
EFFECT OF VOCATIONAL TRAINING PROGRAMME ON ENTREPRENEURIAL INTENTION AMONG NIGERIAN UNDERGRADUATES

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ABSTRACT

The research is centered on effect of vocational training programme on entrepreneurial intention among Nigerian undergraduate students. The term vocational training covers any kind of education which aims at acquiring qualifications in relation to a particular profession, art, work or which provides the necessary training and the necessary skills, along with technical knowledge, so that students can pursue a profession, art, and activity irrespective of the age and level of training. Also, entrepreneurial intentions refer to the desire of individuals to embark on venture creation. It entails a conscious state of mind that directs attention and, therefore, experience and action toward a specific object or pathway to achieve it. Various studies have examined other factors such as desirability, perceived feasibility, self-realisation participation, and propensity to act. However, not many studies have examined self-efficacy as a moderating variable on the relationship between vocational training programme and entrepreneurial intention. With the aid of Slovin's formula, a sample size of 325 respondents was selected. A total of 500 self-structured questionnaires was administered on a 5 point likert scale. 338 copies of the questionnaires were accurately filled and submitted by the respondents. This implies that there was a high response rate on the part of the respondents. The research reveals that vocational training programme significantly affects entrepreneurial intention. The study also found that skill demand, supporting conditions and self-efficacy showed a greater influence on entrepreneurial intention.

Keywords: Vocational Training, Entrepreneurial Intention, Undergraduate Students.

INTRODUCTION

The contributions of entrepreneurship to economic development are well documented. Entrepreneurship has gained widespread recognition as a significant contributor to unemployment reduction through job creation and as an essential driver of the competitiveness of regions, states, or countries (Davey, Hannon, & Penaoluna, 2016; Martínez, Levie, Kelley, SÆmundsson, & Schøtt, 2010). Researchers have been concerned with understanding the factors driving entrepreneurship development (Bae, Qian, Miao, & Fiet, 2014). There have been attempts to identify elements responsible for sustaining and strengthening entrepreneurship's drive (Acs, Zoltan, Virgill & Nicola, 2010), especially among the youths in developing nations like Nigeria. Ishfaq and Soumya (2018) opined that a growing youth population as well as the internet revolution are among the factors influencing entrepreneurship.

Developing countries are lagging in entrepreneurship development as a result of lack of adequate financial assistance, bureaucracy and inconsistent government policies, a lack of tertiary-level business education, and inadequate entrepreneurial training (Ahmad & Xavier, 2012). In order to expose young people early to entrepreneurship, the federal government of Nigeria, mandated all higher institutions in the country to introduce entrepreneurship education as a course in the curriculum (Olorundare & Kayode, 2014). This directive was immediately implemented, and entrepreneurship education kicked off in Nigeria tertiary institutions as a matter of policy. Unfortunately, the policy had some setbacks - many of the facilitators and lecturers taking these courses neither have businesses nor managed one before (OECD, 2014). This made the entrepreneurship courses purely theoretical and abstract (Olorundare & Kayode, 2014) and it had little effect on the entrepreneurial skill development of students hence, some of the schools decided to introduce vocational training programme into the curriculum (Dalley-Trim, Alloway & Walker, 2008).

When entrepreneurial education and vocational training programme are integrated, it could potentially impact trainees' skills and knowledge on a given career choice (Gielnik, Frese, Bischoff, Muhangi & Omoo, 2016). Vocational training brings about change in people's attitudes related to venture creation or becoming entrepreneurs (Takawira, 2020). Vocational training programmes in the formal school system are still considered recent innovations influenced by the rapid growth in unemployment and a quest to produce self-reliant individuals (Kabongo & Okpara, 2010). Many universities have adopted this method to enhance students' entrepreneurial skills (Adeniyi, 2022). Despite this effort and the high number of young people graduating yearly from Nigerian universities, there is no evidence that entrepreneurial skill development in schools is effective as unemployment rate is increasing in Nigeria (Nigerian Bureau of Statistics, 2020).

Although there is no universal mechanism via which vocational training programmes are evaluated, OECD, (2014) published a report highlighting key characteristics to be considered when developing a vocational training programme. Some of these characteristics such as skill needs within a locality, supporting systems and the assessment of skills learning outcomes are some of the elements that may be missing in the vocational training programmes organised within the university system in Nigeria. The report pointed out that some of these trainings are not organised based on the need in the society, and even the delivery is questionable given that some of the facilitators may know the technical aspect of the skill, but they are grossly deficient in the business management aspect (OECD, 2014).

It is assumed that those who enroll in them will acquire entrepreneurial skills that will be useful to them in their future careers as business owners (Hahn et al. 2017; Karlsson & Moberg 2013; Laukkanen 2000; Leitch et al., 2012). Scholarly research, however, has showed mixed results on the influence of entrepreneurship education on university students' entrepreneurial abilities (Volery et al., 2013). While some question the relationship (Hahn et al., 2017; Nabi et al., 2017), others found entrepreneurship education as insignificant (Oosterbeek et al., 2010), and even some found either positive or negative effects (Karlsson & Moberg, 2013; Sánchez, 2011; Chang & Rieple, 2013).

It is important to acknowledge that enterprise creation is a multifaceted career decision that portrays vital cognitive mechanism (Vazquez, Naghui, Gutierrez, Lanero, & Garcia, 2009), it, therefore, becomes crucial to examine the roles played by vocational training programme on cognition of people, this may aid entrepreneurial intention and skill acquisition (Boukamcha 2015). Previous studies have highlighted the importance of entrepreneurship education on entrepreneurial skill development. Some studies have argued that entrepreneurial education is not enough to stir up student's interest in entrepreneurial intention hence, other factors such as desirability, perceived feasibility, self-realisation participation, propensity to act and self-efficacy (John, Singh, & Adesola, 2014) were introduced to enhance the effectiveness of entrepreneurial education on intention. Although self-efficacy has been found to enhance the relationship between entrepreneurial education and intention (Miller et al., 2012; Martin et al., 2013), its effect on the relationship between vocational training programmes and entrepreneurial intention is still not known.

Not many studies have examined the relationship between vocational training programme, self-efficacy and entrepreneurial intention within the context of the Nigerian private university. Researchers such as Lorz (2011); Kuratko & Morris (2018) in their respective studies have suggested that more research should be conducted to examine the types and impacts of vocational training programme on entrepreneurial intention. The current study, therefore, seeks to contribute to the body of research by investigating the effect of vocational training programme and self-efficacy on entrepreneurial intention among graduating students in Nigerian universities.

LITERATURE REVIEW

Entrepreneurship Intention

Entrepreneurial intention explains an individual's desire to create a business venture (Bae, Qian, Miao & Fiet, 2014). It is a fundamental phase that individuals must experience before starting a new venture (Bullough, Renko & Myatt, 2014). Studies suggest a possible connection between entrepreneurial training and entrepreneurial intention (Lee, Chang & Lim, 2005; Boukamcha, 2015; Afari, 2018; Ishfaq & Singh, 2018; Shah, Amjed, & Jaboob, 2020; Kavita, 2020). A clear case is seen in the study by Davey, Hannon & Penaluna (2016), where entrepreneurship education influenced students' actions and thinking, especially regarding enterprise creation. The competencies, venture startup intentions, and behaviours of students were also influenced by entrepreneurial education (Davey, Hannon & Penaluna, 2016).

Recent studies on the factors influencing entrepreneurial behaviour focused on the individual's traits or personality characteristics (Neneh, 2019). This approach to understanding entrepreneurial intention could be influenced by the fact that entrepreneurs are often described as individuals possessing specific psychological characteristics such as a commitment to their work, a need for total control, and a liking for uncertainty and challenge (Mitton, 1989). For instance, Bygrave (1989) presented a model that includes the need for achievement, internal locus of control, tolerance for ambiguity, and risk-taking propensity as determinants of entrepreneurial intention.

In the psychological literature, intentions have been analysed in terms of process models, which is a novel and more systematic approach to entrepreneurial intentions (intention models). These models, which include models based on the theory of planned behaviour (Ajzen, 1991), provide a consistent, highly generalisable, and robust theoretical structure for understanding and predicting intentions (Kruege, Reilly & Carsrud, 2000). More precisely, these models provide a better understanding and forecasting of entrepreneurial activity when applied to entrepreneurial environments. Kolvereid (1996) found that the higher a person's perceived behavioural control, the more likely they are to become self-employed. Consequently, perceived control, which is related to perceived viability, is one of the most critical aspects of self-efficacy. To strengthen this assumption, scholars opined that the stimulators of the intention of individuals to become entrepreneurs are not limited to intrinsic elements (Neck & Greene 2011; Yu, Sei, & Mahmood, 2009). Thus, the intention to become an entrepreneur can be nurtured and mediated through teachings in the forms of entrepreneurship education and vocational training. Entrepreneurship education alone is insufficient to stir intention, although it has an intrinsic quality.

Vocational Training

The term vocational training covers any kind of education which aims at acquiring skills concerning a particular profession, art or work. It also provides necessary training and the necessary skills, along with technical knowledge, so that students can pursue a profession, art, and activity irrespective of the age and level of training (Kotsikis, 2017). In many entrepreneurship literature, vocational training is often referred to as vocational or technical education (Maritz & Brown, 2013). A structured curriculum of courses and learning opportunities known as vocational education encourages the development of fundamental academic and life skills, high academic standards, leadership, and industry-defined job readiness. It also enables students to pursue advanced and continuing education (Career and Technical Education (CTE), 2009). The vocational training curriculum aims to learn entrepreneurs' behaviour, abilities, and strengths in a broadly diverse setting. Thus, vocational training is seen to offer handy, job-compatible training and can contribute to the license, diploma, or even the degree of an associate (Blue & Blue, 2015). In some studies, Entrepreneurship education and Vocational Training were used interchangeably (Entrialgo, & Iglesias, 2016).

By the nature of vocational training/education programs and curricula, it can be argued that students/learners exposed to vocational training/education may be inclined to become entrepreneurs by creating and running their businesses (Maritz & Brown, 2013; Pihie & Bagheri, 2010). This involves vocational training services that seek to improve individuals' expertise, innovation, and abilities in a particular area or business venture (Afari, 2018). The general vocational education that includes vocational training may also affect a learner's marketable talents, including practical skills, financial management skills, inventive skills,

professional skills, time management skills, self-motivation skills, and administrative and marketing skills (Ugochukwu & Charles, 2014). These skills' collective cumulation plays both direct and indirect roles in people's intentions to become entrepreneurs (Umunadi, 2010; Moustaghfir & Sirca, 2010; Olateju, 2013; Fasechun, 2013).

The OECD, 2014 highlighted some key characteristics to have an effective vocational training programme. These characteristics include skill demand, quality, outcome, and supporting system. For vocational training to be effective, there is a need to provide various vocational education and training (VET) programs that consider both student choices and employer demands. Companies that use these skills need to be involved in curriculum development, giving students the precise skills they need to satisfy employers' urgent requirements and the transferable abilities to facilitate occupational mobility (Hoeckel & Schwartz, 2010). A good vocational training programme requires a high-quality apprenticeship system with higher-level apprenticeships and many professional disciplines. Work-based learning, known as the apprenticeship, is incredibly effective when promoted in collaboration with industry needs and supported by quality assurance (Wheelahan & Moodie, 2011). In terms of both content and study methods, this implies that curriculum, programs, and evaluations are structured to fulfill the demands of the industry.

Collaboration with the government, businesses, and other stakeholders is one way to establish a system supporting VET (Hoeckel & Schwartz, 2010). The expense of offering practical training in workshops is significant for all VET programs; thus, students' fees may be waived or subsidised. Additionally, VET may be supported by training facilitators or setting up refresher courses.

Ajzen's Theory of planned behavior

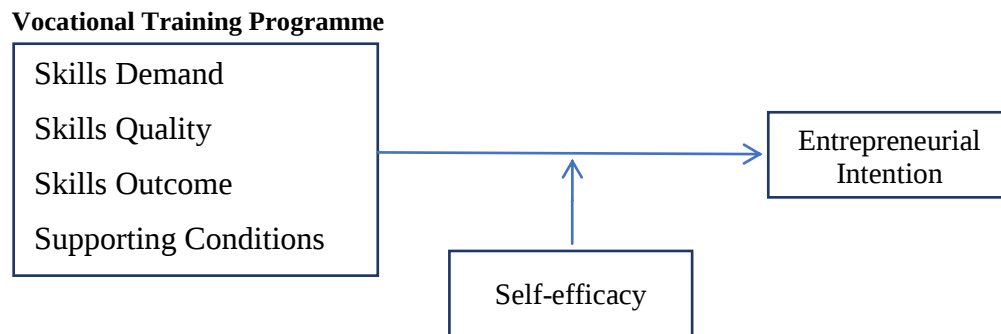
The theory of planned behaviour is often used to explain intentions. The TBP has been mentioned numerous times since it originally appeared, according to data accessible on the Web of Science. The theory's success is partly attributable to its capacity to provide a consistent theoretical framework with broad applicability that enables one to comprehend intentions while accounting for both societal and personal elements (Kruegal, 2000).

The theory of planned behaviour showed that behavioural intention is influenced by attitude toward behaviour, perceived behaviour control, and subjective norm (Ajzen 1991; 2002). The theory postulates that a person's conduct influences their intentions to perform a behaviour, and the resulting motive is affected by their attitude toward the behaviour and personal expectations. Individual convictions about behaviour are crucial, so one's attitude toward the behaviour is essential. This may be positive or negative and can emerge from a person's assessment of their values about a situation. It can be a person's estimation of the different outcomes that can be expected if a certain action is taken to deal with a situation. Overall attitude may thus be described as the aggregate of individual expectations of the effects and desirability evaluations of all behaviour (Kavita, 2020).

On the other hand, perceived behavioural control (PBC) refers to a person's understanding of how easy or difficult it is to start and run a business. It is the product of a set of available specific and regulatory beliefs (the belief that some factors can constrain behavior generally while others can function as catalysts) (Walker, Jeger & Kopecki, 2013). The theory has been shown to significantly influence students' entrepreneurial intention (Asghar, Hakkarainen & Nada, 2016).

Hypothesis 1: Vocational training programmes have no significant effect on entrepreneurial intention of graduating students

Hypothesis 2: Self-efficacy has no significant effect on the relationship between vocational training and entrepreneurial intention.



Source: Author's Adaptation based on literature consulted 2021

The above figure shows the interaction between vocational training, self-efficacy and entrepreneurial intentions.

There is abundant literature on what propels an individual to start a business, from fig.1. above, it can be inferred that the independent variable - vocational training can influence entrepreneurial intention. A vocational training programme was measured by Skill demand, skills quality, skills outcome and supporting conditions. Through vocational training programmes, students are taught practical crafts expected to motivate them to set up a business venture. However, vocational training alone may not be enough hence the introduction of a moderating variable – Self-efficacy. Self-efficacy is expected to moderate the relationship between vocational training and entrepreneurial intention.

Thus, a combination of vocational training and self-efficacy is expected to increase an individual's likelihood of going into venture creation. It is anticipated that this combination will improve the risk-taking tendency among entrepreneurs and their impression of their capacity to launch and grow a firm.

METHODOLOGY

This study will provide a direction regarding the relationship between vocational training programs and students' entrepreneurial intention in a private university in Nigeria.

The population comprised all the students in the study area who participated in the Vocational Training programme from 2019 - 2021. They involved 900 graduating students, and the sample size was obtained using Slovin's formula (Israel, 1992; Tejada & Punzalan, 2012). The research instrument for entrepreneurship intention was adapted and modified from previous studies, while that of the vocational training was developed based on OECD (2014) report.

This study employed a multi-stage sampling method to select its sample. First, the convenient sampling method was used to select the university to participate in the study because the

researchers have access to the students, while random sampling was used to select the respondents. The study area is Osun state, with the second highest number of private universities in Nigeria. The selected university devotes a whole year of academic study to entrepreneurship education, followed by vocational training on the chosen skill of the students. The study used a population of 900, representing the total number of graduating students registered on the school portal as of August 13th, 2021. This data was obtained through the IT unit of the school. The calculated sample size for this study was 325. To ensure we get sufficient responses, the questionnaire was sent out to 500 respondents, of which 368 were returned. After vetting, 14 questionnaires were found unusable hence we had a total of 338.

The study employed an online questionnaire to gather data from students who have undergone vocational training courses from the population sample. The study utilised statistical tools (descriptive and inferential) to analyse the data collected from the filled questionnaire.

The main instrument for data collection used in this study was the self-structured questionnaire. The questionnaire was organised to provide answers to the study research questions. The self-structured questionnaire was structured under two (2) sections. Section A represented the socio-demographic data of the respondents, while Section B contained research statements proposed in accordance with the research objectives. The questionnaire used a 5-point Likert scale questionnaire. A pilot study was conducted to test the reliability and validity of the instrument. The reliability of the research instrument was tested using the Cronbach Alpha, and a score of 0.69, a recommended index for testing the reliability of a research instrument.

Following the conceptual framework and the research objectives specified, this study examined the effect of Vocational Training on Entrepreneurial Intention using an econometric representation to model the study. We consider here a model comprising of multiple regression equations of the form will be adapted from Green (2008) and expressed as follows:

$$Y = f(X)$$

Where,

Y represents Entrepreneurial Intention and X representing Vocational Training variables.

This model is further expressed in its disaggregated form as:

$$VT_i = f(EI_i) \dots \dots \dots (3.1)$$

Where,

VT = Vocational Training

EI = Entrepreneurial Intention

From the conceptual framework, it was specified that Vocational Training is disaggregated as:

$$VT_i = f(SN_i, SQ_i, SO_i, SS_i) \dots \dots \dots (3.2)$$

Where,

SN = Skill Need

SQ = Skill Quality

SO = Skill Outcome

SS = Supporting System

We bring equations 3.2 and 3.3 together, we disaggregate it as:

i. Model for Firms' Proximal Dimensions and Marketing cooperation is expressed as:

$$EI_i = \beta_0 + \beta_1 SN_i + \beta_2 SQ_i + \beta_3 SO_i + \beta_4 SS_i + \mu_i \dots \dots \dots (3.4)$$

Where,

β_0 is the intercept of the model. It is the level of Entrepreneurial Intention that can be sustained when Vocational Training is irrelevant. $\beta(1,2,3,4)$ are the coefficients (effects) of the various characteristics of Vocational Training. μ is the stochastic variable introduced into the model to accommodate the impact of other variables that may shape Vocational Training but, which are not explicitly included in the model.

We introduce some intervening variables to model 3.4 as follows:

$$EI_i = \beta_0 + \beta_1 SN_i + \beta_2 SQ_i + \beta_3 SO_i + \beta_4 SS_i + \beta_4 SE_i + \mu_i \dots \dots \dots (3.5)$$

Where,

SE = Self-efficacy

Discussion of Results/Findings

The study has two main objectives: to examine the effect of vocational training programme on entrepreneurial intention of students, and to examine the effect of self-efficacy on the relationship between vocational training programme and entrepreneurial intention.

Table 1 shows the demographic characteristics of the respondents. A total of 338 respondents participated in this study. The demography of the respondents was between 16 and 28 years of age; 43.5% were male and 56.5% were female. The respondents were drawn from seven faculties with 29.3% from Management science.

Table 1: Demographic Characteristics

Gender		Frequency	Percent
Valid	Female	191	56.5
	Male	147	43.5
	Total	338	100.0
Age			
Valid	16-21	294	87.0
	22-27	41	12.1
	28+	3	.9
	Total	338	100.0
Faculty			
Valid	Management Science	99	29.3
	Humanity	29	8.6
	Law	37	10.9
	Basic Medical	74	21.9
	Social Science	58	17.2
	Natural Science	37	10.9
	Engineering	4	1.2
	Total	338	100.0

Table 2: Descriptive Statistics

	N	Min	Max	Mean Statistic	Std. Dev Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Intention	338	11.00	25.00	20.6095	2.88270	-.487	.133	-.182	.265
Skill_Need	338	19.00	35.00	28.2988	3.35568	-.325	.133	.154	.265
Skill_Quality	338	5.00	15.00	11.4290	1.79084	-.244	.133	-.011	.265
Skill_Outcome	338	7.00	20.00	13.6272	2.44162	.191	.133	-.593	.265
Supp_condition	338	11.00	20.00	15.8284	2.07432	.022	.133	-.266	.265
Self_efficiency	338	6.00	15.00	12.3314	1.48872	-.234	.133	.697	.265
Mahal. Distance	338	.192	32.777	4.985	4.097				
Cook's Distance	338	.000	.070	.004	.008				
Valid (listwise)	N 338								

Source: Author's Computation

Table 2 shows the minimum, maximum, mean and standard deviation for each of the variables included in the model. The results in the table indicate respondent's entrepreneurial intention with weighted average of 2.9 times, while skill demand is 3.35, skill quality (1.8), skill outcome (2.44), supporting condition (2.07) and self-efficacy (1.5) averages. This shows how well students' entrepreneurial intention is likely to react if these explanatory variables are available when designing a school vocational training programme. Hence, if the respondents had a positive experience with the vocational training, the skill demand, skill quality, skill outcome, supporting condition and self-efficacy will significantly affect their entrepreneurial intention. Hypothetically, the students will develop an interest in entrepreneurship a minimum of 11 times and a maximum of 25 times, while skill demand in the area will influence them to undertake a vocational training programme a minimum of 19 times and a maximum of 35 times. Earlier studies (Fatoki, 2010; Papulová & Mokroš, 2007) have noted that the demand for a skill in a community facilitates entrepreneurial intention. Unfortunately, it has been noted that the skills that graduate entrepreneurs acquire during their higher education and what they require to succeed in the business world are clearly at odds (Fatoki, 2010). Universities and policymakers should structure their vocational training programmes around the dominant skills within their business environment.

Table 2 also displayed the normal distribution test using skewness and kurtosis; and the check for multivariate outliers for the independent variables employed for analysis. The statistic from the skewness and kurtosis checks shows that the variables in the study are normally distributed, which indicates the absence of multicollinearity. The Mahalanobis (Mahal) and Cook's distance tests also show no outliers in the combination of values for the variables employed in this study.

Table 3 Correlations Results showing the relationship between the variables

		Intention	Skill Need	Skill Quality	Skill Outcome	Supporting Condition	Self Efficiency
Pearson Correlation	Intention	1.000	.462	.288	.166	.349	.343
	Skill_Need	.462	1.000	.274	.090	.367	.373
	Skill_Quality	.288	.274	1.000	.539	.399	.295
	Skill_Outcome	.166	.090	.539	1.000	.314	.112
	Supp_condition	.349	.367	.399	.314	1.000	.388
	Self_efficacy	.343	.373	.295	.112	.388	1.000
Sig. (1-tailed)	Intention	.	.000	.000	.001	.000	.000
	Skill_Need	.000	.	.000	.049	.000	.000
	Skill_Quality	.000	.000	.	.000	.000	.000
	Skill_Outcome	.001	.049	.000	.	.000	.020
	Supp_condition	.000	.000	.000	.000	.	.000
	Self_efficiency	.000	.000	.000	.020	.000	.
N	Intention	338	338	338	338	338	338
	Skill_Need	338	338	338	338	338	338
	Skill_Quality	338	338	338	338	338	338
	Skill_Outcome	338	338	338	338	338	338
	Supp_condition	338	338	338	338	338	338
	Self_efficiency	338	338	338	338	338	338

Table 3 explains the direction and strength of the relationship between the study variables using Pearson Correlation technique. The result shows a statistically moderate association between skill demand (.462), supporting condition (.349), self-efficacy (.343) and entrepreneurial intention, indicating a moderate and positive association with the respondents' entrepreneurial intention. This implies that an increase/improvement in Skill demand, supporting condition and self-efficacy results in an increase in entrepreneurial intention. Studies such as Hassan, (2020), Hoeckel and Schwartz (2010) and OECD, (2014) noted the importance of these factors in increasing entrepreneurial intention. Additionally, Ferri, Ginesti, Spano & Zampella, 2019; Al Mamun, Nawi & Shamsudin, 2016; Neneh, 2014) argued that higher education could be crucial in encouraging young people's entrepreneurial aspirations. This is especially crucial in light of the present state of the world economy and the resurgence of self-employment techniques. Students who have the right tools and essential abilities will select entrepreneurship as their career.

The result further showed that Skill quality (.288) and outcomes (.166) are significant but have a weak relationship with entrepreneurial intention and other variables. This implies that skill quality and outcome may not influence entrepreneurial intention. There may be need for interaction between the industry and the academia in developing the curriculum for the vocational training programme (Muscio, Quagliione & Scarpinato 2012). This way, specific skill needs of the business environment are identified, and the quality of the vocational training programme is enhanced.

Furthermore, Table 4 summarises the regression model employed by the study. Sequential regression was used to enter the explanatory variables into the equation in the order specified. The variables employed were entered in steps (or blocks) to the model, with self-efficacy being assessed in terms of its influence on entrepreneurial intention after the skill demand,

supporting condition, skill quality and outcome are controlled for in the model. Table 3 shows that skills demand, skill quality, skill outcome and supporting conditions significantly ($p = 0.000 < .05$) influence entrepreneurial intention.

However, the change was insignificant when self-efficacy was introduced into the model. Still, the introduction of self-efficacy into the model slightly increased the R-squared from 26% variation to 27% variation in the prediction of the respondents' entrepreneurial intention. This implies that self-efficacy explains 1.5% variation in the prediction of entrepreneurial intention among students, and this has a significant influence on the entrepreneurial intention at ($p = .009 < 0.05$)

Table 4: Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.513 ^a	.263	.255	2.48889	.263	29.771	4	333	.000
2	.527 ^b	.278	.267	2.46746	.015	6.808	1	332	.009

Source: Author's Computation

The ANOVA result in Table 4 indicates that the model as a whole (including Model 1 and Model 2) are significant ($F(29.771) = 25.594$, $P = 0.000 < 0.05$). This implies that the combination of skill demand, supporting condition and self-efficacy significantly predict entrepreneurial intention.

Table 4: ANOVA Result

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	737.664	4	184.416	29.771	.000 ^b
	Residual	2062.786	333	6.195		
	Total	2800.450	337			
2	Regression	779.113	5	155.823	25.594	.000 ^c
	Residual	2021.337	332	6.088		
	Total	2800.450	337			

Source: Author's Computation

Conclusion

Given the relevance of entrepreneurial education in entrepreneurial intention, this study was set to investigate the effect of vocational training programmes on entrepreneurial intention. The study also examined the effect of self-efficacy on the relationship between vocational training programmes and entrepreneurial intention. The study found that skill demand, supporting conditions and self-efficacy significantly influenced entrepreneurial intention. When a vocational training programme is designed based on the skill needs the students are interested in, it raises their chance of being aspiring entrepreneurs.

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