

The Development of Entrepreneurial Tendencies in Seychelles Higher Education

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Entrepreneurship has an extensively positive impact on the economic prosperity of emerging economies, from job creation and economic growth through the entrepreneurial ecosystem established in the Arab states (Aminova et al, 2020), to the positive transformation in infrastructure development, knowledge creation and economic growth in emerging European economies of Estonia, Slovenia, and the Czech Republic (Hamdan et al, 2021). Therefore, it is absolutely necessary to influence entrepreneurial intention within the potentially, next generation of successful entrepreneurs. The purpose of this study is to evaluate the effectiveness of entrepreneurship-related education and entrepreneurial-inspired competencies in the higher-learning institutions of Seychelles and their impact on entrepreneurial tendencies of students. Using the Multiple Regression Analysis and the Pearson Moment Correlation Test, this study analyses the contribution of Entrepreneurship Education and Entrepreneurial Competencies on undergraduate students' Entrepreneurial Intention. Data from 122 respondents from Seychelles Higher Learning Institutions UNISEY and GMI, revealed Entrepreneurship Education to be the most impactful element in influencing Entrepreneurial Intention. Hence, the study suggests the contribution of entrepreneurship education and competencies in encouraging entrepreneurial tendencies amongst students in the higher learning institutions of Seychelles. This research provides insight into the likelihood of Seychelles' undergraduates becoming entrepreneurs after experiencing Entrepreneurship Education and Entrepreneurial Competencies at their institutes of higher learning. Future research may be conducted involving other African nations and the model of Entrepreneurship Education, Entrepreneurial Competencies and Entrepreneurial Intentions in other institutions.

Keywords: *Entrepreneurial Competencies, Entrepreneurial Intentions, Entrepreneurship Education, Higher Learning Institutions*