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# EXTENDING EDUCATION SHAPES STUDENT BEHAVIOUR IN ENTREPRENEURSHIP: THE MEDIATING ROLE OF SELF-EFFICACY AND INTENTION

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## ABSTRACT

This study examines that the entrepreneurship education curriculum process requires other supports, such as self-efficacy and intention from internal students. As 461 respondents were gathered by convenience sampling from a total population of 530 students taking Sharia Entrepreneurship courses at a private Islamic university in Indonesia. Entrepreneurial education does not have a significant direct effect on the formation of entrepreneurial behavior. However, entrepreneurship education can provide motivation for entrepreneurial intentions and make students more self-aware about entrepreneurship. Only after the stages of self-efficacy and intention appear in students can they drive more profound entrepreneurial behavior. The existence of self-efficacy and entrepreneurial intentions is a way that is more reinforcing outside of education as a trigger for entrepreneurial behavior. This result is seen from the direct influence that is not significant between education and behavior; it is fully mediated by self-efficacy and intention. This indicates that entrepreneurial knowledge is only a source of knowledge. If students' internal factors do not support it, then education will only be mere information simply because it is a required subject for students to pursue. It is necessary to have the role of educational institutions to also look at other stimulus factors to shape entrepreneurial behavior, such as aspects of family, gender, passion, and other things that can activate entrepreneurial behavior.

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## 1. INTRODUCTION

Entrepreneurial startups face various challenges with varying industry and performance contexts, along with predetermined startup complexity, risk, or failure rate [1]. The process of creating community entrepreneurs requires the role of education to navigate and find possible success for the future among the dynamic factors. Universities, through the built culture, are seen as driving the main economic actors and the main actors in shaping and influencing the entrepreneurial ecosystem. The support of academics, both as academic entrepreneurs and academic entrepreneurs, to transfer knowledge effectively to the industry is vital for universities to achieve their entrepreneurial mission and ambitions [2]. Students need to be encouraged by their intention to grow entrepreneurship through entrepreneurship education so that the spirit of entrepreneurship, enthusiasm, and behavior among these young adults can develop, which has the potential to reduce unemployment [3]. (Hardie et al., 2020) understands that the attitudes and values conveyed in effective teaching will support students involved in entrepreneurship education and also need further study. There is a need to develop specific knowledge and resource expertise to encourage campuses to take a cross-curricular approach to learn. Education is also supported by the understanding that encouraging young people to develop confidence in entrepreneurial endeavors is urgently needed in a rapidly changing and uncertain

economic environment. This need requires universities to plan curricula and teaching processes to encourage students' intentions to become entrepreneurs [5]. In addition, the potential for driving entrepreneurial intentions in young people today is the support of online platforms that can help connect their interests with the classroom (Hardie et al., 2020). Poverty alleviation through providing employment opportunities so that there is both micro and macroeconomic growth is the goal and social impact of entrepreneurial activities [6]. Enrichment of entrepreneurship education as a whole involves policies, teachers in quantity and quality, and an understanding of industry changes that are increasingly challenging [7]. Its meaning involves all aspects of institutional education and outside the variables supporting it [8].

There are many antecedents in the formation of entrepreneurial behavior, starting from the impact of emotional intelligence, job autonomy, and perceived organizational support for entrepreneurial behavior, even for employees who are driving companies. Some found that gender differences [9,11] and family background [12], have a different effects on intention. Then the support of entrepreneurial behavior and performance is critical at all stages of the hierarchy to increase competitive advantage and progress. Emotional Intelligence, job autonomy, and perceived organizational support are essential in improving business performance and entrepreneurial behavior. Before realizing entrepreneurial behavior, one must experience several stages of one's attitude toward the surrounding environment with efforts to identify and exploit opportunities [13]. In addition, an emotional direction mechanism is comprehensively needed so that the person is trained sufficiently in performing various jobs and behaviors in a complex environment [14]. The theory of planned behavior provides a practical conceptual framework for dealing with the complexities of human social behavior. The idea incorporates some central concepts in the social and behavioral sciences. It defines these concepts in ways that enable predicting and understanding certain behaviors in specific contexts. In turn, an intention needs to be combined with many factors and stages to explain a sizeable proportion of behavior formation [15].

### **1.1. The Impacts of Entrepreneurship Education on Self-efficacy, Intention and Behavior**

Entrepreneurship education is represented as the contemplation people develop business mastery and entrepreneurial motivation that turns the hearts and minds of individuals towards entrepreneurship until they develop the confidence to plan or establish new businesses (Nabi et al., 2016). Entrepreneurship education has received universal recognition for directing entrepreneurial intentions. However, little is known about the effect of education on each student because there are other sides, such as psychological behavior that interacts with socio-cultural backgrounds [16]. Further critical aspects include flexible timetables for students enabling uninterrupted learning, with times for pedagogical discussions between lecturers, time to manage the cycle of change, and individual reflection needed to shape new instruction paths. In addition to entrepreneurship education, it is supported by entrepreneurial vigilance and entrepreneurial intentions. Although the intention is viewed as a more or less concrete plan to prepare for and eventually initiate one's future entrepreneurial career, it has been studied extensively as entrepreneurial intention in samples of adults (e.g., setting up one's own business or engaging in entrepreneurial behavior in established companies). established) [13]. Entrepreneurial education students get still in doubt about the effect on intention entrepreneurial behavior appears [17]. However, this education program is more or less assisted in the process by the existence of self-efficacy, which has a significant positive effect on entrepreneurial intentions [18, 20]. In the Indonesian context, teaching entrepreneurship in Islamic boarding schools tends to be more intensive and powerful in motivating students regarding self-efficacy, intentions, and observed behavior [21]. This analysis and arguments established on entrepreneurship education to lead a grander understanding for learners who have not yet selected which occupation to pursue (e.g., employment versus entrepreneurship). Alternatively, those without experience start their own business before enrolling in entrepreneurship courses [22, 23]. Learning by doing is part of entrepreneurship education, emphasizing the creation of experience-based businesses. This education provides students with more practical experience and skills in creating businesses rather than just using business planning [22, 24, 25]. So there is a need to develop an entrepreneurial skills program for students to increase student entrepreneurial self-efficacy so that students' intentions to become entrepreneurs appear and entrepreneurial behavior. It is hoped that by having an entrepreneurial spirit, alums will continue to demonstrate entrepreneurial behavior to respond the needs of this country.

### **1.2. The Effects of Entrepreneurship Self-efficacy on Entrepreneurship Intention and Entrepreneurship Behavior**

Among self-determination, self-efficacy, and self-identity, only self-determination and self-efficacy significantly affect one's intention to become an entrepreneur [26]. Similarly, in a previous study [27], entrepreneurial self-efficacy is entirely connected to entrepreneurial intentions. Several studies indicate that entrepreneurial self-efficacy is simply related to the formation of entrepreneurial intentions [28, 29], although self-efficacy also has an impact on strengthening motivation and entrepreneurial achievement [30]. The journey that raises the role of self-efficacy is still felt to be weak, so subjective norms are needed that

strengthen self-efficacy in forming entrepreneurial intentions [31]. Remembering background and behavior can affect entrepreneurial intentions and efforts by increasing entrepreneurial self-efficacy to evolve entrepreneurs in the future (McGee & Peterson, 2019). Experience must also be supported by understanding entrepreneurial steps to be more prosperous. However, in general, both public and private universities find a tendency for self-efficacy strengthens students' entrepreneurial intentions [32]. Therefore, individuals with a high grade of self-efficacy watch to react more positively in every situation, compared to someone with low self-efficacy, who will tend to be indecisive about new environments [14, 33]. ESE is an essential construct in entrepreneurship and is believed to influence EI greatly, but there is growing awareness that gender must be considered when examining this relationship. Empirically, entrepreneurship education for ESE and EI students also differs between genders [34] and impacts entrepreneurial behavior differently [35].

### **1.3. The Effects of Entrepreneurship Intention on Entrepreneurship Behavior**

EI may be described as a perspective that encourages a person to develop a new business concept and seek an entrepreneurial career [36]. This is shown as an intention to formulate a new business and choose this career as a general form of other alternative work [35]. TPB empirically has a role in entrepreneurial activity with specific entrepreneurial intentions [37]. Previous researchers found that individuals with high entrepreneurial intentions had a positive and significant effect on entrepreneurial behavior (Kautonen et al., 2013). In the past three decades, many studies investigated the influence of entrepreneurial spirit in predicting entrepreneurial intentions and orientation (Kong et al., 2020). Less attention has been paid to the effect of entrepreneurial spirit on forming entrepreneurial behavior. The influence of entrepreneurial spirit on the impact of entrepreneurial vigilance, entrepreneurial independence, and proactive personality on entrepreneurial behavior has yet to be given much attention in the literature. Therefore, to address this gap, we have tried to measure the relationship between intention and conduct to describe their relationship and contribute more to the existing entrepreneurship literature. [38],[39]. Looking into the existing literature, we found that intention only sometimes leads to the formation of entrepreneurial actions, conceptually modeling the intention-behavior gap in the entrepreneurial field. Several studies found that entrepreneurial intention explains no more than 30% of the variance in entrepreneurial actions in the conceptualization of intention and behavior models [40].

## **2. RESEARCH METHOD**

Participants of this study were the students that gained Sharia Entrepreneurship courses in the odd semester of 2021/2022. The questionnaire contents are related to the respondent's identity, family background, and ownership of a start-up business. The questionnaire included answers to each statement item using a 7 Likert scale from point 1, which means "strongly disagree," to 7 points which means "strongly agree." The entrepreneurship education measurement has 8 statement items, including "I have a lot of knowledge about entrepreneurship" and "I have many entrepreneurial experiences." While entrepreneurial self-efficacy was measured using a four-item scale that Zhao et al. (2005) developed, such as "I can write a business plan clearly and completely." And "I can make a clear plan for the future development direction of my business." Then the entrepreneurial intention was measured using five measurement constructs developed by [40], such as "I have consideration to run my own business," and "I will start my own business if I have chance to make a free decision." And entrepreneurial behavior was measured using a 10-item scale constructed from the Global Entrepreneurship Monitor (GEM) and the Panel Study of Entrepreneurship Dynamics (PSED), which develop a series of initial activities on entrepreneurial behavior.

## **3. RESULTS AND ANALYSIS**

Data gathered in this study used an online questionnaire by Google Form for the management program students of Universitas Islam Indonesia. They were related to the Covid-19 pandemic in the odd semester of 2021/2022. Learning uses the classical exposure method and continues with discussion sessions, online quizzes, and several assignments. The semester learning process included stages: 1) two days before the synchronous face-to-face, the lecturer prepared lecture materials with e-books at the beginning of the semester and lesson materials in PDF format and learning videos. Then 2) ensure students have studied the material uploaded every week, lecturers applied an online quiz for each session. For the last 3) assignments, students make small groups with 3-5 members to make VPC (value proposition canvas) and BMC (business model canvas) assignments in stages and present them at the end of class. This research obtained 461 respondents from 780 students (response rate 59.1%) who voluntarily filled out this research questionnaire. The details for each business category can be seen in Table 1.

Table 1. Demographic Respondent

	Number	Percentage
<b>Gender</b>		
Male	222	48.2
Female	239	51.7
<b>Background</b>		
Business Family	240	45.3
None above	221	41.7

Based on Table 1, the findings reveal that the composition of respondents based on gender is almost equal, as 222 respondents (48.2%) were male and 51.7% were female (239). The questionnaire asked respondents about their family background. The results in Table 2 showed that as many as 240 respondents (45.3%) had a business family background, 221 respondents answered they were not from a business family background and did not have a start-up business were, 221 respondents or 41.7%.

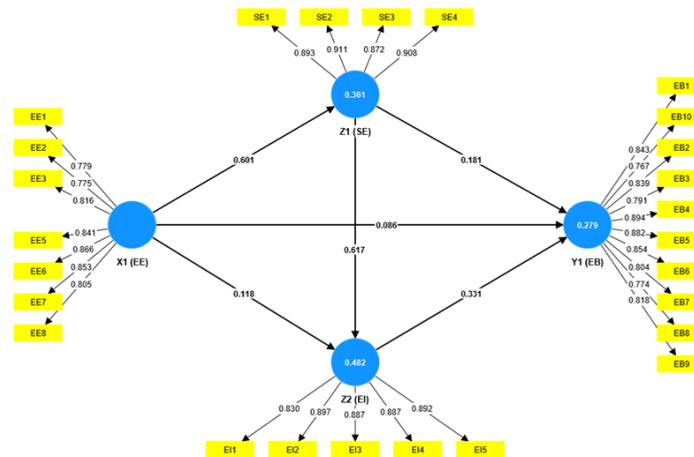


Figure 1. Outer model measurement result

Based on Table 2 that there is no one an outer loading value of <0.5. All of those constructs have value above 0.5; with the lowest valuer 0.672 of entrepreneurial education until the highest score of self-efficacy as 0.803.

Table 2. AVE Construct Score

Construct	Average variance extracted (AVE)	Results
X1 (Entrepreneurial Education)	0.672	Valid
Y1 (Entrepreneurial Behavior)	0.685	Valid
Z1 (Self-efficacy)	0.803	Valid
Z2 (Entrepreneurial Intention)	0.773	Valid

The convergent validity of each instrument was figured by operating loading factors. Based on the rule of thumb, all the loading factors had to be greater than 0.7. Another inner model analysis to measure validity is discriminant validity. We examined the discriminant validity of each instrument by comparing the square root of average variance extracted (AVE) values of each construct and other constructs if AVE root correlations were more outstanding than 0.7 and further. The convergent validity results above show that all indicators that refer to statement items have represented each variable with a loading factor value of > 0.7. Size of discriminant validity using the cross-loading value and the average variance extracted (AVE) value. The AVE test results point out that the AVE value generated by each variable used is more significant than 0.5, so it can be stated to complete the necessities according to Table 4, which indicates that it has crossed the limit of 0.5. The results of the cross-loading output are in Table 4, with a range of 0.675 to 0.803.

Table 3. Cross Loading Factors between Variables and Indicators

	X1 (EE)	Y1 (EB)	Z1 (SE)	Z2 (EI)
EB1	0.308	0.843	0.369	0.439
EB2	0.382	0.839	0.451	0.539
EB3	0.323	0.791	0.462	0.453
EB4	0.265	0.894	0.356	0.369
EB5	0.262	0.882	0.333	0.356
EB6	0.256	0.854	0.319	0.293
EB7	0.277	0.804	0.342	0.312
EB8	0.230	0.774	0.241	0.240
EB9	0.274	0.818	0.365	0.404
EB10	0.296	0.767	0.44	0.520
EE1	0.779	0.224	0.452	0.307
EE2	0.775	0.350	0.536	0.527
EE3	0.816	0.221	0.46	0.321
EE5	0.841	0.299	0.473	0.414
EE6	0.866	0.345	0.500	0.417
EE7	0.853	0.335	0.501	0.406
EE8	0.805	0.232	0.508	0.361
EI1	0.441	0.472	0.626	0.830
EI2	0.395	0.417	0.597	0.897
EI3	0.457	0.440	0.638	0.887
EI4	0.414	0.413	0.579	0.887
EI5	0.435	0.440	0.577	0.892
SE1	0.565	0.397	0.893	0.632
SE2	0.517	0.425	0.911	0.623
SE3	0.521	0.372	0.872	0.556
SE4	0.550	0.453	0.908	0.650

Table 3 shows that the value of each statement item for all variables has a more significant cross-loading outcome for each variable. In resembling the variables on each thing keeping the constructs they represent, each variable meets the requirements for further research. The complete result is shown in Table 3.

The resulting composite reliability (CR) value appears to be > 0.8. Again entrepreneurial educational has the lowest CR value is 0.935, and the highest is 0.956 for entrepreneurial behavior. Overall, all variables indicate the reliability is accepted.

Table 4. Cronbach Alpha &amp; Composite Reliability Construct Score

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Results
X1 (EE)	0.919	0.923	0.935	Reliable
Y1 (EB)	0.949	0.958	0.956	Reliable
Z1 (SE)	0.918	0.920	0.942	Reliable
Z2 (EI)	0.926	0.927	0.944	Reliable

Table 5 illustrates the collinearity statistics (VIF) outcomes for the multicollinearity test. The results of the inner values of the variables EAlert, EEdu, ESelf against EBehav and EIntent are  $VIF < 5$ , so it does not violate the multicollinearity assumption test with a VIF value of 1.626 to 2.255 which, where the overall

VIF value is  $< 5$ . The path coefficient test will show how strong the influence of the independent variable is on the dependent variable. Here are the details of the VIF results in Table 5.

Table 5. The Collinearity Statistic (VIF)

	EBehav	EIntent
EAlert	1.626	1.703
EEdu		1.662
EIntent	1.993	
ESelf	2.255	1.852

The table above shows that the most significant influence is the impact of entrepreneurial self-efficacy on entrepreneurial intention with a t-value of 15.433, followed by the effect of entrepreneurial education on entrepreneurial self-efficacy of 13,978 and entrepreneurial intention on entrepreneurial behavior with a t-value of 7.047. On the other side, the slightest impact value resulted from the influence of entrepreneurial education on entrepreneurial behavior with a t-value of 1.624 and the effect of entrepreneurial education on entrepreneurial intention of 2.315. Still, in Table 6, there is an insignificant effect of entrepreneurial education on entrepreneurial behavior. This impact has p-values of 0.101; p-values more than 0.05; and p-values  $< 1.96$  (1.624), indicating that these effects are insignificant.

This research has discussed theoretical and practical substances for further contribution to the designated area. The positive and significant effects between entrepreneurial education (EE) towards entrepreneurial intention (EI), entrepreneurial self-efficacy (ESE), but insignificant from EE towards entrepreneurial behavior (EB). The influence of EE on EI supported the prior finding that showed similar results on the proposed model [13, 21, 22]. While the effect of EE on EI has contradictory results to previous studies [17, 23]. But EE has important influential factor on ESE [21, 22, 24, 25, 33, 41].

On the other side, the positive and significant influence of ESE on EI adds to the list of support for prior studies ESE- EI such as Mauer et al., [28] and McGee & Peterson [42]. In the other hand ESE also good antecedent of EI [17, 20, 28, 29, 31, 43]. The influence of ESE towards EB also supports previous research [3, 30, 40, 42]. The effect of EI on EB is indicated by the estimated coefficient value as 7.047 and p-values 0.000 and it is accepted that EI has significant effect for EB like studies before [27, 35, 38, 40, 44].

Table 6. Hypotheses test – Direct Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	Result
<b>Entrepreneurial Education -&gt; Entrepreneurial Intention</b>	0.118	0.120	0.051	2.315	0.025	Accepted
<b>Entrepreneurial Education. -&gt; Entrepreneurial Self-efficacy</b>	0.601	0.605	0.043	13.978	0.000	Accepted
<b>Entrepreneurial Education -&gt; Entrepreneurial Behavior</b>	0.086	0.088	0.053	1.624	0.101	Rejected
<b>Entrepreneurial Self-efficacy -&gt; Entrepreneurial Intention</b>	0.617	0.620	0.040	15.433	0.000	Accepted
<b>Entrepreneurial Self-efficacy -&gt; Entrepreneurial Behavior</b>	0.181	0.181	0.049	3.694	0.005	Accepted
<b>Entrepreneurial Intention -&gt; Entrepreneurial Behavior</b>	0.331	0.330	0.047	7.047	0.000	Accepted

Meanwhile, the indirect effect tested shows that entrepreneurial self-efficacy and entrepreneurial intention have significant role as mediators. Both can linkage and encourage the influences of entrepreneurial education to entrepreneurial behavior. The result shows that entrepreneurial self-efficacy-ESE (Z1) can act as a mediator of the significant relationship (t-statistic 2.821) between entrepreneurial education (X1) towards entrepreneurial behavior (Y1) and entrepreneurial intention (Z2). This result showed that ESE has the role as mediator, while there is no significant impact from entrepreneurial education (X1) towards entrepreneurial behavior (Y1) directly (see Table 6, t-statistic 1.624). Also ESE act as mediator of the influence of entrepreneurial education (X1) towards entrepreneurial behavior (Y1) bigger than its direct influence. It is seen from t-statistic 10.348 (indirect Table 7)  $> 2.315$  (direct effect Table 6). Relationship between ESE towards entrepreneurial behavior as direct effect that has a t-statistics of 3.694, and a p-value of 0.005. There is the role of entrepreneurial intention to mediate this relationship with make the higher influence as t-

statistics 5.263; and p-values as 0.000. Also this intention encourage direct influence of entrepreneurial education (X1) towards entrepreneurial behavior (Y1) from t-statistic 1.624 into 2.335 as directly impact. Both of ESE and entrepreneurial intention have strong role as mediators in this study. The results show that the two variables; entrepreneurial self-efficacy and entrepreneurial intention, fully mediate entrepreneurial education's effect on entrepreneurial behavior. Indirect effects as seen in Table 7.

**Table 7.** Hypotheses test – Indirect Effects

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ( O/STDEV )</b>	<b>P values</b>	<b>Result</b>
<b>X<sub>1</sub> (EE) -&gt; Z<sub>1</sub> (SE) -&gt; Y<sub>1</sub> (EB)</b>	0.109	0.109	0.039	2.821	0.005	Accepted
<b>Z<sub>1</sub> (SE) -&gt; Z<sub>2</sub> (EI) -&gt; Y<sub>1</sub> (EB)</b>	0.204	0.205	0.039	5.263	0.000	Accepted
<b>X<sub>1</sub> (EE) -&gt; Z<sub>1</sub> (SE) -&gt; Z<sub>2</sub> (EI) -&gt; Y<sub>1</sub> (EB)</b>	0.123	0.123	0.024	5.015	0.000	Accepted
<b>X<sub>1</sub> (EE) -&gt; Z<sub>2</sub> (EI) -&gt; Y<sub>1</sub> (EB)</b>	0.039	0.040	0.017	2.335	0.020	Accepted
<b>X<sub>1</sub> (EE) -&gt; Z<sub>1</sub> (SE) -&gt; Z<sub>2</sub> (EI)</b>	0.371	0.371	0.036	10.348	0.000	Accepted

#### 4. CONCLUSION

This research analyzed the relationship between education, self-efficacy, intention, and behavior. The results suggest that not only teaching about entrepreneurship can raise behavior. The knowledge is more than merely included in the curriculum safter all the assignments are finished. But also need to specify the student's background that previously shaped the intention and behavior of running the business. Concluded that education significantly and positively affects self-efficacy. Besides, self-efficacy perception also mainly and entirely affects intention. In addition, results show that self-efficacy and intention fully mediate the positive relationship between education and behavior. Although there was no significant effect of education on preference, so did self-efficacy on behavior.

These findings emphasized the importance of self-efficacy and intention can activate entrepreneurial behavior. Although entrepreneurship education is required for management program students, it must also be supported by self-awareness, spirit, and preference, which will eventually move a person to have entrepreneurial behavior. This research contributed to how linking education, self-efficacy, intention, and behavior emerging in a specific condition. This study tries to augment knowledge management's theoretical development and continuously create entrepreneurship behavior. This study was conducted only in a university, not allowing the results of this study to be generalized. Self-efficacy, intention, and other factors could motivate the impact of education on purpose. Also, entrepreneurial behavior is likely handled from the many complementary antecedents that complete each other. The mediation outcome of intention and self-efficacy on students' entrepreneurial behavior may support entrepreneurship education given to students. Thus, defining the attributes and communication methods that support the education process is necessary, consequently helping universities to persuade students' profiles as entrepreneurs.

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