

The Mediating Effects of Self-Efficacy on Entrepreneurship Education and Student's Entrepreneurial Intention

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ABSTRACT

To those pursuing careers in business disciplines, entrepreneurship education has become crucial. Based on entrepreneurship education philosophy, this study examines how learning and intention affect secondary students' entrepreneurial goals, especially those of Malvar School of Arts and Trade students in Grade 10. This tackles the scarcity of research on the role of self-efficacy as a mediator between entrepreneurial intention and entrepreneurship education. The descriptive correlational method of research was utilized in this study. The primary tool for collecting data was the questionnaire created by the researcher. Respondents were 198 Grade 10 students at Malvar School of Arts and Trade. The respondents believed entrepreneurship education and self-efficacy strengthened their intention to become entrepreneurs. They also believed that entrepreneurship education increases their understanding of starting their enterprise. Between entrepreneurship education and entrepreneurial intention, self-efficacy plays a crucial role, enabling students to anticipate when they will start a new firm.

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1. INTRODUCTION

Unemployment is still a major social issue. Many people hope to get the opportunity to pursue further education at a university. Nevertheless, it is unfortunate that many people who have completed their higher education still struggle to find employment. Entrepreneurship is seen as a potential solution to the unemployment issue. Entrepreneurial Self-Efficacy is crucial for someone to act in an entrepreneurial manner. This study aimed to assess students' levels of entrepreneurial self-efficacy from an educational institution that integrated entrepreneurial education into its curriculum.

According to Atienza, Tampis & Urratia [1], one out of ten Filipinos work overseas, sending millions of dollars to their families, helping to drive the country's consumption-driven economy- but doing little to nothing to promote employment [1].

Years after, COVID-19 hit the country. The COVID-19 pandemic's influence has been felt across all industries, and its scope was not anticipated. As of August 21, 2020, the WHO reported the following statistics: 39,023,292 confirmed cases; 1,009,586 fatalities. Over 20 million individuals have recovered from the illness, and 215 countries have been affected by Covid-19. The outbreak has quickly changed from a public health problem to a significant economic problem [2].

In order to promote sustainable economic growth in emerging economies, new economic policy measures are required [3]. In this sense, rising economies require entrepreneurship to advance their economies, reduce poverty, and raise living standards [3]. Entrepreneurship education aims to increase student understanding of entrepreneurship by educating them on the numerous aspects of creating and managing a new business [4]. This course emphasizes acquiring knowledge and abilities that boost the possibility of starting a firm and succeeding as an entrepreneur [4].

The term "entrepreneurship education" refers to all programs supporting entrepreneurial mindsets, attitudes, and skills development. This includes programs on "idea generation, start-up, growth, and innovation" [5].

Entrepreneurship education must be introduced from the lowest level of education because it is hard to form an adult directly, but it can be from an early age [6]. According to a 2011 study by Ibrahim et al., promoting entrepreneurship at a young age is essential since it might instil a positive attitude toward it. The student is more likely to become an entrepreneur since they also have a high level of self-efficacy in their abilities. As a result, interest in learning about entrepreneurship grows at the secondary level [7].

A major assumption underlying the expansion of entrepreneurship education can be learned [8]. However, there is little claim that understanding entrepreneurship education increases the intention, and not all studies suggest it does [9]. Few researchers examine entrepreneurship education's details and how it influences entrepreneurial intention [9].

As more institutions offer entrepreneurship courses, debates about whether entrepreneurship can be taught and anecdotes about whether entrepreneurs are born or bred predominate in international magazines and conferences. Some people still maintain that teaching entrepreneurship is impossible. They think that psychological and personality characteristics play a role in entrepreneurship. The argument that aptitude and temperament cannot be taught is one of the defences raised [5]. This study sought to examine the mediating effects of self-efficacy on entrepreneurship education and entrepreneurial intention of the students of Malvar School of Arts and Trade, a Technical Vocational Secondary School at Malvar, Province of Batangas, and provide several implications for future research.

2. METHOD

The research employed descriptive and correlational research methods to describe and analyze students' perceptions of entrepreneurship education and entrepreneurial intention and the mediating effects of self-efficacy. According to Asenahabi [10], a non-experimental quantitative research method known as correlational research uses correlational statistics to quantify and characterize the degree of relationship between

variables or sets of scores. The primary purpose of correlational research is to identify systematic relationships among variables. It involves measuring two or more relevant variables and assessing their relationship to other variables. Mediation analysis was also applied in this study. Mediation analysis advances our understanding of such an effect by assessing how well an impact may be described by a different variable known as a mediator. Therefore, mediation analysis is particularly important for individuals interested in understanding the focus effect's underlying mechanism [11]. As described by Abu-Bader & Jones [12], mediating variables are a process via which an independent variable affects a dependent variable. The mediating variable of this study, which is "self-efficacy," explains the relationship between the independent variable, "entrepreneurship education," and the dependent variable, "entrepreneurial intention."

The study was conducted among the public-school secondary students of Malvar School of Arts and Trade, District of Malvar. The study used stratified random sampling, which divides the population into smaller groupings called strata with shared attributes or characteristics. This study employed this sampling technique to ensure the respondents were not clustered in the same section. Three hundred ninety-one respondents were selected among the Malvar School of Arts and Trade secondary students.

The main instrument used for data gathering is a survey questionnaire. Its contents will be based on the outcomes of reviews of related literature and inquiries concerning the data or information the study wanted to obtain. Its contents will be based on the outcomes of reviews of related literature and inquiries regarding the data or information the study wanted to obtain.

3. RESULTS AND DISCUSSION

3.1. This study section focuses on the significant relationship between Students' Perceived Entrepreneurship Education and Entrepreneurial Intentions.

Table 1. Significant Relationship between Student's Perceived Entrepreneurship Education and Entrepreneurial Intentions

Entrepreneurship Education	Entrepreneurial Intention		
	Personal Attitude	Subjective Norms	Behaviour Control
Objectives	.529**	.511**	.525**
Content Knowledge	.680**	.620**	.674**
Pedagogy	.676**	.629**	.626**

** Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows a significant relationship between students' perceived entrepreneurship education and entrepreneurial intention. With this, it can be gleaned that the components of entrepreneurship education, such as its objectives, content knowledge, and pedagogy, were significantly linked to students' intention to pursue entrepreneurship education. According to Garaika et al. [13], starting a business allows people the flexibility to follow their ideas and aspirations. The results imply that when students perceive the components of entrepreneurship education as influential and beneficial to their personal and professional growth, their intention to take entrepreneurial subjects and courses becomes higher. It can be concluded that students have an increased chance of

perseverance and pursuit of the attempt as they develop a substantial perspective toward entrepreneurship courses and subjects. The findings also suggest that when respondents gain the fundamental knowledge of entrepreneurship education, the objectives are met, the subject matter is effectively delivered, and strategies and techniques are used to improve the respondents' entrepreneurial skills, they will demonstrate a positive attitude toward entrepreneurial activities and their intention to enrol in entrepreneurial courses and start their business increases. Garaika et al. [13] stated that programs for entrepreneurial education could examine people's attitudes and intentions by looking at psychological and behavioural components.

According to Ibrahim et al. [7], on the elements that determine the amount of entrepreneurial intention, having a high level of entrepreneurship education will help one have a more realistic perspective of entrepreneurial activity and affect one's entrepreneurial intentions. Additionally, according to Ibrahim et al. [7], students exposed to the management and entrepreneurship curriculum were likelier to have a strong entrepreneurial drive than those in the standard program, which only emphasizes engineering.

3.2. This study section focuses on the significant relationship between Students' Perceived Entrepreneurship Education and Self-efficacy.

Table 2. Significant Relationship between Students' Perceived Entrepreneurship Education and Self-efficacy

Entrepreneurship Education	Self-efficacy	
	Innovation	Risk-Taking
Objectives	.538**	.523**
Content Knowledge	.653**	.670**
Pedagogy	.652**	.674**

** . Correlation is significant at the 0.01 level (2-tailed).

As indicated in Table 2, a significant relationship exists between students' perceived entrepreneurship education and self-efficacy. With this, it can be gleaned that the components of entrepreneurship education, such as its objectives, content knowledge, and pedagogy, significantly correlate to the student's perspective of self-efficacy in pursuing entrepreneurial education.

The results imply that when students perceive the components of entrepreneurship education as influential and beneficial to their personal and professional growth, their efficiency in taking entrepreneurial subjects and courses becomes more influential.

Self-efficacy is commonly regarded as a potent predictor of individual behaviour. It is developed from Bandura's Social Cognitive Theory (1977, 2012). In this context, self-efficacy is an individual's "belief in her/his ability to accomplish a goal or outcome" [14]. People who believe in their abilities are more likely to be confident and work hard to accomplish their goals.

Astiana et al. [15] claimed that strengthening students' interest in entrepreneurship through awareness of the value of entrepreneurial education might alter their thinking and conduct toward success. However, many undergraduate students avoid starting their

businesses due to the misconception that entrepreneurs are born rather than made. The growth and development of the younger generation's drive, spirit, and conduct depend on entrepreneurial education. This is so because education fosters a community-wide desire to launch a prosperous business in the future [15]. Entrepreneurship education can potentially enhance the student's self-efficacy through practice and training.

Wardana et al. [16], social cognitive theory provided evidence that entrepreneurship education raises one's self-efficacy. Students who receive entrepreneurial education can: do duties associated with entrepreneurship, including drafting a business plan, conducting their business strategy, and reviewing business feasibility. Additionally, societal stress is introduced through peers' participation in class debates and performance on course tasks. Entrepreneurship education, which focuses on promoting entrepreneurship awareness, offering an alternative career path, and enticing students to take risks associated with the entrepreneurial process, business education, and management education's primary goals are to prepare students to become professional managers and to highlight the technical knowledge needed to lead and manage a business [16].

According to Hermanto & Srimulyani [17], entrepreneurship education has changed individuals' self-efficacy, perspective, and attitude. Self-Efficacy significantly influences entrepreneurial activity in a good way, and the business performance of women entrepreneurs, influencing entrepreneurial motivation; and mediating the effect of self-efficacy on entrepreneurial intention. It can be inferred from these many empirical investigations that self-efficacy is crucial for business players to acquire to ensure that the business they are starting can succeed.

3.3. This study section focuses on the significant relationship between Students' Perceived Self-efficacy and Entrepreneurial Intention

Table 3. Significant Relationship between Students' Perceived Self-efficacy and Entrepreneurial Intention

Self-efficacy	Entrepreneurial Intention		
	Personal Attitude	Social Norms	Behaviour Control
Risk-Taking	.725**	.677**	.709**
Innovation	.779**	.727**	.789**

** . Correlation is significant at the 0.01 level (2-tailed).

As indicated in Table 3, a significant relationship exists between students' perceived self-efficacy and entrepreneurial intention. Entrepreneurship is an excellent strategy for promoting economic mobility, innovation, the creation of new jobs, industry growth, and sector diversification. The idea of entrepreneurship has served as the foundation for many common characteristics, including opportunity recognition, taking calculated risks, and originality [13]. The results indicate that students' perceived self-efficacy in being innovative and risk-taker in every entrepreneurial course and subject moulds their intention to pursue entrepreneurial education. Also, the results show that as the students develop a high self-efficacy level, their intention to take entrepreneurship will increase. Entrepreneurial self-efficacy is among the most significant individual traits

influencing entrepreneurial intention [18]. With this, it can be gleaned that as students become competent and dedicated to developing their efficiency in accomplishing entrepreneurial tasks, they are more likely to survive the course. Also, the results imply that students must become skilled innovators and persevere risk-taker to increase one's intention in taking entrepreneurship education. Thus, it can be inferred that it will always depend on students' capabilities in honing themselves to improve and gain essential skills to increase one's self-efficiency. By exposing oneself to numerous learning opportunities and instances, one may develop substantial learning experiences necessary for honing one's personal and professional characteristics. Therefore, the subject must provide beneficial and influential educational learning opportunities for students' growth and development.

The results also imply that if the respondent's entrepreneurial intention is high, their action efficiency is also high. If the respondents are very eager to start their own business, they are ready to face all the challenges that would arise. One of the essential cognitive prerequisites of entrepreneurial intention is entrepreneurial self-efficacy. Individuals with high levels of entrepreneurial self-efficacy have been found to successfully engage in entrepreneurship and navigate the challenging circumstances of starting a new business. It has been claimed that entrepreneurial self-efficacy directly influences entrepreneurial intention [18].

Suppose students perceive their entrepreneurial self-efficacy to be higher. In that case, they will be more effective in utilizing their innate entrepreneurial skills, enhancing their entrepreneurial potential, and sparking their entrepreneurial confidence and excitement. These findings suggest that to increase the importance and effectiveness of entrepreneurship education, academic institutions and other relevant educational institutions should focus more on the combined application of self-learning and experiential learning in entrepreneurship.

Awotunde & Westhuizen [19] cites Joseph Schumpeter, who defined entrepreneurship as innovation. According to Awotunde & Westhuizen [19], an entrepreneur is someone prepared to turn a novel concept or invention into a commercially viable innovation.

Self-efficacy dramatically impacts the decision to act, regardless of whether alternatives are available, how much effort is put forward, how persistently hurdles are overcome, and the chances for action [16]. Similarly, according to Wardana et al. [16], self-efficacy is a critical factor influencing behaviour through the method, goal setting, outcome expectations, and environmental challenges. Scholars have looked at entrepreneurial self-efficacy in entrepreneurship because the concept influences people's behaviour.

3.4. This study section focuses on the significant relationship between Entrepreneurship Education and Entrepreneurial Intentions as Mediated by Self-Efficacy

Table 4. Mediation Analysis on the Effects of Self-efficacy on the Relationship between Entrepreneurship Education and Entrepreneurial Intentions

	B	SE	t	p	LLCI	ULC		
Direct	0.324	0.06	5.259	000	0.203	0.446	Significant	
Indirect	0.515	0.07	7.543	000	0.343	0.556	Significant	Complementary
Total	0.840	0.06	15.029	000	0.729	0.950	Significant	Partial Mediation
EE-ESE	0.878	0.06	14.394	000	0.757	0.998	Significant	
EE-EI	0.324	0.06	5.259	000	0.203	0.446	Significant	
ESE-EI	0.587	0.05	11.656	000	0.488	0.686	Significant	

(EE- Entrepreneurship Education, ESE- Entrepreneurial Self-Efficacy, EI- Entrepreneurial Intention)

Table 4 indicates a significant relationship exists among students’ perceived entrepreneurship education, self-efficacy, and entrepreneurial intention. According to the findings, a relationship between entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intention shows how entrepreneurship education affects these traits.

Entrepreneurial intention is strongly and favourably correlated with entrepreneurial self-efficacy. Intention plays a significant role in establishing new ventures and dramatically impacts a company's success [20]. Entrepreneurial self-efficacy was a complementary partial mediator between entrepreneurship education and entrepreneurial intention. The results demonstrated that entrepreneurship education influences entrepreneurial intention through entrepreneurial self-efficacy. Also, the results imply that the respondent’s efficiency in acting was based on the effectiveness of delivering the content of entrepreneurship education and their intention to take action.

Even though there is no single, widely agreed-upon definition of entrepreneurship, consensus exists that it involves recognizing a need, utilizing a chance to meet it, and creating a business close to it. The entrepreneurial mindset would best foresee this behaviour [21].

Entrepreneurs "discover entrepreneurship opportunities based on the information they already have," claims Hattab [21]. Education initiatives that try to provide this information typically, as a part of recognized education programs at primary, secondary, or tertiary level educational institutions, at developing knowledge and abilities either "about" or "for entrepreneurship [21]. Entrepreneurial self-efficacy also suppresses the relationship between the two, implying that it lessens entrepreneurship education's positive predictive value on entrepreneurial tendencies [22].

For instance, students' entrepreneurial effectiveness will likely decline if they encounter setbacks during entrepreneurship education, reducing their entrepreneurial ambitions. As shown in Table 4, where entrepreneurship education and entrepreneurial intention have a significant relationship mediated by entrepreneurial self-efficacy, it can be concluded that the respondents have a positive perspective about the effects of attending entrepreneurship education as it helps them to widen their understanding of putting up their own business and equip them with the qualities of a good entrepreneur. In attending entrepreneurship education courses, the respondents perceived that they had become more

familiar with the business environment because of the different projects and assignments, and the program encouraged them to add and share business ideas. Also, the respondents perceived that entrepreneurship education has positive effects because they are willing to learn and intend to become entrepreneurs. They are motivated and willing to face the consequences of putting up a new firm. The respondents said they are willing and intend to learn because they believe they are innovative and can identify new ways to produce goods and services. Also, they believe they can face all the consequences of being an entrepreneur. An earlier study by Setiawan [23] demonstrated the beneficial effects of entrepreneurship education on students' strengthened entrepreneurial qualities. Following the Entrepreneurship Personal Branding and Selling course, there were notable improvements in the students' entrepreneurial traits, including their market sensitivity, innovative creativity, perseverance, and high ethical standard. To foster entrepreneurial qualities in pupils, entrepreneurship education is crucial. Additionally, entrepreneurship education can help to enhance entrepreneurship. It has quickly spread throughout numerous higher worldwide educational institutions that successfully influenced students' intentions toward entrepreneurship, eventually translating into actual conduct [24].

4. CONCLUSION

The findings did not support the hypothesis that there is no significant relationship between entrepreneurship education and students' entrepreneurial intention; there is no significant relationship between entrepreneurship education and self-efficacy, and the hypothesis stating that self-efficacy does not mediate the relationship between entrepreneurship education and entrepreneurial intention. Therefore, it is concluded that the hypothesis presented in this study was not sustained.

Based on the findings and conclusions of this study, the following recommendations are being considered: (1) School administrator may provide workshops or LAC sessions necessary to enrich the teachings of entrepreneurship education and keep ensuring that the school has learning resources to support active learning, interaction, and collaboration among students.; (2) The general and technical vocational education teachers may be encouraged to attend training courses regarding entrepreneurship education to enhance their teaching techniques and strategies.; (3) The students may be encouraged to attend entrepreneurship courses so that they will be able to acquire the necessary skills and develop their intention and self-efficacy to put up their venture in the future.; (4) To assess the effects of self-efficacy and entrepreneurship education on learners' entrepreneurial intention, future studies may employ additional types of qualitative data. This would make correlating the data more tangible.

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