CHRISTIAN SERVICE UNIVERSITY COLLEGE

IMPACT OF ENTREPRENEURSHIP EDUCATION PROGRAMS ON YOUTH EMPLOYMENT: A CASE STUDY IN THE KUMASI METROPOLIS

BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature ……. Date …….

Name: Osei Yaw Akoto

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the Christian Service University College

Supervisor's Signature ……. Date …….

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ABSTRACT

The research aimed to investigate impact of entrepreneurship education programs on youth employment in selected schools in the Kumasi Metropolis. The study employed a quantitative research approach and a descriptive survey research design to address the study's objectives. The research used both primary and secondary data sources to address the study objectives. A self-administered questionnaire with a five-Likert Scale was used to obtain data from 399 participants. The study discovered that intention to start a business, entrepreneurship opportunity, and entrepreneurship self-efficacy all have an impact on the dependent variable: entrepreneurship education and Programme. The further discovered that Entrepreneurship Opportunity, entrepreneurship self-efficacy, and entrepreneurship intention all influence the dependent variable: entrepreneurship education and programme. The report advises that the country's economic management and financial institutions provide financial assistance mechanisms for young entrepreneurs, such as low-interest loans, grants, or venture capital. The research further recommends that the Government of Ghana, Wesco College of Education, and other educational institutions incorporate entrepreneurial education programmes into formal education curricula at various levels.

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DEDICATION

The work is dedicated to my wife Josephine OSEI and my kids' children Nana Obeng OSEI Nhyira, Janice Abena OSEI Agyeiwaa and Elyana Nana Adwoa OSEI Akoto.

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LIST OF ABBREVIATIONS

EO	Entrepreneurship Orientation
IEEP	Impact of Entrepreneurship Education Program
IET	Innovative Enterprise Theory
RET	Resource Enterprise Theory
TPB	Theory of Planned Behaviour Theory

CHAPTER ONE

INTRODUCTION

Background

Over the years, educationists, economic managers, and governments have all debated the subject of education and youth entrepreneurial development (YED) worldwide. As a result, non-governmental organizations and investors frequently support policies that encourage youth education and entrepreneurship, intending to improve the lives of young people worldwide (Cinque, 2016: Williamson, Bergviken Rensfeldt, Player-Koro & Selwyn, 2019). According to studies, education, and entrepreneurship development programs help youth realize their entrepreneurial dreams, resulting in higher economic growth in societies and the creation of new employment and career prospects (Lackéus, 2015: Apriana, Kristiawan & Wardiah, 2019: Van der Westhuizen, 2019). Thus, education and entrepreneurship development have a direct and positive relationship. However, such a relationship does not guarantee that providing entrepreneurship education will result in more prudent entrepreneurial behavior education and entrepreneurial development.

Education and youth entrepreneurial development involve developing innovative ideas and transforming them into enterprises initiated and managed by young individuals with an overall objective of solving social and economic issues such as poverty and unemployment (Porter & Kramer, 2018). it does not guarantee that providing entrepreneurship education will result in more prudent entrepreneurial behavior. Perhaps a presumed causal relationship, a plethora of entrepreneurial literacy programs covering a range of content and delivery methods have evolved during the last decades. According to Pardo-Garcia, and Barac (2020), education would positively impact youth entrepreneur development when it involves training in transversal skills.

Education in transversal and entrepreneurial skills development could significantly reduce global unemployment, particularly in developing nations. Transversal skills include logical and innovative thinking, problem-solving, interpersonal, and initiative skills that are suitable for use in a wide range of life and work settings. According to Pardo-Garcia and Barac (2020), the term' transversal' alludes to how skill sets can be applied to various tasks and job categories. Such training will better prepare youths to compete for jobs and become entrepreneurs while contributing to an employer's creative and competitive potential. Developing essential transversal skills could be achieved by providing appropriate and complete educational programs at all stages of the educational ladder. However, imparting transversal skills necessitates new and creative methods of teaching or educating the youth, which should incorporate real-world experience that is practical, not theoretical.

Pang, Wong, Leung, and Coombes (2019) argued that while teaching quality transversal skills is required, more is needed. The operating context of people at work, the prevailing culture, the availability of entrepreneurial resources, economic situations, and working procedures are all necessary precursor factors for developing a good skill base. There would always be a gap in expected education and entrepreneurial development without integrating the revolving elements, teaching quality transversal skills, and critical precursor conditions. Pang et al. (2019) concluded their argument by claiming that education and training are necessary to close such a gap. However, the main question is how it should be done and monitored to ensure optimal learning results.

Education could be formal or informal. Informal education is a broad educational phase outside of a conventional curriculum. Formal education is the systematic imparting and learning of general knowledge to develop reasoning, judge

abilities, and mentally prepare oneself or others for adult life (Loeng, 2020). Entrepreneurship development (ED), according to Ifeoma, Purity, and Yusuf (2018), is the process of improving entrepreneurial skills and knowledge through structured training and institutional development programs. According to Kissi, Ahadzie, Debrah, and Adjei-Kumi (2020), education and entrepreneurship development are methods of improving entrepreneurs' knowledge and skills through classroom coaching, programs, and training. Entrepreneurship is defined as "people's capability to translate ideas into action through the nurturing of entrepreneurial and cross-disciplinary abilities, cognitive dimension, knowledge, and experiences that can be applied in both self-employment and other work contexts, to improve one's capacity to contribute to commercial, and societal activity (Henao-Zapata & Peiró, 2018).

The cognitive dimension of entrepreneurship has been extensively investigated and is now considered an essential component of creativity (Shi, Yuan, Bell & Wang, 2020). It incorporates abilities, skills, willingness to accomplish, and domain-relevant knowledge (DRK). DRK is acquired via experience and a deep understanding of the information underlying an idea, it’s worth to others, and its further development and exploitation (Bolade, 2023). Formal education is one of many ways such knowledge is transmitted; non-formal, informal training and experience also play an important role, if not a crucial role.

This research involved two separate organizations: Wesco College of Education, and Uni-jay Company Limited. Wesco College of Education is an educational school that focuses on teacher training and development. According to Nti-Adarkwah and Ofori (2019), Wesco College of Education has established itself as a recognized and reputable institution in the field of teacher education, with a mission to prepare competent and skilled educators. In addition, the College of Education, founded

with the objective of meeting the growing demand for competent and dedicated educators, offers comprehensive programmes designed to provide aspiring teachers with the information, skills, and pedagogical strategies needed to flourish in the classroom. Wesco College of Education is dedicated to sustaining high academic standards and cultivating an environment of educational innovation and quality. To provide actual teaching experiences for its students, the institution frequently partners with local schools, educational organisations, and communities. This hands-on approach guarantees that prospective teachers not only understand academic topics but also could put them into practise in real-world educational environments.

Uni-jay businesses is a member of the Council for Technical and Vocational Education and Training - COTVET and tries to instill an entrepreneurial attitude in the youth to enable them to develop and manage their enterprises efficiently. Uni-jay Company Limited is also one of the most important entrepreneur firms in fashion design. Uni-Jay Company Limited is committed to encouraging youth entrepreneurial intentions in today's ever-changing global economy. The result is that the importance of encouraging entrepreneurial inclinations among youngsters cannot be emphasized. Recognizing this requirement, Uni-Jay Company Limited has evolved as a pioneering force dedicated to equipping the younger generation with the knowledge, skills, and mindset required to flourish in the world of entrepreneurship. Uni-Jay has carved itself a niche as a famous institution that specializes in entrepreneurship development and the training of entrepreneurial abilities.

At the heart of Uni-Jay's purpose is a strong appreciation of the transformative power of entrepreneurship for individuals and communities alike. The organisation is based on the fundamental conviction that entrepreneurship is more than just a business venture, but also a catalyst for comprehensive personal and societal progress. With this

attitude in mind, Uni-Jay has methodically crafted a variety of programmes and activities aimed at instilling entrepreneurial ambitions in the youth. While theoretical or academic knowledge remain the foundation (Christie & De Graaff, 2017), Uni-Jay extends beyond the classroom to cultivate practical skills necessary for commercial success. Participants receive unique insights into problem-solving, innovation, negotiation, and other vital skills through engaging seminars, real-life case studies, and hands-on projects. Uni-Jay guarantees that young entrepreneurs are prepared to face the challenges of the real world by bridging the gap between theory and practice. Uni-jay Company Limited provides comprehensive training and education, practical skill development, mentorship and coaching, entrepreneurial attitude cultivation, and effective community engagement.

Furthermore, publicly available documents demonstrate that most private organizations, including Uni-jay businesses, have raised numerous worries over the years about employees' and apprentices' failure to contribute to the achievement of set goals. Furthermore, new data suggest that most youth require assistance to launch their firms after years of training. For example, some Uni-jay employees began as apprentices, casual employees, and full-time employees for more than ten years. They are, however, unable to establish their own business. There is considerable concern about the impact of entrepreneurship education programmes on the intention to create new start-up business ventures, entrepreneurial opportunities, entrepreneurial self-efficacy and entrepreneurial orientation among youth entrepreneurs, and perceived challenges that youth entrepreneurs face (Somjai & Sangperm, 2019).

According to de Sousa Jabbour, Ndubisi, and Seles (2020), governments, scholars, and researchers feel that entrepreneurship is one of the most important pathways for economic development and societal progress in both developed and

developing countries. As a result, the ability to select educational entrepreneurship programmes regarded suitable for enhancing entrepreneurial growth in youth is critical. Badri and Hachicha (2019) also maintained that various research on the impact of entrepreneurship education programmes on the intention to launch new start-up business ventures have been conducted, notably in developed countries.

Boldureanu et al. (2020), for example, focused on Entrepreneurship teaching at higher education institutions through successful entrepreneurial models. According to the survey, Entrepreneurship Education Programmes include graduate degrees that provide a thorough education in theory, research, and practical skills. The study also discovered that such programmes should be tailored differently for business and non-business students, because studying successful entrepreneurial stories had a varied impact on these two groups. Stolze, Sailer, and Gillig (2018) investigated entrepreneurial mindset as a driver of digital transformation in Munich University of Applied Sciences, Germany, using a novel teaching approach based on university-industry contacts. The survey discovered that Entrepreneurship Education Programmes include Certificate and Diploma programmes that give specialised entrepreneurship skills or information. Intensive, short-term programmes that immerse participants in entrepreneurial skills and tactics are also included in such programmes.

Premand et al. (2016) focused on entrepreneurship education and entry into self-employment among university graduates in France. According to the study, education programs should play an essential role by providing business ideas, managerial and leadership abilities, strengthening youth, increasing the number of youth entrepreneurs, and broadening the fundamentals of youth entrepreneurs to accelerate the creation of new businesses. In that case, Bin Yusoff, Zainol, and Bin Ibrahim (2015) might be right that education and development programs should be paramount for individuals to

develop entrepreneurial abilities. The authors then cautioned that entrepreneurial literacy programs should target the youth, even though most of them rely on their parents for fundamental requirements in life. According to the authors, the theory is straightforward: delivering entrepreneurial education to children youth rather than adults may mold long-term business brains more successfully than providing entrepreneurial education, skills, and concepts later in life.

In addition, Duong (2022) investigated the relationship between education in entrepreneurship and entrepreneurial objectives in Vietnam, focusing on the moderating role of academic areas. According to the study, education improved entrepreneurial ambition via attitudes toward entrepreneurship and perceived behavioral control. The study also found that educational disciplines moderate the relationships between determinants and entrepreneurial intent. Furthermore, Hasan, Khan, and Nabi (2017) concentrated on entrepreneurial education at the university level and entrepreneurship development. This study's findings indicate a robust beneficial association between various types of entrepreneurial education and entrepreneurship promotion.

Educational entrepreneurship programmes, per the discovery of Pierrakis, Berbegal-Mirabent, Gil-Doménech, and Colombo (2023), have arisen as a dynamic response to the changing educational landscape and the needs of a fast-changing global economy. These programmes combine entrepreneurship concepts with educational innovation, to provide learners with the skills, mindset, and tools needed to build and navigate their routes in business development. Thus, the convergence of entrepreneurship educational programmes has spawned a new wave of learning that encourage creativity, adaptability, and foresight which has impacted entrepreneurship

education programs on entrepreneurial opportunity recovery and opportunity recognition (Chaston, 2017).

Following Chaston's (2017) discovery, Kamara (2019) stated that entrepreneurship education programmes have an important role in changing potential youth entrepreneurs' attitudes, abilities, and behaviours. These programmes can have a significant influence on both the recovery and recognition of business opportunities. Entrepreneurial education, according to the author, fosters creativity and innovation, which often leads to creative thinking and innovative problem-solving. Eventually, creative thinking leads to the discovery of novel approaches to resurrecting and revitalising dormant or neglected opportunities. Prior to Kamara's (2019) research, de Lourdes Cárcamo-Sols et al. (2017) concentrated on fostering entrepreneurship in elementary schools. "My Initial Enterprise: Entrepreneurship by Playing" in Mexico. The study settled that entrepreneurship educational programmes teach young people how to successfully exploit existing resources. This expertise can help identify untapped potential in current resources that others may have ignored. Entrepreneurship education emphasises the significance of adaptability and resilience in the face of adversity. Entrepreneurs who have received such training are more positioned to spot chances amid adversity and turn setbacks into new opportunities.

Chang and Chen (2020) concluded the discourse on the impact of entrepreneurship education programmes on entrepreneurial opportunity recovery and recognition by emphasising that opportunity recognition entails recognising unique company prospects or market gaps. Entrepreneurship education can also have a big impact on this skill because it includes encounters with experienced entrepreneurs, mentors, and industry professionals. Such exposure has the potential to broaden young people's perspectives and help them recognise opportunities they might have missed

otherwise. In effect, entrepreneurship education helps young people develop an entrepreneurial attitude that encourages proactive thinking, risk-taking, and a sharp eye for possible chances, as well as the confidence required to investigate and pursue business opportunities even when they are uncertain.

There is also a need to examine the influence of entrepreneurship education programmes on entrepreneurial self-efficacy and entrepreneurial orientation (McGee and Peterson, 2019). According to the authors, entrepreneurial self-efficacy is the belief in youngsters that they can successfully perform entrepreneurial tasks and activities. According to the author, such efficacy can positively enhance self-efficacy in a variety of ways, including skill development, experience learning, feedback, and support. According to Cunha, Kastenholz, and Carneiro (2020), entrepreneurs exploit cultural heritage's creative potential by producing new jobs and sustaining ancient practices. As a result, it bridges any gaps between local communities and business culture. Entrepreneurship fosters the "growth mentality," or the belief one may achieve by taking risks and learning from them. As a result, their abilities are flexible through self-effort rather than fixed. Failure, in the eyes of an entrepreneur, is a necessary step in the learning process.

The preceding discourse presumed that most developed countries had attached importance to youth entrepreneurship development through education, resulting in abundant entrepreneurs and giant firms and a low unemployment rate in their countries. Regarding Africa, the case is different and on the opposite side. Rispoli, McGrenra, and Mbago-Bhunu (2019) accepted that entrepreneurship had been understood relatively in Africa. Their acceptance follows a survey they conducted in Rwanda. According to the survey, seventy-eight percent of youthful Africans between 18 to 24 years in fifteen nations questioned have the ambition to start their own business within the next five

years. Malawi (92%), Rwanda (89%), and Uganda (89%) have incredibly high rates. It was, however, low in Gabon, where 47% of youths aspire to be entrepreneurs. Unfortunately, Ghana did not even make the top ten list of young people eager to establish their businesses as entrepreneurs.

According to Namatovu, Dawa, Adewale, and Mulira (2018), while entrepreneurship is reasonably grasped or the desire to become an entrepreneur is well entrenched among African youth, the continent has various hurdles in full implementation. Many African countries, including Ghana, are facing severe challenges. A recent Ghanaian study by Mensah, Fobih, and Adom (2019) titled 'Entrepreneurship Development and novel company start-ups: Difficulties and Potential for Ghanaian Entrepreneurs' found four different challenges in providing education to Ghanaian youth entrepreneurship. These challenges include a lack of finance and accessibility, bad planning and management, a lack of a trained workforce, insufficient technological innovation, poor consumer loyalty, an adverse legal and regulatory framework, and societal problems.

A prior study, titled 'Escape to Victory: Development, youth entrepreneurship, and the Migration of Ghanaian Footballers' (Esson, 2015), was undertaken in Ghana. According to the study, the problems in growing youthful entrepreneurship in Ghana can be attributed to a lack of capital, skill, financial support, market potential, and risk. Recognizing the importance of youth entrepreneurship in national development, and as part of efforts to address Ghana's youth unemployment rate, the Ghanaian government has provided financial support and held several entrepreneurial programs and seminars to encourage entrepreneurship over the years. Again, the government launched an ambitious entrepreneurial initiative dubbed 'YouStart' in the 2022 budget to build an

entrepreneurial nation and produce at least 1 million employments for youth in the following three years (2022-2025).

Despite these attempts, youth entrepreneurship development programs have yet to attract most young people. This backs up findings from a survey performed in Ghana in 2012 by Langevang (2016) titled "Youth Entrepreneurship and Socioeconomic Change in Urban Ghana." According to the survey, despite financial help, the youth need more creative skills and help to develop their ideas into successful businesses. The country is concerned because the youth unemployment rate has reached hazardous levels, putting significant strain on the government. Jakubczak (2015) believes that only practical education on youth entrepreneurship development will help young people understand the value of entrepreneurship. Nevertheless, Rimm, Siegle, and Davis (2018) stressed that only significant conclusions could be formed once issues and concerns about education and youth entrepreneurial development are addressed through study. Many variables, including the author's assertion, have contributed to this study.

This study is being conducted to determine whether entrepreneurship education programmes have any effect on the intention to form new start-up business ventures, entrepreneurial opportunity recovery and opportunity recognition, and entrepreneurial self-efficacy and orientation among young people. Furthermore, investigating the perceived obstacles of young entrepreneurship growth in Ghana could aid in the resolution of entrepreneurial concerns. It would encourage many young people to pursue entrepreneurship, which would boost the economy by creating new job opportunities, fostering innovation, and establishing emergent markets, products, and services.

The overreaching goal of this study is to investigate the impact of entrepreneurship education programs on youth employment focusing on the Kumasi Metropolis.

Statement Of the Problem

Entrepreneurship education is crucial to creating and promoting youth entrepreneurship and entrepreneurial aspirations throughout countries. Many studies have found that the inability to acknowledge the impact of entrepreneurship education programmes on youth employment, and perceived challenges to youth entrepreneurship development can all distort the goal of developing youth entrepreneurship (Cieslik, Barford & Vira, (2022: Nikitina, Licznerska, Ozoliņa-Ozola, and Lapina, 2023: Perez, Martins, Mahauad & Sarango-Lalangui: 2022: Audretsch & Fiedler, 2023). Meanwhile, the importance of entrepreneurship education programmes in moulding young people's goals, capacities, and outcomes related startup development and entrepreneurship is crucial, particularly in the context of youth employment. The research problem addressed in this study is the need to comprehensively assess the impact of entrepreneurship education programs on various dimensions of youth entrepreneurship within the Kumasi Metropolis. Specifically, the study aims to explore the effects of such programs on entrepreneurial intention, opportunity recovery and recognition, self-efficacy, entrepreneurial orientation, and the challenges faced by young entrepreneurs.

Numerous studies have been conducted to investigate the association between entrepreneurial education programmes and youth employment outcomes (Cascavilla, Hahn & Minola, 2022: Mykolenko, Ippolitova, Doroshenko, & Strapchuk, 2022). In another development, several studies have also looked at the impact of these programmes on the desire to start a new business, emphasising the importance of information acquisition, skill development, and exposure to entrepreneurial principles

(Nowiński & Haddoud, 2019: Ratten & Jones, 2021). Other research has shown that entrepreneurship education has a positive impact on entrepreneurial self-efficacy and orientation, indicating that such education can improve individuals' belief in their abilities to succeed as entrepreneurs and cultivate a mindset conducive to seizing opportunities (Awotunde, 2021: Alhajeri, 2022).

However, a notable research gap exists in terms of comprehensively understanding the effects of entrepreneurship education programs on various dimensions of youth entrepreneurship in the specific context of the Kumasi Metropolis. While prior studies have provided valuable insights, they often focus on one or two specific dimensions, such as intention or self-efficacy, without fully considering the holistic impact of these programs on different aspects of entrepreneurship among the youth population in Kumasi.

According to Kakouris and Liargovas (2021) there is the need to investigate holistic examination of impact of entrepreneurship education since prior research has mainly examined individual dimensions in isolation. This study seeks to offer a comprehensive understanding of how entrepreneurship education programs affect multiple aspects (intention, opportunity recognition, self-efficacy, orientation) collectively among youth in Kumasi. In addition, previous studies have emphasized opportunity recognition, but the process of recovering from entrepreneurial setbacks or failures and leveraging them as opportunities has received limited attention (Wiklund et al., 2019: Yitshaki & Kropp, 2019). This study aims to explore how education programs influence this critical phase of entrepreneurship.

While the broader impact of entrepreneurship education is known, the specific challenges and opportunities within the Kumasi Metropolis have not been extensively

explored (Owusu & Agyemang, 2021). Understanding these unique factors can provide insights for localized policy interventions. According to Aidoo (2020) most prior studies do not delve deeply into the specific challenges encountered by young entrepreneurs in Kumasi. Identifying and understanding these challenges in the local context can inform targeted support strategies. By addressing the shortcomings, this study intends to provide evidence-based insights that might inform the design and execution of entrepreneurship education programmes suited to the Kumasi Metropolis. These insights can help policymakers design more effective policies for encouraging young entrepreneurship and tackling the region's unique difficulties.

While previous research has laid the groundwork for understanding the relationship between entrepreneurship education and youth employment, this study aims to bridge the gap by providing a comprehensive analysis of the impact of such programmes on multiple dimensions of entrepreneurship among the Kumasi Metropolis's youth population. This study attempts to give significant insights for both research and policy through a localised and comprehensive approach, ultimately hoping to improve adolescent job chances through successful entrepreneurship education efforts.

Purpose of the Study

This study investigates the impact of entrepreneurship education programs on youth employment, focusing on the Kumasi Metropolis.

Objective of the Study

Based on the problem statement, the following objectives has been set:

i. To investigate the impact of entrepreneurship education programs on intention to create new start-up business venture among the youth in the Kumasi Metropolis.
ii. To examine the impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition among the youth in the Kumasi Metropolis.
iii. To investigate the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth in the Kumasi Metropolis.
iv. Examine the perceived challenges encountered by young entrepreneurs in the Kumasi Metropolis.

Research Questions

The following questions have been set to assist respondents in providing solutions to the questions in the study.

i. What is the relationship between participation in entrepreneurship education programs and the intention of youth in the Kumasi Metropolis to create new start-up business ventures?
ii. How does engagement in entrepreneurship education programs affect the ability of young individuals in the Kumasi Metropolis to recover from entrepreneurial setbacks and recognize new entrepreneurial opportunities?

iii. What is the influence of entrepreneurship education programs on the development of entrepreneurial self-efficacy among the youth in the Kumasi Metropolis?

iv. What are the perceived challenges that young entrepreneurs face in the Kumasi Metropolis?

Link Between the Research Objectives and the Main Research Topic

The relationship between Entrepreneurship Education Programs and youth employment outcomes is significant and multifaceted. It includes skill development, entrepreneurial mindset, reduction of unemployment, economic development, and innovation and economic diversification (Dadzie, Fumey & Namara, 2020).

Situating the current study, Impact of Entrepreneurship Education Programmes on Youth Employment, and the goal of investigating the impact of entrepreneurship education programmes on the intention of youth to create new start-up business ventures, into context has several significant links. First and foremost, entrepreneurship education programmes are intended to provide individuals, particularly young people, with the skills, information, and mindset required to become successful entrepreneurs. The study tackles a critical issue of youth employment by analysing the impact of these programmes. Youth unemployment is a major concern in many nations, and encouraging entrepreneurship among young people has the potential to result in the establishment of new enterprises and job possibilities. Again, the goal is to encourage young people to start new businesses. Intentions are important precursors to actual behaviour. Understanding the elements that influence young people's intentions to establish their own enterprises is critical. Entrepreneurship education is intended to positively shape these intentions. The study dives into the motivational factors that drive children to entrepreneurship by studying this intention. The objective also

includes determining the effectiveness of entrepreneurial education programmes. This assessment is critical for policymakers, educators, and other stakeholders. It aids in understanding the efficacy of existing entrepreneurship education initiatives. If the study reveals a favourable impact, it suggests that these programmes are helpful in cultivating entrepreneurial intentions among adolescents, which can help to achieve the overall goal of reducing young unemployment. The findings of the study can help to shape and improve entrepreneurial education policies and programmes. If the study discovers specific components of these programmes that have a beneficial impact on entrepreneurial inclinations, policymakers and educators can modify their approaches to improve these factors. This tailored strategy may result in more effective entrepreneurship education activities, which, in turn, may increase youth employment rates by boosting business development in the long run.

The second objective which focused on examining the impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition among youth is directly linked to the broader research topic of "The Impact of Entrepreneurship Education Programmes on Youth Employment." Thus, the research objective focuses specifically on entrepreneurship education programs. This narrows down the scope of the study to initiatives designed to teach young individuals about entrepreneurship, business skills, and the intricacies of starting and managing a business. According to Olufemi (2020), youth unemployment is a significant concern globally, and entrepreneurship education programs are often seen as a potential solution to address this issue. By focusing on youth, the research acknowledges the importance of preparing young people for the workforce, either as entrepreneurs or skilled employees. In the view of Boldureanu et al. (2020), entrepreneurship education equips young individuals with the knowledge and skills to

identify and recover from entrepreneurial challenges and setbacks. By understanding how these programs impact opportunity recovery, the research explores the resilience and adaptability of young entrepreneurs in the face of difficulties, which is crucial for sustaining businesses and, in turn, employment opportunities. Another critical aspect of entrepreneurship education is fostering the ability to recognize business opportunities. This skill is essential for aspiring entrepreneurs to identify gaps in the market, develop innovative solutions, and create viable businesses (Boldureanu et al., 2020). By studying how entrepreneurship education programs influence opportunity recognition among the youth, the research assesses their effectiveness in nurturing a new generation of entrepreneurs who can identify and capitalize on market opportunities.

Investigating the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth is closely linked to the research topic of "The Impact of Entrepreneurship Education Programmes on Youth Employment." The research objective focuses on entrepreneurship education programs. These programs are specifically designed to provide young individuals with the necessary knowledge, skills, and mindset to engage in entrepreneurial activities. By narrowing down the focus to these programs, the research aims to understand their effectiveness in shaping the attitudes and behaviors of young people toward entrepreneurship. According to Dadzie et al. (2020), high rates of youth unemployment are a concern in many economies, and entrepreneurship education programs are often implemented to enhance employability. By investigating how these programs influence entrepreneurial self-efficacy and entrepreneurial orientation, the research explores the potential of entrepreneurship as a viable avenue for youth employment. In addition, entrepreneurial self-efficacy plays a crucial role in determining whether individuals

have the confidence and belief in their abilities to start and manage their own businesses (Newman et al., 2019). By studying the impact of entrepreneurship education programs on entrepreneurial self-efficacy, the research assesses how these programs can boost the confidence of young people, making them more willing to pursue entrepreneurial ventures. This increased self-efficacy can lead to higher levels of entrepreneurial intention and action among the youth. According to Utami, Tambunan, and Padmalia (2021), entrepreneurial orientation, which encompasses traits like innovation, risk-taking, and proactiveness, is essential for individuals interested in starting and growing businesses. Entrepreneurship education programs often aim to nurture these traits in participants. By examining the influence of these programs on entrepreneurial orientation, the research investigates how they contribute to shaping the mindset and behavior of young individuals, making them more inclined to identify opportunities, take calculated risks, and pursue entrepreneurial endeavors.

The fourth objective: examining the perceived challenges encountered by young entrepreneurs is closely linked to the research topic of "The Impact of Entrepreneurship Education Programmes on Youth Employment. Entrepreneurship education programs are designed to equip young individuals with the knowledge and skills necessary to start and run successful businesses. By examining the challenges faced by young entrepreneurs, the research assesses the effectiveness of entrepreneurship education programs in preparing them for the real-world complexities of entrepreneurship. It helps in evaluating whether these programs adequately address the challenges encountered by young entrepreneurs or if there are gaps that need to be filled. By exploring the perceived challenges faced by young entrepreneurs, the research aims to identify specific barriers and obstacles that hinder their entrepreneurial endeavors. These challenges could include lack of access to funding, limited market knowledge,

regulatory hurdles, or social and cultural factors. Understanding these challenges is essential for policymakers, educators, and support organizations to develop targeted interventions and support mechanisms that can facilitate the growth of youth-led businesses. If specific challenges faced by young entrepreneurs are identified and analyzed, it can inform the development of tailored curricula, mentorship programs, financial support mechanisms, and policy initiatives. Addressing these challenges effectively can enhance the overall impact of entrepreneurship education programs, making them more responsive to the needs of young entrepreneurs and increasing their chances of success.

Significance of the Study

All stakeholders are concerned about how entrepreneurship education programs could influence youth employment in Ghana to attain anticipated societal and economic growth. The study's findings will thus assist the youth and businesses develop imaginative and critical thinking abilities to turn ideas into lucrative businesses. The information would also assist youth in becoming promising entrepreneurs, which would significantly reduce the unemployment rate. Thus, the study would provide young people with the knowledge and drive to start their own firms, which might lead to job creation, economic growth, and lower unemployment rates in the Kumasi Metropolis.

Investigating the impact of entrepreneurship education on intention, opportunity recognition, self-efficacy, and orientation can help in fostering a culture of entrepreneurship within the youth population. This can lead to a shift in societal attitudes towards valuing innovation, risk-taking, and creative problem-solving, thereby contributing to a more vibrant entrepreneurial ecosystem. The study's findings can empower young individuals by providing them with a better understanding of how entrepreneurship education can positively impact their career paths and aspirations.

This awareness can encourage more young people to engage in entrepreneurial activities, fostering a sense of agency and control over their economic futures.

In addition, entrepreneurship has the potential to address societal challenges and promote sustainable development. By equipping youth with the skills and mindset to create innovative solutions, entrepreneurship education can contribute to achieving broader sustainable development goals, such as poverty reduction and social inclusion.

The study would also uncover the relevance of youth entrepreneurial development and the associated issues for adequate redress. Thus, by examining the challenges faced by young entrepreneurs in the Kumasi Metropolis, the study can identify barriers and obstacles that hinder the growth of start-up ventures. These insights can guide policymakers and support organizations in developing targeted interventions to address these challenges and create a more conducive environment for young entrepreneurs.

The research would contribute to the body of academic literature on entrepreneurship education and its effects on youth employment. It can give empirical evidence to confirm or refine existing theories about entrepreneurial intention, opportunity perception, self-efficacy, and orientation, so adding to knowledge growth in this sector.

Scope of the Study

The investigation has been narrowed to one multi-domestic business (Uni-jay Businesses) in the Kumasi Metropolis in the Ashanti Region of Ghana. The study is also scoped to investigate the impact of education on youth entrepreneurship development in Ghana. Thus, the results and conclusion should be understood primarily as such.

Organization of the Study

The research is organized into five chapters. The first chapter comprises an introduction to the study, a statement of the problem, objectives, and questions to the research, justification of the study, limitations, and organization. The second chapter included the literature study, which comprised a theoretical evaluation and empirical analysis. The study methodology was covered in Chapter Three, which included the research approach and design, data source, research population, sampling design, an instrument for obtaining data, data analysis method, and ethical concerns. Chapter four focused on data presentation, analysis, and discussion of findings. Chapter Five depicts an overview of the findings, recommendations, and conclusions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provides an overview of the existing literature on the subject of this study. The review occurred in three sections: a review of related concepts that considers numerous variables on impact of Entrepreneurship Education Programs on Youth Employment, a theoretical framework that captures the theories driving the study, and a review of extant literature pertinent to the study.

Conceptual Review

Entrepreneurship Education Programmes

According to Obeng-Koranteng (2021), entrepreneurship education in Ghana has gained substantial attention in recent years and has been integrated into many educational institutions and programmes. Most evolving Entrepreneurship Education Programmes in Ghana, according to Dadzie, Fumey, and Namara (2020) are provided through Government Initiatives, Higher Education, Business Incubators and Accelerators, Entrepreneurship Competitions, Technical and Vocational Education and Training (TVET), Public-Private Partnerships, and youth empowerment programs.

Dadzie et al. (2020) maintained that the Ghanaian government and other stakeholders recognised the necessity of instilling in young people an entrepreneurial spirit and skills to generate economic growth, create jobs, and promote innovation. Ghana's government has demonstrated its dedication to entrepreneurship education by including it into the national curriculum. This encompasses both primary and high school education. The government has also created agencies and authorities to oversee and assist the development of entrepreneurship, such as the National Board for Small Scale Industries (NBSSI) and the National Entrepreneurship and Innovation Plan

(NEIP). Many universities and higher education institutions in Ghana, according to Botha and Obeng-Koranteng (2022), have included entrepreneurial courses and programmes in their curricula. These programmes seek to give students the information, skills, and resources they need to start their own enterprises or contribute to the growth of existing ones. Business incubators and accelerators have also emerged as important components of Ghana's entrepreneurship ecosystem. These programmes offer budding entrepreneurs' mentorship, funding possibilities, and resources to help them refine and sell their business ideas (Molla & Biru, 2023).

Various entrepreneurship competitions and challenges are held around Ghana to inspire young people to develop creative company concepts. These competitions not only provide participants with exposure, but also the opportunity to win funding and other critical resources (Dadzie, Fumey & Namara, 2020). For instance, Technical and Vocational Education and Training (TVET) was recently launched to teach and develop young entrepreneurs. Thus, entrepreneurship education is not limited to traditional academic institutions. TVET institutions also play a role in providing students with practical skills and business knowledge that will enable them to start and operate firms effectively. Collaboration between the public and commercial sectors has been critical in developing entrepreneurship education. Private corporations frequently collaborate with educational institutions to give students practical training, internships, and real-world business experience.

Furthermore, Public-Private Partnerships and Youth Empowerment Programmes in Ghana have played an important role in fostering entrepreneurial education. Private businesses frequently collaborate with educational institutions to provide students with hands-on training, internships, and real-world business experience. Recognizing that most of the Ghana's population is young, there are

numerous initiatives targeted at empowering young people through entrepreneurship. These programmes concentrate on the development of soft skills, critical thinking, and problem-solving ability, all of which are required for entrepreneurship.

Entrepreneurial Development

According to Ratten and Jones (2021), entrepreneurial development is the process of strengthening and fostering an individual's skills, competencies, and mindset for them to build, manage, and grow successful businesses or projects. This notion is concerned with providing individuals with the entrepreneurship education and training, skills, resources, and networks required to discover and capitalize on business opportunities, solve difficulties, and drive innovation. It is also concerned with vibrant policies and government assistance.

Entrepreneurship development is critical for economic growth, job creation, and promoting an innovative culture in society. Providing relevant education and training to budding entrepreneurs in areas such as business management, marketing, finance, and leadership equips them with practical skills and the required information to effectively establish and run a business (Bodolica & Spraggon, 2021). In effect, acquiring practical skills necessary for entrepreneurship, such as problem-solving, decision-making, communication, negotiation, and adaptability, is important in the development of entrepreneurs. According to Uhm, Sung, and Park (2018), resources might be infrastructure, technology, mentorship, or financial, and access to these resources is frequently important for converting innovative ideas into sustainable enterprises. Connecting entrepreneurs with experienced mentors, advisers, and peers who can provide direction, support, and useful insights is the goal of networking and mentoring (Eesley & Wu, 2019). Government policies, such as tax breaks, funding

programmes, and supporting regulatory frameworks, play a role in promoting entrepreneurial development, according to Cicchiello (2019).

According to Zobnina, Korotkov, and Rozhkov (2019), entrepreneurial development programmes can take several forms, including workshops, incubators, accelerators, company development centres, and online courses. These programmes aim to cultivate an entrepreneurial spirit, empower individuals to take measured risks, and contribute to economic development through job creation and innovation. The goal of entrepreneurial development is to create a healthy ecosystem in which people are inspired and equipped to follow their company ideas, resulting in economic growth, technological innovation, and societal improvement.

Intention To Build New Startup Business Ventures.

Intention to build new startup business ventures refers to people's or organisations' conscious decision and motivation to initiate and develop new businesses (Phong, Thao, & Nguyen, 2020). This intention is a critical prelude to the actual development of a business and includes a variety of aspects that influence and shape decision-making. Intention to build new startup business initiatives, according to the authors, entails cultivating an entrepreneurial attitude, finding possibilities, driving innovation, self-efficacy, risk perception, and planning. An entrepreneurial mindset is required to launch a startup. This mindset entails a willingness to take risks, a desire to innovate, a love of problem solving, and a desire to exploit market possibilities. The process of identifying chances involves putting potential young entrepreneurs in a position where they believe they can offer distinctive products, services, or solutions.

According to Le Loarne Lemaire, Razgallah, Maalaoui, and Kraus (2022), the desire to provide new and unique ideas to the market typically motivates people to start

their own businesses. This primarily encourages aspiring entrepreneurs to provide new viewpoints and solutions that have the potential to disrupt established industries or build wholly new ones. According to one school of thought, the intention to establish new businesses is rooted in self-efficacy, risk perception, and proactive planning (Rosique-Blasco, Madrid-Guijarro, and Garca-Pérez-de-Lema, 2018). According to the authors, self-efficacy, which denotes belief in one's potential to achieve, plays an important influence in the intention to start a business. Entrepreneurs who believe in their abilities and skills are more inclined to take the initiative. Entrepreneurs assess the possible rewards against the dangers connected with launching and running a new firm based on their risk perception. Those with a higher risk tolerance are more likely to want to start their own business. The authors reiterated the importance of planning and strategy. Thus, after the intention is set, entrepreneurs must begin developing business plans and strategies. These plans should detail the actions required to transform an idea into a viable startup. The desire to launch new startup businesses is a fluid and diverse idea impacted by personal, environmental, and economic factors. It is the first stage of the entrepreneurial journey and serves as the foundation for the subsequent stages of business development.

Entrepreneurial Opportunity Recovery

Entrepreneurial opportunity recovery is the act of recognising, adjusting, and pursuing new business opportunities in response to unforeseen obstacles or disruptions (Cueto et al., 2022). This concept is especially important when entrepreneurs face unforeseen changes in the market, technology, or their business environment. According to Yuan, Luo, Liu, and Yu (2022), entrepreneurial opportunity recovery includes adaptability and flexibility, environmental scanning, innovative issue solving, resource reallocation, learning from failure, and resilience and persistence:

Adaptability and Flexibility should emphasise the necessity of being adaptable and flexible to pivot company models, goods, or services to handle changing situations. This could include changing the items and services offered, targeting a different consumer segment, or exploring new distribution channels. Adaptability and flexibility, according to Xia, Xie, Hu, and Song (2022), can be adequately attained when entrepreneurs examine the external environment to anticipate new trends, market shifts, and prospective disruptions. Monitoring industry news, being up to date on technical breakthroughs, and understanding regulatory changes that may affect their organisation should all be part of such environmental scanning. Entrepreneurship recovery also necessitates the development of innovative problem-solving skills as well as the ability to reallocate resources (Teece, 2016). The ability to solve problems creatively should help in dealing with unanticipated situations. This entails thinking outside the box and considering unconventional solutions to the new reality they are confronted with. Entrepreneurs frequently need to reallocate resources, such as time, money, and staff, to areas with greater development potential.

Entrepreneurial Opportunity Recognition

Entrepreneurial opportunity recognition is a critical component of beginning and maintaining a successful business: it entails discovering, analysing, and acting on market possibilities with the potential to create value and earn profits (Olugbola, 2017). According to Rosca, Agarwal, and Brem (2020), the challenge of recognising entrepreneurial opportunities is anchored in various fundamental concepts and variables such as market gaps, problem solving, innovation, timing, competitive analysis, customer validation, and scalability. According to the authors, entrepreneurial opportunities frequently come from discovering market gaps or unmet demands. These gaps can take the form of unmet customer demands, underserved market segments, or

emerging trends that present new opportunities, which lead to the identification of opportunities by identifying problems that people are experiencing and then developing innovative solutions to address such issues. The more closely the problem and solution match, the larger the potential opportunity. This, in turn, leads to the identification of novel ideas or technologies that have the potential to disrupt existing industries or create wholly new ones. Product innovation, process innovation, and business model innovation are all examples of innovation.

The concept of timing is crucial in identifying entrepreneurial opportunities. In entrepreneurship, according to Venkataraman (2019), being at the right place at the right moment increases the chances of success tremendously. The consequence is that entrepreneurs must be aware of industry trends, market dynamics, and economic situations to capitalize on opportunities as they come. According to Chang and Chen (2020), the success of entrepreneurial opportunity recognition is fundamentally and positively related to competitive analysis, customer validation, and scalability. According to the authors, competitive analysis of the entrepreneurship environment is critical for recognising opportunities, assessing the strengths and weaknesses of existing competitors, and identifying market gaps where competitive advantage might be gained. According to Frederick, O'Connor, and Kuratko (2018), acquiring a competitive edge necessitates the ability to validate clients, which presents a wonderful opportunity to gather feedback from potential customers in order to remedy any flaws as an entrepreneur. This primarily leads to business scalability, with entrepreneurs having the opportunity for growth and expansion.

Entrepreneurial Self-Efficacy

According to Raharjo et al. (2023), entrepreneurial self-efficacy is a psychological concept that refers to an individual's belief in their ability to successfully

perform entrepreneurial tasks and achieve entrepreneurial goals. It is based on Albert Bandura's broader theory of self-efficacy, which proposes that an individual's self-beliefs play a key role in influencing their behaviours and outcomes. According to Yang, Li, and Wang (2020), self-efficacy in the context of entrepreneurship refers to an entrepreneur's belief in their ability to: First, discover and pursue opportunities. Thus, entrepreneurs with high self-efficacy are more likely to detect prospective business opportunities in their environment and believe that they can exploit them successfully. Second, overcome hurdles and challenges. This entails the conviction that entrepreneurs can overcome the various hurdles and disappointments that come with beginning and running a business, such as financial issues, competition, and market uncertainties. Third, have the confidence to develop creative solutions, adapt to changing market conditions, pivot business when necessary, and make wise decisions, especially in situations with a high degree of uncertainty.

Entrepreneurial Orientation

Entrepreneurial orientation (EO) is a strategic mentality and set of behaviours that define how a company or organization approaches innovation, risk-taking, and proactiveness in search of possibilities. It is a term that is frequently connected with entrepreneurship and is critical for businesses looking to gain a competitive advantage, adapt to changing surroundings, and stimulate innovation. Entrepreneurial orientation is often measured on a scale, with organizations displaying differing degrees of these traits. McKenny et al (2018) identify five main aspects or components of entrepreneurial orientation: innovativeness, proactiveness, risk-taking, and risk-taking. According to the authors, innovativeness represents the entrepreneur's willingness and capacity to create new products, services, or processes. Proactive entrepreneurs are distinguished by their ability to predict and respond to market possibilities and

difficulties before their competitors. They are not satisfied with simply reacting to changes, but instead actively seek to define the future of their sector. Entrepreneurs are more likely than others to take calculated risks. This includes being willing to commit resources (financial, human, and time) to uncertain initiatives and making risky decisions in the face of potential losses.

The study's premise is supported by Innovation Entrepreneurship Theory (IET), theory of planned behaviour, and Resource-based Entrepreneurship Theory (RET). The Innovation Entrepreneurship Theory (IET) argues and connects specific talents, skills, knowledge, and psychological attributes that people have through entrepreneurial education that help them in entrepreneurship. The theory postulates that entrepreneurial development strengthens and fosters network, mentorship, policies, competencies, and mindset for them to build, manage, and grow successful businesses or projects. According to Schumpeter, everybody who wants to profit and contribute to development must engage in entrepreneurship which to scan business environment, solves problem, allocate resource, and remain resilience. According to Schumpeter, innovation is a crucial engine of competitiveness and economic development.

The theory of planned behavior (TPB) provides a framework for designing and evaluating behavior change interventions. The theory postulates a sequence of effects from behavioral, normative, and control beliefs regarding the behavior to attitudes and subjective norms, which – moderated by perceived behavioral control – lead to the formation of a behavioral intention. Intention is proposed to be carried out to the extent that the behavior is under volitional control. For an intervention to motivate the desired behavior, it must influence behavioral, normative, and/or control beliefs; and, to support implementation of the behavior, it must ensure sufficient perceived and actual

behavioral control. TPB contributes to opportunities discovery, overcoming hurdles and challenges, confidence, changing market conditions.

The resource-based theory believes that in the entrepreneurial landscape, recognizing resources to develop and sustain a business, as well as proactive management of such resources, is crucial. This is since access to resources is a strong predictor of opportunity-based entrepreneurship and new venture growth. Adaptability and flexibility, environmental scanning, issue solving, resource reallocation, resilience, and persistence are all supported by the theory. The importance of business concept generation, business planning and execution, as well as financial, social, and human resource management, is emphasized in this paradigm. As a result, having access to resources improves one's ability to recognize and capitalize on opportunities. The main assumption of resource-based theory is that the firm's resources and competencies influence competitive advantage.

Dependent Variable Independent Variables

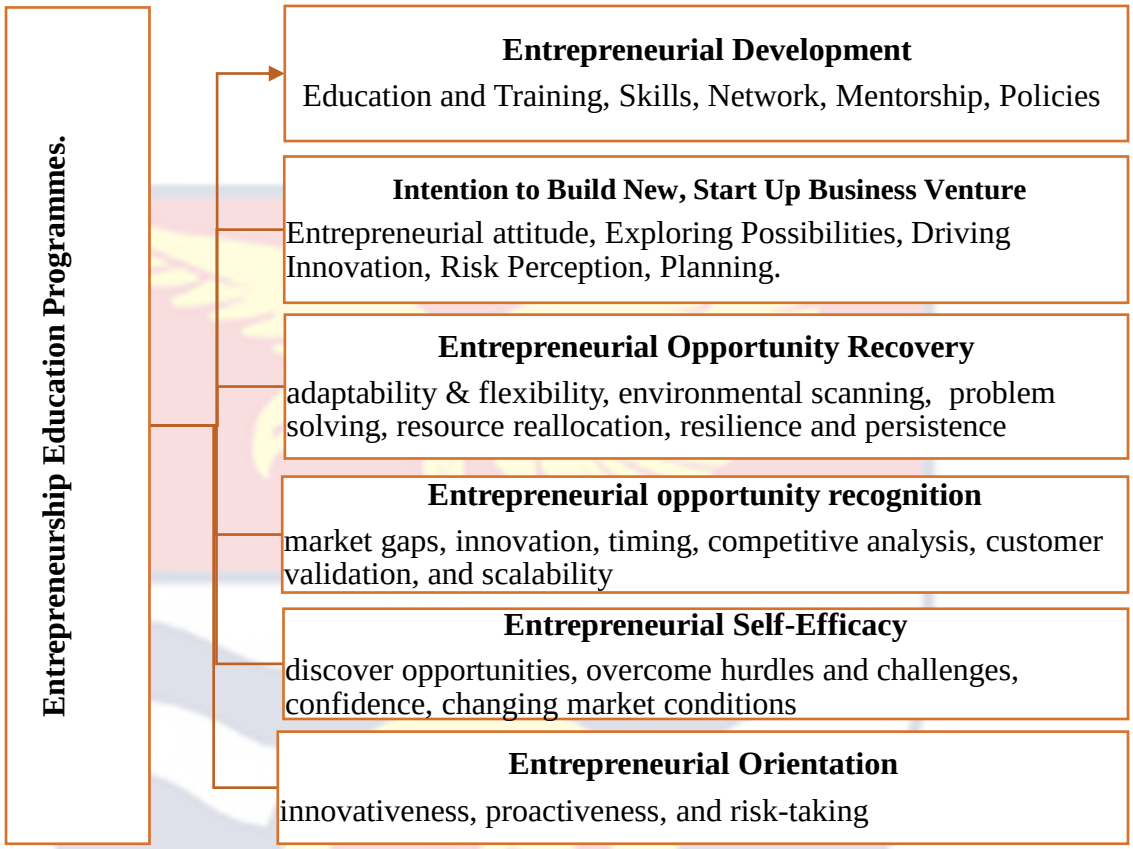

Figure 1: Depicts Conceptual Framework of Study Variables

Source; Researcher's Construct

Theoretical Framework

Theories are created to explain, deduce, interpret, and draw the relationship between variables under consideration. In addition, a theoretical framework is built to relate the extent to which previously established theories can aid in testing set questions. Innovation Entrepreneurship Theory (IET) (1912), Resource-based Entrepreneurship Theory (RET) (1984), and Theory of Planned Behaviour (1985) directed the research.

Innovation Entrepreneurship Theory (IET)

Innovation Entrepreneurship Theory (IET) was developed by Joseph Alois Schumpeter in 1912. According to the IET, entrepreneurs come from people who

possess specific psychological qualities, such as will strength, self-intuition, and tolerance capacity. Schumpeter had the view that anyone wanting profits and contribute to development must engage in entrepreneurship. This will result in a shift in the utilization of the economy's existing productive resources. Schumpeter believed that innovation is a critical engine of competitiveness and economic dynamics. A critical examination of the innovation entrepreneurship theory (IET) reveals that entrepreneurship is the focal point of economic transformation, resulting in gales of "creative destruction," a term coined by Schumpeter in Capitalism, Socialism, and Democracy (Cooper, 2015). Entrepreneurship is thus defined as a "process of industrial transformation that continuously redefines the system of economics from internally, incessantly destroying an outdated work creation behaviour and endlessly creating a new one.

According to Kuratko (2016), the IET theory contributes to the historical process of structural changes by putting innovative ideas into practise to help people, families, and societies at large. The theory classified the innovation process into four stages: invention, innovation, diffusion, and imitation. Schumpeter places the dynamic entrepreneur in the heart of his theory, indicating that entrepreneurs are crucial to the development process since they initiate and sustain progress in a society. The theory is relevant to this study because it would provide the youth with a new, distinctive understanding into how businesses get established, departing significantly from traditional economic perspective, which mostly portray markets passively tending towards equilibrium until the margin of profit are wiped away using new technologies to succeed in business. This is because, according to Baumol (2015), the Schumpeter's IET argued that advancement in economic settings is not smooth and calm, but rather

discontinuous, abrupt, and occasionally unpleasant and therefore entrepreneurs ought to explore all possible means to succeed in operating businesses.

The notion of entrepreneurship is essential in this study because it encourages adolescents to commit to acquiring entrepreneurial behaviours and abilities, and it contributes to beneficial improvements in economic activity by putting innovation ideas and skills learnt into practice. Applying the theory to this study would imply that youths would be able to identify and develop entrepreneurial ideas, create entirely new chances for investment, growth, and employment. The theory would also inspire youth to understand how to start a business, run it, and generate employment possibilities, which would lead to bridging the unemployment gap by developing formal and informal opportunities to aid people, families, and society at large.

The Innovation Entrepreneurship Theory (IET) influenced the study in several contexts. First, Innovation Entrepreneurship Theory (IET) significantly influenced the study. Thus, the theory emphasized the importance of creativity, innovation, and the ability to identify and exploit new opportunities in entrepreneurial endeavors. In the context of this study, this theory guided the research in evaluating how entrepreneurship education programs foster innovative thinking among young participants. It contributed to exploring whether these programs encourage creative problem-solving skills, product/service innovation, and the development of new business ideas among youth, all of which are vital for successful entrepreneurship and employment creation. IET often considers the broader entrepreneurial ecosystem, including factors like research and development, technology transfer, and collaboration between entrepreneurs, academia, and industry. The study utilized this perspective to analyze the entrepreneurial ecosystem in the Kumasi Metropolis. By evaluating how entrepreneurship education programs interact with local innovation systems, the

research assessed the role of these programs in shaping the innovation-driven entrepreneurial environment within the Kumasi Metropolis.

Theory of Planned Behaviour

Icek Ajzen established the Theory of Planned Behaviour (TPB) in 1985. The theory evolved from Martin Fishbein and Ajzen's Theory of Reasoning Action, which was first articulated in 1980. TPB is a broad model that may be used to predict and explain behaviour across a wide variety of different sorts of behaviours. TPB connects beliefs to behaviour and has three fundamental components: attitude, subjective norms, and perceived behavioural control. These elements work together to shape a person's behavioural goals. TPB holds that behavioural intention is the most proximal predictor of human social behaviour. Personal and subjective attitudes are crucial in determining entrepreneurial aspirations, according to Ajzen, Fishbein, Lohmann, and Albarracn (2018). Personal attitude, according to the authors, in TPB remains the total of all our knowledge, attitudes, and prejudices that people possess, whether positive or negative, that people think of when they analyse individuals' behaviour.

The subjective attitude also considers how individuals perceive other people's thoughts regarding a given behaviour. It is not what other people believe, but rather how individuals perceive the attitudes of others. According to Kaffashi and Shamsudin (2019), perceived behavioural control in TPB represents the amount to which people believe they have control over their behaviour. Such thinking is heavily influenced by an individual's assessment of internal characteristics such as aptitude and determination, as well as external factors such as accessible resources and support. According to the hypothesis, our perception of behavioural control has two effects: first, it influences people's intentions to behave in a certain way; that is, the more control people believe they have over their behaviour, the stronger their intention to perform.

Second, it directly influences people's behaviour; for example, when people believe they have a high level of control, they will try harder and longer to succeed.

The theory is significant in this study because it will help readers grasp the thoughts and entrepreneurial attitudes of successful entrepreneurs. In effect, such comprehension would entice young individuals to nurture positive intents towards entrepreneurship. The idea is useful in this study because it can assist the youth comprehend that they could control their entrepreneurial ambitions and succeed as entrepreneurs. The idea of Planned Behaviour would also help the youth to forecast the possibility that an individual or they themselves will pursue entrepreneurship. The TPB is also significant to this study since it could help young individuals reading this document who are hesitant to start their own businesses change their minds and embrace entrepreneurship.

The theory of Planned Behaviour (TPB) posits that attitudes, subjective norms, and perceived behavioral control influence individuals' intentions to engage in specific behavior, such as entrepreneurship. In the context of this study, TPB helped the researcher understand the entrepreneurial intentions of young individuals who participate in entrepreneurship education programs. By exploring their attitudes toward entrepreneurship (e.g., whether they perceive it as a desirable career option), subjective norms (e.g., social pressures and support from family, friends, and society), and perceived behavioral control (e.g., their confidence in their ability to start and manage a business), the study assess the factors influencing their intention to pursue entrepreneurial endeavors. TPB was used to assess the effectiveness of entrepreneurship education programs in shaping the attitudes, subjective norms, and perceived behavioral control of young participants. The study was able to examine how these programs influenced participants' beliefs about entrepreneurship, the social

influences encouraging entrepreneurial aspirations, and their confidence in their entrepreneurial abilities. By analyzing changes in these factors before and after program participation, the study gauged the impact of entrepreneurship education on the participants' intentions to engage in entrepreneurial activities.

Resource-based Entrepreneurship Theory

Birger Wernerfelt developed the resource-based theory (RET) of entrepreneurship in 1984. According to the RET, entrepreneurs' access to resources is a major predictor of opportunity-based entrepreneurship and new venture growth. This paradigm emphasizes the relevance of financial, social, and human resources. Thus, having access to resources improves an individual's ability to recognize and capitalize on opportunities. A vital concept of the resource-based theory is that the firm's resources and capabilities determine competitive advantage. According to Alvarez and Barney (2017), resource-based theory has resulted in three types of entrepreneurship notions: financial, social, and human capital. According to the theory, people with financial capital are better able to obtain resources to efficiently exploit entrepreneurial possibilities and establish a corporation to do business.

The theory of social capital emphasised that an individual may be able to recognise that a specific entrepreneurial opportunity exists but may lack the social connections to turn the chance into a commercial start-up. Access to a bigger social network is supposed to assist overcome this difficulty. Education and experience are the underlying factors of the human capital concept. They constitute a resource for discovering and comprehending differences in opportunity identification. According to Alvarez and Busenitz (2001), resource-based theory argues that heterogeneity is required but not sufficient for long-term advantage. As a result, a corporation may have diverse assets but not the conditions under which those assets will provide a long-term

advantage unless they are replicated. By focusing on resources, from opportunity recognition to the ability to organise these resources into a corporation, entrepreneurs can identify difficulties that are bothering them and seek long-term solutions.

The theory is essential in this study because it encourages those with financial muscles or those who are financially fortunate to support young people who need financial assistance to start a firm or enter the entrepreneurship field. The theory is also relevant to this study since it would inspire young people to engage with existing entrepreneurs to discuss their entrepreneurship and get advice on how to turn their ideas into realities. Applying the theory to this study would also imply that people would be able to use their education, social connections, and entrepreneurial experience to uncover and comprehend differences in opportunity identification.

Resource-based Entrepreneurship Theory (RBET) highlights the importance of identifying and leveraging key resources for entrepreneurial ventures. In this study, the researcher analyzed the resources provided by entrepreneurship education programs to young participants. This included not only financial resources but also knowledge, mentorship, networking opportunities, and access to markets. By understanding the specific resources offered by these programs, the study assessed their relevance and adequacy in empowering youth for entrepreneurial pursuits. RBET emphasized the acquisition, bundling, and utilization of resources for competitive advantage. The theory helped in investigating how young entrepreneurs, after participating in entrepreneurship education programs, acquire and utilize resources to establish and sustain their businesses. The theory clearly provided insights into the effectiveness of entrepreneurship education programs in equipping youth with the skills to identify, acquire, and leverage resources critical for entrepreneurial success. RBET assisted in examining the entrepreneurial ecosystem in the Kumasi Metropolis. Beyond individual

entrepreneurs, the theory underscores the importance of understanding the resources available within the local ecosystem, including support organizations, infrastructure, and collaborative networks. By evaluating how entrepreneurship education programs integrate young entrepreneurs into the broader entrepreneurial ecosystem, the study assessed the ecosystem's resource dynamics and their influence on youth employment opportunities.

Review of Literature

Existing literature was reviewed following the study objectives, which include investigating the impact of entrepreneurship education programs (IEEP) on intention to Create new start-up business venture among the youth, examining the impact of entrepreneurship education programs on Entrepreneurial Opportunity recovery and opportunity recognition among the youth, investigating the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth and examining the perceived challenges encountered by young entrepreneurs.

IEEP on Intention to Create New Start-Up Business Ventures.

Several studies have been undertaken on the impact of entrepreneurship education programmes (IEEP) and the intentions of young individuals to start new businesses. Kim, Kim, Lee, and Joung (2020), for example, investigated the impact of youth entrepreneurship education programmes: Two large-scale research projects. Vodă and Florea (2019) evaluated the impact of personality factors and entrepreneurship education on business and engineering students' entrepreneurial inclinations. Badri and Hachicha (2019) used a case study research design to explore entrepreneurship education and its impact on students' intentions to start their own businesses at two Tunisian institutions. Leonidou, Christofi, Vrontis, and Thrassou

(2020) studied an integrated framework of stakeholder engagement for invention management and entrepreneurship development at the University of Gloucestershire in the United Kingdom.

Lv et al. (2021) investigated the impact of entrepreneurship education on entrepreneurial intention in China using planned behaviour theory. College students in China's Yangtze River Delta completed a questionnaire to acquire existing data, which was analysed using SPSS macro programme process software. The study discovered that entrepreneurial education, company idea competitions, and entrepreneurial practise support all had a favourable impact on entrepreneurial competence. Furthermore, entrepreneurial education greatly promotes economic development, emphasising the relevance of college students' inventive entrepreneurial capabilities. Finally, the study found that entrepreneurship education boosted the ability to start a business today and engage in entrepreneurial activities in the future. As a result, entrepreneurial competence gained through entrepreneurship education has a continual impact on entrepreneurial intention.

Jena (2020) investigated the impact of business management students' attitudes towards entrepreneurship education on entrepreneurial intention in India. A customised questionnaire was used to collect data for the study from 535 business management students throughout central India. To establish the association between hypothesised constructs, a survey investigation (a non-experimental field study approach) was performed. The data obtained was analysed using exploratory analysis techniques. A 5-point Likert scale was used in the investigation. The findings revealed that entrepreneurship education programmes enhanced young students' inclinations to pursue entrepreneurship and influenced their attitudes (behavioural, cognitive, and

affective). According to the findings, entrepreneurship education has a significant impact on pupils and is particularly important for building entrepreneurial intent.

Ebewo, Rugimbana, and Shambare (2017) study findings in Botswana have positive relationship with Jena (2020) study in India. Jena investigated the effects of entrepreneurship education on students' entrepreneurial intentions in Botswana. To put the theories of planned behaviour to the test, a conceptual model was used. The validated entrepreneurship intention questionnaire was completed by 343 final year students from the University of Botswana. According to the study, entrepreneurship education influences entrepreneurial intention, subjective norm, and perceived behavioural control (perceived entrepreneurial aptitude). The study also discovered a positive association between entrepreneurship education and students' intention to become entrepreneurs. The study indicated that entrepreneurship programmes frequently offer students the knowledge, abilities, and mindset required for entrepreneurship, resulting in greater enthusiasm and confidence in pursuing new enterprises.

In Romania, Vodă and Florea (2019) employed a quantitative design to evaluate the impact of personality factors and entrepreneurship education on engineering students' entrepreneurial inclinations. A structured questionnaire survey was used to collect time series data from 270 students from two Romanian institutions between March and October 2017. The study discovered that locus of control, need for achievement, and entrepreneurial education were key drivers of venture creation among young students. A study identical to that of Vodă and Florea (2019) in Romania was published on African soil, specifically South Africa (Ntshangase & Ezeuduji, 2023). The study used a quantitative research methodology to assess the impact of entrepreneurship education on the entrepreneurial intentions of tourism students. 154

tourism students were chosen at random to complete a structured questionnaire survey to obtain data for the study objectives. The collected data was analysed using descriptive, bivariate, and multivariate methods. Entrepreneurship education affects tourism students' entrepreneurial intents, attitudes, desire, and feasibility of launching tourism-related firms, according to the findings.

Padi, Dzisi, and Eshun (2022) investigated entrepreneurship instruction at TVET colleges and female students' entrepreneurial intentions from three Universities in Ghana. The research strategy was a cross-sectional survey with a contemporaneous mixed techniques approach. The quantitative guide employed questionnaire received 376 responses from Tamale, Kumasi, and Takoradi Technical Universities, while the interview guide received 4.13 responses to collect data to satisfy the objectives. Hayes moderation process analysis was used to study the quantitative data, while open coding was used to analyse the qualitative data. The study's findings demonstrated that female students' entrepreneurial inclinations were influenced by entrepreneurship courses. Again, the results showed that entrepreneurship education has a beneficial impact on entrepreneurial competences such as marketing, accountancy, risk-taking, and innovation.

The IEEP On Entrepreneurial Opportunity Recovery and Opportunity Recognition

Entrepreneurship education programmes have grown in popularity in recent years as a means of developing entrepreneurial skills and promoting economic growth (Ratten & Jones, 2021). These programmes are designed to provide participants with the knowledge, skills, and mindset required to discover and explore entrepreneurial opportunities. However, studies on how entrepreneurship education impact entrepreneurial opportunity recovery and opportunity recognition has not been extensively researched (Shi, Yao, & Wu, 2019).

Karimi, Biemans, Lans, Chizari, and Mulder (2016) investigated the impact of entrepreneurship education on the entrepreneurial intentions and opportunity identification of Iranian students in Iran. Based on the theory of planned behaviour, an ex-ante and ex-post survey was utilised to evaluate the effects of optional and mandatory entrepreneurship education programmes (s) on students' entrepreneurial intention and opportunity identification. The study included 205 sampled participants from six Iranian colleges. According to the study, entrepreneurship education has been consistently associated to enhanced entrepreneurial opportunity recognition. Individuals who take entrepreneurship courses or participate in training programmes tend to gain a more refined capacity to discover and evaluate possible company possibilities. According to the study, students recognise business prospects when they are exposed to real-world case studies, business models, and practical entrepreneurial exercises.

Rae (2017) used a case study approach in Cape Breton, Canada, to analyse entrepreneurial learning: peripherality and connection in the technology industry. The study used social learning techniques to conceptualise legitimate peripheral engagement. According to the study, rebalancing the bidirectional "flow" of knowledge, people, and resources between centres and peripheries might boost the value of peripheral entrepreneurship, learning, and innovation. According to the report, entrepreneurship education frequently gives opportunity for networking with fellow students, graduates, and mentors who are successful entrepreneurs. These contacts can promote the exchange of ideas and insights, resulting in better opportunity identification. According to the study, mentorship, in particular, has been found to play a critical role in assisting individuals in identifying and acting on entrepreneurial possibilities.

Sarooghi, Sunny, Hornsby, and Fernhaber (2019) from Butler University's College of Business investigated design thinking and entrepreneurship education, focusing heavily on 'Where are we, and what are the prospects'. A web-based survey was created utilising Qualtrics, and three rounds of follow-up emails were delivered. During the 10-month period from January to October 2017, a total of 99 people replied to the poll. According to the survey, entrepreneurship education programmes frequently emphasize problem-solving approaches and creative thinking. As a result, participants grow better at detecting challenges and framing them as entrepreneurial opportunities. These programmes enable people to see difficulties as potential business opportunities, which leads to greater opportunity identification. The study also found that entrepreneurship education exposes students to a wide range of entrepreneurship prospects and encourages them to use design thinking in their projects and business development efforts.

The findings of Harima, Gießelmann, Göttsch, and Schlichting (2021) at a German public university contradict the conclusions of several other writers, including Karimi et al. (2016), Rae (2017), and Sarooghi et al., (2019). Gießelmann et al. (2021) concentrated on entrepreneurship, let us do it later: procrastination in the intention-behavior gap of student entrepreneurship. The study employed a systematic inductive qualitative research method to investigate how student entrepreneurs face problems after completing the entrepreneurship programme and how they respond to them. The study's findings suggested that students faced significant difficulty following the programme, which triggered their delaying behaviours. As a result, the influence of entrepreneurship education on opportunity recognition may not be fully realised immediately following programme completion.

Tetteh, Mawutor, Aboagye-Darko, and Boye-Doe (2023) used a case study approach to evaluate opportunity recognition among Ghanaian women entrepreneurs in the beauty sector during the COVID-19 epidemic. In-depth interviews and open-ended questionnaires were used to collect data from sixteen beauty sector entrepreneurs. A thematic analysis was performed on the data. According to the study, entrepreneurship education has a typically beneficial impact on entrepreneurial opportunity recovery and recognition.

The IEEP on Entrepreneurial Self-efficacy and Entrepreneurial Orientation

A review of the literature on the impact of entrepreneurship education programmes on entrepreneurial self-efficacy and entrepreneurial orientation among youth reveals a growing body of research emphasising the significance of such programmes in developing entrepreneurial skills and attitudes among young people. Newman and colleagues (2019).

Nowiski and Haddoud (2019) explored the influence of inspiring role models in increasing entrepreneurial ambition in the United Kingdom. The questionnaire was utilized in the study to collect the data needed to address the study objectives. During class, the questionnaire was delivered to pupils in both print and electronic versions. The study discovered that entrepreneurship education increases people's confidence in their ability to behave in the manner required to achieve specified goals. Thus, entrepreneurship education helps young people find, plan, and execute entrepreneurial actions and objectives. Entrepreneurship education also raised confidence since such programmes increase people's confidence in their entrepreneurial ability, which is essential for launching and maintaining entrepreneurial companies.

The study by Agarwal et al. (2020) in India focused on the inclusiveness of entrepreneurship education on entrepreneurial attitudes among young community members. A mixed technique approach was used to collect data from several institutions and colleges in various regions of India. Initially, 23 interviews were done to collect information from 341 respondents using a standardised questionnaire. To investigate the findings of this study, descriptive data was analysed using SPSS, as well as exploratory factor analysis and the multiple regression approach. According to the study, entrepreneurship education played a vital influence in boosting young people's entrepreneurship self-efficacy. The study once again indicated that youth entrepreneurial skill development was anchored in entrepreneurship education programmes. The study also discovered that entrepreneurship education helps kids develop practical skills in areas such as company planning, marketing, finance, and problem-solving, which increases their self-efficacy.

Manoj Kumar, Ramaprasad, Rao, and Jamwal (2023) conducted research on hospitality and tourism students' evaluations of entrepreneurship education effectiveness and its impact on entrepreneurial intentions: a cross-lagged two-wave mediation study incorporating entrepreneurial self-efficacy. Participants were drawn from five Singapore secondary schools. The participants were separated into two groups: treatment (N = 142) and control (N = 186). According to the report, entrepreneurship education is an effective way for young people to develop entrepreneurial skills. The findings specifically underlined the importance of entrepreneurship training in enhancing entrepreneurial alertness and efficacy competencies. The study also discovered that entrepreneurship education engages young people in hands-on activities such as business simulations or starting real

ventures, and that such education significantly boosts young people's self-efficacy by providing tangible evidence of their capability.

Alalawi (2020) considered a quantitative study at the University of Plymouth on the impact of entrepreneurial orientation on Omani SMEs' performance. The study's participants included 418 managers. According to the study, entrepreneurship education programmes improve a firm's performance, organisational learning, and creativity. The study also discovered that entrepreneurial activities help to create a better willingness to accept calculated risks, which is an important component of entrepreneurial orientation.

Lindberg, Bohman, Hulten, and Wilson (2017) worked in Sweden to improve students' entrepreneurial mindsets. To assess the impact of an intervention aiming at improving these abilities, pre- and post-evaluations of students' opportunity recognition (OR) and individual entrepreneurial orientation (IEO) were conducted. According to the study, entrepreneurship education prepares participants to recognise and capitalise on business possibilities, fostering a proactive mindset.

Investigating the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth is closely linked to the research topic of "The Impact of Entrepreneurship Education Programmes on Youth Employment." The research objective focuses on entrepreneurship education programs. These programs are specifically designed to provide young individuals with the necessary knowledge, skills, and mindset to engage in entrepreneurial activities. By narrowing down the focus to these programs, the research aims to understand their effectiveness in shaping the attitudes and behaviors of young people toward entrepreneurship. According to Dadzie et al. (2020), high rates of youth unemployment

are a concern in many economies, and entrepreneurship education programs are often implemented to enhance employability. By investigating how these programs influence entrepreneurial self-efficacy and entrepreneurial orientation, the research explores the potential of entrepreneurship as a viable avenue for youth employment. In addition, entrepreneurial self-efficacy plays a crucial role in determining whether individuals have the confidence and belief in their abilities to start and manage their own businesses (Newman et al., 2019). By studying the impact of entrepreneurship education programs on entrepreneurial self-efficacy, the research assesses how these programs can boost the confidence of young people, making them more willing to pursue entrepreneurial ventures. This increased self-efficacy can lead to higher levels of entrepreneurial intention and action among the youth. According to Utami, Tambunan, and Padmalia (2021), entrepreneurial orientation, which encompasses traits like innovation, risk-taking, and proactiveness, is essential for individuals interested in starting and growing businesses. Entrepreneurship education programs often aim to nurture these traits in participants. By examining the influence of these programs on entrepreneurial orientation, the research investigates how they contribute to shaping the mindset and behavior of young individuals, making them more inclined to identify opportunities, take calculated risks, and pursue entrepreneurial endeavors.

Perceived Challenges Encountered by Young Entrepreneurs

Ahmed (2019) investigated the features, kinship, and issues of Ethiopian youth entrepreneurship. The study employed stratified sampling to choose 350 young entrepreneurs aged 15 to 29, who completed a standardised questionnaire designed to collect data. Bivariate and multivariate analysis were utilised to explore research problems in addition to descriptive analysis. There is a lack of credit from various financial institutions, a high interest rate and a lack of sufficient micro-lending or seed

financing institutions, challenges in business registration and licencing, and a weak relationship between young entrepreneurs and government authorities, according to the report.

In the Kurdistan Region, Abdullah, and Othman (2021) investigated the limits of integrated tasks on youth entrepreneurship. There were 242 young people in the study. Frequencies were used to examine the collected data. According to the survey results, most young people are unaware of the entrepreneurship dimensions as tasks. The study also discovered that a lack of creativity, initiative, and innovation among youth is related to a poor performance of youth in detecting possibilities and their willingness to take risks as preconditions to business start-up and completion due to a lack of comprehension and competence.

In Kenya, Sambo (2016) researched young entrepreneurial growth and development barriers in Kibera, with an emphasis on entrepreneurship education. The study looked at registered youth organisation in Kenya. A self-administered questionnaire was given to 300 participants in order to obtain the essential data. The study was carried out in a quantitative, non-experimental, descriptive format. According to the study, most youth receive assistance in establishing businesses as entrepreneurs; however, their efforts appear to be less successful to some extent, which can be attributed to either the youths' inability to take up the opportunities, insufficient interaction from government agencies to the youths, the high cost of obtaining knowledge on entrepreneurship development, and long administrative structures in terms of accessing services and registering businesses.

Boateng, Boateng, and Bampoe (2014) explored the challenges to young entrepreneurship in Ghana's rural districts. Primary and secondary data were employed

in the inquiry. A purposive sample of 240 juveniles from Komenda, Edina, Eguafo, and Abirem Municipal Assembly were chosen to participate in the study. Semi-structured surveys and interviews were used to collect data. Descriptive statistics were to be presented and examined using basic percentages and graphical displays. The biggest impediments to teenage entrepreneurial development, according to the report, are a lack of capital, skill, support, market prospects, and the predominance of risk. The survey also highlighted lack of experience (90%), corruption (76%), nepotism (60%), and a lack of training (70%) as impediments to youthful entrepreneurial development.

Mensah, Fobih, and Adom (2019) investigated the development of entrepreneurship and new business start-ups in Ghana, concentrating on the challenges and opportunities for Ghanaian entrepreneurs. To identify some of the issues that entrepreneurs encounter in both domestic and global markets, the study used a case study design in conjunction with a qualitative research approach. Four primary themes were identified as the problems that entrepreneurs face: a lack of financial availability and accessibility; a lack of planning, competent labour, and suitable management abilities; a lack of competitiveness, technological innovation, and consumer loyalty; and a lack of legal and regulatory framework and social aspects.

Sitoula (2015) studied the difficulties and opportunities confronting Kathmandu's young entrepreneurs. The investigation used a quantitative research method. Despite the fact that a population of 150 people was recruited, 100 people from the general public were picked to complete a questionnaire produced utilising a random sampling approach. According to the study, the challenges that young entrepreneurs face while establishing and operating their businesses include a lack of support structures, ineffective government programmes to support entrepreneurial growth across the region, a lack of entrepreneurship funding to start investment, high expenses

involvement and a time-consuming business registration process, a lack of business management skills, and a lack of business resources.

Conclusion

The study discusses the landscape of entrepreneurship education programs in Ghana, emphasizing various initiatives and strategies employed to foster entrepreneurial development among young individuals. It outlines the diverse methods of education delivery, including government initiatives, higher education institutions, business incubators, accelerators, competitions, and vocational training programs. Additionally, the text explores essential concepts related to entrepreneurship, such as entrepreneurial opportunity recovery, opportunity recognition, entrepreneurial self-efficacy, and entrepreneurial orientation. These concepts highlight the psychological aspects of entrepreneurship, emphasizing beliefs, attitudes, and behaviors crucial for entrepreneurial success. The discussion also delves into relevant theories supporting entrepreneurship education and development, such as Innovation Entrepreneurship Theory, Theory of Planned Behavior, and Resource-based Entrepreneurship Theory. Together, this comprehensive overview provides insights into the multifaceted nature of entrepreneurship education and its psychological underpinnings, serving as a foundation for further research and practical applications in the field of entrepreneurship development.

These theories provide a theoretical foundation for understanding various aspects of entrepreneurship, including innovation, behavior, and resource utilization, and are crucial for guiding research and practical applications in the field. The literature suggests that entrepreneurship education programs have a positive impact on various aspects of youth entrepreneurship, including intentions, opportunity recognition, self-efficacy, and orientation. However, challenges such as financial constraints, lack of

support, and bureaucratic hurdles continue to impede the entrepreneurial endeavors of young individuals. Addressing these challenges and providing effective entrepreneurship education can further enhance the entrepreneurial ecosystem for youth.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction.

The methods used to collect and analyze data for this study and the stages involved are described and defined systematically in the chapter. The methodology includes the research approach, research design, source of data, target population, sampling procedure and sampled size, data collection technique, and ethical issues.

Research Approach and Design

Research Approach

The term "research approach" refers to the strategy and procedures for conducting research, which can range from broad assumptions to specific methods of data collection, analysis, and interpretation (Abutabenjeh & Jaradat, 2018).

The study employs a quantitative research method. The quantitative research technique was used in the study because it produces precise data that can be described using statistics and figures (Queirós, Faria, & Almeida, 2017). The quantitative research method was also used since it allowed for generalisations from a larger population as well as measurement of behaviour, perspectives, attitudes, and other traits.

Research Design

Research design is the overall method utilized to integrate the numerous components of a study coherently and logically, ensuring the successful address of a research problem (Fellows & Liu, 2021). The study employed descriptive survey research design. The descriptive survey research approach gave the researcher the opportunity to learn about and comprehend the problem at hand. The architecture also made it easier to collect data for statistical analysis and to undertake quantitative

research. As a result, this type of research provided a complete and accurate picture of the traits, views, and behaviors of students and employees of Uni-jay businesses and students and employees of Wesco College of Education. This methodology allowed the researcher to draw accurate and dependable conclusions. The design was carried out to evaluate the impact of entrepreneurship education programs on youth employment.

Source of Data

The research used primary and secondary data to address the study objectives. The study obtained primary data through a self-administered questionnaire. The secondary data was obtained through books and publications on the impact of entrepreneurship education programs on youth employment.

Participants' biodata was obtained from students and employees of Uni-jay businesses, and students and employees of Wesco College of Education in the Ashanti Region of Ghana using a multiple choice (MC) questionnaire. With multiple choices, participants read and understood the options provided more efficiently and responded to the question more quickly. The stem of the MC was stripped and cleaned of extraneous wording and unrelated information.

Open-ended questions with A-5 Likert scale instrument were used to collect data on the impact of entrepreneurship education programs on intention to create new start-up business venture among the youth. The questions were aimed to elicit responses from research participants on the impact of entrepreneurship education programs on intention to create new start-up business venture among the youth. Using open-ended questions, the researcher was able to delve into the respondents' comments and glean important information about the study. The Likert Scale helped to assess participants' attitudes by determining how much they agreed or disagreed with statements supplied.

Open-ended questions with A-5 Likert scale instrument were again used to collect data on the impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition among the youth. Respondents freely expressed themselves in plain text format in response to open-ended questions, allowing them to react with all their knowledge, feelings, and understanding. Once again, open-ended questions allowed the researcher to delve deeper into the respondents' comments and acquired critical facts about the study's subject. Open-ended questions helped gather detailed and descriptive information on the proposed research topic.

Data on the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth were also collected using structured questions with A - 5 - Likert scale instrument. Structured questions were used to elicit quick and précised responses and reduced the amount of thinking the participant will do. The structured questions also reduced the researcher's workload because the answers were simple and easy to analyze.

Data on the perceived challenges encountered by young entrepreneurs were also collected using structured questions with A - 5 - Likert scale instrument. Structured questions will elicit quick and precise responses and reduce the amount of thinking the participant will do. The structured questions also reduce the researcher's workload because the answers are simple and easy to analyze.

Target Population

A study's targeted population consists of things, groups, or individuals who have common features, such as age or gender, and from whom the sample size is drawn (Vasileiou et al., 2018). This study's demographic includes all students and workers of

Uni-jay enterprises, as well as students and employees of Wesco College of Education. The selection of this population was made necessary by the fact that Uni-jay business is a member of the Council for Technical and Vocational Education and Training - COTVET and provides entrepreneurship education to young people to equip them with entrepreneurial skills and capabilities, whereas Wesco College of Education is an educational school that focuses on teacher training and development. Integrating the two institutions into single research aided in determining the impact of entrepreneurship education on young people. Furthermore, the selection of the two institutions aided in classifying Uni-jay enterprises as experimental group, while Wesco College of Education was labelled as control group.

Sampling Procedure

The issue of sampling technique has a long debate in the academic space, this is because the choice of sample and the procedure has serious consequences on the outcome of any scholarly research. The processes used to choose a sample for a research endeavour are referred to as sampling techniques. Probability procedures and non-probability procedures are the two types of sampling procedures (Lamm and Lamm, 2019). For this investigation, purposive sampling was employed to select respondents to complete the questionnaires for the study. In using purposive sampling, the researcher selected respondents for the study, so they responded to the survey instruments (Campbell et al., 2020). This sampling technique was settled on for collecting data from the staff of Uni-jay enterprises, and Wesco College of Education, limited resources as well as inadequate access to the respondents and willingness to participate in the study.

Sample Size

According to Arifin and Zahiruddin (2017), the determination of the number of observations or repetitions to include in a statistical sample is known as sample size determination. The sample size is an important aspect of any empirical investigation in which the purpose is to draw conclusions about a population from a sample. According to Otzen and Manterola (2017), the sample reflects the researcher's effort or strategy to determine the number of study participants who should be included in the sample. In obtaining the sample size in a given population, three main methods can be identified. Firstly, the sample size can be calculated by using formulas (Arifin & Zahiruddin, 2017). Secondly, the use of a published statistical table to estimate the sample size, for instance, the published statistical table of Krejcie and Morgan (1970) and Cohen et al., (2013, 2009). Lastly, a researcher can decide to utilize census methods by collecting data from the entire population which is known as the census.

The sample size determination formula of Davier, Hoecker, Malaescu, and Zhang (2020) was used for this work. The Davier, et al. (2020) formula was chosen because it is necessary for undertaking research that is both scientifically valid and resource efficient. It guarantees that the study is well-designed, and that the data obtained may be used to draw relevant conclusions about the larger population being studied.

$$P = \frac{n \times (C^2)}{(Z^2 + n \times C^2)}$$

Where:

n is the required sample size.

Z is the Z-score of 1.96 for a 95% confidence level

P is the estimated proportion of the population = 20.7%

C (margin of error) = 0.05

$$20.7 = \frac{n \times (0.05^2)}{(1.96^2 + n \times 0.05^2)}$$

$$n = 0.7919916 / 0.0019825$$

$$n \approx 399$$

Based on the formula, and in approximation, 399 students, 199 from Uni-jay enterprises, and 200 Students from Wesco College of Education were drawn for the study.

Data Collection Instrument

The study used questionnaires and the 5-Likert Scale to collect the needed data for the data collection. The study first obtained information on participants' biodata. Moreover, questions related to the impact of entrepreneurship education programs on intention to create new start-up business venture, the impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition, the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation, and the perceived challenges encountered by young entrepreneurs were considered. For instance: using a five-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree), indicate the extent to which you agree or disagree with:

Construct 1: Impact of Entrepreneurship Education Programs on Intention to Create a New Start-up business Venture among the Youth.

1. After participating in entrepreneurship education programs, I am more motivated to start my own business.
2. I believe that entrepreneurship education has increased my desire to become an entrepreneur.

3. I am more inclined to explore new business opportunities due to my entrepreneurship education.
4. I now see myself as more likely to launch a start-up because of what I've learned in entrepreneurship courses.
5. Entrepreneurship education has influenced my intention to start a new business positively.
6. I feel more confident about my ability to start a new business after completing entrepreneurship education.

construct 2: impact of Entrepreneurship Education Programs on Entrepreneurial Opportunity Recovery and Opportunity Recognition among the Youth.

1. Entrepreneurship education has improved my ability to recognize business opportunities.
2. I can now identify and capitalize on business opportunities more effectively due to my education.
3. I have learned to spot potential business opportunities that I might have missed before my entrepreneurship education.
4. Entrepreneurship programs have equipped me with the skills to recover from setbacks and turn them into opportunities.
5. I am more aware of the various opportunities that exist in the business world thanks to my education.
6. My ability to adapt and seize entrepreneurial opportunities has improved through entrepreneurship education.

Construct 3: Impact of Entrepreneurship Education Programs on Entrepreneurial Self-efficacy and Entrepreneurial Orientation among the Youth.

1. I feel more confident in my ability to succeed as an entrepreneur because of my education.
2. Entrepreneurship education has boosted my belief in my entrepreneurial capabilities.
3. I have developed a more entrepreneurial mindset and approach to problem-solving through education.
4. My education has increased my willingness to take calculated risks in business.
5. I now possess a stronger sense of initiative and proactiveness as a result of entrepreneurship education.
6. I feel better prepared to handle the challenges of entrepreneurship because of my education.

Construct 4: Perceived Challenges Encountered by Young Entrepreneurs in the Kumasi Metropolis.

1. Access to startup capital is a significant challenge for young entrepreneurs in Kumasi.
2. Regulatory and bureaucratic hurdles pose obstacles to young entrepreneurs in Kumasi.
3. Limited access to mentorship and guidance is a common challenge for startups in Kumasi.
4. Market competition is a major concern for young entrepreneurs operating in Kumasi.
5. Young entrepreneurs often struggle with marketing and reaching their target audience in Kumasi.

6. Sourcing reliable suppliers and partners can be challenging for startups based in Kumasi.

The items were by the researcher, and they were created with the study objectives in mind. The researcher asked permission from where the study took place to administer the questions to address the study objectives. The researcher thoroughly explained the questions to the participants so that they responded appropriately. The goal was to assist respondents in understanding the research objective and eliminate assumptions and biases. Data collected was in five sections: 'A,' 'B,' 'C,' 'D,' and 'E'. Section 'A' detailed the biodata of the study participants, while Section 'B' described the impact of entrepreneurship education programs on intention to create new start-up business venture. Section C' discussed the impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition. Section D' considered the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation. Section 'E' addressed perceived challenges encountered by young entrepreneurs.

Section 'A' included four (4) multiple-choice questions about the study participants. The study participants were asked to provide their gender, age, level of education, and work experience, in response to the questions. Section 'B' identified two sub-sections that result in asking six (6) different questions about the impact of entrepreneurship education programs on intention to create new start-up business venture which were answered using a Five-Point Likert scale: 1=strongly agreed; 2=agreed; 3=neutral; 4=Disagreed, and 5=strongly disagreed.

Section 'C' identified two sub-sections that provided six (6) questions about the impact of entrepreneurship education programs on entrepreneurial opportunity

recovery and opportunity recognition which were answered using a Five-Point Likert scale: 1=strongly agreed; 2=agreed; 3=neutral; 4=Disagreed, and 5=strongly disagreed. Section 'D' identified two sub-sections that provided six (6) questions about the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation. Section 'E' identified five (5) questions related to the perceived challenges encountered by young entrepreneurs which were answered using a Five-Point Likert scale: 1=strongly agreed; 2=agreed; 3=neutral; 4=Disagreed, and 5=strongly disagreed.

A total of 400 people took part in the study, and they would answer 27 questions. Because the sampled population was 400, the same questionnaire forms were produced and sent to the study participants' schools and departments for completion. The researcher and study participants agreed on a three-day grace period to complete the questionnaire forms for collection.

Pilot Study

The instrument developed (questionnaire guide) to collect data from study participants was first tested in a pilot study by forty (40) students interested in entrepreneurship, twenty (20) from Joyce Ababio Eponymous College of Creative Design and twenty (20) from Islamic Centre Kumasi's College of Distance and e-Learning (CODEL). This aided the researcher in determining the dependability of the questionnaire. The reliability of questionnaires demonstrates that they are assessing the desired notion, whereas the reliability of researcher outcomes ensures that they can be reproduced consistently (Mohajan, 2017). They answered the study's questions to see if the questions were appropriate for testing domains created to address the objectives. On one level, the obvious benefits of the pilot trial are self-evident, but researchers itemise them as follows:

1. Determine the viability of a method that will be employed in a larger-scale investigation.
2. Put the suggested study design and process to the test to discover any problems that could derail the study.
3. Assist in identifying variables and defining the study topic.

Furthermore, the chosen group impacted the level of clarity of questions, which aided in identifying issue areas that needed to be addressed (Barker, Pistrang, & Elliott, 2015)

Data Analysis

A statistical technique, including descriptive statistics analysis, was utilized to analyze the data gathered through surveys and respond to each study question. The goal was to summarize the data and compare entrepreneurial outcomes between various groups using descriptive statistics, such as frequencies and percentages. For categorical variables (such as gender and age groups), frequencies and percentages were estimated using descriptive statistics. The results of the five-point Likert scale were measured for continuous variables using the mean and standard deviation. To display the distribution of responses, tables were made. The study of the data was prompted by the research questions. Each study question was examined using a five-point Likert scale with measures like mean and standard deviation for continuous variables. These inquiry categories included: These research questions included: Research question one: the impact of entrepreneurship education programmes on the intention to develop new start-up company ventures. Research question two: the impact of entrepreneurship education programmes on entrepreneurial opportunity recovery and recognition. Research question three: the impact of entrepreneurship education programmes on

entrepreneurial self-efficacy and entrepreneurial orientation Research question four: perceived challenges encountered by young entrepreneurs.

Reliability and Validity

Table 1. Reliability Coefficient for Subscales of Questionnaires

S/N	Sub-Scale	Number of items	Reliability Coefficient
1	Impact of entrepreneurship education programs on intention to create new start-up business venture among the youth in the Kumasi Metropolis.	6	0.907
2	Impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition among the youth in the Kumasi Metropolis.	6	0.901
3	Impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth in the Kumasi Metropolis.	6	0.903
4	Perceived challenges encountered by young entrepreneurs in the Kumasi Metropolis.	6	0.904
	Average Reliability coefficient	24	0.903

Source: Author's compilation based on data from a field survey: 2023

The Cronbach's alpha value for the items in questionnaires were above 0.90. A Cronbach's alpha value of 0.9 suggests that the scale has a high level of internal consistency and reliability. This means that the items in the scale are highly correlated with each other, indicating that they are measuring the same underlying construct. A high alpha value indicates that the scale is reliable and that the items are consistently measuring the intended construct Kılıç, (2016).

Table 2 Average Variance Extracted

	Cronbach's alpha	Composite reliability (rho_a)	Average variance extracted (AVE)
Challenges	0.904	0.904	0.97
Intention to Create Start-up	0.901	0.983	0.912
Opportunity	0.906	0.982	0.896
Self-Efficacy	0.904	0.994	0.971

Source: Author's compilation based on data from a field survey: 2023

The validity of a measure is established based on various factors, including the Average Variance Extracted (AVE), Cronbach's alpha, and composite reliability. To determine if validity has been established, we need to consider the thresholds for each of these measures. AVE above 0.50 indicates convergent validity, suggesting that the items in the measure are measuring the same construct. A Cronbach's alpha of 0.9 indicates high internal consistency reliability, suggesting that the items in the measure are highly correlated. Composite reliability above 0.7 indicates that the measure has good reliability. Therefore, if a measure has an AVE above 0.50, a Cronbach's alpha of 0.9, and composite reliability above 0.7, it suggests that validity has been established Peterson, and Kim, (2013).

Brief Profile of the Setting

Uni-Jay Limited commenced operations on the veranda of a rented single room in a compound house in Ahinsan, Kumasi, in 1983. The company has been carefully nurtured to its current position over many years of hard work and perseverance. Mrs. Janet Abobigu, the company's founder and CEO, grew the business despite having no formal education. She finished elementary school at Ahinsan M/A in 1980, and though she wished to continue her education, her parents' financial situation made it difficult.

Mrs Abobigu, undeterred and determined to create something of her life, became a head porter (kayayei) to raise finances to start something for herself. When the CEO learned she had a talent for sewing, she registered as an apprentice to a seamstress using the money, she had saved from her 'head porting' job. Mrs. Abobigu began her own sewing business three years after completing her apprenticeship with a single hand sewing machine. Uni-Jay Limited currently has its major activities in Ahinsan, Kumasi in the Ashanti Region, as well as a new production unit in Asokwa, Kumasi, and a branch in Kwabenya, Accra. We are a freezone enterprise located approximately four hours from the nation's main port. With a total of 300 employees, 80% of whom are girls and 20% are males, the company is one of the biggest employers in the nation's garment industry.

Uni-Jay Limited manufactures garments, including uniforms for schools and institutions such as mining and security services. Uni-jay also manufactures Personal Protective Equipment (PPE). Uni-jay Limited is also a registered member of and provides internship opportunities for students from various higher institutions, Senior High Schools, and vocational and technical schools. It also accepts recent graduates from universities and technical universities for national service. Uni-jay firms is a member of the Council for Technical and Vocational Education and Training - COTVET, and it strives to instill in young people an entrepreneurial mindset that will allow them to create and run their firms effectively. Uni-jay Company Limited is also one of the most important fashion design entrepreneur firms. Uni-Jay Company Limited, through its fashion design school created under COTVET, is dedicated to educating young entrepreneurs in today's ever-changing global economy.

COTVET elective programmes include Electrical& Electronic Engineering, Building Construction, Plumbing, Auto mechanic, Fashion, Carpentry, Painting, and

Spraying. Schools under COTVET can select any or a combination of the programmes to train students to develop entrepreneurship skills and knowledge.

Mission

To make differentiated items available on the market in accordance with fashion trends, exceeding customers' expectations, and assuming ongoing progress to satisfy interested parties.

Vision

To be a reference in the creation and manufacture of outerwear in the upper-middle range, and to gradually establish our brand(s) in the areas in which we operate, via distinguishing concepts and solutions that create value for both our customers and other interested parties.

Uni-jay school offered fashion design program to train students. The school offers elective and core courses. Entrepreneurship is compulsory programme at Uni-jay business school.

Elective Courses	General Courses
Sowing	English
Fashion Design	Mathematics
	Science
	Introduction to Clothing Construction and Design
	Apparel Pattern Design

Programmes Offer

Certificate Programmes	Degree Programmes
Certificates in sowing.	Degree in material cutting and sowing.
Certificate in fashion design.	Degree in fashion Sketching and Design.

Wesco College of Education is an educational institution that focuses on teacher development and training. Wesco College of Education has established itself as a recognised and respectable institution in the field of teacher education, with a mission to develop competent and skilled educators. Furthermore, the College of Education, established with the goal of answering the growing demand for competent and dedicated educators, offers comprehensive programmes designed to educate aspiring teachers with the knowledge, skills, and pedagogical practises required to thrive in the classroom. Wesco College of Education is committed to upholding high academic standards and developing a culture of educational innovation and quality. The college routinely collaborates with local schools, educational organisations, and communities to provide genuine teaching experiences for its students. This hands-on approach ensures that future teachers not only grasp academic concepts but can also apply them in real-world educational settings.

Our Vision

A centre of Excellence in Pre-tertiary Teacher Education in Ghana and beyond.

Our Mission

To Produce dedicated Pre-tertiary Teachers who are equipped with Christian values and high professional standards to respond to the demands of modern-day classroom.

Our Core Values

Our core values are defined by the acronym WESCO which is the short form of Wesley College and the popular name of the College.

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8. Physical Education and Social Studies
9. Physical Education and Music
10. Languages: French and English
11. French and Ghanaian Language
12. English and Ghanaian Languages
13. Visual Arts (12th)

Ethical Considerations

The study considered ethical concerns. Before the study began, the participants were informed of the reason for their inclusion. Participants will be informed of the length of the interview. Each subject or participant will be informed that participation is voluntary, and they can opt-out anytime.

The study would not collect individual identification information (name, phone number, and videos) or participant responses. Furthermore, to ensure that all respondents understood how to answer the questions, the researcher will explain the requirements of the questions to all participants. By following the ethical principle of confidentiality, the study will protect the privacy of all participants. The study should also eliminate all potential sources of harm to participants, including psychological, social, physical, and legal harm.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The chapter presents and discusses outcomes from information obtained on impact of entrepreneurship education programs on youth employment: The data analysed consisted of information collected from questions responded to by participants.

Biodata of Respondents

The biodata of the respondents includes respondents' biological sex, age, level of education, work experience, and department in their workplace.

Table 3. Bio – Data of Respondents

Category	Frequency	Percentage
Gender		
Female	247	62
Male	152	38
Total	**399**	**100**
Age		
Less than 30 years	289	72
30 – 39	80	20
40 – 49	30	8
50 & above years	0	00
Total	**399**	**100**
School		
Uni-jay School	199	49.8
Wesco College	200	50.2
Years in School		
Less Than a Year	115	29
1 – 2	138	**35**
3– 4	146	36
5 years & above	0	00

Source: Author's compilation based on data from a field survey: 2023

According to table 3 finding, 62% of respondents were females, while 38% were males. The findings also suggest that 289 participants (72%) were less than 30 years. As a result, most responses are aged less than 30. The consequence is that most responses were young people in the institutions under study and could provide significant insights into the issue of youth and entrepreneurship. Table 3 also revealed that 80 participants (20%) were between the ages of 30 and 39. Those aged 40 to 49 years old made up the minority of responders, accounting for 30 out of the participants (78%). The age structure implies that most participants' ages vary significantly, but all ages should be considered because a life-span viewpoint holds that cycles of ages,

changes, and transitions emerge throughout the working life and all must be embraced (Haywood & Getchell, 2021). According to table 3, most respondents 200 representing 50.2% were students from WESCO College of Education, while 199 participants indicating 49.8% came from Unj-jay school. Regarding years spent in the school, 115 participants accounting for 29% have spent less than a year in the school, 138 participants indicating 35% had spent between 1 and 2 years, and 146 participants indicating 36% had spent between 3 and 4 years. The data imply that most of the participants are youth, educated, have attained the ages deemed fit to make good decisions, can contribute to the discussions on impact of entrepreneurship education programs on youth employment and will provide an unequivocal response.

Entrepreneurship Education Programs on Youth Employment

This section provides a descriptive examination of the measurement items used to assess the various constructs on Impact of Entrepreneurship Education Programs on Youth Employment. The description is summarized in the table below. All items were measured and analyzed using a scale of 1 to 5, where 1 = strongly disagree (SD) and 5 = strongly agree (SA), and multiple linear regression which consisted of ANOVA, Coefficient, Regression model, and Goodness of fit model.

Questions related to the relationship between participation in entrepreneurship education programs and the intention of youth, how engagement in entrepreneurship education programs affect the ability of the youth, the influence of entrepreneurship education programs on the development of entrepreneurial self-efficacy among the youth, and perceived challenges that young entrepreneurs face were posed to Uni-jay School and Wesco College of Education students' employees.

Missing Values

Little MCAR test was conducted on the missing values in the data set. The Little's test is done to test the assumption of missing completely at random (MCAR) for multivariate data. It is important to test this assumption before applying statistical analysis procedures because many methods assume MCAR due to its simplicity. The test compares the distributions of the observed data across different missing-pattern groups and is consistent against any distributional differences in the observed data. It has been shown to have good power against a variety of non-MCAR alternatives Li, and Yu, (2015). The result for the Little MCAR was Chi-Square = 572.737, DF = 115, Sig. = .000. This indicated that values were completely missing as random. The appropriate techniques of Expectation maximization (EM) were employed to rectify the issue of missing values before data was analyzed.

Multiple Linear Regression

Multiple linear regression analysis was done to ascertain the effects of the dependent variable Entrepreneurship Education Program on the independent variables (Intention to create Start-up business, Entrepreneurship opportunity, Entrepreneurship Self-Efficacy).

The multiple linear regression consists of ANOVA, Coefficient, Regression model, and Goodness of fit model.

H_0- All the independent variables do not jointly affect the dependent variables.

H_1- All the independent variables jointly affect the dependent variables.

Alternatively

H_0- The regression model does not exist.

H_1-The regression model exists.

Table 4 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	510.067	3	170.022	679.664	.000
Residual	101.313	405	.250		
Total	611.380	408			

a. Dependent Variable: Entrepreneurship Education

b. Predictors: (Constant) Intention to create Start-up business, Entrepreneurship opportunity, Entrepreneurship Self-Efficacy

Source: Author's compilation based on data from a field survey: 2023

Table 4 presents the ANOVA of the multiple linear regression. As the p-value of the ANOVA is (.000) which is less than 5% level of significance, the null hypothesis is rejected which means that all the independent variables (Intention to create Start-up business, Entrepreneurship opportunity, Entrepreneurship Self-Efficacy) jointly affect the dependent variable (Entrepreneurship Education Program), similarly it can be deduced that the regression model exist. This means that Entrepreneurship Education Program has impacted all the independent variables Intention to create Start-up business, Entrepreneurship opportunity, Entrepreneurship Self-Efficacy together. The outcome agrees with Fahmi, Novel, and Putra (2022)

Table 5 Coefficient and Regression Model

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	T	Sig	Tolerance	VIF
Constant	.169		-2.760	.006		
Intention to create Start-up business	.811	.863	5.651	.000	0.334	2.99

Dependent Variable: Entrepreneurship Education Program

Source: Author's compilation based on data from a field survey: 2023

Table 5 presents Equation formed considering the unstandardized coefficients is:

Entrepreneurship Education Program =0.169 +0.811(Intention to create Start-up)

This means that whenever Entrepreneurship Education Program (EEP) at 0.1.69, students' student's intention to create Start-up business improves by 0.811.

Table 5 also presents the Coefficients of the multiple linear regression. As the p-value of the Coefficients is (.000) which is less than 5% level of significance, the null hypothesis is rejected which means that student's intention to create Start-up business independently affect Entrepreneurship Education Program. The outcome is consistent with that of Utami (2017) study which found that the Entrepreneurship Opportunity and Entrepreneurship Self-Efficacy jointly influence the dependent variable (Entrepreneurship Education Programme). This implies that out of the three independent variables, is only one independent variable (student's intention to create Start-up business) that was individually influenced by the Entrepreneurship Education Program.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.913	.834	.833	.50016

a. Predictors: (Constant), Intention to create Start-up business, Entrepreneurship opportunity, Entrepreneurship Self-Efficacy

b. Dependent Variable: Entrepreneurship Education

Source: Author's compilation based on data from a field survey: 2023

Table 6 shows the regression model summary. R square is 0.834 which means the model formed can explain 83.3%variance of the dependent variable which is Entrepreneurship Education Program. The relevance of an 83.3% R square in regression analysis indicates the proportion of the variance in the dependent variable that can be explained by the independent variables. A higher R square value suggests a stronger relationship between the variables and a better fit of the regression model (Castro et al., 2020).

Moreso the difference between the R square and Adjusted R square is small, this means there is no insignificant variable in the regression model.

The interpretation of a regression model with an R-square of 83.4% and an adjusted R-square of 83.3% suggests that approximately 83.4% of the variance in the outcome variable can be explained by the predictor variables in the sample. The adjusted R-square takes into account the number of predictor variables and adjusts the R-square value, accordingly, resulting in a slightly lower value of 83.3%. This adjustment helps to account for the potential overfitting of the model due to the inclusion of unnecessary predictor variables. Therefore, the adjusted R-square provides

a more conservative estimate of the proportion of variance explained by the model. Li, and Yu, (2015). Overall, the model summary indicates that the model is a good model.

A descriptive statistic, specifically, mean and standard deviation were used to analyze the perceived challenges encountered by young entrepreneurs in the Kumasi metropolis.

Table 7 Perceived Challenges Encountered by Young Entrepreneurs in The Kumasi Metropolis.

S/N	Statement	N	Mean	SD
1	Access to startup capital is a significant challenge for young entrepreneurs in Kumasi.	399	2.12	1.143
2	Regulatory and bureaucratic hurdles pose obstacles to young entrepreneurs in Kumasi.	399	2.40	1.288
3	Limited access to mentorship and guidance is a common challenge for startups in Kumasi.	399	2.21	1.262
4	Market competition is a major concern for young entrepreneurs operating in Kumasi.	399	2.30	1.239
5	Young entrepreneurs often struggle with marketing and reaching their target audience in Kumasi.	399	2.78	1.411
6	Sourcing reliable suppliers and partners can be challenging for startups based in Kumasi.	399	2.33	1.230
	Grand Mean and SD		**2.35**	**1.262**

Source: Author's compilation based on data from a field survey: 2023

Table 7 grand mean and standard deviation (M=2.35, SD=1.262) indicates that on average all the young entrepreneurs who participated in this study agreed to the fact that they face numerous challenges in one form or the other.

The first statement that is, access to startup capital challenges for young entrepreneurs in Kumasi was rated (M=2.12, SD=1.143) which indicates that respondents agreed with the statement, which implies young entrepreneur face

challenges in getting start-up capital when they want to commence their business. The findings are consistent with those of a study conducted in the United States by Simarasl, Jiang, Pandey, and Navis (2022). The study focused on how marginalised businesses overcome institutional bias and mobilise resources, but it was not limited to that. According to the survey, accumulating start-up resources, particularly financial resources, has always shattered the dreams of budding entrepreneurs.

Similarly, respondents' responses on the second statement "Regulatory and bureaucratic hurdle pose obstacles to young entrepreneurs in Kumasi with (M-2.40, SD=1.288) is obvious that, they face challenges in getting the necessary and mandatory documentation as an entrepreneur. This outcome is consistent with Feld (2020) study which found that initial documentation requirements frequently pose a problem to new entrepreneurs, causing them to become trapped in the process of establishing enterprises.

Additionally, the third statement "Limited access to mentorship and guidance is a common challenge for startups in Kumasi with (M-2.21, SD=1.262). Respondent agreed with the statement meaning most of the young entrepreneurs in Kumasi are not able to get the proper guidance and mentorship needed by then. The findings of the study reveal that the participants expressed agreement with the statement, implying that most young entrepreneurs in Kumasi face challenges in accessing the essential guidance and mentorship needed for their startup endeavors. The absence of mentorship and direction has the potential to impede the development and achievement of businesses in the region, since they may lack the necessary assistance and expertise to properly traverse the complexities of entrepreneurship. The findings are consistent with Azuyie's (2020) study at Kumasi Technical University on the impact of entrepreneurial knowledge on student entrepreneurial intentions. According to the report, new

entrepreneurs in Kumasi face a common challenge due to a lack of mentorship and assistance.

Market competition is a major concern for young entrepreneurs operating in Kumasi with (M-2.30, SD=1.239) indicates that respondents agreed with the statement. According to the statement, market competitiveness is a major worry for young business owners in Kumasi, and respondents agreed with this assertion. This shows that these business owners view Kumasi as being competitive, which could provide problems for their companies in terms of market share and profitability. This agrees with Appiagyei's (2023) conclusions that market competitiveness has become a major worry for young entrepreneurs operating in Kumasi due to the challenges of differentiation, price, and building a unique market presence in a crowded business environment.

Young entrepreneurs often struggle with marketing and reaching their target audience in Kumasi with (M=2.78, SD=1.411) indicates that respondents agreed with the statement. This assertion posits that there is a prevalent challenge among young entrepreneurs in Kumasi pertaining to marketing strategies and effectively reaching their intended consumer base. The respondents concurred with this statement, signifying that challenges pertaining to marketing are frequently encountered. This observation suggests that these businesses encounter challenges in efficiently marketing their products or services to their target audience. The study findings accord with De Guzman, Kim, Taylor, and Padasas (2020) that entrepreneurs have difficulty developing a large consumer base to market their products or services.

Sourcing reliable suppliers and partners can be challenging for startups based in Kumasi with (M=2.33, SD=1.230) with indicates that respondents agreed with the

statement. The final statement underscores the difficulty of procuring dependable suppliers and partners for startups situated in Kumasi. Once more, the participants concurred with the assertion, suggesting that encountering reliable suppliers and partners can present challenges. The potential consequences of this situation may impede the seamless functioning and expansion of startups, as they could encounter challenges in procuring the essential resources and assistance (Mensah, Fobih, & Adom, 2017).

Discussion of Findings

The Little's MCAR test was employed in the study to validate the premise that missing data were fully random. The findings revealed that missing data happened at random, allowing for appropriate techniques such as Expectation Maximisation (EM) to manage the missing values. The findings are directly related to the findings of Pratama, Permanasari, Ardiyanto, and Indrayani (2016), who discovered that missing data occurred at random, allowing for appropriate techniques such as Expectation Maximisation (EM) to manage the missing values. This phase is critical in guaranteeing the data analysis's integrity, as missing data can dramatically skew the results if not handled properly.

This is consistent with the findings of Jakobsen, Gluud, Wetterslev, and Winkel (2017), who discovered that addressing missing data is an important but challenging and complex task when assessing the results of randomised clinical trials.

Impact Of Entrepreneurship Education Programs on Intention to Create New Start-Up Business

To explore the relationship between the Entrepreneurship Education Programme and its influencing components (Intention to build Start-up firm,

Entrepreneurship Opportunity, Entrepreneurship Self-Efficacy), a multiple linear regression analysis was undertaken. The study discovered that intention to start a business, Entrepreneurship Opportunity, and Entrepreneurship Self-Efficacy all have an impact on the dependent variable: Entrepreneurship Education and Programme. Similarly, the existence of the regression model can be deduced. This implies that the Entrepreneurship Education Programme has influenced all the independent variables Intention to start a business, Entrepreneurship Opportunity, and Entrepreneurship Self-Efficacy. This verifies the work of Nabi, Lián, Fayolle, Krueger, and Walmsley (2017), which found that multiple linear regression analysis practise is an important aspect in understanding the relationship between entrepreneurship education programmes and the factors that influence people to pursue entrepreneurship.

Impact Of Entrepreneurship Education Programs on Entrepreneurial Opportunity Recovery and Opportunity Recognition.

According to the ANOVA results, all the independent factors have a substantial impact on the Entrepreneurship Education Programme. The regression model was judged valid (since the p-value was less than the significance level of 0.05), indicating that the independent variables had a collective impact on the dependent variable. The findings are congruent with those of Utami (2017), who discovered that Entrepreneurship Opportunity and Entrepreneurship Self-Efficacy both influence the dependent variable.

The coefficients table offered insight into the individual influence of the independent factors. In this situation, entrepreneurship education programs were discovered to have a substantial influence on entrepreneurial opportunity recovery and opportunity recognition. Entrepreneurship Education Programme. According to the regression equation, for every unit rise in Intention to Start-up Business,

Entrepreneurship Education Programme increased by 0.811 units. Thus, for every unit rise in entrepreneurial opportunity recovery and opportunity recognition, Entrepreneurship Education Programme had bearing. According to Bignotti and Le Roux (2020), Entrepreneurship Education Programme has an impact on the intention to develop and start a firm. The findings support the findings of Ferreira, Paço, Raposo, Hadjichristodoulou, and Marouchou (2021), who claim that various entrepreneurship programmes in various institutions help and encourage young people to acquire entrepreneurial spirit and start their own businesses.

Impact Of Entrepreneurship Education Programs on Entrepreneurial Self-Efficacy and Entrepreneurial Orientation

The R-squared value (0.834) suggested that the predictor factors could explain approximately 83.4% of the variance in the Entrepreneurship Education Programme. The corrected R-squared value (0.833) corroborated the absence of unimportant variables, indicating that the model fit well. This suggests that the variables considered account for a sizable fraction of the variation in Entrepreneurship Education Programme ratings. In effect, entrepreneurship education programs have a positive impact on entrepreneurial self-efficacy and entrepreneurial orientation.

Perceived Challenges Encountered by Young Entrepreneurs

The survey also investigated the problems that young businesses confront in Kumasi. These problems were analysed using descriptive statistics (means and standard deviations) (Table 4). Participants acknowledged that access to startup finance remains an issue, according to the findings. This was reinforced by (mean=2.12), which indicated that securing startup finance was a substantial issue for young entrepreneurs. The study also found that legal and bureaucratic barriers to starting a firm continue to be a barrier for potential entrepreneurs (mean=2.40). According to Ferreira et al. (2021),

the most significant hurdles to business start-up and entrepreneurial activity are difficulties in obtaining financial support and high patent costs. The study also backs up Fieve and Chrysostome's (2022) findings on credit union financing as a challenge and opportunity for African women entrepreneurs: data from Ghana. Obtaining funding to establish a business, according to the report, is a time-consuming and complicated process.

Access to Mentorship has also been recognised as a barrier to entrepreneurship practises. The survey agreed (mean=2.21) that a lack of mentorship and advice was a challenge, emphasising the need for better support networks for young entrepreneurs. In a study titled 'challenges faced by female young entrepreneurs in emerging countries: analysis and ranking,' Panda (2018) highlighted a deficit in mentorship for young entrepreneurs as a barrier to entrepreneurship activities.

Another significant challenge for young businesses was identified as market rivalry and marketing. High market rivalry and obstacles in marketing and reaching target consumers, according to the study, never spare youth entrepreneurial development (mean=2.30 and 2.78). Müller, Vaseková, and Kroil's (2023) findings in their work Entrepreneurship approaches to humanitarian issues: philosophical versus administrative as a driving model for social company success are consistent with the findings of this study. The study highlights the ongoing issues caused by rising market competition and the difficulty in marketing to and reaching target audiences, particularly in the sector of youth entrepreneurship development. These impediments to the growth and success of young entrepreneurs across industries continue to exist.

According to the participants' perspectives, finding reputable suppliers is a barrier for young businesses. As a result, finding dependable and accurate resources

remains a struggle for young entrepreneurs. The findings are consistent with those of Lekhanya and Visser (2016), who discovered that a lack of information as a resource limit and hampers entrepreneurial practises. The findings suggest that the Entrepreneurship Education Programme has a considerable influence on young entrepreneurs' intentions to launch their own enterprises. Furthermore, the difficulties encountered by these entrepreneurs, particularly those linked to financial limits, legal impediments, and a lack of mentorship, indicate the need for comprehensive support structures and policies to effectively develop entrepreneurship in the Kumasi metropolitan.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

Introduction

This chapter presents a summary of the findings following the study objectives and questions. Also, recommendations for future studies were made. In addition, conclusions were drawn based on the study's findings. The study's overarching goal was to investigates the impact of entrepreneurship education programs on youth employment, with a particular focus on the Kumasi Metropolis. The study specifically investigated the the relationship between participation in entrepreneurship education programs and the intention of youth, how engagement in entrepreneurship education programs affect the ability of the youth, the influence of entrepreneurship education programs on the development of entrepreneurial self-efficacy among the youth, and perceived challenges that young entrepreneurs.

Summary of main findings

Little's MCAR test was used in the study to confirm that missing data were random. The findings verified this hypothesis, allowing the application of techniques such as Expectation Maximisation (EM) to manage missing values. Similar findings from previous studies emphasise the necessity of resolving missing data, emphasising its importance in guaranteeing the integrity of data analysis, particularly in contexts such as clinical trials.

Impact Of Entrepreneurship Education Programs on Intention to Create New Start-Up Business

The study's first goal was to investigate impact of entrepreneurship education programs on Intention to Create New Start-Up Business. To identify the impact of entrepreneurship education programs on intention to create new start-up business open-

ended questions, and a - 5 - Likert scale instrument was utilized. The study discovered that intention to start a business, Entrepreneurship Opportunity, and Entrepreneurship Self-Efficacy all have an impact on the dependent variable: Entrepreneurship Education and Programme

Impact Of Entrepreneurship Education Programs on Entrepreneurial Self-Efficacy and Entrepreneurial Orientation

The second objective was to the study's second goal was to investigate impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation. To identify the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation open-ended questions and a - 5- Likert scale instrument was used. The study discovered that Entrepreneurship Opportunity, Entrepreneurship Self-Efficacy, and Entrepreneurship Intention all influence the dependent variable: Entrepreneurship Education and Programme. Similarly, the regression model's existence can be deduced. This means that the Entrepreneurship Education Programme influenced all of the independent variables, including the intention to start a firm, the Entrepreneurship Opportunity, and the Entrepreneurship Self-Efficacy.

Impact of Entrepreneurship Education Programs on Entrepreneurial Self-Efficacy and Entrepreneurial Orientation.

The third objective was to investigate the impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth. To address this objective, structured questions, and a - 5 - Likert scale instrument was used. According to the findings, entrepreneurship education programmes have a significant impact on the recovery and recognition of entrepreneurial opportunities.

Entrepreneurship Education Programme had an impact for every unit increase in entrepreneurial opportunity recovery and opportunity recognition.

Perceived Challenges Encountered by Young Entrepreneurs.

The third objective was to investigate perceived challenges encountered by young entrepreneurs. To address this objective, structured questions, and a - 5 - Likert scale instrument was used. The survey noted that access to startup capital, legal and bureaucratic barriers to starting, and availability to mentorship were all obstacles to the development of youth entrepreneurship.

The report also identified significant market competition, barriers to accessing marketing and target consumers, and credible suppliers as problems for young entrepreneurs. The challenges faced by these entrepreneurs, particularly those related to financial constraints, legal hurdles, and a lack of mentorship, highlight the need for comprehensive support structures and policies to effectively grow entrepreneurship in the Kumasi metropolitan area.

Limitations

The study investigated the study's overarching goal was to investigates the impact of entrepreneurship education programs on youth employment, with a particular focus on the Kumasi Metropolis, and respondents feared to provide honest and straightforward responses to the research questions. The study was also financially confined; thus, the researcher could not contact the sampled study participants regularly to remind them of the questionnaire deadline. The time provided for the study's completion was insufficient to reach a broader study population to collect substantial amounts of data.

Conclusion

In conclusion, the study delved into the multifaceted impact of entrepreneurship education programs on various aspects of entrepreneurial development among young individuals. The findings revealed that these programs play a crucial role in shaping the intention to create new start-up businesses, enhancing entrepreneurial self-efficacy, and orienting individuals towards entrepreneurial opportunities. The research demonstrated that Entrepreneurship Opportunity, Entrepreneurship Self-Efficacy, and Entrepreneurship Intention significantly influence Entrepreneurship Education and Programme, indicating a complex interplay between educational initiatives and entrepreneurial mindset.

Furthermore, the study highlighted the challenges faced by young entrepreneurs, ranging from limited access to startup capital and legal barriers to fierce market competition. These obstacles underscore the pressing need for targeted policies and comprehensive support structures. Specifically, addressing financial constraints, simplifying legal procedures, and providing mentorship are essential components for fostering a conducive environment for youth entrepreneurship.

In essence, the study underscores the pivotal role of entrepreneurship education programs while emphasizing the urgency of addressing the identified challenges. By implementing supportive policies and initiatives, tailored to the unique needs of young entrepreneurs, communities can foster a more vibrant and sustainable entrepreneurial ecosystem, ultimately driving economic growth and innovation in the Kumasi metropolitan area and beyond.

Recommendations

The issues identified in this research require immediate attention to challenges associated with youth entrepreneurship development. Based on the findings of this investigation, the following recommendations have been made to the Uni-jay business college, Wesco College of Education, Governments, Business legal practitioners, and other organizations regarding youth entrepreneurship development.

The report advises that the country's economic management and financial institutions provide financial assistance mechanisms for young entrepreneurs, such as low-interest loans, grants, or venture capital. As a result, financial institutions and government agencies should work together to develop more accessible funding alternatives. The report also suggests that business legal practitioners and entrepreneurship education institutions explain legal entrepreneurship procedures, and that the government speed bureaucratic processes linked to business registration, licences, and permits. The research recommends that Uni-jay College and Wesco College of Education create mentorship programmes to guide and encourage young people in their business endeavours.

The research recommends that the Government of Ghana, Wesco College of Education, and other educational institutions incorporate entrepreneurial education programmes into formal education curricula at various levels. Collaborate with other entrepreneurial institutions to offer realistic, real-world entrepreneurship courses that foster students' creativity, problem-solving abilities, and business acumen. They should also establish venues, events, and networking opportunities for young entrepreneurs to communicate with one another, possible investors, and mentors. Encourage entrepreneurship collaboration by creating an environment of information exchange and mutual assistance.

Furthermore, the Ghanaian government should adopt policies that help young entrepreneurs, such as tax breaks, subsidies for creative companies, and efforts that promote youth-led firms. The Ministry of Employment and all stakeholders are also encouraged to foster an entrepreneurial culture through media, events, and community participation. Highlight the success stories of young entrepreneurs to encourage others and to foster a positive environment for starting and running enterprises.

Suggestions for Further Research

1. The report suggests researching the impact of entrepreneurship education programmes on overcoming specific challenges: specifically, how entrepreneurship education programmes can be specifically designed to address challenges such as financial constraints, legal hurdles, and a lack of mentorship.
2. The research suggests investigating into the effectiveness of entrepreneurship education programmes across different sectors, with a focus on the differing effects of entrepreneurship education programmes across different sectors or industries.
3. The paper suggests that longitudinal studies be conducted to evaluate the long-term impact of entrepreneurship education programmes on individuals and communities.

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APPENDICES

APPENDIX I –PARTICIPANTS CONSENT FORM

CHRISTIAN SERVICE UNIVERSITY COLLEGE Corporate PLANING AND GOVERNANCE PROGRAMME

Dear Sir / Madam,

I am a final year student at the Christian Service University offering Corporate Planing and Governance Programme. I am researching The **Impact of Entrepreneurship Education Programs on Youth Employment in the Kumasi Metropolis,** and this letter seeks your consent to respond to set questions in this study. I would appreciate it if you could spare me some time out of your busy schedule to fill this question. All information provided will be preserved with the strictest confidence and used solely for academic purposes. Please do not write your name. Kindly tick or fill in the appropriate spaces provided.

APPENDIX II

SECTION A - RESPONDENT'S BACKGROUND INFORMATION

1. Gender

a. Male { } b. Female { }

2. Age (years)

a. Less than 30 { } b. 30 – 39 { }

c. 40 – 49 { } d. 50 and above years { }

3. School

a. Uni-jay Business College { } b. Wesco College of Education { }

3. Years in School (Years)

a. Less than one year { } b. 1 – 2 { }

c. 3 – 4 { } d. 5 years & above { }

APPENDIX III

SECTION 'B' – QUANTITATIVE DATA COLLECTION INSTRUMENT

*Using an open – ended questions with Likert scale of 1-4, {where 1=*Strongly agree (SA), 2=Agree, 3=Neutra, 4=Disagree, and 5=Strongly Disagree, *kindly indicate the extent to which you agree to each of the items on construct* **the relationship between participation in entrepreneurship education programs and the intention of youth.**

Construct: 1. The relationship between participation in entrepreneurship education programs and the intention of youth.

Items	1	2	3	4	5
After participating in entrepreneurship education programs, I am more motivated to start my own business.					
I believe that entrepreneurship education has increased my desire to become an entrepreneur.					
I am more inclined to explore new business opportunities due to my entrepreneurship education.					
I now see myself as more likely to launch a start-up because of what I've learned in entrepreneurship courses.					
Entrepreneurship education has influenced my intention to start a new business positively.					
I feel more confident about my ability to start a new business after completing entrepreneurship education.					

SECTION 'B' – QUANTITATIVE DATA COLLECTION INSTRUMENT

*Using an open – ended questions with Likert scale of 1-4, {where 1=*Strongly agree (SA), 2=Agree, 3=Neutra, 4=Disagree, and 5=Strongly Disagree, *kindly indicate the extent to which you agree to each of the items on construct* **Impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition among the youth.**

Construct: 2. Impact of entrepreneurship education programs on entrepreneurial opportunity recovery and opportunity recognition among the youth.

Items	1	2	3	4	5
Entrepreneurship education has improved my ability to recognize business opportunities.					
I can now identify and capitalize on business opportunities more effectively due to my education.					
I have learned to spot potential business opportunities that I might have missed before my entrepreneurship education.					

Entrepreneurship programs have equipped me with the skills to recover from setbacks and turn them into opportunities.					
I am more aware of the various opportunities that exist in the business world thanks to my education.					
My ability to adapt and seize entrepreneurial opportunities has improved through entrepreneurship education.					

SECTION 'C'– QUANTITATIVE DATA COLLECTION INSTRUMENT

Using an open – ended questions with Likert scale of 1-4, {where 1=Strongly agree (SA), 2=Agree, 3=Neutra, 4=Disagree, and 5=Strongly Disagree, *kindly indicate the extent to which you agree to each of the items on construct* **Impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth.**

Construct 3: Impact of entrepreneurship education programs on entrepreneurial self-efficacy and entrepreneurial orientation among the youth.

Items	**1**	**2**	**3**	**4**	**5**
I feel more confident in my ability to succeed as an entrepreneur because of my education.					
Entrepreneurship education has boosted my belief in my entrepreneurial capabilities.					
I have developed a more entrepreneurial mindset and approach to problem-solving through education.					
My education has increased my willingness to take calculated risks in business.					
I now possess a stronger sense of initiative and proactiveness because of entrepreneurship education.					
I feel better prepared to handle the challenges of entrepreneurship because of my education.					

SECTION 'C'– QUANTITATIVE DATA COLLECTION INSTRUMENT

Using an open – ended questions with Likert scale of 1-4, {where 1=Strongly agree (SA), 2=Agree, 3=Neutra, 4=Disagree, and 5=Strongly Disagree, *kindly indicate the extent to which you agree to each of the items on construct* **Perceived challenges encountered by young entrepreneurs.**

Construct 4: Perceived challenges encountered by young entrepreneurs.

Items	**1**	**2**	**3**	**4**	**5**
Access to startup capital is a significant challenge for young entrepreneurs in Kumasi.					
Regulatory and bureaucratic hurdles pose obstacles to young entrepreneurs in Kumasi.					
Limited access to mentorship and guidance is a common challenge for startups in Kumasi.					
Market competition is a major concern for young entrepreneurs operating in Kumasi.					
Young entrepreneurs often struggle with marketing and reaching their target audience in Kumasi.					
Sourcing reliable suppliers and partners can be challenging for startups based in Kumasi.					