

Abstract

The paper examines the utility of entrepreneurship training programme towards enhancing entrepreneurial skills of bachelor of education science students. The study answered the following expected research hypotheses: H01: the science teacher trainee would not significantly improve instructional skills when subjected to entrepreneurship training; H02: entrepreneurship training of science teacher trainee would not significantly enhance their creativity skills in developing teaching models; H03: entrepreneurship training would not significantly influence science teacher trainee's views on value addition of available materials within their environment for education use.

The study was guided by theory of planned behaviour and human capital theory and worked with a total sample of 120 respondents drawn from Bachelor of education science third and fourth year students at Meru University of Science and technology. The study employed questionnaires, interview schedules, t-test and ANOVA in testing the hypotheses under experimental research design. The findings showed that bachelor of education science trainees' participation in entrepreneurship training: boasted their pedagogical delivery at classroom level; would improve their creativity in making models for teaching and learning significantly, and could significantly influence their prudent running of school by ensuring adequate utilisation of available resources including recycling and values addition.

The study concluded that teaching entrepreneurship education to bachelor of education science would really improve both their teaching techniques and administrative skills. Therefore, the study recommended that bachelor of education science students methodologies of training be expanded and blended with entrepreneurship education besides conventional approaches of training.