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The Impact of Entrepreneurship Education, Perceived Behavior Control, and Entrepreneurial Self-Efficacy on Pre-Service Teacher Candidates' Entrepreneurial Intention

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ABSTRACT

The purpose of this study was to determine the role of entrepreneurship education (EE), perceived behavior control (PBC) and entrepreneurial self-efficacy (ESE) on the entrepreneurial intentions of students of the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. This study used a quantitative method with the help of SEM-PLS to determine the effect of the model under study. Research data was collected through a questionnaire via e-form, which was distributed to Universitas Lambung Mangkurat students from September to December 2022. The instrument was filled with 239 students. The participants were teacher training students at Universitas Lambung Mangkurat who were chosen through a random selection process. The study's findings demonstrated that entrepreneurship education positively influences self-control and self-efficacy. Self-discipline and belief in one's ability to succeed benefit the desire to start a business. Entrepreneurship education does not influence entrepreneurial intentions. Entrepreneurship education was found to influence entrepreneurial self-efficacy and perceived behaviour control positively. Entrepreneurial self-efficacy and perceived behaviour control positively influence entrepreneurial intentions, but entrepreneurship education does not significantly benefit entrepreneurial intents.

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1. INTRODUCTION

Entrepreneurship is believed to be an important source of economic growth and a major factor influencing the socio-economic welfare of society (McMullan et al., 1986). Entrepreneurship is also an important concern for developing socio-economic growth and educational development in a country. Entrepreneurship can help provide many job opportunities, various consumer needs, and services, as well as foster prosperity and the level of competition in a country. The economy supports a country, so that it is from entrepreneurship that a country can progress and develop (Rumangkit et al., 2022). An

entrepreneur is someone who has sales skills, from offering ideas to commodities in the form of products or services. Entrepreneurs must be able to communicate, know management functions and styles well, master several elements of managerial skills, and know sales strategy techniques starting from product knowledge, product characteristics and competitiveness between similar products.

Good entrepreneurs are formed through an education system based on EE. EE itself is an instrument used to increase entrepreneurial activity (Bischoff et al., 2018). Many countries consider EE to be one of the most innovative and influential drivers in determining economic health.. EE encourages students' perceptions and intentions for entrepreneurship by increasing students' skills, knowledge and confidence (Wei et al., 2019). EE gives students a different view of the world, whether they choose to develop their own business or not. Starting a business is an activity that requires good thinking and good entrepreneurial training. Through appropriate training, students can gain the knowledge, skills and practical experience necessary for the entrepreneurial process, which can further strengthen their EI (Jena, 2020).

Several previous studies found that EE can increase a person's EI (Pedrini et al., 2017; Puni et al., 2018). Increasing EI will also have an impact on student entrepreneurial behavior in the future. So further research is very important to be able to confirm this research. Although there is still debate about the effectiveness of EE on EI, in recent years, the government and educational institutions have begun to increase the provision of EE. Several universities revealed that investing in EE is very important for the social and economic development of society. EE can help develop a person's entrepreneurial knowledge, skills and intentions (Gieure et al., 2020; Simon & Boyd, 2017). EE can influence business performance through increasing profits, entrepreneurship, entrepreneurial attitudes, and survival opportunities (Ho et al., 2018). EE can also help maintain critical skills and a positive attitude towards work so that it has an influence on ESE (Pihie & Bagheri, 2010; Puni et al., 2018).

EE is considered an effective way or effort to foster an entrepreneurial spirit and mentality for someone (Bazkiaei et al., 2020; Hockerts, 2018; Jena, 2020; Nowiński et al., 2019; Rumangkit et al., 2022; Saptono et al., 2020) In recent years various entrepreneurship training activities have been gradually held, this is done to make an individual have a strong desire or purpose for entrepreneurship, and increase the ability to inspire to create new things, control and pursue opportunities by participating in entrepreneurship training (Wu & Tai, 2016). The introduction of the concept of entrepreneurship in the school environment can influence students' views of entrepreneurship and their awareness of future job choices (Adekiya & Ibrahim, 2016; Akin & Demirel, 2015; Puni et al., 2018). Many countries recognize entrepreneurship as an effective way to create new jobs, Increase productivity and competitiveness, improve quality of life, and achieve social goals. However, to be successful, policymakers and educators need a comprehensive understanding of the goals and objectives of various EE courses and alternatives. Therefore, the quality of EE has a significant influence on increasing the number of entrepreneurs. So decision makers must pay attention to the implementation of EE in an educational institution.

Entrepreneurship also requires self-efficacy in carrying it out. Self-efficacy is a person's self-belief in his ability to achieve certain goals in certain situations, including two parts: outcome expectations and success expectations. Self-efficacy in entrepreneurship is the key to confidence in starting a new business (Bullough et al., 2014). The interaction of social values, norms, and legitimacy that are manifested in new entrepreneurs is the influence of self-efficacy on EI. (Schmutzler et al., 2019). ESE is a manifestation of self-confidence from the success of entrepreneurs in entrepreneurial behavior and their abilities. High ESE means that entrepreneurs are increasingly confident that they can influence the surrounding environment through their abilities (Feng & Chen, 2020). According to this understanding, it is certain that ESE is able to increase individual entrepreneurial behavior.

Apart from EE, self-confidence and behavioral control also play a role in increasing one's intention to become an entrepreneur (Baciu et al., 2020). Entrepreneurial behavior is an important variable for predicting entrepreneurial behavior. Previous literature has not been able to clearly define a person's EI. On the other hand, some researchers have adopted similar concepts regarding individual EI, such as: career orientation and entrepreneurial emergence, to determine EI. (Gunawan, 2020; Valencia-Arias et al.,

2018). Entrepreneurial intention is an important variable in determining student entrepreneurial behavior, so it is important to create programs that support increasing student EI.

Entrepreneurial intention refers to an individual's inclination to engage in commercial activities by developing new products and seizing opportunities. Individuals must possess a passion for entrepreneurship in order to strive for their future through wishes, aspirations, ambitions, objectives, or plans. Interest is sparked when individuals encounter challenges in comprehending a new business proposal. There are five indications of the entrepreneurial intention variable that were derived from Baber (2022) and Gieure et al. (2020). Entrepreneurial inclinations towards companies or work organisations, aspirations to become entrepreneurs, contemplation of starting a company, firm commitment to establishing a company in the future, and preparedness to take necessary actions to become an entrepreneur.

Previous studies on the same issue exist. Atmono et al. (2023) examines how entrepreneurship education influences emotional intelligence (EI) and entrepreneurial self-efficacy in college students. Mustofa & Setiawan (2022) examine the influence of Emotional Intelligence on entrepreneurial behaviour. Esfandiar et al. (2019) discussed comprehending Emotional Intelligence using a structural integration model method. Teacher candidates often gravitate towards becoming government officers or employees. This research focuses on the education of teacher training students in entrepreneurship. The various viewpoints in this research serve as the foundation for the teaching and education faculties' leadership to train teacher candidates in entrepreneurship. Furthermore, teacher applicants possess both formal sector employment and entrepreneurial skills. Previous studies have not focused on future teacher students in relation to entrepreneurship.

2. METHODS

2.1. Research design

This research was conducted at Faculty of Teacher Training and Education Universitas Lambung Mangkurat, South Kalimantan. This study used quantitative methods with the variables entrepreneurship education (EE), entrepreneurial self-efficacy (ESE), perceived behavioral control (PBC) and entrepreneurial intention (EI). The sampling technique used was random sampling which the researcher used an e-questionnaire which was distributed randomly to students.

2.2. Population and Sample

Table 1. Description of Respondents

Component	Frequency	%
Gender		
Man	76	31.8
Female	163	68.2
Semester		
a) 1	37	13.1
b) 3	67	29.1
c) 5	89	37.8
d) 7	35	15.2
e) 9	10	4.3
f) 11	1	0.4
Own a business		
a) yes	46	19.25
b) no	193	80.75

Table 1 describes the results of the respondents. The population in this study were the active Faculty of Teacher Training and Education Universitas Lambung Mangkurat students in the 2022-2023 academic year, a total of 7810 students. So, for a population of 5001-10,000, a sample size of 3% of the population studied is required. Number of research respondents about 239 students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat.

2.3. Development of Research Instruments

The data were collected through a questionnaire. In this study, the authors used research instruments adapted from several previous studies. So, to measure entrepreneurship education (EE), the researcher included 5 questions from (Ahmed et al., 2020). Entrepreneurial self-efficacy (ESE) includes 5 questions modified from Bacq & Alt (2018); Ladd et al. (2019). Entrepreneurial Perceived Behavior Control (PBC) by adapting 5 questions from (Baber, 2022; Gieure et al., 2020). The authors used open-ended questions with Likert scale five alternative answers, namely 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The instruments developed were filled in consciously by all respondents through the e-form. Item questions amounted to 20 statements. All questionnaires used Indonesian. This aims to make it easier for respondents to understand the contents of the questionnaire. Questionnaires were distributed to respondents massively to all students.

Table 2. Research Instruments of EE, ESE, PBC, and EI

Construct	Code	Item
Entrepreneurship Education	EE1	Entrepreneurship courses must be taught in universities.
	EE2	I will study entrepreneurship.
	EE3	Entrepreneurship should be a compulsory subject to encourage students' entrepreneurial attitudes.
	EE4	I gained my understanding of attitudes, values and motivation to become an entrepreneur in entrepreneurship education.
	EE5	Entrepreneurship education increased my understanding of the actions to take to start an entrepreneurship
Entrepreneurial Self-Efficacy	ESE1	I generate new ideas or services with Brainstorm (looking for solutions).
	ESE2	I have the ability to identify the need for new services or products.
	ESE3	Designing products or services that will satisfy customer needs and wants.
	ESE4	To help solve social problems I am able to create new products or services.
	ESE5	Commercialize ideas for social enterprises.
Perceived Behavior Control	PBC1	I wish to become an entrepreneur.
	PBC2	To start a business for me is easy.
	PBC3	I believe when I set up my own company, I have a great chance of business success.
	PBC4	I know what to do to grow my business.
	PBC5	I have confidence in controlling the process of setting up a new business.
Entrepreneurial Intention	EI1	Having a career as an entrepreneur is interesting to me.
	EI2	I would start running a business if I had the opportunity and resources
	EI3	My parents support my intention to become an entrepreneur.
	EI4	I agree that being an entrepreneur has more advantages than disadvantages.
	EI5	I prefer to be an entrepreneur

3. FINDINGS AND DISCUSSION

3.1. Result

3.1.1. Outer Model Prediction

Table 2 shows the total number of respondents from the E-questionnaire that has been distributed. The number of research respondents who answered the questionnaire in full was 239 respondents. The e-questionnaire distributed by the researcher has fulfilled the requirements of the number of samples that must be used. Based on the table Yount (1999) for the population of 7810 students, 3% is needed to be used as the sample, namely 239 students. The respondents in this study were active students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, for the 2022-2023 academic year. Characteristics of respondents in this study include: gender, semester, and business ownership.

Table 3 displays the data on outer loading calculations in this study. The outside loading values range from .810 to .936, all exceeding .70. This research demonstrates convergent validity in order to establish the correct structural model. Then (Hair et al., 2020) said that the composite reliability (CR) value given must be above .70. Table 2 shows CR values ranging from .937 to .951. This value indicates that CR meets the composite reliability criteria. Furthermore, for Discriminant Validity, the AVE value must be above .50. Table 2 describes the AVE values of the constructs EE (.748), ESE (.775), PBC (.797), and EI (.756). It can be seen that the AVE value ranges from 0.748 to 0.797 (more than 0.50).

Table 3. Outer Loading

Construct	Item	Loading	Cronbach alpha	CR	AVE
Entrepreneurship Education	EE1	.831	.916	.937	.748
	EE2	.859			
	EE3	.873			
	EE4	.883			
	EE5	.877			
Entrepreneurial Self-Efficacy	ESE1	.814	.927	.945	.775
	ESE2	.910			
	ESE3	.910			
	ESE4	.889			
	ESE5	.874			
Perceived Behavior Control	PBC1	.810	.936	.951	.797
	PBC2	.898			
	PBC3	.936			
	PBC4	.910			
	PBC5	.904			
Entrepreneurial Intentions	EI1	.877	.919	.939	.756
	EI2	.865			
	EI3	.832			
	EI4	.886			
	EI5	.887			

Table 4 shows that this study also estimates using heterotraits to measure its discriminant validity. Discriminant validity is achieved when the ratio is below 0.90 (Hair et al., 2017). The heterotrait-monotrait values ranged from .737 to 0.888, indicating that the discriminant validity had been confirmed.

Table 4. Heterotrait-monotrait ratio (HTMT)

	Construct	EE	EI	ESE	PBC
1	EE				
2	EI	.776			
3	ESE	.888	.871		
4	PBC	.737	.853	.753	

3.1.2. Inner Structural Model Estimation

Table 5. Hypothesis Testing Results (EE, ESE, PBC, and EI)

Hypothesis	Relationship	T Statistics	P Values	Results
H1	EE -> ESE	32,186	.000	accepted
H2	EE -> EI	.218	.828	rejected
H3	EE -> PBC	17,846	.000	accepted
H4	ESE -> EI	6,341	.000	accepted
H5	PBC -> EI	6,875	.000	accepted

Based on the results of hypothesis testing using PLS it was found that all hypotheses were accepted with a t value greater than 1.96 and a p-value for each relationship was 0.000 (<0.05) (Hair et al., 2017). Except for Hypothesis 2 with a t value of 0.218 (<1.96; p-value = 0.094).

3.1.3. Fit Model

This research uses a significance level of 5%. As can be seen in Table 4 and Figure 2, the results show that five hypotheses were proposed, with the results being that four hypotheses were accepted and one hypothesis was rejected. The hypotheses accepted in this model include the effect of EE on ESE and PBC as well as ESE and PBC on EI (H0=rejected; Ha=accepted). However, there is no significant effect between EE on EI (H0= accepted; Ha= rejected). While H1, H3, H4, and H5 are accepted, H2 is rejected.

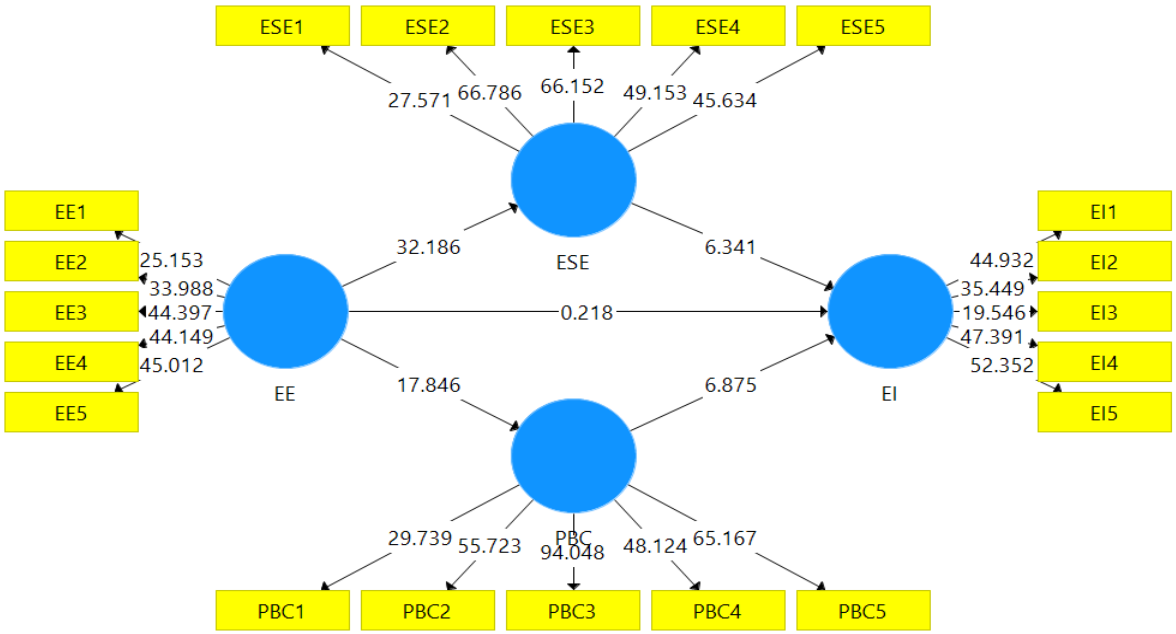

Figure 1. Measurement and estimation of structural models (EE, ESE, PBC, and EI). EE, ESE, PBC, and EI have statistical T values of more than 1.96.

3.2. Discussion

This study found that EE has an impact on increasing ESE and PBC. ESE and PBC have an impact on increasing EI, but EE does not have a significant impact on increasing EI.

The first hypothesis aimed to test EE on student self-efficacy. This study found a positive and significant influence between EE on self-efficacy. In line with previous research which has also discussed the relationship of EE with self-efficacy (Ladd et al., 2019; Nowiński et al., 2019; Puni et al., 2018; Rauch & Hulsink, 2015). These findings also describe that EE and skills training can increase profitable opportunities if developed effectively, and their confidence to succeed in the field of entrepreneurship increases high to become entrepreneurs (Bazkiaei et al., 2020; Puni et al., 2018). Further EE can be considered an important resource that can be used to encourage entrepreneurial behavior and activities by helping aspiring entrepreneurs overcome the fear of failure through the development of positive self-efficacy (Ferreira et al., 2012; Nowiński et al., 2019; Tognazzo et al., 2017). EE can also optimize students' thinking, foster their ability to innovate, increase self-confidence and EI (Bian et al., 2021).

In line with the first hypothesis, the third hypothesis also found a positive and significant influence between EE on students' behavioral control. According to the theory put forward by experts, EE has a significant influence on increasing entrepreneurial behavior (Ajzen, 1991, 1999; Gieure et al., 2020; Greaves et al., 2013; Valencia-Arias et al., 2018). A newborn has significant potential to become an entrepreneur. The goal is to promote sustainable local economic and social development, to stimulate entrepreneurial activity, particularly in developing countries, it is increasingly important for entrepreneurs to have a deeper understanding of the drivers and constraints that shape entrepreneurial decisions (Marques et al., 2012; Schmutzler et al., 2019).

However, in the second hypothesis the researchers found conflicting results with several previous studies. But considering that the sample we took came from teacher training students, so we might get different results from previous research which stated that EE can increase student enthusiasm, abilities, and EI (Ahmed et al., 2020; Bazkiaei et al., 2020; Bian et al., 2021). This study agrees with research Atmono et al., (2023); Cheng et al. (2009); Saptono et al. (2020) who also found that EE has not had an effective effect on increasing student EI. EE for some people does play an important role in fostering EI, because with EE it can increase knowledge in becoming entrepreneurs so that it fosters EI from oneself (Peppy, 2017; Sintya, 2019; Valencia-Arias & Restrepo, 2020; Villafuerte-Godínez & Leiva, 2015).

The fourth and fifth hypotheses found that there was a positive and significant influence between self-efficacy and behavioral control on EI. This is in line with the theory Ajzen, (1999) that attitudes towards entrepreneurship, self-efficacy and behavioral control are also keys to entrepreneurship (Rosado-Cubero et al., 2022). Previous research revealed that the impact of self-efficacy on EI is influenced by the interaction of social values, norms, and legitimacy, which are embodied in newborn entrepreneurs (Schmutzler et al., 2019). When someone wants to decide to become an entrepreneur, they definitely feel a phase called entrepreneurial perceived behavior control (PBC). PBC is understood as the ease or difficulty of entrepreneurship and thus refers to a subjective assessment of an entrepreneur's skills, resources, and potential for success. New entrepreneurs have great potential for sustainable regional economic and social development, so to stimulate entrepreneurial activity, especially in developing countries, we need to better understand the driving factors and constraints that shape entrepreneurial decisions (Baciu et al., 2020). Other research also states that someone who does not have confidence or confidence in himself will not likely have a strong desire or motivation to become an entrepreneur (Arif., 2021; Sintya, 2019). Based on this, it can be seen that the motivation to become an entrepreneur is strongly influenced by the individual interest in becoming an entrepreneur.

4. CONCLUSION

The study revealed the impact of self-control and self-efficacy on emotional intelligence in students studying at the Faculty of Teacher Training and Education at Lambung Mangkurat University. The researcher examined five hypotheses. H1, H3, H4, and H5 were accepted and shown a beneficial impact, however, H2 was rejected and showed no positive impact. The study findings suggest that EE positively impacts self-control and self-efficacy. Self-control and self-efficacy positively impact emotional intelligence. This study's findings suggest that EE does not positively influence EI. The results offer valuable insights for stakeholders, particularly university administrators, to enhance EE in order to positively influence the EI of students at Lambung Mangkurat University's Faculty of Teacher Training and Education. Future research should consider reviewing qualitative research to gain more specific findings that can serve as a reference for the development of educational institutions or higher education institutions. Suggestions for future researchers to investigate the same variables using qualitative research. The goal is to gather comprehensive information on experiential education acquired by students in teaching and education faculties at postsecondary institutions.

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