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Effect of Individual Entrepreneurial Orientation and Self-Efficacy on Entrepreneurial Intention of Students in Abubakar Tatari Ali Polytechnic, Bauchi

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Abstract
The research aims to investigate the effects of individual entrepreneurial orientation and self-efficacy on entrepreneurial intention. The population for this research is the students of Abubakar Tatari Ali Polytechnic, Bauchi. Three hundred and twenty-two structured questionnaires were administered to the sample. The collected data were analysed using the Statistical Package for the Social Sciences (SPSS) and Partial Least Squares Structural Equation Modelling (PLS-SEM). SPSS was used to determine the descriptive statistics. Smart PLS-SEM was used to determine the measurement and structural model of the study. The tools were used to assess the statistical significance and relevant path coefficients of the variables. The study findings showed a positive and significant relationship among individual entrepreneurial orientation, self-efficacy, and entrepreneurial intention.

Keywords: Individual Entrepreneurial Orientation, Self-efficacy and Entrepreneurial Intention.

1. Introduction

Entrepreneurial intention is the starting point of the entrepreneurial process. More scholars have contributed significantly to the literature on entrepreneurial intention, using different constructs to build a strong foundation for entrepreneurship. There is strong evidence that personal traits are factors predicting entrepreneurial intention. Entrepreneurial intention is a driving force behind successful new opportunities and business growth (Do & Nguyen, 2023). Several personalities behaviours affect significant entrepreneurial intention, including the need for achievement. The onset of entrepreneurial intention remains important, as it is a key factor in generating new ideas for entrepreneurial start–ups and firms (Carlos et, el 2025).

Entrepreneurial intention is recognised as the paramount interpreter of actions. In the examination of entrepreneurship of any country, intentions are the main topics of consideration (Batista-Canino, Santana-Hernández, & Medina-Brito, 2023). The entrepreneurial intention is the desire to start a new business and is defined as "intentionality represents a state of mind that can turn behaviours into actual actions (Nadima Abudullahi 2025). The past study explains that entrepreneurial intention refers to the intention to start a business (Al-Qadasi, Zhang, Al-Awlaqi, Alshebami, & Aamer, 2023) and translates these intentions into actual business activities (Adeel, Daniel, & Botelho, 2023).

The absence of an entrepreneurial orientation supported by digital competence has become

the primary problem (Mochamand Bruri Triyono, Farid Mutobbar, Nur Khalifah Muhammad, 2023). Personality traits such as self-efficacy and the need for achievement influence entrepreneurial intention (Al-Qadasi, Zhang, Al-Awlaqi, Alshebami, & Aamer, 2023).

A lack of willingness to take risks and a fear of failure would also play a vital role in demotivating entrepreneurs and preventing them from exploring ideas at a competitive level. From the students' perspective, limited managerial skills are a major impediment (Smith, 2023). Hence, the study examines the effect of individual entrepreneurial orientation and self-efficacy on entrepreneurial intention.

2. Literature Review

2.1 Entrepreneurial Intention

Intentions are recognised as the paramount interpreter of actions. In examining entrepreneurship in any country, intentions are the primary focus (GM Ibrahim 2023). The entrepreneurial intention is the desire to begin a new business and is defined as "intentionality represents a state of mind that can turn behaviours into actual actions (Nadima Abudullahi 2025). (Irimia-Diéguez, A., Velicia-Martín, F., & Aguayo-Camacho, M. (2023).

Entrepreneurial intention is assumed to be a state of being motivated by factors that influence behaviour. According to Si, Duan, Zhang, Su and Wu (2022), behavioural intention is the subjective probability that a person will perform certain acts. Building on Wood's (2023) definition of intention, Pratama, Suwarni, and Handayani (2022) define the intention to start a business as a commitment to establish and own a new business.

2.2 Individual Entrepreneurial Orientation

Individual Entrepreneurial Orientation is a construct used to explain entrepreneurial action (Pidduck, Clark, & Lumpkin, 2023). Therefore, many researchers have focused on entrepreneurial orientation at the individual level (Ruiz-Molina & Colla, 2023).

According to Covin et al. (2020), IEO entails taking risks, being inventive, and being proactive. Applying daring action by moving into the unknown, acquiring extensively, and/or devoting important resources to initiatives in uncertain situations is risk-taking (PT Hung, NQ Khai 2022). Proactiveness is a forward-thinking, opportunity-seeking mindset that includes developing new goods and services ahead of the competition and anticipating future demand (Akila at el 2025). Finally, innovativeness is a learning process of experimentation and inventiveness in developing new goods and services, and of technical leadership in new processes through R&D (Zhu Aijun et el 2025).

2.3 Self-efficacy

Self-efficacy is the confidence to mobilise and apply resources, technologies, and capabilities to achieve expected goals. It is a vital behaviour intention when a person wants to start a behaviour. Because of the uncertainty of the business environment, he/she must work hard, never give up, and think ahead (Singh & Puri, 2023). This kind of consciousness expresses one's self-confidence in one's ability to meet the work requirements successfully and in having the subjective conditions.

In addition, Wachs, Krause, Wright and Gámez-Guadix (2023) found that self-efficacy can affect a person's willingness to accept risks, and highly self-efficacious people are willing to face obstacles, invest more time and effort, and choose a better route to overcome difficulties. In the face of

failure, people with a high degree of self-confidence will view it as a learning experience and will not completely deny their own efforts (Steinbrink & Ströhle, 2023).

2.4 Theory

This study has presented theoretical implications by providing additional empirical support for the horizon of the Theory of Planned Behaviour (TPB) developed by Ajzen (1991). The theory proposed three components of entrepreneurship that predict the development of intention, which in turn predict behaviour: subjective norms, attitude toward the behaviour, and perceived behavioural control.

2.4 Research Framework

Based on the literature review, the research framework is presented below. Individual entrepreneurial orientation and self-efficacy as the independent variables, and entrepreneurial intention as the dependent variable

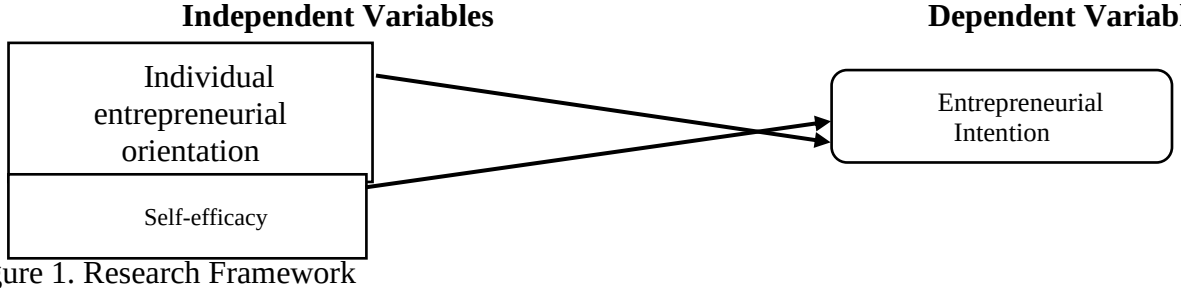

Figure 1. Research Framework

3. Methodology

The study is cross-sectional and adopts a quantitative survey approach using a questionnaire administered to HND1 and HND2 students at Ali Tatari Polytechnic, Bauchi. The questionnaire used in this study had been previously tested, and Cronbach's alpha and composite reliability exceeded 0.70. The items were measured using a 5-point Likert scale. Further, before the questionnaire was personally administered to the respondents. The research instruments underwent thorough checks by management experts to ensure that the questionnaire's wording and clarity were appropriate for the research. Also, some respondents were selected to cross-check the items for any observations and corrections. A sample size of 322 is accepted as representative of the population. Further, as Hair (2015) suggested, the sample size can be increased by a certain percentage to account for a possible low response rate during data collection. 10% of 354 samples were added questionnaires administered to ensure that the required responses for data analysis.

In this study, Krejcie and Morgan Table 1976 was used to determine the sample size. Descriptive statistics were obtained through SPSS version 23. Moreover, SMART-PLS 4 was used to examine the study's measurement and structural models.

4. Results and Discussion

In this study, data were entered using the Statistical Package for the Social Sciences (SPSS). Also, data screening was carried out to confirm that the data is cleansed and reflects the actual phenomenon under study. After data cleaning, descriptive statistics, frequencies, and percentages were used to analyse the respondents' demographic variables. The measurement and structural models were assessed using SmartPLS-SEM version 4.

4.1 Descriptive Statistics of Respondents

The descriptive statistics indicate the gender of the respondents: 224 (70.8%) were male and 92 (29.1%) were female. Moreover, it

also reveals the age of the respondents; 132 respondents representing (41.7%) were between 18-25 years, 94 respondents representing (19.7%) were between 26-36 years, 52 respondents representing (14.4%) were between 37-45 years, while 38 respondents representing (12.0%) were between 46 years and above. The descriptive statistics further show the educational qualifications of the respondents: 214 respondents (67.7%) had an ND. while 102 respondents (32.2%) had OND.

In this study, probability sampling techniques like stratified sampling techniques and Simple random sampling was used.

4.2 Assessment of Measurement Model

The acceptable value for outer loading must exceed 0.50 (Hair, Risher, Sarstedt, & Ringle, 2019). To achieve internal consistency, the value of every composite reliability (CR) factor fell between 0.849 and 0.929, as specified by Hair et al. (2019), with values between 0.70 and 0.90 ranging from "satisfactory to good. To assess convergent validity, the AVE values ranged from 0.624 to 0.778, which is above the suggested threshold of 0.50 (Hair et al., 2019). Hence, all values fall within the accepted thresholds.

Table 1: Convergent Validity of Measurement Model

Construct	Item	Loadings	CR	AVE
Individual entrepreneurial orientation (IEO)	IEO1	0.869	**0.931**	**0.730**
	IEO2	0.882		
	IEO3	0.855		
	IEO4	0.905		
	IEO5	0.754		
Entrepreneurial intention (EI)	EI1	0.871	**0.923**	**0.706**
	EI2	0.883		
	EI3	0.872		
	EI4	0.871		
	EI5	0.688		
Self-efficacy (SE)	SE1	0.815	**0.922**	**0.704**
	SE2	0.822		
	SE3	0.874		
	SE4	0.861		
	SE5	0.822		

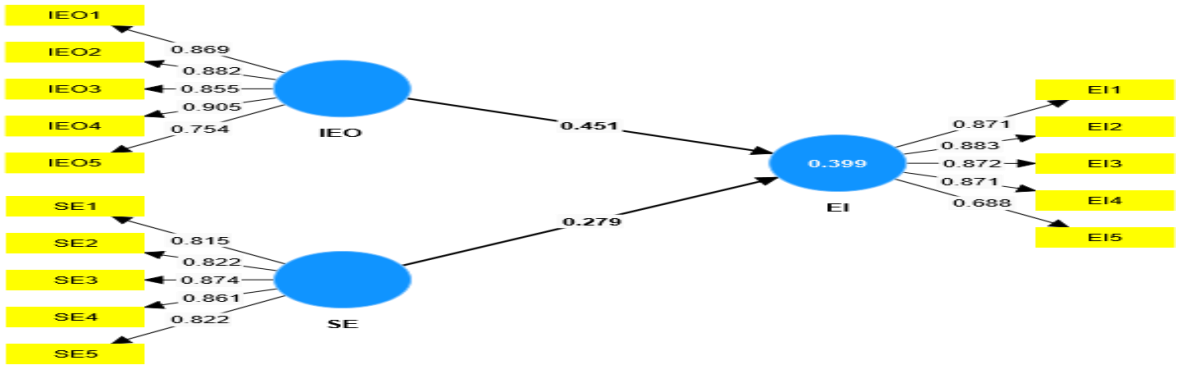

Figure 2: Measurement Model

4.2.1 Discriminant Validity (HTMT)

Discriminant validity is assessed using the Heterotrait-Monotrait Ratio (HTMT) criterion, which is considered a stronger method (Inuwa, Islam & Male, 2022; Henseler, Ringle & Sarstedt, 2015). Henseler, Ringle, and Sarstedt (2015) stated that all values above 0.90 indicate discriminant validity issues. In the same vein, Kline (2011) submits that a value below 0.85 indicates no issue with discriminant validity in such data. Therefore, Table 4.2 shows that all constructs meet the requirement of discriminant validity, as they are empirically distinct from one another.

Table 4.2: Discriminant Validity (HTMT) Matrix

Constructs	EI	IEO	SE
EI	[redacted]		
IEO	**0.641**	[redacted]	
SE	**0.535**	**0.519**	[redacted]

4.3 Assessment of Structural Model

After the measurement model assessment, in which the convergent and discriminant validity of the items and constructs were established, the next stage examines the structural model to confirm the research model empirically. Some fundamental analyses must be performed in the model, including collinearity assessment, the coefficient of determination (R2), the effect size (F2), and the significance of the path coefficients.

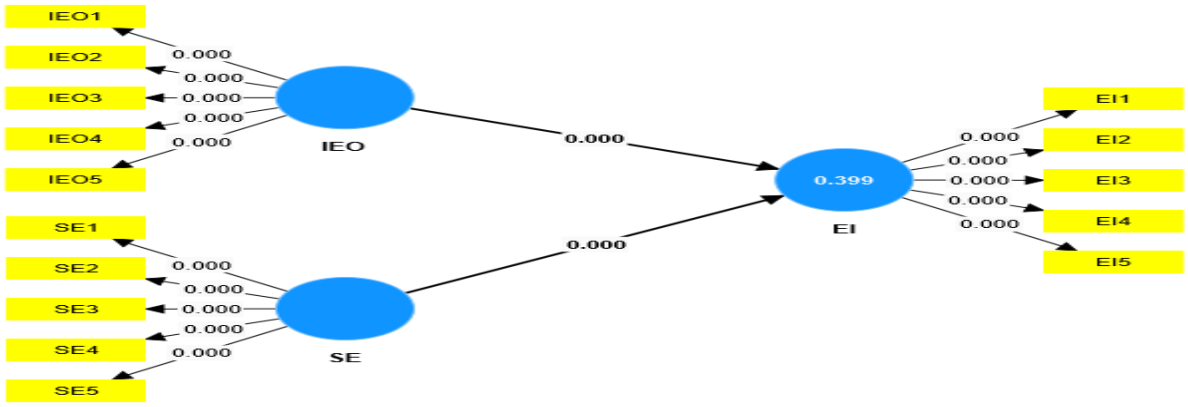

Figure 2: Structural model diagram

4.3.1 Collinearity Assessment

The variance inflation factor (VIF) was used to assess collinearity among the constructs under investigation (Hair et al., 2019). The variance inflation factor (VIF) is often used to assess formative collinearity among indicators. Collinearity arises when two indicators are highly correlated (Hair et al., 2022). VIF values across all constructs range from 1.282 to 1.537, indicating no collinearity among the constructs in this study.

4.3.2 Coefficient of Determination Assessment (R^2)

The coefficient of determination indicates how well the data fit a statistical model. It is a statistical model that quantifies the extent to which a factor's variability is attributable to its relationship with another factor. It is calculated as a value between 0 (0%) and 1(100%); the higher the value, the better the fit. The statistics measure how well the estimated regression line fits the actual data. Implicitly, it indicates the proportion of the dependent variable's variation explained by the independent variable (Fornell & Larcker, 1981). The result implies that entrepreneurial intention (dependent variable) has an R^2 of 0.396. This implies that 2 independent variables (individual entrepreneurial orientation) accounted for and explained the phenomenon of entrepreneurial intention, explaining 39% of the variance in the model.

4.3.3 Assessing Effect Size (F^2)

The effect size (F^2) indicates the level of impact or influence of an individual predicting variable on a directly associated or linked dependent variable. It presents the degree to which each exogenous variable influences an endogenous construct. Cohen (1988) suggests effect sizes (F2) of 0.02, 0.15, and 0.35 as small, moderate, and large, respectively. Any predicting construct with an effect size (F2) value lower than 0.02 is considered not to have affected the related endogenous construct in the model. The result indicates the effect size (F2) for all direct relationships among the constructs in the model. shows that Individual entrepreneurial orientation, with an effect size value of (F2 = 0.264), has a medium effect on entrepreneurial intention. In the same vein, self-efficacy, with an effect size (F2 = 0.101), has a medium effect on entrepreneurial intention.

4.4 Significance of the Effect of Direct Path Coefficients

The structural model was assessed using the bootstrapping technique to conduct the multiple analyses for the 300 valid samples used in this study. Five thousand (5000) subsamples were used to run the bootstrapping procedure, as widely suggested in the literature (Hair et al., 2017; Wong, 2013). The essence of this analysis is to test the significance of all the direct relationships hypothesised in the previous chapter. It is to confirm whether

the collected data supports the hypotheses. The literature suggests that values of 1.65 are significant at the 10% level, while 1.96 and 2.57 are significant at the 5% and 1% levels, respectively, based on two-tailed tests. (Hair et al., 2011). Similarly, for the one-tailed test, the critical value of 1.28 is significant at the 10% level, while 1.65 and 2.33 are significant at the 5% and 1% levels, respectively. (Hair et al., 2017). The result of the hypothesis of direct relationships is depicted in the table below.

Table 4.3: Significance Effects of Direct (Path Coefficient)

Hypothesis	Relationships	Original Sample	Standard Beta	t-Value	p-Value	Decision
H_1	IEO => EI	0.451	0.060	7.465	0.000	Supported
H_2	SE => EI	0.279	0.057	4.865	0.000	Supported

Source: Extracted from SmartPLS4 output, 2026.

Discussion of Findings

This study was primarily designed to examine the effect of individual entrepreneurial orientation and self-efficacy on entrepreneurial intention. The study employed PLS-SEM path coefficients to examine relationships among the variables. Hypothesis one stated that there is a significantly positive relationship between entrepreneurial orientation and entrepreneurial intention. The results of the study provided strong evidence supporting the hypothesis. PLS-SEM path coefficient analysis has been used to test the relationship, and the results statistically confirm a positive and significant association between entrepreneurial orientation and entrepreneurial intention. The result of the path analysis shows the **(**t = 7.465, p < 0.000). The findings of this research are in line with previous empirical studies. Arezou Mirhabibi, Ali Shayan, Shaghayegh Sahraei (2025) reported that many students at higher education institutions who apply entrepreneurial knowledge to develop an entrepreneurial mindset are more likely to achieve desirable goals in their entrepreneurial activities. Impliedly, students with a higher level of entrepreneurial orientation prior to the predesigned training for entrepreneurial mindset development would acquire, learn, and be more acquainted in terms of knowledge, skills and attitude that aid entrepreneurial mindset development than those students with lower level of entrepreneurial orientation before attending entrepreneurial training for mindset development (Ini Sunday Moses 2025).

Van T.T at el (2025) also found that entrepreneurial orientation significantly increases students' morale and their retention of the skills needed to foster stronger entrepreneurial intention. They further reiterate that students have been reciprocate entrepreneurial orientation in their entrepreneurial activities for their daily performance behavior would have more skills/ knowledge to a favourable entrepreneurial mindset development (Yasir Hasan Al-Mamary, Aliyu Alhaji Abubakar, Adel Abdulmohen Alfalah 2025). Qing Liu, Michael Yao-Ping (2025) revealed that factors of entrepreneurial orientation in the learning environment such as knowledge, skills and interest of the learner were predictors of entrepreneurial intention. In the same vein, Enyelunekpo R.R et al (2026) suggest that entrepreneurial orientation complements

the prediction of entrepreneurial intention among many students in higher institutions.

Hypothesis two stated that there is a significant relationship between self-efficacy and entrepreneurial intention. The research findings conclusively support the hypothesis of a positive, significant relationship between self-efficacy and entrepreneurial intention, as evidenced by the PLS-SEM path coefficient analysis ($t = 4.865$, $p < 0.000$). The study's results align with previous empirical research by Zi-Meng Ye, Kab-Won Kang (2025), who noted a positive relationship between self-efficacy and entrepreneurial intention. He further explained that the positive outcomes of entrepreneurial intention and self-efficacy were based on the premise that entrepreneurs who perceive the creative role of their peers also believe that the knowledge and skills obtained from entrepreneurial training programs will help them develop stronger entrepreneurial intention. Riyanto E, Prisilia A.T (2025) reported a strong, significant positive correlation ($r = 0.69$) between self-efficacy and entrepreneurial intention. Riyanto E, Prisilia A.T, (2025) found that students' self-efficacy as employees was significantly related to entrepreneurial intention (0.51, $p<0.05$); this indicates that students with more and frequent encouragement from their entrepreneurial teachers and with a higher level of creative talents in setting entrepreneurial goals will be at a better stance for entrepreneurial intention.

Research implications

The research findings of the present study have shown several practical implications for students' entrepreneurial intention in higher institutions. The present study has provided additional practical evidence that individual entrepreneurial orientation and self-efficacy were positively and significantly related to entrepreneurial intention, indicating that potential entrepreneurs (high institution students) can adopt a style of utilising acquired skills to foster entrepreneurial intention for self-reliance. In essence, entrepreneurship practitioners need to understand the positive influence of entrepreneurial orientation and skills for self-efficacy on students' entrepreneurial intention, which may mitigate students' uncertainty about their future after graduation by equipping them with the skills needed for self-reliance.

This study has presented theoretical implications by providing additional empirical support for the horizon of the Theory of Planned Behaviour (TPB) developed by Ajzen (1991). The theory proposed three components of entrepreneurship that predict the development of intention, which in turn predict behaviour: subjective norms, attitude toward the behaviour, and perceived behavioural control. Potential entrepreneurs learn new entrepreneurial behaviours, with the primary aim of reshaping their behaviours through the acquired entrepreneurial orientation and self-efficacy.

The methodological implications of this study rest on a positivist ontological and epistemological philosophy, providing a scientific basis for investigating the nature of students' entrepreneurial intention. Besides, in an attempt to bridge a methodological gap, the present study examines entrepreneurial skills and competences needed for students' entrepreneurial intention, such as individual entrepreneurial orientation, self-efficacy, and entrepreneurship education. Furthermore, this remedy addressed the inadequacy of the adapted research instruments in entrepreneurial studies by excluding statements with low factor loadings and irrelevant statements from the adapted instrument on entrepreneurial intention, to more accurately assess the

degree to which students become proactive in entrepreneurial intention.

5. Conclusions and Recommendations

Conclusions and recommendations for future research

The objective of the present study was to examine the direct relationship between individual entrepreneurial orientation and self-efficacy on entrepreneurial intention. In this regard, the study hypothesised that the extent of students' individual entrepreneurial orientation and self-efficacy has significantly affected their level of entrepreneurial intention as recommended by various studies, including (Asenge & Agwa, 2018; Badzińska & Timonen, 2019; Bosman & Fernhaber, 2019; Cui et al, 2019; Schaefer & Minello, 2019). It has become important for both students and teachers to be punctual and to support one another in all entrepreneurial programs at the higher institution. This could be in the form of encouragement for students to attend entrepreneurial lectures and practical to the best of their ability, and to try to set their minds on a particular entrepreneurial business they think they could apply the training, skills, and knowledge acquired to implement effectively. Thus, students' ability to utilise and sustain the entrepreneurial training they have received to develop their mindset would be enhanced. However, the students may feel that they are capable and sufficient regarding all the intended entrepreneurial intentions.

Even though the findings of this study contributed in different ways and supported the hypothesised relationships between the understudied variables, the study is not without limitations. First and foremost, the study examined only the predictors of individual entrepreneurial orientation and self-efficacy, excluding other predictors such as self-leadership and entrepreneurial knowledge from the hypothesised model. The omission of these important predictor variables in this research might limit our overall understanding of the factors influencing students' entrepreneurial motivation and intention. Therefore, future research needs to investigate other factors, such as self-leadership, entrepreneurial knowledge, students' intellectual level, and entrepreneurial skills.

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