Role of Education in Promoting Entrepreural Skills Through Classroom Practices: Teacher Training in The Kenyan Universities

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Abstract

The purpose of this paper is to characterize the status of classroom practice that will bring about the amalgamation of formal and non-formal education in Kenya and the extent to which regular Monitoring and Evaluation (M&E) can be integrated in this process to bring into practice learners' activities on hands-on experiences, high enrolment rates that deny teachers a chance for one -on- one remedial, limited resources for teaching and learning, lack of enabling environment to allow teachers perform their best in the training process and lack of motivation needed to propel both teachers and learners to high achievement levels. The formal and non-formal education sectors in Kenya have the potential of revolutionalizing socio-economic, cultural and political development of the country. But some of the challenges facing the implementation of an effective system of education include first and foremost, the lack of coordination between the various ministries and stakeholders that are involved in their running. Second, there is a lack of focused, planned and active partnerships that are guided, monitored and evaluated in order to learn for the future. Last but not least, the government has the challenge of finding a balance in terms of the support given to these two sectors of education. The approach taken is this paper begins with setting the state of teacher training in one of the Kenyan university that prepare teachers for both formal and non-formal education schools in Kenya with an emphasis on how they currently augment each other. The role of the education sector in Kenya should bring about the much anticipated opportunities which act as a net safety for absorbing those school leavers who cannot either further their education or find employment. The formation of partnerships between the various stakeholders involved is also highlighted. The conclusions are in the form of recommendations towards improving classroom practices, partnerships between the various stakeholders of education in Kenya and the role of M&E in the process of educational reform to achieve the full benefits of education in society.

Keywords: Entrepreneurship Education; Revolutionizing Education; Innovativeness; Formal verses Non-formal Education; Individual (School-leaver).

1.1 Entrepreneurship Education

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary, secondary schools and through tertiary or graduate university programs. Entrepreneurial education has a

big role to play in revolutionalizing the way education builds the learners for a world of work. Entrepreneurial education prepares school-leavers for work as entrepreneurial education must include skill-building courses in negotiation, leadership, new product development, creative thinking, exposure to technological innovation (McMullan & Long, 1987: Vesper & McMullen, 1988; King, 2001; Honig, 2004). It is further argued that entrepreneurial education should instill in the learners awareness of entrepreneur career options (Donckels, 1991; Hills, 1988; Kuratko, 2004). Therefore, teachers and students should embrace hands-on teaching and learning for that recognizes certain desirable outcomes and endorses student-centered instructional approaches. Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits to the learners long after schooling (Graham-Brown, 1991; Fordham, 1993; Jeffs & Smith, (eds. n.d.). The author of this paper wonders: What effects of hands-on learning could advocate as most important or valuable in the current school system in Kenya? This might greatly depend on the prevailing circumstances and the societal needs of man-power development.

1.2. Objectives of Entrepreneurial Education

What makes entrepreneurship education distinctive is its focus on realization of opportunity, and where the management of education is focused on the best way to operate existing forms and hierarchies in the educational setup. Researchers have argued that both approaches share an interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client; (Vesper & Gartner, 1997; Vesper, 1999; Zahra, Hayton, Marcel & O'Neill, 2001). Entrepreneurship education can be oriented towards different ways of realizing opportunities such as by the learners trying to put knowledge into practice, that is, opening a new organization; engaging in approaches that promote innovation or introduce new products or services or markets in existing firms or as recent approaches that involves creating charitable organizations which are designed to be self-supporting in addition to doing their good works. This is usually called social entrepreneurship or social venturing that gives an individual a chance to put into practice the knowledge and skills learnt at school.

1.3. Status of Classroom Practices Based on Teacher – Student Ratio that Advocates for Hands-on Experiences

The biggest challenge facing the education system in Kenya is the enrollment of students in class. The current statistics show that with the free primary and secondary education, the enrollment has increased over the years. In most public universities in Kenya, the lecturer-student ratio is about 1:12,000 students. This ratio is too high for a teacher training department to have sufficient time to trainee the teachers on how best to train skills. Thus, a system of education that is responsive to the global labour market demands must be one through which the Ministry of Education ensures the identification of the educational needs of the students attending the learning institutions; guarantees recommendations for the development, implementation and assessment of the curriculum that accommodates plans required for change and success (Vesper, & McMullen, 1988; Vesper & Gartner, 1999; Vesper, 1999).

Teacher education has moved from knowledge, skills, and attitudes to knowledge, skills, and dispositions (Villegas, 2007). Disposition can be defined as a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal (Ros-Voseles & Moss, 2007). This is because the world has changed and the new labour requirements need an all round person. Indeed, dispositions are an individual personal qualities or characteristics, including values, attitudes, beliefs, interests, behaviors, and performance that are required in the daily operations of an individual at work. These traits

extend to professional modes of conduct and the ways in which beliefs and attitudes are displayed in and out of the classroom.

Education gained during the learning process should be one that provides entrepreneurial skills to the learners. Equally, schools and other learning institutions must work toward accommodating the needs of diverse learners in all classroom settings. This will be achieved through on-going professional development, support services through general education settings, direct and systematic instruction to all students, encouragement of teacher mentoring and collaborations, and encouragement of parents (Solomon, Weaver & Fernald, 1994; Solomon, Duffy, & Tarabishy, 2002; Stevenson, 2000). The formulation of a school improvement plan must endeavour to look at the teacher-study ratio that guarantees one-on-one relationships during the process of teaching and learning. The following aspects constitute a workable plan of implementation:

(i) Documentation
a) Staff evaluation instruments to ascertain the teaching staff preparedness and willingness to adapt to changes in curriculum and world of technology.
b) Site-based school improvement plans to conform to global changes.
c) Assess curriculum reform guidelines.
d) Institute a state framework that works for all under the prevailing circumstances.
e) Establish a workable strategic plan to guide the instituted changes that work for the individual and society he is to serve.

(ii) Curricular and Academic Programs
(a) Establish a school-to-work programme that allows learners to apply their skills and perfect their operations after graduation.
(b) Ensure a working program with technology integration for that is where the world is heading and it is now an important tool of operation.
(c) Provide an academic program that advocates for the students' success plan based on an education system that is responsive to change.

(iii) Professional Development
The educational programs should guarantee professional growth and development by:
(a) Addressing different learning styles that give the learners an opportunity to apply their knowledge and skills.
(b) Differentiating the curriculum to provide a wide range of opportunities to the learners rather than limiting them, that is, an education system offering both academic and vocational tracking rather than the current system that is examination oriented and academic in nature.
(c) Instructional strategies should be diversified and be more practical oriented to allow the learners operationalize their efforts in and out of school.
(d) Offer mentoring opportunities to allow novice learners a chance to concretize their skills.
(e) Provide teacher orientation and regular in-services to enhance learning of new changes in the teaching profession and labour market requirements.
(f) Allow technology training to meet the needs and desires of the young generations and the labour market demands.

1.4 Promoting Entrepreural Skills Through Classroom Practices

According to Marzano, Pickering, and Pollack (2001), effective pedagogy consists of three elements: instructional strategies, management techniques, and curriculum design. The aim of education is for learners to cultivate a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn entrepreneurial skills needed in the job market.

There is need for classroom teachers to relate content to the national goals of education and prepare learners for the world of work (Ondigi, 2002; Hindle, 2006; Mitchell, & Chesteen, 1995; Peterman, & Kennedy, 2003). Learners in a normal classroom setting are expected to be tooled with school-to-work life skills which are necessary for the learners to maximize their educational growth and development. The students need to learn:

(a) Communication skills to express and understand thoughts and opinions in a variety of settings, situations and with diverse populations.
(b) Decision- making and problem-solving skills and strategies needed in daily life.
(c) The three important basic language skills and a broad vocabulary to use as building blocks in developing reading, writing, and critical thinking.
(d) Self-advocacy skills to make needs and wants known in socially constructive ways in learning, work and social situations.
(e) Personal strengths and capabilities and use this information to act responsibly at school and work.
(f) Social skills to develop positive relationships with peers and community members in a variety of settings and situations and with diverse populations.
(g) Organizational skills and study strategies for school and work. Important skills include, but are not limited to: time management, conflict resolution, goal setting management and use of materials/resources learning strategies
(g) Career development skills to make, pursue and maintain personal employment choices that fit the career training or labour changes in the society.
(h) The use of tools and technology to augment learning and access information so as to keep abreast of changes in the society.

1.5 What Are the Classroom Practices in the Institutions of Learning?

Classroom practices are the range of instructional practices and strategies that are employed to impart knowledge and skills to students eager to learn and change the way of doing things. These include, but are not limited to: time, space, modality, grouping, presentation, classroom organization and behaviour management, materials, equipment, technology and environment under which learning takes place. Educators at all levels should ensure and need to promote:

➢   Student self-management whereby facilitators should use strategies designed to promote student self management and independence. The learning process should at all times provide consistency, structure, and clear expectations to the learner for learning to be meaningful. Facilitators must ensure that the teaching and learning provides appropriate positive learning reinforcement, feedback, and recognition for student accomplishment.

➢   Setting for instruction and learning that promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure. The facilitators ought to provide opportunities and environments for meaningful participation of all students in instructional and social activities. Adapt physical environments to match the learning needs of students.

➢   Ensure instructional practice that incorporate life skills, social and affective skills, and skills in self-advocacy throughout the curriculum. Choose teaching and learning methods that match the learning needs and styles of the student. Incorporate direct instruction of how-to-learn skills and thinking skills throughout the curriculum. It is important to use methods that promote active learning, including hands-on learning, real-world and experiential learning, community-based learning, and learning involving student choice. The learning of skills should be through use Learning materials, equipment, and media tailored to the unique learning needs of students. In some cases, design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and unique so as to perfect skills. These efforts will ensure that the learners have

mastered the required knowledge and skills for the world of work. Thus education must offer school-to-work opportunities that are entrepreneurial in nature.

Essentially, most of the university centers training teachers should embrace the inculcation for entrepreneurship that focus on three major areas: (1) entrepreneurial education; (2) outreach activities with entrepreneurs: and (3) entrepreneurial research in order to strengthen the training programmes (Clark, Davis, & Harnish, 1984; Baron, & Ward, 2004). Today, the trend in most universities should be to develop and expand entrepreneurship programmes and design unique and challenging curricula specifically designed for entrepreneurship students. John Maynard Keynes once said, "The greatest difficulty in the world is not for people to accept new ideas, but to make them forget about old ideas."

Clearly, for entrepreneurship education to embrace the 21st century, professors must become more competent in the use of academic technology and also expand their pedagogies to include new and innovative approaches to the teaching of entrepreneurship. For example, the use of video conferencing and streaming of video case studies show promise as viable uses of educational technology… (Solomon et al., 2002:82-83).

Entrepreneurship is a new concept and it is all about continual innovation and creativity among teachers and learners. Today, the education system should be one that subscribes to the new innovation regime of the 21st century that emphasizes on words such as: dream, create, explore, invent, pioneer, and imagine. Entrepreneurship educators must have the same innovative drive that is expected from entrepreneurship students. Vesper (1999) argues that "Entrepreneurship in universities has so far been developed as an add-on to business education, first as an elective course, then more courses, and finally as a concentration, major or program…" The Kenyan university should adapt to these new ventures of entrepreneurship to give students a chance to learn new survival tactics in the world of labour.

1.6 Revolutionalizing Formal Verses Non-formal Education in Kenya

This paper dispels the common misconception that entrepreneurship is about any businessman, or anyone who starts a business, is an entrepreneur who has the aim of making profits. But starting a business, according to economists Say and Schumpeter, is not the main component of entrepreneurship, but rather entrepreneurship is concerned with stimulating economic progress through innovation and action (http://www.ashoka.org/files/yespaper.pdf, 20th may 2011). According to Davis (200), in the early 19th century, the French economist Jean Baptiste Say described entrepreneurs as "the venturesome individuals who stimulated economic progress by finding new and better ways of doing things. Thus an individual after graduating from school must in all ways be certain to put into practice the knowledge and skills gained during schooling for the development of the individual and society at large. Education will not make any sense to an individual, the nation or society unless the graduate realizes the national goals of education as stipulated in the Kenyan school syllabi (Social Studies syllabus, 2002 edition). Davis (200) further argues that entrepreneurs optimize the allocation and use of resources to generate maximal profits. Therefore, the pertinent question to ask is "How can education make the learner entrepreneurial after schooling?"

Both formal and no-formal education should be harmonized and geared towards the mastery of knowledge and skills geared towards the development of the individual and society for the soci-economic, political and cultural development of a nation. The knowledge and skills taught in schools have to nurture innovativeness that meets the prevailing conditions of a given environment, but must also prepare the individual to adapt too existing global labour challenges since the society has become a global village (DeTienne, & Chandler, 2004; Brockhaus, Hills, Klandt, & Welsch, 2001). Individuals should be retooled easily due to changes in technology by undertaking education that prepares one for school – to –work philosophy.

To achieve his socio-economic objectives, education should prepare the learner with the entrepreneur's mindset that must be innovative, creative and goal-oriented. According to Davis (2002), in the words of 20th century economist Joseph Schumpeter:

The function of entrepreneurs is to reform or revolutionize the pattern of production, …by exploiting an invention or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganizing an industry and so on.

The system of education offered at any one given time and in whichever society should guarantee that the graduate is prepared to thrive on problems and is motivated by the idea of altering an unpleasant situation to make the best out of it. Rather than waiting for instructions or assistance, the school-leaver can initiate direct action by being responsive, innovative and creative given the knowledge and skills gained during schooling. In fact, if the school-leaver sees a more effective method of doing things, he or she will not hesitate to do away with existing systems in favour of a whole new approach to a problem. The individual should have the courage to take calculated risks, sometimes even doing "things that others think are unwise or even undoable as long as the anticipated outcome is achieved. In situations where the individual carries projects through to completion and is uninhibited by occasional setbacks or challenges will mean that the education gained has transformed the individual positively.

1.7 System of Teacher Preparation for the Formal and Non-formal Institution

The Kenyan school curriculum today emphasizes on education that offers knowledge and skills as outlined in the Mackay report of 1985. However, the practice in class is one of examination oriented whereby students are prepared to pass national examinations at the expense of training in skills. This situation is mainly compounded by the existing conditions in schools such as: high enrolment of students compared to teacher-student ratio; lack of adequate infrastructure to offer learners a chance to put into practice what the Learn theoretically in class; the constraining teaching and learning environment that does not give room for application of knowledge; clouded curriculum, lack of proper teacher training programmes that expose trainees to technology that is the norm of teaching in schools today. The prevailing circumstances have made it difficult for the school-leavers at all levels of learning to be responsive to the labour market demands. This is characterised by high unemployment rates in Kenya, lack of innovatiness among school leavers in creating jobs for themselves or being sel-reliant and self- sufficient entrepreneurs.

The existing Kenyan system of education that is currently under review this year (2011) has many options to make but the right choice will be one that offers the learners an opportunity to operationalize the knowledge and skills gained in school. The learning process has to be one that fronts the learners to exposure in practical life. The learning must be based on Bloom's taxonomy of learning: Psychomotor, cognitive and affective domains. The teachers undertaking the teaching in the classroom must be versed with the taxonomies of teaching and learning that promote holistic learning for the transition of school-to work to normalize the current situation experienced in society today.

The system of teacher preparation must have to adapt a solution-based approach that is responsive to the prevailing circumstances and has to blend formal education with informal learning to fit in the non-formal education. The model figure 1 discussed in the subsequent pages below offers some possible suggestions that can be adapted to create entrepreneurial skills in the schoo- leavers.

1.7.1 Revised Kenyan Training Programme Based on the Five Modules

The Kenyan system of training and learning at all levels needs to be reviewed to inculcate elements of knowledge and skills responsive to the needs of society. The curriculum must be designed to enforce entrepreneurial skills at all levels. Through a tightly integrated structure of both on- and off-campus modules, GMP provides a holistic view of leadership with an emphasis on practical knowledge and personalized learning. The authors (n.d.) argue that the on-campus modules must present a rigorous, action-oriented, and collaborative learning environment designed to develop outstanding business learners who can achieve results in all market climates. Education without practical skills and meaningful utilization of knowledge does not make meaning to the individual or society unless realized as on campus, the students learn foundational skills and case based learning which lead to building foundational skills for entrepreneurial use as outlined in figure 1 below:
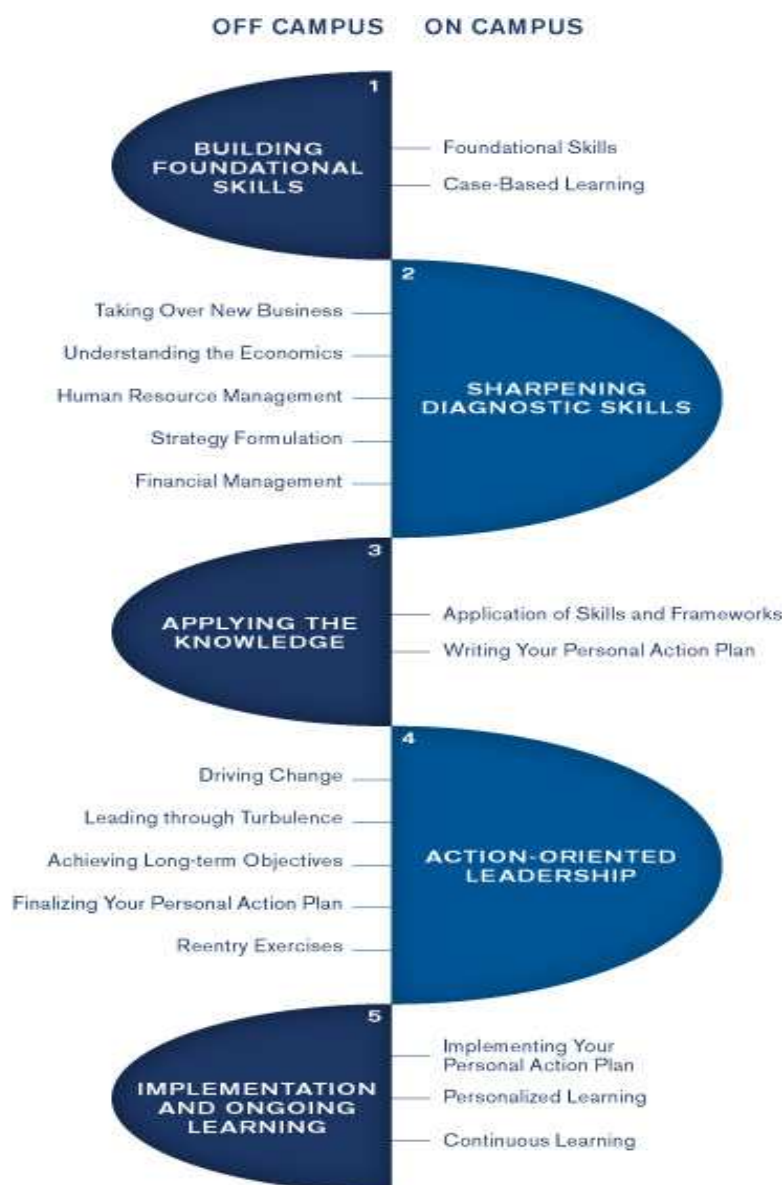

Figure 1: Integrated structure of both on- and off-campus modules on action-oriented and collaborative learning environment. (*Source Author, n.d.*)

Learners should be eager to learn, be able to strategize, and make use of the environment in any given situation. The learning should enable participants to use the latest technology in preparing for classroom case discussions and use in the world of work. Learners should be able acquire critical analytical skills and frameworks in three core areas understanding knowledge and skills, being able to put it into practice and reacting to existing challenges.

1.7.2: Sharpening Diagnostic Skills

The teaching and learning should offer knowledge on assessing the current challenges facing society in the world of business in order to prepare an individual on: setting strategy, building the career, understanding the economics and key value drivers of an economy, and how to exploit new opportunities in both good and bad economies. Education is expected to equip learners with critical analytical skills and frameworks that enable them to manage resources, finances, and be aware of strategy formulation for survival in any working conditions. While the objective is to develop working knowledge in each of these functional domains of life, the programmes employs a highly integrated approach: case studies analyze cross-functional problems that require comprehensive action plans.

1.7.3: Applying the Knowledge and Skills

Education should prepare the school –leavers adequately return to their communities/society where they begin applying what they have learned in school. They should continue to assess and develop their potential in leadership, development and organizational challenges as part of their life experiences after school. Putting knowledge-in-action is paramount and should begin to deliver concrete benefits to the individual or community/society for this is the anticipation once the individual has graduated. It also provides an opportunity for the school-leavers to share their insights and analyses with colleagues at work as a way to further refine their personalized knowledge and skills. The transition to work requires school-leavers to get to work so as to perfect their skills, though the common practice in our systems today is that there is no readily available job for school-leavers can "grab" anything available.

1.7.4: Action-Oriented Leadership

Institutions have an obligation to prepare learners adequately for the world of work. Equipped with fresh insights into their jobs and their organizations, the graduates should be competent enough and determined to tackle new challenges, share their newfound knowledge, and refine their personal action plans to the best of their abilities. The focus of education is to prepare the learners on leading in turbulent and uncertain environments, driving fundamental change throughout the operation and achieving longer-term objectives. Thus, institutions are mandated to train learners on analyzing the ethical, motivational, and performance challenges associated with the world of work and leadership positions, whereby they develop the skills needed to capitalize on changing technology and globalization. Therefore, the education system has an obligation to equip the school-leavers with problem-solution based knowledge to navigate on long after schooling while at the same time, they continue the process of personal transformation through self-reflection.

As a result of this renewed educational process of entrepreneuralship, learners will discover new insights about themselves: how they analyze problems, how they can apply the leadership skills of their mentors for their own growth, what constitutes their personal leadership styles, and how they can best contribute to the success of their communities and the society at large.

1.7.5: Implementation and Ongoing Learning

It is believed by the author of this paper that the ultimate measure of success is through the positive impact education brings to an individual and how best the individual can revolutionalize the community or society. This is apparent when the individuals are able to applying their new knowledge and skills coupled with their leadership styles and insights across all levels to influence changes of all forms in society or the organization in which they serve. In addition to serving and implementing their personal action plans, individuals should begin the process of lifelong learning and societal transformation for education to be seen to work. The learning process should ideally through a variety of resources, and the school systems enable the learners to stay abreast of new developments in society for socio-economic, political and cultural transformation.

1.8 Regular Monitoring and Evaluation to Bring an Integrated Process of Hands-on Experiences

It is important to ask whether the prevailing education system has any goodness to offer to the society. The question educators need to ask is what are the appropriate assessment practices to evaluate the effectiveness of a system? There needs to be accommodations and adaptations necessary for assessing whether the system of education is adequately demonstrating the required knowledge and skills (Reynolds, Camp, Bygrave, Autio, & Hay, 2001; Charney, & Libecap, 2000). In assessing the learning of learners, educators need to:
➢ Allow for a variety of assessments that evaluate what is being taught. This may include:
Portfolios assessment of daily work observations, self and peer evaluations demonstrations and projects, oral tests cooperative group assessments, family, community, and employer evaluations/observations.
➢ Ensure that the language used in assessment is consistent with the language used during instruction and use the student's preferred mode of communication. When assessing, always consider: Student's culture/preferred language' clarity of instructions, verbal and non-verbal options (e.g., sign language).
➢ Consider the student's unique needs when determining the content of the assessment:
Identify the skills or content to be assessed and ensure that assessments test only looks at the *content taught*. Design assessments to determine what the student knows as opposed to what the student does not know.
➢ Utilize student's prior knowledge to determine instruction and subsequent assessments
Identify individual learning styles and design assessments to elicit a variety of thinking and application skills.
➢ Design assessment procedures and accommodations to meet individual student needs. Assess in student's primary communication mode (i.e., Braille, sign language, picture board, etc.). Utilize a variety of people (i.e., family, peers, employers, other professionals, etc.) in the assessment process Utilize technology for presentation of assessment and student response.

➢ Allow flexibility in the time and scheduling of assessments. Allow extended time for the students to take breaks. Divide assessment into smaller segments. Schedule assessment when students can perform best. Utilize untimed assessments.
➢ Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose the environment which fits best. Consider student's physical condition, endurance, emotional state, attention span and distractibility, medical condition, etc. at time of assessment. Control for distractions, create

supportive settings that encourage student participation, use preferential seating, use real life settings and other alternative environments.

➢   Consider the evaluation criteria which will be utilized when designing assessments and set the criteria prior to assessment. Involve others in determining the realistic expectations and goals for the students provide family and others the opportunity to assist in interpreting assessment results, make expectations and criteria clear and explicit. Provide a variety of grading methods, including: individual grading, scale narrative and report group grades.

1.9. Formation of Partnership between Various Stakeholders to Bring About Change

It is a sound belief that change is eminent and unavoidable in any form of society. The right choice of partnership in the implementation of educational changes must reflect on the needs of an individual and that of society. This is only possible if the educational reforms are instituted by understanding and defining the characteristics of social entrepreneurs which according to Martin, and Osberg (2007) must prepare the school-leavers with entrepreneurial skills that make them to be:

➢   *Social Catalysts* – The school-leavers should be visionaries who create fundamental social changes by reforming social systems and creating sustainable improvements. According to (Dees 2009), "though they may act locally, their actions have the potential to stimulate global improvements in their chosen arenas, whether that is education, health care, economic development, the environment, the arts, or any other social field."

➢   *Socially aware* – So as to bring about social improvement, as opposed to the creation of profit, should be the ultimate goal of the social entrepreneurs. The success of the individuals' endeavors is measured by their social impact experienced in the community.

➢   *Opportunity-seeking* – They pursue their goals relentlessly, seeing every obstacle as an opportunity to develop and fine-tune their business models for the good of the nation and society.

➢   *Innovative* – They are creative, willing to think outside the box and ready to apply ideas to new situations. They understand that not every innovation will be a success, and they see failures as learning opportunities even as they strive for success.

➢   *Resourceful* – Their visions are not limited by the resources that they have. Besides optimizing the use of existing resources, they actively expand their resource pool through collaboration with others.

➢   *Accountable* – It is the norm nowadays that individuals exhibit high levels of accountability and transparency to inhibit trust among citizens. Thus, individuals with social entrepreneurship skills are accountable to their beneficiaries, and they often ask themselves, "Am I creating value for the people I am serving? Do I understand their needs?" This is because social entrepreneurs want to know that they are actually making an impact. They are also accountable to many educational partners who want to know that their contributions are indeed stimulating social improvements as promised by the social entrepreneurs. The proposed changes must in build the views of all partners to realize comprehensive educational reforms that bring about realizable achievements.

1.10 Overcoming Challenges that Affect Entrepreneurship of Education

Challenges ever exist in any form of system in society and the educational reforms are at the centre stage because of the role education plays in shaping the direction of society. The author of this paper believes that meaningful education can be attained through an organized system of teacher training that prepares teachers to teach their disciplines by relating content to the national goals of education. It is only through meaningful teaching and learning that learners can acquire the entrepreneurial skills that render them useful long after schooling (Kuratko,

1996; Ronstadt, 1990; Young, 1993; Shane, & Venkataraman, 2000). Therefore, change in education is only meaningful which according to Young (1993) means that: "A unified system does not separate academic and vocational routes but recognizes that to fulfill the aims of a highly qualified workforce, a wide range of different combinations of academic and vocational studies need (sic.) to be possible that do not separate students into distinct tracks at 14, 16, or 18." Her final conclusion was that: "a unified system...is...the only future for any country, whatever its current circumstances. Academic and vocational divisions for all their embeddedness in our culture and our institutions are structures of the past which were developed in response to certain circumstances at a particular time."

The system of education must equip the learners with innovative knowledge and skills that prepare them for the technological tests of the century and critical responsiveness to any changes ushered in by developments of time. Bowles (1993) echoed this caution by saying that:

An occupational skills focus for the school system--particularly at its elementary and secondary levels--will prove an expensive and ineffective productivity development strategy and will compromise the more general objectives of developing the capacity for critical thought, collective action, and further learning throughout life. (p. 45).

Educational reforms in Kenya have put emphasis on a system that prepares a learner to be a round person though these efforts have never been fully realized because of the styles of training that cuts through our education system which is characterized by unemployment and persistent levels of underemployment. In fact, Kenya's move into a new vocationalized curriculum of the 8-4-4 system appears to have borne little fruit, in part because the government did not anticipate the costs of the changes and the implementation process was never critically thought through. Consequently todate, almost no schools are equipped to offer the required practical components of the curriculum in vocational and technical areas at either the primary, secondary or university levels. The system of education has the obligation of inculcating the entrepreneurial skills in the learner which has not been greatly realized in the Kenyan system of education.

It is only through the education system that meaningful changes in society can occur and the entrepreneurial skills of the learner are realized for as Fisher (1993) observed:

There is an intuitive appeal, underpinned by political and economic considerations, to the claim that schooling should be made more 'relevant' to the world of work and the requirements of the economy. This claim has been particularly strong in developing countries, where, from colonial times, governments have tried to curb educational 'over-production,' limit the demand for higher education, inhibit the drift from the rural areas to the towns and strengthen the contribution of the education system to economic growth.

Apparently, the Kenyan system of education has to work through the instituted reforms to guarantee a workable environment for realizing the far reaching needed changes for MacLean and Kamau (1999) recommend that:

➢   Kenya needs a more highly developed system of vocational and technical education and training which will develop only with appropriate leadership.

➢   Human resource development has great potential for growth and impact on business and industry in Kenya.

➢   Kenyatta University has the potential in personnel and other resources to take a leading role in vocational and technical education and training in Kenya.

1.11 Recommendations for Achieving Entrepreneurial Education in Kenya

There is need for radical changes that can bring about entrepreneurial education that benefits the individual, the community or society they serve (Wawro, 2000; Zahra, Hayton, Marcel, & O'Neill, 2001). Therefore, there is need to:

- Undertake an independent review of the quality improvement aspects of the major primary, secondary and tertiary education development including various separate quality improvement recommendations by the instituted educational commissions in order to develop a comprehensive and coordinated quality improvement strategy and programme that will address the root causes of poor quality education in Kenya. Cosmetic changes will never heal the ailing Kenyan system of education.
- Begin increasing public budget for educational institutions by targeting the new resources to quality improvement measures in schools.
- For the new list of competencies, design fresh orientation programmes for teachers and their QASO supervisors in terms of both teaching-learning and assessment processes. Devise and introduce measurement indicators and standards for the competencies to be exhibited.
- Raise awareness among teachers about the existing state of the quality of education in terms of the attainment of the terminal competencies, and the need to improve it.
- Introduce new materials and books to engage students in creative and problem- solving exercises in various subject areas. Also train teachers to handle this new demand on them.
- Support and encourage more interaction between the formal and non-formal systems and institutions including those for teacher training in order to build on and make the best use of the strengths of each other.
- Ensure the system of rewarding and motivating both teachers and students is fair, transparent and those in-charge are held accountable to their actions in driving the education system to greater heights.

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