Archives of Business Research – Vol. 9, No. 11
Publication Date: November 25, 2021
DOI:10.14738/abr.911.11180.
Kenmegni, N. G. R., & Mbonifor, S. M. (2021). The Determinants of High School Students' Entrepreneurial Intentions in Douala IV County: An Assessment through the Theory of Planned Behavior. Archives of Business Research, 9(11). 21-33.

The Determinants of High School Students' Entrepreneurial Intentions in Douala IV County: An Assessment through the Theory of Planned Behavior

Noumigue Guy Roland Kenmegni
Lecturer in the Higher Institute of Commerce and Management
The University of Bamenda

Sandra Maneh Mbonifor
MBA in Management and Entrepreneurship
Higher Institute of Commerce and Management
The University of Bamenda

ABSTRACT

The purpose of this study is to examine the determinants of entrepreneurial intention among high school learners in Douala IV County, Cameroon. More precisely, the study aims to test whether the theory of planned behaviour can predict entrepreneurial intentions of high school learners in Douala IV County or not. In this vein, a cross-sectional survey was conducted using a sample of 300 pupils. The data collected are analysed through descriptive, correlation and regression analysis. It was found that a great majority of students intended to be self-employed in the future. Regression's analysis showed that the personal attitude and perceived behavioral control have a positive and significant effect on high school students' entrepreneurial intentions, while the subjective norms does not have. More so, the theory of planned behaviour is partially verified when high school students are concerned. A recommendation could be that the government should partner with media houses educating parents to stimulate entrepreneurship as a career choice among young people and develop an entrepreneurial culture in Cameroon. This study contributes to the body of entrepreneurship as it uses the theory of planned behavior in the context of high school students in a less developed country.

Keys words: Douala, Cameroon, Entrepreneurial intentions, High school, Theory of planned behavior.

INTRODUCTION

Reducing unemployment and improving the quality of employment is (remain) one of the main challenges facing different economies around the world. Many studies (Iacob, 2015; Afolabi, 2015; Adusei, 2016), have emphasized that entrepreneurship is an engine of progress, because it is at the root of the economic and social development. A new business, regardless of size, is the logical continuation of an individual's intention to start a business (Kolvereid, 1996b).

In Africa, Cameroon's geographical location, presents the main advantage for its development. Cameroon could use this position in the Gulf of Guinea to consolidate its rank as a hub for the sub-regional economy organisation (Central African Economic and Monetary

Community, CEMAC). Additionally, the country could also take advantage of an extensive market of more than 300 million inhabitants within the framework of the Economic Community of Central African States (ECCAS) and its proximity to Nigeria. The African Continental Free Trade Area increases the probability to access a much larger market. (*Ministère de l'Économie, de la Planification et de l'Aménagement du Territoire (MINEPAT)*, 2020).

The above mentioned advantages are sources of opportunities for actual and potential local investors and entrepreneurs looking for outlets for their products and services. Hence, a rational exploitation of natural and human resources in Cameroon could the root of the reduction of underemployment and unemployment which are among the main evils of African economies, alongside the lack of infrastructure, civil war, HIV pandemic, poor governance etc… (Ndulu, 2007).

The promotion of employment and economic integration is one of the four pillars which will enable the government of Cameroon to achieve its objective which is to improve the living conditions of the populations and their access to basic social services by ensuring a significant reduction in poverty and underemployment by 2030. In Cameroon, the State and development partners have established mechanisms and policies to promote the development and the creation of new firms. The Cameroon Business Forum (CBF) is one of the tools set up for this purpose.

Despite the effort from government, Cameroonian unemployment rate remains high. This rate was around 77% in 2014 according to the National Institute of Statistics, in addition, the share of jobs created by the formal private sector fell, from 4.8% in 2005 to 3.8% in 2010. To improve these statistics, the government must further diversify its economy. This diversification inevitably passes through the creation and development of competitive Small and Medium Size Enterprises (SMEs).

The growth of SMEs requires effective support of entrepreneurs. They often started their activities very young and in the informal sector. Thus, the government, through its various dismemberments, has come up with several projects to support youth self-employment and translate youth intention into behaviour. Examples include *PIAASI* (Integrated Project to Support Actors in the Informal Sector), *PAJER-U* (Support Program for Rural and Urban Youth) and *PAN-DEF* (National Plan of Action for the Development of Female Entrepreneurship) to name the few.

Many studies evidence the benefits of self-employment compared to salaried employment (Kolvereid, 1996a; Nikolova, 2018). Entrepreneurship is one of the career options students may consider in the future (Fatoki, 2014). Then, investigating stimulus that drive students to choose self-employment as career is pertinent. By relying most often on the Theory of Planned Behaviour, there are several studies that highlight the variety of explanatory factors of students' entrepreneurial intentions (EI) (Amanamah, Acheampong & Owusu, 2018; Ayalew & Zeleke, 2018; Nguyen, 2018)

Most of the studies on the determinants of EI are focused on students in tertiary education (undergraduated and postgraduated students), few studies (do Paço *et al.*, 2011; Aragon-

Sanchez *et al.*, 2017; Wibowo *et al.*, 2018; Mothibi & Malebana, 2019), to name the few, are focused on EI' explanatory factors of secondary school students. The purpose of an inquiry on high school students' EI is justified by the facilitation of guidance for students in high schools and forward-thinking planning of policies in favor of youth employment.

Considering Cameroonian context in general and Cameroonian main business town *Douala* in particularly, the objective of this paper is to determine whether Theory of Planned Behaviour explain EI of high school students in *Douala IV*. More precisely, the study outlines entrepreneurial competencies of high school students in *Douala IV* and evaluates the influence of attitudinal antecedents on high school students' EI in *Douala IV* County. The rest of this paper successively focused on the literature review, methodology, results and conclusion.

LITERATURE REVIEW

UNESCO's International Standard Classification of Education ISCED (2011) identify nine levels of education from level 0 (Early childhood education) to level 8 (Doctoral or equivalent level). The Lower secondary education and the Upper secondary education are respectively at the level 2 and 3. Programmes at upper secondary education, are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. ISCED level 3 begins after 8 to 11 years of education since the beginning of ISCED level 1. Pupils enter this level typically between ages 14 and 16. ISCED level 3 Programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around age 17 or 18), with 12 years being the most widespread cumulative duration. Programmes classified at ISCED level 3 may be referred to in many ways, for example: Secondary school (stage two/upper grades), Senior secondary school, or (senior) High school. For international comparability purposes the term 'upper secondary education' is used to label ISCED level 3 (UNESCO, 2011). Cameroon education system is subdivided in two subsystems, the Anglophone and francophone system. For both subsystems we can identify three levels of education: Primary education, Secondary education (general secondary education and secondary vocational education) and Higher education **(**University education and higher professional education).

Entrepreneur, entrepreneurship and entrepreneurial intention

An entrepreneur is a person specialized in decision-making, possessing many skills allowing them to make value judgments value for an intelligent use of scarce resources (Casson, 2003). Entrepreneurship is noted as a possible solution to unemployment challenges. According to Schlaegel and Koenig (2014), entrepreneurship is defined as an intentional behaviour to develop a business idea, create new products and services and obtain and generate economic and social benefits. EI is seen as a foregoer of entrepreneurship (Douglas, 2013). Thompson (2009) defined EI as an individual's conscious awareness and conviction to start a new venture in the near future.

Theory of planned behaviour (TPB)

Theory of planned behaviour (TPB) summarized in Figure 1, was developed by Ajzen (1991) as an extension to the theory of reasoned action (TRA), which was exposed by Fishbein and Ajzen (1975). TPB is one of the most important and recurrently used framework for the prediction of

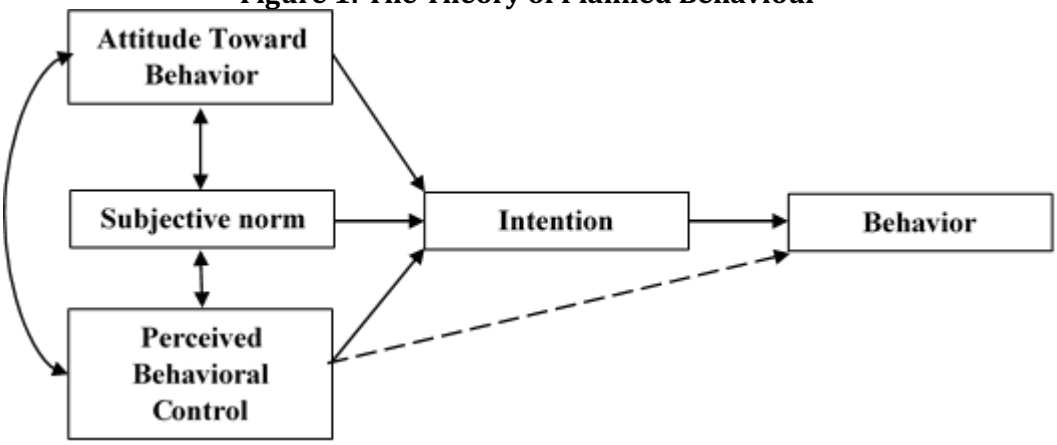
URL: http://dx.doi.org/10.14738/abr.911.11180

human behaviour (Ajzen & Cote, 2008). TPB explains behavioural intentions and its antecedent factors namely: PA, SN and PBC.

Ajzen (1991) defined the personal attitude (PA) as the degree to which the individual holds a positive or negative valuation about being an entrepreneur. It includes not only affective, but also evaluative considerations. The subjective norm (SN) depends on the expected support of significant others, particularly to the perception that "reference people" would approve the decision to become an entrepreneur (Ajzen, 1991; Kolvereid, 1996b). The third attitudinal antecedent is the Perceived behavioural control (PBC). Ajzen (1991) defines the PBC as "perceived ease or difficulty of performing the behaviour". PBC accounts for situations where non motivational factors play a role in attitude turning into action.

The TPB postulates that the greater the intention to initiate a behaviour, the higher the probability of its implementation. TPB can be applied in many areas of interests, specifically in understanding behaviours, TPB can also be applied for entrepreneurship research since becoming an entrepreneur is considered to be a conscious activity and intention is considered to be a cognitive state (Renko *et al.*, 2012). With the TPB, Ajzen (1991) argues that someone's attitude towards behaviour, SN and PBC are the significant factors that determine his/ her intentions.

Figure 1: The Theory of Planned Behaviour



Source: Ajzen (1991)

Empirical review

Aragon-Sanchez *et al.* (2017) indicated full support for the theory of planned behaviour in the assessment of EI of high school learners. EI of high school learners were predicted by PBC, PA and SN. (do) Paço *et al.* (2011) in their study, have developed an EI model sustained by the use of Azjen's theory of planned behaviour (TPB). From a questionnaire administrated to students aged between 14 and 15 years old, they found that PA and PBC have a positive effect on EI while the positive effect of SN on EI was partially supported. Through a cross-sectional survey conducted on a sample of 349 learners from 11 secondary high schools in Mamelodi, South Africa, Mothibi and Malebana (2019) findings' showed that EI of south African secondary school learners were predicted by PBC, PA and SN.

METHODOLOGY

The following are covered in this section: research design, sample and sample method, data collection procedure, instrumentation measurement and data analysis tools.

Design of research

This study used a quantitative technique involving a descriptive design based on EI models (Shapero & Sokol, 1982; Ajzen, 1991). A survey instrument was developed and pre-tested in order to obtain the required information. This study used a Likert-scale closed-ended questionnaire.

Sample, Sampling Method and Data Collection Procedure

This study was conducted by using the non-probability sampling technique. Plowright (2012) supports the premise that non-probability sampling involves selecting cases that do not necessarily represent groups outside of the research.

The respondents to this study are final year students enrolled in private and public high schools located in Douala IV. Douala IV is one of the subdivision of Douala, which is the economic capital of Cameroon. Our sample is composed (synonym) of students from les following secondary schools: Government bilingual high school *Bonabéri*, Middle School Nabico, *Bonabéri* and Government Technical High School, *Sodiko*.

Due to the COVID 19 pandemic, questionnaires were distributed to students through real and virtual meeting groups. Students by clicking on a hyperlink, had access to the research questionnaire and can thus self-administer it. The data collection was completed in April, 2020 with 300 usable questionnaires. The questionnaire was written both in English and French in order to avoid any misunderstandings. In the Questionnaire introduction, the students were briefed on the purpose of the study and instructions were given on how to fill the questionnaire. The sample of this study presents the following characteristics: 80% of the students in our sample were born before 2003 while 20% were born after 2003. The majority of students (58.0 %) are from Upper six (English subsystem) or *Terminale* (French Subsystem) and the balance are from Lower six (English subsystem) or *Première* (French Subsystem). This research involves 131 male students, 139 female students and 30 students from other gender. There is an approximated equal distribution of students in public (50.7%) and private school (49.3%).

Instrumentation and Measurement

A survey instrument designed for this study, was tested during the preliminary stage of this study. From the 15th to 20th of February 2020, the questionnaire was pre-tested on 30 secondary school students from private and public Secondary Schools. The purpose of this pre-test was the validation of the scale in the questionnaire (Omorede *et al.*, 2015). Following the pre-test, some errors were detected and corrected, some minor adjustments were made to bring English-speaking students and French speaking students up to standard. The survey instrument used included the following components: demographic variables, EI, PA, SN and PBC. All the constructs were adopted from prior studies. The items defining each of the entrepreneurial competencies and the literature from which the definition of each item is adopted, are contained in table 1. A six-point Likert-based questionnaire (ranging from 1, Total disagreement, to 6, Total agreement) is developed in this study.

URL: http://dx.doi.org/10.14738/abr.911.11180

Table 1: Dictionary of variables

Entrepreneurial Competencies	Item Analysis	Adopted from
I want to be my own boss in the future	Entrepint1	Fatoki (2010)
I'm determined to create a firm in the future	Entrepint2	Liñán and Chen (2006)
I will start my business in the next five/ ten years	Entrepint3	Davidsson (1995)
I have strong intention to start a business someday	Entrepint4	Fatoki (2010)
I'd rather be my own boss than have a secure job.	Persatt1	Liñán and Chen (2006)
A career as entrepreneur is attractive for me.	Persatt2	Liñán and Chen (2006)
If I had the opportunity and resources, I'd like to start a firm	Persatt3	Solesvik *et al.* (2012)
Being an entrepreneur would entail great satisfactions for me.	Persatt4	Solesvik *et al.* (2012)
I believe that if I were to start my business, I will certainly be successful.	Persatt5	Sagiri and Appolloni (2009)
My closest family members think that I should pursue a career as an entrepreneur	Subjnorm1	Souitaris *et al.* (2007)
My closest friends think that I should pursue a career as an Entrepreneur	Subjnorm2	Solesvik *et al.* (2012)
People that are important to me think that I should pursue a career as an entrepreneur	Subjnorm3	Souitaris *et al.* (2007)
To start a business would be easy for me.	Perbehct1	Solesvik et al. (2012)
To keep a business that works well would be easy for me.	Perbehct2	Gurbuz and Aykol (2008)
I believe I would be completely able to start a business.	Perbehct3	do Paço *et al.* (2011)
If I wanted to, I could easily start and run a business.	Perbehct4	Nieuwenhuizen and Swanepoel (2015)
It would be very easy for me to develop a business idea.	Perbehct5	Nieuwenhuizen and Swanepoel (2015)
If I want, I could become self-employed after my studies.	Perbehct6	Dohse and Walter (2011)

Source: Authors from literature review

Cronbach's alpha was used to determine the internal reliability of the survey instrument, namely: EI, PA, SN and PBC. The Cronbach's Alpha reliability coefficient for each construct is as follow: EI (0.720), PA (0.718), SN (0.704) and PBC (0.704). The table 2 presents the Cronbach Alpha value for each variable and the corresponding number of items. These results indicate satisfactory levels of internal reliability, the coefficients of different variables are greater than 0.7 (Hair *et al.*, 2006).

Table 2: Summary of reliability Analysis

Variables	Number of items	Cronbach's Alpha reliability coefficient
Entrepreneurial Intentions (EI)	4	0.720
Personal Attitude (PA)	5	0.718
Subjective norms (SN)	3	0.704
Perceived Behavioural Control (PBC)	6	0.704

Source: Author from computation.

Data analysis tools

Statistical analyses were used to investigate the effect of PA, SN and PBC on the entrepreneurial inclination of high school students. The descriptive analysis, with the determination of the mean of different items and keys variables of the study, was conducted to identify the characteristics of entrepreneurial competencies among all the selected students. Thanks to the mean calculation carried out item by item, we have identified the most important components of different entrepreneurial competencies. This study also requested the correlation and multiple regression analysis to assess the association between EI and its antecedents.

RESULTS

A Description of higher school students' entrepreneurial competencies in Douala IV County

Table 3: Descriptive on High School Students' Entrepreneurial Competencies

Entrepreneurial competencies (EC)	**Mean**	**Std. Deviation**
Entrepreneurial Intentions (EI)	**4.062**	
I want to be my own boss in the future	***4.367***	1.652
I'm determined to create a firm in the future	4.100	1.274
I will start my business in the next five/ ten years	***3.520***	1.599
I have strong intention to start a business someday	4.260	1.341
Personal Attitude (PA)	**4.163**	
I'd rather be my own boss than have a secure job.	***4.350***	1.646
A career as entrepreneur is attractive for me.	4.240	1.320
If I had the opportunity and resources, I'd like to start a firm	4.063	1.308
Being an entrepreneur would entail great satisfactions for me.	4.153	1.289
I believe that if I were to start my business, I will certainly be successful.	***4.010***	1.406
Subjective Norms (SN)	**3.800**	
My closest family members think that I should pursue a career as an entrepreneur	3.737	1.682
My closest friends think that I should pursue a career as an Entrepreneur	***3.723***	1.356
People that are important to me think that I should pursue a career as an entrepreneur	***3.940***	1.352
Perceived Behavioural Control (PBC)	**3.878**	
To start a business would be easy for me.	3.946	1.477
To keep a business that works well would be easy for me.	3.820	1.227
I believe I would be completely able to start a business.	3.843	1.323
If I wanted to, I could easily start and run a business.	***3.646***	1.273
It would be very easy for me to develop a business idea.	***4.163***	1.347
If I want, I could become self-employed after my studies.	3.846	1.520

Source: Authors from computations

URL: http://dx.doi.org/10.14738/abr.911.11180

The table 3 shows means and standard deviations of items used to assess the entrepreneurial motivations of high school students in Douala IV County.

Considering all the constructs of entrepreneurial competencies, the PA has the highest value (mean = 4.163) and the SN has the lowest one (mean = 3.800).

The mean values of the aforementioned constructs, like the others, including PBC (mean = 3.878) and EI (mean = 4.062) remain above average. The higher moderate score of high students' EI confirms Cameroon highest rank in Africa related to entrepreneurial activity rate (Fouda, 2014). The different means are considered to be at an acceptable level. The SN lowest mean shows that parent, relatives, friends, others family members and mentors do not invest and believe enough in entrepreneurship to encourage youth and students to set up a business. Entrepreneur are not model in our society, parents prefer that their siblings have a secure job as civil servant, worker in public, private or multinational organisation. In opposition, of their parents, friends and mentors desire (mean = 3.800), high school students' relevant attitude towards self-employment (mean = 4.163) actually shows that the respondents are more favourable of self-employment than organizational employment (Kolvereid, 1996b).

Among all the items (18 items) used for different constructs, the item with the highest average is: "I want to be my own boss in the future" (mean = 4.367). This reveals that relation between entrepreneurship and students lies within the fact that students for their future prefer to be their own boss and be answerable to no one when it comes to their work life. This testifies the desire of Cameroonian students to create jobs in the future.

The item with the lowest value is: 'If I wanted to, I could easily start and run a business." (mean = 3.626). So willpower alone is not enough, the self-confidence of future entrepreneurs is impacted by the challenges that they may encounter in setting up a business, these challenges are particularly related to the specific nature of the environment (Wang, 2016; Muriithi, 2017). Specifically, challenges to doing business in Africa are articulated along the following lines: issues related to the cost of starting a business and doing business; shortage of energy and electricity; lack of access to finance; and high taxes and low cross-border trade. (Asongu & Odhiambo, 2018).

An observation of each of the four entrepreneurial competencies allows the following explanation:
The entrepreneurial intent of the students' lowest (mean = 3.520) and highest (mean = 4.367) means value, corresponding respectively to the following items: "I will start my business in the next five/ ten years" and "I want to be my own boss in the future". These values testify the real motivations of high school students' to be job creator instead of job seeker (Kolvereid, 1996b). Under the PA, "I believe that if I were to start my business, I will certainly be successful." represents the item with the lowest value (mean = 4.010). While "I'd rather be my own boss than have a secure job" (mean = 4.350), is the item with the highest value. This figure illustrates the fact that students are attracted by the benefits of secure employment in a precarious environment.

Concerning the items under the SN, it is observed that important persons such as high school students' mentors, really encourage the idea of the student starting his or her own business and also invest time in encouraging the students to do so. Unlike the closest friends and classmates of those students do not invest time in encouraging the students' EI. This observation is drawn from the fact that the item with the highest mean value is: "People that are important to me think that I should pursue a career as an entrepreneur" (mean = 3.940) and that with the lowest mean value is: "My closest friends think that I should pursue a career as an entrepreneur" (mean = 3.723).

Under PBC, the item with the highest value is: "It would be very easy for me to develop a business idea" (mean= 4.163). While that with the lowest value is "If I wanted to, I could easily start and run a business" (mean= 3.646). This shows that the respondents have business plans ready for an implementation but they are facing challenges such as limited resources when it comes to implement the business plan. Among the difficulties, constraints and potential weirs, St-Pierre *et al.* (2015) identify corruption, access to finance and country's economic situation as the first three exogenous factors likely to negatively influence the growth of SMEs in Cameroon.

The EI motivations of Douala IV higher school students

Table 4 Summarizing on Pearson correlation value, showed that all the correlation values are significant at 1% and less than 0.75 indicating that there is no problem of multicollinearity in the explanatory variables. Therefore all the variables can be included in regression analysis separately.

Table 4: Pearson correlation summaries results

	EI	PA	SN	PBC
EI	1			
PA	0.542**	1		
SN	0.348**	0.407**	1	
PBC	0.501**	0.673**	0.472**	1

N = 300, **. Correlation is significant at the 0.01 level (2-tailed).
Source: Authors from computations

The contents of table 5 reveals an R-square equal to 0.335, it indicates that 33.5 % of variation in the EI of higher school students is accounted for by PBC, SN and PA. This also shows that 66.5 % of variations in the EI of higher school students is accounted for by other variables not included in this study.

Table 5: Model summary on regression analysis results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.579a	.335	.329	.89114

a. Predictors: (Constant), PBC, SN, PA
Source: Authors' from computation

URL: http://dx.doi.org/10.14738/abr.911.11180

The table 6 summarizing analysis of variance in this regression shows that the F statistic stands at 49.811, which is statistically significant at the 1%, given the p-value of 0.000. This shows that the model for EI of higher school students is statistically significant at the 1%. The null hypothesis is therefore globally rejected and it can be conclude that PA, SN and PBC of higher school students determine their EI, the results from the model of EI formulated in this study are 99% reliable.

Table 6: ANOVA of multiple regression

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	118.67	3	39.557	49.811	.000a
	Residual	235.065	296	0.794		
	Total	353.734	299			

a. Predictors: (Constant), PBC, SN, PA
b. Dependent Variable: EI

Table 7: Coefficients of multiple regression

Coefficients (a)

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	1.146	.245		4.669	.000
	PA	.396	.072	.357	5.525	.000
	SN	.086	.045	.103	1.895	.059
	PBC	.256	.081	.212	3.157	.002

b. Dependent Variable: EI
Source: Authors' from computation

From the coefficient table, it can be seen that PA has a positive effect on EI of students. A unit increase in PA will increase the EI of students by 0.396 significant at the 1% level. This result confirms the results of previous studies findings (St-Jean *et al.*, 2014; Mwiya *et al.*, 2017; Mothibi & Malebana, 2019). The outcome shows that high school learners with positive attitude towards their personal future business endeavours demonstrate higher intent to establish it on their own.

SN also presents a positive coefficient showing a positive effect of SN on EI of high school students. A unit increase in SN of students will increase the EI of the students by 0.086, but this relation statistically insignificant. It therefore fails to reject the null hypothesis. SN has a positive but not significant effect on higher school students' EI. This finding is contrasting with previous studies (Malebana & Swanepoel, 2015; Agolla *et al.*, 2019). This result reveals that the pressure from parents, friends and relatives, is not enough for higher school students to follow an entrepreneurial career.

PBC also presents a positive coefficient indicating that there is a positive effect of PBC on EI of students. A unit increase in students' PBC will increase students' EI by 0.256 statistically significant at 5%. The null hypothesis is therefore rejected and the PBC significantly affects the

high school students' EI. This result conforms previous studies (Muhammad *et al., 2015;* Alam *et al. 2019;* Mothibi & Malebana, 2019). The results imply that an increase in PBC will increase Cameroonian higher school students' EI.

The coefficient of the constant term is positive showing that if all this PA, SN, and PBC are subset to 0, EI will increase by 1.146 indicating that this 1.146 of variation in the EI of students is accounted for by other factors not included in this study which is statistically significant at the 1% level.

CONCLUSION

The purpose of this study was to test whether the theory of planned behaviour can predict EI of high school students in Douala IV County Cameroon. Descriptive analysis show a moderately high level of EI amongst Cameroonian high school students (mean = 4.062). This figure reveals that a significant proportion of high school students are attracted to self-employment compared to salaried jobs in public or private organizations.

The regression analysis on the hand exhibits that the PA and PBC have a positive and significant relation with the higher school students EI, while the effect of SN on high school students' EI is not significant. Hence, the theory of planned behavior is partially verified.

Based on the above, the following recommendations are formulated: the authorities have to define and implement strategies that aim to encourage all stakeholders in education to support entrepreneurship spirit among secondary school students. The government need to invest more in improving the business climate so as to reduce the obstacles faced by entrepreneurs and consequently positively impact the perception of the youngest.

References

Adusei, M. (2016). Does entrepreneurship promote economic growth in Africa? *African Development Review*, 28(2), 201– 214.

Afolabi, A. (2015). The effect of entrepreneurship on economy growth and development in Nigeria, *International Journal of Development and Economic Sustainability*, 3(2), 49-65.

Agolla, J. E. Monametsi G. L. & Phera, P. (2019). Antecedents of entrepreneurial intentions amongst business students in a tertiary institution. *Asia Pacific Journal of Innovation and Entrepreneurship*, 13(2), 138-152.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50 (2), 179–211.

Alam, M. Z., Kousar S., & Rehman, C. A. (2019). Role of entrepreneurial motivation on entrepreneurial intentions and behaviour: theory of planned behaviour extension on engineering students in Pakistan. *Journal of Global Entrepreneurship Research*, 9:50

Amanamah, R. B., Acheampong, A. & Owusu, E. K. (2018). An exploratory study of entrepreneurial intention among university students in Ghana. *International Journal of Scientific & Technology Research*, 7(1), 140 – 148.

Aragon-Sanchez, A., Baixauli-Soler, S., & Carrasco-Hernandez, A.J. (2017). A missing link: The behavioral mediators between resources and entrepreneurial intentions. *International Journal of Entrepreneurial Behavior and Research*, 23(5), 752-768.

Asongu, S. A. & Odhiambo, N. M. (2018). Challenges of Doing Business in Africa: A Systematic Review. African Governance and Development Institute, Working Paper WP/18/057, 15 p.

URL: http://dx.doi.org/10.14738/abr.911.11180

Ayalew, M. M. & Zeleke, S. A. (2018). Modeling the impact of entrepreneurial attitude on self-employment intention among engineering students in Ethiopia. *Journal of Innovation and Entrepreneurship*, 7(8), 1-27.

Casson, M. (2003) The Entrepreneur: An Economic Theory, 2nd edition, Edward Elgar.

Davidsson, P. (1995). Determinants of entrepreneurial intentions. *Paper prepared for the RENT IX Workshop*, Piacenza, Italy.

Do Paço, A., Ferreira, J., Raposo, M., Rodrigues, R. G., & Dinis, A. (2011). Entrepreneurial intention among secondary students: Findings from Portugal. *International Journal of Entrepreneurship and Small Business*, *13* (1), 92–106.

Do Paço, A.M.F., Ferreira, J.M., Raposo, M., Rodrigues, R.G., & Dinis, A. (2011). Behaviours and entrepreneurial intention: Empirical findings about secondary students. *Journal of International Entrepreneurship*, 9, 20-38.

Douglas, E. J. (2013). Reconstructing entrepreneurial intentions to identify predisposition for growth. *Journal of Business Venturing*, 28, 633-651.

Fatoki, O. O. (2010). Graduate Entrepreneurial Intention in South Africa: Motivations and Obstacles. *International Journal of Business Management*, 5(9), 87-98

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.

Fouda, O. M. (2014). *Global Entrepreneurship Monitor Cameroon Report 2014*. University of Douala, FSEGA.

Gurbuz, G. and Aykol, S. (2008). Entrepreneurial Intentions of Young Educated Public in Turkey. *Journal of Global Strategic Management*, 4 (1), 47-56.

Hair, J. F. B. Babin, W.C. Anderson, J.B. & Tatham, R. L. (2006) 'Multivariate data analysis' NJ: Prentice Hall.

Iacob, S. V. (2015) Entrepreneurship Support of Economic Growth in China (I), *ECOFORUM*, 4 1 (6), 77 – 83

Kolvereid, L. (1996a). Organizational employment versus self-employment: reasons for career choice intentions. *Entrepreneurship Theory and Practice*, 20 (3), 23-31.

Kolvereid, L. (1996b). Prediction of employment status choice intentions, *Entrepreneurship Theory and Practice*, 21, 47–57.

Linan, F. & Chen, Y. (2006). *Testing the entrepreneurial intention model on a two-country sample*. (Working paper) Documents de Treball. Universitat Autonoma de Barcelona, Spain.

Malebana, M. J. & Swanepoel, E. (2015). Graduate entrepreneurial intentions in the rural provinces of South Africa. *Southern African Business Review*, 19(1), 89–111.

Ministère de l'Économie, de la Planification et de l'Aménagement du Territoire (MINEPAT) (2020), *Stratégie Nationale de Développement* 2020-2030 (SND30), *Pour la transformation structurelle et le développement inclusif,, Avec la participation des partenaires au développement, sous la facilitation du PNUD*

Mothibi, N. H., & Malebana, M. J. (2019). Determinants of entrepreneurial intentions of secondary school learners in Mamelodi, South Africa. *Academy of Entrepreneurship Journal*, *25* (2), 1–14.

Muhammad, A. D., Sirajo, A. and Selim A. (2015). Entrepreneurial Intention Among Nigerian University Students. *American Journal of Business Education*. 8(4) 239–248

Muriithi, S. M. (2017), "African Small And Medium Enterprises (SMEs) Contributions, Challenges And Solutions", *European Journal of Research and Reflection in Management Sciences*, Vol. 5 No. 1, pp 36-48, ISSN 2056-5992

Mwiya, B., Wang, Y., Shikaputo, C., Kaulungombe, B. & Kayekesi, M. (2017). Predicting the Entrepreneurial Intentions of University Students: Applying the Theory of Planned Behaviour in Zambia, Africa*. Open Journal of Business and Management*. 5, 592-610.

National Institute of Statistics (2014). *Poverty and Economic Activity*, ECAM4

National Institute of Statistics (2017). *Characteristics of the population*. *in* Cameroon Statistical Yearbook.

Ndulu, Benno J. (2007). Challenges of African Growth: Opportunities, Constraints, and Strategic Directions. Washington, DC: World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/6656 License: CC BY 3.0 IGO.

Nguyen, C. (2018). Demographic factors, family background and prior self-employment on entrepreneurial intention – Vietnamese business students are different: why? *Journal of Global Entrepreneurship Research*, 8 (10), 1-17.

Nieuwenhuizen, C., & Swanepoel, E. (2015). Comparison of the entrepreneurial intent of master's business students in developing countries: South Africa and Poland. *Acta Commercii*, 15(1),1 10.

Nikolova, M. (2018).Self-Employment Can Be Good for Your Health, GLO Discussion Paper, No. 226.Global Labor Organization (GLO), Maastricht.

Omorede, A., Thorgren, S., & Wincent, J. (2015). Entrepreneurship psychology: a review. *International Entrepreneurship Management Journal*, 11, 743–768.

Sagiri, S., & Appolloni, A. (2009). Identifying the Effect of Psychological Variables on Entrepreneurial Intention. *DSM Business Review*, 1 (2), 61-86

Schlaegel, C. and Koenig, M. (2014). Determinants of entrepreneurial intent: a meta-analytic test and integration of competing models. *Entrepreneurship Theory and Practice*, 291-332.

Solesvik, M. Z., Westhead, P., Kolvereid, L., & Matlay, H. (2012). Student intentions to become self-employed: the Ukrainian context. *Journal of Small Business and Enterprise Development*, 19 (3), 441-460.

Souitaris, V., Zerbinati, S. & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*. 22(4):566-591

St-Jean, É., Nafa, A., Tremblay, M., Janssen, F., Baronet, J. & Loué, C. (2014). Entrepreneurial intentions of university students: an international comparison between African, European and Canadian students. *International Journal of Entrepreneurship and Innovation Management*, 18 (2/3) 95-114.

St-Pierre, J., Foleu, L., Abdulnour, G., Nomo, S. & Fouda, M. (2015), SME Development Challenges in Cameroon: An Entrepreneurial Ecosystem Perspective, *Transnational Corporations Review*, 7(4), 425-446

Thompson, E. R. (2009). Individual entrepreneurial intent: construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3), 669 – 694.

UNESCO. (2011). International Standard Classification of Education ISCED 2011. Paris: UNESCO. http://www.uis.unesco.org/Education/Pages/international-standardclassification-of-education.aspx.

Wang Y. (2016). What are the biggest obstacles to growth of SMEs in developing countries? An empirical evidence from an enterprise survey. *Borsa Istanbul Review*, 16-3, 167-176

Wibowo, A., Saptono, A., & Suparno. (2018). Does teachers' creativity impact on vocational students' entrepreneurial intention? *Journal of Entrepreneurship Education*, 21(3), 1-12

URL: http://dx.doi.org/10.14738/abr.911.11180