

Demographic, Environmental Factors and Cameroonian High School Students' Entrepreneurial Intentions: Case of Douala IV County.

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Abstract:

This paper strives to investigate the influence of personal background (age, gender, education level, field of study and previous work experience) and environmental factors (educational institution, leave in a school dormitory and household head's occupation) on entrepreneurial intentions of Cameroonian High School students. The study exploits a structured questionnaire, this instrument was administered to 300 senior High School students from Douala IV in Cameroon. The data collected are analysed through descriptive analysis, Independence sample T-test and One-way ANOVA. It was found that the intention of High School students to be self-employed in the future is above the average. In addition student's age and prior work experience are said to differentiate significantly their entrepreneurial intentions. While student's gender, level of study, field of study, residing in dormitory and household head occupation do not distinguish their entrepreneurial interest significantly. The results suggest a need to provide students with training jobs, aimed at gaining experience along with their educational programs and also adjusting their curricula according to their year of study.

Keys words: Age, Cameroon, Entrepreneurial intentions, High School, Previous work experience.

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I. Introduction

The relevance and impact of entrepreneurship has been emphasized through several studies around the world (Gerçeker *et al.*, 2014; Afolabi, 2015; Adusei, 2016). Entrepreneurship is particularly identified as the main instrument of economic and social development. Entrepreneurial intentions (EI) are pertinent as they are backgrounds for new business ventures (Kolvareid, 1996b). It has been observed that individual's intentions influence subsequent behaviour. The flourishing body of entrepreneurship literature calls attention to the viable role of EI in the decision to start a business in developed and underdeveloped countries (Kautonen *et al.*, 2015).

In Africa, Cameroon's geographic position is considered strategic. This location is considered as a source of opportunities for the development of value-creating economic activities. A rational exploitation of the outlets offered by the Central African Economic and Monetary Community's market as well as that of Nigeria, the largest African economy and the most populous country in Africa, can stimulate the reduction of underemployment and unemployment. Underemployment and unemployment are among the evils that undermine the development of several African economies, including Cameroon.

Economic growth and reduction of unemployment require job creation in public and private sectors (Abdaljawwad & Sarmidi, 2018; Ibrahim & Alagidedez, 2018). Cameroon business forum (CBF) is one of the tools implemented by Cameroon's State to enhance the private sector and therefore create new businesses. Despite Cameroonian government efforts, much remains to be done for the creation of sustainable jobs, the rate of underemployment prevails very high, around 77% among the young graduated students (National Institute of Statistics, 2014).

Many studies evidence the benefits of self-employment compared to salaried employment (Kolvareid, 1996a; Martin, 2013; Nikolova, 2018). Entrepreneurship is one of the career options students of different levels and backgrounds may consider sooner or later (Fatoki, 2014). Then, scanning stimulus that lead students to pursue entrepreneurship as a career is relevant. There are several studies that highlight the diversity of explanatory factors of students' entrepreneurial intentions. Amanamah *et al.* (2018) in their study identify two groups of factors, the internal and external factors (environment). Ayalew and Zeleke (2018) focused their research on the following factors: entrepreneurial education/ training, entrepreneurial attitudes, demographic

factors and socio-economic factors. Previous academics works have highlighted the influence of personal background on entrepreneurial intention (Singh, 2014; Nguyen, 2018).

Most of the studies on the determinants of entrepreneurial intention are focused on higher learning institutions or university's students, very few studies (Mansor *et al.*, 2011; Cardoso *et al.*, 2018; Al-Jubari, 2019) to name the few, are interested in EI explanatory factors of High School students. The relevance of a study on High School students' EI is justified by an early planning of policies promoting youth employment. In fact, many students enrolled in secondary school, for various reasons, do not complete their school cycle which is sanctioned in Cameroon by obtaining the *Baccalauréat* in the French-speaking education system or the GCE (General Certificate of Education) A Level in the English-speaking education system. Among students who manage to complete their secondary school cycle, a good proportion of them are also forced to enter the workforce because of the limited means available to their families who cannot sponsor studies at tertiary level.

Considering Cameroonian context in general and Cameroonian main business town Douala specifically, the objective of this paper is to evaluate the influence of environmental factors (Secondary school residence and household head occupations) and demographic factors (personal background) (Age, Gender, Level of study, Educational institution and prior exposure to self-employment) on EI of secondary (higher) school students in Douala IV County, Littoral Region in Cameroon. The rest of this paper will focus on literature review, methodology, results and conclusion respectively.

II. Literature Review

2.1. The Cameroonian's education system: the specificity of High School.

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

2.2. Entrepreneurship and entrepreneurial intention

Carlsson *et al.* (2013) consider entrepreneurship as: "an economic function that is carried out by individuals, entrepreneurs, acting independently or within organizations, to perceive and create new opportunities and to introduce their ideas into the market, under uncertainty, by making decisions about location, product design, resource use, institutions, and reward systems. The entrepreneurial activity and the entrepreneurial ventures are influenced by the socioeconomic environment and result ultimately in economic growth and human welfare."

Action being preceded by intention, Wu and Wu (2008) postulated that EI is a determinant factor in predicting the effective business creation that requires both entrepreneurial feasibility perception and desirability. EI refers to "a self-acknowledged conviction by a person that they will set up a new business venture and consciously plan to do so at some point in the future" (Thompson, 2009). In addition Bae *et al.* (2014) asserted that EI is a state of mind and a desire to create a new business or take up an activity. EI therefore, can be better understood and predicted due to the coherence of its framework (Krueger *et al.*, 2000).

2.3. A Theoretical review on EI and its determinants

In order to examine potential determinants of EI, several intention-based models have been developed including: the Entrepreneurial event model (Shapiro & Sokol, 1982), the Theory of Planned Behaviour (TPB) (Ajzen, 1991), Entrepreneurial attitude orientation (Robinson *et al.*, 1991), Intentional basic model (Krueger & Carsrud, 1993), Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2017) and Davidsson model (Davidsson, 1991). However, due to their predictive ability, TPB and Entrepreneurship event model (SEE) are persistent models in the literature. Specifically, the superiority of TPB has been demonstrated in various studies (Fayolle & Liñán, 2014; Fayolle *et al.*, 2014). In addition to the above, TPB considers not only the personal factors, but it also includes the social factors and environmental contexts close to individuals.

2.3.1. Entrepreneurial Event Model (Shapero, 1975)

Entrepreneurial Event Model was a prior contribution to intention models literature by Shapero and Sokol in 1982. In this model, the entrepreneurial event was the dependent variable, the individual or the group was treated as the independent variable, along with social, economic, political, and cultural contexts. Shapero and Sokol tried to understand two main questions: what triggers the action of changing one's life? and why do people choose a particular path from countless other options? This model views the intention to start a new venture as being dependent on three elements: (a) Perceived Desirability, the perceptions of desirability is the personal attractiveness of starting a business, including both intrapersonal and extra personal impacts. (b) Propensity to Act, the propensity to act is the personal disposition to act on one's decisions, thus reflecting volitional aspects of intentions ("I will do it"). (c) Perceived Feasibility, the perception of feasibility is the degree to which one feels personally capable of starting a business- Entrepreneurship is feasible...it can be done.

2.3.2. Theory of Planned Behaviour (Ajzen, 1991).

Ajzen (1991) demonstrated that the TPB, outlined three key factors that influence an individual's intention to perform a given behaviour. Its model explains the construction of intention through three elements: (a) The subject's attitudes toward the act (ATB) - This construct (akin to expectancy) taps perceptions of the personal desirability of performing the behaviour. This attitude depends on expectations and beliefs about personal impacts of outcomes resulting from the behaviour. (b) Social norms (SN) - The TPB taps perceptions of what important people in respondents' life think about performing a particular behaviour. Included would be the individual's family expectations about the desirability of becoming a farmer, lawyer, doctor, or entrepreneur. These normative beliefs are weighted by the strength of the motivation to comply with them. (c) Perceived behavioural control (PBC) - Perceived behavioural control reflects the perceived feasibility of performing the behaviour and is thus related to perceptions of situational competence (self-efficacy).

Iakovleva and Kolvereid (2009) show that these two intentions models, namely EEM and TPB can be successfully integrated into one, where attitude, subjective norm and perceived behavioural control determine desirability-feasibility, which in turn, determines intentions.

2.4. Hypotheses

The hypotheses were developed based on the following: an expended and scrupulous literature review, the specificity of Cameroonian context and an effort to find the determinants of High School students' EI. Because of the scarcity of studies on High School students, hypotheses are based on students, regardless of educational level.

High School students' age and EI

There is limited knowledge in relation to High School students' age and their EI. A research carried out by Singh (2014) demonstrated a significant and negative relationship between students' age and their EI. With age, people become more resilient against risks and uncertainty (Praagh & Ophem, 1995). Krueger and Brazeal (1994) revealed that individual's age influences EI both directly and indirectly. Levesque and Minniti (2006) revealed that age is a triggering factor of entrepreneurial behaviour. I others studies, the link between student's age and EI is not found (Nguyen, 2018; Khan, 2019). Therefore the following hypothesis is formulated.

H1: There is a significant difference between High School students' age and EI

High School students' gender and EI

A cross-sectional survey conducted by Mothibi and Malebana (2019) on South African's Secondary School learners, revealed that gender was not significant in explaining EI. Mansor *et al.* (2011) also indicated no differences between the different gender groups towards intention to venture into entrepreneurship. In opposition, do Paço *et al.* (2015), comparing male and female students' EI, found that male students had a higher score than female students, Wilson *et al.* (2007) revealed a similar result. Finally the second hypothesis is posed:

H2: Male students' EI is higher than that of female students.

High School students' educational institute and EI

Previous studies relating the educational institute to the EI of different categories of students have not aroused the interest of many authors in the past. The results of the few previous works present some contrasts. So, Talaş *et al.* (2013) found a significant relationship between the students' faculty and EI, while Ismael *et al.* (2009) demonstrate a non-significant relationship between students' educational institute and their intention to start a business in the future. Then the following hypothesis is stated:

H3: Educational institute is significant in differentiating High School students' EI.

High School students' level of study and EI

Former studies researches' results correlated students' field of study and EI are controversial, Mansor *et al.* (2011) ascertained that the different levels of education allowed to differentiate student's EI in Malaysia. According to Kautonen *et al.* (2010), the Level of education might correlate with age, but might not guarantee

that students at higher level of education would be readier to be entrepreneurs. Then the following hypothesis is posed:

H4: Students' level of study is significant in differentiating their EI.

High School students' field of study and EI

According to UNESCO (2011), orientation and fields of education have two dimensions: Vocational education and General education. Vocational education is defined as programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade or class of occupations or trades. Vocational education may have work-based components. On the other hand, General education is defined as programmes that are designed to develop learners' general knowledge, skills and competencies, as well as literacy and numeracy skills. It is often to prepare students for more advanced education Programmes at the same or higher ISCED levels and to lay the foundation for lifelong learning.

From the above definitions, it emerges that the intention to undertake of learners train to acquire the knowledge, skills and competencies specific to a particular occupation must be greater than that of learners' train to acquire general knowledge, since vocational education is more practice than general education. Mansor *et al.* (2011) found a significant difference between the courses attended at school and students' EI. According to Talaş *et al.* (2013) there is no link between the area of study in High School and students' EI. This lead to suggest the following hypothesis:

H5: Students' field of study is significant in distinguishing their EI.

Boarding high school students' and EI

The purposes of boarding schools are very often to enhance the training and monitoring of high schools students. It is claimed that children may be sent to boarding schools to give them more opportunities than their families can provide. Boarding schools are reserved spaces, very often remote from metropolitan areas. Here adolescents find a favourable framework for more devotion and concentration. Mansor *et al.* (2011) revealed that geographical area is significant in differentiating students' intention to venture into entrepreneurship. According to Joly-Rissoan and Glasman (2014), students who go through boarding schools tend to develop a high sense of responsibility, they are more self-determined, independent and free, unlike students who live with their parents. All of these features are responsible for a higher entrepreneurial spirit of students' in boarding school unlike those who are not in boarding schools. Hence the following hypothesis is formulated:

H6: Boarding High School students' EI is higher than EI of students whose have never leave in a dormitory.

High school students' previous work experience and EI

Davey *et al.* (2011) mentioned that individuals with entrepreneurial experience are having high interest for self-employment. Devonish *et al.* (2010) asserted that providing internship programs to students can enhance the students' perceptions of attractiveness and possibility about entrepreneurship. A study carried out by Cardoso *et al.* (2018) on Bulgarian secondary school students, indicated that the non-school entrepreneurial experience had a greater and more comprehensive impact on the participating students' propensity to act toward entrepreneurship, their perceived entrepreneurial feasibility and their perceived entrepreneurial desirability than the currently offered entrepreneurship classes. Then a hypothesis is stated as:

H7: Previous work experience is significant in explaining High School students' EI.

High School students' household head and EI

Mothibi and Malebana (2019) showed that having family members who are running businesses had a positive significant relationship with students' EI in South Africa. Adding to this, Doğan (2015) found that the Turkish university students' with a self-employed father have higher EI in comparison with those whose fathers are not self-employed. However, others studies indicated an insignificant relationship between parent occupations and students' EI (Talaş *et al.*, 2013; Nguyen, 2018). Finally a hypothesis is formulated as follow.

H8. Household heads occupation is a significant factor differentiating High School students' EI.

III. Methodology

The research methodology respectively addressed the following: design, sample, sampling method, instrumentation measurement and data analysis

3.1. Design

This study used a quantitative, descriptive design based on EI models. Data was collected to assess the EI of the different groups of students from High Schools. A survey instrument was precisely designed for the purpose of this research. The instruments used comprised EI component and the following variables: age, gender, education level, educational institution, field of study, boarding school, household head's occupations and prior work experience.

3.2 Sample, sampling method and data collection procedure

This study was conducted by using convenient sampling. In this case the non-probability sampling technique was applied. Plowright (2012) supports the premise that non-probability sampling involves selecting cases that do not necessarily represent groups outside of the research. They are chosen because the researcher knows that they have information that will contribute directly to answering the research question.

The study is focused on government and private general and technical High Schools located in Douala IV County. Douala is the largest city in Cameroon, it is the commercial and economic capital of Cameroon. The sample is composed of students from three High Schools. Due to the COVID 19 pandemic, questionnaires were distributed to students, through real and virtual meeting groups. Students by clicking on a hyperlink, had access to the research questionnaire and can thus self-administer it. The questionnaires were written both in English and French in order to avoid any misunderstandings. The data collection was completed with 300 usable filled questionnaires.

According to descriptive statistics, contained in Table 1, 80% of the students in the sample were born before 2003. The majority of students of this study are from Upper six (*Terminale*) (58.0 %). This research involves 131 male students, 139 female students and 30 other gender students. There is an approximated equal distribution of students in public (50.7%) and private school (49.3%). Others details on students' demographic profile are available in table 1.

Table 1: Respondents demographic profile

Variable	Categories	Frequency	Percent (%)
Year of born	After 2003	60	20%
	2001-2003	121	40.3%
	Before 2001	119	39.7%
Gender	Male	131	43.7%
	Female	139	46.3%
	Others	30	10%
Educational Institution	Public School	152	50.7%
	Private School	148	49.3%
Level of study	Lower six	126	42.0%
	Upper six	174	58.0%
Field of study	Science	80	26.7%
	Arts	120	40.0%
	Technical	100	33.3%
Leave in school dormitory	Yes	174	58.0%
	No	126	42.0%
Previous work experience	Yes	161	53.7%
	No	139	46.3%
Household head occupation	Civil servant	66	22%
	Worker public/ Private sector	101	33.7%
	Self-employer	133	44.3%

Source: Authors

3.3 Instrumentation and measurement

The instrument designed for this study, was tested during a preliminary stage. The questionnaire was pre-tested on 30 High School students from 3 different High Schools. The aim of this pre-test was to approve the scale in the questionnaire (Omorede *et al.*, 2015). Following our pre-test, some errors were detected and corrected, some minor adjustments were made to bring English-speaking students and French-speaking students up to standard. The instrument used comprised the following components: individual variables, environmental variables and entrepreneurial intentions. The EI's items statements were adopted from prior studies (Liñán & Chen, 2006; Fatoki, 2010). They are: "I want to be my own boss in the future"; "I'm determined to create a firm in the future"; "I will start my business in the next five/ ten years" and "I have strong intention to start a business someday". It is developed a six-point likert-based questions to assess the students' EI (ranging from 1,

Total disagreement, to 6, Total agreement). The following coding has been used for the independent variables: Year of born (After 2003-1, 2001-2003-2, Before 2003-3), Gender (Male-1, Female-2, Others-3), Educational institution (Public school-1, Private school-2), Education level/ Level of study (Lower six-1, Upper six-2), Field of study (Science-1, Arts-2, Technical-3), Boarding school (Yes-1, No-2), Household head occupation (Civil servant-1, Worker in public/ private structure-2, Self-employed-3), Previous work experience (Yes-1, No-2).

The Cronbach's alpha test was used to determine the internal reliability of EI. The Cronbach's Alpha reliability coefficient of four items defining EI is equal to 0.720. This value shows a satisfactory level of internal reliability.

3.4 Data Analysis

The data were analysed with software recognized by the scientific community in the field. Descriptive statistics (means) and Statistic tests of comparison are used to evaluate and distinguish the EI of students belonging to different groups. More specifically, the One-way ANOVA Analysis is running to test hypotheses H1, H2, H5, and H8, while the Independent Sample T-Test is used to test hypotheses H3, H4, H6 and H7. The data analysis yielded useful results.

IV. Results

The key results of this study are summarized in Table 2 and 3. Table 2 compiles t-test findings while table 3 sums up One-way ANOVA findings.

Table 2: Independent t-test findings summary

Variables	Categories	EI Mean	t-value
Educational Institution	Public School	4.102	0.650
	Private School	4.020	
Level of study	Lower six	3.931	-1.783
	Upper six	4.157	
Leave in school dormitory	Yes	4.023	-0.723
	No	4.115	
Previous work experience	Yes	4.233	2.973***
	No	3.863	

*** Significant at 1%.

Source: Authors

Table 3: One-way ANOVA findings summary

Variables	Categories	EI Mean	p-value
Age	After 2003	3.975	1.000
	2001-2003	3.909	
	After 2003	3.975	0.287
	Before 2001	4.260	
	2001-2003	3.909	0.037**
	Before 2001	4.260	
Gender	Male	4.013	1.000
	Female	4.124	
	Male	4.013	1.000
	Others	3.983	
	Female	4.124	1.000
	Others	3.983	
Field of study	Science	4.171	1.000
	Arts	4.033	
	Science	4.171	0.946

	Technical	4.007	
	Arts	4.033	
	Technical	4.007	1.000
	Civil servant	3.931	
	Worker public/ private sector	4.200	0.358
	Civil servant	3.931	
	Self-employer	4.020	1.000
	Worker public/ private sector	4.200	
Household head occupation	Self-employer	4.020	0.632

***, ** Significant at 1% and 5% respectively.

Source: Authors

4.1. High School oldest students have more EI than the youngest students

The table 3 presents the result of analysis between age ranges and EI. The EI of students who have more than 19 years old (mean = 4.260) is greater than that of students between 17 and 19 (mean = 3.909) and students under 17 (mean = 3.975). This difference is significant at 5% only among two subgroups, the over 19 student's and those between 17 and 19. Aware of the delay that they have compared to their younger classmates, the older students think more about self-employment unlike the younger ones who would like to continue their studies in order to obtain the highest degrees and to secure jobs with the admirable incomes in the future. The oldest students and very youngest one have a comparable entrepreneurial intention, the hypothesis H1 is accepted. This finding confirmed previous studies, age significantly distinguishes students' EI (Levesque & Minniti, 2006; Singh, 2014).

4.2. The High School students' gender does not influences their EI

As seen from the above One-way ANOVA summary result in table 3, the gender was divided into 3 subgroups being male, female and others. The calculated mean for each of the categories includes: Male, female and others. The EI of male (mean = 4.013) and others (mean = 3.983) is lower than that of female (mean = 4.124), but this difference is not statistically significant. This simply means that hypothesis H2 is not supported. This finding is in line with Mothibi and Malebana (2019). This shows that women are evolving in current times. Most women are now having Entrepreneurial thoughts than before, therefore authorities and communities should lay more emphasis on women evolution and come up with means of supporting them.

4.3. Educational institution does not differentiate High School students' EI

The result of comparison students' EI according to their educational institution is shown in table 2. The EI of students' from Public school (mean = 4.102) is higher the one of students' from private school (mean = 4.020), but this difference is not statistically significant. The educational institution doesn't allow to distinguish High School students' EI. So hypothesis H3 is rejected. This result goes along with Ismail *et al.* (2009), who stood for the fact that educational institution does not influence students' EI.

4.4. Lower sixth and upper sixth students' present similarities in terms of EI

The independent t-test summary result's display in table 2, shows the level of EI of Upper six and Lower six students (mean = 4.157 and mean = 3.931, respectively). The EI of terminal year students is higher than the one of Lower six students but the difference is not significant. So we rejected the hypothesis H4, there is no significant difference between level of study and EI. This finding is comparable to that of Kautonen *et al.* (2010). More so, lower sixth and upper sixth students present similarities in terms of EI.

4.5. High School students' field of study does not influences their EI

Table 3 exhibits the summary results of one-way ANOVA analysis between the field of study and EI. An observation of the respective levels of each of the subgroups shows that: the EI level of students enrolled in science (mean = 4.171) is greater than the EI level of students enrolled in technical (mean = 4.007) and arts (mean = 4.033). These differences are not statistically significant between the subgroups of students enrolled in different field of studies. Thus hypothesis H3 is rejected. Therefore the field of study is not significant in differentiating students' EI. This finding is not consistent with a previous study (Teixeira & Forte, 2017).

4.6. Boarding school has no effect on High School students' EI

The result of independence t-test, comparing EI of students residing in boarding and those residing in family house during their study is displayed in table 2. The EI of students whose have resided in a school dormitory (mean = 4.023) is lower than that of students who have completed their study in the family house (mean = 4.115). This difference is insignificant. Therefore our hypothesis H6 is not confirmed. This means that, the fact for a student to be a boarder or a day school student does not affect his/ her EI.

4.7. High School students' previous work experience influences their EI

Independence t-test summary, comparing students' EI with previous work experience to those without previous work experience is exhibited in Table 2. The EI of students justifying a previous work experience (mean = 4.233) is higher than those of students without a prior work experience (mean = 3.863). This difference is significant at the level of 1%. Then the hypothesis H7 is verified. This result confirmed former tendencies (Ayalew & Zeleke, 2018; Wahjono *et al.*, 2019). With this finding it should be noted that when a child becomes of age to help the parents out in one way or the other, they should be guided to. Previous experience helps to develop the skills and competencies required to be an entrepreneur. The experience gained through self-employment is decisive in the desire to become a job creator in the future. This research has proven that a student's previous little job experience as a lot to do with the EI of the learner.

4.8. High School students' household head's occupation does not influence their EI.

Table 3 shows the results of one-way ANOVA analysis between students' household head occupations and EI. The level of EI of students with household head working in public or private organisation (mean = 4.200) is greater than that of students with civil servant household head (mean = 3.931) and self-employed household head (mean = 4.020). These differences remain insignificant, so hypothesis H8 is rejected. Parent occupation doesn't allowed to discriminate High School students' EI. This result is in accordance with Agolla *et al.* (2019).

V. Conclusion

The aim of this paper was to evaluate the influence of environmental factors (High School students' residence and household head occupations) and demographic factors (High School students' Age, Gender, Level of study, Educational institution and prior exposure to self-employment) on EI. The primary data issues from a research questionnaire were collected from students registered in some High Schools located in Douala IV County, Littoral Region in Cameroon. The analysis were carried out through descriptive analysis, Independence Sample T-test and One-way ANOVA. It is found that there is a considerable level of intentions among High School students to be self-employed. This study has shown that High School students' previous work experience and age are important factors which make it possible to distinguish their EI. This finding suggested that authorities should partner with different media to stimulate entrepreneurship as a career choice among young people and develop an entrepreneurial culture in Cameroon. The teachers in High Schools could also be used as a means of sharing information about different entrepreneurial support programs that are offered by the government to assist people who want to start businesses. That is by creating compulsory school activities that will boost the entrepreneurial aspects of students. Students should be allowed to specialize as early as possible so their grooming process can start as soon as possible. Also, there is a need to design programs according to age, taking into consideration older students. A limitation for this study include, the fact that only a convenience sample of lower sixth and upper sixth secondary school learners in Douala IV participated in the study and therefore, findings cannot be generalized to all High Schools students in Cameroon.

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