

Entrepreneurship education and personality traits as predictors of entrepreneurial intention: A qualitative approach

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Abstract

Purpose: The study explored entrepreneurship education and personality traits as predictors of entrepreneurial intention among final-year undergraduate students of a private institution in Ghana.

Research methodology: A qualitative research approach was used in a case study design for this research. A purposive sampling technique was used to collect data from final-year students pursuing an undergraduate program in Information Technology from a private tertiary institution in Ghana. Observation and focus group discussions were used to collect data over a period of ten weeks.

Results: Results indicated that though all students were exposed to the same tuition, course content and assessments; the level of entrepreneurial intention varied. Some groups of students wanted to pursue entrepreneurial ventures immediately after school; others wanted to start a business venture while they were still in school pursuing their first degree. Another set preferred to work as employees for a few years before pursuing entrepreneurship. The final group preferred to be employed throughout their working life with the aim of rising through the ranks as employees; with all the various groups showing a variety of personality traits.

Limitations: The study was limited to final-year undergraduate students of a private institution in Ghana.

Contribution: Educators, who specialize in training students in entrepreneurship need to focus more on orienting students to effectively manage their individual personality traits in ways that will ensure successful entrepreneurship careers.

Novelty: This study qualitatively shows the varied levels at which entrepreneurship education affects students' entrepreneurial intentions based on their personality traits.

Keywords: *Entrepreneurship education, entrepreneurial intention, personality trait*

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1. Introduction

Most economies, if not all, that are performing well in these difficult times are economies that have been very instrumental and keen on pursuing entrepreneurship. Every economy that focuses on entrepreneurship rather than employment tends to perform better (Naab & Bans-Akutey, 2021). In order to be able to maintain this sustainable mode of running a thriving economy, leaders of nations recommend that students receive some training in the area of entrepreneurship before they complete tertiary education. As a result, no matter which disciplines a student chooses, there is almost always a course that focuses on entrepreneurship that is mandatory for all (Bans-Akutey, Sassah, Akey-Torku, & Afriyie, 2023).

In recent years, there have been several calls on young people to pursue entrepreneurship after school. Most public and private tertiary institutions offer mandatory courses in entrepreneurship. This is in order to get students to think along the lines of starting their own enterprises and business ventures (Bans-Akutey, 2020; Rahim et al., 2015; Sipon, Pihie, Rahman, & Manaf, 2015; Yusuf & Kamil, 2015). Students are mostly encouraged to start business ventures after school. It really does not matter whether these businesses are related to the various disciplines or courses studied in schools or not. In some cases, the students themselves take on entrepreneurial ventures prior to pursuing the course in entrepreneurship. This is sometimes because of the financial challenges students face while seeing themselves through school coupled with the fact that they are unable to secure. A lot of undergraduate students tend to fall on entrepreneurship when faced with severe unemployment after school. Young people have had to fall on entrepreneurship as a means of sustenance (Wanggai, 2021). The long-term effect of these entrepreneurship activities is positive on the country's economy (Bharti, 2021; Martínez-González, Kobylinska, García-Rodríguez, & Nazarko, 2019).

Entrepreneurial intention refers to a person's desire or preparedness to engage in entrepreneurial activities. It is a crucial term in entrepreneurship study since it is frequently regarded as a prelude to genuine entrepreneurial behavior. Policymakers, educators, and aspiring entrepreneurs must all understand the factors that drive entrepreneurial intention. Entrepreneurship education is critical in developing people's attitudes and intentions toward entrepreneurship. It gives budding entrepreneurs the knowledge, skills, and mindset they need to recognize opportunities, assess risks, and create value through creative companies. Several hypotheses suggest entrepreneurship education's positive impact on entrepreneurial intention. Theories like the Theory of planned behavior, social learning theory, human capital theory and self-efficacy theory all suggest that entrepreneurship education affects entrepreneurial intention positively (Bans-Akutey et al., 2023).

According to the Theory of Planned Behavior, three major aspects determine behavioral intentions: attitude towards the behavior, subjective norms, and perceived behavioral control (Savari & Khaleghi, 2023). Entrepreneurship education can have a positive impact on these elements by instilling a good attitude towards entrepreneurship, establishing supporting societal norms, and increasing individuals' confidence in their potential to become entrepreneurs. The relevance of learning through observation and modeling is emphasized by Social Learning Theory (Koutroubas & Galanakis, 2022). Entrepreneurship education exposes aspiring entrepreneurs to real-life case studies, success stories, and interactions with successful entrepreneurs, all of which might influence their decision to pursue entrepreneurship. According to Human Capital Theory, education and training increase an individual's human capital, improving productivity and prospects for success (England & Folbre, 2023). Entrepreneurship education can improve individuals' entrepreneurial knowledge, skills, and competencies, increasing their likelihood of engaging in business. Self-Efficacy Theory refers to an individual's belief in their ability to complete a given task successfully (Maheshwari & Kha, 2022). Entrepreneurship education can increase self-efficacy by giving hands-on experiences, coaching, and advice, influencing entrepreneurial intention favorably.

Owing to the fact that entrepreneurship is the focus of almost all developing countries, entrepreneurship education cannot be overemphasized (Lv et al., 2021). Despite the emphasis that has been placed on entrepreneurship by several developing countries, in Ghana it has been observed that not all the students who undergo entrepreneurship education or study courses related to small business management and entrepreneurship are able to successfully start and run their own enterprises; even though it has been proven that entrepreneurship education has a positive effect on entrepreneurial intention (Byun, Sung, Park, & Choi, 2018; Jiang, Xiong, & Cao, 2017; Lv et al., 2021; Piperopoulos & Dimov, 2015; Walter & Block, 2016). Research has shown that this can be attributed to some psychological traits which tend to influence business creation and sustainability (Frese & Gielnik, 2014; Shane, Locke, & Collins, 2003). Personality traits have long been recognized as crucial variables in molding people's behavior and career choices. Certain personality qualities are frequently correlated with a stronger proclivity towards entrepreneurship. Past research, however, did not acknowledge that psychological traits had anything to do with entrepreneurship (Brandstätter, 2011). Recent studies however point to the fact that psychological traits play a very important role in the

entrepreneurial intention of young graduates (Bazkiaei, Heng, Khan, Saufi, & Kasim, 2020; Guerrero, Urbano, & Fayolle, 2016; Urbano, Aparicio, Guerrero, Noguera, & Torrent-Sellens, 2017; Walter & Dohse, 2009). This study, therefore explores entrepreneurship education and personality traits as predictors of entrepreneurial intention.

2. Literature review

Entrepreneurial intention refers to a person's desire or drive to engage in entrepreneurial activities such as launching a new firm or working for themselves. It is the first step towards becoming an entrepreneur and is frequently seen as a strong predictor of actual entrepreneurial behavior (Bans-Akutey et al., 2023). Entrepreneurial intention denotes a psychological construct that reflects a person's subjective belief and preparedness to establish a business or engage in entrepreneurial activity. It includes the ambition, drive, and dedication to become an entrepreneur. Entrepreneurial intention is an important aspect of the entrepreneurial process since it precedes and influences entrepreneurial actions. It denotes a person's readiness to devote time, effort, and resources to entrepreneurial initiatives, and it acts as a motivator for taking the necessary steps to start a firm (Maheshwari, Kha, & Arokiasamy, 2022).

Entrepreneurial intention is an individual's desire or propensity to develop and operate their own company operations. It represents individuals' motivation, aspirations, and plans to become entrepreneurs. The concept of entrepreneurial intention has received a lot of interest in entrepreneurship research since it helps to understand what factors influence people's decisions to engage in entrepreneurial activity. Several elements that influence entrepreneurial intent have been established through research. Entrepreneurial intent is usually related to motivations such as financial independence, passion for a specific business or field, the opportunity to make a positive influence, flexibility and control over work, and personal fulfillment. These motivations represent a desire for independence as well as the pursuit of personal and professional goals. Individuals' belief in their capacity to establish and operate a firm is also important in determining entrepreneurial ambition. Self-assurance and belief in one's entrepreneurial abilities contribute to a willingness to take risks and conquer the hurdles of beginning a firm. Another important aspect impacting entrepreneurial intent is the availability of resources and support within the community (Eton, Fabian, & Eliab, 2023; Moussa & Bans-Akutey, 2022). Access to capital, business networks, mentorship, and entrepreneurial education or training are all important elements that can help entrepreneurs realize their dreams (Lekwauwa & Bans-Akutey, 2022).

In order to pursue entrepreneurship, there should be the potential, capacity and desire to start up a venture which is referred to as entrepreneurial intention (Vodă & Florea, 2019). The decision to pursue entrepreneurship is voluntary and takes a conscious effort. It is therefore observed that entrepreneurial actions are a result of some personal attitudes or personality types; meaning that personality types precede entrepreneurial intention. There are several factors that affect the entrepreneurial intention of individuals. Some of these factors are personal, environmental or the effect of education. Entrepreneurial intention is influenced by one's personal attitudes despite the fact that entrepreneurship education also plays a very significant role (Bans-Akutey et al., 2023). Personal factors such as self-efficacy, locus of control, risk-taking proclivity, achievement need, and innovativeness all play a part in establishing entrepreneurial intention. Individuals' conviction in their own ability and motivation to seek business opportunities are influenced by these characteristics. Environmental factors such as familial background, social networks, cultural norms, economic situations, and the availability of resources and support can all have an impact on entrepreneurial intention. Individuals' intentions to become entrepreneurs can be favorably influenced by the existence of role models, access to entrepreneurial networks, and favorable business settings (Al-Qadasi, Zhang, Al-Awlaqi, Alshebami, & Aamer, 2023).

To assess entrepreneurial intent, researchers frequently employ a variety of measures and questionnaires. These tests examine individuals' entrepreneurial attitudes, beliefs, and goals, providing insight into their probability of engaging in entrepreneurial activity. Entrepreneurial intention is seen to be a good predictor of entrepreneurial behavior. It is crucial to remember, however, that intention

does not always convert into action, and external variables and circumstances might impact whether individuals pursue entrepreneurial endeavors. Understanding entrepreneurial intention allows researchers, educators, policymakers, and aspiring entrepreneurs to obtain a better understanding of the elements that influence entrepreneurial behavior. It is feasible to develop supportive settings and design interventions that promote entrepreneurship and allow the successful establishment of new companies by identifying and fostering entrepreneurial intention (Vodă & Florea, 2019).

2.1. Theory of Planned Behavior

The theory of planned behavior (TPB) according to Ajzen (1991) establishes a connection between beliefs and behavior. TPB is a social psychological theory aimed at explaining and forecasting human behavior. Icek Ajzen created it in the late 1980s as a development of the earlier Theory of Reasoned Action (TRA). According to the TPB, human behavior is determined primarily by an individual's intentions, which are impacted by three important factors: attitude towards the behavior, subjective norms, and perceived behavioral control. It states that one's attitude towards behavior, values and subjective norms as well as perceived behavioral control, contribute to the person's behavior and intentions.

An individual's judgement of a specific behavior is referred to as their attitude towards the behavior. It contains both the person's ideas about the positive and bad effects of the behavior, as well as their overall assessment of those repercussions (Ma, Yin, Hipel, Li, & He, 2023). A more positive attitude towards the behavior enhances the chances of the individual engaging in it. Subjective norms are societal influences that influence a person's behavior. They include an individual's sense of what others in their social milieu believe they should do. This factor is made up of two parts: normative beliefs (a person's understanding of the expectations of others) and motivation to comply (the value a person places on satisfying those expectations). If a person believes that significant individuals expect them to behave in a particular way and they value those expectations, they are likely to engage in that behavior. An individual's perception of their capacity to accomplish a behavior is referred to as perceived behavioral control. It comprises both internal (e.g., abilities, resources) and external (e.g., environmental restrictions) elements that might help or impede behavior performance. Higher degrees of perceived behavioral control is associated with higher levels of intention to engage in the behavior. The TPB believes that an individual's behavioral intention is the most important predictor of their actual behavior. The stronger the intention to engage in a behavior, the more probable it will occur. It is crucial to highlight, however, that the TPB recognizes that intentions may not always convert directly into behavior due to external limits or unforeseen events (Baikejuli, Shi, & Qian, 2023). While the TPB does not directly incorporate personality qualities, individual differences in personality can influence the theory's components and, as a result, behavioral intents and behaviors.

2.2. Personality Traits

The way a person behaves also largely depends on individual personality traits. Personality traits are characteristics that affect how individuals behave (Cornwell, McCarthy, & Biro, 2020). Several studies point to the fact that different personality traits account for the differences in behavior (Blanken et al., 2019). The big five personality traits are the most commonly discussed in recent times. The big five personality traits, also known as the Five Factor Model (FFM) is a widely accepted framework for understanding and interpreting human personality. These are the broad characteristics that are thought to capture the most substantial diversity in personality. It is crucial to remember that these features exist on a scale, and people can have varied degrees of each. The Big Five personality traits give a wide framework for understanding personality, and they have been found to have consequences for many parts of life, such as relationships, professional choices, and well-being. They are extraversion, openness, conscientiousness, neuroticism and agreeableness.

Individuals who have a strong extraversion are friendly, very chatty, forceful and enthusiastic (Seddigh, 2015; Van Hoya & Turban, 2015). They tend to be very good at networking and striking acquaintances which work well for the success of entrepreneurs. They are always on the lookout for opportunities and also strive to always stand out from the crowd. They quickly look for new opportunities when one business idea fails to produce the necessary results. Extraversion, as a

personality trait, has been demonstrated to have a substantial link with entrepreneurship. Extraversion is the inclination to be outgoing, gregarious, forceful, and active. Several studies have investigated the relationship between extraversion and entrepreneurial behavior and identified distinct ways in which extraversion influences entrepreneurship. Extraverted people are more at ease in social circumstances and are more willing to interact with others. This feature can help entrepreneurs by facilitating networking opportunities and the development of valuable contacts with possible consumers, partners, investors, and mentors. Their ability to develop and sustain social connections can help them gain access to resources, collect market information, and build a strong support network. Extraverted people have a higher risk tolerance and are more willing to reach out and accept new possibilities. Because entrepreneurship inevitably involves uncertainty and the need to seize opportunities, this willingness to accept risks can be useful. Extraverts' proclivity to experiment with new ideas, take measured risks, and set lofty goals might fuel their entrepreneurial endeavors. Extraverted people have inherent leadership characteristics and are adept at motivating and energizing others. The capacity to lead and motivate a team is critical for success in entrepreneurship. The gregarious and forceful personality of extroverts allows them to take charge, communicate effectively, and establish cohesive teams that work towards a similar goal. Their charisma and ability to persuade others can also be beneficial in attracting stakeholders and gaining support for their entrepreneurial ventures.

Individuals who exhibit traits of openness are curious, innovative, creative, and cherish autonomy. They are always on the lookout to try out new things (Harzer & Ruch, 2015). This trait is very essential for the success of entrepreneurs as in most cases the paths entrepreneurs tow are mostly paths that have not been used by most people. They are able to take on risks while keeping their focus on the benefits (Ramli, 2018). The willingness and aptitude to embrace new ideas, experiences, and viewpoints is referred to as openness. It entails being open to new experiences, adaptive, and inquisitive. Individuals that are open tend to be creative, innovative, and curious about new possibilities. They are curious and willing to question their own beliefs and preconceptions. Openness encourages innovation, collaboration, and the opportunity to learn and grow from other points of view. The link between openness and entrepreneurship is that both notions necessitate an open mind to fresh ideas, viewpoints, and possibilities. Openness fosters innovation and the ability to spot business chances. To manage the shifting business world, entrepreneurs must be open-minded and adaptive in order to engage with others and harness multiple viewpoints to promote innovation.

Conscientious individuals tend to be very competent and focused on achievement but at the same time exhibit a lot of self-discipline. When they start a project, they go all out to ensure that it is completed. They are not easily distracted and tend to be very committed. Individuals with this personality trait put extra effort into the work they do. Entrepreneurs with this trait are able to follow through with a business venture until they attain success (Lounsbury, Sundstrom, Gibson, Loveland, & Drost, 2016; Obeid, Salleh, & Nor, 2017). Conscientiousness is a personality attribute connected with being diligent, organized, responsible, and goal-oriented. Conscientious people are usually dependable, self-disciplined, and detail-oriented. They are meticulous in their work, adhere to deadlines, and strive for excellence. Conscientiousness is frequently associated with attributes such as dependability, perseverance, and self-control. It is essential in jobs that need planning, organization, and accomplishment. Conscientiousness's attentive and detail-oriented character aids entrepreneurs in properly planning and executing projects. Their dependability and self-discipline allow them to fulfill deadlines, manage resources effectively, and produce high-quality results. Conscientiousness also helps to develop strong work ethics, build trust with stakeholders, and keep long-term goals in mind.

Individuals with a high level of neuroticism tend to exhibit some negative tendencies like anger, anxiety and sadness (Bazkiaei et al., 2020; Rothmann & Coetzer, 2003). They mostly have low self-esteem, are pessimistic and in most cases get depressed. In entrepreneurship such individuals mostly look out for what may go wrong in any business venture. Rather than seeing opportunities in time of crisis, they feel dejected or easily give up in the face of the slightest opposition. This trait does not foster successful entrepreneurship (Jalagat, 2017; Therasa & Vijayabanu, 2015). Neuroticism is a personality trait characterized by emotional instability, unpleasant feelings, and a proclivity for higher degrees of anxiety, worry, and stress. Individuals with high neuroticism frequently experience mood

swings, are more sensitive to unpleasant situations, and may suffer from self-doubt and low self-esteem. They may be more prone to powerful sensations of fear, rage, and despair than others. Anxiety, self-doubt, and risk aversion may be exacerbated by high degrees of neuroticism. Because of their increased sensitivity to failure and negative outcomes, neurotic persons may be more cautious and unwilling to engage in entrepreneurial endeavors. They may be discouraged from exploring entrepreneurial chances because of their fear of uncertainty and the emotional toll connected with it. Neuroticism, on the other hand, can be a motivator for entrepreneurial aims. Neurotic people's high emotions might act as a driving force to prove themselves and overcome obstacles. The fear of failure can motivate them to work more, prepare more meticulously, and take efforts to reduce risks. Individuals with neuroses who have developed coping mechanisms and resilience may be inspired to pursue entrepreneurship as a career.

Agreeableness measures an individual's tendency to be compassionate and understanding toward other people rather than showing doubt (Liang & Lin, 2015). These individuals tend to be easily forgiving, show empathy and delegate effectively. It is worth noting that every individual has a combination of two or more of these personality traits though in all cases, there is almost always a dominant one. These tend to influence the entrepreneurial intention of people. This influence is mostly involuntary (Bazkiaei et al., 2020) and does not require the individual to act consciously. Individuals that are agreeable may have attributes that are advantageous for entrepreneurship. Their cooperative approach and capacity to develop positive relationships can be beneficial in forming partnerships, gaining clients, and creating a supportive network. Agreeable people are frequently good team players with great interpersonal skills, which can help with collaboration and team development in entrepreneurial projects. On the other side, agreeableness may provide obstacles to entrepreneurial aim. Individuals who prioritize maintaining harmony and avoiding disagreements may be more risk-averse. Entrepreneurship frequently entails taking risks, making difficult decisions, and resolving problems. The great desire to please people and avoid confrontations may limit their inclination to engage in entrepreneurial activities that require aggressiveness, bargaining, or making difficult choices.

2.3. Entrepreneurship Education

According to Ekpoh and Edet (2011), entrepreneurship education refers to all kinds of training in an educational system where students are equipped with knowledge, skills and the inspiration required to start and successfully run a business venture. It has been established that there is a direct relationship between entrepreneurship education and entrepreneurial competencies as well as self-efficacy; all of which affect entrepreneurial intention positively (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016; Schøtt, Kew, & Cheraghi, 2015). It is as a result of this that entrepreneurship education has been enshrined in the study of all disciplines. Research has proven that once students are trained, the positive impact on their entrepreneurial intention will cause them to become successful entrepreneurs (Lv et al., 2021).

Ratten and Usmanij (2021) found that during entrepreneurship education, the facilitator's ability to enhance student engagement and interaction is very important. It is very essential that facilitators move away from teaching only concepts to the adoption of experiential learning where the focus is on the student's learning, not the teacher's teaching (Lv et al., 2021). It has been suggested that mentoring sessions with successful entrepreneurs ensure that students take on some practical lessons which may not be addressed in the traditional classroom setting (Watson, McGowan, & Cunningham, 2018).

2.4. Hypotheses building

From the review of the literature in the previous section, two hypotheses will be tested in this study. These are stated below.

H1: Entrepreneurship education predicts entrepreneurial intention.

H2: Personality traits predict entrepreneurial intention.

3. Methodology

The main objective of this study was to explore entrepreneurship education and personality traits as predictors of entrepreneurial intention. A qualitative research approach was used in a case study design. According to Mey (2022), qualitative research helps to get a comprehensive view of a phenomenon from the perspective of the researcher. The natural surrounding facilitates a conducive space for the researcher to be exposed to a wealth of authentic experience from participants (Creswell & Creswell, 2017). The case study design was chosen because it helps the researcher to examine procedures and practices which are influenced by some beliefs (Yin, 2009) in a particular setting.

Data was collected from final-year students pursuing an undergraduate program in Information Technology at a private university in Ghana, who constituted the population of this study. As part of their workload for the semester, they had to complete a 3-credit hour course in Small Business Management and Entrepreneurship. The purposive sampling technique was used to collect data from members of the class consisting of 10 males and 5 females. Observation and focus group discussions were used over the ten-week period for data collection. An interview guide was used for observation and focus group discussions. During the focus group discussions, the researcher was attentive to each member of the class, taking into consideration their diverse personality types in relation to their behaviors and individual responses. All non-verbal communication and body language were also taken into consideration. This is because such non-verbal communication and body language convey deeper perceptions, thoughts and feelings beyond what is mostly expressed with words as explained by Creswell and Poth (2016). The researcher probed for more information when some actions were not easily understood. Participants were assured of anonymity and accorded the needed respect throughout the study period. Thematic analysis was used to analyze the collected data.

4. Result and discussion

Results indicated that gender did not play any significant role in the entrepreneurial intention of the students. This is because no part of the discussion was anchored on whether a respondent was male or female. The main themes that evolved from the study over the ten-week period were that: there surfaced the willingness of students to take on entrepreneurship right after school; others intended to start a business venture while in school; there were also those who plan to work as employees for a few years before venturing into entrepreneurship and remaining an employee throughout life.

4.1. Intention to pursue entrepreneurship immediately after school

It was found that for some participants, the best time to pursue entrepreneurship was right after school when they did not have any dependents. A participant who was supported by others said *“Right after school, when I have not started a family yet, is the best time to pursue entrepreneurship. In that case, if things do not go well, I am the only one so it will be easier to sort myself out”*. Some participants explained that right after school, they will still have the support of their parents or guardians financially. It was also indicated that the energy that is invested into a job hunt after school, can be channeled into the pursuit of one’s own venture, which would turn out to be more beneficial in the long term. This is because sometimes job hunting may continue for years without any success. Those whose relatives were already entrepreneurs, explained that it would be easier to take on entrepreneurship right after school because they were likely to get the needed assistance and mentoring from these relatives. Participants who were associated with this entrepreneurship intent exhibited the traits of extraversion, openness and neuroticism.

4.2. Intention to start a business venture while in school

The study found that some of the participants were willing to start up their own businesses while still in school. They explained that they fend for themselves in school by working as part-time employees, which sometimes affects their studies negatively. A participant said *“I have had to miss mid-semester examinations because I was out of Accra on an official assignment. If I do not go to work, I will lose my job and may have to quit schooling. I therefore had no option than to miss the mid-semester examination which I can make up for in other assignments”*. Another explained how he’s almost always not ready for classes or assignments, not to talk of the late submission of assignments. They

explained that if they are able to start up something for themselves while still in school, they will have enough money to take care of themselves as well as make time for school since entrepreneurs have more flexibility to work than employees have. Others also explained that considering the course of study, Information Technology, if they start a business venture while in school, their colleagues will help them to complete the work assignments from clients according to schedule. In other words, they will have access to human resources without any hustle. Participants who aligned with this group exhibited traits of extraversion, openness and conscientiousness. Personality traits of neuroticism and agreeableness were not characteristic of the participants in this group. Both males and females equally identified with this group and shared similar perceptions.

4.3. Intention to work as an employee for a few years before pursuing entrepreneurship

Some of the participants were enthused about entrepreneurship and had plans to start their own enterprises. However, this interest will only become a reality after they have worked as employees for some number of years. Those who shared this opinion were of the view that in the early days of entrepreneurship, the entrepreneur does almost everything including marketing, sales, accounting and other functions required to ensure the success of the business. It is therefore important that they build capacity by first working as employees. A participant said, *"It's too risky to enter into entrepreneurship when you have not acquired any experience. You may lose all your investment"*. They further explained that working for someone before becoming your own boss helps you to be disciplined, accountable and develops your ability to work with others respectfully. Participants in this group exhibited traits of Conscientiousness and Agreeableness. Some traits of neuroticism were exhibited by some members in this group.

4.4. No intention to pursue entrepreneurship - Lifetime employee

Some participants argued that entrepreneurship is not for everyone. A participant passionately said, *"I have seen someone who committed suicide because he started a business and lost all his investment"*. They explained that they do not know how to identify opportunities no matter how hard they look. Some also explained that the uncertainty of income, inconsistency of projects, and level of risk, deter them from pursuing entrepreneurship. These people were of the view that corporate entrepreneurship or intrapreneurship was a better option since there will always be the mother company that will help with some resources needed to get the work done. A participant said, *"Even if I will pursue entrepreneurship, I will do it on the side and be a full-time employee"*. Participants who aligned with this group exhibited very strong traits of neuroticism together with conscientiousness and agreeableness. Both males and females identified with this category.

4.5. Discussion

The study sought to explore entrepreneurship education and personality traits as predictors of entrepreneurial intention. The results of focus group discussions and observation over a period of 10 weeks for undergraduate students pursuing Information Technology, exposed that providing training about entrepreneurship positively affects the entrepreneurial intentions of students which aligns with the findings of previous researchers (Byun et al., 2018; Jiang et al., 2017; Lv et al., 2021; Piperopoulos & Dimov, 2015; Walter & Block, 2016). Results indicated that the students who went through entrepreneurship education within the 10-week period mostly had plans to pursue entrepreneurship at some point in their individual careers.

It is however clear that the effect of entrepreneurship education on the students' entrepreneurial intention, was not the same despite the fact that they were all exposed to the same material, mode of teaching and the same information. This was attributed to their personality traits. Those who intended to pursue entrepreneurship while still in school or just on completion of school clearly exhibited the traits of openness, extraversion or conscientiousness during the study; which makes them open to exploring opportunities and taking on risks with the hope of making some profits no matter the negative challenges that may arise. Some individuals who identified with this group also exhibited traits of neuroticism. Individuals who after all the training, would want to wait or not pursue entrepreneurship at all exhibited high traits of neuroticism which made them more aware of the negative outcomes rather than the positive ones (Guerrero et al., 2016; Urbano et al., 2017; Walter &

Dohse, 2009). This explains why after the 10-week training in entrepreneurship, the entrepreneurial intentions of students were not the same across all the personality types; implying that personality traits affect entrepreneurial intention which agrees with the finding of Cao, Asad, Wang, Naz, and Almusharraf (2022) and Bazkiaei et al. (2020). The extent of the effect of each of the personality traits on entrepreneurship intention is however not known.

5. Conclusion

5.1. Conclusion

The study sought to explore the effect of entrepreneurship education and personality traits on entrepreneurial intention. Undergraduate students in their final year were studied for 10 weeks through observation and focus group discussions with the use of a structured interview guide. Results from the study showed that entrepreneurship education predicts entrepreneurial intention. It was also proven that personality traits predict entrepreneurial intention. Apart from entrepreneurship education that influences an individual's entrepreneurial intentions, personality factors, specifically the big five personality traits also play a very major role in determining whether an individual will pursue entrepreneurship or not.

5.2. Limitation

This study was limited to final-year students of a private university in Ghana who participated in the qualitative study. Findings can therefore only be generalized after conducting a quantitative study with a more representative sample size.

5.3. Suggestion

It is therefore recommended that educators while providing training in entrepreneurship, not only focus on providing entrepreneurship-related content, which is the main content for the course, but also orient students on how individual personality traits can be effectively managed in a way that will warrant success when the students decide to pursue their entrepreneurial ventures. It is recommended that further quantitative studies be conducted to ascertain the effects of specific personality traits on the entrepreneurial intention of students.

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