneurship education involves educating students on entrepreneurial practise and enhance their knowledge, abilities, and attitudes. It's interesting to note that knowledge, skills, and attitudes are regarded as the essential elements of competence (EU 2006, p. 13). In other words, the goal of entrepreneurship education is to develop students' entrepreneurial skills and to prepare them for the world of business (Lackeus, 2015).

A paradigm shift has occurred in contemporary education with regard to students, learning, and skills (Brand-Gruwel et al., 2005). In Europe, the European Higher Education Area (EHEA) places the idea of competency at the centre of the educational paradigm and students at the centre of the learning process, according to Alfantookh and Bakry (2013). These changes have led to the

emergence of a new educational paradigm that strongly emphasises capabilities over content (Mulder et al., 2005). The EHEA claims that integrating competencies requires strengthening the unbreakable link between academic study programmes and the abilities and knowledge required for the workforce.

The requirement for a deeper comprehension of relevant competencies is highlighted in the research on entrepreneurship (Unger et al., 2011). The development of entrepreneurial competencies, which are particularly important for business growth and success (Sánchez, 2011) and economic development is one of the main goals for universities (Bosma and Kelley, 2019). Both research and practise are heavily reliant on the question of assessing entrepreneurial competencies. Therefore, it should be feasible to quantify entrepreneurial competencies and prioritise those that support individual development if the goal is to improve them.

The number of studies examining various entrepreneurial competencies has increased as a result of the expansion of entrepreneurship education. For instance, a review of the literature on research on entrepreneurial skills was done by Mitchelmore and Rowley in 2010. Morris et al. (2013) investigated the competencies needed for entrepreneurial action. Man and Lau (2000) and Man et al. (2002) developed conceptual frameworks to link entrepreneurial competencies with small and medium-sized enterprises' (SME) performance and competitiveness. Barazandeh et al. (2015) investigated the impact of entrepreneurial competencies on business performance. The researcher examined the influence of the entrepreneurship education on entrepreneurial competencies of the University graduates at Kyambogo University.

2.3.4 Entrepreneurial competences, entrepreneurship Education, and self-employment intentions

Entrepreneurial course contents play a fundamental role in rising and nurturing student entrepreneurialism (Hannon 2005). Muir, (2016) attest that entrepreneurship course content exist in many programmes across different faculties in the universities either as optional courses or as fully flagged programmes especially in the business field. The importance is to raise awareness through provision of opportunities for students to experiential as well as practical point of view. The intention is to create an entrepreneurial mindset and adopt an entrepreneurship career (Hynes, 2011). Furthermore, research in this area is founded on theories of intentions (such as Ajzen's, 1991) TPB and Shapero's, (1982) model of the "Entrepreneurial event"), which are supported by the essential tenet that intentions translate into action when it comes to actually beginning a firm. However, it was found by Ward et al. (2008) and Robertson and Wilkinson (2005) that there are significant rates of failure of the seeming purpose to start up among students (Harding, 2007), which is still an important study subject.

According to earlier study (Hollenbeck & Hall 2004; Wilson et al 2007), entrepreneurship education can raise a person's degree of self-efficacy. The study by Wilson et al. (2007) found that this relationship is stronger for female students. Noel (1998) discovered a strong correlation between entrepreneurial intention and entrepreneurship education, with entrepreneurship majors having a higher intention to launch their own enterprises. According to Wilson et al. (2007), entrepreneurship education can boost students' interest in entrepreneurship as a profession. By encouraging students to pursue entrepreneurial professions, Souitaris et al. (2007) discovered that entrepreneurship programmes dramatically increased students' subjective norms and intents towards entrepreneurship.

Due to the heterogeneity of definitions and competency frameworks in the field of entrepreneurship education, literature and practise still show significant confusion regarding what should be taught in academic entrepreneurship courses and which competencies need to be developed (Tittel & Terzidis, 2020). By distilling the entrepreneurial talents cited in the literature and creating a list of them, these writers made an in-depth review of entrepreneurial competencies that dates back to 2008 by Mitchelmore and Rowley. Because of this, Bird (1995) and Man et al. (2002), highlight the crucial relevance for categorization and the listing of entrepreneurial competences.

Despite the fact that the concept of competency is key to the study of entrepreneurship and has been acknowledged as an important part of the dynamic learning process, Loué et al. Only sporadically has its relationship to entrepreneurial education been taken into account (Sánchez, 2011). Entrepreneurship education encourages the development of these talents in students (Sitzmann et al., 2010) and provides students with a strong educational basis on which to build their entrepreneurial skills (Sánchez, 2011).

Additionally, the literature up to this point has primarily taken a professional rather than educational approach to discussing entrepreneurial competencies (Mamun et al., 2016 and Tehseen et al., 2019). As a result, less focus has been placed on the role that entrepreneurial talents play in higher education for entrepreneurship. Recent studies have concentrated on the development of entrepreneurial competences, despite the fact that they do not take into account the interactions that competencies can have with one another (Ferrerias-Garcia et al., 2019). Despite the fact that they do not consider how different competencies may interact. As a result, the researcher concentrated on analysing the entrepreneurship competences and education's ability to predict self-employment intents among university graduates at Kyambogo University.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter draws emphasis on the methodology used in the study. It contains; Research design, data source, and data collection methods, data analysis, sampling methods, study population, target sample, validations and reliability, measurement of variables, ethical considerations and anticipated problems.

3.1 Research design

The study applied a case-study design that was rooted towards a quantitative and qualitative research method. This design was undertaken the study was focused on carrying out an in-depth analysis of Kyambogo University as a case of study. Quantitative research uses both numerical data and discrete variables to assess participants' knowledge of the topic under consideration. This design was deemed suitable since it fostered collection of data from a target group at one point in time to obtain information relevant information to achieve the research objective as supported by Amin (2005). Qualitative research approach was considered for this study to obtain detailed opinions, explanations and perceptions of respondents in view of supporting the quantitative findings.

3.2 Study Population

The target population for this study consisted of Masters and undergraduate students in their final year of studies who were undertaking Entrepreneurship and innovation course at Kyambogo University. According to the Kyambogo Registrars records, (2022), students under Masters programmes that were undertaking Entrepreneurship and innovation course were as follows; Masters of Business Administration (MBA) (18), Masters in Supply Chain Management (MSCM

(8) and Masters in Organization and Public Sector Management (MOP) (4) which makes a total study population of 30. On the other hand, undergraduate students who were in their final year of study from various business programs in School of Management and Entrepreneurship were 600. This targeted population was considered relevant for this study because they were undertaking entrepreneurship and innovation course and were in the right time of planning for their career after campus. Summary of the population per category of the programme is shown in the table I below:

Table 3.1: Population, sample size and sampling techniques

Category per programme	Population (N)	Sample size (n)	Sampling technique
Master students	30	28	Purposive sampling
Undergraduate students	600	206	Simple random sampling
Total	630	234	

Source: Primary Data: Morgan and Krejcie (1970) sample size determination table

3.3. Sample size, Sampling techniques and procedures

Krejcie and Morgan (1970) table was used for sample determination. This table scientifically calculates the sample such that the bigger the population size, the sufficient the sample size. Therefore, from the study population of 600 undergraduate students, the estimated sample was 206. This sample of undergraduate students was selected randomly from stratified groups of students. For instance, 60 students were selected for BAF, 30 from BMS, 26 from BAS and 50 from BPLM and 40 from BBA.

Besides, from a study population of 30 master's students, a sample of 28 was drawn. This study used purposive sampling for all the graduate students in their final year of studies in MBA, MSCM and MOP. The sampling technique was appropriate for selection of only those students that were

undertaking entrepreneurship. For selection of undergraduates, simple random sampling was used so as to give equal chance to all students to participate.

In this study, lecturers and students' representatives were key respondents to the interviews that were conducted to gather more detailed insights on how they perceived the role of entrepreneurship education and competencies on fostering self-employment intentions. Purposive sampling was used to select the key informants where only the lecturers who were practical teachers for entrepreneurship were engaged.

3.4 Sources of data

The sources of data were categorized into the following:

3.4.1 Primary data

Primary data was collected by means of self-administered questionnaires administered to respondents in accordance with Anderson (1988); Nunnally & Bernstein, 1989). This data was analysed to address the study objectives and test the hypotheses of the study.

3.4.2 Secondary data

This data was acquired through existing firm literary works as well as any additional literature from business records, publications, financial statements, and research papers. This data was used to get insights on the current published information regarding the level of self-employment intention among graduates in the country.

3.5 Data Collection methods and Instruments

This study used survey and interview method. The researcher used close ended questionnaire and interview guide to gather primary data. A standard questionnaire was used in order to produce

accurate information. The questionnaire comprised of four sections namely; respondent's characteristics constitution of age, sex, and intention to start a business; the second section comprised of data describing the Entrepreneurship Education, the third section comprised of data on Entrepreneurial competencies and the fourth section comprised of data for Self-employment intentions,

The questionnaires were close-ended, with five-point Likert scales to elicit research participants' viewpoints. Given that they offer standardised sets of response options that represent varying degrees of agreement, five (5) Likert scales was preferred. The study used a questionnaire due to its dependability in gathering data from respondents (Creswell, 2012). The measurement of items was based on the 5-point scale.

Interviews with lecturers of entrepreneurship were done. Furthermore, interviews complement questionnaires since it helped to solicit for the individual explanations, perceptions, attitudes and feelings that would not otherwise be given in questionnaires.

3.6 Validity and Reliability of instruments

3.6.1 Validity of the instrument

Validity refers to a situation where a tool measures what it is intended to measure. Questionnaires were developed, presented and discussed with a supervisor to establish its face validity in terms of wording, accuracy and clarity. There after the instrument was taken to practitioners to establish the relevance of the content items in the questionnaire to determine Content Validity Index (CVI). Two experienced persons in the field of study were used to validate the appropriateness and generalizability of the instrument.

Formula: Determination of content validity index was done using the formula as follows;

$$\text{Content Validity index} = \frac{\Sigma (\text{Number of items considered valid in the question items})}{\text{Total number of items}} = \frac{28}{40}$$

According to Amin (2005), a content validity index of 0.70, which was higher than the required value of 0.5, validated the instrument as appropriate for the study.

3.6.2 Reliability

This was measured using Cronbach Alpha Coefficient. The questionnaire was pre-tested by the researcher on 30 students in the faculty of Arts and Social Sciences of Kyambogo University who were believed to have similar characteristics of the study population. From the data gathered during pilot test, the reliability of the questionnaire was measured using (Alpha) values which were expected to meet the threshold of 0.7 and above as supported by Sekaran and Bougie (2010).

Table 3.2: Reliability tests

Variable	Cronbach's Alpha	NO. of Items
Entrepreneurship education	.828	8
Entrepreneurial competencies	.867	11
Self-employment intention	.809	9

From the table, it was found that the instrument was valid since all variables met the threshold of 0.7 and above as supported by Sekaran and Bougie (2010). Factor analysis was also conducted to ensure only those items that had factor loading of above 0.7 were considered which led to the elimination of some items which explains the variation in the items presented in Table 3.2 above.

3.7 Data collection procedure

Ethical considerations were put at the forefront. For instance, the researcher obtained an introductory letter from Kyambogo university Directorate of Research and graduate training that was used to introduce the researcher and build the confidence of the respondents.

The researcher sought for acceptance from the management of School of Management and Entrepreneurship where the survey was to be conducted. Respondents consent was also obtained first before they could take part in the survey.

The questionnaires were supplied by the researcher with the support of the class coordinators who were trained on what was required during data collection. Respondents were assured that the process of filling questionnaire would take not more than 5 minutes. They were also assured that data gathered was purely for academic purpose.

3.8 Data analysis

Before entering quantitative data into the Statistical Packages for Social Scientists (SPSS), it was verified for accuracy. Then, descriptive statistics like means, standard deviations, and percentages, as well as inferential statistics like correlation and regression, were used to assess this data. In order to determine the degree to which entrepreneurial education and entrepreneurial competences predict self-employment goals, the independent variable and dependent variable were correlated using the Pearson correlation co-efficient. The aims, themes, and/or sub-themes of content analysis were followed when transcribing and analysing qualitative data.

3.9 Ethical considerations

The researcher maintained ethical standards all throughout the study. For instance, an introductory letter from the graduate school was obtained. The letter was taken to the presented to the respondents before consent to respond to the questionnaire. The researcher ensured that

participation was out of willingness of respondent. Respondents were assured of the confidentiality of the information provided. No respondent was allowed to indicate and personal details such as name. Prior to data collection, participants were informed about the role and purpose of the study. The researcher explained clearly that there were no incentives the researcher would be offered to respondents after data collection. The data collected from respondents was to be treated with the highest degree of privacy.

3.10 Limitations and delimitations:

The study had the following limitations

Some respondents expected a token after but the researcher was not be able to provide it. This was managed by explaining to respondents before data collection that participation in the study were free and voluntary and no token was to be expected.

There was unwillingness and delayed response from some respondents. However, the study employed some research assistants who explained very well to the respondents the objective of the study and its significance to the institutions.

There was limitation of financial resources to facilitate the process of data collection since the study population was big to reach out to access the sample. However, the researcher was prepared well in advance and engaged family members who contributed to the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter provides the presentation, analysis and interpretation of the study findings. The chapter begins with response rate and thereafter, descriptive statistics, the relationship and regression results are presented.

4.1 Response rate

The survey targeted a sample of 234 respondents. A total of 234 questionnaires were distributed to the targeted respondents of which only 189 were returned. However, from the returned questionnaires, only 120 were valid and complete for further analysis, bringing the response rate to 51.3%. According to Lindner and Wingenbach (2002), any response rate of 50% and above is appropriate for a survey research and can be considered reasonable to give confidence in the study findings.

4.2 Respondents characteristics

The current study intended to implore the essential information from a number of students. The study mainly focused on third year undergraduates and second year master students offering entrepreneurship in SOME. In the table below, the detailed description of the respondent and sample characteristics are given.

Table 4.1: Respondents characteristics

Items	Category	Frequency	Percent
Gender of respondents	Male	56	46.7
	Female	64	53.3
	Subtotal	120	100.0
Age bracket of respondents	18-24years	53	44.2
	25-29 years	42	35.0
	30-34 years	15	12.5
	35-39 years	2	1.7
	40 years and above	8	6.7
	Subtotal	120	100.0
Intent to start business	Yes	94	78.3
	No	26	21.7
	Subtotal	120	100.0

53.3% (64) females and 46.7% (56) males participated in the study. In terms of age, majority were aged between 18-24 years constituting 44.2%, those between 25-29 years constituted 35%, those aged between 30-34 years constituted 12.5% and those aged between 35-39 years and 40 years and above constituted 1.7% and 6.7% respectively. Regarding the intent to start a business, (94)78% revealed that they wanted to start their businesses and (26)21.7% had no intention of starting a business.

4.3 Descriptive statistics on study variables

The sections give the descriptive statistics on respondent's perception of entrepreneurship education, entrepreneurial competencies and self-employment intention of graduate students. The descriptive statistics show the level of agreement or disagreement of students on the items that were used to measure each of the study variables. SD greater than 1 means it departs away from the mean suggesting that there's no general agreement but when SD is less than 1, it means that its closer to the mean, meaning there's general consensus or agreement

4.3.1 Entrepreneurship education

Respondents were required to indicate the extent to which they either agreed or disagreed to the items that were used to measure the existence of entrepreneurship education at Kyambogo University. Descriptive statistics below show students level of agreement or disagreement.

Table 4.2: Descriptive statistics for entrepreneurship education

Items	Mean	S. D
Quality of facilitators		
Entrepreneurship lecturers promote internships and placements of students	3.25	1.22
Entrepreneurial practice vs Theory		
The facilitators in entrepreneurship give practical examples while teaching	3.23	1.19
The theories I learn in classes are always linked to the practice of entrepreneurship	3.49	1.06
With the entrepreneurship knowledge attained in class, I have the capacity	3.53	1.18
Teaching methods		
While we are studying, students begin by identifying their goals	3.47	1.22
Lecturer with entrepreneurial activities in the university	3.64	1.04
While we attend classes, we are given entrepreneurial projects	3.88	1.01
There are competitions among the best business plans	3.78	1.27
Grand mean	3.53	1.16

From the table 4.2 above, the majority of respondents indicated that while they attended classes, they were given entrepreneurial projects with a mean score of 3.88, and standard deviation of 1.01, furthermore, it was also reported that respondents held competitions to see those that came up with the best business plans, (M= 3.78, SD=1.27). Respondents also indicated that with the entrepreneurship knowledge they had attained in class, they had the capacity to start their own businesses (Mean=3.53, SD=1.18). Respondents also agreed that while they were studying, students began with identifying their goals (Mean= 3.47, SD=1.22). Regarding theories and

practice, respondents agreed that the theories they learnt in class were always linked to the practice of entrepreneurship (Mean=3.49, SD= 1.06). Regarding use of examples, respondents indicated that facilitators in entrepreneurship always gave practical examples while teaching in class (Mean=3.23, SD= 1.19) and lastly respondents indicated that entrepreneurship lecturers promoted internships and placements for the students (Mean=3.25, SD=1.22). The overall grand mean score of entrepreneurship education was 3.53 and SD is 1.16. this suggests that majority of the respondents may not agree since SD is greater than 1.

4.3.1 Entrepreneurship competence

Respondents were required to indicate the extent to which they either agreed or disagreed to the items that were used to measure the existence of entrepreneurship competencies amongst graduate students of Kyambogo University. Descriptive statistics in Table 4.3 below show students level of agreement or disagreement.

Table 4.3: Descriptive statistics for entrepreneurship competence

Items	Mean	S. D
Knowledge and skills		
I always came up with ideas of businesses I want to do	3.74	1.34
I always participate actively to ensure the success of an entrepreneurial	3.55	1.01
I always respect the ideas and thoughts of other people in the future bus	3.78	1.17
I actively participate in the creativity and innovation of my respective	3.74	1.07
Personality traits		
I always look for ideas to do in business	3.46	1.25
I like challenging situations and taking advantage of new business opportunity	3.65	1.07
Before starting a business venture, I prefer gathering sufficient knowledge	3.71	1.07
I always stick to decisions even if others disagree strongly with them	3.68	1.16
Attitude		
I always carry out my work without supervision	3.48	1.26
I always solve different problems as they arise, without consulting with others	3.56	.968
I am willing to always voice out and give independent opinion on critical issues in future business	3.90	1.01
Grand mean	3.66	1.12

From table 4.3 above, the majority of respondents indicated that they were willing to voice out and give independent opinions on critical issues with future business (Mean= 3.90, SD=1.01). It can also be observed that respondents always respected the ideas and thoughts of other people in the future business they were intending to do (Mean=3.78, SD=1.17), besides, participants also reported that they always came up with ideas of businesses they wanted to do (Mean =3.74, SD=1.34). In other factors, it was reported that respondents actively participated in in the creativity and innovations of their respective group discussions in class (mean=3.74, SD=1.07), before starting a business venture, I prefer gathering sufficient knowledge scored (mean=3.71, SD=1.07), respondents further agreed that they always stuck to their decisions even if others strongly disagreed with them (mean=3.68, SD=1.16), on the other hand, participants indicated that they liked challenging situations and taking advantage of new business opportunities (Mean=3.65,SD=1.07) and further showed that they always solved problems as they arose without necessarily consulting others (Mean=3.56, SD=.968). On the side of participants indicated that they actively participated to ensure the success of an entrepreneurial project given in class (Mean=3.55, SD=1.01), participants further showed that they always carried out their activities without any supervision (Mean=3.48, SD=1.26), and lastly it was noted that participants always looked for ideas in which to do business (Mean=3.46, SD=1.25). The overall mean score of entrepreneurship competence was 3.66 and SD is 1.12. This suggests that most respondents do not agree with Entrepreneurship competences.

4.3.1 Self-employment intention

Respondents were required to indicate the extent to which they either agreed or disagreed to the items that were used to measure student's self-employment intention. Descriptive statistics below show students level of agreement or disagreement.

Table 4.4: Descriptive statistics for self-employment intention

Items	Mean	S. D
Opportunity identification		
I always think of many ways to solve problems	3.28	1.28
I have made investigations on different ideas I would wish to invest in	3.72	1.05
I always consistently question and challenge the adequacy and quality of	3.87	1.13
Self-efficacy		
I know what kind of business I want to do future	3.72	1.20
I have confidence in my own judgment and ability	3.74	.97
I always look for and get new responsibilities	3.82	1.09
Individual desire and willingness		
I am determined to start my own business in the future	3.72	1.03
I have very thought seriously of starting a firm	3.82	.941
I will make every effort to start and run my own business	3.77	1.05
Grand mean	3.61	1.08

From table 4.4, it is observed that respondents perceived self-employment intention highly, for instance, respondents indicated that they had made investigations on different ideas they would wish to invest in (mean=3.72, SD=1.05), furthermore, participants also indicated that they were determined to start their business in future (mean=3.72,SD=1.03), they knew the kind of business they wanted to do in future (mean=3.72, SD=1.20), and further reported that they had confidence in their judgment and ability (Mean=3.74, SD=.97). In other factors, I will make every effort to start and run my own business scored (Mean=3.77, SD=1.05), I have very thought seriously of starting a firm score (mean=3.82, SD=.941), I always look for and get new responsibilities scored (mean=3.82, SD=1.09) and lastly, I always consistently question and challenge the adequacy and quality of traditional thinking (mean=3.87, SD=1.13). The overall mean score of self-employment intention was 3.61

4.4 The relationship between study variables

The correlation analysis was done to establish whether entrepreneurship education and entrepreneurial competencies have a significant relationship with self-employment intention.

Table 4.5 below shows the correlation results.

Table 4.5: Correlation results on study variables

Variables		(1)	(2)	(3)
Entrepreneurship education (1)	Pearson Correlation	1		
Entrepreneurial competence (2)	Pearson Correlation	.759**	1	
Self-employment intention (3)	Pearson Correlation	.735**	.780**	1

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

According to results in Table 4.5 above, it indicates that there is a statistically significant relationship between entrepreneurial education and self-employment intentions ($r = .735$, $P < 0.05$).

Which means that when entrepreneurship education increases, self-employment intention also increases amongst individuals.

Similarly, results show that entrepreneurial competence and self-employment intention are positively correlated ($r = .780$, $P < 0.05$). This means that when entrepreneurial competencies increase amongst individuals, there will be an increase in self-employment intention.

4.5 Regression analysis

4.5.1 Entrepreneurship education and self-employment intention

Examining the link between self-employment intentions and entrepreneurship education was the first goal. In order to achieve this goal, the study conducted a regression analysis to determine the impact of entrepreneurship education on the intention to work for oneself. The outcomes are shown in Table 4.6 below.

Table 4.6: Regression results on entrepreneurship education and self-employment intention

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.454	.197		7.398	.000
	Entrepreneurship education	.640	.054	.735	11.786	
	Model Summary					.000
	R-.735					
	R-Square=.541					
	Adjusted R-Square =.537					
	F-value =138.913					

a. Dependent Variable: Self-employment intention

Results in Table 4.6 show that the regression model was a good fit for the data and therefore, entrepreneurship education significantly predicts the variations in self-employment intention ($F = 138.913$, $P < 0.05$). The findings indicate that entrepreneurship education explains 53.7% variations in self-employment intention ($\text{Adjusted } R^2 = 0.537$, $P < 0.05$). Likewise, the model demonstrates a regression coefficient of $\beta = 0.735$ which reveals that a unit increase in entrepreneurship education is associated with 0.735 increase in self-employment. Therefore, the study hypothesis was accepted.

4.5.2 Entrepreneurship competence and self-employment intention

Objective 2 was to investigate the relationship between Entrepreneurship competence and self-employment intentions among university students in Kyambogo university

The study established whether entrepreneurial competencies have a significant influence on self-employment intention of graduate students. Therefore, regression analysis was performed as below.

Table 4.7: Regression results on entrepreneurship competence and self-employment intention

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.096	.197		5.554	.000
	Entrepreneurial competence	.718	.053	.780	13.543	.000
Model Summary						
R-.780						
R-Square=.608						
Adjusted R-Square =0.605						
F-value =183.404						

a. Dependent Variable: Self-employment intention

The regression results in the Table 4.7 above indicate that the regression model was a good fit for the data (F =183.404, P <0.05). Therefore, entrepreneurship competence was found to have a significant effect on self-employment intention. Entrepreneurial competencies according to Adjusted R² of 0.605 explains 60.5% variations in self-employment intention amongst graduates with 39.5% being explained by other factors. The beta of 0.780 shows that a unit increase in entrepreneurial competencies is associated with 0.780 increase in self-employment intention. As a result, the hypothesis that entrepreneurial competencies significantly influence self-employment intention was supported.

4.5.3 Entrepreneurship education and entrepreneurial competence on self-employment intention

Establishing the impact of entrepreneurial education and entrepreneurial abilities on self-employment intentions among Kyambogo University students was one of the objectives. The goal of the study was to determine the combined predictive value of entrepreneurial education and

entrepreneurial competences on intentions to work for oneself. The regression results are shown in Table 4.8.

Table 4. 8: Regression results on entrepreneurship education, entrepreneurial competence and self-employment intention

Variable	Model		
	B	Std. Error	Beta
Gender	0.142	0.073	0.104
Age	0.061	0.035	0.099
Intention to start business	-0.073	0.101	-0.044
Entrepreneurship education	0.276	0.074	0.317
Entrepreneurial competencies	0.512	0.078	0.556
R	0.822		
R ²	0.676		
Adjusted R ²	0.662		
F-Statistic	F=47.519, P<0.05		

The regression model involved adding the entrepreneurship education and entrepreneurial competencies to the overall model. The results show that the model was a good fit and significant (F = 47.519, P <0.05). This implies that a combination of individual's characteristics, entrepreneurship education and entrepreneurial competencies significantly predict the variations in self-employment intention. For instance, it is observed that the addition of entrepreneurship and competencies into the model, improved Adjusted R² to 0.662. This implies that entrepreneurship education and entrepreneurial competencies explain 66.2% increase in variations of self-employment intention. Hence, the hypothesis that entrepreneurship competence and entrepreneurship education affect self-employment intention was supported.

In addition, results show that entrepreneurship education (Beta =0.317, P <0.05) has a statistically significant effect on self-employment intention which means that an increase in entrepreneurship education leads to an increase in self-employment intention by 0.317 units. Similarly,

entrepreneurial competencies (Beta =0.556, P <0.05) also have a significant contribution on self-employment intention with a unit increase in entrepreneurial competencies by one unit being associated with 0.556 increase in self-employment intention. As a result, the study supported the hypothesis that entrepreneurial competencies significantly affect self-employment intention.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations.

5.2 Summary of Findings

The aim of the study was to establish the relationship between entrepreneurship education, entrepreneurial competence and self-employment intentions among university graduates of Kyambogo University. Results revealed that there was a significant relationship between entrepreneurship education and self-employment intention amongst university students. Similarly, it was established that entrepreneurial competencies have an association with self-employment intention. Regression results on the other hand revealed that both entrepreneurship education and entrepreneurial competencies explain the variations in self-employment intention.

5.3 Discussion of findings

Discussion of findings follow the study objectives that were being addressed in the study as below.

5.3.1 Entrepreneurship education and self-employment intentions

The findings revealed that there was a significant positive relationship between Entrepreneurship education and self-employment intentions ($r = .735^{**}$). This means that an increase in entrepreneurship education is associated with an increase in self-employment intention. The regression results (Adjusted R-Square = .537) shows that entrepreneurship education explains 53.7% variations in self-employment intention. This suggests that when students acquire Entrepreneurship education, there's a tendency to create their own jobs. Most lecturers said that Entrepreneurship education plays a very vital role in interesting them in self-employment

intentions. When asked to comment on whether entrepreneurship education would influence an individual's self-employment intention, majority of the lecturers said;

“...Entrepreneurship education plays a very vital role in drawing interest from the university students. Majority of the students whom we engaged in entrepreneurship activities have started businesses for instance, we know of students who are operating businesses around Kyambogo University. These were very active students during entrepreneurship sessions in class. Therefore, entrepreneurship education instils knowledge and skills within these students and by the time they walk out of campus they feel they can make a difference in their lives with or without jobs through creating jobs in form of small businesses.”

Just as in the TPB, social activities such as education are likely to predict individual's behaviour to perform (Ajzen, 1991). Entrepreneurship education plays a fundamental role in driving self-employment intentions amongst individuals.

This agrees with Iglesias-Sánchez et al. (2016) who established that entrepreneurship education substantially change participants' Self-Employment Intentions. Similarly, Afolabi et al. (2017) also found out that entrepreneurship education is a good strategy of building on self-employment intentions. More studies that established that entrepreneurship education is positively associated with self-employment intention are (Barba-Sánchez & Atienza-Sahuquillo, 2017). Whereas, this is the cases, Nowiński et al. (2019) in his comparative study reveal the direct impact of entrepreneurship education on self-employment intentions may vary from country to country for instance they established that there was positive association in only Poland and not in other Visegrád countries.

5.3.2 Entrepreneurial competence and self-employment intentions

The study findings also revealed that entrepreneurial competencies and self-employment intention are significantly related ($r = .780^{**}$). Entrepreneurial competencies explain 60.5% variations in self-employment intentions (Adjusted R-Square = 0.605). This implies that entrepreneurial competencies play a pivotal role in self-employment intentions. The findings are supported by the interview responses from the lecturers of entrepreneurship who when asked to comment on whether entrepreneurial competencies would influence self-employment intention said;

“...Entrepreneurial competencies are very necessary for idea generation, innovation and business success. Students who possess unique attributes such as creativity and innovativeness are likely to start businesses. Similarly, having a positive attitude towards self-employment is also vital. In general, positive attitude, personal traits and self-efficacy form up individual’s entrepreneurial competence which determines either someone will engage in self-employment intentions or not.”

The findings are in support of Mitchelmore and Rowley (2010) who established that entrepreneurial competencies are significantly related to self-employment intention (Ferrerias-Garcia *et al.*, 2020a), have also showed that entrepreneurial competencies are very important in entrepreneurship since they predict the behaviour and eventually individual’s intention to engage in self-employment. However, some of them such as Sánchez (2011) and Ng and Knee (2018) have not examined the impacts that entrepreneurial competencies can have on self-employment intention.

5.3.3 Entrepreneurial competence, Entrepreneurship education and self-employment intentions.

The study established that entrepreneurship education affects entrepreneurial competencies on self-employment intentions amongst university graduates. The regression results showed that

entrepreneurship education and entrepreneurial education collectively explain 66.2% variations in self-employment intention amongst graduates (Adjusted $R^2 = .662$). The study revealed that Entrepreneurship education does not fully explain self-employment intentions. In most cases it passes through Entrepreneurial competencies. However, it was found that despite their collective contribution, entrepreneurial competencies have a greater contribution to self-employment intention compared to entrepreneurship education.

Although Loué *et al.* (2008) identify entrepreneurial competencies as central to the field of entrepreneurship, it cannot solely be relied on but rather should form an integral part of the dynamic learning process. Entrepreneurship education and competencies collectively predict the self-employment intention amongst individuals (Sánchez, 2011). Similarly, the study findings concur with Souitaris *et al.* (2007) who also found out that entrepreneurship education significantly raises students' competencies which collectively have a strong predictive power on one's self-employment intention. Entrepreneurship education and competencies inspire graduates to choose an entrepreneurial career (Hynes, 2011).

5.4 Conclusion

There is a significant relationship between entrepreneurship education and self-employment intention. Entrepreneurship education increases self-employment intentions amongst the graduate students of Kyambogo University. In conclusion therefore, entrepreneurship education plays a vital role in shaping the mindset of graduates towards self-employment intentions.

Entrepreneurial competence is positively associated with self-employment intention of graduates in Universities. Entrepreneurial competencies are fundamental for self-employment intentions.

Students who have a positive attitude, required traits and possess knowledge and skills, are likely to develop self-employment intentions.

Entrepreneurial education and entrepreneurship competences affect self-employment intentions. Entrepreneurship education cannot fully explain self-employment intentions without entrepreneurial competences. Both entrepreneurship education and entrepreneurial competencies play a vital role in driving self-employment intention of university graduates. Education oriented towards entrepreneurship and possession of entrepreneurship competencies are equally important for graduates to consider when venturing into self-employment intentions in Uganda.

5.5 Recommendations

The study found a substantial link between self-employment intention and entrepreneurial education and abilities. The two were discovered to have a significant impact on the intention to work for oneself. In light of this, the following recommendations are made:

First, the education system in Uganda should integrate entrepreneurship education into education syllabi right from lower levels of education as a nurturing process of developing interest amongst students so that at university level they would have changed their behaviour towards self-employment intentions. This can be through;

- Training all teachers on entrepreneurship.
- Promoting creativity and innovativeness amongst teachers of all subjects.
- Provision of more text books on entrepreneurship to schools, colleges and universities.
- Creating more classes for students on entrepreneurship at all levels of education.

Secondly, the nurturing process of university students should be oriented towards enhancing knowledge and skills of graduates on entrepreneurship, change the attitude and some personality

attributes of graduates so that they develop a mindset of self-employment intentions. This could be done through attaching monetary rewards on any innovative ideas as a way of encouraging self-employment intentions. This can be achieved through;

- Arranging more seminars for students where successful entrepreneurs can speak to students on entrepreneurship
- Introducing more hands-on sessions where students innovate some products ideas.
- Creating exhibition centres where business ideas are demonstrated

In addition, a review should be done by universities on the entrepreneurship curriculum so as to modify the mode of teaching and build competence amongst staff teaching entrepreneurship. Entrepreneurship provides an alternative strategy to self-employment intentions in the country and therefore, the curriculum should be enriched to help graduates make a choice of self-employment intentions rather than viewing it as an option for career failures.

All in all, both government and institutions should devise better strategies to enhance entrepreneurship education and entrepreneurial competencies of graduates if the country is to enhance self-employment intentions of graduates.

5.6 Areas for further research

Given that this study was focused on establishing the influence of entrepreneurship education, entrepreneurial competence on self-employment intentions among university graduate students of Kyambogo University, there is a need for future studies to do comparative analysis between Kyambogo University students and students of other universities.

Furthermore, future studies should extend this study and establish what role do stakeholders have to play in ensuring that entrepreneurship education and entrepreneurial competencies are enhanced amongst graduates so as to drive self-employment intention among graduates.

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE (FOR STUDENTS)

This questionnaire seeks to establish the effect of **Entrepreneurship Education, Entrepreneurial Competencies and Self-Employment Intentions among University Students of Public Universities: A Case of the Current Final Year Masters Students at Kyambogo University**. You have been selected to participate in this study because you are one of the student assumed to have been offered an entrepreneurship course in the Public University and thus you have the necessary information for this study. The information you provide will be treated with confidentiality and wasl be used only for academic purposes. Thank you for your cooperation and time.

SECTION A: Demographic characteristics

Please tick the appropriate box for the questions that follow below:

1. **Gender:** Male Female

2. **Age group**

18-24	25-29	30-34	35-39	40 & above

3. **Would you wish to start your own business?**

Yes	No

SECTION B:

In this section, please read the statement and tick what you feel most appropriate to you.

Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

PART 1: ENTREPRENEURSHIP EDUCATION

Quality of the facilitators	SD	D	N	A	SA
Facilitators of entrepreneurship program use practical methods while teaching their students (active learning, practical experiences)					
Facilitators of entrepreneurship Promote internships and placements of students in enterprises in order to expose them to hands on					
Person Entrepreneurial practice Vs theory					
	SD	D	N	A	SA
The facilitators for entrepreneurship give practical examples while teaching in class					
The theories you learn in class are always linked to the practice of entrepreneurship in Uganda					
With the entrepreneurship knowledge attained in class, you have the capacity to start up your own business					
The facilitators teach and guide students to develop Business plans					
The facilitators teach and guide students to develop Feasibility studies					
Content is enriched to enable me start my business.					
Teaching methods					
	SD	D	N	A	SA
Students begin by identifying their goals.					
lecturer with entrepreneurial activities in the university					
Students are given entrepreneurial projects					
There are competitions among the best business plans					

PART 2: ENTREPRENEURIAL COMPETENCIES

Please answer the following questions appropriately (SA - Strongly Agree; A - Agree; N – Not sure; D - Disagree; SD - Strongly Disagree)

Knowledge and skills	SD	D	N	A	SA
You have on several occasions came up with ideas that you would like to do business in					
You have participated actively to the success of a entrepreneurial project given in class					
You always consider the ideas and thoughts of other people in the future business you want to do					
You are well knowledgeable about how to go about the different changing challenges that any business is likely to face at any point of time					
Personality traits	SD	D	N	A	SA
When faced with difficult problem in future business, you will spend a lot of time trying to find a solution					
When starting a new business in future, you will gather a great deal of Information					
You always make personal sacrifices to complete assignments given on Time					
When you don't know something, you don't mind admitting it.					
You cannot get people who have strong opinions or ideas to change your Mind					
You always stick with decisions even if others disagree strongly with them					
Attitude	SD	D	N	A	SA
You will always work without needing supervision in your business					

You will always solve different problems as they arise, without having consulting with others					
You will always make decisions and take appropriate action in time in your business					
You are willing to always voice out and give independent opinion on critical issues in future business					

PART 3: SELF- EMPLOYMENT INTENTIONS

Please answer the following questions appropriately (SA - Strongly Agree; A - Agree; N – Not sure; D - Disagree; SD - Strongly Disagree)

Opportunity identification or search	SD	D	N	A	SA
You always think of many ways to solve problems					
You have made investigations on different ideas you would wish to invest in					
You have all the skills needed to identify problems facing any business					
You have an idea to start the business					
Self-efficacy					
Self-efficacy	SD	D	N	A	SA
You know what kind of business you want to do future					
You have confidence in your own judgment and ability					
You can stands up and defends decision on the kind of business you want to do in future if challenged					
You always look for and gets new responsibilities					
Resource mobilization					
Resource mobilization	SD	D	N	A	SA
You have the capacity to mobilize for the necessary finances needed to start up your business					
You have different options to use to access the amount of finance needed to start up your business					

Individual desire & willingness to do business	SD	D	N	A	SA
Individual desire & willingness to do business					
I am determined to start my own business in the future					
I have very thought seriously of starting a firm					
I will make every effort to start and run my own business					

THANK YOU.

APPENDIX II: INTERVIEW GUIDE (FOR ENTREPRENEURSHIP LECTURERS)

This interview guide seeks to establish the effect of Entrepreneurship Education, Entrepreneurial Competencies and Self-Employment Intentions among University Students of Public Universities: A Case of the Current Final Year Masters Students at Kyambogo University. You have been selected to participate in this study because you are one of the facilitators for entrepreneurship course in the Public University and thus you have the necessary information for this study. The information you provide will be treated with confidentiality and will be used only for academic purposes. Thank you for your cooperation and time.

PART 1: ENTREPRENEURSHIP EDUCATION

What is your opinion in regards to the following aspects of entrepreneurship education in public Universities?

- a) Quality of the facilitators
- b) Person Entrepreneurial Practice Vs theory
- c) Teaching methods

PART 2: ENTREPRENEURIAL COMPETENCIES

What is your opinion in regards to the following aspects of entrepreneurial competencies of the students that study entrepreneurship course in public universities?

- a) Knowledge and skills
- b) Personality traits
- c) Attitude

PART 3: SELF- EMPLOYMENT INTENTIONS

What could be your opinion in regards to the following aspects of self- employment intentions of the students that were exposed to the entrepreneurship course in the Ugandan public Universities?

- a) Opportunity identification or search
- b) Self-efficacy
- c) Resource mobilization
- d) Individual desire & willingness to do business

APPENDIX III: PLAGIARISM REPORT

Plagiarism Report-Anna

by Anna Kyohairwe Baker

Submission date: 01-Oct-2023 06:39AM (UTC+0100)
Submission ID: 2181267798
File name: Research_Report_Final_-_Anna.docx (132.81K)
Word count: 14534
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Plagiarism Report-Anna

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APPENDIX IV: INTRODUCTION LETTER