

Enhancing Secondary Education in Ghana: The case of Entrepreneurship

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Abstract: This conceptual paper uses the author's observations and experiences, along with the relevant literature in the field to argue critically for the introduction of entrepreneurial studies in senior secondary schools (S S S) in Ghana. The argument is cast within the framework of career socialization theory, which proposes that the decision to adopt a career is influenced significantly by many factors including exposure to educational and training experiences. The paper suggests the goals, principles, and curriculum content of such entrepreneurial studies and concludes with a recommendation of an effective pedagogy for teaching entrepreneurial studies at the secondary school level.

Introduction

Most African governments' approach to promoting private sector development since the late 1980s has been selling off state-owned enterprises to private individuals and groups under the regime of structural adjustment of the International Monetary Fund (IMF) and/or the World Bank (Kikeri & Kolo, 2006a & 2006b; Brinders et al, 2002). In the 1990s and onward, the tenor of African governments' policies to promote entrepreneurship has shifted to training programs for entrepreneurs and other policies to encourage the establishment of small, medium and micro-enterprises (Nafukho, 1998; Nieman, 2001). This shift in policy may be attributed to two cardinal debates about why economies are underdeveloped. The first view is that people have not been socialized toward entrepreneurial attitudes, aptitudes and initiatives; the second is that the socio-economic environment stifles the entrepreneurial drive of people (Maas & Fleming, 2003).

Not surprisingly, since the National Patriotic Party (N.P.P) government assumed the reins of political power in 2000 in Ghana, it has adopted private sector development as the fulcrum of its economic policies. This ideological belief is vividly expressed in the party's 2000 Manifesto,

The historical evolution of our nation over the last half-century has given rise to a political culture in which two strands of political traditions have developed, one in opposition to the other. One is the socialist tradition, in which the state is considered supreme and all the individuals, groups, professional and cultural associations are subsumed and submerged under it. Indeed, the powers of the state are used to ensure that everybody --- persons and associations alike -- fall in line. In economic management, a major tenet of this tradition is for the state to own and control the resources and the means of production... the party's policy is to liberate the energies of the people for the growth of a property owning democracy in this land, with the right to life, freedom and justice, as the principles to which the government and laws of the land should be dedicated in order specifically to enrich life, property and liberty of each and every citizen (quoted in Adu-Asare, 2004).

From the above, it may be inferred that the NPP government has embraced capitalist economic model in which private property is cherished and economic and civic rights glorified. The NPP

government over the years has formulated policies with the intent to increase private investment, productivity, and innovation in the private sector (Government of Ghana, 2003). As an ardent proponent of market economy, the NPP government believes that private sector-led development could fire the engines of the Ghanaian economy. The private sector as a driver of economic development is an idea that has been propagated for a long time (Elkan, 1988; Marsden, 1990). Recently, Mbeki (2005) attributed the grinding poverty in sub-Saharan Africa to the lack of private sector development:

All modern schools of political thought from Marx and Lenin to Hayek and Friedman agree on at least one thing: The private sector is the driver of modern economic development. In their quest for greater security and comfort, private individuals seek ever more material wealth. That process compels them to produce more and exchange what they produce with other individuals who seek greater security and comfort (p.4).

At present, from my observation, the concept of private sector capitalism has found many adherents in Africa, considering that African countries' flirtation with socialist, centrally commanded economy since the simulacrum of political independence from Euro-colonialists has been a disaster. Even those that fully married socialism for more than a decade through a flamboyant wedding arranged by the former Soviet Union did not chalk any enviable records of economic successes. Citizens in those countries continue to wallow in extreme poverty, mass unemployment and suffer high infant mortality rate, malnutrition, and short life expectancy. Almost every African government is preaching the gospel of market economy to its citizenry, embroidered with glossy promises of economic miracles in the form of more employment opportunities, improved standards of living, better business outcomes, and more resources for education, health care and transportation infrastructures.

The primary purpose of this paper is to argue critically for the introduction of entrepreneurial studies in senior secondary school system in Ghana. As a conceptual paper, it uses relevant literature from the field, along with the author's years of experience introducing entrepreneurial studies at the secondary level. The author's high school education in Ghana also gives him an insight into the possibility of introducing entrepreneurial studies at that level. The paper is organized into five sections. The first section discusses the theoretical perspective that guides the paper. The second section focuses on the purpose, principles and curriculum for entrepreneurial studies in Ghana. The third section sets out the rationales for entrepreneurial studies at the SSS

level in Ghana. The final part, the conclusion, suggests pedagogical strategies for entrepreneurial studies and how it could fit into the curricula structure of senior secondary schools in Ghana.

Career Socialization Perspective

Socialization of both children and adults has occupied the attention of social scientists for sometime now. As a field of study, socialization lies within the sphere of anthropology, psychology, sociology and education. Less than forty years ago, Clausen (1968) offered the following simple, but illuminating socialization:

Socialization entails learning what prepares the individual for membership in his society or particular groups within society. Socialization is thus the generic concept that embraces child-rearing, education, enculturation, role-learning, occupational preparation, preparation for marriage and parenthood, and indeed, all social learning that is relevant to one's group membership and life transactions (p.139)

Socialization therefore includes educational and training experiences designed to inculcate in recipients certain values, norms, beliefs, and ways of conceiving the world. Recently, Arnett (1995) has distinguished between two theories of socialization--- broad and narrow. According to Arnett (1995), broad socialization encourages individualism, independence, and self-expression; whereas narrow socialization encourages obedience and conformity to group, organizational, or societal values, norms, and beliefs. Arnett also adds that it is quite probable to find both broad and narrow socialization models operating in a society. This is the case of public education in Ghana that inculcates in students a sense of independence in writing competitive examinations, yet it demands that students conform to certain societal cultural values, norms, and beliefs operating in the schools.

Dryer (1994) propounds the theory of socialization as part of a comprehensive theory to understand entrepreneurship. She posits that the decision to embark on an entrepreneurial career is influenced to a significant extent by educational and training experiences. Dryer (1994) and Dryer and Handler (1994) list other sources of influences on entrepreneurial career initiation--- family influences, negative dependent employment experiences, and certain unique childhood experiences. This view supports Krueger's (1993) view that prior entrepreneurial experiences influence entrepreneurial intentions, particularly when the recipients construe such experiences to be positive. More recently, Peterman and Kennedy (2003), based on their study of Young Achievement Australian (Y.A.A), have stated that:

Enterprise (entrepreneurial) education programs provide social experiences such as opportunity to exercise significant responsibilities, to start one's own business and to observe role models. These experiences may influence a person's desire to pursue a career congruent with his or her learning experiences. Hence enterprise educational experiences could be expected to influence the perceived desirability of starting a business (p.130).

Since public secondary schools are a site where a vast majority of Ghanaian youth congregates, it is a key area where the government and other agencies can intervene and present entrepreneurship as an alternative to dependent employment (Hermann, et al. 2005). In other words, Ghana Ministry of Education should socialize Ghanaian youth with entrepreneurship as the driver of economic growth, job generation, wealth creation, and poverty reduction.

Entrepreneurship in Secondary Schools: Purpose, principles and curriculum

Entrepreneurship is a multidimensional concept, subject to a variety of meanings and interpretations. In its narrow definition, entrepreneurship refers to the skills and knowledge involved in establishing and running a small or medium-sized business enterprise. In most African countries, the term is used to describe self-employment, people who provide employment for themselves rather than seeking a paid employment from either the government or other sources (Naude and Havenga, n.d). Nonetheless, the entrepreneurial studies I am proposing for senior secondary schools in Ghana involves more than just establishing and running small businesses or having self-employment. For this reason, I find the definition of Brinders et al (2002) most useful:

Entrepreneurship in its broadest sense is about the capability of people to combine scarce resources in new ways to respond to opportunities or provide solutions to problems. Entrepreneurial behaviour can and does occur in large corporations, NGOs, the public sector, and indeed in all institutions. It is not limited to new business creation, or small business. The perception of business opportunities is crucial part of the entrepreneurial process; it is the starting point of entrepreneurship. There are more people in the economy who believe they have the skills to start a business than there are people who believe that there are good business opportunities (p.7).

The above definition of entrepreneurship is similar to that of the European Commission (2003), in which a substantial emphasis is placed on the ability to identify opportunities and to translate those opportunities into business ventures. Thus, entrepreneurship consists of the skills, knowledge and ability to start up and run a business and to use creativity and innovation to create new economic success or value (new markets, new products, improving existing products, etc.) for existing government or private businesses. Nonetheless, two fundamental issues related to the definition should be briefly discussed. The first issue has to do with Ghana's over-dependence on

subsistence agricultural production. For this reason, an entrepreneur in the Ghanaian context may be defined as “an individual who earns his livelihood by exercising control over the means of production and produces more than he can consume in order to sell (or exchange) it for individual (or household) income”(McClelland, 1961, p.1). Consequently, economic activities involved in subsistence food farming or animal husbandry meant for an individual or household consumption can not be considered as an entrepreneurial activity. Usually subsistence producers have low educational background, investment and economic returns. On the contrary, any aspect of agricultural production activity that generates exchange value in the form of income to the producers or their household can be classified as entrepreneurship.

The second issue in connection with the above definition of entrepreneurship relates to the effects of individualism and collectivism on entrepreneurship. Since Ghana may be generally regarded as a collectivist culture – the subordination of individual goals to that of group goals in order to promote cooperation, harmony, and sharing (Morris et al, 1994) – one may wonder how this collectivist culture would impact the development of entrepreneurial culture through education. Morris et al. (1994) define individualism as the pursuit of self-interest and personal goals that may or may not conflict with group’s goals. Morris et al. (1994) used Hofstede scale to measure the degree of individualism and collectivism in a select sample of firms in the United States, South Africa and Portugal and how it affects the development of entrepreneurial culture in those firms. The results indicate that there are variations of individualist and collectivist culture in all the firms in the sample. Nevertheless, in both the United States and South Africa, the results suggest that entrepreneurship declines as more collectivist culture is emphasized. The results also indicate that both individualist and collectivist cultures have their functional and dysfunctional dimensions. The study concluded that a balance between individualism and collectivism is needed in order to promote a high-level entrepreneurship.

Entrepreneurial studies may be considered too complex for secondary level students to understand. However, this is not the case. In fact, research has demonstrated that entrepreneurship can be taught and learned like any other subjects in the secondary school curricula (Drucker, 1985; Donckels, 1991; Kolvereid & Moen, 1997; Fayolle, 2000). Drucker (1985), a high-profile management expert, made the following insightful comments: “The entrepreneurial mystique? It is not magic, it’s not mysterious, and it has nothing to do with the genes. It’s a discipline. And, like any discipline, it can be learned” (p.20). Moreover, Hermann et

al.'s (2005) research into the teaching of entrepreneurship in Austria secondary schools demonstrates that entrepreneurial culture and spirit can be inculcated in students at that level. As well, the European Commission (2003) found that most member states, to varying degrees, are committed to promoting the teaching of entrepreneurship in their education systems. Member States like Greece, Belgium and Austria have introduced entrepreneurship as a course at the secondary level. This evidence supports the contention that entrepreneurial studies can be taught and learned at secondary schools in Ghana.

The objectives of entrepreneurial studies that I am proposing for Ghanaian senior secondary students are three fold:

- 1) To provide students with practical and theoretical understanding of how to set up and run modern small and medium-size businesses; This would also include the attitude, beliefs, values and behavioural patterns of entrepreneurs;
- 2) To inculcate in students the mindset for innovation, creativity, and strategic planning skills and knowledge that are suitable for the various sectors of the Ghanaian economy they would be working in future;
- 3) To prepare students to study entrepreneurship at the tertiary level in order to become entrepreneurs and managers of businesses, and consultants, researchers, and professors of entrepreneurship.

Entrepreneurial studies as part of the senior secondary school (S.S.S) curricula would have the purpose of developing in students the skills, knowledge, and attitudes necessary for starting, running a business and introducing innovations to create new products and markets. It would combine theory with experience or practice, emphasizing a hands-on approach to learning activities such as marketing a product in a school community; learning from local and national entrepreneurs through interviews and personal interactions; conducting research into business problems; case studies of businesses in Ghana; presentation skills; apprenticeship with local entrepreneurs; group discussion and problem-solving. The entrepreneurship program would not only teach students the relevant technical and practical skills, but also the social and personal behavioural patterns vital for successful entrepreneurship. This is in accord with German vocational traditions in which students are taught essential behavioural patterns necessary for successful vocational career (The European Communities, 2004.)

The curriculum content of the entrepreneurial studies for the senior secondary school (SSS) level, would consist of, but not limited to, the following elements:

- The role of entrepreneurs in the Ghanaian economy; women entrepreneurship;
- Exploring the differences between entrepreneurs and employees; characteristics of Ghanaian entrepreneurs; the differences and similarities between entrepreneurs and intrapreneurs;
- Generating product ideas; preparing business venture plans: budgeting and financing business opportunities; Concept of strategic planning;
- Business registration process and government regulations on business (legislation, institutions, and regulations); Government policies to support and stimulate private sector businesses; Export procedures and cultures of international market.
- Identifying business opportunities; marketing and pricing products and services for domestic and international markets; business innovations and creativity
- Understanding, interpreting, and preparing simple income statement, position statement (balance sheet), and cash flow statement;
- Managing human resources: recruiting, selecting, and training human resources; determining methods of remuneration; the concepts of productivity, motivation, efficiency, and leadership; Product quality, and cost control.
- Problem-solving; team work
- Business ethics and business responsibilities to society;
- Traditional business practices in Ghana: strengths and weaknesses; business failures in Ghana: causes and solutions; Concept of business bankruptcy; Cultural practices inimical to business progress.

Rationales for Entrepreneurial studies at the Senior Secondary School Level

Private sector development should also include the promotion of entrepreneurship. As Morris (2001) has observed, it is difficult for sustainable economic development to occur without entrepreneurship, or could society increase its GDP, stock of wealth, or improve its quality of life without an increase in entrepreneurship. Indeed, having appointed a minister in charge of private sector development in Ghana as the NPP government has done recently, is one positive step, but that effort alone will not produce entrepreneurs needed in the private sector. There are many

other steps to be taken. One effective strategy is to sow the concept of entrepreneurship among the youth by making it a legitimate subject of study in the junior and senior secondary school curricula. Making entrepreneurship a legitimate subject at the secondary school level suggests that students should be supplied with appropriate textbooks, competent teachers, well-designed curriculum, and made to write examination for it. Socializing SSS students with entrepreneurship is more likely to increase the number of entrepreneurs in Ghana.

Nevertheless, I am not suggesting that an introduction of entrepreneurial studies at the secondary school level would automatically convert every secondary student into entrepreneur. That would be so simplistic a vision and it would have shown my lack of understanding of human psychology in education. Like any school subjects, students may either love or hate entrepreneurial studies depending on instructional delivery style, learning activities, personal motivation, perceived usefulness of the subject, and peer or familial pressure. As Kleppe (2002) rightly put it, “the vast majority of students will not go on to create new businesses, but the experience is still worthwhile, since students bring to companies they would work for an entrepreneurial skill set that would greatly benefit those companies” (p.3). Similarly, Southon & West (2004) drawing on their field experiences stated that not all students could be entrepreneurs but the knowledge, skills, and abilities that students developed in entrepreneurship courses could be used in all walks of life. However, we can not write off the fact that students who take courses in entrepreneurship have a favourable disposition toward entrepreneurship and venture creation in general than students who do not take such a course (Clark et al, 1984; see also Fayolle, 2000; Kolvereid & Moen, 1997).

Hytti (2002) in his research in Finland about the teaching of entrepreneurship at the secondary school level divides students who enrolled in entrepreneurial education into two distinct groups. He states that there are students who enrolled in entrepreneurial studies out of sheer intellectual curiosity without any initial inkling to become future entrepreneurs. Nevertheless using the socialization perspective, it is possible that some of those students could develop a desire to become entrepreneurs as a result of their positive experiences with the studies of entrepreneurship. The other category is made up of students, according to Hytti (2002), who want to learn to become entrepreneurs. Such students have several questions to which they want to explore appropriate answers. For example, they may have the following questions: Am I an entrepreneur? What are the characteristics of an entrepreneur? How do I become an

entrepreneur? Which sector of the economy could I fit as an entrepreneur? For these students, entrepreneurial studies would be a process of self-discovery. It is logical to say that just as some students in the first category may eventually embrace entrepreneurship as a career choice, some students in the second category may give up their dreams to become future entrepreneurs.

Some people may argue that entrepreneurs are born and not made. Such people are likely to use their observations of the Kwahu group (an Akan ethnic group) in Ghana to argue that those people have never completed any formal educational program in entrepreneurship, yet they are the most enterprising group in Ghana. However, the fact that the Kwahu ethnic group is very enterprising does not mean that they do not provide informal education for themselves.

Accordingly, Echtner (1995) provides the following insight:

Certainly, it is difficult to deny that some individuals seem to have innate entrepreneurial flair, just as others have natural talents for mathematics and music. Nevertheless, success in any endeavour requires the appropriate mix of ingrained characteristics and learned skills. Aspiring entrepreneurs not only need certain behavioural traits but also need to acquire knowledge of the venture creation process, including an understanding of the specific management tools. While many innovative individuals would like to become entrepreneurs, they often lack the techniques and skills to succeed (p.4).

Thus, despite the fact that some students would have a natural inclination toward entrepreneurship, entrepreneurial education would also benefit such students tremendously by providing them opportunities to develop and hone their skills, abilities, and knowledge about running a business, introducing innovations, efficiency, productivity and government policies that impact on businesses. More recently, Kiggundu (2002) reviewed a select literature on African entrepreneurs and entrepreneurship. He found that while research studies linking education and training to entrepreneurial success are tenuous and contradictory to some extent, African entrepreneurs capable of the organization and logical presentation of ideas are more likely to be successful than those who lack these skills. In addition, Kiggundu (2002) and Frese et al. (2002) found that African entrepreneurs with low level of education, who lack bookkeeping, accounting and planning skills, and personal initiatives, are less likely to succeed in their chosen career than those who possess these vital skills and knowledge. Again, the European action plan (1999) states that Member States should provide entrepreneurs education in order to give them attitudes, and skills such as self-motivation, creativity, opportunity-seeking and the ability to cope with uncertainty. All of these

studies therefore indicate that entrepreneurial education could contribute to nurturing entrepreneurs among the youth in Ghana.

Further, it should be stated that education has an ideological purpose as well as economic and aesthetic purposes. And one of the ideological purposes of education is to act as an agent of social reconstruction or change or a conduit for the transmission of cultural norms and values. The youth in Ghanaian secondary schools should also be the target of any economic reconstruction such as the private sector development in Ghana, whose purpose is to encourage self-employment and to generate economic growth. The reason for targeting the youth is that in most cases the economic prosperity of the nation depends significantly on youth development, which includes inculcating in them entrepreneurial culture in order for them to become contributing members of society (Dionco-Adetayo, 2003). Indeed, the need to target the youth as a means to promote entrepreneurship in Ghana is also recognized by the European Commission (1999). The Commission suggests that Member States should introduce entrepreneurial education from even primary school through university. In addition, in his presentation on entrepreneurship and development in Africa at the international conference on the cultural approach to development in Africa – Dakar, Senegal – Tshikuku (2001) suggested that African youth should be targeted for acculturation with the values, attitudes, and reflexes of entrepreneurship as part of the strategy to develop a vibrant entrepreneurial culture in the continent.

Furthermore, according to Nafukho (1998) youth unemployment in Africa has reached a crisis point as the formal employment sector is unable to absorb them. Nafukho (1998) also states that while African governments' efforts to solve youth unemployment has always stressed vocational education, these efforts have yielded a few positive results as unemployment persists even among those with technical skills. Owing to this, Nafukho (1998) continues, the governments of the Gambia, Nigeria, Malawi, Zimbabwe, Swaziland, Uganda, and Kenya have introduced Entrepreneurial Skills Development Program (ESDP). The purpose of this program is to provide unemployed youth essential skills for starting and sustaining small business enterprises. Nieman (2001) reports a similar training program in South Africa. The Organization for Economic Cooperation and Development (OECD) countries have also formulated a variety of policies for promoting youth entrepreneurship as a means of solving youth unemployment and as a transition to employment (Arzeni, 1997; OECD, 2000; OECD, 2001).

My argument is that the Ghanaian government does not have to wait until the youth complete their education before they are provided entrepreneurial education. It should start right away while the youth are in school. Entrepreneurship as a secondary school subject has the possibility of encouraging some students to become entrepreneurs after graduation from school rather than looking for non-existent government jobs. Consequently, entrepreneurship as a school subject is more likely to encourage self-employment among Ghanaian youth as they develop positive attitude toward self-employment, personal responsibility, and self-reliance. Ghana has a deep-rooted culture of our school graduates always expecting the government to provide them jobs instead of creating jobs for themselves. This post-colonial mentality must be uprooted and entrepreneurial studies at the secondary level would be a long-term approach to accomplish that goal. Indeed, a true private sector development is an idea that must be sown among the youth early in their schooling career in order to develop private businesses (small, medium or large), hence a market economy. And entrepreneurship as a school subject has a better prospect of contributing to make that vision a reality.

In addition, while the introduction of entrepreneurship as a secondary school subject may encourage some students to set up businesses for themselves upon graduation, it would also encourage other students to study it at the university level in order to become researchers and consultants of entrepreneurship. The University for Development Studies in Northern Ghana and University of Ghana both have an entrepreneurship program which provides an excellent opportunity for students who want to study entrepreneurship at the tertiary level. In fact, Africa and for that matter Ghana needs more researchers and consultants in entrepreneurship. Naude and Havenga (n.d) investigated entrepreneurship and small business research output per African country between 1963 and 2001. The results indicate that during that period Ghana as a country produced only 3.07% out of a total of 520 research studies in the continent. Zimbabwe accounted for 5% while South African Republic produced the most — 61.15%. This dismal result suggests that Ghana needs more researchers in entrepreneurship in order to realize the country's vision of developing a vibrant private sector. This conclusion supports Dzidonu's (2005) idea that "the private sector development is the engine of growth of the economy but research is the fuel which propels the engine" (p.1).

As well, the introduction of entrepreneurial studies at the secondary school level would provide a practical context in which students would apply theoretical concepts they have learnt in

other business subjects. As entrepreneurship is an applied discipline, it requires students to solve practical business problems such as improving labour productivity or reducing business operating costs using a variety of ideas, concepts and approaches. Nonetheless, critics may charge that students in secondary schools in Ghana have been doing very well in learning of austere business subjects such as economics, business management, commerce and accounting and that the introduction of entrepreneurship is superfluous. This argument flies on our faces when we realize that business students at the tertiary level demand that they want their business courses to be more applied (Hopkins & Feldman, 1989). Even if secondary students have been doing well in business subjects, as the critics may argue, there is nothing wrong with giving these students an opportunity to learn the craft of entrepreneurship, which will require them to solve real-life business problems by synthesizing ideas and concepts from other business subjects, along with their own practical observations, logical thinking and creativity skills.

Finally, in Dana's (1996) study of entrepreneurs in an Alaskan town with a huge concentration of Inuit population, he came to the conclusion that entrepreneurship is not necessarily a function of opportunity, but rather a function of cultural perceptions of opportunity. To break down cultural barriers to entrepreneurship in that township, Dana (1996) suggests that entrepreneurial development programs should be designed to foster entrepreneurial values and culture among the indigenous population. This study, therefore, suggests that the formulation of government policies to create conducive environment may not necessarily result in the emergence of entrepreneurs because of cultural values that may militate against entrepreneurial activities. In fact, Tshikuku (2001) has observed that certain African beliefs, behaviours, and attitudes are a hindrance to the development of entrepreneurial and managerial culture in the continent. Consequently, the introduction of entrepreneurial studies at the secondary school level would inculcate in students entrepreneurial values and behavioural patterns that could eventually help to break down some of the cultural practices in Ghana that are inimical to entrepreneurial drive and development.

Conclusion

Realizing the benefits of entrepreneurial studies at the SSS level depends to a significant extent on the pedagogical practices of its teachers, including the usefulness of the learning activities. Entrepreneurial studies can not be taught in the same way that social studies, mathematics, and science are traditionally taught at the SSS level in Ghana. A shift in pedagogy is needed at that

level in order to make entrepreneurship truly an applied discipline. Entrepreneurship requires action, whether it is conceptualized as the creation of new products or processes, entry into new markets, or the creation of new ventures, it typically involves personal initiative and commitment (Shepherd and McMullen, 2006). For this reason, students can not be expected to learn the craft of entrepreneurship by sitting down passively and absorbing endless facts, information and figures from the teacher. The pedagogy of entrepreneurial education is student-focused, which allows students a voice in the classroom discourses, to ask questions, answer questions, to pose problems, to share experiences or ideas and to engage in individual, team or group activities in a spirit of community of learners. Hermann et al's. (2005) research into the teaching of entrepreneurship in Austrian secondary schools found that the lecture-style instruction has very limited prospects of developing entrepreneurial culture in secondary school students. They note also that students taught by such methods tend to develop a rather negative perception toward entrepreneurship. This does not suggest that lecture style instruction is bad in itself; but it becomes a problem if it is the dominant mode of instruction delivery, excluding other methods such as skill building (i.e. group discussion, active case studies, brainstorming, research, etc) or discovery (placement with entrepreneurs to learn hands-on experience, problem solving, solutions implementation, etc.) from the pedagogy.

To conclude the paper, one question that might be asked is this: How could entrepreneurial studies fit the present structure of SSS curricula? There are two options to solve this problem. Entrepreneurial studies can either become a part of the business or that of the vocational stream. The business stream in senior secondary schools in Ghana consists of introduction to business management, accounting, economics, typing, clerical office duties, business mathematics, and principles of costing; whereas the vocational stream is made up of home science, life management, clothing & textiles, foods & nutrition (Keteku, n.d). Thus entrepreneurial studies could fit perfectly in any of those streams. If it is made part of the business stream, it could be considered an alternative to business management. The reason is that entrepreneurship is an applied business studies and it includes basic elements of business management.

Lastly, from my professional experience, most youth at that education level would be more interested in entrepreneurial studies with a definitive purpose because of its practical nature. Mariotti 's (1995) entrepreneurship project for inner-city youth in the United States demonstrates that not only do the youth who go through the program improve their academic skills, but they

also improve their initiative, attitude, and motivation. Chigunta (2002) also observes that youth possesses qualities of enthusiasm, motivation, enterprise, risk-taking, flexibility, energy, resourcefulness and willingness to try new things. These characteristics make the youth an excellent target for entrepreneurial education. Hence, most secondary school students in Ghana are more likely to embrace entrepreneurship as a subject of study.

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