

UNIVERSITY OF EDUCATION, WINNEBA

**EXAMINING THE ENTREPRENEURIAL BEHAVIOUR OF SOCIAL
STUDIES UNDERGRADUATE TEACHER-TRAINEES OF THE
UNIVERSITY OF EDUCATION, WINNEBA**



**A thesis in the Department of Social Studies Education,
Faculty of Social Sciences, Submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Doctor of Philosophy
(Social Studies)
in the University of Education, Winneba**

JUNE, 2020

DECLARATION

Candidate's Declaration

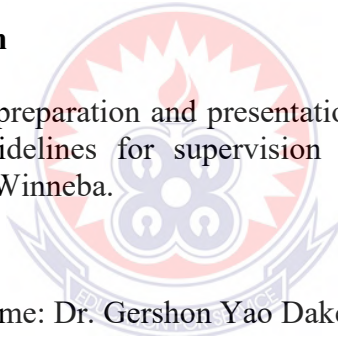
I, Samuel Poatob, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and has not been submitted, either in part or whole for another degree elsewhere.

Signature.....

Date.....

Supervisors' Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.



Principal Supervisor's Name: Dr. Gershon Yao Dake

Signature.....

Date.....

Co-Supervisor's Name: Dr. Jim Weiler

Signature:.....

Date:.....

DEDICATION

I dedicate this work to my beloved wife Priscilla Awuni



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Many thanks and praise to the Almighty God for His amazing grace, strength, knowledge and fountain of love bestowed upon my life as I journeyed through this great project. In the preparation of this thesis, valuable information was obtained from journals, articles, and books. I am highly indebted to the authors of these works.

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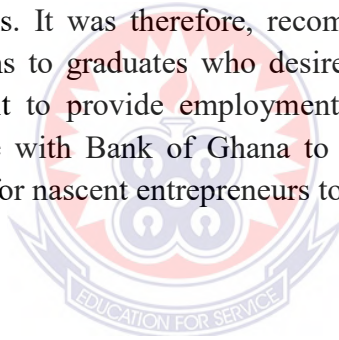
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ABSTRACT

This study examined the entrepreneurial behaviour of Social Studies undergraduate teacher trainees of the University of Education, Winneba. The study was guided by the theories of planned behaviour and entrepreneurial event. The convergent parallel mixed method was used as the design for the study. The sample for the study consisted of 750 respondents. Comprehensive (census) and purposive sampling procedures were used to select the sample for the study. Both qualitative and quantitative data were collected for the study through interview guide and questionnaire respectively. Quantitative data were analysed through the generation of descriptive statistics in the form of frequencies, means, percentages and standard deviations. Inferential statistics such as independent-sample *t*-test, Pearson product-moment correlation, multiple linear regressions and a one-way ANCOVA were used in analyzing the research hypothesis. Qualitative data on the other hand were analysed thematically. Findings from both data showed that UEW undergraduate teacher trainees from the Department of Social Studies Education exhibit high level of entrepreneurial behaviour with a higher probability of starting their own businesses after school. They, however, see financial constraints as the main impediment that could hinder their dreams. It was therefore, recommended that government should provide interest free loans to graduates who desire to start their own businesses to reduce the pressure on it to provide employment for school leavers. In addition, government should liaise with Bank of Ghana to reduce interest rates on loans in order to make it feasible for nascent entrepreneurs to access such facilities.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The issue of unemployment is a global phenomenon that has bedeviled societies in the developed and developing world. This phenomenon was formerly in most cases associated with people who did not have the needed skills that were demanded by various institutions and organizations in the various nations. Unemployment was therefore associated with the lack of needed skills and skill mismatch in some cases. This scarcely affected teachers generally and graduate teachers in particular as they were trained with the skills needed to man the various schools in the nation to facilitate in the acquisition of knowledge and skills to make the citizenry more useful in nation building. There was rather shortage of graduate teachers in the past (Cobbold, 2010; Nilsson, 2003) which necessitated the use of untrained teachers (Pecku, 1998; Coclough & Lewin, 1993) for instructions. The situation has changed as our nation can no longer absorb the multitude of teachers who leave school yearly due to high population growth and the subsequent expansion of higher learning institutions to meet the increasing demand.

As a panacea to the problem of unemployment, various governments, educationists and researchers believe that the creation of small, medium and micro enterprises is very fundamental in creating jobs, promoting economic growth and equity in the nation (Lee, Mueller & Haixia, 2015; Haftendorn & Salzano, 2003; Bektas, 2011; Von Broembsen et al., 2005). It implies that educational institutions must play a leading role in promoting these ideals among learners to understand self-employment and what it takes to starting and growing businesses. This is because it is strongly

argued that entrepreneurship courses have the propensity to boost graduates' entrepreneurial skills, and encourage them to create new businesses (Dixxon, Meier, Brown, & Custer, 2005). This therefore implies that the understanding of business creation (entrepreneurship) can engender entrepreneurial intention in learners to start small, medium or micro enterprises after school. This can result in creating employment not only for themselves but also for others who are seriously searching for jobs of any kind to occupy themselves after school. Entrepreneurship, therefore, has become a global issue due to its multifaceted contributions to the development of various nations in the area of job creation, exponential increases in economic growth and the realization of efficient allocation of resources. The proliferation of new businesses and global opportunities in most nations of the world is often attributed to the emergence of entrepreneurship.

In Ghana, various initiatives have been put in place by government and educational institutions to promote entrepreneurship among the youth. For instance, various governments in Ghana have initiated specific youth policies to promote entrepreneurship (Bay & Ramussen, 2010). Some of these initiatives among other things include courses at tertiary institutions designed to teach young people entrepreneurial skills, and employment programmes such as the National Youth Employment Programme (NYEP) specifically targeting young people, with the aim of teaching them vocational skills (Bay & Ramussen, 2010). In 2016, there was a Youth Entrepreneurship Initiative known as Youth Enterprise Support (YES) aimed at assisting promising aspiring entrepreneurs begin their enterprises with ease (OFA, 2016).

The emergence of graduate teacher unemployment in Ghana should be an issue of concern to the government, policy makers, educational institutions and graduate teacher-trainees due to the unanticipated consequences that could emerge with time if the problem is not solved. For instance, on 8th August, 2017, some unemployed graduates known as the “Assembly of university trained teachers of Ghana” comprising graduates from Cape Coast University (UCC), the University of Development Studies (UDS) and the University of Education, Winneba (UEW) hit the streets of Accra to protest against government’s failure to provide them with jobs (Appiah-Adjei & Osei, 2017). Since this trend has continued over time, if nothing is done to ensure that the youth are occupied with some form of work after graduation, it possibly could become a security threat in the country.

To avert this problem, various educational institutions and departments have introduced new courses such as entrepreneurship among others to equip students with basic skills of self-employment in order for them to remain useful in society regardless of whether they are employed or not. The story is not different when it comes to the Department of Social Studies Education in the University of Education, Winneba as various courses have been mounted to make the products of the department very useful in society.

However, it is not clear whether or not graduate teacher trainees from the Department of Social Studies Education have alternative plans of starting their own businesses after school, especially when they are not employed by Ghana Education Service. In addition, it is apparently difficult to explain what factors could be the determinants of their intentions to or not to take self-employment as a career option after school. Determination of this behaviour, especially among university students, has great

importance since these people could become the entrepreneurs of the future and the fact that most of these students shape their ideas about their career paths during university years (Bektas, 2011). It is against this background that I am prompted to explore the entrepreneurial behaviour of undergraduate teacher trainees in the Department of Social Studies Education and to identify the factors that promote or demote their intention to undertake entrepreneurial expedition.

1.2 Statement of the problem

The rate of unemployment among the youth globally is very high. It was estimated at 12.6% in 2013 which meant that, about seventy-three million (73,000,000) young people ranging between 15-24 years were estimated to be unemployed worldwide (ILO, 2013). The International Labour Organisation (2013) maintains that young people persistently remain in informal employment and their transition into work of their choice is slow and difficult and that the economic and social cost of unemployment, long-term unemployment, discouragement and widespread low-quality jobs for the youth continue to rise and undermine economies' growth potential.

Though, unemployment figures specifically for university graduates are not available in Ghana, across the 25–29 age group as a whole (the range corresponding most closely with recent graduates) the unemployment rate is 41.6 percent in Ghana” (Ghana Statistical Service, 2012 cited in British Council, 2014:5). During the post-2008 economic crisis period, Ghana's graduate unemployment was estimated at 50.8% (UGAG, 2012).

According to the Ghana Statistical Service (2013), unemployment rates among persons with tertiary education were 2.7% and 9.1% in 2000 and 2010 respectively. With the above figures, we see an exponential increase in the rate of unemployment among young Ghanaians who are supposed to be harnessed for the development of the nation. Though, there are no accurate figures of graduate unemployment in Ghana as it is today, the above figures are indications of the certainty of increasing levels of graduate unemployment in the country.

Universities and other institutions of higher learning are therefore required to play a leading role in preparing students with the knowledge and skills that will be useful in their future career endeavours. African universities were charged to play a leading role in addressing the continent's outstanding problems of poverty, low production, hunger, unemployment, diseases and illiteracy (Mosha, 1986; Sawyerr, 2004). Students who graduate from such institutions are expected to have acquired the needed knowledge and skills to be employed or to initiate job opportunities for themselves. Some researchers, however, argue that the training received by tertiary students has not been fully successful in equipping them with desirable skills and competencies required for job creation and self-employment (Madumere-Obike, 2006; Amaewhule, 2007; Nwangwu, 2007).

The University of Education, Winneba, has a core mandate of preparing highly qualified teachers for all levels of education in the country (VC's Annual Report, 2019). Almost a decade ago, it appeared teachers who were trained in this institution had no problem with employment except those who were not ready to teach. The situation has changed as the nation can no longer absorb the huge number of teachers who graduate yearly. The problem of graduate teacher unemployment may be

exacerbated in the near future due to the increasing number of institutions that are now training teachers. Some of these are University of Ghana, University of Development Studies and other private universities besides the already existing teacher training institutions such as University of Education, Winneba (UEW) and the University of Cape Coast (UCC) without a corresponding increase in various institutions for which these graduates are being trained. Those trained by UEW and UCC are already facing various challenges as they are currently seriously looking for vacancies to teach to no avail (Jonah, 2011).

Some researchers, writers, policy makers and government functionaries admit that entrepreneurship could be the panacea to the problem of unemployment in general and graduate unemployment in particular (Poatob, 2015; Lee, Mueller & Haixia, 2015; Haftendorn & Salzano, 2003; Bektas, 2011; Von Broembsen et al., 2005). According to Nabi, Holden and Walmsley (2010), graduate entrepreneurship in the United Kingdom (UK) is increasingly being seen as an essential source of growth, competitiveness and economic development. As part of UK government's agenda, she has been encouraging more graduates to pursue an entrepreneurial career path, thus, to begin their own businesses (Department for Business, Innovation and Skills, 2008). This culture of entrepreneurial initiative is not new in the UK but has been predominant since the 1970s (Greene, Mole, & Storey, 2008), but is increasingly being promoted to deal with the twin challenges of growing a pool of graduates leaving higher education and the relative decline of graduate employment in large blue-chip organisations (Brown & Scase, 1994; Elias & Purcell, 2003). The researcher is of the view that the policy adopted in the UK as explained above could be the pathway to solving graduate unemployment in the various economies and Ghana in particular.

Some studies have been conducted in the area of entrepreneurial intentions of undergraduate students and have admitted that individual factors, family background factors, social and environmental factors have a significant influence on entrepreneurial intentions and activities of university students or graduates (Lee, Mueller & Haixia, 2015). Volery and Mueller (2006) highlight the possibility of the role of entrepreneurship courses in influencing an individual's decision to become an entrepreneur. Participation in entrepreneurship education, in this regard, has been associated with the increasing interest towards choosing entrepreneurship as a viable career option (Gorman et al. 1997; Souitaris, Zerbinati, & Al-Laham, 2007; Lorz, Mueller, & Volery, 2013).

The Department of Social Studies Education in the University of Education, Winneba has mounted courses to expose students to the various resources in the nation and how they can be efficiently exploited to the benefit of the society. In addition to this, is the course entrepreneurship which is designed to inculcate entrepreneurial knowledge and skills that are vital in bringing innovation into the educational sector and the world of work in general. These knowledge and skills are very crucial in making them functional in the society as critical thinkers and problem-solvers. Amid recent graduate unemployment phenomenon, it is imperative to find out the extent to which recent graduate teacher-trainees are prepared to function in the world of work. For instance, has the plethora of learning experiences and their interaction with the social and physical environments tailored their intentions toward self-employment as a way of solving their anticipated problems related to employment? In addition, the extent to which these teacher-trainees are prepared in terms of knowledge and skills required to take up an entrepreneurial expedition either in teaching related areas such as starting

their own schools after graduation or engaging in other areas of business milieu is unknown.

It is, therefore, important to understand whether or not undergraduate teacher trainees are fully prepared to create jobs for themselves after school, especially, when they are not employed by the Ghana Education Service. This study was therefore meant to explain the entrepreneurial behaviours of undergraduate teacher trainees of the Department of Social Studies Education and to identify the factors that promote or demote their intentions.

1.3 Purpose of the Study

The purpose of this study was to examine the entrepreneurial behaviour of undergraduate students of the Department of Social Studies Education in the University of Education, Winneba, and the factors that influence their intention to start or not start business activities after graduation. The intent of the study was also to examine the differences that exist between male and female teacher trainees' entrepreneurial intentions; the relationship that exist between entrepreneurial intentions, knowledge, motivation and self-efficacy; analyze the influence of entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees on entrepreneurial intentions and predict the effect of undergraduate teacher trainees fathers' sector of employment on their entrepreneurial intentions.

1.4 Research Objectives

The objectives of this study are to:

1. Explain the entrepreneurial intentions of undergraduate teacher trainees of the Department of Social Studies Education (DSSE).

2. Examine entrepreneurial knowledge of undergraduate teacher trainees of the Department of Social Studies Education.
3. Explain the motivation behind undergraduate teacher trainees of the DSSE in starting and managing their own businesses
4. Assess the level of self-efficacy of teacher trainees of DSSE in starting and managing their own businesses.
5. Investigate the obstacles DSSE undergraduates envisage as impediments to their entrepreneurial intention.
6. Examine the statistical differences that may exist between male and female undergraduate teacher trainees' entrepreneurial intentions in the DSSE.
7. Explore the statistical relationship that may exist between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the DSSE.
8. Analyze the influence of entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education on their entrepreneurial intentions.
9. Predict the effect of undergraduate teacher trainees' fathers' sector of employment on their entrepreneurial intentions controlling for their entrepreneurial knowledge.

1.5 Research Questions

The following were the research questions that guided the study.

1. What are the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?

2. What is the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?
3. What motivates undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, to consider entrepreneurship as a future career path?
4. What is the entrepreneurial self-efficacy level of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in starting and managing their own businesses?
5. What are the impediments undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, envisage as potential obstacles to their entrepreneurial intentions?

1.6 Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

Hypothesis 1

H_0 = There is no significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

H_1 = There is a significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

Hypothesis 2

H_0 = There is no significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

H_1 = There is a significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

Hypothesis 3

H_0 = Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, do not statistically significantly influence their Entrepreneurial intentions.

H_1 = Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, do statistically significantly influence their Entrepreneurial intentions.

Hypothesis 4

H_0 = There is no significant effect of undergraduate teacher trainees' father's sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

H_1 = There is a significant effect of undergraduate teacher trainees' fathers' sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

1.7 Justification for the Study

Social Studies was introduced into the school curriculum globally to equip learners with the knowledge, skills, attitudes and values that are important in solving the contemporary persistent issues of human survival in their respective societies and to fit into the ever-changing environment. In the American society where the subject was first introduced, Obebe (1990) cited in Poatob and Odumah (2016) avers that the subject was introduced as a reaction to the numerous human problems prevailing around the 1900s. Similarly, Lawal (2003) asserts that events in the world scene such as the Russian launching of Sputnik in 1957 and the American internal social problems of the 1960s where young American citizens were becoming lawless as there were incidences of group violence, social disharmony, child delinquency among others were the basis for the introduction of Social Studies in the school curriculum.

The basis for introducing the subject in the Ghanaian schools was therefore not different since the subject was intended to aid Ghana as a newly independent state to equip her citizens with the competences to live in harmony and work together towards the development of the country. The subject at its inception in the Ghanaian schools was to inculcate in the learner the positive knowledge, attitudes, values and skills that were meant to unite Ghanaian since tribalism, nepotism and cronyism were very rampant and were recipes for anarchy. Other issues such as corruption, bribery, laziness, absenteeism, lateness to work, insubordination, HIV/AIDS, teenage pregnancy, unemployment, armed robbery among others were seen as threats to human survival which the subject Social Studies was to help address in the Ghanaian society (Poatob & Odumah, 2016). Upon a successful implementation of the subject since 1987, much has not been done to ascertain the extent to which learners have attained the needed knowledge, attitudes, values and skills in relation to solving these

numerous issues within the Ghanaian society. It was therefore not surprising when the National Council for Curriculum and Assessment (NaCCA) in collaboration with the Ministry of Education attempted removing Social Studies from the School curriculum in Ghana and rather replacing it with a label –Our World and Our People (OWOP)” during their 2019 curriculum reforms. Though, they succeeded in removing Citizenship Education which was initially studied at the primary level as Social Studies and subsequently replaced it with OWOP, due to labour agitations, the decision to remove the subject in Junior High and Senior High schools has been put on hold.

The move to expunge the subject from the curriculum probably emanated from the fact that they do not see the relevance of the subject in the curriculum. The inability of experts from the subject area to conduct more researches on the effects of the subject on the learner and its ripple effects on society could have contributed to the decision to remove the subject altogether. In view of the above, this current study is not only vital, eminent and urgent but very timely as it might spearhead in bringing to bear the importance of the subject in producing the kind of learners we need in the contemporary society and proffer measures that could be adopted to make the subject more relevant in the Ghanaian schools.

1.8 Significance of the Study

This study could be of enormous significance to UEW as an institution in general and the Department of Social Studies Education in particular as it displays the extent of preparedness of undergraduates from the department to fit in the society of mass unemployment. Of course, education of any form would be meaningless if it does not prepare students to be independent and creative thinkers who are capable of solving

personal and emerging societal issues. This study exposes the kind of student-teachers UEW produces and therefore has the tendency of providing valuable data that could influence the institution to incorporate courses that will make students survive in this robust environment where unemployment even among graduate teachers is on the rise.

In addition, this study serves as an invaluable reference material to other researchers who are interested in researching into a similar area. This is because the study provides an insight into the current state of preparedness of undergraduate teachers toward the world of work especially, at a time where graduate teacher unemployment is increasing exponentially.

The study also contributes to the plethora of literature on the subject of entrepreneurship that abounds and provides useful suggestions that could be crucial for the betterment of our society. The dynamism of society demands rigorous research to meet its changing demands and to facilitate the needed development that is in consonance with the needs of the society.

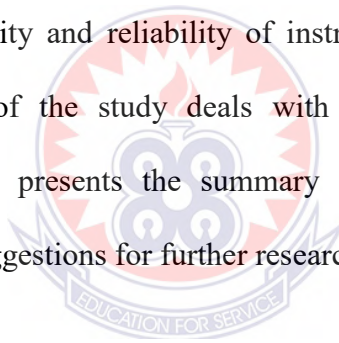
1.9 Scope of the Study

This study is limited to only 2018/2019 level 300 students who are either taking Social Studies as a major or minor and are currently undertaking their internship programme as a preparation towards completion of their programmes of study. Since the study is about entrepreneurial behaviour of undergraduate students, the level was chosen since they have had long years of training and probably have been equipped with the knowledge, attitudes, values and skills to enable them fit into the society with its numerous challenges. In addition, this group of students will very soon get into the world of work to face the realities of graduate unemployment in the country. This

group was therefore in a position to explain how prepared they were in finding solutions to this menace.

1.10 Organisation of the Study

This study has been organized into five chapters. Chapter one dealt with the introduction to the study, statement of the problem, purpose of the study, research questions and objectives. Justification for the study, the significance of the study, and scope of the study also formed part of chapter one. Chapter two of the study was devoted to reviewing literature on related issues to the study. Chapter three dealt with the methodology of the study. Areas that have been described under the methodology include the research design, population, sample and sampling procedures, instruments for data collection, validity and reliability of instruments, and the method of data analysis. Chapter four of the study deals with data presentation, analysis and discussion. Chapter five presents the summary of findings, conclusions drawn, recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter draws attention to relevant works conducted around the same subject matter and also shows the gaps this current study fills. Attention was therefore focused on how other researchers and authors have expressed their views on the topic and other related issues. Since this study is focused on the entrepreneurial intentions of undergraduates, related areas such as the theories on entrepreneurial intentions and behaviour, the concept of entrepreneurship, factors giving rise to entrepreneurial intentions and behaviour, and the impediments to entrepreneurial initiative, were reviewed.

2.2 Theoretical Framework

Researchers have scrutinized a plethora of intention models in the area of entrepreneurial behaviour (Krueger, 1993; Autio, Keeley, Klofsten, George, Parker & Hay, 2001; Peterman & Kennedy, 2003; De Jorge-Moreno, Castillo, & Sanz-Triguero, 2012; Fayolle & Gailly, 2015). According to Herman and Stefanescu (2017), researchers often focus on two main categories of factors, thus contextual factors (perceived support, perceived barriers) and personal background (personality traits, demographic characteristics etc.) as the main determinants of entrepreneurial intentions. Thus, in the 1960s, researchers focused on the personality traits that were associated with entrepreneurial expedition (McClelland, 1961). Later in the 1990s, other researchers placed emphasis on the importance of various attributes such as gender, origin, age, religion, level of studies, labour experience, among others (Reynolds, Storey, & Westhead 1994; Storey, 1994), which are usually called

–demographic” variables (Robinson, Stimpson, Huefner, & Hunt, 1991). According to Reynolds (1997) as cited in Poatob (2017), the analysis of both the demographic variables and personality traits have allowed the identification of significant relationships among the individual, and fulfillment of entrepreneurial behaviour but the predictive capacity has been very limited.

The third perspective believes that since the decision to become an entrepreneur may be plausibly considered as voluntary and conscious (Krueger et al, 2000), it appears good to analyse how such decisions are taken. In the light of this, entrepreneurial intention has been perceived as a previous and determinant element towards performing entrepreneurial behaviours (Fayolle & Gailly, 2004; Kolvereid, 1996). In view of this, Ajzen (1991) asserts that the intention to exhibit a given behaviour depends on a person’s attitudes towards that behaviour and that more favourable attitudes would make more feasible the intention of carrying it out. This third perspective is known as the attitude approach which is more preferred than the trait and demographic approaches (Robinson et al., 1991; Krueger et al., 2000) because attitudes are capable of measuring the degree to which an individual values positively or negatively some behaviours (Liñán, 2004).

With this current study, the theory of ‘entrepreneurial event’ (Shapero & Sokol, 1982) and the theory of ‘planned behaviour’ (Ajzen, 1991) were considered as a preference due to their influence on other recent works. Krueger et al. (2000) assert that these two models present a high level of mutual compatibility. The two theories are therefore integrated to help explain entrepreneurial intentions of undergraduate teacher trainees of the Department of Social Studies education in the University of Education, Winneba.

Entrepreneurial event as a theory views job (firm) creation as the outcome of the interaction among contextual factors which eventually influence the individual's perceptions. This implies that individuals' consideration of entrepreneurial option would take place as a result of some external change, thus, a precipitating event (Peterman & Kennedy, 2003). For instance, in Ghana, there has been some changes in graduate teacher employment where it has become extremely difficult for current graduates to get employment from their main employer—the Ghana Education Service (GES). Individuals' responses to this external event will rely on their perceptions regarding the available alternatives. Two basic kinds of perceptions exist which are perceiver desirability and perceived feasibility. Perceived desirability is the extent to which individuals feel attracted to a given behaviour, thus in this case, to become an entrepreneur. Perceived feasibility is the degree to which individuals consider themselves personally able to carry out certain behaviours. It is argued that the presence of mentors, role models or partners would be a decisive element in establishing the individual's entrepreneurial level of feasibility. According to Shapero and Sokol (1982) both perceived desirability and perceived feasibility are determined by social and cultural factors through their influence on the value system of the individual. In this case, firm creation behaviour is not directly determined by the external circumstances, instead they are the outcome of the conscious analysis carried out by the person about the desirability and feasibility of the different possible alternatives in that situation. As mentioned earlier, theory of planned behaviour postulated by Ajzen (1991) is an expansion of the entrepreneurial event. This theory is applicable to almost all voluntary behaviours and it provides good results in diverse fields, including the choice of professional career (Ajzen, 2001; Kolvereid, 1996).

According to this theory, a thin relationship exists between the intention to be an entrepreneur, and its effective performance. In this case, intention becomes the fundamental element towards explaining behaviour and shows the efforts an individual makes to carry out an entrepreneurial behaviour (Liñán, 2004). The theory highlights three motivational factors that influence behaviour which are: perceived behavioural control, attitude towards the behaviour and perceived social norms (Ajzen, 1991).

Perceived behavioural control can be viewed as the perception of the easiness or difficulty in the fulfillment of the behaviour of interest and in this case, becoming an entrepreneur (Ajzen, 1991) which is similar to Bandura's perceived self-efficacy, explained as 'the conviction that one can successfully execute the behavior required to produce the outcomes' (Bandura 1997: 193). In a similar vein, it is in consonance with perceived feasibility postulated by Shapero and Sokol (1982). The vital thing emphasized by the three concepts above is the sense of capacity regarding the fulfillment of firm creation behaviour.

Attitude towards the behaviour which is in line with perceived desirability by Shapero and Sokol (1982) deals with the extent to which an individual holds a positive or negative personal valuation about being an entrepreneur. Personal attitude toward becoming an entrepreneur depends on beliefs and expectations about the personal effects of outcomes resulting from becoming an entrepreneur (Krueger, Reilly, & Carsrud 2000). Perceived social norms measure the perceived social pressure to carry out or not to carry out that entrepreneurial behaviour. These three elements are the explanatory variables of intention as illustrated in figure 2.1.

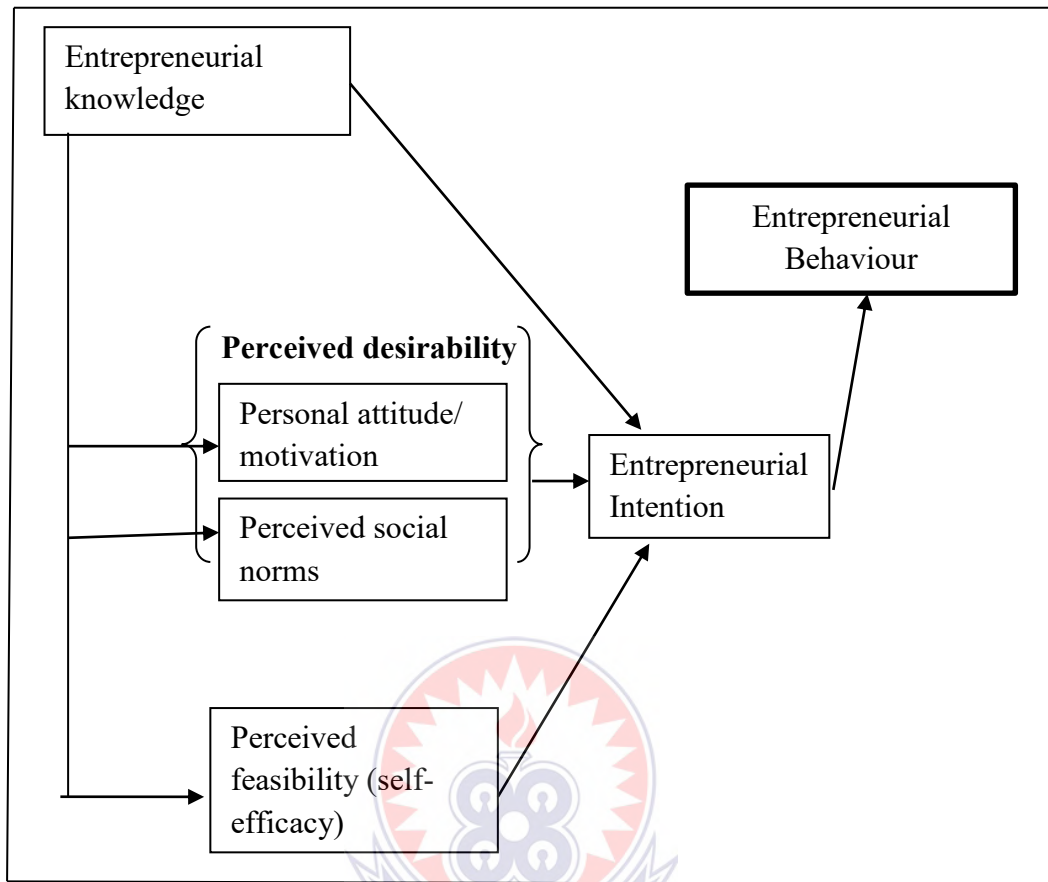


Figure 2. 1: Research model on entrepreneurial intentions and behaviour
Adapted from Liñán (2004: 15)

As indicated in figure 2.1, greater knowledge of entrepreneurial environment will engender more realistic perceptions about entrepreneurial activity and would aid identify adequate role models. Scherer, Brodzinsky and Wiebe (1991) assert that the role models would have an influence on the perceived feasibility as well as on the desirability of entrepreneurial activity. Generally, greater knowledge will directly provide a greater awareness of the existence of that professional career option and will make the intention to become an entrepreneur more credible (Liñán, Rodríguez-cohard & Rueda-cantuche, 2005).

2.3 Emerging Concerns of Graduate Unemployment

The issue of graduate unemployment is an emerging global concern in both developed and developing countries but with much gravity in the developing countries. Kontoh (2016:1) avers that ‘unemployment is the most growing national problem and poses a major security threat to our economy’. Chukwu and Igwe (2012) equally admit that unemployment is a macroeconomic problem that does no one any good and is therefore seen as a social malady with debilitating effects on the lives of people in the form of frustrations, poverty and dependency on family members who have their own issues to take care of. In addition, Uddin and Uddin (2013) admit that unemployment resulted in increased activities of Boko Haram and many other crimes going on in the affected areas especially the north-west and north east of Nigeria. It is this concern of increasing graduate unemployment that gave rise to ‘the promotion of full and productive employment and decent work for all’ the cornerstone of the 2030 Agenda for Sustainable Development a global priority (Global Economic Monitoring Unit, 2018). The problem of graduate unemployment arises from several factors among which the labour market supply of graduates outgrowing the labour demand seems to be the major cause today.

The 2000 Ghana Population and Housing Census showed that unemployment rate among the youth was between 16.6% and 10.4% of the economically active population aged 15 years and above (Biney, 2015) and that there is a growing or a disproportionate burden of joblessness among the youth in particular in Ghana. Jonah (2011) asserts that the National Labour Commission estimates the unemployed graduates’ figure to be a staggering 700,000. A study by the British Council cited in Mohamedbhai (2016) indicated that graduate unemployment rate in Nigeria was 23%; estimated figures for Ghana was 41% and 16% for Kenya. These figures show that

graduate unemployment is becoming a serious issue in most countries and particularly Ghana. As said earlier, one of the factors responsible for this issue is over supply of graduate labour force to certain sectors of the economy than the demand due to the inability of such sectors to expand to meet the supply. For instance, a research conducted by Ghana Trade Union Congress (2014) cited in Biney (2015) revealed that between 250,000 and 300,000 graduates were produced every year by the universities for the job market. The figures would have increased as more and more graduates complete their programmes yearly from the various higher educational institutions in the country.

The Chartered Institute of Personnel Management of Nigeria (CIPMN, 2016) cited in Longe (2017) identified some factors that predisposed tertiary institution graduates to unemployment in the country. These according to them were the lack of national employment policy, sub-optimal quality of graduates, educational system not tailored and aligned to industry need and inappropriate educational curricula. Others are poor political governance, poor setting of policy direction, inconsistent government policy and harsh business environment. Besides, in recent decades, the Nigerian economy has not achieved any significant diversification and the country's tertiary education system has witnessed a ponderous admission overload of students, resulting into massive over supply of higher education graduates. This lack of synergy between the production of graduates and employment opportunities underscore the complexity of the graduate unemployment issue in Nigeria (Ogege, 2011).

In Ghana, Oppong (2013) gave over supply of university graduates, misalignment of the educational system output, inadequate practical training and inelastic labour absorptive capacity in both the private and public sectors as causal factors of graduate

unemployment. This was as a result of the non-expansion of job market employment opportunities and slow growth in sustainable economic development in the country. Similar findings have been documented in Malaysia by Sirat & Shuib (2012) and Noor (2011) where job mismatch, English proficiency, misguided educational qualification and lack of employable skills were given as factors responsible for unemployment among university graduates. Madoui (2015) also found the disconnection between the university education system and the world of work as the striking cause of graduate unemployment in Algeria. The skills acquired from the tertiary institutions appeared dysfunctional and irrelevant. As a result, some of the university graduates found themselves in quandary because of the gap in skills acquired in the university and skills requirement set by employers in the Algerian working environment.

Following the same context, Naong (2011) explained that most South African graduates struggled to find employment because they have chosen the wrong field of study and other weaknesses in the country's educational system. Aside, employers of labour in South Africa were only interested in applicants having practical experience and marketable workplace skills suitable for paid job fulfillment. As such, the gap between available skills possessed by applicants and labour market needs, in addition to graduate turn- out intensity, resulted into high rate of graduate unemployment in South Africa (Oluwajodu, Blaauw, Greyling & Kleynhans, 2015). Moreso, large scale corruption remains unabated, stagnating and retarding economic development with negative spill-over effects on the economies of most of the developing nations. This unwholesome practice coupled with misdirection of resources aggravated the incidence of graduate unemployment especially in Nigeria.

Graduate unemployment has also been attributed to factors such as rural urban migration, rapid population growth and high demand for higher education, low standards of education, lack of steady and sustainable power supply, and corruption (Adabayo, 1999; Alanana, 2003; Ayinde, 2008; Morphy, 2008; Awobgenle & Iwuamadi, 2010). Similarly, Chukwu (2000) identifies rising population; rural urban migration and neglect of agriculture; tremendous expansion of educational opportunities and misdirected investment in human capital; and, the problem of alien influx; continuous shortfall in foreign exchange earnings and resultant fluctuations in capital expenditure of government as the causes of graduate unemployment.

According to Mohamedbhai (2016), four main interrelated reasons account for graduate unemployment in Africa namely:

1. Poor quality of higher education provision;
2. Poor relevance of programmes and institutions;
3. Poor employability skills of graduates; and
4. Poor university-productive sector linkages.

These points are further discussed in relation to the Ghanaian graduate unemployment situation. To begin with, poor quality of higher education provision results from the rapid expansion of tertiary enrolment without sufficient funds to expand infrastructure, faculties among others. This situation has led to deterioration of quality in the universities. According to Mohamedbhai (2016), in a 2014 survey in five (5) East African countries, employers reported that 51-63% of graduates were half-baked. In 2011, Engg Reg Board of Kenya refused to recognize Engg degrees from three (3) leading public universities due to poor curricula, lack of qualified lecturers and shortage of facilities. In 2010, accreditation of several academic departments of over

twenty (20) universities in Nigeria was withdrawn by National Universities Commission because of lack of infrastructure and qualified staff. In Ghana, the situation is not different as the higher institutions of learning have increased intake without a corresponding increase in the infrastructural development and the employment of qualified staff to meet the increasing numbers. Instead of a lecturer to forty students as in the case of an ideal classroom, we have a lecturer to over hundred students. The quality of the products that we currently train will be affected greatly.

Poor relevance of institutions and programmes is yet another point raised by Mohamedbhai (2016) as the main cause of graduate unemployment. He avers that programmes in social sciences and humanities still dominate most universities whereas more STEM courses are needed in Africa. In addition, universities do not undertake regular surveys of labour market skills demand to determine their course offerings. Universities rely on the social demand approach which is based on the demand of the population rather than man-power approach which is based on the demand of the economy. Most of the universities therefore do not conduct tracer studies to see how their products are doing in the field of work. They consequently have poor feedback on how their graduates fare in employment. Curricula in most universities are rarely revised to suit changing skills demand in the labour market. Mohamedbhai (2016) adds that Africa needs not only graduates but also more practically trained technical diploma holders. But most polytechnics are upgraded and converted to universities and are not replaced. These claims are true of Ghana as our polytechnics and colleges of education are upgraded to universities and the dominance of social sciences and humanities in the various institutions of higher learning. Graduates from these fields are produced more than they are needed in the economy leading to graduate unemployment in most cases.

Poor employability skills of graduates is yet a factor mentioned by Mohamedbhai (2016). To him, approaches to teaching are still aimed at passing examinations and that students are not trained to become knowledge seekers. Students, therefore, engage in what we call ‘chew, pour and forget’ which does not augur well in making learners functional in society. He adds that employers’ surveys frequently show that graduates lack ‘soft skills’ such as oral communication, team working, problem-solving among others which are often more valued than disciplinary knowledge of students. Graduates in Africa are often trained to be employed in one sector like teaching for example, yet employment situation is constantly evolving and students do not have the needed skills and competences to adapt to the changing situations. Lastly under this point, Mohamedbhai (2016) ends by saying employment opportunities are becoming rare in Africa and students are not trained to become entrepreneurs thus to become job providers rather than job seekers. This centres on the argument I am making. Social Studies students are trained as learners with the competences to contemporary persistent personal issues and that of society. They are therefore equipped with diverse skills to adapt to the ever-changing society. We have come to a point where graduate unemployment has engulfed us as a nation. The question is ‘to what extent are these students prepared to play a leading role in solving the problem of graduate unemployment for themselves and that of society?’ This study finds answers to this and many other related questions.

The last point raised by Mohamedbhai (2016) points to the fact that there is poor university-productive sector linkages of which he avers that linkages between universities and the community (business and industry, public bodies, rural areas, etc.) are weak and that universities are often cut off from the world of work. These weak

linkages make universities to produce disproportional quantities for the various sectors leading to graduate unemployment. Universities do not make sufficient efforts to bring stakeholders to their campuses and to reach out to them. He, therefore, proffers that universities should employ industry/business professionals as adjunct faculty, involve them in their governing bodies and seek their advice on curricula. He adds that since the private sector is currently the largest employer of graduates should share responsibility by offering students internships, provide soft skills training, sponsor students and contribute financially to the betterment of higher institutions.

In trying to debate on issues of graduate unemployment, Opong (2013) pointed out that two cardinal factors are responsible, thus skills mismatch (structural unemployment) and skills oversupply (cyclical unemployment). In line with this, Hu (2013) and Memon (2010) assert that skills mismatch rather than oversupply of university graduates accounts for unemployment in China and the UK respectively. Similarly, Oluyomi and Adedeji (2012) recount that graduate unemployment in Nigeria was attributed to skill mismatch among Nigerian university graduates. They estimated that nearly 60.6% of Nigerian graduates did not possess the skills required by employers. The situation in Ghana is not different as skills mismatch has been blamed for high graduate unemployment (Boateng & Ofori-Sarpong, 2002; Owusu-Ansah & Poku, 2012; Opong, 2013).

Bowman (2010) on the other hand has blamed oversupply of graduates in the various economies as responsible for graduate unemployment and avers that a policy remedy is for the UK government to restrict the supply of university graduates. In the same vein, Center for College Affordability and Productivity (CCAP, 2010) has also asserted that American colleges are turning out graduates at a rate greater than the rate

at which the labor markets are creating jobs for such graduates. I am of the view that that thought both issues are responsible for graduate unemployment in Ghana, the issue of oversupply may be responsible for graduate unemployment among teachers in Ghana rather than skill-mismatch.

The position of the skills mismatch thesis is that graduate unemployment is as a result of a gap between skills demanded by employers and skills supplied or possessed by graduates (Borjas, 2005; Hu, 2010; Memon, 2010; Oluyomi & Adedeji, 2012; Opong, 2013). In view of this, employers are only able to employ those who have the skills they need, leaving the other graduates still in search of jobs. Whereas Borjas (2005) suggests that various governments should provide training programmes that would equip such displaced workers with the type of skills demanded by employers as a policy implication for the above proposition, some others posit that higher education institutions should develop curricula that would equip graduates with skills needed in the labour market in order to create more marketable educational programmes (Opong, 2013).

It has also been argued by some researchers that the graduates themselves are to blame for unemployment because they choose and pursue non-marketable courses of study while in the university (Opong, 2015) and that to address the issue, career counselling that guide students in the choice of programmes of study at the secondary school level and that of the university is crucial (Opong, 2013). Another way to address the issue is to use the man power approach in training the human resource of the country where research is always conducted to know how much of teachers, doctors, nurses, engineers among others so that institutions will produce the skills

based on demand rather than using the social demand approach where training is based on the population.

The following according to Chris (2015) are the causes of graduate unemployment: in the first place, he cited inadequate training as one of the reasons for graduate unemployment. To him, the functioning and structure of education system has been battered, a situation where over 50% of graduates lack the skills, discipline and knowledge required to make them employable which is in line with Barbagelata (2012) when he avers that graduate unemployment is due to inadequate training or lack of training. Even though, there has been some form of fallen standards in teacher training institutions in Ghana due to higher intakes vis-à-vis limited instructional resources, equipment and infrastructure, we cannot attribute graduate teacher unemployment to lack of training or inadequate training. There are multitudes of teachers who are well trained and have graduated with good classes in Ghana who are seriously looking for places to teach to no avail.

The second point he raised as the cause of graduate unemployment is mismanagement and negligence. What he means here is that in spite of the abundance of natural resources in most developing countries that could have been harnessed and used judiciously to expand the various sectors of the economy leading to expansion in employment opportunities, these resources are mismanaged leading to unemployment. This to an extent can be applicable to Ghana. I think if our resources were used judiciously, Ghana as a country should not suffer graduate unemployment as of now. Rather, it would have been possible to channel these great human resources we are training to various productive sectors to make our country a better place for all.

The third issue raised by Chris (2015) is the untimely policies adopted by some governments in the developing countries. Specifically, Chris points to the unpopular Structural Adjustment Programmes (SAP) of the 1980s that led to the collapse of infant, small and medium scale industries that could have been the basis for industrialization and job creation. This policy of SAP ushered in liberalization, deregulation and devaluation programmes of the domestic currencies leading to the collapse of local industries, and serious job losses (Bello, 2003). This issue is true of the Ghanaian economy in the 1980s and even within the 2015 period when the Ghanaian government went to the IMF for a bailout due to some economic challenges in the country at that time (IMF, 2019). Conditions for this bailout among other things were to freeze employment in some sectors of the economy which equally affected the graduate teachers.

The next issue raised by Chris (2015) is lack of entrepreneurial skills. Researchers have argued that the skills job seekers possess do not meet the demands and needs of employers in most developing economies (Macgrath, 1999; Kent & Mushi, 1995). In many developing countries, higher education is more bias toward the liberal courses which have resulted in the oversupply of graduates without the requisite skills required by employers (Oladele, Adeleke & Oladunjoye, 2011). The need to integrate entrepreneurial training in all programmes is a clarion call since many researchers believe it is the way in mitigating graduate unemployment in the various nations. This is the issue this current research is interested at. The department of Social Studies has integrated entrepreneurship courses to expose the students to the plethora of opportunities that abound in society and the need to take advantage. The study aims at finding out if students have the intention to engage in entrepreneurial activities after school and whether the training has prepared them enough for such activities.

Rapid population growth has also been mentioned by Chris as one of the causes of graduate unemployment in most countries (Chris, 2015). Increasing population growth according to Kakwagh and Ikwuba (2010) has resulted in the rapid growth of labour outstripping the supply of jobs leading to graduate unemployment. Even though, I agree with this point, I equally think that Ghana's population at the moment vis-à-vis our resources as a country should not have led to graduate unemployment if those resources were judiciously managed. Rather, graduates from the various institutions should have been channeled into productive uses to the advancement of the nation.

In trying to debate on issues of graduate unemployment, Opong (2013) pointed out that two cardinal factors are responsible, thus skills mismatch (structural unemployment) and skills oversupply (cyclical unemployment). In line with this, Hu (2013) and Memon (2010) assert that skills mismatch rather than oversupply of university graduates accounts for unemployment in China and the UK respectively. Similarly, Oluyomi and Adedeji (2012) recount that graduate unemployment in Nigeria was attributed to skill mismatch among Nigerian university graduates. They estimated that nearly 60.6% of Nigerian graduates did not possess the skills required by employers. The situation in Ghana is not different as skills mismatch has been blamed for high graduate unemployment (Boateng & Ofori-Sarpong, 2002; Owusu-Ansah & Poku, 2012; Opong, 2013).

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asserted that American colleges are turning out graduates at a rate greater than the rate at which the labour markets are creating jobs for such graduates. I am of the view that though both issues are responsible for graduate unemployment in Ghana, the issue of oversupply may be responsible for graduate unemployment among teachers in Ghana rather than skill-mismatch. The issue of skill-mismatch was experienced in the teaching field in those days when more mathematics and science related areas were short of teachers and needed more teachers for mathematics and science related subjects. However, today whether you are trained in the sciences or humanities, it has become very difficult to secure a job in the teaching field due to oversupply. It is against this issue of oversupply that some researchers believe that entrepreneurship is the way forward to solving the issues of graduate unemployment where graduates who complete become the architect of their destiny in terms of what they want to do rather than depending on government.

2.4 The Concept of Entrepreneurship

The concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since. In view of this, a generally accepted definition has not yet emerged for the term, though, many simply equate it with starting one's own business. Most economists however argue that entrepreneurship as a term goes beyond merely starting a business. Researchers look at entrepreneurship from different perspectives thus, from economics, sociology, psychology, and management among others. The concept 'Entrepreneurship' is therefore a multidimensional concept (Bula, 2012a) that defies a single comprehensive definition accepted by all.

According to Sathiabama (2010) entrepreneurship is a dynamic process of creating wealth by individuals or groups of individuals. Rwigema and Venter (2004:6) define entrepreneurship as the process of conceptualising, organising, launching and through innovation, nurturing a business opportunity into a potentially high growth venture in a complex and unstable environment.

According to Hisrich and Peters (1995:10), “Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards in monetary terms, personal satisfaction and independence”. In other words, entrepreneurship is “the capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks, while seeking profit as a reward” (Bohoney, 2011:7).

Entrepreneurship can also be explained as the dynamic process of creating incremental wealth. The wealth is created by individuals who assume the major risks in terms of equity, time and/or career commitment or provide value for some product or service. The product or service may or may not be new or unique, but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources (Hisrich, Peters & Shepherd, 2005). Other definitions of entrepreneurship include:

1. Entrepreneurship is the act of founding a new company where none existed before (Draheim, 1972; Howell, 1972).
2. Entrepreneurship is the process by which people pursue opportunities without regard to resources they currently control (Stevenson & Jarillo, 1990).

3. Entrepreneurship is the process of uncovering and developing an opportunity to create value through innovation and seizing that opportunity without regard to either resources (human and capital) or the location of the entrepreneur – in a new or existing company (Churchill, 1992).

It is important to note that entrepreneurial activity involves (a) risk-taking, (b) energetic activity, (c) individual responsibility, (d) money as a measure of results, (e) anticipation of future possibilities, and (f) organizational skills (McClelland, 1961). Though, no single definition is arrived at, almost all the definitions include initiative taking, the organizing and reorganizing of social and economic mechanisms to turn resources and situations to practical account, and the acceptance of risk or failure (Shapero, 1975). Entrepreneurship is therefore a conscious process of risk taking by which business thoughts and plans are executed and managed for profits.

Entrepreneurship is critical to enhancing the innovativeness and responsiveness of businesses, to boosting productivity and to improving cost structures and trade performance in every economy. The entrepreneurial spirit may manifest itself in the development of new markets, new products, new methods of production and management, the discovery of new inputs and the establishment of new businesses and even new organisational forms (Harper, 2003). Entrepreneurship is pertinent to the analysis of how new ideas or ‘recipes’ for reconfiguring objects in the material and social world can be harnessed to enhance a nation’s wealth.

Most economists today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. For instance, the European Commission (2012) admits that entrepreneurial activity is cardinal to economic development and prosperity, and that, the need to stimulate the

entrepreneurial mindsets of young people is generally recognized. In the developing world, successful small businesses are the primary engines of job creation, income, growth, and poverty alleviation. Therefore, the need for government's support for entrepreneurship in various economies is a crucial strategy for economic development and job creation.

Pihie (2009) asserts that entrepreneurship can be viewed in two ways, thus actual entrepreneurship and latent entrepreneurship. Actual entrepreneurship describes entrepreneurial activities in motion whereas latent entrepreneurship refers to intended entrepreneurial activities in the future. Vesalainen and Pihkala (2000) define latent entrepreneurship as a conscious state of mind that directs one's attention and actions toward the attainment of a specific object or goal. Latent entrepreneurs wish to be self-employed in the future and have the possibility to realise self-employment with appropriate planning. This current study is focused on latent entrepreneurs.

2.5.0 Factors that Influence Entrepreneurial Intentions

As entrepreneurship has meant a lot to development at large, it is vital to explain the determinants of entrepreneurial behavior, thus, the factors that prompt an individual to decide to be an entrepreneur. Entrepreneurship is considered to be an intentionally planned behaviour (Krueger, Reilly & Carsrud, 2000; Souitaris, Zerbinati & Al-Laham, 2007; Linan, Nabi & Krueger, 2013). Hence, entrepreneurial intentions precede entrepreneurial action (Shook, Priem & McGee, 2003; Ajzen, 2005; Kolvereid & Isaksen, 2006; Krueger, Schulte & Stamp, 2008; Douglas, 2013). It is argued in psychological research that intentions are critical predictors of resulting planned behaviour (Bagozzi, Baumgartner & Yi, 1989). In general, intent can be defined as a state of mind directing a person's attention toward a specific object or a

path in order to achieve something” (Bird, 1988: 442). Pihie (2009) notes that entrepreneurial intention is the state of mind or attitude which influences entrepreneurial behaviour, and that strong relationship exists between the entrepreneurial intention and the actual behaviour. In connection with the relationship, Henley (2007) points out that entrepreneurship is an intentional activity, and for many those intentions are formed at least a year in advance of new venture creation.

Bird (1988) maintains that entrepreneurial intention is the state of mind directing a person’s attention and action towards self-employment in contrast to getting employment. Krueger (1993) sees entrepreneurial intention as a commitment to starting a new business. Entrepreneurial intent has proven to be a primary predictor of future entrepreneurial behaviour (Katz, 1988; Reynolds, 1995; Krueger et al., 2000). A growing body of literature exists indicating that entrepreneurial intention plays an important role in the decision to start a new business. Researchers argue that the individual’s entrepreneurial intentions are the significant variables to predict their entrepreneurial behaviours (Ajzen, 1991).

Some studies have showed that entrepreneurial intentions are established by two main categories of factors, thus, contextual factors and personal background factors (Lüthje & Franke, 2003; De Jorge-Moreno, Laborda Castillo, & Sanz-Triguero, 2012; Fayolle & Gailly, 2015). For instance, in an effort to identifying the fundamental reasons for gender differences in entrepreneurship, some authors such as Reynolds et al. (2001), Langowitz and Minniti (2007) and Almeida-Couto and Borges-Tiago (2009) focused on the groups of factors that have been traditionally considered as determinants for making the individual decision of starting a new business: contextual factors, socio-demographic factors (such as gender, age, educational level, employment status) and

individuals' perceptual factors (such as self-efficacy, ability to recognize opportunities, fear of failure, regretful thinking, perseverance). Research on entrepreneurship has constantly recognized that perceptual factors have a major influence on the likelihood that a particular individual will get involved in entrepreneurial activity (Arenius & Minniti, 2005; Gatewood et al., 1995; Györfy, 2014; Koellinger et al., 2013), and that this group of factors influence an individual's decision to start a business (Evald et al., 2011; Minniti & Nardone, 2007). In addition, research has also shown that perceptual factors could play a crucial role in explaining the differences in the entrepreneurial behavior of men and women (Koellinger et al., 2007).

In relation to family background factors, Crant (1996) avers that being brought up in a family that is entrepreneurial significantly impacts individuals' intentions to start their own businesses. Some other studies agree that the children of entrepreneurs learn the factors involving in running a business and consider establishing a new organization as organization as a natural career choice option (Cooper et al., 1994; Sandberg and Hofer, 1987 cited in Nguyen, 2018). Role models are considered significant factors that influence individuals' entrepreneurial intentions (Birley & Westhead, 1994) and having self-employed parents tend to be relevant mentors and guides for wards starting their own businesses (Mathew & Moser, 1995). Papadaki, Chami and Branch (2002) admit that entrepreneurial parents form role models and create management know-how for the individual entrepreneur. Fairlie and Robb (2007) indicate that entrepreneurs tended to have a self-employed mother or father in their family history. Mueller (2006) asserts that parental role modeling is the most significant familial factor on entrepreneurial intention, and that through the socialization process of children, exposure to entrepreneurship experience in the family business constitutes

an important intergenerational influence on entrepreneurship intentions (Carr & Sequeira, 2007).

The Social Feminists Theory states that women and men usually engage in different socialization processes and experiences relating to their observed sex, and that this will condition them to exhibit feminine and masculine rationality and modes of knowing and seeing the world, which are different, but equally important for society (Fischer et al., 1993; Johnsen & McMahon, 2005). According to the theory, these important differences in socialization and previous life and learning experiences, which possibly stem from the earliest moments of live, explain that men and women differ not only in their motivations toward entrepreneurship, but also in some characteristics generally considered relevant to entrepreneurship (DeMartino & Barbato, 2003; Fischer et al., 1993). The greater motivational desire among women for attaining a better balance between their work and family life, leaving the desire for economic wealth aside on one hand could explain the lower female entrepreneurial intention (Jennings & McDougald, 2007; Kepler & Shane, 2007). On the other hand, the Social Feminists Theory posits that men and women sometimes exhibit prominent differences in certain psychological traits (Fischer et al., 1993; Robb & Watson, 2012), which previous researchers have consistently noted as relevant predictors of entrepreneurial intention (Douglas & Shepherd, 2002; Kickul et al., 2008; Langowitz & Minniti, 2007; Mueller & Dato-On, 2013; Van Gelderen et al., 2008). Men are expected to manifest high levels of self-assertion, autonomy, independence, self-confidence and risk-taking propensity (Echabe & Gonzalez-Castro, 1999; Moore & Buttner, 1997) and as a result the theory suggests that women are likely to exhibit significantly lower entrepreneurial intentions than their male counterparts (Jones & Tullous, 2002). Most studies that are premised on the Social Feminists Theory have

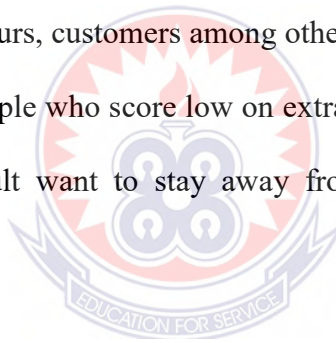
consistently found that women show lower entrepreneurial intentions than men (Gatewood et al., 2002; Malach-Pines & Schwartz, 2008; Veciana et al., 2005; Wilson et al., 2007).

It is asserted by Liñán, Rodríguez-Cohard and Rueda-Cantuche (2011) that entrepreneurial education as a contextual factor is a vital instrument for both potential and beginning or nascent entrepreneurs. The university context therefore plays an important role in the formation of entrepreneurial intentions (Sieger, Fueglistaller, & Zellweger, 2014). In the view of Roxas (2013), the effect of education on learners' entrepreneurial intention is an indirect one. However, other researchers (Solesvik et al., 2013; Zhang, Duysters & Cloudt, 2014) admit that education's effect on entrepreneurial intentions is a direct one. Czuchry and Yasin (2008) found that formal entrepreneurial education and gender were found to be positively influential factors among Welsh students who reported that they were likely to set up a business venture within three years of graduation. I therefore believe that the effects of education on entrepreneurial intentions could be direct or indirect depending on the type of education that is learnt or taught and what is emphasized. The type of education that is tailored toward self-employment (entrepreneurship) is likely to have a direct effect on the intentions of learners to becoming self-employed.

In the past few decades, research on entrepreneurship and factors influencing the decision of individuals to start a business venture concentrated on the personality characteristics. As a result, some personality factors were recognized as relevant for entrepreneurial intent and success. For instance, need for achievement, risk taking propensity, internal locus of control, or innovativeness (Brockhaus and Horwitz,

1986) are seen as some of the personality traits that propel individuals to become entrepreneurs.

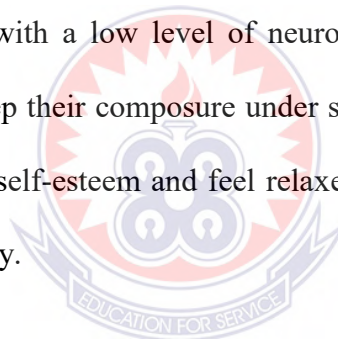
Other personality traits that researchers have examined are what is popularly known as the big five personality traits. These are extraversion, agreeableness, conscientiousness, openness, and neuroticism (Goldberg, 1990). Extraversion explains the degree to which individuals are assertive, active, energetic, dominant, enthusiastic and have positive emotions (Costa & McCrae, 1992). It is argued that individuals who show high extraversion appear cheerful, seek excitement and stimulation and like to be with people and large groups. Since entrepreneurs need to interact with diverse kind of people and institutions such as venture capitalist, partners, other entrepreneurs, customers among others, they must be people who score high on extraversion. People who score low on extraversion tend to be reserved, quiet and alone and as a result want to stay away from people. Such people are less entrepreneurial.



The tendency of an individual to be more cooperative and compassionate toward other people other than being suspicious is termed as agreeableness. It is asserted that agreeable trait can aid an entrepreneur to build a social network that is very essential for new entrants in the entrepreneurial endeavour. Individuals with this trait are perceived as trusting, forgiving, gullible, caring and altruistic whereas those who score low on this trait are seen as manipulative, suspicious, ruthless and self-centred (Digman, 1990; Costa & McCrae, 1992). Conscientiousness, however, deals with the extent of people's persistence, organization, motivation as well as hard work in the pursuit of one's dream. Individuals with such a trait can excel in planning and

managing the details associated with running a business and interacting with both external and internal stakeholders.

Openness as a personality trait and one of the big five describes the possibility to be curious, creative, adventurous and receptive to new experience (Singh & DeNoble, 2003). Openness is therefore vital for entrepreneurial adventure since founding a new business requires that entrepreneurs explore new ideas, use their creativity to solve issues associated with business and taking of innovative business strategies. Neuroticism on the other hand describes the extent to which people have emotional stability (Singh & DeNoble, 2003). People who show high level of neuroticism experience some negative emotions such as hostility, depression and anxiety (Costa & McCrae, 1992). People with a low level of neuroticism are, however, emotionally stable and are able to keep their composure under stressful conditions and show high level of self-confidence, self-esteem and feel relaxed which are essential elements in excelling entrepreneurially.



Recent researchers have however criticized the personality approaches (Gartner, 1988; Robinson et al., 1991) and the attitude approach has become widely used since the 1990s to predict the likelihood of individuals to start new enterprises (Douglas, 1999; Robinson et al., 1991). Some argue that people choose to become business owners as a result of their propensity to take risk, the need for achievement or the need for survival (Benzing & Chu, 2009; Hessels, Van Gelderen, & Thurik, 2008). Four factors were identified by Shane, Kolvereid and Westhead (1991) as the main reasons why people become entrepreneurs. These are the need for recognition, independence, learning and roles. Birley and Westhead (1994) found the need for approval, need for independence, need for personal development, welfare

considerations, perceived instrumentality of wealth, tax reduction and following role models as the factors that make people to choose self-employment as an option. Others assert that innovation, independence, recognition, roles, financial success and self-realization are the main reasons why people become entrepreneurs (Carter et al, 2003). Bygrave (1989) posits that job loss has often been quoted as one of the triggering personal events that lead to entrepreneurial expedition.

Some other researchers consider entrepreneurship as a panacea to the problems of youth unemployment (Chigunta, Schnurr, James-Wilson & Torres, 2005). Many are therefore choosing entrepreneurship because young people are persistently being encouraged to switch from job seekers to job creators (Langevang & Gough, 2012). Graduates from higher educational institutions plunge into an environment that is changing and unstable (Lorna, Paul & Alison 2004). The world of work opportunity has experienced dramatic change as a result of technology and other contingent factors; hence, majority of new jobs are being created by small and medium scale enterprises (Hynes, 1996). The corporate 'milk round' is getting smaller (Coulson-Thomas, 1999) and large corporations are generally employing fewer people. These could be potential factors that engender entrepreneurial spirit among graduates from higher institutions since employment created by corporate and public organizations are dwindling at a faster rate. In Ghana, it has become difficult for Ghana Education Service to employ all teachers who graduate from the various tertiary institutions each year. As to whether this current trend will engender entrepreneurial intentions among undergraduate students in general and those in the Department of Social Studies Education in particular or not is a concern this study prioritizes.

In this twenty-first century where the notion of 'secured' employment is no longer sustainable and where the conception that university education is a passport to higher level employment is being challenged, the need for portfolio employment has become imperative among graduates from higher institutions (Nabi & Bagley, 1999). This is because the expectations of employers are changing and the demand for graduates who exhibit entrepreneurial behaviours and attitudes is increasing (Roffe, 1996). Lorna, Paul and Alison (2004), therefore, contend that the need for entrepreneurial graduates and the demand for graduate entrepreneurship are greater than ever.

Raijman (2001) asserts that becoming an entrepreneur results from a constellation of factors. Various theories have been developed to expatiate on the determinants of entrepreneurship and business ownership. Some of the explanations for entrepreneurial activity emphasized human capital characteristics (Fairlie & Meyer, 1996); access to financial capital as a basic determinant (Bates, 1995); blocked mobility and labour market disadvantages (Light, 1972; Light & Bonacich, 1988); psychological traits (McClelland, 1991) and social networks and family resources, mostly family links to business (Sanders & Nee, 1995).

Studies in relation to the human capital tradition postulate that various general skills, training and knowledge acquired through education facilitate access to the world of business by allowing individuals to assess the extent of the labour market, the kind of goods consumers demand and to organize a business (Borjas, 1986; Portes, 1987). The human capital tradition also asserts that work experience is vital to acquire the appropriate skills to manage a business, time is needed to accumulate the required financial resources and as a result, workers postpone their entrepreneurial careers until they are older (Borjas, 1986; Evans & Jovanic, 1989). Thus, self-employment

participation increases with age and then remains constant (Evans & Leighton, 1989). This explains why most graduates are not able to immediately start their own businesses after school since they need some amount of capital to begin such ventures.

Studies have also shown that immigrants take self-employment as an avenue for social mobility in their host countries (Raijman, 2001). Most immigrants are faced with language barriers in their host countries that impede the transferability of skills acquired in their home countries to host countries thus reducing their chances of getting suitable jobs. Faced with this situation and other barricades in the host countries, immigrants are pushed into the world of business to avoid blocked mobility (Light, 1972; Bonacich & Model, 1980). To avoid all disadvantages associated with job security for immigrants in their host countries, becoming their own bosses is an answer to blocked mobility in those countries where they find themselves (Light, 1979). However, their length of stay in their host countries affects their transition into self-employment. This is because recent immigrants lack the requisite knowledge, data on markets and social resources to function efficiently in the host labour market. This possibly might cause them to delay their entrepreneurial intentions for the future until some level of knowledge and experience in the host country is accumulated (Raijman, 2001).

With the psychological perspective, subjective traits such as willingness to take risks, achievement orientation, and ability to face challenges are considered as indicators of entrepreneurial readiness. It has been asserted that entrepreneurs have high need for achievement (McClelland, 1961). Businesspeople are also seen as high-risk takers (Kihlstrom & Laffont, 1979). It is therefore argued that individuals with such

qualities have a better chance of becoming entrepreneurs than those without such characteristics.

Some studies have also examined the family as a social context that promotes or undermines business formation (Raijman, 2001). For instance, Stella (2008) cited in Abebe (2015) admits that family and society background and experience had a significant influence in the orientation among British, Indian and Chinese students towards entrepreneurship. It has also been stipulated that family members represent a form of capital to potential entrepreneurs (Boyd, 1991; Yoon, 1991; Sanders & Nee, 1996) in that family members constitute an unpaid labour force that reduces cost of business operation. In addition, it aids in pooling resources together for start-ups thus, family members promote business take-off. Besides, close relatives in the world of business provide beginning entrepreneurs access to information and other financial and non-financial help in addition to role models to emulate (Butler & Herring, 1991). Yoon (1991) admits that ethnic resources thus, family members, friends among others are important at the start-up stage of business but becomes less important and even insufficient at advanced stages where class resources in the form of education and access to financial capital determine the success of the business.

Begley, Wee-Liang, Larasati, Rab and Zamora (1997) examined the impact of four socio-cultural conditions (value of innovation, importance of work, status of entrepreneurship in a society and shame of failure) on the interest of business students to become entrepreneurs in seven different countries and found that social status of entrepreneurs was a good predictor of entrepreneurial interest. Raijman (2001) researched on the role of social networks in which learners are embedded in

predicting entrepreneurial intent and concluded that having close relatives who are entrepreneurs heighten the willingness to become an entrepreneur.

A study by Mueller and Thomas (2001) realized that cultural and social attitudes influence the drive of entrepreneurial activities of a population, a country, region or ethnic group and Kreiser, Marino and Weaver (2001) confirm that there is a strong relationship between culture and entrepreneurship. Cultural variations among nations are increasingly recognized as an essential factor for economic and entrepreneurial development of a nation. A socio-cultural perspective that shows respect and honor to the entrepreneurs is viewed as a source of learning experience than shame is more motivating to entrepreneurship (Basu, 2002). Culture influences the values and again differences in values have an influence on entrepreneurial behavior, the decision to become an entrepreneur, needs and motives for achievement, affiliation or the pursuit of individual and social goals, beliefs, behavior and orientation towards risk-taking, pro-activeness and self-efficacy of individuals (Harding, Cowling & Ream, 2003).

Lùthje and Franke (2003) found that the entrepreneurial intent of learners is directly affected by perceived entrepreneurship-related support and barrier factor. They noted that the more favourable learners perceive support for entrepreneurship to be, the higher their entrepreneurial intention and that when students perceive an unfriendly environment such as credit conditions being too restrictive for business owners, they will be less likely to become entrepreneurs regardless of their attitude toward entrepreneurship.

Students associations have been considered by previous research as very important in developing managerial skills (Burggraaf 1997; Rubin, Bommer, & Baldwin 2002; Montes & Collazo 2003). For instance, Rubin, Bommer, and Baldwin (2002) found

that students who have been members of student associations show superior initiative, communication, decision-making and teamwork skills compared to those who are not members of such associations. Padilla-Angulo (2017) explains that

student associations engage in many activities that require managerial skills, including the organization of events (e.g. workshops, competitions of different sorts, concerts, cultural visits, exchanges and meetings); searching for sponsors and raising money for events, competitions or humanitarian projects; managing funds; networking; setting goals and time management; communication and public speaking; the creation of dynamic links between students and the relevant community practice and the ability to work in teams (p. 3).

Other studies on entrepreneurship focus on the impact of environmental conditions on the entrepreneurial intention of students (Schwarz, Wdowiak, Almer-Jarz & Breiteneker, 2009). This is more evident in the developmental vocation psychology where there exists a growing agreement of the environmental context in forming careers (Savickas 2002; Vondracek 1990; Higgins 2001; Young, Valach, & Collin, 2002). Maranda and Comeau (2000) add that in sociological theories of career development, environmental factors have always played a significant role. The challenge then is about what literature reveals with regard to key elements in the environmental context that play a role in the development of graduate entrepreneurs. According to Nabi, Holden, and Walmsley (2010), a synthesis of literature reveals that three main themes are relevant. These themes are:

1. Wider contextual issues related to the nature of the business start-up and labour market,
2. Entrepreneurship-related training and development in higher education, and
3. Informal support systems from significant others.

According to Lüthje and Franke (2003), the environment can help explain why the relationship between personal related factors and entrepreneurial intent is not always deterministic in nature. It is also highlighted that individuals cannot be viewed as atomized decision-makers who work as autonomous entities (Aldrich & Zimmer, 1986). Some other researchers who argue that attitude of individuals can be used to predict their entrepreneurial intent admit that attitude does not exist in isolation and as a result, view entrepreneurial process as an embedded process in a cultural, social and economic context (Robinson et al, 1991).

Some other researchers have found marital status as a factor that has a positive effect on the propensity of one becoming self-employed (Borjas, 1986; Butler & Herring, 1991; Yoon, 1991; Sanders & Nee, 1996). This is because beginning entrepreneurs can depend on the labour of spouses or other adults in the household as a way of reducing the risk of “shirking” employees (Borjas, 1986) and that a spouse’s earnings could translate into readier financial capital, and allow for periods of low earnings during business start-ups, which in turn also allows greater risks to be taken (Devine, 1991; Donckels & Meijer, 1986).

Some other studies have supported the positive effects of self-employed parents on their offspring’s becoming entrepreneurs (Butler & Herring, 1991). It is believed that contact with entrepreneurs provides an opportunity for acquisition of some of the skills and traits related to entrepreneurship (Landry et al., 1992). Therefore, having family members or parents in the world of business give beginning entrepreneurs a kind of training or experiences that help to develop a desire for self-employment as against being employed by someone else. This issue raised regarding self-employed parents influencing the intentions of their offspring will be examined to see if it

happens in the Ghanaian context, particularly among Social Studies students in the University of Education, Winneba.

Some researchers assert that access to start-up capital is the basic determinant of taking entrepreneurship as a career option (Evans & Jovanovic, 1989). As a result, capital accumulation in the family serves as a vital factor since it provides capital for investment in the new venture of prospective entrepreneurs. Though, business capital can be derived from varied sources, it is more appropriate to use personal savings and loans from friends and relatives at the beginning stages of a new business (Birch, 1987; Yoon, 1991).

2.5.1 The pull versus the push factors

Some studies on the motivating factors to entrepreneurship have classified them into two categories. These are the push and pull factors which subsequently lead to necessity/compelling and opportunity/ambitious entrepreneurs respectively. The push factors are sometimes referred to as compelling or negative factors since they are mostly associated with dissatisfaction with previous circumstances which propelled them to become entrepreneurs (Kirkwood, 2009). An ‘opportunity’ entrepreneur starts a new business by exploiting an identifiable business opportunity whereas a ‘necessity’ entrepreneur does so in order to survive poverty or unemployment. According to Reynolds et al. (2002), it was not until the 1980s that people began looking at the differences between necessity and opportunity entrepreneurs and it became prominent in 2001 due to the introduction of the terms by Global Entrepreneurship Monitor (GEM) in its data collection and reporting process.

Kirkwood (2009) found that push factors were more prevalent in making people become entrepreneurs than pull factors. In his study, four essential factors were seen as the most prevailing push factors that compel people into becoming entrepreneurs. These are; not being satisfied with job, the changing world of work, motivations regarding family (being able to spend more time with family and making more money to provide for the children) and help from the employer. Kirkwood adds that help from employer though a push factor is not necessarily a negative factor. This is a situation where an employer proposes to assist an employee start his/her own business.

Necessity entrepreneurs are usually by nature not growth-oriented entrepreneurs and therefore have limited impact on the growth of the economy. Necessity entrepreneurs are forced into entrepreneurship for reasons such as poverty or lack of employment opportunities which imply that self-employment has never been considered until they realized that there was no way of getting employment or improving their situations elsewhere. However, opportunity entrepreneurs often start business organizations as a result of an identified market gap and expanding provision of goods and services thereby helping in building the economy further (Africa Commission, 2009; Chigunta et al., 2005; Garcia & Fares, 2008; Langevang, Namatovu, & Dawa 2012). As a result, necessity entrepreneurial activities are said to be common in the traditional or informal sectors while opportunity entrepreneurial activities occur in the modern sectors (Caliendo & Kiritkos, 2010; McClelland, 1961; Shane et al., 1991; Storey, 1991; Clark & Drinkwater, 2000; Birley & Westhead, 1994; Wagner, 2007; Naudé, 2011; Gries & Naudé, 2010; Desai, 2011). Deli (2011) asserts that it is very common to find more necessity entrepreneurs in periods of rising and high unemployment since they are mostly driven into entrepreneurship as a result of unemployment or

lack of employment opportunities. It is therefore possible that most graduate teachers who may venture into entrepreneurship could be classified under the necessity entrepreneurs since most of them would probably not think of self-employment if they had got employment elsewhere.

A study on motivation of urban small business owners in Africa by Benzing and Chu (2009) indicated that monetary gain was the main reason that made them to enter into entrepreneurship. Unlike other studies, Benzing and Chu have classified monetary gain as a negative push factor with the argument that because of low income and weak job market in developing countries, individuals are pushed into entrepreneurship to increase income and create job stability.

Willsdon (2005) asserts that it is most likely for entrepreneurs to surface from groups in society that are most marginalized, discriminated against and looked down upon and this agrees with what Stanworth and Curran (1976:3) called the social marginality theory which argues that “the perceived incongruity between an individual’s prodigious personal attributes and the position they hold in society might propel them to be entrepreneurial”. Hagen (1962) adds that when the behaviour of a group is not accepted or when the group faces discrimination, then a psychological disequilibrium is created and could compel persons in this category into enterprising behaviours to make up for the imbalance. Hagen argues that a disadvantaged person is most likely to create a new venture than other individuals. For instance, immigrants coming into new countries can face barriers like discrimination in getting a job, lack of information regarding employment, and language barriers (Butcher, Spoonley & Trlin, 2006). These immigrant entrepreneurs can therefore be classified as being disadvantaged entrepreneurs. These challenges faced by immigrants are similar to

push factors and can serve as important motivators to becoming an entrepreneur (Kirkwood, 2009).

A study by Pio (2007) on work experiences of migrant Indian women and their reasons for entering entrepreneurship highlighted negative experiences in the labour market with unemployment and underemployment which led to negative self-esteem as the reasons for venturing into entrepreneurship. Similarly, Butcher, Spoonley and Trlin (2006) conducted a study on discrimination faced by immigrants and refugees in New Zealand and found that immigrants were underemployed and sometimes unemployed due to lack of recognition of overseas qualifications and work experience and lack of English language proficiency. Those migrants with English language skills were also discriminated upon in the labour market because of their accent. In a similar vein, Wahlbeck (2007) in his study on Turkish immigrant entrepreneurs in Finland found that most of them were pushed into entrepreneurship as a result of strong barriers to the Finnish labour market for immigrants.

In a study conducted by Bates (1999) on Asian Immigrant-owned ventures compared Korean/Chinese immigrants and Indians/Filipinos to identify the motivations and factors that plunged them into becoming entrepreneurs. Findings from the study showed that Indians and Filipinos with class resources and English proficiency were pulled into entrepreneurship whereas Korean/Chinese entrepreneurs were pushed into self-employment due to lack of language proficiency. This finding is consistent with Shinnar and Young (2008) cited in Poatob (2017) that many immigrants have a positive motivation to enter into entrepreneurship and that of De Raijman (1996) where Hispanic Self-employed did not cite negative experiences in U.S. labour market as the major reasons for going into entrepreneurship.

Agrawal and Chavan (1997) found that both pull and push factors were reasons why people from various ethnic groups become entrepreneurs. The main reasons that were given in their study regarding the factors that pushed or pulled them into entrepreneurship were arrival circumstances, education, settlement, financial status, family background, job market, knowledge of English, past experiences, lack of job satisfaction, retrenchment, independence, bad job conditions, discrimination, better opportunities and opportunities for better financial benefits.

In a study carried out by Kumar (1995), the ambition of becoming self-reliant, materializing their ideas and skills, making money, continuation of family business and gaining social prestige and power were some of the motivating forces that plunged many into entrepreneurship. In addition, dissatisfaction with previous jobs, dependency situation and lack of gainful employment among others were seen as the most compelling factors that propel people into entrepreneurship. Encouragement from family members, relatives and friends, and experience gained in previous employment could also serve as springboard into entrepreneurship.

Begum (1993) found that self-motivation and confidence, job skills and technical qualification, external motivation, government policy and calculated incentives as motivational factors that push or pull people into starting their own ventures. In terms of women entrepreneurs, Chijoriga, Olomi and Nchimbi (2002) found that early socialization, childhood experiences, role models and exposure had a big role in motivating them to become entrepreneurs. Ahwireng-Obeng (2002) found that young entrepreneurs were motivated into starting their own businesses because they want to be their own boss, the desire to make money, the desire to support their families and themselves and the need to achieve.

Furthermore, some studies revealed that women founded their businesses in order to reduce their dependency on their husbands' income (ILO, 2003). In the work of Kabir (2004), internal motivating factors such as the desire to work independently emerged as the major motivating factor into starting their own businesses, whereas occupational experience got the second. External motivating factors such as assistance from government and financial institution and the availability of technology and raw materials were seen as less important motivating factors for entering into entrepreneurial activities.

Other researchers have classified factors that predict entrepreneurial intentions into three broad categories, thus individual factors, family background factors and social and environmental factors (Lee, Mueller & Haixia, 2015). Individual factors are mostly concerned with individual experiences, individual competence, and personality traits that contribute to their entrepreneurial intentions. This is because researchers believe that entrepreneurs are the source of innovation and creativity, they are the schemers, the heart and soul of economic growth (Burch, 1986). As such, entrepreneurs are often distinguished by distinct personality traits such as the willingness to take risks, strong locus of control, agreeableness, strong achievement orientation and endurance which produce positive impact on driving entrepreneurial decision making (Frank, Lueger & Korunka, 2007). According to Lazear (2005), well-trained entrepreneurial and business skills have significant positive influence on prospective entrepreneurs, especially, whenever they encounter a challenging task in their entrepreneurial development.

Davidsson (1991) admits that entrepreneurs' ability to start entrepreneurship is highly correlated with their prior business-related experience and education. It is argued that in this complex world today, entrepreneurs need skills in management, law, accounting, finance and marketing. Krueger (1993) also argues that one's entrepreneurial intentions are influenced by their subjective norms which are influenced by perceived expectation level from those who are important to them such as relatives, parents, friends, colleagues among others, to their behaviours and individuals' obedience to these expectations.

2.5.2 Higher education and entrepreneurial intention

Generally, it is accepted that education, particularly entrepreneurship education, when entrepreneurial activities are increased, produces positive effects on creation of jobs which is the driving force in sustainable economic development and improvements in people's standards of living (Ács, Szerb, & Autio 2014; EU 2015; Singer, Amoros, & Arreola, 2015). To prepare young people for effective participation in society, education is seen as "the foundation for straightforward transitions to the labour market" (Hutchinson & Kettlewell, 2015, 117) and simultaneously serving an important role in developing and supporting future entrepreneurs (EU, 2015) and aiding the decision to begin a business and entrepreneurial choice (Block, Hoogerheide, & Thurik 2011).

It is argued in a research report by the EU (2012) that entrepreneurial education makes a difference and that, learners who graduate from an entrepreneurial programme gain more entrepreneurial attitudes cum intentions and are able to get employment immediately after graduation. The major essence of entrepreneurial education at the university level as highlighted by Fayolle and Gailly (2015) is to

increase students' awareness and to underscore the entrepreneurial path as a viable career alternative. It has been pointed out in theoretical and empirical studies that entrepreneurial education represents an essential factor of individuals' entrepreneurial intentions (Bae et al., 2014) and that the intention to start a business enterprise is an essential antecedent to performing entrepreneurial behaviour (Fayolle, Gailly, & Lassas-Clerc, 2006; Autio et al., 2001). According to UNCTAD (2015), building the capacity of teachers to inculcate entrepreneurship skills among students is critical in ensuring that entrepreneurship is integrated within the education system and that there is need to strengthen the capacity of vocational training and apprenticeship systems to equip young people with the skills to pursue entrepreneurship and self-employment.

A growing body of academic research has examined the efficacy of support and training initiatives as a means of providing entrepreneurs with the necessary business skills and acumen to plan, develop and grow their business ideas (De Faoite, Henry, Johnston & van der Sijde, 2003). De Faoite et al (2003) maintain that one vital issue that has emerged from studies on the effectiveness of training, skill development and the provision of support for entrepreneurship is the failure of many programmes and initiatives to take on board the cultural, social and educational background of the "entrepreneurs", in developing training and support systems.

For instance, Raffo et al. (2000:360) conducted a study from the cultural perspective in the UK and found that there was a "lack of knowledge about how the sector, and hence how individuals within the sector worked, leading to potentially inappropriate support mechanisms and training approaches". In addition, Dana (2001) in his review of training and support provision in Asian economies noted that, there are also problems in trans-locating "Western vocational education and training" programmes

to Eastern Europe or Asian economies. Dana argues that “a prerequisite to training people is to understand them, their cultural values, historical experiences and mindset” (p. 412). A failure to do so means that, in many cases, the training and economic development programme fails to “assist those it was designed to help and educate” (p. 414).

The worth of education and training for economic progress and development is well documented in literature. For instance, education has been seen as an important factor in averting future high levels of long-term unemployment and there is a strong correlation between educational level attained and high income over a lifetime (Sweeney, 1998; OECD, 2001). In the same way, training at workplace has been identified as an important element in maintaining the absorptive capacity of innovative firms (Prince, 2002). Training currently is viewed as a vital part of the human resource management process where workers are seen as a source of wealth creation, rather than a cost to the company (De Faoite, *et al.*, 2003).

Many researchers and commentators have noted the essence of entrepreneurship education and training to economic growth and development, predominantly in improving the quantity and quality of future entrepreneurs (Hynes, 1996; Garavan & O’Cinne’ide, 1994). In support of this, Ulrich (1997:1) argues that “the importance of entrepreneurial education is derived from the importance of the entrepreneur throughout the economic system”.

In view of the importance of creating an entrepreneurial culture within the global environment, great attention has been focused on the subject of entrepreneurship education and training in recent years. According to Garavan and O’Cinne’ide (1994), research on this subject is growing and it is evidenced in part by the international

growth in the number and type of programme offerings, particularly at the universities and other educational institutions (Gibb, 1993; Fiet, 1997, & Ulrich, 1997). This growth according to Charney and Libecap (1999) can be attributed to the range of benefits to be derived from the inclusion of entrepreneurship in the teaching curricula. Such benefits include:

- the integration of a variety of business subjects through entrepreneurship, thus offering students a richer learning experience;
- the promotion of new business creation and decision-making skills;
- an increase in technology transfer from the university/college to the marketplace;
- the forging of links between the business and academic communities; and
- the opportunity for experimentation with pedagogy and curricula (due to the newness of the subject), thus enhancing other, non-entrepreneurship courses.

A study on the influence of the university environment on the entrepreneurial intention of students revealed that lower level of students entrepreneurial intention results from a negative appraisal of the university's activities to provide learners with knowledge required to begin a business and to actively support the process of new business creation (Franke & Lüthje, 2004). Additionally, they found that the difference in entrepreneurial intent in relation to learner's perception of the university environment were significant and stronger than the differences in relation to personality traits, attitudes and socio-economic environmental factors. Another justification for the increased attention to entrepreneurship education and training in recent times is due to the role it plays in providing employment through job creation in various economies (Lean, 1998).

2.5.3 Categorizing entrepreneurship education and training

Entrepreneurship education has been viewed by Neck and Greene (2011) as series of activities that aim to enable an individual to assimilate and develop knowledge, skills, values and understanding which allow a broad range of problems to be defined, analysed and solved. Chang and Rieple (2013) assert that entrepreneurship education aims to develop students' mind-sets, behaviors, skills and capabilities, which will create the entrepreneurs of the future. These definitions are based on the belief that entrepreneurship can, and should, be taught (Chang & Rieple, 2013; Fiet, 2000; Henry, Hill, & Leitch, 2005), rather than predestined by genes, as some have advocated (Kuratko, 2005).

Several studies have highlighted the essence of entrepreneurship education in promoting entrepreneurial career among graduates (Draycott & Rae, 2011; Gibb, Haskins & Robertson, 2009; Lourenc,o & Jayawarna, 2011). In view of this, considerable academic efforts have been focused upon entrepreneurship education in recent years helping the field to develop and to gain the needed impetus (Goksel & Aydintan, 2011; Jones, 2010; Matlay, 2010; Nabi, Holden & Walmsley, 2006; Volkmann, Wilson, Mariotti, Rabuzzi, Vyakarnam & Sepulveda, 2009).

The emergence of entrepreneurship education and training has raised various concerns as to what exactly is meant by the term entrepreneurship (De Clereq et al., 1997; Bruyat and Julien, 2000). To some, entrepreneurship is not confined to the creation of entrepreneurs since the subject itself deals with the learning of skills, knowledge and attitudes for people to go out and create their own future and solve their problems (Jamieson, 1984). Entrepreneurship education and training has been categorised by Jamieson (1984) into three different ways. These are education about enterprise,

education for enterprise and education in enterprise. Education about enterprise deals with awareness creation and has a cardinal aim of educating learners on the various aspects of starting and running a business usually from a theoretical perspective. According to Jamieson (1984), teaching and learning materials that any course of study (undergraduate or post graduate) use to foster the development of skills, attitudes and values appropriate to commencing, owning, managing or even working in a successful business enterprise forms part of this category. Liñán (2007:238) avers that the purpose of entrepreneurial awareness education:

would be to increase the number of people having enough knowledge about small enterprises, self-employment and entrepreneurship, so that they consider that alternative as a rational and viable option. Thus, this educational category would pursue the creation of more potential entrepreneurs, independent of whether they actually create their firm immediately after the training. According to intention models, it would be acting on one or more of its antecedents (entrepreneurial knowledge, desirability or feasibility), and – indirectly – on intention.

The courses taught in the Department of Social Studies mostly is education about enterprise where students learn the various skills, attitudes and values appropriate for starting and managing their own businesses. Education for enterprise is concerned with the preparation of potential entrepreneurs for self-employment as a career with the aim of encouraging learners to set-up and run their own enterprise. Education for enterprise is seen by Liñán (2007) as education for start-up. Learners in this category are taught the required practical skills for starting and managing small businesses and such courses are usually towed toward the preparation of business plan. According to Liñán (2007), education for start-up would consist of the preparation to be the owner

of a small conventional business, as are the great majority of all new firms. Education for start-up would, therefore, concentrate on the specific practical aspects related to the start-up phase, thus, how to obtain financing; legal regulations; taxation; and so on (Curran and Stanworth, 1989).

The last category, thus, education in enterprise being referred to by Liñán (2007:239) as ‘continuing education for entrepreneurs’ primarily concerns with management training for entrepreneurs who are established and centres on growth practices and future development of the enterprise. Here, specific product development and marketing courses in addition to management development and growth training courses fit in this category. Besides, education in enterprise gives knowledge, skills and attitudes for learners to go out and create their own futures and solve their own problems (Jamieson, 1984). Continuing education for entrepreneurs according to Weinrauch (1984) cited in Liñán (2007) is a specialized version of adult education in general, designed to allow improvement of existing entrepreneurs’ abilities, thus helping them become dynamic entrepreneurs. Education in enterprise can therefore be seen as courses or programmes with the ultimate goal of helping individuals or groups to adopt the enterprise approach, regardless of the kind of organization with which one belongs.

One other type of entrepreneurial education that has been mentioned by Liñán (2007) is education for entrepreneurial dynamism. According to Liñán (2007), this type of education promotes dynamic entrepreneurial behaviours after the start-up phase and that the objective of this type of education is not only to increase the intention of becoming an entrepreneur, but also the intention of developing dynamic behaviours when the enterprise is already in operation. Thus, it would be the most ambitious

modality, as it tries to move participants from being potential to dynamic entrepreneurs.

Similarly, Scott et al. (1998) categorise education and training into three which are education about’, education through’ and education for’. To them, education about’ deals with awareness raising of entrepreneurship as a key agent of social and economic change, education through’ deals with teaching styles which use entrepreneurial situations, such as projects as part of the education process and education for’ deals with training both potential and existing entrepreneurs.

According to Brazeal and Herbet (1999) cited in Henry et al, (2003b), research on entrepreneurship is still at its infancy and as a result, protagonists in the field continue to be engaged in conceptual and methodological debates. An instance in literature of one of the on-going debates is about whether or not entrepreneurship can be taught. According to De Faoite et al. (2003), if entrepreneurship is equated to the schumpeterian literature which highlights on the creation of disequilibrium in the economy, then it can be argued that entrepreneurs are born rather than made and therefore defeats the notion of teaching people to become entrepreneurs. However, if entrepreneurship is viewed in the lens of Kirznerian literature where entrepreneurs simply identify opportunities for profit without actually creating them, it can be reliably argued that entrepreneurs are made and that entrepreneurship itself can be taught (Dana, 2001).

This debate has led to the notion that the teaching of entrepreneurship is an enigma since the entrepreneurial process involves both art’ and science’ (Jack & Anderson, 1998). The science of entrepreneurship deals with business and management functional skills, and these appear to be teachable through the conventional methods.

The art of entrepreneurship, nonetheless, is associated with the creative and innovative component of entrepreneurship which does not appear to be teachable (De Faoite et al., 2003).

While the born verses made schools of thought still exist in literature, most modern researchers accept that there are some aspects of entrepreneurship that can possibly be taught whereas others cannot. Miller (1987) adds that whereas entrepreneurial attributes such as persistence, high level of energy and self-confidence cannot easily be acquired in the classroom situation, entrepreneurship educators and trainers have a key role to play in the entrepreneurial process by providing an understanding of the rigorous analytical techniques required to set up a new business.

A number of studies have found positive attitudes of university students towards enterprise and small business (Birdthistle, 2008). In a literature reviewed by Dickson et al. (2008) it was found that entrepreneurship education is related to becoming an entrepreneur and to entrepreneurial success. Extensive research has identified two theoretical perspectives that argue that entrepreneurship education is positively related to entrepreneurial intentions. The first is the human capital theory (Becker, 1975) which views human capital as a determinant of entrepreneurial intentions (Davidsson & Honig, 2003). Human capital has been defined as the “skills and knowledge that individuals acquire through investments in schooling, on-the-job training, and other types of experience” (Becker; Unger, Rauch, Frese, & Rosenbusch, 2011:343 cited in Bae, et al., 2014). It is argued that entrepreneurship education can promote students’ attitudes and intentions as well as the founding of new business enterprise (Liñán, 2008).

The second theoretical perspective is the entrepreneurial self-efficacy (Chen, Greene, & Crick, 1998). With this perspective, entrepreneurship education is associated with entrepreneurial self-efficacy, which may increase entrepreneurial intentions (Wilson, Kickul, & Marlino, 2007; Zhao, Seibert, & Hills, 2005). Entrepreneurial self-efficacy can be defined as a belief in one's ability to successfully perform the various roles and tasks of entrepreneurship (Chen et al., 1998; De Noble, Jung, & Ehrlich, 1999; McGee, Peterson, Mueller, & Sequeira, 2009). Entrepreneurial self-efficacy is one of the well-known triggers of entrepreneurial intentions (Chen et al., 1998; De Noble et al., 1999; Douglas, 2013; Fitzsimmons & Douglas, 2011; Krueger et al., 2000; Scott & Twomey, 1988; Segal, Schoenfeld, & Borgia, 2007; Wang, Wong, & Lu, 2002). Bandura (1986) maintains that entrepreneurship education has the potency of enhancing entrepreneurial self-efficacy because it is associated with four of its determinants, which are (1) enactive mastery, (2) vicarious experience, (3) verbal persuasion, and (4) emotional arousal. According to Honig (2004), students are exposed to successful business planning or proactive interaction with successful practitioners as they pursue entrepreneurship education. Additionally, other pedagogical elements facilitate coping strategies which aid maintain motivation and interest leading to greater expectation of success (Stumpf, Brief, & Hartman, 1987) and heightens the entrepreneurial self-efficacy (Zhao, et al., 2005). Chen (2010) asserts that entrepreneurial self-efficacy is a positive mediator of the relationship between entrepreneurship education and entrepreneurial intentions.

2.5.4 The content and the approaches to teaching entrepreneurship

Entrepreneurship support programmes vary greatly in content, structure and duration (Garavan & O'Connell, 1994). Whereas the duration and mode of delivery of such programmes may vary, the content for training would appear to focus on the development of three main areas. These areas include technical skills, business management skills and personal entrepreneurial skills (Hisrich & Peters, 1998). Technical skills include among others written and communication skills, organizing and technical management skills. Planning, decision-making, accounting and marketing skills form the business management skills whereas innovation, inner control and risk taking constitute the personal entrepreneurial skills. Hisrich and Peters (1998) maintain that what distinguishes entrepreneurs from managers is the fact that entrepreneurs have/are inner control, risk taking ability, innovative, persistent, visionary leaders and change oriented.

According to Le Roux and Nieuwenhuizen (1996), financial management, marketing and management seem to be the most popular topics in entrepreneurship programmes. In addition to the above is an excessive focus on the development of a business plan (Gibb, 1997). In spite of the increase in the programme provisions in the higher institutions in areas of educational and training perspective, there is still no generally accepted curriculum for aspiring entrepreneurs to follow (Mullen, 1997).

Marketing and management were asserted by Dunsby (1996) as critical areas most entrepreneurs require help from and should form part of what should be taught. A study by Atherton and Hannon (1996) found that the ability to manage events and conditions in the external environment and envisioning a future for the enterprise were the key entrepreneurial competencies required to developing a successful

business. Another key element that was stressed in that study was the need to enhance one's personal capabilities in order to have control over the environment to be able to develop direction and purpose for the enterprise.

Some other issues discussed in entrepreneurship support programmes include business counseling, mentoring, seed capital, networking opportunities, follow-up support, incubation or office facilities, substance allowance and qualification (De Faoite, Henry, Johnson & Van der Sijde, 2003). Raffo et al (2000) assert that mentoring and networking have been identified as extremely valuable programme elements for both aspiring and established entrepreneurs and proposed a more naturalistic approach to the teaching and learning of entrepreneurship. The culture of a society can impact negatively or positively on the level of acceptance of entrepreneurship (Van Barneveld, 2002) and has significant influence on the amount of interest in entrepreneurial courses and the number of courses made available. Whereas entrepreneurship courses may have a common focus globally in terms of new business creation and the development of a business plan (Hisrich & Peters, 1998), there will be the need for differences in emphasis depending on the particular needs of subjects involved, the society/country and the funding available (Aman, 1996). In view of the above, Dana (2001) argues that transitional economies have different fundamental problems than do countries with long standing histories of capitalism and entrepreneurship and that one must not assume that entrepreneurs in Vietnam can be trained in the same way as those in Singapore. Dana has, therefore, recommended the use of different methodologies in the teaching and learning of entrepreneurship in transitional economies. In the same vein, Lean (1998) suggests that dogmatic approaches should be avoided when it comes to designing support programmes for micro firms and that support packages should take into consideration

the idiosyncrasies or distinct needs of such firms so as to appropriately identify the support gaps.

In terms of the approaches to teaching entrepreneurship, Henry, Hill, and Leitch (2005) claim that learning methods employed from literature vary significantly from lectures, presentations, handouts to video and case study-based learning, with group discussion and role-plays. They add that both traditional and non-traditional approaches to teaching and learning are used. Davies and Gibb (1991) argue that the use of traditional educational methods which focus typically on theory and a didactic approach are inappropriate in the teaching of entrepreneurship. In support of this argument, Young (1997) questions the importance and value of a theoretical approach to a subject that concerned mostly with practical activities and therefore suggested that experience and practical skills used by entrepreneurs are possible things that cannot be acquired through the conventional teaching methods.

The use of less traditional case study, role play, simulations and problem-solving teaching methods have been criticized by Shepherd and Douglas (1996), claiming that in the confines of the classroom where guidelines are provided and outcomes are known to promote logical rather than creative or entrepreneurial thinking. McMullan and Boberg (1991) in an attempt to assess the alternative approaches to teaching entrepreneurship compared the case method of teaching with that of the project method. Their findings suggest that the case method was effective in developing analytical skills and the ability to synthesise information. The project method, however, has the potency to develop and enhance knowledge and understanding of the subject area in addition to being able to evaluate and was therefore seen as more effective in teaching entrepreneurship.

Gibb (1987b) in his case of exploring the differences between education and entrepreneurship contrasted classroom learning situation with the real world learning environment of the entrepreneur and argued that learning emphasis in most of the educational set-ups and business schools is very much on the past, with a focus on the understanding, feedback, and analysis of large amounts of data. But in reality, the entrepreneur is concerned with the present, with little time for critical analysis. Entrepreneurs spend most of their time dealing with issues and learn through their personal experiences and through doing. Gibb maintains that the classroom situation involves a high level of dependence on authority and on what he terms ‘expert validation’ while in the real world the entrepreneurs need to rely on their own knowledge and personal values.

Based on the above, Gibb (1987b) asserts that a more flexible and active experience-based learning approach to teaching should be adapted for entrepreneurship and that such approach should encourage learners to find and explore their wider concepts relating to a problem, learn by overcoming failure, develop more independence from external sources of information and expert advice, and to think for themselves. Fiet (2000a) argues that if teachers of entrepreneurship want to develop cognitive skills vital for making good entrepreneurial decisions, there is the need for them to increase the theoretical content of their courses. Fiet (2000b) has therefore suggested theory-based activities to achieve better entrepreneurial decision making. Others are of the view that the use of practically focused and activity-based approach to the teaching of entrepreneurship is more appropriate and valid. For instance, Timmons and Stevenson (1985) argue that as an ongoing life-long learning experience-based subject, the best way to learn entrepreneurship is to merge experience with formal educational activities. In my view, both theory and project or experience-based teaching and

learning of entrepreneurship must be integrated to make the learners understand and apply to make their business activities more scientific. This helps entrepreneurs reflect and act in ways that have theoretical and philosophical underpinnings.

2.6.1 Entrepreneurial self-efficacy

The history of self-efficacy begun with Bandura's (1977) social learning theory that was renamed social cognitive theory in 1986. One of Bandura's major concepts in his theory was self-efficacy. According to Bandura (1995), self-efficacy makes a difference in how people feel, think, behave, and motivate themselves. When it comes to feeling, a low sense of self-efficacy is associated with stress, depression, anxiety, and helplessness. Such individuals also have low self-esteem and become pessimistic about their accomplishments and personal development. In terms of thinking, a strong sense of efficacy facilitates cognitive processes and performance in a variety of settings, including quality of decision-making and academic achievement. Self-efficacy levels can increase or hamper motivation. People with high self-efficacy approach difficult tasks as challenges and do not try to avoid them. "People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles" (Bandura, 1989:1176).

Self-efficacy is viewed as beliefs that function as "an important set of proximal determinants of human motivation, affect, and action" (Bandura, 1989:1175) and that those beliefs constitute a form of action through motivational, cognitive, and affective intervening processes. One of the cognitive processes is setting of personal goals. Hence, the higher the level of perceived self-efficacy, the higher the levels of goals people set for themselves and thus a higher level of commitment to the goals. What

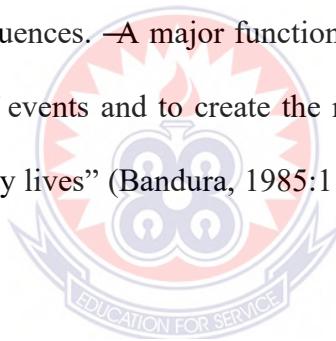
this means is that individuals with a higher level of self-efficacy are more likely to be enterprising than those with a low level of self-efficacy.

Entrepreneurial self-efficacy has been defined by Campo (2011) cited in Yarima and Hashim (2016) as the extent to which one believes that he/she is able to successfully start a new business venture. Entrepreneurial self-efficacy has been seen to play a key role in determining the level of interest in pursuing an entrepreneurial career (Segal, Borgia, & Schoenfeld, 2005; Wilson, Kickul & Marlino, 2007) and is therefore viewed as having the capabilities that can modify a person's belief in his or her completing the tasks required to successfully initiate and establish a new business venture (Bandura, 1986; Solesvik, 2007; Nabi, Holden & Walmsley, 2010; Rae & Woodier-Harris, 2013; Olakitan, 2014).

Several research works have ascertained that entrepreneurial self-efficacy is a strong driver of entrepreneurial behaviour (Cromie, 2000; Drnovsek, Wincent & Cardon, 2010; Markman, Balkin & Baron, 2002; Nwankwo, Kanu, Marire, Balogun & Uhiara, 2012) and is expected to influence choices, goals, emotions, efforts, reactions, ability to cope, and persistence (Gist, Stevens & Bavetta, 1991) which are crucial for entrepreneurial success. According to Zhao, Seibert and Hills (2005) and Carr and Sequeira (2007), increased self-efficacy yields greater entrepreneurial intentions. Consequently, entrepreneurial self-efficacy has been identified as an important antecedent of entrepreneurial career (Barbosa, Gerhardt, & Kickul, 2007; Linan, Rodriguez- Cohard & Rueda-Cantuche, 2005; Mushtaq, Hunjra, Niazi, Rehman & Azam, 2011; Pruett, Shinnar, Toney, Llopis & Fox, 2009; Rae & Woodier-Harris, 2013; Smith & Beasley, 2011; Souitaris, Zerbinati & Al-Laham, 2007; Zhao, Scott & Hills, 2005). This is because entrepreneurial self-efficacy has been tested empirically

and found to associate positively to entrepreneurial career in several studies (Chen, Greene & Crick, 1998; Douglas and Shepherd, 2002; Krueger, Reilly & Carsrud, 2000). A higher level of self-efficacy is associated to entrepreneurship and new venture creation (Frazier & Niehm, 2006; Krueger & Brazeal, 1994; Segal, Borgia & Schoenfeld, 2005).

Bandura (1989:1175) posits that “human behavior is regulated by forethought embodying cognized goals, and personal goal setting is influenced by self-appraisal of capabilities”. People with high levels of self-efficacy are more likely to set higher goals, commit to challenges that are more difficult, and strive to meet those goals. They achieve the goals by visualizing successful outcomes instead of dwelling on the potential negative consequences. “A major function of thought is to enable people to predict the occurrence of events and to create the means for exercising control over those that affect their daily lives” (Bandura, 1985:1176) which is a key component of self-efficacy.



According to Bandura (1994), a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Individuals with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an effective outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise

control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

On the contrary, individuals who doubt their capabilities often shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude, and it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression. Self-efficacy is defined as a person's own judgment of capabilities to perform a certain activity in order to attain a certain outcome (Zulkosky, 2009).

In an entrepreneurial context, self-efficacy can be defined as people's confidence in their abilities to succeed in entrepreneurial roles and tasks (Chen et al., 1998). Entrepreneurial self-efficacy is what influences choices, aspirations, and effort, in addition to perseverance when entrepreneurs face difficulties (Boyd & Vozikis, 1994), and it plays an essential role in the development of an intention to establish and manage a new venture (Kickul et al., 2008; Mueller & Dato-On, 2008). Some researchers have particularly focused on whether self-efficacy is a key factor in explaining why some individuals are motivated to become entrepreneurs and others are not (Wilson et al., 2009; Zhao et al., 2005). In this regard, the research has shown compelling and consistent patterns, reflecting that individuals with higher entrepreneurial self-efficacy tend to exhibit higher entrepreneurial intention (Chen et

al., 1998; Kickul et al., 2008; Wang et al., 2002). This current study seeks to either confirm or disprove the findings of past studies on the influence of self-efficacy on the decision of individuals to become entrepreneurs when it comes to teacher trainees at the Department of Social Studies Education in the University of Education, Winneba.

Some incipient researchers have analysed data on entrepreneurial self-efficacy and entrepreneurial intention from a gender perspective (Kirkwood, 2009; Laviolette et al., 2012; Wilson et al., 2007; Zhao et al., 2005) and the little empirical evidence suggests that a higher proportion of women than men reject the choice of an entrepreneurial career and involvement in entrepreneurial activities because they perceive themselves as lacking the necessary abilities (Chen et al., 1998; Kickul et al., 2008; Wilson et al., 2007). This means that the level of self-efficacy of men is found to be higher than that of women resulting in men wanting to engage in entrepreneurial activities than women. Following the main premises of Social Feminists Theory, women probably may identify themselves as less-efficacy than men in their business abilities because they are less likely to be socialized in business roles and to be confronted with expectations for starting a business (Kalleberg & Leicht, 1991; Yordanova & Tarrazon, 2010).

Some studies also cited that differential access to opportunities and resources could culminate in women being disadvantaged in terms of previous managerial experience and training and as a result, women could feel that they lack the requisite abilities for entrepreneurship (Verheul et al., 2005; Yordanova & Tarrazon, 2010). Similarly, self-efficacy has been considered by Kickul et al (2008) as an important element in the consideration of entrepreneurship as professional career and that women more often

than not limit their options in career selection because of a perception that they lack abilities they consider necessary for entrepreneurial careers. Wilson et al (2007) in their study found empirical evidence that both female adolescents and MBA students exhibited lower rates of entrepreneurial self-efficacy and entrepreneurial intention than their female counterparts. Bandura (1992) however noted that when women get involved in the development of entrepreneurial activities, it significantly increases their perceptions regarding their entrepreneurial abilities in such a way that gender differences in entrepreneurial intention could be by the impact of entrepreneurial self-efficacy. Following Bandura's position, Cox et al. (2002) pointed out that "mastery experiences or simply put 'learning by doing', appear to be basic in determining our self-confidence to successfully perform future tasks that are perceived to be similar or related" (Wilson et al., 2007: 392). This is because when women become entrepreneurs, they can acquire social, cognitive and language abilities through business experiences, workshops, or entrepreneurial training which may increase their levels of entrepreneurial self-efficacy and reaching similar levels as those of men (Kirkwood, 2009; Wilson et al., 2007). A study conducted on the mediating role of entrepreneurial self-efficacy on the relationship between gender and entrepreneurial intention of students and early career adults found that entrepreneurial self-efficacy partially mediated such relationships in both cases (Wilson et al., 2009).

2.6.2 Sources of self-efficacy

According to Bandura (1994), individuals' beliefs about their self-efficacy can be developed by four main sources of influence. The first and most effective one is mastery of experience (performance accomplishment). People become self-confident when they have gathered enough experiences and understand the intricacies regarding what they do. With these experiences, such individuals exhibit a very high level of

self-efficacy. According to Bandura (1994), when people experience only easy successes, they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced that they have what it takes to succeed, they persevere in the face of adversity and quickly bounce back from setbacks. By sticking it out through tough times, they emerge stronger from adversity.

The second way of creating and strengthening self-beliefs of efficacy according to Bandura (1994) is through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to learn comparable activities to succeed. In the same way, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity, the more persuasive are the models' successes and failures affect the self-efficacy of the observer. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results it produces. Modeling influences usually do more than provide a social standard against which to judge one's own capabilities. People seek proficient models who possess the competencies to which they aspire. Through their behaviour and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands.

The third factor to consider is Social Persuasion (verbal persuasion). Social persuasion is one of the ways Bandura (1994) admitted could strengthen people's beliefs that they have what it takes to succeed. For instance, people who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. Persuasiveness therefore boosts the perceived self-efficacy in people and lead them to try hard enough to succeed thereby promoting development of skills and a sense of personal efficacy.

Lastly, individuals also rely partly on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility. Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy, but despondent mood diminishes it. The fourth way of modifying self-beliefs of efficacy therefore is to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states.

2.7 Impediments to Entrepreneurial Initiatives

Pretorius and Shaw (2004) and Atieno (2009) assert that lack of finance is one of the major constraints to the formation of new enterprises. For entrepreneurs to excel in their endeavours, there is the need for them to have access to both internal and external finance to make their businesses survive and grow in a resilient economy. Maas and Herrington (2006) indicate that lack of financial support is the second major contributor to the low entrepreneurship initiatives. Pretorius and Shaw (2004) observe

that a large percentage of the failure of entrepreneurial ventures in South Africa is attributed to inadequate capital structure or resource poverty.

In a study conducted in Serbia, Bobić (2017) identified lack of capital and lack of experience as the key challenges faced by young entrepreneurs. He further emphasized that access to finance and capital, fiscal and para-fiscal systems and information and practical skills were the barriers Serbian youth face due to the institutional and legislative framework. Access to finance and capital is concerned with the significant difficulties youths face in obtaining capital when starting and developing a business. According to Bobić (2017),

Access to finance is the single most important bottleneck for youth entrepreneurship. Youth are considered highly risky and are therefore off the radar for the majority of traditional financial institutions. This derives from the fact that they lack experience, collateral and a proven track record. Alternatives to traditional financing in the form of microfinance and venture capital, though still underdeveloped, cannot significantly resolve the issue of access to finance for youth. Even with the potential for alternative financing fully utilized, the majority of youth would still remain without any possible access to finance. The crucial missing elements are alternative mechanisms that could improve the chances of obtaining financing for a considerably higher number of young people (p. 16).

Similarly, in a study on the impediments to youth entrepreneurship in rural areas in Zimbabwe, “lack of capital was mentioned by all respondents as the main impediment to youth entrepreneurship in rural areas of Zimbabwe” (Chimucheka, 2012). He argues that though there are banks offering loans in Zimbabwe, bank finance is not easily accessible to youths in rural areas because in most cases the youth lack the required collateral security needed to obtain a bank loan. Inaccessibility of financial resources by youths in rural areas of Zimbabwe is also because of connections, lack of the needed financial deposit and lack of knowledge pertaining to the sources of

financing available (Chimucheka, 2012). Youth in Ghana are also faced with similar challenges as most banks will demand for collateral before one is able to have access to loan facilities. This situation put young enterprising Ghanaians in state where they linger for long after school possibly trying to do some form of work to get the needed finance to start their own businesses.

Fiscal and para-fiscal challenges refer to the complicated and unpredictable fiscal and para-fiscal system, both time- and money-consuming. Bobić (2017:21) avers that

The fiscal and para-fiscal system of Serbia seems to contribute to the already unpredictable business environment. Even though the most important fiscal instruments in Serbia tend to stimulate the development of entrepreneurship, the entire fiscal system is non-transparent and unpredictable, due to frequent changes. On the other hand, para-fiscal charges are not only disproportionately high for what they are paid for but are also difficult for entrepreneurs to catch up with and to pay all of them. Finally, tax procedures are complicated and expensive, which makes youth altogether reluctant to start their own business.

Bobić concluded that the fiscal and para-fiscal system is rather inefficient and demotivating for starting a business and that the most important problem is that it contributes to the already unpredictable environment. For a young person, it is both time- and money- consuming, and often almost impossible to identify and pay the entire palette of different charges. The current fiscal and para-fiscal system is set so that it “pounces on” a young firm from its first breath, regardless of its actual activity, first contract realization or first cash inflow. With this amount of charges, it is often challenging for a young person to preserve the limited initial capital. On the other hand, the system itself is too complicated and, for inexperienced youth, difficult to tackle. Relevant institutions often take on the role of “police”, rather than “mentoring the entrance process”. In such an environment, youth can be pressured and discouraged by the treatment of institutions, rather than encouraged right from the

early stages of business. The first three years are critical and the most influential for youth, and should not be wasted on administrative work, but rather on business development.

Finally, the third barrier deals with the information and skills gap youth in Serbia face. According to Bobić (2017:25),

While providing initial capital is one of the biggest obstacles for youth when starting a business, skills and experience are critical for their success or failure. Youth lack relevant information and skills to start and run a business, as well as access to business networks. On the other hand, relevant and high-quality business trainings, as well as mentorships, are mostly unavailable to youth. Even though the Government has shown an intention to tackle these issues through relevant strategies, most of the support seems to be inadequate and insufficient.

In the works of Peterman and Kennedy (2003) and Lefebvre and Lefebvre (2002), managerial competency and skills are important for new firm formation. Robertson, Collins, Medeira and Slatter (2003) and Bosma, Van Praag, Thurnik and De Wit (2004) find that the endowed level of talent of a small business founder is the investment in industry-specific and entrepreneurship-specific human capital which contributes significantly to the performance of new small firm. Where these skills and managerial competencies are lacking could impede entrepreneurship development among young people.

Herrington and Wood (2003) in the Global Entrepreneurship Monitor Report point out that lack of education and training have reduced management capacity and entrepreneurship in South Africa. They maintain that the quality and context of the educational system do not promote the development of managerial competencies.

This is consistent with the findings of Herrington *et al.* (2009) that the most crucial factor hindering entrepreneurship in South Africa is lack of education and training.

Findings from some studies also admit that social and cultural factors can also have an influence on youth latent entrepreneurial intention. As cultural and social backgrounds influence an individual's approach to life, they similarly influence entrepreneurial activity and enterprise culture (ILO, 2006). Cultural attitudes influence the entrepreneurial activities of a population, a country, region or ethnic group and that the interaction between culture and entrepreneurship is stronger in the case of some groups than others (Kreiser, Marino & Weaver, 2001). Chigunta (2002) finds evidence from developing countries that participation of youths in entrepreneurship varies with gender and that young men are more likely to be self-employed than young women. These findings appear to suggest the existence of socio-cultural constraints which tend to affect the participation rate of young women (Fatoki & Chindoga, 2011). In line with this, UNCTAD (2015) admits that societal attitudes towards entrepreneurship, fear of failure, insufficient promotion of entrepreneurship opportunities, lack of platforms to foster young entrepreneurs' engagement and lack of access to markets are barriers that undermine efforts to create a culture of entrepreneurship.

A cultural environment in which entrepreneurship is respected and valued, and in which business failure is treated as a useful learning experience rather than a source of stigma, will generally be more conducive to entrepreneurship (OECD, 1998 cited in ILO, 2006; Basu, 2002). However, in societies where entrepreneurship is undervalued compared to, for instance, a career in medicine, law, employment in a large corporation or with government will serve as a barrier to youth's desire to engage in

entrepreneurship. In such societies, perceptions remain that family sacrifices made to help young people gain a high level of education are not repaid if they become self-employed. Often entrepreneurship may be seen as an inappropriate career choice whose risk and instability may have social consequences.

Parents, relatives and friends can play a significant role on young people's outlook about entrepreneurship and in imparting positive or negative views of as to whether to go into business or not (Uddin, Chowdhury & Ullah, 2015). Family background, in particular, plays a vital role in the development of entrepreneurial attitudes (Street & Sykes, 2003 cited in Uddin, Chowdhury, & Ullah, 2015). A survey by Kalafaltelis & McMillen (2004) in New Zealand on entrepreneurship culture among young people provides strong facts that parents are a key influencer since 85% of respondents claimed that their parents had influenced the formation of mindsets about business. Parents who look down on self-employment are likely therefore to impair the likelihood of their wards wanting to engage in entrepreneurship as a career option.

According to Uddin, Chowdhury, and Ullah, (2015), young people's attitude towards starting their own business is also influenced by the image, reputation, and credibility of entrepreneurs in a society. In a society where entrepreneurs have built a good image with high reputation and credibility will serve as a source motivation to young aspiring entrepreneurs. In that manner, Ghana needs more people like Apostle Kwadwo Safo Kantanka, Osei Kwame Despite, Alhaji Asoma Banda and the likes to serve as role models to nascent entrepreneurs and others who probably will be inspired by them.

Ndhlovu and Twala (2007) assert that in South Africa, access to government financial support is a problem to beginning entrepreneurs. The problem is not only about accessibility to government financial support but also the lack of awareness of the existence of government support programmes is another problem faced by the youth. Mass and Herrington (2006) admit that most youths are not aware of the various support programmes available and as a result, youths with entrepreneurial tendencies perceive that there is no support from government.

Similarly, insufficient and unreliable government support was also mentioned as one of the impediments to youth entrepreneurship. According to Chimucheka (2012) close to 50% of the respondents in his research on the impediments to youth entrepreneurship in Zimbabwe indicated that the government does not really support entrepreneurship as a career opportunity for youths. Respondents highlighted that the government encourage the youths to participate in other government programmes such as indigenisation and black empowerment as opposed to promoting real youth entrepreneurship. Similarly, in Ghana, governments have been promoting programmes such as youth employment, NAPCO among others which do not train youths to be independent but rather to rely on government for jobs.

The willingness to take risk is also seen as one of the obstacles to entrepreneurial initiative. –Fear of failure and embarrassment prevent people with ideas not to explore them and venture into a competitive stage” (Fatoki & Chindoga, 2011:163). Kazela (2009) explains that many young entrepreneurs become risk averse because of their social environment. It is believed that an environment with high crime rate will not motivate your people to go into entrepreneurship because of insecurity. Brown (2001) indicates that business is the largest organised group suffering from crime and

violence. However, the rate of crime in Ghana is low and probably may not serve as an impediment to entrepreneurship.

Negative perceptions of aspiring entrepreneurs regarding the business environment can serve as an impediment to their entrepreneurial initiative. Ehlers and Lazenby (2007) provide evidence that economic forces can influence market opportunities and ultimately result in prosperity or adversity of organisations in different industries and in different locations. This is affirmed by Mollentz (2002) when he postulated that market issues and demand for products are the most important factors that positively influence new enterprises growth. Thus, bad market conditions and no market opportunities can be a constraint to youth entrepreneurial intention.

Entrepreneurial expedition has a high risk of failure and prevailing transitional government bureaucracies are not providing the necessary incentives for people to take such risks. According to them, the transitional governments are directly or indirectly responsible for:

1. The absence of competitive environment and a coherent strategy to benefit the entrepreneurial sector,
2. Contradictory laws and regulations and numerous licensing requirements
3. Administrative discretion
4. The repressive state taxation and
5. The prohibitive high-interest, short-term loans

To support their point, they cited a survey that was conducted on 149 new ventures in Kazakhstan which found that the primary challenge entrepreneurs indicated were all government-related in the area of taxation, lack of legal guarantees, red tape, the non-convertible currency and the lack of clarity in government policy (Kazakhstanskaya Pravda, 1993 cited in Luthans, Stajkovic & Ibrayeva, 2000). It is therefore believed

that the inherent conflict and carryover from the old regime inhibits a political and economic environment necessary for successful entrepreneurial development.

According to Luthans, Stajkovic and Ibrayeva (2000), the very importance of entrepreneurship in a market economy is the autonomy to conduct business. This is because entrepreneurs need to have the discretion over resources for the ultimate rationale of bringing new ideas that are limited only by the ability to convince holders of capital that they will attain a higher return by investing in a venture than putting the resources in any other thing. However, where the legal environment is centralized such that ownership of a country's resources is in the hands of the state and not individuals, it hinders entrepreneurial initiative. For such societies to encourage entrepreneurial initiative, there is the need to enact fundamental changes in the institutional legal framework and reforms in bureaucratic controls.

In transitional economies where adequate and efficient system of commercial laws have not yet been developed, it could serve as a barricade to entrepreneurial initiative. In countries where the necessary legal framework of a market economy such as a well-defined property rights are lacking, entrepreneurship initiative can be impeded (Peng & Heath, 1996). It is argued that where a legal regulatory framework is lacking, both efficiency and equity are negatively affected, and corruption and crime are encouraged. This situation makes aspiring entrepreneurs believe that the new system is against them because entrepreneurs are not protected from criminals and unfavourable market environment. This situation even makes foreign investors to believe that they do not have enough level of protection and legal stability to warrant their involvement and risk their capital (Luthans, Stajkovic & Ibrayeva, 2000).

In the view of Luthans, Stajkovic and Ibrayeva (2000), difficulties with property rights can result in high cost of venturing into business. They claim that law on ownership rights in former Soviet states do not specifically address property rights and has the potency of risking property loss which could serve as an entry barrier to aspiring entrepreneurs and prospective outside investors in new ventures. In this case, the main challenge is the uncertainty as to the actual owners of property and the kind of transactions that are legal.

According to Chimucheka (2012), youths that are already in business but operating in the rural communities indicated that poor location was a great challenge due to the fact that it affected the sales and the performance of their businesses. Insufficient demand for the products and services offered on the market by most youths together with high production costs were also mentioned as impediments to youth entrepreneurship. Other challenges that were mentioned and explained by the respondents in Chimucheka's study as the impediments to successful youth entrepreneurship in the rural communities include lack of information technology, high transport costs, unattractive business environment, lack of relevant experience, lack of and inaccessibility to skilled labour, high registration costs, high costs to obtain licenses to operate formally, poor road networks, unreliable electricity, unreliable communication services and lack of networking opportunities.

2.8 Summary of Literature Review

The literature review highlighted the theories of entrepreneurial intentions and behavior, factors giving rise to entrepreneurial intentions and the impediments to entrepreneurial intentions and behaviours. The theories suggest that though, personality traits and demographic characteristics are important determinants of

entrepreneurial behavior, their predictive capacity is very limited. In view of this limitation, the attitude approach has been adjudged the most reliable and preferred one because attitudes are capable of measuring the extent to which an individual values positively or negatively some behaviours.

From the emerging literature, it has been made conspicuous that entrepreneurship is the way forward in curbing unemployment in general and graduate unemployment in particular. It has been argued that the individual's entrepreneurial intentions are significant variables in predicting their entrepreneurial behaviours. In relation to factors that promote entrepreneurial intentions, some researchers argue that individuals' differential socialization processes with regard to sex explain why men are more likely than women to become entrepreneurs. Others explain that entrepreneurial education as a contextual factor is vital for both aspiring and nascent entrepreneurs. Other personality traits such as need for achievement, risk taking propensity, internal locus of control, innovation and the big five were seen by some researchers to be influential factors of entrepreneurial intentions. The debate lies largely on innate characteristics and environmental factors as the main factors that make people decide whether or not to become entrepreneurs. With impediments to entrepreneurial intentions and behaviour, most studies assert that financial constraints, lack of entrepreneurship education and training, insufficient and unreliable government support, fear of failure, unwillingness to take risk among others are the obstacles to entrepreneurial initiative.

Having reviewed literature, it was apparent that several researches have been conducted around the entrepreneurial behaviour of undergraduates. However, little has been done in relation to the entrepreneurial behaviour of undergraduate teacher-

trainees, especially, at a time graduate teacher unemployment is soaring geometrically in the Ghanaian society. In addition, little or no studies have been done specifically on the entrepreneurial behaviour of undergraduate teacher trainees from the Department of Social Studies Education. This was the gap this study filled.

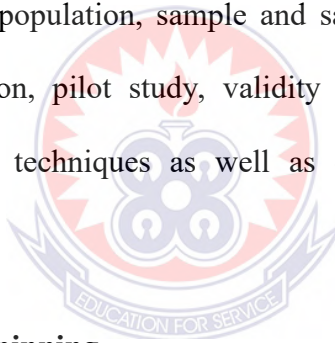


CHAPTER THREE

METHODOLOGY

3.0 Introduction

In order to achieve the objectives and test the research hypotheses of this study, there was the need to look at the general approach the researcher used in carrying out this research. The general approach in carrying out a research is what Leedy and Ormrod (2001) termed as research methodology. In this vein, the chapter outlined by sections, each of the various steps employed by the researcher to gather the pertinent information needed for this study. In explicit details, the chapter looked at the research philosophical paradigm underpinning the study, research approach, research design, research setting, population, sample and sampling procedures. Other issues concerning instrumentation, pilot study, validity and reliability, methods of data collection, data analysis techniques as well as ethical considerations were also addressed.



3.1 Philosophical Underpinning

According to Creswell and Plano Clark (2007), all research needs a foundation, and that this foundation, whether explicit or implicit, is found in the 'worldview' or philosophical framework chosen by the researcher. Therefore, it is imperative to discuss the pertinent philosophical assumptions underpinning this research. Boateng and Boateng (2014), Creswell (2009) and Lincoln, Lynham and Guba (2011) opined that there exist various and diverse philosophical paradigms with various taxonomies to distinguish between these philosophical paradigms. Paradigms are conceptual and practical tools that are used to solve specific research problems and function as heuristics in social research (Abbott, 2004). Thus, inferring from existing literature,

Creswell (2009) and Lincoln et al (2011) outlined post-positivism, constructivism, participatory action frameworks, or pragmatism as commonly dominant paradigms that reflect the major theoretical direction in social science research. Furthermore, it is to be noted that these paradigms have their own set of axiology (beliefs about the role of values and morals in research); ontology (assumptions about the nature of reality); epistemology (assumptions about how we know the world, how we gain knowledge, the relationship between the knower and the known); methodology (shared understanding of best means for gaining knowledge about the world and rhetoric (shared understanding of the language of research)). For the purpose of this study, the pragmatist paradigm formed the basis for the entire work.

3.2 Research Design

In a wider approach, a mixed method was used for the study. Mixed method research according to Creswell (2014) is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

Specifically, the convergent parallel mixed method design was used for the study. Convergent parallel mixed method is a form of mixed method design in which the researcher merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2014). In using this design, both forms of data were collected within the same period, analysed separately and the information integrated in the interpretation of the overall results. In using this

method, both the qualitative and quantitative strands were prioritized equally and kept independently during data collection and analysis phases and the result merged during the interpretation. Diagrammatically, convergent parallel mixed design is shown in figure 3.1.

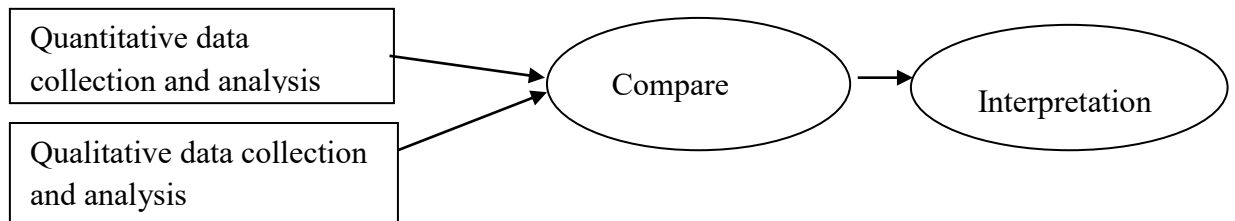


Figure 3. 1: Convergent parallel mixed method design

(Creswell, 2014)

The method used in this study philosophically situates itself in the pragmatists' ideologies. According to Legg and Hookway (2019), pragmatism as a philosophical basis of research was founded by American philosophers Charles Pierce (1839–1914), William James (1842–1910) and John Dewey (1859– 1952) at the beginning of the twentieth century. Pierce is often referred to as the first spokesman of pragmatism, James as its translator to a wider audience, and Dewey as the most well-known advocate of it. With this philosophy, an ideology is said to be true only if it works and generates practical consequences for society. Pragmatism arises out of actions, situations and consequences rather than antecedent conditions as in the case of post-positivism (Creswell, 2009) and is therefore concerned with applications, thus, what works and solutions to problems (Patton, 1990). Instead of focusing on methods, researchers are more concerned with the research problem and use all the approaches available to understand the problem (Rossman & Wilson, 1985). As a philosophical basis for mixed methods studies, Morgan (2007) and Tashakkori and Teddlie (2010) underscore its importance for focusing its attention on the research problem in social

science research and using pluralistic approaches to infer knowledge about the research problem.

Pragmatism has provided an epistemological justification for mixing approaches and methods, thus, mixing of quantitative and qualitative data in a single study is not only viewed as legitimate, but in some cases very imperative. The choice of sampling procedures, instruments of data collection, the design, among others were therefore based on what was most appropriate in getting data for the study.

3.3 Research Setting

The research was conducted in the University of Education, Winneba which is situated within the Effutu Municipality. Specifically, it was carried out at the Department of Social Studies Education which is located at the North Campus of the University.

3.4 Population for the Study

According to Adeniyi, Oyekanmi and Tijani (2011), population of a research comprises all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher. In like manner, Mugenda and Mugenda (2003), define population as a complete set of individuals, cases or objects with some common observable characteristics. In simple terms, population refers to entire group of individuals, events or objects having common observable characteristics which are of interest to a researcher. Castillo (2009) differentiates between the two types of population, that is target population and accessible population. The target population is the total group of subjects to which a researcher would like to generalize the results of a study and accessible population is the group of subjects that is accessible to the researcher for a study from which the study sample can be drawn (Castillo, 2008).

The target population of this study on one hand was all students studying Social Studies as major or minor at the Department of Social Studies Education in the University of Education, Winneba, in Ghana during the 2018/2019 academic year. The accessible population, on the other hand, consisted of all major and minor students offering entrepreneurship related courses in the Social Studies Department during the 2018/2019 academic year in the University of Education, Winneba. In this regard, all the level 300 major and minor students in the Department of Social Studies Education in the 2018/2019 academic year formed the accessible population for the study because they were offering entrepreneurship related courses in the department.

3.5 Sample

A sample is a subset of the population being studied (van Manen, 2014). In other words, it represents the entire population and is used to draw inferences about that population. According to Mugenda and Mugenda (2003), generally the sample size depends on factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population. Gay (1981) is of the view that at least twenty percent of a population of 100 and above forms a representative sample for descriptive survey.

The sample for the study encompassed the entire class of level 300 students of the 2018/2019 academic year who were offering Social Studies either as a major or minor in the Department of Social Studies Education. This implies that all the eight hundred and sixty-nine (869) level 300 students who registered for entrepreneurship related courses in the Department of Social Studies Education formed part of the sample for the study. Questionnaires were therefore administered to the 869 level 300 students. Out of eight hundred and sixty-nine (869) students, those who were willing and

therefore returned the questionnaires were seven hundred and fifty (750) students. The 750 students represented 86.30% of the entire level 300 students and that constituted the respondents for the study.

3.6 Sampling Techniques

Comprehensive (census) sampling technique was used since the researcher's accessible population was the same as the sample for the study. Scientifically, if a researcher can use the entire population for a study, there would be no need for drawing samples. The entire accessible population was therefore used for the study. However, for the qualitative data, not all the 750 students were interviewed. In all, a total of twenty-one (21) students were conveniently selected for the interviews. Data were gathered from the twenty-one respondents to add meaning to the quantitative data gathered and for triangulation purposes.

3.7 Instruments for Data Collection

In research, no single instrument is completely adequate to solve research problems because each technique contributes in a unique way to empirical reality which forms the basis of mixed studies (Creswell, 2014). In this regard, two different instruments were used to collect data to address the research questions. These were questionnaires and interview guide. The questionnaire as well as the interview guide were developed by the researcher after a careful revision of literature related to the study. The combination of several data collection strategies or methods allows for data triangulation (Creswell, 2014). Data triangulation involves confirming evidence from different sources to shed light on a particular theme or issue. In addition, each instrument was used to offset the weakness of the other.

3.8 Data Collection Procedure

Data collection was done through the administration of (1) questionnaires and (2) face to face interviews.

3.8.1 Questionnaire

Questionnaires were distributed to a total of eight hundred and sixty-nine respondents to participate in the study. However, seven hundred and fifty (750) participants representing 86.30% who registered for entrepreneurship course in the Department of Social Studies Education in the 2018/2019 academic year willingly took part in the study. The students were divided into seven (7) groups for lectures. To avoid any form of biases, conflict of interest and issues associated with power relations (lecturer/student relationship), I used research assistants in gathering the quantitative data whereas a colleague lecturer assisted me in gathering the qualitative data. My colleague lecturer was used to gather qualitative data rather research assistants due to the technicalities involved in gathering such data. The research assistants went round the seven groups to inform them about my intention to collect data from them for my study and they were well informed on the purpose of the data and the fact that it was not compulsory. After a week, the research assistants went round again with the questionnaires and distributed to students to send them to their hostels and respond to them at their free time. After one week, the research assistants went back to the various classes to retrieve the questionnaires. They spent two weeks to get the questionnaires from 750 participants who willingly responded to them and were willing to be part of the study.

The questionnaire used was a four-point likert scale which is a type of asymmetric scale or indicates ipsative (forced) choices where there was no perceived value of indifference or neutrality for respondents (Tsang, 2012 cited in Joshi, Kale, Chandel & Pal, 2015). I chose this scale as a researcher because undergraduates at this level should have made strong decisions regarding their career. Students at this level should have planned adequately in relation to what they intend doing after school. That was what formed the basis to have used a four-point likert scale instead of the usual five or more-point scales that are often used by researchers.

3.8.2 Face to face interviews

A total of twenty-one (21) respondents were interviewed. My colleague lecturer who was into qualitative research was employed for the collection of qualitative data. He conveniently selected the twenty-one students from the accessible population and had a face to face interviews with them. Their responses were recorded and later transcribed. For ethical reasons, names used to represent the interviewees in the analyses were pseudonyms rather than their actual names. Female and male names were used to denote female and male responses respectively. This was to see if there were some differences in the responses based on sex.

Before the commencement of the data collection, I met my colleague lecturer who collected the data and we went through all the interview items to understand them and what each item sought to gather from the respondents. As a lecturer who has conducted several qualitative studies, he had prior research experience, interpersonal skills, strong communication skills, organizational skills, and the ability to manage time (Weeks, Villeneuve, Hutchinson, Roger, Versnel, & Packer, 2015) which are fundamentals in collecting qualitative data. In addition, the source language and target

language in the data collection process were congruent making it easier since there was no translation from one language to the other which could have distorted the data collected. In this case, the language used by the interviewer and the interviewee was English.

3.9.1 Validity and Reliability of the Study (quantitative instruments)

To ensure validity, the questionnaires for data collection were given to colleague students and my supervisors to go through to see if there were ambiguities in the construction of the items. In addition, students were made to give suggestions at the pilot stage if there were questions that were not well understood. These procedures helped to rephrase sentences that were not clear thus enhancing the validity of the data that was collected. In terms of the reliability, the instrument was used to collect data on twenty (20) of the 2016/2017 academic year undergraduates from the department of Social Studies Education to check internal consistency of the responses. Cronbach's alpha was used which provided a coefficient of 0.84 indicating that the instrument was reliable.

3.9.2 Trustworthiness of qualitative instruments

Trustworthiness in qualitative data was established using the criteria suggested by Lincoln and Guba (1985) and expanded by Wallendorf and Belk (1989), namely: credibility, dependability, transferability, and confirmability. The trustworthiness criteria and how it was applied in this study have been explained in the subsequent paragraphs.

3.9.2.1 Credibility

Credibility in qualitative research is the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). It establishes whether or not the research findings represent plausible information drawn from the participants' original views (Lincoln & Guba, 1985; Graneheim & Lundman, 2004). Credibility in this study was established through member checking and peer debriefing. With member checking, data and interpretations were consciously tested as they were derived from participants from which data was solicited. Member checks according to Lincoln and Guba (1985) and Onwuegbuzie and Leech (2007) is a crucial process that any qualitative researcher should undergo because it is the heart of credibility. The analysed data was sent back to the participants for them to evaluate the interpretation made by me so that they could suggest changes, refine, rephrase and interpret if the interpretation was not a reflection of what they said. The voices of respondents were quoted verbatim in the analysis and interpretation. The purpose of member checks was to eliminate all forms of biases during the analysis and interpretation of data and to avoid any internal conflict or inconsistencies and to establish referential adequacy.

Use of peer debriefing was another means of increasing the credibility of the findings. This was attained by making seasoned researchers in qualitative studies and my colleagues to peruse the instrument that was used to gather qualitative data and scholarly guidance was provided. Feedback from peers and other scholars in qualitative research helped improve the quality of the inquiry findings. Findings were also presented to them to go through and their comments aided in drawing conclusions to the study.

3.9.2.2 Transferability

This is the degree to which the results of a qualitative research can be transferred to other context with other respondents and is equated to generalizability in quantitative research (Bitsch, 2005; Tobin & Begley, 2004). Transferability was ensured through thick and rich description and reporting of the research process. Thick description according to Li (2004) enables judgments about how well a research context fits another context. Detailed description of participants' characteristics and setting under which data was collected has also been clearly spelt out (Patton, 2002). I discussed thoroughly the research methods and procedures followed during and after data collection and future researchers can make transferability judgment based on the detailed descriptions provided.

3.9.2.3 Dependability

Dependability in qualitative research corresponds to reliability in quantitative research. It refers to the stability of findings over time (Bitsch, 2005). It involves participants evaluating the findings, the interpretations and recommendations to the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2011; Tobin & Begley, 2004). Quality control measures were instituted for data collection from participants. I had a personal interaction with the interviewees from whom the data was collected through clear and unambiguous questions to ascertain the veracity of the data collected by my colleague lecturers. In addition, an independent audit of the methods and data analysis was carried out by a senior lecturer at Faculty of Social Science Education who is a qualitative researcher and based on established precedent in qualitative research, dependability was established.

3.9.2.4 Confirmability

Confirmability is the degree to which the results of the study could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). Confirmability is concerned with establishing that data and interpretations of the findings are not figments or the inquirer's imagination but are clearly derived from data (Tobin & Bagley, 2004). The general methods and procedures of this study have been explicitly described in detail and can be corroborated by others. I was also aware of personal assumptions, biases and subjectivity that could easily affect the outcome of the study. As a result, I placed myself on an emphatically neutral ground, seeing the respondents as autonomous beings in my quest to attain accurate data devoid of biases.

3.10 Method of Data Analysis

Quantitative data was analysed through the generation of descriptive statistics in the form of frequencies, means, percentages, standard deviations, and ANCOVA with the aid of SPSS and presented in tables and discussed. Qualitative data on the other hand was first transcribed since qualitative research requires words rather than numbers as its units of analysis (Denscombe, 2007). I perused the data, observed for instances where words, patterns of behavior, participants' way of thinking and events repeat and stand out as asserted by Bogdan and Biklen (2007). Data from qualitative instrument was therefore generated and presented under themes derived from the research questions to add details to the quantitative data collected. Though, the quantitative and qualitative data were generated, analysed and presented separately, they were merged together during the discussion to make more meaning to the study.

3.11 Ethical Considerations

Ethical consideration in research is paramount and was therefore not overlooked in this current study. It involves the protection of the dignity of the subjects involved in the study through the use of appropriate ethical principles. For the purpose of this study, the consent of the respondents was sought, and they were adequately informed about the purpose of the study. The respondents were made to understand that it was voluntary, and they could choose to participate or not.

In addition, anonymity and confidentiality were ensured by not revealing the names and identities of the respondents in the process of collecting, analyzing and reporting of the findings of the study. It is therefore important to note that all names used in analyzing and reporting of the qualitative research were pseudo names. The recorded videos and audios were kept confidential and used for only the purpose of this research. As an insider, to avoid all forms of biases and conflict of interest, I employed the services my colleague lecturers and research assistants to aid me in gathering both qualitative and quantitative data respectively.

3.12 Summary

Chapter three of this study outlined the steps that were taken by the researcher to carry out the study. It described the entire methodology of the study. Issues that have been dealt with included but not limited to the research design, setting, population, sample and sampling procedures, instruments used in gathering data, validity and reliability of instruments, method of data analysis and ethical considerations.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

The previous chapters of this thesis presented a general background to the study, review of relevant literature as well as a detailed methodological approach to data collection and analysis. The aim of this chapter is to present, analyze and discuss data obtained from the study in line with the research questions and hypotheses. The purpose of the study was to describe the entrepreneurial behaviour of undergraduate students in the Department of Social Studies Education of University of Education, Winneba, and the factors that influence their intention to start or not start business activities after graduation.

The findings of the study are presented and discussed under three sub-sections: (i) demographic characteristics of the respondents, (ii) findings related to the research questions and discussion of results and (iii) hypotheses and discussion. The adopted style of data presentation, analysis and discussion was influenced by the research design – the convergent parallel mixed design. In order to achieve the purpose of the study, the following research questions and hypotheses are formulated to guide the study:

1. What are the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?
2. What is the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?

3. What motivates undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, to consider entrepreneurship as a future career path?
4. What is the entrepreneurial self-efficacy level of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in starting and managing their own business?
5. What are the impediments undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, envisage as potential obstacles to their entrepreneurial intentions?

Hypotheses

Hypothesis 1

H_0 : There is no significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

H_1 : There is a significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

Hypothesis 2

H_0 : There is no significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

H_1 : There is a significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

Hypothesis 3

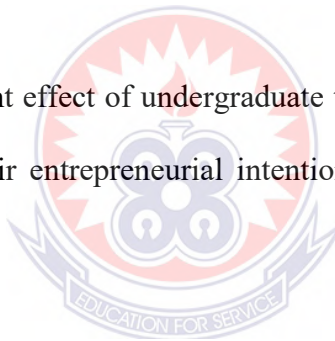
H_0 : Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, will not statistically significantly influence their Entrepreneurial intentions.

H_1 : Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, statistically significantly influence their Entrepreneurial intentions.

Hypothesis 4

H_0 = There is no significant effect of undergraduate teacher trainees' father's sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

H_1 = There is a significant effect of undergraduate teacher trainees' fathers' sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.



The findings are presented and discussed in relation to the five research questions and the hypothesis enumerated above. The research questions are discussed in light of the quantitative and qualitative analysis of the data collected. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to analyze the quantitative data on the research questions. While inferential statistics such as independent-samples *t*-test, Pearson product-moment correlation, multiple linear regressions and a one-way ANCOVA were used in analyzing the research hypothesis (Cohen, Cohen, West & Aiken, 2003; Corder & Foreman, 2009; Green, Salkind &

Akey, 2000; Narula & Wellington, 1982; Draper & Smith, 1998). Thematic analysis on the other hand was used to analyze the data from the qualitative phase of the study.

4.2: Descriptive Statistics of the Sample

In this study, a structured questionnaire was administered to 750 of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in the Central Region of Ghana. In order to describe the category of participants who took part in the study and to appreciate the results from the respondents' perspective, a brief profile (Demographic Characteristics) was collected. Kuratko and Hodgetts (2004) and Niffykangas and Tervo (2002) are of the assertion that choosing career depends on factors like demographic variable, family status, education, motivation shown by people around. Therefore, the demographic characteristics of the respondents collected centred on their gender, age, employment status, preferred employment sector, sector where both parents are/were employed and their entrepreneurial consideration. Findings from the demographic characteristics of the respondents are presented in Table 4.1.

Table 4. 1: Demographic Characteristics of the Respondents

Variable	Categories	Frequency	Percentage
Gender	Male	503	67.2
	Female	245	32.8
Age	Below 18 years	3	0.4
	18 – 23 years	293	39.2
	24 – 29 years	401	53.7
	30 – 35 years	39	5.2
	36 years and above	11	1.5
Employment Status	Student	633	84.4
	Worker-student	117	15.6
Preferred Sector	Private	73	9.9
	Public	330	44.9
	Self-employment	332	45.2
Sector where Father Works	Private	143	19.5
	Public	184	25.1
	Self-employment	407	55.4
Sector where Mother Works	Private	121	16.2
	Public	78	10.4
	Self-employment	548	73.4
Entrepreneur consideration	Yes	709	94.5
	No	41	5.5

Source: Field Data (2019)

It is clear from Table 4.1 that majority of the respondents were males ($n = 503$, 67.2%) and the remaining 245 representing 32.8% were female undergraduate teacher trainees. The results on the gender variable of the sample indicate that both male and female were given opportunity to take part in the study. The results, however, showed a skewness in favour of the male undergraduate students. This finding reflects the actual skewness in gender in the main population and the University of Education community for that matter. The respondents were again requested to indicate their age range as applied to them (see Figure 4.1), 0.4% ($n = 3$) of them indicated that they were below 18 years; 293 (39.7%) of them were between 18 and 23; the majority (53.7%, $n = 401$) of them fell within 24 and 29 years; while 39 (5.2%) were within the 30 – 35 year age range. Finally, 11 (1.5%) of the undergraduate teacher trainees

were within the 36 and above year age range. The composite analysis of the employment status of the student participants indicated that majority ($n = 633$, 84.4%) were unemployed, that is, they were students and 117 (15.6%) were student-workers as at the time of the study.

Furthermore, the results as presented in Table 4.1 suggest that the respondents were divided on the sector they wish to work in the near future. While 332 (45.2%) of the respondents wanted to work as self-employed, 330 (44.9%) wanted to work in the public sector and only 73 (9.9%) indicated they wanted to work in the private sector. The participants were requested to indicate the sector in which their parents were working and 143 signifying 19.5% indicated that their fathers were working in the private sector, 184 (25.1%) of them asserted that their fathers were in the public sector and the majority ($n = 407$, 55.4%) of them also indicated that their fathers were self-employed. The findings further reveal that 121 (16.2%), 78 (10.4%) and 548 (73.4%) indicated that their mothers were working in the private, public and self-employed sector respectively. Finally, the overwhelming majority ($n = 709$, 94.5%) of the respondents indicated that they were nurturing the entrepreneurial intentions while the rest of the respondents, 41 (5.5%), indicated that they have no entrepreneurial intentions. The diverse demographic characteristics of the respondents is an indication that the data came from respondents with wide range of characteristics which confirms that the data were rich and representative.

4.3 Analysis of Study's Variables

4.3.1 Research Question 1: What are the entrepreneurial intentions of undergraduate teacher-trainees in the Department of Social Studies Education in the University of Education, Winneba?

In relation to the first research question, Table 4.2 presents results on the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

Table 4. 2: Entrepreneurial Intentions of Undergraduate Teacher Trainees

	Entrepreneurial Intentions	D (%)	A (%)	M	Std.
1	My professional goal is to become an entrepreneur	60 (8.0)	689 (92.0)	2.9	0.3
2	I prefer to be an entrepreneur rather than to be an employee in a company	97 (13.0)	647 (87.0)	2.8	0.3
3	I am prepared to do anything to be an entrepreneur	107 (14.4)	637 (85.6)	2.8	0.3
4	I will put every effort to start and run my own business	44 (6.0)	690 (94.0)	2.9	0.2
5	I have thought seriously to start my own business after completing my study	70 (9.4)	674 (90.6)	2.9	0.2
6	I have a strong intention to start a business someday	24 (2.9)	721 (97.1)	2.9	0.1
7	I am determined to create a firm in the future	21 (3.2)	715 (96.8)	2.9	0.1
8	I want to be my own boss in my own company in the near future	37 (4.9)	711 (95.1)	2.9	0.2
9	I will start my business in the next five years	141 (18.9)	604 (81.1)	2.8	0.3
10	Starting my own business is an attractive idea to me	17 (2.3)	728 (97.7)	2.9	0.1
11	I am enthusiastic about starting my own business	26 (3.5)	717 (96.5)	2.9	0.1
12	It is desirable for me to start my own business	27 (3.6)	715 (96.4)	2.9	0.1
13	I spent a lot of time thinking about owning my own business	85 (11.4)	660 (88.6)	2.8	0.3
14	Owning my own business is the best alternative for me	72 (9.8)	660 (90.2)	2.9	0.2
15	When working for a company, I would enthusiastically help with the development of a new product to prepare me for my future business	67 (9.0)	681 (91.0)	2.9	0.2
16	If I work for a company, I would be happy to be involved in any entrepreneurial behavior of the firm	74 (9.9)	672 (90.1)	2.9	0.2
17	Starting a new branch for the company I am working for would be fun and a learning ground for me	98 (13.3)	638 (86.7)	2.8	0.3

Source: Field Data (2019)

Information, for the purpose of addressing research question one, were collected from the respondents. Analysis of data on research question one reveals the entrepreneurial intentions of the respondents. Responses to the research question were varied. Descriptive statistics was therefore employed to analyses, summarize and describe the pattern of the responses. A mean rating analysis of < 2.4 (less than 2.4) was interpreted as low entrepreneurial intentions level for the respondents. A rating of 2.5 (equal to 2.5) was interpreted as the moderate entrepreneurial intentions level while mean rating of > 2.5 (greater than 2.5) indicated high entrepreneurial intentions level. Results as presented in Table 4.2 on the entrepreneurial intentions of the respondents indicated that overall, the respondents had high intentions of creating their own business venture in the near future. This possibly could mean that the respondents had the intentions of becoming entrepreneurs in the near future. This preliminary conclusion was arrived at after a cursory glance of the data on Table 4.2. The frequency and percentage counts in the agree column of the frequency distribution table revealed high marks which translated to high mean scores on all the items. Thus, a mean score of greater than 2.5 was recorded for each item.

Table 4.2 depicts the results of entrepreneurial intention of the respondents. Results presented in the table indicate that an overwhelming majority of the participants' professional goal was to become an entrepreneur ($f = 689, 92.0\%, M = 2.9, Std. = 0.3$). Similarly, the result indicated that the majority of the respondents preferred to be entrepreneur rather than to be employee in a company ($f = 647, 87.0\%, M = 2.8, Std. = 0.3$). The data further revealed that majority of the respondents were prepared to do anything to be an entrepreneur ($f = 637, 85.6\%, M = 2.8, Std. = 0.3$). In the same regard, 690 (94.0%) of the participants were of the view that they will put in every effort to start and run their own business.

Research findings presented in Table 4.2 further suggest that majority of the students had thought seriously of starting their own businesses after completing their course of study ($f = 674$, 90.6%, $M = 2.9$, $Std. = 0.3$). Again, considering the findings on the first research question, information reveals that 721 of the respondents representing 97.1% were of the belief that they had strong intentions of starting their own es someday. The results from the table further suggest that 715 (96.8%) agreed to the assertion that they were determined to create a firm in the near future. It must also be stated that majority of the students indicated that they wanted to be their own bosses in their own company in the near future ($M = 2.9$, $Std. = 0.2$). The results from the current study additionally indicated that the students were of the conviction that they will start their own business in the next five years ($f = 604$, 81.1%, $M = 2.8$, $Std. = 0.3$). As the table indicates, majority of the undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, believed that starting their own business was an attractive idea to them ($f = 728$, 97.7%, $M = 2.9$, $Std. = 0.3$).

Research findings in Table 4.2 indicate that 717 (96.5%) ($M = 2.9$, $Std. = 0.1$) claimed that they were enthusiastic about starting their own business. In the same regard, 715 (96.4%) ($M = 2.9$, $Std. = 0.1$) agreed that it was their desire to start their own business. In addition, most of the respondents indicated that they spent a lot of time thinking about owning their own business ($f = 660$, 88.6%, $M = 2.8$, $Std. = 0.3$). The survey data moreover suggested that most of the undergraduate students were of the understanding that owning their own business was the best alternative for them ($f = 660$, 90.2%, $M = 2.9$, $Std. = 0.3$). The respondents also indicated that when they have the opportunity of working for a company, they would enthusiastically help with the development of a new product to prepare them for their future business ($f = 681$,

91.0%, $M = 2.9$, $Std. = 0.3$). Moreover, 672 respondents representing 90.1% also indicated that if they have to work for a company, they would be happy to be involved in any entrepreneurial behavior of the firm. Finally, majority of the undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, believed that starting a new branch for the company they will be working for would be fun and a learning ground for them ($f = 638$, 86.7%, $M = 2.8$, $Std. = 0.3$).

4.3.2 Entrepreneurial Intentions of Respondents (Qualitative data)

Qualitative data were also collected to complement the quantitative data on research question one. The researcher through interview with the respondents sought to establish whether they had any intention of going into self-employment or not. The findings in relation to this purpose revealed that the respondents had the intention of going into self-employment. In responding to the question, all except the 16th interviewee (Kwakye), responded affirmatively –*Yes I have the intention*” indicating that they have the intention to become self-employed come what may. What this meant is that whether they get employed by government or not, they were prepared to get into business. The expressed intention of these respondents could be as a result of the current employment situation in the country where graduate teachers sometimes sit at home after school for more than three years without employment by their main employer thus, the Ghana Education Service. As students who are trained to find solutions to the contemporary persistent issues of human survival, they were poised to change the status quo where graduates go out to join association of unemployed graduates to finding solutions to the problems they face and that of society. Kwakye pointed out in responding to whether he had the intention of becoming self-employed that

No and yes. I will only go into self-employment if I'm not employed by government.

What it means then is that should he be employed by government, there will not be any need to establish and manage a business enterprise. Nonetheless, it is imperative to note that the 16th interviewee (Kwakye) has plans to find solution to unemployment should he not be employed. This implies that the students from the Department of Social Studies Education or doing Social Studies as a second area subject are well prepared to fit into the ever-changing society and face the challenges associated with it.

To be sure of their commitment to starting and managing their own businesses rather than depending on government for survival, I asked the question *“Assuming there were job opportunities for you after school, will you still consider self-employment as a career option?”* The responses to the question above were affirmative except the 16th interviewee who said

No, in the sense that I want to work in the government sector so that I will be paid until I die.

The 16th interviewee (Kwakye) probably might be someone who is risk averse and thinks being under Ghana Education Service (GES) gives him some form of job security rather than going into business which does not guarantee an individual how much income he/she can make in a month. Such a person may probably share with those who say *“the devil you know is better than the angel you do not know”*. However, the rest of the twenty respondents were very certain on starting their own businesses for various reasons even if there were employment opportunity after school. Below are excerpts from the respondents in response to the question posed to them on whether they would still consider self-employment as a career option if there were job opportunities after graduation.

The 1st respondent (Ama) said

Yes because when I own my own business, it is mine and my children or relatives can inherit it because it is my property. But that of government's own, it is for the government and if I retire, I have retired and will leave the job for a different person to occupy my position.

The first respondent (Ama) wants to own her business so that she could leave properties behind for her children or relatives rather than clinging to government's work which she cannot transfer to the family when she is no longer in this present world. Similarly, the seventh (Afia) respondent asserted that:

Yes, I think job security is very important and would still like to be self-employed after government employs me so that in case the company collapses or I'm sacked one day, I would still have job to do.

Here, the respondent felt that the risks of failing as a business owner cannot be ruled out. So, if she starts her own business and gets an appointment from government, she would accept so that if things go bad regarding her business, she could be supported by the employed job. On the other hand, her own business is important in that when she is fired by her boss or goes on retirement, she will have something doing that will be of support to her. In the same vein, the eleventh (11th) respondent (Kojo) said,

Even after government employs me and am 60 years, I have to retire, and my own company will be beneficial to me. I will start my own because with government work, I will go on retirement, so I have to establish my own business so that I can live on that after retirement. Aside that money that will be paid in those jobs will not be much, but my own business will pay much.

The focus of the above was about having something that belongs to them so that they remain self-reliant after retirement.

One of the respondents (Mensah) said:

Yes, because I enjoy venturing into private business and my dream is to be the boss on my own. Actually, entrepreneurship is something I desire to do and it is something that is fun and not only the monetary benefits that it comes with but actually it also an opportunity, it will give me exposure as I explore my ideas to make ends meet.

To this respondent, being a boss rather than taking orders from someone else is what is prompting him to go into business. One other respondent (Mike) said:

Yes. This is because I will be able to employ some people for the betterment of the country at large.

For this respondent, he wanted to go into self-employment in order to take advantage of the unemployed youth in the country. By this, he would have created employment opportunity for himself and other unemployed youth in the society. This is akin to the ultimate purpose of the subject thus to create an informed, reflective, competent and participatory citizens who are capable of making reasoned decisions for the public good. Social Studies students are trained with all the competencies to identify and find solutions to personal issues and the challenges of human survival. The emphasis in the above responses is the fact that all except one have responded *‘yes I have’* indicating that they have considered becoming self-employed which is in consonance with the quantitative data gathered.

The Kind of Businesses Respondents will want to engage in

To be very sure that they have really thought of starting and managing their own businesses after school, I asked the question *–What kind of business do you intend to start?’* The data showed that some of the respondents were interested in retailing activities. The first respondent (Ama) in her bid to answer the question above said:

I will like to open a provision shop. I will like to go into business because I can earn a lot when it is managed well and I have had this desire from the onset.

Similarly, the fourth respondent (Kwesi) said he would want to engage in:

Selling of provisions such as minerals, biscuits etc. This is because I always think there is high demand for the above goods by the general public.

The first and fourth respondents intended to engage in creating provision shop and stocking with assorted items that were used in everyday life such as soap, sugar, milo, matches, pomade, milk, sanitary pad among others which are often sold in most shops in the Ghanaian society. Their desire to go into this could be as a result of the high level of demand for such goods since they are necessities and less perishable.

Five of the respondents were of the view that they wanted to engage in agricultural related activities after school. For instance, the second respondent (Kwame) in answering the question on the kind of business activities they will want to engage in after school said:

Farming. I want to go into farming because I think I can make a lot of income from the agricultural sector as my parents do.

Similarly, the eleventh respondent (Kojo) said he would engage in:

Agriculture. I will go into agricultural production because government is initiating a policy which is helping agricultural production. Aside government policy, I want to go into farming because I want to export plantain and mango and pineapples because I know that in Ghana we produce a lot of nice pineapples and people are now into it and plantain too so am thinking of how to brand my plantain differently for me to export to other parts of the world. For instance, Ghanaians are all over the world and will want to buy plantain and pineapples. So, if I should have a farm and operate on a large range, I will be able to export it to others part of the world.

In like manner, the thirteenth respondent (Kuma) said he will engage in:

Organic farming. This is because on the Ghanaian market most of our vegetables are soaked with pesticides and chemicals which are not good for human consumption and also they do not last long.

The fourteenth respondent (Kweku) was not that different in his response as he said he will go into:

Farming specifically, agricultural and animal rearing. The reason is because I want to supply the local needs of many people and export when the farm expands.

The twentieth respondent (Musah) in the same vein said:

I want to engage in agricultural related businesses to provide more products because there is a lot of profit in farming.

From the above responses, the five respondents have similar business ideas but are being driven by different motives for wanting to go into agricultural related businesses. For instance, whereas the second respondent (Kwame) wanted to go into farming because he felt it was very lucrative, the eleventh respondent (Kojo) wanted to go into farming because of government's policy that was in favour of agricultural activities. The thirteenth respondent (Kuma) wanted to go into the production of organic farm products that were free from chemicals so that the citizenry will have the goods that promote health. The thirteenth respondent (Kuma), however, identified a social challenge which he wants to turn into an opportunity as he intended to find solutions to the challenge. This looks quite innovative. As problem solvers, it is important to look out for challenges confronting society and use the problem-solving

skills acquired to resolve them thereby bringing the needed development in the society.

One other observation worth discussing was the fact that only male respondents were willing to go into agricultural related business, especially, business related to productive activities. Not even a single lady was interested in farming activities. This could be because commercial farming in Ghana appears to be dominated by men and seen as work related to men rather than women.

The other type of business stated by the respondents was arbitraging thus taking advantage of price differentials in different markets and making profit out of it. This is popularly known in Ghana as buying and selling or trading as mentioned by the respondents. In her response to the kind of business they would want to engage in after school, the fifth respondent (Aku) said:

Trading. I want to go into trading because at the end I will know my profit and also I want to mingle with different people in the world.

Similarly, the sixth respondent (Akos) said she will want to engage in

Buying and selling of ladies' shoes and dresses. This is because ladies tend to spend too much on buying these things so my market will survive.

In like manner, the fifteenth respondent (Kweku) said he will engage in

Buying and selling. This is because I see opportunity to make profit and to render service for people.

The eighteenth respondent (Mensah) said he will engage in

Buying and selling of cloths. The brain behind this is that Ghana is a country full of buying and selling and this will help me realise my potential."

The nineteenth respondent (Mike) said he will go into

Clothing business. This is because each and every day there are different kinds of clothes being made and lot of the youth like these kinds of clothes.

The twenty-first (21st) respondent (Ntebi) also wanted to engage in similar activities as he said he wants to engage in

Buying and selling of mobile phones. There is ready market for such businesses, and I think I can make it.

Buying and selling is work usually done by both men and women in the Ghanaian society. As seen above, both males and females intended to go into buying and selling after school. This kind of entrepreneurial activity is based on discovering new markets and the needs of people. When that is done, the entrepreneur looks for goods at lower prices and sends them to places where both demand and prices are high thus making profit out of the price differentials. For instance, people in this kind of business sometimes go to the Northern part of Ghana to buy items such as yams, maize, millet, and animals such as cattle, goats, and sheep among others and bring them to the south where the prices are high and make profit from it. They also buy goods such as bicycles, cement, mattresses, milo, roofing sheets, and iron rods to mention but a few from the south and send them to the northern part of the country for sale. This is because those things are scarce there and the prices relatively higher than they are sold at the southern part of the country.

Some other respondents wanted to go into pharmaceutical services. For instance, the sixteenth respondent (Kwakye) said:

In case I don't get employed by government, I will open a licensed chemical shop. I want to go into drug selling because it is very lucrative, and I think it will help me succeed in life.

In the same way, the seventeenth respondent (Fifi) said he will want to start a:

Drug store because my grandfather is doing the same and due to what I'm seeing, they buy a lot of medicine that is why it is motivating me to do same business.

Other kinds of business that were mentioned in the data by respondents are shea butter production, food joints, fashion, and school and IT solutions. For instance, the twelfth respondent (Afi) said she want to engage in:

Shea butter production. This is to help create employment for others while fulfilling my dream.

She believes that will help her to fulfill her dream as she creates employment for others. The seventh respondent (Afia) said she wants to go into:

Yoghurt and food business. Even though, most people complain of hardship nowadays, they still purchase food and other things that will satisfy their basic needs. So I think this kind of business is very lucrative and not also based on seasons.

Afia sees her intended business as engaging in necessities that people cannot do without even when money is hard to come by and to her “the general public” is her target customers. Abena the ninth respondent said she wants to go into:

Fashion business, that is the making and selling of bags. I want to make and sell bags because I have love for fashion and most ladies cannot do without their handbags and I think it is going to be profitable.

What it simply means is that she wants to become a business entrepreneur. Business entrepreneurs are individuals who conceive ideas for new products and then create a

business to turn such ideas into reality. Such individuals engage in both manufacturing and marketing of their products.

Esther on the other hand said:

I will establish my own school. And I know that establishment of a school depends on the individual efforts and the kind of potential the person or the capability the person is having and I know that, if am able to establish my own school I will be able to deliver than any other business mindset that I have in mind. This is because I know that when it comes to the school system, I will be able to deliver because I have been in the education system since I completed SHS. And where I was, I became someone who was able to teach students well, how to act as a guidance professional, how to be a member of the examination committee and I was able to deliver so I realized that that is where my potential lies so my ability to stand in front of pupils to speak, it all begun from there. So, I realised that if I enter into education by setting up a school it will help me, and I was encouraged by the manager of where I was working. He told me specifically that look, the way you are, and the way you do your things if you are able to establish your own school it will help you rather than going to the teacher training and coming to teach in the classroom because you have the qualities just that the university is going to train you such that it will suit the job. So, I was encouraged by him and I said wow! Then I need to follow the advice being given. So setting up my own school is what I have thought of and you know setting up a school goes with a lot of things, you know you have to get someone who will train your students in terms of instruments, brass band, getting other teachers who are good when it comes to music and other languages. I have friends who are there that I believe that they can also support when I call them.

She wants to open a school to make use of the skills attained in school. She has also been motivated from her past experience and therefore feels she has the confidence to start and operate a school.

The third respondent (Esi) said she wants to go into:

Waste management. I want to start this business because I can see many opportunities which will come my way and lots of profits stated in the business.

Esi probably conceived this idea due to the challenge with waste in most of our towns and cities in recent times. The qualitative data on the entrepreneurial intention of the respondents as seen above suggest that the respondents had the intention to start their own businesses after school.

Discussion

Entrepreneurial intention is the way of thinking that guides and directs the activities of the entrepreneur in the direction of the development and execution of a business idea (Boyd & Vozikis, 1994). Marire, Mafini and Dhurup (2017) opined that entrepreneurial intentions and activities offer opportunities for people to attain financial freedom, to have authority and the ability to make decisions. Therefore, exploring the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba was key and fundamental to this study. The findings on research question one from both quantitative and qualitative data revealed that majority of the respondents had high intentions of creating a successful business venture in the near future. The results showed that the students were willing to become entrepreneurs after their studies. Numerous reasons were advanced by the respondents as justification for the decision to engage in entrepreneurship after graduating. Some of the reasons given were the knowledge acquired in entrepreneurship, self-sufficiency, job security, the desire to provide employment opportunities for others, continuing the family culture, among others. The analysis also revealed some of the business ventures the respondents

indicated they would like to engage in. The data showed that some of the respondents were interested in retailing activities, agricultural related activities, arbitraging, shea butter production, food joints, fashion, waste management, owning a school and IT solutions among others.

These findings confirm the empirical literature on entrepreneurial intention. Studies such as Souitaris et al. (2007) and Gerba (2012) found that university students whose primary studies is entrepreneurship related possess a more favourable view of careers in small business. Entrepreneurial education programmes are a source of entrepreneurial attitude and overall intentions to become future entrepreneur (Fatoki, 2014). Business graduates are more likely to launch businesses and have a higher level of intention and a more developed perception of self-efficacy. In addition, Ediagbonya (2013) finds that entrepreneurship education seeks to provide student (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. Ismail et al. (2009) point out that since future entrepreneurs can be found amongst those who are currently undergoing their educational programmes at the universities, entrepreneurship education is one of the most effective ways to promote the transition of graduates into the world of entrepreneurship. Frank et al. (2005) noted that entrepreneurship education seeks to propose people, especially young people, to be responsible, as well as enterprising individuals who become entrepreneurs or entrepreneurial thinkers who contribute to economic development and sustainable communities.

Again, findings on respondents' entrepreneurial intentions corroborate studies by Hayfold (2006) and Oyewumi and Adeniyi (2013) who contend that young adults are willing to establish and own business of their own because of the rate of

unemployment occasioned by economic down turn, and the teaching of entrepreneurship in various schools and institutions.

4.4.1 Research Question 2: What is the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?

In relation to the second research question, the data collected was about the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba and are presented in Table 4.3.

Table 4.3: Entrepreneurial Knowledge of Undergraduate Teacher Trainees

	Entrepreneurial Knowledge	D (%)	A (%)	M	Std.
1	I have knowledge as to how to identify a promising business idea	106(14.2)	639(85.8)	2.8	0.5
2	I have knowledge on the entire entrepreneurial process	217(29.2)	525(70.8)	2.7	0.4
3	I am knowledgeable about how to protect my new business ideas	85(11.4)	660(88.6)	2.8	0.3
4	I have basic knowledge in sales and marketing which will enable me to sell my product	113(15.2)	630(84.7)	2.8	1.1
5	I know how to employ SWOT analysis in surveying the market	258(34.9)	481(65.1)	2.6	0.4
6	I have an idea about Product Life Cycle	264(35.8)	473(64.2)	2.6	0.4
7	I know how to manage people and human resources	79(10.6)	664(89.4)	2.8	0.3
8	I have basic knowledge about how to conduct Risk Analysis	185(25.1)	552(74.9)	2.7	0.4
9	Am knowledgeable about Fixed Costs and Variable Costs	189(25.4)	555(74.6)	2.7	0.4
10	I know how to balance account sheet	345(46.6)	396(53.4)	2.5	0.4
11	I know how to identify potential stakeholders	241(32.5)	500(67.5)	2.6	0.4
12	I have basic knowledge about financial reporting	216(29.1)	526(70.9)	2.7	0.4
13	I know how to identify my target market	88(11.9)	651(88.1)	2.8	0.3
14	I am well vested in the basic role of an entrepreneur	87(11.8)	651(88.2)	2.8	0.3
15	I know how to identify good Entrepreneur Role Models	86(11.7)	649(88.3)	2.8	0.3
16	I know the various entry options available to beginning entrepreneurs to enter into business	135(18.1)	610(81.9)	2.8	0.3
17	I have knowledge on the type of business organizations entrepreneurs can go into	86(11.5)	660(88.5)	2.8	0.3
18	I have knowledge of the pitfalls to avoid as a beginning	180(24.4)	559(75.6)	2.7	0.4

	entrepreneur				
19	I have knowledge on basic practices that are necessary to be successful as a beginning entrepreneur	67(9.1)	671(90.9)	2.9	0.2
20	I have adequate knowledge on how to keep records	67(9.1)	673(90.9)	2.9	0.2
21	I have learnt enough skills to be able to manage my proposed business	98(13.3)	641(86.7)	2.8	0.3

Source: Field Data (2019)

According to the quantitative data presented in Table 4.3, the mean and the frequency scores obtained for each statement revealed that the majority of the undergraduate teacher trainees had adequate entrepreneurial knowledge to aid them in their quest to establish their own businesses in the near future. The preliminary conclusion is well grounded in the results on each of the items making up the entrepreneurial knowledge construct. For instance, the results as presented indicate that majority of them had knowledge as to how to identify a promising business idea ($n = 639$, 85.8%, $M = 2.8$ and $Std. = 0.5$). Similarly, most of the respondents indicated that they had knowledge on the entire entrepreneurial processes ($n = 525$, 70.8%, $M = 2.7$ and $Std. = 0.4$). The overwhelming majority also indicated that they were knowledgeable about how to protect their business ideas ($n = 660$, 88.6%, $M = 2.8$ and $Std. = 0.3$). The result obtained also indicated that majority ($n = 630$, 84.7%) of the respondents asserted that they had basic knowledge in sales and marketing which will enable them to sell their products. In the same regard, 481 (65.1%) of the undergraduate teacher trainees indicated that they knew how to employ SWOT analysis in surveying the market. Results from Table 4.3 suggest that 473 (64.2%) of the respondents agreed that they had an idea about Product Life Cycle. The survey data also revealed that most of the undergraduate teacher trainees knew about how to manage people and human resources ($n = 664$, 89.4%, $M = 2.8$ and $Std. = 0.3$).

The data further revealed that 74.9% ($n = 552$) agreed that they had the basic knowledge about how to conduct risk analysis. As shown in Table 4.3, 74.9% ($n =$

555) of the undergraduate teacher trainees asserted that they were knowledgeable about Fixed Costs and Variable Costs. Again, most of the respondents indicated that they knew how to balance account sheet ($n = 396$, 52.4%, $M = 2.5$ and $Std. = 0.4$). The results from the current study additionally indicated that the students were knowledgeable on how to identify potential stakeholders ($n = 500$, 67.5%, $M = 2.6$ and $Std. = 0.4$); had basic knowledge about financial reporting ($n = 526$, 70.9%, $M = 2.7$ and $Std. = 0.4$); knew how to identify target market for their products ($n = 651$, 88.1%, $M = 2.8$ and $Std. = 0.3$); were vested in the basic role of an entrepreneur ($n = 651$, 88.2%, $M = 2.8$ and $Std. = 0.3$) and knew how to identify good entrepreneur role models ($n = 649$, 88.3%, $M = 2.8$ and $Std. = 0.3$).

The survey findings moreover suggested that most of the undergraduate students of University of Education, Winneba, were very confident they knew the various entry options available to beginning entrepreneurs to enter into business ($n = 610$, 81.9%, $M = 2.8$ and $Std. = 0.3$). The result additionally, showed that the participants had knowledge on the type of business organizations they could go into when they were ready ($n = 660$, 88.5%, $M = 2.8$ and $Std. = 0.3$). Most of the respondents also agreed that they had knowledge of the pitfalls to avoid as beginning entrepreneurs ($n = 559$, 75.6%, $M = 2.7$ and $Std. = 0.4$). Majority of the undergraduate students of the Department of Social Studies more so asserted that they had knowledge on basic practices that were necessary to be successful as a beginning entrepreneur ($n = 671$, 90.9%, $M = 2.9$ and $Std. = 0.2$). It is also evident that 673 (90.9%) of the respondents had adequate knowledge on how to keep records. Finally, 641 of the respondents representing 86.7% similarly affirmed that they had learnt enough skills to be able to manage their proposed business.

4.4.2 Entrepreneurial Knowledge of Respondents (Interview Responses)

The next research objective to address is on the entrepreneurial knowledge of the respondents. As individuals who were preparing to set up and manage their own businesses, it was imperative seeking their understanding of what entrepreneurship was all about and what it entails. Here, I started by asking them to share with me their understanding of what entrepreneurship is. From the data three themes emerged thus, those who perceived entrepreneurship as starting and managing one's own business, those who perceived the term as an innovative activity and finally those who asserted that entrepreneurship was about planning and executing the plan to make profit.

Among the respondents that support the first theme is Ama. She was of the view that

Entrepreneurship is the process of setting up a business by yourself. Entrepreneurship in summary is being able to use your skills to set up a business and bear all the necessary cost and risk as well.

To Ama, entrepreneurship is all about one's ability to set up and manage his/her business. In responding to the same question, Kwesi said:

Entrepreneurship is the process of starting one's own business without depending on other sectors or being employed by others for self-development.

Similarly, Kofi said:

It is the ability to establish and run a successful business to make profit and also to create employment or job opportunities.

Kweku adds that

Entrepreneurship is the process of establishing one's own business with the aim of getting profit and to help in the development of his or her country.

Afia shares the same view as she said:

Entrepreneurship simply means owning a business. Entrepreneurship is being in charge of every affair that has to do with business. You are

in control of funding it, managing it, delegation, planning, coordinating and all that has to do with you having, running a business.

The foregoing views expressed by these respondents see every business owner as an entrepreneur. Once you conceive an idea, mobilize your resources and put up an entity to either produce or buy and sell with the aim of making profit, it is conceived as entrepreneurial activity.

The next group of respondents sees entrepreneurship as an action that involves innovation and risks. For instance, Abena said:

Entrepreneurship is a process of coming out with innovating ideas in order to bring something new into existence.

In line with this, Afi posits that

Entrepreneurship is the ability of an individual to be able to identify a problem and find suitable and long-lasting solutions.

Similarly, Kuma said:

Entrepreneurship to me is all about creating new but innovative ideas for use by the general public.

In the same vein, Osei said:

Entrepreneurship is about becoming aware about the opportunities in the society and preparing enough to provide service to the society by taking risk and other bold steps to generate profit.

Still on the same position, Ntebi said:

Entrepreneurship is the process of seeing an opportunity and capitalizing on it to produce goods and services for human satisfaction.

Their definitions are related to those offered by experts such as Druker and Schumpeter who emphasize innovation (Druker 1994; Schumpeter 1950).

The third group sees entrepreneurship as an activity that involves planning and executing the plan to make profit. For instance, Kwame posits:

Entrepreneurship in my own words can be referred to as the process of planning, investing and risks bearing by an individual or group to be able to earn profit from.

Similarly, Esther was of the view that

Entrepreneurship is the process of planning, thinking and putting together resources to bring about something in order to gain profit or putting up a business with the aim of making profit.

In line with the above views, Fifi said:

Entrepreneurship is a process where you conceive an idea, plan and implement to turn ideas into a business entity.

These views expressed are in consonance with the view expressed by Timmons and Spinelli (2007) when they said entrepreneurship is a way of thinking, reasoning and acting that is opportunity obsessed, holistic in approach and leadership balanced.

In relation to the respondents' entrepreneurial knowledge, I asked them to explain what the entrepreneurial process entails. In their response to what the entrepreneurial process entails, Osei said:

The process involves planning, organising of resources, making of feasibility studies and taking of risks and others to provide service and generate profit.

Similarly, Kwakye said:

It involves planning, organising, staffing, coordinating and budgeting.

In the same vein, Ntebi was of the view that

It involves bearing risk to provide goods and services for human satisfaction, organizing, staffing, budgeting and coordinating.

Esther's view was not that different as she said:

Entrepreneurial process involves thinking, planning, acting, and putting resources together.

According to Esi,

It entails having an idea about the business you want to establish, putting on the ground what your thoughts are and seeking counseling from already established persons who are in the business.

All other respondents said similar things. When all these thoughts that were expressed are put together, it implies that the process entails planning, implementation and sustenance. Basically, there are three stages in the entrepreneurial process which include the planning stage (which involve personal evaluation, concept evaluation, financial evaluation and physical evaluation), the implementation stage (where the plan that has been developed is followed to materialize the dream of the entrepreneur) and the sustaining stage (where the entrepreneur engages in beneficial practices that minimize cost and maximizes profit for the business).

I further asked the respondents on the types of business organizations that entrepreneurs go into and which will be their preferred one. In responding to the demands above, Ama said:

Partnership, sole proprietorship, state owned enterprise. But I will like to go into sole proprietorship because I will like to manage the business myself.

Similarly, Kwame said:

Sole proprietorship, partnership, C Corporation, joint Stock Company. But I will go into sole proprietorship because I have seen many individuals who started their own businesses and have succeeded.

In the same way, Akos said:

Partnership, sole proprietorship, limited liability. But my business will be sole proprietorship because I want to be the boss of my business.

Abena also expressed similar thoughts as she said:

Cooperative, public limited liability, sole proprietorship, partnership and private limited liability. But my business will be sole proprietorship because I will enjoy my profit alone and every issue about the business will be handled by me.

Kwakye's expression was not different as he said:

Sole Proprietorship, partnership but I want to go into sole proprietorship because I want to enjoy profit alone and bear risk.

Thirteen out of the twenty-one respondents interviewed said they wanted to go into sole proprietorship either because they wanted to be their own boss, enjoy profits alone and take responsibility for their actions or they want to manage the business all by themselves.

The next group of respondents was in favour of partnership as they asserted that they intended going into partnership. For instance, in responding to the question pertaining to their knowledge of the types of business organizations that entrepreneurs can enter into and their preferred entity, Aku said:

Cooperative, incorporated and partnership. I want to go into partnership because per the business I want to do, I will need help from different people in different communities/countries.

Similarly, Afia said:

Partnership, Sole proprietorship. However, I will venture into partnership because in partnership in case my resources are not

enough for me to start, I would join my resources with my partner so that we would be able to achieve our aim.

In line with the above expressions, Esther said:

Types of business organisations include sole proprietorship and partnership. But my business will be partnership because I will include a few individuals to combine the factors of production in the running of the business.

In like manner, Esi said:

Sole proprietorship, partnership business, joint stock business, cooperatives and public corporations. But I will venture into partnership because I would like it to be a family business.

This second group was in favour of partnership because they want to either pool their resources together or set it up as a family business.

It was noticed from the responses of the respondents that they were all thinking of engaging in unincorporated businesses. This probably may be due to limited knowledge as to how incorporated businesses are formed and operated. It may also be because of the processes involved in registering incorporated businesses. Limited funds could also be a reason why all the respondents were in favour of unincorporated business enterprises.

I went further to elicit information on the kind of skills prospective entrepreneurs like them will need to succeed in their entrepreneurial career. In responding to this, Abena said:

As a prospective entrepreneur, I have leadership skills, am innovative, time conscious, I have problem-solving skills and communication skills.

Similarly, Esther said:

As a prospective entrepreneur, I have analytical skills, critical thinking skills, good communication skills, interpersonal skills which will help me succeed.

In like manner, Kuma said:

As a prospective entrepreneur, I have skill in information and communication technology, good interpersonal relationship and also a good communicator.

Osei in responding to the same question said:

As a prospective entrepreneur, I need social skills, communication skills, risks taking skills, decision making skills, reading skills and the ability to tolerate.

Mensah's response to the question was not different as he said:

As a prospective entrepreneur I need to be disciplined, hardworking, have good communication skills, leadership skills and with all these I can succeed.

Afia likewise said:

As a prospective entrepreneur, am a risk taker, optimistic, determined, and hardworking among others which I think would help me to be successful in my business.

Akos said:

As an aspiring entrepreneur, I have leadership skills, good communication skills, problem-solving skills and decision-making skills.

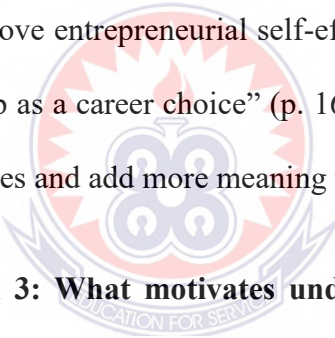
Almost all the respondents mentioned good communication skills as a skill that is very important for entrepreneurial success. All the skills mentioned above by the respondents are very vital if the entrepreneur will want to make headway in becoming successful.

Discussion

The second research question sought to examine the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba. The findings in relation to the second question revealed that majority of the undergraduate teacher trainees had adequate entrepreneurial knowledge to aid them in their quest to establish their own businesses in the near future. For example, it was clear from the quantitative phase of the study that most of the respondents had knowledge on how to identify a promising business opportunity; knew about the entire entrepreneurial process; sales and marketing; SWOT analysis; Product Life Cycle and how to identify good entrepreneur role models among others. The qualitative findings, on the other hand, also indicated that the general knowledge of the respondents about the concept under study was very high. It is worthwhile noting that the respondents viewed the concept of entrepreneurship from many dimensions, however, these dimensions could be condensed into three main themes. Thus, those who perceived entrepreneurship as starting and managing one's own business, those who perceived the term as an innovative activity and finally those who asserted that entrepreneurship was about planning and executing the plan to make profit. Finally, the findings also revealed that majority of the participants were able to identify what are entailed in the entrepreneurship processes, types of business organizations they would like to go into and the kind of skills prospective entrepreneurs such as them would need to succeed in the entrepreneurial career.

The result of the study revealed that all the factors were significant indicators of entrepreneurial intention of students. According to the study if a tertiary institution provides adequate knowledge and inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career might increase among students after graduation. It is obvious that this result confirms the key role of education in the development of entrepreneurial intention. Therefore, it might be stated that entrepreneurship can be enhanced as a result of a learning process.

Research by Pihie and Akmaliah (2009) cited in Iwu, Ezeuduji, Eresia-Eke and Tengeh (2016) posited that “there is a need for universities to enhance their teaching strategies in order to improve entrepreneurial self-efficacy and desire among students to opt for entrepreneurship as a career choice” (p. 16). It is important to note that the qualitative data corroborates and add more meaning to the quantitative data.



4.5.1 Research Question 3: What motivates undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, to consider entrepreneurship as a future career path?

The purpose of the third research question was to request the respondents to indicate what motivate them to consider entrepreneurship as a future career path. The responses of the participants are shown in Table 4.4.

Table 4. 4: Descriptive Statistics of Entrepreneurial Motivation

	Entrepreneurial Motivation	D (%)	A (%)	M	Std.
1	I am motivated to become an entrepreneur because I will like to provide employment opportunities to others	32(4.3)	717(95.7)	2.9	0.2
2	Opportunities in the market are motivating me to become an entrepreneur	125(16.8)	619(83.2)	2.8	0.3
3	I will like to earn a reasonable living that is why I want to become an entrepreneur	98(13.1)	649(86.9)	2.8	0.3
4	Am motivated to become an entrepreneur because I want to take advantage of my creative talent	82(11.0)	665(89.0)	2.8	0.3
5	My motivation for choosing to be an entrepreneur is that I enjoy taking risk	209(28.0)	537(72.0)	2.7	0.4
6	Am motivated to be an entrepreneur in order to use the skill learned in the university	126(16.9)	621(83.1)	2.8	0.3
7	I am motivated to become an entrepreneur because of the entrepreneurship course I studied at the university	178(24.0)	565(76.0)	2.7	0.4
8	The main reason why I want to become an entrepreneur is because there are lack of job opportunities for graduates	260(34.7)	490(65.3)	2.6	0.4
9	The entrepreneurial family culture is moving me to become an entrepreneur	302(40.3)	447(59.7)	2.6	0.4
10	I want to be an entrepreneur to follow the example of someone that I admire	246(32.9)	502(67.1)	2.6	0.4
11	For my own satisfaction and growth I will want to be an entrepreneur	89(11.9)	659(88.1)	2.8	0.3
12	I want to venture into entrepreneurship in order to provide job security for myself	77(10.3)	669(89.7)	2.9	0.3
13	Am motivated to increase my prestige and status in my society that is why I am venturing into entrepreneurship	240(32.2)	506(67.8)	2.6	0.4
14	One way by which I can challenge myself is to be an effective entrepreneur	74(9.9)	670(90.1)	2.9	0.2
15	Am venturing into entrepreneurship in order to provide support for potential entrepreneurs	123(16.5)	623(83.5)	2.8	0.3

Source: Field Data (2019)

A perfunctory observation of the data presented in Table 4.5 reveal that a lot of factors were motivating the undergraduate teacher trainees in the Department of Social Studies Education to consider entrepreneurship as a future career path. For example, results on the table show that an overwhelming majority ($n = 717, 95.7\%$) revealed that they were motivated to become entrepreneurs because they would like to provide employment opportunities to others. Similarly, 83.2% ($n = 619$) of the total

sampled respondents were of the view that opportunities in the market were motivating them to becoming entrepreneurs. In the same vein, 86.9% ($n = 649$) revealed that they would like to earn a reasonable living that was why they wanted to become entrepreneurs. About 665 (89.0%) of the respondents agreed that they were motivated to become entrepreneurs because they wanted to take advantage of their creative talent. Again, approximately 72.0% ($n = 537$) of the respondents asserted that their motivation for choosing to be an entrepreneur was that they enjoy taking risk.

The results as presented in Table 4.4, moreover suggest that most of the participants indicated that they were motivated to becoming entrepreneurs in order to use the skill learned in the university ($n = 621$, 83.1%, $M = 2.8$ and $Std. = 0.3$). An examination of the data presented in Table 4.4 indicates that most of them were motivated to become an entrepreneur because of the entrepreneurship course they had studied at the university ($n = 565$, 76.0%, $M = 2.7$ and $Std. = 0.4$). The findings also show that 65.3% ($n = 490$) of the respondents agreed that the main reason why they wanted to become an entrepreneur was because there was lack of job opportunities for graduates in the country. The sampled respondents also submitted that the entrepreneurial family culture was moving them to become an entrepreneur ($n = 447$, 59.7%, $M = 2.6$ and $Std. = 0.4$). The table reveals that majority of the undergraduate teacher trainees wanted to be entrepreneurs to follow the example of someone that they admire ($n = 502$, 67.1%, $M = 2.6$ and $Std. = 0.4$).

Information presented in Table 4.4 further revealed that most of the respondents were ready to venture into entrepreneurship for their own satisfaction and growth ($n = 659$, 88.1%, $M = 2.8$ and $Std. = 0.3$). It was also established that most of the participants wanted to venture into entrepreneurship in order to provide job security for

themselves ($n = 669$, 89.7%, $M = 2.9$ and $Std. = 0.3$). The results as presented in Table 4.4 revealed that majority of the undergraduate teacher trainees were of the opinion that they were motivated to increase their prestige and status in their society that is why they were venturing into entrepreneurship ($n = 506$, 67.8%, $M = 2.6$ and $Std. = 0.4$). Furthermore, 670 (90.1%) of the respondents indicated that the one way by which they can challenge themselves was to be effective entrepreneurs. Finally, most of the participants indicated that they were venturing into entrepreneurship in order to provide support for potential entrepreneurs ($n = 623$, 83.5%, $M = 2.8$ and $Std. = 0.3$).

4.5.2 Entrepreneurial Motivation (Interview Results)

One of the areas that was of interest to me was understanding the motivation behind the respondents' intentions to become entrepreneurs. In view of this I asked the respondents what was motivating them into deciding to become entrepreneurs. The responses to this question were grouped into two, thus, the push and the pull factors. This first group of responses fell into the pull factors. In responding to the question on motivation behind their desire to become entrepreneurs, Esi said the motivation was

To be fit financially, secure my future, profit making and leaving an inheritance for my next generation.

To Afia:

–Prestige and job security.”

Kofi in responding to the question on what was motivating him to decide on going into entrepreneurship said he wanted to:

Provide solution to certain problems which are persistent in our society and also to create employment to ease government's burden.

Abena said she wanted to be an entrepreneur

Because I want to earn more money. I don't want to solely rely on government.

Similarly, Kwakye said:

I want to put into practice my entrepreneurship skills acquired in school and also enjoy profit alone.

For Mike,

A lot of people in the country are self-employed and this motivates me to start up my own business.

Musah responded to the question by saying:

The reasons are 1. I want to be self-reliant, 2. I want to be financially sound, 3. I want to employ people into my business.

Ntebi asserts that his main motivation:

Is because entrepreneurs are successful people across the globe and there is no external influence.

Seventeen of the respondents' responses were classified under the pull factor.

It was surprising to me because I was of the view that they conceived the idea of becoming entrepreneurs as a result of the mass graduate unemployment in the Ghanaian economy today. I think they have already made up their minds that there were no job opportunities out there waiting for them after school. In view of this, they had made up their minds that they were in school to develop themselves to fit into the ever-changing society and to find solutions to the challenges that emerge.

The second group that was categorized into the push factors were only four respondents. In responding to the question on the motivation behind their desire to become entrepreneurs, Kojo said he will go into entrepreneurship

Due to the inconveniences associated with government work that is why I want to be self-employed.

Similarly, Kuma said:

I do not want to waste time and energy waiting for the government to offer me employment.

According Musah,

The main reason I want to start my own business is 1. to increase my financial status, 2. because of unemployment situation in the country.

Kweku said he wants to be an entrepreneur because:

i. there is too much dependence on government ii. I want to be a source of meeting many needs of the needy in society.

This group was being pushed into entrepreneurship due to inconveniences in government work, unemployment, wasting time to wait for nonexistent jobs and due to over dependence of the general public on government for employment.

I further asked the question –“Has the entrepreneurship course learnt at the university in any way influenced your decision to become an entrepreneur?” This was to see whether the teaching and learning of entrepreneurship as part of the Social Studies courses to prepare students to face the challenges after school had any positive impact on their decision to go into entrepreneurship. In responding to this, Ama said:

Yes because it has made me realise that setting up my own business is the best because I can manage alongside government work and earn more at the end of the month and I won't be relying or depending on my monthly salary from the government which is not enough.

Similarly, Kwame said:

Yes because it has broadened my knowledge on how to start and operate a business either lonely or with others to be able to make profit out of the business.

In like manner, Esi said:

Yes. The course has broadened my knowledge on how to sustain myself in the field of being an entrepreneur. Also, it has enlightened me on the basic steps needed before me as an entrepreneur can start my self-employed business after school.

In line with the above, Kwesi said:

Yes, because throughout the course, I now understand that to be an entrepreneur, you must take risks, that is, never think the business is always going to be running smoothly.

Aku said in her response to the question that

Yes, because it has boosted my morale to become a businesswoman and also to depend on my own.

In responding to the same question, Kofi said:

Yes, it has broadened my understanding on how we are to create our own businesses or how beneficial it is to materialize our ideas into business opportunities and also to change society.

Abena asserts in her response to the question on whether the entrepreneurship course taught at the University had any influence on her decision to become an entrepreneur that

Yes because it equipped me with the necessary knowledge about entrepreneurship and helped me to develop a positive attitude towards setting and owning a business.

Esther's response to the question was affirmative as she said:

Yes because I have come to know that entrepreneurs and people who have made it big were not born with it but made efforts to get to where they are so I can also make it if I start it.

Kojo said:

Yes, because I was not having any intention of being an entrepreneur before coming to the university.

Kweku responded

Yes, this because it has given me the basic rules and regulations and ideas for the establishment of one's own business or being in partnership. Example is how to plan as an entrepreneur.

Similarly, Kwakye said:

Yes, entrepreneurship course has made me to like business and to also understand the essence of business.

In the same way, Musah said:

Yes, it motivated me to come to the realisation that having one's own business should be a priority and very soon I will become boss over my business and will soon be financially sound.

Ntebi likewise said:

Yes, entrepreneurship has opened my eyes on several opportunities available to man and that we should not be waiting for only government employment.

From the above responses, it is very clear that entrepreneurship as a course has had some form of influence on the students' entrepreneurial intentions. Some have acquired knowledge from the subject which they were about to implement, it has also motivated others to feel it was possible to depend on their capabilities to make life better for themselves, and to some it has broadened their understanding on how to create and own their own businesses. This explains the relevance of the course in

equipping learners with what it takes to solve personal issues and issues related to that of society especially, in the area of unemployment.

Discussion

According to Halis (2013) as cited in Geri (2013), people are motivated to become entrepreneurs because they want to become their own bosses at work, to achieve personal desires through the realization of personal goals and decisions, want to have a desired job which allows them to use all of their skills and knowledge, want recognition and prestige, the desire to earn more money, want to explore businesses and opportunities which are either invisible to others or that cannot be easily operated or utilized and want to be different and want to realize both their own aims and serve the aims of society. Kirkwood (2009) found that push factors were more prevalent in making people become entrepreneurs than pull factors. In his study, four essential factors were seen as the most prevailing push factors that compel people into becoming entrepreneurs. These are; not being satisfied with job, the changing world of work, motivations regarding family (being able to spend more time with family and making more money to provide for the children) and help from the employer. Kirkwood adds that help from employer though a push factor is not necessarily a negative factor. This is a situation where an employer proposes to assist an employee start his/her own business.

Agrawal and Chavan (1997) found that both pull and push factors were reasons why people from various ethnic groups become entrepreneurs. The main reasons that were given in their study regarding the factors that pushed or pulled them into

entrepreneurship were arrival circumstances, education, settlement, financial status, family background, job market, knowledge of English, past experiences, lack of job satisfaction, retrenchment, independence, bad job conditions, discrimination, better opportunities and opportunities for better financial benefits. In a study carried out by Kumar (1995), the ambition of becoming self-reliant, materializing their ideas and skills, making money, continuation of family business and gaining social prestige and power were some of the motivating forces that plunged many into entrepreneurship. In addition, dissatisfaction with previous jobs, dependency situation and lack of gainful employment among others were seen as the most compelling factors that propel people into entrepreneurship. Encouragement from family members, relatives and friends, and experience gained in previous employment could also serve as springboard into entrepreneurship. Ahwireng-Obeng (2002) found that young entrepreneurs were motivated into starting their own businesses because they want to be their own boss, the desire to make money, the desire to support their families and themselves and the need to achieve.

4.6.1 Research Question 4: What is the entrepreneurial self-efficacy level of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in starting and managing their own business?

Research question four sought to assess the entrepreneurial self-efficacy level of undergraduate university students. The descriptive statistics of the entrepreneurial self-efficacy level of undergraduate students of University of Education, Winneba is presented in Table 4.5.

Table 4. 5: Descriptive Statistics of Entrepreneurial Self-Efficacy

	Entrepreneurial Self-efficacy	D (%)	A (%)	M	Std.
1	I will be able to achieve most of the goals that I have set for myself when I become an entrepreneur	61(8.2)	686(91.8)	2.9	0.2
2	I have the ability to start a business and keep it working and running easily	54(7.2)	695(92.8)	2.9	0.2
3	When facing difficult tasks, I am certain that I will accomplish them.	40(5.3)	708(94.7)	2.9	0.2
4	I can do the creation process of a new business all by myself	252(33.9)	491(66.1)	2.6	0.4
5	In general, I think that I can obtain outcomes that are important to me.	52(7.0)	694(93.0)	2.9	0.2
6	I believe I know the practical details of a new business	176(23.8)	565(76.2)	2.7	0.4
7	I believe I can succeed at any endeavor to which I set my mind on	67(9.0)	679(91.0)	2.9	0.2
8	If I tried a business, I would have a high probability of success	68(9.2)	675(90.8)	2.9	0.2
9	I will be able to successfully overcome many challenges faced as an entrepreneur.	52(6.9)	697(93.1)	2.9	0.2
10	I am confident that I can perform effectively on many different tasks regarding the business I intend to start.	45(6.0)	704(94.0)	2.9	0.2
11	I certainly know how to develop an entrepreneurial project	162(21.7)	586(78.3)	2.7	0.4
12	Compared to other people, I can do most tasks very well	57(7.7)	687(92.3)	2.9	0.2
13	Even when things are tough, I can perform quite well	46(6.2)	700(93.8)	2.9	0.2
14	I am capable of solving daily business problems	74(10.0)	663(90.0)	2.9	0.3
15	Thanks to my resourcefulness, I know how to Manage money judiciously	52(7.0)	696(93.0)	2.9	0.2
16	If someone opposes me, I can find the means and ways of getting him/her to agree with me	43(5.8)	704(94.2)	2.9	0.2
17	I have the ability of becoming a great leader	10(1.3)	738(98.7)	2.9	0.1
18	I can usually handle whatever comes my way by making good decisions	21(2.8)	725(97.2)	2.9	0.1

Source: Field Data (2019)

Analysis of data on research question four indicates how mature or otherwise undergraduate students of the Department of Social Studies Education, University of

Education, Winneba, were in terms of entrepreneurial self-efficacy. Responses to the research question were varied. Results as presented in Table 4.5 on the entrepreneurial self-efficacy level indicate that overall, the respondents had adequate maturity levels. This preliminary conclusion was arrived at after a cursory glance of the data on Table 4.5. The mean scores on all the items were greater than 2.5. Research findings from the undergraduate students as presented in Table 4.5 indicated that majority of them would be able to achieve most of the goals that they had set for themselves as entrepreneur when they become business persons ($n = 686, 91.8\%, M = 2.9$ and $Std. = 0.2$). The analysis again illustrates that most of the respondents indicated that they had the ability to start a business and keep it working and running easily ($n = 695, 92.8\%, M = 2.9$ and $Std. = 0.2$). Research findings from the undergraduate students as presented in Table 4.5 indicated that majority of them would be able to accomplish a difficult task when facing it ($n = 708, 94.8\%, M = 2.9$ and $Std. = 0.2$). Similarly, the results indicated that the respondents were matured enough to create process of a new business all by themselves ($n = 491, 66.1\%, M = 2.6$ and $Std. = 0.4$). The data further revealed that an overwhelming majority of the respondents would be able to obtain outcomes that were important to them ($n = 694, 93.0\%, M = 2.9$ and $Std. = 0.2$).

The results obtained also indicated that 565 (76.2%) of the respondents asserted that they believed they knew the practical details of a new business. In the same regard, most of the students indicated that they believed they could succeed at any endeavor to which they set their mind on ($n = 679, 91.0\%, M = 2.9$ and $Std. = 0.2$). Research findings presented in Table 4.5 further suggest that majority of the students were mature enough such that if they tried a business, they would have a high probability of success ($n = 675, 90.8\%$). It must also be stated that majority of the students indicated that they would be able to successfully overcome most challenges they anticipate

facing as an entrepreneur ($n = 697, 93.1\%$). The results from the current study additionally indicated that the students were matured enough to possess the confidence that they could perform effectively on many different tasks regarding the business they intend to start ($n = 704, 94.0\%$). Most of the participants were also certain they had the skills to know how to develop an entrepreneurial project ($n = 586, 78.3\%, M = 2.7$ and $Std. = 0.4$).

The findings from the table further signified that the students were matured enough to compare themselves to other people and know that they could perform most tasks creditably well ($n = 687, 92.3\%, M = 2.9$ and $Std. = 0.2$). It also came to the fore that most of the respondents indicated that when things got tough, they could still perform quite well ($n = 700, 93.8\%, M = 2.9$ and $Std. = 0.2$). It can more so be seen that most of the undergraduate teacher trainees in the Department of Social Studies Education were capable of solving daily business problems that they may face in the near future ($n = 663, 90.0\%, M = 2.9$ and $Std. = 0.3$). In the same regard, the student teachers revealed that they could manage money judiciously due to their resourcefulness ($n = 696, 93.0\%, M = 2.9$ and $Std. = 0.2$). Research findings from the undergraduate students as presented in Table 4.5 further indicated that majority of them were of the opinion that if someone opposed them, they could find the means and ways of getting him/her to agree with them ($n = 704, 94.2\%, M = 2.9$ and $Std. = 0.2$). The outcome from the current study further indicated that the students were of the certainty that they had the ability to become great leaders in the close future ($n = 738, 98.7\%, M = 2.9$ and $Std. = 0.1$). Finally, most the participants indicated that they could handle whatever comes their way by making good decisions concerning their future entrepreneurship ($n = 725, 97.2\%, M = 2.9$ and $Std. = 0.1$).

4.6.2 Entrepreneurial Self-Efficacy (Interview Results)

The level of confidence is very important in entrepreneurial success. In view of this, I elicited from the respondents on how confident they were regarding their ability to start and manage their own businesses. The question asked was –Are you confident that you can start and manage your own business? If yes, what makes you confident?”

In responding to the questions above, Ama said:

Yes, I know I can succeed in setting up my own business because my siblings are already in it and they have given me the zeal and perhaps they are there to help and support me.”

Similarly, Esi asserted:

Yes, in the sense that while someone has succeeded, I wish to fight till I reach my highest peak and counted as one of such successful ones.

The above respondents were confident that they could start and manage their own businesses because they have observed people in their neighbourhood who have started their own businesses and have succeeded and so they take inspiration from that and have the confidence that they too can succeed. This tells us the importance of role models and mentors in entrepreneurial success.

The next group of respondents was those who either started their own businesses and worked for some time and came to school or worked for someone else and have built up high level of confidence as a result of their earlier experiences. In responding to the question on their level of confidence in starting and managing their own businesses, Kwame said:

Yes, because I have worked with my uncle who is a great farmer who has been able to make it through farming.

Similarly, Kofi said:

Yes. I have had the opportunity to establish a business for three good years before school which has really given me the experience on how to manage a business efficiently.

In the same vein, Kwakye said:

I have confidence to manage my business because I have assisted my father to sell drugs since the year 2008, so I can succeed if I start my business.

The confidence of the above respondents was built on their personal past experiences. Having been involved in either working for their parents or their own small businesses, they were very confident that they could start and manage their businesses after school. Their experiences were primary experiences which developed their abilities and gave them the needed confidence. It is very imperative to highlight the importance of past experience in boosting the confidence of labour. It is not without reason that employers sometimes look for labour with many years of experience so that they could bring the plethora of experiences to bare in the job they are employed to do.

The third group of respondents was those who believe in their abilities and the skills they have attained either through formal, informal or non-formal education. Majority of the respondents fell in this third group. One of the respondents (Afia) in this group said:

Yes, because I am a goal achiever and also have good entrepreneurship skills with a lot of motivation from family and friends.

To her, she has the skills needed to succeed as an entrepreneur and with motivation from friends and family members she was comfortable she could succeed when she starts her own business.

Similarly, Abena said:

Yes, because I have the passion to start my own business and I listen to lectures given by business tycoons who started from scratch and are now big women and men. I think their stories can motivate me to be able to manage my own business.

In the same way, Kojo said:

Yes. I have knowledge of entrepreneurship and I am also taking advice and learning from my well-established counterparts and this gives me the zeal that I can do.

One other respondent (Afi) said:

Yes. Because I have good interpersonal relationships, I'm smart and hard working. I am also able to identify problems easily and find solutions to them.

In like manner, Mike said:

Yes, I am confident because I have the motivation and critical thinking skills in dealing with risks.

In responding to the same question, Ntebi said:

Yes, because per some qualities I possess within me, I can establish and manage my own business.

Esther in her response to the same question said:

Yes, because through entrepreneurship course I have gotten to know what it takes for one to succeed as an entrepreneur which I believe I can also succeed.

For this group of respondents, their self-efficacy stems from the fact that they have the skills needed and the motivation from other established entrepreneurs.

Discussion

Bandura (1997) defined self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). In an entrepreneurial context, entrepreneurial self-efficacy is defined as an individual’s confidence in his/her ability to succeed in entrepreneurial roles and tasks (Slavec & Prodan, 2012). The assertion is that the higher the entrepreneurial self-efficacy the higher the entrepreneurial success one is expected to achieve. Therefore, the fourth question sought to assess the entrepreneurial self-efficacy level of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in starting and managing their own business. The results indicated that the respondents had high entrepreneurial self-efficacy and confidence in starting and managing their own business. This indicated that the respondents were mature enough to starting and managing their own business. Specifically, it was found that most of the respondents indicated that they would be able to achieve most of the goals that they set for themselves as entrepreneurs; they also intimated that they can start a business and keep it working and running easily. Again, majority of them indicated that they were matured enough such that if they tried a business, they would have a high probability of success. It was also found that majority of the students indicated that they would be able to successfully overcome most challenges they anticipate facing as entrepreneurs. The results from the current study additionally indicated that the students were matured enough to possess the confidence that they could perform effectively on many different tasks regarding the business they intend to start. Most of the participants were also certain they had the skills to know how to develop an entrepreneurial project. The findings from the table further signified that the students were matured enough to compare themselves to other people and know

that they could perform most tasks creditably well. These findings and many more proved that the respondents were having high entrepreneurial self-efficacy level.

The findings concur with other researchers who assert that entrepreneurial self-efficacy is a strong driver of entrepreneurial behaviour (Cromie, 2000; Drnoviaek, Wincent & Cardon, 2010; Markman, Balkin & Baron, 2002; Nwankwo, Kanu, Marire, Balogun & Uhiara, 2012) and is expected to influence choices, goals, emotions, efforts, reactions, ability to cope and persistence (Gist, Stevens & Bavetta, 1991). This is because this study showed that the respondents had higher level of entrepreneurial self-efficacy which had a greater influence on their entrepreneurial intentions.

4.7.1 Research Question 5: What are the impediments undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, envisage as potential obstacles to their entrepreneurial intentions?

The aim of the fifth question was to explore impediments undergraduate teacher trainees in the Department of Social Studies Education, envisaged as potential obstacles to their entrepreneurial intentions. Results in this regard are presented in Table 4.6

Table 4. 6: Potential Obstacles to Respondents' Entrepreneurial Intentions

No	Obstacles	D (%)	A (%)	M	Std.
1	My greatest impediment envisaged to becoming an entrepreneur soon is lack of savings	248(33.4)	495(66.6)	2.6	0.4
2	One of the envisaged obstacles to my intention of becoming an entrepreneur is difficulty in obtaining bank finance	239(32.3)	502(67.7)	2.6	0.4
3	Am envisaging that lack of assets for collateral will be an obstacle to my entrepreneurship intentions	242(32.8)	496(67.2)	2.6	0.4
4	Lack of business skills (financial, marketing) is an envisaged obstacle to my entrepreneurial intentions	392(53.0)	347(47.0)	2.4	0.4
5	Lack of information about how to start a business in Ghana may be an obstacle to my entrepreneurial intentions	440(59.1)	304(40.9)	2.4	0.4
6	Lack of business experience may hinder my entrepreneurial intentions	407(54.8)	336(45.2)	2.4	0.4
7	Lack of information about any government agency that can assist in funding a business is also an envisaged obstacle	315(42.5)	427(57.5)	2.5	0.4
8	High cost of business registration may be an impediment to my entrepreneurial intentions	215(31.0)	478(69.0)	2.6	0.4
9	Fear of starting business due to risk involved is a potential threat to my entrepreneurial intentions	420(57.4)	312(42.6)	2.4	0.4
10	Another foreseen impediment to my entrepreneurial intentions is future uncertainty	363(49.2)	375(50.8)	2.5	0.5
11	Fear of business failure may serve as impediment to my entrepreneurship intentions	424(57.8)	310(42.2)	2.4	0.4
12	Lack of support from family or friends may affect my future intentions of becoming an entrepreneur	464(63.3)	269(36.7)	2.3	0.4
13	I feel I do not have the needed personal attributes to start and operate a business and that seems an obstacle to me	539(73.6)	193(26.4)	2.2	0.4
14	No one to turn to for help during difficult times may hinder my entrepreneurial intentions	434(59.2)	299(40.8)	2.4	0.4
15	Difficult to find right partners is an envisaged threat to my entrepreneurship intentions	331(45.2)	402(54.8)	2.5	0.4

Source: Field Data (2019)

The respondents were required to rate their envisaged potential obstacles to their entrepreneurial intentions on a four-point Likert scales ranging from strongly agree to strongly disagree. However, the four-point scale was collapsed into two-point Likert scale thus; “strongly agree” and “agree” become “agree”, whilst “strongly disagree” and “disagree” become “disagree”.

A cursory observation of the data presented on Table 4.6 reveal that majority of the undergraduate teacher trainees in the Department of Social Studies Education did envisage facing some difficulties in relation to their entrepreneurial intentions. However, the respondents were split on some of the suggested items on the envisaged difficulty. For example, data on the table show that majority were of the view that their greatest impediment envisaged to becoming an entrepreneur soon was lack of savings in the form of money ($n = 495, 66\%$). When the respondents were asked whether one of their envisaged obstacles to their intention of becoming an entrepreneur was difficulty in obtaining bank finance/facility, majority agreed that it was among their envisaged difficulties ($n = 502, 67.7\%$). The participants additionally conjectured that they were envisaging that lack of assets for collateral would be an obstacle to their entrepreneurship intentions ($n = 496, 67.2\%$). However, a slight majority of the respondents did not agree to the assertion that lack of business skills (such as financial and marketing) was an envisaged obstacle to their entrepreneurial intentions ($n = 392, 53.0\%$). Again, about 59.1% ($n = 440$) of the undergraduate teacher trainees asserted that they disagreed with the claim that lack of information about how to start a business in Ghana might be an obstacle to their entrepreneurial intentions.

An examination of the data presented in Table 4.6 indicates that 54.8% ($n = 407$) of the undergraduate teacher trainees disagreed to the item which suggested that lack of business experience may hinder their entrepreneurial intentions. On the other hand, most of the participants agreed that lack of information about any government agency that can assist in funding a business was also an envisaged obstacle ($n = 427$, 57.5%, $M = 2.5$ and $Std. = 0.4$). Similarly, about 69.0% ($n = 478$) indicated that high cost of business registration may be an impediment to their entrepreneurial intentions. When asked to indicate if fear of starting business due to risk involved has been identified as a potential threat to their entrepreneurial intentions, majority of the teacher trainees said no it would not ($n = 420$, 57.4%, $M = 2.4$ and $Std. = 0.4$). The data showed that 50.8% (375) of the respondents agreed that another foreseen impediment to their entrepreneurial intentions was future uncertainty.

Information presented in Table 4.6 further reveal that most of the respondents did indicate that fear of business failure may serve as impediment to their entrepreneurship intentions ($n = 424$, 57.8%, $M = 2.4$ and $Std. = 0.4$). It was also established that most of the participants did not envisage lack of support from family or friends as impediment to their future intentions of becoming an entrepreneur ($n = 464$, 63.3%, $M = 2.3$ and $Std. = 0.4$). The results as presented in Table 4.6 reveal that the participants were of the opinion that they did not feel that they do not have the needed personal attributes to start and operate a business ($n = 539$, 73.6%, $M = 2.2$ and $Std. = 0.4$). Again, the analysis indicated that the respondents were of the view that they had people to turn to for help during difficult times in the near future and therefore this may not hinder their entrepreneurial intentions ($n = 539$, 73.6%, $M = 2.2$ and $Std. = 0.4$). Finally, the result revealed that difficulty in finding the right partners

was an envisaged threat to their entrepreneurship intentions ($n = 402$, 54.8%, $M = 2.5$ and $Std. = 0.4$).

4.7.2 Potential Obstacles to Participants' Entrepreneurial Intentions (Interview Responses)

One cardinal issue I considered in this study was the challenges aspiring entrepreneurs foresee as they were planning to become entrepreneurs. This was important because entrepreneurs think into the future and work towards it. To elicit the responses of the respondents, I asked the question –*What are some of the challenges you currently think you are likely to face as you planning to start your business?*” In responding to the question above, Ama said:

i. Lack of finance ii. Where to start the business, iii. The customers you are going to get when starting.

Her anticipated issues were on three things, thus finance, where exactly to start her business in Kumasi (land) and where to get customers in a competitive market being a new entrant. As an entrepreneur, once you think through into the future, it puts you in a position to begin to proffer solutions to such issues so that you are not taken by surprise.

Similarly, another respondent (Esi) said:

1. Finance 2. Inadequate tools for the business, 3. Illiteracy rate of my clients, 4. Family de-motivation.

Earlier, Esi said she wants to go into waste management which demands a lot of funds in starting. She needs various equipment to be able to do this work which equally hinges on her financial strength. Illiteracy issue raised is probably because most of the uneducated citizens will not see the need for such services and may not be willing to pay the price for proper waste disposal.

In the same way, Kwakye said:

Financial problems and land acquisition issues.

In like manner, Kuma said:

Financial challenges, availability of market and labour.

As someone who wants to go into organic farming of vegetables, he is thinking of availability of ready market because some of the agricultural products are highly perishable. He is also talking about labour probably because most youth today are running after white color jobs and not jobs that demand the use of human energy.

Kweku in answering the question on anticipated challenges said:

Financial challenges, the weather and the changes in climate in the society.

One of the challenges agricultural entrepreneurs face in Africa and Ghana for that matter is weather and climatic changes which have a great impact on the expected yield. Most farmers depend on rainfall as the only source of moisture needed by plants to grow. When there is prolonged drought, it negatively affects production in the agricultural sector. Finance as an anticipated challenge runs through all the respondents' responses.

Kojo's major concern lies in the fact that there are great competitors out there already which is not going to be easy for the beginning entrepreneurs. He said:

Some of the challenges I perceive are that people are already in the business and they have established themselves already.

Osei adds that

Competition and financial constraints are the challenges I perceive will serve as threats to my business intentions.

Many entrepreneurs in the developing countries especially, producers of primary commodities are not able to perform well and expand because they are not able to compete fairly with the well-established entrepreneurs in the advanced countries who are operating on economies of scale. In a similar way, those who have been able to expand their businesses and have made a name and have caught the attention of the general public, it becomes very difficult for beginning entrepreneurs to fairly compete with those established ones.

Discussion

The last research question required the respondents to indicate some envisaged potential obstacles to their entrepreneurial intentions. The study, with the help of the various phases (quantitative and qualitative), identified many envisaged obstacles to the respondents' entrepreneurial intentions. Some of the main barriers to entrepreneurship quest from the undergraduate students' perspective included: lack of financial resources, lack of support and assistance, lack of information, high cost of business registration, future uncertainty, finding the right business partners and an unfavourable economic climate.

In fact, Shinnar, et al (2012) note that it is possible for an individual to perceive institutional, political, economic and or personal obstacles as insurmountable and opt for stable employment rather than pursue a career in entrepreneurship. The major obstacle is lack of financial support. This is in support of the findings of Maas and Herrington (2006). A lot of studies have indicated that lack of capital led to failure of many businesses (Casson, 2003; Martin & Elsenhardt, 2004).

Testing of Hypotheses

4.8 Hypothesis 1

H_0 = There is no significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

The rationale behind the first hypothesis is that research studies have established that sex has been found to be an important variable in determining the entrepreneurial intentions of individuals (Sánchez-Escobedo, Díaz-Casero, Hernández-Mogollón, & Postigo-Jiménez, 2011; Díaz-Casero et al., 2012). However, in the view of Nguyen (2018), there exists some inconsistencies in the literature with regard to the impact of gender on entrepreneurship intentions. Since the impact of gender on entrepreneurship remains largely inconclusive, it proposes further research in the area. Therefore, the researcher wanted to add the perspective of Ghana in the entrepreneurial intentions discourse. Independent-samples *t*-test was used to test the first research hypothesis. Prior to testing the first hypothesis, a caution given by Pallant (2009) was heeded to. Pallant (2009) cautioned that it is important to check that the researcher was not violating any of the 'assumptions' made by the individual parametric tests.

Therefore, assumptions underlining parametric tests were assessed to ensure the appropriateness of using independent-samples *t*-test statistical tool to test and explain the significant difference that may or may not exist between the mean scores of male and female undergraduate teacher trainees on their entrepreneurial intentions. Some of the basic assumptions that were assessed are: descriptive statistics, independence of the scores obtained, normality of the distribution and homogeneity of variance. The

first assumption that was tested was obtaining descriptive statistics on the various variables. These descriptive statistics include the mean, standard deviation, range of scores, skewness and kurtosis. According to Pallant (2009) to obtain descriptive statistics for categorical variables one should use frequencies, however, for continuous variables one is to use descriptive statistics such as mean, median, and standard deviation. This assumption was met since descriptive statistics on all the variables (categorical and continuous) have been generated to address the description of the demographic characteristics of the respondents and providing answers to the research questions.

The second assumption that was considered was the independence of the scores obtained. According to Pallant (2009), observations should be statistically independent. The independence of scores means that each person or case should be counted only once. Field (2009) asserted that a person or case cannot appear in more than one category or group, and the data from one subject cannot influence the data from another. This assumption was met because the scores/data for this study came from different participants, that is, male and female undergraduate teacher trainees in the Department of Social Studies Education.

The next assumption considered was normality of the distribution; this assumption was met as the distribution scores were approximately normal. According to Tabachnick, and Fidell, (2007) normal is used to describe a symmetrical, bell-shape curve, which has the greatest frequency of scores in the middle, with smaller frequencies toward the extremes. This normality can be expressed and assessed to some extent by obtaining the values of skewness and kurtosis of the distribution. The value of skewness and kurtosis of the distribution are also -0.803 and 1.187

respectively. In addition, the central limit theorem was also applied. This theorem states that when samples are large (above about 30) the sampling distribution will take the shape of a normal distribution regardless of the shape of the population from which the sample was drawn (Field, 2009). The sample size for the study was 750 therefore, this helped in shaping the distribution in achieving normality. Assumption of homogeneity of variance across the dependent variables (Entrepreneurial Intentions) was also assessed. The analysis indicate that the assumption was not violated because Levene's test for equality of Variances for the independence variable was non-significant ($F = 0.029$, $p = 0.864$). It can, therefore, be assumed that the variances are roughly equal, and the assumption is tenable. Table 4.7 presents the results of the independent-samples *t*-test analysis.

Table 4. 7: The results of the independent-samples t-test analysis.

Variable	Group	N	Mean	Std.	df	t	sig.
Entrepreneurial Intentions	Male	432	57.91	6.14	644	1.597	0.111
	Female	214	57.08	6.26			

Source: Field Data (2019)

The results as presented in Table 4.7 show that the male undergraduate teacher trainees recorded a descriptive statistics of $n = 432$, $M = 57.91$ and $SD = 6.14$ and their female counterparts recorded similar results of $n = 214$, $M = 57.08$, $SD = 6.26$ on entrepreneurial intentions. To ascertain if the degree of difference was statistically significant the researcher examined the *t*-value and *sig*-value. The result as presented in Table 4.7 indicates that the difference was not significantly different [$t(644) = 1.597$, $p = 0.111$]. Based on this finding the null hypothesis (H_0) is accepted and the alternate hypothesis (H_1) is rejected. Therefore, there was no significant baseline difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of

Education, Winneba. The statistical insignificant difference recorded was manifested in the magnitude of effect size ($\eta^2 = 0.03$). Expressed as a percentage, only 3% of the variance in undergraduate teacher trainees' entrepreneurial intentions is explained by their gender. These findings suggest that both male and female undergraduate teacher trainees have equal intentions for entrepreneurial career selection.

Discussion

According to Nguyen (2018) entrepreneurial intentions are associated with socio-demographic variables such as age, gender, education background, prior employment experience, level of education and the role models. Therefore, the first research hypothesis examined whether significant difference existed between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba. Independent-samples *t*-test was used to test the hypothesis. The findings revealed that there was no significant baseline difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba. These findings suggest that both male and female undergraduate teacher trainees have the intentions for entrepreneurial career selection. The findings are in conformity with the findings of Khan *et al.*, (2011) and Singh (2014) who concluded that Entrepreneurial Intentions are not dominant among any gender group. The findings are also in line with the findings of, Ismail *et al.*, (2009), who reported that gender is not a significant factor in determining entrepreneurial intentions and that males do not have more entrepreneurial intentions than females. Whereas the studies conducted by Schwarz *et al.*, 2009, Keat *et al.*,

2011, Tomski, 2014 and Taneja and Gandhi, 2015, showed contradictory results. The result also challenged past research findings which ranked female students lower on entrepreneurial dimensions compared to male students. The findings on this research hypothesis is inconsistent with the findings of previous scholars who found that in general, women have lower entrepreneurial intentions. Crant (1996) confirms that men are more likely than women to express an intention or preference for starting their own businesses. Zhao et al. (2005) conclude that women are less likely than men to desire becoming an entrepreneur. Other studies also argued that females are less likely to establish their own business than men (Phan et al., 2002 a, b). In contrast and consistent with the study's findings some studies showed no meaningful difference between male and female in terms of their intentions to start businesses (Kourilsky & Walstad, 1998; Shay & Terjensen, 2005; Wilson et al, 2007; Smith et al., 2016 a, b; Chaudhary, 2017).

4.9 Hypothesis 2

H_0 = There is no significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

The purpose of the second research hypothesis was to investigate the relation that exist between entrepreneurial intentions and entrepreneurial knowledge and entrepreneurial motivation and entrepreneurial self-efficacy of undergraduate teacher trainees. In order to explain the significant relationship that may or may not exist between the variables, a bivariate correlational analysis using Pearson product-moment correlation was conducted on the data set (entrepreneurial intentions,

knowledge, motivation and self-efficacy of undergraduate teacher trainees). The results of the analysis are presented in the correlational matrix Table 4.8.

Table 4. 8: Correlation matrix

Variables	<i>M</i>	<i>SD</i>	1	2	3	4
1 Intention	3.38	0.38	1			
2 Knowledge	2.99	0.44	0.383**	1		
3 Motivation	3.12	0.43	0.533**	0.402**	1	
4 Self-Efficacy	3.25	0.37	0.592**	0.530**	0.536**	1

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

The findings as presented in Table 4.8 suggest that there is a statistical significant relationship between entrepreneurial intentions and entrepreneurial knowledge and entrepreneurial motivation and entrepreneurial self-efficacy. The directions of the relationship between the variables was direct (positive). The results on the descriptive statistics on the various variables as presented in Table 4.8 indicate that entrepreneurial intentions attracted a mean and standard deviation of 3.38 and 0.38 respectively. The findings additionally revealed that the scales on the entrepreneurial knowledge attracted a mean and standard deviation scores of 2.99 and 0.44 respectively. Furthermore, a mean and standard deviation of entrepreneurial motivation is $M = 3.12$ and $Std. = 0.43$ and finally, entrepreneurial Self-Efficacy recorded $M = 3.25$ and $Std. = 0.37$.

The bivariate correlation results suggest there was a significant positive correlation between entrepreneurial intentions and entrepreneurial knowledge ($r = 0.383$, $n = 750$, $p < 0.05$) of the respondents. The implication of the result of the bivariate correlation between the two variable is that the stronger the entrepreneurial intentions the stronger the entrepreneurial knowledge of the undergraduate teacher trainees. The coefficient of determination (R^2) = 0.1467. The coefficient of determination expressed

as a percentage is 14.67%. The analysis, presented in Table 4.8, further indicated that there was a stronger significant positive correlation between entrepreneurial intentions and entrepreneurial motivation ($r = 0.533$, $n = 750$, $p < 0.05$) of the respondents. The magnitude of the relationship between the means of these two variables was moderate ($R^2 = 0.284$). Thus, when the coefficient of determinate is expressed as percentage, it shows that 28.4% of the variance in entrepreneurial intentions is explained by entrepreneurial motivation.

The result of the bivariate correlation as presented in Table 4.8 on entrepreneurial intentions and entrepreneurial self-efficacy imply that the higher the self-efficacy of the undergraduate students experience on the entrepreneurial scale the better their entrepreneurial intentions. The results from Table 4.8 point out that there was a positive significant correlation ($r = 0.592$, $n = 750$, $p < 0.05$) between entrepreneurial intentions and entrepreneurial self-efficacy. The scale of the relationship between the two variables was large as it recorded a coefficient determinant of (R^2) 0.350. When this R^2 is expressed in percentage wise, it shows that about 35.0% of the total variance in entrepreneurial intentions is described by entrepreneurial self-efficacy. The result implies that the less difficulty undergraduate students experience on the entrepreneurial scale the higher their intentions of becoming entrepreneurs.

Discussion

The second research hypothesis sought to explore the relation that existed between the entrepreneurial intentions and other entrepreneurial behaviour of the respondents such as entrepreneurial knowledge, entrepreneurial motivation and entrepreneurial self-efficacy. The findings as presented suggest that there is a statistically significant

strong positive relationship between entrepreneurial intentions and the other entrepreneurial behaviour such as entrepreneurial knowledge and entrepreneurial motivation and entrepreneurial self-efficacy. However, among the other entrepreneurial behaviour of the respondents, entrepreneurial self-efficacy was found to correlate highest with entrepreneurial intentions ($r = 0.592, n = 750, p < 0.05$). This was followed sharply by the correlation results between entrepreneurial motivation and entrepreneurial intentions ($r = 0.533, n = 750, p < 0.05$). Finally, the correlation result of entrepreneurial knowledge and entrepreneurial intention was the least among the entrepreneurial behaviour ($r = 0.383, n = 750, p < 0.05$). These findings are well grounded in the literature on entrepreneurial behaviour of students. For example, Krueger and Braezel (1994) found a significant positive association between entrepreneurial self-efficacy and entrepreneurial intentions among their respondents. The findings also verify the results of preceding researches in terms of the significant association between entrepreneurial intentions and its background (Aslam, Awan & Khan, 2012) and thus provide further support to the application of Ajzen's theory of planned behavior to predict and understand entrepreneurial mind set of participants.

4.10 Hypothesis 3

H_0 = Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, do not statistically significantly influence their Entrepreneurial intentions.

The purpose of the third hypothesis was to investigate the extent to which entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees influence their entrepreneurial intentions. Multiple linear regression analysis was employed to test the hypothesis. According to Field (2009), regression analysis is

a way of predicting an outcome variable from one predictor variable (simple regression) or several predictor variables (multiple linear regressions). Devore (2004) defined multiple linear regression as the process of predicting a dependent factor based on the association between the dependent factor and two or more independent factors. In multiple linear regressions, the objective was to build a probabilistic model that relates a dependent variable to more than one independent variable. The simultaneous multiple linear regression strategy was used because Field (2009) opined it is used when the researcher has no logical or theoretical structure to the data.

Assumptions of parametric statistics were examined to ensure the appropriateness of using the multiple linear regressions to explain the influence of entrepreneurial intentions on the various entrepreneurial behavior of the undergraduate teacher trainees. This is because almost all statistical tests rely upon certain assumptions about the variables used in the analysis and when these assumptions are not met the results may not be trustworthy (Barnett & Lewis, 1978; Berry, 1993; Osborne & Elaine, 2002; Field, 2009; Green, 1991;

Morrison, 1993). The first assumption assessed to ensure the tenability of the data was the examination of the sample size. The simplest rule of thumb is that the bigger the sample size, the better (Field, 2009). Therefore, a sample size of 750 and 3 predictors (Factors 1-3) produced a value of 0.004 [ie $3/(750-1)$], which was representative and therefore met the requirement (Field, 2009; Morrison, 1993).

Again, the outcome variable (entrepreneurial intentions) and predictor variables (Factors 1- 3) used in the regression model were all quantitative, continuous and unbounded with their respective means. Also, all the predictor variables used in this

study had a variance of zero which was tenable for the study. Additionally, the data were screened to find out whether there were cases which have similar identical responses. None of these cases were found.

An important step in a multiple linear regression analysis is to ensure that the assumption of no multicollinearity has been met. Multicollinearity is a statistical phenomenon in which two or more predictor variables in a multiple linear regression model are highly correlated (Frost, 2021). Field (2009) asserted that if there is no multicollinearity in the data then there should be no substantial correlations ($r > .9$) between predictors. Multicollinearity was checked using a correlation matrix of all the determinants, collinearity diagnostic output from SPSS which is the Variance Inflation Factor (VIF) and Tolerance statistic ($1/VIF$) as suggested in literature (Bowerman & O'Connell, 1990; Field, 2009). Results from the correlation analysis are presented in Table 4.9.

Table 4. 9: Bivariate Correlation of Regression Determinants

No	Variables	1	2	3	4
1	Entre_Intention	1.00	-	-	-
2	Entre_Knowledg	0.38	1.00	-	-
3	Entre_Motivation	0.53	0.40	1.00	-
4	Entre_Self-efficacy	0.59	0.53	0.54	1.00

From the bivariate correlation of regression factors, predictor variables (Factors 1- 3) moderately correlated among each other with correlation coefficients ranging from 0.38 to 0.59 ($0.38 \leq r \leq 0.59$) (See Table 4.9). As displayed in Table 4.9, Pearson Correlations were calculated among the four predictive variables. The findings indicate that, entrepreneurial knowledge (factor 1) has a considerable moderate positive relationship ($r = 0.38$) with the undergraduate teacher trainees'

entrepreneurial intention. Additionally, a positive correlation ($r = 0.53$) was recorded for entrepreneurial motivation (Factor 2) against undergraduate teacher trainees' entrepreneurial intention. Moreover, entrepreneurial self-efficacy (Factor 3), of the participants recorded a correlational coefficient of $r = 0.59$ with undergraduate teacher trainees' entrepreneurial intention. As none of the correlations reached the 0.90 threshold, the analysis shows that no two variables are closely related and therefore assumption of no multicollinearity has been met (Field, 2009). The subsequent two methods for checking multicollinearity of the predictive variables were assessed. The tolerance levels and the Variance Inflation Factor (VIF). According to Myers (1990) if the VIF is greater than 10 then multicollinearity may be biasing the regression model and a Tolerance statistic below 0.1 indicate serious problems with the regression model. Findings from the multicollinearity are presented in Table 4.10.

Table 4. 10: Collinearity statistics for predictor determinants

Factor	Tolerance	VIF
Factor 1: Entre_Knowledge	0.838	1.193
Factor 2: Entre_Motivation	0.719	1.391
Factor 3: Entre_Self-efficacy	0.595	1.679

a. Dependent Variable: entrepreneurial intention

Results from Table 4.10, the Tolerance ranges from 0.595 to 0.838 which are all substantially greater than 0.1 and the VIF values which range from 1.193 to 1.679 are significantly less than 10. Therefore, since the predictor determinants correlated weakly, VIF values are less than 10 and Tolerance values are all greater than 0.1 there is no perfect multicollinearity among the predictor determinants and hence there is no violation of the no perfect multicollinearity assumption.

Multiple Linear Regression Analysis

The third research hypothesis sought to predict the influence of the following factors: entrepreneurial knowledge, entrepreneurial motivation and entrepreneurial self-efficacy on entrepreneurial intention of undergraduate teacher trainees in the Department of Social Studies Education. The hypothesis was tested at 5% significance level ($\alpha = .05$).

The multiple regression was conducted to test the following research hypothesis:

- (a) H_0 : $R = 0$, that is the linear combination of independent factors does not significantly relate with undergraduate teacher trainees' entrepreneurial intention.
- (b) H_1 : $R \neq 0$, that is the linear combination of independent factors does significantly relate with undergraduate teacher trainees' entrepreneurial intention.
- (c) H_0 : $\beta_i = 0$, that is Factor i does not significantly relate to undergraduate teacher trainees' entrepreneurial intention, $i = 1, 2$ and 3 .
- (d) H_1 : $\beta_i \neq 0$, that is Factor i does significantly relate to undergraduate teacher trainees' entrepreneurial intention, $i = 1, 2$ and 3 .
- (e) H_0 : $R = 0$, there is not any other significant combination of factors better than the full model.
- (f) H_1 : $R \neq 0$, there is a significant combination of a reduced model better than the full model.

Hypothesis (a) was used to test the significance of the combined factors of the regression model, hypothesis (b) was used to test for the significance of individual factors and hypothesis (c) was used for the test of significance of the reduced model.

Test of Significance of the Combined Factors

Standard regression analysis was conducted to determine the relationship of a linear combination of the predictor variables (Factors 1- 3) with the entrepreneurial intention of the participants using the following research hypothesis:

H_0 : $R = 0$, that is the linear combination of independent factors does not significantly relate with undergraduate teacher trainees' entrepreneurial intention.

H_1 : $R \neq 0$, that is the linear combination of independent factors does significantly relate with undergraduate teacher trainees' entrepreneurial intention.

Table 4.11 presents the standard regression model summary.

Table 4. 11: Standard Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.646 ^a	.417	.415	0.290	.417	177.453	3	743	.000	1.978

a. Predictors: (Constant), Entre_Self_efficacy, Entre_Knowledge, Entre_Motivation

b. Dependent Variable: Entre_Intention

The Standard Regression Model Summary (Table 4.11) indicates that the value of the multiple correlation ($R = .646$). This shows how well all independent factors combined predicted the dependent factor (entrepreneurial intention). Additionally, the $R^2 = 0.417$ which shows that all the factors combined contributed to about 41.7% of the variances in the dependent factor - entrepreneurial intention (R Square $0.417 \times 100 = 41.7$). Lastly the Stein formula was applied to the adjusted R^2 , to get an idea of its likely value in different sample.

$$\text{Adjusted } R^2 = 1 - \left[\left(\frac{n-1}{n-k-1} \right) \left(\frac{n-2}{n-k-2} \right) \left(\frac{n+1}{n} \right) \right] (1 - R^2)$$

Key: n = sample size, k = number of predictors

$$= 1 - \left[\left(\frac{750-1}{750-3-1} \right) \left(\frac{750-2}{750-3-2} \right) \left(\frac{750+1}{750} \right) \right] (1 - 0.417)$$

$$= 1 - [(1.004) (1.004) (1.001)] (0.583)$$

$$= 1 - 0.588$$

$$\therefore = 0.412$$

The value (0.412) is similar to the observed value of R^2 value (0.417) indicating that the cross-validity of this model is very good. Finally, an inspection of the Durbin-Watson statistics indicates a value of 1.978. As a rule of thumb, Field (2009) opines that Durbin-Watson values less than 1 or greater than 3 are unacceptable. However, Field, proposed that the closer the value of Durbin-Watson statistics to 2 the better. Therefore, for this data, the value 1.978, which is close to 2 indicating that the assumption has almost certainly been met.

In order to check the statistical significance of regression model, the ANOVA of regression significance presented in Table 4.12 was inspected.

Table 4. 12: ANOVA of Regression Significance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	44.925	3	14.975	177.453	0.000 ^b
1 Residual	62.701	743	0.084		
Total	107.627	746			

a. Dependent Variable: Entre_Intention
b. Predictors: (Constant), Entre_Self_efficacy, Entre_Knowledg, Entre_Motivation

Table 4.12 indicates the Analysis of Variance (ANOVA) test of statistical significance of regression model. From the ANOVA (Table 4.12), $F(3, 743) = 177.453$, $p = .000$ ($< .05$) which indicates that the test was statistically significant. Therefore, the null hypothesis (H_0) was rejected which means that the linear combination of independent

factors significantly influence the undergraduate teacher trainees' entrepreneurial intention (H_1).

Test of significance of the reduced model.

To test this hypothesis the stepwise method was used in the regression model to select the best possible model. The factors were entered in the following order Factor 1, Factor 2 and Factor 3. This was based on the preliminary standard regression results. The stepwise method generated three regression models. To test the significance of the various models the ANOVA table (Table 4.13) was inspected.

Table 4. 13: ANOVA- Regression Significance of the Three Models

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.788	1	15.788	128.071	0.000 ^b
	Residual	91.839	745	0.123		
	Total	107.627	746			
2	Regression	34.259	2	17.130	173.706	0.000 ^c
	Residual	73.368	744	0.099		
	Total	107.627	746			
3	Regression	44.925	3	14.975	177.453	0.000 ^d
	Residual	62.701	743	0.084		
	Total	107.627	746			

a. Dependent Variable: Entre_Intention
b. Predictors: (Constant), Entre_Knowledg
c. Predictors: (Constant), Entre_Knowledg, Entre_Motivation
d. Predictors: (Constant), Entre_Knowledg, Entre_Motivation, Entre_Self_efficacy

Results in Table 4.13 shows the ANOVA of regression significance of the three models. The statistics for the models are: Model 1 $F(1, 745) = 128.071$, $p < 0.001$, Model 2 $F(2, 744) = 173.706$, $p < 0.001$ and Model 3 $F(3, 743) = 177.453$. This result indicates that the linear combination of independent factors in all the three models significantly relate to the entrepreneurial intentions of the undergraduate teacher trainees. Table 4.14 presents the summary of standard regression for the three models.

Table 4. 14: Summary of Standard Regression for the Three Models

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. Error of the Estimate	Change Statistics				Sig. <i>F</i> Change	Durbin-Watson
					<i>R</i> Square Change	<i>F</i> Change	<i>df</i> 1	<i>df</i> 2		
1	.383 ^a	.147	.146	.351	.147	128.071	1	745	.000	
2	.564 ^b	.318	.316	.314	.172	187.312	1	744	.000	1.978
3	.646 ^c	.417	.415	.290	.099	126.394	1	743	.000	

a. Predictors: (Constant), Entre_Knowledg
b. Predictors: (Constant), Entre_Knowledg, Entre_Motivation
c. Predictors: (Constant), Entre_Knowledg, Entre_Motivation, Entre_Self_efficacy
d. Dependent Variable: Entre_Intention

The findings on the summary of the standard regression of the three models (Table 4.14) have the following statistic: Model 1 ($R = 0.383$, $R^2 = 0.147$), Model 2 ($R = 0.564$, $R^2 = 0.318$) and Model 3 ($R = 0.646$, $R^2 = 0.417$). Since the multiple correlations of the full model (Model 3) is the highest ($R^2 = .417$) of the three models we fail to reject the null hypothesis (H_0) that there is not any other significant combination of factors better than the full-model. The regression coefficient of three standard regression models is presented in Table 4. 15.

Table 4. 15: Regression Coefficient of three Standard Regression Models

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.387	0.089		26.912	0.000	2.213	2.561
	Entre_Knowledg	0.332	0.029	0.383	11.317	0.000	0.274	0.389
2	(Constant)	1.624	0.097		16.747	0.000	1.433	1.814
	Entre_Knowledg	0.041	0.029	0.048	1.429	0.153	-0.015	0.098
	Entre_Motivation	0.395	0.029	0.452	13.686	0.000	0.339	0.452
3	(Constant)	1.089	0.102		10.721	0.000	0.889	1.288
	Entre_Knowledg	0.174	0.029	0.201	6.086	0.000	0.118	0.231
	Entre_Motivation	0.259	0.029	0.296	8.803	0.000	0.201	0.316
	Entre_Self_efficacy	0.419	0.037	0.408	11.242	0.000	0.346	0.492

a. Dependent Variable: Entre_Intention

Findings in Table 4.15 show the regression coefficient Model 1, Model 2 and Model 3. Since there is not any other significant combination of factors better than the full-model (Model 3), it was the one used for the main analysis. As displayed in Table 4.15, the beta weight and statistical significance were analysed and examined. Based on the results of the beta weights, none of the predictive variables showed any significance effect. The factors were statistically significant: Entrepreneurial Knowledge ($\beta = 0.201, t = 6.086, p = .000$ or $p < .05$); Entrepreneurial Motivation ($\beta = 0.296, t = 8.803, p = .000$ or $p < .05$) and Entrepreneurial Self-efficacy ($\beta = 0.408, t = 11.242, p = .000$ or $p < .05$).

Therefore, the final regression equation for the unstandardized β - coefficients was:

$$Y_i = (b_0 + b_1 X_{i1} + b_2 X_{i2} + b_3 X_{i3}) + \varepsilon_i$$

Entrepreneurial Intentions $_i = b_0 + b_1$ entrepreneurial knowledge + b_2 entrepreneurial motivation + b_3 entrepreneurial Self-efficacy + ε_i

Also, the final regression equation for the reduced model involving significant factors was: Entrepreneurial Intentions $_i = 1.089 + (0.174$ entrepreneurial knowledge) + (0.259 entrepreneurial motivation) + (0.419 entrepreneurial Self-efficacy).

Comparative Importance of the Determinants

Table 4. 16: Zero-order, Partial and Parts Correlation of Significant Determinants

Model		Correlations			
		Zero-order	Partial	Part	Part- Square
1	(Constant)				
	Entre_Knowledg	0.383	0.383	0.383	0.147
2	(Constant)				
	Entre_Knowledg	0.383	0.052	0.040	0.002
	Entre_Motivation	0.533	0.448	0.414	0.171
3	(Constant)				
	Entre_Knowledg	0.383	0.218	0.184	0.034
	Entre_Motivation	0.533	0.307	0.247	0.061
	Entre_Self_efficacy	0.592	0.381	0.315	0.099

a. Dependent Variable: Entre_Intention

Table 4.16 shows the zero-order, parts and partial correlation of significant factors. Zero-order correlation (Pearson's correlation) is the correlation coefficients of the individual factors with the dependent factor (Entre_Intention). The Part-squared values indicate the contribution of individual determinants to the total R^2 (overall fit of the regression model). According to the Part-squared result presented in Table 4.16, entrepreneurial self-efficacy is the most important factor determining the entrepreneurial intentions of the undergraduate teacher trainees in the Department of Social Studies Education with 9.9% (Part-Square = .099) to the value of R^2 . This was followed by contribution from entrepreneurial motivation (Factor 2) which contributed 6.1% (Part-Square = .061) to the value of R^2 . This was finally followed by the contribution entrepreneurial knowledge (Factor 1) which contributed about 3.4% (Part-Square = .034) to the value of R^2 . Figure 4.1 illustrates the summary of the comparative importance of significant factors in the regression model.

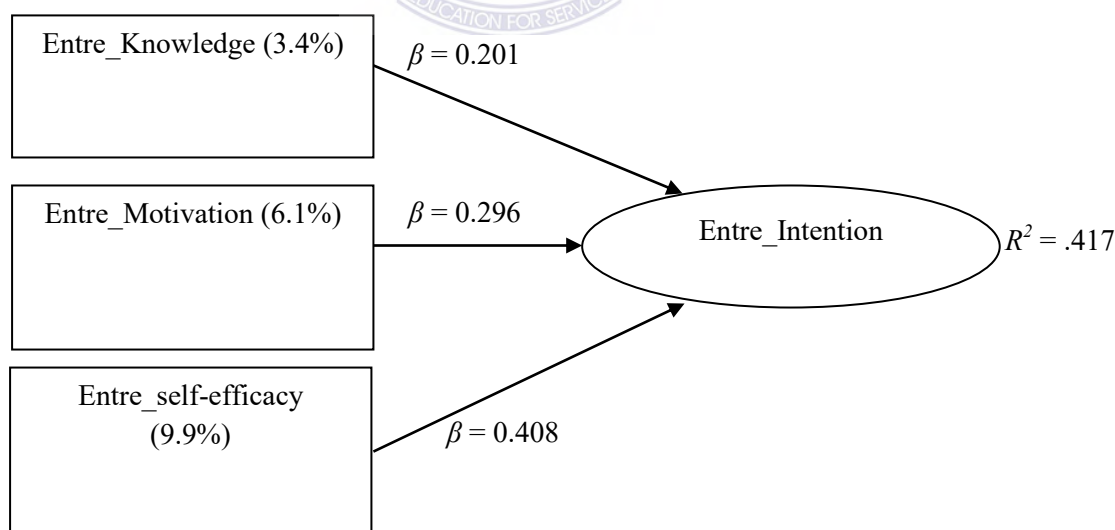


Figure 4.1: Comparative importance of significant factors in the regression model

Discussion

The third research hypothesis was to examine if entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education statistically significantly influence their entrepreneurial intentions. A multiple regression model was conducted to test this hypothesis. The results indicate that all the three factors significantly influenced the respondents' entrepreneurial intention. The results further revealed that entrepreneurial self-efficacy was the highest contributor, followed by motivation and entrepreneurial knowledge.

The findings underpin the theory of planned behaviour (by Ajzen, 1991) which was one of the theoretical frameworks that was used in this study. Ajzen's (1991) model proposes that there is some interplay between subjective norms, perceived behavioural control (self-efficacy) and attitude towards a behaviour that are associated with the development of entrepreneurial intention which in turn then informs the entrepreneurship behaviour of the individual. In the same regard, Shapero-Krueger's entrepreneurial event model suggests that entrepreneurial intention is dependent on five constructs namely those of specific desirables, perceived self-efficacy, perceived desirability, propensity to act and perceived feasibility. According to Lee and Wong (2004), the intention to display certain behaviour is shaped and affected by a plethora of factors such as needs, values, wants, habits and beliefs'

4.11 Hypothesis 4

H_0 = There is no significant effect of undergraduate teacher trainees' father's sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

In relation to the last research hypothesis, one-way analysis of covariance (ANCOVA) was used to investigate whether undergraduate teacher trainees' father's sector of employment had any effect on their entrepreneurial intentions while controlling for their entrepreneurial knowledge. A plethora of research studies suggest that students with self-employed fathers have higher entrepreneurial intentions in comparison with those whose fathers are not self-employed (Lorcu, & Yıldız-Erduran, 2016; Doğan, 2015; Yeboah, Kumi, & Awuah, 2013). Therefore, the current study sought to test the hypothesis among the undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, Ghana, to establish if the findings and conclusion were tenable in the study area. Preliminary analysis was conducted to confirm the suitability of the data set for the analysis and to ensure that there was no violation of the assumptions underlining one-way ANCOVA. Among the assumptions assessed were normality of the distribution, outliers, linear relationship between the covariate and the dependent variable, homogeneity of regression slopes, and homogeneity of variance. In this study, the Shapiro-Wilk method of testing for the normality of the distribution was adopted. The statistics of Shapiro-Wilk test shows that there was no-statistically significant result on the dependent variable. The researcher further inspected the histogram of the dependent variable and found that the diagram was almost bell-shaped curve. Finally, an inspection of the box and whiskers plot reveal that there were no points plotted above the whiskers or below the whiskers. Therefore, the result revealed that there were no outliers. Therefore, the assumption of normality of the distribution and outliers were met and therefore, the data was acceptable for further analysis.

The second assumption that was examined was the linear relationship between the covariate and the dependent variable for each level of the independent variable. This

assumption was assessed by visually inspecting the matrix scattered plots that was generated. The result reveal that there was a moderate linear relationship between the covariate and the dependent variable. This assumption was also met. With regard to the assumption of homogeneity of regression slopes, the test of subjects effects on the interaction between the covariate and the dependent variable showed a non-statistical significant interaction [$F(2,727) = 3.080, p = 0.065$]. Thus, the assumption of homogeneity of regression slopes has not been violated. The last major assumption that was assessed on the data set was homogeneity of the variance. The analysis indicated that the assumption was not violated because Levene's test for equality of Variances was non-significant ($p = 0.362$) it can therefore be assumed that the variances are roughly equal, and the assumption is tenable. The analysis from the forgoing suggests that the data was suitable to carry out one-way analysis of covariance (ANCOVA). The descriptive statistics generated on the dependent variable is presented in Table 4.17.

Table 4. 17: Descriptive Statistics on Sector where students Fathers Work

Sector where Father Works	Mean	Std. Deviation	N
Private	3.32	0.386	143
Public	3.33	0.413	182
Self – employed	3.42	0.358	406
Total	3.38	0.380	731

The descriptive statistics result on the independent variable (father's sector of employment) indicate that the mean and standard deviation scores of students were similar with respect to the sector where their fathers work (private, public and self-employed). The result as presented in Table 4.17 indicates that the mean and standard deviation scores of the students ranged from 3.32 (0.386) to 3.42 (0.358). The scores of undergraduate students whose fathers were working in the private sector was

slightly lower than others whose fathers worked in either public or self-employed in the study ($M = 3.32$, $Std. = 0.386$). Similarly, the mean and standard deviation scores of the students whose fathers were working in the public sector were $M = 3.42$ and $Std. = 0.358$ respectively. Finally, mean and standard deviation scores of undergraduate students whose fathers were working as self-employed were highest among the three categories of respondents ($M = 3.42$, $Std. = 0.358$). To determine whether the differences among the three groups of respondents were statistically significant, a one-way ANCOVA was conducted. The one-way ANCOVA was to compare the effectiveness of undergraduate teacher trainees' father's sector of employment on their entrepreneurial intentions whilst controlling for entrepreneurial knowledge. The results of the one-way ANCOVA is presented in Table 4.18.

Table 4. 18: Results of one-way ANCOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	17.209 ^a	3	5.736	47.267	0.000	.163
Intercept	82.977	1	82.977	683.728	0.000	.485
Total_Knowledge	15.681	1	15.681	129.208	0.000	.151
Sector_Father	9.359	2	.680	5.600	0.004	.095
Error	88.229	727	.121			
Total	8460.092	731				
Corrected Total	105.438	730				

a. R Squared = .163 (Adjusted R Squared = .160)

b. Computed using alpha = .05

The results as presented in Table 4.18 reveal that after controlling for entrepreneurial knowledge of the undergraduate students' mean scores, there was a significant effect of the respondents' father's sector of employment on their entrepreneurial intentions [$F(2,727) = 5.600$, $p = 0.004$] with relatively small effect size [partial eta-squared (η_p^2) = 0.095]. Thus, when expressed as a percentage, 9.5% of the total variance in the

respondents' entrepreneurial intentions can be explained by their fathers' place or sector of employment.

The null hypothesis (H_0) which states that there is no significant effect of undergraduate teacher trainees' father's sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge is thus rejected and the alternate hypothesis (H_1) is accepted. The significance level indicates that at least one of the groups differ from the other. To establish this fact, the researcher examined the table entitled Post hoc test. This Post Hoc comparison table is used to determine which group(s) differ or did not differ from others. The Post Hoc analysis for this study was conducted using the Bonferroni test. The result of the Post Hoc test is presented in Table 4.19.

Table 4. 19: Multiple Comparison Table: Bonferroni

(I) Sector where Father Works	(J) Sector where Father Works	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Private	Public	-0.018	0.039	1.000	-0.112	0.075
	Self – employed	-0.096*	0.034	0.014	-0.177	-0.015
Public	Private	0.018	0.039	1.000	-0.075	0.112
	Self – employed	-0.078*	0.031	0.037	-0.153	-0.003
Self – employed	Private	0.096*	0.034	0.014	0.015	0.177
	Public	0.078*	0.031	0.037	0.003	0.153

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Evidence from Table 4.19 shows the lists of pairwise comparisons of the group means for all the selected post-hoc procedure. The mean difference lists the difference between the sample mean. The findings as presented in the table revealed that significant groups difference exist between mean scores of respondents whose fathers

were self-employed and those whose fathers were working in the private and public sectors. Mean difference for self-employed and private sector was 0.096 and that of self-employed and public sector was 0.078 respectively, each of which was significant at 0.05 level of significance.

Discussion

The fourth and last research hypothesis sought to examine whether undergraduate teacher trainees' father's sector of employment had any effect on their entrepreneurial intentions while controlling for their entrepreneurial knowledge. Assumptions underlining one-way ANCOVA were examined to ensure suitability of the data and the results revealed that the data were fit for the analysis and therefore the main analysis of one-way ANCOVA was conducted. The test revealed that after controlling for the scores on the entrepreneurial knowledge of the undergraduate students, there was a significant effect of the respondents' father's sector of employment on their entrepreneurial intentions. This result of the study is important because it shows the role-model position of the father in our national culture. The findings from this last hypothesis is very much grounded in entrepreneurial literature. The result of this study is consistent with the empirical studies that concluded that having a self-employed father is significantly related to the student's positive attitudes, stronger norms, and greater self-efficacy with respect to entrepreneurship (Yeboah, Kumi, & Awuah, 2013). The results also confirm the findings of Dogan (2015) and Lorcu, and Yıldız-Erduran (2016) who opined that students with self-employed fathers had higher entrepreneurial intentions than those who did not. Similarly, Fairlie and Robb

(2007) asserted that entrepreneurs tended to have a self-employed mother or father in their family history. The findings agree with the conclusion of Mueller (2006) that parental role modeling is the most significant familial factor on entrepreneurial intention. Through the socialization process of children, exposure to entrepreneurship experience in the family business constitutes important intergenerational influence on entrepreneurship intentions (Carr & Sequeira, 2007). Crant (1996) confirms that being raised in a family that is entrepreneurial significantly impacts individuals' intentions to start their own businesses.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The main purpose of this chapter is to summarize the results of this study, state the conclusions on the basis of the foregone analysis, give some academic and practical recommendation to the various stakeholders and indicate some areas for future action or research.

Scholars in entrepreneurship believe that individuals with an entrepreneurial mindset are not only able to identify and seize opportunities but are also able to differentiate themselves from non-entrepreneurial individuals. Therefore, the purpose of this study was to describe the entrepreneurial behaviour of undergraduate students in the Department of Social Studies Education of University of Education, Winneba, and the factors that influence their intention to start or not to start business activities after graduation. Specifically, the study aimed at describing the entrepreneurial intentions; investigate entrepreneurial knowledge; the motivation behind starting and managing self-owned businesses; assess the level of self-efficacy and describe the obstacles Department of Social Studies Education undergraduates envisage as impediments to

their entrepreneurial intention. In order to achieve the purpose of the study, the following research questions and hypotheses were formulated to guide the study:

1. What are the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?
2. What is the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba?
3. What motivates undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, to consider entrepreneurship as a future career path?
4. What is the entrepreneurial self-efficacy level of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in starting and managing their own business?
5. What are the impediments undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, envisage as potential obstacles to their entrepreneurial intentions?

Hypotheses

Hypothesis 1

H_0 = There is no significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

H_1 = There is a significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

Hypothesis 2

H_0 = There is no significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

H_1 = There is a significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

Hypothesis 3

H_0 = Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, will not statistically significantly influence their Entrepreneurial intentions.

H_1 = Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, will statistically significantly influence their Entrepreneurial intentions.

Hypothesis 4

H_0 = There is no significant effect of undergraduate teacher trainees' fathers' sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

H_1 = There is a significant effect of undergraduate teacher trainees' fathers' sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

The theoretical framework that underpinned the study were the Theory of Entrepreneurial Event by Shapero and Sokol (1982) and the Theory of Planned Behaviour by Ajzen (1991). Krueger et al. (2000) assert that these two models present a high level of mutual compatibility. The two theories were therefore integrated to help explain entrepreneurial intentions of undergraduate teacher trainees of the Department of Social Studies education in the University of Education, Winneba. The study adopted the convergent parallel mixed-method design with pragmatics philosophical underpinning to examine entrepreneurial behaviour of undergraduate students in the Department of Social Studies Education of University of Education, Winneba, and the factors that influence their intention to start or not start business activities after graduation. The accessible population for the study was all students studying entrepreneurship related courses offered at the Department of Social Studies Education in the University of Education, Winneba, in Ghana during the 2018/2019 academic year. Out of eight hundred and sixty-nine (869) students who registered as first and second area students, those who were willing and availed themselves as participants of the study were seven hundred and fifty (750) students. The 750 students represented 86.30% of the entire level 300 students. The research instruments used in the study were, self-developed and validated questionnaire, and an interview guide. The findings are presented and discussed in relation to the five research questions and the hypothesis enumerated above. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to analyze the quantitative data on the research questions. While inferential statistics such as independent-samples *t*-test, Pearson product-moment correlation, multiple linear regressions and a one-way ANCOVA were used in analyzing the research hypothesis. The primary method of data analysis for the qualitative interview data was thematic

analysis. Specifically, the interpretive analytic approach of thematic analysis was used.

5.1 Summary of Key Findings

5.1.1 Characteristics of the Respondents

The researcher observed that the results on the gender of the respondents showed that there were more male ($n = 503$, 67.2%) than female ($n = 245$, 32.8%). As regards the age of the respondents, majority of them were within the 24 and 29 age group (53.7%, $n = 401$). Again, the findings on the demographic characteristics of the respondents indicated that a slight majority wanted to work as self-employed (45.2%)

5.1.2 Research Objective 1

To explore entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education (DSSE) in the University of Education, Winneba

The first research objective was to explore and describe the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba. Data in relation to this research question were gathered from quantitative and qualitative realms. A self-constructed and validated 17 items questionnaire and interview items were used to gather and measure the data on the entrepreneurial intentions of undergraduate teacher trainees. The data were analyzed using descriptive statistics and thematic analysis. The findings from the data depict that majority (92.0%) of the respondents had intentions of becoming entrepreneurs in the near future. The results show that numerous reasons were advanced by the respondents as justifications for the decision to engage in

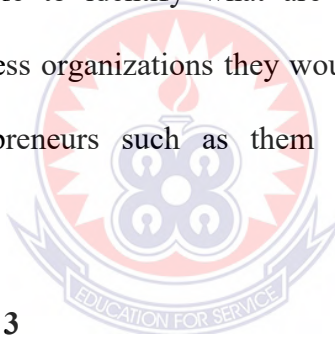
entrepreneurship after graduating. Some of the reasons given were as a result of the knowledge acquired in entrepreneurship education, to secure self-sufficiency, job security, the desire to provide employment opportunities for others, continuing the family culture, among others. The analysis also revealed some of the business ventures the respondents indicated they would like to engage in. For example, the data showed that some of the respondents were interested in retailing activities, agricultural related activities, arbitraging, shea butter production, food joints, fashion, waste management, establishment of schools and IT solutions among others. These findings were to a large extent concurring with the literature on entrepreneurial intentions of undergraduate students in the 21st century.

5.1.3 Research Objective 2

To investigate entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba

The second research objective was to investigate the entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba. Frequencies, percentages, mean and standard deviations were the statistical tools used to analyze the quantitative data, while the qualitative data were analyzed using thematic analysis. The results indicated that majority of the undergraduate teacher trainees had adequate entrepreneurial knowledge to aid them in their quest to establish their own businesses in the near future. For example it was clear from the quantitative phase of the study that most (85.8%) of the respondents had knowledge on how to identify a promising business opportunity; 70.8% knew about the entire entrepreneurial process; 84.7% had

knowledge in sales and marketing; 65.1% know how to employ SWOT analysis; 65.1% had ideas about Product Life Cycle and 88.3% knew how to identify good entrepreneur role models among others. The qualitative findings, on the other hand, also indicated that the general knowledge of the respondents about the concept under study was very high. It is worthwhile to note that the respondents viewed the concept of entrepreneurship from many dimensions, however, these dimensions could be condensed into three main themes. Thus, those who perceived entrepreneurship as starting and managing one's own business, those who perceived the term as an innovative activity and finally those who asserted that entrepreneurship was about planning and executing the plan to make profit. Finally, the findings also revealed that the participants were able to identify what are entailed in the entrepreneurship processes, types of business organizations they would like to go into and the kind of skills prospective entrepreneurs such as them would need to succeed in the entrepreneurial career.



5.1.4 Research objective 3

To explain the motivation behind undergraduate teacher trainees of the DSSE intentions in starting and managing their own businesses

The third objective was to examine the motivation behind undergraduate teacher trainees of the Department of Social Studies Education intentions in starting and managing their own businesses. The study found that a lot of factors were motivating the undergraduate teacher trainees to consider entrepreneurship as a future career path. Some of these were; not satisfied with working for others, the changing world of work, motivations regarding family (being able to spend more time with family and making more money to provide for the children) and help from the employer. Others

included opportunities in the market, earning a reasonable living and increasing prestige and status in the society. These factors can be grouped into two basic motivation categories – intrinsic and extrinsic motivation or the push and pull factors.

5.1.5 Research objective 4

To assess the level of self-efficacy of teacher trainees of DSSE in starting and managing their own businesses

The fourth objective sought to assess the entrepreneurial self-efficacy level of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba in starting and managing their own business. The results indicated that the respondents had high entrepreneurial self-efficacy and confidence in starting and managing their own business. This indicated that the respondents were matured enough in starting and managing their own business. Specifically, it was found that most of the respondents (91.8%) would be able to achieve most of the goals that they set for themselves as entrepreneurs as they indicated; they also intimated that they can start a business and keep it working and running easily. Again, majority (90.8%) of them indicated that they were mature enough such that if they tried a business, they would have a high probability of success. It was also found that majority (93.1%) of the students indicated that they would be able to successfully overcome most challenges they anticipate facing as an entrepreneur. The results from the current study additionally indicated that the students were mature enough to possess the confidence that they could perform effectively on many different tasks regarding the business they intend to start. Most (78.3%) of the participants also were certain they had the skills to know how to develop an entrepreneurial project. The findings from the study further signified that

the students were mature enough to compare themselves to other people and know that they could perform most tasks creditably well. These findings and many more proved that the respondents were having high entrepreneurial self-efficacy level.

5.1.6 Research objective 5

To describe the obstacles DSSE undergraduates envisage as impediments to their entrepreneurial intention.

The final research question examined the impediments undergraduate teacher trainees in the Department of Social Studies Education envisage as potential obstacles to their entrepreneurial intentions. The study's findings indicated that majority of the undergraduate teacher trainees did envisage facing some difficulties in relation to their entrepreneurial intentions. Some of the main barriers to entrepreneurship quest from the undergraduate student's perspective included: lack of financial resources, lack of support and assistance, lack of information, high cost of business registration, future uncertainty, finding the right business partners and an unfavorable economic climate.

5.1.7 Research Hypothesis 1

H_0 = There is no significant difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba.

The first research hypothesis examined whether significant difference existed between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba. Independent-samples *t*-test was used to test the hypothesis. The findings revealed that

there was no significant baseline difference between male and female undergraduate teacher trainees' entrepreneurial intentions in the Department of Social Studies Education in the University of Education, Winneba. These findings suggest that both male and female undergraduate teacher trainees have similar intentions for entrepreneurial career selection. The findings are in conformity with the findings of Khan et al. (2011) and Singh (2014) who concluded that entrepreneurial intentions are not dominant among any gender group.

5.1.8 Research hypothesis 2

H_0 = There is no significant relationship between entrepreneurial intentions, knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

The second research hypothesis sought to explore the relation that existed between the entrepreneurial intentions and other entrepreneurial behaviour of the respondents such as entrepreneurial knowledge, entrepreneurial motivation and entrepreneurial self-efficacy. The findings as presented suggest that there is a strong significant positive relationship between entrepreneurial intentions and the other entrepreneurial behaviours such as entrepreneurial knowledge and entrepreneurial motivation and entrepreneurial self-efficacy. However, among the other entrepreneurial behaviours of the respondents, entrepreneurial self-efficacy was found to correlate highest with entrepreneurial intentions ($r = 0.592, n = 750, p < 0.01$). This was followed sharply by the correlation results between entrepreneurial motivation and entrepreneurial intentions ($r = 0.533, n = 750, p < 0.01$).

Finally, the correlation result of entrepreneurial knowledge and entrepreneurial intention was the least among the entrepreneurial behaviours ($r = 0.383, n = 750, p <$

0.01). These findings are well grounded in the literature on entrepreneurial behaviour of students.

5.1.9 Research hypothesis 3

H_0 = Entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education, are not statistically significantly influenced by their Entrepreneurial intentions.

The third research hypothesis was to examine if entrepreneurial knowledge, motivation and self-efficacy of undergraduate teacher trainees in the Department of Social Studies Education statistically significantly influence their entrepreneurial intentions. A multiple regression model was conducted to test this hypothesis. The results indicate that all the three factors significantly influence the respondents' entrepreneurial intention. The results further revealed that entrepreneurial self-efficacy was the highest contributor, followed by motivation and entrepreneurial knowledge.

5.1.10 Research hypothesis 4

H_0 = There is no significant effect of respondents' father's sector of employment on their entrepreneurial intentions controlling for entrepreneurial knowledge.

The fourth and last research hypothesis sought to examine whether respondents' father's sector of employment had any effect on their entrepreneurial intentions while controlling for their entrepreneurial knowledge. Assumptions underlining one-way ANCOVA were examined to ensure suitability of the data and the results revealed that the data were fit for the analysis and therefore the main analysis of one-way

ANCOVA was conducted. The test revealed that after controlling for the scores on the entrepreneurial knowledge of the undergraduate students, there was a significant effect of the respondents' father's sector of employment on their entrepreneurial intentions. This result of the study is important because it shows the role-model position of the father in our national culture.

5.2 Conclusions

Guided by the Entrepreneurial Event theory and the Theory of Planned Behaviour, the study found and concluded that the undergraduate teacher trainees exhibit high levels of entrepreneurial behaviours and could start their own business or become entrepreneurs in the near future. This is likely to reduce the burden on government for jobs, increase government revenue, and lead to the creation of job opportunities in the near future.

It was concluded that gender role disparities among males and females in the society is gradually being closed as there was no significant difference between male and female respondents' entrepreneurial intentions. Again, it was concluded that the respondents' entrepreneurial self-efficacy, motivation and knowledge are pivotal in determining their decision to become entrepreneurs as supported by the theories. Finally, it was concluded that the fathers' role in the socialization of their wards is still relevant in the Ghanaian society.

5.3 Recommendations of the Study

From the results obtained and the conclusions drawn from this study, these important recommendations are made to various parties on improving the entrepreneurial behaviour of the undergraduate students in the University of Education, Winneba.

1. It has been acknowledged in literature that entrepreneurship is essential to reach high levels of economic growth, promote innovation and reduce unemployment rates in developed and developing countries. Findings from this study suggest that majority of the respondents have intentions of starting their own businesses in the near future. They, however, envisage finance as the main impediment to their intentions. It is therefore recommended that the government should provide interest free loans to graduates who desire to start and manage their own businesses in order to reduce the pressure that is on government to create jobs and employ all graduates from higher institutions. It is further recommended that government should create an enabling environment for fresh graduates to venture into entrepreneurship.
2. The researcher again recommends that the various department should revise their curricula and course delivery to include entrepreneurial content to encourage other students to develop the motivation, knowledge and interest to venture into entrepreneurship.
3. One other finding in this study was in relation to the high interest charged on loans and the demand for collateral from beginning entrepreneurs whenever they resort to getting loans to add to what they have in order to start their business as barriers to their entrepreneurial initiative. In this regard, the study recommends that government should work with Bank of Ghana to reduce interest rates on loans in order to make it feasible for nascent entrepreneurs to access such facilities to initiate their projects. With respect to collateral, I recommend that Banks should be interested in looking at the business plans of nascent entrepreneurs to see how feasible they are, where they come from in

order to be sure that they are Ghanaians and would not run away with their money and other important identities. When this is done, money should be given in batches and supervision should be done at each stage using the business plan as the basis. When this is done, the issue of collateral will no longer be an issue. The supervision will ensure that funds are judiciously used for the intended purpose making it possible for them to be able to pay back the loans.

4. The study equally showed that respondents were motivated by several factors to start and manage their own businesses. Those who intend to go into agricultural related areas however, bemoaned the weather and climatic changes that sometimes affect agricultural activities. In view of this, I recommend that the universities and other institutions of higher learning should educate students more on irrigation and how canals can be developed along rivers to supply water to the farms throughout the year without relying solely on rains. In addition, policy makers must revisit policies on conservation of the environment to ensure that trees are planted yearly to replace those destroyed due to farming activities and other man-made and natural disasters. In addition, policies to protect and preserve our water bodies must be relooked at since most of our rivers that could have been harnessed and used for both domestic and agricultural purposes are being gradually destroyed by artisanal miners in the country. Lastly, the government policy of one village, one dam should be taken seriously so that farmers can rely on these dams for irrigations purposes.
5. The various tertiary institutions should improve their current levels of entrepreneurial orientation such that students who go through such courses

will not only have the desire to start and manage their businesses but will have the requisite skills, attitudes, values and the competencies to start and manage their businesses. This recommendation is in relation to some of the respondents who asserted in the study that they have the intentions to starting and managing their own businesses but lack the needed skills to adequately manage their businesses. It is proven that when students are introduced to the dimensions of entrepreneurial orientation, it contributes to the success of starting and successfully managing a business.

6. The DSSE should organize field trips to places where teacher-trainees can interact with successful young entrepreneurs in order to concretize their entrepreneurial self-efficacy
7. The university and other institutions of higher learning should educate students more on some of the likely obstacles nascent entrepreneurs may face when carrying out their intentions and proffer solutions to these obstacles.
8. It is recommended that educators of entrepreneurship courses invite entrepreneurial role models to share their experiences with students as it has the potency of boosting their entrepreneurial intentions.
9. The DSSE should improve the current levels of entrepreneurial education to include ‘education for enterprise’ so as to add meaning to ‘education about enterprise’ which is already taught.

5.4 Suggestions for Further Research

The educational implications of the findings of this study calls for further research in the area of exploring and describing the entrepreneurial behaviour of undergraduate university students. The following are recommended for further research:

1. It is suggested that this study be replicated in all academic departments and faculties of the University of Education, Winneba, in order to determine the entrepreneurial behaviour (such as entrepreneurial intentions, entrepreneurial knowledge among others) of undergraduate students. This would provide a basis for more generalization of conclusions to be arrived at.
2. It is further proposed that studies be conducted into all entrepreneurial courses offered in the University of Education, Winneba, in order to ascertain if these courses prepare the students to take up entrepreneurial activities after graduation.
3. It is also suggested that research on other socio-personal, socio-economic, socio-psychological and other characteristics/variables rather than those included in the study be carried out because these variables might be influencing the entrepreneurial behaviour and entrepreneurial skills of students. Such characteristics may be identified and included in the future studies.
4. In addition, it is proposed that tracer studies be conducted with this same sample in the next five to ten years to see if they have put to reality their intentions as stipulated in this study.
5. It is again suggested that studies of this kind be repeated after lapse of time in the same department.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF SOCIAL SCIENCES EDUCATION
DEPARTMENT OF SOCIAL STUDIES EDUCATION

Questionnaire

This questionnaire is meant to elicit information from students from the faculty of Social Sciences Education regarding their entrepreneurial intentions to enable me work on my Ph. D thesis. Data provided will be treated confidentially.

SECTION A: PERSONAL INFORMATION (Tick where appropriate)

1. Gender: Male Female
2. Age Range: Less than 18 18 – 23 24 – 29
30 – 35 36 – and above
3. Department: Social Studies Political Science Geography
Economics History Special Education
4. Employment Status:
 - a. Students
 - b. Worker – student
5. Sector where you will like to work
 - a. Private
 - b. Public
 - c. Self – employed
6. Sector where Father Works
 - a. Private
 - b. Public
 - c. Self – employed

7. Sector where Mother Works

- a. Private []
 b. Public []
 c. Self – employed []

8. Have you ever seriously considered becoming an entrepreneur?

- a. Yes []
 b. No []

SECTION B

Kindly tick (✓) the option to the statement based on how you agree or disagree.

Key: **SD** – Strongly Disagree (1), **D** - Disagree (2), **A** - Agree (3), **SA** – Strongly Agree (4)

	ENTREPRENEURIAL INTENTION	SD	D	A	SA
1	My professional goal is to become an entrepreneur				
2	I prefer to be an entrepreneur rather than to be an employee in a company				
3	I am prepared to do anything to be an entrepreneur				
4	I will put every effort to start and run my own business				
5	I have thought seriously to start my own business after completing my study				
6	I have a strong intention to start a business someday				
7	I am determined to create a firm in the future				
8	I want to be my own boss in my own company in the near future				
9	I will start my business in the next five years				
10	Starting my own business is an attractive idea to me				
11	I am enthusiastic about starting my own business				
12	It is desirable for me to start my own business				
13	I spent a lot of time thinking about owning my own business				
14	Owning my own business is the best alternative for me				
15	When working for a company, I would enthusiastically help with the development of a new product to prepare me for my future business				
16	If I work for a company, I would be happy to be involved in any entrepreneurial behavior of the firm				
17	Starting a new branch for the company I am working for would be fun and a learning ground for me				
	MOTIVATORS OF INTENTIONS	SD	D	A	SA
18	I am motivated to become an entrepreneur because I will like to provide employment opportunities to others				
19	Opportunities in the market are motivating me to become an entrepreneur				
20	I will like to earn a reasonable living that is why I want to become an entrepreneur				
21	Am motivated to become an entrepreneur because I want to				

	take advantage of my creative talent				
22	My motivation for choosing to be an entrepreneur is that I enjoy taking risk				
23	Am motivated to be an entrepreneur in order to use the skill learned in the university				
24	I am motivated to become an entrepreneur because of the entrepreneurship course I studied at the university				
25	The main reason why I want to become an entrepreneur is because there are lack of job opportunities for graduates				
26	The entrepreneurial family culture is moving me to become an entrepreneur				
27	I want to be an entrepreneur to follow the example of someone that I admire				
28	For my own satisfaction and growth I will want to be an entrepreneur				
29	I want to venture into entrepreneurship in order to provide job security for myself				
30	Am motivated to increase my prestige and status in my society that is why I am venturing into entrepreneurship				
31	One way by which I can challenge myself is to be an effective entrepreneur				
32	Am venturing into entrepreneurship in order to provide support for potential entrepreneurs				
	SELF-EFFICACY	SD	D	A	SA
33	I will be able to achieve most of the goals that I have set for myself when I become an entrepreneur				
34	I have the ability to start a business and keep it working and running easily				
35	When facing difficult tasks, I am certain that I will accomplish them.				
36	I can do the creation process of a new business all by myself				
37	In general, I think that I can obtain outcomes that are important to me.				
38	I believe I know the practical details of a new business				
39	I believe I can succeed at any endeavor to which I set my mind on				
40	If I tried a business, I would have a high probability of success				
41	I will be able to successfully overcome many challenges faced as an entrepreneur.				
42	I am confident that I can perform effectively on many different tasks regarding the business I intend to start.				
43	I certainly know how to develop an entrepreneurial project				
44	Compared to other people, I can do most tasks very well				
45	Even when things are tough, I can perform quite well				
46	I am capable of solving daily business problems				
47	Thanks to my resourcefulness, I know how to Manage money judiciously				

48	If someone opposes me, I can find the means and ways of getting him/her to agree with me				
49	I have the ability of becoming a great leader				
50	I can usually handle whatever comes my way by making good decisions				
	ENTREPRENEURSHIP KNOWLEDGE	SD	D	A	SA
51	I have knowledge as to how to identify a promising business idea				
52	I have knowledge on the entire entrepreneurial process				
53	I am knowledgeable about how to protect my new business ideas				
54	I have basic knowledge in sales and marketing which will enable me to sell my product				
55	I know how to employ SWOT analysis in surveying the market				
56	I have an idea about Product Life Cycle				
57	I know how to manage people and human resources				
58	I have basic knowledge about how to conduct Risk Analysis				
59	Am knowledgeable about Fixed Costs and Variable Costs				
60	I know how to balance account sheet				
61	I know how to identify potential stakeholders				
62	I have basic knowledge about financial reporting				
63	I know how to identify my target market				
64	I am well vested in the basic role of an entrepreneur				
65	I know how to identify good Entrepreneur Role Models				
66	I know the various entry options available to beginning entrepreneurs to enter into business				
67	I have knowledge on the type of business organizations entrepreneurs can go into				
68	I have knowledge of the pitfalls to avoid as a beginning entrepreneur				
69	I have knowledge on basic practices that are necessary to be successful as an beginning entrepreneur				
70	I have adequate knowledge on how to keep records				
71	I have learnt enough skills to be able to manage my proposed business				
	OBSTACLES TO INTENTIONS	SD	D	A	SA
72	My greatest impediment envisaged to becoming an entrepreneur soon is lack of savings				
73	One of the envisaged obstacle to my intention of becoming an entrepreneur is difficulty in obtaining bank finance				
74	Am envisaging that lack of assets for collateral will be an obstacle to my entrepreneurship intentions				
75	Lack of business skills (financial, marketing) is an envisaged obstacle to my entrepreneurial intentions				
76	Lack of information about how to start a business in Ghana may be an obstacle to my entrepreneurial intentions				
77	Lack of business experience may hinder my entrepreneurial intentions				

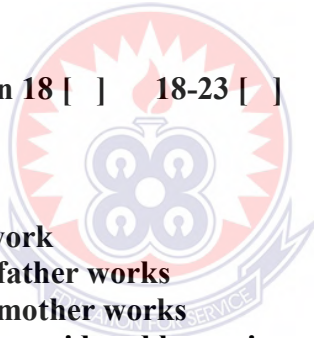
78	Lack of information about any government agency that can assist in funding a business is also an envisaged obstacle				
79	High cost of business registration may be an impediment to my entrepreneurial intentions				
80	Fear of starting business due to risk involved has been identified as a potential threat to my entrepreneurial intentions				
81	Another foreseen impediment to my entrepreneurial intentions is future uncertainty				
82	Fear of business failure may serve as impediment to my entrepreneurship intentions				
83	Lack of support from family or friends may affect my future intentions of becoming an entrepreneur				
84	I feel I do not have the needed personal attributes to start and operate a business and that seems an obstacle to me				
85	No one to turn to for help during difficult times may hinder my entrepreneurial intentions				
86	Difficult to find right partners is an envisaged threat to my entrepreneurship intentions				



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Interview Guide

Bio data

- 
- a. **Gender**
b. **Age range: less than 18 [] 18-23 [] 24-29 [] 30-35 [] 36 and above []**
c. **Department:**
d. **Employment status**
e. **Sector you like to work**
f. **Sector where your father works**
g. **Sector where your mother works**
h. **Have you seriously considered becoming an entrepreneur?**

Entrepreneurial intentions

1. Do you have any intention of becoming self-employed?
2. Assuming there are job opportunities for you after school, will you still consider self-employment as a career option?
3. What kind of business do you intend to start?
4. What goods or services do you intend to render?
5. Who are your targeted customers?
6. At what point in time do you intend to start your own business and why do you think that time will be most appropriate?
7. Have you started any savings toward your intended business?
8. Have you written you business plan?
9. Where do you intend to put up your business?
10. Have you acquired the land already?
11. What other preparation have you made so far regarding you intended business?

Entrepreneurial knowledge

12. Do you have any knowledge about entrepreneurship?
13. In your view, what is entrepreneurship?

14. What does the entrepreneurial process entail?
15. Do you have knowledge of the type of businesses?
16. What skills do need as a prospective entrepreneur to succeed?
17. What are the sources of finance available to you to access support from as a prospective entrepreneur?
18. Do have knowledge on how to balance your account sheet?
19. Do you have knowledge on how to keep financial records? If yes, how is it done?

Motivations for self-employment

20. What are the main reasons why you will want to own and operate your own business?
21. Has the entrepreneurship course learnt at the university in any way influenced your decision to become an entrepreneur?
22. Is your religious background a source of motivation to go into self-employment?
23. What other reasons can you give as the motivation behind your intention to start you own business?

Entrepreneurial Self-efficacy of participants

24. Are you confident that you can start and manage your own business?
25. What are some of the skills you have acquired that can help you start and manage your own business?
26. Do you have the capabilities to manage your own business?
27. Do you have the expertise to establish and manage your own business?

Perceived Challenges of aspiring entrepreneurs

28. What are some of the challenges you currently think you are likely to face as you planning to start your business?