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**WILL ENTREPRENEURIAL COMPETENCY AND ORIENTATION  
PREDICT ENTREPRENEURIAL INTENTION OF STUDENTS AT VERITAS  
UNIVERSITY, ABUJA?**

**<sup>1</sup>Oyeku, Oyedele M and <sup>2</sup>Benedict, Barnabas E.**

<sup>1,2</sup> Department of Entrepreneurial Studies, Veritas University, Abuja, Nigeria

<sup>1</sup>oyekuo@veritas.edu.ng, <sup>2</sup>barnabasbenedict45@gmail.com

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**Abstract**

*The study examined the effect of entrepreneurial competency and entrepreneurial orientation on entrepreneurial intention of Entrepreneurship students at Veritas University, Abuja. The study adopted a cross-sectional research design approach, while the underpinning theory is the Theory of Planned Behaviour. Study population of 75 students comprising students offering degree courses in Entrepreneurship Studies (35) and five students each from the eight faculties at Veritas University selected at random (40). A structured questionnaire was used for data collection. The questionnaires were administered through the face-to-face method. Only 56 of the administered questionnaires were returned and found useful for analysis. Data from the questionnaires were analysed with the aid of SPSS v26.0. The findings showed that both entrepreneurial competency and entrepreneurial orientation have a positive and significant effect on entrepreneurial intention. The findings also showed that entrepreneurial capability, being the joint effect of entrepreneurial competency and orientation, has a positive and significant effect on entrepreneurial intention, indicating that both entrepreneurial competency and orientation jointly have a positive and significant effect on entrepreneurial intention. Although both entrepreneurial competency and orientation jointly have a positive and significant effect on entrepreneurial intention, the role of entrepreneurial orientation in the combined model was negligible, meaning that only entrepreneurial competency is the predictor of EI in the combined model. Based on the findings of the study, it is recommended that universities should enhance entrepreneurship education by focusing on building core competencies through practical training, case studies, business simulations, and mentorship programs to equip students with the skills and abilities necessary for identifying opportunities and managing ventures effectively.*

**Keywords:** Entrepreneurial orientation, Entrepreneurial competency, Entrepreneurial capability, Entrepreneurial intention, Nigerian university students

## **Introduction**

Entrepreneurship education was introduced into the curriculum of Universities in Nigeria by the National University Commission (NUC) to address the problem of skill gap resulting in a high level of unemployment in Nigeria. The goal is to impart practical knowledge and develop entrepreneurial capability in them to be able to make a positive contribution to the national economy as employers of labour rather than job seekers (Aliyu, Augustine & Ushiwa, 2024; Davwet et al., 2019). Entrepreneurship and entrepreneurial activities are critical to stimulate and promote economic growth and development. No nation can develop without entrepreneurship, which globally has been acknowledged as the engine of economic growth and a veritable tool for job and wealth creation (Kadiri, Ibrahim & Daba, 2021). Entrepreneurship offers a sustainable solution to the pervasive problem of unemployment and poverty by fostering self-reliance, economic empowerment, and wealth creation. Universities are crucial in this process as they serve as breeding grounds for entrepreneurial talents by nurturing entrepreneurial capability and intentions among students.

Entrepreneurial intention precedes entrepreneurial activities and could be said to be the starting point of entrepreneurial action or activity, and any individual who wants to be an entrepreneur will have to take such a decision consciously and deliberately by activating entrepreneurial intention, converting the intention to entrepreneurial activity (Oyeku et al., 2021). Many factors have been documented by researchers as factors responsible for spurring entrepreneurial intention, both internal (traits) and external (environment) (Liu et al, 2019; Botha et al., 2019; Wathsnakom et al., 2020). Oyeku et al (2021) reported a significant positive effect of entrepreneurial capacity on entrepreneurial intention, while Liu et al. (2022) reported that entrepreneurship education has a positive impact on entrepreneurial intention. Ibrahim et al (2023) in their study on entrepreneurship education and entrepreneurial intention of undergraduate students in selected universities in Abuja reported that the availability of entrepreneurship resources has significant positive effect on entrepreneurial intention, but entrepreneurship education has no significant effect.

Researchers have made many attempts to define entrepreneurial capability from different points of view, including characteristics and traits of individuals (Oyeku et al., 2014), while others describe it from the teamwork or corporate level perspective (Philips & Tracey, 2007). Strategic capability, innovation capability, learning capability, relationship capability, and management capability have been used as dimensions to study entrepreneurial capability (Xiao-Gang & Gu-Yan, 2009). Entrepreneurial capability has been defined as the internal ability of the entrepreneur that is required to start and operate a successful enterprise, expressed in terms of entrepreneurial orientation and entrepreneurial self-efficacy (Oyeku et al., 2020). The concept of entrepreneurial capability cannot be discussed without deep consideration for competencies (such as financial management, marketing management) and orientation (such as risk taking, innovativeness, and proactiveness) of the entrepreneur. This study, therefore, views entrepreneurial capability through the lenses of entrepreneurial competency and entrepreneurial orientation.

Entrepreneurial competency refers to the set of knowledge, skills, and attitudes that enable individuals to identify opportunities, develop innovative solutions, and successfully manage enterprises. These competencies, though some are innate, can be developed through education, training, and experience, especially within the university environment. Entrepreneurial orientation, on the other hand, is a strategic posture that reflects a willingness to innovate, take risks, and proactively pursue business opportunities. It involves traits such as innovativeness, proactiveness, and risk-taking, which are vital for entrepreneurial intention (Oyeku et al., 2020).

In the Nigerian context, fostering entrepreneurship is particularly critical given the country's high youth unemployment rate. The Nigerian government has implemented various policies and initiatives to encourage entrepreneurship, including incorporating entrepreneurship education into

the university curriculum. Institutions like Veritas University Abuja have embraced this mandate by offering entrepreneurship-focused programs designed to equip students with the skills and mindset necessary for successful ventures.

However, despite these efforts, the conversion of entrepreneurial intention developed through entrepreneurial education into entrepreneurial activities remains a challenge. Yet another challenge is whether the entrepreneurial capability developed by the students through their entrepreneurship education has any effect on their entrepreneurial intention or not. There is no doubt that higher entrepreneurial intention would provoke entrepreneurial activities and increase the number of entrepreneurs in the Nigerian economy. This is what is needed in this nation at a time like this, when the unemployment rate has skyrocketed and many youths, including graduates of Entrepreneurship studies, are roaming the streets of Nigeria with no jobs. This shows that there is a disconnect between entrepreneurial capability and entrepreneurial intention if entrepreneurial intention cannot lead to entrepreneurial activity. This gap underscores the need for a deeper understanding of the interplay between entrepreneurial capability and entrepreneurial intention, particularly in the Nigerian university context.

Entrepreneurial intention remains a critical precursor to entrepreneurial behavior among university students; however, the existing literature has largely examined its determinants in isolation. Recent studies have focused on the influence of entrepreneurial orientation, entrepreneurship education, emotional intelligence, self-efficacy, and university support systems on students' entrepreneurial intentions. For instance, Khalil et al. (2024) established that individual entrepreneurial orientation significantly influences entrepreneurial intention among university students in the UAE, while Nwibe and Ogbuanya (2024) emphasized the role of emotional intelligence and self-efficacy in shaping entrepreneurial intention among Nigerian undergraduates. Similarly, Adeniyi et al. (2024) highlighted the importance of entrepreneurial orientation in enhancing entrepreneurial readiness among students.

Despite these contributions, there is limited empirical evidence examining the combined effect of entrepreneurial competency and entrepreneurial orientation on entrepreneurial intention, particularly among university entrepreneurship students who are specifically exposed to entrepreneurship training and venture creation activities. Most previous studies have treated entrepreneurial competency and entrepreneurial orientation as separate constructs, thereby overlooking their possible complementary influence on students' entrepreneurial intention. Furthermore, studies focusing on entrepreneurship students in developing economies, especially Nigeria, remain scarce. Consequently, this study seeks to fill this theoretical and empirical gap by investigating the joint effect of entrepreneurial competency and entrepreneurial orientation on the entrepreneurial intention of university entrepreneurship students, thereby providing deeper insights into the factors that stimulate entrepreneurial career aspirations among future entrepreneurs.

## **Literature Review**

### **Conceptual Review**

#### **Entrepreneurial Competency**

Entrepreneurial competency is a construct that encapsulates the capabilities required to drive value creation across cultural, social, and financial domains, thereby shaping societal progress (López-Núñez et al., 2022). Some researchers claim that entrepreneurial competency is necessary to start a business, while others believe that what is required is managerial competencies. Others point out that entrepreneurship requires competencies, both entrepreneurial and managerial competencies, with entrepreneurial competencies having a focus on the individual, while managerial competencies have a focus on the organization. Bird (2019) argued that competencies are related to

entrepreneurial behavior, and can be learned, while factors such as education, work experience, and entrepreneurial experience can influence entrepreneurial competency development.

Research suggests that these competencies are not static but evolve through experience and deliberate development, enabling entrepreneurs to adapt to changing market conditions and operational challenges (Ahmad et al., 2019). Essential work-related competencies, such as problem-solving and communication, are pivotal in the workplace, serving as foundational skills that underpin resilient behavior (Ahmad et al., 2019).

Drawing from López-Núñez et al. (2022), entrepreneurial competency is defined as a set of integrated skills encompassing opportunity recognition, creativity, leadership, communication, networking, and problem-solving skills, complemented by specialized knowledge in digital, financial, and legal domains to navigate uncertainty, ambiguity, and risks. This conceptualization underscores the dynamic interplay of attitudes, skills, and knowledge that enable entrepreneurs to execute actions effectively in complex and unpredictable environments. This study adopts this definition to frame entrepreneurial competency as a critical driver of entrepreneurial behavior and business outcomes, emphasizing its role in fostering resilience and sustainable performance.

### **Entrepreneurial Orientation**

At the individual level, EO encompasses the ability to innovate, embrace risks, and display proactive behaviors in initiating or managing ventures, optimizing, and strategic planning (Monalisa et al., 2023). EO assists in entrepreneurial decision-making and actions towards enabling firms to innovate, take calculated risks, and adapt proactively to dynamic market conditions, making EO a key driver of business growth (Ahmed et al., 2019). Widodo (2023) categorized the decision-making approaches of EO into entrepreneurial, adaptive, and planning types, each reflecting distinct modes of responding to environmental opportunities and challenges.

The five dimensions of EO-proactiveness, innovativeness, risk-taking, autonomy, and competitive aggressiveness are central to its framework and collectively drive innovative and opportunity-focused behaviors (Kharisma et al., 2020; Khan & Belassi, 2024). Olowofeso (2020) found that entrepreneurs with strong EO are innovative, developing new products and processes, and proactive in overcoming competitive challenges, transforming visions into reality. EO fosters leadership and innovation, enabling entrepreneurs to develop new products, enhance offerings, or add value to operations, aligning with societal and consumer needs (Al-Alnsoor & Kharabeh, 2021).

### **Entrepreneurial Capability**

Entrepreneurial capability is deeply rooted in the ability to innovate by reconfiguring resource allocation, organizational processes, and strategic approaches within dynamic and competitive environments to capitalize on business opportunities, drive innovation, and economic transformation (Aujirapongpan & Ru-Zhue, 2023).

At its core, entrepreneurial capability involves a blend of individual and organizational competencies, unlike entrepreneurial competencies that can be clearly distinguished into individual and organizational-level competencies. Entrepreneurial capability broadly defines the startup, survival, and success of firms, which is much more important than entrepreneurial strategic orientations such as learning orientation, innovation orientation, technology orientation, etc (Faroque et al., 2021). Entrepreneurial capability encompasses intellectual prowess (such as intelligence and creative problem-solving); interpersonal skills (including emotional stability, sociability, and empathy); motivation (encompassing responsibility, enthusiasm, initiative, perseverance, endurance, and ambition); effective communication (both written and verbal), and technical know-how (fundamental and specialized knowledge paired with practical experience) to

navigate risks and challenges as trailblazers and achieve organizational goals by seizing opportunities and adapting to industry-specific demands (Hu et al, 2022; Yang, 2023; Kim & Cho, 2024).

The dynamic nature of entrepreneurial capability underscores its role as a social and economic force where entrepreneurs act as social creators, adapting strategies in diverse contexts while responding to competitive challenges. By fulfilling managerial roles and leveraging multidimensional competencies, entrepreneurs foster sustainable business performance and contribute to broader societal progress. These understanding frames entrepreneurial capability as a critical driver of innovation, resilience, and growth, adaptable to varying entrepreneurial styles and competitive landscapes.

### **Entrepreneurial Intention**

Entrepreneurial intention is the deliberate and planned commitment to start a business. It is widely recognized as the most immediate and significant predictor of actual entrepreneurial behavior (Sahinidis et al., 2021).

Entrepreneurial intentions are widely recognized as a critical predictor of entrepreneurial behavior, reflecting an individual's commitment to initiating and pursuing entrepreneurial activities. In the context of entrepreneurship, intentions are shaped by personal, social, and environmental factors, including attitudes toward entrepreneurship, perceived behavioral control, and social norms (Adejuwon & Oyeku, 2023; Hueso et al., 2021). These intentions are not merely aspirations but represent a deliberate plan to start a business or engage in entrepreneurial ventures, making them a robust antecedent of actual entrepreneurial behavior. The significance of intentions lies in their ability to translate motivational factors into concrete actions, such as launching a startup or developing innovative solutions (Savastano et al 2022).

Entrepreneurial intention serves as a critical predictor of entrepreneurial behavior involving individual conscious efforts at initiating a new business venture in the future (Chen et al., 2022). Though some researchers have debated the notion that the significance of entrepreneurial intention is defined by the aspiration and resolve to start a business to achieve self-employment, available empirical evidence suggests that individuals with strong entrepreneurial intentions are more likely to establish a firm compared to those with weaker intentions (Doanh et al., 2021). Therefore, intention remains the most robust indicator of actual behavior, which explains the growing prominence of entrepreneurial intention as a dynamic subfield within entrepreneurship research.

### **Theoretical Review**

#### **Theory of Planned Behavior**

This theory was developed by Ajzen (1991). The theory explains the behavior of individuals by their intentions. The three core constructs in this theory are: attitudes toward the behavior, subjective norms, and perceived behavioral control. In the attitudes construct, an individual evaluates the desirability of performing a behavior, such as starting a business, while the subjective norms deal with perceived social pressures from sources such as family, peers, or mentors, influencing the decision to engage in the behavior. Perceived behavioral control refers to the individual's belief in their ability to execute the behavior, accounting for both self-efficacy and external constraints. Ajzen (2005) posits that intentions as determinants of behavior are stronger when individuals perceive a high chance of succeeding by exhibiting a particular behavior. This makes TPB a veritable tool to study entrepreneurial intention, entrepreneurial intention being a conscious commitment to pursue entrepreneurial activities.

Entrepreneurial intention, as conceptualized by TPB, reflects the motivational factors that precede actual entrepreneurial action and thus serves as a reliable predictor of future behavior (Ferreira et al., 2017). Among youth populations, entrepreneurial competencies and entrepreneurial orientation through entrepreneurship education significantly influence positive attitudes toward entrepreneurship, highlighting TPB's relevance in anchoring a research program designed with the objective to enhance entrepreneurial intention to promote entrepreneurial activity.

TPB rests on several key assumptions. First, it assumes that human behavior is rational and goal-directed, driven by deliberate intentions rather than impulsive actions. Second, it presumes that the three constructs-attitudes, subjective norms, and perceived behavioral control fully mediate the relationship between external factors (e.g., education, culture) and intentions, implying that intentions are a sufficient predictor of behavior. Third, it assumes that individuals have the cognitive capacity to evaluate their attitudes, social pressures, and control perceptions accurately.

Supporters of TPB, such as Kautonen et al. (2015), validate its predictive power, demonstrating that entrepreneurial intentions significantly correlate with subsequent business creation. Liñán and Fayolle (2015) further endorse TPB's applicability in entrepreneurship, highlighting its ability to integrate contextual factors, such as education and cultural norms, into the intention formation process. Empirical studies, like those by Delanoë-Gueguen and Liñán (2019), confirm that TPB effectively explains variations in entrepreneurial intentions across diverse populations, reinforcing its utility in educational and policy interventions aimed at fostering entrepreneurship.

Despite its widespread use, TPB faces several critiques. Critics argue that the theory's focus on rational decision-making overlooks emotional, habitual, or unconscious influences on behavior, which are particularly relevant in high-risk contexts like entrepreneurship (Siu & Lo, 2013). The assumption that intentions fully mediate behavior is challenged by the intention-action gap, where strong intentions do not always translate into action due to external barriers, such as a lack of resources or market instability (Van Gelderen et al., 2018). Additionally, the reliance on self-reported measures for attitudes, norms, and control perceptions introduces potential biases, as individuals may overestimate their capabilities or misjudge social pressures (Kim & Hunter, 1993). The theory's universal applicability is also questioned, as cultural and socioeconomic differences can alter the relative importance of its constructs; for example, subjective norms may weigh more heavily in collectivist societies (Moriano et al., 2012). Furthermore, TPB's static framework may not fully capture the dynamic, iterative nature of entrepreneurial decision-making, where intentions evolve in response to feedback and experience (Shirokova et al., 2016).

The Theory of Planned Behavior (TPB) serves as a foundational framework for understanding individual intentions and predicting rational behavior, and this informed the reason for anchoring this study on the theory of planned behavior.

## **Empirical Review**

### **Entrepreneurial Competency and Entrepreneurial Intention**

Devi (2023) studied the effect of entrepreneurial competencies on entrepreneurial intention of management students in universities in Himachal Pradesh, with some focus on the effect of gender on the entrepreneurial competency and entrepreneurial intention of the management students. Using a cross-sectional research design approach, a questionnaire was used to collect data from 223 management students selected through a purposive sampling technique. The data collected was analyzed using structural equation modeling (PLS-SEM). The findings show that opportunity recognition and relationship competencies have an impact on entrepreneurial intention. Gender was found not to have any impact on the entrepreneurial intention of the management students.

Ncube and Matlala (2025) conducted a study on entrepreneurship competencies and entrepreneurial intention among final year students enrolled in Business Administration in public universities in KwaZulu-Natal, South Africa. The reason for using these students is that most of the graduates of business administration find it difficult to get jobs after graduation. 136 students were selected for the study using a non-probability purposive sampling technique. The instrument of data collection was a questionnaire. Cronbach's Alpha value of 0.6 for the research instrument was regarded as acceptable (Furuya-Kanamori et al, 2018). The findings show that entrepreneurship education enhances entrepreneurial competencies, and entrepreneurial competencies have a significant effect on entrepreneurial intention. The study recommended that publicly funded universities in South Africa should design programs that would improve the entrepreneurship competencies of nascent entrepreneurs.

Sandroto and Darmoyo (2024) reported the effect of entrepreneurial competencies on entrepreneurial intention of entrepreneurs working in the creative industry in two big cities in Indonesia, i.e., Jakarta and Balikpapan. A convenience sampling technique was used to select 305 and 162 samples in Jakarta and Balikpapan, respectively. From the result, competencies such as personal maturity, achievement, and orientation have a partially positive and significant impact on entrepreneurial intention amongst Jakarta respondents, while competencies like thinking & problem solving, influence, direction, and controlling have no effect. However, for respondents in Balikpapan, achievement, thinking, and problem-solving competencies have a positive and significant effect on entrepreneurial intention.

Lv et al. (2021) analyze the effect of entrepreneurship education on entrepreneurial intention from the perspective of planned behavior theory. By examining the significant role of entrepreneurship education at colleges and universities on economic and social development, we established a conceptual model. Using a questionnaire survey of college students with practical experience in the Yangtze River Delta of China, the bootstrap method in the SPSS macro program process software verifies the hypotheses. The results show that entrepreneurial teaching, business plan competition, and entrepreneurial practice support positively affect entrepreneurial competence. In addition, entrepreneurial competence plays an intermediary role in the relationship between entrepreneurial teaching, business plan competition, entrepreneurship practice support, and entrepreneurial intention.

Ahmad et al. (2010) conducted a study examining the role of entrepreneurial competencies in shaping entrepreneurial intention among Nigerian students. The findings revealed that students with well-developed competencies were more confident in their ability to launch and manage businesses. Competencies related to opportunity recognition, innovation, and strategic thinking were particularly influential in fostering entrepreneurial intentions. This highlights the importance of targeted education and training programs to develop these competencies.

### **Entrepreneurial Orientation and Entrepreneurial Intention**

Kaouache et al. (2024) evaluate the impact of individual entrepreneurial orientation on the entrepreneurial intention of Algerian university students. Specifically, it focuses on three dimensions of individual entrepreneurial orientation: risk-taking, innovativeness, and proactiveness. Multiple regression analysis was used to evaluate the effect of the independent variables on the dependent variables to test the study hypotheses accurately. The predictive capacity of the regression model is confirmed by the results of the ANOVA regression analysis. Statistical analyses were carried out using SPSS, version 28. The findings indicate that both risk-taking and proactiveness have a direct and positive influence on entrepreneurial intention. However, innovativeness does not demonstrate any statistically significant effect on entrepreneurial intention.

Hassan et al (2021) examine the direct and indirect roles of individual entrepreneurial orientation and entrepreneurship education in determining students' entrepreneurial intention through the mediation of entrepreneurial motivations. The study also attempts to ascertain the influence of entrepreneurship education on individual entrepreneurial orientation. Cross-sectional data were collected from 323 university students using the convenience sampling method. The findings affirm that entrepreneurship education facilitates both individual entrepreneurial orientation and entrepreneurial motivations and also has a positive association with entrepreneurial intention. More importantly, entrepreneurial motivations significantly mediate individual 'entrepreneurial orientation–entrepreneurial intention' and 'entrepreneurship education–entrepreneurial intention' relationships. The findings provide practical support for the framing of new educational policies to assist students in their existing and future entrepreneurial projects

Triyono et al. (2023) examine the determination of the role of social and psychological capital, and entrepreneurial orientation on entrepreneurial intentions. In addition, entrepreneurial orientation was tested for its role as a mediator and for the moderating effect of digital competence. This ex-post facto study was conducted involving 757 participants who were VE students. Data were collected through the Entrepreneurial Intention Scale questionnaire. SEM analysis was used to test the direct effect based on the path coefficient and the mediating and moderating effects based on the bootstrap results. Findings revealed that social and psychological capital and entrepreneurial orientation, play a significant role in entrepreneurial intentions. Entrepreneurial orientation plays a significant role in mediating the influence of social capital and psychological capital in determining intentions.

Duong et al. (2022) adopt a serial mediation model to investigate the serial indirect effects of entrepreneurial education and the moderating impacts of entrepreneurial government policies and programmes on entrepreneurial attitude-intention-behaviour links and tighten the attitude-intention-behaviour gap in the entrepreneurial area. A sample of 802 master students from nine universities/institutions in Vietnam and structural equation modelling (SEM) were employed to test the developed hypotheses. The research demonstrates that attitude towards entrepreneurship played a more important role than entrepreneurial intention in sculpting start-up behaviour. Entrepreneurial education not only has direct effects on entrepreneurial attitudes and behaviours, but it also has serial mediation effects on entrepreneurial behaviour via two mediators, including entrepreneurial attitudes and intention.

In summary, studies such as Devi (2023), Ncube and Matlala (2025), and Sandroto et al. (2024) revealed that entrepreneurial competencies, including opportunity recognition, problem-solving, relationship-building, and managerial skills, enhance students' willingness to pursue entrepreneurial careers and are predictors of entrepreneurial intention. Similarly, studies by Kaouache et al. (2024), Hassan et al. (2021), and Triyono et al. (2023) demonstrated that entrepreneurial orientation dimensions such as innovativeness, proactiveness, and risk-taking influence entrepreneurial intention among university students.

However, the existing empirical literature has largely examined entrepreneurial competency and entrepreneurial orientation as separate determinants of entrepreneurial intention, creating a limited understanding of their combined influence as dimensions of entrepreneurial capability. Furthermore, much of the available evidence focuses on general university students or entrepreneurs in different countries, with limited empirical attention given to entrepreneurship students in Nigerian universities who have received specialized entrepreneurship education and training. This creates an unresolved issue regarding whether possessing entrepreneurial knowledge, skills, and competencies.

## Research Hypotheses

Based on the gaps identified in the literature, the following hypotheses are developed for the study to study the effect of the individual effect of entrepreneurial competency and entrepreneurial orientation on entrepreneurial intention, as well as to study the combined effect of these two independent variables on entrepreneurial intention:

**H<sub>01</sub>:** There is no significant effect of entrepreneurial competency on entrepreneurial intention of students in Veritas University.

**H<sub>02</sub>:** There is no significant effect of entrepreneurial orientation on entrepreneurial intention of students in Veritas University.

**H<sub>03</sub>:** There is no significant effect of entrepreneurial capability (Entrepreneurial competency and Entrepreneurial orientation) on entrepreneurial intention of students in Veritas University.

## Methodology

A cross-sectional research design approach is employed in this study. The population comprised of 35 students offering degree courses in Entrepreneurship Studies at Veritas University, Abuja, Nigeria and five students from each of the eight faculties (40) at Veritas University, randomly selected, making a total of 75 students. The instrument of research is a structured questionnaire designed to measure entrepreneurial competency, entrepreneurial orientation, and entrepreneurial intention. The questionnaire consists of four sections namely: Demographic Information with four items capturing information on age, gender, academic level, and marital status of the respondent; Entrepreneurial Competency consisting of ten items capturing information on competencies such as financial management, marketing management, problem-solving skill and leadership skill; Entrepreneurial Orientation having ten items to assess entrepreneurial orientations measures of proactiveness, risk-taking, and innovativeness; Entrepreneurial Intention with ten items to assess entrepreneurial intention measures such as needs achievement; social networks; flair for innovation, etc., to gauge students' willingness to start ventures. The questionnaire utilizes a six-point Likert scale indicating the degree of agreement with the statements from 6 to 1 in decreasing order of agreement. The questionnaire on entrepreneurial intention is adapted from the literature (Radipere & Ladzani, 2014), while entrepreneurial orientation and competency questionnaires are also adapted from the literature (Oyeku et al., 2020). Cronbach's Alpha values 0.736, 0.929, and 0.777, respectively, for entrepreneurial competency, entrepreneurial orientation, and entrepreneurial intention, indicating that the research instrument is reliable. The questionnaires were administered to the participating students physically through a face-to-face questionnaire administration technique. Only 56 questionnaires were returned and found ok for analysis. The data obtained were analyzed using regression analysis with the aid of SPSS Version 26.

## RESULTS

**Table 1: Result of the Descriptive Analysis of Entrepreneurial Competency**

| Entrepreneurial Competency                                                                                                                            | SA<br>Freq.<br>(%) | A<br>Freq.<br>(%) | PA<br>Freq.<br>(%) | PD<br>Freq.<br>(%) | D<br>Freq.<br>(%) | SD<br>Freq.<br>(%) | Mean<br>$\bar{x}$ | (SD) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|--------------------|--------------------|-------------------|--------------------|-------------------|------|
| I have basic financial management skills to run a business smoothly and profitably.                                                                   | 22<br>(39.3)       | 20<br>(35.7)      | 9<br>(16.1)        | 0<br>(0.0)         | 4<br>(7.1)        | 1<br>(1.8)         | 4.95              | 1.23 |
| I love to keep adequate records of all financial transactions and try as much as possible to separate personal accounts from the business's accounts. | 23<br>(41.1)       | 19<br>(33.9)      | 9<br>(16.1)        | 5<br>(8.9)         | 0<br>(0.0)        | 0<br>(0)           | 5.07              | 0.97 |

|                                                                                                                  |              |              |              |              |              |             |      |      |
|------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|--------------|-------------|------|------|
| I can ensure adequate financial planning for a business or a project                                             | 26<br>(46.4) | 21<br>(37.5) | 8<br>(14.3)  | 1<br>(1.8)   | 0<br>(0.0)   | 0<br>(0.0)  | 5.29 | 0.78 |
| I can maintain good relationships with business stakeholders, including banks                                    | 24<br>(42.9) | 18<br>(32.1) | 13<br>(23.2) | 1<br>(1.8)   | 0<br>(0.0)   | 0<br>(0.0)  | 5.16 | 0.84 |
| I love to create a want in the mind of customers and to ensure repeat purchases.                                 | 30<br>(53.6) | 19<br>(33.9) | 6<br>(10.7)  | 1<br>(1.8)   | 0<br>(0.0)   | 0<br>(0.0)  | 5.39 | 0.75 |
| I take pleasure in responding to competition; competition makes me work harder.                                  | 29<br>(51.8) | 18<br>(32.1) | 8<br>(14.3)  | 1<br>(1.8)   | 0<br>(0.0)   | 0<br>(0.0)  | 5.34 | 0.79 |
| I consider people who complain against anything I do or a product or service I offer as babble-mouth negativists | 5<br>(8.9)   | 3<br>(5.4)   | 9<br>(16.1)  | 14<br>(25.0) | 17<br>(30.4) | 8<br>(14.3) | 2.95 | 1.44 |
| I can be directive as a leader but in a way that makes people to follow me willingly.                            | 22<br>(39.3) | 31<br>(55.4) | 2<br>(3.6)   | 1<br>(1.8)   | 0<br>(0.0)   | 0<br>(0.0)  | 5.32 | 0.64 |
| I have to ability to motive people around me to be very productive                                               | 27<br>(48.2) | 24<br>(42.9) | 4<br>(7.1)   | 1<br>(1.8)   | 0<br>(0.0)   | 0<br>(0.0)  | 5.38 | 0.70 |
| Am good at managing time and love to take decisions with relevant information at my disposal.                    | 23<br>(41.1) | 20<br>(35.7) | 10<br>(17.9) | 0<br>(0.0)   | 0<br>(0.0)   | 3<br>(5.4)  | 5.02 | 1.21 |

**Mean**

**Source:** Field Survey 2025;

Freq. = Frequency % = Percentages. KEY: = SA = Strongly Agree, A = Agree, PA = Partially Agree, PD = Partially Disagree, D = Disagree, and SD = Strongly Disagree. \*\*Decision Rule: if the mean is 1.00 to 1.49, Strongly Disagree (SD); 1.50 to 2.49, Disagree (D); 2.50 to 3.49, Partially Disagree (PD); 3.50 to 4.49, Partially Agree (PA); 4.50 to 5.49, Agree (A); and 5.50 to 6.00, Strongly Agree (SA)

Table 1 presents the descriptive analysis of entrepreneurial competency. The results reveal that the majority of the respondents show a high level of entrepreneurial competency, with all but one item scoring outside the mean = 4.50–5.49.

**Table 2: Result of the Descriptive Analysis of Entrepreneurial Orientation**

| Entrepreneurial Orientation                                                   | SA<br>Freq.<br>(%) | A<br>Freq.<br>(%) | PA<br>Freq.<br>(%) | PD<br>Freq.<br>(%) | D<br>Freq.<br>(%) | SD<br>Freq.<br>(%) | Mea<br>n<br>$\bar{x}$ | (SD) |
|-------------------------------------------------------------------------------|--------------------|-------------------|--------------------|--------------------|-------------------|--------------------|-----------------------|------|
| I have a strong passion for doing things in creative ways through innovation. | 36<br>(64.3)       | 16<br>(28.6)      | 3<br>(5.4)         | 1<br>(1.8)         | 0<br>(0.0)        | 0<br>(0.0)         | 5.55                  | 0.68 |
| I embrace new ideas on the basis of their relative cost and benefits.         | 18<br>(32.1)       | 26<br>(46.4)      | 9<br>(16.1)        | 3<br>(5.4)         | 0<br>(0.0)        | 0<br>(0.0)         | 5.05                  | 0.84 |
| I can reward people who find creative ways of improving performance.          | 24<br>(42.9)       | 23<br>(41.1)      | 8<br>(14.3)        | 1<br>(1.8)         | 0<br>(0.0)        | 0<br>(0.0)         | 5.25                  | 0.76 |

|                                                                                                                               |              |              |              |              |             |            |      |      |
|-------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|-------------|------------|------|------|
| I often think ahead of alternatives in a proactive manner.                                                                    | 19<br>(33.9) | 31<br>(55.4) | 2<br>(3.6)   | 4<br>(7.1)   | 0<br>(0.0)  | 0<br>(0.0) | 5.16 | 0.80 |
| I can first initiate actions rather than respond.                                                                             | 19<br>(33.9) | 23<br>(41.1) | 7<br>(12.5)  | 5<br>(8.9)   | 2<br>(3.6)  | 0<br>(0.0) | 4.93 | 1.07 |
| I always think of new and better ways of doing things, and to be competitive.                                                 | 28<br>(50.0) | 19<br>(33.9) | 6<br>(10.7)  | 2<br>(3.6)   | 1<br>(1.8)  | 0<br>(0.0) | 5.27 | 0.92 |
| I have a strong preference for new high-risk projects with high reward.                                                       | 18<br>(32.1) | 13<br>(23.2) | 15<br>(26.8) | 9<br>(16.1)  | 1<br>(1.8)  | 0<br>(0.0) | 4.68 | 1.14 |
| I believe that, owing to the nature of the environment, bold, wide-ranging acts are necessary to achieve my objectives.       | 22<br>(39.3) | 23<br>(41.1) | 7<br>(12.5)  | 2<br>(3.6)   | 2<br>(3.6)  | 0<br>(0.0) | 5.09 | 0.99 |
| When confronted with decision-making situations involving uncertainty, I typically adopt a cautious, “wait and see” approach. | 9<br>(16.1)  | 7<br>(12.5)  | 21<br>(37.5) | 11<br>(19.6) | 8<br>(14.3) | 0<br>(0.0) | 3.96 | 1.25 |
| I enjoy taking risks in situations where others will do otherwise                                                             | 25<br>(44.6) | 21<br>(37.5) | 4<br>(7.1)   | 4<br>(7.1)   | 2<br>(3.6)  | 0<br>(0.0) | 5.13 | 1.06 |

**Source:** Field Survey 2025;

Freq. = Frequency d % = Percentages. KEY: = SA = Strongly Agree, A = Agree, PA = Partially Agree, PD = Partially Disagree, D = Disagree, and SD = Strongly Disagree. \*\*Decision Rule: if the mean is 1.00 to 1.49, Strongly Disagree (SD); 1.50 to 2.49, Disagree (D); 2.50 to 3.49, Partially Disagree (PD); 3.50 to 4.49, Partially Agree (PA); 4.50 to 5.49, Agree (A); and 5.50 to 6.00, Strongly Agree (SA)

Descriptive analysis of entrepreneurial orientation is presented in Table 2. The responses show generally high levels of entrepreneurial orientation among the students, with most mean values falling within Agree (4.50–5.49) to Strongly Agree (5.50–6.00) range.

**Table 3: Result of the Descriptive Analysis of Entrepreneurial Intention**

| Entrepreneurial Intention                                  | SA<br>Freq.<br>(%) | A<br>Freq.<br>(%) | PA<br>Freq.<br>(%) | PD<br>Freq.<br>(%) | D<br>Freq.<br>(%) | SD<br>Freq.<br>(%) | Mean<br>$\bar{x}$ | (SD) |
|------------------------------------------------------------|--------------------|-------------------|--------------------|--------------------|-------------------|--------------------|-------------------|------|
| I have considered being an entrepreneur                    | 43<br>(76.8)       | 11<br>(19.6)      | 2<br>(3.6)         | 0<br>(0.0)         | 0<br>(0.0)        | 0<br>(0.0)         | 5.73              | 0.52 |
| I am ready to put in all it takes to be an entrepreneur    | 41<br>(73.2)       | 14<br>(25.0)      | 1<br>(1.8)         | 0<br>(0.0)         | 0<br>(0.0)        | 0<br>(0.0)         | 5.71              | 0.49 |
| I have social networks strong enough for business start up | 25<br>(44.6)       | 22<br>(39.3)      | 6<br>(10.7)        | 1<br>(1.8)         | 2<br>(3.6)        | 0<br>(0.0)         | 5.20              | 0.96 |
| I have strong ties to                                      | 28                 | 23                | 4                  | 0                  | 1                 | 0                  | 5.37              | 0.77 |

|                                                                                        |              |              |              |            |            |            |      |      |
|----------------------------------------------------------------------------------------|--------------|--------------|--------------|------------|------------|------------|------|------|
| knowledge, skills, information and experiences for business start up                   | (50.0)       | (41.1)       | (7.1)        | (0.0)      | (1.8)      | (0.0)      |      |      |
| I have got the intention to start a firm some day                                      | 41<br>(73.2) | 14<br>(25.0) | 1<br>(1.8)   | 0<br>(0.0) | 0<br>(0.0) | 0<br>(0.0) | 5.71 | 0.49 |
| I have belief that I can start and run a business profitably                           | 30<br>(53.6) | 25<br>(44.6) | 0<br>(0.0)   | 1<br>(1.8) | 0<br>(0.0) | 0<br>(0.0) | 5.50 | 0.60 |
| I have control over situation and experiences that affect my life                      | 15<br>(26.8) | 22<br>(39.3) | 13<br>(23.2) | 4<br>(7.1) | 2<br>(3.6) | 0<br>(0.0) | 4.79 | 1.03 |
| I have strong need for achievement as an achievement-oriented person                   | 39<br>(69.6) | 13<br>(23.2) | 4<br>(7.1)   | 0<br>(0.0) | 0<br>(0.0) | 0<br>(0.0) | 5.63 | 0.62 |
| I have strong flair for innovation                                                     | 33<br>(58.9) | 18<br>(32.1) | 4<br>(7.1)   | 1<br>(1.8) | 0<br>(0.0) | 0<br>(0.0) | 5.48 | 0.71 |
| As a conscientious person, I do my tasks well and take obligations to others seriously | 30<br>(53.6) | 18<br>(32.1) | 6<br>(10.7)  | 1<br>(1.8) | 1<br>(1.8) | 0<br>(0.0) | 5.34 | 0.88 |

**Source:** Field Survey 2025;

Freq. = Frequency d % = Percentages. KEY: = SA = Strongly Agree, A = Agree, PA = Partially Agree, PD = Partially Disagree, D = Disagree, and SD = Strongly Disagree. \*\*Decision Rule: if the mean is 1.00 to 1.49, Strongly Disagree (SD); 1.50 to 2.49, Disagree (D); 2.50 to 3.49, Partially Disagree (PD); 3.50 to 4.49, Partially Agree (PA); 4.50 to 5.49, Agree (A); and 5.50 to 6.00, Strongly Agree (SA)

Table 3 presents the descriptive statistics for entrepreneurial intention among the respondents. The results indicate a consistently high level of entrepreneurial intention, with most items falling in the Strongly Agree (5.50–6.00) and Agree (4.50–5.49) ranges.

### Hypothesis: H<sub>01</sub>.

There is no significant effect of entrepreneurial competency on entrepreneurial intention of students in Veritas University.

**Table 4: Effect of Entrepreneurial Competency on Entrepreneurial Intention**

| Variables                  | B      | Std. Error | Beta (β) | T     | R    | R <sup>2</sup> | F      | Df (residual) | P Sig |
|----------------------------|--------|------------|----------|-------|------|----------------|--------|---------------|-------|
| (Constant)                 | 29.429 | 4.262      |          | 6.906 |      |                |        |               |       |
| Entrepreneurial Competency | .502   | .085       | .627     | 5.907 | .627 | .393           | 34.893 | 1(54)         | 0.000 |

### Dependent Variable: Entrepreneur Intention

**Source:** Field Survey 2025. **Note:** β = Standardized Coefficient, Significant at 0.05

Table 4 indicates that entrepreneurial competency has a significant effect on entrepreneurial intention of Entrepreneurship students in Veritas University ( $R^2 = 0.393$ ,  $F_{(1,54)} = 34.893$ ,  $p = 0.000 < 0.05$ ). The result shows that entrepreneurial competency has a moderate positive relationship with entrepreneurial intention ( $R = 0.627$ ). This effect is significant ( $p < 0.05$ ) with entrepreneurial

competency explaining 39.3% ( $R^2 = .393$ ) variation in entrepreneurial intention while the remaining 61% is attributed to other factors not captured in the model. The regression model shows that holding entrepreneurial competency at a constant zero, entrepreneurial intention would be 29.429, indicating a baseline level of entrepreneurial intention independent of entrepreneurial competency. The linear regression results suggest that for every one-unit increase in entrepreneurial competency, entrepreneurial intention will improve by 0.627. Therefore, the null hypothesis ( $H_01$ ), which states that there is no significant effect of entrepreneurial competency on entrepreneurial intention of Entrepreneurship students of Veritas University, is rejected.

#### Hypothesis: $H_02$ :

| Variables                      | B      | Std.  | Beta<br>( $\beta$ ) | T     | R    | Adj.R <sup>2</sup> | F      | Df<br>(residual) | P<br>Sig. |
|--------------------------------|--------|-------|---------------------|-------|------|--------------------|--------|------------------|-----------|
| (Constant)                     | 37.039 | 4.133 |                     | 8.961 |      |                    |        |                  | 0.000     |
| Entrepreneurial<br>Orientation | .348   | .082  | .500                | 4.246 | .500 | .250               | 18.030 | 1(54)            | 0.000     |

#### Dependent Variable: Entrepreneur Intention

There is no significant effect of entrepreneurial orientation on entrepreneurial intention of Veritas University students at Veritas University.

#### Table 5: Effect of Entrepreneurial Orientation on Entrepreneurial Intention

Source: Field Survey 2025. Note:  $\beta$  = Standardized Coefficient, Significant at 0.05

The results in Table 5 show that entrepreneurial orientation has a significant effect on entrepreneurial intention of Entrepreneurship students in Veritas University ( $R^2 = 0.250$ ,  $F_{(1,54)} = 18.030$ ,  $p = 0.000 < 0.05$ ), with entrepreneurial orientation having a moderate ( $R=0.500$ ) positive effect on entrepreneurial intention. This effect is significant ( $p < 0.05$ ) with entrepreneurial orientation explaining 25% ( $R^2 = .250$ ) variation in entrepreneurial intention, while the remaining 75% is attributed to other factors not captured in the model. The regression model shows that holding entrepreneurial orientation at a constant zero, entrepreneurial intention would be 37.039, indicating a baseline level of entrepreneurial intention independent of entrepreneurial orientation. The linear regression results suggest that for every one-unit increase in entrepreneurial orientation, entrepreneurial intention will improve by 0.5. Consequently, the null hypothesis ( $H_02$ ), which states that there is no significant effect of entrepreneurial orientation on entrepreneurial intention of Entrepreneurship students in Veritas University, is rejected.

#### Hypothesis: $H_03$ :

There is no significant effect of entrepreneurial capability (Entrepreneurial Competency and Entrepreneurial Orientation) on the entrepreneurial intention of Veritas University students.

#### Table 6: Effect of Entrepreneurial Capability on Entrepreneurial Intention

| Error           |        |       |      |       |      |      |        |       |
|-----------------|--------|-------|------|-------|------|------|--------|-------|
| (Constant)      | 28.351 | 4.408 |      | 6.432 |      |      |        | 0.000 |
| Entrepreneurial |        |       |      |       | .635 | .381 | 17.892 | 2(53) |
| Orientation     | .097   | .100  | .140 | .966  |      |      |        | 0.338 |
| Entrepreneurial | .426   | .116  | .532 | 3.682 |      |      |        | 0.001 |
| Competency      |        |       |      |       |      |      |        |       |

**Source:** Field Survey 2025. **Note:**  $\beta$  = Standardized Coefficient, Significant at 0.05

Table 6 indicates that entrepreneurial capability has a significantly positive effect on entrepreneurial intention. That is both entrepreneurial competency and entrepreneurial orientation jointly had a significant effect on entrepreneurial intention of Entrepreneurship students in Veritas ( $Adj.R^2 = 0.381$ ,  $F_{(2,53)} = 17.892$ ,  $p = 0.000 < 0.05$ ). The F-statistic  $(2,53) = 17.892$ , indicating that the overall model is significant, reinforcing the importance of both entrepreneurial competency and entrepreneurial orientation influence on entrepreneurial intention. This suggests that the multiple linear combination of entrepreneurial competency and entrepreneurial orientation would improve entrepreneurial intention. The analysis shows that both entrepreneurial competency and entrepreneurial orientation jointly explained 38.1% ( $Adj. R^2 = .381$ ) variation in entrepreneurial intention. The remaining 62% is attributed to other factors not captured in the model. It can be seen that entrepreneurial competency has a significant relationship ( $p = 0.001 < 0.05$ ), but entrepreneurial orientation has no significant relationship ( $p = 0.338 > 0.05$ ) with entrepreneurial intention in the combined model. Although both entrepreneurial competency and entrepreneurial orientation jointly had a significant effect on entrepreneurial intention, the role of entrepreneurial orientation in the combined model was negligible. The meaning is that traits such as innovativeness, proactiveness, and risk-taking alone do not sufficiently explain the students' entrepreneurial intention without the presence of concrete competencies such as financial management, leadership, and stakeholder engagement.

The regression model shows that holding both entrepreneurial competency and entrepreneurial orientation at a constant zero, entrepreneurial intention would be 28.351, indicating a baseline level of entrepreneurial intention independent of entrepreneurial competency and entrepreneurial orientation. In the predictive model, both entrepreneurial competency and entrepreneurial orientation were statistically significant and included in the model. But since entrepreneurial orientation has no significant effect on entrepreneurial intention, it is not emphasized in the prescriptive model. The multiple linear regression results suggest that for every one-unit increase in entrepreneurial competency, entrepreneurial intention will improve by 0.532, and for every one-unit increase in entrepreneurial orientation, entrepreneurial intention will improve by 0.140. Consequently, the null hypothesis ( $H_03$ ), which states that entrepreneurial capability (Entrepreneurial Competency and Entrepreneurial Orientation) has no significant effect on entrepreneurial intention, is rejected.

## Discussion of Findings

### Entrepreneurial Competency and Entrepreneurial Intention

The study revealed that entrepreneurial competency has a significant and positive effect on the entrepreneurial intention of students of Veritas University. This finding supports the growing body of empirical research indicating that entrepreneurial competencies such as financial management, marketing management, opportunity recognition, innovation, and strategic thinking play a critical role in shaping students' entrepreneurial intentions (Ahmad et al., 2010; Nabi, Holden & Waimsley, 2010). Specifically, the moderate positive relationship between entrepreneurial competency and entrepreneurial intention observed in this study suggests that the students at Veritas University who possess higher levels of entrepreneurial competencies are more likely to pursue entrepreneurship.

This aligns with the findings of Saoula et al. (2025), who found that students with strong competencies, particularly in recognizing opportunities, are more inclined to develop entrepreneurial intentions. Moreover, the significant influence of entrepreneurial competency on entrepreneurial intention supports the work of Wani and Kumari (2025), who highlighted that competencies like problem-solving, leadership, and relationship-building enhance students' readiness to engage in entrepreneurial activities.

### **Entrepreneurial Orientation and Entrepreneurial Intention**

The study's findings revealed that entrepreneurial orientation (EO) has a significant relationship with entrepreneurial intention among Veritas University students. This positive, moderate relationship indicates that students with higher levels of entrepreneurial orientation are more likely to form entrepreneurial intentions. This result is in line with the extensive body of literature that highlights the importance of EO in fostering entrepreneurial behaviors and intentions, particularly in university settings (Rauch et al., 2009).

Entrepreneurial orientation covers dimensions such as innovativeness, risk-taking, and proactiveness. Studies have consistently shown that these factors significantly influence students' intention to start a business. For example, Adelakun, Adelakun, and Sibanda (2025) found that proactiveness, which involves anticipating and acting on future opportunities, plays a crucial role in shaping students' perceptions of venture creation. The findings in this study support this view, demonstrating that students who possess a higher level of proactivity are more likely to pursue entrepreneurship. Additionally, creating an environment conducive to these behaviors through mentorship, access to resources, and real-world entrepreneurial role models can further enhance students' entrepreneurial intentions. Therefore, this study highlights the need for universities to cultivate a supportive entrepreneurial culture that not only develops students' EO but also empowers them to translate this orientation into concrete entrepreneurial action.

### **Entrepreneurial Capability and Entrepreneurial Intention**

The study examined the effect of entrepreneurial capability on entrepreneurial intention. The result showed that entrepreneurial capability has a positive and significant effect on entrepreneurial intention. The results revealed that both entrepreneurial competency and entrepreneurial orientation collectively influence entrepreneurial intention, but on studying the individual contributions to entrepreneurial intention in the combined model, only entrepreneurial competency has a significant positive effect on entrepreneurial intention, while entrepreneurial orientation did not exhibit a statistically significant effect.

The observation that entrepreneurial orientation has no significant effect on entrepreneurial intention in the combined model can be explained by the Theory of Planned Behaviour. Firstly, the findings showed that entrepreneurial competency strengthens perceived behavioural control more directly than entrepreneurial orientation. According to the Theory of Planned Behaviour (Ajzen, 1991), perceived behavioural control, which reflects an individual's belief in their ability and capacity to perform a behaviour, is a major determinant of intention. These competencies directly increase students' confidence that they can successfully start and manage a venture. Therefore, when both competency and orientation are included in the model, competency may dominate because it provides the actual capability required to translate entrepreneurial desire into intention.

Secondly, entrepreneurial orientation may overlap with competency-related factors in explaining entrepreneurial intention. The Theory of Planned Behaviour suggests that intention is formed through attitudes, subjective norms, and perceived behavioural control. Entrepreneurial orientation mainly represents attitudes towards entrepreneurial behaviour, such as willingness to innovate and take risks. However, entrepreneurial competency may already capture part of the motivational and

control elements needed for intention formation. When both variables are entered into the same model, the stronger explanatory power of competency may reduce the unique contribution of entrepreneurial orientation because students who possess competencies are also likely to develop confidence, positive entrepreneurial attitudes, and stronger intentions. This may explain why entrepreneurial orientation was significant individually but became insignificant when combined with competency.

Thirdly, university students may value capability and certainty more than risk-oriented entrepreneurial traits. Within the Theory of Planned Behaviour framework, individuals are more likely to develop intentions when they believe they can successfully perform the behaviour. Entrepreneurship students may therefore rely more on acquired knowledge and skills. Thirdly, University students may value capability and certainty more than risk-oriented entrepreneurial traits. Within the TPB framework, individuals are more likely to develop intentions when they believe they can successfully perform the behaviour. Entrepreneurship students may therefore rely more on acquired knowledge, skills, and experience than on personality-based characteristics such as risk-taking and innovativeness.

In summary, the result suggests that while entrepreneurial orientation can stimulate interest in entrepreneurship, entrepreneurial competency provides the confidence and capability required for students to convert interest into a deliberate intention to start a business, which aligns with the Theory of Planned Behaviour argument that perceived ability to perform a behaviour is central to intention formation.

### **Limitations of the Study**

This study has some limitations that should be considered when interpreting the findings. First, the study was conducted using data obtained from students in a single university, Veritas University, Abuja, Nigeria, which limits the extent to which the findings can be generalized to entrepreneurship students in other universities.

Second, the adoption of a cross-sectional research design means that data were collected at one point in time, making it difficult to establish a causal relationship between entrepreneurial competency, entrepreneurial orientation, and entrepreneurial intention.

Third, the study relied on self-reported questionnaire responses from the same respondents for both predictor and outcome variables, which may introduce common method variance and potential response bias that could influence the observed relationships among the constructs.

Finally, the focus on entrepreneurship students who have already received entrepreneurship-related education and exposure may limit the applicability of the findings to students from other disciplines or individuals outside the university environment. Future studies should therefore consider longitudinal designs, multiple institutions, diverse student populations, and alternative data sources to enhance the robustness and generalizability of findings.

### **Conclusion and Recommendations**

In conclusion, the findings of the study show that entrepreneurial capability, which encompasses both entrepreneurial competency and entrepreneurial orientation in this study, has a significant effect on entrepreneurial intention. Specifically, the study found that entrepreneurial competency plays a more significant role in shaping students' entrepreneurial intention compared to entrepreneurial orientation. This suggests that student's skills, knowledge, and abilities are more influential in their decision to pursue entrepreneurship than their behavioral traits alone. As a result,

there is a need to emphasize the importance of developing entrepreneurial competencies in educational settings as a means to enhance students' entrepreneurial intentions.

As a result of the findings of the study, it is recommended that Universities should enhance entrepreneurship education by focusing on building core competencies through practical training, case studies, business simulations, and mentorship programs to equip students with the skills and abilities necessary for identifying opportunities and managing ventures effectively. Development of orientation traits such as innovativeness and risk-taking through entrepreneurship clubs, innovation challenges, and student-led ventures that reinforce proactive entrepreneurial behavior should also be fostered by the management of universities.

### **Ethical Consideration**

The study observed all relevant ethical standards in conducting research involving human participants. Respondents were adequately informed about the purpose of the research before participating and that participation is voluntary, and respondents were assured of their right to decline participation or withdraw participation at any stage without negative consequences. The confidentiality and anonymity of participants were maintained by ensuring that personal identification information was not collected or disclosed, and the data obtained were used strictly for academic purposes. Respondents were also informed that their responses would be treated with privacy and reported only in aggregate form.

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