

Examining the Entrepreneurial Knowledge of Undergraduate Social Studies students of University of Education, Winneba

Samuel Poatob¹ Mohammed Adam^{1*} Clarke E. Yalley¹ Linus D. Nangwele¹

Faculty of Social Sciences Education, University of Education, Winneba,

P.O. Box 25, Winneba, Ghana

spootob@uew.edu.gh; *madam@uew.edu.gh; ceyalley@uew.edu.gh; lnangwele@uew.edu.gh

Abstract

Social Studies as a programme of study prepares learners with the competencies to solve personal and societal issues of human survival. In lieu of that, various courses have been mounted to equip learners with appropriate knowledge, skills and attitudes that are vital in tackling issues of human survival. One of such courses is entrepreneurship which is expected to equip learners with entrepreneurial knowledge and skills that are germane to solving issues related with unemployment. This study examined the entrepreneurial knowledge of undergraduate Social Studies teacher-trainees of the University of Education, Winneba (UEW). This was a mixed study that adopted the convergent parallel mixed method as a design for the study. A sample size of seven hundred and fifty (750) respondents was comprehensively selected for the study. Out of the 750, twenty-one (21) of the participants were conveniently selected for the qualitative data. Questionnaire and interview guide were used in gathering the quantitative and qualitative data respectively. Qualitative data were analysed under the various themes generated from the data gathered. The quantitative data were, however, analysed through the generation of descriptive statistics in the form of frequencies, means, percentages and standard deviations. Findings from the study indicated that Social Studies undergraduate student-teacher trainees of UEW possess adequate entrepreneurial knowledge that could be translated into practical entrepreneurial activities in the future.

Keywords: *Entrepreneurial knowledge, undergraduate student-teacher trainees*

DOI: 10.7176/RHSS/15-2-03

Publication date: February 28th 2025

1. Introduction

Amid increasing trends of unemployment globally, entrepreneurship has become key in various training institutions of higher learning with the aim of inculcating entrepreneurial knowledge and skills in learners to enable them function effectively after school. According to the Ghana Statistical Service (GSS) (2013), unemployment rates among individuals with tertiary education were 2.7% and 9.1% in 2000 and 2010 respectively. Similarly, almost a quarter of persons representing 22.3% experienced an unemployment spell for a 21-month period from January 2022 to September 2023 (Zurek, 2024). With these figures, we see an exponential increase in the rate of unemployment among young Ghanaians who are supposed to be harnessed for the development of the nation. Though there are no accurate figures of graduate unemployment in Ghana as it is today, the above figures are indications of the certainty of increasing levels of graduate unemployment in the country.

Universities and other institutions of higher learning are therefore required to play a leading role in preparing students with the knowledge and skills that will be useful in their future career endeavours. African universities were charged to play a leading role in addressing the continent's outstanding problems of poverty, low production, hunger, unemployment, diseases and illiteracy (Mosha, 1986; Sawyerr, 2004). Students who graduate from such institutions are expected to have acquired the needed knowledge and skills to be employed or to initiate job opportunities for themselves. Some researchers, however, argue that the training received by tertiary students has not been fully successful in equipping them with desirable knowledge, skills and competencies required for job creation and self-employment (Madumere-Obike, 2007; Amaewhule, 2007; Nwangwu, 2007).

The University of Education, Winneba (UEW), has a core mandate of preparing highly qualified teachers for all levels of education in the country (UEW Vice-Chancellor's Annual Report, 2019). Almost a decade ago, it

appeared teachers who were trained in this institution had no problem with employment except those who were not ready to teach. The situation has changed as the nation can no longer absorb the huge number of teachers who graduate yearly. The problem of graduate teacher unemployment may be exacerbated in the near future due to the increasing number of institutions that are now training teachers. Some of these are University of Ghana, Kwame Nkrumah University of Science and Technology, University for Development Studies and other private universities besides the already existing teacher training institutions such as University of Education, Winneba (UEW) and the University of Cape Coast (UCC) without a corresponding increase in various institutions for which these graduates are being trained. Those trained by UEW and UCC are already facing various challenges as they are currently seriously looking for vacancies to teach to no avail (Jonah, 2011).

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 society as critical thinkers and problem-solvers. 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? In addition, the extent to which these teacher-trainees are prepared in terms of knowledge and skills required to take up an entrepreneurial expedition either in teaching related areas such as starting their own schools after graduation or engaging in other areas of business milieu is unknown.

It is, therefore, important to understand whether or not undergraduate teacher trainees are fully prepared with the requisite entrepreneurial knowledge to create jobs for themselves after school, especially, when they are not employed by the Ghana Education Service. This study was therefore meant to *examine the entrepreneurial knowledge of undergraduate teacher trainees of the Department of Social Studies Education and whether the knowledge they have was adequate to aid them start their own businesses after school.*

The findings of this study would be of prodigious significance to the University of Education, Winneba as an educational institution and particularly to the Department of Social Studies Education as it provides data on the extent to which its products are well baked for the rapid changing Ghanaian society where unemployment is on the increase. Moreso, the findings would be useful to the National Council for Curriculum and Assessment (NaCCA) which is a public statutory body mandated to refining learning experiences in Ghana as they are furnished with adequate data on the kind of teachers the Social Studies programme turns out. The findings will also be useful to Ghana Tertiary Education Commission (GTEC) for the purposes of accreditation and re-accreditation of the programme in question. The study also provides invaluable data that serves as a reference material for future researchers.

1.1 Literature review

The Concept of Entrepreneurship

The concept 'Entrepreneurship' is a multidimensional concept (Bula, 2012a) that defies a single comprehensive definition accepted by all experts in the area. According to Sathiabama (2010) entrepreneurship is a dynamic process of creating wealth by individuals or groups of individuals. Rwigema and Venter (2004:6) define entrepreneurship as the process of conceptualising, organising, launching and through innovation, nurturing a business opportunity into a potentially high growth venture in a complex and unstable environment. Hisrich and Peters (1995:10) assert that "Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards in monetary terms, personal satisfaction and independence". Similarly, Bohoney (2011:7) avers that entrepreneurship is "the capacity and willingness to undertake conception, organisation, and management of a productive venture with all attendant risks, while seeking profit as a reward". Timmons and Spinelli (2007) see entrepreneurship as a way of thinking, reasoning and acting that are opportunity obsessed, holistic in approach and leadership balanced. Druker (1994) and Schumpeter (1950) looked at entrepreneurship from the perspective of innovation.

This study focused on entrepreneurial knowledge on the premise that knowledge and access to it are the most

imperative resources in forming entrepreneurial behaviour (Widding, 2005). According to Wu, Chang and Chen (2008), entrepreneurial knowledge is the main indicator of human capital necessary for entrepreneurial success and sustainability. Entrepreneurial knowledge describes “the concepts, skills, and mentality which entrepreneurs use or should use” (Jack & Anderson, 1999:118). In this study, entrepreneurial knowledge is concerned with both functional-oriented knowledge and strategic management-oriented knowledge. Strategic management-oriented knowledge encompasses strategy and competitive analysis, managing growth, opportunity exploration and exploitation, and evaluation of the business environment (Shane, 2000; Fiet, 2000; Agrawal, 2005; Yu & Chan, 2004). Functional-oriented knowledge involves marketing, sales, production, human resource management and financial management (Hindle, 2007; Widding, 2005; McMullan & Long, 1987).

Entrepreneurship is critical to enhancing the innovativeness and responsiveness of businesses, to boosting productivity and to improving cost structures and trade performance in every economy. The entrepreneurial spirit may manifest itself in the development of new markets, new products, new methods of production and management, the discovery of new inputs and the establishment of new businesses and even new organisational forms (Harper, 2003). Entrepreneurship is pertinent to the analysis of how new ideas or ‘recipes’ for reconfiguring objects in the material and social world can be harnessed to enhance a nation’s wealth.

Most economists today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. For instance, the European Commission (2012) admits that entrepreneurial activity is cardinal to economic development and prosperity, and that the need to stimulate the entrepreneurial mindsets of young people is generally recognized. In the developing world, successful small businesses are the primary engines of job creation, income, growth, and poverty alleviation. Therefore, the need for government’s support for entrepreneurship in various economies is a crucial strategy for economic development and job creation.

Pihie and Akmaliah (2009) opined that entrepreneurship can be viewed in two ways, thus actual entrepreneurship and latent entrepreneurship. Actual entrepreneurship describes entrepreneurial activities in motion whereas latent entrepreneurship refers to intended entrepreneurial activities in the future. Vesalainen and Pihkala (2000) define latent entrepreneurship as a conscious state of mind that directs one’s attention and actions toward the attainment of a specific object or goal. Latent entrepreneurs wish to be self-employed in the future and have the possibility to realise self-employment with appropriate planning. This current study is focused on latent entrepreneurs.

1.1.1 Methodology

The convergent parallel mixed method design was used for this study. This design allowed the researchers to merge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2018). 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.

The population for the study 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 view of this, all the level 300 major and minor students in the Department of Social Studies Education in the 2018/2019 academic year formed the population for the study because they were offering entrepreneurship related courses in the department.

The entire 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 in the University of Education Winneba formed the sample for the study. A total of seven hundred and fifty (750) respondents formed the sample for the study. Comprehensive (census) sampling technique was used since the researchers’ accessible population was the same as the sample for the study. However, for the qualitative data, not all the 750 students were interviewed. In all, a total of twenty-one (21) participants were conveniently selected for the interviews.

Questionnaire and interview guide were the instruments used for gathering data for the study. The questionnaire as well as the interview guide were developed by the researchers after a careful revision of literature related to the study. The combination of several data collection strategies or methods allowed for data triangulation as corroborated by Creswell (2018). 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 instruments were content and face validated by experts in the Social Studies Department and entrepreneurial studies. With 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. Methodological rigour of our study was established through the process of legitimation as proposed by Onwuegbuzie (2012). Legitimation underscores the importance of balancing quantitative and qualitative approaches/designs in a single study to address issues of validity and reliability and to also ensure credibility and trustworthiness of both quantitative and qualitative findings within the convergent parallel mixed-methods. The legitimation process used as applied in the context of our study included sample legitimation, inside-outside legitimation, weakness minimisation, data conversion, pragmatic mixing, multiple validities and socio-political considerations (Onwuegbuzie & Johnson, 2006; Onwuegbuzie & Burke, 2007; Johnson & Christensen, 2017), ensuring good quality assurance throughout the research process. Ultimately, this resulted in pragmatic insights into entrepreneurial education. For example, sample legitimation was achieved by sampling all students who offered the course "SSE351: Entrepreneurship" in the 2018/2019 Academic Year for the quantitative component (participate in answering the questionnaire) and purposively or conveniently selecting key participants for qualitative aspect (for the interview) to yield quality meta-inference.

The dual role of the researchers as both insiders for qualitative interviews and outsiders for the quantitative data, coupled with external reviews and pilot testing, addressed inside-outside legitimation. Additionally, weakness legitimation was attained by offsetting quantitative data limitations with rich qualitative insights, offering an opportunity for comprehensive understanding. In respect of pragmatic mixing, our study maintained philosophical coherence by adopting pragmatism that reconciles competing methodological approaches. Lastly, incorporating multiple validities also enhanced inferential quality and ensured that socio-political legitimation was addressed by valuing diverse participant and or respondent perspectives and resulting in findings that can realistically be applied in the field of discourse, practice and policy-making in the context of entrepreneurial/entrepreneurship education.

With the aid of SPSS, quantitative data was analysed through the generation of descriptive statistics in the form of frequencies, means, percentages, and standard deviations and presented in tables and discussed. Qualitative data, however, was first transcribed since qualitative research requires words rather than numbers as its units of analysis which was in consonance with Denscombe (2007). The researchers scrutinised the data, observed for instances where words, patterns of behaviour, participants' way of thinking and events repeat and stand out as corroborated by Bogdan and Biklen (2007). Data from qualitative instruments 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

The consent of the participants was duly sought, and they were adequately informed about the purpose of the study. The participants were made to understand that it was voluntary, and they could choose to participate or not. In addition, anonymity and confidentiality were ensured by not revealing the names and identities of the participants in the process of collecting, analysing and reporting of the findings of the study. It is therefore important to note that all names used in analysing and reporting qualitative research were pseudo names. The recorded videos and audios were kept confidential and used for only the purpose of this research. As an insider, to avoid all forms of biases and conflict of interest, we employed the services of colleague lecturers and research assistants to aid in gathering both qualitative and quantitative data respectively.

1.1.2 Findings

In relation to this research question, the data collected was about the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba and are presented in Table 1 as follows:

Table 1: Entrepreneurial Knowledge of Undergraduate Teacher Trainees

	Entrepreneurial Knowledge	D (%)	A (%)	M	Std.
1	I have knowledge as to how to identify a promising business idea	106(14.2)	639(85.8)	2.8	0.5
2	I have knowledge on the entire entrepreneurial process	217(29.2)	525(70.8)	2.7	0.4
3	I am knowledgeable about how to protect my new business ideas	85(11.4)	660(88.6)	2.8	0.3
4	I have basic knowledge in sales and marketing which will enable me to sell my product	113(15.2)	630(84.7)	2.8	1.1
5	I know how to employ SWOT analysis in surveying the market	258(34.9)	481(65.1)	2.6	0.4
6	I have an idea about Product Life Cycle	264(35.8)	473(64.2)	2.6	0.4
7	I know how to manage people and human resources	79(10.6)	664(89.4)	2.8	0.3
8	I have basic knowledge about how to conduct Risk Analysis	185(25.1)	552(74.9)	2.7	0.4
9	Am knowledgeable about Fixed Costs and Variable Costs	189(25.4)	555(74.6)	2.7	0.4
10	I know how to balance account sheet	345(46.6)	396(53.4)	2.5	0.4
11	I know how to identify potential stakeholders	241(32.5)	500(67.5)	2.6	0.4
12	I have basic knowledge about financial reporting	216(29.1)	526(70.9)	2.7	0.4
13	I know how to identify my target market	88(11.9)	651(88.1)	2.8	0.3
14	I am well vested in the basic role of an entrepreneur	87(11.8)	651(88.2)	2.8	0.3
15	I know how to identify good Entrepreneur Role Models	86(11.7)	649(88.3)	2.8	0.3
16	I know the various entry options available to beginning entrepreneurs to enter into business	135(18.1)	610(81.9)	2.8	0.3
17	I have knowledge on the type of business organisations entrepreneurs can go into	86(11.5)	660(88.5)	2.8	0.3
18	I have knowledge of the pitfalls to avoid as a beginning entrepreneur	180(24.4)	559(75.6)	2.7	0.4
19	I have knowledge on basic practices that are necessary to be successful as a beginning entrepreneur	67(9.1)	671(90.9)	2.9	0.2
20	I have adequate knowledge on how to keep records	67(9.1)	673(90.9)	2.9	0.2
21	I have learnt enough skills to be able to manage my proposed business	98(13.3)	641(86.7)	2.8	0.3

Source: Field Data (2019)

From the quantitative data presented in Table 1, the mean and the frequency scores obtained for each statement revealed that the majority of the undergraduate teacher trainees had adequate entrepreneurial knowledge to aid them in their quest to establish their own businesses in the near future. A mean rating analysis of < 2.4 (less than 2.4) was interpreted as low entrepreneurial knowledge level for the respondents. A rating of 2.5 (equal to 2.5) was interpreted as the moderate entrepreneurial knowledge level while mean rating of > 2.5 (greater than 2.5) indicated a high entrepreneurial knowledge level. The preliminary conclusion is well grounded in the results on each of the items making up the entrepreneurial knowledge construct. For instance, the results as presented indicate that the majority of them had knowledge as to how to identify a promising business idea ($n = 639$, 85.8%, $M = 2.8$ and $Std. = 0.5$). Similarly, most of the respondents indicated that they had knowledge on the entire entrepreneurial processes ($n = 525$, 70.8%, $M = 2.7$ and $Std. = 0.4$). The overwhelming majority also indicated that they were knowledgeable about how to protect their business ideas ($n = 660$, 88.6%, $M = 2.8$ and $Std. = 0.3$). The result obtained also indicated that the majority ($n = 630$, 84.7%) of the respondents asserted that they had basic knowledge in sales and marketing which would enable them to sell their products. In the same regard, 481 (65.1%) of the undergraduate teacher trainees indicated that they knew how to employ SWOT analysis in surveying the market. Results from Table 4.3 suggest that 473 (64.2%) of the respondents agreed that they had an idea about the Product Life Cycle. The survey data also revealed that most of the undergraduate teacher trainees knew about how to manage people and human resources ($n = 664$, 89.4%, $M = 2.8$ and $Std. = 0.3$).

The data further revealed that 74.9% ($n = 552$) agreed that they had the basic knowledge about how to conduct risk analysis. As shown in Table 4.3, 74.9% ($n = 555$) of the undergraduate teacher trainees asserted that they were knowledgeable about Fixed Costs and Variable Costs. Again, most of the respondents indicated that they knew how to balance the account sheet ($n = 396$, 52.4%, $M = 2.5$ and $Std. = 0.4$). The results from the current study additionally indicated that the students were knowledgeable on how to identify potential stakeholders ($n = 500$, 67.5%, $M = 2.6$ and $Std. = 0.4$); had basic knowledge about financial reporting ($n = 526$, 70.9%, $M = 2.7$ and $Std. = 0.4$); knew how to identify target market for their products ($n = 651$, 88.1%, $M = 2.8$ and $Std. = 0.3$); were vested in the basic role of an entrepreneur ($n = 651$, 88.2%, $M = 2.8$ and $Std. = 0.3$) and knew how to identify good entrepreneur role models ($n = 649$, 88.3%, $M = 2.8$ and $Std. = 0.3$).

The survey findings moreover suggested that most of the undergraduate students of University of Education, Winneba, were very confident they knew the various entry options available to beginning entrepreneurs to enter into business ($n = 610$, 81.9%, $M = 2.8$ and $Std. = 0.3$). The result additionally, showed that the respondents had knowledge on the type of business organisations they could go into when they were ready ($n = 660$, 88.5%, $M = 2.8$ and $Std. = 0.3$). Most of the respondents also agreed that they had knowledge of the pitfalls to avoid as beginning entrepreneurs ($n = 559$, 75.6%, $M = 2.7$ and $Std. = 0.4$). Majority of the undergraduate students of the Department of Social Studies more so asserted that they had knowledge on basic practices that were necessary to be successful as a beginning entrepreneur ($n = 671$, 90.9%, $M = 2.9$ and $Std. = 0.2$). It is also evident that 673 (90.9%) of the respondents had adequate knowledge on how to keep records. Finally, 641 of the respondents representing 86.7% similarly affirmed that they had learnt enough skills to be able to manage their proposed business.

Entrepreneurial Knowledge of Participants (Interview Responses)

The research objective addressed is on the entrepreneurial knowledge of the participants. As individuals who were preparing to set up and manage their own businesses, it was imperative to seek their understanding of what entrepreneurship was all about and what it entails. Here, we started by asking them to share with us their understanding of what entrepreneurship is. From the data, three themes emerged thus, those who perceived entrepreneurship as starting and managing one's own business, those who perceived the term as an innovative activity, and finally those who asserted that entrepreneurship was about planning and executing the plan to make profit.

Among the participants that supported the first theme was Ama. She was of the view that

Entrepreneurship is the process of setting up a business by yourself. Entrepreneurship in summary is being able to use your skills to set up a business and bear all the necessary cost and risk as well.

To Ama, entrepreneurship is all about one's ability to set up and manage his/her business. In responding to the same question, Kwesi said:

Entrepreneurship is the process of starting one's own business without depending on other sectors or being employed by others for self-development.

Similarly, Kofi said:

It is the ability to establish and run a successful business to make profit and also to create employment or job opportunities.

Kweku adds that:

Entrepreneurship is the process of establishing one's own business with the aim of getting profit and to help in the development of his or her country.

Afia shares the same view as she said:

Entrepreneurship simply means owning a business. Entrepreneurship is being in charge of every affair that has to do with business. You are in control of funding it, managing it, delegation, planning, coordinating and all that has to do with you having, running a business.

The foregoing views expressed by these participants see every business owner as an entrepreneur. Once you conceive an idea, mobilise your resources and put up an entity to either produce or buy and sell with the aim of making profit, it is conceived as entrepreneurial activity.

The next group of participants sees entrepreneurship as an action that involves innovation and risks. For instance, Abena said:

Entrepreneurship is a process of coming out with innovating ideas in order to bring something new into existence.

In line with this, Afi posits that

Entrepreneurship is the ability of an individual to be able to identify a problem and find suitable and long-lasting solutions.

Similarly, Kuma said:

Entrepreneurship to me is all about creating new but innovative ideas for use by the general public.

In the same vein, Osei said:

Entrepreneurship is about becoming aware about the opportunities in the society and preparing enough to provide service to the society by taking risk and other bold steps to generate profit.

Still on the same position, Ntebi said:

Entrepreneurship is the process of seeing an opportunity and capitalising on it to produce goods and services for human satisfaction.

Their definitions are related to those offered by experts such as Druker and Schumpeter who emphasise innovation (Druker 1994; Schumpeter 1950).

The third group sees entrepreneurship as an activity that involves planning and executing the plan to make profit. For instance, Kwame posits:

Entrepreneurship in my own words can be referred to as the process of planning, investing and risks bearing by an individual or group to be able to earn profit from.

Similarly, Esther was of the view that:

Entrepreneurship is the process of planning, thinking and putting together resources to bring about something in order to gain profit or putting up a business with the aim of making profit.

In line with the above views, Fifi said:

Entrepreneurship is a process where you conceive an idea, plan and implement to turn ideas into a business entity.

These views expressed are in consonance with the view expressed by Timmons and Spinelli (2007) when they said entrepreneurship is a way of thinking, reasoning and acting that is opportunity obsessed, holistic in approach and leadership balanced. In relation to the participants' entrepreneurial knowledge, we asked them to explain what the entrepreneurial process entails. In their response to what the entrepreneurial process entails, Osei said:

The process involves planning, organising of resources, making of feasibility studies and taking of risks and others to provide service and generate profit.

Similarly, Kwakye said:

It involves planning, organising, staffing, coordinating and budgeting.

In the same vein, Ntebi was of the view that

It involves bearing risk to provide goods and services for human satisfaction, organising, staffing, budgeting and coordinating.

Esther's view was not that different as she said:

Entrepreneurial process involves thinking, planning, acting, and putting resources together.

According to Esi,

It entails having an idea about the business you want to establish, putting on the ground what your thoughts are and seeking counselling from already established persons who are in the

business.

All other participants said similar things. When all these thoughts that were expressed are put together, it implies that the process entails planning, implementation and sustenance. Basically, there are three stages in the entrepreneurial process which include the planning stage (which involve personal evaluation, concept evaluation, financial evaluation and physical evaluation), the implementation stage (where the plan that has been developed is followed to materialise the dream of the entrepreneur) and the sustaining stage (where the entrepreneur engages in beneficial practices that minimise cost and maximises profit for the business).

We further asked the participants on the types of business organisations that entrepreneurs go into and which will be their preferred one. In responding to the demands above, Ama said:

Partnership, sole proprietorship, state owned enterprise. But I will like to go into sole proprietorship because I will like to manage the business myself.

Similarly, Kwame said:

Sole proprietorship, partnership, C Corporation, joint Stock Company. But I will go into sole proprietorship because I have seen many individuals who started their own businesses and have succeeded.

In the same way, Akos said:

Partnership, sole proprietorship, limited liability. But my business will be sole proprietorship because I want to be the boss of my business.

Abena also expressed similar thoughts as she said:

Cooperative, public limited liability, sole proprietorship, partnership and private limited liability. But my business will be sole proprietorship because I will enjoy my profit alone and every issue about the business will be handled by me.

Kwakye's expression was not different as he said:

Sole Proprietorship, partnership but I want to go into sole proprietorship because I want to enjoy profit alone and bear risk.

Thirteen out of the twenty-one participants interviewed said they wanted to go into sole proprietorship either because they wanted to be their own boss, enjoy profits alone and take responsibility for their actions or they want to manage the business all by themselves.

The next group of participants was in favour of partnership as they asserted that they intended going into partnership. For instance, in responding to the question pertaining to their knowledge of the types of business organisations that entrepreneurs can enter into and their preferred entity, Aku said:

Cooperative, incorporated and partnership. I want to go into partnership because per the business I want to do, I will need help from different people in different communities/countries.

Similarly, Afia said:

Partnership, Sole proprietorship. However, I will venture into partnership because in partnership in case my resources are not enough for me to start, I would join my resources with my partner so that we would be able to achieve our aim.

In line with the above expressions, Esther said:

Types of business organisations include sole proprietorship and partnership. But my business will be partnership because I will include a few individuals to combine the factors of production in the running of the business.

In like manner, Esi said:

Sole proprietorship, partnership business, joint stock business, cooperatives and public corporations. But I will venture into partnership because I would like it to be a family business.

This second group was in favour of partnership because they want to either pool their resources together or set it up as a family business. It was noticed from the responses of the participants that they were all thinking of engaging in unincorporated businesses. This probably may be due to limited knowledge as to how incorporated businesses are formed and operated. It may also be because of the processes involved in registering incorporated

businesses. Limited funds could also be a reason why all the participants were in favour of unincorporated business enterprises.

We went further to elicit information on the kind of skills prospective entrepreneurs like them will need to succeed in their entrepreneurial career. In responding to this, Abena said:

As a prospective entrepreneur, I have leadership skills, am innovative, time conscious, I have problem-solving skills and communication skills.

Similarly, Esther said:

As a prospective entrepreneur, I have analytical skills, critical thinking skills, good communication skills, interpersonal skills which will help me succeed.

In like manner, Kuma said:

As a prospective entrepreneur, I have skill in information and communication technology, good interpersonal relationship and also a good communicator.

Osei in responding to the same question said:

As a prospective entrepreneur, I need social skills, communication skills, risks taking skills, decision making skills, reading skills and the ability to tolerate.

Mensah's response to the question was not different as he said:

As a prospective entrepreneur I need to be disciplined, hardworking, have good communication skills, leadership skills and with all these I can succeed.

Afia likewise said:

As a prospective entrepreneur, am a risk taker, optimistic, determined, and hardworking among others which I think would help me to be successful in my business.

Akos said:

As an aspiring entrepreneur, I have leadership skills, good communication skills, problem-solving skills and decision-making skills.

Almost all the participants mentioned good communication skills as a skill that is very important for entrepreneurial success. All the skills mentioned above by the participants are very vital if the entrepreneur will want to make headway in becoming successful.

1.1.3. Discussion

The research question sought to examine the level of entrepreneurial knowledge of undergraduate teacher trainees in the Department of Social Studies Education in the University of Education, Winneba. The findings in relation to this question revealed that the majority of the undergraduate teacher trainees had adequate entrepreneurial knowledge to aid them in their quest to establish their own businesses in the near future. For example, it was clear from the quantitative phase of the study that most of the respondents had knowledge on how to identify a promising business opportunity; knew about the entire entrepreneurial process; sales and marketing; SWOT analysis; Product Life Cycle and how to identify good entrepreneur role models among others. The qualitative findings also indicated that the general knowledge of the participants about the concept under study was very high. It is worthwhile noting that the participants viewed the concept of entrepreneurship from many dimensions, however, these dimensions were condensed into three main themes. Thus, those who: (i) perceived entrepreneurship as starting and managing one's own business, (ii) perceived the term as an innovative activity and finally (iii) asserted that entrepreneurship was about planning and executing the plan to make profit. Finally, the findings also revealed that the majority of the respondents/participants were able to identify what are entailed in the entrepreneurship processes, types of business organisations they would like to go into and the kind of skills prospective entrepreneurs such as them would need to succeed in the entrepreneurial career.

The result of the study revealed that all the factors were significant indicators of entrepreneurial intention of students. According to the study if a tertiary institution provides adequate knowledge and inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career might increase among students after graduation. It is obvious that this result confirms the key role of education in the development of entrepreneurial

intention. Therefore, it is a truism that entrepreneurial behaviour can be enhanced as a result of a learning process.

Research by Pihie and Akmaliah (2009) found out that “there is a need for universities to enhance their teaching strategies in order to improve entrepreneurial self-efficacy and desire among students to opt for entrepreneurship as a career choice” (p. 16). It is important to note that the qualitative data corroborates and adds more meaning to the quantitative data.

1.1.4. Conclusions and Recommendation

It was therefore concluded that undergraduate teacher trainees from the department of Social Studies Education show a high level of entrepreneurial knowledge that can aid them start and manage their own businesses after school. They exhibited both functional-oriented entrepreneurial knowledge and strategic management-oriented entrepreneurial knowledge which are very germane for starting and managing one's own business. It was therefore recommended that policies should be made by government to support graduands from the Department of Social Studies Education to start and manage their own businesses after school to reduce unemployment among university graduates.

References

- Agrawal, R. (2005). Undergraduate curriculum in India: The corporate context. In J. McIntyre and I. Alon (Eds.), *Business and Management Education in Transitioning and Developing Countries: A Handbook*. M.E Sharpe.
- Amaewhule, W. A. (2007). Education, the world of work and the challenge of change: In search of intervention. *Developmental Studies* 4(1), 196 - 207.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods*. Pearson.
- Bohoney, J. (2011). *The entrepreneurship toolkit successful approaches to fostering entrepreneurship*. USAID/EGAT/EG: <http://egateg.usaid.gov/bgi>
- Bula, H. O. (2012a) Performance of women Entrepreneurs in Small Scale Enterprises (SSEs). *Marital and Family Characteristics. European Journal of Business and Management*, 4(7), 85-99.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods Approaches (5th ed.)*. Sage.
- Creswell J. W., Plano Clark V. L. (2018). *Designing and conducting mixed methods research (3rd ed.)*. Sage.
- Denscombe, M. (2007). *The good research guide for small-scale social research project (3rd ed.)*. Open University Press.
- Drucker, P. (1994), “Theory of the business”. *Harvard Business Review*, September/October, pp. 95-106.
- European Commission (2012). *Effects and impact of entrepreneurship programmes in higher education*. Brussels: European Commission.
- Fiet, J. O., (2000). The pedagogical side of entrepreneurship theory. *Journal of Business Venturing*, 6(2), 1-24.
- Harper, D. A. (2003). *Foundations of entrepreneurship and economic development*. Taylor & Francis e-Library.
- Ghana Statistical Service (GSS) (2013). *Population and Housing Census 2010*. <http://www.statsghana.gov.gh/>
- Hindle, K. (2007). Teaching entrepreneurship at university: From the wrong building to the right philosophy. In P. Greene and M. Rice (Eds.), *Entrepreneurship Education*, 135-158. Edward Elgar Publishing.
- Hisrich, R. D. & Peters, M. P. (1998). *Entrepreneurship (4th ed)*. Irwin McGraw-Hill.
- Jack, S. & Anderson, A. (1999). Entrepreneurship education within the enterprise culture: Producing reflective practitioners. *International Journal of Entrepreneurial Behaviour & Research*, 5(3), 110-125.
- Johnson, R. B. & Christensen, L. B. (2017). *Educational research: Quantitative, qualitative and mixed approaches (6th ed.)*. Sage Publications
- Jonah, S. (2011, October 3). *University graduates must fashion out own destiny*. Daily Graphic.
- Madumere-Obike, C. U. (2007) Refocusing teacher education for sustainable development: Continuous teacher development programmes. *Knowledge Review, a Multidisciplinary Journal*, 15 (7), 1-5. National Association for Advancement of Knowledge.
- McMullan, W. E. & Long, W. (1987). Entrepreneurship education in the nineties. *Journal of Business Venturing*, 2(1), 261-275.

- Mosha, J. H. (1986). The role of African universities in national development: a critical analysis. *Comparative Education*, 22(2), 93–109. <http://dx.doi.org/10.1080/0305006860220202>
- Nwangwu, I. O. (2007). Entrepreneurship in education: Concept and constraints. *African Journal of Education and Development Studies*, 4(1), 196-207.
- Onwuegbuzie, A.J. (2012). Putting the mixed back into quantitative and qualitative research in educational research and beyond: Moving toward the radical middle. *International Journal of Multiple Research Approaches*, 6(3), 192-219.
- Onwuegbuzie, A. J., & Burke, R. J. (2006). The Validity Issue in Mixed Research. *Research in the Schools: Mid-South. Educational Research Association*, 3(1), 48-63.
- Onwuegbuzie, A. & Johnson, R. (2006). The validity issues in mixed research. *Mid-South Educational Research Association. Research in the Schools*, 13(1), 48-63.
- Pihie, Z. & Akmaliah, Z. (2009). Entrepreneurship as a career choice: An analysis of entrepreneurial self-efficacy and intention of university students. *European Journal of Social Sciences*, 9(2), 338-349.
- Rwigema, H., & Venter, R. (2004). *Advanced Entrepreneurship*. (3rd ed.). Oxford University Press
- Sathiabama, K. (2010). *Rural women empowerment and entrepreneurship development* [Online]. Available: <http://www.microfinancegateway.org/ga> (July, 2024).
- Sawyers, A. (2004). Challenges Facing African Universities: Selected Issues. *African Studies Review*, 47(1), 1–59.
- Schumpeter, J.A. (1950). The process of creative destruction. In *Capitalism, socialism and democracy* (3rd ed.). Allen and Unwin.
- Shane, S. (2000). Prior knowledge and the discovery of entrepreneurial opportunities. *Organisation Science*, 11(4), 448-469.
- Timmons, J. A., & Spinelli, S. (2007). *New Venture Creation. Entrepreneurship in the 21st Century* (7th ed.). Tata McGraw-Hill.
- Vesalainen, J., & Pihkala, T. (2000). Entrepreneurial identity, intentions and the effect of the push-factor. *International Journal of Entrepreneurship*, 3(2), 145-151.
- University of Education, Winneba (UEW). (2019). *Vice-chancellor's annual report of the 24th congregation* (2019). UEW.
- Widding, L. (2005). Building entrepreneurial knowledge reservoirs. *Journal of Small Business and Enterprise Development*, 12(4), 595-615.
- Wu, W., Chang, M., & Chen, C. (2008). Promoting innovation through the accumulation of intellectual capital, social capital and entrepreneurial orientation. *R & D Management*, 38(3), 265-277.
- Yu, C. & Chan, C. (2004). *Entrepreneurship education in Malaysia*. 2004 International Council for Small Business Conference.
- Zurek, K. (2024, February 21). *Tertiary education graduates hit hard by unemployment*. Graphic Online: <https://www.graphic.com.gh/news/general-news/tertiary-education-graduates-hit-hard-by->