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The Mediating Role of Self - Efficacy on Students' Entrepreneurship Education and Entrepreneurship Intention in Buea Municipality

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Abstract

The study on the effect of entrepreneurship education on students' Entrepreneurial intentions has been of interest to researchers and continues to animate debate amongst scholars. This study aimed to investigate the mediating role of entrepreneurial self-efficacy on the impact of entrepreneurship education on university students' entrepreneurial intentions in Buea municipality. The researchers adopted a cross sectional descriptive survey design and quantitative data was collected from a sample of 300 university students in Buea Municipality. The study employed SPSS and Amos software to ascertain the effect of entrepreneurship education, self-efficacy and personal background factors on entrepreneurial intentions. The theoretical framework developed was supported by the data through fit indices, reliability and validity from the valid responses. The findings of this study revealed that entrepreneurship education and self-efficacy have positive and significant effects on entrepreneurial intentions while personal background factors had a positive but insignificant effect on entrepreneurial intentions. Entrepreneurship education inserted the highest effect, followed by self-efficacy. The findings collaborated the theory of planned Behaviour which argued that behaviours can be influenced through certain planned actions and are positively related to the entrepreneurial intentions of the student. The study recommends that universities could pay greater attentions to provide more practical entrepreneurship education and encourage students who show signs of entrepreneurial efficacy.

Keywords: entrepreneurship education, entrepreneurship intentions, entrepreneurial self-efficacy, personal background

1. Introduction

Entrepreneurship has gained a vital place as a career path for university graduates in recent years triggered by the growing difficulty in the job market (Guerrero et al., 2020). Universities are introducing entrepreneurship education to generate entrepreneurial interest in students and provide them with the much needed capabilities (Yijun et al., 2021). Oosterbeek et al., (2010) believe that entrepreneurship is promoted through entrepreneurship education by teaching entrepreneurship attributes: attitudes, skills and knowledge via education and instigation. Guerrero et al., (2020) observed that government agencies globally have not just instituted entrepreneurship programmes, but are also providing funding, education and training. The University of Buea, and other private universities in Cameroon have thus adopted entrepreneurship education with the intent to spurs their students into entrepreneurship thinking (Gibb et al., 2012). Scholars are however interested in the study of entrepreneurship because they seek to identify the drivers of entrepreneurship and ascertain the rise of entrepreneurship despite the high failure rate of entrepreneurs.

Piperopoulos & Dimov, (2015) have found that entrepreneurship education drives entrepreneurial intentions in students actively promoting entrepreneurial intentions; other researchers found that it sharpens the skills and entrepreneurial competences of the students (Jiang et al., 2017; Byun et al., 2018). Also, some studies have concluded that entrepreneurship education is the principal driver for ameliorating the development of entrepreneurial ability (Draycott and Rae, 2011). According to Draycott and Rae, (2011) entrepreneurship education positively affects entrepreneurship.

Despite these studies pointing out the effect of entrepreneurship education on intentions to become entrepreneurs, very limited studies have investigated the mediating role of factors like family background, entrepreneurial self-efficacy in entrepreneurial education and entrepreneurial intention. Today, many universities have established education programmes that instill entrepreneurial mindset and intentions in students. Yet, according to (Isoh et al., 2020) scanty literature exist to support the actual influence of such interventions on entrepreneurial development. This study therefore aimed to address this research gap by investigating the mediating role of entrepreneurial self-efficacy on the impact of entrepreneurship education on students' entrepreneurial intentions.

The Cameroon government , concious that entrepreneurship and innovation can drive entrepreneurial growth, job creation and help it achieve their vision 2035, has taken diverse initiative to create programmes like: the programme to support young urban entrepreneurs (Pajer-U), National Employment Fund (NEF), Bank for Small and Medium size enterprises and even an entire ministry dedicated for small and medium sized enterprises, yet the country is still lagging behind its set goals.

2. Literature Review

2.1 Entrepreneurship Education and Entrepreneurial Intentions

Entrepreneurship education is considered as educational activity that teaches students' entrepreneurial knowledge, skills, attitude and personal qualities (Fayolle & Gailly, 2015). Entrepreneurship education is defined as a training given by institutions to impart both the theoretical and practical aspects of entrepreneurship (Maresch et al., 2016).

According to Yijun et al., (2021) universities that offer entrepreneurship education have a unique opportunity to not only shape and influence students' attitudes towards entrepreneurship, but also to nurture their entrepreneurial mindset, that facilitates their ability to take on various roles in the entrepreneurial ecosystem. Muhudin, (2015) stated that entrepreneurship education is not just about teaching students how to start businesses, but also about fostering their initiative and innovation. The target is to equip the graduates with the appropriate skills, the knowledge, the desire and the cadre to identify and pursue entrepreneurial opportunities. Several studies have investigated the effects of entrepreneurship education in schools. Anwar & Saleem, (2019) stated that the positive effect of entrepreneurship education is generally more significant if the programme under investigation is less achievement-oriented. Meanwhile, Wijayati et., (2021) in their study postulated that education in entrepreneurship drives a person's ability to create a business in the present and participate in future entrepreneurial endeavors.

Haj Khalifa & Dhiaf, (2019) proposed a more general approach to entrepreneurship education, which encompasses a wide range of startups instead of focusing solely on technology startups, could be more successful in alleviating participants' doubts about their entrepreneurial capabilities and enhancing the performance of their startups. The entrepreneurial skills gained through such education have a lasting impact on entrepreneurial intentions (Brüne & Lutz, 2020. Entrepreneurship education is believed to have positively affected college students' business knowledge and skills, and remarkably increased their involvement in small businesses after graduation (Loy, 2014; Vaughan, 2014; Egan et al., 2017). There is a significant body of research that suggests a strong relationship between students' involvement in entrepreneurship education and the development of their entrepreneurial intentions. This has been demonstrated in studies by Lüthje & Franke, (2003), Tiwari et al., (2017) and Wang & Millington, (2011).

Entrepreneurial intention is defined as the desire to start a new business in the future. It is a state of mind that precedes action and plays a crucial role in an individual's decision to become an entrepreneur. Entrepreneurial intention is considered to be the best predictor of entrepreneurial behavior.

In recent years, researchers have increasingly focused on the entrepreneurial intentions of college students. A study by Li et al.,(2022) found that experiential learning practices, such as participating in a serious business game, positively impacts on students' entrepreneurial

intentions. Another study by Wang et al. (2021) found that innovation and entrepreneurship education (IEE) can also increase entrepreneurial intention.

Other factors that have been found to influence entrepreneurial intentions include personality traits, such as risk-taking propensity and self-efficacy; environmental factors, such as access to resources and support; and demographic variables, such as gender and age. A study by Akter et al. (2022) found that women are less likely to have entrepreneurial intentions than men, but that this gap can be narrowed by providing women with more opportunities to learn about entrepreneurship and to develop their entrepreneurial skills. The stronger an individual's entrepreneurial intention, the more likely they are to become an entrepreneur. To foster students' entrepreneurial intentions, entrepreneurship educators should provide them with a variety of learning opportunities, such as experiential learning, IEE, and mentoring.

Researchers have been paying more attention to the relationship between entrepreneurship education and entrepreneurial intention in recent years (Zhang et al., 2022; Wardana et al., 2020; and Hahn et al., 2020). Many studies have found that entrepreneurship education can have a positive impact on entrepreneurial intention (Zhang et al., 2022; and Nguyen & Nguyen, 2023; while some studies have found no significant impact (Khalifa & Dhiaf, 2016 and Zhang et al., 2022). The effect of entrepreneurship education on entrepreneurial intention is likely to vary depending on the specific design of the education program. More research is needed to understand the factors that influence the effectiveness of entrepreneurship education. In this study, the focus was on entrepreneurship education, entrepreneurial self-efficacy, personal background factors and entrepreneurship intention.

Entrepreneurship education is a field of study that aims to provide students with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurial self-efficacy is an individual’s belief in his or her ability to achieve various entrepreneurial tasks. Personal background factors refer to the particular background of an individual’s life and living, including features of the individual that are not part of a health condition or health states, and which can impact functioning positively or negatively.

Studies have shown that entrepreneurship education has a positive and statistically significant relationship with entrepreneurial self-efficacy and entrepreneurial intention (Ndofirepi, 2020) and entrepreneurial self-efficacy has also been found to be a robust predictor of entrepreneurial intention(Wu et al., 2022). Personal background factors such as age at migration, length of time elapsed since emigration, or age at testing can also impact an individual’s entrepreneurial success(Schmid, 2011).

2.2 Theoretical Literature Review

2.2.1 Theory of Planned Behaviour TPB (Ajzen, 1985)

The theory of Planned Behaviour was propounded by Ajzen in 1985. The theory states that the behaviour of individuals is shaped by behavioral intention and perceived control. The

TPB states that behavior is determined by intention, which is influenced by attitude, subjective norm, and perceived behavioral control (Krueger & Carsrud, 1993). The Theory of Planned Behavior (TPB) is a widely recognized and utilized theory for studying entrepreneurial intention and it was also employed for this study. This theory holds attempts to predicts the likelihood of a person engaging in a particular behavior based on three factors: attitude, subjective norm and perceived behavioral control (Ajzen, 1985) Attitude according to (Ajzen, 1985) is a person's attitude towards the behaviour, which is determined by their beliefs about the behaviour and the perceived outcomes of the behaviour. Also, subjective norm captures the person's perception of the social pressure to perform or not perform the behaviour and lastly, perceived behavioral control focuses on the person's belief in their ability to control the behaviour (Ajzen, 1985). The TPB has been applied to entrepreneurship research to understand the factors that influence entrepreneurial intentions. Studies have shown that attitude, subjective norm, and perceived behavioral control are all important predictors of entrepreneurial intentions.

In addition to the three core constructs, the TPB also includes a number of other variables that can influence behavior, such as personality traits, self-efficacy, and past behavior. These variables can moderate the relationship between the core constructs and behavior.

The Theory of Planned Behavior (TPB) is a widely used model for understanding and predicting human behaviour, including entrepreneurial intentions. However, research has shown that the TPB alone cannot fully explain why some college students have strong entrepreneurial intentions but do not engage in entrepreneurial activities. To address this gap, a more comprehensive and systematic theoretical framework and empirical analysis is needed to reveal the path of influence on entrepreneurial intention and the internal relationship among various influencing factors.

TPB can be used to study the effects of entrepreneurship education on entrepreneurial intention. Specifically, this study examined whether entrepreneurship education could change students' attitudes towards entrepreneurship, their perceptions of subjective norms, or their perceived behavioral control.

Self-efficacy is a related concept that refers to a person's belief in their own ability to perform a task. Self-efficacy has been shown to be a significant predictor of entrepreneurial intention and behavior. Therefore, the TPB and self-efficacy can be used together to study the factors that influence entrepreneurial intention among students.

Thus, this study examines the extent to which entrepreneurship education affects students' self-efficacy, attitudes towards entrepreneurship, subjective norms, and perceived behavioral control on students' entrepreneurial intention.

2.2.2 The Entrepreneurial Event (MEE) Model (Shapero and Robert Sokol, 1982)

The Model of the Entrepreneurial Event (MEE), proposed by Howard Shapero and Robert

Sokol in 1982, suggests that entrepreneurial intentions are influenced by a combination of individual and environmental factors. According to the MEE, there are five stages in the entrepreneurial process: (1) latent entrepreneurial predisposition, where an individual has the potential to become an entrepreneur; (2) triggering event, where an event or circumstance prompts the individual to consider entrepreneurship; (3) mobilization, where the individual begins to take action towards entrepreneurship; (4) opportunity recognition, where the individual identifies a viable business opportunity; and (5) exploitation, where the individual takes steps to start and grow a business. The MEE has been used to study entrepreneurial intentions in a variety of contexts, and it has been found that environmental factors, such as the availability of resources and opportunities, can play a significant role in shaping entrepreneurial intentions.

The effects of entrepreneurship education on entrepreneurial intentions support this model.

2.2.3 Hypothesis Development

Entrepreneurship education can be seen as an environmental factor that can influence an individual's latent entrepreneurial predisposition by providing them with the knowledge and skills necessary to recognize and exploit opportunities. Entrepreneurial self-efficacy, on the other hand, can be seen as an individual factor that influences an individual's ability to mobilize resources and take action towards starting a new venture.

Studies by Jiatong et al., (2021) and Cui et al., (2021) that examined the relationship between entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intentions among college students found that entrepreneurship education was significantly and positively related to both entrepreneurial self-efficacy and entrepreneurial intentions. Furthermore, the studies found that entrepreneurial self-efficacy played a complete mediating role between entrepreneurship education and entrepreneurial intentions. This suggests that entrepreneurship education can increase an individual's confidence in their ability to start a new venture, which in turn increases their intention to do so. This study therefore hypothesis that:

H1: Entrepreneurial self-efficacy positively impacts entrepreneurship education and entrepreneurial intentions.

H2: Entrepreneurial self-efficacy has positive and significant effect on entrepreneurial intentions.

H3: Entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intentions.

In another study Liu et al., (2022) found that personal background factors such as gender, entrepreneurial experience, entrepreneurial competition experience, and family background of self-employment were significantly related to both entrepreneurship education and entrepreneurial intentions. This suggests that personal background factors may also play a

role in shaping an individual's response to entrepreneurship education and their subsequent intention to start a new venture. Their results uncovered that entrepreneurship education has positive impact college students' entrepreneurial intentions; proactive personality negatively moderates this relationship; and family economic status positively moderates it. However, the moderating effect of narcissistic personality has not been verified

Based on this literature, this study further hypothesized that:

H4: Personal background factors significantly affect entrepreneurial intentions

2.2.4 Conceptualized Framework

From the problem statement and the reviewed of literature above, this study conceptualize the following relationship between entrepreneurship education, personal background factors, entrepreneurial self-efficacy and entrepreneurial intentions on Figure 1.

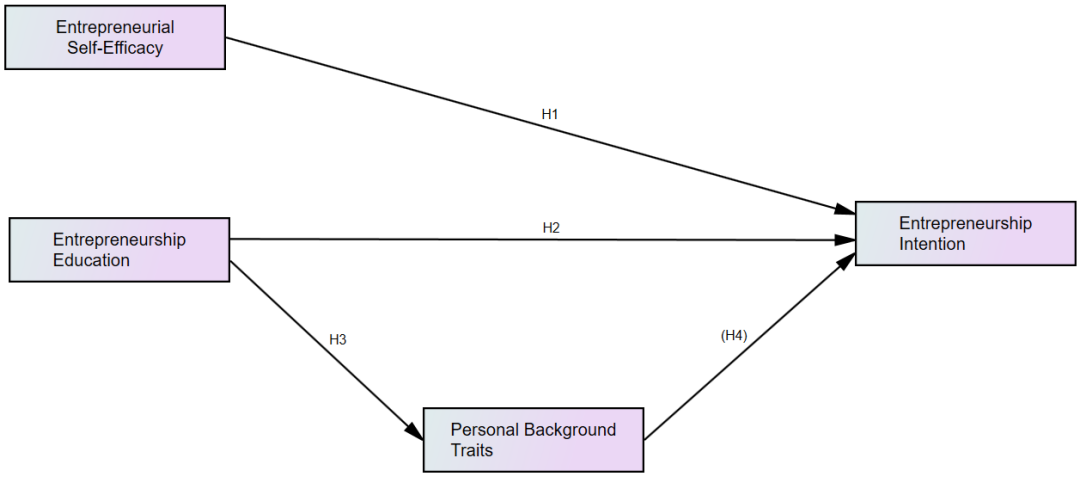

Figure 1. Conceptualized relationship between entrepreneurship education, personal background factors, entrepreneurial self-efficacy and entrepreneurial intentions

Source: Developed by authors

3. Methodology

The scope of the study includes four universities in Buea Municipality. Buea is one of the top educational towns in Cameroon, hosting the University of Buea and many other private university institutes such as Biaka University institute of Buea, Catholic University Institute, HIBMAT University Institute (HUIB), Pan-African Institute for Development (PAID-WA), and The Higher Institute for Managements Studies (HIMS), among others. As an educational city, Buea has experienced a rapid increase in entrepreneurial businesses, with many startups, especially technology startups, being started by students from these universities. This study adopted a cross-sectional survey designed with data collected using structured questionnaires

administered to university students.

The population of this study consisted of university students in Buea Municipality who have completed an entrepreneurship course during their studies. This includes students from both private and public universities. Due to the absence of publicly available data on the total number of students, the study assumed an unknown population size and used this to determine the minimum acceptable sample size of 300 established using the following calculations

*n = (Z^2 * p * q) / d^2*

Where:

n = Sample size

Z = Z-score for the desired confidence level (used 95%, so Z = 1.96)

P = Estimated proportion of students in the population who have a certain characteristic (estimated this to be 0.5, since it is a 50/50 chance)

q = 1 – p

d = Margin of error (I wanted a margin of error of 0.05, so d = 0.05)

The choice of convenient sample techniques was influenced by the large population of students in Buea Municipality who are at the same time dispersed making it difficult and time-consuming to randomly sample participants. Also, convenient sampling allows for recruitment of participants who are easily accessible who are taking entrepreneurship courses during their studies. The choice of students as the population for this study is justified by their potential as future entrepreneurs and their exposure to entrepreneurship education. The minimum sample size of 300 was chosen to ensure that the results of the study would be statistically significant and representative of the population. The use of convenient sampling was justified by its efficiency in recruiting a large and diverse group of participants, which is important for the validity and generalizability of the study's findings. The questionnaires were administered with the help of trained data collectors.

The measurement instrument was questionnaire; consisting of three parts: a cover letter, demographic characteristics, and Likert item questions. The Likert item questions measure entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intention. The education construct covered items compiled by (Yijun et al., 2021). The self-efficacy was assessed following guidelines from (Lüthje & Franke, 2003b), entrepreneurial intention was measured using the Entrepreneurship Intention Survey Scale (IEIS) compiled by Thompson (2009).

The reliability analysis was performed to assess the internal consistency of the constructs in the study. Cronbach's alpha coefficients were calculated for each construct to determine the

reliability of the measurement scales. The results indicated that all constructs achieved high levels of internal consistency. The Cronbach's alpha coefficients for Entrepreneurship Education, Entrepreneurial Self-Efficacy, Personal Background, and Entrepreneurial Intentions were 0.767, 0.869, 0.822, and 0.878, respectively. These values surpass the accepted threshold of 0.7, demonstrating the reliability of the measurement scales for each construct.

Table 1. Reliability and Validity Results Pretest

Constructs	Number of Items	alpha
Entrepreneurship Education	4	0.767
Entrepreneurial Self- Efficacy	7	0.869
Personal background	7	0.822
Entrepreneurial Intentions	6	0.878

Source: Developed by authors.

3.1 Data Analysis

The study utilized SPSS version 26, a widely used software tool for conducting descriptive and factor analysis in research. SPSS was chosen for its user-friendly interface and comprehensive statistical capabilities. In this study, various statistical measures were employed, including means, standard deviation, and percentages, to analyze the data. To assess the reliability of the scales, Cronbach's alpha was adopted.

The data analysis was performed using SPSS 26 and Amos 21. Descriptive statistics and factor analysis were utilized to evaluate the properties of the measures. Confirmatory factor analysis (CFA) was employed to test the structural model. Bootstrapping was utilized to obtain robust standard errors and confidence intervals for the model parameters. Structural equation modeling (SEM), a powerful statistical technique, was employed to test complex relationships and examine theoretical models. Model fit was assessed using various fit measures, such as chi-square, comparative fit index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR). These fit indices provide insights into how well the proposed model aligns with the observed data. This allowed the researcher to estimate parameters, test hypotheses, and evaluate the significance of relationships between variables. Additionally, the study employed mediated models to assess whether the relationship between entrepreneurship education and entrepreneurial intention was mediated by entrepreneurial self-efficacy. Using AMOS and 5,000 bootstrap samples, researcher was able to obtain more accurate estimates and assess the

significance of the mediated effects. If the confidence interval does not include zero, it indicates that the result is statistically significant.

3.2 Ethical Considerations

In this study, several ethical considerations were taken into account. Participants were provided with comprehensive information about the study and they gave their voluntary consent. Confidentiality and anonymity were ensured by removing personal identifying information from the data. Measures were taken to protect participants' data, and potential risks were minimized. Participation was voluntary, and participants had the right to withdraw without consequences. Transparency and integrity were maintained in reporting the study's methodology and results. These ethical practices safeguarded participants' rights. No conflict of interest and the research did not receive external funding

4. Results

The data was examined for missing data and a total of 291 cases were retained for further analysis. The findings revealed that in terms of demographics, male 140(48.1%) were male and 151(51.9%) females that participated in this study. The participants' average age was 29 years with a standard deviation of 9 years (28.75±8.636). Out of the total population, 43.6% holds a Bachelor of Science (B.Sc.) degree, 52.2% has a Master's degree, and 4.1% have a PhD. This suggests that the majority of the population in this sample have completed a Master's degree, with a smaller percentage holding a BSc or PhD and this could attributed to the fact that entrepreneur course is mandatory to all students of University of Buea at the masters level. The factors analysis was conducted and the findings are presented on Table 2, Table 3 and Table 4.

Table 2. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.827
Bartlett's Test of Sphericity	Approx. Chi-Square	3050.037
	df	276
	Sig.	.000

This study employed KMO and Bartlett's test results to ascertain the data suitability for factor analysis (see Table 2). The KMO measure of sampling adequacy was 0.777, denoting that the data provides sufficient information for conducting factor analysis. Additionally, the Bartlett's test of sphericity yielded a significant result ($p < 0.001$), indicating that the variables in the data set are correlated. The Exploratory Factor Analysis (EFA) was conducted to downsize indicators for respective constructs using the Principal Component Analysis (PCA) was employed and the varimax used. Four new components were extracted with 69.78% of total variance explained as shown on Table 3.

Table 3. Principal Component Analysis (PCA)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.216	30.068	30.068	7.216	30.068	30.068	4.175	17.394	17.394
2	2.526	10.524	40.592	2.526	10.524	40.592	4.059	16.914	34.307
3	2.316	9.649	50.241	2.316	9.649	50.241	3.279	13.661	47.968
4	1.981	8.254	58.495	1.981	8.254	58.495	2.527	10.527	58.495
5	1.065	4.438	62.934						
6	.971	4.046	66.980						
7	.931	3.878	70.858						
8	.804	3.348	74.206						
9	.683	2.845	77.052						
10	.628	2.619	79.670						
11	.557	2.322	81.992						
12	.528	2.200	84.193						
13	.502	2.091	86.283						
14	.452	1.885	88.169						
15	.432	1.798	89.967						
16	.414	1.723	91.690						
17	.370	1.543	93.232						
18	.342	1.426	94.658						
19	.276	1.150	95.809						
20	.244	1.018	96.827						
21	.238	.990	97.816						
22	.213	.888	98.705						
23	.178	.741	99.446						
24	.133	.554	100.000						

Extraction Method: Principal Component Analysis.

Source: Developed by authors

The PCA extracted four components, which together explained approximately 58.495% of the total variance. The first component accounted for 30.068% of the variance, the second for 10.524%, the third for 9.649%, and the fourth for 8.38%. The structure matrix revealed high loadings of the SE variables on the first component to entrepreneurial self-efficacy, EI variables on entrepreneurial intention, PB variables on personal background factor except for PB4 and PB5 that exhibited low loadings. Finally, the EED variables also loaded well for entrepreneurship education. Thus, the framework suggests that each component represents a distinct construct within the data (see Table 4).

Table 4. Rotated Component Matrix

Rotated Component Matrix				
	Component			
	1	2	3	4
EI4	.842			
E	.827			
EI2	.767			
EI1	.737			
EI0	.688			
EI3	.679			
SE4		.774		
SE3		.774		
SE2		.717		
SE5		.692		
SE6		.680		
SE1		.621		
SE0		.601		
PB2			.787	
PB1			.754	
PB0			.741	
PB3			.720	
PB6			.623	
EE2				.855
EE1				.805
EE3				.773
EE4				.669
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				

Source: Developed by authors

Table 5. Final Reliability and Composite validity

Construct	Number of Indicators	Threshold	Cronbach's Alpha	Average variance extracted (AVE)	Remark
Entrepreneurial Education	4	0.7	0.814	0.582	Reliable
Self-Efficacy	7	0.7	0.838	0.531	Reliable
Personal background attributes	5	0.7	0.825	0.500	Reliable
Entrepreneurship Intention	6		0.848	0.610	Reliable

Source: Developed by authors

Furthermore, to assess the discriminant validity, the study used criteria given by Fornell and Larcker (2009). Table 6 shows that the model in this study yielded reliability results given that the square roots of AVE are all greater than its corresponding correlation values (Latif et al., 2023).

Table 6. Assessment of the discriminant validity using Fornell and Larcker

	EE	EI	PB	SE
EE	0.763			
EI	0.084	0.781		
PB	0.162	0.407	0.69	
SE	0.205	0.429	0.476	0.728

Source: Developed by authors

The confirmatory factor analysis (CFA) was performed using SPSS AMOS 21 and the findings are presented on Table7 and Figure 2. The model fit was evaluated using several indices. The chi-square statistic was significant, $\chi^2(113) = 297.111$, $p < .001$, but the relative chi-square (CMIN/DF) was 2.629, suggesting an acceptable fit given the sensitivity of the chi-square statistic to sample size. The Root Mean Square Residual (RMR) was .061 and the Goodness of Fit Index (GFI) was .899, both indicating a good fit. The Comparative Fit Index (CFI), Incremental Fit Index (IFI), and Tucker-Lewis Index (TLI) were all above .90 (.924, .924, and .908 respectively), further supporting the model's fit. The Root Mean Square Error of Approximation (RMSEA) was .075, falling within the acceptable range.

Table 7. Confirmatory Factor Analysis (CFA)

Measure	Standard for Good Fit	Calculated Value	Interpretation
Chi-square (χ^2)	Smaller values are better (> 0.05)	297.111(< .001)	Model is significant
CMIN/DF (Relative Chi-square)	< 3	2.629	Acceptable fit
RMR (Root Mean Square Residual)	Close to 0	.061	Good fit
GFI (Goodness of Fit Index)	> 0.95	.899	Acceptable fit
CFI (Comparative Fit Index)	> 0.95	.924	Good fit
IFI (Incremental Fit Index)	> 0.95	.924	Good fit
TLI (Tucker-Lewis Index)	> 0.95	.908	Good fit
RMSEA (Root Mean Square Error of Approximation)	< 0.06 for a good fit, < 0.08 for reasonable fit, > 0.10 poor fit	.075	Reasonable error of approximation

Source: Developed by authors

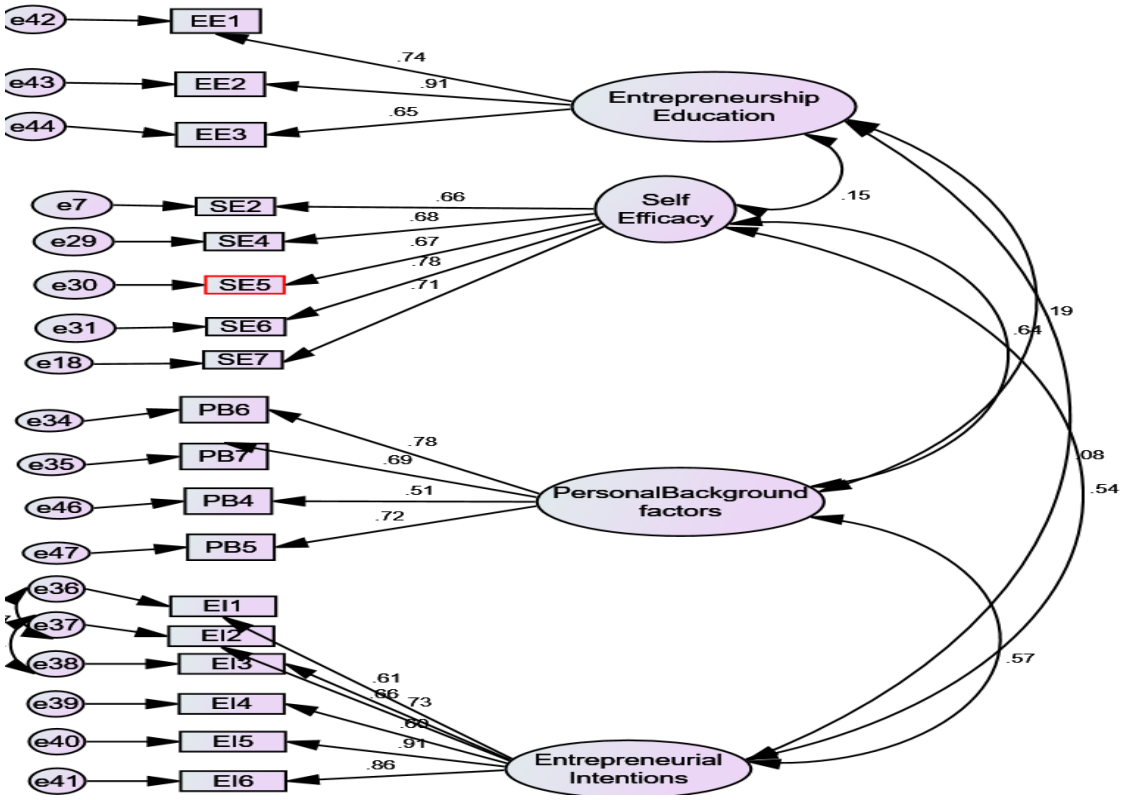

Figure 1. The Assessment of Measurement Model

Source: Developed by authors

4.1 Structural Model Assessment

A structural equation model was conducted using SPSS AMOS to assess the relationships in the model. The chi-square statistic was significant, $\chi^2(114) = 297.354$, $p<0.0001$, but the relative chi-square (CMIN/DF) was 3.228, revealing a good model. A good- fitting model is accepted if the value of the CMIN/df is <5, the goodness-of-fit (GFI) indices (Hair et al., 2010); the Tucker and Lewis (1973) index (TLI); the Confirmatory fit index (CFT) (Bentler, 1990) is > 0.90 (Hair et al., 2010). Furthermore, the model was assessed for adequate-fitting model and the recommended values is that standardized root means square residual (RMR) < 0.05, and the root mean square error approximation (RMSEA) is between 0.05 and 0.08 (Hair et al., 2010). The fit indices for the model shown in Table 8 were all within the acceptable range: CMIN/df = 2.608, the goodness-of-fit (GFI)= .900, TLI = .909, GFI =.900, CFI = 924 .958, SMRS = .0528, and RMSEA = .074.

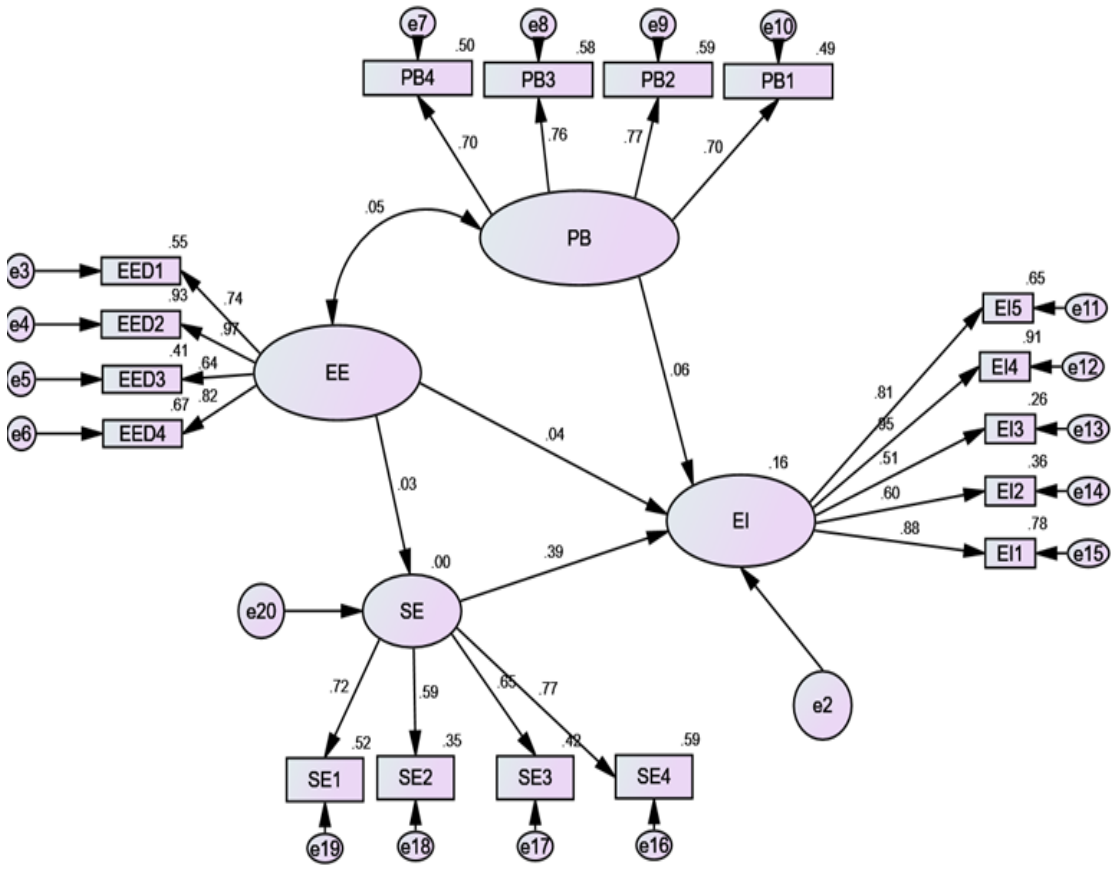

Figure 2. Structural Model Assessment

Source: Developed by authors

The combined effect was assessed for the variables using the squared multiple correlation. The square multiple correction self-efficacy was 0.158, which indicated in that self-efficacy accounted for 15.8% variation entrepreneurial intentions. Furthermore, the study found that the entrepreneurial education factors accounted for entrepreneurial intentions, the study found that .411. This shows that 41.1 % variance in entrepreneurial intention is accounted for by self-efficacy, entrepreneurial education and personal background factors as shown on Table 8.

Table 8. The Assessment of Structural Model

Measure	Standard for Good Fit	Calculated Value	Interpretation
Chi-square (χ^2)	Smaller values are better(> 0.05)	327.988(< .001)	Model is significant
CMIN/DF (Relative Chi-square)	< 3	2.877	Acceptable fit
RMR	Close to 0	.0879	Good fit
GFI	> 0.90	.889	Good fit
CFI	> 0.90	.911	Good fit
TLI	> 0.90	.894	Good fit
RMSEA	< 0.08	.080	Acceptable

Dependent Variable	Squared Multiple Correlation
Entrepreneurial self -efficacy	.158
Entrepreneurship Education	.411

Source: Developed by authors

The combined effect was assessed for the variables using the squared multiple correlation. The square multiple correction self-efficacy was 0.158, which indicated in that self-efficacy accounted for 15.8% variation entrepreneurial intentions. Furthermore, the study found that the entrepreneurial education factors accounted for entrepreneurial intentions, the study found that .411. This shows that 41.1 % variance in entrepreneurial intention is accounted for by self-efficacy, entrepreneurial education and personal background factors.

4.2 Verification of Hypotheses

Table 9. Relationships between independent and dependent variable

			Unstandardized estimates	Standardized estimates	t	P-Value	Decision
SE	<---	EE	0.024	0.035	0.510	.610	Reject the null hypothesis
EI	<---	EE	0.900	0.641	11.035	.***	Refuse to reject the null hypothesis
EI	<---	SE	0.669.	0.389	5.491.	***	Refuse to reject the null hypothesis
EI	<---	PB	0.064	0.057	0.335	.738	Reject the null hypothesis

Source: Developed by authors

The study assessed the impact of entrepreneurship education, self-efficacy and personal background factors on entrepreneurial education among universities students in Buea

Municipality. This study found that:

a. The effect of entrepreneurial education on entrepreneurial intentions was positive and significant (b =0.900, t = 11.035, p <0.001). Thus, H1 was supported.

b. The impact of self-efficacy on entrepreneurial intention was positive and significant (b =0.669, t = 5.491, p < 0.001), supporting H2.

c. Furthermore, this study assessed the effect of personal background factors on entrepreneurial intentions among universities students in Buea Municipality. The findings did not find enough evidence from the data to support the hypothesis ((b =0.064, t = .335, p =.738). Thus, H3 was rejected.

4.3 Mediation Effect

This study tested the mediation effect entrepreneurial self-efficacy on the relationship between entrepreneurship education and entrepreneurial intention among universities students in Buea Municipality. The 95% confidence interval and 5000 bootstrap samples was adopted as suggested by Preacher and Hayes (2008) to calculate the confidence interval of the lower and upper bounds of bias-corrected percentile and percentile method to analyze whether the indirect effect was significant or not. The findings are presented on Table 10.

Table 10. The mediation effect of self-efficacy on the relationship between entrepreneurship education and entrepreneurial intention

Relationship	Direct Effect	Indirect effect	Confidence Interval		P-Value	conclusion
			Lower bound	Upper bound		
EE-	.669	0.016	-.059	.097	p=.643	insignificant

Source: Developed by authors

The direct effect of entrepreneurial education on self-efficacy and entrepreneurial intentions is .669, which indicates a strong positive relationship. However, the indirect effect is 0.016, which is very small. The confidence interval for the indirect effect ranges from -.059 to .097, and the p-value is .643, which is greater than the commonly used significance level of .05. When examining if entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intentions, the findings revealed that there is a strong direct relationship between entrepreneurship education and entrepreneurial intentions, but the mediating role of entrepreneurial self-efficacy in this relationship is not significant.

5. Discussion

The findings revealed that the effect of entrepreneurial education on entrepreneurial intentions was positive and significant. The implication is that the entrepreneurship education instilled in the students the initiative to start a business and educated the students on the role of

entrepreneurship in the society. It also spurs interest in students to become entrepreneurs while also providing the knowledge and necessary skills to start and run a business. The results show that they all have positive and significant effect on entrepreneurial intention among the students. The findings are consistent with previous studies like those of Cui et al., (2021) who found that entrepreneurship education had a significant effect on students aspirations to be become entrepreneurs. The findings revealed that the introduction of entrepreneurship education in Cameroon has a strong positive effect on students' business orientation especially to become entrepreneurs. It stimulates students to have greater information, knowledge, skills, and encouragement in supporting their entrepreneurial mindset to become entrepreneurs (Yuan et al., 2021). Furthermore, this study finding is also in agreement with existing literature by Western scholars (Nowiński et al., 2019; Saptono et al., 2020) who believed that entrepreneurial education significantly influenced the entrepreneurial mindset of the student to manage valuable assets and resources for a new venture.

In assessing the effect of entrepreneurial self-efficacy on entrepreneurial intentions, the study did find a positive and significant effect on entrepreneurial intentions. The findings are supported by the study of Jiatong et al., (2021) who found that entrepreneurial self-efficacy positively mediates the relationship between entrepreneurial education, entrepreneurial mindset, and creativity on entrepreneurial intentions. However, unlike their study, the current study did not find that self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intentions. This shows that students confident in their abilities to identify and pursue business opportunities, possess the skills and knowledge necessary to start and manage a successful business. It also reveal that they are able to develop a business plan that outlines the goals, strategies, and resources needed to start and run a successful business. The findings also show that students are able to manage financial aspects of the businesses, such as budgeting, forecasting, and cash flow management which insert positive and significant impact on entrepreneurial intentions. This findings however, did not support the works of Qudsia et al., (2022) who discovered that the mediating role of entrepreneurial attitude was also statistically significant. But it could be argued that the difference results from the fact that their study focused on attitude while the current study goes further than attitude.

6. Conclusion

This study examined the impact of entrepreneurship education on entrepreneurial intentions among university students in Buea Municipality, with a focus on the mediating role of self-efficacy. The study employed SPSS and Amos software to ascertain the effect of entrepreneurship education, self-efficacy and personal background factors on entrepreneurial intentions. The theoretical framework developed was supported by the data through fit indices, reliability and validity from the valid responses. The findings of this study revealed that entrepreneurship education and self-efficacy have positive and significant effects on entrepreneurial intentions while personal background factors had a positive but insignificant effect on entrepreneurial intentions. The entrepreneurship education inserted the highest

effect, followed by self-efficacy. The findings collaborated the theory of planned Behaviour which argued that behaviours can be influenced through certain planned actions and are positively associated with the entrepreneurial intentions of the student.

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No additional data are available.

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