

Determinants of Career Choice of Technical and Vocational Students: A Case of Ho Polytechnic

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Abstract

Entrepreneurship and private sector development are essential ingredients for achieving the Millennium Development Goal of reducing poverty. Most tertiary institutions in Ghana spend a lot of time and resources equipping their students with the right skills to turn ambitions into successful ventures. However, some graduates still seek employment in already established firms and those who are unable to acquire their intended jobs remain unemployed despite all attempts made to make entrepreneurship attractive.

It is in line with this that this research was undertaken to determine the factors that influence Higher National Diploma (HND) students' preference for self-employment relative to wage and salary employment of Ho Polytechnic. The study also analysed the factors that are important to the entrepreneurial intention of students. The study employed the descriptive research design. Data was collected using structured questionnaires.

The study revealed that respondents have higher tendency of going into public employment. Also the study revealed that the entrepreneurship education was appreciated by students and actually informed their decision for self-employment. It was recommended that attention be given to generating interests of students as they do not have interests in creating own businesses. To achieve this, lecturers must change their approach to teaching and have regular interaction with students by receiving feedback from them. Teaching should move away from the traditional methods where students are lectured to a more practical oriented teaching.

Keywords: Entrepreneurship education, private sector development, employment

1. Introduction

Ghana as a developing country is endowed with resources, favorable working environments and conditions which enable citizens to work comfortably at their various work places (Mhango, 2010). Government and other established institutions offer job opportunities to job seekers especially tertiary graduates because of their educational backgrounds and abilities. However, in recent times these institutions and organizations are unable to employ or recruit graduates due to the increased in number of qualified applicants each year (Akpomi, 2008).

In Ghana, the huge and ever-increasing gap between the supply of, and demand for jobs has been widened by the influx of private tertiary institutions which contributes in no small way to the fresh graduate churned out each year. Unfortunately, while job opportunities from the government or public sector have virtually scaled down, the private sector growth has not been able to adequately absorb the increased number of graduates (Baah-Boateng, 2013). According to Owusu-Ansah, (2012), some of the reasons often cited for the high unemployment rates among the youth include unskilled graduates, the mismatch between skills demand and supply, poor technical skills, constrained SME's sector, slow expansion and growth of the private sector etc. In view of the dwindling job prospects from the public sector and the slow rate of job creation within the private sector, the only viable option for graduate youth lies in creating their own jobs. Indeed, for a developing country like Ghana Small and Medium-Sized Enterprises (SMEs) play a vital role for new venture creation and account for over 80-90% of all job openings (Mohan-Neill, 2001).

This therefore calls for the need to train students in the various schools to think entrepreneurially and become their own bosses thereby creating more jobs in the country (Owusu-Ansah, 2012). And for many young people at the tertiary level, entrepreneurship education and training can fundamentally enhance their entrepreneurial capacities and skills, and thus enhance their job creation opportunities. Entrepreneurial education will lead to increased employment, reduce poverty level, and bring about entrepreneurs working together for their common good (Owusu-Ansah, 2012). Entrepreneurs can take advantage of the nation's state to grow their businesses,

create jobs and employment for required skill sets that they will find within their societies (Baah-Boateng, 2013).

Education and entrepreneurship training in the country's polytechnics have been touted as one of the most effective means to enhancing entrepreneurial capacities and therefore self-employment and job creation (Ansah, 2012) and economic development (Napiers, 1972). Ansah, (2012) asserts that Polytechnic education has the capacity to provide some insights into the challenges of entrepreneurship and therefore encourage skills development and self-reliance. Education is critical to the development of our economy. However, the current curricula Ghana's education system only prepares the average graduate to seek for employment. There have been numerals calls and emphasizes on the quality of education administered. Many tertiary institutions are making the efforts to enhance their curricula to make graduates entrepreneurially inclined.

2. Entrepreneurship Education and Self Employment Intention

Many studies have shown that entrepreneurship education has a positive impact on students. Owusu-Ansah (2004) in his work on the entrepreneurship intention of selected students of University of Ghana and the Kwame Nkrumah University of Science and Technology observed a positive impact of entrepreneurship education on students' intentions. Studies have similarly shown that entrepreneurship education has a positive impact on students' views about entrepreneurship, entrepreneurs and self-employment. Mohan-Neil (2001) opines that students exposed to entrepreneurship education have more favourable views about small business. Another study conducted by Waldman (1977) and cited by Cheung (2012) indicated that entrepreneurship education at the high school level has a great impact on students who seriously consider starting business sometime after graduation. In Hong Kong, Cheung (2008) affirms the impact of entrepreneurship education in teaching pupils about many facets of work.

The fundamental assumption behind the awakened interest in entrepreneurship and consequently entrepreneurship education in particular, is the implied assumption that such education can help to influence a society's intention towards entrepreneurship (Fayolle 2005; Kuratko, 2005). The Theory of Planned Behaviour helps in explaining the interplay between the effect of entrepreneurship education and entrepreneurship intention formation. Ajzen's (1991) theory maintains that intention predicts behaviour, and that the development of intention is influenced by (1) one's attitude towards the behaviour, (2) the subjective norms of the person and (3) the perceived behavioural control of the person.

This means that for an intention to develop, one should;

- a) have a favourable mental disposition towards the behaviour. That is he or she should feel that it is okay to embark upon such a behaviour (attitude towards the behaviour)
- b) also feel that the society, relatives, family and friends are also favourably inclined towards such a behaviour (subjective norms); and
- c) that he or she is capable or possesses the ability to execute the behaviour. This is normally referred to as the self-efficacy of the person in question (perceived behavioural control)

If all these three components are strong, all things being equal, the intention to embark on behaviour will develop. Krueger and Carsrud (1993) cited by Fayolle et al. (2006) are of the opinion that entrepreneurship education impacts on the various antecedents of intention. For example, they maintain that perceived behavioural control or self-efficacy, that is, a person's perceived ability to undertake a given task can be influenced by the acquisition of management tools and exposure to entrepreneurial situations which entrepreneurship education affords the participant.

Wilson, Kickul and Marlino (2007) likewise believe that entrepreneurship education positively affects entrepreneurial competencies like marketing, accounting, management, risk-taking and innovation. Which in turn help to raise the self-efficacy of participants. Similarly commenting on entrepreneurship intention promotion, Jackson and Rodney (1994) also believe that cultural and social norms have an impact on an individual. They agree that external factors including exposure to entrepreneurial culture can have a strong role in an individual's intention, impacts one's attitude towards cultivating entrepreneurial intentions. Rae (1997) is of the view that by providing entrepreneurial knowledge and skills, entrepreneurship education may have a positive impact on entrepreneurial intention. Similarly, Audet (2000) believes that entrepreneurship education is likely to enhance perceptions of desirability and feasibility towards entrepreneurship.

3. Entrepreneurial Career Training

Nelson (1993) states that if training for self-employment is to become an important objective for vocational programmes, it must deign to provide additional training and entrepreneurship, as well as providing business

experiences for those persons contemplating self-employment as potential career. Nelson noted that technical ability, managerial ability and entrepreneurial ability are three components essential for successful operation of an enterprise. According to Nelson (1993), technical and managerial abilities which are skills can be taught through vocational and managerial training courses. Furthermore, entrepreneurial ability is a behaviour and can be developed in those individuals who want to use their entrepreneurial characteristics and traits in business.

A factor which influences self - employment is the type of training received while someone was employed somewhere. This is referred to as enterprise – base training. Grierson (1993) argues that enterprise – based training is the key to successful preparation for self- employment. He was solely concerned with informal training and his arguments are more relevant for informal training and his arguments are more relevant for informal sector based training. He further explained that enterprise – based training provides the package of technical and other skills that the worker will require in the world of work.

4. Factors Influencing Polytechnic Students' Choices of Career

Oxenham (1981) reported that majority of graduates interviewed during his house-to –house visits in relation to why people prefer to be unemployed indicated that they were waiting indefinitely until “something suitable” turned up. “Something suitable” here, according to Oxenham, refers to any job that paid a wage or salary rate considered to be commensurable with their qualification. Oxenham observed that in a country where the average salary/wage is three or four times higher than income generated from self-employment, specific preference is given to wage-employment and very little attention is devoted to self – employment.

In the light of Oxenham’s observation, people would prefer salary/wage employment to self –employment so long as the remuneration for the former is greater than that of self-employment. However, Nickels, McHugh (2002) pointed that one income is not the only determinant for one’s choice of employment. They indicated that other considerations include goodwill or reputation of the owner/manager, continuity of employment, business prospects, and cordial human relations among others.

In considering why people prefer to go into wage-employment, Grierson (1993) argued that economic barriers prevent people to go into self-employment. Economic barriers largely refer to the difficulty in raising sufficient initial capital to establish oneself in viable self-employment ventures. Grierson pointed out that the potential self-employment worker can raise capital during a period of wage-employment. Such employment may be in the formal sector. Grierson further noted that after a period of five or so years, the individual will have accumulated sufficient capital, contacts, contacts (networking) and experience to enter into self-employment. Mead and Kunjoku (1993) also lend the support to the findings of Grierson (1993) by noting that the most successful self-employed artisans are those with significant wage- employment experience. Mescon, Bovee and Thill (1999) have also observed that many entrepreneurs start with relatively small sums of money and operate informally from their homes, at least for a while. These people according to Mescon et al have diverse backgrounds in terms of education and business experience. Some come from companies unlike the ones they start. Others use their prior knowledge and skills such as editing, telemarketing, public relations, or selling to start their businesses. Many have experience though, but an innovative idea or a better way of doing something that other companies are already doing.

Mescon et al. (1999) have also indicated that studies show that entrepreneurs often possess many common qualities. They prefer excitement, are highly disciplined, like to control their destiny, listen to their intuitive sense, relate well to others, are eager to learn whatever skills are necessary to reach their goal, learn from their mistakes, stay abreast of market changes and are *willing to exploit new opportunities*. Other entrepreneurial-related factors include human resource management, analyzing prices of products or goods and services, analyzing competition, innovation, profitability of products or services, persistence in working through difficulties, successful managing the financial aspects of business and developing a business idea or opportunity that will earn customers and preparation of business plan.

However, factors influencing job creation and employment cannot be overlooked. In selecting a job or employment or vocation, certain factors are considered, including independence, financial rewards or prospects, prestige, education, risk taking, ability to raise the initial capital, uncertainties associated with any type of business, ability to identify or recognize business opportunities among others (Rosenberg, 1957). According to Kuratko and Hodgetts (1998), the desire for independence is a driving force behind contemporary entrepreneurs. Their frustration with vivid bureaucratic systems coupled with a sincere commitment to make a difference adds up to an independent personality to accomplish tasks his or her own way. This is not to say entrepreneurs must make all the decisions; however, they want the authority to make important ones. Hisrich and Peters (1992) have

also observed that one concern people have when considering employment opportunities is the need for independence. In their view, people engage in self-employment because they have difficult time working for someone else.

Napiers (1972) asserted that people engage in jobs because of financial prospects involved in the job and the prestige the job occupies in the society. He observed that individuals engage in jobs not because of the interest they have for such jobs but because of the prestige attached to the job or the economic incentives that can be gained from such jobs. Murro (as cited in Egyir 1999) indicated that: "One factor to consider in selecting a vocation is the financial reward". Hammond (as cited in Egyir, 1999) repeated that 240 male and 181 female high students who were asked to indicate the most important personal reasons for working. Both the females and males responded that money for current expenses, saving accounts and money for future education are the most important reasons for working.

5. Methodology

The study is a descriptive one because it deals with the assessment of entrepreneurship education and how students make career choices. Yin, (1994) writes that descriptive design affords the researcher the opportunity of getting the opinion of the population concerning some issues of relevance to the study.

5.1 Study Population and Sampling

In the context of this study the target population consisted of all final year Higher National Diploma (HND) Students of Ho Polytechnic for the 2014/2015 academic year. Available figures from the Admissions and Records Office of the Polytechnic put the target population at 850. This consisted of 614 males and 236 females across all departments.

Stratified random sampling is a method of sampling which involves the division of a population into sub groups known as strata. A random sample from each stratum was taken in a number proportional to each stratum's size when compared to the population. This method was chosen because students are reading different programmes under four main faculties.

5.2 Data Collection and Analysis

Data was collected using structured questionnaire. The questionnaire consisted of 35 items responded to by the study group which comprised of final year HND students of 2014/2015-year group. The questionnaires were based on the entrepreneurship education and self-employment intentions informed by the emerging themes from the literature review.

The questionnaire that was adapted from Nasr & Boujelbene, (2014) consisted of four parts, namely: personal details; students' employment preference, questions relating to the models/mentors' influence on students becoming entrepreneurs; questions relating to students' abilities to become entrepreneurs based on their acquired skills and knowledge, which is termed perceived behavioural control, and questions relating to their self-employment intentions. The questionnaire was made up of both close and open ended questionnaires.

The results of the study from the analysis of data and results are presented using tables, and charts. Data was processed and presented in charts and tables.

5.3 Students' preference for self-employment relative to wage and salary employment

This section evaluates the employment preference of respondents and some characteristics respondents give for which case they would want to enter into self-employment. "What will you want to do after school?" This question was asked to solicit data on students' employment intentions after school. The table below gives students' responses on employment preference after details of completion.

Table 1: Employment preference after completion

| | Responses | | |
|---|-----------|---------|------------------|
| | N | Percent | Percent of Cases |
| Look for a job here in Ghana (Government) | 46 | 46.5% | 47.9% |
| Look for a job here in Ghana (Private) | 14 | 14.1% | 14.6% |
| Family Business | 1 | 1.0% | 1.0% |
| Look for job outside Ghana | 15 | 15.2% | 15.6% |
| set up my own business | 23 | 23.2% | 24.0% |
| Total | 99 | 100.0% | 103.1% |

The table shows that respondents have higher tendency of going into public employment. Approximately 47% of respondents will prefer to be employed in the public sector (Government sector). Twenty-three (23%) percent of respondents will want to engage themselves in self-employment. From the table, it shows that 23% of respondents were interested in setting up their own jobs as against a 77% willing to be employed in one form of employment or the other. “What will you prefer to do after school?” This question was asked to find the employment preference in the various faculties. The table below gives a cross tabulation of employment preference against each faculty.

5.3 Employment preference of students by faculty

Table 2: Employment preference of students by faculty

| | | Faculty | | | Total |
|---|-------------|----------|-----------------|-------------|-------|
| | | Business | Applied science | Engineering | |
| Look for a job here in Ghana (Government) | Count | 21 | 11 | 14 | 46 |
| | % within Q1 | 56.8% | 35.5% | 50.0% | |
| Look for a job here in Ghana (Private) | Count | 6 | 3 | 5 | 14 |
| | % within Q1 | 16.2% | 9.7% | 17.9% | |
| Family Business | Count | 0 | 0 | 1 | 1 |
| | % within Q1 | 0.0% | 0.0% | 3.6% | |
| Look for job outside Ghana | Count | 4 | 9 | 2 | 15 |
| | % within Q1 | 10.8% | 29.0% | 7.1% | |
| Set up my own business | Count | 7 | 9 | 7 | 23 |
| | % within Q1 | 18.9% | 29.0% | 25.0% | |
| Total | Count | 37 | 31 | 28 | 96 |

Among the category of respondents who would want to engage in self-business after school, 29% are from the faculty of applied science representing a majority followed by the faculty of engineering. The indication is that respondents from the faculty of applied science and engineering have higher tendencies of going into self-employment than the business faculty respondents. This could be due to the nature of their programs which provide them easy access to self-employment than the faculty of business.

The table below gives a cross tabulation of employment preference using the age of respondents.

Table 4: Employment preference of students according to age of respondents

Employment preference of students according to age of respondents.

| | | Age at last birthday | | | Total |
|---|-------------|----------------------|-------|-------|-------|
| | | 10-20 | 21-30 | 31-40 | |
| Look for a job here in Ghana (Government) | Count | 1 | 44 | 1 | 46 |
| | % within Q3 | 50.0% | 48.9% | 25.0% | |
| Look for a job here in Ghana (Private) | Count | 0 | 14 | 0 | 14 |
| | % within Q3 | 0.0% | 15.6% | 0.0% | |
| Family Business | Count | 0 | 1 | 0 | 1 |
| | % within Q3 | 0.0% | 1.1% | 0.0% | |
| Look for job outside Ghana | Count | 1 | 14 | 0 | 15 |
| | % within Q3 | 50.0% | 15.6% | 0.0% | |
| Set up my own business | Count | 0 | 20 | 3 | 23 |
| | % within Q3 | 0.0% | 22.2% | 75.0% | |
| | Count | 2 | 90 | 4 | 96 |

By age, it is observed that respondents of the older age bracket (31-40) clearly prefer self-employment after school than the respondents of the younger age brackets. This could be that they were already engaged in their self-business and needed academic knowledge to complement their entrepreneurial competencies or that they have obtained enough real life experience to want to start their own businesses.

5.4 Student's Perception of the Entrepreneurship Course

Respondents were also asked about what they think about the entrepreneurship course undertaken during their studies. The table below gives the descriptive statistics of perception factors of entrepreneurship.

Table 5: Student's perception of factors of entrepreneurship

Student's perception of factors of entrepreneurship

| Perception factors | SD | D | N | A | SA | A % | D % |
|--|----|----|----|----|----|-------|-------|
| F1. The entrepreneurship course has made me aware of the potentials I have for going into business on my own | 2 | 5 | 8 | 35 | 43 | 91.8% | 8.2% |
| F2. The course has made me aware of the process of starting my own business | 0 | 4 | 7 | 38 | 43 | 95.3% | 4.7% |
| F3. The course has made me aware of the types of business I can go into after leaving school | 3 | 6 | 9 | 36 | 35 | 88.8% | 11.2% |
| F4. The course has motivated me into going into self-employment | 0 | 4 | 26 | 29 | 35 | 94.1% | 5.9% |
| F5. The course has discouraged me from thinking about self-employment | 38 | 20 | 9 | 20 | 5 | 30.1% | 69.9% |
| F6. The course did not make any difference in preparing me for self-employment | 32 | 16 | 22 | 14 | 9 | 32.4% | 67.6% |
| F7. The course was a big disappointment | 47 | 14 | 16 | 11 | 4 | 19.7% | 80.3% |
| F8. The course was the most useful courses I took | 4 | 6 | 23 | 32 | 28 | 85.7% | 14.3% |

Eight perception factors were examined and the results displayed in table above. All the factors examined indicated positive impact/effect on the entrepreneurship characteristic of the respondents. The responses in the table revealed a general agreement with the positive statements and for statements made in the negative, there was general disagreement indicating that the opposite of those statements hold. For instance, respondents disagreed with the factor “the course was a big disappointment”. This means that the course was not a disappointment to them at all. Again, a study of the responses revealed a generally very strong agreement with almost all the factors except factor 5 and 6 (“The course has discouraged me from thinking about self-employment” and “The course did not make any difference in preparing me for self-employment”). With these two factors, the responses were a bit more dispersed than the rest of the responses to the other factors. This is an indication of unequal level of agreement with each factor. The implication is that some of the factors have higher mean ranking than the others as is evidenced by factors five and six.

Table 6: Classification of the perception factors

| Perception factors | Rating | Mean Ranks |
|--|--|-------------|
| The entrepreneurship course has made me aware of the potentials I have for going into business on my own | 1 st Business related factors | 1.93 |
| The course has made me aware of the process of starting my own business | | 1.95 |
| The course has made me aware of the types of business I can go into after leaving school | | 1.98 |
| The course has motivated me into going into self-employment | | 1.93 |
| The course was the most useful courses I took | | 1.86 |
| The course has discouraged me from thinking about self-employment | 2 nd Personality enhancement factors | 1.31 |
| The course did not make any difference in preparing me for self-employment | | 1.32 |
| The course was a big disappointment | 3 rd Program success | 1.26 |

The table above displays the rating of the factors according to their mean ranks. Three different rating were obtained. These were named Business related factors, personality enhancement factors and program success factor. Business related factors were rated highest among the followed by the personality enhancement factors and the program success factors.

5.5 Entrepreneurial intention of students

Respondents also answered questions concerning entrepreneurship inclination factors. The table gives the details of the entrepreneurship enhancement factors ranked.

Table 7: Entrepreneurship enhancement factors

| | SD | D | N | A | SA | Mean/St. Dev |
|---|-------------|--------------|--------------|-----------|--------------|-------------------|
| F1. I have resources and opportunities that will enable me enter into my own business | 14 | 23 | 18 | 23 | 17 | 3.06/1.343 |
| F2. I know all about necessary practical details | 3 | 15 | 20 | 38 | 19 | 3.58/1.078 |
| F3. Being an entrepreneur would give me great satisfaction | 5 | 3 | 4 | 41 | 42 | 4.18/1.031 |
| F4. The best way to earn a living is to start my own business | 11 | 7 | 16 | 35 | 26 | 3.61/1.282 |
| Facilitating conditions | 8.24 | 12 | 14.5 | 5 | 26 | 3.61/1.184 |
| S1. My friends would approve of my decision to start a business | 2 | 13 | 21 | 38 | 19 | 3.63/1.030 |
| S2. My immediate family would approve of my decision | 5 | 10 | 17 | 40 | 23 | 3.69/1.112 |
| S3. Family and friends are ready to support my start up business | 13 | 12 | 21 | 36 | 11 | 3.22/1.232 |
| Social influence | 6.67 | 11.67 | 19.67 | 38 | 17.67 | 3.51/1.125 |
| P1. I will make more money by going into business | 7 | 9 | 17 | 27 | 35 | 3.78/1.248 |
| P2. I will have high chances of success if I attempt personal business | 7 | 5 | 17 | 40 | 26 | 3.77/1.134 |
| P3. I will go into business of my own if I cannot find a job | 2 | 6 | 9 | 42 | 36 | 4.09/0.957 |
| P4. If I go into business of my own, I can make enough money to survive | 12 | 14 | 11 | 11 | 46 | 2.80/1.510 |
| Perceived behavioural control | 7 | 8.5 | 13.5 | 30 | 35.75 | 3.49/1.212 |

Generally, respondents have accepted/agreed with the facilitating conditions, social influence and perceived behavioral control as existing. However, some of the variables need to be carefully watched as they did not perform too well on the measurement scale. For instance, F1 (I have resources and opportunities that will enable me enter into my own business) under the facilitating conditions factor was kind of poorly rated as the responses were scattered through the likert scale. Concluding on this particular variable was difficult because the modal values were two and the mean score recorded is also very close to 3 (uncertain). Again, variable P4 (If I go into business of my own, I can make enough money to survive) even though has its mode on strongly agree would also need to be watched as its mean is 2.80 which is close to 3 (uncertain) with the largest standard deviation value. This means the deviation across responses is large. Under social influence, the weakest variable is S3 (Family and friends are ready to support my start up business).

Respondents also answered questions based on their entrepreneurial characteristics. The table below indicates the entrepreneurial characteristics of students.

Table 8: Entrepreneurial characteristics of students

| | F. | | V | | |
|--|------|------|-----------|-----------|-------|
| | Poor | Good | Good | Good | Excel |
| Ability to raise the necessary capital | 12 | 16 | 28 | 35 | 6 |
| Face uncertainties and possibilities of failure | 13 | 23 | 31 | 24 | 5 |
| Develop a business idea that will win customers | 3 | 3 | 20 | 47 | 25 |
| Ability to market a product or service | 4 | 4 | 28 | 39 | 23 |
| Successfully manage the financial aspect of the business | 2 | 2 | 21 | 46 | 26 |
| Ability to identify business opportunities | 1 | 4 | 19 | 48 | 24 |
| Ability to make business contacts | 1 | 10 | 24 | 38 | 24 |
| persistence in the working through difficulties | 3 | 5 | 23 | 46 | 21 |
| Task Risk | 2 | 10 | 31 | 37 | 18 |
| High sense of creativity and innovation | 2 | 4 | 18 | 46 | 27 |

Again, students have acquired very important characteristics that will enable them confidently set up their own businesses and run it successfully in the face of any difficulty. They are of the view that should they enter into self-employment; they pose the above listed characteristics in the table hence can be able to manage their own businesses.

6.0 Summary and Key Findings

The study was conducted to assess the relevance of entrepreneurial education and its effect on self-employment intentions of Ho Polytechnic students. The population for the study was final year HND students for the 2014/2015 academic year. The study is a descriptive one which deals with the assessment of entrepreneurship education and its effects on self-employment intentions of students of Ho Polytechnic, through questionnaire administration.

Questionnaires were administered to 100 HND students in the three selected faculties, namely, Business, Applied Sciences and Engineering. Data collected from the survey were coded into SPSS statistical software package version 21 and analysed using percentages, means, standard deviations and frequencies. Tables and charts were used for the analysis

The following are the main findings of the research;

1. 46.5% of the respondents have higher tendency of going into public employment, i.e. they prefer to be employed in the public sector (Government sector).
2. It is also found that respondents from the faculty of applied science and engineering have higher tendencies of going into self-employment than the business faculty respondents.
3. Another key finding is that the older age bracket (31-40) clearly prefer self-employment after school than the respondents of the younger age brackets.
4. Also it was realized that students had positive perceptions of the entrepreneurship course. An indication that the course created a great awareness on the benefits derived from self-employment.
5. Again students have acquired very important characteristics that will enable them confidently set up their own businesses and run them successfully in the face of any difficulty.

7.0 Conclusions

The research question one was posed to determine the extent to which the Ho Polytechnic Higher National Diploma (HND) students prefer self-employment relative to wage and salary employment. The results of the study however show that students prefer wage and salary employment to self-employment. It is surprising to note that students from the Faculty of Business rather have low interest in setting up their own businesses as compared to the Faculties of Applied Science and Engineering.

The research also delved into the perception about the entrepreneurship courses as to how this arouses interest of students in the industries of their disciplines. Eight perception factors were examined and the results of all the factors examined indicated positive impact/effect on the entrepreneurship characteristic of the respondents. This shows that the entrepreneurial course has positively contributed to create a positive entrepreneurial intention among the students who took the program.

The third objective had to do with the factors that influence the entrepreneurial intention of students. A number of factors influence one's entrepreneurial intentions. But from this research the respondents have accepted/agreed with the facilitating conditions, social influence and perceived behavioral control as existing.

8.0 Recommendations

Based on the above findings and conclusions, it is recommended that attention be given to generating interests of students as they do not have interests in creating own businesses. It is further recommended that to achieve this, lecturers must change their approach to teaching and have regular interaction with students by receiving feedback from students.

Furthermore, teaching should move away from the traditional methods where students are lectured to more practical business scenarios where successful business men are invited to the Polytechnic to share their experiences.

Generally, students expressed positive attitudes about the Entrepreneurship Courses, which means that the organization and delivery was satisfactory and therefore the course needs to be strengthened/ sustained and the content be reviewed when necessary to include modules or teaching methodologies that will rekindle students' interests in self-employment after completion.

9.0 Directions for Future Research

We suggest that a similar study that will compare the entrepreneurial inclination of business and non-business students be carried out. The study can also factor in developing an entrepreneurship education model that will serve as a guide for entrepreneurship education in Ghana.

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