

**LEARNING DESIGNS AND ENTREPRENEURIAL INTENTIONS OF
UNDERGRADUATE TOURISM STUDENTS IN SELECTED
KENYAN UNIVERSITIES**

BY

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DECLARATION

Declaration by the Student

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DEDICATION

I dedicate this thesis to my parents, Prof. Bernard Nassiuma and Dr. Mispah Werunga, whose unwavering belief in me, constant encouragement, and immense sacrifices have been the foundation of my academic journey. Their guidance, discipline, and support have inspired me to pursue excellence.

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ABSTRACT

Entrepreneurship is a key driver of economic development, and higher education plays an important role in preparing students with the skills and mind set needed to pursue entrepreneurial careers. However, limited research exists on how tourism education, especially its learning approaches such as tasks, resources, and support, influences students' entrepreneurial intentions. This gap is more pronounced in developing countries, where tourism holds great economic potential. The study addresses this gap by examining how tourism education influences the entrepreneurial intentions of undergraduate students in selected Kenyan universities. The specific objectives were to examine the influence of learning tasks on the entrepreneurial intention of tourism students, to examine the influence of access to learning resources on the entrepreneurial intention of tourism students and to examine the influence of learning support on the entrepreneurial intention of tourism students. The theoretical framework was based on the Learning Design Framework and Entrepreneurial Event Model (EEM). The study was grounded in the positivist philosophy and employed explanatory research design. The target population included 164 fourth-year tourism students from four Kenyan universities offering tourism programs. A sample of 113 students was drawn from this population using a formula-based method to ensure a representative group for the study. Simple random sampling technique was used to select the participants in the study. Data were collected through questionnaires. Multiple linear regression was used to analyze the data. The regression models had a coefficient of determination R^2 of .554 indicating that 55.4% variation in learning designs was explained by entrepreneurial intention. The findings indicated that there was a positive significant influence of learning tasks ($\beta_1=0.422$, $p=0.001$) and learning resources ($\beta_2=0.332$, $p=0.001$) designs on entrepreneurial intention. Learning support ($\beta_3=0.184$, $p=0.006$) had a negative but significant influence on entrepreneurial intention. The study concludes that learning tasks, resources and support all influence entrepreneurial intentions of tourism students. The study recommended that universities improve learning tasks by making them clear, structured, and closely aligned with entrepreneurial goals; enhance learning resources by providing up-to-date, practical materials and tools that support entrepreneurial skill development; and rethink learning support strategies to ensure they offer personalized, empowering guidance that fosters student independence and confidence in pursuing entrepreneurship.

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ACRONYMS AND ABBREVIATIONS

EEP	Entrepreneurship educational programs
ICT	Information Communication Technology
PBC	Perceived behaviour control
SMEs	Small and medium enterprises
TPB	Theory of Planned Human Behaviour.
TTC	Technical Training College
TVET	Technical and Vocational Education Training
YEP	Youth Empowerment Policy

OPERATIONAL DEFINITION OF KEY TERMS

Curriculum: the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' continuous and growth in personal social competence (Tanner, 1980)

Curriculum implementation: refers to the method by which educators use the materials included in a curriculum to carry out instruction and evaluation (Kelly, 2009).

Education: Education is the process of training man to fulfil his aim by fully exercising all the faculties as a member of society (Aristotle, nd)

Entrepreneurial intentions: one's proclivity for entrepreneurial activity, the desire to become self-employed (Krueger *et al.*, 2000).

Intentions: Considered the single best predictor of individual involvement in entrepreneurial activity and is the main force in creating a new venture (Soliman, 2011).

Learning design refers to the systematic process of creating effective and engaging learning experiences (MacLean & Scott, 2011; Oliver, 1999; and Oliver & Herrington, 2001).

Learning resources: Are materials or tools that support the educational process by providing valuable information, enhancing understanding, and facilitating learning. They can range from textbooks and workbooks to digital platforms and interactive programs (Oliver, 1999; and Oliver & Herrington, 2001).

Learning support: learning support is a resource available that outlines various activities and approaches tailored to different need, such as motor skills development, cognitive skills enhancement, and pre-literacy skills (Namibia. Ministry of Education Arts and Culture (MoEAC), 2014).

Learning Tasks: activities that stimulate learners to engage intensively with the subject matter, prompting reactions to learning material (Merrill, 2002).

Perceived behaviour control refers to an individual's confidence in his/her abilities to correctly perform the behaviour in question (Ajzen, 1991; Bandura, 1986).

Perceived desirability: reflects the degree to which individuals value entrepreneurial behaviour and find the prospect of becoming an entrepreneur to be attractive (Krueger, 1993).

Propensity to act: as a person's disposition to act upon their own decisions. Thus, the propensity to act reflects the much-deliberated component of intention (Shapero, 1982).

Perceived feasibility: is an individual's belief in his or her entrepreneurial ability. (Shapero & Sokol, 1982).

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, a statement of the problem, research objectives and research hypotheses, significance, scope, and delimitations and limitations of the study.

1.1 Background to the Study

Entrepreneurship is widely regarded as a fundamental driver of innovation, economic diversification, and employment creation across the world. It plays a central role in shaping socioeconomic development due to its contributions to innovation, value creation, and new venture formation (Majid & Ismail, 2012). In the last decade, tourism entrepreneurship an emerging subfield within entrepreneurship studies has received increasing scholarly attention for its potential to enhance economic growth, stimulate innovation, and generate employment (El & Morrison, 2011; Uygun & Kasimoglu, 2013). Higher education institutions, governments, and development stakeholders have consequently demonstrated growing interest in integrating entrepreneurship into training systems to nurture entrepreneurial intention, particularly among tourism students (Owoseni, 2014; Doe, 2024).

Entrepreneurial intention is recognized as the strongest predictor of entrepreneurial behaviour and new venture creation (Reilly & Carsrud, 2000). Learning designs that incorporate design thinking, experiential learning, mentorship, and social network learning have been shown to significantly strengthen entrepreneurial intention among students (Guo et al., 2023). However, existing research reveals limited focus on entrepreneurial intention among tourism students in developing contexts, including

Africa and parts of Asia (Sandhu et al., 2011). This paper synthesizes global, regional, and Kenyan perspectives on entrepreneurship in tourism education, highlighting pedagogical approaches, contextual challenges, and emerging trends.

Globally, entrepreneurship remains a cornerstone of economic transformation. The Global Entrepreneurship Monitor (GEM) reported that approximately 12.6% of adults worldwide were engaged in starting or operating a new business as of 2022. Tourism entrepreneurship contributes substantially to global economic activity, accounting for 10.4% of global GDP and supporting 334 million jobs in 2019. Persistent youth unemployment estimated at 65 million globally in 2023 has further elevated interest in entrepreneurship as a career alternative.

Higher education institutions around the world have strengthened entrepreneurship education by integrating diverse pedagogical strategies such as design thinking, experiential learning, digital platforms, and network-based learning. Meta-analyses suggest that entrepreneurship education can increase entrepreneurial intention by 20–67%, depending on methodological design and learning environment. Empirical studies consistently demonstrate that entrepreneurial attitudes, self-efficacy, and perceived behavioral control significantly influence students' entrepreneurial intention (Law & Breznik, 2017; Reilly & Carsrud, 2000; Ganpathi, 2016). Consequently, entrepreneurship is viewed as a critical catalyst for navigating today's rapidly changing socioeconomic environment (Topping & Tariq, 2010).

Entrepreneurial intention is shaped by several interrelated factors, including personal attitudes, perceived behavioral control, and exposure to entrepreneurship education (Marire et al., 2017). Research indicates that learning design is especially effective in cultivating entrepreneurial intention. Approaches such as experiential learning,

mentorship programs, collaborative projects, innovation boot camps, and start-up incubators enable learners to acquire practical skills and real-world experience in tourism entrepreneurship (Cheng et al., 2020). Online learning platforms further expand access to entrepreneurship education, enabling flexible, self-paced acquisition of entrepreneurial competencies.

Sub-Saharan Africa faces persistent economic challenges, including high youth unemployment, limited wage employment opportunities, and widening income disparities. Youth unemployment in the region averaged 10.5% in 2022, with some countries recording rates above 20%. Only one in six young people is engaged in wage employment, while nearly one-third are unemployed or discouraged. Entrepreneurial intention among African university graduates remains relatively low estimated at 17%, compared to the global average of 25%.

Kenya has long recognized entrepreneurship as a vital tool for economic growth and youth empowerment. Since independence in 1963, the government has undertaken numerous reforms to restructure the education system through commissions, committees, and policy frameworks. Over the last decade, significant expansion of universities, TVET institutions, and teacher training colleges has strengthened the national focus on building entrepreneurial capacity.

In 2023, Kenya's youth unemployment rate stood at 12%, with more than 60,000 graduates entering an increasingly competitive labour market annually. National development frameworks such as Vision 2030 and the Bottom-Up Economic Transformation Agenda emphasize value creation, enterprise development, and innovation-driven growth. Tourism remains a major economic pillar, contributing approximately 10.5% of GDP and supporting over 1.1 million jobs in 2022.

Understanding the entrepreneurial intention of tourism students is essential for strengthening the sector's contribution to job creation and innovation. Recent research found that only 19% of tourism students in Kenyan universities expressed a strong intention to start their own business upon graduation. Strengthening entrepreneurial intention among tourism students in Kenya is therefore critical for fostering sustainable tourism development and expanding opportunities for youth-led enterprises.

1.2 Statement of the Problem

Higher education institutions would seamlessly integrate entrepreneurship education into their curricula, fostering an environment where students can develop entrepreneurial mind set. However, many institutions lack comprehensive tourism learning design programs that combine theoretical knowledge with practical entrepreneurial experiences in the specifics of the practice. The differentials between academic preparation and real-world business demands raises pertinent questions on the suitability and relevance of the learning design (Namibia. Ministry of Education Arts and Culture (MoEAC), 2014). Increasingly most graduates who have successfully completed degree programs are unable to secure formal employment (Keat, Selvarajah & Meyer, 2011). In addition, there is limited literature in the developing context on the factors contributing to tourism students' entrepreneurial intent (Sandhu, et al., 2011). There is thus need for research into how effective learning designs can develop the students to be well-versed in entrepreneurial journey as well as equipped with the first-hand experience and resilience needed to spur their entrepreneurial intent.

1.3 Objectives of the Study

1.3.1 General Objective

- i. The general objective of the study examined the influence of learning designs on the entrepreneurial intention of tourism students in selected Kenyan universities.

1.3.2 Specific Objectives

The specific objectives of the study were:

- i. To examine the influence of learning tasks on entrepreneurial intention of tourism students.
- ii. To determine the influence of learning resources on entrepreneurial intention of tourism students.
- iii. To examine the influence of learning support on entrepreneurial intention of tourism students.

1.4 Research Hypotheses

The following hypotheses guide the study:

H₀₁: Learning tasks has no influence on entrepreneurial intention of tourism students.

H₀₂: Learning resources have no influence on entrepreneurial intention of tourism Students.

H₀₃: Learning support has no influence on entrepreneurial intention of tourism Students.

1.5 Significance of the Study

Tourism learning design should ideally provide learners with employability skills that are vital in setting up enterprises that contribute to the social economic development of the country. New ventures created by university students and graduates can equip the industry with new business innovations that, if well tapped, are a powerhouse for new

market strategies, spurring steady growth and job creation (Ferrante, Federica, and Parisi, 2016). University graduates are thus a significant segment for upcoming entrepreneurial tourism supply. New ideas are powerful tools to bring new knowledge and strategies to the market which turns out to spur productivity growth and job Creation.

An analysis of how the learning design influences the intents of students becoming entrepreneurs, lies in matching educational programs to the changing demands of the tourism sector. The identification of the knowledge and skill gaps in the present learning designs may create more specialized programs that better prepare students for careers involving entrepreneurship in the tourism industry.

Creating courses that encourage creativity, risk-taking and business savvy in tourism students is made easier by knowing how learning design influences entrepreneurial ambitions. It enables teachers to include hands-on, real-world experiences in the classroom, providing students with a more comprehensive grasp of entrepreneurship within the context of the tourism sector.

Sustainable practices are frequently in line with entrepreneurial endeavours in the tourism industry. A better understanding of the influence of learning design on entrepreneurial inclinations can help to advance sustainable tourism development. Given that it creates opportunities for incorporating sustainability ideas into the curriculum, encouraging future business owners to be environmentally sensitive and responsible.

The study findings should assist career counsellor's better advice on students interested in tourism who are considering starting their own businesses. Because they are aware of how their selected curriculum may affect their desire to become entrepreneurs,

students are more equipped to make decisions regarding their educational and professional pathways.

The study contributes to academic research through examining the connection between Learning design and entrepreneurial goals and broadens understanding in the field of tourism education. The results should assist scholars and researchers to gain a more comprehensive knowledge of the variables driving entrepreneurial intention among students studying tourism.

The study findings are expected to inform the stakeholders of tourism education, tourism students, tourism sector policymakers, and tourism learning designers on the importance of entrepreneurial intentions and entrepreneurship knowledge and skills. It is expected to raise awareness of the need to bring new knowledge and strategies to the market to spur growth, productivity and job creation. It should provide learners with employability skills needed for new venture creation. The findings are useful to the higher education board and Ministry of Tourism in terms of policy formulation on learning design in tourism education. Lastly, the study findings are to contribute to increased knowledge in research on learning design on entrepreneurial intentions. This is useful to students who wish to carry out further research.

1.6 Scope of the Study

The study context was universities in Kenya with a focus on final year students undertaking tourism and hospitality at the selected universities. This group's interest stems from the fact that they are approaching graduation and were carefully contemplating their job options. They represent a dynamic age group (mid-twenties) where entrepreneurship attitudes should be studied. The data was collected using questionnaires on the tourism learning designs in terms of learning tasks, resources and

support (independent variables) and entrepreneurial intention (dependent Variable) among tourism students in selected universities. The study was undertaken in October 2024.

1.7 Limitations of the Study

The study on entrepreneurial intention is a subject of controversy in literature. It has thus attracted diverse perspectives. Notwithstanding the differing perspectives and approaches. The proposed study took into consideration limitations identified in previous studies on the subject. Some of the limitations identified include contextual aspects in terms of cultural diversity, sample size, cross-sectional data and use of quantitative data alone in most studies and in some use of nonprobability sampling strategies (Agolla et al., 2019; Wardana et al., 2021; Bayero, 2021). The proposed study strived to address some of the limitations of previous studies.

1.8 Assumptions of the Study

In conducting this study, it was assumed that the respondents fully understood the goals of tourism education, particularly its role in nurturing entrepreneurship and fostering the creation of new ventures. Their ability to grasp this objective is critical to the accuracy of the study's findings. It was further assumed that participants provided honest, accurate and thoughtful responses regarding the variables under investigation and that they took part in the study voluntarily and without coercion. These assumptions are essential for ensuring the integrity, authenticity and ethical soundness of the research process.

Another key assumption was that undergraduate tourism students have had adequate exposure to entrepreneurship-related learning activities within their academic programs. This includes both formal coursework and co-curricular opportunities aimed

at developing entrepreneurial skills. Accordingly, the study presumes that the learning designs adopted namely learning tasks, learning resources and learning support mechanisms play a significant role in shaping students' entrepreneurial intentions. Learning designs are not just delivery tools but integral components of the curriculum that influence how students internalize knowledge and apply it in real- world scenarios. The assumption here is that when these designs are well- implemented, they positively affect students' motivation and readiness to pursue entrepreneurial careers.

It was assumed that the learning environments in selected Kenyan universities are supportive enough to foster entrepreneurial thinking. This includes capable instructors, access to resources and an institutional culture that encourages innovation. The effectiveness of such environments is seen as a contributing factor to the development of entrepreneurial intentions among students. Furthermore, the study assumed that the instruments used to measure learning design components and entrepreneurial intentions were both valid, reliable and suitable for capturing the perceptions and experiences of the target population. This ensures that the data collected accurately reflects the phenomena under investigation and supports meaningful analysis.

Additionally, the study relied on the assumption that students' entrepreneurial intentions are reliable predictors of their future entrepreneurial behavior. This is grounded in well-established theoretical models such as the Theory of Planned Behavior, which posits that intention is a strong antecedent of action. By focusing on intention, the study aimed to capture students' entrepreneurial disposition before actual business formation occurs. Finally, the research assumed that contextual factors within Kenyan universities and the broader tourism education sector are appropriate for studying the relationship between learning designs and entrepreneurship. It was also

assumed that there is a reasonable level of consistency across the selected institutions in terms of curriculum structure, academic delivery, and student demographics, allowing for valid comparisons and generalizations within the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a literature review of the study. It commences with an introduction to the chapter, followed by a review of the study concepts, the theoretical framework, the empirical review, the conceptual framework, the chapter summary and the research gap.

2.1 Entrepreneurial Intentions

The concept of entrepreneurial intentions consists of two concepts: “entrepreneurship” and “intention.” to date, there has been no consensus on the meaning of the concept of entrepreneurship however scholars have consciously agreed that entrepreneurship is a procedure, an initiative, or an activity of transforming ideas into value (Bae, Qian, Miao & FIET, 2014; Hattab, 2014). Entrepreneurship is thought of as a flexible form of employment or away or being employed (Szaban & Skrzek-Lubasinska, 2018).

The intention is described as the mental readiness which helps a person to devote concentration, pens game experience and develop focus on specific behaviours or objects (Ojewumi, Oyeleke, Agberotimi, & Adebayo, 2018). Entrepreneurial intention is a psychological state that guides our attention toward specific business goals to achieve entrepreneurial results. The need for achievement is not a significant determinant of the entrepreneurial intention (Zovko et al., 2020). This suggests that there are other aspects that can influence entrepreneurial intentions.

Entrepreneurial intention refers to a person's strong desire and determination to start a new business venture. It is the first step in the process of becoming an entrepreneur and it is driven by factors such as perceived opportunity, confidence in one's ability to start

a business, personal goals and values. Entrepreneurial intention is an important predictor of entrepreneurial action and can be influenced by various external and internal factors, including education, family background, prior work experience and social networks. The two concepts entrepreneurship and intention were combined to create the notion of entrepreneurial intentions. Entrepreneurial intention is that mental condition that directs and steers people's behaviours towards the creation and implementation of new ventures (Farashah, 2013; Hattab, 2014; Ismail, Jaffar, & Hooi, 2013). In this study the focus was on entrepreneurial intention influenced by learning design among undergraduate students in selected Kenyan universities.

2.1.1 Perceived Desirability

Popescu et al. (2016), asserts that the need for achievement is the satisfaction a person feels when he achieves the goal, after putting his own efforts into it. Individuals who have a stronger need for achievement than for routine or difficult tasks prefer challenging tasks of moderate difficulty (Rauch & Frese, 2000). In instances where one expresses a strong need for achievement also leads to taking personal responsibility for one's performance, to seeking feedback on performance and to searching for new and better ways to advance one's performance (Rauch & Frese, 2000).

There are several studies, whose results show that the need for achievement is positively associated with entrepreneurial intention (Ferreira et al., 2012; Popescu et al., 2016; Yukongdi & Lopa, 2017). An analysis of cyber entrepreneurial intention and have not found a significant relationship between the need for achievement and entrepreneurial intention (Ismail et al., 2012).

A study on entrepreneurial intention among students using the Entrepreneurial Potential Model proposed by Krueger and Brazil, and the findings suggest a positive influence

of perceived desirability on students' entrepreneurial intent (Čavlek, 2015). In another study by Niland et al. (2020) highlights the role of regulative, normative and cognitive institutional environments on perceived desirability. This study also examines the influence of desirability and feasibility on the intention to start a new business among different groups of Catalan university students (Niland et al., 2020). The two theories on which this proposed study is anchored highlight the role of learning design as critical in the development of entrepreneurial intention.

2.1.2 Perceived feasibility

Studies have found an existence of a relationship between a person perceived desirability of entrepreneurship and their entrepreneurial intention (Păunescu et al., 2018). Social stability and feasibility have been found to have the highest impact on the desirability of entrepreneurship (Păunescu et al., 2018). Some authors have argued that desirability of entrepreneurship decreases with increasing age. In this study undergraduate students are still young hence the aspect of age has no effect on their desirability to entrepreneurship. A positive impact of perceived desirability and Perceived feasibility on the entrepreneurial intention of the students has been identified in previous studies (Kaushik et al., 2020).

2.1.3 Propensity to Act

The propensity towards risk is traditionally related to entrepreneurial personality (Bacq et al., 2016), that sets a clear distinction between entrepreneurs and employees is the ability to take risks (Popescu et al., 2016). Narcissism is positively associated with a propensity towards risk (Mathieu & St-Jean, 2013).

Several researchers have concluded that propensity toward risk is positively related to entrepreneurial intention (Gurel et al., 2010; Zhang et al., 2015; Bacq et al., 2016; Popescu et al., 2016; Yukongdi & Lopa, 2017). Munir et al. (2019) argue that there is no direct relationship between propensity towards risk and entrepreneurial intention.

2.2 Learning design in Tourism Education

Tourism education focuses on the tourism industry including its origins, development and current state. It covers a wide range of subjects, including tourism management, marketing, economics, geography, culture and sustainable development. The goal of preparing students for careers in the tourism industry is to provide them with the knowledge and skills needed to succeed. This forms the importance of sustainable tourism practices.

Tourism education programs can be found at the undergraduate and graduate levels. I made these such as Bachelor of Science in Tourism Management or a Master of Science in tourism and hospitality management. In tradition Tourism education programs include hands-on experience through internships and projects. Universities that employ entrepreneurship programs or links with outside sources lead to knowledge commercialization and spill over (Acs et al. 1994; Caiazza et al. 2014). There is also a link between entrepreneurial communities and universities (Acosta et al. 2011; Bonaccorsi et al. 2013; Giunta et al. 2016), this suggests the potential to contribution to local development and the entrepreneurial event model. Learning design is the systematic process of creating effective and engaging learning experiences. It involves analyzing learners' needs, defining learning objectives, designing content and selecting appropriate instructional methods.

The Focus of Learning design primarily is on how to structure and deliver educational content. It aims to enhance learning outcomes by aligning teaching strategies with learning goals. The components include curriculum development which entails designing a coherent and sequenced curriculum that covers essential topics and skills, assessment Strategies that is planning how to assess student learning (both formative and summative assessments).

2.2.1 Student learning tasks and entrepreneurial intention

Entrepreneurship has become one of the main options for students when they conclude their courses (Peterman and Kennedy, 2003). Being an entrepreneur offers several advantages, such as creating their own business and being able to have more significant financial rewards, self-fulfillment, independence and other desirable outcomes (Segal et al., 2005).

Several types of research in the entrepreneurship area have focused on students' intentions to become entrepreneurs and intent is the key word for understanding the students' enterprising spirit. Thus, it seems consensual the determinant role that the education system plays in the entrepreneurial cause (Lundström and Stevenson, 2002). Some authors (Bai, Qian, Miao, and Field, 2014; Martin, McNally and Kay, 2013) have proven the existence of a, albeit small, positive relation between entrepreneurial education and entrepreneurial intentions. It has been argued that entrepreneurship education should start as early as possible (Bird thistle et al., 2007; Cheung, 2008). One of the arguments put forward to justify this view is related to the sooner you begin to instill in young people values and entrepreneurial thinking, the more effective results.

The positive role of Higher Education Institutions (HEIs) in the development of entrepreneurial intention and the existence of important factors that influence students'

entrepreneurial behaviour is confirmed by a number of studies (Fayolle et al., 2005, Lüthje and Franke, 2003). Concerning entrepreneurial intention, Packham et al. (2010) and Mushtaq et al. (2011) also reported that several variables, including education is significantly correlated to the intention to create a new venture. Previous studies claim that education influences individuals' culture, values and thus their level of entrepreneurship (Hayton, Zahra, & Zahra, 2002; Morrison, 2000). For example, the way people are educated from an early age and the transferable skills which they develop during higher education play a significant role in establishing characteristics associated with entrepreneurial behaviour (Cassin, 1991; Ronstadt, 1985).

This is also specifically relevant in educational settings, which is commonly attributed part of the entrepreneurship activity given its nature to train and create knowledge, which translates to spill over and spin-offs (Acs et al., 1994; Caiazza et al. 2014). Most of these countries also share the status of being developing countries, in which entrepreneurship has been shown to reduce poverty, more so through education (Khadija et al., 2017).

2.2.2 Learning resources and entrepreneurial intention

Entrepreneurship education is an instrument used to enhance entrepreneurial activity (Bischoff, Volkmann, & Audretsch, 2018). An increasing number of universities offer degree courses often at the postgraduate level designed to impart, in addition to the generic skills of all university graduates, the specific knowledge necessary for the effective creation and successful continuation of entrepreneurial ventures. Nonetheless, policies and efforts to increase entrepreneurial attitudes, intentions and actions among graduates are hampered by a lack of a common understanding of the educational objectives, content, methodology and resources needed to develop entrepreneurs (e.g.

Finardi, 2013; Fayolle, Gailly, & Lassas-Clerc, 2006; Fayolle & Degeorge, 2006; Fayolle & Gailly, 2015; Kyrö & Carrier, 2005; Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017; Nabi, Walmsley, Liñán, Akhtar & Neame, 2018).

Entrepreneurship education also involves exposure to role models through guest speakers or case studies of real entrepreneurs designed to inspire students to consider the positive aspects of entrepreneurship as a life or career path. Role models also model perceived control or self-efficacy for overcoming barriers and difficulties that they might meet on the way. Entrepreneurship courses may therefore strengthen or trigger inspiration to become an entrepreneur (Vaizler, 2011).

Entrepreneurship education provides opportunities for formal and informal interaction with instructors and peers, in many cases extending to observation and participation in practice through competitions, internships or business incubators. Souitaris, Stefania, and Andrea (2007) in their study of the perceived benefits of EEPs for science and engineering students in two major European universities observed that such activities in EEPs do more than inform and inspire. In addition, they arouse emotions and trigger events that change the mind-set of the graduates, resulting in positive attitudes toward entrepreneurship (Bae et al., 2014; Gawel & Pietrzykowski, 2015; Martin et al., 2013; Nabi et al., 2018). Access to incubation resources had the strongest effect on entrepreneurial intention by increasing perceived norms, which in turn increases positive attitudes and perceived control (Ahmed et al., 2020).

Universities and educational institutions have recently expanded their EE offerings, through executive programs and other initiatives focused on innovation and on entrepreneurial development, featuring dedicated modules or courses (Ahmad et al., 2018). Some such EE initiatives are located in tourism education programs, and

researchers have begun to take note of this (Daniel et al., 2017; Ahmad et al., 2018). Daniel et al. (2017) further explored the case of a specific program designed to increase students' entrepreneurial skills through the application of a learning-by-doing approach.

Entrepreneurial education is thus relevant to tourism education hence the increased interest in enrolling in entrepreneurship education courses as an alternative for future prospects. Ahmad et al. (2018) critically examined entrepreneurship teaching methods, with a particular focus on the emerging challenges related to hospitality and tourism programs.

2.2.3 Learning support and entrepreneurial intention

A shift from traditional lectures and business case studies towards problem-based learning pedagogies and action-oriented learning is crucial for developing entrepreneurial skills and abilities (Fayolle, 2013). Several authors have argued that action-based teaching methods are relevant for empowering students to create something potentially valuable for others (Hagvall Swenson, Lindquist, & Williams Middleton, 2017). Entrepreneurial teaching methods need to nurture creativity and provide opportunities to practice dealing with enterprises through real-world processes (Seikkula-Leino, Ruskovaara, Ikavalko, Mattila, & Rytkola, 2010).

Moreover, the engagement of entrepreneurs, business practitioners and other stakeholders in the teaching process is encouraged, to provide personal testimonials or to introduce problems of real companies to be solved by multidisciplinary teams; this is essential for encouraging practical entrepreneurial behaviour (Isenberg, 2010; Nambisan & Baron, 2020). Recent research has also highlighted the role of stakeholder involvement in creating a supportive environment for fostering and encouraging

entrepreneurial attitudes (Bischoff, Volkmann, & Audretsch, 2017; Isenberg, 2010; Nambisan & Baron, 2013). The way these diverse components are structured influences the effectiveness of Entrepreneurship Education (EE).

Teacher support is crucial to student learning. Student retention depends on teachers effectively communicating concepts, expectations and identifying resources for support (Paolini, 2015). Student-centred instructors effectively utilize interventions like stimulating curricula, engaging with students, offering differential instruction, addressing relevant material, considering depth, cultural responsiveness and developing structured courses (Paolini, 2015). Moreover, student faculty interactions enhance support which can result in entrepreneurial intention (Chunmei, 2017).

The teaching and learning approach, together with teacher support in building a friendly e-learning environment such as diversifying e-learning tourism curriculums, creating friendly e-learning environment interactions and providing personalized supports, enhances student learning (Tuan et al., 2021). Problem-based learning is most successful if sufficient management support is given to faculty to integrate it into the principle and practice of learning (Chen et al., 2022).

Furthermore, teachers' innovation support significantly influences college students' entrepreneurial intention, with creativity playing a mediating role in their influence (Wei et al., 2023). There is a growing need for tourism educators to cultivate literate learners with knowledge, skills and thinking to address economic challenges, develop employment opportunities and promote social responsibility (Mungai & Cheloti-mapelu, 2022).

2.3 Theoretical Framework

This study adopted the Learning Design Framework and the Entrepreneurial Event Model (EEM). These frameworks offer critical insights into how structured educational experiences influence students' entrepreneurial intention, particularly in the context of tourism education in Kenyan universities. By integrating these two perspectives, the study examined the extent to which learning designs specifically learning tasks, instructional resources and learning support affect the entrepreneurial intentions of undergraduate tourism students.

Together, the Learning Design Framework and the Entrepreneurial Event Model provide a robust conceptual foundation for examining how learning designs interact to influence entrepreneurial intentions. This dual-theoretical approach allows for a holistic analysis that considers both the structural features of the learning environment and the internal motivational factors that drive students toward entrepreneurial pursuits.

2.3.1 Learning Design Framework

An analysis of the learning designs is based on the identification of the three critical elements: learning tasks, learning resources and learning supports (Oliver, 1999) as presented in Figure 2.1. The various problem types described by Jonassen (2000) were used as a means to develop a framework by which learning designs might be classified and described (Oliver et al., 2002). This aided in finding the dimensions of the independent variable learning designs. The learning tasks include problems, projects and investigations. The learning resources include books, papers notes web links and the learning support include schedule instructions, procedure announcements and mentoring.

The Learning Design Framework provides a pedagogical lens for analysing how teaching and learning processes are structured to support intended learning outcomes. It emphasizes the deliberate planning of learning activities, the provision of appropriate resources and the inclusion of support mechanisms that facilitate meaningful student engagement. Within this study, learning design is seen as a key factor in shaping students' entrepreneurial thinking and capacity, as effective learning environments often simulate real-world challenges, encourage creativity and promote self-directed learning core elements of entrepreneurship education.

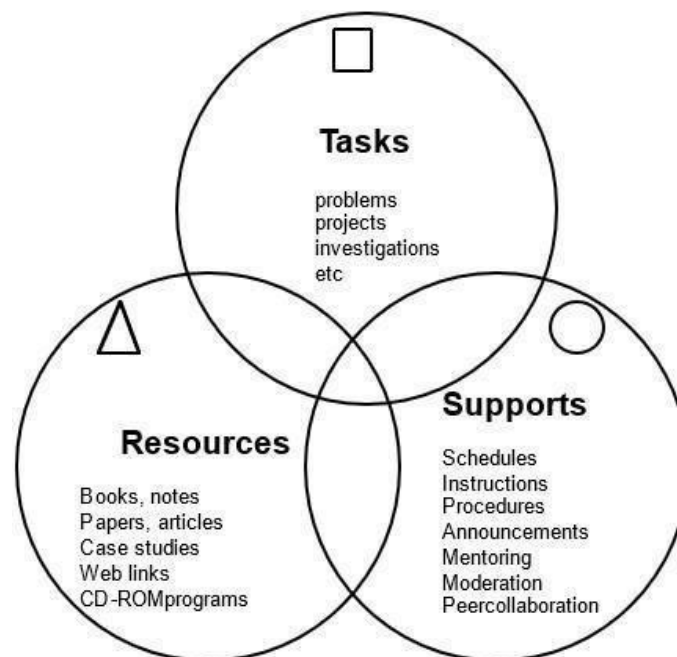


Figure 2.1: Elements of a Learning design (Oliver 1999; and Oliver & Herrington, 2001)

2.3.2 Entrepreneur event model (EEM)

The entrepreneurial event model was championed by Shapero and Sokol (1982b) as a tool for analyzing entrepreneurial intentions rather than forecast in any other intentions. Gym to preconditions that must be satisfied before business start-up. First an individual must view starting a business as a plausible idea. Secondly some form of displacement event pushes or pulls a person to onto the path in this case to start a business (Gerba, 2012). Displacing events could be natural, unpleasant, all present experiences that

could propel or attract someone to develop entrepreneurial intentions and finally a business start-up (Krueger et al., 2000). According to this theory there are three main factors that affect the intentions of a person to act in one way or the other: perceived desirability, perceived viability and propensity to act.

Perceived desirability refers to both intrinsic and extrinsic individuals' attraction to start a business (Boukamcha, 2015). It reflects one's effect of the entrepreneurial drive (Gerba, 2012) and a motivational Factor (Boukamcha, 2015). People with a sense of business desirability can be attracted to entrepreneurship in comparison to other activities (Patricia & Solingen, 2016). Perceived feasibility is a person's belief that is eligible to perform activities resulting in information of a business venture (Krueger et al., 2000).

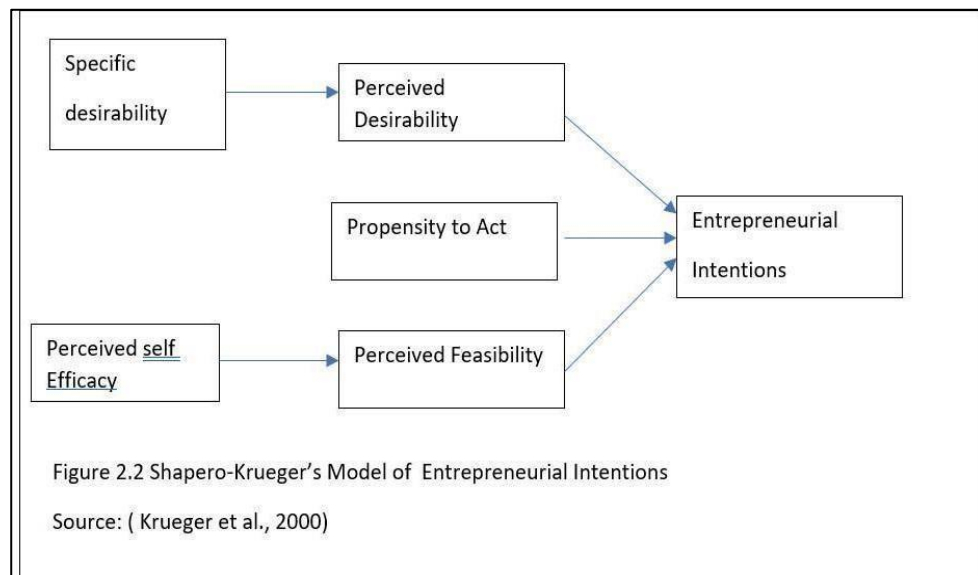


Figure 2.2: Shapero-Krueger's model of Entrepreneurship Intentions

Source: Krueger et al., (2000)

2.4 The Conceptual Framework

The conceptual framework for the study is presented in Figure 2.3.

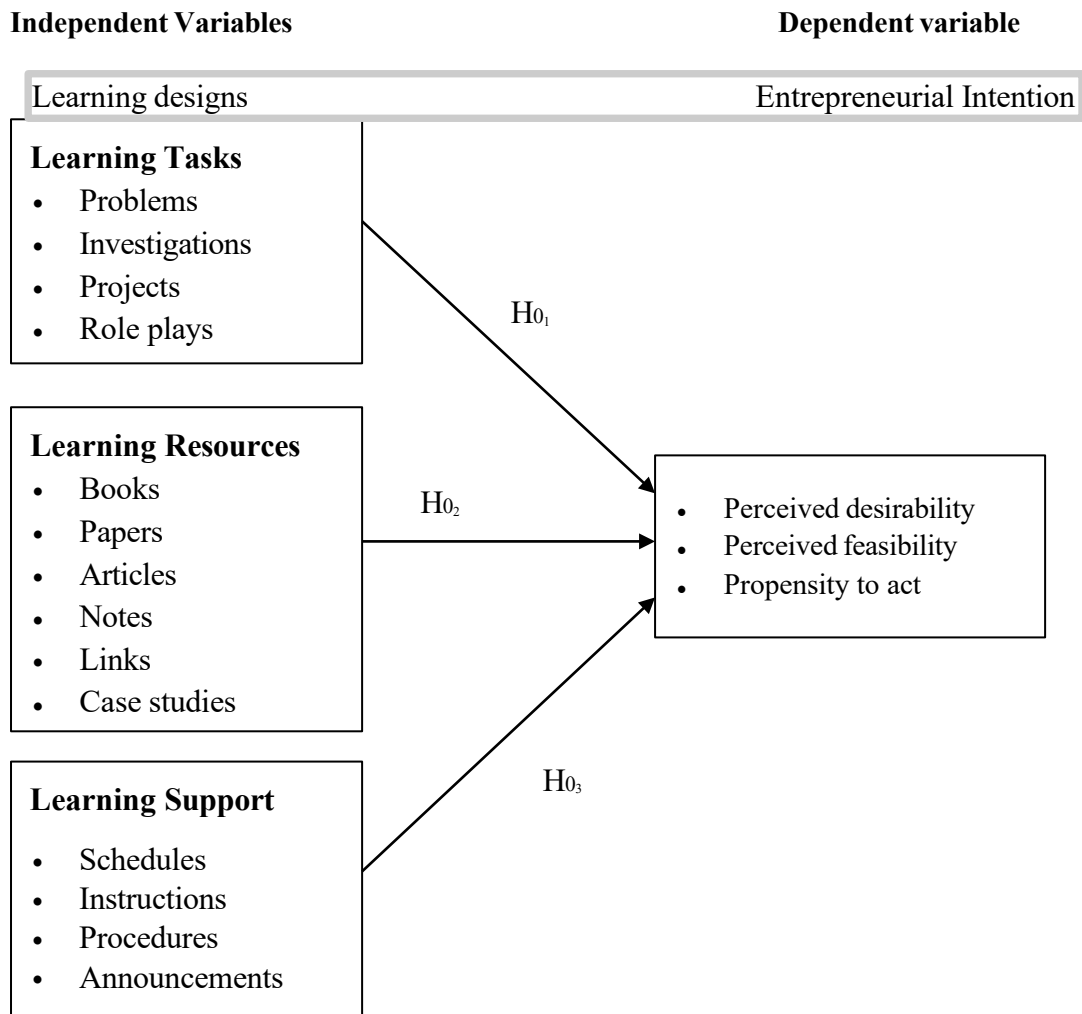


Figure 2.3: Conceptual framework

Source: Adapted and modified from Oliver (1999); Oliver & Herrington (2001) and Krueger et al., (2000).

It shows the hypothesized relationship between the independent variable and the dependent variable. The independent variable in the proposed study was learning design while the dependent variable was entrepreneurial intention. The dimensions of the independent variable are learning tasks, learning resources and learning supports.

Entrepreneurial intentions are shaped by both internal and external factors. Internal factors include personal motivation, willingness to take risks, confidence in entrepreneurial skills, and intrinsic interest in starting a business. These reflect individual attitudes and self-efficacy. External factors encompass social and family support, institutional resources, access to mentors, financial capital, and societal encouragement through role models and community values. Together, these dimensions illustrate how personal dispositions interact with environmental conditions to influence entrepreneurial behaviour.

2.5 Chapter Summary and Research gap

The Chapter presents a comprehensive literature review focusing on the development of entrepreneurial intentions. It begins with a definition of entrepreneurial intentions, which combines the elements of entrepreneurship and intention. The chapter explores various factors that influence entrepreneurial intentions. Perceived desirability and feasibility are highlighted as significant predictors of entrepreneurial actions. Personal goals, confidence in business skills and a supportive environment enhance the likelihood of entrepreneurial initiatives. Additionally, the impact of education on entrepreneurial intentions is emphasized, with learning designs playing a crucial role in nurturing the entrepreneurial mind set. Education systems that integrate problem-based learning, provide access to diverse learning resources and foster supportive learning environments are effective in developing entrepreneurial skills.

Two theoretical frameworks were used to analyze the concepts in the study: the Learning Design Framework and the Entrepreneurial Event Model (EEM). The Learning Design Framework focuses on the elements of learning tasks, resources and supports, detailing how these components contribute to effective learning environments

that encourage entrepreneurial thinking. The EEM explores the psychological and contextual factors that motivate individuals to pursue entrepreneurial endeavors, highlighting the roles of perceived desirability, feasibility and the propensity to act.

The chapter further presented a conceptual framework that maps the hypothesized relationships between learning designs and entrepreneurial intentions. This Framework serves as a basis for examining how educational strategies can be structured to foster entrepreneurial capacities among students, emphasizing the need for targeted educational interventions that enhance the entrepreneurial potential.

Table 2.1: Summary of key findings and research gaps

Research Area	Key Findings	Research Gaps
Entrepreneurial Intentions	Entrepreneurial intentions are influenced by perceived desirability and feasibility, as well as education and supportive environments.	Limited consensus on the definition and components of entrepreneurship.
Influencing Factors	Factors like personal goals, self-efficacy, and supportive networks play significant roles.	Insufficient studies on the influence of cultural and socio-economic backgrounds.
Role of Education	Education significantly impacts entrepreneurial intentions through learning designs and resources.	Need for studies that link specific educational interventions to entrepreneurial intentions
Theoretical Frameworks	The Learning Design Framework and Entrepreneurial Event Model (EEM) are used to analyze entrepreneurial intentions.	Limited application of these frameworks in diverse educational contexts.
Learning Designs	Effective learning environments are characterized by problem-based learning and access to diverse resources.	Gaps in understanding how different learning designs specifically influence entrepreneurial intentions.
Supportive Learning environments	Support from educators and structured learning environments are Crucial.	Research is needed on the long-term impact of these supports on Entrepreneurial success.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology used in carrying out the study. It commences with the study area, followed by the research design, the target population, sampling design, sampling procedure, units of analysis, data collection methods, instrument validity and reliability, measurement of variables, data analysis, presentation and finally ethical considerations.

3.1 Study Area

The study was conducted in four Institutions of Higher Education in Kenya offering tourism management courses. The institutions were selected purposively because the researcher believes that this could assist in answering the research question in the study.

The Four institutions which participated in the study were Kisii University, Maasai Mara University, Kabianga University and University of Eldoret.

3.2 Research Design

An explanatory research design was adopted to investigate the cause-effect relationships between learning design and entrepreneurial intention among tourism students. This design is particularly effective for uncovering the underlying causes and connections between these variables, especially given the limited existing information on student entrepreneurial intention and the lack of robust studies on their specific causal relationships.

The explanatory approach enables the researcher to systematically analyze how learning design elements such as tasks, resources, and support influence entrepreneurial intention. By employing quantitative methods, the study can objectively assess and

explain these relationships, filling gaps in current knowledge and providing valuable insights for curriculum development and policy. This makes the explanatory design highly relevant for educational research and practical recommendations, as it clarifies not only whether, but also how and why learning designs impact students' intentions to pursue entrepreneurship.

3.3 Target Population

The study was conducted in four universities in Kenya offering courses in tourism with a component of entrepreneurship. The target population consisted of fourth-year undergraduate students pursuing tourism in selected universities in Kenya. The target population was obtained from the registrar of academic in the four universities was 164 as shown in Appendix 1.

3.4 Sampling Design

The study drew a sample from sampling frames of final-year students obtained from selected universities in the study. Available evidence suggests that university students nearing the end of their studies had a high propensity towards starting a firm (Reynolds, Camp, Bygrave, Autio, & Hay, 2002).

3.4.1 Sample size

The sample size in this study was determined using the Saunders et al. 2007. Sample size determination table. The sample size is presented in the appendix.1. In this case the target population was 164 and the corresponding sample size is 113. The sample size for the respective universities was selected proportionately to the target population in each university. The sample size was 113 respondents in the four institutions.

Table 3. 1: Sample size determination

No.	University	Target Population	Sample size
1.	Kisii University	75	52
2.	Maasai Mara University	27	19
3.	Kabianga University	30	20
4.	University of Eldoret	32	22
Total		164	113

3.4.2 Sampling techniques

The sampling process was conducted at two levels. Initially, Higher Education Institutions were purposively selected to participate in the study. Subsequently, students were chosen through a simple random sampling technique. This involved the use of random tables to select respondents from the available pool of fourth-year students, who constitute the target population.

3.5 Data Sources and Collection Tools

The study used secondary and primary data. Secondary data was sourced from university archives on student tracer studies. The primary data was gathered through questionnaires. The questionnaire consisted of five key parts. Firstly, the demographic profile with 4 questions, secondly, the learning tasks with 21 questions, learning resources with 10 questions, learning support with 8 items and lastly, entrepreneurial intention including of 21 questions. The measurement of variables was achieved through operationalization by reviewing relevant literature and in some instances modified appropriately. The primary data collection tool was subjected to pilot testing in Moi University which aided in improving the questionnaire.

3.6 Measurement of Variables

The independent and dependent variables were measured on ordinal scale. The independent variable was learning design in tourism education and the dependent variable was entrepreneurial intention. The measurement of the elements of the variables in previous studies has been done on various scales ranging from four, five (Agolla et al., 2019; Butkouskaya et al., 2020), and seven Likert-type scales (Anjum et al., 2023). This study adapted Buli and Yesuf's (2015) measurement instrument. The scale measurement was based on a five-point Likert scale ranging from 1 (strongly disagree – SD) to 5 (strongly agree – SA). In this study the measurement was based on a five-point type scale. Studies on tourism entrepreneurial intent may use either a 5-point or 7-point Likert scale for various reasons. The 5-point Likert scale is simplicity and speed, mobile friendly, less overwhelming, and the neutral option.

3.7 Reliability and Validity

3.7.1 Reliability of Instruments

Reliability is the degree to which measurements of a concept produce stable and consistent results. A measurement that produces consistent findings with equal values is said to be reliable (Bumber et al., 2005; Mohajan, 2017). It assesses the study's consistency, accuracy, reproducibility, and credibility (Chakraborty, 2013). Reliability denotes the degree to which it is devoid of bias (error), ensuring consistent measurement throughout time and across the many elements in the equipment. Bryman and Bell (2011) suggest that research dependability is connected to whether the study's conclusions would be consistent if the investigation were replicated using the same data collection and procedure (Twycross & Shields, 2004).

Reliability analysis assessed consistency (Kimberlin & Winterstein, 2008). Reliability is a necessary but not sufficient criterion for study validity. The study utilized the Cronbach's alpha coefficient approach to determine the internal consistency of the items. This approach was considered appropriate since it requires only one test administration (Cozby, 2003).

Cronbach's alpha coefficient is the most objective and widely used internal consistency statistic (Tavakol & Dennick, 2011). Zikmund et al. (2009, 2013) suggest that alpha coefficients ranging from 0.80 to 0.95 indicate extremely good reliability, while values between 0.70 and 0.80 indicate high reliability. A coefficient between 0.60 and 0.70 is acceptable in social science research (Hair et al., 2010). However, coefficients below 0.60 suggest poor reliability.

The items are considered trustworthy if they have a reliability coefficient of 0.7 or higher; however, Hair, Anderson, Tatham, and Black (2006) consider reliability coefficients of 0.6 to less than 0.7 to be moderate and suitable for research use. This study considered an item to be reliable when the Cronbach's alpha coefficient was greater than 0.7. Furthermore, single-item questions about a construct were not used in this study, as they do not provide reliable results (Gliem & Gliem, 2003). From the study, all items were reliable, learning tasks (0.812), learning resources (0.753), learning support (0.721) and entrepreneurial intentions (0.790). The overall average was 0.845 hence all achieved above the minimum of 0.7.

3.7.2 Validity of the research instrument

Validity of an instrument refers to the extent to which instruments accurately measure their constructs that they are designed to assess. Variables are valid measures in a quantitative study (Heale & Waycross, 2015) hence validity was ensured in this study.

According to Bruce (1995), validity is how well the information gathered is relevant to the investigation. According to Heale and Waycross (2015), in quantitative studies construct validity is used to determine the validity of data, while in qualitative studies content validity is used. Validity is the level to which the instrument measures what it is intended to measure.

There are four types of validity tests; content validity, face validity, construct validity, and criterion validity (Grewell, 2005; Houston, 2004; Pallant, 2011). Face validity is the basic and minimum index of content validity, but it is determined after the test is constructed (Allen & Yen, 1979). Face validity refers to the degree to which a test appears to measure what it claims to measure. (Leedy & Ormrod, 2004). This is the extent to which a test or measurement tool accurately represents the entire domain of the construct it intends to measure. It ensures comprehensive coverage, accurate representation and expert evaluation. The evaluation process involves defining the construct, generating items, engaging experts, pilot testing and refinement. It is the degree to which a test appears effective in its stated aims, particularly to non-experts or laypersons. It enhances user acceptance, motivation and initial impressions.

Construct validity in this study test the link between a measure and the underlying theory. The results in the study were compared to obtaining the results using other tests, other (related) characteristics of the individual, or factors in the individual's environment which would be expected to affect the test performance. Construct validity was measured using a correlation coefficient. When the correlation is high, the tool can be considered valid.

3.7.3 Pilot Study

A pilot study assisted to identify ambiguities of the items and vague questions for improvement (Feng & Yamat, 2019). According to Scarlett (2012) pilot test is conducted to evaluate the questionnaire developed in order to find out if potential inconsistencies or errors that exist or if there are questions that need clarification so as to improve the research instruments. In this study a pilot study was conducted before the actual study was undertaken. Pilot testing was undertaken in Moi University. Cronbach's alpha coefficient was used to determine internal consistency. The method is appropriate owing to its requirement for one test administration (Cohen & Swerdlik, 2005). It is also appropriate where items have choices (Cozby, 2003).

Previous studies indicate that α between 0.80 & 0.95 is considered to have particularly good reliability because it implies very minimal error hence the results are replicable (Zikmund *et al.*, 2013). Although coefficient of 0.60 are acceptable in social sciences research (Hair *et al.*, 2010). In this study, the items were considered reliable since they yield a reliability coefficient of 0.70 and above.

The Cronbach's Alpha pilot test results show that Learning Designs ($\alpha = .894$) had a high level of reliability, suggesting that the items measuring Learning Designs are highly consistent and dependable. Typically, an alpha above 0.8 is considered good.

The Entrepreneurial Intentions ($\alpha = .784$) indicates acceptable reliability. While slightly lower than Learning Designs, it still falls within an acceptable range (0.7–0.8), meaning the items measuring Entrepreneurial Intentions are reasonably consistent. Both constructs demonstrate good internal consistency, with Learning Designs having a stronger reliability. The results suggests that the measurement tools used for these variables are reliable for research or analysis purposes.

Table 3. 2: Reliability Results for Pilot Study

Variables	Cr Cronbach's Alpha
Learning Designs	.894
Entrepreneurial Intentions	.784

3.8 Data Analysis

Data will be analysed using multiple linear regression which offers a robust, interpretable and statistically sound framework for analysing the relationship between multiple predictors and a single outcome, aligning well with the study's objectives. Multiple linear regression was used because it effectively analyses the relationship between multiple independent variables (learning tasks, resources, and support) and a continuous dependent variable (entrepreneurial intentions). It allows for assessing both the combined and individual effects of predictors, quantifies the strength and direction of these effects, evaluates model fit and checks for multicollinearity. This makes it a suitable and reliable method for the study's objective of examining how learning design influences entrepreneurial intentions.

The Multiple Linear Regression Model can be expressed as:

$$Y = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3 + E$$

Where

Y: Is the dependent variable to predict (Entrepreneurship Intentions) X: independent variables (used to make predictions)

B₀: Is the intercept term (the value of Y when X₁, X₂, X₃, are zero),

B₁, B₂, B₃: is the slope coefficient (the change in Y for a one-unit change in X)

E: is the error term (the difference between the observed Y and the predicted Y, representing factors other than X that affect Y).

X₁: Learning Tasks

X₂: Learning Resources

X₃: Learning Support

Table 3. 3: Analysis of hypotheses

Hypotheses	Measurement	Analysis	Outcome
		test	
Ho1: Learning tasks has no significant influence on the entrepreneurial intention of tourism students	Ordinal scale	Regression analysis	Effect of learning tasks on Entrepreneurial Intentions
Ho2: Learning resources has no significant influence on the entrepreneurial intention of tourism students.	Ordinal scale	Regression analysis	Effect of learning resources on Entrepreneurial Intentions
Ho3: Learning support have no significant influence on entrepreneurial intention of tourism students	Ordinal scale	Regression analysis	Effect of learning support on Entrepreneurial Intentions

3.8.1 Regression model assumptions

Regression analysis describes the statistical relationship between variables (Guerard, 2013) whereas a regression model is used for estimation purpose (Baron & Kenny, 1986; Campbell & Campbell, 2008). The data were fitted into a regression model under certain assumptions, however, if such assumptions are violated, the results may be unreliable, biased and inconsistent.

Normality assumes that the data sets are normally distributed (Hair *et al.*, 2010). The normality of data was tested using degree of Skewness and Kurtosis for each of the variables in the study as descriptive statistics indicated. The study used the Kolmogorov-Smirnoff tests to check for normality because it is suitable for larger

sample size (Ghasemi & Zahediasi, 2012). The rule of thumb is that if the tests are significant, the data is not normally distributed, thus, p values must be greater than 0.05 ($p > .05$) for the data to be normal distributed (Hair *et al.*, 2010).

Linearity assumes that all independent variables must have a linear relationship with the dependent variable. Thus, linearity is acknowledged as the degree to which the dependent variable changes as a result of variation in the predictor variables (Hair *et al.*, 2010). This assumption was assessed using Analysis of Variance (ANOVA).

Homoscedasticity assumes that the variance of the dependent variable is the same across the ranges of independent variables (Schutzenmeister *et al.*, 2012; Osborne & Waters, 2002). The present study reduced the chances of violating the assumption by ensuring that the data utilized in testing the hypotheses is normally distributed. In this regard, Levene's test statistics was employed to check for homoscedasticity. The decision criteria is that the Levene's test statistic value should be greater than 0.05 ($p > .05$), (Hair *et al.*, 2010).

Multicollinearity occurs when two or more variables are highly correlated thus affecting the estimation of the regression parameters in the model (Hair *et al.*, 2009). It assesses the regression coefficients unknown, thus frustrating interpretations (Gujarati, 2003) and yield incorrect results (Palaniappan, 2017). Previous studies indicate that there is a problem of multicollinearity if the values of correlations among variables are $> .9$ (Hair *et al.*, 2010). And the value of VIF is > 10 (Stevens, 2009). The study used the correlation matrix and VIF to check for multicollinearity.

In social science research assumed to be independent with each other (Chatterjee & Hadi, 2012). Non- Independence of error in regression model yields biased estimates of standard error and significance. Although the estimates of the regression coefficients

may remain unbiased it may still be inefficient. The study used Durbin- Waston range from 0 to 4 such that the residuals are not correlated if the Durbin- Waston statistic is approximately. The acceptable range for Durbin-Waston tests is between values of 1.5 and 2.5.

3.9 Ethical Considerations

Ethical behaviour was maintained during the entire study period through seeking for permission from relevant authorities; first, a letter of introduction was obtained from the School of Tourism and Events Management it facilitated processing of the research permit from the National Council of Science and Technology Appendix 3 Finally, approval from the selected universities was obtained to conduct the study.

According to Johnstone (2006) the importance of choosing an instrument of an anonymous nature is low risk, easy to understand and does not ask for personal information increases the response rate. The researcher used the information collected for the purpose of this study and was not forward to any other party. The information from any individuals were treated with high degree of confidentiality without disclosing the respondents identity and being open minded as possible and express opinions as they were given. The researcher did not modify anything and cited all the literature that contributed to the study. Confidentiality was rigorously upheld regarding issues discussed or shared with the respondents during the study.

Ethical reporting and dissemination were adhered to by presenting research findings in an honest and responsible manner. This actions ensured accuracy and transparency throughout all aspects of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents findings on learning designs and the entrepreneurial intentions of undergraduate tourism students in selected Kenyan universities. It begins with the response rate, followed by descriptive statistics, reliability tests, exploratory factor analysis and finally multiple linear regression analysis.

4.1 Response Rate

Results on the response rate are presented in Table 4.1. The results reflect excellent participation and usability rates for the online questionnaires, suggesting that the survey method was effective and that the data collected was robust and representative for further analysis.

Table 4. 1: Response Rate of the Questionnaire

Aspect	Target questionnaires	Percentage
Online administered questionnaires	113	100.00
Online questionnaires completed	107	95.5
Usable questionnaires	107	95.5

Source: Survey Data, 2024

4.2 Data Preparation and Processing

This stage occurred before data analysis and involved several critical steps: screening, cleaning, assessing normality and analysing reliability. The data screening and cleaning process primarily consisted of inspecting the collected data to identify and correct or remove any errors that could significantly impact the results of the analysis (Osborne, Nasi & Powell, 2021; Osborne, 2013). This process also involved examining missing values, identifying significant errors and managing raw data to ensure it is suitable for

analysis, including assessing normality and outliers (Tabachnick & Fidell, 2014). In this study, the data screening and cleaning steps included a thorough inspection of the collected data and the removal of any errors with potential substantial impact on the analysis results. Although checks for missing values were conducted, the online control mechanisms in place ensured that there were no missing values in the data collected.

4.3 Respondents Profile

This section presents the results of an analysis of the data collected through the online questionnaire. The data is organized on the basis of the variables under study such as gender, age categories, role model occupation and preferred profession.

4.3.1 Gender

Results in Figure 4.1 indicates the distribution of gender among respondents in the survey. The results show that Female Respondents were 50, making up 46.7% of the total. The male respondents were 57 people, representing 53.3% of the total. The data shows a slightly higher percentage of male respondents compared to female respondents in the survey. An understanding the role of gender could be inferred from discussions on entrepreneurial behaviour in diverse contexts (Hattab, 2014; Ismail, Jaffar, & Hooi, 2013).

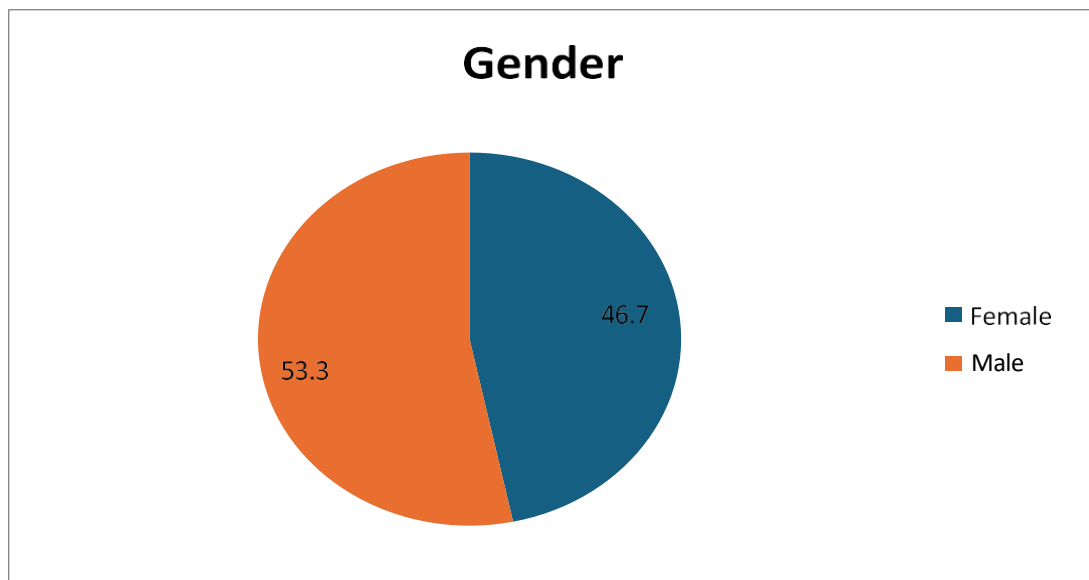


Figure 4.1: Gender of the respondents

4.3.2 Age Categories

The results on age categories distribution of respondents in the survey are presented in Figure 4.2. The results show that respondents in the ages category of 17-21 had 27 respondents, constituting 25.2% of the total, Age categories of 22-27 had 75 respondents, making up a substantial 70.1% of the total, while over age category of over 27 were 5 respondents, representing 4.7% of the total. This distribution indicates that the majority (70.1%) of respondents were young adults between the ages of 22 and 27. Those under 21 and over 27 are significantly less represented in the survey data. This mirrors the age categories of undergraduate students at the Kenyan universities. The data on the age categories demonstrate that young adults exhibit a strong inclination towards entrepreneurship. This finding is consistent with previous research, which has shown a high level of entrepreneurial intention among university students (Čavlek, 2015; Niland et al., 2020).

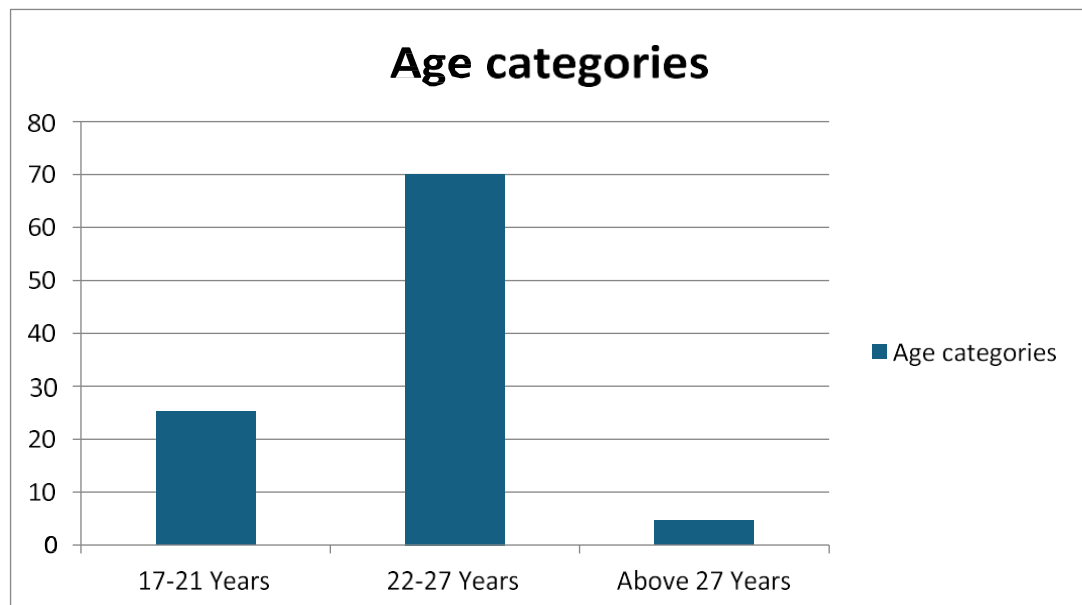


Figure 4.2: Age Categories by Frequency

4.3.3 Occupation

The results on the preferred role models for the respondents in the study represented in Table 4.2. The results show that Tour Management had 41 (38%) respondents, making it the most preferred role model choice by the respondents. The results suggest a diverse range of professions admired as role models, with a strong preference for Tour Management and managerial roles in Hospitality/Event planning.

This could indicate a high value placed on leadership and organizational skills among the respondents. Additionally, the presence of personal role models like parents and specific occupations like Lecturer and Chef suggests a blend of professional admiration and personal influence shaping the respondents' choices.

Table 4 2: Preferred role models by Frequency

Preferred role model	Frequency	Percent
Tourism management	41	38
A Manager Hospitality/Event)	17	16
Lecturer	6	6
A chef	5	5
Farmer	5	5
Parent	5	5
Social work	4	4
Accountant	2	2
Administrator	2	2
Doctor	2	2
Marketing strategist	2	2
My Dad	2	2
Political analyst	2	2
Entrepreneur	2	2
Actuary	1	1
Agricultural extension officer	1	1
Engineer	1	1
Flight attendant	1	1
Journalism	1	1
Interpreter	1	1
Lawyer	1	1
Music and Art	1	1
My mother	1	1
Restaurant manager	1	1
	107	100

The findings imply that preference for leadership and organizational roles reflects the focus on how educational environments contribute to the development of entrepreneurial skills (Peterman and Kennedy, 2003; Lundström and Stevenson, 2002).

4.3.4 Preferred Profession

The results on respondents' preferred professions are presented in Table 4.3, showing the frequency and response rate for various professional choices.

Table 4 3: Preferred Profession by Frequency

Preferred profession	Frequency	Percent
Tour, travel, and operations management	42	39
Tourism instructor	13	12
Air carbine crew Hostess	6	6
Hotel and restaurant management, Chef	5	5
Tourism and hospitality management	5	5
Hospitality	4	4
Manager	4	4
Chef	4	4
Marketing manager	3	3
Tourism art Research & consultant	3	3
Tourism officer	3	3
Event planning and advertising	2	2
Farming	2	2
Social Work	2	2
Accounting	1	1
Agricultural education and extension	1	1
Ambassador	1	1
Engineering	1	1
Entrepreneurship in the service industry	1	1
Playing football	1	1
Political analyst	1	1
Professional Wrestling	1	1
Receptionist	1	1
Total	107	100

The results indicate a strong preference among respondents for careers related to tourism, travel and hospitality. These fields collectively account for the majority of professional interests, highlighting a significant inclination towards service-oriented industries. This trend suggests that respondents value dynamic, people-facing roles that involve management, instruction and operational responsibilities within the tourism and hospitality sectors. It reflects that curricular impacts on entrepreneurial intentions, highlighting the role of specific career-focused education in entrepreneurship as discussed by Fayolle et al., 2005 and Caiazza et al., 2014.

4.4 Descriptive statistics for study variables

Descriptive statistics were conducted to summarize and provide a general overview of the study variables. These statistics include measures such as means and standard deviations, which help in understanding the central tendency and variability of the responses. The analysis offers insight into how participants rated each variable, including learning tasks, learning resources, learning support and entrepreneurial intentions.

4.4.1 Learning tasks descriptive statistics

The results for learning tasks from the respondents are presented in Table 4.4. The results show mean scores for all listed aspects range between 4.30 and 4.60 (on a 5-point scale), indicating a generally positive perception towards the learning tasks and their effectiveness in aiding course comprehension and skill development. The Skewness values are mostly negative, indicating that data are skewed left, meaning most responses are at the higher end of the scale, reflecting overall satisfaction. The Kurtosis values vary significantly across questions, with some exhibiting high kurtosis, indicating a more pronounced peak around the mean, suggesting that responses were more uniform for these aspects.

Table 4 4: Descriptive Statistics for learning tasks

Statements	Statistic					Skewness		Kurtosis	
	N	Min	Max	Mean	Std. Dev	Stat	Std. Err	Stat	Std. Err
Learning tasks help me understand the course material	106	3	5	4.60	.510	-.649	.235	-1.077	.465
I feel motivated to complete the learning tasks.	107	2	5	4.48	.604	-.955	.234	1.298	.463
The learning tasks encourage me to apply critical thinking skills	107	2	5	4.53	.604	-1.176	.234	1.720	.463
Solving problems in this course helps me understand the material more deeply	107	3	5	4.50	.573	-.596	.234	-.628	.463
I feel confident in my problem-solving abilities in this subject	107	2	5	4.35	.616	-.623	.234	.768	.463
The problems presented in this course are relevant to real- world scenarios	107	2	5	4.48	.604	-.955	.234	1.298	.463
I enjoy tackling the problems provided in this course	107	1	5	4.34	.672	-1.279	.234	4.372	.463
Problem-solving activities enhance my learning experience	107	3	5	4.55	.553	-.717	.234	-.557	.463
Conducting investigations helps me grasp the core concepts of the course	107	3	5	4.42	.630	-.617	.234	-.553	.463
I find investigations be an effective way to learn	107	1	5	4.35	.660	-1.515	.234	5.901	.463
Investigative tasks stimulate my curiosity and interest in the subject	107	1	5	4.44	.632	-1.594	.234	6.641	.463
I have the necessary skills to conduct investigations successfully	107	2	5	4.32	.681	-.861	.234	1.043	.463
The investigations are well-structured and clear in the objectives	107	3	5	4.30	.602	-.235	.234	-.587	.463
The projects assigned in this course are valuable	107	2	5	4.52	.588	-1.083	.234	1.722	.463

for my learning									
I enjoy working on projects related to the course material	107	2	5	4.42	.599	-.759	.234	1.079	.463
Projects help me develop a deeper understanding of the subject matter	107	1	5	4.54	.619	-1.990	.234	8.470	.463
The projects are an effective way to apply what I have learned	107	2	5	4.45	.602	-.854	.234	1.165	.463
The feedback receive on projects helps me improve my skills	107	2	5	4.50	.620	-1.313	.234	2.931	.463
A Field course is an integral part of the curriculum	107	3	5	4.48	.555	-.412	.234	-.894	.463
Valid N (list wise)	106								

A further assessment of the results show that tasks that help understand material, encourage critical thinking and apply what is learned, all scored very highly, indicating their effectiveness. Problem-solving and investigative tasks are particularly valued, as indicated by their mean scores of above 4.4. The lowest scores (though still above 4.3) relate to confidence and structure in conducting investigations, suggesting potential areas for instructional improvement.

The results imply that Student Engagement and Learning had high mean scores across various learning tasks suggest that the course design is effectively engaging students and facilitating learning through active and applied methods. The Course Design had positive skew in responses and the relatively high kurtosis in areas like problem-solving and project work indicate that these elements are well-received and contribute significantly to learning, justifying their continued or expanded use in the curriculum.

4.4.2 Learning resource descriptive statistics

Descriptive results for the learning resources are presented in Table 4.5. The analysis focused on the effectiveness of various learning resources used in a curriculum based on survey responses.

Table 4 5: Descriptive Statistics for Learning Resource

Statement	Statistic					Skewness		Kurtosis	
	N	Min	Max	Mean	Std. Dev	Statistic	Std. Error	Statistic	Std. Error
The faculty chooses appropriate materials and tools that align with the instruction Strategy.	107	1	5	4.17	.818	- 1.164	.234	1.957	.463
Online modules are an integral part of the curriculum implementation	107	1	5	4.17	.783	- 1.148	.234	2.319	.463
The faculty generates Interactive exercises for student learning	107	1	5	4.27	.695	- 1.111	.234	3.340	.463
We use web links to access reading material	107	1	5	4.07	.908	-1.305	.234	2.309	.463
Case studies are used in curriculum delivery	107	1	5	4.13	.825	-1.071	.234	1.636	.463
Students are provided with links to Journals as well as keys to search for relevant journals	107	1	5	3.97	.995	-1.232	.234	1.503	.463
Lectures infrequently used as a learning tool	107	1	5	3.87	.982	- 1.012	.234	1.097	.463
Manuals are provided to students to	107	1	5	4.08	.859	-1.073	.234	1.375	.463
Reference books provided in the	107	1	5	4.29	.901	- 1.793	.234	3.901	.463
Students use incubation lab for idea nurturing dev	107	1	5	3.83	1.103	-.991	.234	.507	.463
Valid N (list wise)	107								

Source: Survey Data, 2024

The results show that most learning resources were rated highly, with mean scores ranging from 3.83 to 4.29, indicating general satisfaction. The Standard Deviation Variability in responses is moderate, with standard deviations ranging from 0.695 to

1.103, suggesting some differences in perceptions of effectiveness among students. All Items exhibit negative skewness, indicating that the distribution of responses is concentrated at the higher end of the scale (favourable responses). Kurtosis values are varied, suggesting differences in the peakedness and tails of the distribution across different resources.

Reference books and interactive exercises are rated the highest, suggesting that these resources are well-aligned with student needs and learning styles. The lowest mean scores pertain to the use of the incubation lab for idea nurturing and the frequency of lectures, indicating areas where students might feel resources could be better utilized or integrated. Online modules, web links and journal access are well-received, though with some variability in how effectively students feel they contribute to learning, indicated by higher standard deviations.

The results imply that effectiveness of reference books and interactive exercises suggests these should continue to be a focus in resource allocation and development. Given the positive reception to online resources, expanding and enhancing these could further improve learning outcomes. The results suggests a strong foundation in the use of diverse learning resources, with specific areas highlighted for potential improvement to optimize learning outcomes.

4.4.3 Learning support descriptive statistics

The results on learning support are presented in Table 4.6. The results show the minimum, maximum, mean, standard deviation, skewness and kurtosis.

Table 4 6: Descriptive statistics or Learning supports

	Statistic					Skewness		Kurtosis	
	N	Min	Max	Mean	Std.Dev	Statistic	Std. Err	Statistic	Std. Err
Role models are invited to the university	107	1	5	4.01	1.112	-1.194	.234	.792	.463
The faculty creates opportunities for role play	107	1	5	4.17	.937	-1.468	.234	2.474	.463
Faculty organizes competitions and pitching sessions	107	1	5	3.91	1.060	-1.119	.234	.917	.463
My previous travel experiences have influenced my decisions to study tourism	107	2	5	4.37	.746	-1.152	.234	1.188	.463
I understand the basic principles of tourism	107	1	5	4.49	.664	-1.721	.234	5.836	.463
My level of interest in learning about different cultures as part of my tourism studies is high.	107	1	5	4.57	.646	-2.086	.234	7.625	.463
I have a high enthusiasm for participating in tourism-related extracurricular activities in my study	107	2	5	4.55	.587	-1.204	.234	2.000	.463
Valid N (list wise)	107								

The mean scores for the support initiatives range from 3.91 to 4.57, indicating overall positive perceptions toward these supports. The Standard deviations are relatively moderate (ranging from 0.587 to 1.112), suggesting some variability in how students perceive the effectiveness of these supports. The Skewness is negative across all items, indicating that most responses are concentrated at the higher end of the rating scale. The Kurtosis values vary, with some items exhibiting high kurtosis, indicating a more pronounced peak around the mean for those particular supports.

Key insights show high enthusiasm for participating in tourism-related extracurricular activities and strong interest in learning about different cultures as part of tourism studies are rated highest. Inviting role models to the university and organizing competitions are seen as beneficial, though the lower mean for competitions suggests potential for improvement. Students feel confident in understanding the basic principles of tourism, which is crucial for advanced learning and application.

The study results imply that there is need to continue leveraging and expanding tourism related extracurricular activities and cultural learning opportunities as these are highly valued by students. Further integration of practical experiences and role models could enhance learning outcomes and student motivation. On overall the results suggest that while the learning supports are generally effective, there is room to innovate and diversify the types of supports offered to maintain high levels of student engagement and satisfaction. This could involve more tailored approaches that align with student interests and background experiences in tourism.

4.4.4 Entrepreneurial intentions descriptive statistics

The results on the descriptive statistics for Entrepreneurial intentions are presented in Table 4.7. The results suggest a positive disposition towards entrepreneurship with a need for focused interventions in areas like financial literacy, resource mobilization and strategic planning to fully realize entrepreneurial intentions.

The descriptive for entrepreneurial intention provides statistical insights into the entrepreneurial intentions of undergraduate student respondents in selected Kenyan universities . The results indicate the mean scores are predominantly high (ranging from 3.82 to 4.72 on a 5-point scale), indicating a strong overall inclination towards entrepreneurship among the respondents.

All items exhibit negative skewness, showing that the data are skewed towards higher scores, reflecting strong agreement or positive responses. Equally several items showed high kurtosis, indicating that responses are heavily peaked around the mean, suggesting strong consensus among respondents on certain aspects of entrepreneurship.

Table 4 7: Descriptive statistics for entrepreneurial intentions

	Statistics					Skewness		Kurtosis	
	N	Min	Max	Mean	Std. Dev	Statistic	Std. Error	Statistic	Std. Error
I have a strong interest in starting my own business	107	3	5	4.72	.491	-1.469	.234	1.187	.463
Entrepreneurship aligns with my personal values and career aspirations	107	1	5	4.48	.678	-1.859	.234	6.371	.463
Entrepreneurship will provide autonomy & independence.	107	1	5	4.50	.635	-1.820	.234	7.201	.463
Entrepreneurship is a way to achieve financial freedom.	107	1	5	4.55	.676	-2.149	.234	7.377	.463
I am willing to invest significant time into starting and running my own business	107	2	5	4.51	.664	-1.235	.234	1.164	.463
Am willing to take financial risks to pursue my entrepreneurial goals.	107	1	5	4.42	.687	-1.662	.234	5.455	.463
I am encouraged by my family to pursue entrepreneurship	107	1	5	4.13	.982	-1.304	.234	1.606	.463
Friends support my interest in becoming an entrepreneur	107	1	5	4.09	.927	-.913	.234	.423	.463
The community values entrepreneurship as a career path	107	1	5	4.15	.969	-1.573	.234	2.721	.463
I believe that entrepreneurship will provide me with personal fulfilment and satisfaction	107	1	5	4.48	.731	-2.204	.234	7.842	.463
I am confident in my ability to make decisions necessary for starting a business	107	1	5	4.09	.927	-.913	.234	.423	.463
Necessary skills to plan and manage a business effectively	107	1	5	4.15	.969	-1.573	.234	2.721	.463
I can secure financial resources needed to start a business	107	1	5	4.48	.731	-2.204	.234	7.842	.463
Have knowledge of business process & entrepreneurship	107	1	5	4.07	.839	-1.103	.234	1.653	.463
I can access mentors and professional networks that will support my entrepreneurial efforts	107	1	5	3.82	1.035	-.778	.234	.107	.463
I am confident in managing the risks associated with starting a business (e.g., financial or market risks).	107	1	5	3.93	1.007	-1.036	.234	.760	.463
Developed a business plan for my entrepreneurial venture	107	1	5	4.00	1.037	-1.034	.234	.590	.463
I am actively seeking financial resources for	107	1	5	4.11	.994	-1.170	.234	.924	.463

my business									
Have conducted formal market research to understand customer needs and competition	107	1	5	4.07	.839	-1.103	.234	1.653	.463
I have set a clear timeline for launching my business.	107	1	5	3.82	1.035	-.778	.234	.107	.463
Building network of business partners, suppliers, & clients.	107	1	5	3.93	1.007	-1.036	.234	.760	.463
I am participating in entrepreneurial workshops, training, or mentorship programs	107	1	5	4.00	1.028	-.903	.234	-.046	.463
Valid N (list wise)	107								

The results indicate that the respondents express a high interest in starting their own businesses and see entrepreneurship as aligned with personal values, autonomy, financial freedom and personal fulfilment. Confidence in decision-making and belief in having the necessary skills are slightly lower compared to other items, though still above 4.0, suggesting some areas where further support or training might be beneficial. Respondents feel moderately confident about accessing financial resources and having adequate business knowledge, but scores related to having a detailed business plan, conducting market research and setting a clear timeline are relatively lower.

The results imply that there is need to focus on enhancing skills and confidence in decision-making, financial planning and market research, as these are crucial for successful entrepreneurship. More targeted workshops and mentorship programs should be offered to address specific gaps in knowledge and planning. There is need to strengthen support for accessing financial resources and building professional networks, as these are critical for the initial stages of starting a business. Encourage the development of detailed business plans and market research activities through guided sessions or templates. Promote a cultural shift toward valuing and supporting entrepreneurship within communities, as community support can play a significant role in entrepreneurial success. Enhance visibility and availability of role models and

mentors within the community to inspire and guide aspiring entrepreneurs.

4.5 Reliability Results

Hair et al. (2006) define reliability as the extent to which variables accurately reflect the intended measurement. A tool is considered reliable when it produces consistent results across different respondent groups. In this study, reliability was evaluated using Cronbach's alpha coefficients for each item. Cronbach's alpha, ranges from 0 to 1, it assesses the internal consistency of the items.

An instrument is deemed reliable if its reliability coefficient exceeds 0.7 (Fraenkel and Wallen, (2000). While the generally accepted threshold for Cronbach's alpha is above 0.7, it can be as low as 0.6 in exploratory research (Hair et al., 2006). However, for this study, the minimum acceptable Cronbach's alpha was set at 0.7. Additionally, decisions regarding item removal to enhance the questionnaire's reliability were based on the individual item's Cronbach's alpha value (Raykov, 2007).

The reliability analysis (Table 4.8) indicates that all the constructs exhibit acceptable to good internal consistency. Learning Tasks (X_1), with 21 items, has a Cronbach's alpha of 0.812, suggesting strong reliability and consistent measurement across its items. Learning Resources (X_2) shows a good level of reliability with an alpha of 0.753 for 10 items, indicating satisfactory internal consistency. Learning Support (X_3), measured by 8 items, has a slightly lower but still acceptable alpha of 0.721, reflecting moderate reliability. Entrepreneurial Intentions (Y), assessed through 22 items, demonstrates good reliability with an alpha of 0.790. When all 61 items across the four constructs are combined, the overall Cronbach's alpha rises to 0.845, indicating a high level of reliability for the complete instrument. These results confirm that the scales used in the study are reliable for capturing the respective constructs and suitable for further

statistical analysis.

Table 4.8: Reliability Results

Reliability statistics	N of items	Cronbach's Alpha
Learning Tasks (X ₁)	21	0.812
Learning Resources (X ₂)	10	0.753
Learning Support (X ₃)	8	0.721
Entrepreneurial Intentions (Y)	22	0.790
All Variables (X ₁ , X ₂ , X ₃ , Y)	61	0.845

4.6 Exploratory Factor Analysis

Factor analysis is a statistical technique used to reduce data complexity by identifying patterns of relationships among observed variables and grouping them into underlying latent constructs (Bortz, 2000). In this study, factor analysis was employed to explore and validate the underlying dimensions of the data constructs and to prepare for subsequent regression analysis (Bortz, 2000; Idinga, 2015). The method assumes that observable variables are influenced by a smaller number of unobservable (latent) factors that account for the shared variance among them (Bartholomew et al., 2011; Williams et al., 2010).

Exploratory Factor Analysis (EFA) was selected due to its suitability for uncovering the underlying structure of data without imposing a predefined model (Fricker et al., 2012; Velayutham et al., 2012). EFA also contributes to establishing construct validity by evaluating the consistency and quality of multi-item scales (Bagozzi & Yi, 1998). In this context, Principal Component Analysis (PCA) was utilized as an extraction method to identify components that explain the maximum amount of variance in the dataset. PCA works by sequentially extracting components in descending order of explained variance, while eliminating redundancy in subsequent factors (Idinga, 2015).

To determine the number of components to retain, Kaiser's criterion was applied, retaining only those with eigenvalues greater than one (Kaiser, 1960). All retained factor loadings exceeded the threshold of 0.50, indicating a strong relationship between items and their respective components. The adequacy of the dataset for factor analysis was confirmed using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity. A KMO value above .50 and a significant Bartlett's test ($p < .05$) confirmed the data's suitability for factor extraction (Hair et al., 2010). Additionally, the Average Variance Extracted (AVE) was used to assess convergent validity, ensuring that constructs captured sufficient variance from their indicators (Hair et al., 2014). Confirmatory Factor Analysis (CFA) was later employed to validate the measurement model by examining the alignment of factor loadings with theoretical expectations and confirming the relationships between latent constructs and observed variables.

4.6.1 Factor analysis for entrepreneurial intention

Factor analysis was conducted to identify the key underlying factors of entrepreneurial intention and to validate the measurement scales. Using Principal Component Analysis, the study reduced complex survey data into meaningful components representing different aspects of entrepreneurial intention. Data suitability was confirmed with the Kaiser-Meyer-Olkin measure and Bartlett's Test of Sphericity. Factors with eigenvalues greater than one were retained, and loadings above 0.50 were considered acceptable. This analysis ensured that the scales reliably captured the core dimensions of entrepreneurial intention for further analysis.

In Table 4.9, the total variance explained by the six extracted components reveals a well-distributed and interpretable structure within the dataset, highlighting distinct

dimensions of the learning environment using the suggested component names. The first component, Instructional Design Quality (IDQ), has the highest initial eigenvalue of 7.630 and explains 34.68% of the total variance. This indicates that well-structured, goal-oriented teaching practices form the strongest foundation of students' learning experiences. After rotation, this component accounts for 18.94% of the variance, suggesting that while still dominant, its influence is more clearly separated from other dimensions. The second component, Student-Centred Engagement (SCE), contributes an additional 10.84% of the variance in its initial extraction. Upon rotation, it accounts for 14.45%, showing a strong emphasis on active participation, motivation and the relevance of learning activities to students' interests and real-world scenarios.

The third component, Academic Support Services (ASS), initially explains 7.30% of the variance, which increases to 12.00% after rotation. This suggests that institutional and instructional support mechanisms such as access to learning aids, feedback, and guidance play a distinct and measurable role in the learning process. The fourth component, Practical Learning Opportunities (PLO), accounts for 6.42% of the initial variance and increases to 9.51% following rotation. This confirms that experiential and hands-on learning methods, such as fieldwork and project-based tasks, are a significant part of the educational framework. The fifth component, Confidence in Learning (CIL), explains 5.16% of the variance in the unrotated solution and 8.60% after rotation. This component captures students' self-perceptions of competence, motivation, and emotional engagement with the learning material. The sixth component, Critical Thinking Development (CTD), explains 4.64% of the variance initially and 5.53% post rotation. It reflects cognitive outcomes such as analytical reasoning and the application of higher-order thinking skills fostered through instructional activities.

Table 4 9: Total Variance Explained for Entrepreneurial Intentions

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1. IDQ	7.630	34.681	34.681	7.630	34.681	34.681	4.167	18.939
2. SCE	2.385	10.839	45.520	2.385	10.839	45.520	3.180	14.453	33.392
3. ASS	1.606	7.299	52.819	1.606	7.299	52.819	2.641	12.004	45.396
4. PLO	1.412	6.417	59.236	1.412	6.417	59.236	2.093	9.512	54.908
5. CIL	1.135	5.157	64.393	1.135	5.157	64.393	1.891	8.595	63.502
6. CTD	1.020	4.638	69.031	1.020	4.638	69.031	1.216	5.528	69.031

Source: Survey Data, 2024

Altogether, the six components explain 69.03% of the total variance, which is substantial. The rotated solution improves clarity by more evenly distributing the variance across distinct dimensions, enhancing the interpretability and meaningfulness of the factors identified through Principal Component Analysis.

The results of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity (Table 4.10) indicate that the data is suitable for factor analysis. The KMO measure of sampling adequacy is 0.801, which falls within the "meritorious" range (between 0.80 and 0.89), suggesting that the variables share enough common variance to justify the application of factor analysis.

Bartlett's Test of Sphericity is significant, with an approximate chi-square value of 1248.736, degrees of freedom (df) = 231, and a p-value of .000. This significant result ($p < .05$) means that the correlation matrix is not an identity matrix and there are statistically significant relationships among the variables. Together, these findings support the appropriateness of proceeding with factor extraction and confirm the suitability of the dataset for exploring underlying factor structures.

Table 4.10: KMO and Bartlett's Test of Sampling Adequacy for Entrepreneurial Intentions

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.801
Bartlett's Test of Sphericity	Approx. Chi-Square	1248.736
	Df	231
	Sig.	.000

Beyond the sixth component, the remaining factors contribute minimal variance, with each explaining less than 5% individually. As a result, these components are generally not retained, as their contribution to the overall dataset is negligible. The cumulative variance explained by the first six components reaches 69.031%, which means that nearly 70% of the dataset's total variability can be captured using only these six factors rather than the full 22-variable dataset.

The Rotated Component Matrix (Table 4.11) reveals six distinct components extracted through Principal Component Analysis using Varimax rotation, reflecting key dimensions influencing entrepreneurial intentions among undergraduate tourism students. The first component (Intentional Entrepreneurial Development) captures students' active engagement in business planning and networking activities. The second (Self Commitment and Expectancy) reflects personal motivation and willingness to invest in entrepreneurial pursuits. The third (Attitudinal and Social Support) combines' internal confidence and perceived societal encouragement. The fourth (Peer and Family Encouragement) emphasizes the influence of close social networks, while the fifth (Confidence in Learning and Capability) highlights students' belief in their entrepreneurial skills and access to resources. The sixth (Desire to Start a Business) indicates intrinsic interest in entrepreneurship. Together, these components align with both the Learning Design Framework and the Entrepreneurial Event Model (EEM), illustrating how structured learning experiences and motivational factors interact to shape students' entrepreneurial intentions.

Table 4.11: Rotated Component Matrix for Entrepreneurial Intention

	Component					
	IDQ	SCE	ASS	PLO	CIL	CTD
I am building a network of business	.839					
I have developed a detailed business plan for my entrepreneurial venture	.747					
I am participating in entrepreneurial workshops, training, or mentorship programs	.734					
I have set a clear timeline for launching my business.	.724					
I have conducted formal market research to understand Customer needs and competition.	.696					
I am actively seeking financial resources (loans, investments, savings) for my business	.688					
I can access mentors and professional networks that was support my entrepreneurial efforts						
I consider entrepreneurship as a way to achieve financial freedom		.812				
I am willing to invest significant time into starting and Running my own business.		.780				
I am willing to take financial risks to pursue my entrepreneurial goals		.736				
I believe entrepreneurship will provide me with autonomy and independence		.607				
Entrepreneurship aligns with my personal values and career aspirations		.520				
Entrepreneurship provides me with Personal fulfilment and satisfaction.			.783			
I feel that the community values entrepreneurship as a career path			.731			
I am confident in managing the risks associated with Starting a business (e.g., financial or market risks).			.665			
I have the necessary skills to plan and manage a business effectively			.624			
I feel encouraged by my family Entrepreneurship.				.812		
My friends support my interest in becoming an entrepreneur				.789		
I am confident in my ability to make decisions necessary for starting a business						
I believe I can secure the financial resources needed to Start a business.					.845	
I have sufficient knowledge of business processes and entrepreneurship					.791	
I have a strong interest in starting my						.677

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

The results of the Principal Component Analysis (PCA) demonstrate that dimensionality reduction is highly effective for this dataset. Specifically, six principal components are sufficient to capture the majority of the essential information. The

application of rotational techniques further enhances the distribution of variance, thereby improving the interpretability of the extracted factors. These outcomes indicate that the dataset can be analyzed efficiently using a reduced set of components, which not only optimizes computational performance but also preserves substantive insights.

Six components with eigenvalues greater than one were retained, collectively accounting for 69.03% of the total variance. All factor loadings exceeded the threshold of 0.50, confirming strong associations between variables and components. Additionally, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity verified the suitability of the data for factor analysis. The retained components represent distinct and meaningful dimensions related to the learning environment and entrepreneurial intentions among tourism students.

4.6.2 Factor analysis for learning tasks

The total variance explained in Table 4.12 reveals that four components were extracted, together accounting for 58.96 percent of the total variability in the dataset. The first component, Student-Centred Engagement (SCE), initially accounts for the largest portion of the variance, with an eigenvalue of 6.430, explaining 35.72 percent of the total variation in the data. This suggests that active student involvement such as interaction, collaboration and the use of engaging learning tools is a dominant factor in shaping the learning experience. The second component, Instructional Design Quality (IDQ), adds an additional 11.01 percent to the variance explained. This reflects the importance of well-structured curriculum delivery, thoughtful teaching strategies, and clear learning objectives in influencing student outcomes. The third component, Academic Support Services (ASS), contributes 6.53 percent of the variance. This includes elements such as academic advising, access to guidance and the availability of

helpful educational resources that support student success. The fourth component, Practical Learning Opportunities (PLO), explains 5.70 percent of the total variance. This involves experiential learning methods such as case studies, labs, role play, or project-based learning, which connect theory to practice.

After rotation, the distribution of variance becomes more balanced across components: Student-Centred Engagement accounts for 21.28 percent, Instructional Design Quality for 18.24 percent, Academic Support Services for 10.60 percent and Practical Learning Opportunities for 8.84 percent. This improved spread enhances the interpretability of the factor structure by emphasizing the distinct contribution of each dimension. Together, these four components explain a cumulative 58.96 percent of the total variance, indicating a strong underlying structure within the data related to the learning environment.

Table 4 12: Total Variance Explained by Extracted Components of Learning Tasks

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1. SCE	.430	35.724	35.724	6.430	35.724	35.724	3.831	21.284	21.284
2. IDQ	1.982	11.011	46.735	1.982	11.011	46.735	3.284	18.243	39.526
3. ASS	1.175	6.529	53.264	1.175	6.529	53.264	1.907	10.596	50.122
4. PLO	1.0626	5.700	58.964	1.026	5.700	58.964	1.592	8.842	58.964

Extraction Method: Principal Component Analysis.

The Rotated Component Matrix (Table 4.13) extracted four components namely. *Instructional Design Quality (IDQ)*, *Student-Centred Engagement (SCE)*, *Academic Support Services (ASS)*, and *Practical Learning Opportunities (PLO)*. These components emerged through Principal Component Analysis with Varimax rotation and reflect different dimensions of the student learning experience. The first component, Instructional Design Quality (IDQ) includes items such as "well- structured

and clear in their objectives" (.794), "develop a deeper understanding of the subject matter" (.734), and "valuable for my learning" (.733). These loadings indicate a strong emphasis on the clarity, structure and overall quality of the curriculum. The presence of items like "stimulate my curiosity" and "I enjoy working on projects" further suggest that well designed instruction promotes engagement and learning effectiveness. The second component, Student-Centred Engagement (SCE) includes items such as "feel confident in my problem-solving abilities" (.701), "relevant to real- world scenarios" (.700), and "helps me understand the material more deeply" (.649). These suggest a learning environment that actively involves students, encourages critical thinking and connects content to real-life applications. The motivation and application-oriented nature of these items reflect an approach that centers learning on the student's experience and Interest.

The third component, Academic Support Services (ASS) includes items like "Problem solving activities enhance my learning experience" (.761) and "enjoy tackling the problems provided in this course" (.747). These indicate the presence of academic activities and feedback mechanisms that support students in developing problem-solving abilities, reinforcing the importance of structured academic support in achieving learning outcomes. The fourth component, Practical Learning Opportunities (PLO) is characterized by strong loadings on items such as "effective way to apply what I've learned" (.847) and "a field course is an integral part of the curriculum" (.539). These items point to experiential and apply learning practices that enable students to transfer theoretical knowledge into practice. The high loading on application-based learning indicates that practical exposure is a distinct and valuable aspect of the learning environment.

The rotated factor structure clearly distinguishes between the quality of instructional design, student engagement, academic support systems and practical learning experiences. This distinction enhances the interpretability of the components and underscores the multifaceted nature of effective educational environments.

Table 4 13: Rotated Component Matrix for Extracted Factors of Learning Tasks

	Component			
	IDQ	SCE	ASS	PLO
Well-structured and clear in their objectives	.794			
Develop a deeper understanding of the subject matter	.734			
Valuable for my learning	.733			
I have the necessary skills	.714			
I enjoy working on projects	.655			
Stimulate my curiosity and interest in the subject	.562			
Feel confident in my problem- solving abilities		.701		
Relevant to real-world scenarios		.700		
Helps me understand the material more deeply		.649		
Encourage me to apply critical thinking skills.		.628		
Feel motivated to complete		.593		
Effective way to learn		.516		
Helps me grasp the core concepts of the course		.508		
Feedback improves my skills				
Problem-solving activities enhance my learning experience			.761	
Enjoy tackling the problems provided in this course			.747	
Effective way to apply what I have learned				.847
A Field course is an integral part of the curriculum				.539
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

Typically, components with eigenvalues greater than 1 are considered significant, as they explain more variance than an individual variable. In this case, the first two components appear to be the most significant, while the remaining components (starting from the third) contribute little to explaining the data's variance.

The flattening of the plot after the second component indicates diminishing returns in terms of the variance explained by additional components. Therefore, it is recommended to retain only the first two components for further analysis, as they account for the majority of the variance in the dataset.

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy presented in Table 4.14 yielded a value of 0.827, which indicates a meritorious level of sampling adequacy. This suggests that the sample is sufficiently adequate for factor analysis and that the variables share enough common variance to justify the use of this technique. A KMO value above 0.80 typically reflects strong inter correlations among variables, making the data suitable for uncovering meaningful underlying factors.

Bartlett's Test of Sphericity produced a chi-square value of 768.161 with 153 degrees of freedom and a significance level of .001. This result is statistically significant, indicating that the correlation matrix is not an identity matrix. In other words, the variables are significantly correlated with each other and the data is appropriate for factor analysis. Together, the KMO and Bartlett's Test results confirms that the dataset meets the necessary conditions for performing a reliable factor analysis.

Table 4 14: KMO and Bartlett's Test Results for Sampling Adequacy for Learning Tasks

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.827
Bartlett's Test of Sphericity	Approx. Chi-Square	768.161
	df	153
	Sig.	.000

Source: Survey Data, 2024

4.6.3 Factor analysis for learning resources

A Principal Component Analysis (PCA) was conducted using an eigenvalue >1 criterion.

The total variance explained Table 4.15 indicates that two components, namely Student Support Tools (SST) and Curriculum Delivery Methods (CDM), account for a substantial proportion of the variation in the data. The first component, Student Support Tools, has an eigenvalue of 4.441 and explains 44.41 percent of the total variance. The second component, Curriculum Delivery Methods, has an eigenvalue of

1.230 and contributes an additional 12.30 percent. Combined, the two components explain 56.71 percent of the total variance before rotation.

Following Varimax rotation, the distribution of variance becomes more balanced. Student Support Tools explains 33.66 percent, while Curriculum Delivery Methods accounts for 23.05 percent, maintaining the cumulative variance of 56.71 percent. This improved distribution enhances the clarity and interpretability of the factor structure by clearly distinguishing between the roles of student support mechanisms and instructional delivery strategies within the learning environment.

Table 4 15: Total Variance Explained by Factors under Learning Resources

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1. SST	4.441	44.409	44.409	4.441	44.409	44.409	3.366	33.664	33.664
2. CDM	1.230	12.302	56.711	1.230	12.302	56.711	2.305	23.046	56.711

Extraction Method: Principal Component Analysis.

The rotated component matrix presented in Table 4.16 reveals two distinct factors based on how the variables load after Varimax rotation. The first component named as student support tools (SST) includes items related to the use of physical and digital learning resources, such as the incubation lab for idea development, web links for reading materials, interactive exercises generated by faculty and the selection of appropriate materials. These variables have strong loadings ranging from 0.522 to 0.766, indicating that this component represents the availability and utilization of diverse learning resources and methods.

Table 4 16: Rotated Component Matrix for Learning Resources

	Component	
	Student Support Tools (SST)	Curriculum Delivery Methods (CDM)
Students use the incubation lab for idea	.766	
Web links to access reading material	.756	
Faculty generates Interactive exercises	.748	
Lectures are infrequently used as a learning tool	.715	
Faculty chooses appropriate materials	.632	
Manuals are provided to students to	.522	
Reference books are provided in the		
Case studies are used in curriculum delivery		.861
Integral part of the curriculum implementation		.759
Students are provided with links		.553

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The second component named curriculum delivery methods (CDM) consists of items associated with curriculum delivery, such as the use of case studies, the integration of certain elements as an essential part of curriculum implementation and the provision of relevant links to students. These items load strongly on the curriculum delivery methods, with values between 0.553 and 0.861, suggesting this factor reflects the instructional strategies and curriculum design aspects of the learning environment.

The rotation converged after three iterations, which indicates a stable and clear factor structure. Overall, the results suggest that the learning environment can be understood through SST and SDM dimensions: one focused on resource availability and usage, and the other on curriculum delivery and instructional support. This differentiation helps in identifying key areas to enhance for improving student learning experiences.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy presented in Table 4.17 is 0.832, indicating a strong level of suitability for factor analysis. Values above 0.8 are considered particularly good, suggesting that the correlations among the variables are sufficiently strong to yield reliable and distinct factors. Bartlett's Test of

Sphericity produced a chi-square value of 402.386 with 45 degrees of freedom and the result was highly significant ($p < 0.001$). This significance confirms that the correlation matrix is not an identity matrix, meaning that the variables are correlated enough to justify the use of factor analysis. Overall, these results demonstrate that the data meet the necessary assumptions for conducting a robust factor analysis.

Table 4 17: KMO and Bartlett's Test of Sampling Adequacy for Learning Resources

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.832
Bartlett's Test of Sphericity	Approx. Chi-Square	402.386
	df	45
	Sig.	.000

4.6.4 Factor analysis for learning support

The total variance explained in Table 4.18 by the two extracted components indicates that collectively capture a significant amount of the variation in responses related to learning support. The first component, labelled as internal learning environment (ILE) with an initial eigenvalue of 3.745, accounts for about 46.82% of the total variance, indicating that nearly half of the variability in Learning Support is explained by the internal learning environment. The second component, labelled as external learning environment (ELE) with an eigenvalue of 1.783, explains an additional 22.29% of the variance, bringing the combined explained variance to 69.10%. This high cumulative percentage suggests that the internal and external learning environments effectively summarize the patterns within Learning Support data. After rotation, the variance explained by the ILE decreases to 37.90%, while the ELE accounts for 31.20%, maintaining the total explained variance at 69.10%. This more balanced distribution after rotation helps clarify the factor structure, showing that Learning Support is influenced by two distinct but related underlying dimensions, improving our understanding of how different aspects of support contribute to the overall learning

environment.

Table 4 18: Total Variance Explained for Learning Support

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
ILE	3.745	46.817	46.817	3.745	46.817	46.817	3.032	37.903	37.903
ELV	1.783	22.287	69.104	1.783	22.287	69.104	2.496	31.201	69.104

Extraction Method: Principal Component Analysis.

The analysis identified two distinct components based on the factor loadings after rotation is presented in Table 4.19. The first component includes items B35 to B39, which showed strong correlations, indicating they measure a similar underlying concept related to personal learning experiences or engagement. The second component groups' items about role models being invited to the university and faculty providing opportunities for role play, with extremely high loadings, suggesting these represent external support or environmental factors in the learning process. The use of Varimax rotation helped clarify these two components, and the solution converged quickly, showing that the factor structure is stable. Overall, the results suggest that both individual learning experiences and external support mechanisms play important roles in shaping the learning environment.

Table 4 19: Rotated Component Matrix for Learning Support

	Component	
	Internal Learning Environment (ILE)	External Learning Environment (ELE)
B37	.848	
B38	.831	
B36	.797	
B39	.724	
B35	.620	
Role models are invited to the university		.914
B34		.859
The faculty creates opportunities for role play during the study.		.818

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy presented in Table 4.20 is 0.783, which indicates a good level of sampling adequacy for conducting factor analysis. KMO values above 0.7 are considered acceptable, suggesting that the correlations among variables are sufficiently compact to produce reliable factors.

Bartlett's Test of Sphericity yielded a chi-square value of 412.108 with 28 degrees of freedom and a significance level of 0.000. The significant result ($p < 0.001$) indicates that the correlation matrix is not an identity matrix, meaning there are meaningful relationships among the variables that justify the use of factor analysis. Together, these tests confirm that the data are suitable for factor analysis, supporting the validity of extracting underlying components from the variables measured.

Table 4.20: KMO Measure and Bartlett's Test of Sphericity for Learning Support

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.783
Bartlett's Test of Sphericity	Approx. Chi-Square	412.108
	Df	28
	Sig.	.000

The results in Figure 4.3, provides a visual representation of the eigenvalues associated with each component in a principal component analysis (PCA) or factor analysis. From the plot, it is evident that the first component has the highest eigenvalue, around 4, suggesting that it accounts for the largest portion of the variance in the dataset. Following the first component, the eigenvalues drop sharply, with the second component having an eigenvalue just above 2. The third component shows an eigenvalue slightly below 1, marking the point where the contribution to variance begins to diminish significantly.

The curve begins to flatten after the third component, indicating that the remaining components (from the fourth onward) have minimal contributions to explaining the variance. Therefore, based on the scree plot, it is recommended to retain only the first

three components. These components explain the majority of the variance in the data, while the remaining components offer little additional value. Retaining more components beyond the third would likely result in overfitting and unnecessary complexity in the analysis. Thus, focusing on the first three components would be the most effective approach for further analysis.

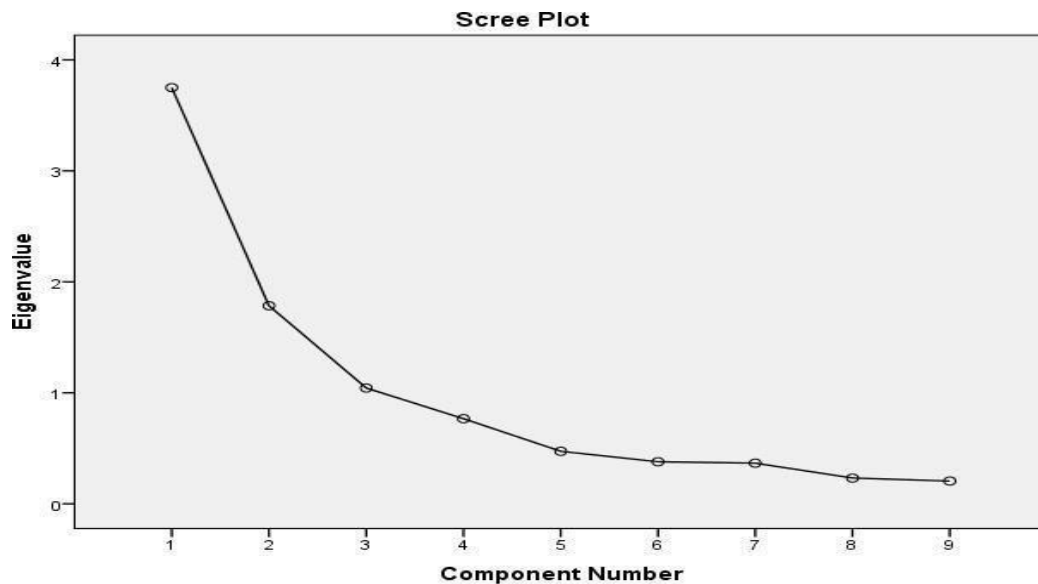


Figure 4.3: Factor Analysis for learning support

4.7 Assumptions of Regression

It is important to test for assumptions when multiple linear regression is used to test the hypotheses (Williams, Grajales, and Kurkewicz, 2013). Testing the assumptions facilitates the generation of verifiable results from a study. In circumstances where the assumptions are not met then the results will have type I and II errors or an underestimate of the significance of the effect size (Osborne & Waters, 2019). Regression analysis requires at least two independent variables, which can be nominal, ordinal, or interval/ratio level. The assumptions are thus primary concerns in research, include normality, linearity, Multicollinearity, independence of errors and homoscedasticity.

4.7.1 Normality tests for entrepreneurial intention

The results from normality tests conducted on data concerning entrepreneurial intention are presented in Table 4.21. The dataset included 107 observations on entrepreneurial intention. The tests were used to determine the appropriateness of parametric statistical methods for further analysis. The normality of the entrepreneurial intention data was evaluated using two widely recognized tests: Kolmogorov-Smirnov Test and Shapiro-Wilk Test. The Kolmogorov-Smirnov Test: A nonparametric test assesses whether a sample differs significantly from a normally distributed population. The Shapiro-Wilk Test checks the null hypothesis that the data was drawn from a normal distribution.

Table 4 21: Normality Test Results Using Kolmogorov-Smirnov and Shapiro-Wilk Tests

Test	Statistic	Degrees of Freedom (df)	Significance (Sig.)
Kolmogorov-Smirnov	0.092	107	0.025
Shapiro-Wilk	0.926	107	0.000

Kolmogorov-Smirnov test yielded a statistic of 0.092 with a significance level of 0.025. This indicates a slight deviation from normality, although the deviation is not highly significant, suggesting that the data may not be perfectly normal, but the departure is minimal. In contrast, the Shapiro-Wilk test produced a statistic of 0.926 with a significance level of 0.000, strongly indicating that the data does not follow a normal distribution. Given that the Shapiro-Wilk test is more sensitive to deviations from normality in small to moderate sample sizes, it provides strong evidence against the assumption of normality in the data.

The histogram in Figure 4.4 illustrates the distribution of regression standardized residuals for the dependent variable, entrepreneurial intention. The shape of the histogram closely resembles a normal distribution, with most residuals centred around zero and tapering off symmetrically towards both ends. This suggests that the residuals

are approximately normally distributed, an important assumption for regression analysis.

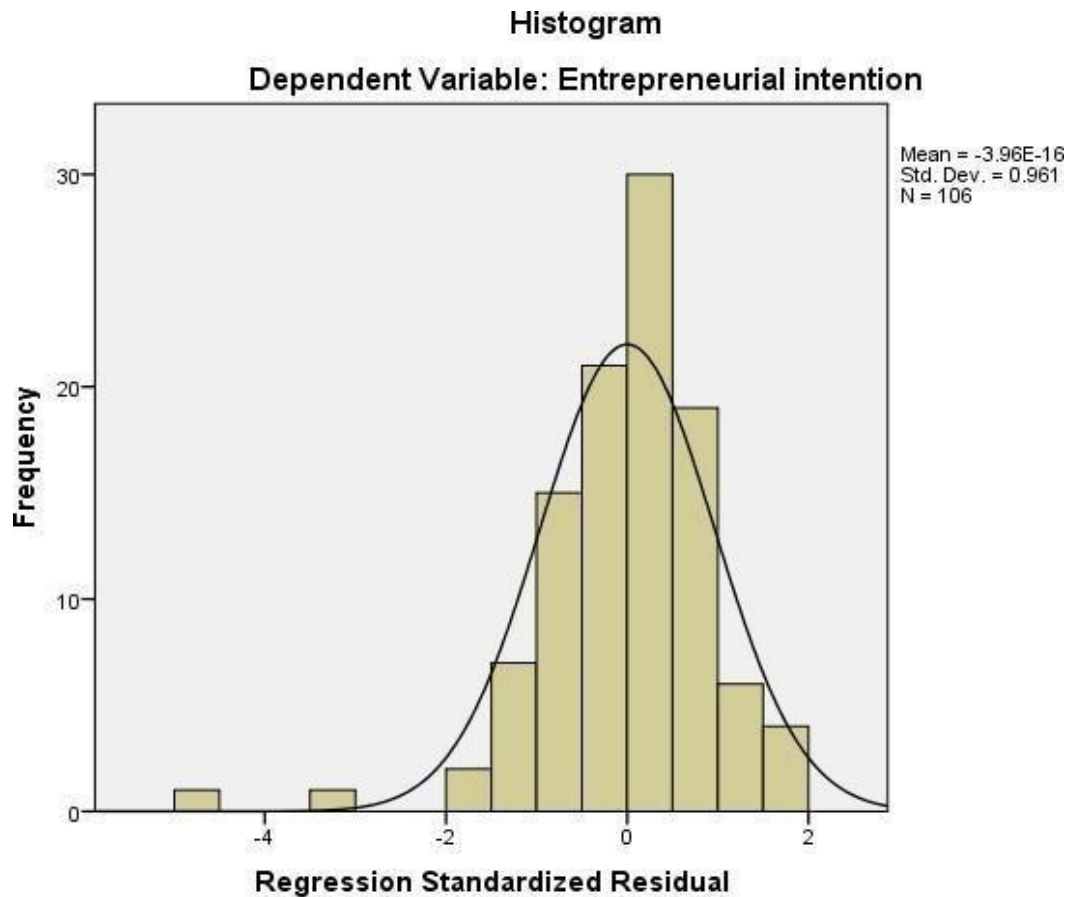


Figure 4.4: Normality Tests for Entrepreneurial Intention

The mean of the residuals is approximately $-3.96E-16$, which is remarkably close to zero, indicating that there is no systematic bias in the model's predictions. The standard deviation of 0.961 reflects the spread of residuals around the mean, while the sample size of 106 is sufficiently large for statistical analysis. Most residuals fall within the range of -2 to 2, with only a few extreme values beyond this range, suggesting the presence of minor outliers. However, the overall pattern supports the assumption of normality, reinforcing the reliability of the regression model.

This histogram displays the regression standardized residuals for the dependent variable, Entrepreneurial Intention. The histogram shows a roughly bell-shaped curve, which aligns with a normal distribution. This suggests that the residuals are approximately normally distributed. The mean is close to 0 ($-3.96E-16$, essentially 0), indicating that the residuals are symmetrically distributed around the regression line. The standard deviation of the residuals is 0.961, showing the spread of residuals around the mean. The overlaid normal curve matches the histogram reasonably well, further supporting the assumption of normality in residuals. There are a few observations with residuals farther from 0 (e.g., near -4 and 2). However, they do not appear to be extreme outliers that would significantly impact the model.

The histogram thus indicates that the residuals meet the assumption of normality, which is critical for the validity of the regression analysis. This supports the reliability of the regression coefficients' significance tests. However, it is also important to check for other assumptions (e.g., linearity, homoscedasticity) for a complete evaluation of the model.

Prior to conducting factor analysis, the dataset was examined for outliers using standardized residual plots and normality tests. Although a few observations exhibited residual values beyond ± 2 , they were not extreme enough to warrant removal. Given their minimal impact on the overall distribution and the robustness of PCA to minor deviations, all cases were retained in the analysis. This approach ensured that the factor structure reflected the full variability of the sample without introducing bias through case deletion.

Although the Shapiro-Wilk test indicated non-normality, the overall distribution of residuals was sufficiently normal for regression analysis to remain valid. All other

assumptions were checked and met, so no major corrective action was necessary. If the violation had been substantial, alternative statistical methods would have been used.

4.7.2 Test of linearity

The linearity test results are presented in Table 4.22. The test results show the relationship between independent and dependent variables. The P-P plot assesses whether the residuals from the regression analysis are normally distributed. This is a critical assumption in regression analysis. The plot compares the expected cumulative probability of the standardized residuals (assuming a normal distribution) against the observed cumulative probability. Given that the points closely follow the diagonal line, the residuals can be considered approximately normal.

The analysis examined the relationship between entrepreneurial intention and three independent variables: clarity of learning tasks, learning resources and learning support. The results indicate that clarity of learning tasks and learning resources significantly influence entrepreneurial intention, while learning support does not have a meaningful impact.

For clarity of learning tasks, the overall interaction effect was statistically significant ($F = 3.108$, $p = 0.007$), indicating that clarity in learning tasks contributes to entrepreneurial intention. The linearity test ($F = 121.121$, $p = 0.000$) confirmed a strong linear relationship, while the deviation from linearity was not significant ($F = 1.782$, $p = 0.096$), suggesting that the relationship is predominantly linear.

Similarly, learning resources had a significant overall effect on entrepreneurial intention ($F = 4.032$, $p = 0.000$). The linearity test ($F = 122.995$, $p = 0.000$) demonstrated a strong linear component, but unlike clarity of learning tasks, there was a significant deviation from linearity ($F = 2.526$, $p = 0.005$). This suggests that the

influence of learning resources on entrepreneurial intention may vary at different levels, indicating a potential non-linear relationship.

On the other hand, learning support did not significantly impact entrepreneurial intention ($F = 0.635$, $p = 0.941$). The linearity test ($F = 3.388$, $p = 0.076$) was also not significant, and there was no meaningful deviation from linearity ($F = 0.598$, $p = 0.961$). These findings suggest that learning support does not play a significant role in shaping entrepreneurial intention.

Overall, the findings emphasize the importance of clarity in learning tasks and the availability of learning resources in fostering entrepreneurial intention, while learning support appears to have a negligible effect. Additionally, the non-linear nature of the relationship between learning resources and entrepreneurial intention suggests that its impact may vary depending on different factors.

Table 4.22: Linearity test

		Sum of Squares	df	Mean Square	F	Sig.	
Entrepreneurial intention * Learning tasks	(Combined) Linearity	16.711	90 1	.186 7.237	3.108 121.121	.007 .000	
	Deviation from Linearity	9.474	89	.106	1.782	.096	
	(Combined) Linearity	16.349	80 1	.204 6.234	4.032 122.995	.000 .000	
Entrepreneurial intention * Learning resources	Deviation from Linearity	10.115	79	.128	2.526	.005	
	(Combined) Linearity	10.812	.769	75 1	.144 .769	.635 3.388	.941 .076
	Deviation from Linearity	10.043	74	.136	.598	.961	

4.7.3 Test of multicollinearity

The Test of Multicollinearity is tested among independent variables of the study. It ensures that independent variables are not highly correlated with each other. High multicollinearity can distort coefficient estimates and reduce interpretability. The collinearity statistics presented in Table 4.23 show that learning tasks, learning resources and learning support have acceptable levels of multicollinearity. Their variance inflation factor values are all below the commonly accepted threshold of five, indicating that the predictors do not strongly overlap and each contributes independently to the regression model.

Table 4 23: Statistical results of Multicollinearity Test.

Model	Collinearity Statistics Tolerance	VIF
Clarity of learning tasks	.440	2.272
Learning resources	.441	2.266
Learning support	.992	1.008

Dependent Variable: EIC

4.7.4 Test of homoscedasticity

The results on the test of homoscedasticity are presented in Figure 4.5. The scatterplot was used to check for homoscedasticity (constant variance of residuals) in the regression model.

The scatterplot presents a residual analysis for a regression model where the dependent variable is "EIC." It displays the relationship between regression standardized predicted values and regression standardized residuals, helping to assess key assumptions of linear regression. The random distribution of points suggests that the assumption of homoscedasticity constant variance of residuals is likely met, as there is no clear funnelling or systematic pattern. Additionally, the absence of a distinct curve indicates that the assumption of linearity holds. The residuals appear to be roughly

symmetrically distributed around zero, suggesting normality, although a histogram (Figure 4.6) or Q-Q plot (Figure 4.7) would provide a more precise evaluation. There are no extreme outliers, as most residuals fall within an expected range.

Overall, the residual plot does not indicate major violations of regression assumptions, though further statistical diagnostics could provide a more comprehensive assessment.

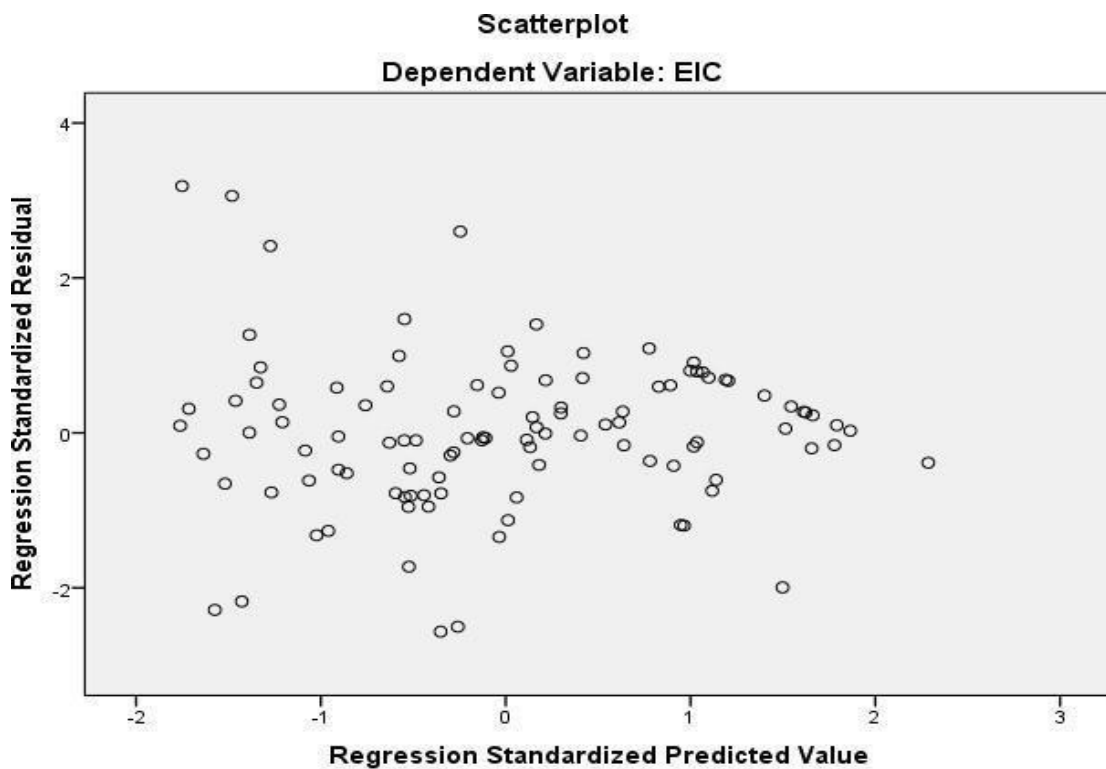


Figure 4.5: Test of Homoscedasticity Scatter Plot for Entrepreneurial Intentions

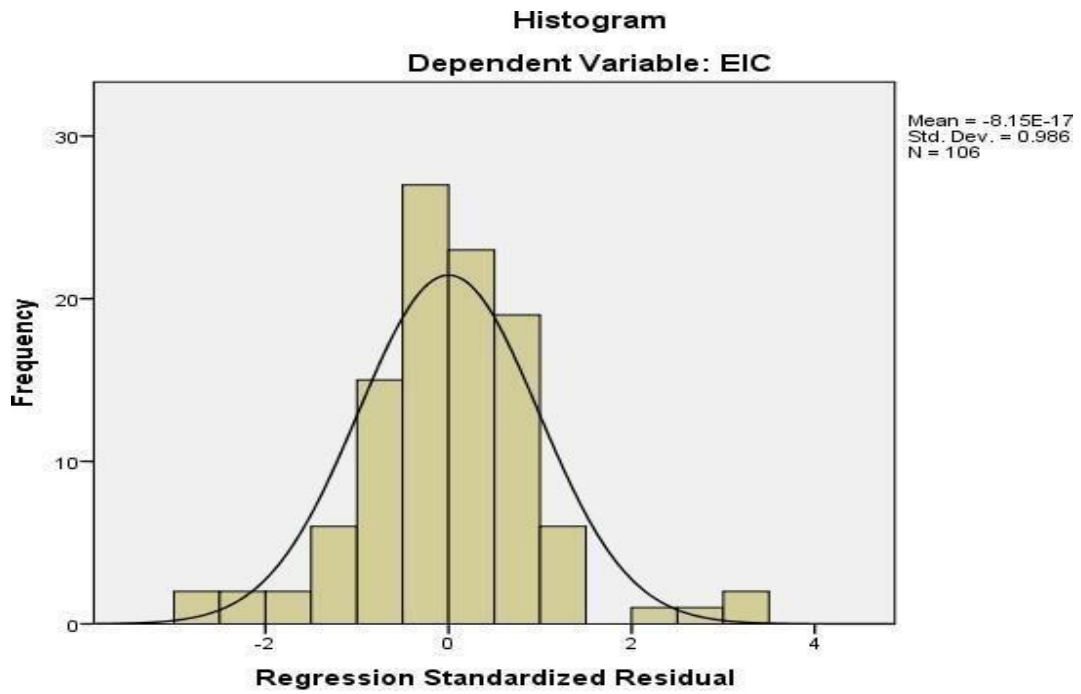


Figure 4.6: Test of Homoscedasticity Histogram

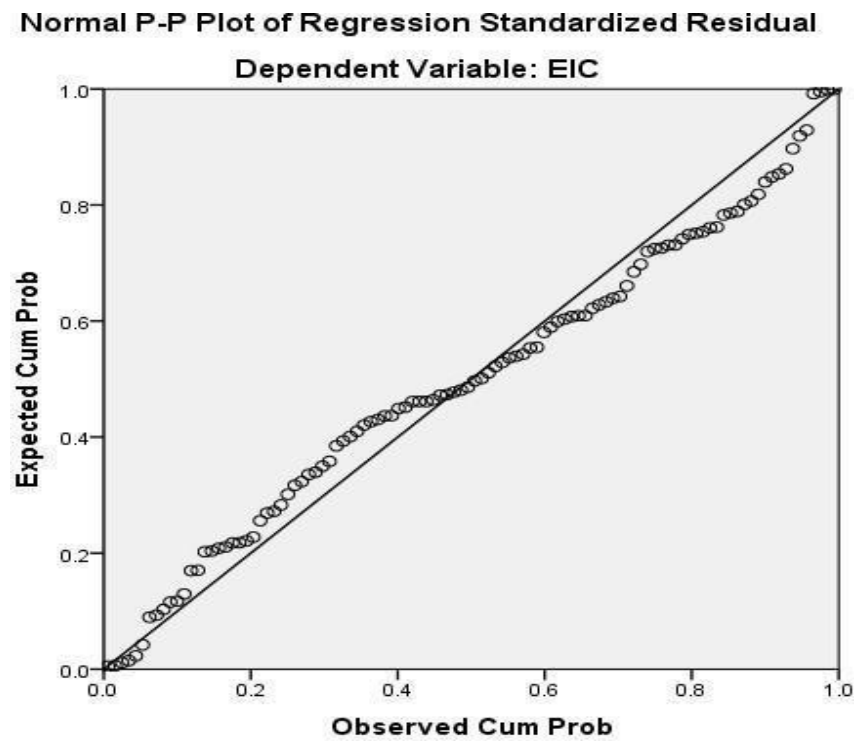


Figure 4.7: Test of Homoscedasticity P-P Plot

4.7.5 Test of independence of errors

The regression model in Table 4.24 demonstrates a strong relationship between the independent variables, Learning Support (LS), Learning Tasks (LT) and Learning Resources (LR) and the dependent variable, Entrepreneurial Intention (EI). The correlation coefficient ($R=0.744$) indicates a strong positive association between the predictors and the outcome variable. Additionally, the coefficient of determination ($R^2=0.554$) suggests that approximately 55.4% of the variance in Entrepreneurial Intention is explained by the three predictors, demonstrating a moderate-to-strong explanatory power.

When adjusted for the number of predictors, the Adjusted R Square value drops slightly to 0.541, indicating that the model remains robust even when accounting for potential overfitting. The standard error of the estimate (0.29456) reflects the average deviation of the observed values from the predicted values, with lower values indicating a better fit.

Furthermore, the Durbin-Watson statistic (2.304) assesses the presence of autocorrelation in the residuals. Since the value is close to 2, it suggests that the residuals are relatively independent, meaning there is no serious concern regarding autocorrelation in the model.

Overall, the model is statistically sound, with strong predictive capability and no significant violations of regression assumptions. The results indicate that Learning Support, Learning Tasks and Learning Resources play a substantial role in shaping Entrepreneurial Intention Clarity.

4.8 Multiple linear regression analysis

This sub-section presents the results of the multiple linear regression analysis conducted to examine the extent to which learning-related variables predict students' entrepreneurial intentions. Specifically, the model assessed the influence of Learning Tasks, Learning Resources and Learning Support on the dependent variable, Entrepreneurial Intentions. The analysis was guided by the need to determine the overall fit of the model, the statistical significance of each predictor and to identify any potential multicollinearity issues that might affect the interpretation of the results. The findings are presented through the model summary, ANOVA, coefficients and collinearity diagnostics.

4.8.1 Regression analysis

The results of the regression analysis indicate a strong and statistically significant relationship between the learning design and students' entrepreneurial intentions. With an R^2 value of 0.554, the model explains approximately 55.4% of the variance in Entrepreneurial Intentions, which is substantial for behavioral and educational research. This implies that more than half of the variation in students' intentions to pursue entrepreneurship can be attributed to the combined effects of Learning Support, Learning Resources and Learning Tasks.

The F-statistic (42.564, $p < 0.001$) confirms that the model as a whole is significant, indicating that the predictors collectively have a meaningful impact on entrepreneurial intentions. Additionally, the adjusted R^2 (0.541) suggests that the model remains robust even when accounting for the number of predictors, minimizing the risk of overfitting.

Importantly, the Durbin-Watson statistic of 2.304 falls within the acceptable range (Typically 1.5 to 2.5), indicating that there is no significant autocorrelation in the residuals. This supports the assumption of independent errors, a critical requirement in regression analysis.

Table 4 24: Regression Model Summary for Entrepreneurial Intentions and Learning Designs

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.744 ^a	.554	.541	.29456	.554	42.564	3	103	.000	2.304
a. Predictors: (Constant), Learning Support, Learning Resources, Learning Tasks										
b. Dependent Variable: Entrepreneurial Intentions										

4.8.2 Analysis of Variance

The Analysis of Variance (ANOVA) Table 4.25 evaluates whether the overall regression model is statistically significant that is, whether the group of predictors (Learning Support, Learning Resources, Learning Tasks) reliably predicts the dependent variable (Entrepreneurial Intentions).

The F-value of 42.564 is quite large, and the p-value (.001) is far below the typical alpha level of 0.05. This confirms that the regression model is statistically significant, meaning that at least one of the independent variables (Learning Support, Learning Resources or Learning Tasks) has a meaningful relationship with Entrepreneurial Intentions. Put differently, the probability that the observed F-value could occur by chance is less than 0.1%. Learning support, resources and task play a significant role in shaping students' entrepreneurial intentions. When combined, these factors offer a substantially improved model for predicting entrepreneurial intentions compared to a baseline model with no predictors. The ANOVA results strongly support the conclusion

that the combined effect of Learning Support, Resources and Tasks significantly predicts Entrepreneurial Intentions. This underscores the importance of learning design that foster practical engagement, resource access and mentoring for students to develop an entrepreneurial mind set.

Table 4 25: ANOVA Results for Regression Model Predicting EI and Learning Designs

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.079	3	3.693	42.564	.000 ^b
	Residual	8.937	103	.087		
	Total	20.016	106			
a. Dependent Variable: Entrepreneurial Intentions						
b. Predictors: (Constant), Learning Support, Learning Resources, Learning Tasks						

4.8.3 Correlation Coefficients

The coefficients table 4.26 shows how much each independent variable (predictor) contributes to the prediction of the dependent variable (entrepreneurial intentions), while holding the other variables constant. It also reveals the statistical significance, magnitude and direction (positive or negative) of each effect. The results of the regression analysis indicate that Learning Tasks exerted the strongest positive influence on Entrepreneurial Intentions ($B = 0.520, p < .001$), suggesting that students who engage in well-structured and meaningful learning activities are more likely to develop intentions toward entrepreneurial pursuits.

Learning Resources also demonstrated a significant positive relationship with entrepreneurial intentions ($B = 0.269, p = .001$), implying that access to adequate educational materials, facilities and tools contributes positively to the development of an entrepreneurial mind set among students. Conversely, Learning Support was found to have a statistically significant negative association with entrepreneurial intentions ($B = -0.146, p = .006$). This unexpected result may indicate that excessive or misaligned support structures could potentially hinder the development of students' autonomy and

self-efficacy—traits that are crucial for entrepreneurial behaviour. All three predictors were statistically significant at the 1% level, and the Variance Inflation Factor (VIF) values indicated no multicollinearity concerns, confirming that each variable contributed uniquely to the model.

Table 4.26: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Err	Beta			Tolerance	VIF
1	(Constant)	1.546	.449		3.447	.001		
	Learning Tasks	.520	.122	.422	4.255	.001	.440	2.272
	Learning Resources	.269	.080	.332	3.348	.001	.441	2.266
	Learning Support	-.146	.052	-.184	-2.781	.006	.992	1.008

a. Dependent Variable: Entrepreneurial Intentions

4.8.4 Collinearity Diagnostics

The collinearity diagnostics in Table 4.27 indicate that although one dimension showed a high condition index of 47.907, suggesting a potential multicollinearity issue, the variance proportions do not confirm a serious problem. Only Learning Tasks had a high variance proportion in that dimension, while the other predictors did not exceed the critical threshold. This suggests that multicollinearity is minimal and does not significantly affect the stability of the regression model. The earlier VIF values, all below 2.3, further support the conclusion that the predictors are sufficiently independent for reliable interpretation.

Table 4 27: Collinearity Diagnostics for Entrepreneurial Intentions Regression Model

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Learning Tasks	Learning Resources	Learning Support
1	1	3.974	1.000	.00	.00	.00	.00
	2	.019	14.576	.00	.01	.12	.49
	3	.005	27.206	.35	.04	.42	.44
	4	.002	47.907	.65	.95	.46	.07

a. Dependent Variable: Entrepreneurial Intentions

4.9 Summary of Hypotheses Results

All three null hypotheses (H_{01} , H_{02} , and H_{03}) were rejected as their p-values were less than 0.05, indicating statistically significant relationships. Specifically, Learning tasks had a positive and significant influence on entrepreneurial intentions ($\beta = 0.422$, $p = 0.001$), Learning resources also showed a positive and significant effect ($\beta = 0.332$, $p = 0.001$) and Learning support had a significant but negative influence on entrepreneurial intentions ($\beta = -0.184$, $p = 0.006$). These results confirm that all three learning design components significantly impact students' entrepreneurial intentions. Table 4.28 presents a summary.

Table 4 28: Summary of results of hypotheses testing.

HYP	Statement	Result	Decision
H ₀₁	Learning tasks do not influence entrepreneurial intentions	$\beta = 0.422$; $p = 0.001$	Rejected ($p < 0.05$)
H ₀₂	Learning resources do not influence entrepreneurial intentions	$\beta = 0.332$; $p = 0.001$	Rejected ($p < 0.05$)
H ₀₃	Learning support does not influence entrepreneurial intentions	$\beta = -0.184$; $p = 0.006$	Rejected ($p < 0.05$)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter a summary of the findings, conclusions and recommendations and suggestions for further study are presented.

5.1 Summary of Findings

A summary of results on how learning-related variables, Learning Tasks, Learning Resources and Learning Support predict students' Entrepreneurial Intentions using multiple linear regression. This analysis aimed to determine the extent to which the structured learning environment contributes to shaping students' entrepreneurial aspirations.

The regression model demonstrated a strong explanatory power, with an R^2 value of 0.554. This indicates that approximately 55.4% of the variation in Entrepreneurial Intentions can be explained by the combination of the three predictors. Such a high R^2 value is considered substantial, particularly in educational and behavioural research, where human intentions and behaviors are influenced by a multitude of factors. The adjusted R^2 value of 0.541 further affirms the robustness of the model, accounting for the number of predictors used and reducing the likelihood of overfitting. The standard error of the estimate was 0.29456, suggesting a moderate level of prediction accuracy.

The model's overall significance was confirmed by the F-statistic of 42.564 ($p < 0.001$), which indicates that the predictors, taken together, have a statistically significant effect on the dependent variable entrepreneurial intentions. The Durbin- Watson statistic was 2.304, which falls within the acceptable range (1.5–2.5), indicating no significant autocorrelation among the residuals and supporting the assumption of

independent errors.

Further analysis through the ANOVA table reinforced the statistical significance of the regression model. The regression sum of squares (11.079) and residual sum of squares (8.937) contribute to a total sum of squares of 20.016, with a highly significant F- value ($p < 0.001$). These findings validate that the predictors significantly improve the model's ability to predict entrepreneurial intentions compared to a baseline model with no predictors.

In terms of individual contributions, the coefficients table revealed the specific impact of each learning variable. Learning Tasks had the strongest positive influence ($B = 0.520$, $\beta = 0.422$, $p < 0.001$), suggesting that when students are engaged in meaningful, well-structured tasks, they are more likely to develop entrepreneurial intentions. Learning Resources also showed a significant positive relationship ($B = 0.269$, $\beta = 0.332$, $p = 0.001$), implying that access to educational materials, facilities and learning tools supports the growth of entrepreneurial thinking.

Contrary to expectations, Learning Support had a significant but negative association with entrepreneurial intentions ($B = -0.146$, $\beta = -0.184$, $p = 0.006$). This finding suggests that while support is generally helpful, excessive, or poorly aligned support may hinder students' development of autonomy and confidence qualities essential for entrepreneurship. This counterintuitive result highlights the importance of offering support that promotes self-directed learning rather than dependency.

To ensure the validity of these results, collinearity diagnostics were conducted. Although one dimension exhibited a high condition index (47.907), indicating potential multicollinearity, the variance proportions did not support this as a serious issue. Only the Learning Tasks variable had a high variance proportion in that dimension.

Moreover, the Variance Inflation Factor (VIF) values were all below the threshold of 2.3, well within the acceptable range, confirming that multicollinearity was not a major concern and that each predictor contributed uniquely to the model.

Hypothesis testing led to the rejection of all three null hypotheses. Learning Tasks (H0₁), Learning Resources (H0₂) and Learning Support (H0₃) each had statistically significant relationships with entrepreneurial intentions, as all p-values were below 0.05. Specifically, both tasks and resources had positive effects, while support had a negative one. These findings underline the critical role of learning design in fostering entrepreneurial intentions. Designing learning environments that prioritize active engagement, resource accessibility and appropriate levels of support is essential for cultivating an entrepreneurial mind set in students. The results provide valuable insights for educators and curriculum developers aiming to enhance entrepreneurial outcomes through intentional learning strategies.

5.2 Conclusions

5.2.1 Conclusions based on the objectives of the study.

Conclusions are presented based on the dimensions of the learning design variable. Learning tasks significantly influence entrepreneurial intentions. The study found a strong positive and statistically significant relationship between learning tasks and students' entrepreneurial intentions ($\beta = 0.422$, $p = 0.001$). This confirms that well-structured, engaging and meaningful academic tasks play a crucial role in fostering entrepreneurial aspirations among tourism students.

Learning resources positively impact entrepreneurial intentions. Learning resources, including access to relevant materials, facilities and educational tools, also positively influenced students' entrepreneurial intentions ($\beta = 0.332$, $p = 0.001$). The availability

and quality of these resources are essential in supporting students' entrepreneurial thinking and behaviour.

Learning support has a negative but significant effect. Surprisingly, Learning Support showed a significant negative association with entrepreneurial intentions ($\beta = -0.184$, $p = 0.006$). This suggests that excessive or poorly tailored support might suppress student autonomy, creativity and confidence key characteristics required for entrepreneurial action.

Combined predictive power is substantial. With an R^2 value of 0.554, the model accounts for more than half of the variance in entrepreneurial intentions. This highlights the strong collective influence of learning environment variables on entrepreneurial outcomes and validates the model's explanatory capability.

The null hypotheses (H_{01} , H_{02} , and H_{03}) were all rejected, confirming that learning tasks, resources, and support significantly influence entrepreneurial intentions, although in differing directions.

5.2.2 Implications of the Study

The findings from the study provide compelling insights into how structured educational experiences influence the entrepreneurial orientation of tourism students in Kenyan universities. Notably, learning designs particularly task clarity and access to relevant resources demonstrate a statistically significant and positive impact on students' entrepreneurial intentions, with a robust coefficient of determination ($R^2 = 0.554$). This suggests that when students are engaged in purposeful, well-aligned tasks and are supported by adequate instructional materials, they are more likely to develop the mind-set and motivation needed to pursue entrepreneurial ventures.

In contrast, the study reveals an unexpected yet critical insight regarding learning support. Despite its traditionally assumed role in fostering student success, the analysis shows that learning support exerts a negative influence on entrepreneurial intention. This paradox invites a re-evaluation of how mentorship, advisement and institutional guidance are delivered. It points to the need for a shift away from prescriptive or overly structured support toward more adaptive models that encourage autonomy, innovation, and confidence hallmarks of entrepreneurial thinking.

Taken together, these outcomes position universities not merely as academic institutions but as incubators of entrepreneurial ecosystems. The modern university, especially within disciplines like tourism, is increasingly called upon to move beyond content delivery and foster experiential, real-world problem solving that equips students to shape markets, build enterprises and address socio-economic challenges through entrepreneurship.

5.2.3 Theoretical Implications

Innovative merger of Learning Design Framework and Entrepreneurial Event Model provides a robust scaffolding for understanding behavioral outcomes within pedagogical contexts.

Elevates the relevance of design thinking principles empathy, iteration, creativity, agency in driving entrepreneurship education.

Validates intention-based models as predictive tools for curriculum impact evaluation.

5.2.4 Implications for Practice

Curriculum architects should anchor instructional strategies on experiential, student-led activities, fieldwork, investigations and start-up simulations.

Teaching teams should reconsider support models, shifting from directive advising to facilitative mentoring that cultivates autonomy.

The study embed digital tools, incubators and industry case studies to reinforce relevance and real-world applicability.

Elevate entrepreneurial literacy as a transversal skill across courses.

5.2.5 Implications for Methodology

Combines explanatory research design with robust multivariate modelling to isolate drivers of entrepreneurial intention.

Suggests hybrid designs incorporating qualitative inquiry to unpack motivational drivers and context.

5.2.6 Study Contributions to Knowledge

The study stands as a pioneering effort in contextualizing pedagogical structures specifically designed to nurture entrepreneurial intentions among tourism students in Kenya. Unlike prior work that often generalizes entrepreneurship education across disciplines, this research focuses in on tourism, making its findings highly relevant for niche curriculum development and sector-specific training.

The study introduces a novel and somewhat counterintuitive insight: while learning support is typically viewed as beneficial, it may actually hinder entrepreneurial growth if delivered in ways that suppress student autonomy. This paradox challenges conventional academic assumptions and underscores the importance of designing support structures that empower rather than over-direct learners.

The study advances scholarly frameworks by weaving together design thinking, experiential learning, and entrepreneurial psychology into one cohesive pedagogical model. This synthesis not only enhances curriculum design theory but also illustrates how interdisciplinary approaches can meaningfully influence student outcomes.

The study provides an evidence-based blueprint for curriculum reform. Through rigorous quantitative analysis including multiple regression and factor analysis it offers a clear and actionable roadmap for shaping entrepreneurship-oriented programs. These findings can serve as a foundational tool for curriculum planners, educators and policymakers seeking to align education with the evolving demands of economic resilience and innovation.

5.3 Recommendations Strengthening Tourism Education through Experiential and Entrepreneurial

5.3.1 Learning

Integrate practical, real-world tasks into learning design by embedding experiential, problem-based, and entrepreneurial projects into tourism programs. This approach enhances students' practical exposure, fosters critical thinking and boosts entrepreneurial preparedness.

Enhance access to learning resources by universities investing in modern learning infrastructure, including up-to-date digital tools, physical facilities and entrepreneurial content. A resource-rich environment supports ideation, innovation and the nurturing of venture development skills.

Redesign learning support to foster learner independence by restructuring Learning support systems to encourage self-directed learning, initiative and resilience. Instead of overly prescriptive support models, institutions should promote mentorship schemes,

peer networks and coaching frameworks that cultivate autonomy and ownership of learning.

Monitor and evaluate learning support structures in higher education institutions by regularly assessing the efficacy, reach and relevance of learning support systems.

5.3.2 Policy Recommendations

Recast Tourism Education within National Strategy by positioning tourism education as a critical platform for fostering entrepreneurship, sustainable livelihoods and broader economic resilience within national education frameworks.

Mandate Experiential, Entrepreneurial Pedagogy in Curriculum Standards
Accreditation bodies should require the inclusion of experiential learning, start-up readiness and risk tolerant pedagogy as core components of tourism and related programs.

Allocate Dedicated Funding for Incubation and Mentorship Initiatives -Governments and institutions should commit targeted funding for the establishment and scaling of university-led incubation centres and mentorship programs focused on entrepreneurial development.

Promote Development of Entrepreneurial Traits Tourism curricula must be designed to nurture key entrepreneurial characteristics such as risk-taking, innovation, proactiveness and opportunity recognition traits essential for navigating the evolving tourism landscape.

5.4 Recommendations for Further Research

- i. Undertake mixed-methods investigations to explore why learning support yielded negative effects. e.g; Mismatch in institutional culture, over structured interventions, lack of personalization.
- ii. Conduct longitudinal studies to assess conversion of intentions into viable start-ups post-graduation.
- iii. Extend inquiry to other domains (e.g. agriculture, ICT, engineering) to compare interdisciplinary patterns in entrepreneurship education.
- iv. Explore mentoring ecosystems and their effectiveness across learning settings

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APPENDICES

Appendix 1: Questionnaire for Tourism Students

Dear Respondent,

I am a postgraduate student carrying out a study on “*Effects of Learning designs on Entrepreneurial Intentions of Undergraduate Tourism Students in Selected Kenyan Universities.*” It is an academic requirement for the award of the degree of master of Tourism management of Moi University, Kenya.

You are requested to participate in this study to assist me in answering the research question. The data that was be collected for academic purposes and remained Confidential.

Your participation is highly appreciated.

SECTION A: DEMOGRAPHIC PROFILE	
Kindly tick (<input type="checkbox"/>) or insert the answer as appropriate	
A01	Gender Male (<input type="checkbox"/>) Female (<input type="checkbox"/>)
A02	Age in years 17- 21 years (<input type="checkbox"/>) 22- 27 years (<input type="checkbox"/>) Above 27 years (<input type="checkbox"/>)
A03	My role model occupations is.....
A04	My preferred career of choice is..

SECTION B: LEARNING DESIGNS						
Kindly indicate your level of agreement on the following statements pertaining to learning tasks in entrepreneurship course on a scale of 5-1 where Strongly agree (5) Agree (4), undecided (3) Disagree (2) strongly disagree (1)						
No	Statement	SA (5)	A (4)	UD (3)	D (2)	SD (1)
LEARNING TASKS						
Clarity of Learning Tasks						
B1	The learning tasks in the course are challenging yet manageable.					
B2	The learning tasks are engaging and interesting.					
B3	The learning tasks help me understand the course material					
B4	I feel motivated to complete the learning tasks.					
B5	The learning tasks encourage me to apply critical thinking skills.					
Problems						
B6	Solving problems in this course helps me understand the material more deeply					
B7	I feel confident in my problem-solving abilities in this subject					
B8	The problems presented in this course are relevant to real-world scenarios					
B9	I enjoy tackling the problems provided in this course					
B10	Problem-solving activities enhance my learning experience					
Investigations						
B11	Conducting investigations helps me grasp the core concepts of the course					

B12	I find investigations to be an effective way to learn					
B13	Investigative tasks stimulate my curiosity and interest in the subject					
B14	I have the necessary skills to conduct investigations successfully					
B15	The investigations are well-structured and clear in their objectives					
Projects						
	Statement	SA (5)	A (4)	UD (3)	D (2)	SD (1)
B16	The projects assigned in this course are valuable for my learning					
B17	I enjoy working on projects related to the course material					
B18	Projects help me develop a deeper understanding of the subject matter					
B19	The projects are an effective way to apply what I have learned					
B20	The feedback I receive on projects helps me improve my skills					
B21	A Field course is an integral part of the curriculum					
LEARNING RESOURCES						
B22	The faculty chooses appropriate materials and tools that align with the instructional strategy.					
B23	Online modules are an integral part of the curriculum implementation					
B24	The faculty generates Interactive exercises for student learning					
B25	We use web links to access reading material					
B26	Case studies are used in curriculum delivery					

B27	Students are provided with links to Journals as well as keys to search for relevant journals					
B28	Lectures are infrequently used as a learning tool					
B29	Manuals are provided to students to enhance the learning process					
B30	Reference books are provided in the library for student learning					
B31	Students use the incubation lab for idea nurturing and development					
LEARNING SUPPORT						
	Statement	SA (5)	A (4)	UD (3)	D (2)	SD (1)
B32	Role models are invited to the university to share their experiences with students.					
B33	The faculty creates opportunities for role play during the study.					
B34	T The faculty organises competitions and pitching sessions to identify the best ideas					
B35	My previous travel experiences have influenced my decisions to study tourism.					
B36	I am confident that I understand the basic principles of tourism					
B37	My communication skills are well-suited for a career in tourism					
B38	My level of interest in learning about different cultures as part of my tourism studies is high.					
B39	I have a high enthusiasm for participating in tourism-related extracurricular activities in my study					

SECTION C: ENTREPRENEURIAL INTENTIONS

Kindly indicate your level of agreement on the following statements pertaining to Entrepreneurial intentions in on a scale of 5-1 where; strongly agree (5) Agree (4), undecided (3) Disagree (2) strongly disagree (1)

	Statement	SA (5)	A (4)	UD (3)	D (2)	SD (1)
C1	I have a strong interest in starting my own business.					
C2	Entrepreneurship aligns with my personal values and career aspirations.					
C3	I believe entrepreneurship will provide me with autonomy and independence.					
C4	I consider entrepreneurship as a way to achieve financial freedom					
C5	I am willing to invest significant time into starting and running my own business.					
C6	I am willing to take financial risks to pursue my entrepreneurial goals.					
C7	I feel encouraged by my family to pursue entrepreneurship.					
C8	My friends support my interest in becoming an entrepreneur					
C9	I feel that the community values entrepreneurship as a career path.					
C10	Entrepreneurship was to provide me with personal fulfilment and satisfaction.					
	Perceived feasibility					
C11	I am confident in my ability to make decisions necessary for starting a business					
C12	I have the necessary skills to plan and manage a business effectively.					
C13	I believe I can secure the financial resources needed to start a business.					
C14	I have sufficient knowledge of business processes and entrepreneurship.					
C15	I can access mentors and professional networks that was support my entrepreneurial efforts					
C16	I am confident in managing the risks associated with starting a business (e.g., financial or market risks).					

	Propensity to act					
C17	I have developed a detailed business plan for my entrepreneurial venture.					
C18	I am actively seeking financial resources (loans, investments, and savings) for my business.					
C19	I have conducted formal market research to understand customer needs and competition.					
C20	I have set a clear timeline for launching my business.					
C21	I am building a network of business partners, suppliers, or clients.					
C22	I am participating in entrepreneurial workshops, training, or mentorship programs					

Thank you.


Appendix 2: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	262	3500	246
25	24	130	97	320	175	950	274	400	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	1500	373
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382

Saunders et al. 2007

Key: N-population size; S-sample size.

Appendix 3: School recommendation letter



MOI UNIVERSITY
OFFICE OF THE DEAN
SCHOOL OF TOURISM, HOSPITALITY & EVENTS MANAGEMENT

Telephone: 0715054320/0754349595
 Fax: (053) 43047
 E-mail: deansthe@mu.ac.ke

Box 3900
ELDORET
Kenya

Ref: MU/STHE/PG/23 19th September, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,


RE: RECOMMENDATION LETTER FOR - MS. NASSIUMA PURITY LUSENO - MTM/7885/20

The above named is a bonafide student of Moi University, School of Tourism, Hospitality and Events Management. She is pursuing a Master of Tourism Management degree in the Department of Tourism and Tour Operations Management.

She has successfully completed her course work and defended her proposal titled: **"Learning Designs and Entrepreneurial intentions of tourism undergraduate students in Kenyan Universities"** and has been allowed to proceed to the field for data collection.

Any assistance accorded to her will be appreciated.

Yours faithfully,





DEAN
 SCHOOL OF TOURISM, HOSPITALITY
 & EVENTS MANAGEMENT
 MOI UNIVERSITY

PROF. JACQUELINE KORIR
DEAN, SCHOOL OF TOURISM, HOSPITALITY & EVENTS MANAGEMENT

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Appendix 4: Research permit


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **929315** Date of Issue: **08/October/2024**


RESEARCH LICENSE




This is to Certify that Miss. Purity Nassiuma Luseno of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kericho, Kisii, Narok, Uasin-Gishu on the topic: Learning designs and entrepreneurial intentions of undergraduate tourism students in selected Kenyan universities for the period ending : 08/October/2025.

License No: **NACOSTI/P/24/40607**

929315
Applicant Identification Number


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Appendix 5: Plagiarism report

SR924



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THESIS WRITING COURSE*PLAGIARISM AWARENESS CERTIFICATE*

This certificate is awarded to

NASSIUMA PURITY LUSENO

MTM/7805/20

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **LEARNING DESIGNS AND ENTREPRENEURIAL INTENTIONS OF UNDERGRADUATE TOURISM STUDENTS IN SELECTED KENYAN UNIVERSITIES** with similarity index of 16% and striving to maintain academic integrity.

Word count: 23449

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 10/07//2025