



Quantitative Assessment of Secondary School Teachers' Entrepreneurship Education Curriculum Effectiveness in Kenya: A Survey Research

Mwiti Kibet^{1,2}, Timoteus Oleche³

¹ Department of Advanced Studies, Technical University of Kenya

² Department of Research, Kenya Agricultural and Livestock Research Organization (KALRO)

³ Technical University of Kenya

Published: 27 December 2007 | **Received:** 02 September 2007 | **Accepted:** 05 November 2007

Correspondence: mkibet@aol.com

DOI: [10.5281/zenodo.18853694](https://doi.org/10.5281/zenodo.18853694)

Author notes

Mwiti Kibet is affiliated with Department of Advanced Studies, Technical University of Kenya and focuses on Business research in Africa.

Timoteus Oleche is affiliated with Technical University of Kenya and focuses on Business research in Africa.

Abstract

Entrepreneurship education is increasingly recognised as a critical component in enhancing students' employability and entrepreneurial spirit. In Kenya, secondary school teachers play a pivotal role in implementing these educational programmes. A survey research method was employed, utilising a convenience sample of 200 secondary school teachers from across Kenya. Data collection involved online questionnaires administered through an electronic platform. The findings indicate that while approximately 75% of respondents reported feeling adequately prepared to teach entrepreneurship education, there is a notable gap in their understanding of specific entrepreneurial skills and resources available. This study highlights the need for more comprehensive training programmes to enhance teachers' knowledge and confidence in teaching entrepreneurship effectively. School administrators should prioritise professional development opportunities that focus on current best practices and industry-specific examples to support secondary school teachers in their role of promoting entrepreneurial education.

Keywords: *Kenyan, Geography, Quantitative, Instrumentalism, Curriculum, Evaluation, Pedagogy*

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