

Promoting self-efficacy and self- accountability through entrepreneurship education: A corruption mitigation strategy

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Abstract

This study aims to contribute valuable insights into the interconnectivity of public finance management, Entrepreneurship Education Expenditure Effectiveness (EEEE), entrepreneurship self-efficacy (ESE), and entrepreneurship self-accountability (ESA). It does so by enhancing learners' evaluation of their entrepreneurship education to realize entrepreneurial ventures and reduce corruption. The study utilizes a survey research design, using a carefully constructed questionnaire. The questionnaire passed content validity test incorporating the review comments from post-graduate lecturers in the education management and guidance and counselling departments and professionals in entrepreneurship practice. It mirrors the tripartite learning framework of cognitive, psychomotor, and affective strategies, including insinuating self-efficacy and self-accountability learning outcomes. It covers the self-accountability constructs as an innovation to promote compliance and integrity attitudes in the learners as future leaders of a country yearning for accountability. The sample is 143 students in entrepreneurship education randomly selected from a population of 295 graduating entrepreneurship learners from three public higher learning institutions in Nigeria. The questionnaire responses report a Cronbach's alpha .86, and Lambda 1,2,3,4,5 score of .85, .87, .86, .72, and .86, respectively. Under the strict parallel assumptions, it is .82 unbiased. The reliability record is considered unswerving for this study. The research questions are answered using descriptive statistics. The hypotheses are tested using inferential statistics in the form of Pearson correlation coefficient r , and Linear regression statistical analysis r . Findings reveal noteworthy outcomes at a significant level concerning EEEE, ESE, and ESA interrelationships and effects. This study identifies a substantial influence of the entrepreneurial education program on entrepreneurial self-efficacy, specifically, the ability to use initiative, be creative, solve problems, and handle challenges successfully. Additionally, it observes an increased understanding of the requisite actions for initiating an enterprise regarding the effect of EEEE on ESA, particularly for money management, integrity, handling constructive criticisms and feedback. Therefore, this study argues that the learning outcome from a politicized curriculum will continue to worsen EEE and corruption unless EE pedagogies include ESA alongside ESE to arouse a subconscious, innermost willingness to truly and ruggedly embrace entrepreneurship, integrity practice, and live it. The conclusions of this study are significant, as they underscore the potential for entrepreneurship education to shape future leaders and combat corruption, and advocate for the inclusion of self-accountability in entrepreneurship education.

Keywords: Entrepreneurship Education Expenditure Effectiveness; Entrepreneurship Self-Accountability; Entrepreneurship Self-Efficacy, Pedagogy.

Introduction

As society continues to emphasize the importance of fostering an entrepreneurial mindset in the learners towards wealth creation without meeting expectations, understanding the mechanisms through which entrepreneurship education influences self-efficacy and self-accountability becomes paramount. However, self-accountability requires further scrutiny in educational analysis so that the learner can access how he accounts for his entrepreneurship education learning experience. For instance, entrepreneurship education effectiveness (EEE) has been discussed by scholars from various perspectives but rarely from the expenditure and self-accountability perspective in the interaction with self-efficacy. In contrast, accountability is essential for self-actualization in entrepreneurship and public accounting. Although using self-efficacy to assess a learner's perception of education is good, but owning up to entrepreneurship self-efficacy requires accountability. Self-efficacy grooming has yet to provide the expected outcome for entrepreneurship development. Furthermore, studies that viewed Entrepreneurship Education Effectiveness from a self-efficacy perspective have reported mixed outcomes, whereas what matters more in embracing entrepreneurship is combining self-efficacy with accountability skills because cognitive outcomes development has been found to associate more with upbringing, culture, and beliefs at the foundational level of human development (Bandura, 1977). Besides that, humans often avoid reality in self-deceit, whereas their attention to self-accountability is essential for a better society, as stewardship is necessary to meet the taxpayer's expectations.

Hence, expanding the horizon of EEEE discourse is necessary to accommodate necessary skills such as accountability and self-efficacy. Moreover, self-efficacy is reliable in analysing entrepreneurship education expenditure effectiveness since it

connects many educational doctrines covered in Bloom's taxonomy (Bloom, 1956). Nonetheless, entrepreneurship self-efficacy is deeply grounded in intuition measures, and attention must be paid to its success through self-accountability because human behaviour tends towards self-regulation. Only accountability consciousness can improve EEEE in terms of internal and external outcomes.

Self-accountability is about learners accounting for their behaviour towards embracing entrepreneurship and making it sustainable and beneficial to the public concerning many functions in the process of self-efficacy. It involves personal thinking and personal emotional traits that lead to self-reactions. Also, set goals such as entrepreneurship can only be achieved with self-accountability. Therefore, given that sometimes a learner sets goals and fails to achieve them and also fails to do self-accountability but gives up with feeble attempts, more probing is required to encourage the learners to forge ahead. Self-efficacy connects with self-accountability, which are essential outcomes of Entrepreneurship Education Expenditure Effectiveness. Self-accountability is a skill that an entrepreneur must acquire because accountability reduces business failure by identifying possible causes of failure, such as behaviours that are resistant to change.

Given those mentioned earlier, this study investigates if entrepreneurship self-efficacy and self-accountability significantly affect Entrepreneurship Education Expenditure Effectiveness through a novel combination of widely used scales to form an integrated framework. This study is among the pioneering efforts cutting across multi-cultural, multi-regional and multi-discipline ideologies to establish a new construct of entrepreneurship-self-accountability (ESA) for academic discourse. It combines education, psychology, information communication technology and accounting

orientations from different global perspectives of the USA, Asia, Europe and Africa for its arguments. It is expected that ESE and ESA will affect the effectiveness of entrepreneurship education.

Problem Statement

The concern for economic improvement has led Nigeria to focus on youth employment through entrepreneurship programmes backed up by anti-corruption initiatives promoted by the World Bank, Non-governmental Organisations, and Philanthropists. However, the youth, with their potential for self-employment, are not fully embracing this opportunity. For instance, several government Entrepreneurship initiatives fail after enormous spending because learners still sideline entrepreneurship and pursue limited white-collar employment to their disadvantage. The failing initiatives include the National Youth Service Corp Entrepreneurship Training Programmes (NYSC-SAED) which has not impacted on youth employment rate as expected. For example, Deebom and Taylor (2020) explain that the Nigerian government introduced the National Youth Service Corps (NYSC) through Decree No. 24 of 1973. It is a compulsory post-tertiary education scheme. The aim was to develop communities and promote national peace for coexistence through the youths with progressive objectives, including that all graduates from tertiary institutions such as Universities, Polytechnics, and Colleges of Education should be posted to other states within Nigeria to serve as a national assignment. One of the objectives is that Nigerian youths acquire the spirit of independence and skills acquisition for self-employment. Thereafter, due to the problem of unemployment of graduates bedeviling the country, in 2012, the Federal Government of Nigeria introduced a training programme into the NYSC known as the Skill Acquisition and Entrepreneurship Development (SAED) project. The aim of the programme was for graduates skill-acquisition for self-reliance. This was used to tackle the issue of unemployment and underemployment of graduates through entrepreneurship. However,

despite the programmes like SAED unemployment rate is still poor. For instance, O'Neil (2024) provides that Nigerian youth unemployment rate stands at 9.79, 10.64, and 12.55 for 2012, 2015 and 2020 respectively.

Given that self-engagement and self-actualisation are fundamental to human dignity, it is perplexing why many entrepreneurship graduates in Nigeria opt for paid employment rather than using their education to establish businesses even with the NYSC-SAED compulsory programme and the situation needs to improve. This study therefore, highlights the potential of entrepreneurship education to foster self-actualisation and the need to correct the current approach to ensure that the skills learned are used with integrity and accountability.

Moreover, a more humanistic perspective that promotes collaboration with students, teachers, and policymakers will provide a fertile ground in the densely populated country of youths that could minimise integrity issues and give rise to actual wealth creation, which is desirable. With proper pedagogy, genuinely trustworthy, selfless, and accountability-minded, wealthy entrepreneurs should naturally emerge out of self-accountability, given an enabling environment in terms of infrastructure and ease of doing business, but this is not so. Instead, this study observes that what obtains currently is age-long wealthy entrepreneurs without new ones emerging, which could be due to undue monopoly, oppression, self-aggrandisement and government favouritism, corruption, all of which make the massive spending on entrepreneurship education ineffective. Hence, the motivation for this study is in line with the self-review style to assess the skills learned using a sound measurement to assess the outcomes of entrepreneurship education expenditure in terms of effectiveness and suggest the way forward. Learners' entrepreneurship self-efficacy (ESE) and self-accountability (ESA) are expected to predict a

reliable outcome concerning Entrepreneurship Education Expenditure Effectiveness.

Aim and objectives

This study aims to advance entrepreneurship education regarding how deeply grounded self-efficacy and self-accountability interconnectivity are fundamentals for accountability and business success through Entrepreneurship Education Expenditure Effectiveness so that entrepreneurship learners would embrace entrepreneurship as a livelihood to improve the unemployment rate. Two specific objectives are defined to achieve

the aim, they are to:

- 1) Examine if entrepreneurship self-efficacy affects Entrepreneurship Education Expenditure Effectiveness in Nigerian higher learning institutions.
- 2) Investigate if entrepreneurship self-accountability affects Entrepreneurship Education Expenditure Effectiveness in Nigerian higher learning institutions.

Hence, the research question is: How do entrepreneurship self-efficacy and self-accountability affect Entrepreneurship Education Expenditure Effectiveness in Nigerian higher learning institutions?

This study involves learners in entrepreneurship education. Its focus is developmental. It concentrates on Higher learning institutions for data sources, notably the University of Lagos Department of Technical and Vocational Education, Yaba College of Technology Centre for Entrepreneurship, and Lagos State University of Science and Technology Centre for Entrepreneurship. The institutions are relevant for achieving the study objectives in appropriate respondents, location, time, and cost bases. The institutions are in Lagos State, Nigeria's most dynamic state. (Lagos State Polytechnic Ikorodu, 2023).

In line with the Nigerian Sustainable Development Goals Implementation Plan (NSDGIP) 2020-2030, which requires poverty eradication by 2030, entrepreneurship and accountability education is timely. This study would be an avenue for improved job creation strategy to meet peoples' expectations in filling the unemployment gap. Moreover, based on the general development in society, such as globalisation and technical skill development, it is essential to minimise any associated problem through research to actualise developmental goals. Eze et al. (2019) argues that development of human capital is crucial in poverty eradication. This study aids teachers, learners, psychologists, curriculum developers, guidance counsellors, and counsellors in designing a curriculum that deepens learners' interest in entrepreneurship. This study is about understanding what entrepreneurship education can bring to the learner's table as assessed from their perspectives, which makes it novel. This study added new constructs and equations balancing a multidisciplinary approach to Entrepreneurship Education Expenditure Effectiveness studies regarding a robust methodology. It contributes a rare survey instrument as an innovation. This study provides policymakers, educationists, researchers, and teachers with valuable insights into crafting effective strategies for sustainable entrepreneurship growth, improved employment, poverty statistics, and enhanced teaching and living standards in an economy. This study could be helpful in multidisciplinary ways to aid teachers, learners, psychologists, curriculum developers, guidance and counsellors in core developments in entrepreneurship education. It contributes to educational institutions by generating new knowledge and insight that researchers and academics can use.

Literature review

This section covers the literature on entrepreneurship education expenditure, the theoretical and conceptual frameworks.

Entrepreneurship education expenditure effectiveness

Entrepreneurship Education Expenditure Effectiveness entails success in re-modelling the students' learning domains as per the Bloom Taxonomy enunciated in Bandura (1977). It includes the curriculum taught by a competent teacher to achieve appropriate learning outcomes and shape the learner's entrepreneurial quality of creativity, risk management, and proactiveness.

The uncertainties in the world economy, organisations and government retrenchments and embargos on employment and recurrent expenditure budgetary issues have escalated the appeal for entrepreneurship and new venture creation. In addition, persistent dissatisfaction and disappointment in employment increased the appeal for youth self-employment (Byun et al., 2018). Therefore, entrepreneurial education effectiveness helps to reduce some of the obstacles. Entrepreneurship education, EE should encourage the learner's capability to recognise commercial business opportunities and tap them for wealth creation (Xingjian et al., 2019; Rauf et al., 2022). It involves learning instructions to aid skills in recognising and acting on opportunities through self-efficacy and self-accountability.

Entrepreneurs engage in new products, creating new job opportunities and markets, self-application to a moving business, increases employment and earnings, strengthens tax base and revenue. Entrepreneurs face some challenges such as obtaining financing, necessitating creativity, proactiveness and risk management ability. Hence, self-efficacy and Self-accountability explain the effectiveness of entrepreneurship education in this study, as depicted in Figure 1.

Self-efficacy and entrepreneurship education expenditure effectiveness

Learners need to exhibit some competence so that what is transmitted by the teacher is correctly received and utilised. However, learners' self-efficacy connotes one's perception of his capability

to execute tasks across various contexts successfully. It is typically assessed using tested scales to address confidence levels in task actualisation, such as entrepreneurship (Alenius et al., 2024). Self-efficacy contributes to the valuation of activities (Bandura, 1977). He explains that self-efficacy affects the setting subfunction of self-regulation. Self-efficacy involves solving problems, being creative and innovative and knowing how to get people to agree with one's ideas.

Cox et al. (2002) used a survey of 713 students in an undergraduate entrepreneurship class at a large urban university in the southern area. The respondents were grouped into two: those taking entrepreneurship courses and those not. Findings show that ESE was lower among the post-course group than the pre-course group, indicating that courses taught to enhance self-efficacy awareness among the pre-course group decreased self-efficacy. Hence, ESE improves through awareness and the related courses that the students learn. The study also finds that taking entrepreneurship as a career path would positively affect economic development and that ESE improves with age and experience. Ethnic and racial grouping do not significantly affect educational intervention in entrepreneurial self-efficacy. The study indicates the need to build more solid self-efficacy experiences rather than using taught courses. The study should have mentioned the scope of the Southern coverage area and why.

Maritz and Brown (2013) find that vocational entrepreneurship education improves entrepreneurship self-efficacy, especially in women who are over 40 years old. Liu et al. (2020) discovered that entrepreneurship education significantly affects entrepreneurship intentions but not entrepreneurship competencies and intentions regarding the self-confidence and risk-aversion skills of the respondents.

The impetus for self-efficacy is required for youths' development. For instance, Saptono et al. (2021)

relied on a survey of 320 elementary students in the 5th and 6th-grade form in Jarkata, Indonesia, based on convenience sampling. They find that primary education is vital to entrepreneurship self-efficacy among elementary students. Mitaseva (2024) sampled 176 students from three universities within the Republic of North Macedonia find that entrepreneurial education enhances ESE as supported by Al-Qadasi et al. (2024). Therefore, EE learners should keep going even when things are rough by successfully handling challenges, be a good listener and a people person. Suppose the identified self-efficacy attributes are effectively taught through appropriate entrepreneurship education pedagogies. In that case, learners should be able to have a behaviour that embraces entrepreneurship, but ironically, what presently obtains is that they would instead pursue scarce paid employment without success. Hence, the null hypothesis that;

H₀₁: *Entrepreneurship self-efficacy does not significantly affect Entrepreneurship Education Expenditure Effectiveness in Nigerian higher learning institutions.*

Self-accountability and entrepreneurship education expenditure effectiveness

Self-accountability is a skill that requires one to be a performer through training such as entrepreneurship education, without which a learner's accountability may deteriorate. Accountability is a talent that improves with experience, expertise, exposure and practice. Accountability makes one accountable to the true self. Self-efficacy is not complete without self-accountability. A learner has to develop an accountability mindset as a self-driven skill. An entrepreneurship education learner must be accountable to his true self to succeed. Accountability encourages high-performing individuals to get clarity, tutelage, training, and expertise and start sustainable entrepreneurship in the best interest of themselves and society.

Accountability is essential in entrepreneurship education to contribute a genuine value to the business, the team, the workforce and the customers. If an entrepreneur lacks self-accountability, he may face challenges in managing resources and integrity, appreciating constructive criticisms, and giving feedback to customers and the workforce through effective communication, team spirit of efforts, recognition, and reward. The posture is reciprocity for attracting self-accounting individuals who will contribute their best and be helpful to the business. Personal accountability breeds a good workforce (Fies, 2016). If entrepreneurship education could be effective, her learning institutions would continue to waste resources, turning out job-seekers rather than entrepreneurs.

Peloz et al. (2013) discovered that self-accountability escalates ethical appeals because ESA covers the need to groom consumers, such as students, to engage in ESA. After all, it is more effective in driving home a point than an explicit guilt appeal. Winarti and Mandasari (2024) documentation using two Pesatren involving two institutional leaders, three teachers, and four students as source triangulation reveals that effort to strengthen character should include setting vision and output results oriented for learning the Qur'an; entrepreneurial practices to become prosperous and self-reliant. Jardim et al. (2021) showed the effectiveness of EE programmes at all levels of education in theory. However, there was no commensurate improvement in the predisposition to initiate an enterprise in practice. These findings confirm the need for EE programmes because EE predispositions are created to develop entrepreneurial skills and intentions that start at the foundation level. This finding stressed the need for ESA by both learners and the government. Duval-couetil (2013) argues that there are faults in evaluating the effect of EE Programs on learners. Though EE always affects learners' entrepreneurship in theory, but students are still not embracing entrepreneurship.

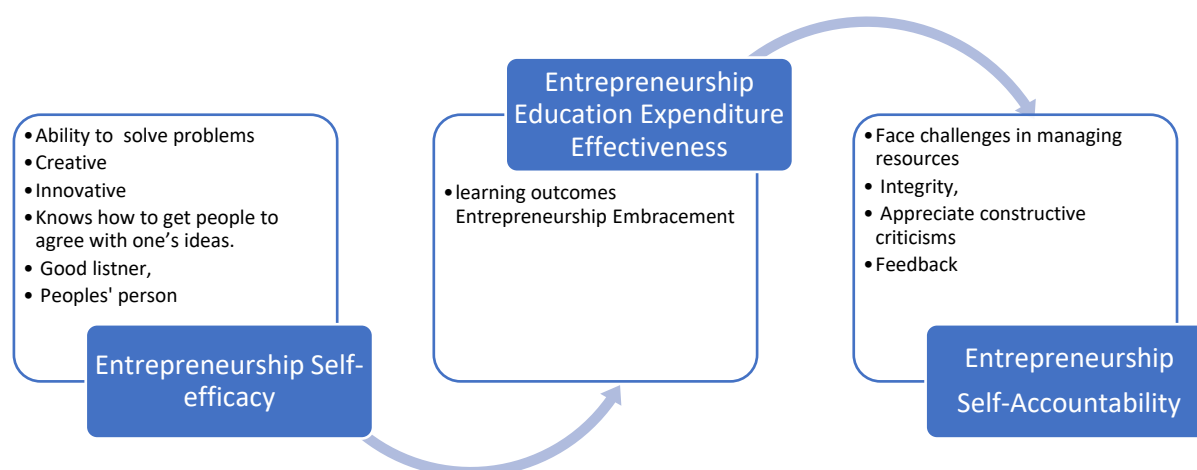
Zawadzki et al. (2020) used an action research methodology involving 43 students of a Polish management school in seminar groups with supervisors; they covered selected institutions. They tested knowledge, theory and formal expectations in entrepreneurship education. The study finds that the neoliberalism approach influences curricula composition and practical pedagogies, requiring accountability in promoting responsiveness. Neoliberal changes promote conformist attitudes in students (Zawadzki et al., 2020). Consequently, this study observes that EEEE

is in jeopardy due to peer and societal pressure to belong rather than as an inborn subconscious innermost willingness of entrepreneurship self-accountability outcome to embrace entrepreneurship truly. This study argues that the learning outcomes from politicized curricula will only worsen EEEE if ESA is embraced. Hence, this study covers the null hypothesis two as follows:

Ho₂: *Entrepreneurship self-accountability does not significantly affect Entrepreneurship Education Expenditure Effectiveness in Nigerian higher learning institutions.*

Conceptual framework

Figure 1: The interconnectivity of Entrepreneurship Self-Efficacy and Entrepreneurship Self-Accountability as fundamentals to Entrepreneurship Education Expenditure Effectiveness for entrepreneurship growth.



This study covers the three variables EEEE, ESE, and ESA and their constructs, as depicted in Figure 1.

Theoretical framework

This section discusses the theoretical framework of this study concerning theories of accountability and vicious cycle of poverty

Theory of accountability

Accountability is difficult to theorize. Scholars have contributed numerous accountability ideologies from different perspectives concerning leadership and governance, but a few have connected them to the effectiveness of entrepreneurship education.

For instance, although Omar et al. (2017) focused on entrepreneurship, they must connect it to ESA. Iskandar et al. (2019) also argued about accountability but only from the leadership perspective, whereas a leader emanates from being a learner. This study toes the line of Silverstein (2021), who argues that accountability is about practising a positive mindset for a successful life. He explains that a learner is responsible for every minute way he directs his cognitive, psychomotor and affective senses to the

accomplishment outcome irrespective of the situation and opportunity. Hence, there is a need to build and adhere to a constructive mindset that leads to positively progressive action (Silverstein, 2021, p.135). Hence, there is a need to build and adhere to a constructive mindset that leads to positively progressive action (Silverstein, 2021, p.135). Given the collective literature evidence that down-plays the crucial role of self-accountability in stewardship, this study proposes that the accountability principle concerns absolute transparency of stewardship to self and those who rely on one's judgement and allows one to prove it and not just a third-party affair, for further academic scrutiny. Barongo et al. (2021), connects educational attainment with entrepreneurship success but did not inculcate spending and accountability as done in this study.

Vicious cycle of poverty theory (VCPT)

The Vicious Cycle of Poverty Theory, was introduced by Ragnar Nurkse in 1953 (Shamim, 2022). The theory argues poverty from the perspective of a tortuous series of events that fortify itself through a natural process cringe with detrimental results as manifested in a Country's per capita-income level. The vicious cycle starts with poor nutrition, resulting in health issues, manifesting from declining production, resulting in poverty and minimal savings. Moreover, high-income earners can save and invest. In contrast, low-income people cannot save. Hence, the poverty cycle (Abdullatif et al., 2017). Nigeria's realities suggest a vicious cycle of poverty due to ineffective entrepreneurship education. Hence, there is a low employment rate (World Bank, 2022). Though many factors contribute to poverty, the concern of this study lies in the low employment rate of Nigerian tertiary institution graduates, which contributes to the vicious cycle of poverty. However, learners need re-orientation to shelve self-inflicted factors, such as waiting endlessly for white-collar jobs instead of embracing entrepreneurship as a self-efficacy and self-accountability decision.

Gaps in the literature

This study made a concerted effort to highlight the invisible, identifying some missing pieces in the data style using a rigorous and effective way to address some aperture in the literature. The study's unique approach, evaluations, analysis, content arguments, and reporting cover relevant logical data evidence and structure styles to generate impactful results, piquing the interest of the reader.

For example, Zawadzki et al. (2020) used action research; their arguments and interpretations are based on their limited ideas, which connote autonomy, unlike this empirical study, which covers third parties and practitioners. Abdullatif et al. (2017) were opinionated but not empirical like this study. Alenius et al. (2024); Bandura (1977) (1997) (2004) covered self-efficacy but not self-accountability, whereas to embrace entrepreneurship, a learner has to direct his moral attitude appropriately, which is hardly taught in the classroom only.

Although Botwin (2021) discussed accountability in leadership, this study takes a different angle, connecting self-accountability with entrepreneurship education expenditure effectiveness from the learners' perspective. This approach not only addresses the accountability issue from the root but also provides practical insights for effective leadership, enlightening the reader.

When it comes to jurisdiction, scope, and research coverage, this study stands out. While Eze et al. (2024) cover Uganda, Igligli et al. (2024) cover universities in the Cross River State of Nigeria, and Mitaseva (2012) covers Universities only, this current study covers a wide range of tertiary institutions, including technical and University higher learning institutions in Lagos State of Nigeria. This comprehensive coverage instils confidence in the reader about the study's thoroughness.

Furthermore, many of the aforementioned studies did not rest on the theory of accountability as done in this study. Nonetheless, this current study is grounded in theories that address poverty by connecting academic with policy and the people. Specifically, this study draws on poverty and accountability theories to guide the research. As an innovation, the arguments in this study are robust to avoid fuzzy understanding and dangerous misinterpretation of results, thereby better serving the academic community for further research.

Methodology

This section covers the research design, study population, sample and sampling technique. It also covers the data analysis statistics.

Survey research design which is primary data method was adopted for this study since it deals with obtaining responses from respondents following the trend in Lawal et al. (2024). It has the advantage of better interaction and perception of the respondents compared with other methods. The variables measurement follows the primary data gathering research instrument fashion of a

structured questionnaire as per Okolie et al. (2014). The population is all graduating entrepreneurship Learners in Yaba College of Technology Entrepreneurship Centre, Lagos State University of Science and Technical Education and the University of Lagos Department of Technical and Vocational Education. The population is 295 Learners. The source is from the institutions' related departments. It covers a homogenous sampling of only those who have taken lessons in entrepreneurship educational courses to minimise bias as per the Stratified Sampling Framework in Table 1. The sample size emanates from the Taro Yamane (1967) sampling formula: $n = N/1 + N(e)^2$

Where; N= Population, e = The margin of error is 5% significance level, 95% confidence level. In the second stage of the sampling procedure, the stratified random sampling selection method was used to sample the respondents. Hence, the total Sample for Learners $n = N/1 + N(e)^2$

$$n = 295/1 + 295(.05)^2$$

$$n = 295/1.7375 \text{ less mutilated copies.}$$

$$n = 143 \text{ Students.}$$

Table 1: Stratified Random sampling Framework

Respondents	Name of Institution			N=Total population	n=Sample
	Yaba College of Technology Entrepreneurship centre	University of Lagos Department of Technical and vocational education.	Lagos State University of Science and Technology		
Learners	140	75	80	295	169
Learners' population proportion in each institution	0.47	0.25	0.27	-	-
Learners Stratified sample.	79	42	45	-	
Questionnaire copies distributed	90	70	90		
Questionnaire copies utilized	59	51	33		143

Source: Learners Field Survey and computation, 2023 from Yaba College of Technology Directorate, Centre for Entrepreneurship study; University of Lagos department of Science and Vocational education September, 22, 2023.

The questionnaire contained close-ended questions and is divided into sections A and B. Section A covered the students' demographic profiles. Section B covered the questions required to test the formulated hypotheses. The questionnaire is in a Likert-Scale format, so the respondents can select any options. The options range are Strongly Agree (SA) = 5, Agree (A) = 4, Unsure (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Hence, the score range is 1 to 5. The questionnaire adopts Kozlinska et al. (2020) and various information from earlier studies on EE and learner relationships, such as Bandura (1997), Schwarzer and Hallum (2008). It measures the dependent and independent variables constructs. It covers the Bloom Taxonomy learning domains, incorporating the tripartite learning framework of cognitive, psychomotor (skill-based) and affective strategies, including insinuation learning outcomes as a variation of affective measures for curriculum to breach the gap identified by Kozlinska et al. (2020). While creativity, risk management ability, and proactiveness constructs measure the EEEE.

The questions on learners' self-efficacy are also incorporated, mirroring Bandura's (2014) study on self-efficacy scales for middle, high-school, and MBA learners. The responses were collated and treated, and only 143 copies were suitable for this study. The research instrument was initially content-validated. It passed through postgraduate lecturers in education, supervisors, professionals, and consultants in entrepreneurship, whose input was used to improve the questionnaire. Post graduate lecturers improvement to the questionnaire is necessary because their research skill is appropriate for performance (Igligli et al., 2024) The data collected to test the hypotheses were analysed using a test-retest reliability analysis. The instrument was retested

generally and for each of the research constructs. The results of the general tests were Cronbach's alpha .86, and Lambda 1,2,3,4,5 scored .85, .87, .86, .72, and .86, respectively. Under the strict parallel assumptions, it is .82 unbiased. The results indicate that the constructs are highly reliable.

The data analysis uses inferential and non-inferential statistics such as frequency, percentages, and descriptive statistics. Saba et al. (2022) used descriptive statistics. Research hypotheses are tested using Pearson correlation r and Linear regression statistics. Mukaka (2012) explains the appropriate use of correlation coefficient statistical analysis, which guides this study. Linear regression statistical analysis is used to ascertain whether or not a variable predicts the other correctly. This study covers three variables measured with 27 constructs. The three variables are Entrepreneurship Education Expenditure Effectiveness (EEEE), the dependent variable. The independent variables are Entrepreneurship Self-Efficacy (ESE) and Entrepreneurship Self-Accountability (ESA). Dependent variable: Entrepreneurship Education Expenditure Effectiveness (EEEE) proxies mirror Delgado (2019) as per the Questionnaire analysis in the descriptive analysis in Tables 4.1 to 4.3. Therefore, the Linear Regression equation emanates from the straight-line equation of $y = a + bX$ that is, EEEE is a function of the independent factors upon which the actualisation of the vision of EEEE depends. This assumption is reflected in economic model 1 as follows: Model 1: $EEEE = \beta_0 + \beta_1 ESE + \beta_2 ESA + \epsilon$
 $\beta_1 > 0, \beta_2 > 0$,
 where β_0 = Intercept coefficient and β = Coefficient for each of the dependent variables and ϵ is the error term.

Data Presentation and Results Analysis

Table 2: Descriptive Statistics for the dependent variables EEEE proxies-Learner's creativity (LECY), Learners Risk management ability (LRMA) and Learners proactiveness (LPRO)

Item No.	Constructs	Mean	Std. Deviation
1.	LECY I have the ability for divergent thinking	3.94	1.00
2.	LECY I can generate different possible solutions to a problem	3.94	.89
3.	LECY I am explorative	3.80	.92
4.	LECY I can avoid obstacles	4.03	.89
5.	LECY I can originate innovation	3.88	.92
6.	LRMA I can identify risk	3.76	.97
7.	LRMA I can perceive risk	3.68	.93
8.	LRMA I have the ability to mitigate risk	3.76	.87
9.	LRMA I can make contingency plan	3.83	.77
10.	LRMA I am able to monitor risk potentials from happening	3.88	.91
11.	LPRO I am able to minimise strain.	3.72	.83
12.	LPRO I refrain from anger.	3.87	1.00
13.	LPRO I pursue justice	4.13	.84
14.	LPRO I am energetic	4.50	.87
15.	LPRO I have production ownership sense	4.04	.89

Source: Field Survey, 2024. N= 143.

Table 2 describes the 15 ideas used to construct the EEEE variable. The results show high mean scores of between 3.68 and 4.50. The students in higher learning institutions strongly express that they are energetic enough to embrace entrepreneurship, with a mean score of 4.50. Their entrepreneurship education gives them confidence in pursuing justice, production ownership sense, and the ability to avoid obstacles, with a mean score of 4.13, 4.04

and 4.03, respectively, close to the maximum achievable of 5. Rumsey (2019) noted that, as a rule of thumb, a standard deviation ≥ 1 indicates a relatively high variation, which is unacceptable. While a standard deviation < 1 can be considered low and acceptable for research depending on the expectations of the study. In this study, the respondents are unanimous in their responses with a standard deviation score of not higher than one across the board, and as such, the result is reliable.

Table 3: Entrepreneurship Self- efficacy constructs Descriptive Statistics

		Mean	Std. Deviation
1.	LSEF I am able to solve problems	4.08	.85
2.	LSEF am creative	4.22	.81
3.	LSEF am innovative	4.19	.84
4.	LSEF I know how to get people to agree with me	4.02	.91
5.	LSEFI do not give up when things are rough	4.13	.85
6.	LSEF I can handle challenges successfully	4.28	.73
7.	LSEF I am a good listener	4.36	.68
8.	LSEF I am a peoples person	4.12	.91

Source: Field Survey, 2024. N= 143.

Table 3 depicts the descriptive statistics for all the eight ideas used to construct the ESE variable. The results show a high mean score of 4.02. to 4.36. The tertiary institution students strongly express that they are good listeners, can handle challenges successfully, creative and innovative, with a mean

score of 4.36, 4.28, 4.22 and 4.19, respectively, among other constructs, which are close to the maximum achievable of 5. Respondents were unanimous in their responses, with a standard deviation score of not higher than 1 across the board.

Table 4: Entrepreneurship Self-Accountability constructs Descriptive Statistics

Item No.		Mean	Std. Deviation
1.	I can manage money.	4.05	.95
2.	I have integrity.	4.32	.73
3.	I give feedback to my team.	4.04	.87
4.	I appreciate constructive criticisms.	4.03	.93

Source: Field Survey, 2024. N= 143.

Table 4 shows the four constructs for ESA variable. The descriptive results show high mean scores from 4.03. to 4.32. The tertiary institution students strongly express that they have integrity, can manage money, give feedback to their team and

appreciate constructive criticisms with mean scores of 4.32, 4.05, 4.04 and 4.03, respectively, which are close to the maximum achievable of 5. Respondents were unanimous in their responses, with a standard deviation score of no higher than 1 across the board.

The relationship of EEEE with ESE and ESA

Table 5: Correlations of the dependent EEEE and independent ESE, ESA variables

		EEEE	ESE	ESA
EEEE	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	143		
ESE	Pearson Correlation	.529**		.
	Sig. (2-tailed)	.000		.
	N	143	143	
ESA	Pearson Correlation	.533**	.730**	
	Sig. (2-tailed)	.000	.000	
	N	143	143	143

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2024.

Table 5 shows that all the variables of EEEE, ESE and ESA significantly relate at the 0.01 level two-tailed.

Regression analysis of the dependent EEEE and independent ESE and ESA variables

Table 6: Model Summary of the dependent and independent variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.52 ^a	.27	.26	.44	2

a. Predictors: (Constant), ESA, ESE.

b. Dependent Variable: EEEE

Source: SPSS v. 23 Output.

Table 6 shows an R of .52, which indicates a high degree of correlation, making the data acceptable. The R² value shows that .27 of the total variation in the dependent variable EEEE is explained by the independent variables of ESA and ESE, which is

material. The Durbin-Watson test ranges from 0 to 4. A value of 2, as shown in Table 4.5, indicates no autocorrelation, which makes the data bias-free (Regorz, 2020).

Table 7: ANOVA of the dependent and independent variables

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.75	2	5.37	26.71	.000 ^b
	Residual	28.18	140	.20		
	Total	38.94	142			

a. Dependent Variable: EEEE

b. Predictors: (Constant), ESA, ESE

Source: SPSS v. 23 Output.

The **ANOVA** Table 7, shows that the regression model predicts the dependent variable significantly

well at $p < 0.005$. Hence, the model is a good fit for the data utilized for this study.

Table 8: Coefficients of the dependent and independent variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.90	.27		6.83	.000		
	ESE	.26	.09	.29	2.82	.005	.46	2.14
	ESA	.22	.08	.26	2.54	.012	.46	2.14

a. Dependent Variable: EEEE

Source: SPSS v. 23 Output.

Table 8 on Coefficients shows that ESE and ESA significantly predict EEEE at the .05 level and contribute statistically significantly to the model.

Table 9: Collinearity Diagnostics of the dependent and independent variables

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	ESE	ESA
1	1	2.98	1.00	.00	.00	.00
	2	.012	15.53	.96	.07	.21
	3	.006	23.02	.04	.93	.79

a. Dependent Variable: EEEE

Source: SPSS v. 23 Output

In Table 9, the variance proportions indicate no multi-collinearity issue because only the third row shows a value slightly above 90 in one line. (Hair et al., 2013; Regorz, 2020). Therefore, for hypothesis one, Tables 4.5 to 4.7 indicate that ESE significantly affects EEEE at the .05 level of significance two-tailed. Hence, the null hypothesis one is not supported. This result supports the findings in Mitaseva (2024). Similarly, for hypothesis two; Tables 4.5 to 4.7 indicate that ESA significantly affect EEEE at the .05 level of significance two-tailed. Hence, the null hypothesis two is not supported. The result supports the findings of Jardim et al. (2021). Therefore, this study models that $EEEE = 1.91 + .26ESE + .22ESA$.

Results discussion

Hypothesis 1

The test of hypothesis 1 indicates that self-efficacy significantly affects Entrepreneurship Education Expenditure Effectiveness in Nigerian higher learning institutions. This study has established that through effective entrepreneurship education, a learner can use his ESE regarding the ability to solve problems, be creative and innovative, know how to get people's acceptance, not giving up when things are rough, ability to handle challenges successfully, being a good listener, being a people's person successfully in his entrepreneurship endeavour regarding creativity, risk management and proactiveness. This result could develop learners' risk management ability to a higher level because entrepreneurship education instils the idea of not giving up in rough times. The

finding lays credence to the Bandura (1977) self-efficacy theory, which presupposes that the learner can help himself better with determination. This result supports the findings in Mitaseva (2024).

Hypothesis 2

Test of hypothesis 2 about the effect of ESA on EEEE, the comprehensive reviews in this study have sealed the evidence that through effective entrepreneurship education, a learner can use his ESE regarding the ability to manage money, integrity, feedback and appreciating constructive criticisms to achieve entrepreneurship venture regarding creativity, risk management, and proactiveness because an effective entrepreneurial education develops out of self-accountability when it arouses a creative mindset in the learner. Through ESA, learners can develop the confidence to embrace possible alternatives to poverty and hunger through sustainable entrepreneurship, as taught in the Nurkse (1953) theory of the vicious cycle of poverty.

The result supports Jardim et al. (2021). Furthermore, the bloom's taxonomy of education has been scrutinised since 1956, and as demonstrated in this study, it is still relevant as the foundation of learning. Moreover, matters of self-employment and learners' self-intention have earlier been under scrutiny by Al-Qadasi et al. (2024) and Zawadzki et al. (2020). ESE and ASA connectivity with EEEE have been taken to a more current level. Furthermore, Bandura's (1977) self-efficacy, as corroborated in Gist and Terrace (1992), Alexander (2000), Botwin (2021), has been

developed further in this study. However, with the significance of ESE and ESA in Entrepreneurship Education Expenditure Effectiveness, attention should focus on areas that aid entrepreneurship influx, such as the enabling environment, applicable laws and infrastructure. The findings have substantiated the accountability and poverty theories principles as aforementioned. Galal (2024) rates Nigeria low in ease of doing business in Africa, in which case Mauritius and Kenya score about 80% against the 56.9% scored by Nigeria in the 2020 African countries ranking. It is high time entrepreneurship was fully supported with appropriate policies to address the economic strains on the jobbers. Parker and Sprigg (1999) opine that job strains should be minimised.

Conclusion

This study argues that the accountability principle concerns absolute transparency of stewardship to self, those who rely on one's judgement, allowing one to prove it and not just a third-party affair. Hence, complimenting ESE with ESA could sensitise the comprehension of entrepreneurial, accountability attitudes and embracement to contribute genuine value to the business, the team, the workforce, customers and give feedback on the effectiveness of entrepreneurship education spending. The diverse findings from Cox (2002), which found a small correlation between entrepreneurship education and entrepreneurial intentions, Eze et al. (2024), which emphasised human capital development and Mitaseva (2024) which found that education could transform learners' attitude show that EEE studies are rather silent on the expenditure incurred; they also used primary data and concentrated more on Self-efficacy. However, more work is necessary in developing economies, especially where entrepreneurship education could be more effective in practice, as evidenced by low employment and poverty rates. Research findings on entrepreneurship education provide significant implications for practitioners regarding the management of public expenditure on education,

curriculum design and teaching pedagogies, particularly in influencing ESE and ESA among students. The insights gained in this study could aid in developing and implementing relevant entrepreneurial offerings towards entrepreneurship self-accountability, offering a hopeful vision for the future of entrepreneurship education.

Implication for practice

Given the enormous resources associated with promoting entrepreneurship programs, a critical evaluation of the current knowledge base regarding the various outcomes of entrepreneurship education is imperative. This study informs further research aspirations and serves as a valuable benchmark for practitioners in education. Moreover, the insights gained from the study inform the design of accountability systems, not only in the context of entrepreneurial learning programs but also within universities as key agents driving contemporary entrepreneurial activities. Such insights are crucial for predicting and recognizing the long-term outcomes of entrepreneurial ventures initiated in academia. Therefore, learners must be aware that though their self-efficacy is sharp, they need to account for it in their life endeavours through self-accountability.

Recommendations

- 1) Entrepreneurship Self-Accountability should be incorporated into the entrepreneurship education programme because it is crucial to achieving entrepreneurship growth and poverty reduction.
- 2) Learners should embrace entrepreneurial self-efficacy to develop true entrepreneurship intention and discourage entrepreneurship practice out of the feeling of failure or following the Joneses to achieve entrepreneurial success.
- 3) The government should aid the actualization of entrepreneurship

- education policy and improve the ease of doing business policy to reduce poverty.
- 4) Given the collective literature evidence that down-plays the crucial role of self-accountability in stewardship, this study proposes that the accountability principle concerns absolute transparency of stewardship to self and those who rely on one's judgement and allows one to prove it and not just a third-party affair, for further academic scrutiny.
 - 5) This study covers public institutions further studies could cover private institutions.

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