TOWARDS THE IMPROVEMENT OF ENTREPRENEURSHIP EDUCATION IN AFRICA

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Abstract

Many African universities offer entrepreneurship education aimed at producing self-employable graduates to create employment. Kenya pioneered on the continent in starting a master's degree in entrepreneurship in the 1990s at its Jomo Kenyatta University of Agriculture and Technology. Many other countries on the continent have introduced entrepreneurship education/training in one form or another at one level of education or another. However not many of entrepreneurship graduates are self-employed. Has this to do with the method of preparing the students? This author conducted research in Kenya to attempt an answer. The research produced findings which can be generalized and replicated on the continent. This paper presents the research findings which are used to give, among others, the following recommendations for Africa:
(i)   Employ effective entrepreneurship delivery and assessment methods
(ii)   Develop effective entrepreneurship educators
(iii)   Integrate entrepreneurs in curricula design and delivery
(iv)   Establish university business incubators

1.0   Introduction

Developing as well as developed countries acknowledge the role and importance of Small and Medium Enterprises (SMEs) in generating employment, stimulating growth and creating social cohesion. Interest in SMEs is further enhanced in the face of globalization, which is increasingly becoming an influential force in world trade. Because of their flexibility and quick adaptability to change, SMEs are viewed as instruments capable of responding to globalization (ECA, 2000). A 2004 OECD conference revealed that SMEs contribute to over 55% of GDP and over 65% of total employment in high-income countries; account for over 60% of GDP and over 70% of total employment in low-income countries and contribute over 95% of total employment and about 70% of GDP in middle-income countries (OECD, 2004).

In 2005 a FAO/WHO (Food and Agriculture Organization and World Health Organization) conference was held in Harare, Zimbabwe. The conference stressed the importance of SMEs to the economies of the region and recognized the constraints facing SMEs in producing safe and high quality food, as well as the need to generate and implement practical solutions to address these problems.

Despite them being recognised, the mortality rate of SMEs in Africa remains high. In Kenya, for example the SME sector contributed over 50 percent of new jobs created in 2005 but despite their significance, SMEs, "are faced with the threat of failure with past statistics indicating that three out five fail within the first few months" (Bowen, *et al.,* 2009).

Two areas that have generated interest in terms of trying to unravel the high mortality rate of SMEs are the entrepreneurship skills and entrepreneurial culture areas. In Africa today the question – can entrepreneurship be taught is no longer valid. The valid questions are – how should entrepreneurship be taught and what should be taught?

In recognition of the importance of entrepreneurship education for SME development, many African countries have introduced entrepreneurship education.   Kabogo, J. D., (2008) studied the status of entrepreneurship education in colleges and universities of sub-Saharan Africa. 106 institutions in 36 countries were earmarked for study but 66 were actually studied. 86% of the 66 institutions studied, i.e., 57 in number have at least a course in entrepreneurship. The continent's prominent university leadership continues to stress the importance of entrepreneurship education. Thus Nigeria's Vanguard of 24th March 2010 carried an article in which Nigeria's Novena University Vice Chancellor stressed the need for entrepreneurship education as the only way to achieve the country's vision 20-2020. He referred to the fact that India and China are now considered emerging economies because of entrepreneurship.

African students themselves are now demanding for entrepreneurship education. Thus the Citizen paper of Dar es Salaam, Tanzania in its 14th August 2010 article entitled "Tanzania: Introduce Entrepreneurship Education in Schools" reported the Tanzanian youth urging the government to introduce entrepreneurship education in all levels of education to solve unemployment problems.

Clearly therefore, Africa is producing entrepreneurship cadre to steer the SME sector. Is the cadre doing what it is expected of? That is the question.

In sub-Saharan Africa entrepreneurship education at Masters and PhD levels is said to have been first introduced in Kenya in the 1990s. In 1990 the Government of Kenya, in collaboration with International Labour Organization (ILO), United Nations Development Program (UNDP) and University of Illinois of the USA started the first, known to this author, Masters and PhD in Entrepreneurship Degrees on the sub-continent. This was a two year University of Illinois project housed at a technical college in Kenya. When in 1992 the project came to an end the Jomo Kenyatta University of Agriculture and Technology (JKUAT) institutionalized it. This author chaired the university committee that institutionalized the programme.

It must quickly be mentioned that JKUAT institutionalized the programme before she had a critical minimum of educators in the subject. Professors from the University of Illinois were therefore understudied by their JKUAT counter-parts to be able to conduct entrepreneurship education. Having finished their mission of inducting JKUAT professors, two of the University of Illinois professors (Robert Nelson and Scott Johnson) in their article, "entrepreneurship education as a strategic approach to education growth in Kenya" published in the Journal of Industrial Teacher Education Vol. 35 No. 1 of 1997 made several recommendations in regard to entrepreneurship education in Kenya. They included, to expose trainees to successful small enterprises; to

enable students practice entrepreneurial attributes; to enable students familiarize with entrepreneurial and managerial tasks; to enable students utilize small enterprises, family acquaintances and community contacts to assist them implement business opportunities.

The unwritten message by these recommendations was that entrepreneurship education delivery methods should achieve the said goals. The question becomes - Have delivery methods at Kenyan universities achieved this?

Motivated by the poor performance and high mortality rate among South Africa's SMEs Kunene, T. R. (2008) undertook a PhD study of a critical analysis of entrepreneurial and business skills in SMEs of South Africa.. Her results indicate that there is a need to impart key entrepreneurial skills to SME operators.

In terms of entrepreneurial culture, Volker Wild (1997) published a book on the development of private enterprise within the indigenous population in Zimbabwe. The primary aim of the book is to show that the lack of economic success of African business people in Zimbabwe is due to the fact that their economic goals are not rooted in profit for profit's sake, which, he argues, is fundamental to capitalist enterprise. The author maintains that in Africa, culture, social and familial obligations, and the desire for social status are prime motives for economic success. Once such objectives have been achieved, the push for increased profits wanes. There may be debatable aspects of the book but the fact that it introduces the issue of entrepreneurial culture is important for this paper.

One web definition of culture is "a collective programming of the mind that distinguishes the members of one group or category of people from another" (wordnetweb.princeton.edu/perl/webwn). Based on this definition and using innovation as the key characteristic of entrepreneurship as given by two gurus of entrepreneurship – Joseph Schumpeter and Peter Drucker – this author is tempted to offer a definition of entrepreneurial culture as, "a behaviour and/or spirit which leads to the innovative practice of identifying opportunities and acting on them in a productive and value adding way". The difference between entrepreneurial and business culture may be blurred but can be summed up in the phrase, "entrepreneurs are business people but not all business people are entrepreneurs". Entrepreneurs are therefore a special breed of business people and entrepreneurship a special business activity/practice.

Writing on Evan Carmichael website (www.evancarmichael.com), Waswa Balunywa of Makerere University Business School in Kampala, Uganda argues that it is possible that in Uganda, in the study of business, especially small business, there has been no attention to the subject of culture and its impact on business success. "We appear to take it for granted that the concept of business, which is a cultural pattern in different societies, is understood the same way everywhere. Discussing entrepreneurship we conclude that successful entrepreneurship entails certain behavioural patterns. That behaviour is shaped in a cultural setting. We also appear to take it for granted that the concept of profit, the end result of a business activity, as a common meaning in different cultures).

This argument cannot be said to be farfetched. The influence of culture on entrepreneurship has been of continued scholarly interest for over a number of decades. Researchers have explored the effect of national, regional, and organizational cultures on wealth creation through new venture creation, innovation, and risk taking. Using data from multiple countries and applying diverse research methods, organizational scholars have explored the relationship between cultural variables and entrepreneurial behavior and outcomes. One such a scholar is G. Hofstede.

In some of his major studies, Hofstede, G., (1980, 2001) describes the different cultures in different countries and comes up with what he calls cultural dimensions which give some explanation as to the behaviour of people in economic activities. Hofstede introduces four dimensions which he calls a number of phenomena in a society which occur in combination. These include power distance, individualism versus collectivism, masculinity versus femininity, and uncertainty avoidance. It is not the objective of this paper to delve into these dimensions.

1.1   Statement of the Problem
The foundation of the research whose findings this paper carries was a general observation that despite entrepreneurship education having been in existence for two decades in Kenya, many of its graduates cannot

be said to be productively self-employed. The implication is that an entrepreneurial culture may not have been effectively inculcated. The research question which constituted the research problem became – has the process of producing entrepreneurship graduates effectively inculcated an entrepreneurial culture?   In addressing this research problem the following:
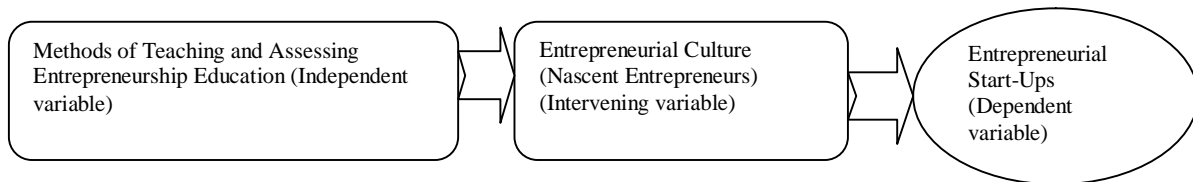
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┌─────────────────────────────┐     ┌─────────────────────────────┐        ╭─────────────────╮
│ Methods of Teaching and     │     │ Entrepreneurial Culture     │       │ Entrepreneurial │
│ Assessing                   │ ──▷ │ (Nascent Entrepreneurs)     │  ──▷  │ Start-Ups       │
│ Entrepreneurship Education  │     │ (Intervening variable)      │       │ (Dependent      │
│ (Independent variable)      │     │                             │       │ variable)       │
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Figure 1: relation between teaching and start-ups

1.2   Objectives of the Study
This study had as its key objective the investigation of the degree of inculcation of entrepreneurial culture into the students of entrepreneurship. Specifically the study sought to solicit the views of the students (as customers) on the delivery and assessment of entrepreneurship education.

1.3   Literature Review
1.3.1   Definition of Entrepreneurship
Literature has no one universally accepted definition of entrepreneurship. Nevertheless if one considers that the key reason for introducing entrepreneurship education was to assist graduates venture into self-employment as opposed to looking for wage employment then one starts to see that entrepreneurship is largely about starting a growth oriented (small) business. Entrepreneurship is therefore largely about small businesses. The term intrapreneurship or corporate entrepreneurship has been coined to represent entrepreneurship that goes on in large scale enterprises. There are at least three key differences between entrepreneurs and intrapreneurs anchored on factor of production, ownership and risk taking/bearing bases. One – for participation in the process of production entrepreneurs earn profits while intrapreneurs earn wages. The two are therefore different factors of production. Two- entrepreneurs are by definition owner managers while intrapreneurs are employed managers. Three – entrepreneurs take and also bear business risk, intrapreneurs as employed managers take but may not necessarily bear the risk.

Entrepreneurship is, therefore, a (vital) process of stimulating economic growth and employment opportunities by accelerating sustainable business start-ups in all societies. This is particularly true in Africa, where successful growth-oriented small businesses are the primary engines of job creation and poverty reduction. These successful small businesses are started by entrepreneurs.

Despite lack of consensus on the definition of an entrepreneur scrutiny of many of the variations of the definition tends to bring out some commonalities. The aspects of innovation, creativity and value addition are either explicit or implicit in most definitions. Entrepreneurs are therefore innovative and creative individuals who create value to society. Some are born but many are made through the process of entrepreneurship education and training.

When taught entrepreneurship is the process by which new knowledge is converted to sustainable value, and that usually involves the creation of a business to do it. It is however not accurate to state that all business owners are entrepreneurs. Indeed all entrepreneurs may be business people but not all business people are entrepreneurs. This then ushers in the next question – what is entrepreneurship education?

1.4   Entrepreneurship Education
Literature has a range of definitions of entrepreneurship education, for instance as for enterprise, in enterprise and about enterprise (Henry and Hill, 1999). The main objective of education about enterprise is to increase the number of people with theoretical knowledge about starting and running an enterprise. Education for enterprise aims at preparing people for a career in self employment. It encourages and gives practical skills for setting up an enterprise. Education in enterprise takes a management approach for established enterprises: how they can grow and develop.

Reading between the lines of the aforesaid one may look at entrepreneurship education as the process of providing individuals with the concepts, creativity and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated. Entrepreneurship education is about promoting change in attitudes to 'increase the number of students who view 'business start-up' as a viable career option' (Black, 2003). To succeed in this, entrepreneurship education must be concerned with learning and facilitating for entrepreneurship, not about it (Laukkanen, 2000; Cooper *et al.*, 2004). 'The entrepreneurship educational system has to be oriented towards "doing" more than "thinking". Knowledge has to be converted into solutions that benefit customers in the market place' (Formica, 2002). The learning must be personal, practical and experiential through discovery (Dana, 1993; Gorman, 1997; Fayolle, 2001; Rae and Carswell, 2001; Bird, 2002-2003). Entrepreneurship education is a constructivist-based education (Ehrste´n and Kjellman, 2001).

The next logical question to pose is: how should entrepreneurship be taught?

1.5   How to Teach Entrepreneurship: Best Practices

The term "best practices" may be debatable. It is therefore used here with caution to imply what many scholars put premium on in terms of entrepreneurship teaching methods and methodologies. A popular internet anecdote about entrepreneurship compares teaching entrepreneurship without the experiential process (and without a business incubator – this author) to teaching someone to swim without a pool. The fundamentals about swimming can be taught but the individual will not really know what it is like to swim until the person dives into the pool and begins to swim. If one has only been taught on land, then they will not likely have much confidence in their attempt to swim. Similarly, many students of entrepreneurship are entering their careers with only the fundamentals that were taught on "dry land."

To this anecdote one can add the 450 BC Confucian philosophy of: "Tell me and I will forget; show me and I may remember; involve me and I will understand."

 Rasmussen, E. A. and Sorheim, R. (2006) argue that entrepreneurship education has traditionally focused on teaching individuals, but many initiatives are increasingly becoming more action-oriented, emphasizing learning by doing. In their paper they present a number of action-based activities at five Swedish universities. The cases show that entrepreneurship education focuses less on teaching individuals in a classroom setting and more on learning-by-doing activities in a group setting and a network context.

One of the key conclusions reached at a European Commission conference (2006) was to embrace experiential learning. "In terms of delivery, a greater emphasis is needed on experiential and action learning. There are numerous pedagogies which can be utilized including case studies, team projects, and activities with entrepreneurs.

Mueller *et al.*, (2006) compared entrepreneurship action learning outcomes for under-graduate students in Germany, Singapore, China, Korea, New Zealand, United States and Australia. In their conclusion they wrote, "We have investigated an action-learning based entrepreneurship program in seven countries on three continents, which attempts to give students the opportunity to apply their academic learning in a practical environment. These students have grown up with different cultural norms governing their rules of interaction and with different economic systems favouring/disfavouring free market enterprise. It is therefore remarkable for these participants to uniformly and consistently report outcomes which propel their learning ahead of those who do not engage in action learning events like these.

 The message we get is that entrepreneurship is best taught via experiential learning but what actually is experiential learning?

1.6   Experiential Learning

Kolb (1984) described learning as "the process whereby knowledge is created through the transformation of experience." In other words experience is the source of learning and development. According to Kolb learning is a four stage cycle process. It occurs when students (1) engage in some activity, (2) reflect upon the activity, (3) derive insight from the analysis, and (4) incorporate the result through a change in understanding. This is experiential learning.
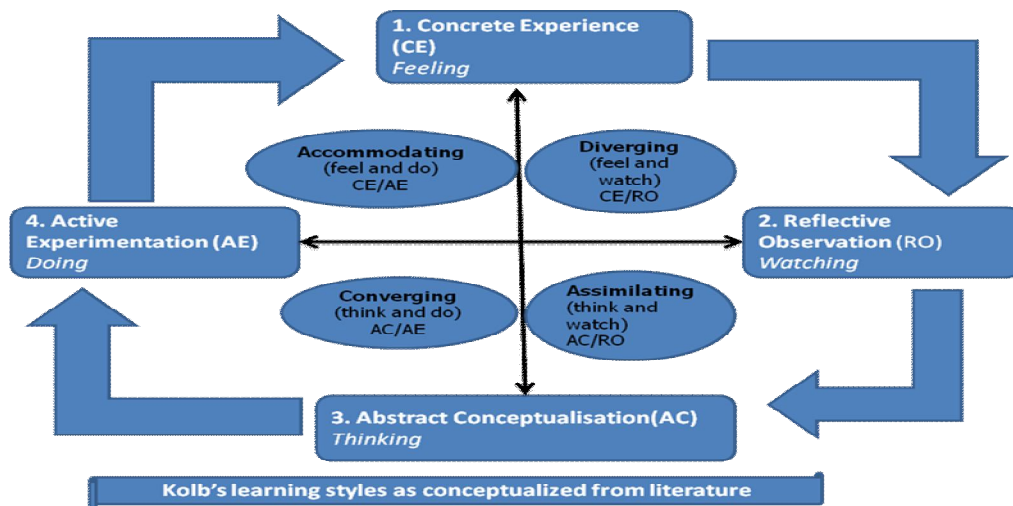
Figure 2: Kolb's four-stage experiential learning cycle

In Figure 2, diverging (concrete, reflective) - Emphasizes the innovative and imaginative approach to doing things. The learner views concrete situations from many perspectives and adapts by observation rather than by action. Assimilating (abstract, reflective) - Pulls a number of different observations and thoughts into an integrated whole. Converging (abstract, active)- Emphasizes the practical application of ideas and solving problems. Accommodating (concrete, active) - Uses trial and error rather than thought and reflection. The feeling, watching, thinking and doing reflected in Kolb's model remind us of the already cited Confucian philosophy of "I hear and I forget; I see and I remember; I do and I understand."

Experiential learning is active learning or learning by doing in which students apply their theoretical, classroom knowledge through "real world" experience and application. The notion of active learning suggests that students must do more than simply receive information and substantive material via the lecture method. Students must also engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge. Active learning involves putting students in situations, which compel them to read, speak, listen, think deeply, and write. It can be argued that that while well delivered lectures are valuable and are not uncommon, often times the thinking required while attending a lecture is low level comprehension that goes from the ear to the writing hand and leaves the mind untouched.

"Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing repackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves." (Chickering and Gamson, 1987).

Even without exhausting literature on how to teach entrepreneurship it appears that premium is put on active, learner centred, andragogical learning methods which we summarize as experiential methods. . The experiential approach assists the student to understand the environment within which business actually operates hence match classroom teachings with specific cultural set-ups. It also enhances knowledge retention by the learner.

1.7   Knowledge Retention
Edgar Dale (April 27, 1900 – March 8, 1985) a U.S educationist researched and developed the famous cone of experience. The cone demonstrates that retention of what we learn is higher when active methods of learning are used than when passive methods are used. This is illustrated by the cone of learning developed by Edgar dale.
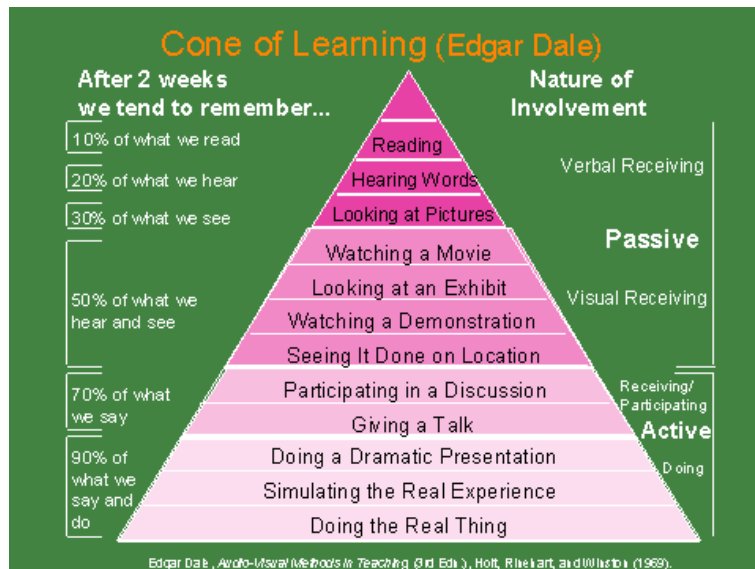
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Figure 3: Edgar Dale's cone of learning

1.8   Methods of Assessment

Methods of assessment are known to be the means used to assess student learning--they are the educational practices we engage in to see if students are learning what we say they are learning.

Learning is not just about facts. It is also about appropriation of ideas, attitudes, values, and so on. Professor Benjamin Bloom of Chicago University and co-workers that met from 1948 to 1953 sorted out three domains or realms where learning or appropriation takes place. They are:
   (i)   Cognitive: Thinking, getting, evaluating and synthesizing information.
   (ii) Affective: Feelings, preferences, values
   (iii) Psychomotor: Physical and perceptual activities and skills.

The cognitive learning domain consists of acquiring intellectual skills. This domain addresses how individuals think; their intellectual capabilities, level of development and preferred thinking styles. The common method of assessment of the cognitive domain is the summative end of term timed written examination. The affective learning domain consists mainly of acquiring feelings. Very often insight rises atop of feelings. Dreams may be interpreted and understood in such a light, for example. Thus feeling may feed insights. Many renowned scientists and artists have had massive inspiration from their dreams. "Gentlemen, let's learn to dream," Albert Einstein is said to have expressed himself.

The psychomotor learning is a domain of skills expression. But what I do (with skill), I master [From the Chinese sayings].   One anonymous scholar wrote "Learning is pleasurable but doing is the height of enjoyment. Interestingly, manual skills may be the crown of achievements that cognitive skills lead into. And once hard-won dexterity or manual ability is learnt, it is often automated, like learning to swim, ride bikes. End of term timed written examinations are incapable of effectively assessing the affective and psychomotor domains. Formative assessment via presentations and projects (both individual and group) are known to better assess these domains.

The second edition of student learning assessment: options and resources published by the Middle States Commission on Higher Education in USA lists up to 12 examples of direct measures of student learning as:
   (i)   Course and homework assignments.
   (ii)   Examinations and quizzes.
   (iii)   Standardized tests.
   (iv)   Term papers and reports.
   (v)   Observations of field work, internship.
   (vi)   Performance, service learning, or clinical experiences.

(vii)   Research projects.
(viii)   Class discussion participation.
(ix)   Case study analysis.
(x)   Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances.
(xi)   Artistic performances and products.
(xii)   Grades that are based on explicit criteria related.

Traditionally, a majority of educators are said to consider the first four as the primary means for assessing student learning. This may be because many educators teach about not for. Entrepreneurship learning is not complete if it is not taught less about and more for.

1.9   Conceptual Framework

The covered literature makes possible a conceptualization that entrepreneurship is a process that starts with awareness creation among students. This awareness creates nascent entrepreneurs (those willing to start businesses). They eventually start and grow the businesses. The type of education and methods of its delivery (including student assessment) may stress different aspects at different stages.

In his internet presentation, "Facilitating Entrepreneurship" Alan Barefield (http://srdc.msstate.edu/presentation_archive/2003) proposes a seven stage entrepreneurship facilitation process. Below we borrow from it to conceptualize entrepreneurship learning approaches/methods.
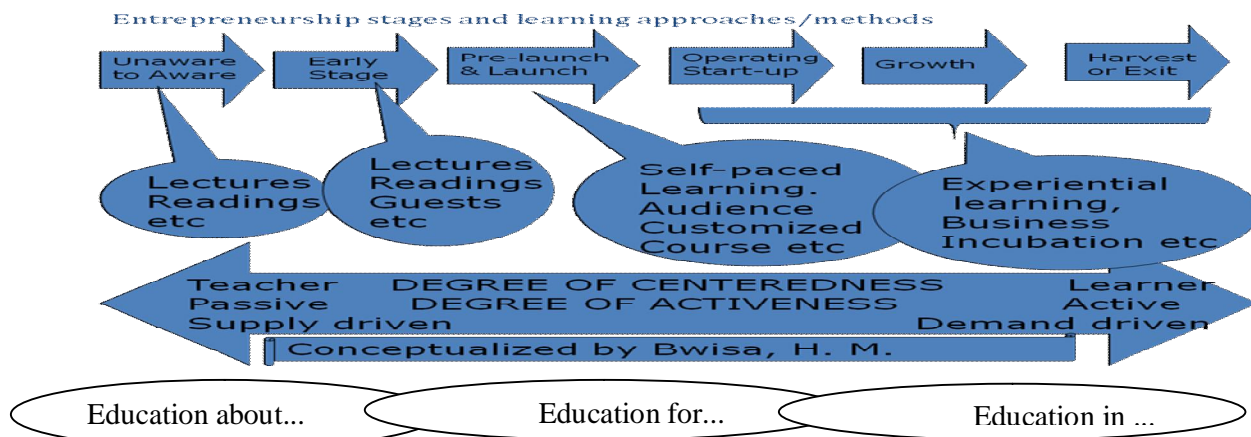

Figure 4: entrepreneurship learning approaches

2.0   Methodology

Kenyan universities teaching entrepreneurship in one form or another at one level or another were traversed with questionnaires and interview guides. Four sets of questionnaires were administered. The two main categories of respondents were the finalist students of entrepreneurship and those who had already graduated. For completeness lecturers of entrepreneurship and heads of departments (as administrators) were also covered.

The choice of students as the unit of analysis was guided by the increasing business and entrepreneurship prudence of putting the customer first. In 1776 in *The Wealth of Nations*, Adam Smith wrote that the needs of producers should be considered only with regard to meeting the needs of consumers. This "customer first" philosophy is consistent with the business (read entrepreneurship) marketing concept whose philosophy is that firms should analyze the needs of their customers and then make decisions to satisfy those needs, better than the competition. Total quality management gurus have also stressed the customer first approach.

3.0   Findings
3.1   Methods of Delivery

Table 1 shows that a majority of lecturers at Kenyan universities use lectures, essays, readings and handouts in their delivery. The dominance of passive methods of teaching entrepreneurship is apparent. At some universities delivery methods such as group projects, local case studies, guest speakers, entrepreneur interviews, role playing, business plans, workshops and seminars were never used as delivery methods.

Table 1: Reported methods of delivery and their frequency of use

| Teaching Method | Usage Of Method In Universities | | | | | |
| | Frequently | | Rarely | | Never | |
	N	%	n	%	n	%
Lectures	33	97.1	1	2.9	-	-
Individual Projects	14	46.7	16	53.3	-	-
Group Projects	12	37.5	11	34.4	9	28.1
Local case studies	4	12.5	16	50.0	11	34.4
Video cases			4	12.9	27	87.1
Guest speakers	4	13.3	12	40.0	14	46.7
Entrepreneur interviews	5	16.7	10	29.4	15	44.1
Role-playing	5	16.7	7	23.3	18	60.0
Students' Business plan	14	43.8	15	46.9	3	9.4
Oral Presentations	15	44.1	10	29.4	9	26.5
Essays	10	29.4	11	35.5	10	32.3
Readings	11	36.7	14	46.7	5	14.7
Seminars/workshop	7	22.6	9	29.0	15	48.4
Handout materials	16	48.5	12	36.4	5	15.2

3.2   Methods of Assessment

Table 2 shows that written examinations are preferred by lecturers to methods such as projects.

Table 2: Reported methods of assessment

Method	100% Usage	Up To 50% Usage	1 – 10% Usage
Continuous assessment tests and end of semester sit-in written examinations	YES		
Group presentations		YES	
End of semester individual projects			YES

3.3   Opinion on Methods of Delivery

Table 3 indicates what methods of delivery the students of entrepreneurship thought were most beneficial. The majority of students thought they benefited most via non-lecture presentations such as PowerPoint presentations (PP) - 81% and group work - 81%. Students thought they learned the least via lectures (41%) and chalk and board (19%). Lecture methods received the highest disagreement rate when students were asked about how delivery methods helped them to learn.

Table 3: Opinion on method of delivery

The following methods help (helped) in my ability to learn i.e. my ability to learn course material increases (increased) in classes that instructors use(d) the following technologies/methods:

METHOD	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	BLANK	TOTAL
CHALK AND BLACKBOARD (WHITEBOARD)	6 (22%)	15 (56%)	1 (3%)	5 (19%)	0 (0%)	0 (0%)	27 (100%)
OVERHEAD PROJECTOR	12 (45%)	7 (26%)	3 (11%)	2 (7%)	0 (0%)	3 (11%)	27 (100%)
POWER POINT	22 (81%)	4 (16%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)	27 (100%)
VIDEOS	5 (19%)	2 (7%)	6 (22%)	4 (16%)	1 (3%)	7 (26%)	27 (100%)
ON-LINE	8 (30%)	6 (22%)	3 (11%)	2 (7%)	1 (3%)	7 (26%)	27 (100%)
GROUP WORK	22 (81%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)
CONFERENCING	1 (3%)	4 (16%)	5 (19%)	4 (16%)	1 (3%)	12 (45%)	27 (100%)
LECTURERS ONLY	0 (0%)	8 (30%)	1 (3%)	11 (41%)	6 (22%)	1 (3%)	27 (100%)

3.4 Opinion on Method of Assessment

Table 4 reveals that different methods of assessment variedly helped the students in their self development. If 100% of the respondents thought group presentations as an assessment method helped in their self development then 92% thought end of semester projects were helpful. Only 7% of the students strongly agreed that written classroom tests and examinations helped in their self development.

Table 4: opinion on method of assessment

The following assessment methods help(ed) me in self development

METHOD	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	BLANK	TOTAL
WRITTEN CLASSROOM TESTS AND EXAMINATIONS	2 (7%)	10 (37%)	5 (19%)	6 (22%)	4 (15%)	0 (0%)	27 (100%)
GROUP PRESENTATIONS	25 (93%)	2 (7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	27 (100%)
END OF SEMESTER PROJECTS	21 (77%)	4 (15%)	1 (4%)	0 (0%)	0 (0%)	1 (4%)	27 (100%)

3.5 Expectations of Students on Joining the Course and Opinion on Degree of Fulfillment on Completion of the Course

The following were some of the course expectations of the finalist students on joining the entrepreneurship course:
(i)   Acquire capacity to start, grow and sustain up a medium scale enterprise
(ii)   Complete the course and acquire the necessary skills
(iii)   To attain in-depth understanding of the entrepreneurship field
(iv)   Gain experience and entrepreneurship skills for self employment
(v)   Help to identify business start-up strategies and preparation of business plan
(vi)   To be a good investor and the best financial planner within an organization
(vii)   To be able to initiate and sustain a business at a low cost and high profit
(viii) To be adequately equipped with knowledge and skills for successful business operations
(ix)   To become a leading entrepreneur

(x)   To be competitive, creative and innovative in business start-ups
(xi)   To learn the do's and don'ts in relation to businessman to develop good ways to interact with people in the society
(xii)   To learn and have adequate knowledge in management
(xiii) To gain knowledge that will enable me to get a good job or run an own business
(xiv)   To develop skills and competence in business identification starting and running profitably.

The listed expectations clearly show that students selecting to pursue entrepreneurship did so expecting that they would become entrepreneurs on completion of the course. When finalist students were asked if their expectations were met 65% thought their expectations were somehow met. 3% thought their expectations had not been met. Only 32% thought that their expectations had been met.

Figure 5: Expectations fulfillment
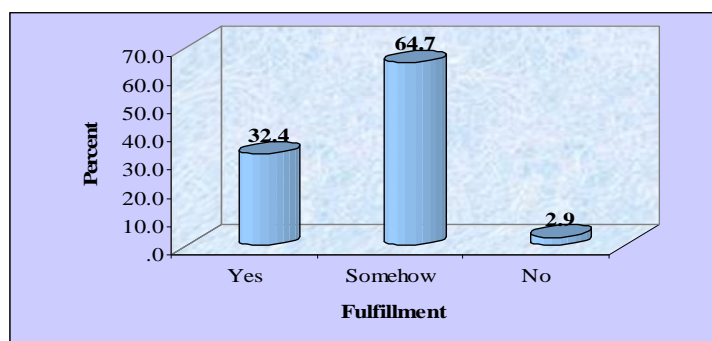
4.0   Discussion

Table 1 of the findings indicates that the lecture method of delivery dominates among entrepreneurship lecturers at Kenyan universities. In relation to the cone of learning by Dale Edgar (op. cit.), it can be concluded that Kenyan entrepreneurship university lecturers employ more of the passive approach to delivery than the active approach. The ability of passive methods of delivery to be used by the affective and psychomotor domains is minimal.

The traditional passive view of learning involves situations where material is delivered to students using a lecture-based format. In contrast, a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussion and/or collaborative activities (Fosnot, 1989).

Research on group-oriented discussion methods has shown that team learning and student-led discussions not only produce favorable student performance outcomes, but also foster greater participation, self confidence and leadership ability (Perkins and Saris, 2001; Yoder and Hochevar, 2005). Hunt, Haidet, Coverdale, and Richards (2003) examined student performance in team learning methods, finding positive learning outcomes as compared to traditional lecture-based methods. A comparison of lecture combined with discussion versus active, cooperative learning methods by Morgan, Whorton and Gunsalus (2000) demonstrated that the use of the lecture combined with discussion resulted in superior retention of material among students.

The results of the cited studies favor constructivist, active learning methods and can be referred to as best practices. The teaching of entrepreneurship at Kenya universities – and hopefully African universities at large has, therefore, room for improvement.

Table 2 of the findings shows that written examinations are the most frequently used methods of assessment. The implications are that in relation to Bloom's taxonomy (op. cit); it is the cognitive domain of learning (which is known to be well-placed to prepare wage-employable graduates) that is mainly assessed. This may not be entirely surprising on the African continent. In many African countries there is some negative attitudes towards self-employment. Chigunta, F. (2006) in a paper presented at an expert group meeting on youth in Africa quotes African empirical studies that show that young people in Africa have a negative attitude towards self-employment, especially in the informal sector. This claim is collaborated by Okojie, (2003). These authors

show that young Africans prefer formal employment to self-employment because of the 'white collar' mentality that they acquire from schools.

For entrepreneurship education in Africa skills and attitudes become very important. Without affective and psychomotor assessment it may be difficult to assess whether or not an entrepreneurship student has learned not just about but also for entrepreneurship. Best practices show that it is feasible within the entrepreneurship curricula to assess affective and psychomotor alongside cognitive achievements. This author has successfully practiced at JKUAT in his units.

Table 3 reveals the opinions of students about delivery methods. A majority of students thought that they gained better via active methods of delivery than via passive methods. That the lecture method received the highest disagreement about enabling the student to learn suggests that students agree with the Confucian philosophy of I hear and I forget, I see and I remember, I do and I understand.

Table 4 reveals that assessment methods that help the students feel that they have achieved the most are group presentations and semester projects. Written examinations are regarded the least in helping self-development. This implies that students want not just to think and comprehend but also feel and do. As Piaget noted, "at no level, at no state, even in the adult, can we find a behavior or a state which is purely cognitive without affect nor a purely affective state without a cognitive element involved" (as cited in Clark & Fiske, 1982, p. 130). McKeachie, (1976) emphasized the need to understand humans holistically; cognition and affect should not be separated. Entrepreneurship educators are expected to be familiar with the three domains of learning: cognitive, affective and psychomotor. The findings depicted in table 4 indicate that when Kenyan entrepreneurship lecturers teach and assess entrepreneurship education, they typically focus on instructional and assessment strategies in the cognitive domain of learning. This may be because of the perceived difficulty in measuring gains in the affective domain. This suggests that there may be need for retraining and refresher courses for such educators.

When students entered the entrepreneurship course they had end of course expectations. In general they expected to start their own businesses. Figure 5 shows that these expectations were not fully realized. One message is that not enough entrepreneurial culture was inculcated.

5.0 Conclusions

There are times when I joke that as a full professor and former chairman of a Kenyan quasi-government organization I have been in many rooms – small and big yet I have never been in a room bigger than "room for improvement". There is always room for improvement and this applies to the teaching of entrepreneurship in Kenya and indeed on the African continent. Although this study used Kenya as a case study there is evidence that many other African countries may be facing similar problems as Kenya in the teaching of entrepreneurship.

Reference was made to South Africa in the university of Pretoria PhD study cited elsewhere in this paper. In the year 2005 a study entitled "Entrepreneurship education at tertiary institutions in Rwanda: A situation analysis" was concluded. This study explored the provision of entrepreneurship education at higher education institutions (HEIS) in Rwanda with special reference to the levels of provision, support mechanisms, course objectives, contents, teaching and assessment methods to ascertain whether they are appropriately developed to prepare students for entrepreneurship as a career option. The findings showed that entrepreneurship education at HEIS in Rwanda is not appropriately developed to prepare students for entrepreneurship as a career option. The study went on to strongly suggest that HEIS in Rwanda should, among other things, integrate experiential learning in the curriculum.

On the 15th of March 2010 the Monitor of Uganda carried an article entitled "Entrepreneurship Education; Parody or Real Business? The article noted that a current difficult in Uganda's institutions of higher learning is how to prepare graduates to engage in productive work. It reported that in a bid to improve their possibilities in this area a new subject, entrepreneurship education was introduced in Uganda seven years ago. It went on to doubt if the subject is being taught properly to produce the desired graduates to engage in productive work. The article ended by proposing that entrepreneurship education in its present form requires the immediate attention of curriculum development authorities.

6.0   Recommendations

This paper provides a number of examples of good practice in entrepreneurship education. The discussion has both explicitly and implicitly pointed at some key areas for recommendations. Some recommendations are drawn directly from the findings of the paper while others have been deduced from the findings.

(i)   Need to clarify the outcomes we seek from entrepreneurship education
(ii)   Need to build effective entrepreneurship education in Kenya and on the continent
(iii)   Need to develop effective entrepreneurship educators
(iv)   Need to reshape the institutional paradigm
(v)   Need to integrate entrepreneurs/professionals in curricula design and delivery
(vi)   Need to securing public support/interventions

6.1   Clarifying the Outcomes we seek from Higher Education

Greater clarity is needed regarding the purpose and goals of entrepreneurship education. As it stands today the purpose seems to be to produce intrapreneurs and not entrepreneurs. There is the danger that universities may be duplicating business studies and small business management courses. It should be remembered that entrepreneurship courses were introduced even when business and small business management courses already existed. There must have been a gap the new course was expected to fill. Entrepreneurship education is about developing attitudes, behaviors and capacities at the individual level. It is also about the application of those skills and attitudes, which can take many forms during an individual's career, creating a range of long term benefits to society and the economy. Developing a clear framework for assessing entrepreneurship education is therefore necessary. Measuring the non-cognitive domains may be difficult; however, restricting assessment to the cognitive domain can result in falling far short of the known outcomes and impact of entrepreneurship education.

6.2   Building Effective Entrepreneurship Education

The methods of teaching and assessment of entrepreneurship education revealed by this research may be but a symptom of some underlying causes. In Nigeria there is a popular proverb (which may have its origins elsewhere) that *as you make your bed so you* must *lie on it.* Analogically as you design your curriculum so you must teach and assess it.

It is important for Africa to take the local cultural context into account when designing any entrepreneurship programme. In terms of delivery, a greater emphasis is needed on experiential and action learning. There are numerous pedagogies which can be utilized including local case studies, team projects, and activities with entrepreneurs. Using active learning methods is more complex than traditional teaching methods. It requires engaging students' feelings and emotions in the learning process. Educators/facilitators therefore must be able to create an open environment of trust in which students develop the necessary confidence to take risks. This directly leads to the next recommendation.

6.3   Developing Effective Educators

It is vital to create a critical mass of entrepreneurship educators able to create the right learning experiences for students. Growing the base of experienced educators not only means providing the necessary training and education but also requires expanding the definition of "educators" beyond professors to include entrepreneurs, alumni and even students. It may be necessary for the continent maybe through the African Union to set up a Centre or programme of excellence for producing entrepreneurship educators and trainers.

In order to use effective active learning approaches such as guest speakers, mobility and exchange of experience is needed between universities and the business world.

6.4   Reshaping the Institutional Paradigm

In Kenya and indeed elsewhere in Africa entrepreneurship education has come as an add-on aspect to the traditional academic disciplines. It is apparent that the traditional academics institutional culture, practice and policies often get in the way of developing an entrepreneurial spirit and environment within universities. We know for example that traditionally universities have been focused on ensuring students can secure future wage-employment. Today, universities must prepare students to work in a dynamic, rapidly changing entrepreneurial and global environment. This requires a complete paradigm shift for the entire university, including changing the fundamentals of how the university operates and its role in society. For

entrepreneurship education to succeed institutions such as business incubators must become part and parcel of the university institutional framework.

6.5   Integrating Entrepreneurs/Professionals in Curricula Design and Delivery

Active and learning-by-doing methods integrate elements of practice into the learning process. This highlights the importance of actively engaging entrepreneurs and other professionals in both course design and delivery. These individuals also serve as role models, particularly if they are alumni of the university, as well as coaches and mentors. They also enhance entrepreneurial spirit within the university as well as create stronger links between the university and the local community.

6.6   Securing Public Support/Interventions

As indicated elsewhere in this paper in Kenya entrepreneurship training and education was an initiative of the government not the universities. The field of entrepreneurship education is still relatively young in the country and even younger on the continent. It is therefore important and necessary that governments continue with this support until entrepreneurship is embedded in a sustainable manner in universities across the continent.

The following specific recommendations for the continent's governments appear, to me, appealing:
(i)   Provide support for Africa-wide (may be region-wide) mobility and exchanges of entrepreneurship educators
(ii)   Improve the resource bases for institutions where entrepreneurship education is taking place e.g. set up business incubators, Publicize best practices models, initiate, encourage and support African local entrepreneurship case studies
(iii)   Recognize and accept teaching by practitioners
(iv)   Popularize entrepreneurship as a career path
(v)   Create incentives for excelling entrepreneurship institutions.

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