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The Mediating Role of the TPB in the Relationship Between Entrepreneurship Education and Entrepreneurial Intention Among Indonesian Undergraduate Students

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ABSTRACT

The objective of this study is to analyze the effects of entrepreneurship education on students' attitudes, social norms, and perceived behavioral control, and how these elements impact entrepreneurial intentions using the Theory of Planned Behavior (TPB) model. University students enrolled in entrepreneurship programs in Bandung, Indonesia, were surveyed. The study employed Partial Least Squares Structural Equation Modelling (PLS-SEM) using Smart PLS software to test the theoretical model. The study confirms that entrepreneurship education positively impacts students' attitudes (H1), social acceptance (H2), and perceived control (H3) toward entrepreneurial careers. However, attitude and social acceptance do not significantly affect entrepreneurial intention (H4 & H5), while perceived control strongly enhances entrepreneurial intention (H6). The impact of entrepreneurship education on intention is indirect, with social acceptance and perceived control serving as effective mediators (H9, H10), while attitude does not mediate this relationship (H8). The study concludes that entrepreneurship education fosters entrepreneurial ambition indirectly through perceived behavioral control and social acceptance. Universities and policymakers should focus on improving both the social and practical aspects of entrepreneurial education to enhance students' entrepreneurial aspirations.

Keywords: Entrepreneurial Intentions; Entrepreneurship Education; Perceived Behavioral Control; Theory of Planned Behavior; University Students

INTRODUCTION

Entrepreneurship in Indonesia is widely acknowledged as a crucial driver of economic growth and a method to maintain competitiveness in an interconnected world (Wu & Wu, 2017). In developing countries, entrepreneurial activities play a crucial role in revitalizing stagnant economies and addressing unemployment by generating new jobs (Awaah et al., 2023; Kisubi et al., 2021). For instance, governments often encourage student participation in entrepreneurship to combat unemployment and poverty (Nabi et al., 2017). Undoubtedly, higher education institutions are regarded as essential venues for fostering entrepreneurship (Branch & Hørsted, 2017). As a result, many countries promote entrepreneurship education to cultivate entrepreneurial mindsets, skills, and behaviors (Hytti et al., 2018), aiming to produce more individuals who can navigate their careers and lives with an entrepreneurial approach (Block, 2023). Acknowledging its significance, the Indonesian government has placed a growing emphasis on nurturing an entrepreneurial culture through education, especially within higher education institutions (Ministry of Education Culture Research and Technology of Indonesia [Kemdikbud RI], 2024). Entrepreneurship education is regarded not only as a way to provide students with the essential skills and expertise to launch and manage their own ventures but also as a strategy to instill an entrepreneurial mindset that can positively impact the wider economy (Handayati et al., 2020).

Not only is education in entrepreneurship seen as a way to provide employment opportunities, but it is also seen as a tool to facilitate the development of knowledge and skills that prepare individuals for life beyond the confines of their chosen career pathways (Yuan et al., 2020). For instance, graduates of entrepreneurship programs are often considered more employable because the skills gained through such education are broadly applicable across various jobs, particularly in corporate entrepreneurship (Bouchard & Fayolle, 2017). The significance of entrepreneurial skills as a central component of graduate employability suggests that possessing these abilities would provide an edge to any student who aims to pursue a job inside an organization (Lyons et al., 2021). The growth of entrepreneurship education in recent decades has garnered considerable attention, with scholars increasingly focused on exploring how education can positively influence entrepreneurial intentions (Sampene et al., 2023).

A critical framework often used to explore these relationships is Ajzen's Theory of Planned Behavior (TPB), which has proven valuable in predicting entrepreneurial intentions (Ajzen, 1991). Subjective norms, also known as perceived societal pressures, attitudes towards entrepreneurial conduct, and perceived behavioral control are the three key determinants. According to the TPB, these three factors are the primary factors that determine entrepreneurial intents (Ajzen, 2007). The term "attitudes" refers to an individual's preference for entrepreneurship over traditional employment; subjective norms include the expectations that are perceived to be placed on an individual by significant people in their life, such as family, friends, and society; and perceived behavioral control is a reflection of an individual's belief in their own ability to successfully engage in entrepreneurial activities, including their intellectual capacities and their ability to remain resilient in the face of challenges (Ajzen, 2002; 2007).

The association between entrepreneurship education and entrepreneurial intention has been thoroughly addressed, but the role of the TPB as a mediator has not been adequately investigated. This becomes apparent when comparing the current research with the previous research that has been conducted. Most studies have focused on the direct effects of entrepreneurship education on intention, often focussing on the ways in which individuals' exposure to entrepreneurial ideals, skills, and practices in the actual world influences their desire to launch their own businesses (Nabi et al., 2017). On the

other hand, these studies frequently fail to take into account the psychological and social factors that mediate this link. These mechanisms include attitudes, social acceptance, and perceived behavioral control in relation to successful entrepreneurial careers.

In contrast, the TPB offers a more structured framework for understanding the cognitive pathways through which education influences intentions (Nguyen & Nguyen, 2024). While some research has acknowledged the relevance of attitudes and perceived control in entrepreneurship (Duong, 2022), there is limited work that specifically investigates TPB as a mediating framework. For instance, previous research has a tendency to concentrate on gaining an understanding of the short-term shifts in students' mindsets and the learning of skills, but it does not delve into the ways in which these shifts are directed through TPB variables to create long-term entrepreneurial goals and activities for the purpose of entrepreneurship education (Anwar et al., 2022; Karimi et al., 2016).

In the field of entrepreneurship education, TPB plays an important role in enhancing the influence of educational interventions on the creation of entrepreneurial intents. The primary objective of entrepreneurship education is to influence the attitudes of students by providing them with exposure to the advantages and difficulties associated with initiating a firm, therefore fostering a more positive perception of entrepreneurship (Duong, 2022). Simultaneously, education has the potential to modify subjective norms by immersing students in settings that foster and endorse entrepreneurship, therefore diminishing societal expectations to follow traditional professional trajectories. Moreover, the provision of entrepreneurship education improves the perception of behavioral control among students by providing them with the essential skills, information, and problem-solving capabilities required to effectively navigate the entrepreneurial process (Prabandari & Sholihah, 2015). These factors, together, influence the formation of strong entrepreneurial intentions (Chang et al., 2022). However, despite its utility, the application of TPB within the context of entrepreneurship education remains under-researched. More studies are needed to explore how various pedagogical approaches—such as experiential learning or mentorship—can influence attitudes, social norms, and perceived control, ultimately shaping entrepreneurial intentions.

The TPB serves as a connection between entrepreneurship education, such as through entrepreneurship courses or training, and entrepreneurial intention by providing a structured approach to exploring how educational experiences manifest as entrepreneurial ambitions (Ayeh et al., 2023). The TPB serves as a connection between entrepreneurship education and entrepreneurial intention by providing a structured approach to exploring how educational experiences manifest as entrepreneurial ambitions (Bagozzi et al., 1989). This suggests that entrepreneurship education is most effective when it not only provides practical knowledge but also fosters the psychological and social conditions that are conducive to entrepreneurship. Thus, this study explores how entrepreneurship education, mediated by the TPB, influences the formation of entrepreneurial intentions among university students. This study aligns with Indonesia's goal of fostering entrepreneurship through education to address unemployment, enhance employability, and drive economic growth. It underscores how entrepreneurship education equips students not only to start ventures but also to excel in corporate roles, supporting both individual and national development. Additionally, it highlights the role of education in shaping entrepreneurial mindsets and behaviors, reinforcing the government's strategy of integrating entrepreneurship into higher education curricula.

The study offers a novel contribution by examining Ajzen’s TPB as a mediating framework between entrepreneurship education and entrepreneurial intention—an underexplored area. While most studies focus on the direct impact of education, this research delves into how attitudes, subjective norms, and perceived behavioral control

shape long-term entrepreneurial goals. It also emphasizes the role of diverse teaching approaches, such as mentorship and experiential learning, in enhancing TPB variables.

This study advances theory by applying TPB to entrepreneurship education, providing deeper insights into cognitive mechanisms influencing entrepreneurial intentions. Practically, it guides universities in developing effective programs that address both skill-building and psychological drivers. It also offers policy recommendations for aligning educational efforts with national economic goals and promoting sustainable entrepreneurship development.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education involves the cultivation of entrepreneurial behaviors, skills, and capabilities, as well as the augmentation of students' knowledge. This educational approach entails the acquisition of entrepreneurial knowledge by means of experiential learning (Duchatelet et al., 2023; Hendrayanti & Fauziyanti, 2021). According to Kang et al. (2022), understanding theory is crucial, but it should be complemented with experiential learning, as theory connects to real-world experiences. Entrepreneurship education, therefore, involves imparting knowledge on how opportunities for creating future goods and services are identified, assessed, and utilized, and includes understanding who is involved and what factors influence these opportunities.

Nielsen and Gartner (2017) contend that entrepreneurship education should focus on equipping students with the skills necessary to foster creativity and risk-taking, advocating for project-based learning as an effective training method. On the other hand, Jones et al. (2017) highlight that the aim of entrepreneurship education is to reshape students' perceptions regarding innovation and risk-taking in entrepreneurial endeavors. The key results of entrepreneurship education encompass shifts in attitudes, enhancements in education and skills, evaluations of feasibility, entrepreneurial aspirations, socio-economic consequences, the frequency of entrepreneurial initiations, and firm performance (Nabi et al., 2017).

Presently, the field of entrepreneurship education exerts a significant influence on the cultivation of individual entrepreneurial knowledge and competencies. This program helps students and individuals develop strategies for making sound decisions, handling different circumstances, taking calculated risks, and obtaining the required knowledge to start, oversee, and contribute to the development of their projects, thereby promoting national progress (Anjum et al., 2021). Furthermore, entrepreneurship education enhances students' awareness of entrepreneurship as a career option and aids them in deciding whether to pursue it (Sampene et al., 2023). The decision to use entrepreneurship education as a mediator in this study is reinforced by researchers who underscore its importance in improving individual knowledge, skills, and abilities (Wardana et al., 2020).

There are three distinct forms of schooling that may be distinguished in the field of entrepreneurship. To begin, the primary focus of education "in" entrepreneurship is on the training and development of managerial abilities for both aspiring and established business owners. This type of education aims to provide individuals with the essential knowledge and abilities needed to ensure the ongoing survival, growth, and success of their enterprises (Licha & Brem, 2018). The second is instruction "about" entrepreneurship, which teaches people the ins and outs of running a small business, generating new ideas, and understanding the impact of entrepreneurship on the economy (Byrne et al., 2014). The primary focus of this method is to increase awareness

and provide a theoretical perspective on several facets of establishing and managing a business, often conveyed through lectures, textbooks, and essays, with evaluations based on written tasks and examinations (Edwards & Muir, 2005). It is designed to encourage students to consider entrepreneurship as a potential career path (Kirby, 2004).

Moreover, entrepreneurial education aims to provide students with both the theoretical background and the practical experience necessary to launch, manage, and expand their own firms. Self-directed, experiential learning characterizes this form of education, encouraging individuals to initiate and manage their own enterprises. Participatory educational activities in this area include project-based learning, practical experiences, internships at small businesses, and simulations of entrepreneurial activities (Block, 2023).

Theory of Planned Behavior (TPB)
The TPB, proposed by Ajzen (1991), posits that an individual's intended performance of a behavior is the primary determinant of their actual engagement in that behavior. The theory posits that these intentions are influenced by three primary factors: attitudes toward the behavior, perceived societal pressures (subjective norms), and the individual's perception of their own capability to carry out the behavior (perceived behavioral control).

Attitudes towards entrepreneurship significantly impact entrepreneurial intentions. Research has consistently shown that positive attitudes toward entrepreneurship fostered through education and exposure to entrepreneurial activities, enhance entrepreneurial intentions (Ayeh et al., 2023). For instance, entrepreneurship education programs that focus on practical, real-world applications can improve students' attitudes by increasing their confidence and perceived practicability of beginning a new business initiative (Karimi et al., 2016).

The influence of subjective standards on individuals' views of social approval or rejection of entrepreneurship is crucial in developing entrepreneurial intentions. Empirical research has shown that being exposed to supportive social networks and role models can have a beneficial effect on subjective norms, thereby enhancing entrepreneurial inclinations (Jones et al., 2017). Entrepreneurship education often incorporates mentorship and networking opportunities, which can enhance students' perceptions of social support and validation for pursuing entrepreneurial ventures (Handayati et al., 2020; Nabi et al., 2017).

Entrepreneurial Intention
When it comes to determining the success of entrepreneurial activities, the intention to engage in entrepreneurial activity is a significant factor (Syafitri et al., 2024). The most accurate indicator of whether or not a person will really launch a business is whether or not they intend to act entrepreneurially. According to research, those who have strong intentions of starting their own businesses are substantially more likely to put their aspirations into action by establishing new businesses, in comparison to those who have weak or no intentions of starting their own businesses (Martins et al., 2023). It has become a key focus in the literature concerning entrepreneurship education programs. Entrepreneurial intention is a deliberate cognitive stance that arises prior to engaging in entrepreneurial activities and centers on entrepreneurial pursuits, examples include initiating a new company venture or embarking on a professional path as an entrepreneur (Meoli et al., 2020). This intention is influenced by the motivational aspects of the university environment where students are engaged. Consequently, the

entrepreneurship education programs and training that students participate in can impact their entrepreneurial intentions (Draksler & Sirec, 2021).

Mahlaole and Malebana (2021) emphasized that a crucial determinant influencing entrepreneurial inclination is the perceived extent of students' behavioral control. Empirical research has consistently shown a direct relationship between entrepreneurial training in entrepreneurship education and entrepreneurial goals (Zhang et al., 2019). The strength of the TPB and social norms as demonstrated by students also influences entrepreneurial intention (Draksler & Sirec, 2021). According to Anjum et al. (2021), there exists a robust and positive correlation between the interest in entrepreneurship and the intention to engage in it. Their research suggests that institutional engagement plays a role in linking entrepreneurial spirit with emotional intelligence, with individuals holding more favorable views being more likely to express their entrepreneurial potential (Mishra & Singh, 2024).

Numerous empirical research have demonstrated a contextual correlation between attitudes and intentions towards entrepreneurial activities (Amofah et al., 2020). Using these facts as a foundation, academics provide the hypothesis that education in entrepreneurship has a positive impact on the propensity to engage in entrepreneurial activities (Sampene et al., 2023). To a certain extent, entrepreneurial ambitions are also influenced by social norms, which encompass public beliefs and expectations for particular behaviors, such as beginning a firm (Autio et al., 2001). The social status attributed to certain professions can be shaped by these norms. Similar research has shown that social norms are a critical factor in shaping students' interest in entrepreneurship (Siu & Lo, 2013).

Hypotheses Development

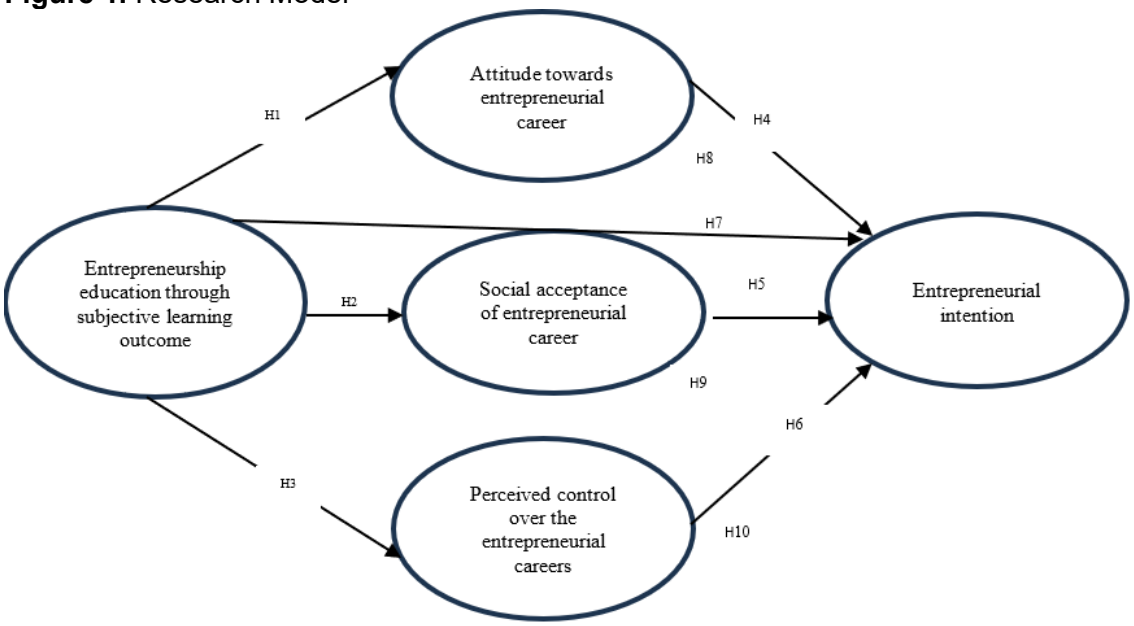
Thus, based on the literature review and background from prior research, this study formulates hypotheses to measure the correlations between entrepreneurship education and the TPB and to examine how TPB influences the impact of entrepreneurship education on entrepreneurial intention in the Indonesian setting. Accordingly, there are favorable relationships between two TPB components (personal attitudes towards entrepreneurship, social acceptance, and perceived control) and the intentions to become entrepreneurs, as demonstrated by the TPB. These factors are personal attitudes towards entrepreneurship.

H1: Entrepreneurship education (through subjective learning outcomes) contributes positively to attitudes towards entrepreneurial careers.
H2: Entrepreneurship education (via subjective learning outcomes) positively influences the social acceptability of entrepreneurial occupations.
H3: Entrepreneurship education (via subjective learning outcomes) favorably contributes to perceived control over career choices in entrepreneurship.
H4: Attitude toward entrepreneurial careers positively affects entrepreneurial intention
H5: Social acceptance of entrepreneurial careers positively influences entrepreneurial intention among university students
H6: Perceived control over entrepreneurial careers positively influences entrepreneurial intention among university students
H7: Education in entrepreneurship, as measured by subjective learning outcomes, has a positive effect on entrepreneurial intention.
H8: Attitude toward an entrepreneurial career mediates the relationship between entrepreneurship education through subjective learning outcome and entrepreneurial intention.
H9: Social acceptance of entrepreneurial careers mediates the relationship between subjective learning results and entrepreneurial intention.

H10: Perceived behavioral control over entrepreneurial careers mediates the relationship between entrepreneurship education and entrepreneurial intention.

Figure 1 below represents the model of the relationship between entrepreneurship education and entrepreneurial intention mediated by TPB.

Figure 1. Research Model



RESEARCH METHOD

Research on students from higher education, including university students, has commonly been used by researchers to evaluate interest in entrepreneurship careers (Duong, 2022). This focus allows researchers to analyze the influence of educational programs in entrepreneurship on students' inclination to engage in entrepreneurial endeavors (Hassan et al., 2021). In this study, data was collected from students who had successfully completed entrepreneurial courses in several faculties, including Management, English Literature, and Japanese Literature, at a private university in Bandung, West Java. The participants were selected through a questionnaire distributed to university students via Google Forms. The anonymity of respondents was ensured, and the data was kept confidential. Respondents were also provided with a clear explanation of the research objectives to help them understand the instructions before filling out the form. Their responses were then used exclusively for research purposes. A total of 164 completed surveys were received.

To analyze the theoretical model, descriptive analysis was employed in conjunction with PLS-SEM, with Smart PLS used in accordance with the methodology provided in earlier research (Hair, 2017). The survey, conducted in 2024, utilized questions developed based on the TPB methodology. This article presents a summary of the study's findings and conclusions, along with an outline of the theoretical background and hypotheses used in the research. It also provides an explanation of the data and methods employed in the study.

Measures

Prior research guided the development of the questionnaire to assess the subjective learning results of instruction in entrepreneurship (Ismail, 2017). The questions employ a Likert Scale, where 1 denotes 'very incompetent' and 7 denotes 'highly competent'. For

this study, Kolvereid and Isaksen (2006) devised a set of six questions measuring entrepreneurial intention on a 7-point scale. The original inquiry, "What is the likelihood of you pursuing a self-employed profession?" was superseded by "What is the likelihood of you initiating an entrepreneurial career within the next 6 months?" The shift was motivated by the concept of 'implementation intention', which proposes that developing a highly specific if-then strategy improves the attainment of objectives. Individuals who develop an implementation intention, which contains well-defined plans including the precise time, place, and method of executing the intended behavior, are more likely to effectively adhere to their intents (Anjum et al., 2021).

The attitude toward entrepreneurial careers assesses how positively an individual perceives the actions related to becoming an entrepreneur. As noted by Ajzen (2002), It is essential to adopt a scale that incorporates several items and is representative of adjective pairs like "valuable-worthless" and experience factors such as "enjoyable-unenjoyable," since this facilitates the precise measurement of the whole assessment. To measure this construct and adapt the questions, this study relied on the frameworks following Ismail (2017).

This study aims to assess the societal acceptance of entrepreneurial vocations by employing a composite measure that is derived from the question, "What are the opinions of reference people?" (Ajzen, 1991). The responses are scored on a 7-point scale, with 1 representing "I have no concern whatsoever" and 7 representing "I have a high level of concern."

In the context of entrepreneurial careers, perceived control refers to an individual's perception of their capacity to execute a certain behavior. This perception reflects their perspective on the level of ease or difficulty associated with doing that behavior. In order to evaluate this concept, it is essential that the items specifically target the level of difficulty that the behavior entails or the probability that the participant might effectively execute it. To maintain consistency with other components of the TPB, this study employed a 7-item scale without any alterations. With 1 being "strongly disagree" and 7 being "very high," responses are given a rating (Ismail, 2017).

Data Analysis

Data analysis was performed using Partial Least Squares (PLS) regression. The choice of this advanced method was primarily influenced by its structure for predictive analysis, which incorporates mediating variables (Hair, 2017). Moreover, PLS is the preferred option compared to the LISREL structural equation modeling software, particularly when the theoretical model has not been previously tested. The estimation of the model was carried out using the Smart PLS 3.0 software application. All variables were evaluated for significance using bootstrap resampling with 5,000 sub-samples (Hussain & Endut, 2018). In addition, the model was assessed to determine its reliability and validity. A detailed analysis of the results is presented in Table 2.

RESULTS

Demographic Profile

Table 1. Demographic Profile

Variable	Category	Percentage
Gender	Male	44%
	Female	56%
Age	18-19	25%
	20-21	65%
	22-25	10%

Faculty/department	Department of Management	75%
	Department of English Literature	19%
	Department of Japanese Literature	6%

The survey included 56% female and 44% male respondents, aged between 19 and 23 years. The responses were categorized by department: 75% of the respondents were from the Department of Management, 19% from the Department of English Literature, and 6% from the Department of Japanese Literature as seen in Table 1.

Reliability and Validity of Scales

Table 2. Convergent Validity Results

Variables	Items	Outer Loadings	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Attitude toward entrepreneurial careers	AT1	0.762	0.907	0.912	0.928	0.683
	AT2	0.853				
	AT3	0.888				
	AT4	0.775				
	AT5	0.815				
	AT6	0.859				
Entrepreneurial intention	EI1	0.725	0.883	0.884	0.911	0.632
	EI2	0.788				
	EI3	0.825				
	EI4	0.796				
	EI5	0.840				
	EI6	0.791				
Perceived control over entrepreneurial careers	PB2	0.827	0.757	0.758	0.860	0.673
	PB3	0.805				
	PB5	0.829				
Social acceptance of entrepreneurial careers	SI1	0.782	0.905	0.909	0.927	0.679
	SI2	0.827				
	SI3	0.847				
	SI4	0.799				
	SI5	0.851				
	SI6	0.836				
Subjective learning outcome	SL2	0.808	0.854	0.856	0.901	0.695
	SL4	0.847				
	SL5	0.862				
	SL6	0.818				

The results of outer loadings, Cronbach's alpha, rho_A, composite reliability, and the Average Variance Extracted (AVE) are presented in Table 2. This study measures validity and reliability through the scores of loading factors, as explained in Table 2. It was found that two indicators (PB1 and PB4) from perceived behavioral control and two indicators from social acceptance towards entrepreneurial careers (SL1 and SL3) were less than 0.6. Therefore, only indicators that exceed 0.60, satisfying a degree of validity, are used (see Table 2). The constructs were evaluated to assess validity and reliability

through scores of Cronbach's alpha. Four variables were found to be less than 0. Constructs from the AVE were more than 0.50, within acceptable bounds, as they were greater than 0.4 (Hair, 2017).

Based on the findings, it appears that the coefficient of determination (CR) values for all constructs in both samples were higher than the indicated threshold of 0.6. The minimum acceptable score in composite reliability is 0.70, and all scale items used to assess internal consistency exceeded 0.80 (Hair, 2017). Additionally, the square roots of the AVE for all components exceeded the correlations between constructs, confirming the dependability and discriminant validity of all scales (Hair, 2017), meeting the required criteria. Simultaneously, the construct exhibited discriminant validity when the cross-loading estimates exceeded 0.70. To examine the discriminant and convergent validity of the research model, the approach proposed by Fornell and Larcker (1981) was utilized. According to the findings detailed in Table 3, the discriminant validity of the model is demonstrated, with all scores meeting the required criterion.

Table 3. Discriminant Validity Test

	AT	EI	PB	SI	EI
Attitude towards entrepreneurial careers (AT)	0.827				
Entrepreneurial intention (EI)	0.639	0.795			
Perceived level of control over business endeavors (PB)	0.686	0.705	0.82		
Social acceptance of entrepreneurial careers (SI)	0.697	0.69	0.674	0.824	
Subjective learning (SL)	0.641	0.534	0.65	0.599	0.834

Hypothesis Testing

Table 4. Coefficient Paths (Direct and Indirect Paths)

Hypotheses	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	ρ Values
Direct Path					
SL → AT (H1)	0.641	0.641	0.061	10.44	0.000
SL → SI (H2)	0.599	0.601	0.067	8.882	0.000
SL → PB (H3)	0.65	0.651	0.062	10.467	0.000
SL → EI (H4)	-0.012	-0.018	0.083	0.149	0.881
AT → EI (H5)	0.151	0.152	0.093	1.627	0.104
PB → EI (H6)	0.384	0.391	0.098	3.927	0.000
SI →EI (H7)	0.333	0.336	0.083	4.019	0.000
Indirect Path (Mediator)					
SL → AT → EI (H8)	0.097	0.097	0.06	1.625	0.104
SL → PB →EI (H9)	0.25	0.256	0.073	3.415	0.001
SL → SI → EI (H10)	0.2	0.203	0.058	3.421	0.001

Figure 2. Calculation Results from the Theoretical Model

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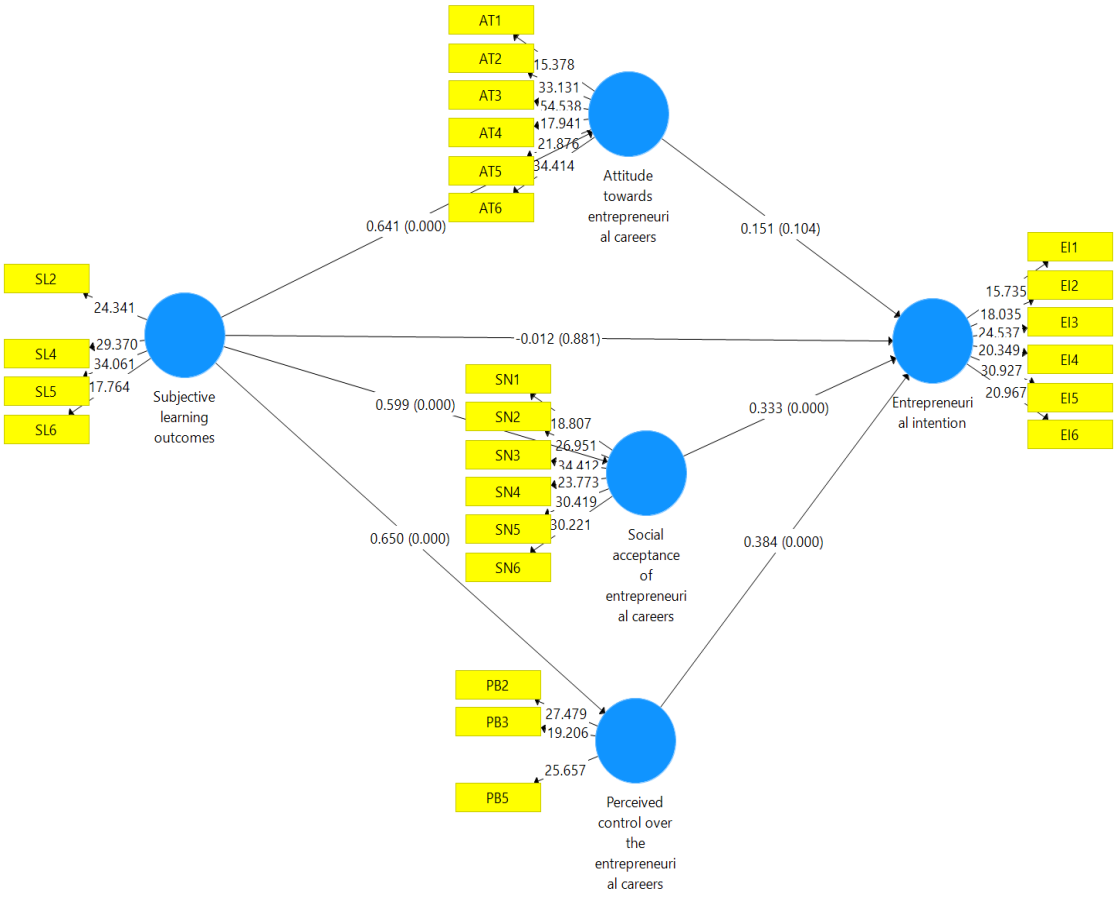

The present study employed SMART PLS 3.0 to conduct hypothesis testing through a resampling bootstrap method. The acceptance of each hypothesis depended on the t-value exceeding 1.645 and the ρ-value being below 0.05. As shown in Table 4 and Figure 2, seven hypotheses (H1, H2, H3, H6, H7, H9, H10) were accepted, with t-values ranging from 3.421 to 10.467 and ρ-values between 0.000 and 0.001, all below 0.05. However, three hypotheses (H4, H5, and H8) were rejected due to their t-values falling below 1.645 and ρ-values exceeding 0.05, ranging from 0.104 to 0.881.

DISCUSSION

Academic researchers are striving to acquire a more profound understanding of the potential impact that education about entrepreneurship may have on the entrepreneurial aspirations of university students (Adekiya & Ibrahim, 2016). In addition to the TPB model, this study constructed a theoretical framework demonstrating the potential of entrepreneurship education in enhancing the prediction of entrepreneurial ambitions among Indonesian students by leveraging subjective learning outcomes. Within the context of attempting to explain the influence of entrepreneurship education on the motivation to participate in activities associated with entrepreneurship, the research also investigated the essential mediating functions of factors such as attitude towards entrepreneurship, acceptance from society, and perceived control over behavior. Universities in Indonesia follow the Indonesian government's instructions to hold entrepreneurship education. The entrepreneurship education curriculum generally contains materials and activities related to building an entrepreneurial mental attitude, training communication skills, building networks, and developing profit-oriented business

plans (Susilaningsih, 2015). This study provides empirical evidence that entrepreneurship education influences students' intention to become entrepreneurs.

Empirical evidence suggests that the provision of entrepreneurship education significantly impacts students' attitudes, social norms, and perceived control towards entrepreneurial vocations. This finding supports hypotheses H1, H2, and H3 (Mykolenko et al., 2022). The study demonstrates that entrepreneurship education improves students' attitudes toward entrepreneurship by augmenting their understanding of the advantages and prospects linked to pursuing business (Kisubi et al., 2020). Moreover, the study shows that this mode of instruction has a beneficial impact on students' views of societal standards, strengthening their conviction that important individuals in their lives endorse entrepreneurial endeavors (Aga & Singh, 2022). Additionally, the research illustrates that entrepreneurship education enhances perceived behavioral control by providing hands-on training and reducing obstacles to entrepreneurship, further reinforcing students' confidence in their entrepreneurial aptitude (Cui & Bell, 2022).

However, this research contrasts with prior studies that found attitude toward an entrepreneurial career influences entrepreneurial intention (Adu et al., 2020). Due to the rejection of hypothesis 4, it can be deduced that entrepreneurship education does not directly affect the intention to engage in entrepreneurial activity; instead, it exerts an indirect influence through the TPB. The findings suggest that Hypothesis 5 was rejected, indicating that attitude towards entrepreneurial professions did not influence entrepreneurial intention. The components of the attitude toward entrepreneurial careers might not apply to the Indonesian context (social, economic, or institutional). For instance, respondents are motivated to become entrepreneurs more by necessity than by opportunity or wealth generation.

The results confirm hypotheses 6 and 7, indicating that two variables of the TPB—social acceptance and perceived control—impact entrepreneurial inclination (Kaniawati et al., 2021; Prabandari & Sholihah, 2015). The belief that an individual has control over their work life is associated with a higher likelihood of attempting to start their own business. Participants in this study are confident in possessing the relevant competencies, resources, and capabilities necessary to successfully launch a business. They also believe in their ability to manage specific business activities and overcome entrepreneurial challenges (Nguyen & Nguyen, 2024). Meanwhile, social acceptance of an entrepreneurial career has a positive influence on entrepreneurial intention. The respondents in this study confirmed that their entrepreneurial intention is favorably perceived and endorsed by family, friends, peers, and society as a whole. The endorsement of these influential individuals enhances entrepreneurial decisions by mitigating the perceived social risks associated with starting a business.

Furthermore, the findings indicate that the association between entrepreneurship education and entrepreneurial intention is mediated by the TPB constructs of perceived behavioral control and social acceptance. As a result, hypotheses H9 and H10 were confirmed, while H8 (attitude towards entrepreneurial careers) was rejected. The study identified novel results showing that the link between entrepreneurship education and entrepreneurial intention is mediated by TPB factors, particularly perceived behavioral control and social acceptance (Duong, 2022). Understanding the impact of entrepreneurship education on entrepreneurial intention can be better achieved by investigating mediators such as perceived behavioral control and social approval. Rather than assuming a direct correlation, mediators reveal the psychological and social processes that convert education into tangible behavior. Entrepreneurship education equips students with the necessary knowledge and abilities to start a venture, thereby increasing their confidence in their capacity to influence entrepreneurial outcomes.

Enhanced perceived behavioral control significantly boosts entrepreneurial intention (Awaah et al., 2023). People confident in their abilities are more likely to act on their stated goals. Education in entrepreneurship also facilitates networking opportunities, exposure to role models, and mentorship, enhancing the social acceptance of entrepreneurship. When students observe their peers and mentors actively supporting and engaging in entrepreneurship, it reinforces their entrepreneurial aspirations through social validation (Chang et al., 2022).

CONCLUSION

This study aims to explore the role of entrepreneurship education in fostering entrepreneurial tendencies among young people in Indonesia. Specifically, it investigates the mediating effect of the TPB—attitude toward entrepreneurship and self-efficacy—in enhancing entrepreneurial intentions. By examining these relationships, the study seeks to offer insights into how educational and institutional programs can cultivate entrepreneurial mindsets within the context of a developing nation.

The results indicate that H1, H2, and H3 are supported, showing that entrepreneurship education positively impacts attitudes towards entrepreneurial careers, social acceptability of entrepreneurial occupations, and perceived control over career choices in entrepreneurship, respectively. However, H4 and H5 are not supported, as neither entrepreneurship education nor attitudes toward entrepreneurial careers directly influence entrepreneurial intention. In contrast, H6 and H7 are supported, with perceived control and social acceptance both positively influencing entrepreneurial intention. Regarding the mediation effects, H9 and H10 are supported, suggesting that social acceptance and perceived behavioral control mediate the relationship between entrepreneurship education and entrepreneurial intention. H8, however, is not supported, indicating that attitude does not mediate this relationship.

The findings of this study have practical ramifications for educators, universities, and politicians. The implementation of appropriate laws, rules, and strategies that improve the attitudes of young people towards entrepreneurship, cultivate self-assurance, and strengthen their intentions to engage in entrepreneurial endeavors through educational programs and institutional initiatives are actions that policymakers should do in order to encourage young people to engage in entrepreneurial endeavors. As a result, two variables revealed in the TPB model serve as mediators in the positive link between entrepreneurship education and entrepreneurial tendencies. Therefore, this study provides important and very relevant results specifically within the Indonesian setting. One aspect of the study delves into a developing nation that possesses a distinctive entrepreneurial climate that has not been well investigated.

Across almost all sectors in Indonesia, entrepreneurship is becoming progressively indispensable. Entrepreneurship education is generally provided at the undergraduate level, where students are introduced to entrepreneurial endeavors. This study offers pragmatic suggestions for educators, universities, and policymakers. To foster entrepreneurship among young individuals, policymakers should enact appropriate regulations, laws, and policies aimed at enhancing entrepreneurial aspirations through educational initiatives. Educators are encouraged to employ experiential learning methodologies to promote entrepreneurial activities among university students. Universities can provide practical seminars, entrepreneurial mentorship programs, business incubators and accelerators, and startup pitch competitions. Practical seminars offering hands-on instruction on subjects such as product creation, digital marketing, or financial management can significantly boost students' confidence in their skills, thus improving their perceived behavioral control. Personalized mentorship can help students

effectively address individual challenges, enhancing their confidence in their entrepreneurial abilities.

The provision of on-campus business incubators offers students a dedicated environment to develop and experiment with their ideas under the guidance of experienced professionals. Incubators provide essential resources like physical office space, financial opportunities, and technological access, which facilitate both perceived autonomy and social support. Pitch competitions, where students present their business ideas to judges and potential investors, are crucial for aspiring entrepreneurs. Moreover, community-based social programs that bring together students, entrepreneurs, investors, and teachers foster relationships and create a sense of belonging within the entrepreneurial community. These activities normalize entrepreneurship as a viable career option, enhancing social acceptance. It is essential for educators to prioritize social acceptance and perceived behavioral control, as these factors significantly impact students' entrepreneurial inclinations (Anwar et al., 2022). Policymakers should also focus on these aspects to cultivate entrepreneurial tendencies among young people (Aga & Singh, 2022). By addressing these factors, universities and authorities can create a conducive environment for strong entrepreneurial aspirations and a positive entrepreneurial culture, empowering students to engage in entrepreneurship confidently (Iradianty & Sitorus, 2024).

LIMITATION

A limitation of this study is its focus on a particular university in Bandung, which could impact the generalisability of the results. Restricting the research to a single university limits its breadth, and additional studies conducted at various universities and localities are necessary to confirm the findings in wider settings.

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The authors assert that there are no competing interests with respect to the publishing of this study. All funds, connections, and contributions associated with this work have been openly revealed and have not exerted any influence on the results or integrity of the research.

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