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BUSINESS INNOVATION

# BUSINESS INCUBATOR SERVICES IN AFRICA HIGHER EDUCATION: DISRUPTIVE FORCE OR NECESSARY TOOL FOR NEW VENTURE CREATION IN KENYA

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## ABSTRACT

Business incubators are essential for starting and expanding new companies and reducing the failure rate of startups. The most valuable incubators are those that can respond and adjust to the demands of new businesses by offering a variety of services that assist start-ups. Despite the growing number of business incubation facilities, little is known about the services provided by business incubators and the new venture creation. This study examined how ICT infrastructure, network services, financial resources and training affected the establishment of new ventures in Kenyan universities. The study's theoretical basis was the Resource-based View, Economic Theory and Schumpeter's Theory. Both descriptive and explanatory designs were used in the investigation. The target population consisted of eight business incubators selected from eight universities in the Nairobi region, Kenya. Using a stratified and basic random sampling procedure, 136 participants were selected as a sample size from a target population of 205. The data was gathered through questionnaires. The hypotheses were tested using multiple linear regression analysis. The study found that the establishment of new ventures in Kenyan universities was positively and significantly impacted by network services, ICT infrastructure, training, and access to financial resources. The study recommend that the top executive teams should include business incubator services in the university's strategic goals and provide resources specifically for their growth.

**Key Words**: *Networking, Access to Financial Resources, Business Incubator Services, Training Services, ICT Infrastructure, New Venture Creation*

## 1.0 Introduction

The well-known theories of Schumpeter (1934) served as the foundation for the first idea of new venture formation; he assessed new ventures as an element in economic growth. He contends that entrepreneurs must recognize opportunities and propel technical innovation in order for new businesses to flourish. He claimed that creative destruction and innovation may drive economic prosperity (Karitu & Namusonge, 2019). In Kenya, a new venture should be viewed as an inventive company that has the capacity to grow into a successful firm (Karitu, Wangondu & Muathe, 2022).

Egbetokun (2023) asserts that new ventures are crucial to combating poverty as well as unemployment in Africa. However, the enterprises' rates of productivity and survival are low. Business incubators, which are a component of the innovation system, help companies with room to grow survive, expand, be creative, and be productive. Moreover, business incubation has been a strategy employed in a number of more competitive economies to accelerate the creation of new entrepreneurial skills and businesses. According to Karitu, Muathe, & Mwasiaji, (2025), early-stage failure rates were significantly reduced by the suggested incubation procedure, which included services for immediate diagnosis and resolution of business issues. Ayad, Sobaih and Elshaer (2022), found that university business incubators offer important services to entrepreneurs. These include; physical offices, administration mentoring, technical knowledge, assistance in writing a business plan, technical assistance, shared administrative services, networking services, financial assistance, markets as well as advice on right to intellectual property, which are designed to guarantee that the incubator concentrates its efforts on supporting creative, rapidly expanding businesses that are anticipated to have a big economic impact (Qian, Mulas, & Lerner, 2018).

In Kenya, business incubators offer several crucial services. According to Konyango (2021) and Otieno and Muathe (2023), these include networking, mentorship, administrative, community membership, consulting services, business training programs and access to investors. The results indicate that the services provided by Kenyan incubators primarily tackle the problems faced by entrepreneurs, including limited access to networking opportunities, strategic partnerships, and technology and business expertise (Konyango, 2021; Langat, 2022; Tiren, 2020). Additionally, in Kenya, business incubator (BI) acts as a community where entrepreneurs can communicate, collaborate, and assist one another, especially in the early phases of starting a business (Hassan, 2020; Momanyi, Ndemo, Maalu, & Owino, 2023; Karitu & Muathe,2023).

Numerous studies have been conducted regarding the formation of new businesses. The study's main focus was on the circumstances, characteristics, and variables that support the establishment and development of new businesses (Njau, Mwenda, & Wachira, 2019). According to Diawati and Sugesti (2023) and Karitu, Muathe, & Mwasiaji, (2025), the incubation concept is a practical way to combine resources like money, expertise, and technology in order to foster an entrepreneurial mindset and, consequently, accelerate the creation of new businesses. This study examined the effects of business incubator services and the creation of new ventures in universities in Kenya.

### 1.2 Objectives of the Study

The objectives were to:

a) Determine the effect of network services on new venture creation in universities in Kenya.
b) Analyse the effect of ICT infrastructure on new venture creation in universities in Kenya.
c) Examine the influence of training services on new venture creation in universities in Kenya.
d) Determine the effect of access to financial resources on new venture creation in universities in Kenya.

## 1.0 Review of Literature

### 2.1.1 Economic Theory of Mark Casson

Mark Casson developed the Economic Theory in 1982. The theory states that economy has to start off with a smaller work force in order to grow. A social revolution results from the desire to achieve something innovative. Entrepreneurs bring new ideas and goods to market that are essential to the well-being of the society. The undervalued labor force eventually launches their own companies based on their ideas. This argument remains consistent when considering start- ups in which workers transition from being employed to becoming self-employed. The process of conceiving or launching a new organization is known as new venture creation (Gartner, 1985).

### 2.1.2 Schumpeter's Theory of Innovation

According to this theory, the primary factor influencing higher output and business expansion is innovation. When we talk about "innovation," we imply things like enhancing brand-new produce, altering the market, and increasing production and distribution processes, besides other things. The commercial use of new materials, technologies, processes, and energy sources is the precise definition of innovation, even if the phrases "invention" and "innovation" are sometimes used interchangeably (Muathe, 2010, Henrekson & Sanandaji, 2020).

Business incubators and technology parks are crucial components of the innovation ecosystem, according to Czapinzka and Romanowski (2024), since they facilitate knowledge transfer, produce original ideas, and aid in the expansion of new businesses. Business incubators are helpful for both starting new businesses and growing and expanding already-existing ones, according to Karitu and Muathe (2023). For the present study, Schumpeter's Theory of Innovation anchored the dependent variable (New Venture creation).

### 2.1.3 Resource-Based View Theory

Penrose (1959) set the foundation for the RBV's success in the 1980s by using both human and material resources. Numerous published works, starting in the 1980s, helped the RBV see the organization as a collection of skills and assets gain widespread recognition (Barney, 1986; 1989; 1991; Connor 1991). The author maintained that a company's profitability was largely determined by the type, quantity, and character of its assets and capabilities.

The provision of resources facilitates the establishment of new ventures and the operation of BI, hence bolstering the enterprises' continued growth and sustainability. BI is mostly dependent on the resources provided by its owners when it first starts off. Funds are obtained through a variety of networks rather than being given directly. There will be resources available to support the launch of new businesses and their subsequent growth (Barney, Ketchen & Wright, 2021). In this study the theory supported the independent variable.

### 2.2 Empirical Review

The empirical literature on business incubator services and new venture creation was reviewed.

#### 2.2.1 Network Services and New Venture Creation

According to Muathe and Otieno (2023), networking, mentoring, and physical incubation facilities were all significantly correlated with business success. Social Network Theory, Firm Theory, and Stochastic Theory served as the foundation for the study. Descriptive research methodology was employed in the study: a cross-sectional design employing straightforward random sample techniques and proportionate stratified sampling. Amongst the 567 participants in the total population, 227 individuals were chosen as the sample size.

Primary data was collected using a methodical survey. Multiple linear regression was used to examine the data using SPSS. The study focused on start-ups in Nairobi, Kenya, and the current study examined business incubator services and new venture creation in universities in Kenya. A knowledge gap was discovered when the research conceptualized physical infrastructure in terms of administrative services, infrastructure accessibility, and a suitable working environment.

According to Rukmana, Meltareza, Harto, Komalasari, and Harnani (2023), the difficulties of business incubators (BI) include; lack of resources, lack of opportunities for networking and mentoring, institutional and legal constraints, as well as socioeconomic and cultural factors. The research investigation used an approach based on mixed methods, incorporating quantitative surveys and qualitative interviews to collect data. The researcher used an explanatory research design. A questionnaire that was distributed to university instructors, business incubators staff members connected to the university, entrepreneurs, and start-ups in West Java was used to gather data. Semi-structured interviews were used to gather data from important stakeholders and 150 responses were received. The results highlight the importance of other factors like financial assistance, networking opportunities, mentoring and subject-matter expertise, and resource accessibility. The study expanded information about the significance of business incubator in higher learning by addressing the importance of enough resources, effective mentoring, networking opportunities, supporting policies, and a positive entrepreneurial culture.

Ahmed, Qalati, Rehman, Khan and Rana (2022) studied the effect of educational courses, financial assistance and network services on sustainable entrepreneurial growth (SEG). Training, funding, and networking were found to be related to the growth of profitable entrepreneurs. The research employed quantitative research method. Partial least squares techniques, structural equation models, and the bootstrapping method were all applied. The research pointed out that BI mediated the interaction between training programs, capital support, networking and SEG. The BI were used as a mediating variable while in this research, they are used as independent variable. The study

does not have the moderating variable while in this research moderating and mediating variables were available.

***$H_{01}$:*** *Availability of network services has no significant effect on new venture creation in universities in Kenya.*

### 2.2.2 ICT Infrastructure and New Venture Creation

The term "ICT infrastructure" describes how well-regarded and easily accessible the hardware, software, and other IT tools of incubation centers are for the establishment of new businesses (Murage, 2018).

According to Ruhiu (2016), the growth of small and medium-sized businesses in Kenya is positively impacted by a number of factors, including managerial skills, ability to access infrastructure, technology services, and market connections. In Nairobi County, 127 incubatees from both public and private BI were chosen using a systematic random sampling technique. Likert scale-based questionnaires were utilized as study methodologies for data collection, and a descriptive research design was adopted. The study's primary focus was on BI in Kenya and the steady growth of MSEs. The investigation was carried out on public and private BI in the County of Nairobi. The current study evaluated how BI services affected the establishment of new ventures at Kenyan universities.

According to the study by Raheem (2021), the success of start-ups is influenced by financial, business, networking, and infrastructure support. The study analysed how technological incubator affects the viability of new businesses in Kwara State. Data was gathered through a standardized questionnaire as well as in-depth interviews with 40 incubatees. The study was conducted on technological incubators in Kware State. This investigation examined the relationship between business incubator services and new venture creation in universities in Kenya.

Murage (2018) researched on university TBI support and digital enterprise achievement in Kenya. The research polled fifty-eight graduates from five university incubators in Kenya. The study's underpinnings were RBV Theory and social capital. Employed were 58 incubation graduates selected from five Kenyan universities' incubators. To demonstrate how university TBI services affect digital start-ups' performance, a descriptive research approach was employed. A semi-structured questionnaire was utilized to gather data. The research demonstrated that access networks and business support services have a significant positive impact on the success of digital enterprises in terms of increased revenue, job creation, and creation of products. Additionally, the research revealed no connection between the effectiveness of digital start-up and technology support services (Murage, 2018). Unlike the previous study, which only used one research design, the current study used both an explanatory and a descriptive research design. The small sample size of 58 incubation graduates means that the results cannot be generalized. The current study can be generalized to the entire population because it has a sufficient sample size. It analysed the effect of BI services and new venture creation in universities in Kenya.

***$H_{02}$:*** *Availability of ICT infrastructure has no significant effect on new venture creation in universities in Kenya.*

### 2.2.3 Training and New Venture Creation

Training is a term used for programs provided to business owners with the goal of improving their ability to run their companies effectively. Examples of these programs include marketing, management, and financial abilities (Aboobaker, 2020).

The study by De-Esteban-Escobar, De-Pablos-Heredero, Montes-Botella, & Blanco-Jiménez. (2025), examined the effects of training and support programs offered by business incubators on entrepreneurship's emotional intelligence and how this leads to the success of fostered businesses. Data gathered between October 2023 and February 2024 and a structural equation model (SEM) was used. The results showed that: First, training programs offered by business incubators greatly improve the emotional intelligence of entrepreneurs. Second, psychological support services assist business owners in overcoming obstacles and keeping a positive outlook. Third, incubators offer a nurturing atmosphere that boosts entrepreneurs' self-esteem and helps their businesses succeed. The study suggested that in order to boost the entrepreneurial ecosystem, more efficient business incubator programs should be created, and regulations should be created that prioritize the emotional development of entrepreneurs.

The study by Aboobaker (2020), on the influence of entrepreneurial training on workforce capability and entrepreneurial intentions. It was discovered that entrepreneurship education and training are effective in inspiring learners' level of entrepreneurial intention. A random selection of 330 final-year students from various fields, including management, science and technology who had finished a course on "entrepreneurship and new business management" were used to create the sample responses. Data collection was done using the questionnaires. The study also discovered that workforce is critical in intervening in the link between entrepreneurial education and intention.

Wegner, Thomas, Teixeira, and Maehler (2020) evaluated the effect of the university's entrepreneurial drive approach on learners' entrepreneurial intentions (EI). The PLS-SEM technique was used. Some 447 students from two colleges in Brazil that distinguish themselves through entrepreneurial push techniques were included in the sample size. While the first university encourages entrepreneurs by supporting programs on entrepreneurship, encouraging business competitions, and giving incubation opportunities. The second university concentrated primarily on normal administrative curriculum with little concentration on entrepreneurship. In contrast to the second university, the entrepreneurial drive approach of university did not explain variations in student entrepreneurial intention. Such a conclusion defies earlier research on the benefits of entrepreneurship programmers and throws fresh insight son the assistance that universities might provide to encourage entrepreneurship intention. The investigation was conducted in Brazil which is ruled by different policies as well as is open to different environmental situations from Kenya. This study bridged the contextual gap by carrying out this research on universities BI in Kenya.

***$H_{03}$:*** *Availability of training services has no significant effect on new venture creation in universities in Kenya.*

### 2.2.4 Access to Financial Resources and New Venture Creation

This is when investors or the government give money to tenant companies directly or indirectly, through bank loans or UBI donations. The success of startups is largely dependent on their ability to raise money. At critical growth stages, incubators provide crucial financial support by facilitating pitch sessions and connecting companies with investors. For successful entrepreneurs, incubators offer extensive financial networks (Beatrice, Wangondu, & Muathe, 2023; Karitu & Muathe, 2023).

Zhahir, Muslimin, Zainuddin, and Anisah's (2025) study examined how the Palu City Business Incubator's support for SMEs acted as a mediator between financial performance and financial literacy. The questionnaire was used to collect data. The findings demonstrated that financial performance is positively and significantly impacted by financial literacy, but mentoring is not positively impacted by financial literacy, and mentoring has no impact on financial performance. These results suggest that, mentoring, financial literacy directly leads to better financial performance. This study recommends that mentoring schemes be particularly created to increase financial literacy.

Majeed and Kosiba (2023), stated that inadequate financial support, lack of government assistance and intense market competitiveness were common difficulties faced by native business incubator (BI) in Kente weaving industry. The study employed a qualitative and descriptive case study approach with five Kente SME business owners as participants. According to the research, some business owners inherited them, while others created them from the ground up. The study focused on SMEs in Kente weaving industry thus resulting in a contextual gap. To fill the gap, the current study is on business incubator services and new venture creation in universities in Kenya.

**$H_{04}$:** *Access to financial resources has no significant effect on new venture creation in universities in Kenya*.

## 2.0 Research Methodology

The study used both explanatory and descriptive research designs (Saunders et al., 2009). The target population was composed of eight business incubators from eight institutions in the Nairobi area of Kenya. Using a stratified and basic random sampling procedure, 136 people were selected as a sample size from a target population of 205. The director incubation center, support staff, mentors, and mentees served as the unit of observation. Questionnaires were used to gather data. The association between the independent and dependent variables was examined using descriptive statistics, correlation analysis, and a multiple linear regression model.

## 4.0 Results and Discussion

### 4.1 Correlation Analysis

The Pearson product-moment correlation was used in this study to investigate the existence of a linear relationship between the independent and dependent variables. The correlation coefficient quantified the magnitude and direction of this linear relationship (Field, 2018). The linearity test results between the independent and dependent variable are presented in Table 1. below.

**Table 1: Correlation Test for Linearity**

| | | NS | ICT | T | FR | EE | E0 | NVC |
|---|---|---|---|---|---|---|---|---|
| Network Services | R | 1 | | | | | | |
| | Sig. (2-tailed) | | | | | | | |
| ICT Infrastructure | R | .543** | 1 | | | | | |
| | Sig. (2-tailed) | 0.000 | | | | | | |
| Training | R | .635** | .584** | 1 | | | | |
| | Sig. (2-tailed) | 0.000 | 0.000 | | | | | |
| Access to Financial Resources | R | .525** | .648** | .530** | 1 | | | |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | | | | |
| | N | 91 | 91 | 91 | 91 | 91 | 91 | 91 |

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

**Source: Research Data (2025)**

All of the independent variables were found to have a positive correlation coefficient, which was statistically significant with a p-value that was lower than 0.05, as shown in Table1. A p-value that is lower than 0.05 leads to the rejection of the null hypothesis, which indicates that there is a linear connection between the independent and dependent variables (Bewick, Cheek & Ball, 2005). The person correlation results were as follows; network services ($r = 0.570$, $p < 0.00$), ICT infrastructure ($r = 0.543$, $p < 0.00$), training ($r = 0.584$, $p < 0.00$) and access to financial resources ($r = 0.530$, $p < 0.00$). Therefore, the Pearson correlation results positive shows a linear relationship between the new venture creation and network services, ICT infrastructure, training and access to financial resources all at $p < 0.05$ significant level.

### 4.2 Hypotheses Testing for Direct Relationship

The study results were interpreted using the adjusted R-squared and p-value values, with $P < 0.05$ being considered significant. A composite index for the independent and dependent variables was calculated in order to support the regression analysis as shown in table 2 below.

**Table 2: Business Incubator Services and New Venture Creation**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .879[a] | .773 | .759 | .460 |

a. Predictors: (Constant), Network Services, ICT Infrastructure, Training, Access to Financial Resources

b. Dependent Variable: New Venture Creation

**ANOVA**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 49.609 | 4 | 12.402 | 62.661 | .000[b] |
| | Residual | 18.011 | 87 | .198 | | |
| | Total | 67.620 | 91 | | | |

a. Dependent Variable: New Venture Creation

b. Predictors: (Constant), Network Services, ICT Infrastructure, Training, Access to Financial Resources

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 0.123 | .056 | | 2.871 | .001 |
| | Network Services | .255 | .058 | .253 | 4.238 | .003 |
| | ICT Infrastructure | .267 | .063 | .264 | 3.567 | .005 |
| | Training | .214 | .060 | .215 | 3.428 | .005 |
| | Access to Financial Resources | .276 | .067 | .273 | 4.119 | .001 |

**Source: Research Data (2025)**

According to Table 2's model summary results, the study model's predictive power was assessed using the adjusted R square, which came out to be.759. This suggests that network services, ICT infrastructure, training, and financial resource accessibility accounted for 75.9 percent of the variances in the creation of new ventures. Variables not included in the model account for the remaining 24.1% of new venture development.

The results of the ANOVA analysis show that the F statistics are 62.661, the P-value is 0.000, and the significance level is $P < 0.05$. Accordingly, the data suggest that the model accurately forecasts the relationship between network services, ICT infrastructure, training, financial resources, and the establishment of new ventures in Kenyan institutions. For a direct relationship, the computed regression model was:

New venture creation = 1.023+ 0.255 network services + 0.267 ICT infrastructure + 0.214 training + 0.276 access to financial resources+ ε

The regression model shows that the new venture formation would be 1.023 if all factors (network services, ICT infrastructure, training, and access to financial resources) were held constant. Furthermore, according to the model, network services would boost new venture creation by 0.255, ICT infrastructure by 0.267, training by 0.214, and access to financial resources by 0.276 when all other factors remained constant. Results show that access to financial resources had the biggest influence on the formation of new businesses, whereas training had the least effect. Furthermore, with a P-value of less than or equal to 0.05, the regression analysis demonstrates that the independent factors significantly influenced the development of new ventures in Kenyan universities.

This study's first specific objective was to investigate the relationship between network services and the establishment of new ventures in Kenyan institutions. The null hypothesis that went along with it was $H_{01}$: network services has no significant impact on the new venture creation in universities in Kenya. At $\beta=0.255$; $t = 4.238$; $p = 0.003$, the regression model estimated in table 2 showed that network services was statistically significant because the p value was less than 0.05. According to the data, which showed that a unit change in network services would lead to a 0.255 increase in the development of new ventures in universities in Kenya, the null hypothesis was rejected. In light of this, the null hypothesis was rejected and it was determined that network services significantly increased the new venture creation in universities in Kenya.

The conclusion that network services had a major beneficial influence on the creation of new ventures in Kenyan universities was reached after the null hypothesis was rejected. An explanation from a number of angles is required due to the impact of this conclusion for the findings of the study's first hypothesis. The investigation employed the data on the attributes of the universities, the descriptive characteristics of the predictor variable in the hypothesis, and the existing conceptual, theoretical, and empirical literature to clarify the conclusion regarding the hypothesis's findings.

In addition, Schumpeter's Theory of Innovation is highly relevant to business incubator services, as incubators nurture startups that introduce disruptive innovations. By providing funding, mentorship, and networking opportunities, incubators support entrepreneurs in developing

groundbreaking products and business models. They help reduce barriers to entry, accelerate market penetration, and enhance the commercialization of innovations, aligning directly with Schumpeter's vision of entrepreneurship as the catalyst for economic transformation.

More so, RBV emphasizing the importance of leveraging capabilities as well as unique internal resources. By identifying and cultivating these assets, universities can set training, network services and financial resources to align with their strengths, enabling them to improve productivity, enhance quality, and respond effectively to market demands.

The earlier research that served as the basis for this study concentrated on network services that covered various industries and nations. The research had discovered that network services as crucial element for new venture creation (Cai & Szeidl's, 2018; Kiran & Bose, 2020; Ayad, Sobaih & Elshaer, 2022; Kazhenov, 2023). A study conducted locally found that managerial mentorship and network services had a beneficial relationship (Muathe & Otieno, 2023).

The research focused on three major aspects of network services that include access to experts, market linkages and business angles networks. Even though this study was carried out in a different industry, the results compare with those of earlier researcher different sectors like startups, information technology, manufacturing, and Agri-plus biotech industries, learning institutions in developed economies of Europe and Asia. As a result, the finding of this hypothesis contributes greatly to knowledge about management in advancing our understanding of network services in Kenyan context.

The study, investigates the network services that motivates universities on new venture creation, thereby advancing the understanding of business incubators in the context of universities in Kenya. Moreover, this investigation adds to the advancement of existing knowledge by examining the ways in which universities are motivated to establish business incubators by the desire to have an access to experts, market linkages and business angles network, and how these network services motives influence new venture creation.

Three, Because the results are in line with those of earlier empirical research done in a variety of industries, this investigation adds to the findings of developed countries and helps to generalise those findings on the study of network services and new venture formation, such as business start-ups, information technology, manufacturing, and Agri-plus biotech industries, learning institutions in developed economies of Europe and Asia.

This study's second specific objective was to examine the relationship between new venture creation and ICT infrastructure in Kenyan universities. Its agreed-upon null hypothesis was **$H_{02}$**: ICT infrastructure has no noticeable impact on the establishment of new ventures at Kenyan universities. Given that the p value was less than 0.05, the regression model calculated in table 2 showed that ICT infrastructure was statistically significant at $\beta$=0.267; t = 3.567; p = 0.005. The null hypothesis was rejected by the results, which showed that a unit change in ICT infrastructure would result in a 0.267 increase in the creation of new venture in universities in Kenya. As a result, the null hypothesis was rejected, and it was found that ICT infrastructure significantly contributed to the development of new businesses in universities in Kenya.

As a result, the null hypothesis was rejected, and it was discovered that ICT infrastructure significantly increased the development of new ventures in Kenyan institutions. An explanation from a number of angles is required due to the consequences of this conclusion for the findings of one of the investigations' hypotheses. The study used the descriptive features of the predictor variable in the hypothesis, the data on the universities' attributes, and the body of conceptual, theoretical, and empirical literature to further clarify the conclusion about the hypothesis's findings.

Since ICT infrastructure significantly increased the establishment of new ventures in Kenyan universities, the null hypothesis was rejected. The ramifications of this conclusion on the findings of one of the studies' hypotheses demand an explanation from multiple angles. The study used the descriptive features of the predictor variable in the hypothesis, the existing conceptual, theoretical, and empirical literature, and the data on the universities' qualities to further clarify the conclusion about the hypothesis' findings.

Mark Casson's economic theory highly relevant to business incubator services, as incubators provide emerging entrepreneurs with critical resources such as mentorship, networking, and funding. By reducing uncertainty and enhancing decision-making capabilities, incubators help startups develop their business models, validate market demand, and optimize resource allocation key factors in Casson’s view of entrepreneurial success.

In addition, Schumpeter’s Theory of Innovation is highly relevant to business incubator services, as incubators nurture startups that introduce disruptive innovations. By providing funding, mentorship, and networking opportunities, incubators support entrepreneurs in developing groundbreaking products and business models. They help reduce barriers to entry, accelerate market penetration, and enhance the commercialization of innovations, aligning directly with Schumpeter’s vision of entrepreneurship as the catalyst for economic transformation.

On the contrary, RBV emphasizing the importance of leveraging unique internal resources and capabilities. By identifying and cultivating these assets, universities can set training, network services and financial resources to align with their strengths, enabling them to improve productivity, enhance quality, and respond effectively to market demands.

The earlier research that served as the basis for this study concentrated on ICT infrastructure across various industries and nations. The research had discovered that ICT infrastructure as crucial element for business success (Ruhiu, 2016; Murage, 2018; Gozali, et al, 2020; Raheem, 2021). The research focused on three major aspects of ICT infrastructure that include computers, internet and research laboratories. Even though this study was carried out in a different industry, the results compare with those of earlier researcher different sectors like start-ups, information technology, manufacturing, public business incubators, learning institutions in developed economies of Europe and Asia. As a result, the finding of this hypothesis contributes greatly to knowledge about management in advancing our understanding of ICT infrastructure in Kenyan context.

The study, investigates the ICT infrastructure that motivates universities on new venture creation, thereby advancing the understanding of business incubators in the context of universities in Kenya. Further, this investigation adds up to the advancement of existing knowledge by examining the

ways in which universities are motivated to establish business incubators by the desire to have computers, internet and research laboratories and how these ICT infrastructures influence new venture creation. Since the results are in line with those of earlier empirical research done in a variety of sectors, the study adds to the findings of developed economies and helps to generalise such findings on the study of ICT infrastructure and new venture development, such as start-ups, information technology, manufacturing, public business incubators, learning institutions in developed economies of Europe and Asia.

This study's third specific objective was to investigate the impact of training and the establishment of new ventures in universities in Kenya. Training has no apparent impact on the establishment of new ventures at Kenyan universities, according to the corresponding null hypothesis ($H_{03}$). Given that the p value was less than 0.05, the regression model computed in table 2 shows that training was statistically significant at $\beta$=0.214; t = 3.428; p = 0.005. The results rejected the null hypothesis, showing that a unit change in training would lead to a 0.214 rise in the development of new ventures in Kenyan colleges. This led to the rejection of the null hypothesis and the conclusion that training significantly boosted the establishment of new ventures in universities in Kenya.

The investigation employed the data on the attributes of the universities, the descriptive characteristics of the predictor variable in the hypothesis, and the existing conceptual, theoretical, and empirical literature to clarify the conclusion regarding the hypothesis's findings.

The RBV emphasizing the importance of leveraging unique internal resources and capabilities. By identifying and cultivating these assets, universities can set training, network services and financial resources to align with their strengths, enabling them to improve productivity, enhance quality, and respond effectively to market demands.

The earlier research that served as the basis for this study concentrated on training across various industries and nations. The research had discovered that training as crucial element for business success (Sudana et al., 2019: Aboobaker, 2020: Wegner, Amatriain-Fernández, Kaulitzky, Murillo-Rodriguez, Machado & Budde, 2020); Hakizimana, Muathe & Muraguri, (2023); Banele, Gomera, & Kabelele, 2023).

The research focused on three major aspects of training that include financial management skills, business management skills and marketing skills. Even though this study was carried out in a different industry, the results compare with those of earlier researcher different sectors and developed economies of Europe and Asia. As a result, the finding of this hypothesis contributes greatly to knowledge about management in advancing our understanding on training in Kenyan context.

The study advances knowledge about business incubators in the setting of Kenyan universities by examining how training encourages the establishment of new ventures. Furthermore, by analyzing how universities are driven to create business incubators by the need to provide access to financial management, marketing, and business management skills, as well as how these trainings impact the growth of new companies, this study advances current knowledge. Since the results are in line with earlier empirical research carried out in a variety of sectors, the study adds to the findings of

developed countries and helps to generalise such findings on the study of training and new venture formation, such as start-ups, manufacturing, public business incubators, learning institutions in developed economies of Europe and Asia

This study's fourth specific goal was to investigate the relationship between new venture formation and financial resource access in universities in Kenya. The null hypothesis that went along with it was **$H_{04}$**: financial resources have no discernible impact on the establishment of new ventures at Kenyan universities. At $\beta$=0.276; t = 4.119; p = 0.001, the regression model estimated in table 2 revealed that access to financial resources was statistically significant because the p value was smaller than 0.05. The findings rejected the null hypothesis, showing that a unit change in access to financial resources would lead to a 0.276 rise in the creation of new venture in universities in Kenyan. As a result of this, the null hypothesis was rejected, and it was determined that financial resources significantly boosted the development of new ventures at Kenyan universities. An explanation from a number of angles is required due to the consequences of this conclusion for the findings of one of the investigations' hypotheses.

The investigation employed the data on the attributes of the universities, the descriptive characteristics of the predictor variable in the hypothesis, and the existing conceptual, theoretical, and empirical literature to clarify the conclusion regarding the hypothesis's findings.

Dynamic Capability Theory is crucial for access to financial resources as it highlights how an organisation can adjust, integrate, and reorganise its internal and external skills in a setting that is changing quickly. Firms with strong dynamic capabilities can effectively identify and seize financial opportunities, such as grants, loans, or investor funding, by demonstrating resourcefulness. Dynamic capabilities highlight effectively adjusting, incorporating, and reorganizing business incubator services in both external and internal experiences, resources, and skills in response to a dynamic environment (Kaleka & Morgan, 2019).

The current study was informed by earlier research that concentrated on financial resource access across various industries and nations. The research revealed that financial resources was a crucial element for business success (Hassain, 2020: Villaseca, Navío-Marco & Gimeno, 2020; Mugambi, 2020; Hasan & Hoque, 2021; Dvouletý, Srhoj & Pantea, 2021; Majeed & Kosiba, 2023).

The research focused on three major aspects of access to financial resources: availability of Angle ventures, grants and bank loans. Even though this study was carried out in a different industry, the results compare with those of earlier researcher different sectors and developed economies of Europe and Asia. As a result, the finding of this hypothesis contributes greatly to knowledge about management in advancing our understanding on access to financial resources in Kenyan context.

In order to improve knowledge of business incubator (BI) services in universities in Kenya, the study examined how access to financial resources encourage the creation of new ventures. Therefore, by investigating how universities are driven to build BI by the need to access money resources like grants, bank loans, and Angle ventures, as well as how such access to financial resources influences the creation of new creation, this inquiry advances our understanding of the subject. The investigation adds to the findings of developed countries and helps to generalise those findings on the new venture creation and access to financial resources. In fact, the results are in

line with earlier empirical research in a number of industries, such as SMEs, tech- start-ups, banking and learning institutions in developed economies of Europe and Asia.

## 5.0 Conclusions

The study examined the relationship between business incubator services and the establishment of new ventures at universities in Kenya. Some key conclusions are drawn from the investigation's findings and the justifications offered. The first is that new venture creation in universities is positively and significantly impacted by network services, ICT infrastructure, training, and access to financial resources. Thus, network services, ICT infrastructure, training, and access to financial resources all have a major positive impact on the development of new ventures in universities in Kenya. New initiatives at Kenyan higher education institutions can be more successful and sustainable if these incubator services are strengthened.

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