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Influence of Economic Factors on Entrepreneurial Engagements by University Students in Public Universities in Nairobi Metropolitan Region

Leah Wangui Muithui, Clement Achimba Okirigiti, and Robert Bisonga Mwebi

ABSTRACT

The purpose of the paper is to investigate the influence of economic factors on entrepreneurial engagements by university students in public universities in Nairobi Metropolitan region. The research design used is descriptive survey research design. The specific location of the study was the counties of Nairobi, Kiambu and Kajiado in Nairobi Metropolitan region. The target population comprised of 1006 university students registered with the campus incubation hubs. The sample size was 286 respondents. Open and close-ended questionnaires were used for data collection. Analysis of data involved use of descriptive and inferential statistical techniques. Descriptive statistics was through the use of mean, standard deviation, frequencies and percentages. Inferential statistics through correlation and regression was conducted to examine possible associations between attributes of independent and dependent variables. The findings established that regression coefficient for the relationship between economic factors and entrepreneurial engagement was positive and significant. Economic factors such as access to credit, availability of market information and availability of technology had the best positive significance with entrepreneurial engagement of university students. The study recommended that there is need for aggressive campaigns through media and other platforms to militate about the importance of ensuring access to credit, availability of market information and availability of technology among others are easily available for university students to engage in entrepreneurial activities.

Keywords: Economic Factors, Entrepreneurial Engagement, University Students, Public Universities.

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I. Introduction

Globally, students have been trained to join the employment pool upon graduation and that is the reason most institutions include industrial attachment as a course requirement (Kume *et al.,* 2013). However, the trend is shifting and more students in higher education are opting to pursue business ventures while still on campus. Morris *et al.* (2017) explains that with the changing dynamics in the global and local economic landscapes, students in higher institutions of learning are increasingly open to the idea of being entrepreneurs as opposed to seeking employment opportunities. Globally, institutions of higher learning are also encouraging students to cultivate entrepreneurial skills. According to Bergmann *et al.* (2016), "…universities have in recent years to a different degree adopted measures to increase the entrepreneurial propensity of their students, thereby creating more or less supportive contexts for starting a business" (p.54).

Data collected by the Global University Entrepreneurial Spirit Students' Survey (GUESSS) also points to the heightened interest for students to engage in entrepreneurship. The 2016 international survey that covered 50 countries indicated that 21.9% of students in universities are in the process of running their business while 8.8% are already running their enterprise ventures (GUESSS 2016). The statistics point to a growing number of students who are willing to risk the minimal resources they have to start a business. Ideally, focus has been on undergraduate nascent entrepreneurs who risk starting a business with minimal skills and zero experience. Bergmann *et al.* (2016) notes that while it is expected that post-graduate students have relatively wider experience in the job market or business environment, undergraduate students have to rely on the limited knowledge they have acquired in class and from observing business entities. In as such, it is prudent to examine the internal and external factors that motivate the young students to venture into entrepreneurship.

Morris *et al.* (2017) assert that students engage in entrepreneurial activities because of both self-motivation and the existence of an "entrepreneurial ecosystems." This ecosystem extends from the institution to the national business environment that tends to encourage young people to venture into business. Siegel and Wright (2015) believe that it is important for the scholars to interrogate the specific factors that create the entrepreneurial ecosystems that motivate students to start business ventures while still engaged in their studies. They point out that some notable

companies such as Microsoft, Google and Facebook were all started by students, and this motivates many young people in higher education to pursue their enterprise passions.

In Kenya, the government, private sector, and institutions of higher learning have all realized the essence of supporting students' enterprises. Peterman and Kennedy (2003) assert that it is evident employment opportunities in the country are limited and young people in learning institutions should consider self-employment options. In 2012, the Ministry of Education launched the Science, Technology and Innovation policy that seek to strengthen the capabilities of both universities and Technical and Vocational Education Training (TVET) institutions in terms of supporting innovation and business enterprise (Republic of Kenya, 2012). This is part of the long-term initiative aimed to achieve Kenya Vision 2030 by empowering the local businesses and manufacturing industries.

The Ministry of Education in Kenya also work closely with Technical and Vocational Education and Training Authority (TVETA), Commission of University Education (CUE), and the Kenya National Examination Council (KNEC) to ensure students in higher education go through entrepreneurship training. Gürol and Atsan (2006) assert that it is imperative that students are equipped with the necessary skills to develop business plans, source for funding, and run business ventures. Such training plays an integral role in building the capacities of students who wish to start their enterprises while still learning.

Additionally, the government also availed funding options for young people intending to venture into the business through the Kenya Youth Enterprise Fund (KYEP). Even though the fund is open to all young people between the ages of 18 to 35 years, students in higher institutions of learning also have an opportunity to apply for the funds and kick-start their business ideas (Nyambegera & Kilonzo, 2014). Nyambegera and Kilonzo (2014) point that funding is a key challenge for nascent entrepreneurs and the move by the government to avail special enterprise fund for young people is integral in boosting entrepreneurship.

Selected private sector organizations have partnered with institutions of higher learning to establish business incubation and innovation hubs aimed at supporting students' enterprises. A report by Otuki (2013) points to the potential of university business hubs to stir economic growth in the country. The hubs focus on innovative business ideas by students and are key in developing the country's competitive advantage in the service, ICT, and manufacturing industry. Otuki (2013) notes that in the last 10 years, several universities in Kenya have set up business hubs targeting student entrepreneurs and they include Chandaria Business Innovation and Incubation Centre in Kenyatta University, Kuza Incubation Centre at JKUAT, Business Incubation Centre at Mount Kenya University, C4D Centre in the University of Nairobi, CUEA Innovation Hub at Catholic University of Eastern Africa and the IBiz Africa Hub at the Strathmore University. Without a doubt, the trend points to the intensified effort by students to pursue entrepreneurial engagements.

Nyambegera and Kilonzo (2014) identified the significant role of economic factors as drivers of entrepreneurial engagement of university students. They include favourable economic variables such as availability of loan facilities, ready market for goods and services, and affordable professional services motivate students to start businesses. Watiri (2012) on the factors that influence students to engage in entrepreneurship established that peer pressure, family, and experience motivated students in Strathmore University to start business ventures. A similar study by Mueni (2016) focused on the United States International University-Africa (USIU) and established that some of the factors influencing students' entrepreneurship include access to finances, market information and interest rates.

II. Literature Review

Economists believe that the prevailing market conditions make it either favourable or unfavourable for entrepreneurs. The 2018 SMEs financial report by Viffa Consult established that SMEs in Kenya constitute 90% of all businesses and employ 80% of the population (Viffa Consult, 2018). Given this statistic, it is evident that the country's economy is highly dependent on the contribution of SMEs, where university students' ventures fall. United Nations Development Programme (2013) asserts that the limited employment opportunities from the government and large corporations force students to seek self-employment ventures to avoid frustrations after graduation.

In that sense, the economic environment of a country highly determines the level of entrepreneurial engagement among the youth. Nyambegera and Kilonzo's (2014) study on academic entrepreneurship in Kenya established those favourable economic variables such as availability of loan facilities, ready market for goods and services, and affordable professional services motivate students to start businesses. The availability of affordable business financing option motivates students to engage in entrepreneurship. GOK (2011) claims that students in both public and private universities qualify for the Youth Enterprise Fund, Uwezo Fund, and other devolved funds in the counties. These financing options have allowed university students to apply and get cheap loan facilities with flexible repayment plans. Watiri (2012) also notes that some university students also invest their education loan that is HELB. Reports by Mulunda (2019) and Mburu (2019) proves that students in Kenyan universities use their education loans to finance their business ventures.

The digital economy is particularly lucrative to many university students because of ease of entry. In 2019, the Kenyan government launched the country's digital economy blueprint that intends to stimulate the online business ventures that young people are already pursuing (Ministry of ICT, 2019). Kinuthia and Akinnusi (2014) assert that with globalization and the digital revolution, young people have an opportunity to invest in online businesses and reap handsomely. The report by Mburu (2019) points to the fact that university students are investing in online ventures and using the revenues to start brick and motor businesses. Linna (2012) asserts that the digital space is also ideal for technological innovators who start businesses that provide digital products of services. The innovation hubs established in selected campuses play a crucial role in helping the

students invest in the tech industry. Bannock (2004) also insist that the purchasing power of the population also motivates young people to engage in business activities. A vibrant economic growth allows entrepreneurs to reap returns from their investments. University students understand that the Kenyan economy is growing rapidly and there are viable business opportunities that are likely to succeed. Keter (2012) agrees that entrepreneurs observe the economy and identify potential areas with potential for growth. In the case of university students, they are often motivated by the performance of businesses around their environment or those belonging to their friends or relatives. Kao (2005) noted that with globalization, young people also examine trends of businesses in foreign countries and try to establish the same in their country. For example, the e-commerce industry is growing impressively in other countries and some students in Kenyan universities are venturing in the segment as entrepreneurs or innovators.

Davidsson and Henrekson (2002) also believe that the legal restrictions in a given economy can determine entry level of young entrepreneurs. It is expected that students in universities are likely to invest in businesses that have minimal legal or commercial restrictions. Kenya National Bureau of Statistics (2013) pointed at the retail industry as being an ideal business idea for many young people in the informal sector. It requires minimal capital to start and has the potential to grow depending on the products, location, and business model. Tulker and Selcuk (2009) agreed that students are also limited by lack of experience or qualification that are required in complex ventures such as manufacturing or provision of professional services.

Various scholars have attempted to examine the influence of economic factors on entrepreneurial engagements. For instance, Jumamil *et al.* (2017) researched on the factors influencing the entrepreneurial engagement of Agri-based graduates in Malaysia. The study was anchored under the Model of Entrepreneurial Event by Shapero, Theory of Planned behaviour by Ajzen and Entrepreneurial Potential Model by Krueger. The study employed questionnaire in data collection with a sample size of 307 respondents.

The findings established that economic factors such as access to ready markets, availability of raw materials and infrastructure were the most important predictors of entrepreneurial engagement. In addition, increase in business ideas was highly driven when potential entrepreneurs were made aware of availability of financial support, incubation programs and entrepreneurial training. The contextual gap is that this study was localized in Malaysia, a developed economy. The conceptual gap is that whereas this study focused on variables such availability of raw materials and infrastructure, the current study is based on access to credit, availability of market information and availability of technology. The theoretical gap is that this study was anchored on the Model of Entrepreneurial Event by Shapero, Theory of Planned behaviour by Ajzen and Entrepreneurial Potential Model by Krueger.

The current study is based on Hoselitz Socio-Cultural theory, Economic Theory of Entrepreneurship, Need for Achievement theory and Institutional Theory of Entrepreneurship.

A study by in Kenya by Mwendwa (2016) examined the influence of socio-economic factors on youth engagement in Agro-based projects in Machakos County. The variables studied include access to land, access to financial services, access to markets and availability of extension services. The research design used was descriptive survey design with the targeted population as youths engaged in farming. The study was anchored under Theory of Reasoned Action and the Push and Pull theory. Data was collected using survey questionnaires and analyzed through SPSS under descriptive and inferential techniques. The analyzed data was presented using tables, frequencies and percentages. The findings established that access to land was a barrier to youth's engagement in entrepreneurial activities. Financial services were more affordable and accessible to the youths engaged in entrepreneurial activities. Lack of market and technological information was a barrier for youth's exploitation of external markets. The departure of this study from the current one is that it was based on youths engaged in Agro-based projects. It was also based the theory of Reasoned Action and the Push and Pull theory.

In Nigeria, Orugun (2016) studied on relationship between poverty and entrepreneurial engagement of youths in small scale enterprises. The economic variables studied are unemployment and poverty and the interaction with entrepreneurial engagement. The research design was longitudinal with sample size was 326 respondents selected using Taro Yamane method. The data was collected using questionnaires and analyzed through descriptive statistics, regression and correlation methods. The findings revealed presence of strong and positive correlation between SMEs and poverty level and less significance between unemployment and poverty among the youths. The conclusion was that increasing entrepreneurial engagement of the youths is suppressed by economic variables of poverty and unemployment and this situation should be mitigated. The contextual gap is that this study was conducted in Nigeria. The methodological gap is that the study employed a longitudinal research design.

III. Theoretical Framework

This study is rooted on Economic Theory of entrepreneurship developed by and later by Harris in 1970 (Leff, 1978). The theory asserts that the economy and entrepreneurship are closely interconnected. They further stated that entrepreneurship and economic growth of a country only develops positively when the existing economic conditions are favourable. This also implies that entrepreneurs will find it extremely difficult to realize growth when the economy is performing poorly. Additionally, the theory noted that economic conditions determine the level of entrepreneurship activities in a given location. When the conditions are favourable, people anticipate economic gain by engaging in business, and the opposite is also true (Harris, 1971).

The theory further postulates that the motivation of entrepreneurs is well developed through economic incentives such as proactive taxation policies, availability of entrepreneurial financial resources, availability of

infrastructure, investment opportunities, availability of market information and technology among others (Mehmet, 2002). This implies that an entrepreneur is a risk taker since they survive without the ability to fully predict the economic conditions in the future. Availability of incentives in the macro environment, will lead to enhanced entrepreneurial engagements among entrepreneurs. This further implies that young entrepreneurs such as university students are also likely to engage in entrepreneurship activities when the macro environment is favourable because of the fewer barriers associated with starting or running a business.

According to Timmon and Spinelli (2007), the principal strengths for entrepreneurial activities in a country are the financial motivating forces. Consequently, various financial and economic factors exist that support or discourage growth of enterprises and specifically those operated by the youth. These factors include access to credit, availability of entrepreneurial finances, supply of loanable assets with low interest rates, availability of friendly financial, fiscal and monetary policies, availability of market and technological information among others. However, absence of these economic factors acts as barrier to entrepreneurial engagement of the youth entrepreneurs. The Economic Theory of Entrepreneurship is thus relevant in this study since presence of favourable economic conditions and incentives especially for youth entrepreneurs since its acts as a motivating factor for entrepreneurial engagement. Therefore, the theory anchors economic factors such as market information, access to credit and technology as critical contributors to entrepreneurial engagement of university students.

IV. Methodology

The study employed both probability and non-probability sampling methods to guarantee sample representation of respondents. A purposive sampling was used to select university students registered with the campus incubation hubs. Stratified random sampling was employed to divide and select the targeted population of each of the five strata of purposively sample regions namely, University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Technical University of Kenya, Cooperative University and Multimedia University. From each stratum, a list of sampled members was created along the categories of the respective universities. Finally, proportionate stratified sampling was used to select segmented proportions of each stratum equitably to the proportions of the entire representative samples of the respondents from each of the five strata to guarantee sample credibility. This involved calculating the proportion of respondents per university. The sample size of the study was determined using Taro Yamane (1967) simplified formula and the sample size was 286 respondents.

Open and close-ended questionnaires were used for data collection in this study. Reliability was measured by internal consistency tests through the use of Cronbach's alpha statistics. The study used the measure of the three categories of validity to measure the truthfulness of the instruments. These include construct, content and face validity. Prior to data analysis, collected data was cleaned and coded to ease data entry into the SPSS version 26.0. Analysis of data involved use of descriptive and inferential statistical techniques. Descriptive statistics was through the use of mean, standard deviation, frequencies and percentages. Inferential statistics through correlation and regression was conducted to examine possible associations between attributes of independent and dependent variables.

V. Findings

A. Effect of Economic in Decision into Entrepreneurship Engagement

Fig. 1 indicates that most of the respondents representing 85% in the study reported that economic factors their decision to engage in entrepreneurial activities.

The results agree with Nyambegera and Kilonzo (2014) that the economic environment of a country highly determines the level of entrepreneurial engagement amongst the youths. This is since favourable economic variables such as availability of loan facilities, ready market for goods and services, and affordable professional services motivate students to start businesses.

This implies that favourable economic factors motivate students to engage in entrepreneurship.

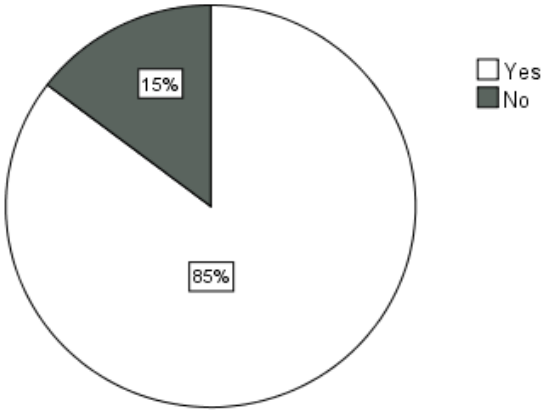

Fig. 1. Economic factors.

B. Extent Economic Factors influence Entrepreneurial Engagement

Fig. 2 indicates that most of the respondents representing 82% in the study reported that economic factors influence their entrepreneurial engagement to a great extent.

The results support the findings by Keter (2012) that university students engaging in enterprises observe the economy as the motivating factor before identifying potential areas for investment with potential for growth. In the case of university students, they are often motivated by the performance of businesses around their environment or those belonging to their friends or relatives.

This shows the importance of supportive economic environment as a motivating springboard for students' engagement in entrepreneurship.

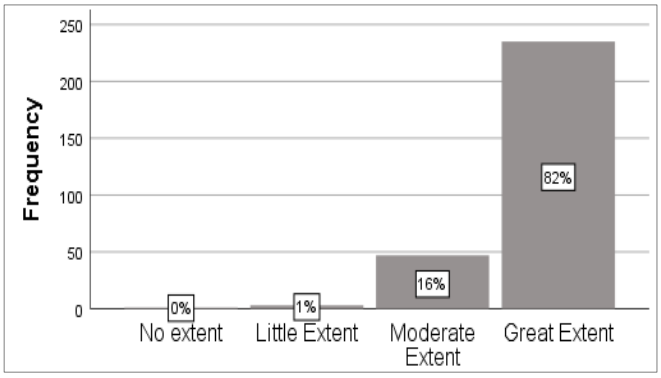

Fig. 2. Extent of economic factors and entrepreneurial engagements.

C. *Economic Factors*

Respondents were asked to rate economic factors on a scale of 1 to 5 where 5- Very great extent, 4- Great extent, 3- Moderate extent, 2- Little extent and 1 - No extent. Mean and standard deviation were then computed for the variable as given in Table I. The overall aggregate mean score for economic factors was 4.02 and SD = 0.75. The mean of 4.02 indicate that 40.2% of the respondents supported those economic factors affect entrepreneurial engagements. This is also shown by the moderate standard deviation (SD = 0.72) which shows the consistency level of support of the statement by respondents. The results are congruent with the findings by Nyambegera and Kilonzo (2014) that economic environment of a country highly determines the level of entrepreneurial engagement amongst the youths. This is since availability of affordable business financing option motivates students to engage in entrepreneurship.

The statement "Availability of accessible credit" had a higher mean score (mean = 4.45 and SD = 0.772). The mean of 4.45 indicate that 44.5% of the respondents supported that the availability of accessible credit affects entrepreneurial engagements. This is also shown by the moderate standard deviation (SD = 0.772) which shows the consistency level of support of the statement by respondents. The results support Jumamil *et al.* (2017) findings that established that economic factors such as access to credit, presence of ready markets, availability of raw materials and infrastructure were the most important predictors of entrepreneurial engagement. In addition, increase in business ideas among the youths is highly driven when potential entrepreneurs are made aware of availability of financial support, incubation programs and entrepreneurial training.

The statement "Adequate knowledge of markets" had a lower mean score (mea n= 4.39 and SD = 0.750). The mean of 4.39 indicates that 43.9% of the respondents supported that adequate knowledge of markets affects entrepreneurial engagements. This is also shown by the moderate standard deviation (SD = 0.75) which shows the consistency level of support of the statement by respondents. The results complement the findings by Mwendwa (2016) that lack of market and technological information was a barrier for youth's exploitation of external markets and indulgence in entrepreneurial activities. This implies that access to credit, availability of market information and availability of technology is a perquisite for entrepreneurial engagement of university students.

D. *Entrepreneurial Engagements*

Respondents were asked to rate Entrepreneurial Engagements on a scale of 1 to 5 where 5- Very great extent, 4- Great extent, 3- Moderate extent, 2- Little extent and 1 - No extent. Mean and standard deviation were then computed for the variable as given in Table II. The overall aggregate mean score for entrepreneurial engagements was 4.00 and SD=0.730. The mean of 4.00 indicate that 40% of the respondents supported that psychological, socio-cultural, institutional and economic factor affects entrepreneurial engagements. This is also shown by the moderate standard deviation (SD=0.730) which shows the consistency level of support of the statement by respondents. The results support the findings by Mulunda (2019) and Mburu (2019) that some of the core factors influencing university students to pursue entrepreneurship include institutional, psychological, socio-cultural and economic factors.

The statement "Adequate networking skills" had a higher mean score (mean= 4.08 and SD=0.721). The mean of 4.08 indicate that 40.8% of the respondents supported that adequate networking skills affects entrepreneurial engagements. This is also shown by the moderate standard deviation (SD=0.721) which shows the consistency level of support of the statement by respondents. The results complement the findings by Antonites *et al.* (2007) that entrepreneurship education programs help develop attitudes and skills such as networking that are favourable to starting one's own business and also provide knowledge and experience for starting and running a business.

The statement "Availability of experienced entrepreneurs" had a lower mean score (mean= 3.98 and SD=0.706). The mean of 3.98 indicate that 39.8% of the respondents supported that availability of experienced entrepreneurs affects entrepreneurial engagements. This is also shown by the moderate standard deviation (SD=0.706) which shows the consistency level of support of the statement by respondents.

The results support the findings by Fossen and Kritikos (2010) and McMullen and Shepherd (2006) who contended that the social context plays an important role in shaping career aspirations and in legitimating different entrepreneurial career choices of students.

TABLE I: ECONOMIC FACTORS

	No extent (%)	LE (%)	ME (%)	GE (%)	VGE (%)	Mean	Std. Deviation
Availability of credit	0	1	18	44	36	4.45	0.772
Availability of affordable credit	0	3	21	51	24	3.96	0.703
Availability of market information	1	2	19	49	30	4.06	0.706
Adequate knowledge of markets	1	1	21	55	23	4.39	0.75
Availability of supportive technology	1	3	19	47	30	4.04	0.718
Ability to afford technology	1	1	17	70	12	3.91	0.634
Composite	-	-	-	-	-	4.02	0.75

Thus, presence of role models motivates students to engage in entrepreneurship and is seen as the outcome of a social influence process. This shows that the family and community socio-economic background has an important influence in the orientation of university students towards entrepreneurship.

TABLE II: ENTREPRENEURIAL ENGAGEMENT

	No extent (%)	LE (%)	ME (%)	GE (%)	VGE (%)	Mean	Std. Deviation
Technical entrepreneurs	0	1	19	57	22	3.99	0.708
Skilled employees	1	1	15	59	24	4.03	0.734
Experienced entrepreneurs	1	0	20	59	21	3.98	0.706
Managerial skills	1	2	17	55	24	4.01	0.754
Planning skills	1	2	18	53	26	4.02	0.765
Innovative entrepreneurs	1	2	22	53	22	3.93	0.783
Moderate risky entrepreneurs	1	0	17	60	22	4.01	0.706

E. Correlation Matrix

Table III shows that correlation coefficient between economic factor and entrepreneurial engagement was high (r=0.683, p<0.05). The results support Jumamil *et al.* (2017) findings that established that economic factors such as access to ready markets, availability of raw materials and infrastructure were the most important predictors of entrepreneurial engagement among young entrepreneurs. In addition, increase in business ideas was highly driven when potential entrepreneurs were made aware of availability of economic factors such as financial support, incubation programs and entrepreneurial training.

TABLE III: CORRELATION MATRIX

	Engagement	Institutional	Economic
Economic	0.683**	0.393**	1

**. Correlation is significant at the 0.01 level (2-tailed).

F. Model Summary

From Table IV, the R2 for the regression model between economic factors and entrepreneurial engagement among students in public universities was 0.510 meaning that they explained 51.0 % variation in the entrepreneurial engagement among students in public universities while the remaining variation is explained by the other factors not included in the study and the error term. The results agree with the assertion by Mburu (2019) some of the core factors influencing university students to pursue entrepreneurship are the economic factors such as access to ready markets, availability of raw materials and infrastructure.

TABLE IV: MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.714[a]	0.510	0.503	0.37837

a. Predictors: (Constant), Economic

G. Analysis of Variance (ANOVA)

From Table V, the regression model was a good fit as indicated by a significant F statistic (F=73.234, p<0.05). The regression model obtained from the output is given in (1).

$$Performance = 0.885 + Economic + error \qquad (1)$$

The results agree with the findings by Mburu (2019) that the core factors influencing university students to pursue entrepreneurship are economic factors.

TABLE V: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41.938	4	10.484	73.234	0.000[b]
	Residual	40.229	281	0.143	-	-
	Total	82.167	285	-	-	-

a. Dependent Variable: Engagement

H. Regression Coefficients

The regression coefficient for the relationship between economic factors and entrepreneurial engagement was positive and significant (β = 0.620, p < 0.05). Economic factors such as access to credit, availability of market information and availability of technology had the best positive significance (β = 0.620) with entrepreneurial engagement of university students. The results are congruent with findings by Nyambegera and Kilonzo (2014) that identified the significant role of economic factors such as favourable economic variables such as availability of loan facilities, ready market for goods and services, and affordable professional services motivate students to start businesses. The results also agree with findings by Orugun (2016) that revealed presence of strong and positive correlation between economic factors such as unemployment and poverty and entrepreneurial engagement among the youths. This shows that provision of economic factors such as access to credit, availability of market information and availability has a high potential of assisting university students to be engaged in entrepreneurial activities.

TABLE VI: COEFFICIENT TEST

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	0.885	0.207	-	4.269	0.000
	Economic	0.620	0.052	0.601	11.870	0.000

a. Dependent Variable: Engagement

VI. DISCUSSION

The results revealed that 85% in the study reported that economic factors their decision to engage in entrepreneurial activities. This implies that favourable economic factors motivate students to engage in entrepreneurship. Again, 82% reported that economic factors influence their entrepreneurial engagement to a great extent. This shows the importance of supportive economic environment as a motivating springboard for students' engagement in entrepreneurship.

In addition, 40.2% of the respondents supported those economic factors affects entrepreneurial engagements, as shown by the moderate standard deviation (SD=0.72).

Further, 44.5% of the respondents supported that availability of accessible credit affects entrepreneurial engagements, as shown by the moderate standard deviation (SD=0.772). Further, 43.9% of the respondents supported that adequate knowledge of markets affects entrepreneurial engagements as shown by the moderate standard deviation (SD=0.75). This implies that access to credit, availability of market information and availability of technology is a prerequisite for entrepreneurial engagement of university students.

The inferential statistics results indicate that the highest correlation coefficient in the study was between economic factor and entrepreneurial engagement ($r = 0.683$, $p < 0.05$). The regression coefficient for the relationship between economic factors and entrepreneurial engagement was positive and significant ($\beta = 0.620$, $p < 0.05$). Economic factors such as access to credit, availability of market information and availability of technology had the best positive significance ($\beta = 0.620$) with entrepreneurial engagement of university students. This shows that provision of economic factors such as access to credit, availability of market information and availability has a high potential of assisting university students to be engaged in entrepreneurial activities.

VII. Conclusion

The findings showed that economic factors had the highest correlation coefficient with entrepreneurial engagement. The regression coefficient for the relationship between economic factors and entrepreneurial engagement was positive and significant. The study concluded that provision of positive economic factors such as access to credit, availability of market information and availability is the surest way of assisting university students to engage in entrepreneurial activities.

VIII. Recommendations

There is need for aggressive campaigns through media and other platforms to militating about the importance of ensuring access to credit, availability of market information and availability of technology among others are easily available for university students to engage in entrepreneurial activities.

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