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Abstract

Entrepreneurship is recognized as a beacon of business start-ups. It drives individuals to realize their synergy, visualize and strategize / focus towards entrepreneurial path. It is a vibrant process aimed at creating economic returns through innovations. This paper evaluated the effectiveness training skills on entrepreneurial ventures among food and beverage diploma graduates from tertiary institutions. Fourteen institutions from Nairobi City County were targeted for the paper, which included two public universities, four private universities, three government technical institutions and five private training colleges. Descriptive and inferential procedures were used in data analysis. For quantitative data, Statistical Package for Social Sciences (SPSS) software was used, while for qualitative data, thematic analysis was used. From the inferential analysis, the researcher observed that the training skills do not have significant effects on entrepreneurial ventures with corresponding p-values 0.604. From these observations, we recommend that the government and the educational institutions should have entrepreneurial programmes that educate the learners on the latest market trends and needs. They should make provision for creativity, innovation, and tap new market trends that require expertise. With the new technology and the digital world, heavy investment is required. This will be a good prerequisite for proper policies that will ensure that the Government attains its Vision 2030 with ease.

Keywords: *Training skills, Food, Beverage, Entrepreneurial Ventures, Tertiary Institutions & Kenya.*

1.1 Background of the study

Entrepreneurship is a dynamic process which involves the identification of a viable business that closes existing market gap (Balan & Metcalfe, 2012). Entrepreneurship is the capacity to recognize economic opportunities, marshal appropriate resources to start a business ventures which are considered as a pillar that spurs social economic growth of nations (Ngugi, 2012). European commission (2008) sums up entrepreneurship as the ability to critically analyze, interpret and put into practice ideas that translate into economic returns governed by a business environment. Gibb, (2005) conquers with this by stating; it takes self-drive, determination and action oriented to excel or build an outgoing brand.

The fundamental task/ mission of tertiary institutions is to prepare graduates for successful career paths by equipping them with relevant and quality competences/ practical skills and knowledge, attitude for employability or venture into entrepreneurial activity for sustainability (Pardo-Garcia & Barac, 2020). The CBET training is learner centered which encourages participants to acquire competencies for various jobs (Ayonmike, Owle & Okeke, 2014). They argued that the implementation of CBET programmes in TVE goes a long way in curbing employment challenges faced by TVE graduates.

Technical education is ingrained in the culture of developed and developing countries at various percentages that is; Europe leads with 50% of students in technical or vocational, followed with 35-40% for Asia India and China and less than 20% for African countries (Okaka, 2001). Buruku, (2015) study indicated that developed nations have notable/ ballooning crisis over large numbers of youths aged between 18-25 years in such of formal employment, and he further adds that tender age, formal employment seekers are the technical institutions' graduates. The restructuring in public organizations, for example reduction of staff by retrenchment and other related programmes, has attracted the attention to self-employment to mitigate or moderate ballooning unemployment crisis (Manu & Nelson, 2002). Economies that are challenged with job creation urge their graduates to contemplate on creating innovative business ventures rather than become mere job seekers (Owuallah, 2008). It is on this basis the study strives to build the contribution of competences earned by food and beverage graduates on entrepreneurial ventures as a measure of flattening the unemployment curve.

Tertiary institutions offer training that nurtures and empowers trainees on emotional, attitude, intellectual and practical skills. This skill enables trainees to generate ideas and appreciate entrepreneurship career (E.U Commission, 2009). The curriculum of tertiary organizations is inverted towards entrepreneurial venture to inculcate the culture of self-employment (Forbs, 2005; Marion, 2007). Venture into self- employment is emphasized by government policies through a balanced blend of theory lessons and practicals to impart right skills and attitudes for professional benefits (Ministry of Education, 2009).

Despite these efforts, a great number of graduates carry searching for white-collar jobs (Kinyanjui, 2007). A study by Maina (2007) revealed that less than 10% of the graduates opt for small scale enterprises irrespective of the warning red flag of unemployment crisis.

According to the Kenya Economic report 2014, it was observed that the hospitality sector supplied over 8.8% of the jobs which translated to remarkable economic growth for most economies. A study by Awogbene and Iwuamadi, 2010 depicts that 72% which is 3 out 5 youths in Sub-Saharan Africa are jobless. The study by Nafukho and Helen (2010) indicated that over 80% of tertiary

graduates continues to search for formal employment. Maina (2011) acknowledges that self-employment culture lacks among young graduates and that it calls for orientation and sensitization.

The need to assess the application and utilization of knowledge graduates acquire is of great concern. This forms the basis of this study that seeks to demonstrate the impact of training on entrepreneurial ventures among food and beverage graduates of tertiary institutions in Nairobi County Kenya.

1.2 Objective of the Paper

The objective of the study was to examine the effect of skills training on entrepreneurial ventures among food and beverage diploma graduates from tertiary institutions

1.3 Study Hypothesis

H₀: There is no significant relationship between training skills and entrepreneurial ventures among food and beverage diploma graduates from tertiary institutions.

2.1 Theoretical background

Theory of entrepreneurial competences by Bird (1995)

This theory affirms that training serves as beacon of starting and running economic ventures. It further posts that, competences acquired through a well-tailored programs serves as a blue print for enterprises. Haynie and Shepherd (2009) observed that to excel in business one has to thoroughly scan the market for risks to become and remain entrepreneurial. He further states that an entrepreneur has to be flexible and proactive.

Human capital theory by Becker (1946, 1993)

This theory is centered on knowledge skills components and economic logic that individuals possess which serves as a driver of one's destiny (Becker, 1964, 1993). It shows that individuals with substantive human capital, excel in their endeavors. This theory is backed up with earmarked national skills in tertiary institutions with beehive practical driven teaching pedagogy. Becker argued out that a higher rate return on wages is begged on more/quality education, since it increases the level of cognitive stock of economically human resource base.

2.2 Empirical Literature

The contribution of training towards entrepreneurial ventures

Training is an important means of acquiring knowledge, transfer of skills and development of attitude necessary for incubation of business ideas and operating successful enterprises (Hynes & Richerdson, 2007). Matlay (2005), Matlay and Westhead (2005) defines career training as the means of facilitating the transition of a growing graduate population from education to work. New education programmes/ curriculum serves as eye openers to students by transferring practical skills and competences that are aligned to business environment. Kirby (2006) and Kirby (2007) find that advanced that often-such programmes operate entrepreneurship with new venture creation. Agarwala (2010) states that organized and planned training benefits an individual by acquiring of relevant skills, develops attitude that results to career choice and development. Similarly Tzafirir (2005) article on training supports that its though training either general or specific hat human capital is build or achieved, that which form a pillar of career choice growth and prosperity.

Formative and summative evaluations, business plans, monitored models/projects impacts positively on entrepreneurial ventures (Galloway & Brown, 2012). A study conducted by Zhang (2013) have similar results, they revealed that entrepreneurial education is pertinent for vigorous entrepreneurial engagements. Linan (2004) points that prior exposure to business environment build confidence and self-efficacy ideal for ventures. Renko (2012) suggests that Opportunities can be tapped into meaningful business ventures when individuals possess unique knowledge of identifying markets gaps and forecasting of future trends.

The education system that offers all-round knowledge inspires entrepreneurial start-ups (Abdul Kadri, Salim Kamarudin, 2011) Archili (2003) singles out entrepreneurial keenness, prior knowledge, social networking, personality traits, creativity and self-efficacy as major ingredients /components that affect opportunity identification which initiates enterprises. Sanz-velascu (2006) study found that knowledge existed three aspects that is, market segmentation ability, customer problem solving techniques, and competitive survival ethics. (Moreno (2008) and Shane (2000) argues that work experience and level of education influence the way opportunities are discovered and exploited. The competency based curriculum that is envisioned /aspired in session paper (2010) is visualized in driving Kenya's vision 2030 as an industrialized middle economy. This vision /dream can turn to be true if only there is heavy investment on human capital resource base Okpra and Wynn (2007) noted that successful enterprises are supported and anchored on good skills that continuously monitor/interpret business patterns and emerging trends that effects behavior of customers Terry (2005) accents to this by stating that training is a multiplier and an umbrella for business sprouts/success for existing enterprises.

3.1 Research Methodology

Exploratory research design was used by this study. This design is used when little information exists about the problem under study. Exploratory research helps determine how to pick the subjects, research design and data collection. The research was conducted in Nairobi City County because it is a cosmopolitan that is endowed with many tertiary institutions.

The population consisted of 771 food and beverage diploma students who had graduated between 2016 and 2017 and 160 lecturers from 14 tertiary institutions in Nairobi County offering food and beverage management courses. Therefore, the total target population was 931 respondents. The sampled institutions comprised of public universities, private universities, government technical institutions and private training colleges as listed by CUE/TIVETA (2016).

Snowball sampling technique was used in administering questionnaires to graduates. This sampling technique is a non-probability sampling technique where existing study participants recruit future subjects from among their associates. Purposive sampling was used to pick the lecturers. The researcher selected only the lecturer responsible for food and beverage service and production practices and the head of the department in the selected institutions.

Data was collected from graduates and lecturers using self-administered questionnaires that contained closed and open-ended questions to ensure that a wide range of responses are obtained. Descriptive and inferential procedures were used in data analysis. For quantitative data, Statistical Package for Social Sciences (SPSS) software was used, while for qualitative data, thematic analysis was used.

4.1 Results and Discussion

Contribution Factors of Entrepreneurial Training Skills

The researcher asked the graduates their opinions on various aspects of training that they received in college. The percentage responses and/or ratings of graduates regarding the aspects were presented as shown in Table 1.

Table 1: Graduates Opinion on Training

Aspects of Training	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Diverse programs in course	6.4	0.5	13.9	38.1	41.1
Professional skills acquired	5.0	7.4	14.4	44.6	28.7
Learners are encouraged to pursue their own ideas	2.5	8.4	16.8	38.1	34.2
Teaching approaches/methods enhance knowledge retention	5.0	5.9	15.8	49.5	23.8
Exposure and participation in college events	4.5	4.0	32.2	33.7	25.7
Average	4.7	5.2	18.6	40.8	30.7

From Table 1, the identified aspects were diversification of the programs, acquisition of professional skills, encouragement to pursue individual ideas, pedagogy and individual exposure and participation in college events. On whether diverse programs are included in the course, 41.1% of the graduates strongly agreed, 38.1% of them just agreed. 13.9% were neutral, 5% disagreed while 6.4% strongly disagreed. On whether professional skills were acquired during the training, 5.0% of the graduates strongly disagreed, 7.4% of the graduate-respondents disagreed, 14.4% of the graduates were neutral, 44.6% of the graduates agreed while 28.7% of the graduates strongly agreed.

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

Concerning training approaches and methods used in the coursework, 5.0% of graduates strongly disagreed, 5.9% disagreed, 15.8% of the graduates were neutral on the matter, 49.5% who were the majority, agreed and 23.8% confirmed that the teaching approaches and methods used in the training enhanced knowledge retention and motivated them to start an entrepreneurial venture.

Further, the respondents had to rate their level of agreements regarding the exposure and participation in college events to shape their career path(s). From Table 1, 4.5% strongly disagreed, 3.6% disagreed, 4.0% of the graduates were neutral while 33.7% of the graduates agreed with the use of exposure and 25.7% strongly agreed that exposure and participation in college events such as trade fairs exhibitions shape the career path of an individual. We can observe that, cumulatively,

the “Agree” responses are far much more than the “Disagree” responses, each with 71.5% and 9.9% respectively. This high concentration on the “Agree” is a clear indication that mode of content delivery was ideal

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

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

Another lecturer quoted;

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

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

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

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

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

Another lecturer said;

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

Entrepreneurial Venture

Entrepreneurial venture was the dependent variable in the study. To understand more about it, the researcher sought to find out if the graduates considered entrepreneurial venture as a lifetime career. Responses on this query was summarized as shown in Figure 2.

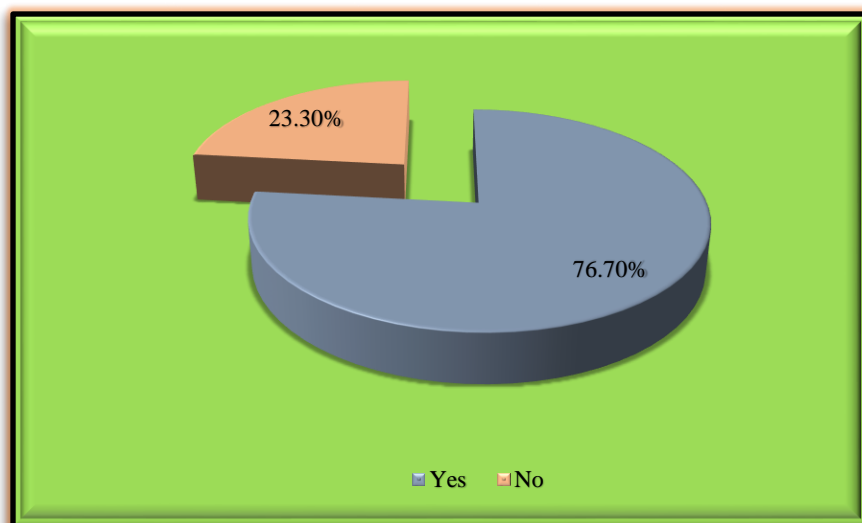


Figure 2: Entrepreneurial Venture as a Lifetime Carrier

As shown Figure 2, majority of the graduates (76.7%) considered entrepreneurial venture as a worth taking lifetime career while only 23.3% did not consider entrepreneurial venture as worth taking lifetime career. This finding showed that not all students consider entrepreneurial venture as a lifetime career. This could be attributed to the kind of career training that students receive and/or the fact that the decision to enroll for the course was not self-motivated. Also, the don't care attitude by some students or graduates could be one of the reasons to this response.

When asked why entrepreneurial venture was worth taking as a life career, the responses were as reflected in Table 2:

Table 2: Reasons for Entrepreneurial Venture as a Lifetime Career

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

The results in Table 2 shows that majority of the graduates (41.6%) attributed their entrepreneurial ventures to passion and financial independence. This was followed by the need to sharpen one's mind and mobilization of resources, which accounted for 26.7%. 26.2% of the respondents attributed their entrepreneurial venture to the fact that it allows business innovation and growth, new ideas and experience. On the other hand, only 5.5% of the graduates attributed their decision to the fact that entrepreneurial ventures aid business progress, future development and business flexibility.

For those who had ventured into business, the researcher further asked them to rate the performance of their businesses and the responses were as shown in Table 3.

Table 3: Performance of Business

Aspects of Training	Below expectation	Needs improvement	Meets expectation	Exceeds expectation
Growth in customer base	51.5%	32.2%	8.9%	7.4%
Growth in profits	52.0%	27.7%	14.9%	5.4%
Quality of product/services	49.0%	13.9%	30.2%	6.9%
Business image	16.3%	51.0%	28.2%	4.5%
Retention of staff	51.0%	19.8%	21.3%	7.9%
Percent Average	44.0%	28.9%	20.7%	6.4%

Performance of the businesses were based on growth in customer base, growth in profits, business image, staff retention and quality of product or services, as shown in Table 3. It can be seen that in all the indicators, the cumulative performance ratings are below the expectations. In other words, none of the businesses, according to the respondents, had a cumulative score of at least 50% in meeting its expectations. Nevertheless, the performances were at least better in terms of quality of products/services compared to other indicators, with a cumulative good performance of 37.1%. On the other hand, poor performance was noted on growth in customer base, with a cumulative rating of 16.3%.

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

One aspect of management skills identified by the researcher was proper decision making. The researcher, therefore, sought to find out the adequacy of professional skills obtained during course work for career decision making. The results were as indicated in Figure 3.

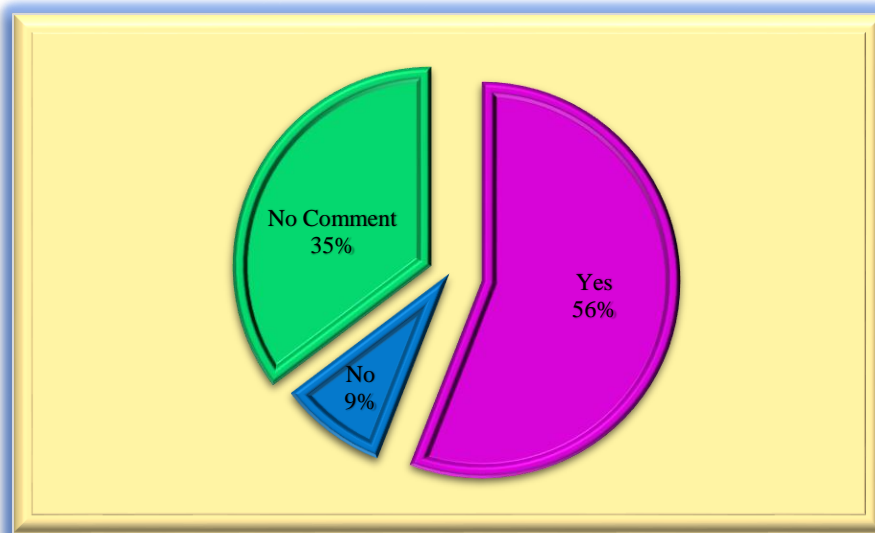


Figure 3: Adequacy of Professional Skills Acquired During Coursework and Career Choice

From Figure 3, we observe that more than half of the respondents (55.9%) considered professional skills acquired during coursework adequate for proper decision making. On the other hand, 8.8% of the respondents did not agree with this presumption. However, a significant portion (35.3%) failed to comment on the issue. While linking professional skills and career decision making, lecturers were asked ways in which they think the professional skills were adequate for career decision making. The responses were as shown in Table 4.

Table 4: Ways in Which Professional Skills Are Adequate

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

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

Bivariate Correlational Analysis

In bivariate correlational analysis, the researcher examined existence of the relationship between the independent variable and the dependent variable. This procedure was done in SPSS. The compressed bivariate correlation outputs were as shown in Table 5.

Table 5: Bivariate Correlational Analysis

Independent Variables	Pearson's corr. coeff.	Sig. (2-tailed)	Comment
Training Skills	0.005	0.946	Not significant

Dependent Variable: Entrepreneurial Venture
N = 202

From Table 5, we observe that the Pearson's Correlation Coefficients for Training skills, was found to be 0.005, with the corresponding p-values of 0.946. A p-value of 0.946 implies that though there exists a relationship between training skills and entrepreneurial venture, the association is not significant since p-value > 0.05.

Hypothesis Testing

The tested hypotheses was formulated as follows:

H₀: There is no significant relationship between training skills and entrepreneurial ventures among food and beverage diploma graduates from tertiary institutions.

Summary statistics of the regression analysis for test were summarized in Table 6.

Table 6: Direct Relationship Summary

Model Summary					
R	R ²	Adjusted R ²	Std. Error	F Change	Sig.
.277	.0767	.0752	10.505	11.728	.041
Regression Coefficients					
	Beta	Std. Error	t-statistics	Sig.	
(Constant)	0.017	.610	0.028	.090	
Training Skills	0.006	1.50	0.004	.604	
ANOVA					
	Sum of Squares	df	Mean Squares	F-statistics	Sig.
Regression	29.223	1	14.6115	11.728	.041
Residual	247.927	199	1.2459		
Total	277.150	201			

Table 6 gives the result for the multiple regression analysis. It is divided into three parts, which are Model Summary, Regression Coefficients and ANOVA sections. The Model Summary section gives the overall effect of the independent variable on the changes in the dependent variable. That is, this sections gives the extent to which a change in the dependent variable is attributed to a change or changes in the independent variable. Section two, which gives the regression coefficients and their corresponding p-values, is vital in checking for the significance of the effect of the independent variable on the dependent variable. The p-value in this section, if less than 0.05, shows that the obtained model correctly fits the data.

Now, from Table 6, the obtained value for R-squared was 0.767 which is 7.67% with an F-statistic of 11.728. The value of R^2 implies that the model explains only 7.67% variation in the dependent variable and the rest (92.33%) is explained by factors not included in the model.

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

Based on this observation, the test fails to reject H_0 at 5% level of significance and conclude that there is no significant relationship between training skills and involvement in entrepreneurial venture. That is, we accept the null hypothesis and conclude that training skills is not statistically significant in influencing involvement in entrepreneurial venture. This finding is consistent with the significance of the corresponding Pearson's correlation coefficient ($r = 0.946$), which was found not to be significant as seen in Table 6. Based on the coefficient value ($= 0.006$), taking the effect of all other independent variable to be zero, a unit improvement in training skills will result to an increase in the decision to venture into entrepreneurship by 0.006 units.

Discussion

These findings are in line with Hynes and Richardson (2007); Nabi and Hold (2008) who stated that human capital investment prepare students to start new ventures through the integration of experience, skills and knowledge to develop and expand business. Kelly et al. (2010) have the same opinion by stating that within any society it is important to support all people with entrepreneurial mind sets as they have the potential to inspire others to start a business. Kutzhanova et al. (2009) also is in agreement by highlighting that persona transformation was an important for entrepreneurs. They suggest that learning starts with a deepest understanding of ones' strengths and weaknesses and so entrepreneurs must first learn about own identity and personality (Ardichvilli *et al.*, 2003).

Majority of the respondent stated that the institution provided conducive learning environment for the learners via clubs and societies, tutorials and learning experiences, technological awareness, industrial exposure/attachment and lastly through character mentoring. One can infer that most institutions provided conducive atmosphere for identifying graduates' ambitions and abilities that could lead to the developments of talents. Concerning whether the professional skills acquired during course work were adequate to successfully start/run an enterprise, majority actually agreed it was adequate. Wu and Wu's (2008) agree with these findings as they echoes that education setting is a noteworthy factor in stimulating entrepreneurship.

From the analysis training skills acquired by graduates during trainings was adequate in career decision making. Education boosts competences for discovering opportunities (Lind quest et al., 2015), information and skills acquired raises the expected returns to entrepreneur activity (Kuratko et al., 2015). This way education affects the tendency of people to engage in entrepreneurship. The training approaches and techniques used in the coursework enhanced knowledge retention and motivated the graduates to start an entrepreneurial venture. The findings are in line with that of Honig (2004), Kuratko (2005) who discovered that pedagogical approached yield positive results especially experimental learning in cases and stimulations goes along way with student business start-ups.

Anderson and Jack (2008) approve that, entrepreneurial mind set and methodology used to deliver course content builds self-efficacy towards entrepreneurship careers. Exposure and participation in college events such as trade fairs exhibitions shaped the career path of an individual. Will banks (2013) points out those trainees who have been exposed to college competitions, trade fairs and exhibitions, business plan, small business internships, on site visits, focused on entrepreneur businesses triggers entrepreneur path as a life time career. The most attended program after graduation by the respondents was; networking and investing programmes, followed by leadership and entrepreneurial growth/positioning and then attended management of resources e.g. finances, a minute number attended healthy and safety related to food handling and ICT and not forgetting marketing programmes. From the analysis it's clear that networking and investing programmes was not effectively taught during the training.

The lecturers were also involved in the study to introduce contrast in the data collected on training of the graduates. Most of them had work experience of less than 6 years which may have disadvantaged the trainees. A majority however, had bachelor's, master's degree and PhD making them competent for the task of training. These findings dictates whether a graduate will settle on self-employment or formal employment. these findings are in agreement with Williams and Williams (2011) who stated that a trainer whose education background, skills and knowledge are affluent has the ability to organise content accurately and deliver appropriately with current trends, goes a long way to motivate graduates positively to venture in entrepreneurship.

From the correlation analysis for independence done, it is evident that the training of graduates of food and beverage had no significant relationship with their involvement in entrepreneurial venture (correlation = 0.414, df=1, p=0.52). This value is not statistically significant we thus accept the null hypothesis and conclude that training of graduates had no significant relationship with the involvement of a graduate on entrepreneurial ventures.

5.1 Conclusion

In conclusion, the objective of this study were met and as the research, questions were addressed. The study highlighted the value of training for job creation that will help the government of Kenya achieve the agenda four that is envisioned towards industrialization by 2030 (vision 2030). The study points out that financial constraints is real a stumbling block for entrepreneurial engagement for most tertiary institutions graduates.

The study revealed that training is rich in content and well linked, however with limited need to plug gap of practical skills to reduce exam gurus oriented graduates. The findings indicate that lecturers play a critical role in motivating/mentoring graduates to get involved in entrepreneurial activities through teaching methodology and nurturing of talents. Furthermore, more educators may improve the attitudes of students, towards the benefits of being an entrepreneur for personal and social development through monitoring of abilities, personality and character development and thereby increase students' entrepreneurial interest and intention. The hospitality industry is domineered with youthful workforce who are key to vision 2030/agenda four of government.

6.1 Recommendations

The following recommendations were made based on the study findings;

Recommendations to the Government

The government and the educational institutions should have entrepreneurial programmes that educate the learners on the latest market trends and needs. They should make provision for creativity, innovation, and tap new market trends that require expertise. With the new technology and the digital world, heavy investment is required.

With regards to financial constraint/obstacles, the government should be able to assist the entrepreneurial venture graduates in procuring loans and grants without long bureaucratic procedures. The funding would be of great help to the entrepreneurial venture graduates as a startup capital and also for expansion and growth of their business. Financial assistance to the institutions offering entrepreneurship to acquire latest technological equipment that are relevant to the current market.

Recommendations to Training institutions

The educational institutions should also develop mentorship programs to nurture their graduates' business ventures. Through the social networks the institutions should be able to link the graduates and the learners to successful and established entrepreneurs who can mentor them towards achieving their goals.

The training institution should embrace tracers' studies that follows graduate to establish the utilization of skills acquired during training for the purpose of monitoring and evaluation.

The alumni clubs, other than mapping and clustering graduates in terms of years and faculties, should go an extra mile of assessing the extent to which skills received during training assist graduates to create their own ventures or job placements.

Hospitality institutions to consider extending internship period from 3-6 months, given that the hotels have diverse sections that demand a student rotation to read for exposure.

Recommendations to Curriculum developers.

The curriculum developers need to evaluate the richness of content and the spread of time to make the course more relevant and beneficial to hospitality graduates, "more of practical oriented, "competency based curriculum is the way to go." The potential /abilities of a learner is identified, nurtured along the training period to lead them into a particular career field of choice.

The training curriculum on food and beverage entrepreneurial venture course should be strengthened to provide holistic education to the learners as opposed to exam oriented training. The institutions teaching these courses should strive to provide competency based training that would allow learners to realize their full potential earlier in life. The curriculum should be enriched with content that are relevant based on the market trend and needs.

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