

Role of Entrepreneurship Education and Self-Efficacy on Entrepreneurial Intentions Among University Students

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ABSTRACT

This study aims to determine the effect of entrepreneurship education and self-efficacy on student entrepreneurial intentions. Using a quantitative approach, this study involved 155 students from private universities in the West, North, and South of Bandung City. This research model was tested using PLS-SEM assisted by SmartPLS software. The results of this study indicate that entrepreneurship education and self-efficacy have a positive and significant effect on entrepreneurial intention. This study contributes practically and theoretically regarding entrepreneurship education and self-efficacy in motivating entrepreneurial intentions.

Keywords: *Entrepreneurship Education 1, Self Efficacy 2, Entrepreneurship Intention 3.*

1. INTRODUCTION

Unemployment is one of the main problems faced by many countries in the world, including Indonesia. High unemployment rates not only have an impact on the national economy but can also affect social and political stability. According to the latest data based on the Badan Pusat Statistik, (2023) the unemployment rate in Indonesia in November 2023 reached 5.32%, and according to data from the International Labor Organization (ILO), Indonesia became the second country with the highest unemployment rate in Southeast Asia, after Brunei Darussalam. This unemployment is dominated by the younger generation group, namely those aged 15-24 years. One solution that is considered effective for overcoming the problem of unemployment is to encourage entrepreneurship (Kurtanidze, 2022). Entrepreneurship has an important role in creating new jobs and encouraging economic growth (Lecuna et al., 2017). Entrepreneurs or entrepreneurs are not only creating job opportunities for themselves but also contributing to the opening of new jobs for other people (Hueso et al., 2021). Therefore, instilling an entrepreneurial spirit is very important, especially among the younger generation, and is a crucial need (Ahmad et al., 2023). One of the efforts made to encourage interest in entrepreneurship among the younger generation is through entrepreneurship education in universities (Aidhi et al., 2016).

Entrepreneurship education has become part of the curriculum in various higher education institutions throughout the world, including in Indonesia (Susilaningih, 2015). Higher education has a strategic role in developing entrepreneurial tendencies among the younger generation, namely students (Zhang et al., 2022). It shows that entrepreneurship is increasingly recognized as an important ability to prepare the younger generation to face a future full of challenges and opportunities (Overwien et al., 2024). The main goal of entrepreneurship education is to equip students, the younger generation, with the knowledge, skills, and attitudes needed to create jobs, contribute to economic growth, and manage successful businesses (Chen et al., 2015). Entrepreneurship education provides various benefits for students, such as developing knowledge in identifying business opportunities (Boldureanu et al., 2020), strengthening skills in critical and creative thinking, as well as forming attitudes and character (Breznitz & Zhang, 2022). In the context of higher education, entrepreneurship education can be conducted through various learning methods such as theoretical and practical lectures, seminars, visits to small and medium companies, internship programs, business competitions, and other practical activities (Overwien et al., 2024).

The success of entrepreneurship education in fostering student's entrepreneurial intentions is also influenced by other factors, namely self-efficacy (Saeed et al., 2015). Self-efficacy is one of the important factors that influence the success of entrepreneurship education in fostering students' entrepreneurial intentions (Melinda & Usman, 2021; Sarassina, 2020; Setiawan & Suryono, 2022). Self-efficacy refers to an individual's belief in their ability to complete a task or achieve a particular goal (Maddux & Kleiman, 2016). Self-efficacy in the context of entrepreneurship refers to a person's belief in their ability to succeed in taking the steps necessary to become a successful entrepreneur (Thanh & Hoai, 2023).

It is an individual's belief in their ability to plan, organize, and conduct the actions necessary to achieve entrepreneurial goals (Zheng & Liu, 2022).

In an educational context, self-efficacy reflects a student's belief in their ability to succeed as an entrepreneur. In research, Newman et al., (2019) explained that students who have a high level of self-efficacy tend to develop the intention to become an entrepreneur and start a new business. This is because high self-efficacy gives individuals confidence in their ability to overcome challenges, face risks, and achieve the goals they set (Santos & Liguori, 2019). Students who have high self-efficacy have several characteristics, such as optimism in starting and running their businesses, and tend to be more confident in taking risks and facing challenges related to entrepreneurial activities (Issa, 2023).

Next, the entrepreneurial intention is in research Otache et al., (2024) said that entrepreneurial intention is influenced by entrepreneurial education and self-efficacy; several previous studies explained that entrepreneurial intention refers to a state of mind that directs and guides a person's actions to start a new business (Hueso et al., 2021). Tadi et al., (2023) say that entrepreneurial intention is defined as a person's desire to be involved in entrepreneurial activities in the future. It reflects a person's willingness to take risks and commit to realizing the business ideas or creative ideas they have (Neves & Brito, 2020). In research, Oggero et al., (2020) show that entrepreneurial intention is a strong predictor of actual entrepreneurial behavior. Individuals with strong entrepreneurial intentions tend to be more likely to start new ventures than those who do not have such intentions (Santos et al., 2021). Furthermore, Vuong et al., (2016) concluded that individuals with strong entrepreneurial intentions are 2-3 times more likely to start a new business than those who do not have this intention. It is because they are more motivated to seek business opportunities, more confident in their ability to start and run a business, and better prepared to face the risks and challenges associated with entrepreneurship (Asante & Affum-Osei, 2019).

Even though many higher education institutions have implemented entrepreneurship education and entrepreneurial self-efficacy, its effectiveness in entrepreneurship intentions among students is still a matter of debate (Tantawy et al., 2021). Apart from that, there still needs to be a gap in understanding how entrepreneurship education can specifically motivate students to become entrepreneurs and how to design optimal entrepreneurship programs (Overwien et al., 2024). Some studies, such as Otache et al., (2024); De Leon et al., (2023); Tantawy et al., (2021); Liu et al., (2019), show that entrepreneurship education and self-efficacy can increase students' perceptions of entrepreneurship and encourage them to develop an interest in entrepreneurship and choose a career as an entrepreneur. However, in research Montes et al., (2023); Qamari et al., (2022); Chen et al., (2015); Ngah & Osman, (2017); Bae et al., (2014); found that entrepreneurship education and self-efficacy did not have a positive effect on growing students' intentions in entrepreneurship. Therefore, further research is needed to explore the relationship between entrepreneurship education and self-efficacy on students' entrepreneurial intention, especially private university students in the West, North, and South parts of Bandung City, as well as identify factors that can maximize the positive impact of entrepreneurship education and self-efficacy. The differences in results from previous researchers are a significant reason for testing again.

1.1. Entrepreneurship Education

Entrepreneurship education is a process that facilitates individuals to recognize, assess, and execute business opportunities (Widodo & Santoso, 2023). Entrepreneurship education is an important factor in fostering interest in entrepreneurship apart from experience and skills (Porfirio et al., 2022). Instilling entrepreneurial qualities from an early age, especially in educational institutions, can help overcome gaps in the development of entrepreneurial skills among students (Raghavendra & Kumar, 2022). In the context of students in higher education, entrepreneurship education is a factor that can help students become competent entrepreneurs (Handayati et al., 2020). Entrepreneurship education helps students gain new knowledge about entrepreneurship, and entrepreneurship education teaches students the practical skills needed to plan, start, and manage a business, including time management, leadership, communication, financial management, and marketing (Mbeteh & Pellegrini, 2022); (Tiberius & Weyland, 2023); (Xiaoxing, 2020).

1.2. Self-Efficacy

Self-efficacy in the context of entrepreneurship refers to the belief in an individual's or a person's ability to be able to start and manage a business venture successfully (Maddux & Kleiman, 2016; Santos & Liguori, 2019; Sarassina, 2020). This concept is influenced by various factors such as motivation, self-confidence, and an individual's ability to overcome challenges (Setiawan & Suryono, 2022). Self-efficacy plays an important role in shaping entrepreneurial intentions and behavior (Avnimelech & Zelekha, 2014), because individuals with high self-efficacy are more likely to pursue entrepreneurial opportunities and persist in the face of challenges (Deliana, 2023).

1.3. *Entrepreneurial Intention*

Entrepreneurial intention refers to an individual's conscious decision to engage in entrepreneurial activities, indicating a desire to start a new venture (Fayolle & Gailly, 2015). In research Ismail et al., (2015) explain that the definition of entrepreneurial intention is the level of an individual's desire or intention to engage in entrepreneurial behavior, such as starting or developing a business. Entrepreneurial intentions can be said to be the first step or encouragement for individuals to start a business or venture; without strong intentions, the steps to start or develop a business will not be achieved (Margaça et al., 2020; Otache et al., 2024). Entrepreneurial intentions have several dimensions, and an explanation of these dimensions is explained in Figure 3.

1.4. *Hypothesis Development*

1.4.1. *Entrepreneurship Education and Entrepreneurial Intention*

Entrepreneurship education can influence entrepreneurial intentions (Otache et al., 2024). In entrepreneurship education, individuals are taught how to adopt an entrepreneurial perspective and explore opportunities in business (Widodo & Santoso, 2023). By learning new perspectives and business opportunity identification techniques, individuals can increase their understanding and abilities in the field of entrepreneurship, thus opening up greater opportunities to set up a business in the future (Suwarno et al., 2023). Otache et al., (2024) researched 254 students of business management study programs in Nigeria, showing that entrepreneurship education affected entrepreneurial intentions because entrepreneurship education forms an entrepreneurial mindset and motivates students to get involved and decide students to choose to become entrepreneurs. In research De Leon et al., (2023) 391 junior high school students were interviewed, which resulted in the same conclusion that entrepreneurship education can influence students' entrepreneurial intentions. H1. Entrepreneurship education has a significant effect on entrepreneurial intention.

1.4.2. *Self-Efficacy Entrepreneurship and Entrepreneurial Intention*

Self-efficacy is one of the factors that influences students' entrepreneurial intentions and increases students' desire to become an entrepreneur in the future (Hassan, 2020). Self-efficacy can determine a person's ability to recognize opportunities, handle success and failure, and run entrepreneurial ventures with confidence (Melinda & Usman, 2021; Putra et al., 2020). Next, in research Jiatong et al., (2021); Liu et al., (2019); Omar et al., (2019) concluded that the positive impact of self-efficacy on entrepreneurial intentions and productivity among students and the results of this research emphasized the importance of developing students' self-efficacy in the world of entrepreneurship. H2. Self-efficacy entrepreneurship has a significant effect on entrepreneurial intention.

1.4.3. *Entrepreneurship Education, Self-Efficacy Entrepreneurship, and Entrepreneur Intention*

Entrepreneurship education and self-efficacy are interrelated and have a strong influence on students' entrepreneurial intentions (Mante & Abellanosa, 2022). By equipping students with knowledge, skills, and experience, as well as increasing their self-efficacy, entrepreneurship education can help create a generation of successful young entrepreneurs (Wardana et al., 2020). In research by Wang et al., (2023); Hassan, (2020); Usman & Widyanti, (2020); Liu et al., (2019) results that entrepreneurship education and self-efficacy can influence entrepreneurial intentions because entrepreneurship education can help individuals understand the theory and practice of business, improve technical and strategic abilities, and strengthen effective behavior in doing business. Furthermore, self-efficacy, which consists of psychological abilities such as self-effectiveness, optimism, hope, and resilience, can help individuals grow their intentions in building and managing a business. H3. Entrepreneurship education and self-efficacy entrepreneurship have a significant effect on entrepreneurial intentions.

2. METHODS

The population in this study consisted of students from private universities in the West, North, and South parts of Bandung City. To determine the sample size, this research uses a formula or standard Hair et al., (2010) namely, the minimum sample size is 5-10 times the question items. In this study, there were 25 questions, so the minimum sample size was 125 ($25 \times 5 = 125$). It was using standards by Hair et al., (2010) because students are a population that is not known with certainty. In this research, the sampling technique used was purposive sampling to avoid biased answers and ensure that the research data obtained from respondents was accurate and met the specified criteria (Hartono, 2017). These criteria were students who had attended or received entrepreneurship education. Data collection for this research questionnaire was conducted through an online questionnaire using Google Forms. Furthermore, respondents were categorized based on faculty, class, age, gender, experience of entrepreneurship education, and length of time running the business.

In this research, the variables used are independent, namely entrepreneurship education and self-efficacy (x), and the dependent variable is entrepreneurial intention (y). In this research, entrepreneurship education consists of 11 questions adapted from Sugianingrat et al., (2020) taken from research Suwarno et al., (2023) an example of a question is "For me, entrepreneurship education increases my knowledge about business". Self-efficacy consists of 5 questions adapted from Thanh & Hoai, (2023) an example of a question is, "I can design products or services that suit customer wants and needs." Next, the entrepreneurial intention is adapted from Bui et al., (2020) taken from research Suwarno et al., (2023) an example of a question is "I am ready to do anything to become an entrepreneur". A total of 26 questions using a Likert Scale with indicators 1-5 were used to measure responses from respondents. Furthermore, for technical data analysis in this research, SmartPLS software version 3.2.9 was used. This software allows the author to find several indicators for each variable and produce more accurate results. Smart PLS path analysis is used to evaluate the correlation between variables in the model.

3. RESULT AND DISCUSSIONS

3.1. Validity and Reliability Test

The sample in this study was a minimum of 125 students, but after distributing the questionnaire, the sample was 155 students. Furthermore, respondents were categorized based on age from 19 to 23 years. Gender is dominated by women by 51% and men by 49%. For the results of having participated in entrepreneurship education, the answer was 91%. The category of running a business gets the biggest answer of 39%, namely the culinary business. The category of questions about the length of running a business is 38.4% under 1 year. Furthermore, the category of parents' work is entrepreneurship is dominated by the answer no by 52.9%.

This study tests the validity of the instrument with two stages, namely Convergent Validity measured using loading factors and Average Variance Extracted. Discriminant validity tests include Fornell Larcker Criterion and Cross Loading. The data is described in table 1. Reliability tests are carried out in two aspects, Composite Reliability which evaluates the true value of a variable, and Cronbach's Alpha which evaluates the lowest limit of the variable's value so that the Composite Reliability value > 0.7 and Cronbach's Alpha value > 0.7 . Detailed information about Composite Reliability and Cronbach's Alpha data is described in Figure 2.

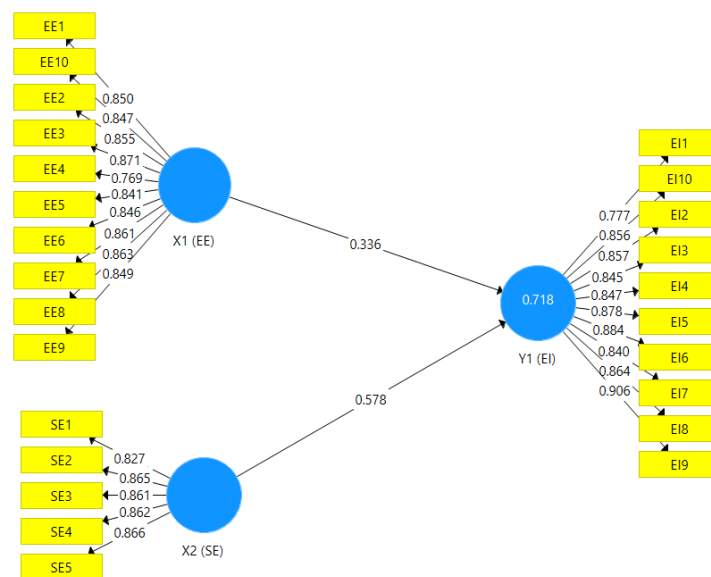


Figure 2. Validity and Reliability Test

Cross Loadings analysis in Figure 2 shows that the correlation between each indicator and its construct is higher than the correlation between other constructs. This indicates that the construct or latent variable has good Discriminant validity. In other words, the indicators in each construct block have a stronger correlation with their constructs than the indicators in other construct blocks. The instruments in this study have met the requirements of Convergent Validity seen from the outer loadings value of all indicators > 0.7 and the Average Variance Extracted value > 0.5 for the Entrepreneurship Education variable of 0.715, the Self Efficacy variable of 0.733, the Entrepreneurship Intention variable of 0.733.

Composite Reliability of the Entrepreneurship Education variable of 0.962, the Self Efficacy variable of 0.932, and the Entrepreneurship Intention variable of 0.965 shows that the Composite Reliability value for all constructs is above 0.7, which means that all constructs have good reliability. Cronbach's Alpha value > 0.7 indicates good reliability. In this study, all Cronbach's Alpha values are above 0.7, namely the Entrepreneurship Education variable of 0.956, the Self Efficacy variable of 0.909, and the Entrepreneurship Intention variable of 0.959 so it can be concluded that this instrument is reliable. Furthermore, to test discriminant validity, this instrument has met the requirements.

Fornell-Larcker Criterion value for X1 Entrepreneurship Education construct is 0.846. For X2 Self-efficacy of 0.856 is greater than the correlation between Entrepreneurship Education which is 0.694. The result of Y1 Intention correlation with Entrepreneurship Education is 0.738, with Self Efficacy at 0.812, and Entrepreneurial Intention at 0.856. This shows that all constructs show the highest value for each construct compared to other latent variables. It is concluded that each indicator can be well predicted by its respective latent variable.

3.2. Structural Model Test

Structural model testing in this study includes the Goodness of Fit Test value, R-Square, and T-Statistic (bootstrapping) test. Furthermore, testing the inner model analysis provides an overview of the relationship between latent variables based on substantive theory. Two main measuring tools used in testing the inner structural model are Goodness of Fit and R-Square. Goodness of Fit to assess the measurement and structural model to what extent the suitability of the model made is by existing data, and explains the variation in the data. The indicator in Goodness of Fit is the NFI value, the higher the NFI, the better. In this study, the NFI value reached 83.1%. This value indicates that the goodness of fit in this study is said to be good. The results of the R-Square variable Y (entrepreneurial intention) are influenced by entrepreneurship education and self-efficacy by 71.8% and 28.2% are influenced by other variables not explained in this study.

3.3. Partial Effect Test

In this study, partial influence testing was carried out with Path Coefficients and T-statistics (Bootstrapping). Path Coefficients in the range of 0 to 1 are interpreted as positive, in this study the X1 variable resulted in 0.336, and the X2 variable 0.578, already in the range of 0 to 1 which means a positive influence. Furthermore, hypothesis testing uses T-Statistic (Bootstrapping) analysis when > 1.96 is interpreted as significant and < 1.96 is not significant. The results of the T-Statistic in this test show that the X1 variable is 4.498 and X2 is 8.392, the overall relationship has a significant value > 1.96. Furthermore, a summary of the results of hypothesis testing in this study is presented in Table 1.

Table 1. Summary of Hypothesis Test Results

Hypothesis	Result	Information
Entrepreneurship Education (X1) has a significant effect on Entrepreneurial Intention (Y).	Koef.Beta = 0.336 T-Statistic = 4.498 P-Value = 0.000	Accepted
Self-efficacy entrepreneurship (X2) has a significant effect on Entrepreneurial Intention (Y).	Koef.Beta = 0.578 T-Statistic = 8.392 P-Value = 0.000	Accepted
Entrepreneurship Education (X1) and Self-Efficacy Entrepreneurship (X2) has a significant effect on Entrepreneurial Intention (Y).	R-Square = 0.718	Accepted

4. DISCUSSION

Based on data analysis, it is concluded that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Intention, increasing entrepreneurship education is proven to encourage individuals to be more courageous in entrepreneurship and choose to become entrepreneurs. Self-efficacy has a positive and significant effect on entrepreneurial intentions, the higher the self-efficacy, the higher the entrepreneurial intentions of students. Entrepreneurship Education and Self-Efficacy variables have a positive and significant effect on entrepreneurial intentions. Based on the results of 47.1% of respondents who do not have a business, it is hoped that through entrepreneurship education students will be more interested and intend to enter the entrepreneurial world after graduating from college. Furthermore, for respondents, 52.9% who already have a business, entrepreneurship education and self-efficacy are still important to maintain and develop their business in the future. In general, whether they already have a business or not, they still need to strengthen entrepreneurship education and self-efficacy so that entrepreneurial intentions can continue to be improved, developed, and important for long-term entrepreneurial success.

The findings in this study support the research of Otache et al.,(2024) explain that entrepreneurship education and self-efficacy increase entrepreneurial intentions. Supports the research of De Leon et al., (2023) resulting in a positive, significant, and important effect on entrepreneurship education, self-efficacy, and the relationship between the two in shaping entrepreneurial intentions among students. Supporting and in line with Zhang et al., (2022) entrepreneurship education and self-efficacy have a positive relationship with entrepreneurial intentions among students. Supporting research by Tantawy et al., (2021) concluded that entrepreneurial intentions increase when students are provided with entrepreneurship education and have high self-efficacy. The research also supports and is in line with Liu et al., (2019) explaining that entrepreneurship education has a positive effect on student entrepreneurial intentions, and entrepreneurial self-efficacy has a significant and positive effect on entrepreneurial intentions.

5. CONCLUSION

This study has several limitations, one of which is the relatively small sample size of 155 respondents. Although this number has exceeded the minimum required, research with larger samples will provide stronger and more generalizable results. Another limitation is the data collection method which only uses a questionnaire survey. This means that researchers cannot explore more in-depth information about the phenomenon under study. Future research can consider several things to overcome this limitation, increasing the number of samples will be more representative of the research results, combining data collection methods other than questionnaire surveys such as observation or interview methods, involving university students, and expanding the research area because this research was only conducted in East Bandung. As a theoretical implication, this study adds evidence that there is an important role of entrepreneurship education and self-efficacy in motivating entrepreneurial intentions, especially in the environment of private universities in Bandung City. Practically, this study provides important advice for universities to provide an environment that supports the development of entrepreneurial intentions, such as business incubators, and access to mentors and entrepreneurial networks that can guide students in starting a business.

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