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Evaluation Methods of Entrepreneurship Education and Acquisition of Entrepreneurial Skills among Hospitality Students

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Abstract: Entrepreneurship Education (EE) has been identified as the requisite driver for improving Kenya's tourism economy. Consequently, the sector has emphasized entrepreneurship education to bolster entrepreneurial skills alongside core technical skills among hospitality graduates in Technical Training Institutes (TTIs), to boost their employability or capacity to start their ventures. However, concerns remain regarding the inadequacy of soft skills among youth despite having the necessary technical training. This study examined the relationship between evaluation methods of EE and acquisition of entrepreneurial skills among students in 5 selected public TTIs in Kenya. The study adopted an explanatory research design. The target population comprised 199 students pursuing a diploma course in Food and Beverage Production, Service and Sales Management from the selected TTIs. A sample of 132 students was selected using stratified and simple random sampling methods. Questionnaires were administered to students. The simple regression method was employed to analyze the data. The findings provide evidence of a positive relationship between evaluation methods of EE and acquisition of entrepreneurial skills (B=3.366, p=.000). It was evident that the use of end-term sit-in exams; participation in class by answering questions and, sit-in tests were the predominant methods adopted. Such methods were found to be theoretical-based and examination-oriented and thus inadequate to evaluate a high level of entrepreneurial skills. Therefore, recommendations are made to TTIs to adopt practical-oriented methods and establish self-regulatory practices to monitor quality compliance to the EE syllabus.

Keywords: Entrepreneurship, entrepreneurship education, entrepreneurial skills, evaluation methods, TTIs

1. Introduction

Entrepreneurship Education (EE) has been identified as the requisite driver for improving Kenya's tourism sector's contribution to the Gross Domestic Product (GDP) to more than the current 9% (Ministry of Tourism, 2016; the Republic of Kenya, 2013). Consequently, the sector has emphasized EE to bolster entrepreneurial skills alongside core technical skills among Food and Beverage Management (F&B) graduates, to boost their employability or capacity to start their ventures as outlined in Kenya Vision 2030 (GoK, 2007). Besides, the Kenya Government through the Ministry of Education in recognition of the role Technical Training Institutes (TTIs) are poised to play in pushing Kenya to industrialized middle-income status, has put in place a raft of reforms including increasing the recognition of the critical role those broad-based entrepreneurial skills and mindsets play in innovation and employability (UNESCO-UNEVOC, 2019). Indeed, one of the key thematic areas captured under the UNESCOTVET strategy (2016-2021) is fostering youth employment and entrepreneurship (UNESCO-UNEVOC, 2019).

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Entrepreneurship education (EE) has been identified as the requisite driver for improving Kenya's tourism sector's contribution to the Gross Domestic Product (GDP) to more than the current 9% (Ministry of Tourism, 2016; the Republic of Kenya, 2013). Consequently, the sector has emphasized EE to bolster entrepreneurial skills alongside core technical skills among Food and Beverage Management (F&B) graduates, to boost their employability or capacity to start their ventures as outlined in Kenya Vision 2030 (GoK, 2007). Besides, the Kenya Government through the Ministry of Education in recognition of the role Technical Training Institutes (TTIs) are poised to play in pushing Kenya to industrialized middle-income status, has put in place a raft of reforms including increasing the recognition of the critical role those broad-based entrepreneurial skills and mindsets play in innovation and employability (UNESCO-UNEVOC, 2019). Indeed, one of the key thematic areas captured under the UNESCOTVET strategy (2016-2021) is fostering youth employment and entrepreneurship (UNESCO-UNEVOC, 2019).

Several studies testify to the positive and direct impacts that EE has on the perceived acquisition of entrepreneurial skills. Rengiah (2013) for instance shows that entrepreneurial intention in the Malaysian context is a function of EE fostered through students' attitudes, family roles, and the institution's roles. Tofan et al. (2017) posit that in Norway, EE impacts positively and significantly on self-efficacy and entrepreneurial intentions. Mwasalwiba (2010) uses the Tanzanian context to aver that EE is vital to enhancing entrepreneurial culture and required attitudes for work and life. Ana et al. (2017) clearly articulated the need to foster entrepreneurial skills among hospitality students by acknowledging that tourism remains among the economic sectors with higher growth prospects across the world. They point out that the industry is quite demanding and highly competitive and therefore ought to consider entrepreneurial skills as paramount. Rahul (2018) posits that restaurants in today's era have adopted the latest global trends and have dropped their conservative approach. In such a scenario, the culinary skills gained from training in F & B qualify as entrepreneurship. Rahul (2018) argues that by being a culinary entrepreneur, an F&B graduate has the advantage of thinking big having started small. The graduate can, for instance, start-up with weddings and social gatherings business and then expand to more F&B offerings. Reddy (2018) contends that food is a basic requirement for life, making F&B the oldest and most stable business in the world. Consequently, most entrepreneurs tend to favour the F&B business. Reddy however points out that most F & B start-ups hardly survive for 3 years ostensibly because of a lack of entrepreneurial skills.

In focusing on EE to nurture entrepreneurial skills, the role of evaluation of EE cannot be overemphasized. Fayolle and Gailly (2008) underscore that effective evaluation methods of EE should cover diverse objectives of EE. This notwithstanding, scholars have noted that coming up with an ideal evaluation tool that can provide ample evidence on the acquisition of entrepreneurial skills among students is a challenging task (Mkala & Wanjau, 2013; Mwasalwiba, 2010). Buoyed by the lack of clear criteria for evaluation, and tools for effective measurement of EE, Fayolle and Gailly (2008) champion for the definition of an effective evaluation framework for EE that should take into consideration the objective for entrepreneurship learning and student characteristics. Pittaway and Edwards (2012) call for the development of a policy to guide the assessment and evaluation of EE.

Kenyan TTIs often use written examinations, business plans, and project reports to evaluate EE (the Republic of Kenya, 2006; Mkala & Wanjau, 2013). According to the Food and Beverage Management Curriculum (Republic of Kenya 2006) students of EE are usually evaluated through continuous assessment and summative evaluations methods. Continuous assessment accounts for 30% while the end-of-term evaluation through written examinations accounts for 70% of the score. The use of written exams to evaluate EE has been faulted for its inability to accurately and efficiently measure the acquisition of entrepreneurial skills (Mwasalwiba, 2010). Mwasalwiba argues that on the contrary, this approach of written exams only effectively measures the extent to which knowledge relating to entrepreneurship has been understood; ability among students to recall concepts; and some indication of students' interest in EE. Given limitations inherent in written exams, Syed (2015) identifies the use of the business plans or projects as a viable and effective approach to evaluate the acquisition of entrepreneurial skills.

Since the main goal of entrepreneurship education is to impart in learners the attitudes, knowledge, and skills to act in an entrepreneurial way, EE is a compulsory subject in the first module of the F & B Management course. However, despite the inclusion of entrepreneurship education in the F & B curriculum, the implementation of EE remains to be a major challenge in the world (Lackéus, 2015), most especially, the ability of EE to turn ideas into action by inculcating entrepreneurial skills. Although the Kenyan government has put a lot of emphasis on the Technical Vocational Education and Training (TVET), and particularly the integration of Whole Youth Development (WYD) in the system to develop soft skills among trainees through entrepreneurial training, concerns remain regarding the inadequacy of soft skills among youth-despite having the necessary technical training (Awiti et al., 2019). These raise concerns on whether entrepreneurship education as envisioned in the TVET curriculum in Kenya, inculcates the requisite entrepreneurial skills for workplace readiness among the youth.

This notwithstanding, existing studies on the discourse of entrepreneurship education expose some contextual and theoretical gaps. First and foremost, most of the reviewed studies focus on entrepreneurial intention as a function of entrepreneurship education (Ayodele, 2017; Barba-Sanchez & Atienza-Sahuquill, 2018; Kalyoncuoglu et al., 2017; Zhang et al., 2014). From a theoretical perspective, such studies which focus on entrepreneurial intention as opposed to skills acquisition fail to give justice to theories of skill acquisition which are essentially learning theories. This then called for the need to explore theories that govern learning from an experiential perspective.

This study was underpinned by DeKeyser's Skill Acquisition theory, deemed suitable when interrogating skills acquisition. Based on the existing array of conflicting standpoints on which methods of EE evaluation are viable for assessing EE, and a lack of clear criteria for evaluation, and tools for effective measurement of entrepreneurship education this study investigated the effect of evaluation methods of EE on the acquisition of entrepreneurial skills among students in selected TTIs in Kenya.

2. Literature Review

2.1 Evaluation Methods of EE

Evaluation is described as a systematic process that enables the assaying and judgment of whether the instructional program is effective, and through which the nature and extent of behavioural change among students who may have been exposed to the instructional process can be determined (UNESCO, IBE, 2013).

Afsahi (2016) outlines three main types of evaluation methods, which are formative, summative, and follow-up. Afsahi contends that formative evaluation occurs during the educational process with the intent of improving performance, often referred to as "feedback."

Conversely, summative evaluation occurs after educational activity with the intent of documenting achievement or competence. Lastly, follow-up evaluation occurs sometime after an educational activity, with the intent of determining whether the learner has applied the knowledge/skill in practice. Additionally, evaluation can be done at three main domains, which are, learner, facilitator, and course. At each level, both the process and outcome can be evaluated. Evaluation of the process involves assessment of the effectiveness of instructional methods used in a course, while evaluation of the outcome involves assessment of the effectiveness of results of the educational program.

Mwasalwiba, (2010) classified indicators for the evaluation of EE into two categories based on whether outcomes are short-term or long-term. The researcher opined that short-term indicators of evaluation include examination scores, transition rates, students' satisfaction, attitudinal change on perceptions, and intentions towards entrepreneurship among others. On the contrary, long-term indicators include; type and number of start-ups, innovations, technologies, job creation, employment rates among graduates, and contribution to society.

Nevertheless, Mwasalwiba observes that short-term indicators which use behavioural constructs appear to be favoured yet; it becomes difficult to distinguish between impacts of educational interventions and impacts of post-graduation contextual experiences. For Pittaway and Edwards (2012), evaluation methods should be based on the learning outcomes of entrepreneurship, and in pursuance of the three core practices of 'learning for', 'learning about, and 'learning through'.

2.2 Entrepreneurial Skills

Bacigalupo et al. (2016) pointed out that entrepreneurial skills encompass competencies that target an individual's work capabilities and personal capabilities needed to navigate the dynamic society. Ekpe et al. (2015) further contend that knowledge and skills acquired during training enable the individual to exploit existing entrepreneurial opportunities. Chell (2013) summarized four main categories of entrepreneurial skills namely; idea identification/creation; capitalising on ideas; traits/behaviour and managerial leadership skills. The summary is shown in Table 1.

Table 1 - Categories of entrepreneurial skills

1.	**Idea identification/creation** • Idea generation / envisioning • Opportunity recognition and means-end analysis • Ability to acquire information about a potential opportunity, domain knowledge, and associated skills • Recognition of social / market need
2.	**Capitalizing on ideas** • Awareness of environment and factors conducive to opportunity exploitation • Ability to garner the necessary material resources • Ability to convince others of the value of an opportunity • Networking and social embedding
3.	**Traits/behaviours** • Self-belief, self-awareness, trust in own judgment • Ability to manage risk and shoulder responsibility • Ability to endure and cope with difficulties. Energy, motivation, persistence, etc.

Table 1 - Continue

4.	**Traits/behaviours** • Self-belief, self-awareness, trust in own judgment • Ability to manage risk and shoulder responsibility • Ability to endure and cope with difficulties. Energy, motivation, persistence, etc.
5.	**Managerial/leadership skills** • Ability to manage others • Ability to overcome institutional and other constraints • Ability to develop an idea as a commercial opportunity • Decision-making capability

Source: Adapted from Chell (2013, p.12)

2.3 DeKeyser Skill Acquisition Theory

DeKeyser's (2007) Skill Acquisition Theory posits three levels of knowledge acquired through the learning of new skills, from a basic understanding of facts to an automated level of application. The three levels of knowledge range from declarative, procedural, and automatized. Declarative knowledge refers to static information of facts encoded in memory.

Further, procedural knowledge refers to the application of declarative knowledge to cognitive as well as psychomotor operations. The theory argues that procedural knowledge is gradually attained from declarative knowledge through meaningful practice influenced by instructional settings. In the context of entrepreneurial skills, procedural knowledge may refer to the ability of the student to generate valuable business ideas and opportunities and mobilize resources required to turn the business ideas and opportunities into value.

Lastly, DeKeyser (2007) concludes that continued practice of procedural knowledge results in an automatized level of knowledge that is fully spontaneous, effortless, fast, and errorless use of declarative facts unconsciously. The achievement of automaticity occurs through a process known as proceduralisation, which is a repetitive application of declarative knowledge to the point where facts, concepts, and ideas no longer matter. In this sense, automaticity is achieved at the point when there is a reduced error rate, reaction time, and interference with/from other tasks that takes place after proceduralisation.

The Skill Acquisition Theory was deemed ideal in this study since it summarizes the process of acquisition of skills. The three phases are applicable in EE and the acquisition process of entrepreneurial skills. The declarative stage for instance involves assigning a novel task that requires cognitive performance. This is clearly what is expected in entrepreneurship, for which one identifies a novel opportunity that requires cognitive creativity or innovation. The second phase takes cognizance of task-specific production that requires practice oriented towards stimulus-response connections. The second phase relies on the instructional setting which if well-presented, can enhance the process of gradual advancement from declarative to procedural knowledge. This can therefore imply that the methods of teaching and evaluation of EE can play a vital role in either enhancing or impeding the skill acquisition process. Meanwhile, the third phase fits well with entrepreneurship in food and beverage which is autonomous.

2.4 Hypothesis Development

Although the methods of teaching and evaluation of EE can play a vital role in the acquisition process of entrepreneurial skills, concerns remain regarding the inadequacy of soft skills among youth despite having undergone the necessary technical training (Awiti et al., 2019). Concerns on whether entrepreneurship education as envisioned in the TVET curriculum in Kenya, inculcates the requisite entrepreneurial skills for workplace readiness among the youth. The uncertainties are raised by the little evidence of guidelines and standards provided in the entrepreneurship education syllabus (the Republic of Kenya, 2006) on how evaluation methods are supposed to be monitored to ensure quality and compliance with the Technical Vocational Education and Training Authority (TVETA) Competence-Based Education, Training and Assessment (CBETA) Standards and Guidelines (2019). Thus, this study postulates the following hypothesis:

H_{01}: There is no relationship between evaluation methods of EE and acquisition of entrepreneurial skills among students in selected TTIs in Kenya.

3. Methodology

The study employed an explanatory research design, using a semi-structured questionnaire. The explanatory research design enabled a systematic collection and analysis of data from a sample population, to provide an in-depth insight into the study population and the variables under study. Besides, the explanatory research design supported the investigation of the relationship between evaluation methods of EE and the acquisition of entrepreneurial skills.

3.1 Sampling and Population

This study was conducted in five (5) TTIs in Kenya, spread out in three counties namely; Nairobi City County, Kajiado County, and Murang'a County. The selection of the TTIs was based on their pioneering status in offering F&B courses, and their capability to attract large numbers of students. The study employed an explanatory and descriptive research design. The sampling units were the hospitality departments in the respective institutions, while the study units were the module II F&B diploma students. The sampling frames included the student course registration records retrieved from the departments and records of trainers handling F&B.

A reconnaissance study of the TTIs revealed that there was a total of 199 students enrolled under the module II diploma in F & B in the five TTIs. From this population, a sample size of 132 was determined using Saunders, Lewis, and Thornhill, (2012) table of sample size determination. Besides, simple random sampling employing the lottery method was then used to select the required number of students from each institution. Structured questionnaires were administered to the sample.

3.2 Instrument

The F&B students' questionnaire was the principal data collection instrument in this study. The questionnaire was self-developed and consisted of three sections. The first section sought the socio-demographic information of students including place of residence, gender, age, past entrepreneurial experience, and parental entrepreneurial traits. Section two collected data on the evaluation methods in EE using 12 items. The third and final section concentrated on information about the acquisition of entrepreneurship skills in terms of declarative, procedural, and automatic skills. this section consisted of 20 items. The items measuring the various constructs were elicited on a 5- point Likert -type scale (5 - strongly agree, 4- agree, 3- moderately agree, 2- disagree and 1-strongly agree).

Data collection was facilitated by a permit to research the selected institutions from the National Commission for Science Technology and Innovation (NACOSTI) which is the statutory body mandated to advise the Government on innovation and Research required for proper coordination and economic development of the country among other matters. The permit was used to secure permission from relevant authorities to collect data in the identified institutions. The questionnaires were self-completed by the students to enhance the confidentiality of the data collection process.

Face validity and content validity were enhanced by EE professionals. The researcher sought the suitability of the questionnaire both in design and structure from 4 F&B curriculum experts drawn from the TVETACDACC Directorate, and 5 EE trainers from 5 public TTIs.

Reliability of scales used in the F& B students' questionnaire was achieved by using Cronbach's alpha to measure the internal consistency of scale items using data from the pilot study. The reliability results of the Cronbach's alpha coefficient of the independent variable (evaluation methods of EE) was .781 and the dependent variable (acquisition of entrepreneurial skills), results showed a Cronbach's alpha coefficient of 0.930. Generally, all the variables used in the study indicated an acceptable internal consistency, above the minimum value of 0.7 considered acceptable (Hair *et al.*, 2006) (see Table 2).

Table 2 - Results of the reliability test

Reliability Statistics	No of items	Cronbach's Alpha Based on standardized items
Evaluation methods of EE (X)	12	0.781
Level of acquisition of entrepreneurial skills (Y)	20	0.930

3.3 Data analysis

Quantitative data was analyzed in compliance with due procedures of quantitative data analysis. The collected data was therefore first screened and cleaned for missing data and outliers. This was subsequently followed by a descriptive analysis that explored the prevailing status of the variables under study within the study context. The methods of evaluation of EE used were rated on a 5-point Likert scale of [5] very often, [4] often, [3] half the time, [2] rarely, and [1] never. The second stage involved the use of simple regression to determine the relationship between the evaluation methods EE and the acquisition of entrepreneurial skills among the students.

4. Results

The study sought to profile the gender of students. As shown in fig. 1 during the time of data collection, a majority of the students enrolled in diploma courses in food and beverage production, sales, and service management were females (60.8%) compared to males (39.2%).

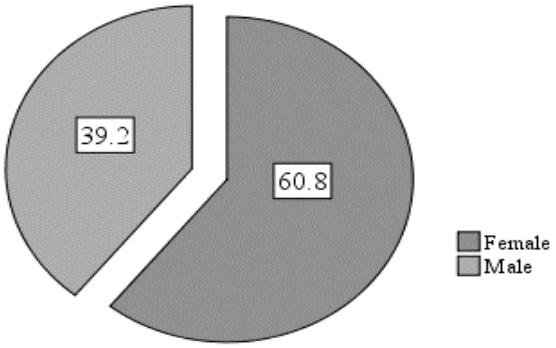

Fig. 1 - Gender distribution of the student

Concerning the students' age, it is evident that most students ranged between the age group of 20-23 years (76%), followed by 24-27 years (16%). The least group ranged between 16-19 years (8%). None was less than 16 years old or more than 27 years old.

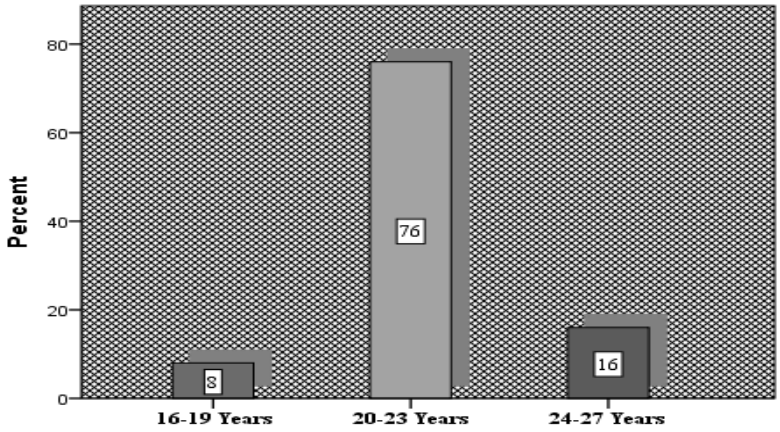

Fig. 2 - Age group distribution of the students

Besides, this study found that a large number of students (67.2%) had parent(s) who had started or run their businesses as opposed to those who had not (32.8%).

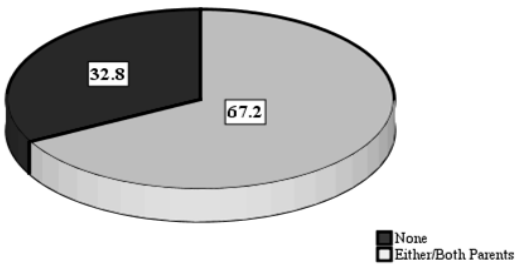

Fig. 3 - Distribution of entrepreneurial traits of the parents among students

Lastly, figure 4.4 shows the students' entrepreneurial experience at the time of data collection and the nature of the business engaged in. A large number of students (83.2%) did not practice any form of entrepreneurship compared to a few (16.8%) who were involved in non-hospitality-related small businesses (12.8%). Very few (4%) were involved in hospitality-related small businesses.

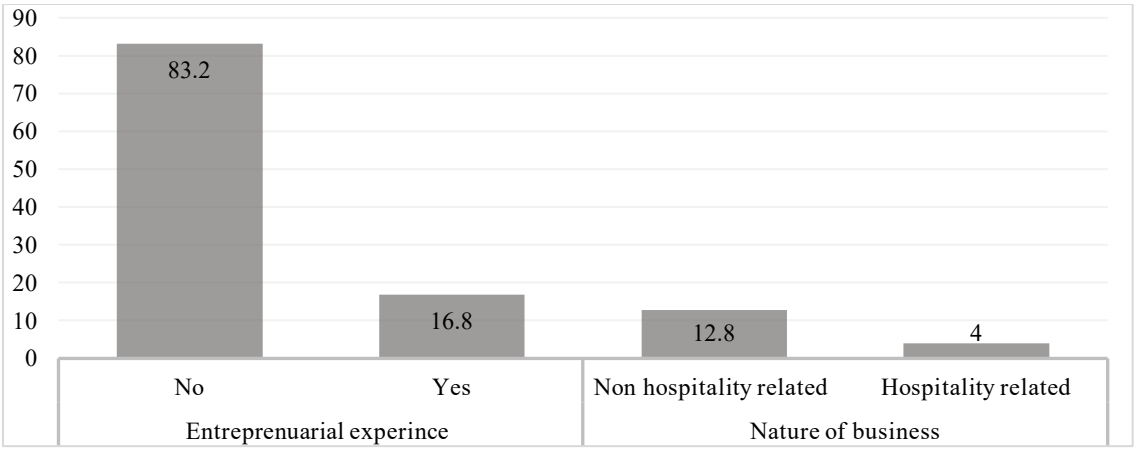

Fig. 4 - Students' entrepreneurial experience and nature of business

From the descriptive results, most students agreed that the subject is most frequently evaluated through the use of end-term sit-in examinations (64%), participation in class by answering questions (50.4%), and sit-in tests (49.6%). Besides most of the students indicated that they are often evaluated using the following methods: assessment of business plans and business reports (38.4%); group/individual presentations (30.4%); case studies (21.6%) and interpretation of financial statements (28.0%). In addition, a larger percentage of students indicated that the rest of the methods have never been used to evaluate the subject; assessment of a business project (29.6%); assessment of entrepreneurship attachment field reports (34.4%); writing of essays/term papers on entrepreneurship (33.6%) and observation and assessment of business activity (30.4%).

The mean scores indicate that the commonly used methods of EE evaluation are end-term sit-in exams ($\bar{x}$=4.53) and participation in a classroom by answering questions (4.35). Both methods posted a standard deviation of 0.691 and 0.732 respectively implying a small variation of responses in the group that is being studied. Use of sit-in tests ($\bar{x}$=4.04, σ=1.201), assessment of business plans and business reports ($\bar{x}$=3.62, σ=1.435); and group/individual presentations (($\bar{x}$=3.48, σ=1.365) were often used in the evaluation process of students. The standard deviations of the three methods were relatively low implying that the responses did not significantly vary from the mean.

The three least used methods of evaluation include assessment of entrepreneurship attachment field reports, ($\bar{x}$=2.61, σ=1.453); writing of essays/term papers on entrepreneurship ($\bar{x}$=2.54, σ=1.423); and observation and assessment of business activity ($\bar{x}$=2.54, σ=1.280). Based on their low standard deviations, there were no significant variations in the student responses. A summary of descriptive results is shown in Table 3.

Table 3 - Evaluation methods of EE

Statement	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean	Std. Dev
End term sit-in examinations	64.0	24.8	11.2	0.0	0.0	4.53	.691
Participation in a classroom by answering questions	50.4	34.4	15.2	0.0	0.0	4.35	.732
Sit-in tests	49.6	22.4	16.8	4.8	6.4	4.04	1.201
Assessment of business plans and business reports	38.4	22.4	17.6	6.4	0.0	3.62	1.435
Group/individual presentations	30.4	23.2	24.0	8.8	13.6	3.48	1.365
Case studies	21.6	20.8	24.0	13.6	20.0	3.10	1.419
Interpretation of financial statements	17.6	22.4	28.0	12.8	19.2	3.06	1.354
Assessment of a business project	26.4	19.2	11.2	13.6	29.6	2.99	1.609
Assessment of entrepreneurship attachment field reports	13.6	17.6	19.2	15.2	34.4	2.61	1.453
Writing of essays/term papers on entrepreneurship	12.8	16.0	17.6	20.0	33.6	2.54	1.423
Observation and assessment of a business activity	7.2	16.8	28.8	16.8	30.4	2.54	1.280

Note: N (listwise) =125; [5-4.2] Very often, [4.20-3.4] Often, [3.4-2.6] Half the time, [2.6-1.8] Rarely, [1.8-1] Never

Results of the regression analysis shown in Table 4 indicate that evaluation methods of EE employed in TTIs are significant predictors (β=3.366, p=.000) of the acquisition of entrepreneurial skills. This implies that when the adopted methods of evaluation of EE are implemented by one-unit percentage, the level of acquisition of entrepreneurial skills is likely to improve by approximately 47.4%. Consequently, the following null hypothesis was rejected; *Evaluation methods used in EE delivery do not significantly influence the level of acquisition of entrepreneurial skills among F&B students in selected TTIs in Kenya.*

Table 4 - Coefficients for evaluation methods of EE and acquisition of entrepreneurial skills (N = 125)

Model	Unstandardized Beta (B)	Sig.
(Constant)	-.914	.232
Evaluation methods	3.366	.000

Note: [a.] Dependent Variable: Acquisition of Ep skills

The model yielded an R square of.224 This value was substantial, implying that 22.4% of the variation in the level of acquisition of entrepreneurial skills could be explained by the evaluation methods adopted. The model was significant at F (1, 123) = 35.599, p=.000 (Table 5).

Table 5 - Model summary of the regression

Model	R	R Square	F Change	df1	df2	Sig. F Change
1	.474[a]	.224	35.599	1	123	.000

Predictors: (Constant), Evaluation methods

5. Discussion

The demographic profile of students revealed a gender disparity in the distribution of the student population, with females dominating the food and beverage course. This discrepancy can be explained by the perceived African gender roles. According to Bae *et.al.,* (2014) gender-based expectation leads both men and women to pursue gender-stereotype occupations. In this case, the African society expects females to take care of their families (Mwasalwiba, 2012); by performing roles such as cooking, serving, and cleaning.

Besides, many students had one or both parent(s) practicing some form of entrepreneurship. Nonetheless, the students themselves did not portray a significant entrepreneurial outcome such as opening their ventures. These findings may imply that the parental entrepreneurial actions did not sufficiently influence their children to practice some form of entrepreneurship. These findings can be explained by whether parents were involved in entrepreneurship either as an opportunity-driven or as a survival or supplement activity. Involvement in entrepreneurship for survival or as a supplement activity might fail to nurture entrepreneurial interest among students, especially if the parent struggles as an entrepreneur. Moreover, it might also imply that the entrepreneurship education subject did not impart a significant drive among students to engage in entrepreneurial activities such as self-employment (Mwasalwiba, 2012).

This study also found that EE is mostly evaluated using methods such as end-term sit-in exams; participation in class by answering questions, sit-in tests, assessment of business plans and business reports, and group/individual presentations. The long-term-based methods of assessment such as assessment of a business project; assessment of entrepreneurship attachment field reports; observation and assessment of business activity are rarely adopted. These results coincide with previous studies (Mwasalwiba 2010); Mkala & Wanjau 2013) which reported that most often EE is evaluated using short-term based methods, especially written examinations. The reason why short-term-based methods were commonly adopted compared to long-term-based methods can be explained by their ease in administering and the low costs involved (Mwasalwiba 2010).

However, the results provide evidence of a strong causal-effect relationship between evaluation methods of EE subject and perceived level of acquisition of entrepreneurial skills. This implies that the type of methods adopted can determine the level of entrepreneurial skills adopted. Research (Mwasalwiba 2010) has linked the use of written exams with the acquisition of general knowledge about entrepreneurship (*learning about outcomes)* and recall of concepts in EE (*learning in outcomes*). This method is weak in imparting lifelong skills (*learning for outcomes)* in entrepreneurship.

Short-term-based methods of evaluation have been linked to the acquisition of novice entrepreneurial skills. According to Pittaway and Edwards (2012), the use of tests examinations, case studies, and class participation are highly associated with *learning about* the objective of entrepreneurship whose focus is to assess business knowledge

and knowledge on start-up processes of entrepreneurship. Pittaway and Edwards found that the use of business plans, business reports, and presentations assess the acquisition of entrepreneurial behaviour, attitudes, and skill highly related to *learning for* the objective of EE. Similarly, Syed (2015) opines that the use of business plan/projects preparation can be effective in measuring *learning for* outcomes.

6. Conclusions and Implications

This study found that TTIs in Kenya overly depend on short-term-based methods of evaluation such as end-term sit-in exams; participation in class by answering questions and sit-in tests. The long-term-based methods of evaluation of EE such as assessment of business projects and entrepreneurship attachment field reports; and assessment of business activities were rarely used. The short-term-based methods of EE evaluation are examination-oriented and thus inclined to the evaluation of entrepreneurship theoretical knowledge. For students to acquire an automatized level of entrepreneurial skills, long-term-based methods such as assessment of business projects, workshop presentations, and use of entrepreneurship attachment field reports are highly recommended. Such methods are practical-oriented and impart lifelong skills. The adoption of the long-term-based methods of evaluation structural implications. Firstly, there is a need for building structures that support impact-based evaluation. For instance, the use of contests and competition to win funds for the implementation of entrepreneurial projects may inform stakeholders of the true value and outcome of EE.

The implementation of long-term-based evaluation of EE implies resource mobilization. TTIs need to explore avenues of mobilizing resources through the establishment of collaboration networks and linkages with the local and global business communities and other industry players. Active collaborations and linkages can easily attract sponsors to fund projects such as the construction of business centers and incubation laboratories. One major player in this collaboration can be Youth Enterprise Development Fund (YEDF). It might be vital for accredited TTIs to partner with YEDF to establish an agency within the campus, whose main mandate can be scouting for innovative entrepreneurial ideas and providing support such as funding, mentorship, and marketing.

Lastly, TTIs need to establish proper quality assurance structures and to assess the extent to which compliance to the syllabus requirements are adhered. For instance, the EE syllabus recommends certain activities to be conducted during learning of EE. However, there are no guidelines or standards that provide a framework through which such activities can be monitored and assessed. The lack of such guidelines subjects the EE syllabus to abuse. This weakness risks the quality of learning outcomes. Therefore, to ensure enforcement of the syllabus requirements, TVETA can explore modalities on how this can establish self-regulatory practices such as the establishment of quality assurance departments to monitor quality compliance to the syllabus.

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