

## ENTREPRENEURIAL EDUCATION INFLUENCE ON THE DEVELOPMENT OF SELF-EFFICACY AND PERSONAL COMPETENCY

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**Abstract:** This study aimed to evaluate and investigate the effects of entrepreneurial education influence on entrepreneurial self-efficacy and entrepreneurial competences in secondary school and high education from the perspective of educators. Professors and teachers teach secondary education courses on innovation and entrepreneurship such as "Innovation and Entrepreneurship" and "Business and Entrepreneurship" from the relevant faculties, as well as instructors who have taken entrepreneurship education courses and workshops. In the survey, 32 educators participated.

Modern economies have recently defied the University of the Twenty-first Century, which views it as a catalyst for innovation. It emphasizes that resizing education entails examining the university as a social transformation-focused organization, exposing its interaction with society, and attempting to take on new realities. People's ability of researching constantly and applying the opportunities for new profitable activities on local and global market becomes an essential need of a competitive economy. Encouraging, increasing, supporting of entrepreneurial energies of individuals could be an elementary key to achieving bigger economic prosperity within the country and to continue to make its economy over time. Skills and knowledge, which are developed through coaching and education, are one among the few fields during which a society will produce competitive advantage. The importance of entrepreneurial education arise the importance of the entrepreneur throughout economic system. The role of entrepreneurial education implies a system that develops and implies an individual's ability to be versatile to develop capacity for recognizing opportunities and networking that it is a system which ensures that these skills are in line with the requirements of business and economic process of the country. This education includes taking responsibility for one's own actions, positive or negative, developing strategic visions, setting goals and achieving them, the ability to arrange and manage comes additionally as motivation for success. The development of these characteristics encourages the person not only in private life and social interactions, but also in school, at the workplace, allows becoming aware of the context of profession and able to make the best use of the presented opportunities. Promoting and supporting the entrepreneurial spirit and providing a positive environment that underpins entrepreneurship, therefore, become the primary responsibility of the educational system as a whole. Entrepreneurial learning can be understood more as a social phenomenon that affects our daily lives as a whole also as a key competence relevant to the lifelong learning process, in all forms of education and training (formal and informal) that contribute to entrepreneurial spirit or behavior, with or without a commercial purpose.

Findings suggest that entrepreneurial education have positive effect on the development of self-efficacy and personal competency, which, in turn, are crucial in generating socially desirable outcomes within the context of social life of an individual.

**Keywords:** entrepreneurship, entrepreneurial education, entrepreneurial self-efficacy, entrepreneurial competency.

### 1. INTRODUCTION

Entrepreneurial education and its importance are attracting increasing interest in modern European societies. It is presented as a driving force for innovating teaching, revitalizing culture, expanding learning and strengthening achievements, which should provide young people with transferable skills related to active citizenship, employment opportunities and possibly, but not necessarily, entrepreneurship and internal entrepreneurship (Eurydice, 2012).

Entrepreneurial education (EE) helps students develop new skills that can be applied in other areas of life, the so-called soft skills such as opportunity recognition, propensity to innovate, critical thinking, flexibility, decision-making ability, teamwork, leadership, readiness for change and benefit all young people, whether they intend to become entrepreneurs or continue to be entrepreneurially oriented (World Bank, 2008).

Studies on entrepreneurship are becoming more robust in the behavioral domain as science progresses, and attention is drawn to human characteristics like self-efficacy. Social cognitive theory is the foundation of this phrase, which Bandura coined in the 1970s. It has been linked to entrepreneurship studies by authors like Chen, Greene, and Crick (1998) to demonstrate how entrepreneurs must raise their self-efficacy in order to be better suited to challenging settings. Miao, Qian, and Ma (2017) as a central psychological concept in entrepreneurship research, with implications for entrepreneurship motivation, intention, behavior, and performance, identified entrepreneurial self-efficacy. Teaching and learning can foster business skills (Ferrerias, Hernandez-Lara & Lopez, 2017). Collins (2017) claims that one of the key components in raising a company's success is the development of individual competencies

acquired through education or experience. Cualheta et al. (2020) advocate employing a number of techniques with active methodologies capable of inspiring action and creativity and stress that measuring skills is even more important in disciplines that use entrepreneurship teaching as a method.

In view of the above, it is believed that it is very necessary to integrate entrepreneurship in the curricula, because it develops in the individual higher levels of personal effectiveness, the ability to build a sense of achievement with challenges, to take risks and responsibilities, to recognize the opportunities to start a business, to work in a team and to develop a sense that he can change the environment in which he lives. All this is practically applicable only through close interaction with role models, people with entrepreneurial thinking and entrepreneurial experience. Entrepreneurship researchers and other stakeholders in the entrepreneurial ecosystem can share experiences and skills, increasing students' interest in entrepreneurship as an option for career and as a way of thinking and approach in everyday life. The responsibility for preparing the young generation in an entrepreneurial direction is divided among the educational system, parents, business, the media and society as a whole, however, primacy in recent years has been given secondary education and High Education Institution (HEI).

This study explores the possibility of fostering entrepreneurship in secondary school and HEIs for courses that are not specifically about business management but that directly affect a student's growth and performance. The majority of this study's contributions are empirical. It seeks to support the advancement of entrepreneurship in higher education. Theoretically, we aim to advance the discussion on these issues and explain how entrepreneurship can aid in the development of personality in all sectors by examining the behavioral traits intrinsic to future professionals. Studies of this kind can make a substantial contribution to educational strategies that aim to take immediate actions to support the entrepreneurial teacher's role as an agent of innovation.

## **2. ENTREPRENEURIAL EDUCATION**

The success of entrepreneurial education (EE) today connects the political, academic, scientific, and professional realms and permeates every social stratum in western society. The three educational elements of teaching about entrepreneurship (about), educating to become an entrepreneur (for), and educating through engaging in entrepreneurship (through) are all experiencing significant growth in training course development (Blenker et al. 2011). International study shows that all European and highly developed nations emphasize the value of cultivating critical competencies and entrepreneurial learning in their education policies, strategies, legislation, and projects (European Commission, 2012) After examining the practice of incorporating entrepreneurial learning into the educational system, it can be said that all EU nations are attempting to do so in some capacity.

### **2.1 Entrepreneurial self-efficacy**

Self-efficacy is defined as a person's belief in his or her capability to perform a given task or courses of action needed to exercise control over events in their lives (Bandura, 1977). It indicates whether an individual can imagine him/herself attaining the goals set and exhibit, the personal qualities required for the completion of that goal (Gallagher, 2012). It is about one's belief in his ability to activate motivational, cognitive and functional abilities in a given circumstance (Wood & Bandura, 1989).

Chen, Greene, and Crick (1998) believe that Bandura's (1977) perspective on self-efficacy is very relevant to the study of entrepreneurs. Entrepreneurs must be able to change and enhance their business self-efficacy by ongoing engagement with the environment; therefore, it must be stable but not immutable.

ESE is one of the facets of self-knowledge that, as noted by Bandura (1977) and Schaegele and Koenig (2014), may have a greater impact on people's daily life because it conveys our conceptions of effectiveness. It is determined by how much a person believes they can carry out a behavior and that it is conceivable for them to do so given their capabilities. Because entrepreneurs aspire to enter new markets, take risks, and chase new opportunities, and because these actions are rarely accidental, entrepreneurial behavior is frequently planned (Hisrich, Peters. & Shephers, 2017).

### **2.2 Entrepreneurial competences**

Competence can be described as the combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely. Other factors, such as attitude and physical ability, can also affect someone's competence.

Individuals who launch and transform firms demonstrate entrepreneurial competences (EC), which are typically correlated with a company's rise, survival, performance, and growth (Mitchelmore, & Rowley, 2010). They are described as a body of knowledge, area or skill, personal qualities or characteristics, attitudes or visions, motivations or directions that can contribute to the practical thinking or action of the business, allowing individual print actions and strategies to create value for society, by Zampier and Takahashi (2011). According to the writers, just as a person can sharpen his skills, an entrepreneur can build and modify his individualities to create an EC.

### 3. MATERIALS AND METHODS

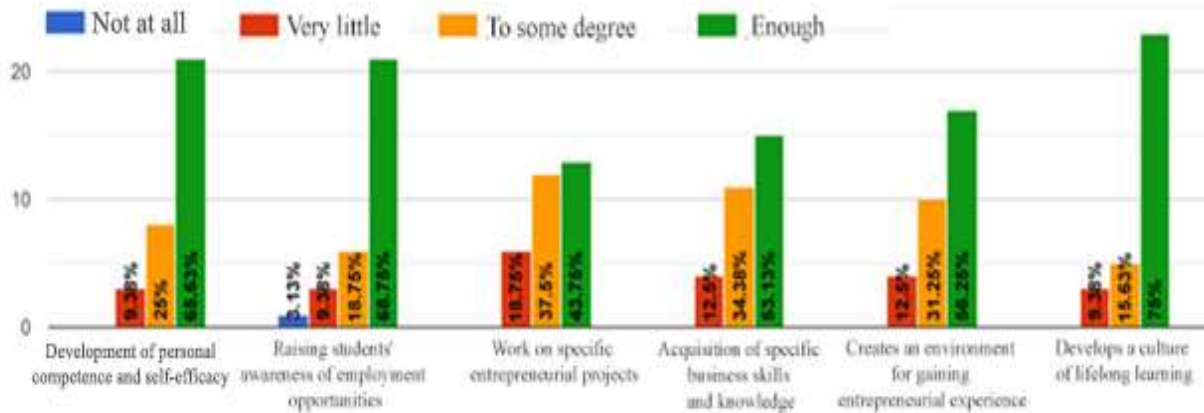
The purpose of this analysis was to examine the connection between entrepreneurial education and entrepreneurial self-efficacy and competency. This research is quantitative. Malhotra (2012) highlights that quantitative studies build it doable to use applied math ways to clarify phenomena, processes, or relationships and generalize the results to the researched population from representative samples' analysis. As for its nature, this study is descriptive.

A survey form was used as a methodology of empirical research. He has offered many answers to the queries and that they ought to be answered with a rating scale of 1 - not at all, 2 - very little, 3 - to some degree and 4 - enough. The survey was conducted electronically, by causing the form via e-mail to workers of the relevant institutions. The researched population consisted of designated sample of academics who teach the topic "Innovation" in primary education, the subject "Innovation and Entrepreneurship" and "Business and Entrepreneurship" in secondary education, teachers and professors who teach at the various colleges also as teachers who have attended trainings and educations on entrepreneurship and entrepreneurship education. In survey were concerned 32 educators.

### 4. RESULTS

This question represents the opinion of the respondents on what types of competencies students can acquire through entrepreneurial education.

*Graph 1. Entrepreneurial education and acquired competencies*

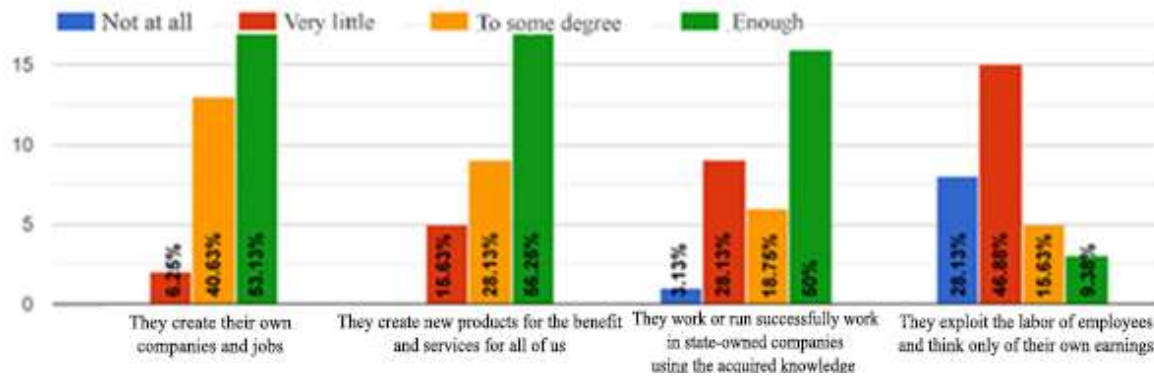


*Source: Developed by the author*

Most respondents agree that entrepreneurship education helps to develop competencies such as developing the personal competence and self-efficacy, raising students' awareness of self-employment opportunities, working on specific entrepreneurial projects, and acquiring business skills and knowledge. However, only a small number of respondents believe that entrepreneurship education actually leads to the development of a culture of lifelong learning. The purpose of this study is to help students develop competencies such as developing personality traits, creativity, initiative, risk readiness, independence, self-confidence, leadership, and teamwork. Many respondents said that EE is a key competency in modern education. This confirms that the education system is using a process called EE, which allows students to gain a wide range of skills that have a huge individual, social, and economic benefit. These skills can be applied in every aspect of life, and they will be beneficial throughout your lifetime. This competence connects knowledge, skills, and attitudes, which is one of the goals of entrepreneurial education (Janevski, Mitaseva, 2021).

Next question should be given an opinion on what kind of people creates entrepreneurial education.

*Graph 2. Entrepreneurial education in creating a person*



Source: Developed by the author

Almost half of the respondents agreed that EE creates people who create their own businesses and jobs. Most people agree that the company creates new products and services to benefit everyone, by a margin of 56.2 percent. However, 28.1 percent feel this is only to some extent. Successfully work in state-owned companies using the acquired knowledge answered 50 %. Most respondents to the claim that EE creates persons who exploit the labor of employees and think only of their own earnings answered with very little or not at all, i.e. 46,6 % and 28,3 %. According to the research, most people who create EE are people who create companies and jobs, create products for the benefit and services of all of us, and work successfully in state-owned companies. According to all European definitions, entrepreneurship does not mean only the creation of new enterprises, but entrepreneurial behavior in all aspects of life, so the answers of the respondents correspond to modern theories of entrepreneurship. Most of the respondents to the claim that EE creates people who exploit the labor of employees and think only of their own earnings do not agree at all (Janevski, Mitaseva, 2021).

## 5. DISCUSSIONS

This research was focused on the relationship between entrepreneurial education and entrepreneurial self-efficacy and competency, and educators who have a lot of experience in the field of entrepreneurial education examined it. The findings of this research parallel those of previous studies. This study found that there is a strong relationship between entrepreneurial education and entrepreneurial self-efficacy and competency. Based on the research, it has been determined that the respondents understand the importance of entrepreneurship education. According to the research, it is understood and confirmed that entrepreneurial education helps students acquire competencies such as the development of personality characteristics, creativity, sense of initiative, willingness to take risks, independence, self-confidence, leadership, teamwork, raise awareness of self-employment and entrepreneurship as an opportunity for career, acquire specific knowledge for starting a company and acquire skills that can be used in all spheres of life. Many respondents said that EE creates people who create companies and jobs, create products and services that benefit all of us, and who are successful working in state-owned companies.

## 6. CONCLUSIONS

Entrepreneurial education has always been a necessity in today's society. It has always been a privilege to have access to it, but it is more of a need now than ever. In recent decades, there has been a consistent increase in growth, with visible results being reflected in all areas of human activity- from life habits to how we learn, to work, to our behavior, and even our culture. This gradual change is gradually altering the way we think about education, which is something we have known for a while now. Entrepreneurship education is important because it helps students develop skills that will help them in their careers and the country as a whole is benefitting from this. This education provides the tools necessary for personal responsibility and achievement. It helps students develop a clear vision for the future, set goals, and stay positive in the face of challenges. It also prepares students for effective project management and motivation. These character traits allow the person to be successful in both their personal and social lives, as well as at work. This foundation helps them develop specific skills and knowledge needed for undertaking their own business venture or engaging in various social or economic activities.

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