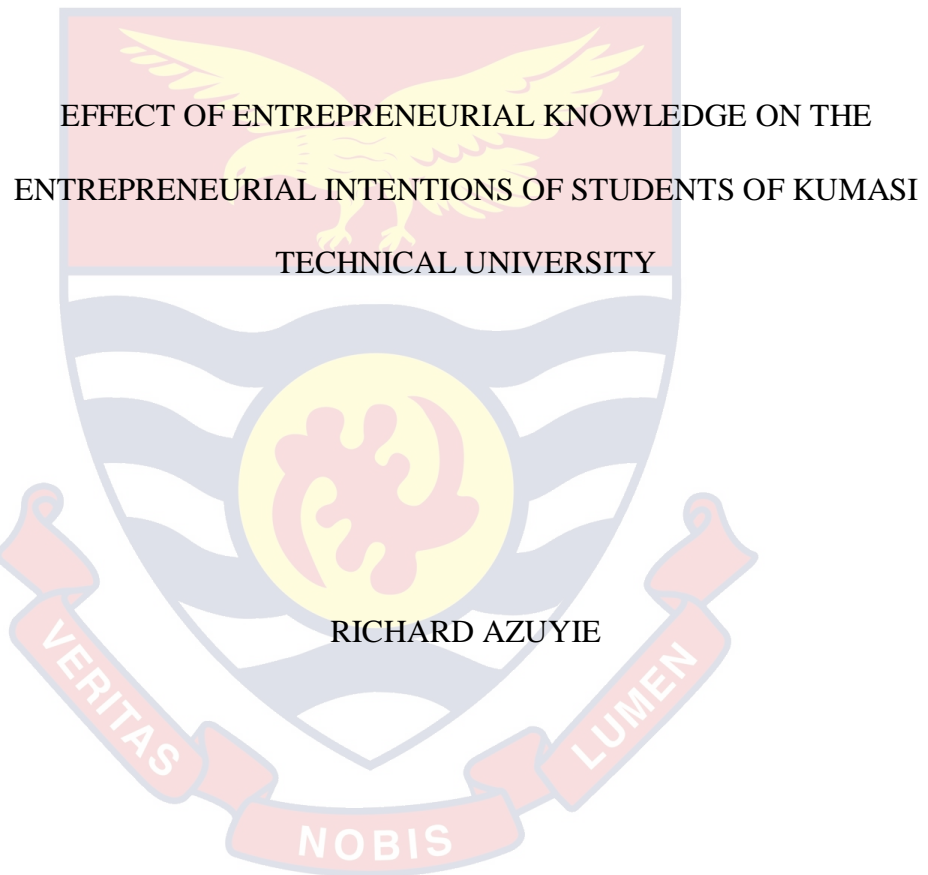


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EFFECT OF ENTREPRENEURIAL KNOWLEDGE ON THE
ENTREPRENEURIAL INTENTIONS OF STUDENT OF KUMASI
TECHNICAL UNIVERSITY

BY
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Dissertation submitted to the Centre for Entrepreneurship and Small Enterprise Development of the School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Business Administration degree in Entrepreneurship and Small Enterprise Development.

OCTOBER 2020

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

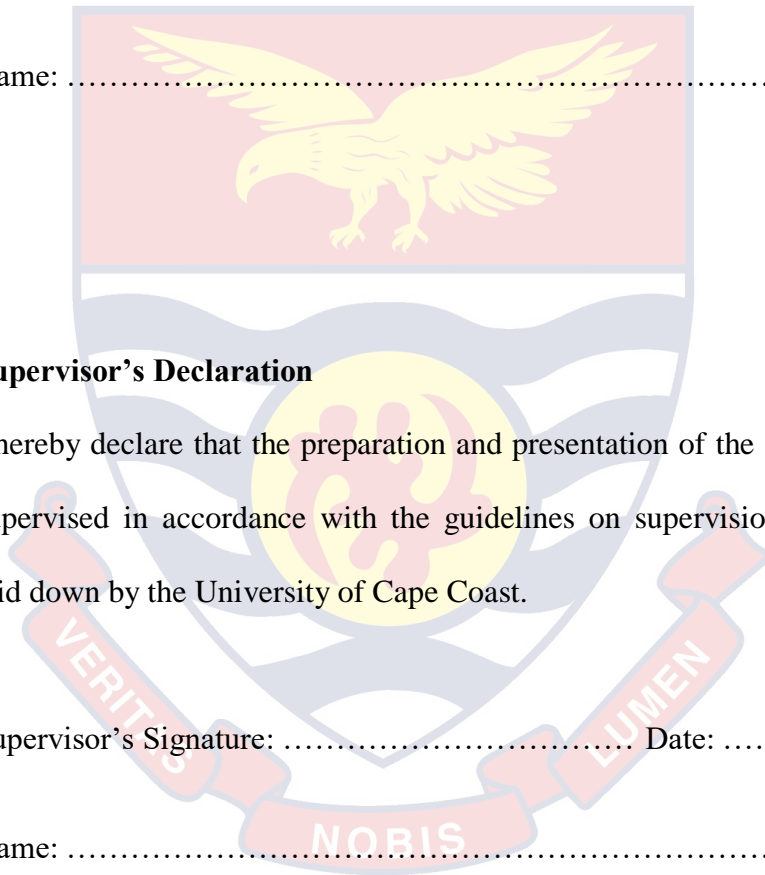
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:



ABSTRACT

Many nations, particularly developing ones, are confronted with high levels of graduate unemployment. To deal with this menace, several suggestions have been offered, including equipping students of higher educational institutions with entrepreneurial knowledge and skills. It is on this premise that this study sought to assess the effect of entrepreneurship knowledge on the entrepreneurial intentions of students of the Kumasi Technical University. The target population of the study was students who had taken entrepreneurship course, out of which 320 were conveniently sampled. A cross sectional survey was carried out, using questionnaires. Data were analysed quantitatively, using SPSS. Spearman rank-order regression test and multiple regression showed that entrepreneurship knowledge and entrepreneurial intention are significantly impacted by entrepreneurship knowledge. The study concludes that entrepreneurship knowledge has a significant impact on students' desirability for self-employment. It is recommended that all tertiary institutions in Ghana should consider integrating entrepreneurship education into their various curricula.

KEYWORDS

Attitudes towards Entrepreneurship

Entrepreneurial intentions

Entrepreneurship

Entrepreneurship Education

Perceived Behavioral Control

Self-Efficacy

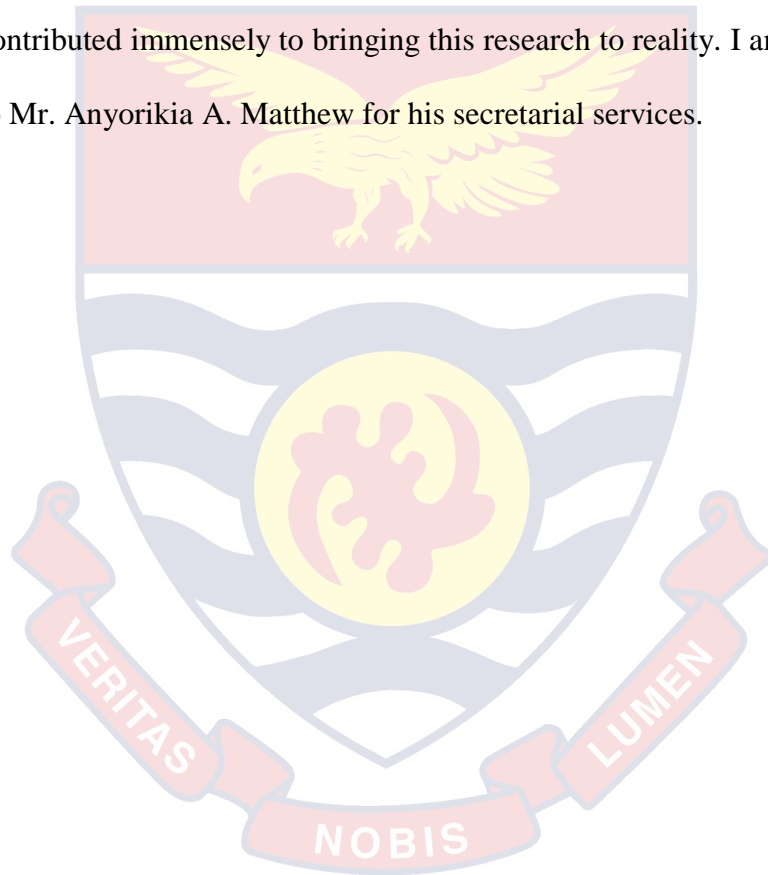
Subjective Norm



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DEDICATION

To the entire Azuyie family from Nadema in the Builsa South, especially
Awoniame, Awonwie and Alanyam.



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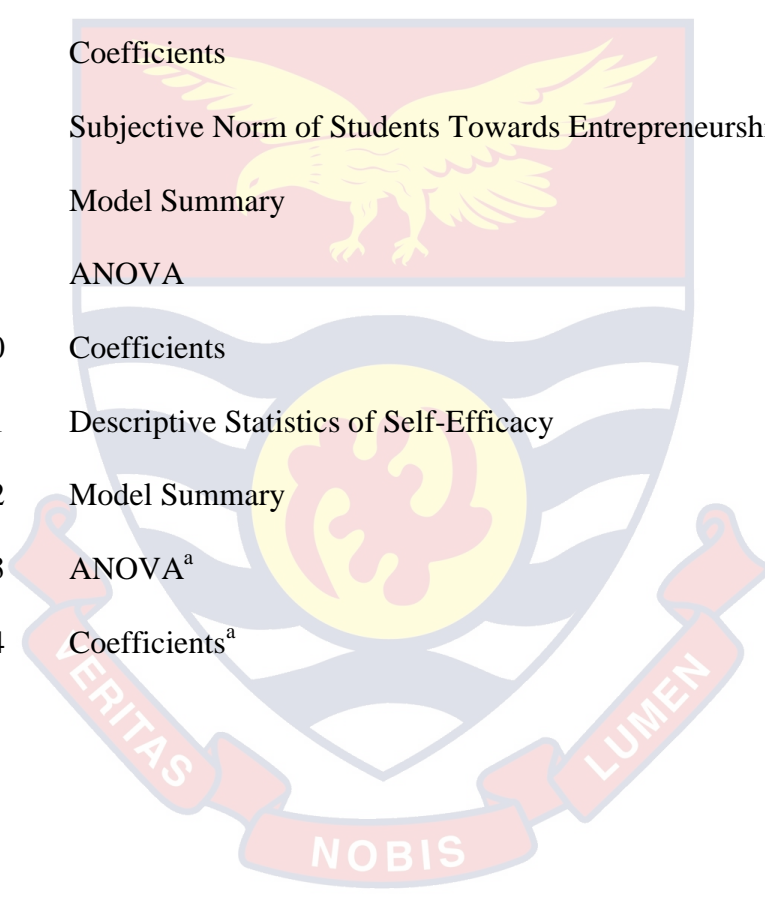
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LIST OF ABBREVIATIONS

HEIs	Higher Educational Institutions
HND	Higher National Diploma
KMO	Kaiser-Meyer-Olkin Measure
KSB	KNUST School of Business
KTU	Kumasi Technical University
TPB	Theory of Planned Behaviour



CHAPTER ONE

INTRODUCTION

The key problem confronting governments across the world today is youth unemployment. This phenomenon is pervasive in developing countries where young graduates cannot find jobs after graduating. Graduate entrepreneurship is globally acknowledged as one of the solutions to youth unemployment. This partly explains the burgeoning increase in entrepreneurship education in many colleges around the globe. It is hoped that, by providing students with entrepreneurship education, they would be motivated to put into practice the entrepreneurship knowledge acquired. This coupled with the dearth of empirical studies on graduate entrepreneurship education instigated the current study which sought to examine the effect of entrepreneurial education on the entrepreneurial intentions of college students.

Background of the study

Entrepreneurship has grown in popularity over the years as a result of its ability to create jobs and positive impact on national economic growth (Davey, Hannon & Penaluna, 2016). Entrepreneurs all over the world are engaged in activities which are making positive impact on the economies of nations and individual citizens (Gouws, 2002). Graduate entrepreneurship is increasingly seen as an important source of competitiveness and the engine of economic growth and development in both developed and developing countries worldwide (Nabi & Holden, 2008).

The influence of entrepreneurship on national economies appears to be growing; this has caused some scholars to describe the phenomenon as “entrepreneurial economy” (Kuratko, 2005). In fact, in this new economic

model, the importance of universities, polytechnics and other universities (HEIs) is important (entrepreneurship economy) has been duly noted (Bell & Bell, 2016; Guerrer, Linan, Toledano & Urbano, 2009). The goal of graduate entrepreneurship training, according to Nabi and Holdeni (2008), is to produce graduate business development that reflects the knowledge so acquired and also as testament of the desire of graduates to embrace business creation.

The popularity of entrepreneurship education has seen a burgeoning increase over the years since its inception in Harvard University in the 1940s. This popularity grew among business schools in the 1970s. About 300 universities in the USA in the 1980s offered entrepreneurship courses. Furthermore, Couetil, Shartrand and Reed (2016) found as many as 3000 institutions of higher learning offering entrepreneurship education. In other nations, such as England (Levie, 1999), Spain and the Netherlands (Koch, 2003), the rapid growth of enterprise education was also observed. Not surprisingly, entrepreneurship in universities is among the fastest growing topics (Solomon, Duffy and Tarabishy, 2002). Entrepreneurship classes, programs and activities are not only offered in business schools, but also common for students in engineering, social sciences and arts (Kuratko 2005).

As a result of the economic difficulties currently experienced around the globe, coupled with the rapid development of technology, tertiary education is no longer a guarantee of employment (Collins, Hannon & Smith, 2004). Entrepreneurship plays an important part in a country's economic growth and job creation. It has been argued that entrepreneurial education is an effective way of promoting and developing entrepreneurial interest among tertiary students. Therefore, considerable agreement exists about the

importance of promoting entrepreneurship to stimulate economic development and employment generation (Denanyoh, Adjei & Nyemekye, 2015).

According to the World Bank, 50% of graduates from universities and polytechnics in Ghana fail to find jobs for two years after serving a one-year mandatory national service, 20% find no jobs for three years. In other African countries (e.g., Kenya and Mozambique) there are similar situations in which the majority of university graduates depend on informal jobs that are deemed vulnerable. In order to tackle these issues, several universities have set up entrepreneurial training programs in three countries that target both undergraduate and graduate students, Robb, Valerio and Barton (2014). The same report also identified entrepreneurship education in Sub-Saharan Africa as a stimulant to stimulate innovation and create employment for the graduates from universities, polytechnics and other universities.

According to Kelly, Bosoma and Amoros (2010) entrepreneurship can serve as a source of income when an economy is unable to provide enough jobs or other alternatives for wage or wage generation, and positive social value has been established. Furthermore, Indarti, Rostiani and Nastiti (2010) found that the background of non-economic and business education greatly influenced the future intentions of being an entrepreneur. This observation of Kelley et al (2010) is particularly true in a developing country context. For example, as many as 50 percent of graduates who leave Ghanaian universities and polytechnics will not find jobs for two years after their national service and 20 percent of them will not find jobs for three years (Aryeetey, 2011, as cited in Owusu-Ansah & Poku, 2012).

Knight (1987, 2002) maintains that the number and quality of graduated entrepreneurs entering an economy is being affected by entrepreneurial education at business schools. In recent decades, policymakers and academics have therefore focused on the importance of business education and training for economic growth and growth, which can be attributed largely to the importance of the role of entrepreneur across all economic systems. (Piperopoulos, 2012). It is, therefore, not surprising that in the Ghanaian context most of the tertiary institutions have entrepreneurship course as part of their curriculums.

There is still an ongoing debate about how entrepreneurship education should be conceptualised and defined (Nabi, Holden & Walmsley, 2006; Nabi & Holden, 2008). Nevertheless, Entrepreneurship education is defined by Linan (2004) as "all or not all of the training and education activities that seek in the participants to develop intention or some elements that affect the intention, such as enterprise knowledge, entrepreneurial activity desirability and feasibility" (p.12).

While acknowledging the lack of consensus on the definition of graduate entrepreneurship, in general it is conceived as the relationship between graduates and entrepreneurship (as the result of university education), (in terms of the career orientation, attitudes and behaviour) (Nabi, Holden & Walmsley, 2006; Nabi & Holden, 2008). Entrepreneurial intentions on the other hand can be described as a conscious awareness and conviction by an individual that they intend to set up a new business venture and plans to do so in the future (Bird, 1988; Thompson, 2009). This suggests that there is some

relationship between entrepreneurship education and entrepreneurship intentions, which this study seeks to establish.

Entrepreneurial intention is a dimension of entrepreneurship that has attracted interest from both practitioners and academics (Krueger & Brazeal, 1994; Krueger et al., 2000). Entrepreneurial intent is the primary steps towards full engagement in entrepreneurship – that is the ability to spot business opportunities and transform same into a business model (Krueger & Carsrud, 1993). Consequently, "many of our business activities are deliberately planned" (Krueger et al., 2000, p. 413). (112). Additional business students such as Autio, Keele, Klofsten, Parker and Hay (1997) and Kolvereid (1996) support the assertion that entrepreneurship is a planned behavior. Planned conduct is deliberate and is best forecast for purposes (Ajzen, 2005; Krueger & Carsrud, 1993). Business or company rarely appears suddenly. Instead the complex nature of entrepreneurship usually requires a careful schedule for a certain period of time.

When entrepreneurship began in the work of science, the psychologist Bandura (1977) introduced the concept of self-efficacy, within social cognitive theory, usually defined as "confidence in one's ability to organize and carry out the courses of action needed for managing the future" (Bandura 1995, p. 2). Earlier studies have demonstrated a positive attitude towards business and small business by university students (Birdthistle, 2008). After reviewing the literature, Dickson, Solomon and Weaver (2008) found that entrepreneurship is associated with tertiary study and the success of entrepreneurship.

Indeed, the popularity of entrepreneurship education has surged over the years, such that as many as 1,500 universities and universities worldwide have embraced it (Charney & Libecap, 2000), from a simple course offered by some universities in countries such as the USA to a variety of undergraduate, post-graduate and long-term programs. The number of students enrolled in the top 5 U.S. business school in 1996 has risen by over 90% in just three years, while the amount of modules available has increased by over 70% in 1996 to 1999, according to Foote (1999). More recently, Solomon (2007) suggested that entrepreneurship and small business education is offered in more than 1,200 colleges and universities in the USA.

Shane (2003) also remarked that 'Every campus, as it appears, has a wealth of courses on how to start and fund new businesses, and that entrepreneurial ambitions amongst business school students are also extremely strong [...].' More than 42% of Europe's 164 largest business schools have developed unique business centers that represent the change from 'controlled' to 'contractual' economy (Thurik & Wennekers, 2004). Owusu-Ansah and Opoku (2012) have pointed out that a number of tertiary institutions across Ghana have begun offering entrepreneurial programs in order to raise awareness and inspire students in their career growth to take self-employment into consideration.

The belief that entrepreneurship is the solution of youth unemployment in developing countries is a very strong reason for the promotion of entrepreneurship (Owusu-Ansah & Poku, 2012) and especially of graduates of tertiary institutions. That is why the study sought to concentrate on students at Kumasi University of Technology (KTU). It is one of the ten public funded

polytechnics in Ghana. The institution known earlier as Kumasi Technical Institute was founded in 1954, but began actual teaching and learning in 1955, dealing mainly with craft courses. On 30 October 1963, it was made a Polytechnic. The university currently has a student population of over 10,000. This study focuses on only students who have taken entrepreneurship course.

Statement of the Problem

A significant number of human resources research that have been conducted over the years are concentrated primarily on graduate school and career growth as part of organizational work. (Arnold & McKenzie Davey, 1992; Graham & McKenzie, 1995). There is, however, a lack of research which focuses on entrepreneurship education, particularly in the areas of business intentions and developmental experiences in a non-traditional context (King, 2003). This is important, given that, the number of students contemplating or pursuing their entrepreneurial careers and the varied contexts in which graduates pursue a career in entrepreneurship (Robertson & Wilkinson 2006; Harding 2007; Holden, Jameson & Walmsley 2007).

Nabi and Holden (2008) have maintained that there is relatively little research that have adequately dealt with all dimensions of student / graduate entrepreneurship education. Perhaps this is so because the entrepreneurship education appears to be a new phenomenon (Kabongo & Okpara, 2010). It is therefore, been suggested that further research is needed to illuminate all the dimensions and nuances of entrepreneurship education vis-à-vis students' entrepreneurial intentions. Besides, much of the research in this field has largely been focused on developed countries. Curriculum growth, and the relative impact of various approaches to business / entrepreneurial education

and training are important because they can be learned and exchanged (Nabi & Holden, 2008).

Studies have identified entrepreneurial intent as a key component of start-ups and are thus should be given special attention. However, most of the previous studies in business plans have concentrated on industrial developing countries such as Scandinavia and the USA, as described above. (Autio, Keeley, Klofsten, Parker & Hay, 2001; Krueger, Reilly & Carsrud, 2000) or others such as Norway (Kolvereid, 1996), Spain (Linan, Urbano & Guerrero, 2011) and Taiwan (Linan & Chen, 2009). It is for this reason that this study sought to examine the impact of entrepreneurship education on the entrepreneurship intentions of KTU students. The KTU was selected because it is a technical university whose core mandate is to provide students with practical and hands on training. It is therefore important to examine the entrepreneurial intentions of these technical students.

It is widely acclaim that education and entrepreneurship education has the capacity to influence the conduct and attitudes of students and their future entrepreneurial intentions and aspirations (Kolvereid & Moen 1997; Peterman & Kennedy 2003; Noel, 2001). Previous research results indicate that entrepreneurial skills can be gained and students' attitudes towards entrepreneurship can be affected by entrepreneurship. (Gorman, Hanlon & King, 1997; Mitra & Matlay, 2004; Kuratko, 2005; Florin, Karri & Rossiter, 2007). This and many other positive effects of entrepreneurship education are what instigated this study.

Purpose of the Study

The purpose of the study was to assess the effects of entrepreneurship knowledge on the entrepreneurial intentions of students of Kumasi Technical University in Ghana.

Objectives of the Study

The main objective of this study is to assess the effects of entrepreneurship education on the entrepreneurial intentions of students of Kumasi Technical University. This will be pursued through the specific objectives:

1. To examine the influence of entrepreneurship knowledge on attitude of students towards entrepreneurship.
2. To examine the influence of entrepreneurship knowledge on the subjective norm students, towards entrepreneurship.
3. To examine the effect of entrepreneurship knowledge on self-efficacy of students towards entrepreneurship.

Research Questions

1. What is the influence of entrepreneurship knowledge on attitude of students towards entrepreneurship?
2. What is the influence of entrepreneurship knowledge on the subjective norm students, towards entrepreneurship?
3. What is the effect of entrepreneurship knowledge on self-efficacy of students towards entrepreneurship?

Significance of the Study

Graduate employment in Ghana has reached unacceptable levels over the years despite several efforts to curb it. The results of the study will provide

empirical evidence of the nature of curriculum designed for entrepreneurship education in the country's Technical Universities. It will also provide the basis for rekindling the interest of polytechnic students in self-employment after school in order to reduce the unemployment menace in the country. Moreover, the trial-and - error process of acquiring entrepreneurial experience would be substantially minimized and that skills acquired through planned learning structures would become more effective.

The study findings would also be useful to policy makers such as government, employers, academic institutions and development partners as they work to device appropriate strategies to help dynamic and ambitious polytechnic graduates with the needed assistance to implement their business plans. The study would further make significant contribution to the existing literature on entrepreneurship education in Ghana and the world as a whole.

Delimitations

This study sought to examine the impact of entrepreneurship knowledge on career intentions of students of Kumasi Technical University. The study would be a cross sectional survey in nature. Attempts would not be made to cover all aspects of entrepreneurship. The study is also limited to students of Kumasi polytechnic and not all polytechnic students in Ghana.

Limitations

This study, like any research work, has some limitations. The sample of the study, though adequate, should have covered more colleges. This would have allowed for the findings to be more reliably generalised. This also had limitation regarding issues and dimensions of entrepreneurship education. For instance, this study did not cover the issue of the scope and content of

entrepreneurship education. Time was the main challenge for the researcher in carrying out this study.

Definition of Key Terms

The concept of entrepreneurship has engaged the attention of scholars for several decades. There is, however, still on-going debate about how to define the phenomenon. It is important for the concept to be defined. By defining entrepreneurship, one would appreciate essence of aligning the concept of entrepreneurship education with the appropriate target audience, course contents and teaching methodologies. The following paragraphs in this session will be reviewing some of the definitions offered by scholars.

Schumpeter (1934) describes the entrepreneur as someone who generates actionable ideas, disrupt the status qua. Innovation instigates new product development, new methods of production and service, new outlets, new business models and new markets. Company is closely related in this respect to the ability to develop new products (Timmons, 1989). This makes it crucial for entrepreneurs to detect an opportunity overlooked by others. Cunningham and Lischeron (1991) other commentators for example, recognized that entrepreneurship was a complex activity that included the creation, selection, procurement and management of a new business. By establishing a new firm or purchasing an existing organization, Vesper and Gartner (1997) have conceptualized entrepreneurship as an enterprise. Based on the perspectives of the scholars above this study defines entrepreneurship as the ability to spot a commercially viable opportunity and take steps to exploit it.

Entrepreneurship Education

This study defines entrepreneurship education as the process of equipping learners with entrepreneurship knowledge and a skill, which is the knowledge, required successfully creating and managing a business. By so doing it is expected that students should improve their entrepreneurial attitudes towards entrepreneurship as career path utilising the knowledge and skills acquired during the formal solve complex business problems and risks associated with entrepreneurship.

Entrepreneurial Intentions

Bird (1988, 1992) defined entrepreneurial intension as a cognitive process that conditions the mind to consider to creating a new business and successfully manage same. Tubbs and Ekeberg (1991) deals with the manifestation planned actions and claimed that their goal is to portray action designed for the conduct of entrepreneurs. Based on these concepts, this study describes entrepreneurship intention as a cognitive representation of acts that use entrepreneurial learning (knowledge and skills) in order to exploit a business opportunity.

Attitudes towards Entrepreneurship

This study considers attitude towards a behaviour as the degree to which an individual expresses a like or dislike for a particular course of action. It depends on the evaluation by the person of the behavior's expected effects. This fact reflects conviction that the actions (i.e. behavioral beliefs) will produce results.

Perceived behavioural control

By this study perceived behavioral control (self-efficacy) describes how an individual perceives the difficulty or ease of performing a particular function. It relates to perceptions about the availability of help and resources or obstacles to conducting an entrepreneurial activity (perceptions of control).

Subjective Norm

From the perspective of this study subjective norm refers to the social pressures perceived by individuals to perform or not to perform a particular behavior. It relates to the beliefs that other people encourage or discourage the practice of a particular behavior.

Organisation of the Study

The study consists of five chapters. Chapter one presents the introduction, which includes the background to the study, statement of the problem, study purpose, research questions, study significance, study scope and study organization. Chapter two contains an examination of the related literature. Chapter three describes the methodology used in conducting the study. It included the research design, population, sampling technique and sample size, testing tools and administration as well as data analysis. The presentation and analysis of data collected and discussion of results are detailed in Chapter four. Finally, Chapter five provides the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The previous chapter introduced the key concepts as well as the theories that underpin this study, which sought to assess the effects of entrepreneurship knowledge on the entrepreneurial intentions of students of Kumasi Technical University in Ghana. This chapter presents detailed reviews of the concepts (entrepreneurship, entrepreneurship education and entrepreneurship intent) and theories (the theory of planned behaviour and the traits theory). Also included in this chapter are the empirical review and the conceptual framework.

Theoretical Review

This section presents a review of the theories that are related to the subject matter under investigation. This review looked at the trait model and the theory of planned behaviour.

Theory of Planned Behaviour (TPB)

The theory of planned behaviour TPB is an extension of the theory of reasoned action (TRA). TPB can be used to explain any behavior that involves planning, for example entrepreneurship, according to Ajzen (1991). In reality, TPB is also reputed as a theory which could be used to predict intentions (Halder et al. 2016; Paul et al., 2016), hence appropriate for this study which seeks to examine entrepreneurial intentions. According to the TPB, intention is characterised by three attitudinal precursors. That include behavioral behaviors, social norms and behavioral management. Behavior attitude- is the extent to which an individual has a positive or unfavorable assessment. It depends on

the evaluation of the person's predicted behavioral performance. This element catches the convictions of future action consequences (i.e., behavioural beliefs). For instance, a person who believes that it's helpful to conduct certain behaviour, otherwise, will have a negative position on that behavior.

Subjective norm describes a perceived societal influence being exerted on individuals to carry out a particular act or not. It concerns the convictions of others that support or discourage a certain action. An individual is likely to conduct himself in a particular way if people who exert significant influence are in favour of that act. In contrast, the individual is subjected to a norm which forces them to avoid actions. The sense of ease or difficulty in conducting an actions on the other hand is a perceived behavioral influence. It is linked to the convictions that supports and tools or obstacles to entrepreneurship (control beliefs) are available.

The TPB can be used to explain any activity which needs some prior planning. The model has consistently been rigorous when it comes to projecting actions and goals, such as health care (weight loss, stopping smokers), protection (use of seating belts), marketing (use for coupons), and job selection (Ajzen, 1987; Ajzen & Fishbein (1980; Sheppard). In industry, the use of TPB to research entrepreneurial purposes is increasingly common (Audet, 2002; Autio et al., 2001; Fayolle, Gailly & Lassas-Clerc, 2006; Gelderen, Brand, Praag & Bodewes, 2008; Gird & Bagraim, 2008; Kolvereid, 1996; Krueger et al., 2000; Souitaris et al., 2007; Tkachev & Kolvereid, 1999; Veciana, Aponte & Urbano, 2005). For instance, Kolvereid (1996) has adopted the TPB to forecast 128 Norwegian undergraduate entrepreneurs' choice of jobs. Their findings indicate that entrepreneurial intention and

demographics have an indirect effect on purpose through its three precedents, as well as the subjective norm and perceived behavioral regulation.

Tkachev and Kolvereid (1999), who surveyed 512 students from selected universities in Russia and analyzed their business intentions in the region, obtained similar results as those of the Norwegian study. The authors found that the three construct (attitude towards entrepreneurship, subjective expectations and perceived behavioral controls) significantly affected the students' entrepreneurial intentions. In addition, Autio et al., (2001) applied the TPB and analysed the factors influencing the entrepreneurial intentions of students from Finland, Sweden, the United States and the United Kingdom. Their findings show that TPB is robust across samples from many countries and the most important factor in entrepreneurial intent is perceived behavioral regulation.

The influence of an entrepreneurship curriculum was evaluated by Fayolle et al. (2006) from the TPB. They find that students have strengthened their entrepreneurial behaviors and goals greatly across the business program. Similarly, in terms of entrepreneurship attitudes and ambitions of science- and engineering students, Souitaris et al. (2007) assessed the impact of a business course. The findings revealed that the programs improved the students' behaviors and intentions. The most critical advantage of entrepreneurial education was also influenced.

TPB was studied by Gird and Bagraim (2008) in two universities in Western Cape, among final-year business students. They found that, through its three antecedents, TPB greatly clarified the entrepreneurial aspirations of the student and previous entrepreneurial experience. Gelderen et al. (2008)

also researched business students' entrepreneurial intentions. They found that entrepreneurial alertness and financial stability are two key variables that predicts entrepreneurial intentions.

Trait model

The basic assumption underpinning the trait model is that the uniqueness of human beings emanates from the distinct character traits exhibited by people. Personality according to Ajzen (2005, p2) is the “characteristics of individuals that exert pervasive influence on a broad range of trait relevant responses.” From the Schumpeter theory of innovation, that the trait model could have been developed. Schumpeter (1934) argued that “entrepreneurs differ from non-entrepreneurs not because of intelligence or interpretation gaps but because of the success of the creative act itself” (p.88). Some psychologists, such as McClelland (1961) and Hagen (1962), shared the perspective of Schumpeter (1934), who carried extensive investigation into why entrepreneurs are not risks averse. These psychologists defined the impetus for performing tasks, based on the economic value of entrepreneurship.

The trait theory became a popular concept in the field of entrepreneurship in the 1980s and 90s. Entrepreneurs' psychological characteristics are considered an important aspect of the overall model of entrepreneurship (Herron & Robinson, 1993; Mueller & Thomas, 2000) and are closely related to the motivation and the aim of entrepreneurship (Bird, 1988; Grant, 1996; Learned, 1992). The design model is actually expected to have certain characteristics that distinguish it from others. In order to determine the difference between contractors, a large number of characteristics

were identified. These psychological traits include desire to excel, locus for control, risk-taking tendencies, tolerance for uncertainties, trust in oneself. These are also known as business characteristics.

The discussion thus far on the trait model indicate that an entrepreneur is spotted based on certain character traits. Some analysts, however, questioned the presumption that business should concentrate on company contact with the environment (Drucker 1985; Gartner 1988). Drucker (1985) criticized trait models and argued that entrepreneurship is action and should be interpreted through conduct habits rather than personality features. The Author emphasized that it is necessary to train potential entrepreneurs to conduct entrepreneurship practices in the entrepreneurial business. In addition, Schultz (1975) submitted that the key role of entrepreneurs is to deal with imbalance. Anyone with control capability and ability to carry out the company operation in this context can be seen as a businessman.

Entrepreneurial Intention

Intention is noted for being a good predictor of human behaviour (Tubbs & Ekeberg, 1991). Social activities are voluntarily regulated, such as starting new companies, and the best predictor for these activities was found in intentions (Ajzen, 1991; 2005; Bagozzi, Baumgartner & Yi, 1989). Entrepreneurship is formulated in many forms, including entrepreneurship. For example, Katz and Gartner (1988) planned entrepreneurship in search of knowledge and other resources to launch. Bird (1988, 1992) saw intention as a way of thinking which stresses personal attention and experience in order to develop a new venture successfully. Tubbs and Ekeberg (1991) concentrated

on cognitive representation and claimed that an aim was that the activities intended to pursue a business conduct would be portrayed.

Other scholars, such as Reynolds and Miller (1992), conceive entrepreneurial intention as personal pledge to start up a business. Likewise, Krueger (1993) and Krueger, Reilly and Carsrud (1995) have argued that the goal is business engagement. Based on the definitions listed above, entrepreneurial intent can be defined as the cognitive depiction of behavior for the use of entrepreneurial learning (Knowledge and skills).

Entrepreneurial intention has proved to be uncomplicated, and has often been used in entrepreneurial research (Bird, 1988; Carr & Sequeira, 2007; Krueger, Reilly & Carsrud, 2000; Wilson, Kickul & Marlino, 2007) and has been used in several studies as a dependent variable. (Autio, Keeley, Klofsten & Ulfstedt, 1997; Davidsson, 1995; Kolvereid, 1996; Tkachev & Kolvereid, 1999; Souitaris, Zerbinati & Al-Laham, 2007) Studies show that, in turn, entrepreneurship predict entrepreneurship and entrepreneurship attitudes effectively (Ajzen , 1991; 2005). That means that factors affect entrepreneurial behaviour, which stems from perceptions by influencing intentions. As perception-driven behaviors and actions are learning (Krueger and Brzeal 1994). They are not. Therefore, it is necessary to encourage entrepreneurship to cultivate entrepreneurial attitudes and intentions through entrepreneurial education.

Entrepreneurship Education

Interests in entrepreneurship education have grown steadily since the 1950s. In recent years, entrepreneurship has become significant component business education (Solomon & Fernald 1991).In the light of different

interpretations of the entrepreneurship concept (Fones & English, 2004), however, there has been a lack of agreement about how to conceptualise entrepreneurship education. According to Hood and Young (1993), the education of entrepreneurship teaches people effectively to create and to run companies profitably. Bechard and Tolohous (1998) argued that entrepreneurial education is a business experience and business growth program or course that seeks to incorporate and educate start-ups. Kourilsky (1995) understood entrepreneurial education as regards market opportunity recognition, the allocating of capital, risk management, and developing a new company as Gottleib and Ross (1997) understand entrepreneurial education for the purposes of education for creativity and innovation.

Some researchers looked at the gap between business education and training (Henry, Hill & Leitch, 2004; Hindle, 2007). They argued that entrepreneurial education and business management are different. Entrepreneurship education focuses on entrepreneurs' specific activities which highlight innovation and business development. Conventional business training explores general management relevant to facets of corporate governance (Klandt, 1998). In order to be applicable to the development of new business ventures, the education of entrepreneurship should be based on aspects of market entry (Gartner, Bird & Starr, 1992).

Furthermore, the definition of market opportunities may be established by entrepreneurial education. Davidsson (2004) states that entrepreneurial education teaches students how to identify, assess and explore market opportunities by whom and through what approaches. This concerns the

educational content, the target audience and the skills for managing companies.

According to Lans, Hulsink, Baert and Mulder (2008) entrepreneurship education can be delineated into different dimensions including educational efforts in terms of changing the state of mind, improving entrepreneurial conduct and coping with some unique business circumstances, according to Hulsink, Baert and Mulder (2008). In the first example, preparation should concentrate on developing acceptable values, principles and habits in accordance with good entrepreneurship and intrapreneurship. In the second case, with regard to entrepreneurship as an issue of conduct, education should facilitate the transfer of unique skills linked to business behaviour (whether on the part of the independent contractor, manager or employee). In the third scenario, where entrepreneurship matches the mastery of particular circumstances, training should concentrate on the management of practical know-how – for example, on how to start a business, how to enter the market, etc. The latter situation is particularly concerned with individuals who intend to set up their own business.

Based on the views expressed above, it can be inferred that entrepreneurship education is intended to increase understanding of entrepreneurship (basic concepts and knowledge relevant to entrepreneurship) (Bechard & Tolohous, 1998) and to build the requisite skills and competences to deal with entrepreneurial activities (Davidsson, 2004; Gottlieb & Ross, 1997), which differ from conventional business activities. (Henry, Hill & Leitch, 2004; Hindle, 2007; Klandt, 1998). Based on this, the process of transmission of entrepreneurial knowledge and skills to students is described

as the process of helping them take advantage of a business opportunity by this study. In this respect, students should enhance their attitudes to entrepreneurship (wish ability and interest) and improve the requisite know-how and skills for overcoming complex and entrepreneurial risk or uncertainties.

It is imperative to stress that entrepreneurship education is beneficial for both those who aspire to become entrepreneurs and those who do not aspire to be entrepreneurs. The former group is a popular target group for entrepreneurship training (Klandt, 1998). The latter group of entrepreneurs who are not interested can also take courses and programs on entrepreneurship. Since entrepreneurial training will provide them with the basic knowledge of business, develop their entrepreneurial skills and creative know-how, boost their entrepreneurial attitudes and promote interest in the phenomenon.

Education training should therefore be given not only to the group interested in entrepreneurship but also to those who have not developed their business interests. Courses should focus on (1) equipping students with information and entrepreneurial skills and (2) developing their entrepreneurial attitudes and intentions. Therefore, we argue that it is important to determine what kinds of skills (knowledge and abilities) a program and course can offer, as well as its impact on evolving entrepreneurial attitudes of the students. This will include useful perspectives and advice on how to develop effective entrepreneurial education techniques.

The growing interest in appreciating entrepreneurial behaviour has led to a demand for enhanced entrepreneurial skills and abilities to cope with risks

and insecurities. More important are the complex economic , social and political challenges of creativity , imagination, self-confidence, risk-taking, willingness to adapt and problem-solving in different ways. Indeed, all these attributes apply to Indeed, all these attributes apply to company. Consequently, there was never a greater need for entrepreneurial preparation. Amiri and Moradi (2009) have mentioned that entrepreneurship is necessary for preparing graduates of polytechnics but that the training should not be completed until graduation. It is critical for the curriculum of higher education institutes to concentrate on entrepreneurship in this era of global youth unemployment. Consequently, there was never a greater need for entrepreneurial preparation. Amiri and Moradi (2009) have mentioned that entrepreneurship is necessary for preparing graduates of polytechnics but that the training should not be completed until graduation. It is critical for the curriculum of higher education institutes to concentrate on entrepreneurship in this era of global youth unemployment.

Education is intended to encourage entrepreneurship through the advancement of cognitive skills needed to leverage opportunities for business and new entrepreneurial innovations (DeTienne& Chandler, 2004; Honig, 2004). The students will learn and incorporate the theories and strategies necessary for start — ups through their experience of finding and searching for a business opportunity. These cognitive effects are to be used to boost entrepreneurial education in finding or recognizing opportunities (Parker, 2006). Further business preparation can also boost entrepreneurship by influencing students ' perceptions and intentions in a cultural way. (Peterman & Kennedy, 2003).

Entrepreneurs are viewed more as generalists with a range of skills than experts in specialised fields (Lazear, 2004; Michelacci, 2003). Entrepreneurs need not only technologically experience, but also business skills and creative abilities to create a new company. The multifunctional role demonstrated by the entrepreneurs includes domain and general management skills that enable entrepreneurs to deal with entrepreneurial risk and uncertainty (Lazear, 2005). Business education therefore must be broad-based and realistic, deliver management, leadership and organizational experience and highlight business planning approaches (DeTienne & Chandler, 2004; Garavan & O’Cinneide, 1994; Honig, 2004).

It is expected that entrepreneurship education positively impact students’ “entrepreneurial attitudes and intentions – designed to get students to start their own business” (Nelson & Mburugu 1991, p. 34). Hartshorn (2001) argued by acquiring entrepreneurship knowledge any student is able to become an entrepreneur through practicing entrepreneurship. Different individuals have different capacities and characteristics for undertaking activities. Students from various disciplines (e.g. industry, engineering, arts, etc.) need to be provided with opportunities to learn entrepreneurship.

Empirical Review

Da Costa and Mares (2016) conducted a study that looked at the impact of social expectations and skills on students’ entrepreneurial intentions. The study also tried to understand the effect on the ambitions of entrepreneurship students of gender, age, job experience and self-employment. A quantitative methodology was adopted for the study. A sample of 124 students who studied entrepreneurship course in the academic year 2013-2014

from the College of Business Administrators, Setubal Polytechnic Institute, was surveyed. Factor analyses for distinguishing variables as well as the study of the relationship and testing of hypotheses were used in statistical techniques. Studies have found evidence of the relationship between entrepreneurial intent and attitudes towards entrepreneurship, subjective expectations and perceived behavioral regulation in previous research studies. These findings also indicate that gender and age are strongly linked to business intentions. One of the drawbacks of this study was its sample size, which is too limited to generalize the results.

Hattab (2014) conducted a study that sought to assess the effect dedicated entrepreneurship module on the entrepreneurship intentions of selected Egyptian college students. Hattab sought to compare students who took the path of entrepreneurship with the ones not. Hittab (2014) carried out this research . The study was different from Da Costa and Mares. At the time of the inquiry, the participants included students from three faculties: Engineering, Business Studies (BS) and Computer Science (CS) at the British University in Egypt, at their honors level. The rationale behind the choice of the three faculties was to compare students who had undergone formal business training (BS and CS) and who weren't (engineering) to see if the research objective was relevant in nature. Earlier this semester, and at the end of the semester before and after their introduction to structured business training, a further contrast was made between CS students to see how their entrepreneurial goals were influenced by their entrepreneurial experience.

The questionnaire was distributed to all Honors (376 students), but only 180 completed sets were found. The desirability was seen as a combined

personal attitude, defined as an individual's perception of the importance of entrepreneurship and perceived social norms which defined students as expectations or pressure from families, peers and society not to develop their own businesses. In order to eliminate the unacceptable products, the author carried out a reliability audit and an internal accuracy review prior to the analysis.

Normality assessment was performed before further testing of the hypotheses. As the meaning of the Shapiro-Wilk test was under 0.05, the data then varied dramatically from a standard distribution, so the hypothesis was checked with a Mann-Whitney U test. The paired t-test analyses were performed to complement the tests of hypotheses. In order to assess the strength of the relationship between the various variables, multiple correlation tests were performed at the end. The findings indicate that the percentage of students who aspire to enterprise in three faculties of engineering, informatics, and business studies is in some way high. However, the proportion of students who reported their disinterest in entrepreneurship was higher among engineering students who were never exposed to business education. In comparison with computer science students, the group which studied entrepreneurship tended to start their own business.

The study concludes that education has a positive influence on the desirability of self-employment viewed by students. The degree of entrepreneurship among Egyptian students has been shown to increase education. This research is mainly conducted on the sample size and the number of questionnaires discarded which leave a small sample size for analysis. The validity of the outcomes achieved is thus diminished.

The factors affecting polytechnic students' decision to graduate as entrepreneurs were investigated by Wongnaa and Seyram (2014). The study used primary data from 250 randomly selected Kumasi polytechnic students. Descriptive statistics and the likelihood trend were used to examine the factors that affect polytechnic students decisions as entrepreneurs. The results of this study show a substantial positive effect on the choice of students as entrepreneurs when students are worried about their choices regarding public opinion (extraversion , neuroticism, convenience), support for family and friends, occupation of parents, education in entrepreneurship, gender and financial access).

Gerba (2012) conducted a study on the impact of entrepreneurial education on entrepreneurial intentions of business and engineering students in Ethiopia. The purpose of this study was to examine the entrepreneurial intentions of undergraduate university students in Ethiopia by making a comparative analysis among different groups of students. In this study, the main contextual variable used was instrumental readiness (access to resources, access to knowledge, and social networks). In this research, demographic variables were seen as indirect influencers of intent, such as gender, entrepreneurial education and exposure to entrepreneurship. Data were collected through a questionnaire survey conducted in 2009 in Addis Abeba and Jimma Universities, which was conducted to fully-fledged prospective graduates in engineering and business management.

The research included 523 graduates from both universities (regular program) and 236 students (45 percent of the total population). The survey students were assigned the questionnaire. To pick the sample size of 236, a

laminated random sample method was used. Around half of respondents (51%) were senior managers (or entrepreneurs) while the other 49% or senior engineers (all of whom did not take an entrepreneurship course). In order to examine how different variables affect self-employment intentions, the interrelation coefficients were measured. In order to quantify the average response and varying response, descriptive statistics such as medium and standard deviation were used as well. Hypotheses were tested using independent t-test by using separate t-tests and one-way ANOVA and the significance was determined at p. 0.05.

The study found that students of business management who took entrepreneurship courses at university in general showed more interest in entrepreneurship than students of engineering who did not take entrepreneurship course. Education has a positive relationship with entrepreneurial intentions by encouraging individual students to develop interest in entrepreneurship also take charge of their internal locus of control and increases their perceived behaviour control. With regard to the effect gender on university student' entrepreneurial intentions, the study showed that male students who had taken business management courses expressed greater intentions to take to entrepreneurship than female students of business management who had undertaken business entrepreneurship courses. Both male and female students of engineering students showed less interest in becoming entrepreneurs. The main shortcomings for this study was the sample size and the study units (universities) from which samples were taken.

The effect of entrepreneurial education on the career ambitions of students and their expectations and attitudes to business start-ups were

explored by Owusu-Ansah and Opoku (2012). The main difference between the analysis and Hattab is the methodology. Whereas Hattab used mixed approaches from quantitative Owusu-Ansah and Opoku. This thesis included students in the second year of their studies in the academic year 2010/2011 at KNUST School of Business. For 2010/2011 the total population of KSB students in the second year (352), the questionnaire was distributed to all students, of which 310 were valid questionnaires. This correlates to an 88.1 per cent response rate. Two trainees with business and entrepreneurial experience have also been interviewed to learn more about the survey results. Business students have been surveyed to determine the relative impact of an entrepreneurship program before and after exposure to entrepreneurship. The study revealed that not only entrepreneurial education affects tertiary students' career intentions and ambitions, but also their work intentions and self-employment ambitions.

Gird and Bagrain (2008) have used the theory of TPB to examine entrepreneurial intent of two universities in Western Cape in their final year of study. The total sampling number was 247. Four additional variables that were considered to affect market intentions (personnel characteristics, situation variables, pre-existing entrepreneurship, and demographics) were tested for sufficiency in the TPB theory. As a strong indicator of entrepreneurship, the findings of the multivariate data analysis were verified as the TPB hypothesis. Among all other variables measured alongside TPB was a big predictor of entrepreneurial intentions just before exposure to entrepreneurship. Thus, the analysis concluded that the TPB was a reasonable way to analyze market intentions.

Seet and Seet (2006) examined whether the adoption of entrepreneurship education using experiential learning by universities has positively impacted the attitudes, intentions and knowledge of college students towards entrepreneurship. The distinction between this study and those discussed so far is the use of the Kolb experience learning model as a conceptual framework for understanding the steps adopted by the universities of Singapore to incorporate various types of entrepreneurial education. Data from 760 graduates at the four polytechnic facilities and 3 universities were collected in the academic year 2002/2003 through a purposeful sample analysis. The study results showed that most students (59.9 percent) decided to start their own activities. The sample will be one of the challenges of this study as both subjects were compulsory entrepreneurship and elective training. This may have affected the response, since the motives of these two groups were different.

Lessons from the Empirical Review

The review has revealed useful lessons that could be adopted to better enhance the quality of this work. From the review one can suggest that the TPB has become a popular theory used in the study of entrepreneurial intentions. The findings of the various studies reviewed demonstrate that TPB is a good predictor of entrepreneurial intentions. The review also shows that most studies of entrepreneurial intentions have adopted quantitative method as research design. Most of the studies reviewed used random sampling to select samples for the studies. Other sampling techniques used by some studies were purposive sampling and stratified sampling.

Most of the studies under review have also adopted questionnaire instruments designed by Liñán and Chen (2009). With data analysis most of the studies carried KMO and Bartlett test of Sphericity determine the sampling measure and goodness of it. After this factor analysis is run to select factors that load well and the correlation test is carried out. These were useful lessons that impacted decisions regarding this study.

Conceptual Framework

This conceptual review takes inspiration from the theory of planned behaviour, which has been discussed under the theoretical review. Entrepreneurship as established in the literature is viewed as a panacea to the global menace of graduate unemployment. It goes without saying that special attention ought to be paid to entrepreneurship education in higher educational institutions. One of the functions of entrepreneurship training is to inspire students to see start-up activities as an alternative profession, and to cultivate a positive attitude to entrepreneurship. (Fayolle & Gailly, 2008). Past studies appear to suggest that people who have had formal training on entrepreneurship are highly likely to start their own business some time in their career (Cheng, Chan & Mahmood, 2009). In addition, Franke and Luthje (2004) noted that the university education system must provide an academic climate for high-tech start-ups as a catalyst. According to the study, once a person has entrepreneurship, he or she will be able to pursue a business venture, Ogundipe, Olalaye and Olatunde (2012).

There appears to be a widely accepted view that entrepreneurship education is necessary in order to motivate students in higher educational institutions. The contention currently is what to be taught, how to teach it and

when to teach it (Cheung, 2008). The key questions in this debate are contents- Some say that particular analytical skills should be the priority (i.e., Collinson & Quinn, 2002) or that qualities such as taking risks, imagination, self-esteem and autonomy should be improved. (e.g. Bennett, 2006; Pruett, 2012). Often the decision regarding the content resides with the faculty. Purpose – the debate here is whether to teach students about entrepreneurship or instill entrepreneurship traits in students (e.g. Seikkula-Leino, Ruskovaara, Ikavalko & Mattila, 2010; Fayolle, 2008; Béchard & Grégoire, 2005), yet, again, this decision is solely at the discretion of the faculty. The last contentious issue is effectiveness of entrepreneurship education. Does EE increase students' entrepreneurial intentions (Packham et al., 2010; Souitaris et al., 2007; Wu & Wu, 2008), is it ineffective (Cheng et al., 2009; Gurel, Altinay & Daniele, 2010; Kirby, 2004; Matlay, 2008; Nabi, Holden & Walmsley, 2010; Oosterbeek, Van Praag & Ijsselstein, 2010), or does it have mixed effects (Fayolle & Gailly, 2015)?

It is believed that high school entrepreneurship education has significant impact on students and their wish to start a business after graduation. (Rodrigues, Dinis, do Paço, Ferreira & Raposo, 2012). Being an entrepreneur has many benefits, such as developing your own company and being able to offer greater financial incentives, self-performance, freedom and other desirable results (Segal, Borgia & Schoenfeld, 2005). For instance, entrepreneurship offers individuals the opportunity to work on the things they want to pursue and offers positive returns. Entrepreneurship also gives anyone an opportunity to change their economic and social circumstances. Even if these students don't enter into businesses in the future, they can use their

experience and business skills. These advantages coupled with knowledge acquired from entrepreneurship education could be enough motivation for technical university students to change their attitude towards entrepreneurship.

The conceptual framework in Figure 1 is designed to reflect the proposition of this study. Entrepreneurship education in the framework means entrepreneurial knowledge. Knowledge, such as entrepreneurial idea generation, business planning, resource marshaling and finance, handling of risks and uncertainties and, finally, marketing. This study hypothesizes that acquisition of this knowledge would have a significant effect on entrepreneurial intentions. In the framework, entrepreneurial intention is represented by three constructs – attitude towards entrepreneurship, subjective norm and perceived behavioural control. These constructs have been defined already in Chapter one of this report under definition of terms.

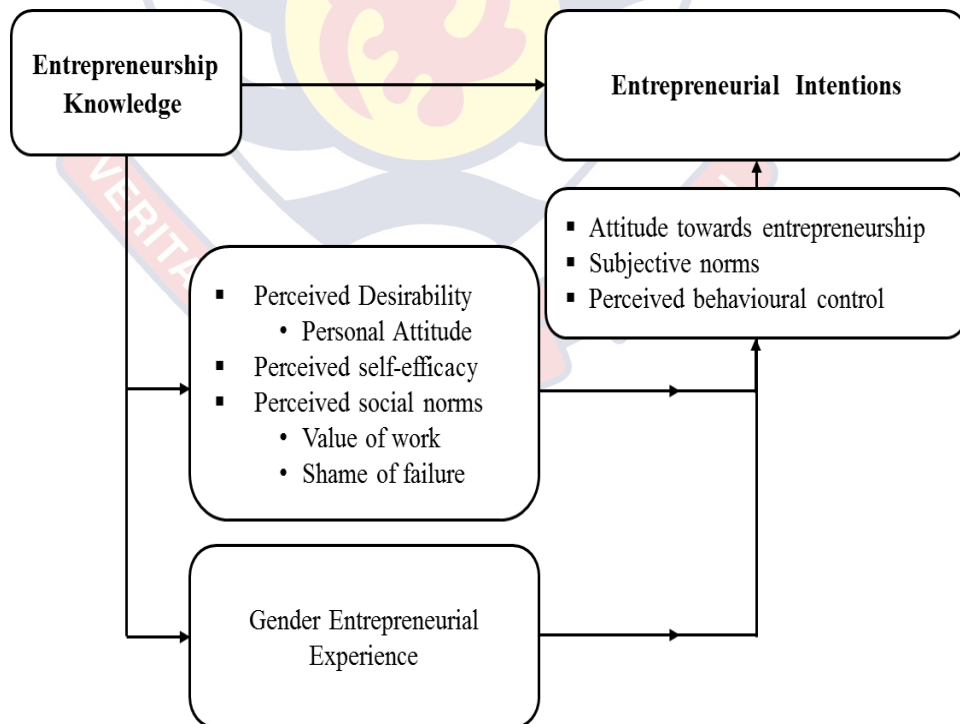


Figure 1: Conceptual framework of the effects of entrepreneurial knowledge and entrepreneurial intentions

Source: Researchers construct (2017)

Chapter Summary

In this chapter, detailed review of the two theories (TPB and Trait theories) that the study anchored on. This review revealed that TPB is a popular theory used in studies on entrepreneurial intentions, hence a justification for it been adopted by this study. Key concepts of the study (entrepreneurship education and entrepreneurial intentions) were discussed extensively in this chapter. Empirical studies were interrogated, lessons from which guided the conceptual framework.



CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of the study was to assess the effects of entrepreneurship knowledge on the entrepreneurial intentions of students of Kumasi Technical University in Ghana; this chapter therefore lays out the methodological tools used in carrying out the research work. The research approach and research design are discussed in this Chapter. Also included in this chapter is the brief profile of the study organisation, population of the study, sample and sampling procedure, data collection procedure, data analysis and validity.

Research Approach

There are three approaches in research, first and foremost; they are qualitative, quantitative and mixed. The approach to quantitative research is based on statistics and numbers, most of which are presented in figures, whereas qualitative approaches depend on a description of an event using words. The mixed method uses quantitative and qualitative technology, on the other hand. The approach to research should be focused on the research questions the study aims to address, according to Yin (1994), since each method has its own advantages and demerits, as well as the manner in which analytical data are obtained and analyzed. The degree to which a research approach should be chosen should also focus on both contemporary and historic developments and the questions asked. Prior to the beginning of this analysis, the quantitative and qualitative research methods were evaluated in comparison and the quantitative research method for the analysis was chosen based on the study objectives.

Research Design

The design of a research refers to the overall strategy of the researcher to obtain answers to the research questions. It includes the conceptual context of the project and concerns the preparation for carrying out the analysis to meet the objectives set (Burns & Grove 2001; De Vos 1998). Saunders, Lewis and Thornhill (2007) have identified research design as a systematic and scientific overview of the approaches taken to conducting a study. The research design also offers direction and advice when dealing with the research issue (Mouton 1996; Polit & Hungler 1993).

This research was quantitative in nature and hence quantitative methods was used specifically a cross sectional survey was used to collect the relevant data. Cooper and Schindler (2006) defines quantitative analysis as measuring variables and generating results in numerical form in which research findings are represented by concrete texts and trust intervals. According to Malhotra (2007), when the objective of a research work is to provide findings that aid decision making then a conclusive /quantitative approach is the best option. This work seeks to examine the impact of entrepreneurship education on the entrepreneurship intentions of technical university students, the findings of which will be useful to the management of the institution understudy.

Cross-sectional study designs have three distinctive characteristics: a time dimension, a dependency not a modification on existing differences, and groups are chosen based on the existing differences rather than random allocation. Only differences between individuals, subjects or phenomena can be studied using the cross-sectional design, instead of change. Researchers

who use this method may only use a relatively passive approach to make causal inferences based on evidence. Cross-sectional studies include at a certain point a 'snapshot' of the finding and the related features.

Cross-section designs concentrate on the analysis and inferences based on known variations between people / subjects or phenomena, as opposed to the experimental design, where researchers are actively interested in creating, evaluating and differentiating the findings. A cross-sectional analysis can use data from a large number of subjects and is not geographically bound, compared to observational studies. A cross-sectional analysis estimates the prevalence of interest outcomes, as the sample is typically taken from the whole population. Since cross-sectional designs typically use survey methods in order to collect data, the cost is very low and time is limited.

However, the use of cross-sectional surveys poses some difficulties. For example, it can be difficult, except in one particular variable, to find individuals, subjects or phenomena to be studied. The findings of the survey are static and time-limited, so there is no evidence of a sequence or historic contexts. Cause and impact of relationships cannot be included in research. Only offer a research snapshot and it is also always conceivable that if another time frame has been selected, a study would produce different outcomes.

Brief Profile of Kumasi Technical University

KTU is a government university in Ghana's Ashanti Region. It lies in the heart of the Ashanti district of Ghana's capital city, Kumasi. The Polytechnic was founded in 1954, but began teaching and training in 1955, primarily with handicraft courses. This was known earlier as the Kumasi Technical Institute. On 30 October 1963, she becomes a Polytechnic and from

then on she works on the Technician and a couple of diplomas. There have also been a variety of technical courses.

In order to provide higher education in engineering, applied arts, science technology-based disciplinary and technical and vocational training Kumasi Polytechnic has been transformed to the present Technical University of Kumasi by the Technical University Act 2016, (Act 922). Since 1993, it has been a long way to be a strong and reputable tertiary institution in the region. The KTU is responsible for preparing Ghana's vital workers for business and industry. In 2009-2010 the University grew to six faculties, one school and two institutes in the academic year 2010-2011, from three faculties and one centre. The University has a student population of over 10,000 and well-qualified teaching and non-teaching staff (Rector's Report, 2013). The institution currently has a student population of ten thousand and forty-one (10,041). The break down according to faculties are as follows; Applied Sciences (932), Built & Natural Environment (638), Business & Management Studies (5614), Creative Arts & Technology (553), Engineering (1408), Entrepreneurship & Enterprise Development (284) Health Sciences (592) (kstu.edu.gh).

Currently, the University is expanding and improving its HND services. High-quality workers in science and technology therefore have been trained to provide them with entrepreneurial skills to meet business needs in particular and to boost the country's general socio-economic growth. In 2005, the University introduced a compulsory entrepreneurship course that every student is expected to study at least for a semester before graduating. Some

departments offer the course for their second-year students, while others do same in the third year for their students.

Population

Burns and Grove (2003) describe population as all the elements that meet the criteria for inclusion in a study. The target population of the study was the second and final year HND students of four departments (Accounting, Marketing, Creative Arts & Technology and Engineering) of Kumasi Technical University in Ghana. The total number of the target population of the study was 1950 students. The students took entrepreneurship course in 2018. This population was made up of 1085 males and 865 females. The population has a mean age of 19.5 and they cover all the three year cohorts of the selected departments. In the estimation of the researcher, the target population was a fair representation considering that the population makes up of two thirds of the university's students' population.

Sampling Procedure

According to Shiu, Hair, Bush and Ortinau (2009) sampling is a collection of a small number of elements and expects the information collected from the sample group to allow accurate judgments about the larger group to be made. Probability sampling technique was employed. Under probability sampling, stratified sampling technique was used to categorize population (the students of KTU) into strata. This was to ensure that all the heterogeneous groups of the population were captured as part of the sample for the survey. This categorization was done according to the departments the students belong. After the categorization, convenience sampling was used to select the respondents from each stratus. Convenience sampling is a technique of non-

probability sampling in which subjects are chosen for their convenient accessibility and proximity to the researcher (Black, 1999). Sampling convenience is very easy to carry out and takes very little time and expense to conduct (Bryman & Bell, 2007). Convenience sampling was adopted for the study because of the mobility of students on campus. With this method, questionnaires were administered to students on availability basis.

Sample Size

Sample size is a critical factor in any research work. A survey makes population inferences. A sample size was determined with the aid of Krejcie and Morgan's (1970) sample size determination table. So, we picked a group of 320 students for the study. This the researcher found to be the optimal number of respondents that would be fairly representative. Therefore, a sample of 320 guarantees the quantitative analysis criteria. The sample size breakdown is as follows; Accounting 107; Marketing 103; Creative Arts & Technology 40; and Engineering 70.

This distribution of the sample size was done based on each department's percentage proportion of the total number of target population. In a survey, there is always a risk that some questionnaires will not be filled up properly. Thus, the researcher recruited and trained the services of field assistance to help explained thoroughly the questionnaire items to respondents before they answered the questionnaires, so as to reduce errors.

Validity

Research validity refers to the degree to which the outcome of an analysis accurately represents the variable that is being calculated or which the researcher is trying to quantify. Eriksson and Wiedersheim-Paul (1997)

described validity as "the ability to measure what a scale or measuring device is intended to measure" (p. 38). Therefore, validity requires the rate of success at which the study measures what the test sets out to assess. There are various types of validity (Hardy & Byrman, 2004) Used in research work but for the purpose of this study an evaluation of the measuring model was carried out using Kaiser-Meyer-Olkin, Sampling Adequacy Measurement (KMO) and Bartlett Sphericity test.

Data Collection Instruments

Questionnaire was the main research tool used for data collection (see appendix 1). The questionnaires were adapted from Liñán and Chen (2009). Even though there was no pilot test, the robustness of the research instrument was enhanced by the inputs made by senior faculty members who reviewed. The questionnaire used for the study was divided broadly into four sections. Section A, deals with the socio-demographic features of the respondents, section B covers the entrepreneurship intentions, section C deals with entrepreneurial intentions and section D covers entrepreneurship education. Variables such as the respondent's age, gender and study program were captured under demographic section. The second section had three subsections (subjective norm, attitude toward entrepreneurship, and perceived behavioral control) in which respondents used a five-point Likert Scale to show the degree to which they agree/disagree with different statements on the variables in the construction.

The Five-Point Likert's scale had the ratings of "strongly disagree" (1) and "strongly agree" (5). The third section is on entrepreneurship education, which is defined by this study to mean entrepreneurship knowledge, in other

words, the content of entrepreneurship education. The instrument under this section measures five variables, including attitude of an entrepreneur, business planning, resources marshaling and finance, marketing, handling of risks and uncertainties and finally idea generation.

Section A of the questionnaire covers the socio-demographic features (gender, age, programme of study) of the respondents. The sections B of the questionnaire's items were designed to reflect the objectives of the study. Under this section, questionnaire items were developed under three variables (subjective norm, attitude toward entrepreneurship, and perceived behavioral control). The questionnaire items under attitudes were crafted to elicit responses that answer the first objective of the study-the influence of entrepreneurial knowledge on students' attitudes towards entrepreneurship. Attitudes towards entrepreneurship have been explained in Chapter two of this report. The questionnaire items under subjective norm represented the study's second objective – subjective norm, which is characterized as perceived social pressures by individuals to perform the behavior or not. The third variable viewed as conduct regulation under this section represented the study's third objective. Section C includes subjects related to education in entrepreneurship.

Data collection Procedure

In preparing for the data collection, permission was sought from the heads of departments included in the study by presenting them with an introductory letter (a copy attached as appendix 2) that specifies to them that the researcher was MBA student of UCC who was there to conduct a survey on their students. After the consent was given, the researcher positioned himself at the premises of the lecture theaters and moved into lecture halls to

distribute questionnaires to students who were awaiting lessons to start. The researcher took time to explain to the respondents the rationale of the study and how the questionnaires should be answered. The researcher used four weeks to collect the data from the respondents (May, 2018 to August, 2018).

Data Processing and Analysis

The data collected from the field by means of the administered questionnaires were recorded and coded into version 22 of the Social Science Statistical Package (SPSS) program. The frequencies, means, and reliability were calculated primarily using SPSS when evaluating the data collected from the field (questionnaire), and the validity of the questionnaire was established through a review of existing literature. The data were analyzed using the Spearman's Principal Component Analysis and Rank-order Correlation and the Conventional Multiple Regression Analysis

Ethical Considerations

Ethics in research refers to the consistency of research procedures in terms of commitment and compliance with the professional, legal and social obligations of each respondent. It is section that deals with moral obligation of the researcher (Polit & Beck, 2004). Therefore it was important to uphold the following ethical guidelines as this study includes human subjects. The right to self-determination is based on the ethical concept of respect for an individual according to Burns and Grove (2001). This ensures that respondents should be given sufficient information about the study; they must be able to understand the information; and they must be made aware of their right to choose, allowing them to willingly agree to participate in research or refuse involvement. The study's goals were clarified to the participants, and they

requested and received their consent. According to Burns and Grove (2000), confidentiality is the handling of private information collected from the respondents by the researcher, which must not be shared with others without the respondents' express permission. The researcher has ensured and guided against unauthorized data access, and has kept the research data under lock and key.

Anonymity happens when even the researcher cannot connect a participant to information provided by that person (Burns & Grove, 2001). The researcher has made every effort to ensure there is no unauthorized access to the data. Data were also kept secure by locking it in the cupboard and deleting the questionnaire when the analysis was complete. Revealing content, such as respondents' addresses, were not collected as part of the questionnaires to protect the respondents' identities. In all personal matters resulting from information coming from the respondents, the researcher preserved privacy. Raw data have been protected from unauthorized individuals and will not be exchanged and the data will not be connected to names. Data will also be kept secure in a locked cupboard and questionnaires will be destroyed when the analysis is complete (Burns & Grove, 2001).

Chapter Summary

This chapter presented a detailed discussion of the methodological approaches adopted by the study. The study was quantitative in approach and descriptive in design and used a cross sectional survey as data gathering approach. Stratified sampling technique was used and a sample size 320 respondents was selected. Standard Multiple Regression analysis was carried

out to test the effect of entrepreneurship education on entrepreneurial intentions of KTUs students.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This study sought to examine the impact of entrepreneurship education on the entrepreneurship intentions of college students. Chapter four entails the socio-demographic and general characteristics of respondents, descriptive statistics of entrepreneurship knowledge, subjective norm and self-efficacy. The Chapter also looks at the influence of entrepreneurship knowledge on the subject norm (social influence) and the effect of entrepreneurship knowledge on self-efficacy of students of Kumasi Technical University. To achieve these objectives a number of tests were carried out including Anova and Regression. This study was descriptive in design with a cross sectional survey. A total of 320 questionnaires were issued and all were fully responded to and thus were used for the analysis in this Chapter. Therefore, the study attained a response rate of 100 percent.

Socio-Demographic and General Background of Respondents

This section analysed the specific personal and general characteristics of the respondents of this study. Frequencies and percentages were used to measure respondents' responses. The findings are presented in Table 1. Table 1 depicts the gender distribution of the 320 study respondents whose views were sought for the study. The data showed that majority (57%) of the respondents were females and the males made up (43%) of the sampled population. Table 1 also indicated that majority 55.7 percent (177) of the respondents were in the age category of 16-30, followed by respondents between the ages of 31-45, who were 143 (44.3%). Table 1 further showed

that none of the respondents were in the age categories of 46-59 and 60 and above. These findings indicated that majority of the respondents could be classified as youth. The National Youth Policy defines the youth as young people between the ages of 15 to 35 years (National Youth Policy, 2010).

Table 1: Demographics and General Characteristics of Respondents

Characteristics	Frequency	Percentage (%)
Gender		
Male	137	42.8
Female	183	57.2
Age of respondents		
16-30years	143	44.7
31-45years	177	55.3
Programme of respondents		
HND Accounting	137	42.8
HND Marketing	113	35.3
HND Engineering	70	21.9
Employment status of respondents		
Yes	100	31.2
No	220	68.8
Personal business status of respondents		
Yes	62	19.4
No	258	80.6

Source: Field survey (2018)

With respect to educational qualification, Table 1 detailed that 107 (33.4%) of the respondents pursued HND Accounting. While 113 (32.2%) of the respondents pursued marketing, 70 (21.8%) of the participants were HND Engineering students and 40 (12.5%) of respondents were HND Fashion & Design. Table 1 also showed the work experience of the respondents, and the result indicated that 100 (31.3%) of the respondents have had work experience, while the rest of the respondents 220 (68.8%) indicated that they

have no work experience. On business start-up experience, Table 1 showed that majority (258), representing 80.6 percent of the respondents have never started a business on their own. It also emerged that 62 respondents, representing 19.4 percent, have ever started a business. Details were illustrated on Table 1.

Entrepreneurship Knowledge of Students

The first objective of the study sought to assess entrepreneurship knowledge of Kumasi Technical University students towards entrepreneurship. Six indicators were used to measure entrepreneurship knowledge and the assessment of this was done using means and standard deviations. The relevant mean values as presented in Table 2, were interpreted using the mean values obtain from five-point Likert scale items. The mid-point for the scale of agreement to an item was 2.90. Thus, any mean score below 2.90 indicated a low agreement to an item while any score equal to or above 2.50 indicated a strong agreement (as adopted by Mohammed, 2017; Tweneboah-Koduah, 2017).

Whenever measures of central tendencies are computed, there should be a corresponding measure of variations (Creswell & Creswell, 2017). The standard deviation shows the variations in the responses such that standard deviations closer to zero (0) are more reliable than those far from zero. Again, there is no threshold for measuring standard deviations; however, standard deviation of each item is compared with other items forming the construct to show which response to each item is more reliable. Table 2, therefore, presents the respondents' view on entrepreneurship knowledge of Kumasi Technical University students towards entrepreneurship.

Table 2: Entrepreneurial Knowledge of Students

Items	Mean	Standard Deviation
Entrepreneurial knowledge		
The course on entrepreneurship increases my comprehension of entrepreneurial attitudes (i.e. how they perceive entrepreneurship and why they act).	4.522	.5003
The course on entrepreneurship increases my comprehension of the financial planning for entrepreneurial projects.	4.303	1.1872
The course on entrepreneurship enhances my awareness of entrepreneurial enterprises in market research.	4.272	.8876
The course on entrepreneurship strengthens my expertise in designing a business plan.	4.269	1.0061
The course on entrepreneurship strengthens my expertise in managing risks and uncertainties.	4.356	.8217
The course on entrepreneurship strengthens my understanding of developing new concepts.	4.809	.3934
Total score	4.477	0.562

Source: Field survey (2018)

From Table 2, the respondents revealed that, courses taken on entrepreneurship increases their understanding of entrepreneurship drive in terms of attitudes as illustrated by the results of the mean and standard deviation ($M = 4.52$; $SD = 0.50$). Also, the respondents indicated they have knowledge on financial preparation for entrepreneurial ventures ($M = 4.30$; $SD = 1.19$). Similarly, they have knowledge on market research for entrepreneurial ventures ($M = 4.27$; $SD = 0.89$). Further, the respondents specified that the entrepreneurship course has equipped them with the skills needed to develop a business plan ($M = 4.27$; $SD = 1.00$).

The respondents indicated that they have the expertise to overcome the risks and uncertainties with regard to entrepreneurship ($M = 4.36$; $SD = 0.82$). In line with the knowledge of dealing with risks and uncertainties, they declared that the entrepreneurship course has increased their understanding of generating innovative ideas ($M = 4.81$; $SD = 0.3934$). Looking at the overall knowledge level of the respondents at Kumasi Technical University, it showed that the respondents had knowledge of entrepreneurship ($M = 4.48$; $SD = 0.56$).

It's important to remember that, like several studies, match the findings. For example, it is in line with Hood and Young's (1993) that education in entrepreneurship enables people to effectively start new businesses and run businesses profitably, thus promoting economic growth. Similarly, the findings are corroborated by Bechard and Tolohous' (1998), who argued that the course on entrepreneurship aims to incorporate business awareness and new business growth and prepare individuals to start. While Gottleib and Ross (1997) comprehend that entrepreneurship, education helps students to be creative and innovative. The findings are also in line with Kourilsky's (1995) who recognized that entrepreneurship education enables market opportunity recognition, resource allocation, risk management, and the development of new projects.

Influence of Entrepreneurial Knowledge on the Attitude of Students towards Entrepreneurship

The third objective also sought to examine the influence of entrepreneurship knowledge on the subject norm of Kumasi Technical University's Students. Attitude was measured, using three (3) items. Again, attitude was measured using means and standard deviations. The relevant mean values were presented in Table 3 and interpreted, using mean values obtained from five-point Likert scale items.

Table 3: Attitude of Students towards Entrepreneurship

Items	Mean	Standard Deviation
If I had the opportunity and resource, I would like to start a firm	4.322	.5424
Being an intrapreneur implies more advantages than disadvantages to me	4.084	.5891
A career as entrepreneur is attractive for me	4.328	1.253
Overall scores	4.345	0.647

Source: Field survey (2018)

From Table 3, it can be observed that respondents would like to start a firm when given the opportunity and resource ($M = 4.32$; $SD = 0.54$). Similarly, the results suggest that being an entrepreneur is more beneficial ($M = 4.08$; $SD = 0.59$). Also, the respondents indicated that having a career as entrepreneur is attractive for them ($M = 4.33$; $SD = 1.25$). The overall scores on respondents' attitude towards entrepreneurship did show a positive one ($M = 4.35$; $SD = 0.65$). Again, these three indicators were highly agreed to by the respondents, according to Dess, Lumpkin and McFarlin (2005), who opined

that, on a scale of 1 to 5, the midpoint mean is 2.9; hence, any mean score above 2.9 is considered as high and below 2.9 is low.

Additionally, the influence of entrepreneurship knowledge on respondents' attitude was analysed. Regression analysis was carried out where the linearity and relationship between the two variables was evaluated with experience of entrepreneurship as the independent variable and the dependent variable as the subjective norm. Table 4, provided the performance model description and the R, R squared, modified R squared and standard error were shown. R is the correlation coefficient of the Pearson product moment which indicates the intensity and direction of the linear relationship between the dependent variable (attitude) and the independent variable (knowledge of entrepreneurship).

As displayed in Table 4, entrepreneurship knowledge and attitude are positively correlated, and the strength of the relationship is moderate (.476). Regarding this relationship between entrepreneurship knowledge and attitude, the correlation shows a moderate positive and significant relationship between the two variables. The R Square explains the amount of variation that exists in the dependent variable (attitude) caused by the independent variable (entrepreneurship knowledge). Therefore, the result further indicates that 22.6% variation in attitude (as dependent variable) is explained by the independent variable (entrepreneurship knowledge) and the remaining 77.4% is explained by the residual (other factors not captured by the model). The implication is that an increase in entrepreneurship knowledge would result in a moderate increase in attitude towards entrepreneurship and, as such,

entrepreneurship knowledge alone cannot influence respondents' attitude towards entrepreneurship.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.476 ^a	.226	.222	1.12299	1.997

a. Predictors: (Constant), Entrepreneurial knowledge

b. Dependent Variable: Attitude

Table 5 is the ANOVA table, which provides the test significance for R and R², using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than say 0.05) then the independent variables do a good job explaining the variation in the dependent variable. In this analysis, the p-value is well below .05 ($p = .000$). Therefore, it can be concluded that the R and R² between Entrepreneurial knowledge and attitude towards entrepreneurship is statistically significant.

Table 5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	117.022	2	58.511	46.397	.000
1	Residual	399.769	317	1.261		
	Total	516.791	319			

a. Dependent variable: Attitude

b. Predictors: (Constant), Entrepreneurial knowledge

Source: Field survey (2018)

Table 6 also offers valuable information for understanding the regression equation. The numerical value for the first section, called

(constant), is the intercept value (a) in the regression equation under the column named unstandardized coefficient and sub column B. The numerical value in the second section, classified as entrepreneurial information (representing the independent variables), for the regression equation is the value for the slope (b). Based on these findings, the researcher will report the following equation of regression, predicting an attitude based on the available market information.

Taking the values for the slope and intercept in the consequent regression equation, the researcher may make the following assertions: If there is no market information and there is therefore a zero entrepreneurial experience, the intercept states:.. And according to the slope, for any additional entrepreneurial knowledge, there will be an increase in attitude towards entrepreneurship by 56.5%. Therefore, entrepreneurial knowledge has a moderate influence on attitude towards entrepreneurial.

Table 6: Coefficients

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	9.482	.632		15.001	.000
Knowledge	.565	.113	.476	8.438	.000

Dependent Variable: Attitude
Source: Field survey (2018)

This suggests that entrepreneurship knowledge empowers participants to acknowledge the role of close associates in developing entrepreneurial intentions. People sometimes do not realise their potential until it is triggered by either close relation (family and friends). Often, people have to be told that they could succeed in one entrepreneurial venture or the other to reinforce the

person's own self-belief and intentions. The finding of moderate correlation for subject norm is consistent with findings of previous studies. For example, a study conducted by Ibrahim, Bakar, Asimiran, Mohammed and Zakaria (2015) in Malaysia on students of two technical universities reported a moderately high subjective norm among the students surveyed relative to entrepreneurial intentions. These findings imply that students who receive a positive perception from the person who is considered important in their lives (family, close friends and teacher/mentor) could help them develop their intention of becoming an entrepreneur.

Influence of Entrepreneurial Knowledge on Subjective Norm of Students towards Entrepreneurship

The second objective also sought to examine the influence of entrepreneurship knowledge on the subjective norm of students towards entrepreneurship. Subjective norm of studentstowards entrepreneurship was measured, using three (3) items. Again, subjective norm of studentstowards entrepreneurship was done using means and standard deviations. The relevant mean values presented in Table 7 were interpreted using mean values obtained from five-point Likert scale items.

Table 7: Subjective Norm of Students Towards Entrepreneurship

Items	Mean	Standard Deviation
If my colleagues advise me to start a business, I will consider it.	4.325	1.128
Being an entrepreneur will entail great satisfaction for me.	4.669	.645
If a close friend suggests to me to start a business, I will give it a consideration.	4.125	1.253
Overall scores	4.373	0.845

Source: Field survey (2018)

From Table 7, it can be observed that respondents would consider venturing into entrepreneurship when advised by colleagues ($M = 4.33$; $SD = 1.13$). Similarly, they posited that if a close friend suggests to them to start a business, they would consider ($M = 4.13$; $SD = 1.25$). Also, the respondents indicated that they will have a great satisfaction when they become entrepreneurs ($M = 4.67$; $SD = 0.65$). The overall scores on respondents' attitude towards entrepreneurship did show they have positive attitude ($M = 4.37$; $SD = 0.85$). These three indicators were highly agreed to by the respondents according to Dess, Lumpkin and McFarlin (2005) who opined that on a scale of 1 to 5, the midpoint mean is 2.9, hence any mean score above 2.9 is considered as high and below 2.9 is low.

Further, the influence of entrepreneurship knowledge on subjective norm of students towards entrepreneurship was analysed. Regression analysis was done where the linearity and the relationship between the two variables

were analysed with entrepreneurship knowledge as the independent variable and subjective norm of students towards entrepreneurship as the dependent variable. Table 4 provided the performance model description, showing the R, R squared, adjusted R squared and the standard error. R is the coefficient of correlation between the moment of the Pearson product which indicates the intensity and direction of the linear relationship between the dependent variable (students' subjective norm towards entrepreneurship) and the independent variable (competency).

Hence from Table 8, entrepreneurship knowledge and attitude towards entrepreneurship are positively correlated, and the strength of the relationship is weak (.312). Regarding this relationship between entrepreneurship knowledge and attitude towards entrepreneurship, the correlation shows a weak positive and significant relationship between the two variables. The R Square explains the amount of variation that exists in the dependent variable (subjective norm towards entrepreneurship) caused by the independent variable (entrepreneurship knowledge). Therefore, the result further indicates that 9.8% variation in attitude towards entrepreneurship (as dependent variable) is explained by the independent variable (entrepreneurship knowledge) and the remaining 91.2% is explained by the residual (other factors not captured by the model). The implication is that, an increase in entrepreneurship knowledge would result in a small increase in subjective norm of students towards entrepreneurship and, as such, entrepreneurship knowledge alone cannot influence respondents' attitude towards entrepreneurship.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.312 ^a	.098	.092	.80517	2.026

a. Predictors: (Constant), Entrepreneurial knowledge

b. Dependent Variable: Subjective Norm of Students

Table 9 is the ANOVA table, which provides the test significance for R and R² using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than say 0.05) then the independent variables do a good job explaining the variation in the dependent variable. In this analysis, the p-value is well below .05 ($p = .000$). Therefore, it can be concluded that, the R and R² between Entrepreneurial knowledge and subjective norm of students towards entrepreneurship is statistically significant.

Table 9: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	22.213	2	11.106	17.132	.000
1	Residual	205.508	317	.648		
	Total	227.721	319			

a. Dependent Variable: Subjective Norm of Students

b. Predictors: (Constant), Entrepreneurial knowledge

The information in Table 10 is also useful for the interpretation of the regression equation. The number value for the first row, marked (constant), is the value for the intercept (a) in the regression equation, under the marked

unstandardized coefficient and sub column B. The numerical value in the second series is the value for the pitch (b), for the regression equation, named as entrepreneurial information (representing the separate variables). Based on these findings, the investigator will report a subjective study standard based on established entrepreneurial expertise on the following regression equation..

$$Y \text{ (subjective norm of students)} = 6.648 + 0.346X \text{ (entrepreneurial knowledge)}$$

Therefore, the researchers may make the following assumptions by taking the slope and intercept values in the resulting regression equation: if no entrepreneurial knowledge exists, the intercept states that when entrepreneurial knowledge exists zero, the subjective norm for undergraduate purpose by students is at 18.509. And according to the slope, for any additional entrepreneurial knowledge, there will be an increase in attitude towards entrepreneurship by (34.6%).

Table 10: Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	6.648	.460		14.446	.000
Knowledge	.346	.087	.312	3.969	.000

a. Dependent Variable: Subjective Norm of Students
 Source: Field survey (2018)

Therefore, entrepreneurial knowledge has a weak influence on subjective norm of students towards entrepreneurial intentions.

This finding is in contrast with a study conducted by Norasmah and Salmah (2009), whose findings indicated that the attitude towards

entrepreneurship among young Graduate (Entrepreneurial Graduate Scheme) was high. It is in light of this that Morris, Webb, Fu and Singhal (2013) observed that institutions of higher learning are expected to be environments that promote entrepreneurial culture by emphasizing entrepreneurship education.

Similarly, Norfadhilah and Halimah (2010) found that knowledge alone is not a vital factor in influencing student attitude towards entrepreneurial intentions. The implication of this finding is that policy makers and management of institutions of higher learning ought to focus on integrating entrepreneurship course into the teaching contents of these institutions. This is even more imperative in this era of high-level youth unemployment, particularly graduate unemployment, that steps are taken to stir up entrepreneurial interest among the youth with emphasis on those in tertiary institutions.

Effect of Entrepreneurial Knowledge on Self-Efficacy of Students towards Entrepreneurship

The last objective sought to examine the effect of entrepreneurship knowledge on self-efficacy (perceived behavioural control) of Kumasi Technical University. In the same vein, descriptive statistics of self-efficacy were first analysed. To achieve this, indicators used to measure self-efficacy were first analysed with means and standard deviations, using a mean scale of 1 to 5 with 1 to 2.9 indicating low levels and 3 to 5 indicating high levels (as adopted by Mohammed, 2017; Tweneboah-Koduah, 2017). Table 7 shows self-efficacy of Kumasi Technical University and all indicators were highly agreed to. These indicators were; to start a firm and keep it working would be

easy for them ($M = 3.47, SD = 1.31$). This was followed by control the creation process of a new firm ($M = 3.83, SD = 1.29$). Knowing the necessary practical details to start a firm ($M = 2.98, SD = 1.62$). Overall, their self-efficacy was high ($M = 3.43, SD = 1.23$).

Table 11: Descriptive Statistics of Self-Efficacy

Items	Standard	
	Mean	Deviation
To start a firm and keep it working would be easy for me	3.472	1.310
I can control the creation process of a new firm	3.834	1.292
I know the necessary practical details to start a firm	2.978	1.624
Overall scores	3.428	1.273

Source: Field survey (2018)

A regression analysis was employed to examine the influence of entrepreneurial knowledge on self-efficacy. The regression model was tested using the decision coefficient denoted in R-square (R^2). This reflects the proportion of variance in either variable which the other accounts linearly (Cohen, 1992). Table 12 displays the description of the model performance, showing the R, R^2 , adjusted R^2 and the standard error. R is the coefficient of correlation of the moment of Pearson product which indicates the intensity and direction of the linear relationship between the dependent variable (self-efficacy) and the independent variable (knowledge of entrepreneurship). Hence from Table 12, entrepreneurship knowledge and self-efficacy are positively correlated, and the strength of the relationship is strong (.694). Regarding this relationship between entrepreneurship knowledge and

self-efficacy, the correlation shows a strong positive and significant relationship between the two variables. The R Square explains the amount of variation that exists in the dependent variable (self-efficacy) caused by the independent variable (entrepreneurship knowledge). Therefore, the result further indicates that 48.2% variation in self-efficacy (as dependent variable) is explained by the independent variable (entrepreneurship knowledge) and the remaining 51.8% is explained by the residual (other factors not captured by the model). The implication is that, an increase in entrepreneurship knowledge would result in a strong increase in self-efficacy towards entrepreneurship and as such, entrepreneurship knowledge alone cannot influence respondents' self-efficacy towards entrepreneurship.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694 ^a	.482	.460	6.12618

a. Predictors: (Constant), Entrepreneurial knowledge

b. Dependent variable, Self-efficacy

Source: Field survey (2018)

Table 13 presents the results of ANOVA tests which use the F-statistics to provide the test significance for R and R². The F statistic is the square mean regression (MSR) divided by the square with the residual mean (MSE). If the F statistics meaning value is small (less than 0.05 say), then the independent variables do a good job describing the variance in the dependent variable. In this analysis, the value of \hat{y} is far below the value of .05 ($\pi = .000$). It can therefore be assumed that R and R² is statistically important between entrepreneurial experience and self-efficacy.

Table 13: ANOVA^a

		Sum of				
Model		Squares	Df	Mean Square	F	Sig.
1	Regression	571.953	1	571.953	15.240	.000
	Residual	6042.341	161	37.530		
	Total	6614.294	162			

a. Dependent Variable: Self-Efficacy

b. Predictors: (Constant), Entrepreneurial Knowledge

Source: Field survey (2018)

Table 14 also contains information useful to understand the equation of regression. The number value for the first row, marked (constant), is the value for the intercept (a) in the regression equation, under the marked unstandardized coefficient and sub column B. The numerical value in the second row, which is classified as market information (individuals represented), is the value in pitch (b) of the regressive equation. Based on these findings, the researcher will report a regression equation, which predicts self-effectiveness based on the market information available.

If the slope and intercept values are taken into account in the analysis, the researchers will make the following assertions: if there is no entrepreneurial information at interception, self-efficacy is then at 18.509 if the market knowledge is zero. And according to the slope, for any additional entrepreneurial knowledge, there will be an increase in respondent's self-efficacy by 72.7%. Therefore, entrepreneurial knowledge has a significant influence on self-efficacy.

Table 14: Coefficients^a

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	18.509	1.044		17.726	.000
	entrepreneurial knowledge	.727	.084	.694	3.904	.000

a. Dependent Variable: self-efficacy

Source: Field survey (2018)

This finding is significant, considering the widely held view that business start-ups in developing countries are fraught with many challenges that could discourage many with entrepreneurial intentions. These findings imply that the students of KTU are developing the spirit of self-belief after acquiring entrepreneurial knowledge. These findings support that of Hussain and Norashidah (2015), after conducting a survey on 499 graduate and undergraduate students of higher educational institutions (HEIs) to determine the impact of entrepreneurship education on the students' entrepreneurial intentions. They found perceived behavioural control to have the strongest correlation coefficient (.611) among the three variables of TPB. This implies that entrepreneurship education has the capacity to instill self – confidence in students of HEIs. What will then be needed after entrepreneurship education for students of HEIs to consider becoming entrepreneurs is the creation of the enabling environment.

Chapter Summary

Overall, the findings of this study have validated the TPB theory as a measure of entrepreneurial intention. This study has also empirically demonstrated the impact of entrepreneurial knowledge on entrepreneurial intentions along with the impact of the particular component of entrepreneurship education programmes on entrepreneurial education. The findings of the study also suggest that entrepreneurship can be promoted through entrepreneurship knowledge. The study has proved that education has a positive impact on students' perceived desirability of self-employment. Education was found to increase the degree of favourability of entrepreneurship among students of KTU, a result that is consistent with Jones, Jones, Packham and Miller's (2008) conclusion, that entrepreneurial knowledge can positively reinforce students' attitudes towards an entrepreneurial career choice in a developing country. In the Ghanaian context, the findings of this study are consistent with that of Owusu-Ansah and Poku (2012), which has been reviewed in Chapter two (under empirical review) of this report.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The main object of this study was to assess the effect of entrepreneurship education on the entrepreneurial intentions of college students, specifically, students of KTUs. In the pursuit of this objective a cross sectional survey was carried out involving 320 participants. Anova and regression were analytic tools adopted to analyse the data and the results of which were reported and discussed in the preceding chapter. This Chapter therefore, presents the summary, conclusions and recommendations of the emanating from the findings. The recommendations are practical suggestions that are based on the study's findings and conclusions. The Chapter concludes with suggestions for further research.

Summary of Findings

The study set out to examine the effects of entrepreneurial knowledge on the entrepreneurial intentions of KTU students. In order to achieve the main objectives, the following research questions were asked to guide the study:

1. What is the influence of entrepreneurship knowledge on attitude of students towards entrepreneurship?
2. What is the influence of entrepreneurship knowledge on the subjective norm students, towards entrepreneurship?
3. What is the effect of entrepreneurship knowledge on self-efficacy of students towards entrepreneurship?

A quantitative research approach and the explanatory research design were employed in the study. The target population consisted of 1950 students. Samples of 320 were randomly selected to participate in the study. Structured questionnaires were distributed to the respondents of which all were appropriate for analysis. Data obtained were analysed, using descriptive and inferential statistical tools, such as frequencies, means, standard deviations and regression.

In the quest to answer the research question, what is the influence of entrepreneurship knowledge on attitude of students towards entrepreneurship. The study carried out a descriptive statistics analysis and found out that when respondents are advised by colleagues to start a business, they will give it positive consideration. Also, being an entrepreneur will entail great satisfaction. Furthermore, it was found out that entrepreneurship knowledge had a weak correlation with attitude towards entrepreneurship.

The second question, what is the influence of entrepreneurship knowledge on the subjective norm (social influence) of students towards entrepreneurship? The essence of this question was to estimate the likelihood of Kumasi Technical University's students being influence by peers and opinion leaders to positively consider entrepreneurship. Also, based on this question, the study first carried out a regression analysis and found a moderate and positive significant relationship between the two variables. Moreover, based on the regression results, using the slope and intercept, it was found that entrepreneurship knowledge has moderate significant impact on subject norm. According to the slope, for instance, any additional entrepreneurship knowledge will lead to an increase in subject norm by 56.5%.

The last question of the study was what is the effect of entrepreneurship knowledge on self-efficacy of students towards entrepreneurship? Also, in seeking answers to this question the study first carried out a regression analysis and found a strong and positive significant relationship between the two variables. Moreover, based on the regression results, using the slope and intercept, it was found that entrepreneurship knowledge has strong significant impact on self-efficacy (perceived behavioural control). According to the slope, for instance, any additional entrepreneurship knowledge will lead to an increase in self-efficacy (perceived behavioural control) by 72.7%.

Conclusions

The findings of the study did not turnout results that are substantially different from previous studies. It is, however, intriguing to note that perceived behavioural control (self-efficacy) recorded the highest correlation with entrepreneurship knowledge. The self-efficacy of students is the belief that they can engage in entrepreneurial behaviour, which derives from their skills and skill. This means that education in entrepreneurship will inspire and develop students' trust, and ultimately improve their business intentions. Entrepreneurship education will increase awareness amongst students of careers in the field of entrepreneurship. Therefore, in order to ensure that students choose the profession of entrepreneurship, especially students at KTU and other technical universities in Ghana, where students are required to gain more practical, practical knowledge than theoretical knowledge, they need to change their educational curriculum to include more entrepreneurial models.

This research, like previous ones, has shown that education has a major impact on the desirability of the students for self-employment. This is manifested in the outcome of the correlation results, with all the three entrepreneurial intention variables showing strong correlation. It is the argument of this study that the attitude of KTU students towards entrepreneurial intentions is heartwarming and this could be a possible solution to the ever-increasing pool of unemployed young graduates in the country.

Recommendations

The following suggestions are made, in the light of the conclusions:

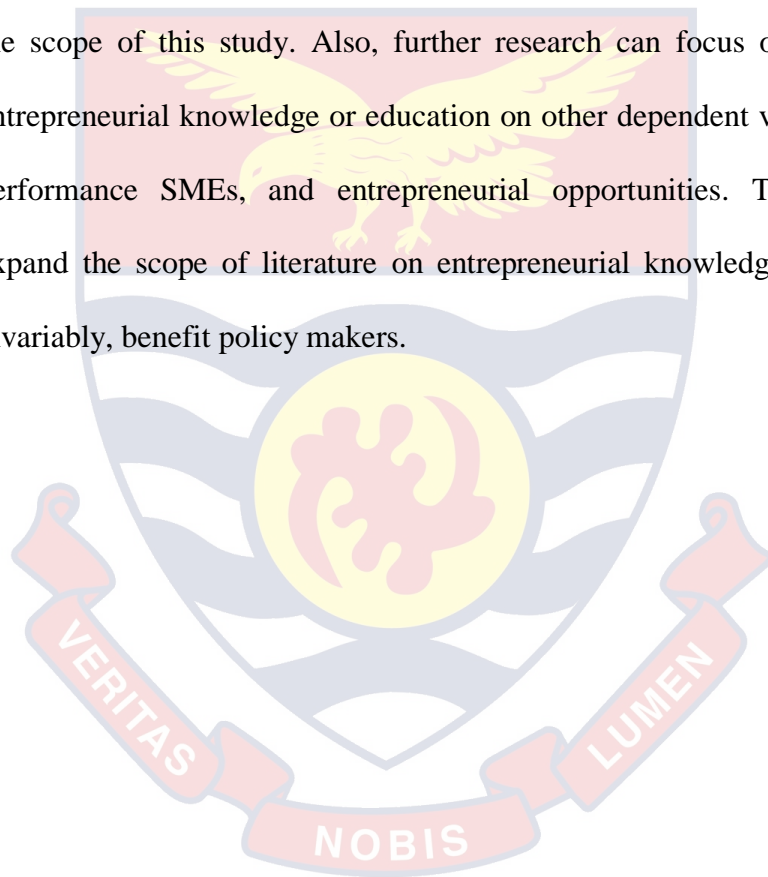
In order to ensure an increase in intentions of choosing the profession of entrepreneurship among students, especially students at Ghana's Technical Universities, a curriculum of entrepreneurship education that embraces the findings of this study and similar ones should be developed to cultivate a culture of entrepreneurship and thus increase the intention of students to choose entrepreneurship as a career path. The Ministry of Education should encourage all tertiary institutions in Ghana to integrate entrepreneurship education into their various curriculums; this way, many students will acquire entrepreneurship knowledge, which will, in turn, impact their entrepreneurial intentions. This will help in reducing the current high levels of unemployment and its attendant negative effects on society. This will be a response to the findings of the study which indicate that entrepreneurial knowledge has a positive correlation with KTUs students' entrepreneurial intentions.

It is necessary to move away from passive conventional teaching methods to a situation where students are given real and realistic business scenarios to

deal with and provide remedies. As part of this new forms of teaching seminars could be organised where captains of industry, who could act as mentors, interact with the students. This is because the study found socialization to be significantly correlated with entrepreneurial intentions.

Suggestions for Further Research

This study was limited to only Kumasi Technical Universities as such further research can be extended to cover other Technical Universities outside the scope of this study. Also, further research can focus on the impact of entrepreneurial knowledge or education on other dependent variables, such as performance SMEs, and entrepreneurial opportunities. This would help expand the scope of literature on entrepreneurial knowledge in Ghana and, invariably, benefit policy makers.



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APPENDICES

APPENDIX A

QUESTIONNAIRE

I am a student of the University of Cape Coast pursuing Master of Business Administration. As part of the requirement for the award of the degree I am undertaking a research on the topic: Assessing the Impact of Entrepreneurship Education on the Entrepreneurship Intentions of Polytechnic Students. This questionnaire is designed to solicit for information on the above topic. I would be grateful if you could spend few minutes of your time to complete this Questionnaire to help me obtain data for the study.

SECTION A: Socio-Demographic Profile of Respondents

1. Gender of respondent
 - a. Male []
 - b. Female []
2. Age range of respondent
 - a. 16-30yrs []
 - b. 31-45 yrs []
 - c. 46-59yrs []
 - d. 60yrs and above []
3. Which programme do you study?
 - a. HND Accounting []
 - b. HND Marketing []
 - c. HND Engineering []
 - d. Others, specify
4. Have you ever been employed?
 - a. Yes []
 - b. No []
5. Have you ever started a business?
 - a. Yes []
 - b. No []

SECTION B : Entrepreneurship Intentions

On a likert scale of 1-5, please indicate by ticking the level to which you agree or disagree with the following statements.

- 1. Strongly Disagree 2. Disagree 3. Uncertain 4. Agree**
5. Strongly Agree

Attitude toward Entrepreneurship

Q/N	Statement on Research Variable	1	2	3	4	5
6	Being an entrepreneur implies more advantages than disadvantages to me.					
7	A career as entrepreneur is attractive for me.					
8	If I had the opportunity and resources, I'd like to start a firm.					
9	Being an entrepreneur would entail great satisfactions for me.					

Subjective Norm

Q/N	Statement on Research Variable	1	2	3	4	5
10	If I receive encouragement from my family about starting my own business I will consider it.					
11	If a close friend suggest to me to start a new business I will give it a consideration.					
12	If my colleagues advise me to start a new business I will consider it.					

Perceived behavioural control

Q/N	Statement on Research Variable	1	2	3	4	5
13	To start a firm and keep it working would be easy for me.					
14	I can control the creation process of a new firm					
15	I know the necessary practical details to start a firm					
16	I am prepared to start a viable firm.					

Section C. Entrepreneurship Knowledge

Q/N	Statement on Research Variable	1	2	3	4	5
17	The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act)					
18	The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.					
19	The entrepreneurship course increases my understanding of market research for entrepreneurial ventures.					
20	The entrepreneurship course enhances my skills to develop a business plan.					
21	The entrepreneurship course enhances my skills to deal with the risks and uncertainties.					
22	The entrepreneurship course increases my understanding of generating innovative ideas					

APPENDIX B

KREJCIE AND MORGAN (1970) SAMPLE SIZE DETERMINATION

TABLE

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

