EXPLORING THE ANTECEDENTS OF UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTION IN AN EMERGING COUNTRY

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Abstract
An emerging country like, Indonesia requires the young generation to be educated in order to help the nation to recover stronger from the devastating impact of COVID 19 Pandemic. The country requires a lot of business and entrepreneurial activities to transform it into a country with a stronger and more resilient economy. The purpose of this research is to analyze the factors influencing the entrepreneurial intention of university students in Indonesia. The data was gathered through the use of a survey approach and the distribution of questionnaires. University students (New university entrants, bachelor's degrees, masters' degrees, and doctorate degrees) studying in Indonesia are the target population for this study. Validity and reliability tests were performed in this study, and a pre-test with 32 respondents was conducted before the actual data collection. Furthermore, a total of 270 individuals were chosen as the sample size. Quantitative research was used, with judgmental sampling as the design sampling method. Moreover, the Partial Least Square Structural Equation Modeling with SmartPLS was used to scrutinize the data in this study (v. 3.3.7). The data show that all of the variables examined have a positive effect on entrepreneurial intention. However, having three supported hypotheses; Entrepreneurial Mindset, Entrepreneurial Education, Perceived Behavioral Control, and two unsupported hypotheses; Self-Competence and Subjective Norms.

Keywords: Entrepreneurial mindset; Entrepreneurship education; perceived behavioral control; self-competence; subjective norms

INTRODUCTION

Entrepreneurs have important roles as leaders, economic drivers, and individuals who are responsible, and accountable for running a business (Ohanu & Ogbuanya, 2018). They have a number of social identities, consequently holding various social responsibilities (Chasserio et al., 2014). In addition, entrepreneurs and their entrepreneurial roles have been perceived as the engine of socioeconomic growth by providing job opportunities, offering diverse goods/services to the population (Reynolds et al., 2000), and the solution to problems such as high unemployment and stagflation (Wennekers & Thurik, 1999). Facts and figures derived from the 2018 Entrepreneurship Global Index show that the number of entrepreneurs in Indonesia is still relatively small, accounting for only 3.1 percent of the total population, falling short of the target of 2 million entrepreneurs (Statistics Indonesia, 2019).

With regard to the important role of entrepreneurs as the engine of socioeconomic growth, both developed and emerging countries have started to zero in on growing the number of entrepreneurs in their respective countries (Dhaliwal, 2016). One way to increase the number of entrepreneurs is to arouse entrepreneurial intention through a variety of training programs and education both in formal and non-formal sectors. In formal education, the entrepreneurial intention is supported by offering entrepreneurship courses to students, who are considered potential candidates for conducting future entrepreneurial activities (Yurtkoru et al., 2014).

Previous studies have uncovered that the willingness to become an entrepreneur plays a key component in a person's decision to start a new firm. Only when countries and government bodies are well-aware of the various components associated with entrepreneurial

need can they influence the entrepreneurial intention of the younger generation (Ozaralli & Rivenburgh, 2016).

Based on the phenomena discussed, this research aims to examine the factors that influence the entrepreneurial intention of university students in an emerging country like Indonesia in terms of their entrepreneurial mindset, education, behavior, competency, and norms.

LITERATURE REVIEW

Theory of Planned Behavior

The theory of planned behavior (TPB) proposed by Ajzen's (1991) is the most extensively utilized theory describing an individual's entrepreneurial intentions in the area of entrepreneurship studies and research. Individuals' intentions to engage in particular conduct are influenced by their perceptions of the user behavior required to carry out that action. Individual entrepreneurial intentions, according to this notion, are the product of attitudes formed via personal characteristics and experiences (Ajzen, 1985 & 1991). Thus, being said, the higher the individual's desire to execute or initiate a specific behavior, the more likely it is to be conducted.

The TPB proposes that three factors, namely subjective norms (SN), attitude toward behavior (ATB), and perceived behavioral control (PBC), influence one's desire to act and participate in any activity (Ajzen, 1991). TPB was used by Krueger et al. (2000) in a study on entrepreneurship. The study found that one's attitudes toward action, such as self-competence and self-employment, have an impact on one's desire to become an entrepreneur. However, other factors like subjective norms, have no bearing on intentions (Franke & Luthje, 2004). In the area of entrepreneurial studies, the TPB has been used in previous as well as recent studies to better understand entrepreneurial goals (Doanh & Bernat, 2019; Hsu et al., 2014; Shreevastava et al., 2020; Yuan et al., 2019).

Entrepreneurial Intention

An entrepreneurial intention refers to the desire to start a new business venture or provide new value to an existing business (Bird, 1988). An individual's entrepreneurial intention also refers to a cognitive description of the actions that an individual aspire to do to either start a new business or offer new values within the existing business (Fini et al., 2009). It can also be defined as a mental representation of what someone will do to establish a new firm. According to Bird (1988), personal characteristics and the environment, such as social, economic, political, and infrastructure development, play a crucial role in arousing entrepreneurial intention.

When it comes to starting a business, individuals with an entrepreneurial mindset are more likely to succeed. Personality variables such as self-competence, according to Indrati and Rostiani (2008), are drivers of entrepreneurial intention. An entrepreneurial intention is also impacted by a risk-taking tendency and an internal center of control, according to Lutje and Franke (2003).

Entrepreneurial Mindset on Indonesian university students' Entrepreneurial Intention

According to the Theory of Planned Behavior, an individual's thinking is a result of their intentions. Entrepreneurial mindset is defined as a predisposition to behave toward entrepreneurial activities that lead towards liking or disliking entrepreneurship. Luthje and Franke (2003) investigated the relationship between EA and EI, claiming that entrepreneurial attitude influences entrepreneurial intention strongly and significantly, and that EA is influenced by an individual's risk-taking tendency and internal locus of control. According to

Kusmintarti et al (2014), an entrepreneurial mindset influences entrepreneurial intention positively and significantly.
H1: Entrepreneurial Mindset has a positive effect on university students' Entrepreneurial Intention.

Entrepreneurial Education on Indonesian university students' Entrepreneurial Intention

Entrepreneurship education has been found to be a significant and favorable predictor of university students' entrepreneurial intention. The positive impact of entrepreneurial education on university students' entrepreneurial intentions is compelling evidence that well-designed and individualized entrepreneurship education and programs can boost students' interest in starting their own business. To increase students' entrepreneurial intention, entrepreneurship education should be more directed toward practical and hands-on parts rather than academic and theoretical content. Entrepreneurship education aims to inspire students to understand how to recognize and capitalize on possibilities in their environment (Iwu et al., 2019). The finding that entrepreneurial education has a significant positive impact on entrepreneurial intention is in line with previous research that has discovered a link between education and entrepreneurial intention (Ahmed et al., 2020; Hussain & Norashidah, 2015; Iwu et al., 2019; Jena, 2020).
H2: Entrepreneurship Education has a positive effect on university students' Entrepreneurial Intention.

Perceived Behavioral Control on Indonesian university students' Entrepreneurial Intention

Conceptually, perceived behavioral control and self-competence are identical where both the constructs refer to a person's idea that he or she has control over the behavior in his mind. Though, in operational terms, perceived behavioral control is usually measured by the satisfaction or difficulty of the behavior, whereas self-competence is measured by one's confidence in their ability to bring out the 22 behaviors in regard to adversity. Perceived behavioral control is found to be a compelling predictor of entrepreneurial intentions among university students. Furthermore, perceived behavioral control is known to be a significant predictor of entrepreneurial intention among university students. The significant and positive impact of PBC on student entrepreneurial intention indicates that the confidence of a student in enriched knowledge, skills to build a startup business, and opportunities within their environment would be able to influence their decision in engaging in entrepreneurial activities. Previous research (Brännback et al., 2018; Doanh & Bernat, 2019; Greene & Brush, 2018; Shabbir et al., 2016; Yang, 2008) has found that PBC is a predictor of entrepreneurial intention.
H3: Perceived Behavioral Control has a positive effect on university students' Entrepreneurial Intention.

Self-Competence on Indonesian university students' Entrepreneurial Intention.

The beneficial influence of self-competence on the entrepreneurial intention of university students demonstrates that involving those students in entrepreneurial endeavors or responsibility has the capability to improve students' self-competence towards entrepreneurial intention. Training and education provide an excellent atmosphere in which to establish confidence and competence in university students in order for them to demonstrate the necessary self-competence in the area of entrepreneurship. Previous research has found that entrepreneurial self-competence is linked to entrepreneurial purpose, which is

consistent with the research findings (Ciuchta & Finch, 2019; Doanh & Bernat, 2019; Greene & Brush, 2018; Pollack et al., 2019).
H4: Self-Competence has a positive effect on Indonesian university students' Entrepreneurial Intentions.

Subjective Norms on Indonesian university students' Entrepreneurial Intention.

When deciding what action to take, subjective norms describe the overall degree and direction of social influence felt by a person. The significance effect of subjective norms towards college students' entrepreneurial intention indicates that the university students' perceptions of their reference groups, which consists of friends, family, relatives, as well as other relevant individuals such as teachers, who would agree on their decisions to start a new business, will have an effect on commencing upon their intention to do so. The findings in regards to subjective norms having a favorable impact on entrepreneurial intention backed up by prior research, signified a 24 positive and substantial effect on entrepreneurial intention (Do & Dadvari, 2017; Lingappa et al., 2020; Nguyen et al., 2019).
H5: Subjective Norms have a positive effect on Indonesian university students' Entrepreneurial Intentions.

Based on previous literature examined, the following hypotheses are formulated for this research.

- H1: Entrepreneurial Mindset has a positive effect on university students' Entrepreneurial Intention.
- H2: Entrepreneurship Education has a positive effect on university students' Entrepreneurial Intention.
- H3: Perceived Behavioral Control has a positive effect on university students' Entrepreneurial Intention.
- H4: Self-Competence has a positive effect on Indonesian university students' Entrepreneurial Intentions.
- H5: Subjective Norms have a positive effect on Indonesian university students' Entrepreneurial Intentions.

The following research framework is used in this study. It is a replication of a previous study: Exploring the predictors of Chinese college students' entrepreneurial intention (Mensah et al., 2021).

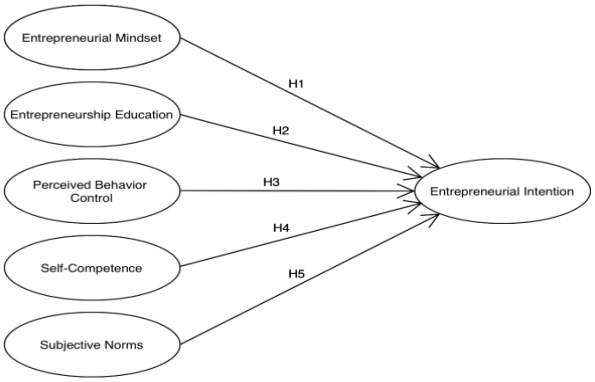

Figure 1. Research Model
(Source: Mensah et al., 2021)

METHODOLOGY

This research utilized a quantitative study with an online survey involving a multi-item questionnaire measured on a five-point interval scale. The questionnaire was distributed to respondents who indicated that they were voluntarily willing to complete the questionnaire.

The Entrepreneurial Intention measurement scale was developed by Nguyen, C. (2017). The entrepreneurial mindset was measured using indicators developed by Kusmintarti, A., Thoyib, A., Ashar, K., & Maskie, G. (2014). Entrepreneurship Education used the measurement scale developed by Mensah, I. K., Zeng, G., Luo, C., Xiao, Z., & Lu, M. (2021). The measurement scale of Perceived Behavioral Control was developed by Luc, P. T. (2018). The Self Competence measurement scale used the one developed by Pihie, Z. A. L., & Bagheri, A. (2010). Finally, the Subjective Norms used a measurement scale developed by Yousaf, et al. (2015).

The study involved 270 respondents, who are university students from undergraduate to graduate levels of both private and state universities in Indonesia. The sample was selected using non-probability, judgmental sampling. The data was collected from social media like Instagram and Facebook as well as messaging applications such as WhatsApp and Line. Data analysis in this study used Partial Least Square utilizing statistics software SMART PLS.

RESULTS AND DISCUSSION

Profile of respondents

There were 270 respondents who participated in the survey. A total of 149 respondents or 55.2% were female, and the rest (121 respondents or 44.8% were male). The majority of the respondents hold bachelor's degrees (201 respondents or 74.4%). The remaining respondents are high school graduates (40 respondents or 14.8%) and master's degree holders (29 respondents or 10.7%). Based on age groups, the majority of respondents (124 respondents or 45.9%) are between 21 and 23 years old. Those between 18 to 20 years old come in second with 90 respondents (33.3%). The rest are below 18 years old (28 respondents or 10.4%) and above 23 years old (28 respondents or 10.4%). Most respondents take entrepreneurship as their major (110 respondents or 47%). Respondents who take other business-related majors are 100 respondents (37%). The remaining 60 respondents (22.2%) are from non-business-related majors.

Outer Loading

Outer loadings, average variance extracted (AVE), and discriminant validity were used in the validity test. In addition, Composite Reliability was used in this study's reliability testing. The outer loading for the Validity test utilizing the Smart-PLS application yielded the following findings. The outer loading findings of 21 indicators are shown in Table 1.

Table 1. Validity and Reliability Result

Constructs	Outer Loading
Entrepreneurial Intention : AVE : 0.538, CR : 0.819	
EI 1	0.836
EI 2	0.845
EI 3	0.657
EI 4	0.556
Entrepreneurial Mindset: AVE : 0.507, CR: 0.755	

EM 3	0.756
EM 4	0.697
EM 5	0.882
Entrepreneurial Education: AVE: 0.704, CR: 0.923	
EE 1	0.839
EE 2	0.849
EE 3	0.830
EE 4	0.853
Perceived Behavioral Control: AVE: 0.571, CR: 0.841	
PBC 1	0.766
PBC 2	0.825
PBC 3	0.746
PBC 4	0.678
Self Competence: AVE: 0.552, CR: 0.786	
SC 1	0.730
SC 4	0.689
SC 5	0.805
Subjective Norms: AVE: 0.774, CR: 0.911	
SN 1	0.854
SN 2	0.840
SN 3	0.942

Source: Actual Data Processing Results using Smart-PLS (2022)

According to Hair et al (2014), to determine convergent validity, each variable should have an Average Variance Extracted (AVE) value of at least 0.5 and a Composite Reliability (CR) value of at least 0.7. All variables met the given requirements of convergent validity with the value of the specified requirements of AVE and CR.

Next, the Heterotrait-Monotrait Ratio (HTMT) criterion was also analyzed to check the discriminant validity as shown in Table 2.

Table 2. Result of Heterotrait-Monotrait Ratio of Correlations (HTMT)

	EM	EE	PBC	SC	SN	EI
EM						
EE	0.694					
PBC	0.743	0.793				
SC	0.336	0.220	0.498			
SN	0.678	0.809	0.740	0.256		
EI	0.840	0.826	0.955	0.359	0.786	

Source: Actual Data Processing Results using Smart-PLS (2022)

To confirm discriminant validity, the HTMT criterion must be less than 0.90 (Henseler et al., 2014). There is a concern with the discriminant validity of the construct Entrepreneurial Intention and Perceived Behavioral Control. As a result, the HTMT criterion can detect collinearity issues among latent components (multicollinearity) in Table 2. Therefore, a multicollinearity check was also conducted using Variance Inflaction Factor (VIF). The VIF results were shown in Table 3, which shows that Variance Inflation Factor (VIF) of this study is valid as the value of all independent variables and the dependent variable are less than 5.

Table 3. The Results of Variance Inflaction Factor (VIF)

	Entrepreneurial Intention
Entrepreneurial Mindset	1.392
Entrepreneurship Education	2.489
Perceived Behavioral Control	2.130
Self-Competence	1.148
Subjective norms	2.175

Source: Research data testing process (2022)

Coefficient of Determination (R^2)

R square (R^2) shows the ability of exogenous variables to explain the endogenous variable (Hair et al., 2014). The R^2in this study uses the rule of thumb by Chin (1998), which states that acceptable R^2 values are weak if R^2 is 0.19, moderate if it is 0.33, and strong if it is 0.67.

Table 4. Coefficient of Determination (R^2)

Variable	R Square
Entrepreneurial Intention	0.625

Source: Research data testing process (2022)

Table 4 shows that the variable of the entrepreneurial intention of this study has a value of 0.625, which can be categorized as moderate. This means that Entrepreneurial Intention is moderately influenced by all the independent variables by 62.5%. The remaining 38.5% is influenced by variables not examined in this study.

Hypothesis Testing

The inner model is examined using a one-tailed test, with a significance level of 5% or 0.05 as the significance level. According to Sarstedt et al. (2019), the most common t-statistic values for one-tailed tests are 2.33 (the significance level of 1%), 1.65 (the significance level of 5%), and 1.28 (the significance level of 10%). As a result, at a level of 5% significance, the relationship coefficient is statistically significant if the p-value is less than 0.05. According to Hair et al. (2017), the critical value limit is set at 1.650, while the p-value limit is set at 0.05. These criteria must be met for a hypothesis to be accepted.

Table 5. Hypothesis Test (Inner Model Results)

Hypothesis	Path Coefficient	P-value	Critical value (T-Statistics)	Decision
H1: EM → EI	0.150	0.012	2.530	Accepted
H2: EE → EI	0.280	0.000	4.425	Accepted
H3: PBC → EI	0.349	0.000	4.462	Accepted
H4: SC → EI	0.000	0.996	0.005	Rejected
H5: SN → EI	0.167	0.070	1.815	Rejected

Source: Research data testing process (2022)

The results of the hypothesis test in this study show that Hypotheses H1, H2, and H3 are accepted because the p values are significant (P value < 0.05), and critical values are supported with T-statistics > 1.65. The first hypothesis (H1) has a p-value of 0.012 < 0.05 (significant) and a critical value of 2.530 > 1.65 (supported), indicating that it met the present criteria and was thus accepted. The critical value and p-value for H2 are 4.425 and 0.000, respectively. This signifies that hypothesis H2 matches all of the criteria and is therefore accepted. The critical value of H3 is 4.462 > 1.65 (supported) and the p-value is 0.00 < 0.05 (significant), which matches all of the criteria and is therefore accepted. The hypothesis 4 is rejected because, H4 has a critical value of 0.005 < 1.65 (unsupported), and a p-value of 0.996 > 0.05 (not significant). Finally, the last hypothesis (H5) has a critical value of 1.814 > 1.65 (supported), but with a p-value of 0.070 > 0.05 (not significant). As it doesn't meet the required criteria to be accepted, H5 is rejected. This meant that both H4 and H5 are rejected because they do not meet the set boundaries.

Table 5 also shows that the variable with the biggest impact is Perceived Behavioral control with the path coefficient of 0.349, followed by Entrepreneurship Education (0.280) and Entrepreneurial mindset.

DISCUSSION

This study reveals that Hypothesis 1 (H1) is accepted. This means that an entrepreneurial mindset has a positive impact on entrepreneurial intention. Previous research related to entrepreneurship and cognition laid the groundwork for the concept of the entrepreneurial mindset. Baron's (1998), as well as Baron & Henry's (2010) work, serve as an example of how constructs from another subject (cognitive psychology) can be repurposed to generate new insights in the field of entrepreneurship. By taking mindset from the psychology literature, he applies cognition and cognitive processes to entrepreneurship (Gollwitzer, 1990). Furthermore, Dweck's most recent study with colleagues (Chen et al., 2020) examines the concept of a strategic mindset, noting that it is more than just a set of metacognitive skills and that it is critical to put those skills to use. Students who are exposed to entrepreneurial knowledge and examples that shape their entrepreneurial mindset are more likely to want to start their own firm, according to the descriptive statistical test, and they are more likely to associate themselves with people who have a lot of strong social influence. This notion is confirmed by this study in H1 that entrepreneurial intention is influenced by an entrepreneurial mindset.

The second hypothesis (H2) test that shows that entrepreneurship education has a positive and significant impact on entrepreneurial intention is accepted. Gerba (2012) stated that entrepreneurship education is a deliberate attempt by an individual to increase their entrepreneurship knowledge. Based on the data gathered through the questionnaire, a greater percentage of the respondents (77.7%) are taking the business course, and 40.7% of those individuals are taking the entrepreneurship course. A study by Rauch and Hulsink (2015)

reveals that entrepreneurship education improves attitudes, and the intention and willingness to become an entrepreneur. This confirms that entrepreneurship education influences entrepreneurial intention. The practice in higher education also shows that action-based or project-based learning is becoming more popular in entrepreneurship education (Rauch & Hulsink, 2015). Nabi et al. (2017) conducted a systematic study of a variety of entrepreneurship education in higher education. Their study found that more experiential programs, as opposed to supply, supply-demand, and demand-oriented programs, lead to a higher degree of Entrepreneurial Intention (actual start-ups and socio-economic impact). A study by Kaya et al. (2019) uncovered that both entrepreneurial support and self-management-related lessons confirm an increase in the likelihood of future entrepreneurial actions. In order to grow the number of potential future entrepreneurs and limit the risk of failure, students should be given ample opportunity to learn business management, product design, market analysis, talent recruitment, capital management, finance, and other related entrepreneurial courses. With the support of entrepreneurship education, students can then develop problem-solving skills, negotiation skills, teamwork, and empathy, as well as prepare them to accept failure as a necessary step in the learning process. Statistical test results stated that most of the respondents choose the 4 or 5 scale in each of the indicators of the entrepreneurial education variable. The findings confirm that entrepreneurship education is critical in determining students' entrepreneurial knowledge and perspective, leading to a higher entrepreneurial intention.

The hypothesis test result 3 (H3) shows that Perceived behavioral control influences the entrepreneurial intention of university students. The positive and significant impact of perceived behavioral control on a student's entrepreneurial intention suggests that a student's confidence in startup skills, available and enriched knowledge, and opportunities abound in their environment can all influence their decision to engage in entrepreneurial activities. Ajzen (1988) in his Theory of Planned Behavior defined perceived behavior control as the sense that performing an action would be difficult or impossible, based on prior experience and the prediction of increasing obstacles. One of the factors leading to a challenge in an individual's entrepreneurial intention is their behavior, which can become one of the hurdles of entrepreneurship. The findings of this study, which are also supported by a previous study by Cruz et al (2015), took into consideration the application of the Theory of Planned Behavior. The study uncovered that perceived behavioral control in an entrepreneurial career increases students' entrepreneurial intention. Another study by Manstead & van Eekelen (1998) led to a recommendation to dimensionalize the single PBC construct into dichotomized components: internal and external control, to deal with the flaws in the operationalization of PBC (Conner & Armitage, 1998). In Indonesia, students' entrepreneurial intentions are influenced by their perceptions of behavioral control. The indicator "I think I'd have a good chance of succeeding if I started my own business" got the highest average score. We can assume that Indonesian university students actually considered starting their own business, and by doing so, they are considerably determined that they will be successful.

In this study, the influence of Self-competence on entrepreneurial intention (H4) is rejected. Previous studies revealed inconsistent results. Lans et al. (2010) found that students' self-competence directly influences their entrepreneurial goals, independent of their field of study. Managerial generalism and risk-taking traits, both elements of self-competence, have been linked to entrepreneurial intention, according to Vesalainen and Pihkala (1999). According to Markman et al (2002), general self-competence may be applied to entrepreneurship, and it has been used to connect inventors with people who start new businesses. Although self-competence is similar to other socio-cognitive phenomena such as locus of control, need for achievement, self-confidence, and self-esteem, the main distinction

is that it is a structure that expresses an individual's instantaneous belief and judgment about a particular task or capability. As a result, an individual's self-competence may be higher for one task and lower for another making the relationship between this specific indicator rather inconsistent with the entrepreneurial intention. When one's self-competence is negative, even if an individual possesses the necessary abilities, they will experience failure and anxiety. As a result of concerns about one's capacity, an individual will either avoid doing the behavior or will not insist on sustaining it when facing difficulties. By examining people's self-competence, we can figure out why individuals with similar knowledge and skills behave in different ways.

Finally, this study found that subjective norms don't have an influence on entrepreneurial intention, which rejects (H5). According to Wedayanti et al. (2016), subjective norms refer to critical ideas that trigger an individual to demonstrate specific behaviors. Subjective norms also refer to the motivation accompanied by a desire to do or not to do something important. Subjective norms are not always connected with an individual's entrepreneurial purpose, according to Krueger et al (2000). This is because some of the information in this variable is already integrated in the desirability of carrying out a given behavior. One of the most discussed results in Ajzen's (1991) Theory of planned behavior is the weak link between subjective norms and behavioral intention. The link between subjective norms and entrepreneurial intention, according to Rivis and Sheeran (2003), indicates the need for more research to be conducted in this field.

CONCLUSION

This study specifically examined the factors that influence the entrepreneurial intention of university students in an emerging country, with the specific case of Indonesia. The variables tested in this research are entrepreneurial mindset, entrepreneurship education, perceived behavioral control, self-competence, and subjective norms. The study reveals that three variables which are entrepreneurial mindset, entrepreneurship education, and perceived behavioral control have an impact on the entrepreneurial intention of university students in Indonesia. The two other variables (self-competence and subjective norms) are not found to have an impact on the entrepreneurial intention of university students in Indonesia. H4 is unsupported but there is a positive effect of Self-Competence on university students' Entrepreneurial Intention in Indonesia. H5 is also unsupported but there is a positive effect of Subjective Norms on university students' Entrepreneurial Intention in Indonesia

PRACTICAL IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

This study recommends some practical implications to policymakers and educators in emerging countries, specifically Indonesia. Even though some higher education institutes have offered entrepreneurial-related courses, it is important to also equipped students with activities in the classroom as well as outside the classroom that help shape entrepreneurial mindsets found to have an influence on entrepreneurial intention. Another recommendation for practical implication is for policymakers and educators to boost entrepreneurial intention by providing a variety of interesting entrepreneurial education programs, for example, case studies, field visits to entrepreneurial sites, and interviews with successful entrepreneurs. Finally, as the third supported hypothesis suggests, policymakers and educators can also try to improve the perceived behavioral control of students by exposing students to real examples of behaviors of successful entrepreneurs through field observations or assignments.

This study has several limitations to note. First, it relates to the specific sample of university students in Indonesia. Thus, the results may be specifically relevant to the

Indonesian context. Therefore, it is recommended for future studies in other emerging countries to conduct similar research to identify variables that influence the entrepreneurial intention of university students in their respective countries. Another limitation relates to the variables used in the study which only moderately influence entrepreneurial intention. Other variables outside this study may also influence entrepreneurial intention. Therefore, it is recommended for future researchers to explore other variables that may have an impact on entrepreneurial intention, for example, family support, personality, and social influence. Finally, the limitation relates to the data that is collected at one point in time. There is the possibility of change in behavior after the students are exposed to the real world of work. Future researchers are thus recommended to conduct a longitudinal study.

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