

DARE TO BE ENTREPRENEURIAL: A STUDENT'S NIGHTMARE

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ABSTRACT: *In recent past, governments have focused on developing strategies to help curb the alarming rates of unemployment especially amongst graduates of tertiary institutions in Ghana. This is as a result of the failure of students to explore opportunities owing to the challenges associated with entrepreneurial activities. In addition, the lack of proper training and intervention strategies in influencing the intention levels of students also pose a colossal task in tackling the unemployment levels in the country. A sample size of 267 was selected using the stratified and convenience sampling method for the study. Data was analysed using Structural equation modelling. The findings reveal that all the three variables: entrepreneurial attitudes, perceived support and instrumental readiness influenced entrepreneurial intentions. The findings of the study imply that when entrepreneurial attitudes are favourable as well as capital, coupled with support from a student's network, can influence entrepreneurial intentions. Recommendations for future research are also discussed.*

KEYWORDS: Entrepreneurship, Start-Ups, Entrepreneurial Activity, Attitudes Towards Entrepreneurship

INTRODUCTION

Entrepreneurial activities have been an issue of contention over the last two decades especially with the recent increase of unemployment in Ghana (Boohene & Agyapong, 2017; Owusu-Mintah, 2014). Kakouris (2016) states that, historical roots of entrepreneurship dates back as far as the eighteenth century. It was defined as the process of bearing risk of buying of goods at certain prizes and selling at uncertain prizes (Nazir, 2012). This definition of entrepreneurship has evolved to the creation of businesses by seizing opportunities regardless of resources available (Owusu-Mintah, 2014). To emphasise this view, Metcalfe (2012) views entrepreneurship as a complex process of identifying and starting business enterprises. From the definitions stated above, entrepreneurship is viewed as a concept with different perspectives such as taking advantage of a business opportunity, managing it or adapting to competitive markets (Okyireh & Okyireh, 2017).

Across the globe, especially in Africa, much attention has been drawn to this phenomenon of entrepreneurship because of the increasing rates of unemployment resulting in slow growth of the economy and other social vices (Chigunta, 2016). With the increasing unemployment rates in Ghana, there seem to be a common problem threading this phenomenon such as drop outs from primary, secondary and tertiary institutions as a result of poor performances during examinations (Etsey, 2005). This has thwarted the efforts of entrepreneurial intentions among students as a whole creating problems with the establishment of Association of Unemployed Graduates in Ghana for those who even complete tertiary education. This situation has

triggered the need to investigate the factors that play a role in motivating graduates to participate in entrepreneurship.

Thompson (2009) defines entrepreneurial intention (EI) as "self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future". More importantly, entrepreneurial intentions do not occur by chance but they are triggered by factors such as perceived support from significant others. Ullah, Farouq and Ahmad (2012), report that, a person's perception of support from both formal and informal relationships affects entrepreneurial orientation. With such relationships, members of the social system provide an avenue for identifying opportunities, share information and reallocate resources. Similarly, Denanyoh et al. (2015) reveals that perceived relational support influenced the entrepreneurial intentions of students. Other authors also propose that entrepreneurial intentions arise from individual sources such as an individual's attitudes towards entrepreneurship (e.g. Ngoc Han, Van Nguyen & Ba Nguye, 2015). Amdam (2011) explains student's attitude towards entrepreneurship as the components of thoughts, beliefs and knowledge that shape the opinions of individual students exploring business start-ups. Therefore, the inclination of experiences and motivation on the subject matter influences attitudes towards entrepreneurial activities. Mahd and Saud (2009) express opinion that attitudes are influenced by push and pull factors where the former deals with inherited entrepreneurial culture and the latter, psychological and profit characteristics.

Additionally, the issue of an individual's preparedness with respect to available support and financial resources has also been reported as crucial for engaging in entrepreneurial activities (Indarti & Kristiansen, 2003). In view of this, the term "Instrumental readiness" was used to describe such as resources. Ali, Keith and Tariq (2009) opine that instrumental readiness involves available support from family and friends and access to capital to start as an entrepreneur. Instrumental readiness is also highlighted by Mat et al. (2015) and they further conceptualize it as three constructs (capital, information and social network). These are considered to have an impact on entrepreneurial intentions.

To summarise, the three factors - perceived support, instrumental readiness and attitudes towards entrepreneurship have been researched extensively in parts of the world especially Asia and Europe but inadequate research has been undertaken concerning these factors in Africa especially in the Ghanaian context.

Problem Statement

A plethora of literature (Darkwa & Nduro, 2016; Kirby & Ibrahim, 2017; Opoku-Antwi, Amofa, Nyamaah-Koffuor & Yakubu, 2012; Owusu-mintah, 2014) have considered the issues that confront entrepreneurial education and intentions over the last decade. A critical look at literature shows that much of these have focused attention on developed economies with developing countries still struggling to make significant contribution to entrepreneurial discourse. Owusu-Mintah (2014) argues that the proliferation of unemployment in Ghana is largely the lack of entrepreneurial programmes at the basic level. Schmidt, Bruwer, Aspelling and Mason (2016), also argue that social support systems are difficult for start-ups to access. To emphasise this assertion, the Sub-Saharan African Regional Report on African Entrepreneurship (2012) also alludes to the fact that access to financing, corruption and tax rates poses threat to entrepreneurial activities and Ghana is no exception. The Ghana Statistical Report (2015) alludes to the fact that unemployment is improving marginally with the

unemployment rate of 5.2percent. The report also shows that 68.6percent of jobs are vulnerable.

Hence, the need to explore the discourse on instrumental readiness cannot be undertaken in isolation but with a combination of factors such as entrepreneurial attitudes and perceptions of support. To this end, the authors seek to examine whether the factors stated above foster or inhibit entrepreneurial intentions amongst final year students in a tertiary institution.

Hypotheses

H1. Attitudes towards Entrepreneurship will positively relate to entrepreneurial intentions.

H2. Perceived support for students will positively relate to their entrepreneurial intentions.

H3. Instrument readiness of students will positively relate to their entrepreneurial intentions.

LITERATURE REVIEW

Theory of Planned Behaviour by Ajzen (1991)

Studies that have focused on entrepreneurship as a discipline have used the theory of planned behaviour (TPB) by Ajzen (1991). TPB posits that a person's intent towards an activity with perceived behavioural control will be able to predict the behaviour accurately. This theory has influenced human behaviour immensely and has been applied in many disciplines especially in entrepreneurial behaviour (Kim-Soon, Ahmad & Ibrahim, 2016; Shirokova, Osiyevskyy & Bogatyreva, 2016). Kim-Soon, Ahmad and Ibrahim (2016) in a recent study enunciated that, entrepreneurial motivation and intention are positively correlated and seek to emphasise the assertions by Ajzen (1991). Using the theory of planned behaviour the present study assumes that an individual's attitude towards entrepreneurial activities is based on his appraisal of support by family, peers and educational institutions and his or her own readiness in terms of financial resources and available social capital for starting an entrepreneurial career, therefore, the more favourable the appraisal, the greater the intentions for the behaviour. Hence, the theory is the best framework for the current study as it helps to understand how motivation of entrepreneurial activity can influence intention to start a business.

Studies on predictors of Entrepreneurial Activities

Several studies have investigated factors which affect entrepreneurial intentions (e.g., Yue & Ng'anjo, 2016; Mat et al., 2015; Asamani & Mensah, 2013). For instance, Yue and Ng'anjo (2016) conducted a study in South Africa on relationship between entrepreneurship and economic development. The research concludes that entrepreneurial activity affects socioeconomic development and thus depends on the type of activity, sector and the phase of organizational cycle.

In line with the study above, Zakarai, Adam and Abujaja (2014) examined agricultural students and their intention to engage in entrepreneurial activity using 292 final year students. Zakaria et al. (2014) discovered that age, marital status, place of domicile, parental educational background of students, agricultural experience and risks tolerance significantly influenced the intention of students to explore agribusiness.

Contrary to the findings of Zakaria et al. (2014), Asamani and Mensah (2013) conducted a study on 520 final year students on the topic entrepreneurship inclination among Ghanaian university students. The study discovered that Ghanaian students have high inclination toward entrepreneurial activity. On the contrary, factors such as age, gender and academic programmes were found to have no significant effect on their entrepreneurial inclination. The study further postulated that personal characteristics of students such as leadership attributes, task performance and risk taking attitude were found to have a significant influence in predicting entrepreneurial intentions of students.

In a similar study, Adjimah and Perry (2014) analysed the effectiveness of entrepreneurship development in the polytechnics and found out that students have a very high interest in entrepreneurial activities. However, very few of the student's population have the tendency to engage in entrepreneurial activity. The study asserts that the gap between the interest of students and the willingness of engaging in entrepreneurial activity needs further research to ascertain the level of this phenomenon.

Furthermore, Darkwa and Nduro (2016) conducted a study on students' entrepreneurial knowledge, preferences and perceived barriers to start-up business. The study considered 224 respondents from the Takoradi Polytechnic in Ghana and reported that students have interest in establishing their own businesses; however, the issue of support services to facilitate the intention was very poor. Particularly, the study further reports that lack of exposure, fear of failure and lack of support from the government accounts for the barriers that inhibits entrepreneurial activity.

Another related study, Potishuk and Kratzer (2017) investigated the factors affecting entrepreneurial intention and attitudes and revealed that, the influence of attitudes on intention is strongly correlated. Therefore the study concludes that an individual's attitude towards entrepreneurship strongly predicts intention. The study also used the theory of planned behaviour by Ajzen (1991) to support their study.

Additionally, Iqbal, Melhem and Kokash (2012) assessed students' readiness towards entrepreneurship in Saudi Arabia with 292 as the sample size. The study concluded that students were willing to engage in entrepreneurial activity and three factors were highly significant; personal attitude (PA), social norm (SN) and perceived behaviour (PB). In addition, the presence of these three factors thus PA, SN and PBC will increase the students' willingness to venture into entrepreneurial activity.

In a similar entrepreneurial intention discourse, Denanyoh, Adjei and Nyamekye (2015) examined the impact of entrepreneurial intentions on tertiary students and reported that support factors (educational support, Family and Peer Support, Structural/Environmental Support) are significant to entrepreneurial intentions. The study further concludes that education plays a key role in influencing students to be entrepreneurial.

Moreover, Mat et al. (2015) assessed the influence of personality factors and instrumental readiness on entrepreneurial intentions of 63 engineering technology students in Malaysia. The study reported that personality factors such as locus of control, need for achievement and self-efficacy significantly predicted entrepreneurial intentions amongst the study. Also instrumental readiness moderately influenced entrepreneurial intentions as well.

Also, Mubarka, Yousaf and Altaf (2012) investigated psychological factors (self-efficacy, commitment and efficiency) and entrepreneurial inclinations as entrepreneurial attributes

among post-graduate students in Pakistan. Questionnaires were administered to a sample of 190 students. The results showed that there was an interaction effect between efficiency and commitment on entrepreneurial inclination. Self-efficacy also predicted entrepreneurial inclination.

In their study, Indarti and Kristiansen (2003) investigated the determinants of entrepreneurial intentions amongst 121 Norwegian students. The study examined factors such as locus of control, instrumental readiness, need for achievement and demographic factors (age, gender, education and work experience) on entrepreneurial intentions. Their findings showed that self efficacy and instrumental readiness impacted on the students entrepreneurial intentions.

Isidore & Mat (2012) examined the moderating effect of the social environment on the relationship between entrepreneurial orientations and entrepreneurial intentions amongst 120 undergraduate female students in Nigeria. Entrepreneurial intentions were measured with two dimensions: self efficacy and education, and social environment were operationalized as influence of friends, families, role models and advisors. The study showed that support from social environment including formal and informal relationships affect the relationship between entrepreneurial orientations and intentions.

Similarly, Kautonen, Van Gelderon and Fink (2013) examined the role of the theory of planned behavior in predicting business set ups amongst 969 adults in Australia and Finland. The study assessed subjective norms, attitude and Perceived behaviour control on intentions and behaviour. The study reported that subjective norms were a stronger predictor of intentions than attitudes and perceived behavior control (PBC) whilst intention was a strong predictor of behaviour than perceived behaviour control.

The overall evaluation of the studies cited above suggests that globally, the issues surrounding the development of entrepreneurship careers are colossal especially amongst students. Whilst some studies focused on attitudes towards entrepreneurship others focused on contextual factors (e.g. support from network) and operational factors (e.g. capital and available support from others). It was realised that some psychological factors such as locus of control and self-efficacy also influenced the intentions to be entrepreneurial and this means that the decision to start a business should emerge from the individual's own assessment of his possession of these factors. Interestingly, it was also deduced from the findings of the studies that age, gender, education and work experience did not significantly influence attitudes to entrepreneurship, instrumental readiness and intentions meaning that irrespective of an individual's background, the study variables (attitudes towards entrepreneurship, perceived support and instrumental readiness) may or may not affect entrepreneurial intentions.

METHODOLOGY

Population and Sample

The study used the descriptive research design in soliciting views from 267 final year students out of which 321 in the Faculty of Business Studies, Wisconsin International University College, Ghana. The students were chosen because they are about to complete tertiary education and seek for jobs and the data was gathered spanning 3 weeks of lecture periods. The participants were from marketing, human resource and accounting students with stratified and convenience sampling methods as the technique.

Measurement

The questionnaires were made up of closed ended questions which used the 5-point likert scale with 1 measuring strongly disagree to 5 also indicating strongly disagree. The questionnaire had four sections; Section A comprised of Attitudes towards Entrepreneurship, Section B also had Perceived Support and Barriers, Section C had Entrepreneurial Intention and Section D had Instrumental Readiness. The questionnaire was adopted from Indari and Kristiansen (2003) and comprised two parts; demographic characteristics and the sections described earlier.

Subscales

Attitudes towards Entrepreneurship

This has six items in this subscale. An example of the item is “I have always worked hard in order to be amongst the best in my field”. The reliability coefficient for this subscale was 0.87 but in the current study it emerged that the scale had a reliability of 0.74. An example of an item on the scale is “a career as an entrepreneur is totally attractive to me”. Responses for the items were scored with a five point Likert scale. The answer alternatives ranged from “strongly disagree” to “strongly agree”.

Perceived support

This has fifteen items in this subscale. The reliability coefficient for this subscale was 0.81 but in the current study it emerged that the scale had a reliability of 0.65. An example of an item on the scale is “My immediate family will approve my decision to start a business”. Responses for the items were scored with a five point Likert scale. The answer alternatives ranged from “strongly disagree” to “strongly agree”.

Instrumental readiness

This scale was measured with two dimensions: social capital and entrepreneurial competencies. A total of thirty items were on the scale. The reliability coefficient of the scales ranged between 0.85 and 0.92 but the current study showed that it was 0.76. An example of an item on this scale is “I know the different types of support that are offered to people who want to start their own business”. Responses for the items were scored with a five point Likert scale. The answer alternatives ranged from “strongly disagree” to “strongly agree”.

Entrepreneurial intensions

This scale had nine items and the reliability coefficient of the scale range was 0.84 but the current study showed that it was 0.80. An example of an item on the scale is “I am ready to do anything to be an entrepreneur”. Responses for the items were scored with a five point Likert scale. The answer alternatives ranged from “strongly disagree” to “strongly agree”.

Ethical considerations

The study adhered to some codes of ethics during the research period. First and foremost, all students were informed about the details of the study and their consent was sought for the study with the participants filling consent forms. They were also advised to opt out of the study if they were not willing to participate without sanctions. Students were also assured of their details being kept in confidentiality. After the study, the participants were briefed on the outcome of the study and its implications.

Results of the Study

Given the limited sample size of two hundred and sixty-seven (267) valid respondents, PLS (partial least square) was adopted for data analysis (Ringle, Wende, and Will, 2005). The variance-based PLS technique is a latent variable modeling technique that combines multiple dependent constructs and it is considered to be useful in investigating descriptive and predictive associations. A major advantage of PLS approach compared to covariance-based structural equation modeling is its ability to deal with conditions where sample size is relatively small, knowledge about distribution of the latent variables is restricted and requirements about the closeness between estimates and the data should be met (Fornell *et al.*, 1996). The analysis of data using the PLS model and the interpretation were performed in two stages. First, the measurement model was tested by performing validity and reliability analyses on each of the measurements obtained from the model. Second, the structural model was tested by estimating the paths between the constructs in the model, determining their level of significance as well as the predictive ability of the model. This procedure was followed to ensure that reliable and valid measurements of the factors are used before conclusions about the nature of the relationships between the various constructs are drawn (Matzler & Renzl, 2006)

Reliability and Validity

The first preliminary test conducted was the “Indicator Reliability” (see Table 1). It can be seen that all the indicators have individual indicator reliability values that are much larger than the minimum acceptable level of 0.4 and close to the preferred level of 0.7 (Wong, 2013). The Cronbach’s alpha test is traditionally used to measure internal consistency reliability among items. However, Hair *et al.*, (2011) assert that the use of Cronbach’s alpha in measuring internal consistency reliability tends to provide a conservative measurement in PLS-SEM. Previous literature has proposed the use of “Composite Reliability” as a replacement. In assessing reliability, higher values indicate higher levels of reliability. Composite reliability values between 0.60 and 0.70 are considered adequate in exploratory research, whereas values between 0.70 and 0.95 are considered satisfactory (Hair, *et al.*, 2011). From Table 1, both Cronbach’s alpha and composite reliability values are shown to be larger than 0.6, therefore high levels of internal consistency reliability have been demonstrated among all four reflective latent variables. To test for convergent validity, each latent variable’s Average Variance Extracted (AVE) was evaluated. The Average Variance Extracted (AVE) values were above the threshold of 0.5 as prescribed by Wong (2013).

Table 1: Factor Loading, Cronbach's Alpha, Composite Reliabilities and Average Variance Extracted

Latent Variables	Variable indicators	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Attitude Towards Entrepreneurship	A1	0.723	0.747	0.839	0.567
	A5	0.804			
	A6	0.696			
	A7	0.783			
Entrepreneurial Intention	EI1	0.842	0.805	0.873	0.634
	EI3	0.652			
	EI6	0.867			
	EI7	0.806			
Instrumental Readiness	IR2	0.809	0.763	0.788	0.651
	IR3	0.804			
Perceived Support	PSB1	0.626	0.646	0.787	0.483
	PSB2	0.703			
	PSB4	0.637			
	PSB5	0.800			

Finally, as prescribed by Fornell and Larcker (1981), a correlation matrix was developed where all diagonal values which represent the square root of the Average Variance Extracted were higher than the correlation that relate one factor to another (see Table 2) . This demonstrates discriminant validity in the data for the study. On the whole, it is concluded that the measurement model exhibited acceptable psychometric properties and further analysis should proceed.

Table 2: Square root of average variance extracted (AVE) and correlations of all constructs.

	Entrepreneurship Education	Entrepreneurial Intention	Instrumental Readiness	Perceived Support
Attitude Towards Entrepreneurship	0.753			
Entrepreneurial Intention	0.564	0.796		
Instrumental Readiness	0.545	0.504	0.807	
Perceived Support	0.327	0.370	0.052	0.695

Square root of AVE on the diagonal

Structural Path Significance in Bootstrapping

Given adequate convergent validity and discriminant validity, the study proceeded to empirically test the hypotheses. The estimated values for path relationships in the structural model were evaluated in terms of sign, magnitude and significance through bootstrapping. A

review of the R^2 value of each endogenous construct was performed to measure the variance explained in each of the endogenous constructs and the model's predictive accuracy (in terms of in-sample prediction). According to Hair et al., (2011) and Henseler et al., (2015), the R^2 values range from 0 to 1, with higher levels demonstrating a greater degree of predictive accuracy. It is established that R^2 values of 0.75, 0.50 and 0.25 may be considered substantial, moderate and weak, respectively (Hair et al., 2011). In this study, the coefficient of determination, R^2 , is 0.430 for the Entrepreneurial Intention endogenous latent variable. This means that the three latent variables (attitude towards entrepreneurship, perceived support and instrumental readiness) explain 43% of the variance in Entrepreneurial Intention.

The results of the bootstrapping resampling technique (500 runs), is used in PLS to determine the significance of the paths. Similar to the assessment of formative indicator weights, the significance assessment depends on boot-strapping standard errors as a basis for calculating t-values for the path coefficients. In terms of relevance, path coefficient values are standardized on a range from -1 to +1, with coefficients closer to +1 representing strong positive relationships and coefficients closer to -1 demonstrating strong negative relationships (Sarstedt et al., 2014). The results in Fig. 1 highlight the important role of attitude towards entrepreneurship, perceived support and instrumental readiness in entrepreneurial intention of students with path coefficients of 0.304, 0.326 and 0.254 respectively at a significance level of 0.001 (see Table 3). Thus, it can be concluded that the hypothesized relationships (H1, H2 and H3) are confirmed by the data.

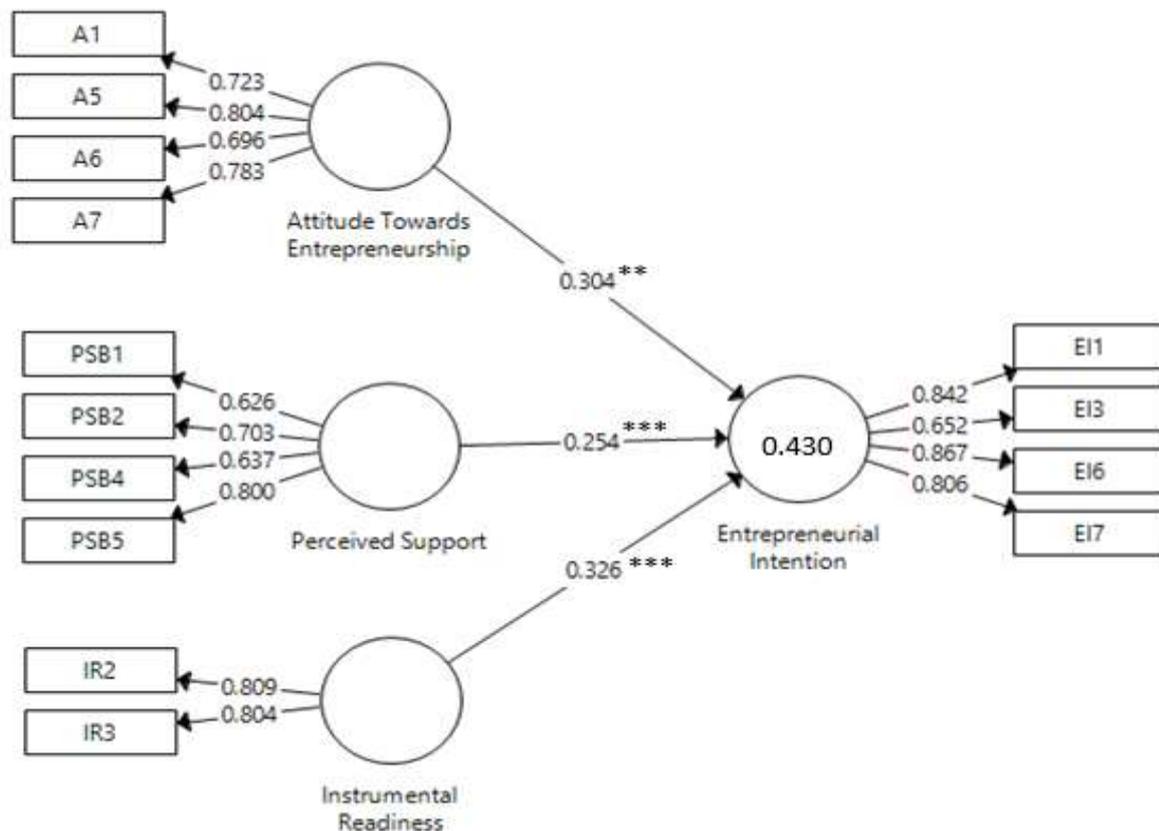


Fig. 1: Structural Model Showing Predictors of Entrepreneurial Intention

Table 3: Path Coefficients along with their ‘T’ Values

	Structural Path	Path Coefficient	t-statistics	Significance Level	Conclusion
H1	Attitude Towards Entrepreneurship → Entrepreneurial Intention	$\beta = 0.304$	3.734	***	Supported
H2	Instrumental Readiness → Entrepreneurial Intention	$\beta = 0.326$	4.355	***	Supported
H3	Perceived Support → Entrepreneurial Intention	$\beta = 0.254$	4.685	***	Supported

* $p < 0.05$, *** $p < 0.001$.

DISCUSSION OF FINDINGS

The results of the study showed that all three hypotheses were supported. In this regard, studies which support or are inconsistent with these findings are highlighted.

The first hypothesis stated that attitudes towards entrepreneurship will positively relate to entrepreneurial intentions. In line with this finding, Rudhumbu et al. (2015) reported that positive attitudes on entrepreneurship lead to intentions. The same view is shared by Potishuk and Kratzer (2017) who investigated the factors affecting entrepreneurial intentions and reported that entrepreneurial attitudes and intentions are strongly correlated. Adjimah and Perry (2014) also reported that students exhibited very high interest towards the entrepreneurship development in their institutions. The observed relationship between entrepreneurial attitudes and intentions was also consistent with Zakarai et al. (2014) and this connotes that attitudes of students are vital in influencing their intention to pursue an entrepreneurial activity. Contrary to the findings, Kautonen, Van Gelderon and Fink (2013) and Mat et al. (2015) reported that personal factors and characteristics such as age, background of students and risk taking and proactive propensities influence entrepreneurial intentions.

The second hypothesis stated that perceived support for students will positively relate to their entrepreneurial intentions. This hypotheses was supported implying that when students recognize that they have support from their network, they are likely to plan towards an entrepreneurial career. This finding was consistent with Isidore & Mat (2012) who reported that perceived support from family members, peers and industry executives moderate the relationship between entrepreneurial orientations and intentions. Family and peer support was also found to influence entrepreneurial intentions. However the findings are inconsistent with Kautonen et. al. (2013), who reported that subjective norms that is, the pressure to perform by society rather influences entrepreneurial intentions. This finding was inconsistent with Mubarka et al. (2012) who reported that psychological factors such as self efficacy, locus of control determine entrepreneurial inclinations and not support from significant others.

The third hypothesis stated that instrument readiness of students will positively relate to their entrepreneurial intentions. In the study it was revealed that instrumental readiness positively

related to entrepreneurial intentions. This finding was consistent with studies that sought to measure instrumental readiness and entrepreneurial intentions. Although instrumental readiness is conceptualized differently by some authors such as the availability of capital and support from one's network, social norms and perceived behaviour, their findings support the relationship between instrumental readiness and entrepreneurial intentions (Iqball et al., 2012; Indarti & Kristiansen, 2003).

However, the results were inconsistent with Mat et al. (2015) who reported that personality factors such as locus of control, need for achievement and self efficacy are the determinants of intentions towards business set-ups. Findings from studies (e.g. Mubarka, et al., 2012; Darkwa & Nduro, 2016) reported that personal characteristics and contextual factors such as lack of exposure and fear of failure affects the intention to start a business.

Recommendations for Future Research and Practice

The findings of the study have implications for future research and practice. Given that entrepreneurial attitudes positively influenced entrepreneurial intentions, steps should be taken to enhance the practice of entrepreneurial activities. Educational institutions ought to introduce personality assessment test to evaluate the attitudes of students periodically to ascertain whether their attitudes are suitable for engaging in entrepreneurial activities.

Additionally seminars, simulation and workshops should be organized for students especially those in the final year on how to acquire the right attitudes for developing entrepreneurial careers to solve the current challenges in the world of unemployment. In addition, the greatest gift one can have is education and when this is achieved, there is enough motivation to give birth to a business idea. Short courses must to be developed and implemented in order to address and improve existing interventions to curb rates of unemployment especially amongst graduates from tertiary institutions.

It is again recommended that students need to be exposed to industrial attachments to help aid their preparedness into the entrepreneurial world. This will help students to also establish network with industry giants which will ultimately lead to support of their dreams should they decide to embark on entrepreneurial activity. Educational institutions need to have a unit for career counselling to help shape the focus of students in choosing or engaging in entrepreneurship. Counsellors in this regard ought to know the students' strengths and weaknesses in order to provide targeted advice and support for the venture creation. More importantly, the role of friends and families in influencing an entrepreneurial activity is crucial for the individual and this helps in galvanising support for a successful venture.

Lastly, the availability of funds and support networks needed for the start of a new business are required for the smooth running of the business. This implies that when funds are ready, the ability to be entrepreneurial is increased exponentially and therefore, sources of funds must be seriously looked at and again, people should be ready to fund new ideas which will result in stimulating entrepreneurship. Furthermore, the readiness of support networks increases the chances of engaging in entrepreneurial activity and a lack of this will create dire consequences in the wake of unemployment situation across the globe.

In terms of research, scholars interested in entrepreneurial studies should conduct a comparative analysis of the determinants of entrepreneurial intentions amongst public and private tertiary institutions as well as amongst students offering programs in arts, science and business related programs to ascertain whether differences exists amongst students offering the

courses. Based on the findings observed from the studies, intervention programs in the form of training sessions can be organized in two sessions (before and after intervals) for students to shape their entrepreneurial capabilities. A follow up study to assess the effectiveness of the training sessions can be probed on the students who opt for entrepreneurial careers to ascertain whether the training programs enhanced their intentions or otherwise.

Moreover, it will be interesting to establish the success of students who engage in formal and informal business set-ups in order to ascertain which of these two make better entrepreneurs. Again, entrepreneurial discourse in developing countries is limited to a few groups some of which are marginalized such as women, physically challenged people and migrants who venture into entrepreneurship. Future studies ought to analyse how these entrepreneurs are faring in terms of prospects and challenges and more importantly establish the extent to which entrepreneurial businesses eradicate poverty in Africa.

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