UNIVERSITY OF CAPE COAST

FACTORS INFLUENCING ENTREPRENEURIAL INTENTIONS FOR BUSINESS START-UP AMONG STUDENTS OF HO TECHNICAL UNIVERSITY IN GHANA

JOEL KOFI DEGUE

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BY

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Dissertation submitted to the Centre of 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 Award of Master of Business Administration Degree in Entrepreneurship and Small Enterprise Development.

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DECLARATION

Candidate's Declaration

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

Candidate's Signature …….. Date: ……..

Name: Joel Kofi Degue

Supervisors' 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: Professor Rosemond Boohene

ABSTRACT

This study examined the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana. Using the deductive research approach, the correlational study design and the multi-stage sampling method, 260 accounting, management and statistics students were selected to serve as subjects for the study, from a population of 804 students. All 260 students responded to the instrument after several follow-up were made by the researcher, hence a return rate of 100.00%. Data was collected from primary sources with the help of a questionnaire, using the self-administered questionnaire process. Ethical issues were considered. First of all, a pre-test was conducted to ensure validity and reliability of results. Data collection was aided by some of the lecturers in the school and covered a period of five weeks. The data collected were analysed, using descriptive and inferential statistics with the help of SPSS for windows version 21. The findings showed that students of Ho Polytechnic have conscious goals of becoming entrepreneurs sooner or later. However, the students did not have a well-functioning support infrastructure to support the start-up of new firms. Further analysis disclosed that the relationship between entrepreneurship education and entrepreneurial intention for business start-up among students was large and positive. The study concluded that entrepreneurial intention is predicted by personal attitude, perceived behavioural control, subjective norm, and entrepreneurship education (perceived educational support) in students of Ho Technical University. The study recommends that the management of Ho Technical University, with support from government, should provide a well-functioning support infrastructure to support the start-up of new firms by students.

KEY WORDS

Entrepreneurial intention

Entrepreneurship education

Perceived behavioural control

Personal attitude

Subjective norm

University students

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DEDICATION

To my late maternal grandmother, Plashie Kumedzro, and my mother, Esinam Nyamadi-Ahorlumegah

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LIST OF ACRONYMS

BI	Behavioural Intention
EI	Entrepreneurial Intention
GRASAG	Graduate Student Association of Ghana
HND	Higher National Diploma
KNUST	Kwame Nkrumah University of Science and Technology
NEIP	National Entrepreneurship and Innovation Plan
PA	Personal Attitude
PBC	Perceived Behavioural Control
TPB	Theory of Planned Behaviour
USIU	United States International University

CHAPTER ONE

INTRODUCTION

The objective of this research is to examine the factors that influence the entrepreneurial intentions for business start-up among students of Ho Technical University in Ghana, based on Ajen's Theory of Planned Behaviour (TPB). The study will explore the degree of influence of Personal Attitude, Perceived Behavioural Control, Subjective Norms and Entrepreneurship Education have on the Entrepreneurial intentions of students.

This chapter consists of the research background, problem statement, research objectives, hypotheses, significance of the study, delimitations, limitations of the study and chapter organization.

Background to the Study

In this 21st century, organisations are putting immense emphasis, on creativity and innovation in every sphere of operation (Yurtkoru, Kuşcu, & Doğanay, 2014). This is due to the fact that in this hyper competitive market, only creative and differentiated ideas can ensure distinctive competencies for firms and thus can result in long term sustainable success. While organisations are striving for organisational intrapreneurism in every field, at the same time countries are also focusing on developing entrepreneurs in order to foster economic growth and development (Naffziger, Hornsby, & Kuratko, 1994), and, more importantly, to help reduce the growing rate of unemployment (Amero, 2018).

Therefore, educational institutions, particularly Ho Technical University, have taken steps to incorporate entrepreneurship into some of their

business programmes (namely Accounting, Management and Statistics) offered, all in an attempt to instill entrepreneurial attitude in their students. It is believed that entrepreneurial attitude predicts entrepreneurial intentions (Yurtkoru *et al*., 2014) and this is explained by the Theory of Planned Behaviour (TPB). According to the Theory of Planned Behaviour, human intentions or behaviours are influenced by their attitude and belief. Stated differently, based on Ajzen's Theory of Planned Behaviour, the stronger the intention to perform behaviour, the more likely the behaviour will be performed. That is, the theory is based on the premise that a certain amount of planning and effort are required for any intention to materialise (Ajzen, 1991).

Intentions predict deliberate behaviours, because behaviour can be planned. Thus, intentions are assumed to take hold of emotional factors that influence behaviour and indicate one's effort to try to perform intentional behaviour. In the context of entrepreneurship, intention is identified as the important property for establishing an organisation (Katz & Gartner, 1998) and as a predictor of new reliable enterprise (Krueger, Michael & Casrud 2000). Ajzen's (1991) theory of planned behaviour is popularly used in determining the factors that influence individuals to start new business ventures. This theory is widely used to predict and explain a wide range of people's behaviours and intentions.

In the model, behavioural intention (BI) is defined as "a measure of the strength of one's intention to perform a specified behaviour" (Fishbein & Ajzen, 1975, p. 288). For entrepreneurial studies, BI is replaced by entrepreneurial intention (EI) which refers to a conscious goal to become an entrepreneur (Wilson, Kickul, & Marlino, 2007). Intentions, as explained in

the model, are determined or predicted by a person's attitudes (PA), perceived behavioural control, subjective norm (SN) (Ajzen, 1991), and perceived entrepreneurial support, also called, entrepreneurial education (Mumtaz, Munirah, & Halimahton, 2012; Turker & Selcuk, 2009).

The model defines attitude as "a disposition to respond favourably and unfavourably to an object, person, institution or event" (Ajzen, 2005, p. 3) and attitude toward a behaviour is defined as "the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question" (Ajzen, 1991). Perceived Behavioural Control (PBC), as explained in the model, is related to people's confidence that they are capable of performing the behaviour under investigation, and related to their beliefs that they have control over that behaviour (Ajzen, 2002). In other words, PBC is related to the behaviour's feasibility that individuals usually adopt behaviours they perceive, as they will be able to control and master (Fayolle, Gailly, & Lassas-Clerc, 2006).

Subjective norm, another determinant of entrepreneurial intention, is defined as "the person's perception that, most people who are important to the individual think he should or should not perform the behaviour in question" (Fishbein & Ajzen, 1975, p. 354). Ajzen (1991) attributes the engagement in a particular behaviour as a result of peer influence as a subjective norm. Engle, Dimitriadi, Gavidia, Schlaegel, Delanoe, and Alvarado (2010) agreed with this but called it social norm and went ahead to say that this influence can come from parents, friends, or partners. It relates to a person's belief about whether peers and people of importance to the person think he or she should engage in

the behaviour. Subjective norms are a person's own judgement of the social forces to execute target behaviour.

Finally, perceived educational support (also known as entrepreneurial education) has been recognised as a determinant of entrepreneurial intention. Previous researchers agree that entrepreneurial education is an efficient method to equip the students with necessary knowledge about entrepreneurship (Mumtaz *et al*., 2012; Turker & Selcuk, 2009). Entrepreneurship education also influences students' career choice (Peterman & Kennedy, 2003).

Graduate unemployment in Ghana is a bane on economic development and wealth creation opportunities in Ghana for some time now. Many graduates finish school and search for employment for many years without finding on. This unwelcome situation has now moved from being an economic situation to becoming a security issue. This has led to the formation of Unemployed Graduates Association of Ghana (UGAG). In the face of an ever-growing number of graduates being churned out from our tertiary institutions, it is, therefore, expedient that these institutions of higher learning have a firm grasp of the various factors that influence entrepreneurial intentions and thereby, develop entrepreneurship courses that will fully equip graduates to be job creators rather than job seekers after school (Ansah, 2012).

In order to mitigate the situation by reducing the rate of graduate unemployment, many tertiary institutions in Ghana have introduced entrepreneurship education as courses of study in their curricula. It is in line with this that, Ho Technical University has also introduced entrepreneurship Education in their programmes of study for all students, this is to equip them

with the requisite knowledge, skills, abilities and mindsets that will enable them finish school and go and create their own ventures.

In order to equip students to survive in today's intensified business and economic environment, tertiary education is mandated to play a key role in promoting entrepreneurship education. It is in view of this that, the present study seeks to examine the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana with the intention of making recommendations to improve the existing situation among Ho Technical University students in particular and Ghana in general.

Statement of the Problem

In recent times, entrepreneurship has been given serious attention due to its importance to economic growth, job creation, sources of innovation and productivity (Urbano & Aparicio, 2015). Thus, developing countries like Ghana encourage students to be involved in entrepreneurship and consider entrepreneurship as a career choice. It is widely known that, in the future, undergraduates are the important source of promising entrepreneurship (Ambad & Damit, 2016). Part of the government effort to instill the entrepreneurial spirit among university students is to provide funding to boost their businesses. This effort is one of the initiatives by the government to reduce graduate unemployment in the country since entrepreneurship is seen as one of the means of reducing graduate unemployment.

A report by Appiah (2017) suggests that student entrepreneurs at the Kwame Nkrumah University of Science and Technology (KNUST) are to receive GH₵ 100,000 support to boost their businesses. According to him, the

National Entrepreneurship and Innovation Plan (NEIP) is collaborating with the Graduate Student Association of Ghana. (GRASAG) of KNUST to disburse the facility. NEIP is a flagship policy initiative of the government of Ghana with the primary objective of providing an integrated national support for start-ups and small businesses. NEIP primarily focuses on providing business development services; start-up incubators and funding for young businesses to enable them to grow and become successful.

The importance of entrepreneurship to economic growth, employment and income levels have attracted the attention of researchers across the world (Ambad & Damit, 2016; Bagheri & Pihie, 2015; Joseph, 2017; Jumamil, Depositario, & Zapata Jr., 2017; Kadir, Salim, & Kamarudin, 2010; Kisolo, 2016; Peng, Lu, & Kang, 2012; Remeikiene, Startiene, & Dumciuviene, 2013; Taha, Ramlan, & Noor, 2017; Tong, Tong, & Loy 2011; Uddin & Bose, 2012; Yurtkoru *et al*., 2014). The literature (Kisolo, 2016; Nyambegera & Kilonzo, 2014) on Sub-Saharan Africa, particularly Ghana is now developing and fast gaining ground. To support this assertion, Nyambegera and Kilonzo (2014) argue that the relevance and applicability of the Theory of Planned Behaviour within the context of developing economies, especially in Africa is not yet well established and justified. They reasoned that, putting into consideration, intention is culturally bound. Subsequently, generalising findings from only a few cultural settings, mostly in developed economies, to developing economies may not be appropriate in making a conclusion on this theory.

This study, therefore, makes an attempt to empirically test Ajzen's Theory of Planned Behaviour (as used in Ambad & Damit, 2016; Bagheri &

Pihie, 2015; Joseph, 2017; Jumamil *et al.*, 2017; Kadir *et al*., 2010; Yurtkoru *et al*., 2014) among students of Ho Technical University in Ghana.

In order to reduce the rate of unemployment among its graduates year in year out, the university has decided to introduce a one-year entrepreneurship course for all university students. The course is taken by the third and final year High National Diploma (HND) students in order to equip them with the necessary tools for venture creation and to prepare them take charge of their economic future. The course runs for two semesters and is compulsory, a necessary requirement for graduation.

The current study, therefore, sought to ensure examine the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana. Additionally, the study sought to examine the relationship between entrepreneurial education and entrepreneurial intention for business start-up among students of Ho Technical University.

Ho Technical University, formerly Ho Polytechnic, is a public tertiary institution in the Volta Region of Ghana. The Polytechnic started in 1968 as a technical institute with the primary goal of providing pre-technical education. By 1972, the Institute made tremendous progress and upgraded its courses. In 1986, the institution was upgraded into a Polytechnic. However, it was not until 1993 that it got full backing of the law (Polytechnic Law 321) to become a fully-fledged tertiary institution, charged with the responsibility of training students to the Higher National Diploma (HND) and Degree Levels. In 1972, the pre-technical courses were upgraded to more advanced programmes in technical, business and other vocational disciplines. Though the Technical Institute was re-designated a Polytechnic in 1986, it was not until 1993 that it

got the full backing of the law (PNDC Law 321, as amended by ACT 745) to become a tertiary institution with statutory objectives and functions. The university offers various courses under various department and faculties.

Research Objectives

Overall, the study sought to examine the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana. Specifically, the study sought to:

1. Examine the relationship between personal attitude and entrepreneurial intention for business start-up among students of Ho Technical University;
2. Assess whether perceived behavioural control influences entrepreneurial intention for business start-up among students of Ho Technical University;
3. Evaluate the relationship between subjective norm and entrepreneurial intention for business start-up among students of Ho Technical University; and
4. Examine the relationship between entrepreneurial education and entrepreneurial intention for business start-up among students of Ho Technical University.

Hypotheses

Based on the stated research objectives, the following hypotheses are formulated to give the study direction:

H_0: There is no significant relationship between personal attitude and entrepreneurial intention for business start-up among students of Ho Technical University.

H_1: There is significant relationship between personal attitude and entrepreneurial intention for business start-up among students of Ho Technical University.

H_0: There is no significant relationship between perceived behavioural control and entrepreneurial intention for business start-up among students of Ho Technical University.

H_2: There is significant relationship between perceived behavioural control and entrepreneurial intention for business start-up among students of Ho Technical University.

H_0: There is no significant relationship between subjective norms and entrepreneurial intention for business start-up among students of Ho Technical University.

H_3: There is significant relationship between subjective norms and entrepreneurial intention for business start-up among students of Ho Technical University.

H_0: There is significant relationship between entrepreneurial education and entrepreneurial intention for business start-up among students of Ho Technical University.

H_4: There is significant relationship between entrepreneurial education and entrepreneurial intention for business start-up among students of Ho Technical University.

Significance of the Study

Studying factors that influence entrepreneurial intention for business start-ups among students of Ho Technical University in Ghana is key, since it will present: the relationship between personal attitude and entrepreneurial intention for business start-up among students of Ho Technical University; the relationship between perceived behavioural control and entrepreneurial intention for business start-up among students of Ho Technical University; the relationship between subjective norms and entrepreneurial intention among students of Ho Technical University; and the relationship between entrepreneurial education and entrepreneurial intention for business start-up among students of Ho Technical University.

Since intention is a predictor of behaviour (Ajzen 1991), understanding factors that influence entrepreneurial intention will be help students develop attitudes and mindsets that lead to venture creation. The number of graduates who finish school and cannot create jobs for themselves is high. Every year Ghana's tertiary institutions churn out many thousands of graduates onto the labour market. Many of them will not get work after many year of search. Equipping these numbers of young men and women with the necessary mental tools and skills that will enable them to become innovative, imaginative and creative enough to take some calculated risks in the development of small enterprise. That ability will enable them to spot, identify and recognize opportunities, capitalize on them and turn them into productive and profitable enterprises. Developing the ability of young men and women to recognize opportunities and generating innovating and creative ideas and giving them the mental tools to capitalize on those opportunities empowers them to take

ownership of their economic future in ways that directly link education to real-world success and life satisfaction. They will become critical thinkers, problem-solvers, trail-blazers, social and economic change-makers. Therefore, deliberate attempts should be made by government, education policy-makers and managers of tertiary institutions to invest heavily in the teaching of entrepreneurship and small business development so as to equip the graduates with the mindset, tools and skills necessary to become innovators, entrepreneurs and employers of labour after school.

The result of this research project can help policy makers, academicians, entrepreneurial educators, government, consultants and advisors to find the appropriate solutions to foster entrepreneurship in universities as well as the Ghanaian society. Policy makers can be encouraged to craft the necessary policies with its associated infrastructure necessary to support entrepreneurship. Entrepreneurial educators may be poised to extend and expand their coverage in terms of entrepreneurship education. On the part of government, they can find the need to finance entrepreneurship education and provide financial support to potential students entrepreneurs. Advisors, who play a crucial role in convincing students to start their own firms, may be motivated to continuously and continually do so, since entrepreneurship is one sure way to reducing the growing unemployment problems in Ghana and Africa at large.

Delimitations

The present study sought to examine the factors that influence entrepreneurial intention for business start-ups among students of Ho

Technical University in Ghana. In terms of study organisation, the study was confined to Ho Technical University in the Volta Region of Ghana. Variables used in the study include personal attitude, perceived behavioural control, and entrepreneurial intention. Personal attitude, perceived behavioural control, and perceived educational support were used as independent variables, whereas entrepreneurial intention serves as the dependent variable for the study.

Limitations of the Study

First of all, the researcher had earlier intentions of conduct interviews with key informants in addition to the questionnaire administration. However, it was unsuccessful due to busy schedules of those key informants. Additionally, the confinement of the population to Ho Technical University renders the result of the study applicable mainly to such jurisdiction. Also, relying on business students (Accounting, Management and Statistics) as the sole respondents raises questions regarding possible bias. Even so, the use of close-ended Likert-type scale statements limits the amount of information respondents may provide with respects to the main variables of the study.

Definition of Key Terms

For the purpose of this study, it is good to operationalize certain definitions of key terms as they are used in this study. For that matter, the following definitions will be used.

Entrepreneur: Someone who pursues opportunities regardless of the resources they control (Stevenson & Jarrito, as quoted in Barringer & Ireland, 2010)

Entrepreneurship: The capacity and willingness to develop, organize and manage a business_venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses. (Online Business Dictionary)

Entrepreneurship Education: All activities aiming to foster entrepreneurship mindsets, attitudes, and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Fayolle, 2009)

Entrepreneurial Intention: The intention of an individual to engage in entrepreneurial activity or to become an entrepreneur (Garba et al, 2014)

Start-up: Any new business or venture about to start or just starting its operations.

The above operationalized definitions will be used and understood as such throughout this dissertation.

Organisation of the Study

This study is organised into five main chapters. Chapter One presents the introduction which comprise background of the study, statement of the problem, research objectives, hypotheses, significance of the study, delimitations, limitations, and organisation of the study. Chapter Two reviews various literatures relevant to this research project and Chapter Three described the research methods adopted for the study. Chapter Four captures the results and discussion whiles Chapter Five finalises the report with the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The main objective of the study was to examine the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana.

The chapter comprises three components namely theoretical review, empirical review, and conceptual framework. The theoretical review explains the theory of planned behaviour and how the theory relates to the current study, that is, "Factors influencing entrepreneurial intentions for business start-up among students of Ho Technical University in Ghana". Further, the empirical review documents the results of most recent studies closely related to the research topic as well as identifying the similarities, gaps, and contradictions in such studies. Last, but not least, the conceptual framework shows how the research topic is explored in the current study.

Theoretical Review

The theoretical review explains the theory of planned behaviour and how the theory relates to the current study. Variables flowing from the theory were also defined and explained in detailed. Further, linkages were made regarding the relationships that exist among each of the variables. Critiques were also highlighted.

Theory of planned behaviour and entrepreneurial intention

Intentions are still considered as the best single predictor of human behaviour (Krueger, 2008). Therefore, the Theory of Planned Behaviour Model (TPB), which links attitude and beliefs to behaviour/intentions, is used as a theoretical framework, since recent literature (Yurtkoru *et al*., 2014) suggests that intentions can predict future entrepreneurship. The reason being that, the theory of planned behaviour appears to be the most highly comprehensive of all competing models in entrepreneurial action (Ogundipe, Kosile, Olaleye, & Ogundipe, 2012) and also described as one of the most recognised, reliably validated, and prominent of the theories of entrepreneurial intention that offer the well-developed theory base (Owoseni, 2014).

The advantages of this widely used theory in the field of behavioural psychology as well as entrepreneurship is that, it combines favourably various bahavioural attitudes, such as psychological dispositions, social attitudes and personal traits (Ajzen, 1991). This is, however, limited or biased on cultural and ethnic inclinations or cultural backgrounds. A study by Kalinzo and Nyambegera, some ethnic and cultural groups have different behaviours towards business and enterprise creation (Kalinzo and Nyambegera, 2014).

Even though the TPB is widely used today in many studies in entrepreneurship intentions, it initially belonged to the field of psychological behavoiur. However, the TPB can be favourably compared to what was earlier developed by Shapero and Sokol (1982). Shapero's Entrepreneurship Event (SEE) Model included the percieved degree of desirability towards an action, the perceived degree of feasibility of the action and the propensity to act on the action (Shapero and Sokol, 1982). Another important theory worth

considering in the study of entrepreneurial intention is the theory of self-efficacy by Bandura (1982). Thus, there is a great resemblance between perceived behavioural control of the TPB and the degree of feasibility of the SEE model, since they both point out to one important element, self-efficacy as put forward by bandura (1982). In addition, the personal attitude of the TPB, the subjective norms, can also be favourably compared with the perceived feasibility and the propensity to act of the SEE (Krueger, 2000). According to Krueger (2000), the SEE represents a more appropriate model than the TPB because it is originally based in the field of entrepreneurship. But since venture creation is a behavior, it is believed to have its antecedent in intention; for that matter TPB appears to be a more appropriate and a more useful model in carrying out studies based on entrepreneurship intention.

According to the Theory of Planned Behaviour, human intentions or behaviours are influenced by their attitude and belief. Stated differently, based on Ajzen's Theory of Planned Behaviour, the stronger the intention to perform behaviour, the more likely the behaviour will be performed. To buttress, the theory is based on the premise that a certain amount of planning and effort are required for any intention to materialise (Ajzen, 1991). Simply put, intentions predict deliberate behaviours because behaviour can be planned. That is, intentions are assumed to take hold of emotional factors that influence behaviour and indicate one's effort to try to perform intentional behaviour.

In the context of entrepreneurship, intention is identified as the important property for establishing an organisation (Katz & Gartner, 1998) and as a predictor of new reliable enterprise (Krueger, Michael & Casrud 2000). Ajzen's (1991) theory of planned behaviour is popularly used in

determining the factors that influence individuals to start new business ventures. This theory is widely used to predict and explain a wide range of people's behaviours and intentions. Since entrepreneurship is a source of economic growth, innovation and employment, especially where graduate unemployment is on the rise (Amero, 2018), it is important to know the factors that influence students' intention to become an entrepreneur. This is important because most students are still sitting at home unemployed or continuing to look for job after many years, although they took part in entrepreneurship courses when they were in school. This model was first used for measuring entrepreneurial intentions by Krueger and Carsrud (1993) and since been one of the most widely used model in the study of entrepreneurship intentions.

In the model, behavioural intention (BI) is defined as "a measure of the strength of one's intention to perform a specified behaviour" (Fishbein & Ajzen, 1975, p. 288). For entrepreneurial studies, BI is replaced by entrepreneurial intention (EI) which refers to a conscious goal to become an entrepreneur (Wilson *et al.*, 2007). Intentions, as explained in the model, are determined or predicted by a person's attitudes (PA), perceived behavioural control, subjective norm (SN) (Ajzen, 1991), and perceived entrepreneurial support, also called, entrepreneurial education (Mumtaz *et al.*, 2012; Turker & Selcuk, 2009). However, some authors (Nyambegera & Kilonzo, 2014) claim that the relevance and applicability of this theory seems to be in empirical support for developing economies, though not yet justified and established.

Again, in the model, attitude is defined as "a disposition to respond favourably and unfavourably to an object, person, institution or event" (Ajzen, 2005, p.3) and attitude toward a behaviour is defined as "the degree to which a

person has a favourable or unfavourable evaluation or appraisal of the behaviour in question" (Ajzen, 1991). Perceived Behavioural Control (PBC), as explained in the model, is related to people's confidence that they are capable of performing the behaviour under investigation, and related to their beliefs that they have control over that behaviour (Ajzen, 2002). In other words, PBC is related to the behaviour's feasibility that individuals usually adopt behaviours they perceive, as they will be able to control and master (Fayolle *et al*., 2006). PBC is similar to self-efficacy theory of Bandura (1997) which refers an individual's belief that he or she is capable of performing a task (Bandura, 1997). Thus, some scholars prefer to use self-efficacy scales instead of PBC scales in empirical studies. However, Ajzen (2002) considers that PBC is a broader concept than self-efficacy, since it also includes a measure of controllability.

Subjective norm, another determinant of entrepreneurial intention, is defined as "the person's perception that most people who are important to him think he should or should not perform the behaviour in question" (Fishbein & Ajzen 1975, p. 354). Ajzen (1991) attributes the engagement in a particular behaviour as a result of peer influence as a subjective norm. Engle *et al*. (2010) agreed with this but called it social norm and went ahead to say that this influence can come from parents, friends, or partners. It relates to a person's belief about whether peers and people of importance to the person think he or she should engage in the behaviour. Subjective norms are a person's own judgement of the social forces to execute target behaviour.

Empirical Review

The empirical review documents the results of most recent closely related studies that relate to "Factors influencing entrepreneurial intention for business start-ups among students of Ho Technical University in Ghana" as well as identifying the similarities, gaps, and contradictions in such studies. To begin, in Turkey, Yurtkoru *et al*. (2014) explored the impact of contextual factors on entrepreneurial intention of university students. The Theory of Planned Behaviour Model (TPB) was used as a theoretical framework since recent literature suggested that intentions can predict future entrepreneurship. Contextual factors which are relational, educational and structural support were considered as antecedents of personal attitude and perceived behavioural control. In return, they are expected to have an impact on entrepreneurial intention. The model was tested on 425 university students.

Regarding regression results, personal attitudes and perceived behavioural control were found to have a significant effect on entrepreneurial intention. More so, personal attitude and perceived behavioural control explained the change in entrepreneurial intention, both variables had positive effect. Personal attitude has strong effect on entrepreneurial intention, whereas perceived behavioral control significant yet weak effect. In addition, it was found that only relational support had a significant effect on personal attitude toward entrepreneurial intention. The effect of relational support on personal attitude was weak positive effect (Yurtkoru *et al*., 2014).

Regression analysis was further conducted between entrepreneurial support factors and perceived behavioural control. It was found that educational and relational support had a significant effect on perceived

behavioural control whereas structural support had not. Both variables, that is, educational support and relational support had weak positive effects on perceived behavioural control (Yurtkoru *et al*., 2014).

Similarly, in Malaysia, Ambad and Damit (2016) conducted a study with the aim of identifying the determinants of entrepreneurial intention among undergraduate students. Since most literature agreed that entrepreneurial intention can be determined by using Theory of Planned Behaviour (TPB), this theory was used as a theoretical framework in this study. The independent variables of the study consisted of perceived educational support, perceived relational support, perceived structural support, personal attitude, and perceived behavioural control. This theoretical framework was verified on 351 undergraduate students in one of the Public Universities in Malaysia. The results found that personal attitude, perceived behavioural control, and perceived relational support are the predictors to entrepreneurial intention.

In a related study in Bangladesh, Uddin and Bose (2012) looked at the determinants of entrepreneurial intention of business students. The study tested a causal model in context of business students of Bangladesh to identify what determines their intentions to be an entrepreneur. For that purpose, data were collected from the business students studying at Bachelor and Master Level in public and private universities. From the previous literature, variables like risk taking, locus of control, need for achievement, autonomy, challenges, security of job, environment for staring business and entrepreneurial education offered by Universities were tested using multiple regression model. The model results show that tendency of taking risk, need for achievement,

education and environment for starting business, job security are statistically significant in determining the intention of students. However, all variables were found to be positively related, except for job security.

In another study in Malaysia, Joseph (2017) examined the factors influencing international student entrepreneurial intention, using Azjen's theory of Planned Behaviour as background theory. Purposive sampling method which is a type of non-probability sampling was employed in the research. This type of sampling was used because the target population was large and dispersed without any form of sampling frame. Self-administered structured type questionnaires were distributed to the international students. This was done to obtain feedback relating to the information needed for achieving the objectives of the study. In order to achieve the objective of identifying the factors responsible for entrepreneurial intention among international students residing Malaysia, a multiple regression analysis was used in determining the interaction between the independent variables and the dependent variable.

The result from the analysis indicated that four of the independent variables are found to significantly predict intention to become an entrepreneur from the sample of international students surveyed. These variables are: need for achievement having, subjective norm, entrepreneurial education and economic situation. While other independent variables (family background and desire for independence) failed to predict entrepreneurial intention among the samples surveyed (Joseph, 2017).

In China, Peng *et al*. (2012) analysed entrepreneurial intentions and its influencing factors using a survey of the university students in Xi'an. Based

on a survey of 2,010 senior university students from nine universities in Xi'an, China, the researchers analysed the student's entrepreneurial intention level and its influencing factors. The results show that the perceived subjective norm of university students has significantly positive influence on their entrepreneurial attitude and the entrepreneurial self-efficacy while all these factors influence their entrepreneurial intentions significantly. The study also examined the influence of other factors such as individual/psychological factors, family background factors and social environment factors.

In individual/psychological factors, university students' entrepreneurial experience had significantly positive impact on their subjective norm and entrepreneurial self-efficacy. Entrepreneurial competence and individual's control of university student exert significantly positive impact on some intervening variables, such as students' entrepreneurial attitude, subjective norm and entrepreneurial self-efficacy, by which they produce significantly positive impact on student's entrepreneurial intentions. Students' risk propensity also exerts significant positive impact on their subjective norm. By this intervening variable, their entrepreneurial intentions are affected. Family background factors have no significant impact on student's entrepreneurial attitude, subjective norm, entrepreneurial self-efficacy and entrepreneurial intention (Peng *et al*., 2012).

In social environment factors, both supporting policies and entrepreneurial environment of society exert significant positive impact on student's entrepreneurial attitude, subjective norm, and entrepreneurial self-efficacy, which exert significant positive impact on student's entrepreneurial intentions as intervening variables. Some entrepreneurial resistances caused by

lack of self-confidence, funds, time, family support, business skills and entrepreneurial education have significantly negative impact on student's entrepreneurial intentions (Peng *et al*., 2012).

In the Philippines, Jumamil *et al.* (2017) conducted a study which aimed at identifying the factors that influence the entrepreneurial intentions (EI) of UPLB (University of the Philippines Los Baños) graduates with agriculture-based degrees. To determine their entrepreneurial intentions, a framework integrating Shapero's Model of Entrepreneurial Event, Ajzen's Theory of Planned Behaviour and Krueger's Entrepreneurial Potential Model was utilised. A questionnaire based on previous researches on entrepreneurial intention was designed to gather information from 307 UPLB graduates.

Results showed that, among the behavioural factors, entrepreneurial self-efficacy, personal attitude towards entrepreneurship, and knowledge on the availability of entrepreneurial support were the most important predictors of entrepreneurial intention. The likelihood of realisation of business ideas increases when potential entrepreneurs were made aware of the existence of entrepreneurial support such as financing, incubation programs and trainings. Furthermore, the results of the study showed that having entrepreneur grandparents, parents and close friends, one's role in family financing, and gender were the significant predictors of EI levels among the socio-demographic factors. The results of the study lend support to utilising entrepreneurial education as a major strategy to increase the entrepreneurial intention of students (Jumamil *et al*., 2017).

In another study in Maleka (Malaysia), Kadir *et al*. (2010) examined the factors affecting entrepreneurial intentions among MARA Professional

College students in order to determine MARA Professional College students' perception on entrepreneurial intention. The study was built on psychological model based on Ajzen's theory of planned behaviour to identify the factors influencing the entrepreneurial intention of these students. Data were collected through questionnaires obtained from 181 students of three different programmes offered in MARA Professional Colleges. The study utilised correlation and regression statistics to analyse the data.

The findings showed a significant relationship between attitudinal factor, behavioural factor and educational support towards entrepreneurial intention. Educational support contributed the most (39%), followed by behavioural factor with 32.1% and attitudinal factor contributed 28.3% towards entrepreneurial intention among MARA Professional Colleges. It is suggested that educational support through professional education in these colleges is an efficient way of obtaining necessary knowledge about entrepreneurship. The result of the study has valuable implications for policy makers in Higher Education Division, college administrators and educators (Kadir *et al*., 2010).

Still in Malaysia, Tong *et al*. (2011) sought undergraduates' perceptions on factors that influence them to entrepreneurial intentions. Based on literature search, the researchers identified validated factors used for predicting entrepreneurial intention. These factors were adapted to explore on students' perceptions. Survey questionnaires were distributed to four local universities by convenient sampling. A total of 196 valid data were analysed using multiple regressions. The results show entrepreneurial intention was

predicted by the need for achievement, family business background, and subjective norms except the desire for independence.

In a related study in Malaysia, Bagheri and Pihie (2015) attempted to narrow the gap in the literature by measuring the factors that affect Malaysian university students' entrepreneurial intentions, using the theory of planned behaviour. More specifically, it examines the relationships between personal attraction, perceived control over behaviour, entrepreneurial skills, subjective norms, valuation of entrepreneurship in the social and close environment and students' entrepreneurial intentions. The sample consisted of 722 students from public and private universities. Structural Equation Modeling was employed to test the hypothesized relationships between the variables.

The results emphasised the critical roles that personal attraction and perceived control over behaviour play in shaping students' intentions to become an entrepreneur. A system of valuation and support of entrepreneurship consisting of subjective norms and valuation of entrepreneurship in the social and close environment emerged which highly influences students' personal attraction toward entrepreneurship. Specifically, subjective norms affect students' entrepreneurial intentions through its impact on their perceived control over the performance of entrepreneurial tasks and personal attraction toward entrepreneurship. Furthermore, entrepreneurial skills have a low contribution to subjective norms and perceived behavioural control (Bagheri & Pihie, 2015).

In Sub-Saharan Africa, specifically in Kenya, Kisolo (2016) analysed the factors determining entrepreneurial intentions among university students in Kenya with evidence from United States International University (USIU)-

Africa. Kisolo's research aimed to establish and explain factors that influence entrepreneurial intentions among university students in Kenya. The purpose/ general objective of the study was to establish the determinants of entrepreneurial intentions among university students in Kenya focusing on the United States International University (USIU) – Africa.

Specifically, her study sought to establish the effect of entrepreneurship education/information on entrepreneurial intentions among university students in Kenya, to examine the effects of demographic characteristics on the university students' inclination towards entrepreneurship, and to determine the effect of personal attitudes on entrepreneurial intentions among university students. To achieve this objective, a deductive approach was utilised where primary data was gathered through a survey using data from a sample population of 100 students (both graduates and undergraduates). The selection of 80 senior undergraduate and 20 graduate students was arrived at to ensure diversity of opinion and as a way to reduce bias. As shown in the sample frame, 100 questionnaires were issued to the target respondents. The selected students supplied data via administering a set of structured questionnaire (Kisolo, 2016).

Descriptive statistics and inferential statistics were employed for determining and analysing entrepreneurial factors. Correlation analysis was used to find out the relationship between entrepreneurial education, personal attitudes and demographic factors. Linear Regression analysis of variance, frequency distribution and cross tabulations was also used to analyse the findings. The study showed that graduate and undergraduate students' drive to venture into business is affected by different factors (Kisolo, 2016). It was

established that entrepreneurial knowledge/education of the undergraduate students significantly affected their intents, which were not significant to graduate students. Personal attitude also determined entrepreneurial intentions of students. The study concluded that entrepreneurial education and training influences the intentions of the undergraduate students to engage in entrepreneurial related activities (Kisolo, 2016).

In Croatia, Remeikiene *et al.* (2013) conducted a study which aimed to establish the impact of entrepreneurial education in promoting entrepreneurship among young people. The results of the research confirmed that the main factors of entrepreneurial intention are personality traits (self-efficacy, risk-taking, need for achievement, proactiveness, attitude towards entrepreneurship, behavioural control and internal locus of control), and they can be developed during the study process. With reference to the research results, it was established that in spite of the chosen study program, young people studying in the higher education institution (Kaunas University of Technology) are inclined to seek for entrepreneurship after completion of the studies – it was stated by 77 per cent of the students of economics and 70 per cent of the students of mechanical engineering. It also appeared that the chosen study programme differently impacts students' intentions to seek for entrepreneurship (Remeikiene *et al*., 2013).

The students of economics are of the opinion that economic education not only provides useful knowledge about business start-up, but also contributes to the development of the personality traits mentioned above (mean values vary in the interval from 3.16 to 4.07), while the opinion of the students of mechanical engineering is opposite – education does not provide

useful information about business, does not encourage young people's creativity for business start-up, does not contribute to the development of particular personality traits (favourable attitude towards entrepreneurship and the initiative to start-up business) (mean values are lower than 3). In general, studies in a higher education institution should develop entrepreneurial abilities, so the programs designed for the students with technological specialisation should be supplemented with the subjects enabling them adopt entrepreneurial knowledge and skills (Remeikiene *et al*., 2013).

Additionally, Alsos, Isaksen and Softing's (2006) study of 252 secondary school students in Nordland in Norway highlights that subjective norms affect entrepreneurial intentions.

Contrariwise, the findings of Linan, Rodríguez-Cohard and Rueda-Cantuche (2005) from two Spanish universities prove otherwise. More so, according to the results of meta-analysis study of Armitage and Conner (2001), subjective norm was found as a weak predictor of intentions and this explains why several other authors (for example, Ambad & Damit, 2016; Sparks, Shepherd, & Frewer, 1995; Uddin & Bose, 2012; Yurtkoru *et al*., 2014) had removed subjective norm from their analyses.

In another study in Malaysia, Taha *et al*. (2017) conducted a study which aimed at corroborating the factors affecting entrepreneurial intentions of university students in Malaysia constructed on empirical reviews. In the study, general searches were conducted to accumulate empirical literatures by the name of Entrepreneurship Development, Entrepreneurship Education and Theory of Planned Behaviour (TPB) in different online database sources such

as Google Scholars, Springer Link, Wiley, Science Direct, JSTOR, Emerald full text, Scopus, and EBSCO HOST etc.

This study found that innovation, entrepreneurship training and education, family background, government support program, social entrepreneurship, women participation, individual entrepreneurial characteristics, participation of micro, small and medium enterprises, youth empowerment, and collaboration of government university-industry is the key tool for entrepreneurship development. Stimulating employment will eventually help alleviate poverty. The study also found that there is a strong relation among students' entrepreneurial attitude, subjective norms, and perceived behavioural control. Moreover, the entrepreneurship teaching methodology has moderating effects on every relationship (Taha *et al*., 2017).

In a more recent study in Ghana, Appiah-Nimo, Ofori and Arthur (2018) assessed the influence of entrepreneurship education on entrepreneurial intentions among Cape Coast university students in Ghana. The purpose/ general objective of the study was to assess the impacts of a university-wide entrepreneurship course introduced by the university for all first year students of the university of Cape Coast. The researchers sampled 1,200 first year non-business students who had finished a semester course in entrepreneurship.

In order to achieve this objective, the researchers used a descriptive survey design and a consecutive sampling technique to select their respondents. Structural equation modeling (SEM) was used to analyse the data gathered. Primary data was gathered questionnaire designed to suit the purpose. The questionnaire included items on four main cognitive construct variables such as attitude towards the behavior, the perceived behavioural

control and subjective norm, and intention, based on the theory of planned behavior (TPB) (Appiah-Nimo, *et. al.*, 2018).

Findings from the study showed that most respondents had positive attitude towards entrepreneurship. Again, subjective norms, according to most respondents, had moderately positive influence on their entrepreneurial intention, while perceived behavioural control had a positively high influence on their entrepreneurial intention.

In all, the study, according to the researchers, showed high enttepreneurial intention among the respondents and they were willing and determined to start their dream businesses sometime in the future. This, therefore, is consonance with the theory of planned behaviour (Appiah-Nimo, *et al*., 2018).

Last, but not least, perceived educational support (also known as entrepreneurial education) has been recognised as a determinant of entrepreneurial intention. Previous researchers agree that entrepreneurial education is an efficient method to equip the students with necessary knowledge about entrepreneurship (Mumtaz *et al*., 2012; Turker & Selcuk, 2009). Entrepreneurship education also influences students' career choice (Peterman & Kennedy, 2003). In order to survive in today's intensified business world, the university is required to play a key role in promoting entrepreneurship. A study conducted among university students in Turkey found that university education has a positive impact on entrepreneurial intention (Türker & Selçuk, 2009). Türker and Selçuk (2009) further argued that entrepreneurship education is resourceful for acquiring knowledge on entrepreneurship. This is consistent with the cross-cultural study conducted by

Moriano, Gorgievski, Laguna, Stephan and Zarafshani (2012). Similar study conducted in Malaysia found that appropriate entrepreneurship education exposure will influence the student to be an entrepreneur (Mumtaz *et al*., 2012). University education plays strong role in promoting entrepreneurship as a career choice by providing necessary exposure through theoretical and practical knowledge about entrepreneurship. Luthje and Franke (2002) also recorded similar results among university students from Massachusetts Institute of Technology in Stockholm.

The summary of empirical review is presented in Table 1.

Table 1: Summary of Related Studies

SN	Author (s)	Research Topic
1	Yurtkoru *et al*. (2014)	Exploring the antecedents of entrepreneurial intention on Turkish university students (Turkey).
2	Ambad and Damit (2016)	Determinants of entrepreneurial intention among undergraduate students in Malaysia.
3	Uddin and Bose (2012)	Determinants of entrepreneurial intention of business students in Bangladesh.
4	Joseph (2017)	Factors influencing international student entrepreneurial intention in Malaysia.
5	Peng *et al*. (2012)	Entrepreneurial intentions and its influencing factors: A survey of the university students in Xi'an China.
6	Jumamil *et al*. (2017)	Factors influencing the entrepreneurial intentions of UPLB Agri-based graduates (Philippines).
7	Kadir *et al*. (2010)	Factors affecting entrepreneurial intentions among Mara professional college students (Maleka, Malaysia).
8	Tong *et al*. (2011)	Factors influencing entrepreneurial intention among university students (Malaysia).
9	Bagheri and Pihie (2015)	Factors influencing students' entrepreneurial intentions: The critical roles of personal attraction and perceived control over behaviour (Malaysia).
10	Kisolo (2016)	Factors determining entrepreneurial intentions among university students in Kenya: A case of USIU-Africa.
11	Remeikiene *et al.* (2013)	Explaining entrepreneurial intention of university students: The role of entrepreneurial education (Croatia).
12	Taha *et al*. (2017)	Factors affecting entrepreneurial intentions of university students in Malaysia.
13	Appiah-Nimo *et al.* (2018)	Assessment of Entrepreneurship Education on Entrepreneurial Intentions: Evidence from University of Cape Coast.

Source: Author's compilation (2018) based on literature

From the literature reviewed, it is evident that intention is the mind behind an act, a behavior, a motivation to do something. It is, therefore, a psychological process of thought that arrives at a definite decision to act. Entrepreneurial intentions are, therefore, states of mind of entrepreneurs towards a business venture. Anything thereafter is a product from the original intention. If follows therefore, that entrepreneurial intentions are strong predictors of behaviour to set up a business venture. They, therefore, give birth to entrepreneurial activities (Armitage & Conner, 2001).

According to Ajzen (1991), intentions form the immediate antecedent of entrepreneurial behaviour. Behaviour does not happen by fiat, but through a carefully thought out process which lead to the formation of an intention to do something. Ajzen (1991) believes that the stronger the intention the more likely the resulting behaviour. Intentions are, therefore, the explanatory reasons when individuals decide to go into an entrepreneurial activity, i.e., establishing a new business.

Thus, it is important to understand intentions for a better understanding of behaviour. People willing to pursue an entrepreneurial activity should first have a firm grasp of their intentions and see whether they are really entrepreneurial in nature. A better understanding of such intentions will lead to an incident-free pursuit of an entrepreneurial venture.

From the literature review, it is evident that personal attitude, perceived behavioural control, social norm and entrepreneurship education greatly influence entrepreneurial intentions which in turn play a very significant role in behavior. Entrepreneurial Intentions are, therefore, the best predictors of entrepreneurial behaviour, and in this particular case, the creation

of a new venture. Based upon these findings, the following conceptual framework was proposed by the researcher.

Conceptual Framework

The conceptual framework shows how the "Factors influencing entrepreneurial intentions for business start-up among students of Ho Technical University in Ghana" is explored by the researcher. It dwelt on time-tested theory (Ajzen's Theory of Planned Behaviour) that embodies the findings of numerous investigations on how phenomena occur. Based on the three hypotheses formulated above, the researcher developed a conceptual framework to show the relationship between the independent variables (personal attitude, subjective norms, perceived behavioural control, and entrepreneurial education) and the dependent variable (entrepreneurial intention), with all five variables flowing from Ajzen's (1991) Theory of Planned Behaviour. This is depicted in Figure 1.

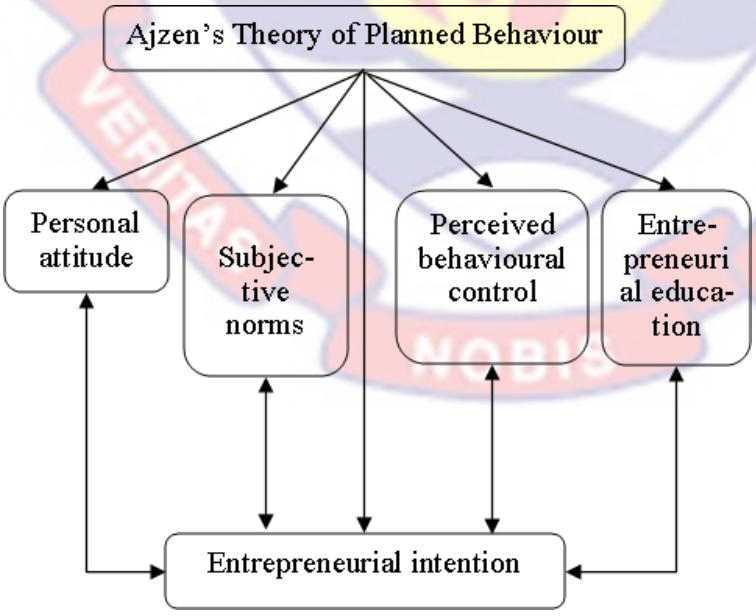

Figure 1: Conceptual framework

Source: Author's construct (2018) based on literature

In summary, his chapter has laid down a strong foundation based on the literature reviewed. It has presented a logical framework for this study based on previous theoretical and empirical works by other researchers. The various variables (Personal Attitude, Perceived Behavioural Control, Subjective Norm and Entrepreneurship Education) for the research have were identified and appropriately defined for the current study. Four hypotheses were formulated for the development of the study. For that matter, the above conceptual framework was developed to guide the researcher in the conduct of the research among the students of Ho Technical University in Ghana.

CHAPTER THREE

RESEARCH METHODS

Introduction

The objective of this research is to examine the factors that influence the entrepreneurial intentions for business start-up among students of Ho Technical University in Ghana.

This chapter presents the research design, population of the study, sampling procedure and sample size, data collection procedures, validity and reliability of research instrument, data analysis procedure, and ethical issues.

Research Design

Considering the research objectives and hypotheses formulated for the study, the quantitative research approach, which is in line with the positivism paradigm was adopted for this study. Though the researcher had earlier intentions to conduct interviews with key informants, it was unsuccessful due to busy schedules of the informants. Among the many advantages of quantitative research approach is that it offers a broader coverage of a series of events where statistics are combined from a larger sample (Amarantunga & Baldry, 2002). In addition, quantitative approach enhances the use of statistical data analysis methods, thus, making it easier to generalise the findings from the study.

Further, quantitative approaches take the guesswork to a more concrete conclusion. This is because the results are usually based on quantitative measures rather than mere interpretation and therefore enables future application and comparison with other works. It should, however, be noted

that this approach to research lacks flexibility and, thus, makes it very challenging to apply same in assessing or gauging human behaviour (Crotty, 1998). According to Boohene (2006), the choice of research approach should be based on the researcher's discretion, depending on the nature of a particular study. Therefore, given the purpose and nature of this study where most of the analyses were quantitative in nature, quantitative research approach was deemed the most appropriate and therefore adopted.

Regarding the study design, the correlational study design was adopted for this study. This study design was widely used in previous studies and showed statistically positive and significant results as illustrated in Jumamil *et al.*, 2017; Kadir *et al.*, 2010; Tong *et al.*, 2011; Bagher & Pihie, 2015. Jumamil *et al.* (2017) found that entrepreneurial self-efficacy, personal attitude towards entrepreneurship, and knowledge on the availability of entrepreneurial support were the most important predictors of entrepreneurial intention. The correlational study design was selected mainly because it comprises a cross-sectional design in relation to which data is collected predominantly by questionnaire or by structured interview (Bryman & Bell, 2007). It also provides evidence concerning an existing situation or current conditions; hence surveys provide a more accurate picture of events and seek to explain people's perception and behaviour on the basis of data gathered at a point in time. In addition, it has the advantage of producing good responses from a wide range of people in a highly economically way and also it involves accurate and objective collection of data to describe an existing phenomenon (Nwandinigwe, 2005).

Population of the Study

A population is made up of all the units of the group that the research emphases on. Malhotra (1996) opines that the members or units of the group should possess material facts relevant to the study and the researcher. According to Rubin and Babbie (2001), target population is "the theoretically specified aggregation of study elements". All first year, second year and third year students reading Accounting, Management and Statistics courses at Ho Technical University, numbering 804, constituted the target population for this study (Table 2). This group of students were chosen because they were the only students who studied entrepreneurship as a course within their respective programmes of study. Data on students were sourced from the records section of Ho Technical University.

Table 2: Target Population

SN	Courses	First Year Students	Second Year Students	Third Year Students	Total
1	Accounting	127	182	226	535
2	Management	68	87	89	244
3	Statistics	5	6	14	25
Total					804

Sampling Procedure and Sample Size

Sampling is the procedure of choosing adequate number of elements or units called sample from a given population in such a way that by studying the sample, and by understanding the properties or characteristics of the sample

subjects, it would be possible to generalize the properties or characteristics of the population (Cavana, Delahaye, & Sekaran, 2001). Sample is thus the representative portion of the population that is selected for investigation (Bryman & Bell, 2003).

The study adopted the multi-stage sampling method for this study. First and foremost, the study adopted the sample size formula for finite population proposed by Krejcie and Morgan (1970). With a population proportion of 50% and a confidence level of 95%, a sample size of 260 is appropriate for a finite or known target population of 804 (approximately 800), as seen in Table 3. According to them, there is no need of using sample size determination formula for 'known' population since the table has all the provisions one requires to arrive at the required sample size.

Table 3: Determining Sample Size of a Known Population

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	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Secondly, the researcher used the proportional stratified sampling technique of the probability sampling method to show how the 260 subjects were selected to ensure representativeness among the three groups (Accounting, Management and Statistics). Stratified sampling method is a method of dividing the population into two or more segments, called strata (plural). Afterwards, simple random samples are drawn from each stratum (singular) and these sub-samples are put together to form the complete stratified sample. This sampling technique was chosen due to the varied characteristics of the subjects that make up the population (that is, Accounting, Management and Statistics students). This sampling method allows for each category of student to have equal and independent chance of being selected, making it more accurate and representative. This is shown in Table 4.

Table 4: Proportional Stratified Sampling Technique

Category of Students	Population	Workings	Sample Size
1. Accounting	535	(535/804)*260	173
2. Management	244	(244/804)*260	79
3. Statistics	25	(25/804)*260	8
Total			260

Data Collection Instruments

A self-administered questionnaire (SAQ) was the main instrument for data collection. A SAQ refers to a questionnaire that has been designed specifically to be completed by a respondent without intervention of the

researchers (for example, an interviewer) collecting the data. An SAQ is usually a stand-alone questionnaire though it can also be used in conjunction with other data collection modalities directed by a trained interviewer. Traditionally the SAQ has been distributed by mail or in person to large groups, but now SAQs are being used extensively for Web surveys. Because the SAQ is completed without on-going feedback from a trained interviewer, special care must be taken in how the questions are worded as well as how the questionnaire is formatted in order to avoid misunderstanding and measurement error (Lavrakas, 2008).

Questionnaire was designed based on literature from prior studies. The questionnaire was designed in a way so as to provide specific responses to answer the research objectives formulated in Chapter One of this research project. The questionnaire consisted of 29 items which were divided into three sections: 'Section A' collects data on the factors influencing entrepreneurial intentions, namely, Personal Attitude, Perceived Behavioural control, Social Norm and Entrepreneurship Education (19 items); 'Section B' focuses on entrepreneurial intention (four items) and 'Section C' captures the demographic characteristics of respondents (six items). Statements that make up Sections A and B on the questionnaire are measured on a seven-point Likert scale (as recommended by Adam, 2015) with Score '1' indicating '*Least Agreement*' and Score '7' indicating '*Highest Agreement* with the statements provided under them'.

Data Collection Procedures

Primary data were collected by the use of a structured questionnaire. Though the researcher initially intended to conduct interviews with some key informants (in order to help explain the quantitative findings), the interview proved futile due to busy schedules of informants. The questionnaire was self-administered within an agreed period of five weeks (2nd April to 7th May, 2018). The questionnaire was administered to 260 respondents from the departments of Accounting, Management and Statistics of the Ho Technical University of Ghana during the 2017/2018 academic year. The respondents were first, second and third year students. Data collection was aided by some of the lecturers and national service personnel in the departments concerned.

There were, however, some challenges that the researcher encountered in the course of collecting the data. These included questionnaire which were not returned on time, moving from one lecture hall to the other and having to wait for long hours before being allowed to distribute the questionnaire, etc.

Validity and Reliability of Research Instrument

Validity and reliability of a study are two key elements in ensuring that the study is valid and scientific. A pre-test was done to test validity, while a test-retest technique was carried out to test the reliability of the study.

Validity of Research Instrument

A pre-test to establish the instrument's validity was carried out on 20 students with an aim to improve the use of the primary data. All 20 questionnaires issued to the respondents were recovered. This sample size

conformed to Saunders, Lewis and Thornhill's (2007) minimum criteria of 10 for pre-test by students. This improved the validity, which made the quality of research trustworthy and scientific.

As explained by Mugenda and Mugenda (2003), pre-test allows errors to be discovered enabling effective revision as it results in determination of participants interest, discovering if the questions have meaning for the participants, checking for the participants modification of the question intent and whether what the researcher is measuring is what was intended to be measured. The instrument was found to measure what the study intended to measure and the questions were clear and easily understood by the respondents. The research tool was also verified by a supervisor in the form of expert judgement.

Instrument Reliability

In order to validate internal consistency of the research constructs, the researcher used SPSS version 21 to generate Cronbach's alpha co-efficient for the constructs on the pre-test data. The reliability co-efficient for the pre-test data is shown in Table 5. This study employed an alpha co-efficient of 0.7 and above as recommended by researchers (Hair, Black, Babin, & Anderson, 2010; Pallant, 2007). Results from the pre-test, as indicated in the Table 5, showed Cronbach's Alpha of 0.801 and 0.715 for each constructs (Section A and B) respectively. This, therefore, suggests that all the two constructs of the study had good internal consistency reliability.

Table 5: Computed Reliability Co-efficients for Pre-Test Data Collected

Questionnaire Section	No. of Items	Sample Size	Cronbach's Alpha
Section A	19	20	0.801
Section B	4	20	0.715

Source: Field survey (2018)

Data Analysis

Quantitative techniques were used in analysing and presenting the data. Quantitative data obtained from the questionnaires were coded and analysed with the help of Statistical Package for Service Solution (SPSS) for windows, version 21. Each of the questions was coded at the variable view of SPSS and the responses from the respondents were entered at data view of the SPSS. Data were analysed based on the stated objectives of the study. Descriptive statistics (mean, standard deviations) as well as inferential statistics (Pearson's correlation coefficient, regression analysis) were used to analyse continuous data. For categorical data, frequencies and percentages were used.

Ethical Issues

In order to ensure strict compliance with ethical standards of research, the researcher introduced a clause in the introductory paragraph of the questionnaire assuring respondents of anonymity and confidentiality. In addition, the time required for completing the questionnaire was mutually agreed between the respondents and the researcher.

CHAPTER FOUR

RESULTS AND DISCUSSION

The objective of this research is to examine the factors that influence the entrepreneurial intentions for business start-up among students of Ho Technical University in Ghana. To examine this, the researcher employed deductive method, using a quantitative approach by means of self-administered questionnaire, which was finally analyzed using SPSS data analysis tool.

This chapter covers the SPSS analysis and interpretation of data collected through questionnaire administered to Accounting, Management and Statistics students (numbering 260) of Ho Technical University in the Volta Region. The respondents were all third and final year HND students and were made up of 164 males and 96 females. First of all, the descriptive statistics were presented, followed by the inferential statistics. The information presented in this chapter served as input for discussions and interpretation.

Descriptive Statistics

Descriptive statistical tools were used to analyses the demographic characteristics of respondents (frequency, percentage, cumulative percentage); the factors that influence entrepreneurial intention, that is, personal attitude, perceived behavioural control, subjective norm, entrepreneurial education mean, standard deviation); and entrepreneurial intention itself (mean, standard deviation).

Demographic Characteristics

This section highlights the demographic characteristics of respondents. It describes respondents' sex, age, whether entrepreneurship course is available at their respective departments, the number of entrepreneurs in their family, and whether they have had any opportunity to engage in any entrepreneurial activity (Table 6). It must be said that, after several follow-ups made by the researcher, all 260 students who were selected randomly responded to the study hence, a return rate of 100.00% (260/260*100%).

Table 6: Demographic Characteristics of Respondents

SN	Demographics	Frequency	%	Cumulative %
1	Sex:			
	Male	164	63.08%	63.08%
	Female	96	36.92%	100.00%
2	Age(years):			
	Below 18	11	4.23%	4.23%
	18 to 25	205	78.85%	83.08%
	26 to 35	29	11.15%	94.23%
	36 to 45	13	5.00%	99.23%
	46 and above	2	0.77%	100.00%
3	Is entrepreneurship course available at your department?			
	Yes	260	100.00%	100.00%
	No	-	-	100.00%
4	How many entrepreneurs are in your family?			

Table 6: continued

	At least 3	125	48.08%	48.08%
	4 to 6	79	30.38%	78.46%
	More than 6	55	21.15%	99.61%
	None	1	0.38%	100.00%
5	Have you had any opportunity to engage in any entrepreneurial activity:			
	Yes	148	56.92%	56.92%
	No	112	43.08%	100.00%

Source: Field survey (2018)

Regarding respondents sex, the results showed that 63.08% (n=164) of the respondents are males whereas the remaining 36.92% (n=96) are females. This result suggests that the programmes selected for the study (Accounting, Management and Statistics) were male dominated. In terms of the age of respondents, the findings revealed that, a majority of respondents representing 78.85% of the total sample size were within the ages of 18 and 25 years, followed by 29 respondents (11.15%) who fall within 26 to 35 age category. Then, 13 respondents (5.00%) were recorded for the 36 to 45 age category, followed by 11 respondents (4.23%) who were below 18 years. The least respondents (n=2, representing 0.77%) were recorded for the '46 and above' age category (Table 6). This suggests that a vast majority of respondents (n=249, representing 95.77%) were matured enough (18 years and above) and, therefore, could be in the right position to make informed contributions to the present study as far as entrepreneurial intentions are concerned.

Concerning family members being entrepreneurs, 125 respondents representing 48.08% had at least 3 family members being entrepreneurs, 79 respondents representing 30.38% had between 4-6 entrepreneurs in their family, 55 respondents representing 21.15% had more than six entrepreneurs in their family, with 1 respondents representing 0.38% had no family member as an entrepreneur. The results suggest that almost all the respondents (99.61%) had at least three entrepreneurs in their family.

With regards to the respondents entrepreneurial activity or experience, 148 respondents (56.92%) had a prior experience in entrepreneurship compared with 112 (43.08%) had no previous experience in entrepreneurship. This suggests that over half of the respondents (56.92%) had earlier been involved in an entrepreneurial activity (Table 6).

Analysis of Factors Influencing Entrepreneurial Intentions

For the purpose of this study, four factors were considered to influence entrepreneurial intention namely personal attitude, perceived behavioural control, subjective norm and entrepreneurial education. Each of these factors (variables) was analysed into means on a mean scale of 1 to 7 with 1.00 to 3.9, indicating *low level of agreement* and 4.00 to 7.00, indicating *high level of agreement* as used in prior studies (Dayina, 2017; Ekem, 2017; Koomson, 2017; Mohammed, 2017; Scott, 2017; Tweneboah-Koduah, 2017). This was done in order to enhance the understanding of each of the factors that influence entrepreneurial intention.

Personal attitude

Table 7: Personal Attitude

SN	Indicators	N	Mean	SD
1	If I had the opportunity and resources, I would like to start a firm.	260	6.17	.967
2	Being an entrepreneur will entail great satisfaction for me.	260	5.77	1.018
3	Being an entrepreneur implies more advantages than disadvantages to me.	260	4.51	1.010
4	A career as an entrepreneur is attractive to me.	260	4.32	.921
5	Among various options, I would rather be an entrepreneur.	260	4.11	.710

Scale (Mean): Low = 1.00 – 3.90; High = 4.00 – 7.00

Source: Field survey (2018)

With respect to personal attitude, five indicators were measured on a seven-point Likert scale (recommended by Adam, 2015). Score '7' shows the strongest agreement and score '1' shows the least agreement. These scores are generalised based on the extent to which respondents indicate their level of agreement with the statements provided under "Personal Attitude" on the questionnaire. First and foremost, the average value of "If I had the opportunity and resources, I would like to start a firm" as an indicator, from a sample of 260 is the mean value of 6.17 (demonstrating *high level of agreement*) with a degree of variability from the standard deviation of .967 (Table 7).

Likewise, the average value of "Being an entrepreneur will entail great satisfaction for me" as an indicator, from a sample of 260 is the mean value of 5.77 (representing *high level of agreement*) with a degree of reliability from the standard deviation of 1.018. By the same token, the average value of "Being an entrepreneur implies more advantages than disadvantages to me" as an indicator, from a sample of 260, is the mean value of 4.51 (indicating *high level of agreement*) with a degree of reliability from the standard deviation of 1.010. Besides, the average value of "A career as an entrepreneur is attractive to me" as an indicator, from a sample of 260, is the mean value of 4.32 (suggesting *high level of agreement*) with a degree of reliability from the standard deviation of .921.

In the same vein, the average value of "Among various options, I would rather be an entrepreneur" as an indicator, from a sample of 260, is the mean value of 4.11 (signifying *high level of agreement*) with a degree of reliability from the standard deviation of .710 (Table 7). Consequently, the results above show that majority of students at Ho Technical University had favourable personal attitude towards entrepreneurship or starting their own businesses, since the mean scores for all five indicators were more than 4.00.

Perceived behavioral control

Table 8: Perceived Behavioural Control

SN	Indicators	N	Mean	SD
1	I am prepared to start a viable firm.	260	5.38	.925
2	I can control the creation process of a new firm.	260	5.32	1.325
3	To start a firm and keep it working will be easy for me.	260	4.27	.895
4	If I tried to start a firm, I would have a high probability of succeeding.	260	4.12	.724
5	I know the necessary practical details to start a firm.	260	4.08	1.198
6	I know how to develop an entrepreneurial project.	260	3.98	.774

Scale (Mean): Low = 1.00 – 3.90; High = 4.00 – 7.00

Source: Field survey (2018)

Regarding perceived behavioural control, six more indicators were measured on a seven-point Likert scale (recommended by Adam, 2015). Score '7' shows the strongest agreement and score '1' shows the least agreement. These scores are generalised based on the extent to which respondents indicate how high or low they agree to each the statements provided under "Perceived Behavioural Control" on the questionnaire. In Table 8, the average value of "I am prepared to start a viable firm" as an indicator, from a sample of 260 is the mean value of 5.38 (demonstrating *high level of agreement*) with a degree of reliability from the standard deviation of .925. Correspondingly, the average value of "I can control the creation process of a new firm" as an indicator, from a sample of 260 is the mean value of 5.32 (representing *high level of agreement*) with a degree of reliability from the standard deviation of 1.325.

Equally, the average value of "To start a firm and keep it working will be easy for me" as an indicator, from a sample of 260 is the mean value of 4.27 (signifying *high level of agreement*) with a degree of reliability from the standard deviation of .895. In the same way, the average value of "If I tried to start a firm, I would have a high probability of succeeding" as an indicator, from a sample of 260 is the mean value of 4.12 (suggesting *high level of agreement*) with a degree of reliability from the standard deviation of .724. In like manner, the average value of "I know the necessary practical details to start a firm" as an indicator, from a sample of 260 is the mean value of 4.08 (indicating *high level of agreement*) with a degree of reliability from the standard deviation of 1.198.

On the contrary, the average value of "I know how to develop an entrepreneurial project" as an indicator, from a sample of 260 is the mean value of 3.98 (signifying *low level of agreement*) with a degree of reliability from the standard deviation of .774. Thus, the results above indicate that students at Ho Technical University are confident that they are capable of starting and managing their own businesses, since the mean scores for five (out of the six) indicators measured were above 4.00.

Subjective norm

Table 9: Subjective Norm

SN	Indicators	N	Mean	SD
1	My immediate family would approve of my decision to start a business.	260	6.35	.612
2	My friends would approve of my decision to start a business.	260	5.35	1.013
3	My colleagues would approve of my decision to start a business.	260	5.03	.714
4	In my university, students are encouraged to pursue their own ideas.	260	4.34	1.021
5	In my university, there is a well-functioning support infrastructure to support the start-up of new firms.	260	2.54	.698

Scale (Mean): Low = 1.00 – 3.90; High = 4.00 – 7.00

Source: Field survey (2018)

Considering subjective norm, five additional indicators were measured on a seven-point Likert scale (recommended by Adam, 2015). Score '7' shows the strongest agreement and score '1' shows the least agreement. These scores are generalised based on the extent to which respondents state their level of agreement to each of the statements provided under "Subjective Norm" on the questionnaire. In Table 9, the average value of "My immediate family would approve of my decision to start a business" as an indicator, from a sample of

260 is the mean value of 6.35 (signaling *high level of agreement*) with a degree of reliability from the standard deviation of .612.

Similarly, the average value of "My friends would approve of my decision to start a business" as an indicator, from a sample of 260 is the mean value of 5.35 (indicating *high level of agreement*) with a degree of reliability from the standard deviation of 1.013. By the same token, the average value of "My colleagues would approve of my decision to start a business" as an indicator, from a sample of 260 is the mean value of 5.03 (demonstrating *high level of agreement*) with a degree of reliability from the standard deviation of .714. Correspondingly, the average value of "In my university, students are encouraged to pursue their own ideas" as an indicator, from a sample of 260 is the mean value of 4.34 (showing *high level of agreement*) with a degree of reliability from the standard deviation of 1.021.

In opposition, the average value of "In my university, there is a well-functioning support infrastructure to support the start-up of new firms" as an indicator, from a sample of 260 is the mean value of 2.54 (representing *low level of agreement*) with a degree of reliability from the standard deviation of .698. Therefore, the results above imply that students at Ho Technical University have a positive feeling that their immediate family, friends, and colleagues would support their quest to start their own businesses. This is evident as the mean scores of four (out of the five) indicators measured were more than 4.00 (Table 9). However, students felt that their university did not have a well-functioning support infrastructure to support the start-up of new firms, and this should be of great concern to the government, educationists, policy makers and management of Ho Technical University.

Entrepreneurship education

Table 10: Entrepreneurship Education

SN	Indicators	N	Mean	SD
1	Studies at the university develop personality traits necessary for an entrepreneur (like self-efficacy, risk taking, innovativeness among others).	260	5.92	.917
2	University presents useful knowledge about business including technical (verbal and written communication, organisational skills); and business management.	260	5.73	1.208
3	University education encouraged me to develop creative business ideas.	260	5.42	.810

Scale (Mean): Low = 1.00 – 3.90; High = 4.00 – 7.00

Source: Field survey (2018)

Taking entrepreneurship education into consideration, three more indicators were measured on a seven-point Likert scale. Score '7' shows the strongest agreement and score '1' shows the least agreement. These scores are generalised based on the extent to which respondents indicate how high or low they agree to each of the statements provided under "Entrepreneurship Education" on the questionnaire. In Table 10, the average value of "Studies at the university develop personality traits necessary for an entrepreneur (like self-efficacy, risk taking, innovativeness among others)" as an indicator, from a sample of 260 is the mean value of 5.92 (signifying *high level of agreement*) with a degree of reliability from the standard deviation of .917.

Similarly, the average value of "University presents useful knowledge about business, including technical (verbal and written communication, organisational skills); and business management," as an indicator, from a sample of 260 is the mean value of 5.73 (demonstrating *high level of agreement*) with a degree of reliability from the standard deviation of 1.208. Likewise, the average value of "University education encouraged me to develop creative business ideas" as an indicator, from a sample of 260 is the mean value of 5.42 (suggesting *high level of agreement*) with a degree of reliability from the standard deviation of .810 (Table 10). Hence, in the view of students, entrepreneurial education is an efficient way of equipping them with the necessary knowledge about entrepreneurship and could also influence their career choices. This is manifest from the high means scores of all three indicators that were measured.

Entrepreneurial intention

Table 11: Entrepreneurship Intention

SN	Indicators	N	Mean	SD
1	I am determined to create a firm in the future.	260	6.32	.627
2	Even if I am employed by someone or an institution, I will still start my own firm sooner or later.	260	5.91	1.008
3	I have seriously thought of starting a firm.	260	5.85	.910
4	I will make every effort to start and run my own firm.	260	5.47	1.210

Scale (Mean): Low = 1.00 – 3.90; High = 4.00 – 7.00

Source: Field survey (2018)

After examining the factors that influence entrepreneurial intentions, on one hand, it is necessary to assess the entrepreneurial intentions of the selected students' at Ho Technical University, on another hand. In assessing entrepreneurial intentions, four additional indicators were measured on a seven-point Likert scale. Score '7' shows the strongest agreement and score '1' shows the least agreement. These scores are generalised based on the extent to which respondents indicate how high or low they agree to each of the statements provided under "Entrepreneurship Education" on the questionnaire. In Table 11, the average value of "I am determined to create a firm in the future" as an indicator, from a sample of 260 is the mean value of 6.32 (signifying *high level of agreement*) with a degree of reliability from the standard deviation of .627.

By the same token, the average value of "Even if I am employed by someone or an institution, I will still start my own firm sooner or later" as an indicator, from a sample of 260 is the mean value of 5.91 (demonstrating *high level of agreement*) with a degree of reliability from the standard deviation of 1.008. Equally, the average value of "I have seriously thought of starting a firm" as an indicator, from a sample of 260 is the mean value of 5.85 (suggesting *high level of agreement*) with a degree of reliability from the standard deviation of .910. Correspondingly, the average value of "I will make every effort to start and run my own firm" as an indicator, from a sample of 260 is the mean value of 5.47 (signifying *high level of agreement*) with a degree of reliability from the standard deviation of 1.210 (Table 11). Therefore, the findings above indicate that students of Ho Polytechnic have conscious goals of becoming entrepreneurs sooner or later.

Inferential Statistics

All four objectives of the study sought to examine the relationship between the variables. Therefore, inferential statistical tools were used for that purpose. In order to find answers to these four objectives, inferential statistics, precisely Pearson's correlation and regression analysis, were adopted. Pearson's correlation analysis was first used to determine the nature of the relationships that exist among the variables of interest before proceeding to regression analysis. This was deemed appropriate, because correlation just describes the direction and strength of the relationship between variables, but fails to indicate how much of variation in one variable is accounted by the other (Pallant, 2007). Proceeding to regression analysis would provide an opportunity to test the predictive power of one variable over the other.

Relationship between personal attitude and entrepreneurial intention for business start-up among students

The first objective of this report sought to examine the relationship between personal attitude and entrepreneurial intention for business start-up among students of Ho Technical University. Inferential statistics, specifically Pearson's correlation, was employed for this analysis. The simple bivariate correlation (also known as zero-order correlation) of SPSS version 21 was employed and it was subjected to two-tailed test of statistical significance. Correlation was considered significant at $p<0.01$ probability level.

As recommended by Pallant (2007), correlation values (r) are interpreted according to Cohen's (1988) guidelines: Very weak (r = .10 to .29 or r = -.10 to -.29); weak (r = .30 to .49 or r = -.30 to -.49); moderate (r = .50

to .69 or *r* = -.50 to -.69); and large (*r* = .70 to .99 or *r* = -.70 to -.99). These guidelines apply whether or not there is a negative sign in front of the *r* value. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homogeneity of variance.

Table 12: Relationship between Personal Attitude and Entrepreneurial Intention for Business Start-up among Students

		Personal attitude	Entrepreneurial intention
Personal attitude	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	260	
Entrepreneurial intention	Pearson Correlation	.617**	1
	Sig. (2-tailed)	.000	
	N	260	260

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

Source: Field survey (2018)

The result obtained indicated that personal attitude have positive and significant relationship with entrepreneurial intention for business start-up among students of Ho Technical University, as manifested in Table 12. To be precise, the relationship between personal attitude and entrepreneurial intention for business start-up among students is moderate and positive (*r* = .617, n = 260, sig value < 0.01).

This finding is in conformity with a study conducted by Peng *et al.* (2012) in China where the authors analysed entrepreneurial intentions and its influencing factors using a survey of 2,010 senior university students from nine universities in Xi'an. Based on the survey, the researchers found that entrepreneurial attitude significantly influenced entrepreneurial intention.

In a research by Appiah-Nimo *et al.* (2018) on 1,051 non-business students of the University of Cape Coast in Ghana, also had similar results. The study found that personal attitude (β=0.321, $p< 0.01$) had a positive and significant effect on entrepreneurial intention. They, therefore, concluded that personal attitude translated into stronger entrepreneurial intentions.

Similar findings were recorded by Kadir *et al*. (2010), where the researchers found that significant relationship existed between attitudinal factor (r=0.5324) and entrepreneurial intention among Mara professional college students in Malaysia. In the same vein, Kisolo (2016) analysed the factors determining entrepreneurial intentions among university students in Kenya and discovered that personal attitude determined entrepreneurial intentions of students.

Relationship between Perceived Behavioural control and Entrepreneurial Intention for business start-up among students

The second objective of this study sought to assess whether perceived behavioural control influence entrepreneurial intention for business start-up among students of Ho Technical University. Inferential statistics, specifically Pearson's correlation, was employed for this analysis.

The result obtained indicated that perceived behavioural control have positive and significant relationship with entrepreneurial intention for business start-up among students as evident from Table 13. Specifically, the relationship between perceived behavioural control and entrepreneurial intentions for business start-up among students is large and positive (r = 0.777, n = 260, sig value < 0.01).

Table 13: Relationship between Perceived Behavioural Control and Entrepreneurial Intention for Business Start-up among Students

		Perceived behavioural control	Entrepreneurial intention
Perceived behavioural control	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	260	
Entrepreneurial intention	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.000	
	N	260	260

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

Source: Field survey (2018)

This finding is in conformity with a study conducted by Peng *et al.* (2012) in China, where the authors analysed entrepreneurial intention and its influencing factors, using a survey of 2,010 senior university students from nine universities in Xi'an. Based on the survey, the researchers found that entrepreneurial self-efficacy influenced entrepreneurial intention significantly. Similar results were recorded by Kadir *et al.* (2010), where the researchers found that significant relationship existed between behavioural factor

(r=0.5668) and entrepreneurial intention among MARA Professional College students in Malaysia.

Similarly, a research by Appiah-Nimo *et al.* (2018) on 1,051 non-business students of the University of Cape Coast in Ghana, also had similar results. The study revealed that perceived behavioural control (β=0.446, $p < 0.01$) had a positive and significant effect on entrepreneurial intention among respondents. They, therefore, concluded that perceived behavioral control translated into stronger entrepreneurial intentions among the students.

Relationship between Subjective Norm and Entrepreneurial Intention for business start-up among students

The third objective of this report sought to evaluate the relationship between subjective norm and entrepreneurial intention for business start-up among students of Ho Technical University. Inferential statistics, specifically Pearson's correlation, was employed for this analysis.

The result obtained signifies that relationship subjective norm has positive and significant relationship with entrepreneurial intention for business start-up among students, as seen in Table 14. Specifically, the relationship between subjective norm and entrepreneurial intention for business start-up among students is moderate and positive (r = 0.588, n = 260, sig value < 0.01).

Table 14: Relationship between Subjective Norm and Entrepreneurial Intention for Business Start-up among Students

		Subjective norm	Entrepreneurial intention
Subjective norm	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	260	
Entrepreneurial intention	Pearson Correlation	.588**	1
	Sig. (2-tailed)	.000	
	N	260	260

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

Source: Field survey (2018)

This finding is in line with a study conducted by Peng *et al*. (2012) in China, where the authors analysed entrepreneurial intentions and its influencing factors, using a survey of 2,010 senior university students from nine universities in Xi'an. Based on the survey, the researchers found that perceived subjective norm significantly influenced entrepreneurial intention.

However, in a research by Appiah-Nimo *et al.* (2018) on 1,051 non-business students of the University of Cape Coast in Ghana, the results showed the opposite. The study revealed that the relationship between subjective norm and entrepreneurial intention was weak ($\beta=0.032$, $p < 0.05$). They, therefore, concluded that subjective norm was a weak predictor of entrepreneurial intentions among the students.

Relationship between entrepreneurial education and entrepreneurial intention for business start-up among students

The fourth and final objective of this study sought to examine the relationship between entrepreneurship education and entrepreneurial intention for business start-up among students of Ho Technical University. Inferential statistics, specifically Pearson's correlation, was employed for this analysis.

The result obtained indicated that entrepreneurship education has positive and significant relationship with entrepreneurial intention for business start-up among students of Ho Technical University, as manifest in Table 15. To be precise, the relationship between entrepreneurship education and entrepreneurial intention for business start-up among students is large and positive (r = .877, n = 260, sig value < 0.01).

Table 15: Relationship between Entrepreneurship Education and Entrepreneurial Intention for Business Start-up among Students

		Entrepreneurship education	Entrepreneurial intention
Entrepreneurship education	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	260	
Entrepreneurial intention	Pearson Correlation	.877**	1
	Sig. (2-tailed)	.000	
	N	260	260

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

Source: Field survey (2018)

This finding conforms to a study conducted by Kadir *et al*. (2010), where the researchers found that significant relationship existed between educational support (r=0.6241) and entrepreneurial intention among MARA Professional College students in Malaysia, with educational support contributing the most (39%) amongst other factors. In the same vein, Kisolo (2016) analysed the factors determining entrepreneurial intentions among university students in Kenya and revealed that entrepreneurial knowledge/education of undergraduate students significantly affected their intentions to start their own firms.

Effect of personal attitude, perceived behavioural control, subjective norm, entrepreneurial education on entrepreneurial intention

Regarding the regression analysis, Table 16 provided information on the relationship between the dependent variable (entrepreneurial intention) and independent variables (personal attitude, perceived behavioural control, subjective norm, entrepreneurial education) indicated as (R); information on the amount of variation in the dependent variable explained by the independent variables indicated as (R-Square); information on the amount of variation in the dependent variable explained by the independent variables as a result of an Adjustment indicated as (Adjusted R-Square); and, finally, information on Autocorrelation in the residual or error term indicated by Durbin Watson.

Table 16: Relationship, Amount of Variation and Autocorrelation Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.573[a]	.637	.504	2.11062	1.512

a. Predictors: (Constant), personal attitude, perceived behavioural control, subjective norms, entrepreneurial education

b. Dependent Variable: Entrepreneurial intention

Source: Field survey (2018)

From Table 16, the R value of .573 indicated the relationship that exists between the dependent variable and the independent variables (all put together). Thus, there is a moderate positive effect (.573) of the factors that influence entrepreneurial intentions (all put together) on entrepreneurial intention for business start-up among students of Ho Technical University. Additionally, the R Square describes the amount of variation that exists in the dependent variable caused by the independent variables. Therefore, the result further indicated that 63.7% variation in entrepreneurial intention as the dependent variable is explained by the independent variables (personal attitude, perceived behavioural control, subjective norm, entrepreneurial education). The remaining 36.3% of the variation in entrepreneurial intention is explained by the residual.

This result is in line with theory and literature. According to the Theory of Planned Behaviour, human intentions or attitudes (personal attitude, perceived behavioural control, subjective norm, and entrepreneurial education) predict deliberate behaviours (entrepreneurship intentions), because behaviour can be planned. To explain further, intentions are assumed to take hold of emotional factors that influence behaviour and indicate one's effort to try to perform intentional behaviour. With respect to literature, Yurtkoru *et al*. (2014), in Turkey, used the Theory of Planned Behaviour and found that personal attitudes and perceived behavioural control have significant effect on entrepreneurial intention (at $p < 0.00$ level). To add, personal attitude and perceived behavioural control explained the 64% change in entrepreneurial intention, with both variables having positive effect.

In like manner, in Malaysia, Ambad and Damit (2016) adopted in Theory of Planned Behaviour and found that personal attitude, perceived behavioural control, and perceived relational support are the predictors to entrepreneurial intention among 351 undergraduate students in one of the Public Universities. Still in Malaysia, Joseph (2017) used Azjen's theory of Planned Behaviour as background theory and found that subjective norm (β = 0.135, $p < 0.005$) and entrepreneurial education (β = 0.235, $p < 0.005$) significantly predicted intention to become an entrepreneur from the sample of international students surveyed. Equally, in the Philippines, Jumamil *et al.* (2017) used Ajzen's Theory of Planned Behaviour and found that entrepreneurial self-efficacy, personal attitude towards entrepreneurship, and knowledge on the availability of entrepreneurial support were the most important predictors of entrepreneurial intention among graduates with agriculture-based degrees.

However, in a research by Appiah-Nimo *et al.* (2018) on 1,051 non-business students of the University of Cape Coast in Ghana, the results showed the opposite. The study revealed that the relationship between subjective norm and entrepreneurial intention was weak (β=0.032, $p < 0.05$). They, therefore, concluded that subjective norm was a weak predictor of entrepreneurial intentions among the students.

Finally, the result from the Durbin Watson of 1.512 indicated that there was no autocorrelation among the residuals in the regression model or equation. This is because the Durbin Watson statistics was greater than 1.5 and less than 2.5, as explained in the assumption of the test tool in Table 16. Table 17 presents the coefficient and multicollinearity test.

Table 17: Coefficient and Multicollinearity Test

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	3.568	.514		10.248	.000		
Personal attitude.	.272	.047	.759	5.814	.021	.714	1.142
Perceived behavioural control.	.031	.070	.032	.452	.000	.314	2.147
Subjective norm.	.261	.045	.349	4.214	.014	.723	2.102
Entrepreneurial education.	.112	.046	.176	2.448	.015	.434	2.307

a. Dependent Variable: entrepreneurial intention

Source: Field survey (2018)

The Final Regression Equation Model becomes,

$EI = 3.568 + .272PA + .031PC + .261SN + .112EE + \varepsilon$, where:

EI= Entrepreneurial intention, *PA*=Personal attitude, *PC*=Perceived behavioural control, *SN*=Subjective Norm, *EE*= Entrepreneurial education, and ε = Error or residual term.

From Table 17, the test of multicollinearity can be assessed, using the Tolerance and the VIF (Variance Inflation Factor) from the collinearity diagnostics section. Since the Tolerance values are all greater than 0.10, it suggested that there was no multicollinerarity among the independent

variables. The VIF also indicated that there was no multicollinerarity among the independent variables, since the VIF values were all less than 10. To conclude, the independent variables were not highly correlated among themselves.

Secondly, estimating the functional regression equation, using the Unstandardized Coefficient implies that the researcher intends to predict and forecast, consequently, the constant term from the results is 3.568, the coefficient of personal attitude is .272, the coefficient of Perceived Behavioural control is .031, the coefficient of Subjective norm is .261, and the coefficient of Entrepreneurial Education is .112. From the decision rule, when Sig. values are less than 0.05, reject the null hypothesis and when Sig. values are greater than 0.05, fail to reject null hypothesis.

The Sig. value of Personal Attitude coefficient is .021, which is less than 0.05, hence the researcher rejects null hypothesis and concludes that the coefficient of Personal attitude is significant. The Sig. value of Perceived Behavioural Control coefficient is .000, which is less than 0.05, hence the researcher rejects null hypothesis and concludes that the coefficient of Perceived Behavioural Control is significant. The Sig value of Subjective norm coefficient is .014, which is less than 0.05, hence the author rejects null hypothesis and concludes that the coefficient of Subjective norm is significant. Finally, the Sig value of Entrepreneurial education coefficient is .015, which is less than 0.05, hence the author rejects null hypothesis and concludes that the coefficient of Entrepreneurial Education is significant.

Chapter Summary

First and foremost, the demographic characteristics of respondents were presented using frequency tables and their associated percentages. It comprised respondents' sex, age, whether entrepreneurship course is available at their department, the number of entrepreneurs in their family, and whether they have ever had any opportunity to engage in any entrepreneurial activity. Afterwards, mean scores were used to assess the factors that influenced entrepreneurial intention for business start-up among students of Ho Technical University. After that, the simple bivariate correlation (also known as zero-order correlation) was employed to test the relationship between each of the factors that influence entrepreneurial intention for business start-up (personal attitude, perceived behavioural control, subjective norm, and entrepreneurial education) and entrepreneurial intention itself. Finally, regression analysis was used to establish the effect of each of those factors on entrepreneurial intention for business start-up among students of Ho Technical University.

In all, the findings from the studies revealed the perceived behavioural control (PBC) and entrepreneurship education had the greatest influence on the entrepreneurial intention of the students of Ho Technical University. For that matter, an increase in PBC and entrepreneurship education will lead to an increase in entrepreneurial intention. There is therefore, the need to encourage these two behavioural as well as academic tools into the educational curriculum of all tertiary institutions in Ghana. This will reduce unemployment rate, create great job opportunities for the economic development of Ghana through new venture creation. The study, therefore,

made a deeper understanding into these factors that affect the entrepreneurial intentions of students for business start-up.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The objective of this research is to examine the factors that influence the entrepreneurial intentions for business start-up among students of Ho Technical University in Ghana. Some objectives and hypotheses were formulated to guide the researcher. To examine this, the researcher employed deductive method, using a quantitative approach by means of self-administered questionnaire, which was finally analysed using SPSS data analysis tool. The data were finally analysed using a descriptive and inferential analyses.

This chapter presents the summary of the study including major findings derived from the study. Conclusions arrived at and recommendations arising from the findings were provided in this chapter.

This study examined the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana. The deductive approach was deemed the most appropriate and therefore adopted hence data was analyses in the positivist sense. Regarding study design, the study adopted the correlational study design. The target population constituted all first year, second year and final year students reading Accounting, Management, and Statistics courses at Ho Technical University numbering 804. The study adopted the multi-stage sampling method for this study. First and foremost, the study adopted the sample size formula for finite population proposed by Krejcie and Morgan (1970) to select 260 subjects to serve as sample size for the study.

Secondly, the researcher used the proportional stratified sampling technique of the random sampling method to show how the 260 subjects were selected to ensure representativeness among the three groups (Accounting, Management and Statistics). After several follow-ups made by the researcher, all 260 students, who were selected randomly, responded to the study, hence a return rate of 100.00% (260/260*100%). Primary data were collected by the use of a structured questionnaire. Though the researcher initially intended to conduct interviews with some key informants (in order to help explain the quantitative findings), the interview proved futile due to busy schedules of informants. The questionnaire was self-administered within an agreed period of five weeks (2nd April to 7th May, 2018). Data collection was aided by some of the lecturers and National Service personnel.

The questionnaire was developed by the researcher based on prior empirical studies. It consisted of 29 items which were divided into three sections: 'Section A' focused on the factors influencing entrepreneurial intentions (19 items); 'Section B' looked at entrepreneurial intention (four items); and 'Section C' collected data on demographic characteristics of respondents (six items); Statements that made up Sections A and B on the questionnaire were measured on a seven-point Likert scale with Score '1' indicating '*Least Agreement*' and Score '7' indicating '*Strong Agreement*'. The questionnaire was pre-tested to ensure validity and reliability of results, which made the quality of research trustworthy and scientific. The instrument was found to measure what it intended to measure and the questions were clear and easily understood by the respondents. The research tool was also verified by a supervisor in the form of expert judgement.

Descriptive statistics (mean scores) as well as inferential statistics (Pearson's correlation coefficient, regression analysis) were used to describe continuous data. For categorical data, frequency tables with their associated percentages were used. The software adopted was SPSS for windows, version 21. In order to ensure strict compliance with ethical standards of research, a clause was introduced at the introductory paragraph of the questionnaire, which assured respondents of anonymity and confidentiality. Further, the time required for filling in the questionnaire was mutually agreed between the respondents and the researcher.

Summary and Key Findings

In all, the study revealed key findings and results that are positive. One, students at Ho Technical University have favourable personal attitude towards entrepreneurship or starting their own businesses and are confident that they are capable of starting and managing their own businesses. Secondly, they have a positive feeling that their immediate family, friends, and colleagues would support their quest to start their own businesses Third, the students are of the view that, entrepreneurial education is an efficient way of equipping them with the necessary knowledge about entrepreneurship and could also influence their career choices, but, unfortunately, the university did not have a well-functioning support infrastructure to support the start-up of new firms. This could also mean that the entrepreneurship course content was not potent enough to inspire the students to take up entrepreneurship as a career choice after school, hence the low agreement shown. Also, this might be the reason why some of the students disagreed that they did not know how

to do their entrepreneurial project, although they studied the course for about a year. Fourth, the respondents had conscious goals of becoming entrepreneurs sooner or later and also at the least opportunity.

Other findings are as enumerated below:

1. The relationship between personal attitude and entrepreneurial intention for business start-up among students is moderate and positive (r = .617, n = 260, sig value < 0.01);
2. The relationship between perceived behavioural control and entrepreneurial intentions for business start-up among students is large and positive (r = 0.777, n = 260, sig value < 0.01);
3. The relationship between subjective norm and entrepreneurial intention for business start-up among students is moderate and positive (r = 0.588, n = 260, sig value < 0.01);
4. The relationship between entrepreneurship education and entrepreneurial intention for business start-up among students is large and positive (r = .877, n = 260, sig value < 0.01);
5. There is a moderate positive effect (.573) of the factors that influence entrepreneurial intentions (all put together) on entrepreneurial intention for business start-up among students; and 63.7% variation in entrepreneurial intention as the dependent variable is explained by the independent variables (personal attitude, perceived behavioural control, subjective norm, entrepreneurial education).

Conclusions

The study examined the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana. The study concluded that entrepreneurial intention is predicted by personal attitude, perceived behavioural control, subjective norm, and entrepreneurship education (perceived educational support) in students of Ho Technical University. The study found that personal attitude, the willingness to engage in a behavior influence the intention to do the behavior. Therefore, the stronger the willingness to engage in a new venture, the greater the chance of doing it. The research also revealed that, the perceived control over a behavior motivates an individual to do that behavior. So, the greater the ease an individual thinks he can have by starting a venture, the greater the desire to do it. Additionally, social norm, which is the degree of approval or non-approval by a social circle member to start an enterprise, also influences the decision to do the venture. Finally, entrepreneurship education is a powerful tool that can influence people's minds and intentions. For that matter, people who undergo entrepreneurship education are likely to become entrepreneurs. Fayolle, Gailly and Lassas-Clerc (2006) assert that entrepreneurship education is a powerful means for inspiring students to venture into entrepreneurship. Entrepreneurship education, therefore, provides students with the needed awareness, knowledge and skills to start new ventures in life. It actually inspires them to venture into entrepreneurship. The implication of all this is that, an increase in any of the factors that influence entrepreneurial intention would result in an increase in entrepreneurial intentions for business start-up among students of Ho Technical University. In this study, it was found that

entrepreneurship education and perceived behavioural control had the greatest influence on entrepreneurial intention. It is, therefore, incumbent on the management and lecturers of Ho Technical University to, as matter of priority, design well thought-out entrepreneurship course, provide an well-functioning entrepreneurial environment to encourage the acquisition of entrepreneurial skills and knowledge for new venture creation among the students. A very good entrepreneurship education will, ultimately, increase the perceived behavioural control of students and, therefore, will lead to higher entrepreneurship intention, a condition sine qua non for the creation of start-ups among students.

Recommendations

After examining the factors that influence entrepreneurial intention for business start-up among students of Ho Technical University in Ghana, it is suitable to make recommendations to help promote entrepreneurship among students in Ho Technical University. The study recommends that friends, families, parents, advisors, and the management of Ho Technical University should use various platforms to continually encourage students to start their own firms. More importantly, the management of Ho Technical University with support from government and other well-meaning organisations should provide a well-functioning support infrastructure in the form of entrepreneurship and enterprise development centres, new venture creation hubs, incubators, etc., to support the start-up of new firms by students. Additionally, entrepreneurship education should be well designed with contents that are robust and delivered by lecturers and facilitators that are

interesting and inspiring in order to thoroughly equip the students to master the skills and knowledge needed to fully prepare them to create new ventures without being afraid of failure of the unknown. For that matter, they should be taught the development of an entrepreneurial project through business plan writing, from the conception of an idea to its implementation (the launching and operation of the venture). It is also recommended that, owing to the importance of entrepreneurship, the teaching of entrepreneurship should not be limited to business students only, but to all students of the university as a compulsory subject for at least one full academic year, preferably in the first year. This can help most of the students to appreciate the importance of entrepreneurial intention, and, for that matter, the desire to create new ventures while in school or after finishing school.

Additionally, it is recommended that the Ministry of Tertiary Education start looking at the issue of entrepreneurship education in all the institutions of higher learning as a way of equipping graduates with skills, knowledge and tools for self-employment and thereby reducing graduate unemployment in the country. Moreover, the universities and other tertiary institutions can enter into partnership with private sector institutions, and NGOs, Embassies, etc. to seek financial assistance to establish entrepreneurship centres, hubs, incubators that will be facilitating courses, workshops, seminars on entrepreneurship that will create awareness about entrepreneurship among students. Again, projects like business plan competition, campus start-ups and some practical entrepreneurship-related activities can be encouraged in the universities. In fine, all these

recommendations, when well implemented, will help shape the entrepreneurial intentions of students towards starting their own ventures after school.

Suggestion for Future Research

The study recommends that further researches be conducted on the relationship between each of the factors of the Theory of Planned Behaviour (TPB) and entrepreneurial intention covering all Technical Universities in Ghana. Also, future researches should explore the entrepreneurial intentions by using an entirely different model like the Shapero's Entrepreneurship Event (SEE), or a combination of the TPB and other factors like demographics, cultural background, personality traits and family business background. Additionally, a qualitative phase (inductive approach) is also recommended to help explain the quantitative findings. Finally, future studies should also use a longitudinal approach to examine the factors that influence the entrepreneurship intention of students in tertiary institutions to know whether the entrepreneurial intention is a short-term event or it stays with the individual for long.

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APPENDIX

Appendix A: Questionnaire for Students

Factors Influencing Entrepreneurial Intentions for Business Start-up among Students of Ho Technical University in Ghana

Dear Respondent,

I am writing to ask for your help with my research on the factors influencing entrepreneurial intention for business start-up among students of Ho Technical University in Ghana. I would be grateful if you could spare about 30 minutes to answer a few questions on this research. Participation is voluntary. In the event that anything is published from this research no information supplied will be identifiable to you since only aggregated data will be reported in this study. It is expected that the findings of this research will have implications for economic development, policy formulation and programme support for Ho Technical University in particular.

Thank you for your valuable time and input

Questionnaire

Section A: Factors Influencing Entrepreneurial Intentions

This section seeks data on the factors influencing entrepreneurial intentions used in this study.

Personal Attitude: Attitude is a disposition to respond favourably and unfavourably to an object, person, institution or event and attitude toward behaviour is the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question. Kindly indicate the extent to which you agree with the following statement regarding personal attitude.

Please indicate your level of agreement from 1 least agreement to 7 highest agreement with each of the statements by **circling** the appropriate number.

PA1	Being an entrepreneur will entail great satisfaction for me.	1	2	3	4	5	6	7
PA2	A career as entrepreneur is attractive to me.	1	2	3	4	5	6	7
PA3	Among various options, I would rather be an entrepreneur.	1	2	3	4	5	6	7
PA4	Being an entrepreneur implies more advantages than disadvantages to me.	1	2	3	4	5	6	7
PA5	If I had the opportunity and resources, I would like to start a firm.	1	2	3	4	5	6	7

Perceived Behavioral Control: Perceived Behavioural Control (PBC) is related to people's confidence that they are capable of performing the behaviour under investigation, and related to their beliefs that they have control over that behaviour. Kindly indicate the extent to which you agree with the following statement regarding perceived behavioural control.Please indicate your level of agreement from 1 least agreement to 7 highest agreement with each of the statements by **circling** the appropriate number.

PBC1	I am prepared to start a viable firm.	1	2	3	4	5	6	7
PBC2	I can control the creation process of a new firm.	1	2	3	4	5	6	7
PBC3	I know the necessary practical details to start a firm.	1	2	3	4	5	6	7
PBC4	I know how to develop an entrepreneurial project.	1	2	3	4	5	6	7
PBC5	If I tried to start a firm, I would have a high probability of succeeding.	1	2	3	4	5	6	7
PBC6	To start a firm and keep it working will be easy for me.	1	2	3	4	5	6	7

Subjective Norm: Subjective norm is a person's perception that, most people who are important to him think he should or should not perform the behaviour in question. This influence can come from parents, friends, or partners. Kindly indicate the extent to which you agree with the following statement regarding subjective norm. Please indicate your level of agreement from 1 least agreement to 7 highest agreement with each of the statements by **circling** the appropriate number.

SN1	My immediate family would approve of my decision to start a business.	1	2	3	4	5	6	7
SN2	My friends would approve of my decision to start a business.	1	2	3	4	5	6	7
SN3	My colleagues would approve of my decision to start a business.	1	2	3	4	5	6	7
SN4	In my university, there is a well-functioning support infrastructure to support the start-up of new firms.	1	2	3	4	5	6	7
SN5	In my university, students are encouraged to pursue their own ideas.	1	2	3	4	5	6	7

Entrepreneurship Education: Entrepreneurial education is an efficient method to equip students with the necessary knowledge about entrepreneurship. Entrepreneurship education also influences students' career choice. Kindly indicate the extent to which you agree with the following statement regarding entrepreneurship education. Please indicate your level of agreement from 1 least agreement to 7 highest agreements with each of the statements by **circling** the appropriate number.

EE1	University education encouraged me to develop creative business ideas.	1	2	3	4	5	6	7
EE2	University presents useful knowledge about business including technical (verbal and written communication, organisational skills); and business management.	1	2	3	4	5	6	7
EE3	Studies at the university develop personality traits necessary for an entrepreneur (like self-efficacy, risk taking, innovativeness among others).	1	2	3	4	5	6	7

Section B: Entrepreneurship Intention

This section seeks data on entrepreneurial intention. Entrepreneurial intention refers to a conscious goal to become an entrepreneur. Kindly indicate the extent to which you agree with the following statement regarding entrepreneurial intention. Please indicate your level of agreement from 1 least agreement to 7 highest agreement with each of the statements by **circling** the appropriate number.

EI1	I am determined to create a firm in the future.	1	2	3	4	5	6	7
EI2	I have seriously thought of starting a firm.	1	2	3	4	5	6	7
EI3	Even if I am employed by someone or an institution, I will still start my own firm sooner or later.	1	2	3	4	5	6	7
EI4	I will make every effort to start and run my own firm.	1	2	3	4	5	6	7

Section C: Demographic Characteristics

1. Sex: a. Male [ ] b. Female [ ]

2. Age [years]: ……..

3. Is entrepreneurship course available at your department?

a. Yes [ ] b. No [ ]

4. If No, do you think entrepreneurship course should be enrolled by your department?

a. Yes [ ] b. No [ ]

5. How many entrepreneurs are in your family?

……

6. Have you had any opportunity to engage in any entrepreneurial activity?

a. Yes [ ] b. No [ ]