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EDUCATIONAL SUPPORT EFFECTS ON ENTREPRENEURSHIP BEHAVIOR: A STUDY OF ENTREPRENEURSHIP TRAINING PROGRAM

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ABSTRACT

Objective: This study investigates the impact of educational support on entrepreneurship behavior using the study of entrepreneurship training program.

Theoretical Framework: This study uses TPB (Theory of Planned Behavior) as a grand theory for understanding entrepreneurship behavior that will be combining with educational support as antecedent variable. TPB argued that individual's behavior will be determined by attitude, subjective norms, perceived behavioral control, and intention.

Method: This study has 200 students selected with random-sampling method. Online survey with a self-administered is used to collect data. The stage of data analysis consists of demographic distribution analysis, research construct test, model fit test, and hypothesis test.

Findings: This study shows that educational support has a positive effect on entrepreneurship intention that is mediated by attitude towards entrepreneurship, perceived behavioral control, and subjective norms. This study also found a relationship between entrepreneurship intention and entrepreneurship behavior.

Implications: The universities must evaluate the actions that students have taken as long as training program. Universities are needed to make sure that students have developed a real business plan. The Government of Indonesia also need to build partnerships with business network, such as investors to help fund the business. Thus, educational support will be affected to improve the number of entrepreneurs in Indonesia.

Originality/Value: This study confirms the concept of entrepreneurship intention which is an important step in improving student entrepreneurship behavior.

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EFEITOS DO APOIO EDUCACIONAL NO COMPORTAMENTO EMPREENDEDORISMO: UM ESTUDO DO PROGRAMA DE FORMAÇÃO EMPREENDEDORISMO

RESUMO

Objetivo: Este estudo tem como objetivo investigar o impacto do apoio educacional no comportamento empreendedor utilizando o estudo do programa de formação em empreendedorismo.

Referencial Teórico: Este estudo utiliza a TPB (Teoria do Comportamento Planejado) como uma grande teoria para a compreensão do comportamento empreendedor que será combinado com o apoio educacional como variável antecedente. A TPB argumentou que o comportamento do indivíduo será determinado pela atitude, normas subjetivas, controle comportamental percebido e intenção.

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Método: Este estudo contou com 200 alunos selecionados por meio de amostragem aleatória. Pesquisa on-line com autoadministração é usada para coletar dados. A etapa de análise de dados consiste em análise de distribuição demográfica, teste de construção de pesquisa, teste de ajuste de modelo e teste de hipótese.
Resultados: Este estudo mostra que o apoio educacional tem um efeito positivo na intenção de empreendedorismo que é mediado pela atitude em relação ao empreendedorismo, pelo controle comportamental percebido e pelas normas subjetivas. Este estudo também encontrou uma relação entre a intenção empreendedora e o comportamento empreendedor.
Implicações da Pesquisa: As universidades devem avaliar as ações que os estudantes realizaram ao longo do programa de formação. As universidades são necessárias para garantir que os estudantes desenvolvam um plano de negócios real. O Governo da Indonésia também precisa de construir parcerias com redes empresariais, tais como investidores, para ajudar a financiar o negócio. Assim, o apoio educacional será afetado para melhorar o número de empreendedores na Indonésia.
Originalidade/Valor: Este estudo confirma o conceito de intenção empreendedora, que é um passo importante na melhoria do comportamento empreendedor dos estudantes.

Palavras-chave: Empreendedorismo, Apoio Educacional, Comportamento Empreendedor, Teoria do Comportamento Planejado, Programa de Treinamento.

EFECTOS DEL APOYO EDUCATIVO EN EL COMPORTAMIENTO EMPRENDEDOR: UN ESTUDIO DEL PROGRAMA DE FORMACIÓN EN EMPRENDIMIENTO

RESUMEN
Objetivo: Este estudio tiene como objetivo investigar el impacto del apoyo educativo en el comportamiento empresarial mediante el estudio del programa de formación empresarial.
Marco Teórico: Este estudio utiliza la TPB (Teoría del Comportamiento Planificado) como una gran teoría para comprender el comportamiento emprendedor que se combinará con el apoyo educativo como variable antecedente. TPB argumentó que el comportamiento del individuo estará determinado por la actitud, las normas subjetivas, el control conductual percibido y la intención.
Método: Este estudio cuenta con 200 estudiantes seleccionados con método de muestreo aleatorio. Para recopilar datos se utiliza una encuesta en línea con un cuestionario autoadministrado. La etapa de análisis de datos consta de análisis de distribución demográfica, prueba de constructo de investigación, prueba de ajuste del modelo y prueba de hipótesis.
Resultados: Este estudio muestra que el apoyo educativo tiene un efecto positivo en la intención de emprender que está mediado por la actitud hacia el emprendimiento, el control conductual percibido y las normas subjetivas. Este estudio también encontró una relación entre la intención emprendedora y el comportamiento emprendedor.
Implicaciones de la Investigación: Las universidades deben evaluar las acciones que los estudiantes han realizado a lo largo del programa de formación. Es necesario que las universidades se aseguren de que los estudiantes hayan desarrollado un plan de negocios real. El Gobierno de Indonesia también necesita establecer asociaciones con redes empresariales, como inversores, para ayudar a financiar el negocio. Así, el apoyo educativo se verá afectado para mejorar el número de empresarios en Indonesia.
Originalidad/Valor: Este estudio confirma el concepto de intención empresarial, que es un paso importante para mejorar el comportamiento empresarial de los estudiantes.

Palabras clave: Emprendimiento, Apoyo Educativo, Comportamiento Empresarial, Teoría del Comportamiento Planificado, Programa de Entrenamiento.

1 INTRODUCTION

Industrial revolution 4.0 that occurred in the last decade has been impacted on the globalization and knowledge-based world economy (Lee et al., 2018). The existence of advanced technology-based machines to access information and the arrival of foreign workers with the opening of the free market (Păvăloaia & Necula, 2023). Central Bureau of Statistics

(2022) shows that the amount of unemployment for fresh graduates in Indonesia decreased by 3.3% in 2019-2020, while it increased by 14.8% in 2020-2021. The decrease of unemployment for fresh graduates reoccurred by 10.7% in 2021-2022. However, the amount of unemployment in Indonesia is still relatively high with a repeating pattern. Summers et al. (1986) argued that the influenced factor of high unemployment is the imbalance between the amount of labour supply and employment opportunities. Entrepreneurship has an important role to solve the problem of unemployment. The role of entrepreneurship contributes to add product values, create jobs, diversify markets, and improve economic growths through the process of creativity and innovation (Esfandiar et al., 2017; Fiandra et al., 2023). Schumpeter's Theory of Economic Development explained that entrepreneurship will encourage innovations and new jobs, thereby increasing state revenue through taxes (Langroodi, 2021). Government of Indonesia (2022) has targeted an entrepreneurship ratio to the population of 3.95% by 2024. However, Global Entrepreneurship Monitor (2023) found that entrepreneurship activity to start business has decrease based on adult individuals in Indonesia. It is 3.47% of population as entrepreneurs. (Hutasuhut & Aditia, 2021). The percentage remains low when compared to other countries in Southeast Asia. Singapore has 8.6% of its population as entrepreneurs, Thailand has 4.26%, and Malaysia has 4.74% (Hutasuhut & Aditia, 2021). Almodóvar-González et al. (2020) explained that the requirement to become a developed country is to have a percentage of the number of entrepreneurs to the population of 6%.

The composition of entrepreneurs in Indonesia is currently still dominated by Gen X, while the role of Gen Z is still very low (Rahayu et al., 2023). Universities are sources to foster innovation and spirit for Gen Z, where the study and learning process of entrepreneurship is carried out (Fawaid et al., 2022; Ghazali et al., 2022; Soluk et al., 2021). University has an important role as a provider of a conducive environment to support entrepreneurship intention so that it can bring up entrepreneurship behavior that drives the creation of new businesses (Abbas, 2015; Travedi, 2016). Empirical studies about educational support on entrepreneurship behavior are still limited (Walter et al., 2006). Previous studies on entrepreneurship has focused on intention which is the initial stage that encourages individual’s behavior (Ajzen, 2002; Vivekananth et al., 2023). TPB (Theory of Planned Behavior) used to measure personal behavior (Feola et al., 2019; Paranata et al., 2023). This study is expected to contribute a new study model and evaluate the impact of entrepreneurship training program to be entrepreneurs.

2 THEORETICAL FRAMEWORK

TPB developed a conceptual framework for comprehending human behavior (Ajzen, 2002). Several studies have extended TPB to different contexts. TPB argued that individual's behavior will be determined by attitude, subjective norms, perceived behavioral control, and intention (Ajzen, 1991). TPB is used as a grand theory for understanding entrepreneurship behavior that will be combining with educational support as antecedent variable.

2.1 EDUCATIONAL SUPPORT (ES)

Educational support is an environmental factor of university that has an influence on entrepreneurship intention (Aykol & Gurbuz, 2008). According to Simonton (2000), university plays an important role to manipulate entrepreneurship intention and spirit of students. Educational support, such as lecture practices, seminars, or entrepreneurship practices has affected to entrepreneurial behavior (Duncan, 2021; Turker & Selcuk, 2009). According to Anjum et al. (2021), university can support by imparting the skills and knowledges that are needed for business creation. The university provides targeted support to students including concept and business development. The implementation of entrepreneurship education has a contribution to provide understanding and encourage someone to be an entrepreneur (Aliedan et al., 2022; Pimpa, 2019). Students tend to view entrepreneurship favorably if they believe that entrepreneurship is easy (Aliedan et al., 2022). University can lead to improve competences of students, such as theory and confidence (Su et al., 2021). Perceived behavioral control will increase because of the ability perception. Students tend to start new business when university environment supports them (Fiandra et al., 2023; Saeed et al., 2015). Thus, it can be hypothesized that:

H1: There is a relationship between educational support (ES) and attitude towards behavior (ATE).

H2: There is a relationship between educational support (ES) and perceived behavioral control (PBC).

H3: There is a relationship between educational support (ES) and subjective norms (ES).

2.2 ATTITUDE TOWARDS ENTREPRENEURSHIP (ATE)

Attitude is the individual behavior to maintain their values, both positive and negative (Dao et al., 2021). Ajzen (1991) explained that attitude represents an individual's awareness of behavioral beliefs and result evaluations. In addition, behaviors that give an unfavorable attitude will get a negative result. Attitude reflects an individual's feelings about excitement and plan to have a positive behavior (Ajzen, 1987). Opportunities will foster attitude towards entrepreneurship (Krueger et al., 2000). Preference and desire to have a business can be recognized by attitude towards entrepreneurship (Tella & Issa, 2013). The personal attitude influences individual's intention to pursue entrepreneurial career (Maes et al., 2014). Attitude towards entrepreneurship assesses the advantages and disadvantages of choosing a career as entrepreneur compared to professional worker (Maresch et al., 2016). Thus, it proposes hypothesis that:

H4: There is a relationship between attitude towards entrepreneurship (ATE) and entrepreneurship intention (EI).

H4a: There is a mediation role of attitude towards entrepreneurship (ATE) on the relationship between educational support (ES) and entrepreneurship intention (EI).

2.3 PERCEIVED BEHAVIORAL CONTROL (PBC)

An individual's perception of the easy or difficulty to act is defined as perceived behavioral control. (Ajzen, 2002). According to Dao et al. (2021), perceived behavioral control is not only feelings about ability, but also perceptions about the ability to control behavior. Amofah & Saladrigues (2022) explained that the process of launching a new business is caused by predictive ability because it represents the ability to arrange the behavior. Building a new business will be encouraged by someone's desire and determination (Krueger et al., 2000). Thus, it proposes hypothesis that:

H5: There is a relationship between perceived behavioral control (PBC) and entrepreneurship intention (EI).

H5a: There is a mediation role of perceived behavioral control (PBC) on the relationship between educational support (ES) and entrepreneurship intention (EI).

2.4 SUBJECTIVE NORMS (SN)

Subjective norms are an action which is influenced by social pressures (Ajzen, 1991). Autio et al. (2001)**,** subjective norms refer to the recognition of initiatives, opportunities, and actions. Subjective norms also refer to the opinions or beliefs that influenced decision to do or not to do by closest persons (Dao et al., 2021). The influence will effect on entrepreneurship intention or carry out entrepreneurship activities (Armitage & Conner, 2001). However, subjective norms did not influence to entrepreneurship intention in Vietnam (Dao et al., 2021). This happens due to differences in students' characteristics who want to build a new business, such strong personality and independence in decision making. Most individuals can be encouraged or prevented to entrepreneurship depending on how societal norm is measured (Aliedan et al., 2022). Thus, it can be hypothesized that:

H6: There is a relationship between subjective norms (SN) and entrepreneurship intention (EI).

H6a: There is a mediation role of subjective norms (SN) on the relationship between educational support (ES) and entrepreneurship intention (EI).

2.5 ENTREPRENEURSHIP INTENTION (EI)

The process of seeking knowledge is defined as the way to achieve entrepreneurship intention (Dao et al., 2021). This can be decisive in starting and operating a business. If someone is not interested in entrepreneurship, everything related to business processes will feel heavier than those involved in entrepreneurship (Esfandiar et al., 2017). Kusumojanto et al. (2020) represents entrepreneurship intention as a planned action to carry out entrepreneurship behavior with a strong commitment to precede it. Krueger (1993) also explained that entrepreneurship intention reflects the commitment to build a new business which is the major issue of the entrepreneurship. The presence of entrepreneurship intention can predict the individual who will become an entrepreneur (Choo & Wong, 2006). Thus, it can be hypothesized that:

H7: Entrepreneurship intention has a relationship with entrepreneurship behavior.

2.6 ENTREPRENEURSHIP BEHAVIOR (EB)

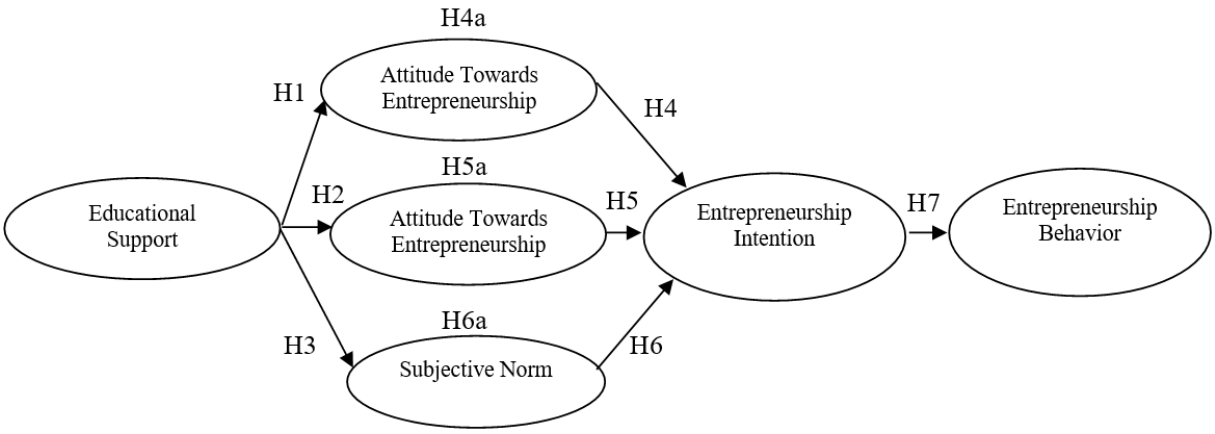
Entrepreneurship behavior is a real behavior to realize a business (Adeel et al., 2023). Intention is defined as consciously planned behavior. (Krueger et al., 2000). An antecedent of the truth of behavior was considered by intention (Ana et al., 2016; Fayolle et al., 2006). There are many individuals who have entrepreneurship intention, but few have succeeded to be concrete action (Adeel et al., 2023). Putting more effort into business process and activity was a process of entrepreneurship (Kautonen et al., 2015).

3 METHODOLOGY

The sample in this study is students who participate entrepreneurship training program 2023 from several universities in Indonesia. The participants are selected by the random sampling method. The number of samples for SEM (Structural Equation Model) approach is five to ten times estimated parameters, i.e. indicators (Hair et al., 2010). This study has 21 indicators that affect 5 variables, so the number of samples is between (21 indicators x 5) 105 participants and (21 indicators x 10) 210 participants. The data is collected online with a self-administered approach. The measurement scale contains students' identity questions, including gender, family background, allowance per month, personal experience, and entrepreneurial motivation. The core part contains questions about indicators that affect variables. The variables will be measured by the Likert scale which shows 1 "strongly disagree" to 5 "strongly agree". The last part contains suggestions from students.

Figure 1

Conceptual Framework



Source: Authors (2023)

The pilot test was conducted on 35 participants to identify unclear question items and find out the length of time needed to fill out the questionnaire. The pilot test results showed no question items were identified unclear and students took 10 minutes to fill out the survey. This study used SPSS Statistic 25.0 and SPSS AMOS 22.0 software to analyze the data. First, demographic distribution analysis was the frequency and percentage of the data. In addition, data normality test using Skewness and Kurtosis values are a requirement for processing structural equation modelling (SEM) Covariance-Based. Second, the research construct test stage consists of two tests carried out, including construct reliability and construct validity. The construct reliability test uses the value of loading factor, Cronbach's alpha, composite reliability, and average variance extracted. The construct validity test assess the degree of shared variance between the model's latent variables (Fornell & Larcker, 1994). Third, SEM consists of a model fit and hypothesis test.

4 RESULTS AND DISCUSSIONS

4.1 RESULTS

This study has 200 samples collected from November 20 to December 11, 2023 through google form. The results of the data collection showed that samples were dominated by women as many as 67%, family backgrounds were not entrepreneurship as many as 59%, entrepreneurial motivation came from his or her self as many as 85%, the number of allowance per month less than IDR 1,000,0000 as many as 70%, and students without experience as many as 57%, as well as academic major from business and economics as many as 48%.

Table 1

Demographic Profile

Profile		Frequency	Percentage
Gender	Man	67	34%
	Woman	133	67%
Family Background	Entrepreneurial Background	82	41%
	Non-Entrepreneurial Background	118	59%
Entrepreneurial Motivation	University	1	1%
	Myself and Parent	3	2%
	Close Friends	8	4%
	Parent	18	9%
	Myself	170	85%
Allowance Per Month	> IDR 4.000.000	1	1%
	IDR 2.000.000 - IDR 4.000.000	5	3%
	IDR 1.000.000 - IDR 2.000.000	55	28%

Personal Experience	< IDR 1.000.000	139	70%
	Having Entrepreneurship Experiences	87	43%
	Having No Entrepreneurship Experiences	113	57%
Academic Major	Agriculture	8	4%
	Others	12	5%
	Education	27	14%
	Engineering	58	29%
	Business Economics	95	48%

Source: Authors (2023)

Table 2 shows mean ranged from 4.47 to 4.51, while standard deviation ranged from 0.660 to 1.340. In addition, the results of skewness and kurtosis values exceed -2 ≤ skewness ≤ 2 and -7 ≤ kurtosis ≤ 7, so the data of this study is indicated normal distribution (Curran et al., 1996).

Table 2

Descriptive Analysis

Variable	Indicator	*Skewness*	*Kurtosis*	Mean	Standard Deviation
ES	**ES_1:** Trainers develop creative ideas.	-1.441	2.282	4.39	0.813
	ES_2: Trainers provide entrepreneurial knowledges.	-1.597	3.459	4.51	0.695
	ES_3: Trainers develop entrepreneurial skills.	-1.171	1.694	4.38	0.740
	ES_4: Training organizers equip policy and financial to start a business.	-1.104	1.108	4.21	0.872
ATE	**ATE_1:** The students can determine decisions in the business process.	-0.837	1.569	4.30	0.680
	ATE_2: Creativity can be created, although in a habit.	-0.524	-0.315	4.30	0.671
	ATE_3: Participation in the social environment is carried out to obtain opportunities.	-0.363	-0.723	4.40	0.585
PBC	**PBC_1:** The students have a control belief that creating a business is easy.	0.168	-1.024	3.75	0.851
	PBC_2: Success can be achieved in starting a business.	-0.138	-0.885	3.89	0.840
	PBC_3: Commitment can be maintained in developing a business.	-0.294	-0.737	4.14	0.716
SN	**SN_1:** The families agreed to create a business.	-1.056	1.220	4.26	0.822
	SN_2: The close friends agreed to create a business.	-1.175	2.207	4.30	0.763
	SN_3: The friends of training program support to create a business.	-0.708	-0.279	4.31	0.733
	SN_4: Being an entrepreneur is an admirable thing for close peoples.	-0.743	-0.182	4.26	0.778
EI	**EI_1:** Students are ready to become entrepreneurs.	-0.516	-0.475	4.28	0.694
	EI_2: Entrepreneurship is the career goal of students.	-0.454	-0.819	4.11	0.841
	EI_3: Students have the best effort to start a business.	-0.536	-0.234	4.31	0.660
	EI_4: Students have plans to do business soon.	-0.973	0.727	4.23	0.859

Variable	Indicator	*Skewness*	*Kurtosis*	Mean	Standard Deviation
	EI_5: Students have sincerity to start a business.	-0.961	1.166	4.32	0.735
EB	**EB_1:** The business plan has been carried out.	-0.792	0.462	4.20	0.796
	EB_2: The team has been carried out.	-0.792	0.202	4.12	0.866
	EB_3: Facilities have been prepared.	-0.788	0.226	3.99	0.951
	EB_4: The students have developed a product or service of the planned business.	-1.025	0.988	4.22	0.822
	EB_5: The students have promoted products or services from the planned business.	-1.106	0.844	4.18	0.918

Source: Authors (2023)

Table 3 shows the result of Cronbach's Alpha and Composite Reliability ≥ 0.6, as well as Average Variance Extracted (AVE) ≥ 0.5. In addition, the result of loading factor for 200 samples ≥ 0.40. Thus, the construct of this study is reliable (Hair et al., 2010; Henseler et al., 2009).

Table 3

Construct Reliability Test

Variable	Construct	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
ES	ES_1	0.756	0.821	0.827	0.546
	ES_2	0.765			
	ES_3	0.767			
	ES_4	0.662			
ATE	ATE_1	0.600	0.741	0.748	0.501
	ATE_2	0.794			
	ATE_3	0.716			
PBC	PBC_1	0.720	0.766	0.771	0.531
	PBC_2	0.822			
	PBC_3	0.632			
SN	SN_1	0.757	0.812	0.816	0.531
	SN_2	0.885			
	SN_3	0.622			
	SN_4	0.617			
EI	EI_1	0.663	0.867	0.870	0.573
	EI_2	0.725			
	EI_3	0.750			
	EI_4	0.780			
	EI_5	0.855			
EB	EB_1	0.775	0.902	0.904	0.654
	EB_2	0.853			
	EB_3	0.778			
	EB_4	0.838			
	EB_5	0.797			

Source: Authors (2023)

The construct validity requirement is that the AVE square root exceeds the correlation coefficient of the construct (Zait & Bertea, 2011). The educational support had an AVE square root value of 0.739, as did the attitude toward entrepreneurship, perceived behavioral control,

subjective norms, and entrepreneurship intention. The AVE square root yielded a value greater than the Pearson correlation coefficient. As a result, we can conclude that the construct used in this study is valid.

Table 4

Construct Validity Test

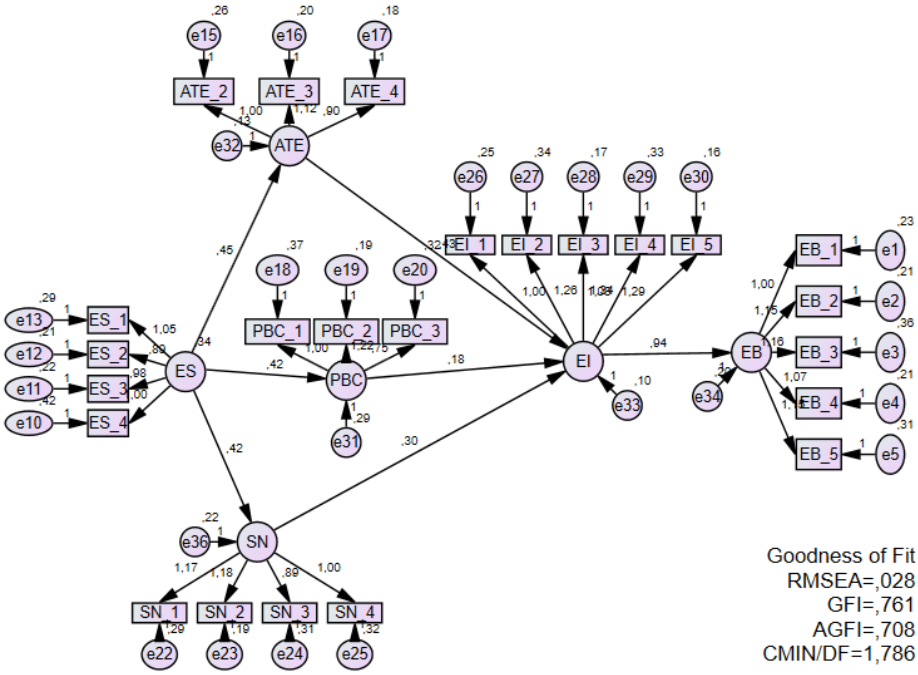
	ES	ATE	PBC	SN	EI	EB
ES	**0.739**					
ATE	0.420	**0.708**				
PBC	0.278	0.336	**0.729**			
SN	0.351	0.429	0.361	**0.729**		
EI	0.415	0.501	0.384	0.499	**0.757**	
EB	0.343	0.447	0.422	0.468	0.601	**0.809**

Source: Authors (2023)

Model fit is based on goodness of fit, which includes an RMSEA value of 0.028, a GFI value of 0.761, an AGFI value of 0.708, and a CMIN/DF value of 1.786. The result of model fit is greater than the goodness of fit cut-off value where RMSEA ≤ 0.08, GFI ≥ 0.7, AGFI ≥ 0.6, and CMIN/DF ≤ 2.0 (Byrne, 2010). As a result, the model in this study is classified as a good fit, which eliminates the need for model specifications. Figure 2 depicts the results of model fit testing.

Figure 2

Model Fit Test



Source: Authors (2023)

The hypothesis test used 95% confidence level with a probability standard of ≤ 5% or 0.05 so that the p-value ≤ 0.05 is considered significant (Sekaran & Bougie, 2016). The hypothesis test results reveal the p-value between the independent and dependent variables, which are H1 of 0.000, H2 of 0.000, H3 of 0.000, H4 of 0.000, H5 of 0.006, H6 of 0.000, and H7 of 0.000. As a result, we can conclude that H1, H2, H3, H4, H5, H6, and H7 have a significant relationship between independent and dependent variables, and thus the hypothesis is accepted.

Figure 3

Direct Hypothesis Test

Hypothesis	Estimate	S.E.	C.R.	P-Value	Result
H1: ES → ATE	0.447	0.083	5.359	0.000	Accepted
H2: ES → PBC	0.419	0.094	4.452	0.000	Accepted
H3: ES → SN	0.418	0.092	4.541	0.000	Accepted
H4: ATE → EI	0.431	0.096	4.485	0.000	Accepted
H5: PBC → EI	0.171	0.063	2.734	0.006	Accepted
H6: SN → EI	0.300	0.075	4.023	0.000	Accepted
H7: EI→ EB	0.940	0.121	7.760	0.000	Accepted

Source: Authors (2023)

Multigroup hypothesis test used 95% confidence level with a probability standard of ≤ 5% or 0.05 so that the p-value ≤ 0.05 is considered significant (Sekaran & Bougie, 2016). The findings show that gender differences influence the relationship between educational support and perceived behavioral control, but not significantly for men. Furthermore, gender differences influence the relationship between perceived behavioral control and subjective norms on entrepreneurship intention, which does not occur significantly in men. Family background differences have an impact on the relationship between perceived behavioral control and subjective norm on entrepreneurship intention, but this effect is not significant for students with entrepreneurial backgrounds. Family background differences influence the relationship between educational support and attitude toward entrepreneurship and perceived behavioral control, which does not occur significantly for students from entrepreneurial backgrounds.

Personal experience differences affect the relationship between perceived behavioral control and entrepreneurship intention, which does not occur significantly for students without entrepreneurial experience. Personal experience differences also influence the relationship between attitudes toward entrepreneurship and subjective norms of entrepreneurship intention, which does not occur significantly for students with entrepreneurial experience. The academic

major of students in business economics versus non-business economics influences the relationship between perceived behavioral control and entrepreneurial intention, which does not occur significantly for business economics students.

Table 5

Indirect Hypothesis Test

Hypothesis	Gender		Family Background	
	Woman	Man	Entrepreneurship	Non-Entrepreneurship
H1: ES → ATE	0.000	0.010	0.051	0.000
H2: ES → PBC	0.000	0.090	0.127	0.000
H3: ES → SN	0.000	0.008	0.012	0.000
H4: ATE → EI	0.002	0.000	0.000	0.014
H5: PBC → EI	0.015	0.270	0.058	0.043
H6: SN → EI	0.001	0.061	0.113	0.000
H7: EI→ EB	0.000	0.000	0.000	0.000

Source: Authors (2023)

Table 6

Indirect Hypothesis (Cont.)

Hypothesis	Entrepreneurship Experience		Academic Major	
	Having Entrepreneurship Experience	Having No Entrepreneurship Experience	Business Economics	Non-Business Economics
H1: ES → ATE	0.000	0.000	0.000	0.002
H2: ES → PBC	0.002	0.000	0.000	0.003
H3: ES → SN	0.002	0.000	0.012	0.000
H4: ATE → EI	0.051	0.000	0.001	0.002
H5: PBC → EI	0.002	0.424	0.420	0.019
H6: SN → EI	0.056	0.000	0.004	0.008
H7: EI→ EB	0.000	0.000	0.000	0.000

Source: Authors (2023)

4.2 DISCUSSIONS

The current study found that educational support affected on attitudes towards entrepreneurship (Turker & Selcuk, 2009). The result confirms that opportunities and financial supports provided by university as training organizer can encourage positive attitudes (Aliedan et al., 2022). The result refutes the finding that undesirable expectations of results will break attitudes towards entrepreneurship (Sampedro et al., 2014). The study validates that educational support has an impact on perceived behavioral control. The university's educational support allows students to acquire knowledge and skills (Henderson & Robertson, 1999; Hernández & Virgüez, 2024). Educational support can lead to improve competences and confidences of students with theory (Matoug et al., 2024; Su et al., 2021). This study refutes the finding that

attitudes towards entrepreneurship can change because educational support can shapes perception that entrepreneurship is easy (Aliedan et al., 2022). The study discovered that educational support had a significant effect on subjective norms. Individual references, such as family, close friends, and training classmates, can exert perceived social network pressure (Dao et al., 2021). The students tend to business when environment supports them (Saeed et al., 2015).

This study discovered that attitude toward entrepreneurship serves as a mediator between educational support and entrepreneurship intention. Entrepreneurship is a path to self-actualization. (Kadir et al., 2012). The present study refutes that an individual's intention is determined by the personal attitude (Maes et al., 2014). However, attitude towards entrepreneurship is not affected on entrepreneurship intention who had entrepreneurial experiences. Perceived behavioral control influences entrepreneurship intention and serves as a mediator of educational support. Strong self-confidence supports entrepreneurship intention, which can have a positive effect on students' perceived behavioral control (Souitaris et al., 2007). The result refutes the opinion that perceived behavioral control only contributes 43.3% to entrepreneurship intention at MARA Professional College (Kadir et al., 2012). Subjective norm influences entrepreneurship intention and mediates the effect of educational support on entrepreneurial intention. This study confirms that subjective norm affects entrepreneurship intention due to social pressure from friends across universities (Ellikkal & Rajamohan, 2023; Iqbal et al., 2012). This study refutes that subjective norms do not affect entrepreneurship intention in Vietnam due to differences in characteristics such as strong personality and independence in decision-making (Dao et al., 2021; Omotajo et al., 2024). The result shows entrepreneurship behavior can be predicted by certain characteristic, one of which is entrepreneurship intention (Adeel et al., 2023).

5 CONCLUSION

This study explores TPB that educational support affects entrepreneurship intention of students that mediated by attitudes towards entrepreneurship, perceived behavioral control, as well as subjective norms in entrepreneurship training program. The result confirms the concept of entrepreneurship intention which is an important step in improving student entrepreneurship behavior. Managerial implications can be done for the organizing universities, such as evaluating the actions that students have taken in entrepreneurship and building a wider

business network. The Government of Indonesia also can build partnerships with investors to help fund the business.

This study has consideration to be follow-up in further research. Subsequent research can investigate other demographic respondents so wider results are obtained. In addition, there is a possibility of response bias caused by filling all question items on the questionnaire positively. Further research can use mixed methods, quantitatively using questionnaires and qualitatively using depth-interviews or focused-group discussions, so that the possibility of response bias can be minimized. Further research also can conduct longitudinal studies to monitor possible behavioral changes.

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