

## Analysis of Barriers to Start-Up Business among Graphic Design Graduates of Takoradi Polytechnic, Ghana

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### Abstract

Entrepreneurship currently is seen worldwide or globally as an efficient and effective vehicle for socio-economic growth and sustainable development. Most governments have it as a core part of their programme of governance and also committed considerable amount of resources to it, as a result of high rate of unemployment with the object of encouraging graduates after school to establish themselves and become their own bosses, instead of seeking to be employed which is non-existent. The current study seeks to analyse barriers to start-up business among graphic design graduates, Takoradi Polytechnic. The study employed survey and descriptive research method in executing the study. Data analysed in the paper revealed that; a considerable number of graphic design graduates from takoradi polytechnic were not employed after six years of graduation, majority had nursed the intention of establishing their own business ventures, the graduates preferred sole proprietorship and printing as their choice of form and type of business to pursue, they also had a great deal of knowledge on entrepreneurial agencies and support services but were ignorant of what they had to offer new and existing entrepreneurs and finally, lack of government support and funding were the significant barriers graphic design students come face to face with in the bid to establish themselves.

**Keywords:** Entrepreneurship, Barriers, Graphic design, Takoradi Polytechnic, Graduates

### Introduction

Entrepreneurship is seen worldwide or globally as a vehicle for economic growth and sustainable development. In most developed and developing countries it has become the engine of economic growth, and to a larger extent social development. According to Jahangari

et al. (2008) cited in Jafarnejad, Abbaszadah, Ebrahimi and Abtahi (2013) entrepreneurship plays a very significant part in the setting up of small businesses which translates into high sustainable employment and economic development. Entrepreneurship is the process of improving or starting up new business ventures in the midst of unfavourable conditions with surety of seeing opportunities and making maximum use of the existing resources and facilities. Jafarnejad et al. (2013) believe entrepreneurship is a means of discovering a new idea, and being able to translate the idea into a product or service which will eventually give increasing productivity, create wealth, prosperity and sustainable employment. An entrepreneur on the other hand also discovers an idea; translate it into product or service, establishing a viable business venture with it by mobilising resources (financial, human and machinery) in a judicious manner to avoid risk.

Recently, the issue of graduate unemployment has gained strong grounds. Studies show that in recent times graduate youth associations have dominated headlines in the United Kingdom (Apps, 2011), Spain (Kane, 2013), the Eurozone (Robertson, 2013), South Africa (Chauke, 2011) and Ghana (Asiedu and Nduru, 2015). In Ghana, the championing of the study of entrepreneurship and small business management was initiated by successive governments over the years with the object of discouraging the notion held by graduates that one can only make it, when one finds itself in the public sector, and as well reduce unemployment. The PNDC government initiated the Venture Capital Trust Fund (VCTF); to provide low asset financing to small businesses to ensure they grow, create wealth and jobs for the private sector; National Board for Small Scale Industries (NBSSI) was also set up to undertake six main functions; define and establish what constitutes small scale industry in Ghana, organise a field of extension network for the identification of projects, data collection and dissemination of information and provision of feedback; promote entrepreneurship programs and activities for the development of new and existing businesses; encourage the formation of co-operatives, the building of individual estates and other infrastructure for the small scale industry development; define the roles and responsibilities of the implementation of special programmes in the areas of finance, technology, and management; and implement all policies in relation to small scale industries as approved by government and seeing to it that the infrastructural need by the small scale industry development is well established (Boachie-Mensah and Boahene, 2013)

Besides these, the NBSSI revolving fund scheme was also set up to benefit both new and existing businesses, and targeted enterprises in the manufacturing and service sectors of the economy. The next major initiative was the Business Assistance Fund (BAF) which was introduced to restore the production capacity of enterprises and industries of proven potential, the Programme of Action to Mitigate the Social Cost of Adjustment (PAMSCAD) was established to relieve the adverse effect of the Economic Recovery Programme (ERP) and the Structural Adjustment Program (SAP), provide employment generation projects, alongside credit facilities for small scale enterprises. The program had its target being redundant workers and the unemployed who were in need of credit and soft loans for establishing themselves.

Aside these establishments, other schemes and programmes were also mounted to assist financing small scale enterprises. According to Boachie-Mensah and Boahene (2013) set ups like the Export Development and Investment Fund (EDIF), operational under Exim Guaranty Company Scheme of the Bank of Ghana, was introduced to assist in industrial and export services, and also charged with the responsibility of developing the industrial sector, Ghana Regional Appropriate Technology Industrial Service (GRATIS) which had branches in all

the ten regions was to provide technical and managerial support through the training to small and medium scale enterprises, the Ghana Enterprise Development Commission(GEDC) had the mandate to create the platform and enabling environment for local businessmen to penetrate the fields where only foreigners operate.

The erstwhile Kufour government in support of the development for small and medium scale enterprises, established the National Youth Employment Programme (NYEP) to offer Ghanaian youth the platform to find themselves in meaningful and decent job employment, after the exit of the government, the programme metamorphosed into Ghanaian Youth Employment and Entrepreneurial Development Agency (GYEEDA) alongside Youth Enterprise Support (YES) is a secretariat established in all the ten regions of Ghana with the objective of supporting Ghanaian youth in three core areas thus; including Youth Employment & Entrepreneurial Development; Youth Policy & governance, and youth Participation & Active Citizenship, and Local Enterprises and Skills Development Programme (LESDEP) a public private partnership under the auspices of the Ministry of Local Government and Rural Development that seeks to; create and facilitate the acquisition of technical, entrepreneurial and other specialized skills that lead to the creation and management of sustainable businesses by the unemployed youth in Ghana; provide start up equipment and post set- up support services (Asiedu & Nduro, 2015).

Higher Educational Institutions in Ghana, in the bid to support government's initiative and vision incorporated the study of entrepreneurship and small business management in their educational curricula in response to the clarion call for products with skills and the spirit for initiating excellent ideas and become their own bosses; and secondly as a proactive approach in solving or reducing graduate unemployment believed to be on the ascendency. In Takoradi Polytechnic and specifically, the Graphic Design Department, the study of entrepreneurship is mandatory for all and sundry to acquire the required skills, knowledge and the capacity to be on their own after school. It is done mostly in the year two and three respectively.

Unfortunately, a cursory survey conducted among Graphic Design Graduates of Takoradi Polytechnic revealed that about 80% of the graduates from the department do not see establishing one's own business as a solution to their inability to get jobs, but rather an unfavored option, and in most cases the last option they resort to. Others indicated they prefer receiving guaranteed income of formal employment as against the risk associated with starting one's own business in the field of graphic design, and lastly, the conception that one can only make it in life, when they gain employment with the public sector without which they believe the future may not be promising for them. The following together with a couple of needs have informed the present study barriers to start up business among graphic design graduates of Takoradi Polytechnic

#### *Objective of the Study*

The current study will be guided by the following specific objectives;

1. To find out the entrepreneurial intention and knowledge of graphic design graduates
2. To discover the entrepreneurial preferences of graphic design students
3. To examine the perceived barriers that prevents graphic design students to establish their own ventures after graduation.

#### *Research Questions*

1. What is the intention and level of entrepreneurial knowledge of graphic design graduates?
2. What are the entrepreneurial preferences of graphic design students?

3. What barriers hinder graphic art students from establishing their own ventures after graduation?

## **2.0 Literature Review**

Entrepreneurship in the view of the World Economic Forum (2009) is a force to reckon with when it comes to development and actually can have significant influence on the growth of an economy, its recovery and progress by stimulating innovation and empowering individual. In support of this, Baumol (1990) added entrepreneurship as an activity which is very crucial for national development. Expatriating further and trying to figure out who an entrepreneur is, noted they are characters with unique business ideas, can pick innovative ideas from others in the light of the existing environmental conditions with the object of initiating new ones or expanding new ones but have the will to make the ideas a reality. One should be cautious not to play the good side alone but must also emphasize that not all of them become successful, as some fail in the process. Aghion and Howitt (1997) added entrepreneurs are agents of development and to a larger extent employer of labour when he or she decides to grow his/her firm. This assertion prompted Lazear (2003:23) to declare that "the entrepreneur is the single most important player in a modern economy".

Empirical evidence from literature on the theme shows rich findings and related works to the current study. Hossan (2013) in a study on United Arab Emirates (UAE) business students entrepreneurial knowledge, preferences and perceived barriers discovered that most of the respondents were between the age group of 21-25 years of age, meaning they fall within the economically active group serving as a very good platform, and opportunity for awareness creation, sensitization and inculcating the spirit of enterprise building into them. They also found that majority of the participants were working and still doing so before enrolling in the university. It can be inferred that for most UAE students they work whilst studying. Almost half of the respondents overwhelmingly declared knowing an entrepreneur in person.

In relation to the students' knowledge of venture support entities Hossan et al. (2013) revealed was very high among participants, but on the contrary they were at sea as to the opportunities and technical assistance they can lend to existing and new entrepreneurs. It was observed that UAE do not love to engage in capital intensive ventures, no reason was assigned but probably due to the expensive and complex nature they present. Enquiring on the business choice of respondents, there was quite a significant difference on gender basis. Moving into specifics, restaurant business seem to favour both genders, however, business like construction and real estate development were tolerated by males participants. In a sharp contrast and very obvious, their female counterparts overwhelmingly favoured retailing. The above deliberations highlight key indicators which will be crucial for small scale enterprises policies and programmes.

Another revelation from the study that was good for up and coming entrepreneurs and should be encouraged was that UAE believe in partnership business compared to the traditional sole proprietorship. At the gender level, the male students were private limited business oriented, with their female counterparts settling for partnership form of business. Government should take into consideration the dichotomy and formulate policies and programmes which will take care of the inequities and disparities against women when it comes to business initiatives and start-up.

**Entrepreneurship and Education**

Ulrich (2006) discussing the relationship between entrepreneurship and education put forward that the drive to engage in business and the will power to become an entrepreneur is linked to the level of awareness about knowledge of familiarity with the concept of entrepreneurship as being a viable career path. Among other social institutions, education has probably the most important impact on raising awareness and attractiveness to the characteristics and attributes of entrepreneurship. He further explained education as a tool that arms young graduates to the teeth in terms of understanding, and the necessary skills needed for entrepreneurship.

Similarly, Deary Report (1997), also suggested that entrepreneurship education is crucial in assisting young people to develop entrepreneurial skills, attributes and behaviours as well as develop enterprise awareness, to understand and to realise entrepreneurship as a career option. The report was also quick to add that entrepreneurship is not the only means to enhance youth entrepreneurship and self-employment, but at the same time a platform to equip young people and graduates with the required attitudes (personal responsibility) and skills (flexibility and creativity) necessary to cope with the uncertain employment paths of today's societies.

This implies young people and graduates cannot still hold onto the traditional "job-for-life" careers, but rather portfolio careers (contract employment, freelancing, period of self-employment). This makes enterprise education a worthwhile and relevant preparation grounds for the job market, and the economy in which eventually graduates will operate. The deliberations so far show a positive correlation between education and students establishing their own businesses. It also helps students to self-assess themselves, and their attitude towards entrepreneurship, as well as general occupation aspirations and achievement (Ulrich 2006).

Charney and Libecap (2000), in a comparative analysis of business school graduates of Berger Entrepreneurship Programme in the United States with other graduates, discovered entrepreneurship education enhances risk taking in the formation of new ventures, and the extent of been self-employed. They also sought to create the impression that entrepreneurship graduates have higher incomes, higher assets and indirectly higher job satisfaction compared to other business graduates. They also suggested that entrepreneurship education contributes to the growth of small firms that employ the services of entrepreneurship graduates, and firms owned by entrepreneurship graduates tend to be larger and have more sales than those owned by non-entrepreneurship graduates. In conclusion the two writers affirmed that entrepreneurship education promotes technology based firms and products.

Galloway (2005) touched on the impact and potential of entrepreneurship in higher education noted that students who have completed an entrepreneurship module or course at the University or Polytechnic are more likely to aim for entrepreneurship within their careers than students who have not included enterprise study in their educational career. In the same vein, enterprise education has a positive effect on the potential quality of entrepreneurs and that currently, is most marked in these disciplines, in which students are less likely to be aware of the possibility of entrepreneurship as a career choice when they are not exposed directly to the suggestion via enterprise education.

Basu and Virick (2008) posited that education and prior experience have a positive correlation with entrepreneurial behaviour. Van der Walt and Van der Walt (2008) cautioned that there may be a positive correlation, between higher education and intention to engage

in entrepreneurship, but having a tertiary education and training does not automatically make you one. Talas, Celik and Oral (2013) citing the Global Entrepreneurship Monitor Turkey 2010 report (2011) sought to create the impression that people who have undergone higher education are opportunity driven and multiple options to employment and business prospects available to them. It must be put on record that, entrepreneurship education has been employed as one of the major tools to influence and increase the entrepreneur attitudes of would be business starters, but was smart to emphasise that, the indicators of the decision to start-up a business venture was not clear enough. Joining the discourse Pajarner et al. (2006) concluded that educated and well groomed entrepreneurs are seen as more innovative, have the ability to employ current and innovative business models, with emphasis on technology as the bedrock of the venture.

In an attempt to discover the relationship between entrepreneurship education and being self-employed, Clarke et al. (1984) noted that entrepreneurship courses have a strong potential to influence venture creation. This is evident in a study by Davidson and Hony (2003) considering the activities of nascent entrepreneurs (individual with serious efforts to set up a business) discovered that the propensity to start up is high compared to people or individuals who have actually participated in a workshop educating participants on how to start. Mc Mullard and Guillar (1998) evaluating a graduate degree programme in entrepreneurship in an Australian university revealed that 87% of the graduates established their own ventures exactly two years after graduation.

Kolvereid and Moen (1997) in the study found out that Norwegian students who had taken a course in entrepreneurship had a much higher potential or propensity to become their own bosses after school than students who have not. Muthalib and Yulianti (2015) following keenly graduates of an engineering programme at a Canadian university also established that students who read entrepreneurship courses elective in school were more likely to be business owners than those who have not. All the discourse so far points to one thing that there is a strong and positive relationship between the study of entrepreneurship, intention to start-up and employment

### **Perceived Barriers**

On the perceived barriers to start up business Adjei, Pinkrah and Denanyoh (2014) found out that lack of entrepreneurial support, inappropriate teaching methods, lack of exposure and poor course content were the mitigating factors against starting up business by graduates. Giacomini, Pruett, Shinnar, Llopis and Toney (2010), identified financial, knowledge and lack of experience as barriers to start up business among Indian students compared to their Chinese, Spanish and Belgian compatriots. Similarly, Robertson (2004) pointed out lack of ideas an impediment to start up. Wong and Choo (2006) believes individuals who want to become entrepreneurs are motivated by both intrinsic and extrinsic rewards, but the barriers on the other hand they noted are lack of capital, skills, confidence and compliant cost, similarly Schoof (2006), exhibited social/cultural attitudes, entrepreneurial education, access to finance/start up financing, Administrative/regulatory framework and business support services as notable barriers.

Hossan, Parankandi and Saber (2012) observed that mean figures for female students were higher for all the barriers an indication that female students face a strong challenge of starting up business compared to their male counterparts. This indicates that men have the heart for business establishment, notwithstanding the risks and unforeseen circumstances surrounding it but both were quick to reckon that lack of experience, knowledge and skills

were the most intimidating factors in becoming one's own bosses. The usual known factors; lack of funding and government support are no longer tolerated as barriers.

Tanveer, Gilliani, Rizvi and Latif (2010) examining barriers to start-up business in Pakistan discovered respondents attested to the fact that all listed barriers were strong factors militating against start-up business, but weak economic environment was seen as the major factor restraining one from becoming his or her own boss. The uncertainty about the future was also paramount. The next set of factors were financial resources comprising bank finance, lack of assets and lack of savings. Lack of expertise and skills, and lack of support from friends and family and, government were not ruled out. In general lack of skill, lack of assistance, lack of family and friends support, and fear of uncertainty were not tolerated at all.

Touching on the intention to start business Adjei et al. (2014) discovered that 65.3% of the respondents had thought of becoming their own bosses, while 23.1% expressed fear of taking the initiative probably with the object of not losing their entire investment, and 8.8% had never dreamt of establishing their own business, if not exaggerating may be concluded that they are the category who have strong intention to seek white collar jobs.

### **3.0 Methodology**

#### **3.1 Research Approach**

The current study or paper employed both the quantitative and qualitative research designs. The quantitative method uses objective measurement and statistical analysis of numeric to understand and explain a phenomenon. Specifically, the survey research method was used and according to Issa (2011) it is associated with research activities, where the participants or subjects runs into hundreds, and in some cases thousands spanning across a large area. The objective of this method is to seek the opinion of individuals on a particular phenomenon, and the consensus built out of these opinions provides the needed solution to the problem. In the current study the survey method was employed to seek the opinion of graphic design graduates as to why and what prevents them from establishing their own graphic design ventures after graduation.

Qualitative approach in contrast focused on understanding tendencies from the human perspective, and in the course of the study (Kumar 2005), it was employed in the analysis and discussion to explain and make inferences of the variables studied. The rationale for using the two designs at the same time was that, the two can be used to execute any research activity notwithstanding the paradigm of the study.

#### **3.2 Study Population**

The population for the current study comprised graduates with Higher National Diploma (HND) certificates in Graphic Design from Takoradi Polytechnic. The paper focused on graduates who had completed school after six years (6), and had read entrepreneurship as a course for two years during their three (3) year stay in the school. The paper also considered both full time and part-time (evening) students.

#### **3.3 Sample**

Respondents were selected to participate in the study by employing the purposive and convenience sampling techniques. Purposive technique was used to select graduates who met the requirement of six years of graduation. Alongside this technique was the convenience sampling technique defined by Bhattacharjee (2012). According to him convenience sampling is a technique employed to select participants from close to hand, readily available, or

convenient for the study hence the researchers administering questionnaires to students who happened to be available at the time of conducting the study.

### 3.4. Instrument Development

A self-administered questionnaire was designed to solicit information from participants for reliability sake. Due to the ethics and regulations governing research, participation in the study was purely voluntary. A total of 150 questionnaires were administered, as many as 134 were returned and as a means to help expound the authors draw valid conclusions and inferences from the analysis.

## 4.0 Results and Discussion

Table 4.1 presents the demographic features of the population surveyed or investigated. The figures in terms of percentages indicate that more than half of the respondents were males (66%) and the remaining 34% being females. It can be inferred from the trend that graphic design programme, since its inception at Takoradi Polytechnic, has persistently witnessed or recorded male dominance in pursuing the programme than their female counterparts. No single study has been able to ascertain why it is so, but from our experience as tutors of the Graphic Design Department, Takoradi Polytechnic, we believe the nature of the programme and the practical orientation makes it difficult for most female students to enroll in it, female students are seen to enjoy and excel mostly in reading programmes.

With respect to age more than half of the participants thus 55% were within the age range of 25-30, closely followed by the age range 18-24 with 27%. In terms of status 62% of the participants surveyed were unemployed even after six years of graduation with 38% between employed and self-employed. The study is interested in the unemployed percentage in that during their three year stay in the polytechnic, and as graphic design students, respondents were taught entrepreneurship in relation to graphic design hence the expectation to have found less the current number being unemployed. This shows that, the spirit of entrepreneurship inculcated in graphic design students has not and is not yielding the needed impact. Table 4.1 has the demographic features summarized for understanding.

Table 4. 1:  
Demographic Characteristics of Respondents

Characteristics		Frequency	Percentage
<b>Gender</b>	<b>n = 134</b>		
Male		88	66
Female		46	34
<b>Age</b>			
18-24		36	27
25-30		73	55
31-36		18	13
36 and above		7	5
<b>Status</b>			
Employed		34	25
Self employed		17	13
Unemployed		83	62

Source: field survey, April 2016

### Entrepreneurial Intention and Knowledge

This section of the questionnaire sought to find out the knowledge of participants on entrepreneurship and their intention to establish their own business ventures or not. Interestingly, majority of the participants indicated they read entrepreneurship as a course in school which was meant to equip them and give them the capacity to establish graphic design ventures after graduation. Quizzed as to the relevance of the entrepreneurship course to the programme of study, graphic design 84% of the participants responded in the affirmative as displayed on table 4.2. On the issue of graphic design students having the intention of establishing graphic design ventures 71% of the participants indicated they have thought of it, while 19% were scared of taking the initiative for the fear of failure, losing their savings and investment, and waste of the effort they put into it, and lastly 10% have no intention setting up a graphic design business and managing it. This group one is tempted to believe are the ones interested in guaranteed income and white colour job. Table 4.2 has the figures showing the perception of the graduates.

Table 4. 2:  
Entrepreneurial Intention and Knowledge

Characteristics		Frequency	Percentage
<b>Did you read entrepreneur course in school?</b>	<b>n = 134</b>		
Yes		121	90
No		13	10
<b>Was the course relevant to your programme of study?</b>			
Yes		112	84
No		22	22
<b>Did or have you considered establishing a graphic art business?</b>			
Thought of doing so		95	71
Scared of doing so		25	19
Have no intention		14	10

Source field survey, April 2016

### Entrepreneurial Preference and Support Agencies

In this section subjects were quizzed as to which graphic design prospect they would wish to venture into. From table 4.3 using the dichotomy group tabulated at value1, majority of the subjects were in favour of printing, followed by computer designing and photography in that order. In the same vain participants were also asked the form of business they would like their business to take, more than half of the subjects advocated for the sole proprietorship form of business indicating it was far simple to start comparatively with the others. Close to sole proprietorship was partnership as second choice and the graduates rationale for partnership was for security reasons and pulling of resources and capacity together to establish the business and lastly their consolation was the fact in case of any risk its spread among the partners to deal with instead of one person bearing the risk. A dichotomy group tabulated at value 1 for the preferences and form of business is presented on table 4.3 and table 4.4 respectively.

Table 4.3:  
Entrepreneurial Preference and Support Agencies

Characteristics	Responses		Percent of Cases
	N	Percent	
Printing	58	28.2	43.9
Advertising	36	17.5	27.3
Interior decoration	25	12.1	18.9
Photography	42	20.4	31.8
Computer Designing	45	21.8	34.1
<b>Total</b>	<b>206</b>	<b>100</b>	<b>156.1</b>

Source: Field Survey April 2016

Dichotomy group tabulated at value 1.

Table 4.4:  
Forms of Business Ownership

Characteristics	Responses		Percent of cases
	N	Percent	
Sole Proprietorship	67	51.1	51.9%
Limited Liability Company	17	13.0	13.2
Partnership	43	32.8	33.3
Joint Stock Company	4	3.1	3.1
<b>Total</b>	<b>131</b>	<b>100</b>	<b>101.6</b>

Source: Field Survey April 2016

Dichotomy group tabulated at value 1.

**Knowledge of Entrepreneurial Agencies**

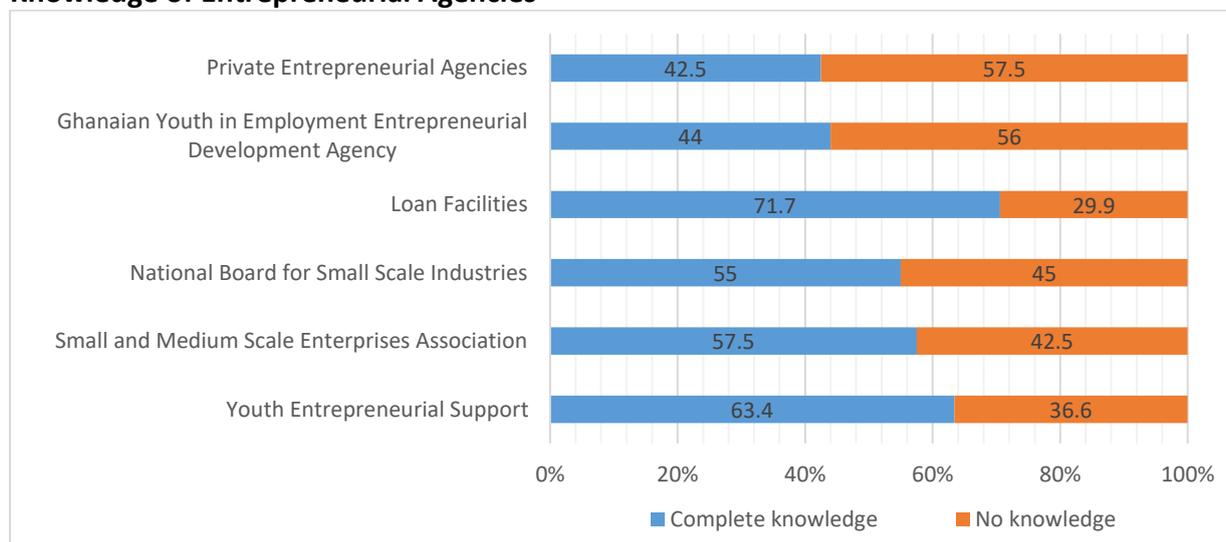


Figure 4.1: Entrepreneurial Agencies

On the knowledge of entrepreneurial agencies, graphic design graduates exhibited great deal of knowledge on these agencies and their existence. They acknowledged that these agencies main responsibility is to assist and facilitate smoothly the process of existing, new and would be entrepreneurs who have the spirit, enthusiasm and the capacity to establish their own ventures and its sustainability in the a competitive business environment (fig 4.1). With the exception of private entrepreneurial agencies and Ghanaian youth in employment

and entrepreneurial development agency, the graduates were well aware of loan facilities, national board for small scale industries (NBSSI), small and medium scale enterprises association (SMSEA) and youth entrepreneurial support (YES) and their operations. Figure 4.1 is a graphical representation of the knowledge.

Table 4. 5:  
Perceived Barriers to Starting a Graphic Art Business

Statements	Rating					
	Barrier		Somewhat barrier		Not barrier	
	Freq.	%	Freq.	%	Freq.	%
Lack of funding	84	62.7	32	23.9	18	13.4
Lack of awareness about opportunities	35	26.1	58	43.3	41	30.6
Lack of governmental support	66	49.3	37	27.6	31	23.1
Lack of managerial skills	39	29.1	52	38.8	43	32.1
Fear of failure	45	33.6	39	29.1	50	37.3
Inappropriate teaching of the course	25	18.7	53	39.6	48	35.8
Fear of losing investment	38	28.4	48	35.8	48	35.8
Family pressures	13	9.7	50	37.3	71	53.9
Non- existence of role models in the industry	16	11.9	39	29.1	79	59
Lack of exposure	28	20.9	52	38.8	54	40.3

Source: Field Survey, April 2016

Out of the ten (10) enumerated perceived barriers likely to deter graphic design graduates from establishing their own business all were seen by the graduates as notable barriers which are very influential in their inability to set up their own business with the exception of fear of failure, family pressures, non-existence of role models and lack of exposure. But lacks of funding and governmental support were identified by graphic design graduates as the most significant barriers to their objective of setting up their own business after school.

### Findings

The study shows that about 62% of graphic design graduates from Takoradi Polytechnic in the last six (6) years are unemployed. There is no literature to support the discovery in the current study, but the researchers believe its worrying and render the inclusion and teaching of entrepreneurship as a course in the curricula less relevant, this is because upon all the knowledge acquired and the capacity building of these graduates there is little fruition of the effort being made by government, higher educational institutions and other stakeholders to inculcate the spirit of self- establishment in to students.

Majority of graphic design graduates have considered or thought of establishing their own profitable ventures, but have not hit the ground running possible due to lack of funding and governmental support. This finding is consistent with ones discovered by Adjei et al. (2014) and Hossan et al. (2012) that subjects of the study had nursed the intention of establishing their own businesses or becoming their own bosses.

More than half of graphic design graduates prefer sole proprietorship form of business to the others. They believe it is easier to start, less risk involved, less cumbersome process in establishing it and profit is enjoyed by the entrepreneur only. Studies show contrary view that participants favored the partnership form of business compared to the traditional sole proprietorship (Hossan et al. 2012).

The current study discovered that graphic design graduates have high knowledge of the entrepreneurial agencies and their operations. In related studies Asiedu and Nduro (2015) and Hossan et al. (2013) shared in the view, but only lamented that the participants not withstanding their high level of knowledge were totally unaware of the opportunities and technical assistance they can lend to existing and new entrepreneurs.

Graphic design graduates fail to establish their own business after school due to lack of governmental support and funding. Studies in literature present mixed findings in relation to this finding. Hossan et al. (2013) discovered these factors were no longer considered by participants as militating against their quest to establish their own business but in the case of Asiedu and Nduro (2014) and Tanveer et al. (2010) they were intimidating factors to them becoming their own bosses. These differences exist depending on the economy and the cultural orientation of the participants.

### **Conclusion**

The findings from the study suggest that theoretically and practically entrepreneurship plays a crucial role in nurturing the intentions among graphic design students. The graphic design course with entrepreneurship as part of its curricula empower graphic design graduates competently plan, start and operate graphic design ventures. The objective is to train and educate graphic design students with the intention of making them self-sustainable after graduation. On the contrary, more than half of graphic design graduates are still sitting in the house without jobs, although the discoveries suggest that they have the will power, enthusiasm and the spirit to start their own business. Most of the graduates preferred the sole proprietorship form of business and printing as their choice of preferred business. Finally, the graduates were well aware of the supporting agencies for establishing business but very ignorant of the potentials and what they can offer new and existing entrepreneurs; and blame their inability to set up their own establishments after graduation on the doorstep of lack of government funding and support.

### **Recommendations**

The present study recommends that the graphic design department takoradi polytechnic, roll out initiatives, programmes, workshops, seminars to whip up the interest of students to nurse the intention of starting their own businesses after school. This will give them exposure by having the opportunity to interact with well and meaningful as well as achievers in the field of entrepreneurship, and infuse real life business training with theory which will enhance entrepreneurial activity.

The graphic design department should also endeavor to rebrand itself by establishing entrepreneurship research unit comprising entrepreneurship lecturers, successful graphic design entrepreneurs to educate graphic students on current developments in the industry and areas fertile and profitable for would be graduates to venture into after school.

Consistent review of curriculum and reinforcement of the content of syllabus in line with the economic realities of the country (Republic of Ghana) by the department of graphics

will be useful for the graduates to contribute meaningfully to job creation and for national development.

The researchers will implore graphic design graduates to team up with colleagues and pull together resources in all forms to be able to start a business as the sole proprietorship they are enthused about takes a great deal of individual solo effort to hit the ground running.

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