
**THE ENTREPRENEURIAL INTENTIONS OF
UNDERGRADUATE SOCIAL STUDIES STUDENTS OF
THE UNIVERSITY OF EDUCATION, WINNEBA, GHANA**

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Abstract

The subject of unemployment has become a worldwide challenge that demands multifaceted ways of addressing it. In view of that entrepreneurship was introduced in the Social Studies curriculum at the University of Education, Winneba to enable learners to acquire the fundamental skills and knowledge that could challenge them to become job creators rather than job seekers. This study therefore examined the entrepreneurial intentions of Social Studies undergraduate teacher trainees of the University of Education, Winneba (UEW). The convergent parallel mixed method was used as the design for the study. The sample for the study consisted of 750 respondents out of which 21 of the respondents were conveniently selected for the qualitative data. Comprehensive (census) and convenience sampling procedures were used to select the sample for the quantitative qualitative data for the study respectively. Both qualitative and quantitative data were collected for the study through an interview guide and questionnaire respectively. Quantitative data were analysed through the generation of descriptive statistics in the form of frequencies, means, percentages and standard deviations. Qualitative data on the other hand were analysed

thematically. Findings from both data showed that UEW undergraduate teacher trainees from the Department of Social Studies Education exhibit high level of entrepreneurial intentions with a higher probability of starting their businesses after school.

Keywords: Entrepreneurial Intentions, Undergraduate Social Studies Students.

Introduction

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

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

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

In view of the dramatic exponential increase in graduate unemployment in Ghana, the Department of Social Studies Education in the University of Education, Winneba has mounted courses to expose students to the various resources in the nation and how they can be efficiently exploited to the benefit of the society. In addition to this, is the course entrepreneurship which is designed to inculcate entrepreneurial knowledge and skills that are vital in bringing innovation into the education sector and the world of work in general. These knowledge and skills are very crucial in making them functional in the society as critical thinkers and problem-solvers and to adapt to the ever-changing environment. Amid recent graduate unemployment phenomenon, it is imperative to find out the extent to which recent graduate teacher-trainees are prepared to function in the world of work. For instance, has the plethora of learning experiences and their interaction with the social and physical environments tailored their intentions toward self-employment as a way of solving their anticipated problems related to employment? The question of interest to the researcher was therefore to examine *the entrepreneurial intentions of Social Studies undergraduate teacher-trainees in the University of Education, Winneba*. This study was therefore, conducted to examine the entrepreneurial

intentions of undergraduate Social Studies teacher trainees in the University of Education, Winneba.

The findings of this study could be of significance to UEW as an institution in general and the Department of Social Studies Education in particular as it displays the extent of preparedness of undergraduates from the department to fit in the contemporary Ghanaian society where unemployment is on the rise. Of course, education of any form would be meaningless if it does not prepare students to be independent and creative thinkers who are capable of solving personal and emerging societal issues. In addition, the findings would be useful to the National Council for Curriculum and Assessment (NaCCA) which is a public statutory body committed to improving learning experiences in Ghana as they get firsthand information on the kind of teachers the Social Studies programme is producing. Furthermore, the finding would be useful to the Ghana Tertiary Education Commission for the purposes of reaccreditation of the Social Studies programme in the University of Education, Winneba. In addition, the findings serve as an invaluable reference material to other researchers who are interested in researching into a similar area. This is because the study provides an insight into the current state of preparedness of undergraduate teachers toward the world of work especially, at a time where graduate teacher unemployment is increasing exponentially.

Literature Review

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

can be defined as “a state of mind directing a person’s attention toward a specific object or a path in order to achieve something” (Bird, 1988: 442). Pihie (2009) notes that entrepreneurial intention is the state of mind or attitude which influences entrepreneurial behaviour, and that strong relationship exists between the entrepreneurial intention and the actual behaviour. In connection with the relationship, Henley (2007) points out that entrepreneurship is an intentional activity, and for many those intentions are formed at least a year in advance of new venture creation. Entrepreneurial intention is the way of thinking that guides and directs the activities of the entrepreneur in the direction of the development and execution of a business idea (Boyd & Vozikis, 1994). Marire, Mafini and Dhurup (2017) opined that entrepreneurial intentions and activities offer opportunities for people to attain financial freedom, to have authority and the ability to make decisions.

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

It is opined by Liñán, Rodríguez-Cohard and Rueda-Cantucho (2011) that entrepreneurial education as a contextual factor is a vital instrument for both potential and beginning or nascent entrepreneurs. Souitaris *et al.* (2007) and Gerba (2012) found that university students whose primary studies is entrepreneurship related possess a more favourable view of careers in small business. In addition, Ediagbonya (2013) finds that entrepreneurship education seeks to provide student (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. Ismail *et al.* (2009) point out that

since future entrepreneurs can be found amongst those who are currently undergoing their educational programmes at the universities, entrepreneurship education is one of the most effective ways to promote the transition of graduates into the world of entrepreneurship. Frank *et al.* (2005) noted that entrepreneurship education seeks to propose people, especially young people, to be responsible, as well as enterprising individuals who become entrepreneurs or entrepreneurial thinkers who contribute to economic development and sustainable communities. Entrepreneurial education programmes are therefore, a source of entrepreneurial attitude and overall intentions to become future entrepreneur (Fatoki, 2014). The university context therefore plays an important role in the formation of entrepreneurial intentions (Sieger, Fueglistaller, & Zellweger, 2014). In the view of Roxas (2013), the effect of education on learners' entrepreneurial intention is an indirect one. However, other researchers (Solesvik *et al.*, 2013; Zhang, Duysters & Cloudt, 2014) admit that education's effect on entrepreneurial intentions is a direct one. Czuchry and Yasin (2008) found that formal entrepreneurial education and gender were found to be positively influential factors among Welsh students who reported that they were likely to set up a business venture within three years of graduation. I therefore believe that the effects of education on entrepreneurial intentions could be direct or indirect depending on the type of education that is learnt or taught and what is emphasized. The type of education that is tailored toward self-employment (entrepreneurship) is likely to have a direct effect on the intentions of learners to becoming self-employed.

Some other researchers consider entrepreneurship as a panacea to the problems of youth unemployment (Chigunta, Schnurr, James-Wilson & Torres, 2005). Many are therefore choosing entrepreneurship because young people are persistently being encouraged to switch from job seekers to job creators (Langevang & Gough, 2012). Graduates from higher educational institutions plunge into an environment that is changing and unstable (Lorna, Paul & Alison 2004). The world of work opportunity has experienced dramatic change as a result of technology and other contingent factors; hence,

majority of new jobs are being created by small and medium scale enterprises (Hynes, 1996). The corporate 'milk round' is getting smaller (Coulson-Thomas, 1999) and large corporations are generally employing fewer people. These could be potential factors that engender entrepreneurial spirit among graduates from higher institutions since employment created by corporate and public organizations are dwindling at a faster rate. In Ghana, it has become difficult for Ghana Education Service to employ all teachers who graduate from the various tertiary institutions each year. Hayfold (2006) and Oyewumi and Adeniyi (2013) admit that young adults are willing to establish and own business of their own because of the rate of unemployment occasioned by economic down turn, and the teaching of entrepreneurship in various schools and institutions. As to whether this current trend in Ghana will engender entrepreneurial intentions among undergraduate students in general and those in the Department of Social Studies Education in particular or not is a concern this study prioritizes.

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

Methods

A mixed method was used for the study. Specifically, the convergent parallel mixed method design was used for this study. With this design the researcher merged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem which is consistent with Creswell (2014). In using this design, both forms of data were collected within the same period, analysed separately and

the information integrated in the interpretation of the overall results. In using this method, both the qualitative and quantitative strands were prioritized equally and kept independently during data collection and analysis phases and the result merged during the interpretation. This design philosophically situates itself in the pragmatists' ideologies.

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

The sample for the study encompassed the entire class of level 300 students of the 2018/2019 academic year who were offering Social Studies either as a major or minor in the Department of Social Studies Education. A sample of seven hundred and fifty (750) was used for the study. Comprehensive (census) sampling technique was used since the researcher's accessible population was the same as the sample for the study. Scientifically, if a researcher can use the entire population for a study, there would be no need for drawing samples. The entire accessible population was therefore, used for the study. However, for the qualitative data, not all the 750 students were interviewed. In all, a total of twenty-one (21) students were conveniently selected for the interviews. The twenty-one respondents selected for the qualitative data was arrived at on the basis of data saturation.

Two different instruments were used to collect data to address the research questions. These were questionnaire and interview guide. The questionnaire as well as the interview guide were developed by the researcher after a careful revision of literature

related to the study. The combination of several data collection strategies or methods allowed for data triangulation (Creswell, 2014). Data triangulation involves confirming evidence from different sources to shed light on a particular phenomenon or issue. In addition, each instrument was used to offset the weakness of the other.

The research instruments were face and content validated by experts in the Department of Social Studies Education and entrepreneurial studies. In terms of the reliability, the instrument was used to collect data on twenty (20) of the 2016/2017 academic year undergraduates from the department of Social Studies Education to check internal consistency of the responses. Cronbach's alpha was used which provided a coefficient of 0.84 indicating that the instrument was reliable. Trustworthiness in qualitative data was established using the criteria suggested by Lincoln and Guba (1985) and expanded by Wallendorf and Belk (1989), namely: credibility, dependability, transferability, and confirmability.

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

Results

Table 1 presents results on the entrepreneurial intentions of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba.

Table 1: Entrepreneurial Intentions of Undergraduate Teacher Trainees

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

Source: Field Data (2019).

Descriptive statistics were employed to analyses, summarize and describe the pattern of the responses. A mean rating analysis of <2.4 (less than 2.4) was interpreted as low entrepreneurial intentions level for the respondents. A rating of 2.5 (equal to 2.5) was interpreted as moderate entrepreneurial intentions level while mean rating of >2.5 (greater than 2.5) indicated high entrepreneurial intentions level. Analysis of data on research the question reveals the entrepreneurial intentions of the respondents. Responses to the research question were varied. Results as presented in Table 1 on the entrepreneurial intentions of the respondents indicate that overall, the respondents had high intentions of creating their own business venture in the near future. This possibly could mean that the respondents had the intentions of becoming entrepreneurs in the near future. This preliminary conclusion was arrived at after a cursory glance of the data on Table 1. The frequency and percentage counts in the agree column of the frequency distribution table revealed high marks which translated to high mean scores on all the items. Thus, a mean score of greater than 2.5 was recorded for each item.

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

Research results presented in Table 1 further suggest that majority of the students had thought seriously of starting their own businesses after completing their course of study ($f = 674, 90.6\%, M = 2.9, Std. = 0.3$). Again, considering the results on the research question, data reveals that 721 of the respondents representing 97.1% were of the belief that they had strong intentions of starting their own business someday. The results from the table further

suggest that 715 (96.8%) agreed to the assertion that they were determined to create a firm in the near future. It must also be stated that majority of the respondents indicated that they wanted to be their own bosses in their own company in the near future ($M = 2.9$, $Std. = 0.2$). The results from the current study additionally indicated that the students were of the conviction that they will start their own business in the next five years ($f = 604$, 81.1%, $M = 2.8$, $Std. = 0.3$). As the table indicates, majority of the undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, believed that starting their own business was an attractive idea to them ($f = 728$, 97.7%, $M = 2.9$, $Std. = 0.3$).

Research results in Table 1 indicate that 717 (96.5%) ($M = 2.9$, $Std. = 0.1$) respondents were enthusiastic about starting their own business. In the same regard, 715 (96.4%) ($M = 2.9$, $Std. = 0.1$) agreed that it was their desire to start their own business. In addition, most of the respondents indicated that they spent a lot of time thinking about owning their own business ($f = 660$, 88.6%, $M = 2.8$, $Std. = 0.3$). The survey data moreover suggested that most of the undergraduate students were of the understanding that owning a business was the best alternative for them ($f = 660$, 90.2%, $M = 2.9$, $Std. = 0.3$). The respondents also indicated that when they have the opportunity of working for a company, they would enthusiastically help with the development of a new product to prepare them for their future business ($f = 681$, 91.0%, $M = 2.9$, $Std. = 0.3$). Moreover, 672 respondents representing 90.1% also indicated that if they have to work for a company, they would be happy to be involved in any entrepreneurial behaviour of the firm. Finally, majority of the undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba, believed that starting a new branch for the company they will be working for would be fun and a learning ground for them ($f = 638$, 86.7%, $M = 2.8$, $Std. = 0.3$).

Entrepreneurial Intentions of Respondents (Qualitative Data)

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

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

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

To be sure of their commitment to starting and managing their own businesses rather than depending on government for survival,

I asked the question “*Assuming there were job opportunities for you after school, will you still consider self-employment as a career option?*” The responses to the question above were affirmative except the 16th interviewee who said

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

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

The 1st respondent (Ama) said

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

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

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

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

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

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

One of the respondents (Mensah) said:

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

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

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

For this respondent, he wanted to go into self-employment in order to take advantage of the unemployed youth in the country. By this, he would have created employment opportunity for himself and other unemployed youth in the society. This is akin to the ultimate purpose of the subject thus to create an informed, reflective,

competent and participatory citizens who are capable of making reasoned decisions for the public good. Social Studies students are trained with all the competencies to identify and find solutions to personal issues and the challenges of human survival. The emphasis in the above responses is the fact that all except one have responded 'yes I have' indicating that they have considered becoming self-employed which is in consonance with the quantitative data gathered.

The Kind of Businesses Respondents will want to engage in

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From the above responses, the five respondents have similar business ideas but are being driven by different motives for wanting to go into agricultural related businesses. For instance, whereas the

second respondent (Kwame) wanted to go into farming because he felt it was very lucrative, the eleventh respondent (Kojo) wanted to go into farming because of government's policy that was in favour of agricultural activities. The thirteenth respondent (Kuma) wanted to go into the production of organic farm products that were free from chemicals so that the citizenry will have the goods that promote health. The thirteenth respondent (Kuma), however, identified a social challenge which he wants to turn into an opportunity as he intended to find solutions to the challenge. This looks quite innovative. As problem solvers, it is important to look out for challenges confronting society and use the problem-solving skills acquired to resolve them thereby bringing the needed development in the society.

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

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

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

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

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

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

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

The eighteenth respondent (Mensah) said he will engage in

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

The nineteenth respondent (Mike) said he will go into

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What it simply means is that she wants to become a business entrepreneur. Business entrepreneurs are individuals who conceive

ideas for new products and then create a business to turn such ideas into reality. Such individuals engage in both manufacturing and marketing of their products.

Esther on the other hand said:

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

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

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

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

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

Discussions

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

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

Again, findings on respondents' entrepreneurial intentions corroborate studies by Hayfold (2006) and Oyewumi and Adeniyi (2013) who contend that young adults are willing to establish and own businesses of their own because of the rate of unemployment occasioned by economic down turn, and the teaching of entrepreneurship in various schools and institutions.

Conclusion

The study concluded that the undergraduate teacher trainees exhibit high levels of entrepreneurial behaviours and could start their own business or become entrepreneurs in the future. This is likely to reduce the burden on government for jobs, increase government revenue, and lead to the creation of job opportunities in the future.

Recommendation

Government of Ghana should provide interest-free loans to fresh graduates from the Department of Social Studies Education as start-up capital after their mandatory National Service to enable them start their businesses after school to lessen the burden on the government for job opportunities.

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