



Linking entrepreneurship education and training with students and graduates entrepreneurial intention



 Eunice Antiaye^(a)  Michael Asamani Pobbi^(b*)

^(a)Department of Fashion Design & Textiles, Accra Technical University, Postal Code: GA184, Ghana

^(b) School of I.T. & Computer Science, Lucas University and Colleges, Ghana

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ABSTRACT

Recognising the relevance of entrepreneurship, most African universities have made significant input into delivering Entrepreneurial Education in Higher Educational Institutions. However, the rising number of graduate unemployment raises concerns with regard to quality of educational content, and programmes. This study sought to investigate the impact of entrepreneurship course content on entrepreneurial intention and the mediation of individual entrepreneurial characteristics and also to investigate if graduates' exposure to extra entrepreneurship training and university programme type does account for differences in individual entrepreneurial characteristics. A context specific framework which explains entrepreneurial intention as a function of course content, programmes type, and extra entrepreneurial training is tested based on data from 400 undergraduate students and 400 graduates from eight Ghanaian universities. Evidence from the model reveal that entrepreneurial course content did impact entrepreneur Intention, however, this impact is partially mediated by the attitudes, perceived behavioural control and subjective norms of Ghanaian students and graduates. Again, while it was found that extra entrepreneurial training did account for differences in individual entrepreneurial characteristics and entrepreneurial intention of graduates, the difference due to programme type was not significant. Theoretical, policy, and practical implications findings of this study are discussed.

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Introduction

Against the background that several studies have recognised that entrepreneurship education can promote entrepreneurship thereby providing an alternative career option for graduates, African governments have sought to change the trend of business set ups by developing initiatives within their entrepreneurship policy which are targeted at University graduates and skilled persons. This has the aim of addressing general unemployment issues and particularly graduate unemployment problems, which has become a 'herculean' task for recent governments and also ensure economic growth.

One such measure taken by the Government on Ghana is to introduce entrepreneurial education in higher educational institutions (HEIs). Higher educational institutions including public, and private universities, and colleges have developed and included entrepreneurship subjects and courses in their curricula consistent with the Government's mandate to enable students to gain skills not only for successful corporate work but also for self-employment. Motivated, talented and enterprising graduates are more likely to start and lead dynamic ventures and also help to transform the organisations they join and manage (Gyamfi, 2014). Dhiliwayo (2013) explains that, for a rapidly growing economy desperately in need of skilled labour, unemployment among graduates, ideally, is supposed to fall with the introduction of entrepreneur education in Higher educational institutions. It is expected that by undergoing formal entrepreneurial education or training, or having specialised courses integrated with entrepreneurship courses, individuals will acquire knowledge and skills necessary to take on the challenges of setting up one's own business (De Clercq & Arenius, 2012). However, after many years of introducing entrepreneur education in Ghanaian universities a quick look around shows a high incidence of unemployment among graduates from the tertiary institutions. The World Bank report mentions that a half of graduates leaving Ghanaian universities do not find jobs for two years after national service, and 20% cannot find jobs for three years (Robb, Valerio, & Parton, 2014). This situation is likewise experienced in other countries including in Kenya and Mozambique (Robb et al.,

* Corresponding author. ORCID ID: 0000-0001-5687-6528

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2014). Some researchers have suggested that this situating is due to the overly theoretical approach to curriculum design and failing to train graduates to be innovative and entrepreneurial, in some Ghanaian universities (British Council, 2016). Other researchers have added that the training which is given to tertiary students does not fully equip them with the necessary skills needed to create jobs (Madumere-Obike, 2000; Gyamfi, 2014). Antiaye, Biney-Aidoo and Oppong (2013) also stressing on the need to link theory and practice of entrepreneurship in Ghanaian higher educational institutions.

Although Ghanaian studies including Ashiboe-Mensah (2017), Boahemaah, Xin, Dobge, and Pomegbe (2020), Gyamfi (2014) exist, none of these have addressed the question of whether the programme type accounts for variations in graduate intentions to start their own ventures. Further in recent times a number of programmes targeted at providing extra entrepreneurial training for university graduates have been initiated in African countries for university graduates. For example, the Graduate Enterprise Academy (GEA) was initiated to promote entrepreneurial interest amongst university graduates from Kenya University (Wanderi, 2013). However, the degree to which these programme explain differences in graduate intentions to start their own ventures remains unknown.

Researchers in this specific field of study called for more studies to determine the impact of entrepreneurship education on entrepreneurship intention. Vanevenhoven and Liguori (2013) posit that the link between entrepreneurship education and outcomes is still "under researched", and particularly impact of entrepreneurial courses content (ECC) is largely unexplored. The same is postulated by Oosterbeek, van Praag, and Ijsselstein (2008), as they call for more research on the impact of variant entrepreneurship programmes.

Given the current trend of graduate unemployment and the dearth of studies on the effects of extra entrepreneurial programmes in the country, this study, based Ajzen's (1991) Theory of Planned Behaviour and Bandura's (1986) model sought to address the following questions: are Ghanaian university students and graduates exposed to the necessary entrepreneurial skill through content and pedagogy? How does the exposure to entrepreneurship education impact the intention to start new venture? Does the programme type account for differences in their individual entrepreneurial characteristics? Thus, this study extends on existing theories as it provides context specific evidence on the influence entrepreneurship among Ghanaian students and graduates.

Specifically, the research addressed the following specific objectives:

- To assess of coverage of entrepreneurship course content within Ghanaian Universities.
- To investigate the relationship between entrepreneurial course content and individual entrepreneurial characteristics.
- To investigate the mediation of individual entrepreneurial characteristics on the impact of entrepreneurship course content on entrepreneurial intention
- To investigate if graduates' exposure to extra entrepreneurship training will account for differences in their individual entrepreneurial characteristics and entrepreneurial intention.
- To examine the differences in individual entrepreneurial characteristics and entrepreneurial intention due to University programme type.

A quantitative design was adopted for the investigation. Primary data was obtained from four hundred (400) students and four hundred (400) graduates from Technical Universities and Public Universities in Ghana. Following the introduction of this paper is the literature review, research methodology, empirical data and analysis, results and discussion, and conclusion.

Literature Review

Theoretical Background and Conceptual Framework

Ajzen (1991) theory of Planned behaviour compared to other models offers better approach to predicting Entrepreneurial Intention, hence, this study adopts this theory for testing using data from Ghanaian Universities. Ajzen (1991) theoretical framework propounds that locus of control/self-esteem in (Shapero & Sokol, 2009), attitude and subjective norms of the entrepreneur should be the immediate predictors of the entrepreneurs' intention to set up a new venture. According to Ajzen (1991) attitude are informed by the expected outcomes of specific actions. Social norms on the other hand represents attitudes which are formed as a result of social influences like influences from families and friends (Bandura, 1986). Ajzen's theory of planned behavior takes these attitudes representing the attractiveness of a behavior and adds another attitude, perceived behavioral control.

Bandura, Adams, Hardy, and Howells (1980) have also shown that graduates and students behaviour is strongly influenced by their confidence in their ability to perform it. Bandura (1986) posit that individual entrepreneurial characteristics like and PBC and attitudes are affected by exogenous factors such as education, knowledge, and social support.

The Conceptual framework of this study guided by Ajzen's (1991) Theory of Planned Behaviour and Bandura (1986) proposes entrepreneurial education offered would influence individual entrepreneur characteristics (IEC) however the relationship between entrepreneurial course content (ECC) and entrepreneurial intention (EI) will be fully mediated by IEC. Again, the framework also proposes that programme offered by students and graduates as well as extra entrepreneurial training would account for differences in the level of IEC toward entrepreneurship. By testing this framework with data from students and graduates from Ghanaian Universities the study, provides a robust framework to help in understanding and predicting entrepreneurial intention among

undergraduates and graduates within the Ghanaian context. Figure 1 shows interrelationship between measurement variables, independent variables and the dependent variable.

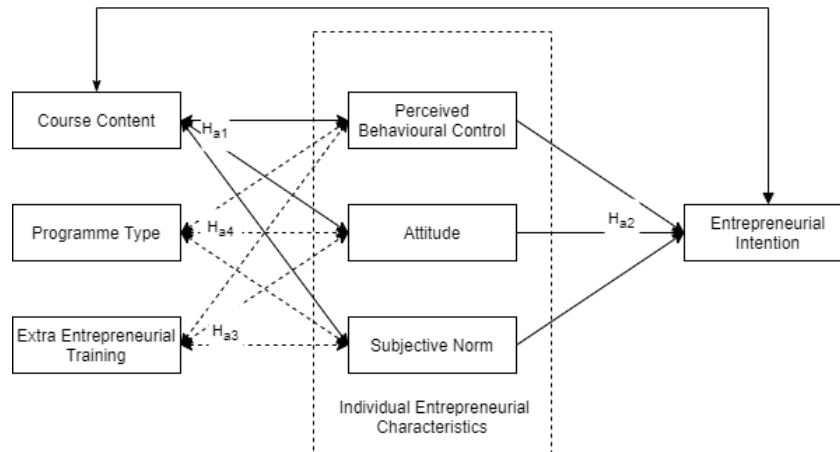


Figure 1: Conceptual Framework of the Study; Source: *Author's Conceptions based on Ajzen's (1991) TPB*

A The paths shown by directional arrows indicate casual effect between variables whereas two-way directional arrows represent relationships of differences, broken arrow indicate differences. These paths between variables are developed on theoretical support which also gives rise to the hypotheses tested in this study.

Empirical Review and Hypothesis development

Individual Entrepreneurial Characteristics and Entrepreneurial Intention

Several studies to help predict entrepreneurial intentions have been conducted. Conclusions from most of these extant studies support Ajzen (1991) framework. Zhang, Duysters, and Cloodt (2013) study, however, found that the perceived feasibility (self-efficacy) was not relevant toward predicting the entrepreneur intentions of students. They explained that the non-significant effect estimated could be attributed to the negative environmental factors such as the difficulty in accessing start-up funds, and the general economic climate manifested through availability of opportunities and risks associate with business set ups (Verheul, Thurik, Grilo, & Van der Zwan, 2012) which exist in developing countries. Again, Wibowo, Suhud & Wibowo (2019) found significant relationships for attitude perceived behavioural control and entrepreneurial intention. These finding were consistent with previous studies including Shneor, Camgoz, and Karpinar (2013), Krueger, Reilly, and Carsrud (2000) and Schlaegel and Koenig (2014). However, the data did not support the relationship between the subjective norms of students with entrepreneurial intention, a finding which contradicts Ajzen (1991) and Schlaegel and Koenig (2014) who concluded on positive impacts on entrepreneurial intents. Contrary to Ajzen (1991) and Schlaegel and Koenig (2014), studies including Krueger et al. (2000) also support Wibowo et al. (2019) view point as they found that, subjective norms in several context are less relevant compared to attitudes and perceived behavioural control. However, Abioye (2020) has shown the mentors, family and friends have influence on the student choice of becoming an entrepreneur.

Entrepreneurial Education and Entrepreneur Intention

The research literature within entrepreneurial intentions confirms that entrepreneurship education programs are the right and effective tool to enhance entrepreneurial intentions. Existing researches within the developing countries and for that matter in Ghanaian universities indicate a dearth of rigorous studies on entrepreneurship education which focus on the content of entrepreneurial programmes, type of programme offered, and extra entrepreneurship training after school. Boahemaah et al. (2020) posit that although some studies on entrepreneurship education including Adjei, Pinkrah and Denanyoh (2014), Gyamfi (2014), and Ashiboe-Mensah (2017) exist in developing economies, these studies lack empirical evidence to support the direct impact of entrepreneurship education on entrepreneurial intention. Kritskaya (2015) has also stressed on the varying findings in extant literature relating to entrepreneurial education within developing country context.

Against the background of inconsistent findings regarding the relationship between entrepreneurial education and entrepreneurial intention, Kritskaya (2015) employed a qualitative approach to explore the role of Entrepreneurial Education on students' entrepreneurial intentions. Kritskaya (2015) found that impact of entrepreneurial education could be established in two ways. First the effect of Entrepreneurial Education (EE) on entrepreneurial intentions was mediated by psychological traits factors including the attitudes, subjective norms and perceived behavioural control of students (Kritskaya, 2015). Secondly the impact of entrepreneur education toward expressing intention for forming businesses could is moderated by gender and prior exposure to entrepreneur activity (Kritskaya, 2015). Although the research is consistent with the Ajzen (1991) the findings were limited with regard to its generalizability. First the models suggested by Kritskaya (2015), were based on interviews with five educators, hence lack empirical

evidence in the paths suggested. Again, the researcher failed to examine the impact of extra entrepreneurial education which this study addressed.

Similar to Kritskaya (2015), Denanyoh, Adjei and Nyemekye (2015) study was focused at establishing the relevance of entrepreneur education and other factors in predicting entrepreneur intention among Ghanaian university students. Participants in the survey consisted of 228 polytechnic students in from Sunyani Polytechnic in Ghana. The researcher concluded that entrepreneurial education and other factors captured in the model did significant impact entrepreneurial intention. The choice of selecting participant from one polyethnic limits the results in term of its generalizability of the entire population of Ghanaian universities with over 64 universities public and private and 10 Technical Universities (National Accreditation Board, 2016). Denanyoh et al. (2015) employed three global measures on entrepreneurship education which do not adequately capture content of entrepreneurial courses in most Ghanaian Universities. Ashiboe-Mensah's (2017) study made substantial input in evaluating the content of entrepreneurial education. Ashiboe-Mensah (2017) study explored the role of entrepreneurship education toward entrepreneurial interest in students expressing interest in setting up their own ventures. The researcher collected data from 325 participant from the Ho Technical University. Ashiboe-Mensah (2017) concluded that the instructional method adopted in entrepreneurship education did introduce students' knowledge for setting up new ventures. An immediate gap identified relates to the lack of rigorous empirical evidence to support the relationship between knowledge content of entrepreneur education and the degree of students' psychological traits and their entrepreneurial intents.

Boahemaah et al. (2020) investigated the direct and moderating effect of entrepreneurship education on entrepreneurial intentions of undergraduate students from University of Education, Winneba. Boahemaah et al. (2020) employed four items as measures for EE, Boahemaah et al. (2020) concluded individual entrepreneurial factors and entrepreneurship education have a direct positive influence on entrepreneurial intentions. Boahemaah et al. (2020), further, stated that entrepreneurship education moderates the influence of individual factors on entrepreneurial intentions.

The emergence of extra entrepreneurial training programmes for university graduates in some African countries was founded on Bandura (1986) suggestion that entrepreneurial intentions can be transformed through learning and also to bridge the shortfalls of HEI to provide adequate education to arouse entrepreneurial interest. In support of this view, Harris and Gibson (2008) argue that further exposure to educational programmes will result in changes in of attitude of students toward entrepreneurial intentions. Rodrigues, Dinis, do Paço, Ferreira, and Raposo (2012) pre-post study of graduates exposed to extra-entrepreneurial training found non-significant impacts on Entrepreneurial Intention. Contrary to Harris and Gibson (2008), Rodrigues et al. (2012) also concluded that the data of their study did not support the fact that extra exposure to entrepreneurship programmes did improve on attitude toward entrepreneurial behaviour.

Hypothesis development

Paths hypothesized in the conceptualized model (figure 1) of the study are supported by the following arguments from existing studies.

An argument has been put forward that entrepreneurial education does not automatically lead to job creation (Cho, 2015), but rather affect individual entrepreneurial characteristics as proposed by Bandura (1986). With regard to the effect of entrepreneurial education on entrepreneurial intent several extensions have been made to mainstream frameworks. Whereas studies including Denanyoh et al. (2015) examine direct impacts, Boahemaah et al. (2020) proposed moderating effect of entrepreneurship education on impact of attitudes, perceived behavioural control, and subjective norms and entrepreneurial intentions of undergraduate students. Consistent with Bandura (1986), Kritskaya (2015), however, argue that impact of entrepreneurial education on entrepreneurial intentions was mediated by psychological traits factors including the attitudes, subjective norms and perceived behavioural control of students or could be examined directly but moderated by factors including age. Similarly, Zhang et al. (2013) proposed an indirect effect of entrepreneurship education content on EI. Kristiansen and Indarti (2004) has also indicated entrepreneurial intent did not differ for students with economic and business background.

Ha1: Entrepreneurial Course content significantly correlate with Individual Entrepreneurial Characteristics.

Ha2: The impact of Entrepreneurial Course content on Entrepreneurial intentions is mediated by the attitudes, perceived behavioural control and subjective norms of student and graduates

Ha3: Individual Entrepreneurial characteristics of graduates will significantly differ due to exposure to Extra Entrepreneurial training

Ha4: Individual Entrepreneurial characteristics of students and graduates will significantly differ due to programme offered.

Research and Methodology

Research Design

A Quantitative design was adopted for the study. A cross-sectional survey was conducted to collate primary data was obtained from four hundred (400) students and four hundred (400) graduates.

Population and Study Sample

The population of the study comprised of 286590 students and 190851 graduates from Technical Universities and University who had offered or were offering Entrepreneurship in both public and private Chartered Universities and Technical Universities and Universities (National Accreditation Board, 2016). The minimum sample size in line with Cochran’s (1977) was determined as of 200 was appropriate for both students and graduate populations.

Participants included 400 students and 400 graduates offering Business Related, Fashion and Design, Catering, Hotel/Hospitality Management, Applied Sciences, and Engineering from four (4) Technical Universities and four (4) Universities in consisting of Accra Technical University, Kumasi Technical University, Sunyani Technical University, Cape Coast Technical University, University of Ghana, University for Development Studies, KNUST, and University of Cape Coast. Sampling involved quota and purposive sampling techniques. Graduates who had completed school for not more than 2 years were selected purposefully selected at the quarterly meetings with the various municipal and district national service secretariats in the country.

Data Collection and Instrumentation

A Cross-sectional survey was conducted within two different semesters of the 2016/2017 academic year. Items of survey questionnaire were selected and modified from reliable instruments including Küttim, Kallaste, Venesaar, and Kiis (2014) (Subjective Norm), Pulka, Rikwentishe, and Ibrahim (2014) (Attitudes), Mozahema and Adlounib (2020) (perceived behavioural control), and Liñán and Chen (2009) and Pulka et al. (2014) (Entrepreneurial Intentions), entrepreneurial course content (NVTI, April 2020). The final survey questionnaires for students were administered to the selected respondents in the Universities and Technical Universities within the sample frame. Prior and during data collecting ethical issues were addressed. Before respondent answered questionnaires the purpose of the study and the data collection exercise were communicated to the respondents.

Reliability

The reliability and validity of survey questionnaire was also ensured by the researcher. The reliability of the survey items was determined using the internal consistency Cronbach’s coefficient alpha exceeded 0.75. Inferential statistical tools employed include multiple regression analysis using Hayes Process in SPSS, Independent t test, and One-way ANOVA. Evidence from Bartlett’s Test (p value < 0.05) of also indicate noncollinearity.

Empirical Data and Analysis

Demographic Characteristics of Respondents

Out of 800 questionnaires administered to graduates and students 792 were retrieved during the survey. The response rate thus estimated to be 99%. The result of the institutional distribution of the participants during the survey is illustrated in Table A1. There was a fair distribution of males and females. This was evident in estimated percentage of 50.7% and 49.3% of responses provided for males and females respectively. Institutional distribution of respondents was almost uniformly done. With regards to the age of participants, most

respondent belonged to the category 19 – 25 years. This represented 65.5% of respondents who responded to the questionnaire. This was followed by those in the category of 26-30 (24%). The least observed age group was for 18 and below and above 30 with a percentage of 4.8% respectively.

Reliability Testing

The reliability of survey items was assessed using the Cronbach’s coefficient alpha.

Table 1: Reliability Statistics for variables and the number of measurement items

Factor	Cronbach's α	Number of Items
Attitude	0.84	6
Perceived Behavioural Control	0.92	11
Social Norm	0.81	3
Entrepreneurial Intention	0.89	5
Entrepreneurial Course Content	0.94	11

Results from analysis in table 1 reveals that items reliably measured underlying constructs as the statistic for constructs; Attitude ($\alpha = 0.84$), Perceived Behavioural Control ($\alpha = 0.92$), Social Norm ($\alpha = 0.81$), Entrepreneurial Intention ($\alpha = 0.89$), and entrepreneurial course content ($\alpha = 0.94$) exceeded minimum threshold (Hair, Black, Babin, Anderson, & Tatham, 1998).

To Assess of Coverage of Entrepreneurship Course Content within Ghanaian Universities.

Entrepreneurial course content consisted of measures on management, leadership, marketing, management, critical thinking, and industrial attachment. The summary statistics on perceptions of participants during the survey on items are presented in table 2.

Table 2: Students and Graduates Ratings on Coverage of Entrepreneurial Course Content

	N	Mean	Std. Deviation
My institution collaborated with other organisations to organise internship programmes for students	793	3.66	1.02
The course introduced me to Creativity and Identification of Business Opportunity	797	3.84	.97
The course introduced me to Business Development Services	795	3.57	1.08
The course introduced me to Decision making and problem solving	793	3.70	.96
The course introduced me to Record keeping and Transaction	789	3.69	.97
The course introduced me to the Development of Business Plan	787	3.73	.96
The course introduced me to the concept of Marketing products	793	3.53	1.04
The course introduced me to modes of Communication	793	3.68	.98
The course introduced me to Business Environment	780	3.79	.94
The course introduced me to Legal forms of Business Ownership	790	3.62	1.03
The course introduced me to working capital assessment and management	789	3.66	1.01
		3.68	

The results in table 2 generally reveal that students and graduates agreed to the fact that entrepreneurial courses content did expose them to relevant knowledge needed to intentions of becoming entrepreneurs. This was evident in estimated average mean of 3.68 for all items. The highest rated entrepreneurial content was *the course introduced me to Creativity and Identification of Business Opportunity* (mean = 3.84).

Again, students and graduates were in agreement to all other entrepreneurial course content measures including *introduced me to decision making and problem solving* (mean = 3.704) and *The course introduced me to the development of business plan* (mean = 3.734), *the course introduced me to the concept of marketing products* (mean = 3.528), *course introduced me to modes of communication* (mean = 3.681), *The course introduced me to Business Environment* (mean = 3.792), *The course introduced me to legal forms of business ownership* (mean = 3.623), Again, students and graduates were in agreement to all other entrepreneurial course content measures as estimated average for all items exceeded 3.5. These results suggest that entrepreneurship contents did expose students to knowledge for establishing businesses.

To Investigate the Relationship between Entrepreneurial Course Content and Individual Entrepreneurial Characteristics.

The second objective of the study was to investigate the relationship between entrepreneurial course content and Individual Entrepreneurial Characteristics. A non-parametric correlation test using the Spearman correlation was conducted to investigate the significant of linear relationships using SPSS version 21.

Summary statistic on correlation coefficient and percentile value among variables using a combined data from students and graduates is presented in table 3.

Table 3: Correlations Statistics between Entrepreneurial Course Content and Individual Entrepreneurial Characteristics

		EI_AVE	ATT_AVE	PBC_AVE	SN_AVE
ECC_1	Correlation Coefficient	.424**	.378**	.491**	.236**
	Sig.	.000	.000	.000	.000
ECC_2	Correlation Coefficient	.420**	.344**	.470**	.289**
	Sig.	.000	.000	.000	.000
ECC_3	Correlation Coefficient	.347**	.279**	.385**	.225**
	Sig.	.000	.000	.000	.000
ECC_4	Correlation Coefficient	.446**	.374**	.468**	.265**
	Sig.	.000	.000	.000	.000
ECC_5	Correlation Coefficient	.418**	.338**	.421**	.280**
	Sig.	.000	.000	.000	.000
ECC_6	Correlation Coefficient	.469**	.357**	.448**	.257**
	Sig.	.000	.000	.000	.000
ECC_7	Correlation Coefficient	.340**	.322**	.392**	.288**
	Sig.	.000	.000	.000	.000
ECC_8	Correlation Coefficient	.378**	.352**	.433**	.229**
	Sig.	.000	.000	.000	.000
ECC_9	Correlation Coefficient	.429**	.363**	.425**	.252**
	Sig.	.000	.000	.000	.000
ECC_10	Correlation Coefficient	.356**	.342**	.411**	.258**
	Sig.	.000	.000	.000	.000
ECC_11	Correlation Coefficient	.368**	.321**	.410**	.219**
	Sig.	.000	.000	.000	.000

Result from correlation analysis in table 3 reveal moderate significant correlations for measures of Entrepreneurial Course Content and attitudes of students and graduates toward Entrepreneurship. This was evident in estimated positive correlations for measures including *my institution collaborated with other organisations to organise internship programmes for students* ($r = .378$, p value = .000), *The course introduced me to Creativity and Identification of Business Opportunity* ($r = .344$, p value = .000), and *the course introduced me to Decision making and problem solving* ($r = .374$, p value = .000)

Entrepreneur course content related with student and graduates Perceived behaviour Control toward entrepreneurship. This was evident in positive and significant correlations estimated for items including *my institution collaborated with other organisations to organise internship programmes for students* ($r = .491$, p value = .000), *the course introduced me to Creativity and Identification of Business Opportunity* ($r = .470$, p value = .000), and *the course introduced me to Decision making and problem solving* ($r = .468$, p value = .000) with PBC_AVE.

Further, estimated correlations between ECC and SN_AVE were found to be significant. Result in table 3 reveal moderate significant correlations for measures of entrepreneurial course and Entrepreneurial intentions of students and graduated.

The result above thus supports the hypothesis **H1**: *Entrepreneurial Course content significantly correlate with Individual Entrepreneurial Characteristics.*

To Investigate the Moderation of Individual Entrepreneurial Characteristics on the Relationship between Entrepreneurship Course Content and Entrepreneurial Intent

Next in providing a context specific finding on the effect of entrepreneur course content analysis on EI linear regression model using Hayes process method was conducted. The researcher conducted the linear regression with ECC as the independent variable, and EI as dependent variable, while ATT, PBC and SN were included as mediators (As illustrated in Figure 1). Hayes SPSS Process method was the main tool employed to examine and test the hypothesis

To achieve the first step was to confirm the effect of independent variable ECC on mediating variables ATT, PBE, and SN. Model Summary of the regression model based on bootstrapping method of 5000 samples is presented in table 4.

Table 4: Model Adequacy Summaries for direct effects of ECC on Mediating Variables

Outcome	independent	R-Sq	F	df1	df2	P
ATT_AVE	ECC_AVE	0.257	276.355	1	798	0.000
PBC_AVE	ECC_AVE	0.368	465.545	1	798	0.000
SN_AVE	ECC_AVE	0.145	135.102	1	798	0.000
EI_AVE	ECC_AVE	0.307	353.853	1	798	0.000

Results in table 4 shows that all three models with ECC_AVE as independent variable reaches statistical significance. The model fit index (R-Square values also indicates that ECC_AVE explains 25.7%, 36.8%, and 14.5% of the variability in the variables ATT, PBE, and SN respectively.

The model coefficients during for the direct effect models are presented in table 5.

Table 5: Model Coefficients

Outcome	Independent	Standcoeff	T	p	LLCI	ULCI
ATT_AVE	ECC_AVE	0.507	16.624	0.000	0.391	0.496
PBC_AVE	ECC_AVE	0.607	21.577	0.000	0.455	0.547
SN_AVE	ECC_AVE	0.381	11.623	0.000	0.345	0.485

Results in table 5 indicate the effect of ECC_AVE on ATT ($\beta = 0.507$, p value = 0.000, CI = [0.391, 0.496]) reached statistical significance at significant level of 5%. Similarly, the effect of ECC_AVE on PBC ($\beta = 0.607$, p value = 0.000, CI = [0.455, 0.547]) and ECC_AVE on SN ($\beta = 0.381$, p value = 0.000, CI = [0.345, 0.485]) reached statistical significance at significant level of 5%. As observed the largest effect estimated was for of ECC_AVE and PBC.

The second step in the mediation analysis was to establish the direct effect of independent variable and mediators of the dependent variable, Entrepreneurial intent. Model Summary of the regression model based on bootstrapping method of 5000 samples is presented in table 6.

Table 6: Model Adequacy Summaries for Direct Effects of ECC, Mediating Variables on Entrepreneurial Intention

R	R-Sq	MSE	F	df1	df2	p
0.784	0.614	0.247	316.233	4	795	0

Results in table 6 shows that model with all four variables ECC_AVE, ATT, PBC, and SN as predictors reaches statistical significance. The model fit index (R-Square values also indicates the four variables included explain over 61% variability entrepreneurial intention

The model coefficients during for the direct effect models are presented in table 7.

Table 7: Model Coefficients

outcome	Predictors	Stand coeff	T	p	LLCI	ULCI
EI_AVE	ECC_AVE	0.134	4.766	0.000	0.079	0.190
	ATT_AVE	0.303	9.353	0.000	0.275	0.421
	PBC_AVE	0.332	9.66	0.000	0.321	0.485
	SN_AVE	0.171	6.449	0.000	0.110	0.206

Results in table 6 indicate the effect of ECC_AVE on the dependent EI ($\beta = 0.134$, p value = 0.000, CI = [0.079, 0.190]) reached statistical significance at significant level of 5%. Again, it is observed from table 6 that the effect of Perceived Behavioural Control on the dependent EI was significant ($\beta = 0.332$, p value = 0.000, 95% CI = [0.321, .485]). Also, the effects of the ATT_AVE ($\beta =$

0.303, p value = 0.000, 95% CI = [0.275, .421]) and SN ($\beta = 0.171$, p value = 0.000, 95% CI = [0.110, .206]), on the dependent EI were found to be significant.

The final step in the mediation analysis involved test for direct effect of independent variable ECC on EI with ATT, PBC, and SN as mediators and also investigating the indirect effect in the model. Table 8 displays results for mediation analysis using Hayes process technique

Table 8: Total and Direct effects of Entrepreneurial Course Content on Entrepreneurial Intention

	Effect	se	T	p	LLCI	ULCI
Total effect	.556	.030	18.811	.000	.498	.614
Direct	.134	.028	4.766	.000	.079	.190

The total effect is found to reach statistical significance. The direct effect of ECC on EI as indicated in table 8 was also found to be significance. However, the effect substantially reduced from ($\beta = 0.556$ 0.303, p value = 0.000) (model without mediators) to ($\beta = 0.134$, p value =0.000) (model with mediators).

Indirect effects of ECC on EI are presented in table 9.

Table 9: Indirect effect(s) of Entrepreneurial Course on Entrepreneurial Intention Due to Mediation

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.422	.029	.365	.479
ATT_AVE	.154	.021	.114	.199
PBC_AVE	.202	.025	.152	.252
SN_AVE	.065	.013	.041	.092

It is observed from table 9 that the largest effect of Entrepreneurial course content on EI is through PBC_AVE [ECC → PBC → EI] ($\beta = .202$, CI = [.152, .252]). Again, indirect effects through ATT_AVE ($\beta = .154$, CI = [.114, .199]) was larger the direct of ECC on EI. Although significant the indirect effect of ECC through SN_AVE ($\beta = .065$, CI = [.041, .092]) was less than its direct effect on EI. The results presented above, thus, imply that there is partial mediation of the effect of entrepreneurial education course on EI by attitudes, PBC and SN of students and graduates. Hence support the hypothesis **H₄₂**: *The impact of Entrepreneurial Course content on Entrepreneurial intentions is mediated by the attitudes, perceived behavioural control and subjective norms of student and graduates.*

To Investigate if Graduates Exposure to Extra Entrepreneurship Training will Account for Differences in their Individual Entrepreneurial Characteristics and Entrepreneurial Intention.

Data used in this section was for 400 graduates involved in the study. The distribution of graduates who had and had not undertaken an extra entrepreneurship training after school and the average ratings on IEC and EI are presented in Table 10.

Table 10: Statistics on Student and Graduate IEC due to Exposure to Extra Entrepreneurial Training

	Taken EET	N	Mean	Std. Deviation	Std. Error Mean
ATT_AVE	Yes	69	3.9639	.54345	.06542
	No	327	3.6819	.74538	.04122
PBC_AVE	Yes	69	3.9616	.63753	.07675
	No	327	3.6083	.72311	.03999
SN_AVE	Yes	69	3.6758	.84285	.10147
	No	327	3.4788	.92197	.05098
EI_AVE	Yes	69	4.0471	.69155	.08325
	No	327	3.7196	.87513	.04840

Table 10 reveals that majority (82.6 %) of all graduates did not undertake any Entrepreneurship training after school. An examination of the mean ratings for the Attitude, perceived behavioural control of respondents suggest that generally grades who undertook extra

Entrepreneurship training after school had a higher rating for attitude and Perceive behavioural control toward Entrepreneurship than those who did not.

Further investigation using the independent t test is conducted to determine if the observed differences are significant or due to chance. Results from the independent t-test are also presented in table 11.

Table 11: Anova Results on IEC and Extra Entrepreneurship Training

	Levene Test		t-test for Equality of Means				
	F	Sig.	T	Df	Sig.	Mean Difference	95% CI of the Difference Lower Upper
ATT_AVE	5.447	.020	2.979	394	.003	.282	.0959 .4681
E N-E variance			3.647	128.476	.000	.282	.1289 .4350
PBC_AVE	.711	.400	3.761	394	.000	.353	.1686 .5380
E N-E variance			4.083	108.266	.000	.353	.1818 .5249
SN_AVE	1.037	.309	1.636	394	.103	.197	-.0397 .4337
E N-E variance			1.735	105.273	.086	.197	-.0281 .4222
EI_AVE	5.064	.025	2.921	394	.004	.328	.1071 .5479
E N-E variance			3.401	118.889	.001	.328	.1368 .5182

Please note: E. variance – Equal variances, N-E variance - non equal variances

The test of differences reveals significant differences exist for Attitude (t = 3.647, p value = 0.000) due to an extra Entrepreneurship training. The result implies that at a significance level of 5% the attitude toward entrepreneurship significantly differs for graduates who undertook extra Entrepreneurship training after school and those who did not.

The test of differences reveals significant differences exist for PBC (t = 3.761, p value = 0.000), and EI_AVE (t = 3.401, p value = 0.001) due to an extra entrepreneurship training. The results imply that at a significance level of 5% the attitude toward entrepreneurship and entrepreneurial intention significantly differs for graduates who undertook extra entrepreneurship training after school and those who did not. However non-significant differences were observed for SN_AVE of students and graduates.

The result above hence supports the hypothesis *H_{a3}: Individual Entrepreneurial characteristics of graduates will significantly differ due Exposure to extra Entrepreneurial programme.*

To Investigate the Differences in Individual Entrepreneurial Characteristics and Entrepreneurial Intention due to Type of Programme Offered by Ghanaian Students and Graduates.

The next objective was to investigate if university programme type could account for variations the attitude, and Perceived behavioural control of student and graduates toward entrepreneurship.

Table 12: Statistics on student and Graduate IEC due to Programme studied in School

	Mean	Std. Deviation
ATT_AVE	Business Related	3.7287
	Fashion and Design	.67994
	Catering and Hotel Management	3.7292
	Applied Sciences	.69050
	Engineering	3.6844
	Total	.68801
PBC_AVE	Business Related	3.7083
	Fashion and Design	.69342
	Catering and Hotel Management	3.8785
	Applied Sciences	.72280
	Engineering	3.7452
	Total	.69648
PBC_AVE	Business Related	3.6287
	Fashion and Design	.62909
	Catering and Hotel Management	3.6867
	Applied Sciences	.62728
	Engineering	3.6887
	Total	.66952
PBC_AVE	Business Related	3.7468
	Fashion and Design	.70923
	Catering and Hotel Management	3.7352
	Applied Sciences	.65028
	Engineering	3.6970
	Total	.65751

Results in table 12 reveals that generally suggest that students and graduates agreed to all measures of attitudes and behavioural control. This was evident in estimated overall average of 3.75 and 3.70 for attitudes and behavioural control respectively.

Inferential analysis using the One-way Analysis of variance (ANOVA) was employed to address the fourth research question. The test of homogeneity of variation using the Levene’s test showed equal variation. The results from the One-Way ANOVA is presented in table 13.

Table 13: ANOVA for Student and Graduate IEC due to Programme Type

		Sum of Squares	df	Mean Square	F	Sig.
EI_AVE	Between Groups	2.556	4	.639	.997	.408
	Within Groups	504.573	787	.641		
	Total	507.130	791			
ATT_AVE	Between Groups	3.638	4	.909	1.883	.111
	Within Groups	380.066	787	.483		
	Total	383.704	791			
PBC_AVE	Between Groups	1.398	4	.349	.808	.520
	Within Groups	340.569	787	.433		
	Total	341.967	791			
SN_AVE	Between Groups	4.972	4	1.243	1.668	.155
	Within Groups	586.339	787	.745		
	Total	591.310	791			

The test of differences in table 13 revealed that no significant differences exist for Attitude ($F = 1.883$, p value = 0.111) due to the programme type of the respondents. The results imply that programme difference did not account for significant differences in the attitude of students and graduates toward entrepreneurial behaviour.

Similarly, the result from the test of differences in table 13 reveals no significant differences for perceived behavioural control ($F = 0.808$, p value = 0.520) due to the programme type of the respondents. The results imply that programme difference did not account for significant differences in the perceived behavioural control of students and graduates toward entrepreneurial behaviour and that differences observed were due to chance.

The results above thus do support the hypothesis, H_{04} : *Individual Entrepreneurial characteristics of students and graduates will significantly differ due Programme studied in School*

Results and Discussion

The following findings emerged from the study:

- Entrepreneurship Course contents did expose students to knowledge for establishing businesses.
- Entrepreneurial Course content significantly correlate with Individual Entrepreneurial Characteristics.
- Individual Entrepreneurial Characteristics partially mediate the impacts of Entrepreneurship Course content on Entrepreneurial intent.
- Graduates exposure to Extra entrepreneurship training after school accounted for differences in their attitudes and perceived behavioural control but not subjective norms.
- There were no differences in Individual Entrepreneurial Characteristics and Entrepreneurial Intention due to type of programme offered by Ghanaian students and graduates.

The first finding of the study is consistent with Adjei et al. (2014), Ashiboe-Mensah's (2017) who concluded that the instructional method adopted in entrepreneurship education did introduce students' on how to market products or services, prepare business plans, entrepreneurial support agencies, and offer practical input for the teaching and learning entrepreneurship course. The finding of the study on the other hand contradict Denanyoh et al. (2015) who posts that entrepreneurship education in Ghana to a large extent is not sufficient to stimulate entrepreneurial interest. Aside the limitations which regard to the selection of participates from one university, measurement items for entrepreneurial education employed by Boahemaah et al. (2020), and Denanyoh et al. (2015) did not adequately capture content of entrepreneurial courses in most Ghanaian Universities, hence, this study contributes to knowledge by providing reliable measures for entrepreneurial course content.

Although first finding of this study indicates a good degree of coverage on entrepreneur content in courses there is still room for improving on such level of delivery. The finding practically points to the need for higher educational institutions to systematically overhaul entrepreneurship education so that the graduates will not only have an academic attainment, but will have the entrepreneurial mindset or skills that will enable them to seize and exploit opportunities, solve problems, generate and communicate ideas, and make a difference in their societies.

With regard to the second finding of the study, previous work including Kolvereid and Isaksen (2006), Krueger et al. (2000), Kritskaya (2015), Boahemaah et al. (2020), Denanyoh et al. (2015) provided empirical support to the finding as they found positive relationship between entrepreneurial self-efficacy and individual entrepreneurial characteristics. Although Ashiboe-Mensah (2017)

concluded that the instruction has the tendency of improving on individual entrepreneurial characteristics of Ghanaian university student, the study did not provide rigorous empirical evidence to support the relationship.

It is worth noting that the researchers in line with Zhang et al. (2013), Ashiboe-Mensah (2017), Yartey (2019) believe the presence of environment conditions like difficulty in accessing start-up funds, and unfavorable government policies could decline the interest of students and graduates toward starting new businesses, although our data does not allow us to support this claim.

The third finding indicate that there is partial mediation of the effect of entrepreneurial course content on EI by attitudes, perceived behavioural control and subjective of students and graduates. The finding of the study is supported by (Ajzen, 1991) and Bandura (1986). The finding of partial mediation is consistent with Zhang et al. (2013), Kritskaya (2015), Boahemaah et al. (2020), Denanyoh et al. (2015) who concluded that entrepreneur education and other factors were relevant in predicting entrepreneur intention among Ghanaian university students.

Again, while in line with Zhang et al. (2013) and Boahemaah et al. (2020) who concluded on indirect effect of entrepreneurship education content, on EI through the moderating effect individual entrepreneurial characteristics (IEC), the finding provides more rigorous evidence to support Kritskaya (2015) who concluded that impact of entrepreneurial education on entrepreneurial intentions was mediated by IEC.

The fourth finding of this study is in line with Bandura (1986), Harris and Gibson (2008), but contradicts Rodrigues et al. (2012) who concluded that extra exposure to entrepreneurship programmes did not improve on attitude toward entrepreneurial behaviour. We conclude based on the finding of this study that further exposure to educational programmes does not only lead to changes in of attitude of graduates but also their perceived behavioural control (perceived feasibility) toward entrepreneurial intentions. For example, entrepreneurial education is needed to help university graduates to identify opportunities and to develop new products in the today's world of business, where franchising concept, joint ventures, and licensing has made it possible practice entrepreneurship many more sites and spaces. The finding of the study contributes to knowledge as existing Ghanaian studies including Ashiboe-Mensah (2017), Denanyoh et al. (2015) have failed to investigate the effect of extra entrepreneurial training for university graduates.

Against the background that not many studies have been conducted to investigate the role of programme type and Individual entrepreneurial characteristic, the final finding of the study contributed to knowledge in the field as it provides empirical evidence of the influence of various programmes offered by students and graduates on their attitudes, and behavioural control. To offer credence to the finding of the study, Kristiansen and Indarti (2004) also found that background for students offering economic and business did not significantly impact entrepreneurial intent.

Conclusion

Data from this study support the relevance of attitudes, perceived behavioural control and subjective norms of students and graduates on effect of entrepreneurial education course on Entrepreneurial intention. The finding practically points to the need for higher educational institutions to strategically ensure that content of entrepreneurial courses will improve on the perceived behavioural control, attitudes and subjective norms as these will lead to higher propensities to start up new ventures. The courses should capture aspects including developing new products or services, introducing students to financial support and business development services, decision making and problem solving, and providing practical entrepreneurial experience by collaborating with other organisations to provide sufficient industrial attachment students.

Further, as a means of complimenting efforts of universities, the Government of Ghana can improve on initiatives targeted at improving the entrepreneurial mindset of graduates and also set enabling environment to implement their ideas.

Despite the study's findings and implications, our study does contain some limitations. First, the cross-sectional nature of the analysis can only provide the associative relationships between the stated constructs. Again, the data from this study does not allow this paper to evaluate the impact of other factors including environment all factors within the Ghanaian context. Hence further studies can be advanced in this direction.

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Appendix

Table A1: Sample Distribution of Respondents for the Study

Attribute		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	383	47.9	50.7	50.7
	Female	372	46.5	49.3	100.0
	Total	755	94.4	100.0	
	System	45	5.6		
	Total	800	100.0		
Respondent type	Student	396	49.5	50.0	51.5
	Graduate	396	49.5	50.0	100.0
	Total	792	99.0	100.0	
		792	99.0	100.0	
	Business Related	160	20.0	20.2	39.3
	Fashion and Design	159	19.9	20.1	55.5
Programme offered	Catering and Management	158	19.8	19.9	60.9
	Applied Sciences	160	20.0	20.2	85.2
	Engineering	155	19.4	19.6	97.5
	Total	792	99.0	100.0	100.0
Age	Less than 18 yrs	38	4.8	4.8	4.8
	19-25 yrs	524	65.5	66.2	70.6
	26-30 yrs	192	24.0	24.2	95.2
	above 30 yrs	38	4.8	4.8	100.0
	Total	792	99.0	100.0	