

**ASSESSING THE ROLE OF SELF-EFFICACY IN THE RELATIONSHIP BETWEEN
ENTREPRENEURSHIP EDUCATION AND ATTITUDE TOWARD
ENTREPRENEURSHIP ON STUDENTS ENTREPRENEURIAL INTENTION IN KEBBI
STATE TERTIARY INSTITUTIONS**

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ABSTRACT

The purpose of this paper is to see how self-efficacy moderates the relationship between entrepreneurship education and attitude toward entrepreneurship on student's entrepreneurial intention. The study utilized cross sectional survey design. A simple random sampling technique was used to choose a sample of 353 from a population of 4,298. The data was analyzed using the Statistical Package for Social Science (SPSS) and Partial Least Squares 4 Structural Equation Modeling (PLS-SEM). The findings demonstrate that entrepreneurship education and attitude toward entrepreneurship were positively and significantly related to student's entrepreneurial intention. It was also discovered that self-efficacy moderates the relationship between entrepreneurship education and attitude toward entrepreneurship on student's entrepreneurial intention. It recommended that, student's attitude toward entrepreneurship should be assiduously stimulated by the entrepreneurship tutors and management of each tertiary institution.

KEYWORDS: - Entrepreneurship Education, Attitude toward Entrepreneurship, Self-efficacy, Entrepreneurial Intention.

1.0 INTRODUCTION

Generally, the entrepreneurial intention (EI) is becoming one of the most important area that centered on how to raise the attitudes of today's youth more especially student's and young

graduates to launch their own firms in both developed and developing countries around the globe. As a result of this, most of the youth (students) of nowadays are looking into various skills needed for their survival and self-reliant (Dorothy, 2023). In academic area entrepreneurial intention is widely known as a way to broaden the competitive advantage of student's particularly, in preparing them for the harsh competition in the globalization era. Currently, the borderless space and communication lead students in universities and other tertiary institutions to adopt the essence of entrepreneurial activities and intentions as one of the necessary skills (Usman & Yennita, 2019).

Entrepreneurship education means education and training system that aims at coaching to create or manage new business ventures at school stage and post-school stage, it can tell the prevalence and environmental feature of entrepreneurship education in a nation (He, Zheng, Sharma, Leung, 2024). Entrepreneurship education can also be offered at different levels and fields to help students acquire knowledge, skills and abilities, human and social capitals (Hechavarrier & Ingram, 2019).

Attitude toward entrepreneurship is the desire of an individual to become an entrepreneur that precedes entrepreneurial intention and it forms the intention of a person to behave in a certain manners (Agolla, Monametsi & Phera, 2019). Attitude toward entrepreneurship had a positive relationship with entrepreneurial intention in which a person with a positive attitude toward entrepreneurship tends to prefer self-employment (Mahmood, Mamun & Ibrahim 2020; Agolla et al., 2019). Self-efficacy is the set of beliefs that people have regarding their capability to achieve an adequate rate of success in performing the activities undertaken (Gomez, Morales-Rodriguez & Mele, 2023). Self-efficacy is concerned about the perception or judgment of being able to accomplish a specific goal (Keye & Pidgeon, 2013). Furthermore, GEM 2018 report rated Nigeria the 7th with 44% entrepreneurial intention level. It discovered that, although 82% of the students in Nigeria view entrepreneurship as a good career choice and have the aptitude to perceive opportunities, only 44% intend to start a business within the next 3 years (Herrington & Kelley, 2013). Similarly, GEM 2020 report revealed that only 40% of those who believed they have the relevant skills and ability to identify business opportunities intends to start a business within the next 3 years (Singer, Amoros & Arreola, 2014).

Furthermore, despite the existence of different models in the extant intention literature, an important concern in the previous studies that used the Theory of Planned Behavior (TPB) is the inconsistencies of the entrepreneurship education and entrepreneurial intention. However, scholars (e.g., Mahendra, Djatmika & Hermawan, 2017; Altanchimeg & Sarantuya, 2020) found an insignificant relationship between EE and EI, others (e.g., Wu & Wu, 2008; Uddin, Chowdury, Hoque, Ahmad, Mamun & Uddin, 2022; Cera, Mlouk, Cera & Shumeli, 2020) found a significant

relationship between EE and EI. Due to the above inconsistencies, this study looks at the moderating role of self-efficacy in the relationship between entrepreneurship education and attitude toward entrepreneurship on student's entrepreneurial intention. There is also a need to investigate the role of self-efficacy in shaping entrepreneurial intentions among university students in Nigeria (Gozukara&Colakoglu, 2016).

Due to the low level of entrepreneurial intention that led to the higher rate of unemployed graduates in Nigeria (Wisdom, 2018) call a demand for this research to be conducted. Previous studies have identified various determinants of entrepreneurial intentions, such as entrepreneurship education (Omar, Maryem&Abdelaziz, 2021; Ndofirepi, 2020; Altanchimeg&Sarantuya, 2020; Patrick, Richard & Robert, 2017; Sharaf, El-Gharbawy, & Ragheb, 2018) and prior entrepreneurial experience (Hou, Su, Lu, & Qi, 2019; Kanonuhwa&Chimucheka, 2016; Mehendra et al, 2017), There is also a need to investigate the role of self-efficacy in shaping entrepreneurial intentions among university students in Nigeria (Gozukara&Colakoglu, 2016).

2.0 LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Entrepreneurship Education

Entrepreneurship education (EE) is a young field, in fact, one of the youngest among other sub-disciplines of education. However, it is difficult to precisely determine the beginning of entrepreneurial education as an academic field and as teaching practice (Gustav & Agnieszka, 2022). Katz (2003) reported that one of the first courses of entrepreneurship was organized at Harvard University in the United States in 1947 by Myles Mace. Others, such as McMullan and Long (1987) state that some elements of entrepreneurial education can be found as far back as 1938 at Kobe University in Japan. EE is the procedure of improving skills and concepts to identify opportunities that others have overlooked, as well as the confidence and ideas to take action where others doubt (Temoor, Azadeh, Muhammad, & Petra, 2022).

2.2 Entrepreneurship Education and Entrepreneurial Intention

Definitions of entrepreneurship education are like definitions of entrepreneurship. All emphasized on different aspects of entrepreneurial development. Albert (2021) defines entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-orientated ventures. Nwakaego and Agwu (2023) note that, it is the type of education which focuses on skills development for those interested in creating new businesses or developing small businesses. They also emphasized that entrepreneurial education focuses on combining and carrying out a new combination of business elements while education for small business ownership focuses on the skills needed to reproduce or acquire an existing business.

Hypothesis 1: Entrepreneurship education has no significant effect on entrepreneurial intention

2.3 Entrepreneurial Intention

EI is a person's readiness to indulge in entrepreneurial action, or to be an entrepreneur. That is why entrepreneurial conduct is a process that reveals continuously for the world (Li, Sikander, Shuja, Rana&Shaibu, 2019). Entrepreneurial intention is considered a reliable indicator of entrepreneurial behavior for a person planning to launch a new venture on a long-term basis (Kamrul, Barbara & Mohammad, 2022). We can define entrepreneurial intention as a cognitive representation that encompasses the actions to be developed by the individual for the creation of new companies and greater value for existing companies (Susana, Carmen, Botella& Lin-Lian, 2022).

2.4 Attitude toward Entrepreneurship

Attitudes toward entrepreneurship are considered to be a function of business value, beliefs and profitability (Anjum, Amoozegar, Farrukh&Heidler, 2022). Attitude towards entrepreneurship refers to the degree to which an individual holds a positive or negative personal valuation about being an entrepreneur (Kolvereid&Bullvag, 2016). In an argument of Mueller (2016) it is an individual's assessment of the degree of desirability or undesirability of certain behavior. The attitude towards entrepreneurship is the extent to which an individual has a welcome or an unwelcome and good or bad appraisal of the entrepreneurial behavior (Bayero, 2020).

2.5 Attitude toward Entrepreneurship and Entrepreneurial Intention

The attitude towards entrepreneurship indicates the readiness to take part in entrepreneurial activities when opportunities arise (Krueger, Reilly & Carsrud 2000). An attitude towards entrepreneurship of individuals may also be recognized by the preference and desire to own a business rather than to be hired (Tella&Issa, 2013). Attitude towards entrepreneurship is also associated with the assessment of advantages and disadvantages (Maresch, Harms, Kailer&Wimmer-wurm, 2016). Individuals who are more positive about the results of entrepreneurship have higher positiveness about entrepreneurial activities; hence, stronger entrepreneurial intentions (Krueger et al., 2000; Autio, Keelay, Klofsten, Parker & Hay, 2001; Van Gelderen& Jansen, 2006; Franke&Luthje, 2004; Linan& Chen, 2009). Krech and Crutchfield (1958) contended that the formation of one's attitudes is controlled by their culture, parents, different social groups and personality traits. Krueger et al. (2000) added that individuals are more likely to hold a positive ATE if they perceive that people important to them, including colleagues and friends, have a positive opinion about entrepreneurship. Based on the above literature, the null hypothesis was formulated.

Hypothesis 2: Attitude toward entrepreneurship has no significant effect on entrepreneurial intention

2.6 Moderating Role of Self-Efficacy

Self-efficacy is when an individual has faith in his/her capacity together and utilize necessary assets, talents, and expertise to achieve or implement a job (Neneh, 2020). An individual with advanced self-efficacy will exert more effort over a longer period of time, and will stand all odds still they accomplish their goal, while setting complex objectives and establishing improved tactics and schemes for the job. An individual with self-efficacy has the capacity to accept disapproval in a more optimistic way (Neri & Watson, 2013). Self-efficacy is germane in the entrepreneurship process, as the procedure requires much determination, perseverance, and preparation. Therefore, the present study argued that self-efficacy may perform a moderating role in the relationship between entrepreneurship education and student's entrepreneurial intention for the following reasons. First, entrepreneurship education as an independent variable has been found to be positively related to student's entrepreneurial intention by (Mahendra, et al., 2017). Second, Altanchimeg & Sarantuya (2020) found that, entrepreneurship education was positively and significantly related to student's entrepreneurial intention. Third, Ibrahim, Chidiebere, Alabi, Okoliko and Ayetigbo (2023) also found out that, entrepreneurship education has no significant effect on entrepreneurial intention of undergraduate students. In this regard, the present study introduced self-efficacy as a possible moderator on the relationship between entrepreneurship education and entrepreneurial self-efficacy on student's entrepreneurial intention. Thus, the study formulated the following null hypothesis.

Hypothesis 3: Self-efficacy does not significantly moderate the relationship between entrepreneurship education and attitude toward entrepreneurship on student's entrepreneurial intention

2.7 Theoretical and Conceptual Framework

Theory of planned behavior (TPB) will be adapted for this study.

Theory of Planned Behavior was propounded by Ajzen (1991) and considered as one of the most suitable models that explained the entrepreneurial intentions of students. Krueger and Carsrud (1993) were pioneers in applying Ajzen's TPB in the field of entrepreneurship, which postulates that education and training can influence the perception and intentions of students towards entrepreneurship (Ajzen, 1991). Krueger et al. (2000) are of the view that, any individual entrepreneurial activity can be more accurately predicted by studying entrepreneurial intention (EI), rather than personality traits, demographic characteristics, or situational factors of entrepreneurs.

Self-efficacy which is concerned with judgments of how well one can execute courses of action is required to deal with prospective situations (Bandura, 1982). Much of our knowledge about the role of perceived behavioral control comes from the systematic research program of Bandura and his associates (Bandura, Adams & Beyer, 1977). Self-efficacy beliefs can influence choice of activities; preparation for an activity, effort expended during performance, as well as thought patterns and emotional reactions (Bandura, 1991). The Theory of Planned Behavior places the constructs of self-efficacy or perceived behavioral control within a more general framework of a relations among beliefs, attitudes, intentions and behaviors (Ajzen, 1991).

Based on the above theoretical assumptions, the present study employed TPB in order to ascertain the relationship of entrepreneurship education and attitude toward entrepreneurship as independent variables on Students entrepreneurial intention which remained as dependent variable of this study with role of self-efficacy as a moderator between the independent variables and well dependent variable of the study.

The conceptual framework is presented below based on the assumption of the aforementioned theory.

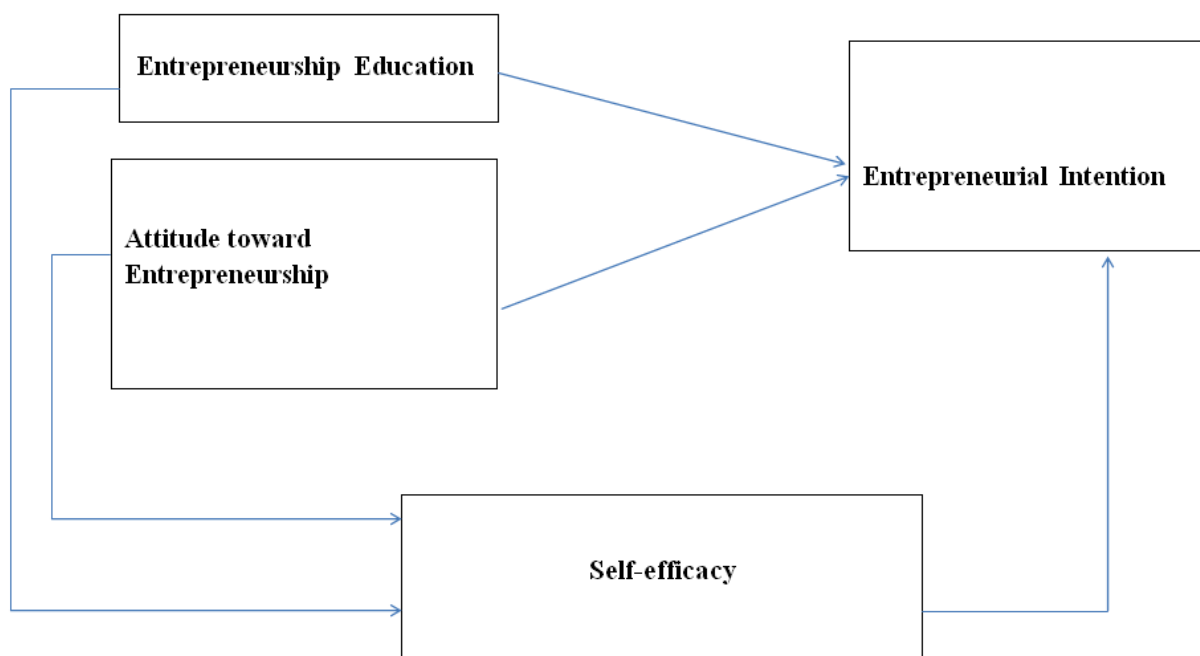


Figure 2.1: Research Model

The above figure represents the search model for the study which shows the relationship between variables of the study. Entrepreneurship education and attitude toward entrepreneurship are the independent variables predicting entrepreneurial intention as the dependent variable and

self-efficacy will moderate the relationship between independents and dependent variable of the study. There were limited studies in the available literatures on moderating the role of self-efficacy in the relationship between entrepreneurship education and attitude toward entrepreneurship on student's entrepreneurial intention.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This study used a quantitative method to examine the moderating role of Self-efficacy (SE) in the relationship between Entrepreneurship Education (EE) and attitude toward entrepreneurship (ATE) on students Entrepreneurial Intention (EI) in Kebbi State owned tertiary institutions. This study employed a survey research design. The population of this study comprised the entire final year students of Ordinary diploma (OND), National Diploma (ND), National Certificate for Education (NCE) and undergraduate students programs from different tertiary institutions (Abdullahi Fodiyo University of Science and Technology, Aliero (AFUSTA), AdamuAugie College of Education, Argungu (AACOE), Kebbi State Polytechnic, Dakingari (KSPD), Kebbi State College of Health Science and Technology, Jega (KESCOHESTJ), College of Basic and Advanced Studies, Yauri (COBAS) and College of Agriculture, Zuru owned by Kebbi State Government. Population of the study was 4,298 obtained from 6 tertiary institutions owned by Kebbi state government. This study determined a suitable sample size that represents the above population using Dillman, SmythandChristian formula (2014) as shown below

$$n = \frac{(N)(P)(1 - P)}{(N - 1) + \left(\frac{B}{C}\right)^2 + (P)(1 - P)}$$

Where:

n = is the calculated sample size required for desire level of precision

N = is Population size of the study

P = is the proportion of the population anticipated to be selected. Nonetheless, as the definite statistics of respondents that agree to participate in research is unknown. It was therefore proposed by Dillman et al. (2014) that instead of using the 80/20 chances, the 50/50 chances should be utilized. This implies that 0.5 will be used instead of 0.80.

B = is the tolerable amount of sampling error which is 0.05 or (5%) of the actual population.

C = is statistics associated with confidence level

Therefore where N = 4,298, P = 0.5, B = 0.05, C = 1.96.

$$n = \frac{(4298)(0.5)(1 - 0.5)}{(4298 - 1) \left(\frac{0.05}{1.96}\right)^2 + (0.5)(1 - 0.5)} = 353$$

It is very vital for researchers to employ all available techniques with the view to lessening this problem so as to properly handle the likelihood of non-response error that could arise and undermine the research outcomes (Groves, 2006). Furthermore, the study observes scholarly suggestions of adjusting the sample size so as to mitigate the tendency of the non-response rate. In this regards, Hair, Wolfinbarger, Bush and Ortinau (2012) suggested that a sample size could be increased by 40 to 50 percent. 40 percent (141) will be increase from the calculated sample size of 353 in order to handle the tendency of missing or misplacement of questionnaires.

Primary data collected from the research respondents (students) of Kebbi State owned tertiary institutions using a self-administered questionnaire. Statistical Package for Social Sciences (SPSS) version 22 employed for data entry. In order to test the sets of hypotheses and to examine the complex relationships involving the moderating role of the entrepreneurial self-efficacy Partial Least Squares (PLS 4), path modeling was used.

4.0 DATA PRESENTATION

4.1 presentation and Discussion of Result

The data were collected and analyzed using smart PLS 4 software for partial least square modelling (PLS-SEM) as a statistical process (Vinzi, Trinchera& Amato, 2010) in order to validate and evaluate the model of this study, Hair, Hult and Sarstedt, (2017) recommends a two stage assessment as measurement model known as outer model and structural models known as inner models

4.2 Measurement model

The measurement model was evaluates based on items reliabilities, internal consistency reliabilities, convergent validity and discriminant validity for all the variables (Henseler, Ringle&Sinkovics, 2009). Therefore, Hair et al, (2017) suggests the rule of thumb for retaining the items reliabilities between 0.40 and 0.70 if it can increase AVE, composite reliability should be 0.7 and AVE should be 0.5. Hence, figure 1 show the result of items reliabilities and none of the items reliabilities were removed because they are all above 0.40.

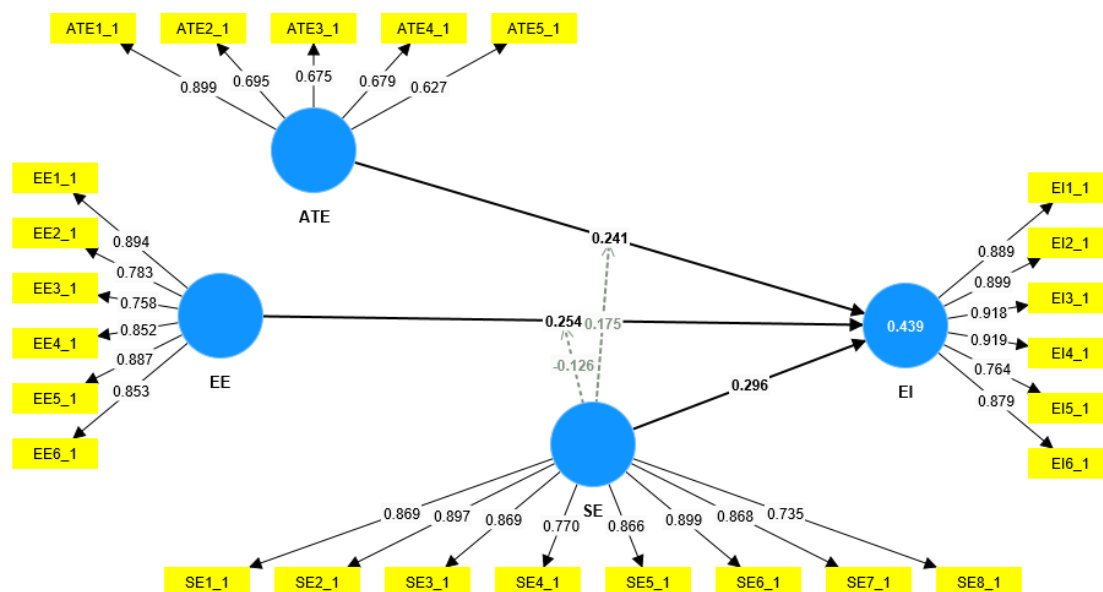


Figure 4.1: Measurement Model

4.3 Structural Model

After meeting the requirement of measurement model, the structural model was assessed. The first portion of structural model assessment is assessing the path coefficient, therefore core efficient of determination, effect size and predictive relevance. Therefore, the study used 5,000 bootstrap samples in to assess the importance of the path coefficient for the relationship (Hair et al., 2017). Hence, the results were presented below:

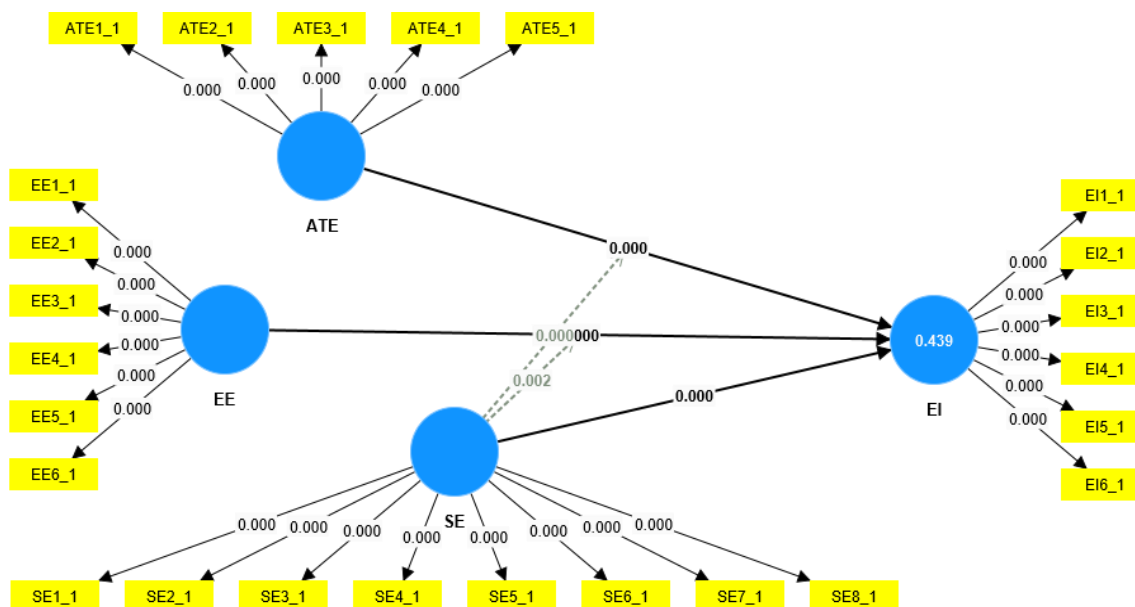


Figure 4.2: Structural Model

Table 1: Path Coefficient for Direct and moderation relationship

Relationship	Mean Standard Dev.	T Statistics	P Value		Decision
EE-> EI	0.254	0.061	4.178	0.000	Rejected
ATE-> EI	0.252	0.060	3.992	0.000	Rejected
EE-> SE->EI	-0.125	0.041	3.068	0.002	Rejected
ATE->SE->EI	0.174	0.046	3.833	0.000	Rejected

Table 1 above shows that, EE and EI had significant relationship with P value of 0.000. The ATE and EI also show a significant relationship with P value of 0.000. The indirect relationship between EE ON SE and EI and ATE on SE and EI both shows a significant relationship with P value of 0.002 and 0.000 respectively.

5.0 SUGGESTION FOR FURTHER STUDY

This study used Self-efficacy as a moderator between entrepreneurship education and attitude toward entrepreneurship on student's entrepreneurial intention. It is therefore recommended that for future studies an entrepreneurial passion should be used as a moderator on reflective or formative variables to indicate the influence on entrepreneurship education on student's entrepreneurial intention.

6.0 CONCLUSIONS AND RECOMMENDATIONS

This study contributes to the literature by incorporating self-efficacy as moderator which implies that the high level confidence of student can increase their entrepreneurial intention level. Therefore, this study concludes that students' level of entrepreneurial intention is increased or enhanced as long as they have high level of self-efficacy or high level of confidence. The study recommended that, the government tertiary institutions and students to seriously comprehend the importance of entrepreneurship education. It also recommends that, student's attitude toward entrepreneurship should be assiduously stimulated by the entrepreneurship tutors and management of each tertiary institution, as a result of that stimulation of positive attitude toward entrepreneurship will be developed which will eventually create a sustainable and viable business environment and also lead to the development of entrepreneurial intention for a sustainable life.

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