

Entrepreneurial Passion, Entrepreneurial Self-Confidence and Entrepreneurial Self-Identity as Predictors of Vocational Education Students' Entrepreneurial Intention in Edo State

Jane, Itohan Oviawe¹, Kennedy, Ediagbonya^{2*}, & Natasha, Dzulkanine³

¹Department of Vocational and Technical Education, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria

²Department of Business Education, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria

³Faculty of Business and Management, Puncak Alam Campus, Universiti Teknologi MARA (UiTM), 42300, Puncak Alam, Selangor, Malaysia

Email Address:

janeoviawe98@gmail.com (Jane, Itohan Oviawe), ken@aauekpoma.edu.ng (Kennedy, Ediagbonya), natashad@uitm.edu.my (Natasha, Dzulkanine)

*Corresponding author: Kennedy, Ediagbonya

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Abstract: As indicators of vocational education students' entrepreneurial intention in Edo State, the current study focused on entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity. Four hypotheses were developed and evaluated at a significance level of 0.05. A correlational survey research design was used for the investigation. All 281 students enrolled in vocational education at the University of Benin and Ambrose Alli University, Ekpoma, made up the study's population. Entrepreneurial passion, self-confidence, self-identity, and entrepreneurial intention questionnaire was the tool that was employed (EPSCSIEQ). Two professionals validated the instrument. The test was given to 20 vocational education students at Delta State University, Abraka, and the instrument's reliability was determined using the Cronbach alpha, which yielded a reliability coefficient of .82. The data received from the respondents was tested using both basic linear regression and multiple regression analysis. According to the research, entrepreneurial passion significantly predicts vocational school students' intention to start their own business in Edo State. ($R^2 = .235$, $F(1, 196) = 60.306$, $P < .05$). The findings revealed that entrepreneurial self-confidence is a highly important predictor of vocational education students' entrepreneurial intention in Edo State ($R^2 = .192$, $F(1, 196) = 46.596$, $P < .05$). The findings also demonstrated that entrepreneurial self-identity is a significant predictor of vocational education students' entrepreneurial intention in Edo State ($R^2 = .111$, $F(1, 196) = 24.535$, $P < .05$). The finding further revealed that entrepreneurial passion, entrepreneurial self-confidence and self-identity collectively predicts vocational education students' entrepreneurial intention in Edo State ($R^2 = .350$, $F(3, 195) = 34.763$, $P < .05$). According to the results, it was advised that the students' enthusiasm for starting their entrepreneurial enterprise should be rekindled.

Keywords: Vocational education, Entrepreneurship Passion, Entrepreneurial Self-Confidence, Entrepreneurial Self-Identity, Entrepreneurial Intention

1. Introduction

Technical and vocational education is another name for vocational education (TVE). The goal of vocational education is to provide program graduates with the real-world skills they will need to succeed in the workforce, whether they are employed as workers or as employers of labor. A few of the well-known vocational education programs include those in agriculture, business, computers, home economics, and technical fields. These competencies, or entrepreneurial skills, are what students or graduates aspire to acquire in order to empower them to generate jobs even in the absence of paid employment (Imeokparia & Ediagbonya, 2023). The term "entrepreneurial intention" (EI) refers to this desire to launch

a firm or enterprise (Yi, 2020). Entrepreneurship has been highlighted by Wafi et al. (2022) as one of the key talent management traits that is important for graduate growth and employability.

According to Otache, Edokpolor, and Kadiri (2022), the desire to start and run a new firm in the future is the result of a mental and conscious process. A person's preparation for launching a business is viewed as earning and creating respect, particularly from a social and mental aspect (Sohu, Junejo, Khuwaja, & Qureshi, 2022). An individual's entrepreneurial goal may inspire them to launch a specific company venture (Ediagbonya, 2013; 2022a; 2022b 2022c). Soaring entrepreneurship passion and motivation have only been fueled by the nation's soaring graduate unemployment rate. A variety of characteristics influence students' entrepreneurial intent in vocational education, including entrepreneurial self-identity (ESI), entrepreneurial self-confidence (ESC), and entrepreneurial passion.

The success of an entrepreneur's aims, the start-up process, and their firm may all be dependent on their passion, which has been referred to as the "heart of entrepreneurship" (Cardon, Gregoire, Stevens, & Patel, 2013; Santos & Cardon, 2019). Huyghe, Knockaert, and Obschonka (2016) discovered that entrepreneurial passion is associated with favorable views and feelings toward pursuits that are important to an individual's sense of self. Studies show that one's intention to pursue a business is highly influenced by their entrepreneurial passion (Biraglia & Kadile, 2017; Schenkel, 2019; Karimi, 2020; Li, Murad, Shahzad, Khan, Ashraf & Dogbe, 2020). There are three distinct types of entrepreneurial passion, according to researchers Cardon and Kirk (2015). A passion for business and an interest in creating and studying new prospects are first and main requirements. The entrepreneur's passion for starting is represented in their enthusiasm for the activities involved in building a business venture, as well as the related marketing and opportunity exploitation chores. Thirdly, the desire to expand the entrepreneurial endeavor once it has been created and to take care of forecasts, progress, and care. Students' confidence levels were boosted by the entrepreneurial spirit of vocational education students.

Entrepreneurial self-confidence (ESC) and student entrepreneurial intention are closely related. As a result, ESC can be described as complete trust in one's ability to do entrepreneurship-related duties. It is confidence in one's own talents. From the early phases of a company's idea to the formation and administration of the completed enterprise, ESC is critical at every stage of the entrepreneurial process. A significant relationship between ESC and risk-taking propensity, inventiveness, ambiguity tolerance, proactiveness, and locus of control has also been demonstrated in research; these characteristics are all necessary or enduring characteristics of an entrepreneurial person (Margahana & Negara, 2019; Martin, McNally, & Kay, 2018). Furthermore, current research indicates that ESC improves EIs (Endratno, 2019; Margahana & Negara, 2019; Otache, 2020). The degree of an individual's entrepreneurial self-confidence is highly correlated with their identity.

The primary categories and attributes that an individual uses to judge the surroundings and his or her own behavior, both at the outset of the venture process and throughout the company's ongoing administration, are referred to as entrepreneurial self-identity (Ceresia & Mendola, 2019). A person's perception of themselves is clearly created, especially in respect to the existence of traits that are widely acknowledged as being specific to entrepreneurs, according to the results of past studies. According to Conger, Jeffrey, and Tyler (2012), Entrepreneurial identities, rather than being unique identities, are general identities that may be constructed from a variety of smaller identities, such as person identities, role identities, and social identities. Each entrepreneur can be considered as a carrier of specific sub-identities that interact with one another and the environment to form the overall entrepreneurial identity. The authors' paradigm is centered on a person's identities, which emerge from and are linked to social and cultural elements that have been absorbed by an individual and give them the sensation that they are extraordinary or unique. Academics are paying more attention to these topics in their studies. Numerous research has been conducted in the field of entrepreneurial intent. According to a study by Margahana and Negara (2019) on the influences of self-efficacy, self-personality, and self-confidence on entrepreneurial intention, entrepreneurial self-confidence is a major predictor of entrepreneurial intention. Entrepreneurial self-confidence and intention were also found to be significantly correlated in the studies by Endratno (2019), Otache (2020), and Otache, Edokpolor, and Okolie (2021). According to studies, entrepreneurial passion is crucial to entrepreneurial intention (Biraglia & Kadile, 2017; Schenkel, 2019; Karimi, 2020). The study conducted by Rise, Paschal, and Silje (2010), Fauchart and Gruber (2011), Conger, Jeffrey and Tyler (2012), Ries, Vello, Maret, and Jose (2012), Obschonka, Silbereisen, Goethner, and Cantner (2014), Alsos, Gry, Tommy, Ulla, and Sølvi (2016), Brändle, Elisabeth, Stephan, and Andreas (2018), Endratno (2019), Ceresia and Mendola (2019), Ceresia and Mendola (2020) revealed that entrepreneurial self-identity significantly predicts entrepreneurial intention. The majority of the research done so far, according to the review, was done outside the scope of this topic, and there are few or no studies connecting entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity, with vocational education students' entrepreneurial intention in Edo State. By examining entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity as predictors of vocational education students' entrepreneurial intention in Edo State, this study has significantly filled a gap in the literature.

1.1 Theoretical Underpinnings

1.1.1 Social Cognitive Theory

Social cognitive theory (SCT) lends credence to this study. Students who take an entrepreneurship class may want to launch a business after graduation, presuming that this is a deliberate and well-considered decision. According to the

SCT (Bandura, 1986), intention is a stronger predictor of a person's choice of career. As a result, finding entrepreneurial chances is a better indicator of choosing entrepreneurship as a career (e.g., Bacq et al., 2017; Krueger et al., 2000). To understand why students may opt to establish their own businesses after graduating from college, it is necessary to first grasp the social cognitive influences on EI. SCT is the most appropriate theory for this study, in our opinion, because it provides a comprehensive framework for assessing one's behaviors and their outcomes in relation to personal, cognitive, behavioral, and contextual components (Hmieleski & Baron, 2009). It is feasible to identify students' intentions to start their own business using SCT, which may be influenced by a mix of contextual inputs, individual traits, and behavioral outcomes (Biraglia & Kadile, 2016). People, according to SCT, act in ways that help them achieve their goals (Bandura, 1986). Entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity are studied in a variety of ways (Bandura, 2012; Biraglia & Kadile, 2016; Bacq et al., 2017). In terms of behavioral outcomes, we look into the students' plans to launch their own firms after graduation, or EI. The three-way reciprocal interplay between a person's personal inputs, their environment, and their past experiences is what leads to behavior, according to SCT (Bandura, 1986).

In the context of the current study, earlier experiences could be viewed as previous learning opportunities earned by students as a result of exposure to needed entrepreneurship education. These learning opportunities may have an impact on students' future EI by improving their entrepreneurial enthusiasm, entrepreneurial self-confidence, and entrepreneurial self-identity. This implies that graduates must understand the measures to take and how to carry them out in order to start their own businesses. As a result, the more frequently students participate in or carry out specific entrepreneurial development activities or actions, the more likely it is that they will become passionate about, confident in, and identify with being an entrepreneur; assess their potential to become entrepreneurs in the future; practice; and receive feedback from others. According to the current study, one type of behavior that could be influenced by students' experiences participating in entrepreneurial activities is their decision to pursue an entrepreneurial or business profession after graduating from college. Based on the foregoing, this theoretical paradigm stresses crucial individual inputs (contextual components), particularly entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity, as the primary predictive variables driving EI.

1.2 Conceptual Clarifications

1.2.1 Entrepreneurial Passion

Entrepreneurial passion is one of the human factors receiving research attention in the entrepreneurship literature (Hu, Xu, Zhao, & Chen, 2022). According to research (Cardon & Kirk, 2015), it is one of the antecedents of entrepreneurial intention. Entrepreneurial passion, often known as the "heart of entrepreneurship," is related with positive attitudes and feelings toward efforts that are vital to a person's sense of self (Huyghe, Knockaert, & Obschonka, 2016). Entrepreneurial passion is described as the observable, purposeful, and strongly happy sensations that people experience when they believe their entrepreneurial activities are congruent with their own entrepreneurial identity while engaging in entrepreneurship (Cardon et al., 2005; 2009). A person's strong proclivity for their favorite activities is known as their entrepreneurial passion, which has philosophical foundations. Baum and Locke (2004) define entrepreneurial passion as a person's love of entrepreneurial activities based on their entrepreneurial heritage. Cardon and Kirk (2015) define entrepreneurial passion as the aware, powerful, and positive sensations entrepreneurs have when engaging in their area of work. These actions are linked to the entrepreneur's self-identity and prominent position.

Existing research has demonstrated that persons with an entrepreneurial passion are more aware of their actions, pay more attention to their goals, and work hard to enhance their knowledge and abilities. This suggests that passionate business owners have a better likelihood of succeeding in their objectives after beginning a company. Hu, Xu, Zhao, and Chen (2022) emphasized the fact that driven business owners have a higher tendency toward goals and are willing to put in substantial effort to overcome problems in order to develop and grow their own new enterprises, hence improving corporate performance. According to Mueller et al. (2017), having an entrepreneurial passion can assist business owners endure in the face of losses and hurdles in order to improve their success. Owners that are passionate about their company have a deeper sense of purpose. Entrepreneurial passion enables business owners to feel a stronger sense of identity with the entrepreneurial activities in which they are involved, to be more determined in their goals, to be willing to invest more time and resources into starting a business, to deal with difficulties and challenges in the process of starting a business, and to be successful entrepreneurs (Hu, Xu, Zhao, & Chen, 2022).

1.2.2 Entrepreneurial Self-Confidence

Self-confidence is defined as the capacity for an individual to feel completely certain that they can execute a task. According to Otache, Edokpolor, and Okolie (2002), having entrepreneurial self-confidence is the capacity to feel completely certain that one can carry out duties associated to becoming an entrepreneur. One of the advantageous traits held by successful entrepreneurs is entrepreneurial self-confidence. Individuals usually develop ESC over time as a result of exposure to the mandatory entrepreneurship education program provided by higher education. Higher ESC scores boost a person's likelihood of beginning their own business or launching a new venture. According to studies, ESC is one of the prerequisites to entrepreneurship or business start-ups. According to Otache, Edokpolor, and Okolie (2021), there

is a high association between entrepreneurial intention and ESC. To put it another way, those with high ESC are more likely to start their own firm.

1.2.3 Entrepreneurial Self-Identity

Modern entrepreneurial literature incorporates self-identity perception. Personal characteristics and self-elements that an entrepreneur identifies with to give significance to context and his or her own behavior are those that the individual identifies with to give significance to context and his or her own behavior (Conger et al., 2012; Newbery et al., 2018; Ceresia & Mendola, 2019; Donaldson, 2019). Studies on the potential influence of self-identity (SI) on an entrepreneur's firm-related decisions, in particular, can be divided into two approaches: the first is based on the Identity Control Theory (ICT) (Burke, 2007) adopted by Conger et al. (2012), and the second is based on the Social Identity Theory (SIT) (Tajfel & Turner, 1979) proposed by Fauchart and Gruber (2011). Both theories illustrate how entrepreneurs' self-identity perception, particularly in economically risky times, can impact their decision-making process about the tactics to be put in place to make a firm prosper, but they differ in how they see the self-identity variable.

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In contrast, Congers et al. (2012) propose that entrepreneurial identities are generic identities that can be formed from a range of smaller identities, such as person identities, role identities, and social identities. Every entrepreneur is a carrier of distinct sub-identities that interact with one another and with the external environment to form the overall entrepreneurial identity. Ceresia and Mendola (2020) define ESI as an individual's image of oneself or herself, particularly in connection to the possession of attributes that are commonly referred to as distinctive to entrepreneurs. These distinguishing characteristics increase a person's likelihood of starting a business and succeeding in its management. Entrepreneurial self-identity strongly affects entrepreneurial intention, according to research by Endratno, Ceresia, and Mendola (2019), as well as Ceresia, Mendola, and Endratno (2020).

1.2.4 Entrepreneurial Intention

The concept of entrepreneurial passion was initially proposed by Bird (1988). Entrepreneurial purpose, according to the author, was an internal psychological activity that enabled entrepreneurs to work hard in order to obtain perfect results. Krueger et al. (2000) discovered that entrepreneurship involves purposeful behavior and that intention was the best predictor of entrepreneurial behavioral; this conclusion is of considerable value to the research of entrepreneurial intention. Currently, the majority of research on the elements that influence entrepreneurial intention focuses on entrepreneurial event modes or planned behavior theory models (Agbaje, Ediagbonya, & Suberu, 2013; Ediagbonya, 2013; Owenvbiugie, & Ediagbonya, 2014; Hsu et al., 2019), with the former focusing on external factors that drive entrepreneurial intention and the latter emphasizing the decisive role of entrepreneurial attitude, subjective norms of entrepreneurs. Scholars have also stressed the significance of Social Cognitive Theory (SCT) in explaining individuals' entrepreneurial intentions. Individual intention was emphasized by the SCT. The SCT stressed that individuals' intentions are determined by the combination of environmental and personal factors. That is, the relationship between environmental inputs, personal characteristics, and behavioral outcomes may influence students' intentions to become entrepreneurs (Biraglia & Kadile, 2016).

The researchers developed a schematic model with a view to explaining the relationship that exist among EP, ESC, ESI and EI. This model has established a link between EP and EI; connection between ESC and EI and a relationship between EI. The underlying assumption in this model is that EP, ESC and ESI individually predict vocational education students' EI. The other assumption is that EP, ESC and ESI jointly predict vocational education students' EI.

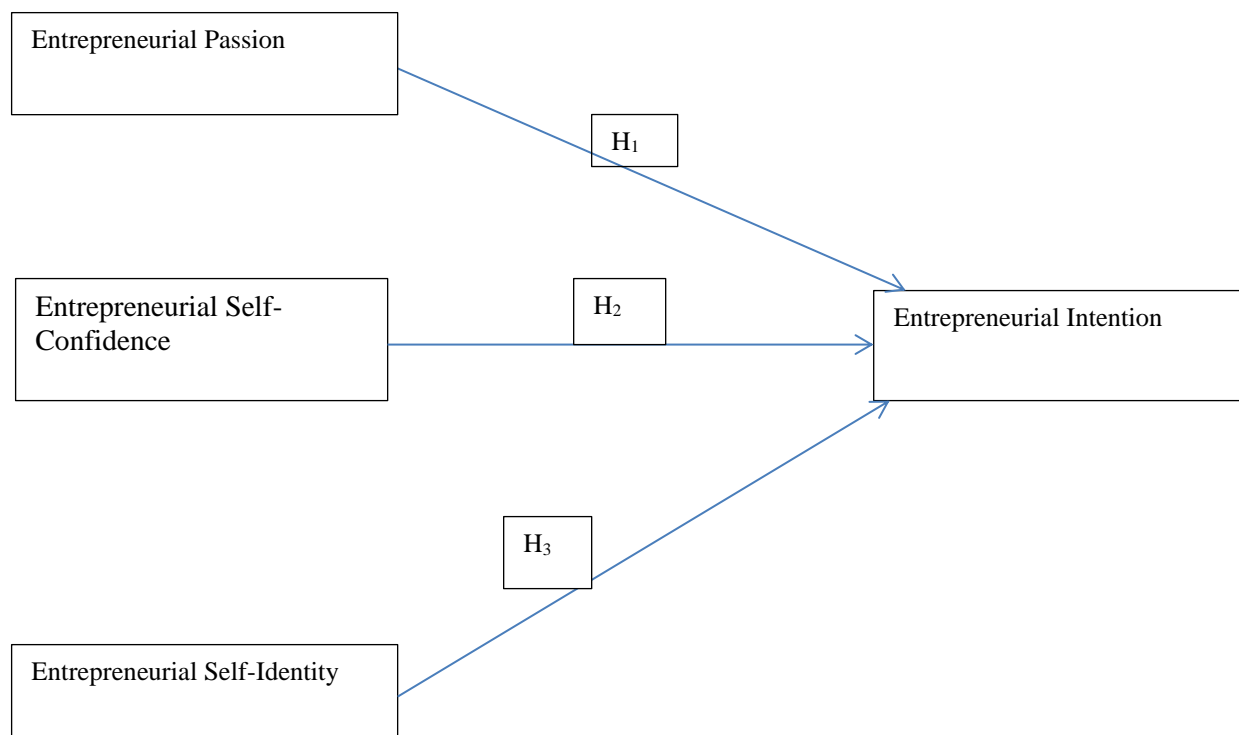


Figure 1. Proposed Hypothesized Model

- H1. EP will significantly associate with EI
- H2. ESC will significantly associate with EI
- H3. ESI will significantly associate with EI
- H4. EP, ESC and ESI will significantly associate with EI

2. Methods

2.2 Research Methodology

2.2.1 Research Design

The correlational design was used. The major goal of this study was to determine how strongly entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity influence entrepreneurial intention among Edo State vocational school students. This design was used for the study because it attempted to explain the amount to which the predictor variables (EP, ESC, and ESI) explain the outcome variable (EI).

2.2.2 Research Participants

The population of the study comprises of all 400-level vocational education students who have had mandated Entrepreneurship Education (EE) in their lower levels at Ambrose Alli University in Ekpoma, Edo State, and the University of Benin. There was a total of 281 individuals living there. The study comprises every member of the population. Because the full population was used, no sampling process was applied.

2.2.3 Research Instruments

A structured questionnaire was the research tool employed in this study. The questionnaire, titled Entrepreneurial Passion, Self-confidence, Self-Identity, and Entrepreneurial Intention Questionnaire, was employed to collect data from the respondents (EPSCSIEQ). It was separated into parts A and B. Part A had the respondents' demographic information, such as their sex and place of employment, whereas Part B contained seventeen (17) opinion items presented on a Likert scale with the following responses: The weights were 5, 4, 3, 2, and 1 for Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), respectively. The entrepreneurial self-identity component consisted of four items which was adapted from Terry, Michael, and White (1999). One of the items from the instrument reads 'I consider myself as an entrepreneur'. This study reported the coefficient alpha value for the overall reliability to check the instrument's internal consistency, e.g., ESI (Cronbach's $\alpha = 0.81$). The entrepreneurial passion component included five items derived from Cardon, Gregoire, Stevens, and Patel (2013). One of the instrument's components reads, "scanning the environment for new opportunities really excite me." This study revealed the coefficient alpha value for overall

reliability to verify the instrument's internal consistency, e.g., EP (Cronbach's $\alpha = 0.78$). The entrepreneurial self-confidence component consisted of three items which was adapted from Endratno (2018). One of the items from the instrument reads 'I am optimistic about businesses. This study reported the coefficient alpha value for the overall reliability to check the instrument's internal consistency, e.g., ESC (Cronbach's $\alpha = 0.75$). and the five items in the entrepreneurial intention component were taken from Linan and Chen (2009). One of the items from the instrument reads 'I am ready to do anything to be an entrepreneur'. This study reported the coefficient alpha value for the overall reliability to check the instrument's internal consistency, e.g., EI (Cronbach's $\alpha = 0.82$). The test's face and content validity were examined. It was offered to specialists in vocational education, and the final questionnaire incorporated their suggestions for the draft instrument. After giving the test to 20 vocational education students at Delta State University in Abraka, Delta State, the Cronbach alpha was employed to determine the reliability of the instrument, and it produced a coefficient of .82.

2.2.4 Data Analysis

The analysis made use of SPSS version 25.0, the Statistical Package for Social Sciences. The hypotheses 1, 2, and 3 were tested using simple linear regression analysis, and the hypothesis 4 was tested using multiple regression analysis. The decision rule was to reject the null hypothesis when P-value was greater than the 0.05 level of significance and vice versa.

3. Result and Discussion

The results of the data analysis are presented in this section with respect to the correlation matrix and hypotheses testing of the study variables.

Hypothesis One: Entrepreneurial passion will significantly associate with vocational education students' entrepreneurial intention in Edo State.

Table 1 displays the findings of this hypothesis analysis

Table 1. Entrepreneurial Passion Predicting Vocational Education Students' Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.719	1.213		10.488	.000
	EP	.438	.056	.485	7.766	.000

a. Dependent Variable: EI

Note: $R^2 = .235$, $F = 60.306$, $P < .05$, $Df = 1, 196$

EE – Entrepreneurial Passion, EI – Entrepreneurial Intention

Source: Researcher's Fieldwork (2023)

Table 1's regression results showed that entrepreneurial passion accounted for 23.5% of the variation ($R^2 = .235$, $F(1, 196) = 60.306$, $P < .05$). The result from hypothesis one revealed that entrepreneurial passion is significantly associated with vocational education students' entrepreneurial intention in Edo State.

Hypothesis Two: Entrepreneurial self-confidence will significantly associate with vocational education students' entrepreneurial intention in Edo State.

The outcome of this analysis of the hypotheses is shown in Table 2.

Table 2. Entrepreneurial Self-Confidence Predicting Vocational Education Students' Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.415	.986		15.629	.000
	ESC	.621	.091	.438	6.826	.000

a. Dependent Variable: EI

Note: $R^2 = .192$, $F = 46.596$, $P < .05$, $Df = 1, 196$

ESC – Entrepreneurial Self-Confidence, EI – Entrepreneurial Intention

Source: Researcher's Fieldwork (2023)

Table 2's regression results showed that entrepreneurial self-confidence accounted for 19.2% of the variance ($R^2 = .192$, $F(1, 196) = 46.596$, $P < .05$). The result from hypothesis two revealed that entrepreneurial self-confidence is significantly associated with vocational education students' entrepreneurial intention in Edo State.

Hypothesis Three: Entrepreneurial Self-Identity will significantly associate with vocational education students' entrepreneurial intention in Edo State.

Table 3 displays the findings of this hypothesis analysis.

Table 3. Entrepreneurial Self-Identity Predicting Vocational Education Students' Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.476	.940		18.586	.000
	ESI	.274	.055	.334	4.953	.000

a. Dependent Variable: EI

Note: $R^2 = .111$, $F = 24.535$, $P < .05$, $Df = 1, 196$

ESI – Entrepreneurial Self-Identity, EI – Entrepreneurial Intention

Source: Researcher's Fieldwork (2023)

Table 3's regression results showed that entrepreneurial self-identity accounted for 11.1% of the variation ($R^2 = .111$, $F(1, 196) = 24.535$, $P < .05$). The result from hypothesis three revealed that entrepreneurial self-identity is significantly associated with vocational education students' entrepreneurial intention in Edo State.

Hypothesis Four: Entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity will collectively associate with vocational education students' entrepreneurial intention in Edo State.

The outcome of this analysis of the hypotheses is shown in Table 4.

Table 5. Entrepreneurial Passion, Entrepreneurial Self-Confidence and Entrepreneurial Self-identity Predicting Vocational education Students' Entrepreneurial Intention in Edo State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.573	1.337		6.412	.000
	EP	.325	.058	.360	5.630	.000
	ESC	.322	.093	.227	3.458	.001
	ESI	.186	.049	.227	3.782	.000

a. Dependent Variable: EI

Note: $R^2 = .350$, $F = 34.763$, $P < .05$, $Df = 3, 194$

EP – Entrepreneurial Passion, ESC – Entrepreneurial Self-Confidence, Entrepreneurial Self-Identity, EI – Entrepreneurial Intention

Source: Researcher's Fieldwork (2023)

Table 4's regression results showed that entrepreneurial self-identity, entrepreneurial self-confidence, and entrepreneurial passion explained 35.0% of the variation ($R^2 = .350$, $F(3, 195) = 34.763$, $P < .05$). The multiple regression analysis further revealed that all the three independent variables were significantly predicting vocational education students' entrepreneurial intention in Edo State. The result from hypothesis four revealed that entrepreneurial passion, entrepreneurial self-confidence and entrepreneurial self-identity are significantly associated with vocational education students' entrepreneurial intention in Edo State

4. Discussion of Findings

The analysis of hypothesis one found that entrepreneurial passion is a strong predictor of vocational education students' entrepreneurial intention in Edo State. It implies that a person's level of passion can inspire the establishment of new companies. The findings of this study support the findings of Biraglia and Kadile (2017), Schenkel (2019), Li, Murad, Shahzad, Khan, Ashraf and Dogbe (2020), and Karimi (2020), who all identified a substantial association between entrepreneurial passion and intention. According to hypothesis two analysis, entrepreneurial self-confidence substantially predicts students' intention to start their own firm in Edo State. It means that there is a substantial association between

entrepreneurial self-confidence and entrepreneurial intention, emphasizing the critical role that entrepreneurial self-confidence plays in pushing students in vocational education to engage in entrepreneurial activity. These findings are comparable with those of Endratno (2019), Otache (2020), and Otache, Edokpolor, and Okolie (2021), who discovered a significant connection between entrepreneurial self-confidence and entrepreneurial intention.

According to the study of hypothesis three, students in vocational education in Edo State's entrepreneurial intention is significantly predicted by their entrepreneurial self-identity. It means that fostering vocational school students' passion for engaging in entrepreneurial activities is heavily dependent on their sense of self as entrepreneurs. This finding supports those made by Conner and Armitage (1998), Rise, Paschal and Silje (2010), Fauchart and Gruber (2011), Conger, Jeffrey, and Tyler (2012), Ries, Vello, Maret, and Jose (2012), Obschonka, Silbereisen, Goethner, and Cantner (2014), Alsos, Gry, Tommy, Ulla, and Slvi (2016), Brändle, Elisabeth, Stephan, and Andreas (2018), Endratno (2019), Ceresia and Mendola (2019), Ceresia and Mendola (2020) who revealed that entrepreneurial self-identity significantly predicts entrepreneurial intention.

According to the analysis of hypothesis 4, entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity all work together to predict entrepreneurial intention among vocational education students in Edo State. This research demonstrates that there is a strong association between students' entrepreneurial intention and their entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity (Karimi, 2020; Otache, 2020; Otache, Edokpolor, and Okolie, 2021; Ceresia and Mendola, 2019; Ceresia and Mendola, 2020).

5. Conclusion

According to the findings, entrepreneurial passion, entrepreneurial self-confidence, and entrepreneurial self-identity are all characteristics that predict entrepreneurial intention among Edo State vocational school students. It follows that all of these factors should be seriously considered both individually and jointly in order to produce long-term results for starting an entrepreneurial venture and lowering the rate of unemployment and extreme poverty in the nation. As a result of the findings, it is advised that students should approach the creation of their entrepreneurial endeavor with fresh passion and confidence. Additionally, it is advised that students work on developing their entrepreneurial self-identity in preparation for starting a new entrepreneurial venture.

6. Recommendation

Based on the findings, the following recommendations are therefore advanced:

- The teaching and learning of sustainable entrepreneurship should be emphasized across the nations tertiary education level;
- The students should be encouraged to pursue things that are capable of stimulating their self-efficacy; and
- Researchers are encouraged to begin to focus on this aspect of entrepreneurship with a view to solving the environmental and social challenges confronting the nation.

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