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## Entrepreneurial Skills Development and Job Creation Among Kabete National Polytechnic Graduates, Kenya

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**Abstract:** This study investigated the effectiveness of entrepreneurial skills development and job creation among Kabete National Polytechnic graduates. Experiential Learning Theory guided the study. A mixed-methods approach, combining quantitative and qualitative research design were used as a foundation for the research data collection. The study targeted 500 graduates and five HODs. Sample size was 227 respondents (222 graduates and five HODs). Questionnaire and interview guide was used to collect data. Quantitative data was analyzed using statistical techniques with the help of SPSS, while qualitative data were analyzed thematically from transcribed interviews. Findings revealed that job creation among Kabete National Polytechnic graduates is driven by a combination of curriculum relevance, entrepreneurial competence, industry engagement, and technology integration. Findings from the study revealed that, a majority of the respondents 87 (42.9%) agreed and 40 (19.7%) strongly agreed that the training consistently encouraged students to take initiative in business ventures. On whether the curriculum regularly fostered creativity in developing business solutions, 74 (36.5%) agreed and 41 (20.2%) strongly agreed. A majority, 85 (41.9%) agreed and 55 (27.1%) strongly agreed that the training motivated them to pursue self-employment. The study concluded that, entrepreneurial skills were so influential in equipping graduates with the capacity to generate self-employment and create opportunities for others, though sustainability challenges remained due to external constraints such as limited capital and market access. To strengthen curriculum alignment, Kabete National Polytechnic should institutionalize regular curriculum review cycles that involve industry stakeholders, alumni, and labor market experts. To enhance entrepreneurial skills development, the institution should establish structured entrepreneurship support systems, including business incubation centers, mentorship programs, market linkage initiatives, and access to seed funding opportunities.

**Key words:** Entrepreneurial Skills, Development, Job Creation, Graduates

### 1.1 Study Background

Globally, the socioeconomic reality of modern society suggests that job creation is one of the primary drivers of economic growth, social order, and personal development (Bodrunov, 2024). Apart from helping to alleviate poverty, it increases living standards by providing people with jobs and helping

society become more productive (World Bank, 2022). Today, there has been a significant imbalance between education and job creation, which can partially be solved by technical and vocational education and training. Graduates with industry-specific skills are better placed in the labour markets, which helps to increase self-employment (UNESCO, 2020). Notwithstanding, the International Labour Organisation (ILO, 2023) shows that many TVET graduates have been finding it difficult to get jobs for which they are trained, not because they do not have the technical skills but because they do not have the flexibility and problems solving skills that the new job markets require. Global joblessness remains a pressing issue, which means the ways of teaching need to be adjusted continuously (ILO, 2023). The gap between educational achievement and labour market participation indicates that many young TVET graduates are unemployed. This gap reveals the necessity for changes like Project Based Learning (PBL) integrated within TVET institutions.

In Germany and Switzerland, the integrated dual training systems, which has led to these nations significantly reducing youth unemployment rates (Lassnigg, 2023). This is supported by a study by Wilson and Gore (2021) which points out that greater youth unemployment is a characteristic of countries lacking proactive education strategies. Nevertheless, a debate persists amongst educators and curriculum experts concerning how PBL fits with other teaching techniques (UNESCO, 2020). For example, there is still debate over how long PBL units should last, how much choice students should have in selecting projects, the extent to which cooperative learning should be included, and the methods for evaluating students (Zhang & Ma, 2023; UNESCO, 2020).

In Africa, although many African nations are restructuring their TVET systems to address industry needs and enhance employment opportunities, there is a shift in attention to devising strategies that alleviate youth unemployment (Alexander, 2021). For example, the African Union's Continental Education Strategy for Africa (CESA 2016-2025) calls for including technical, digital, and entrepreneurial competencies in skill-based curricula. Adeyemi and Afolabi (2020) found that South Africa's TVET reforms prioritizing cooperation with industries have dramatically boosted employment prospects for graduates from engineering and construction programs. Other countries, like Nigeria, have also increased employment opportunities among graduates due to efforts to make TVET curricula relevant to the oil and gas industry (Olalekan *et al.*, 2021).

In Kenya, the growing investment in TVET programs has not alleviated the problem of unemployment among its graduates. Kenya has prioritized TVET in its efforts to tackle the youth unemployment rate, which is considered one of the highest in Africa. The Kenya Vision 2030 cites TVET as an industrial growth and employment instrument. The Ministry of Education (2021) indicates that CBET guarantees the alignment of TVET programs to identified occupational requirements, thus enhancing productivity. According to Kinyanjui and Muturi's 2022 research, the collaboration of Kenyan TVET institutions with industries like automotive and ICT has increased job placement rates. For example, programs like the Ajira Digital Program train TVET graduates in digital competencies, which allows them to secure jobs through various online platforms. Notably, a considerable number of graduates still face unemployment or underemployment issues. The gap between expectation and reality as employers remain unsatisfied with TVET graduates' skills despite them being relatively technical and helpful (Kamau & Mwangi, 2022) The gap is especially notable in the construction, hospitality, and manufacturing industries. Because of this disconnect, TVET graduates walk around with degrees but no suitable jobs.

Kabete National Polytechnic in Kenya serves as a case study on how integrating Project-Based Learning (PBL) into TVET programs can help mitigate local unemployment challenges, which currently stand at over 30% (KNBS, 2023). Kabete Polytechnic is one of the premier institutions in the country that offers technical education and training and has endorsements for offering multidisciplinary courses, especially engineering, business, and information technology. Even with the polytechnics' contributions to engineering and technology fields, the employment prospects of graduates from those institutions are pretty poor (Munyao, 2020). This is often a result of systemic problems like the damaging government fiscal policies hampering local industrial development and a lack of sufficient other forms of collaboration that would provide academic students with sufficient industry exposure (Republic of Kenya, 2020; Kinyua & Muchiri, 2021). On top of that, the graduates' problems are also compounded by the lack of sufficient market-driven curriculum changes and low levels of developed entrepreneurial activity among the graduates (Sele & Mukundi, 2024). As Kenya struggles with mass youth unemployment, especially in urban areas such as Nairobi, where Kabete Polytechnic is located, one of the glaring issues is the lack of adequate PBL integration into the TVET system. This is fundamental to fostering economic development and solving the mismatch problem, for what industries expect and what graduates have to offer (World Bank, 2020; African Development Bank, 2020). Instruction on how to design and launch business ventures is provided in response to the high levels of unemployment, empowering graduates to transform into economic agents instead of remaining passive job seekers (UNESCO, 2021). In many cases, the participants of PBL programs are more likely to start their businesses or take up self-employment opportunities in any industry (Billett, 2016). There is strong evidence that its recognition is growing, but research on the specific implications of the PBL approach on employment creation is particularly scarce in Africa. Most literature on PBL is available from Western educational systems, which are more developed than Kenya and other African countries (Sele & Mukundi, 2024). Therefore, the Automation of African TVET systems, and Kenya in particular, through PBL programs is a largely unexplored issue (Simba & Kising'u, 2024).

## 1.2 Statement of the Problem

Rising youth unemployment and persistent skill mismatches continue to challenge labor markets worldwide, positioning Technical and Vocational Education and Training (TVET) as a key solution for bridging the gap between education and industry demands (UNESCO, 2020). The Kabete National Polytechnic offers industry-oriented courses in sectors like construction, manufacturing, and ICT, while also integrating entrepreneurial training and technology skills to promote self-employment in the informal sector. Despite these initiatives, many Kabete National Polytechnic graduates still struggle to secure or create sustainable employment. According to the Kenya National Bureau of Statistics (KNBS, 2022), youth unemployment stands at 39.1% for individuals aged 18–22 years. Studies by the Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2021) and the African Development Bank (2020) further highlight that many TVET curricula, including those at Kabete, struggle to keep pace with rapidly evolving industry demands, leaving graduates with outdated or irrelevant skills. If these challenges remain unaddressed, graduates may continue to face employment in roles unrelated to their qualifications or in positions that underutilize their skills, contributing to labor market inefficiencies and limiting innovation. This gap underscored the need to investigate influence of entrepreneurial skills development on job creation among Kabete National Polytechnic graduates.

### 1.3 Objective of the Study

To assess the influence of entrepreneurial skills development on job creation among graduates at Kabete National Polytechnic, Kenya.

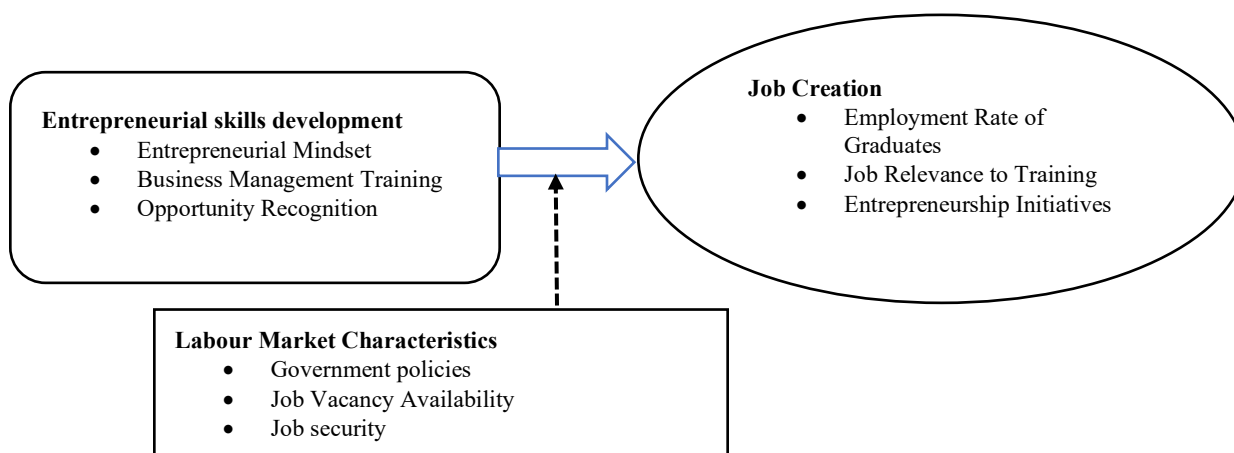
### 1.4 Significance of the Study

The study generates meaningful results regarding how Project-Based Learning (PBL) enhances job creation and employability levels of Technical and Vocational Education and Training (TVET) graduates. Several client groups, such as TVET institutions, industries, policymakers, students, and researchers, will benefit from this investigation. The investigation provides essential insights for public officials and those in charge of education to adopt in their national education improvement endeavours. The research will present practical guidance about intensifying industry ties, improving the academic layout, and establishing official educational directives that facilitate experiential learning mechanisms. The findings can act as the basis for additional investigations into experiential learning methods that boost industry compatibility among TVET graduates. The study establishes scholarly advancement and practical solutions to strengthen the connection between TVET education and employment opportunities.

### 1.5 The Conceptual Framework

#### *Independent Variable*

#### *Dependent Variable*



**Figure 1: The conceptual Framework**

**Source:** Own Conceptualization

### 1.6 Literature Review

In this section, theoretical and empirical reviews on the influence of entrepreneurial skills development on job creation are presented.

#### **1.6.1 Theoretical review**

This study was guided by Experiential Learning Theory (ELT) as proposed by Kolb (1984) to provide a comprehensive explanation of how entrepreneur skills training influences graduate job creation among Kabete National Polytechnic alumni. Experiential Learning Theory posits that learning occurs through a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active

experimentation (Ajide, 2020). In the context of entrepreneurial skills, students directly engage with real-world problems, reflect on the problem-solving process, derive conceptual understanding, and test their solutions in practice. Experiential Learning Theory provides the experiential–practical lens, explaining how skills are developed through doing and reflecting.

### 1.6.2 Empirical review

#### *Entrepreneurial Skills Development and Job Creation*

Job creation happens through entrepreneurial skills development because this approach helps individuals acquire entrepreneurial thinking, self-assurance, and the ability to identify and seize business opportunities. According to Kritikos (2024), business success becomes more likely when individuals are equipped with operational, financial, and marketing knowledge delivered through business management training. Entrepreneurial opportunity recognition—an essential component of such training—enables individuals to conduct market analysis, identify gaps, and develop business solutions, which in turn drives economic expansion and employment creation. This principle underpins the rationale for integrating entrepreneurship education within the TVET curriculum, such as that of Kabete National Polytechnic.

Hahn, Minola, Bosio, and Cassia (2020) analyzed how university graduate entrepreneurship mindset development supports job creation in Germany. Their longitudinal study found that programs emphasizing resiliency, creative thinking, and proactive problem-solving led to the launch of over 1,000 startups within five years. The research emphasized that early exposure to entrepreneurship cultivates confidence and risk-taking, enabling young people to create opportunities in sectors such as renewable energy and ICT. This suggests that early integration of entrepreneurship development within Kenyan polytechnics could result in similar entrepreneurial outcomes, particularly as industries evolve and demand new solutions.

Pardo-Garcia and Barac (2020) explored the influence of business management education on entrepreneurship and employment creation in Spain. The study revealed that individuals trained in financial management, marketing strategy, and human resource planning established more sustainable businesses than their untrained counterparts. Notably, businesses led by trained individuals created 15% more jobs within their first two years. These findings validate the impact of structured entrepreneurship education in driving job growth, reinforcing the need for Kabete National Polytechnic to embed comprehensive business management modules within its curriculum.

A similar pattern emerged in Ghana, where Undiyaundeye and Otu (2022) found that entrepreneurial mindsets characterized by confidence, resilience, and risk-taking played a crucial role in launching and sustaining business ventures. Their findings indicated that entrepreneurs who internalized such mindsets overcame business challenges more effectively and engaged in innovation that led to venture growth and job creation. Additionally, the study highlighted the importance of community support systems and access to financial resources in cultivating successful entrepreneurship. These insights align with Kenya's Vision 2030 goals and highlight the importance of linking entrepreneurship education with financial literacy and social capital-building programs.

Entrepreneurial activity, together with job creation in South Africa, depends on the capability of entrepreneurs to recognize business opportunities. Solomon and van Klyton (2020) found that business



success for innovative ventures becomes more likely when entrepreneurs effectively identify market gaps. By understanding consumer needs and making full use of available resources, entrepreneurs create solutions that meet demand while building enterprises that employ others. The study emphasized that opportunity recognition is especially important in dynamic markets that require fast business decisions. Entrepreneurs who spot valuable market openings and act on them often become successful business creators, establishing enterprises that generate employment and foster long-term economic resilience (Solomon & van Klyton, 2020).

In Uganda, Gavigan, Ciprikis, and Cooney (2020) examined how developing an entrepreneurial mindset drives substantial job creation. The study revealed that individuals with proactive attitudes, a willingness to take calculated risks, and a deep sense of self-assurance were more likely to start businesses that created jobs in both urban centers and rural areas. The entrepreneurial mindset, as described in their research, equips individuals with the endurance needed to overcome startup challenges while identifying and acting on economic opportunities. This underscores the importance of promoting entrepreneurial thinking as a strategy for national employment growth, particularly in regions where formal job opportunities are limited (Gavigan *et al.*, 2020). In Tanzania, Ismail (2022) concluded that job creation hinges heavily on providing entrepreneurs with business management training. The research showed that educational programs covering financial management, operational workflows, and human resource development empowered entrepreneurs to manage their businesses more effectively. These skills enabled improved risk management and profitability, ultimately boosting business sustainability. The enhanced capacity of these entrepreneurs contributed to the creation of new job opportunities, particularly in the informal sector. Ismail (2022) recommended making business management training more accessible to strengthen entrepreneurship-based employment generation nationwide.

In Kenya, an entrepreneurial mindset enhances entrepreneurial activity and employment creation (Karimi, 2023). Individuals with strong innovation skills, resilience, and risk-taking ability were more likely to establish new businesses. This entrepreneurial mindset enabled business owners to overcome startup challenges and continuously innovate, leading to job generation. The study also noted that entrepreneurial efforts in Nairobi's urban setting contributed significantly to local job creation, reinforcing the impact of entrepreneurship on community livelihoods (Karimi, 2023). In Kiambu County, Gathoni, Gichunge, and Mutegi (2021) demonstrated that business management training contributes significantly to increasing employment opportunities. Their study highlighted that training in areas such as financial management, marketing, and operational planning enabled individuals to establish and sustain profitable businesses. These businesses, in turn, generated local employment and promoted economic growth. The authors concluded that structured business administration programs enhance job creation by improving business viability in both rural and urban areas (Gathoni *et al.*, 2021).

Focusing on Mombasa County, Mutisya, Njihia, and Otieno (2021) emphasized opportunity recognition as a critical factor for entrepreneurial success and job generation. Entrepreneurs who could accurately identify local market needs were better equipped to establish ventures that addressed customer demands. These businesses not only resolved community challenges but also created new employment opportunities. The researchers concluded that opportunity recognition enables entrepreneurs to launch high-impact ventures that contribute directly to local economic development (Mutisya *et al.*, 2021).

### 1.7 Research Methodology

**Research Design:** This study adopted a convergent parallel design, in which quantitative and qualitative data were collected simultaneously, analyzed separately, and then triangulated. This approach yields both numerical evidence and rich narrative insights, providing a robust and comprehensive understanding of the phenomenon.

**Study Area:** The study area was Kabete National Polytechnic, a large institution with ample resources, offering diverse programs like Fashion and design, Hospitality, ICT, carpentry, and variety of technology courses. Its focus on competency-based education and proximity to Nairobi, a hub for youth unemployment, makes it ideal for studying the impact entrepreneurial skills on job creation. Despite challenges like outdated curricula and skills mismatches, Kabete's alignment with industry needs provides a rich context to explore how PBL can foster self-employment and entrepreneurship.

**Study Target Population:** In this study, the target population comprised students of Kabete National Polytechnic from five key academic departments: Hospitality, Carpentry, Fashion and Design, Information and Computer Technology, and Business Studies. Out of the 500 students targeted, 100 were from the Hospitality Department, 90 from Carpentry, 70 from Fashion and Design, 85 from ICT, and 155 from Business Studies (Kabete National Polytechnic Academic Registrar's Office, 2025). This coverage ensured balanced input across disciplines that contribute to various sectors of the economy. In addition to graduate students, the study also engaged Heads of Departments (HODs) as key informants, from each of the five targeted departments. As senior academic managers, these HODs possess in-depth knowledge of departmental curricula, teaching methods, industry linkages, and PBL implementation.

**Table 1: Target Population**

Department	Target population Students	Key informants (HODs)
Hospitality	100	1
Carpentry	90	1
Fashion and Design	70	1
ICT	85	1
Business Studies	155	1
Total	500	5

**Source:** Field data, 2025

The study included students who graduated no less than one year ago and no more than four years ago, ensuring recent but relevant experiences; those who have completed their studies at Kabete National Polytechnic, maintaining the study's institutional focus; and those who have given informed consent to participate, ensuring ethical research practices and voluntary participation. The research excludes graduates who fail to meet defined criteria to maintain both relevance and factual accuracy of results. The research excludes graduates from both recent and distant past whom its goals would not reflect. Additionally, individuals who did not complete their studies at Kabete National Polytechnic or failed to collect their certificates within three months of graduation will not be considered. Graduates who are currently enrolled in any academic program at Kabete National Polytechnic were excluded to maintain focus on those who have transitioned into the job market. Lastly, individuals who did not provide informed consent were not included in the study, ensuring adherence to ethical research standards.

**Sample and Sampling Technique:** Because it was not cost effective and time realistic to conduct the study on all target population for quantitative study, the researcher determines representative sample

from the population. Mathematical formulae; The Slovin's formula was employed to determine the sample size because is appropriate with population greater than 50 items, known population size ( $N=500$ ) and the acceptable error value ( $e=5\%$ ). The formula was given as;

$$n = N / 1 + N(e^2)$$

Where; -

$n$  = Sample size,

$N$  = Population size,

$e$  = The level of precision,

Substituting in the formula to get

$$500 / 1 + 500(0.05^2)$$

$$500 / 2.25 = 222$$

The study samples 222 student respondents.

Conversely, 5 key informants (HOD) were sampled from all the five department.

Therefore, the study sampled a total of 227 student respondents, including 222 graduate students and 5 key informants (HOD) from Kabete National Polytechnic

**Sampling Methods:** The study employed stratified random sampling to categorize the respondents into homogenous strata; five departments. Proportional samples were drawn from each stratum using probability proportionate to size formula given as;

Probability Proportionate to Size (PPS) = (sample size/target population) x Stratum population

$$222 / 500 \times 100$$

**Table 2: Sample Size Distribution by Department (Graduate Students and Key Informants)**

Department	Target population (graduate Students)	Sample size (graduates)	Key informants (HODs)
Hospitality	100	44	1
Carpentry	90	40	1
Fashion and Design	70	31	1
ICT	85	38	1
Business Studies	155	69	1
Total	500	222	5

**Source:** Kabete National Polytechnic, 2025

Simple random sampling was used to pick the individual respondents from each stratum. In addition, the study utilizes purposive sampling to select one HOD from each department.

**Data Collection Instruments:** The study employed instruments that collects both quantitative data and qualitative data. Structured questionnaires were used to collect numerical data from the graduates. The study employed key informant interview guides to collect qualitative data from Heads of Departments. This approach allowed for an in-depth exploration of the respondents' insights, experiences, and perspectives regarding entrepreneurial skills and its impact on job creation among graduates at Kabete National Polytechnic. The interview guides were semi-structured to facilitate focused discussions, ensuring consistency while allowing flexibility for respondents to elaborate on the key theme.

**Ethical Considerations:** This study maintained ethical standards devoted to protecting every research participant's privacy, dignity, and rights. The study needs approval from The Catholic University of Eastern Africa and the National Commission for Science Technology and Innovation (NACOSTI) before starting data collection. Research permits and ethical clearance was acquired to fulfil the requirements



of established ethical protocols. All participants got information about the study purpose and procedures, potential study risks and benefits, and procedures before joining. Participants may join the research voluntarily because no adverse effects resulted from their withdrawal at any point during the study. The research design includes measures to stop any physical, emotional, or psychological injuries which might happen because of participant involvement. If any participant suffers discomfort, the study offered suitable support resources. The study enforced absolute protection of data confidentiality and privacy measures. Individual responses and personal data remained anonymous, as no identifying information was exposed. The thread kilned data was kept under password protection and encryption, while only approved persons had authorized access to review this information. The collected data remained stored for a designated period before a secure disposal process protects it from improper access.

## 1.8 Study Findings

### *Response Rate*

The study administered 222 structured questionnaires to respondents using the Kobo Collect platform, a mobile data collection tool used to collect quantifiable data. Out of which, 203 questionnaires were completed, resulting to a response rate of 91.4%. Only 8.6% (19 individuals) did not respond. This response rate was considered high and representative to allow for statistical estimations. Rates above 70% are generally regarded as strong in quantitative research due to their ability to minimize non-response bias and enhance the validity and generalizability of results (Zahl-Thanem, Burton, & Vik, 2021). The high response rate might be attributed to the use of sampling strategies, pilot testing of the tools which ensured the tools were correct, not ambiguous, not fatiguing the respondents.

### *Entrepreneurial Skills and Job Creation Among Kabete National Polytechnic Graduates*

This was the major objective of the study, which sought to evaluate the effectiveness of curriculum entrepreneurial skills on job creation among Kabete National Polytechnic graduates. Entrepreneurial skills development was measured on entrepreneurial mindset, business management training and opportunity recognition. Respondents were asked to indicate the extent to which they agreed or disagreed with statements on these indicators using a five-point Likert scale, where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (M), 4 = Agree (A), and 5 = Strongly Agree (SA). Findings were presented in Table 3.

**Table 3: Response on Entrepreneurial skills**

Entrepreneurial skills	SD		D		N		A		SA		Mea n	Std. Dev
	F	%	F	%	F	%	F	%	F	%		
The training consistently encouraged students to take initiative in business ventures.	6	3.0	8	3.9	62	30.5	87	42.9	40	19.7	3.72	0.92
The curriculum regularly fostered creativity in developing business solutions.	5	2.5	8	3.9	75	36.9	74	36.5	41	20.2	3.68	0.92
The training always motivated me to pursue self-employment.	1	0.5	7	3.4	55	27.1	85	41.9	55	27.1	3.92	0.85

The program actively covered essential skills for running a business successfully.	5	2.5	7	3.4	36	17.7	10	49.3	55	27.1	3.95	0.90
Business planning was regularly included in the coursework.	5	2.5	7	3.4	32	15.8	97	47.8	62	30.5	4.00	0.91
The training always prepared students to manage daily business operations.	7	3.4	5	2.5	66	32.5	83	40.9	42	20.7	3.73	0.93
Case studies regularly improved my ability to recognize market gaps.	7	3.4	3	1.5	67	33.0	84	41.4	42	20.7	3.74	0.92
The training actively enhanced my ability to evaluate business risks.	2	1.0	1	0.5	42	20.7	10	50.2	56	27.6	4.03	0.77
<b>Combined Mean &amp; Std. Dev.</b>											<b>3.84</b>	<b>0.88</b>

**Source:** Field Data, 2025

Findings in Table 3 show respondents' perceptions of how the training and curriculum at Kabete National Polytechnic enhanced entrepreneurial skills. A majority, 87 (42.9%) agreed and 40 (19.7%) strongly agreed that the training consistently encouraged students to take initiative in business ventures. A smaller proportion, 8 (3.9%) disagreed, 6 (3.0%) strongly disagreed, and 62 (30.5%) remained neutral. The mean score was  $M = 3.72$ , with a standard deviation of  $SD = 0.92$ , indicating a generally positive perception with relatively consistent responses. This implies that the program promotes proactive business attitudes among trainees, aligning with Martinez (2022), who emphasized that fostering initiative is key to entrepreneurial success. On whether the curriculum regularly fostered creativity in developing business solutions, 74 (36.5%) agreed and 41 (20.2%) strongly agreed, while 8 (3.9%) disagreed, 5 (2.5%) strongly disagreed, and 75 (36.9%) remained neutral. The mean score of  $M = 3.68$ ,  $SD = 0.92$ , suggests a moderately strong agreement that creativity is integrated into the learning process. This supports Kogo (2022), who argued that creative thinking is central to problem-solving and innovation in business.

A majority, 85 (41.9%) agreed and 55 (27.1%) strongly agreed that the training motivated them to pursue self-employment. Only 1 (0.5%) strongly disagreed, 7 (3.4%) disagreed, and 55 (27.1%) were neutral. The mean score was  $M = 3.92$ ,  $SD = 0.85$ , reflecting strong belief in the program's role in promoting self-reliance. This aligns with Almazroui (2023), who found that vocational training significantly influences entrepreneurial aspirations. Regarding whether the program actively covered essential skills for running a business, 100 (49.3%) agreed and 55 (27.1%) strongly agreed. In contrast, 7 (3.4%) disagreed, 5 (2.5%) strongly disagreed, and 36 (17.7%) were neutral. The mean score of  $M = 3.95$ ,  $SD = 0.90$ , shows strong agreement, highlighting the curriculum's comprehensiveness in business management skills.

Business planning was reported as regularly included in coursework by 97 (47.8%) who agreed and 62 (30.5%) who strongly agreed, with only 7 (3.4%) disagreeing, 5 (2.5%) strongly disagreeing, and 32 (15.8%) neutral. The mean score was  $M = 4.00$ ,  $SD = 0.91$ , indicating a high level of agreement. This confirms Martinez's (2022) assertion that structured business planning is a cornerstone of entrepreneurial

training. On the statement that training prepared students to manage daily business operations, 83 (40.9%) agreed and 42 (20.7%) strongly agreed, while 5 (2.5%) disagreed, 7 (3.4%) strongly disagreed, and 66 (32.5%) remained neutral. The mean was  $M = 3.73$ ,  $SD = 0.93$ , showing generally positive perceptions but with slightly more neutral responses, suggesting that practical application in operations could be further strengthened. Case studies were said to regularly improve ability to recognize market gaps by 84 (41.4%) who agreed and 42 (20.7%) who strongly agreed. Only 3 (1.5%) disagreed, 7 (3.4%) strongly disagreed, and 67 (33.0%) were neutral. The mean score was  $M = 3.74$ ,  $SD = 0.92$ , indicating strong agreement and supporting Kogo's (2022) view that real-world scenarios sharpen market awareness.

Finally, the training's role in enhancing ability to evaluate business risks was highly rated, with 102 (50.2%) agreeing and 56 (27.6%) strongly agreeing. Only 1 (0.5%) disagreed, 2 (1.0%) strongly disagreed, and 42 (20.7%) were neutral. The mean score was  $M = 4.03$ ,  $SD = 0.77$ , reflecting one of the strongest agreements in this section, underscoring the program's effectiveness in risk assessment skills. The results indicate that the entrepreneurial skills component of the curriculum is well-embedded, with most respondents recognizing its value in promoting creativity, business management, and self-employment readiness. These findings strongly align with Martinez (2022), Almazroui (2023), and Kogo (2022), who all emphasize that structured entrepreneurial education significantly enhances graduates' capacity for job creation and economic self-sufficiency.

Pearson correlation analysis was used to determine the degree of linear association between entrepreneurial skills and job creation. Entrepreneurial skills development demonstrated a strong positive association ( $r = 0.601$ ), indicating that fostering entrepreneurship among students plays a substantial role in improving job outcomes.

## 1.9 Conclusion

This study concludes that job creation among Kabete National Polytechnic graduates is driven by a combination of curriculum relevance, entrepreneurial competence, industry engagement, and technology integration. The moderate impact of curriculum alignment demonstrates that while existing programs generally address labor market needs, more frequent and adaptive reviews are required to match the pace of evolving industry demands. Entrepreneurial skills emerged as the most influential factor, equipping graduates with the capacity to generate self-employment and create opportunities for others, though sustainability challenges remain due to external constraints such as limited capital and market access. Industry partnerships were shown to significantly enhance employability through practical exposure and employer preference for technically skilled graduates. However, disparities in access to such opportunities point to the need for more uniform and formalized collaboration frameworks. Similarly, technology integration proved vital in improving graduates' efficiency, adaptability, and readiness for emerging job markets, yet uneven access to up-to-date digital tools hindered its full potential.

## 1.10 Recommendations

Based on the study findings on the influence of curriculum alignment, entrepreneurial skills development, industry partnerships, and technology integration on job creation among Kabete National Polytechnic graduates, the following recommendations are proposed: On strengthening curriculum alignment, Kabete National Polytechnic should institutionalize regular curriculum review cycles that involve industry stakeholders, alumni, and labor market experts. This will ensure that training programs

remain relevant, address emerging industry demands, and equip graduates with skills aligned to high-growth sectors; and To enhance entrepreneurial skills development, the institution should establish structured entrepreneurship support systems, including business incubation centers, mentorship programs, market linkage initiatives, and access to seed funding opportunities. Such measures will help graduates sustain their enterprises and scale job creation efforts.

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