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# Extending the mediation role of entrepreneurial self-efficacy on enhancing students' entrepreneurial intentions: A moderated mediation model

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## ABSTRACT

Entrepreneurship education provided by higher education institutions is essential in equipping students with the required abilities to initiate and develop successful businesses. However, existing literature on its contribution has yielded inconclusive results. This study explores the mediating role of entrepreneurial self-efficacy in enhancing the entrepreneurial intentions of business students, while adopting a moderated mediation analysis with entrepreneurship education as the predicting variable and the entrepreneurial environment as the moderating variable. Data was collected from 271 business undergraduates in Tanzania, and analyzed using PLS-SEM. The results revealed that entrepreneurial self-efficacy is a significant mediator in the influence of entrepreneurship education on entrepreneurial intentions. Furthermore, the study identified the moderation role of the entrepreneurial environment in the indirect effect of entrepreneurship education on enhancing entrepreneurial intentions with entrepreneurial self-efficacy as a mediator. Therefore, the study recommends that higher education institutions empower students with entrepreneurial self-efficacy to promote entrepreneurial intentions, while also creating environments conducive to entrepreneurship that support these intentions. Finally, the study discussed limitations and suggested future research directions.

## 1. Introduction

Higher education institutions (HEIs) are widely recognized as essential drivers of socio-economic development (Miotto et al., 2018, 2020; Nzilano et al., 2022). HEIs are often viewed as the intellectual hub of nations, and as such, they have a critical role in addressing the various socio-economic challenges facing modern societies (Miotto et al., 2018). To meet the expectations of various stakeholders, HEIs must undergo significant transformation and reform, expanding their focus beyond their core activities of teaching, research, and consultancy. Instead, they should strive to offer tailored solutions to the socio-economic challenges facing their respective communities. By doing so, HEIs can serve as think tanks, providing innovative solutions to complex problems and contributing to the

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