

An Assessment of Entrepreneurial Intention among University Students in Cameroon

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Abstract

In hard times when educated university students cannot find jobs, self-employment and entrepreneurship has been identified as the best solution to the problem of unemployment, underemployment, and poverty reduction amongst the youths. Owing to the persistent unemployment and underemployment amongst the youths in Cameroon, the government introduced entrepreneurship programmes to promote and enhance skills acquisition, ease the spirit of creativity, self-reliance and self-independence. This study examined the determinants of entrepreneurial intention amongst university students in Cameroon, the motivations and obstacles to entrepreneurship among university students in Cameroon and also to find out if there is any significant difference between entrepreneurial intention and selected demographic variables (gender, entrepreneurship education, and family background). The findings indicated that while university students in Cameroon possess a high intention to become entrepreneurs, there are however, predominantly push factors such as unemployment, poverty and job security that force most university students to engage in various forms of entrepreneurship. Also obstacles such as lack of funding, lack of business skills, bribery and corruption, strong competitors, high taxes, and high labour cost were identified as the main obstacles prohibiting university student's form choosing entrepreneurship as a career choice in Cameroon. Also observed is a significant difference on the level of entrepreneurial intentions based on gender and entrepreneurship education. This study culminates with recommendations on how to enhance the entrepreneurial culture among youths in Cameroon.

Keywords: Entrepreneurial intention, entrepreneurship, motivation, obstacles, Cameroon

1. Introduction

As early as the 1970's and onwards, many western countries have shared the same experience with respect to large established organization and businesses being unable to create a net increase in employment which has resulted to permanent high levels of unemployment (Davidsson, Lindmark & Olofsson, 1995; Fatoki, 2010). Although the issue of youth unemployment has been recognized and acknowledge as a universal phenomenon, the youths in Cameroon are characterized by a high rate of unemployment and underemployment. A Survey by the National Institute of Statistics in 2010 indicated that the unemployment rate in Cameroon was between 13 and 15.5%, while the level of underemployment was between 54.4% and 71.9% for urban areas and 79.2% for the rural areas (African Economic Outlook, 2012). However, critics have pointed out that the statistics are significantly flawed as the actual unemployment rate ranges surpasses 50% (MSME News Network, 2013). Moreover, the Cameroon Economic Update on Reducing Poverty, Vulnerability and Risks by the World Bank (2013) observed that although Cameroon's economy grew at 5% in 2012, the overall poverty rate, which is close to 40%, has not declined but actually increased in some areas in the country. While there is a high dependency and reliance on the Cameroon government (public sector or civil service) to absorb and retain this growing number of unemployed people, there is not enough hiring to absorb all youths seeking civil service employment. Consequently, the youths in Cameroon have remained disproportionately affected and excluded from the main stream economy.

The high rate of unemployment amongst graduates in Cameroon has become a national concern as the number of graduates with either degrees or diplomas from public and private higher educational institutions that join the job market increases each year. Also, while the increase in enrolment at the public and private higher educational institutions has put more graduates into the labour market, there has been no increase in the employment rate of these graduates. A study by the Youth and Peacebuilding (2013) observed that the increase in job seekers in Cameroon not only exceed the current demand for their services but also the skills of new graduates do not match the needs of the labour market. According to Nyuylime (2006) the people mostly affected by the high unemployment rate in Cameroon are the youths between the ages of 20 to 29, the women, and the university graduates with an unemployment rate of 36.5%. The high

unemployment rate among university graduates has also resulted in high underemployment as there are too many graduates with fewer jobs. Morshidi, Bakar, Lim and Mohammed (2004) however, notes that academic qualifications can no longer secure immediate employment upon graduation, thus requiring graduates to demonstrate a positive attitude towards the changing job market.

The promotion of youth employment has been one of the main priority areas of the Cameroon government. Nonetheless, in spite of all the efforts being made, unemployment and under-employment has remained persistently high amongst the young people. Entrepreneurship has been recognized as a solution to the high rate of unemployment by the Cameroon government (African Economic Outlook, 2012). Entrepreneurship is a key tool that drives the economy of a country (Gree & Thurnik, 2003). Ekore and Okekeocha (2012) allude that careers in entrepreneurship will provide young graduates with the opportunity to become financially independent while at the same time contributing to job creation, innovation, and economic growth. Henley (2007) state that entrepreneurship is an intentional activity, suggesting that there is a link between entrepreneurship and intention given that entrepreneurial intentions are formed at least a year prior to the new venture creation.

Thompson (2009:676) defines entrepreneurial intention (EI) as "self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future". Choo and Wong (2009) view EI as the search and exploration of information that can be used to help accomplish the goal of venture creation. The intention to have an entrepreneurial career before actually starting the business is the focus of entrepreneurship because of its importance as a starting point of new venture creation. As such, the personal commitment of the prospective entrepreneur to start a business has a significant impact on shaping the EI. In Cameroon while studies on entrepreneurship have focused on the challenges and perspectives facing the development of entrepreneurship education and training in Cameroon and the evaluation of entrepreneurship training in Cameroon (Yenepad, 2013a &b), no published study has been carried out on the entrepreneurial intentions of university students. This is a gap that needs to be addressed as it will provide recommendations that will enhance university graduate entrepreneurship and reduce the high graduate unemployment in Cameroon. Hence, the objective of this study is

- To determine the EI amongst university students in Cameroon and also to find out if there is any significant difference between EI and selected demographic variables (gender, entrepreneurship education, and family background).
- To determine the motivations and obstacles to entrepreneurship among university students in Cameroon.

2. Literature Review

2.1 Overview of EI

EI is usually considered to be formed by a person's attitude toward entrepreneurship and the predominant social norms attached to entrepreneurship in the future (Delmar & Davidsson, 2000). Thus, the intention to have an entrepreneurial career before actually establishing a business is the focus of entrepreneurship because of its importance as a starting point of new venture creation. Van Gelderen, Brand, van Praag, Bodewes, Poutsma, and van Gils (2008) point out that EI is the primary step towards the creation of a new venture in the entrepreneurial process given that the entrepreneurial process forms the underpinnings of new organizations. The decision to start a new business is usually assumed to be planned for some time and then preceded by the intention to actually do it. Nonetheless, in some cases, the intention is formed only shortly before the actual decision, while in other cases the intention does not lead to the actual behaviour (Keong, 2008). Prior studies (Van Gelderen et al., 2008; Lorz, 2011) have established that while intention is a strong predictor of actual behaviour; the decision and choice to become an entrepreneur and start a business involves a careful planning and thinking process which is usually highly intentional (Fatoki, 2010). Hence, the stronger the intention, the more possible the behaviour is and hence the more likely that the intention will become a catalyst for actions (function as a mediator).

2.2 Motivators to entrepreneurial intention

Studies on motivation have been explained using two approaches. The first approach groups motivation into five categories; intrinsic motivation/rewards; extrinsic motivation/rewards; independence/autonomy; family security and change management (to (Ooi and Ahmad, 2012; Fatoki, 2010; Robichaud, McGraw and Roger, 2001; Moy, Luk, Sheehan and Sammapan, 2001). While the second approach groups motivation into pull and push factors (Kirkwood, 2004; Eijdenberg and Masurel, 2013; Shamim, 2008; DeMartino and Barbato, 2003). Simola (2011) considers intrinsic

reward/motivation to reflect a person's desire to do something because he/she enjoys doing it, while extrinsic reward/motivation reflect a person's desire to do something because of external rewards such as money and awards. Ashley-Cotleur, Kings and Solomon (2009) observed that the intrinsic motivators for entrepreneurs entails; being their own boss, being more in control of their own destiny and having ultimate responsibility for the success of the business, while the extrinsic motivators are expected monetary rewards reflected in salary and benefits. With regards to pull and push factors, Eijdenberg and Masurel (2013) view pull factors as factors that attract people to become self-employed (positive motivations), while push factors are factors that force people to engage in various forms of entrepreneurship (negative motivations). DeMartino and Barbato (2003) and Shamim (2008) point out that pull factors are internally driven motives (such as need for being their own boss; a need for autonomy; a need for achievement; a need for power; independence and flexibility; wealth creation, opportunities in the market, to take advantage of to provide job security; my creative talent; be my own boss; to realise my dream; I enjoy taking risk; earn a reasonable living enjoying a quality life). While researchers (Kirkwood, 2004; Still and Soutar, 2001; McGregor and Tweed, 2000) state that push factors are externally driven motives (e.g. unemployment, poverty, certainty of a client war, niche market, interest in a subject).

The individual factors that encourage and motivate a person's decision to become an entrepreneur can be categorized into demographic variables; attitudes, values and psychological factors (Ashley-Cotleur et al., 2009). This study focuses only on demographic so literature on values and psychological factors will not be explored. Demographic variables that influence entrepreneurship activities include gender, education and family background. Lee, Chang and Lim (2005) pointed out that education is one of the most important factors distinguishing entrepreneurs from non-entrepreneurs. Turke and Sulcek (2009:143) added that "...getting an adequate education may foster the entrepreneurial intention of a person" as individuals with higher formal education are more likely to pursue entrepreneurial opportunities (Arenius and Minniti, 2005). Wilson, Kickul and Marlino (2007) elucidated that entrepreneurship education increases a student's interest in entrepreneurship as a career, while Souitaris, Zerbiniati and Al-Laham (2007) observed that entrepreneurship programs considerably increase a students' subjective norms and intentions toward entrepreneurship by motivating them to choose entrepreneurial careers. Westhead (2003) found that being raised in a family that is entrepreneurial has a significantly impact on an individuals' intentions to start their own businesses as there is a transfer of entrepreneurial skills from parents who expect their children to eventually take over the business. Furthermore, with regards to gender Verheul, Thurik, Grilo and van der Zwan (2012) established that men are more likely than women to express an intention to become an entrepreneur as women have fewer chances of becoming self-employed due to perceived gender-specific barriers. Shinnar et al. (2012) established a significant positive gender effect on EI. However, some studies (Gupta, Turban, Wasti & Skidar, 2009; Díaz-García & Jiménez-Moreno, 2009) have pointed out that gender similarities are much higher than differences. Another school of thought upholds that gender hardly matters in EI, and this view is supported by empirical evidence from several studies (Gird and Bagraim, 2008; Engle, Dimitriadi, Gavidia, Schlaegel, Delanoe, Alvarado, He, Baume, and Wolff, 2010; Sahinidis, Giovanis and Sdrolas, 2012) that have found no statistically significant relationships between gender and EI.

2.3 *Obstacles to entrepreneurial intention*

Several studies (Yeboah, Kumi and Awuah, 2013; Fatoki, 2010; Venesaar, Kolbre and Piliste, 2006; Akpomi, 2008; Wang and Wong, 2004) have examined and identified factors that inhibit the starting of a business. For example, Ooi and Ahmad (2012) grouped the obstacles to entrepreneurial intention into exogenous factors (high interest rate, high labour cost, strict government regulations, tight labour market, high taxes, lack of government support and strong competition) and endogenous factors (stress, fear of failure, lack of business skill, lack of planning and long-sighted and excessive risk, high operating expenses, lack of working capital/ investment, fund and lack of good suppliers). Rae and Woodier (2006) elucidated that the factors that hinder graduate career choices and entrepreneurship at the University of Derby are the lack of awareness, financial uncertainty, lack of relevant working experience, limited entrepreneurship guidance and know how in setting up of a business and the lack of confidence, creativity and innovative ideas.

Venesaar, Kolbre and Piliste, (2006) established that factors such as the lack of business ideas, insufficient knowledge and skills and fear of business failure are the factors that inhibit starting a business at the Tallinn University of Technology in Estonia. Wang and Wong's (2004) study on the entrepreneurial intention among undergraduate students in Singapore identified the obstacles of entrepreneurial intentions to be inadequate business knowledge and perceived risk. Fatoki, (2010) found that the obstacles to entrepreneurial intention amongst graduate students in South Africa were inadequate capital, inadequate support from the government, economy, and crime. Furthermore, Fatoki and Chindoga (2011) added that exogenous factors such as the fear of failure, lack of business skills and lack of willingness to take risk were obstacles to youth entrepreneurship in South Africa. Moreover, Akpomi (2008) examined the entrepreneurship

among graduates-to-be of business/management faculties and economic development in Nigeria and found that factors such as the inadequate preparation to face the demands of running a business, lack of take-off funds/sponsorship and the poor attitude of Nigerians towards purchasing made-in Nigeria goods to hinder entrepreneurial intentions. In addition, Yeboah, Kumi and Awuah (2013) pointed out that the biggest obstacle to entrepreneurial intention among Sunyani Polytechnic marketing student in Ghana is lack of collateral security.

3. Research Methodology

3.1 Population and sample

The study focuses on university students from two universities in Cameroon (University of Yaounde I and the University Yaoundé II). The target populations of this research were the final year undergraduate students. The sample size for the study is made up of 600 students. Purposive sampling technique was used to ensure that the sample obtained was evenly distributed with regards to different age groups, gender, and courses studied. The questionnaires were distributed during class sessions for undergraduates, with the consent and cooperation of lecturers.

3.2 Measurements

The questionnaire were mainly made use of a five-point Likert scale with 1 meaning strongly disagree and 5 meaning strongly agree to measure entrepreneurial intention, and also to determine the motivators and obstacles to entrepreneurial intention in Cameroon. Close-ended questions were used throughout the questionnaires.

Table 1: Measures used for entrepreneurial intention, Motivators to entrepreneurial intention and Obstacles to entrepreneurial intention

Measurement	Studies drawn from
EI	
My professional goal is to become an entrepreneur I prefer to be an entrepreneur rather than to be an employee in a company I am prepared to do anything to be an entrepreneur I'll put every effort to start and run my own business I want to be my own boss, I have a strong I have a strong intention to start a business someday	Yeboah, Kumi, and Awuah, (2013)
Motivations	
<ul style="list-style-type: none"> • Pull Factors To provide job security, enjoy myself, to be my own boss, I enjoy taking risk, need for prestige and status, realize my dreams, and to be Independent. • Pull Factors Unemployment, poverty, occupational segregation, interest in subject, and exploiting a niche market 	DeMartino and Barbato, (2003); Shamim (2008); Kirkwood, 2004, Wilson et al,(2007); Souitaris, et al, (2007)
Obstacles	
<ul style="list-style-type: none"> • Exogenous factors High taxes, strong competitors, high labor cost, strict government regulation, lack of government support, bribery and corruption, and crime. • Endogenous factors Lack of business skills, lack of planning and long sighted, lack of funding, fear of failure, and excessive risk. 	Fatoki, (2010); Akpomi (2008); Yeboah, Kumi and Awuah (2013); Venesaar, Kolbre and Piliste, 2006

4. Results and Discussion

4.1 Profile of Respondents

Six hundred questionnaires were distributed of which 434 were fully completed and returned indicating a response rate of 72.3%. The majority of respondents were males (60.8%) compared to females (39.2%). Also, most of the respondents (386) were between the ages of 21 and 30; and 24 respondent were below 20 years. Also, majority of the respondent (70%) came from entrepreneurial families. Moreover, 35.5% respondents have taken entrepreneurship courses and 64.5 % of respondents have never taken entrepreneurship courses.

Table 2: Measures of entrepreneurial intention

Items	Mean(M)	Std. dev. (SD)	Skewness	Kurtosis
(1) My goal is to become an entrepreneur	2.17	1.035	0.868	0.167
(2) I prefer to be an entrepreneur rather than be an employee in a company	2.69	1.262	0.621	-0.527
(3) Prepared to do anything to become an entrepreneur	4.56	0.797	-2.683	8.758
(4) Put every effort to start and run my own business	4.54	0.552	-0.653	-0.664
(5) I want to be my own boss	4.24	0.826	-1.658	4.373
(6) I have a strong intention to start a business someday	3.76	0.916	-0.595	0.578
Combined Factors (EI)	4.39	0.469	0.957	1.615

The results on Table 2 shows that the respondents, in general, possess a high intention to become entrepreneurs (M=4.39; SD 0.469). This is consistent with findings by Ooi and Ahmad (2012), who established that university students in Malaysia possess high intention to become entrepreneurs. Among the two reasons are; prepared to do anything to become an entrepreneur (M=4.56; SD= 0.797), closely followed by the fact that they are ready to put every effort to start and run their own business (M=4.54; SD =0.552). The results suggest that most undergraduate students will prefer to work for themselves. This finding is however, not surprising because while the number of university graduates joining the job market increases each year in Cameroon, there is not enough hiring by the public and private sector to absorb all youths seeking employment. Consequently, many of these university students even before and after leaving school see entrepreneurship as their only means of survival.

Table 3: Descriptive statistics and Rotated factor matrix for motivators

Factors	Descriptive Statistics		Rotated factor matrix				
	Mean	Std. Dev	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Unemployment	4.54	1.268	0.714				
Poverty	4.31	1.262	0.915				
To provide job security	4.07	1.262	0.915				
Enjoy myself	4.24	0.826		0.922			
To be my own boss	3.24	0.826		0.922			
Occupational segregation	4.32	0.551			0.643		
Interest in subject	3.78	0.937			0.825		
I enjoy taking risk	3.58	0.552			0.767		
Need for prestige and status	3.57	1.284				-0.671	
Niche market	4.17	0.849				0.655	
Realize my dreams	4.56	0.797				0.629	-0.565
To be Independent	2.17	1.035					0.890
Eigenvalue			3.634	2.227	1.750	1.449	1.180
Percentage of variance explained			27.957	17.131	13.463	11.149	9.074

Table 3, shows the descriptive statistics and rotated factor matrix for motivators of EI. A high mean indicates that more entrepreneurs see the factor as a motivator while a smaller mean indicates the opposite. The variables with the highest mean for motivators are to realise my dreams (4.56); unemployment (4.54); occupational segregation (4.32); and poverty (4.31). The variables with the lowest means for motivators are to be independent (2.17); to be my own boss (3.24) and need for prestige and status (3.57). The results indicate that there are dominantly push factors that force most university students to engage in various forms of entrepreneurship. This is consistent to the findings of Fatoki (2010) in South Africa who observed unemployment (a push factor) was an important motivator for starting a business among graduate students. Also, Islam (2012) identified factors such as curse of unemployment, family hardship or pressure, lack of higher formal education and dissatisfaction with previous occupation as the push factors that force entrepreneurs to become self-employed. Furthermore, Nzeuyang (2012) found that in Cameroon, there is a significant differential between male and female workers' salaries both in the formal and informal sectors, with the differential accounts for 78% in the formal sector and for 34% in the informal sector. Thus, suggesting evidence of discrimination and occupational segregation in urban labour market in Cameroon, which is a key motivator pushing youths towards entrepreneurship.

With regards to the rotated factor matrix for motivator's, five factors with Eigenvalues greater than one account for

78.774 % of the percentage of the variance explained. Factor 1 is composed predominantly of push factors. The factor has an Eigenvalue of 3.634 and a percentage of variance explained of 27.957%, indicating that factor 1 is the most significant motivator. The factor consists of three items with factor loading greater than 0.5, which are unemployment, poverty and job security. Given that the youths in Cameroon are characterized by a high rate of unemployment and underemployment and seeing that there is not enough hiring by the public and private sector to absorb all youths seeking employment, many of these youths turn to entrepreneurship for job security so as to escape from unemployment and poverty.

Factor two with an Eigenvalue of 2.227 and a percentage of variance of 17.131%, is labelled pull factor and consists of two items. The items include: to enjoy myself and to be my own boss. Factors three is a combination of push and pull factors and it has an Eigenvalue of 1.750 and a percentage of variance explained of 13.463%. The factor comprises of three items which are occupational segregation, interest in subject, and I enjoy taking risk. Factor four is predominantly pull factors and has an Eigenvalue of 1.449 and a percentage of variance explained of 11.149. It consists of three items, which are need for prestige and status, niche market, and to realise my dreams. Lastly, Factor five is labelled pull factors and it has an Eigenvalue of 1.180% and a percentage of variance explained of 9.074%. It consists of two items, namely; realize my dreams and to be independent. The findings from this study suggest that the motivators to university students EI in Cameroon are a combination of pull and push factors. The findings are in line with prior empirical studies such as Moy et al. (2001), Fatoki (2010) and Ooi and Ahmad (2012).

Table 4: Descriptive statistics and Rotated factor matrix for obstacles

Factors	Descriptive Statistics		Rotated factor matrix				
	Mean	Std. Dev	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Strong competitors	3.41	1.083	0.737				
High Taxes	4.16	1.135	0.708				
High labour cost	4.02	1.057	0.544				
Strict government regulation	3.62	0.874		0.885			
Lack of government support	4.05	1.035		0.885			
Lack of business skills	4.38	0.748			0.827		
Lack of planning and long sighted	3.92	0.967			0.829		
Lack of funding	4.57	0.603			0.743		
Bribery and Corruption	4.34	0.936				0.764	
Crime	2.90	1.435				0.803	
Fear of failure	3.69	1.088					0.936
Excessive risk	4.16	0.708					0.504
Eigenvalue			3.049	2.197	1.685	1.616	1.086
Percentage of variance explained			25.411	18.311	14.039	13.464	9.052

Table 4, shows the descriptive statistics and rotated factor matrix for obstacles to EI. The variables with the highest means for obstacles are lack of funding (4.57); lack of business skills (4.38) and bribery and corruption (4.34). The variables with the lowest means for obstacles are crime (2.90); strong competitors (3.41); and strict government regulation (3.62). The results indicate that the factors prohibiting most university students from becoming self-employed are a combination of endogenous and exogenous factors. Fatoki (2010) also identified factors such as the lack of funding and lack of business skills as obstacles to graduate entrepreneurial intention in South Africa. Nevertheless, contrary to this study which identified crime as one of the least obstacles to entrepreneurial intention, Fatoki (2010) identified crime as one of main obstacles to graduate entrepreneurial intentions in South Africa. This can be supported by fact that South Africa has a very high crime level compared to Cameroon as indicated in Harrendorf, Heiskanen and Malby (2010).

Noting bribery and corruption as one of the key obstacle to entrepreneurship in Cameroon is not surprising. In 2013, Transparency International ranked Cameroon as the 144th out of 177 countries, with a corruption index of only 25%, suggesting that the Cameroonian economy is predominantly dominated by bribery and corruption. The persistent bribery and corruption in Cameroon has made academic qualifications no longer a top prerequisite for youths to secure immediate employment upon graduation, given that sometimes, getting a job, promotion and appointments in the private sector and civil service, and passing public service examinations, requires the individuals to bribe (Song, 2010). Consequently, many youths see the need to find job security, which most of them turn to be highly dependent and

reliance on the Cameroon government or remain self-employed.

With regards to the rotated factor matrix for obstacles, five factors with Eigenvalues greater than one account for 80.277% of the percentage of variance explained. Factor 1 is labelled exogenous factor. The factor has an Eigenvalue of 3.049% and a percentage of variance explained of 25.411%, indicating that the factor is the most significant obstacle. The factor consists of three items with factor loading greater than 0.5, which are strong competitors, high taxes and high labour cost. Akinboade and Kinfack (2012) pointed out that tax burdens discourage informal entrepreneurs from registering their SMEs in Cameroon, especially because of custom regulations and corruption; where the business owners have to bribe the “angry-looking” tax officials that do their rounds every quarter. This probably accounts for why many potential entrepreneurs and university students see this factor as critical obstacle to starting their own businesses. Factor two with an Eigenvalue of 2.197% and a percentage of variance of 18.311%, is labelled exogenous factors and consists of two items. The items include strict government regulations and lack of government support. Factor three is labelled endogenous factors and has an Eigenvalue of 1.685% and a percentage of variance explained of 14.039%. The factor consists of three items, namely; lack of business skills, lack of planning and long sighted, and lack of funding. Factor four is labelled exogenous factors and has an Eigenvalue of 1.616% and a percentage of variance explained of 13.464. It consists of two items, namely; bribery and corruption, and crime. Lastly, Factor five is labelled endogenous factor. The factor has an Eigenvalue of 1.086% and a percentage of variance explained of 9.052% and consists of two items, which are fear of failure and excessive risks. This suggests that obstacles to university student’s EI are a combination of exogenous and endogenous factors, which is consistent with other studies by Ooi and Ahmad (2012).

To assess if there is any significant difference between EI and demographic variables such as gender, entrepreneurship education and entrepreneurial family background, an independent-sample t-test was performed.

Table 5: Differences in the major variables by gender, entrepreneurship education, and entrepreneurial family background

EI Factors	Gender			Entrepreneurship education			Entrepreneurial family background		
	Mean		T-value	Mean		T-value	Mean		T-value
	Male	Female		Yes	No		Yes	No	
EI	4.44	4.32	-2.533***	4.69	4.22	-11.318***	4.36	4.46	1.878
Exo	3.44	4.00	9.068***	3.63	3.67	0.633	3.76	3.43	-4.777***
Endo	3.98	4.24	5.189***	4.07	4.09	0.303	4.06	4.14	1.454
Push	3.68	4.00	6.001***	3.76	3.83	1.252	3.72	4.01	5.067***
Pull	3.87	3.90	0.424	4.17	3.72	-6.379***	3.82	4.03	2.679***

*** Significant at 1%; ** Significant at 5%; Exo = Exogenous factors, Endo = Endogenous factors

Table 5 shows the results of the analyses on the difference in the level of EI and selected variables (gender, entrepreneurship education, and family background). The results indicate significant gender differences with regards to EI with male students having a higher mean EI than female students. This is consistent with Ooi and Ahmad (2012) who established that male students had a significantly higher entrepreneurial intention than female students. The low mean EI for females could possibly be attributed to the gender related barriers for becoming an entrepreneur (Verheul, Thurik, Grilo & van der Zwan, 2012). The results also indicate significant gender differences for the exogenous factors, endogenous factors and, push factors. This is in line with the argument by Pines, Lerner and Schwartz (2010) that gender differences mostly exclude women from the labor market thus pushing them to entrepreneurship.

Also, students who have taken a course in entrepreneurship have a significantly higher level of EI than those who have not. The findings are in accordance with prior studies (Souitaris et al., 2007; Wilson, 2007) which established that entrepreneurship programs significantly increases a students’ subjective norms and intentions toward entrepreneurship by motivating them to choose entrepreneurial careers. Since only 35.5% of respondents have taken an entrepreneurship course, it is important to encourage more students to take entrepreneurship courses so as to enhance their subjective intentions towards intentions.

With regards to entrepreneurial family background, the result illustrate that there is no significant difference in the level of EI between students with an entrepreneurial family background and those whose family do not owned business. This is consistent with a study by Opoku-Antwi, Amofah, Nyamaah-Koffuor and Yakubu (2012) in Ghana who also failed to find any significant relationship difference in the Level of EI based on entrepreneurial family background. However, it is contrary to the findings by Westhead (2003) who established that being raised in a family that is entrepreneurial had a significant impact on an individual’ intentions to start their own business as there is a transfer of entrepreneurial skills

from parents who expect their children to eventually take over the business. The results suggest that most undergraduate students in Cameroon will prefer to work for themselves rather than for a private companies or public establishments, irrespective of whether they were raised in a family that is entrepreneurial due to the prevalence of the high rate of unemployment and underemployment amongst the youths in Cameroon (African Economic Outlook, 2012)

Table 6: Correlation EI Motivations and Obstacles

Factors	EI	Pull Factors	Push factors	Endogenous	Exogenous
EI	1				
Pull Factors	0.588*** (0.000)	1			
Push factors	-0.096** (0.046)	0.240** (0.000)	1		
Endogenous	-0.111** (0.021)	0.054 (0.261)	0.403*** (0.000)	1	
Exogenous	0.106** (0.028)	0.229*** (0.000)	0.372*** (0.000)	0.348*** (0.000)	1

*** Significant at 1%; ** Significant at 5%.

Table 6 shows the correlation coefficients and associated p values in brackets of the relationship between EI motivators and obstacles to EI. The results show significant correlations between EI and the motivation and obstacles to EI. The significant relationship between EI and push and pull factors is consistent with findings by Melin (2002) who found that push and pull factors had a significant correlation with the EI of Estonian and Finnish students. The strong positive correlation between EI and pull factors indicates that the more an individual's motivations are internally driven, the higher his/her intention to start a business. This supports the view by Eijdenberg and Masurel (2013) who established that pull factors are more vital than push factors in entrepreneurial motivation in least developed country.

Push factors only play a minor role in motivating entrepreneurial intentions as highlighted by Eijdenberg and Masurel (2013) and this can be seen in the low correlation coefficient of the push factors. This is evident from the results as even though most respondents indicated push factors like unemployment and poverty to be a key factor pushing them to entrepreneurship, the highest motivator was to realize their dream which is a pull factor. However, it is important to recognize the fact that motivation is a more combined factor in which both push and pull factors play a vital role on entrepreneurship (Eijdenberg and Masurel, 2013; Dawson & Henley, 2012; Melin, 2002). The significant relationship with EI shown by exogenous and endogenous factors also indicates that EI is affected by a combination of both variables. This is consistent with prior studies (Kautonen, Tornikoski & Kibler, 2011; Kabui & Maalu, 2012) that have indicated that both endogenous and exogenous variables significantly affect EI.

5. Conclusion, Managerial Implications and Recommendations

This study showed that while university students in Cameroon possess a high intention to become entrepreneurs, there are however, predominantly push factors such as unemployment, poverty, and job security that force most university students to aim at engaging in various forms of entrepreneurship. This becomes a call for concern because studies (Wennekers, van Stel, Thurik & Reynolds, 2005; Wong, Ho & Autio 2005; Fatoki, 2010) have established that businesses started due to necessity are less successful as oppose to opportunity based entrepreneurship that has a greater impact on firm growth and job creation. With the high rate of unemployment and underemployment among the youths in Cameroon, creating sustainable jobs has become the top priority for the Cameroon government. As such encouraging greater numbers of individuals and university students to start high growth businesses should become a top priority agenda for policy makers in the country as prior empirical evidence suggest that growth oriented businesses are catalysts for employment, innovation and skill (Bosma, Van Praag & De Wit, 2000).

Furthermore, while entrepreneurship education was seen to have a significant effect on EI, only 35.5% of respondents have taken an entrepreneurship course. As such, it is important to encourage more students to take entrepreneurship courses so as to enhance their subjective norms and intentions toward entrepreneurship. Fatoki (2010) explicated that entrepreneurship education is needed to enhance skills and knowledge. As such, it is recommended that educational institutions in Cameroon should introduce and strengthen entrepreneurship education and make it accessible to all university and high school students irrespective of their field of studies. This is because when entrepreneurship is

developed and nurtured from an early age, it becomes easier to develop successful businesses. Also, in order to enhance business skills, university students in Cameroon should undergo industrial internships for at least a year during their study in order to enable them to gain valuable business and technical experience. Furthermore, university students should be encouraged to consider entrepreneurship as a career rather than depending on government and private sector for limited job opportunities. This requires a change of mindsets and attitude of the youths in Cameroon.

Moreover, also observed is that obstacles such as lack of funding, lack of business skills, bribery and corruption, strong competitors, high taxes and high labour cost are the main obstacles prohibiting university students from starting businesses in Cameroon. While the Cameroon government has put in place Support Programme for Rural and Urban Youths (PAJER-U), and the Informal Sector Support Project (PIASSI) that give credit to youths to start up economic livelihood projects, there are however still some operational inconsistencies and inefficiencies such as lengthy and slow processing, excessive bureaucracy and the untimely release of funds for youths that could highly undermine and weaken the potential impact of such programmes and initiative in reducing unemployment (International Monetary Fund (IMF), 2010). As such, in order to ensure the effective implementations of these programs, monitoring and follow up programs should be put in place to assess the impact on these programs. With regards to bribery and corruption, the Cameroon government has put in place the opération épervier (broad operation of law in the context of anti-corruption in Cameroon that arrested and convicted culprits). Nevertheless, opération épervier only focuses on arresting and convicting culprits who have embezzled more than FCFA 50 million and bribery and corruption is still an alarming concern as showed by the 2013, Transparency International report. With respect to taxes, the Cameroon government introduced tax breaks in 2014 and also set up a project wherein all businesses owners can pay their taxes using Mobile Money (the cellular phone-based payment system provided by MTN Cameroon agents), as a means of reducing the number of corrupt official harassing small business owners for money (Business in Cameroon, 2014). However, the impact of such programs will only be known in the near future.

6. Limitations

The sample for the study was based on purposive sampling and data was obtained during class sessions for final year undergraduates, and may not necessarily be representative of all the students. The findings of this study should be interpreted with caution to avoid generalizing the findings to all university students in Cameroon since the research covered only two universities in Cameroon.

7. Areas for Further Research

Further studies should expand the study to the other universities in Cameroon. Also, studies should examine the weakness in the educational system and curriculum in Cameroon with respect to entrepreneurship.

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