

EMPOWERING FUTURE ENTREPRENEURS: THE ROLE OF ENTREPRENEURSHIP EDUCATION, SELF-EFFICACY AND ENTREPRENEURIAL MINDSET IN SHAPING ENTREPRENEURIAL INTENTION

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Abstract

Entrepreneurship has become an important strategy for empowering young people and fostering sustainable economic development, particularly in developing economies. This study examines the influence of entrepreneurship education, self-efficacy, and entrepreneurial mindset on entrepreneurial intention among university students. Using a quantitative approach, data were collected from 191 students enrolled in entrepreneurship-related courses at an Indonesian public university. The data were analyzed using multiple linear regression to determine the direct effects of the independent variables on entrepreneurial intention. The findings reveal that entrepreneurship education and self-efficacy have positive and significant effects on entrepreneurial intention, while entrepreneurial mindset does not demonstrate a significant direct effect. Self-efficacy emerged as the strongest predictor of entrepreneurial intention, indicating that students' confidence in their entrepreneurial abilities plays a critical role in transforming entrepreneurial potential into entrepreneurial aspirations. These findings suggest that entrepreneurship education functions not only as a knowledge-transfer mechanism but also as an empowerment process that strengthens students' capabilities, confidence, and readiness to engage in entrepreneurial activities. The study contributes to the entrepreneurship and higher education literature by providing evidence from a developing economy and highlighting the importance of integrating educational and psychological empowerment strategies in fostering future entrepreneurs. The findings also offer practical implications for universities and policymakers in designing entrepreneurship programs that support youth empowerment and entrepreneurial development.

Keywords: entrepreneurship education, entrepreneurial intention, entrepreneurial mindset, self-efficacy, youth empowerment

INTRODUCTION

Entrepreneurship education is not only about transmitting knowledge but also about fostering the attitudes and psychological readiness required for entrepreneurial action. Prior studies have demonstrated that entrepreneurship education can significantly influence students' entrepreneurial intentions by shaping their motivation, confidence, and problem-solving abilities (Bux & van Vuuren, 2019; Zhao et al., 2005). However, research also highlights that such education is most effective when combined with psychological enablers such as self-efficacy and an entrepreneurial mindset (Daspit et al., 2023; Wardana et al., 2020). These factors help students develop a stronger belief in their capabilities and a more proactive approach to identifying and

exploiting business opportunities an essential foundation for fostering a sustainable entrepreneurial culture within higher education.

A substantial body of entrepreneurship research has focused on explaining entrepreneurial intention, commonly drawing on the Theory of Planned Behavior (TPB) as a dominant theoretical framework (Ajzen, 1991; Krueger et al., 2000). Within this stream, entrepreneurship education is widely acknowledged as an important antecedent of entrepreneurial intention, primarily through its influence on attitudes, perceived behavioral control, and entrepreneurial self-efficacy (Bae et al., 2014; Nabi et al., 2017). Beyond educational factors, psychological constructs such as entrepreneurial self-efficacy and entrepreneurial mindset have received growing scholarly attention. Entrepreneurial self-efficacy has consistently been identified as one of the strongest predictors of entrepreneurial intention across diverse cultural and educational (Nowiński et al., 2019; Zhao et al., 2005). More recently, the concept of entrepreneurial mindset has been introduced to capture individuals' cognitive flexibility, opportunity recognition, and tolerance for uncertainty, which are considered essential for entrepreneurial behavior (Cui & Bell, 2022; Daspit et al., 2023).

Despite the extensive application of TPB and the growing inclusion of educational and psychological variables, the literature reveals several unresolved issues. First, empirical findings regarding the role of entrepreneurial mindset remain inconsistent. While some studies report a positive and significant relationship between entrepreneurial mindset and entrepreneurial intention (Cui & Bell, 2022), others suggest that its effect is indirect or contingent upon mediating factors such as self-efficacy or entrepreneurial attitudes (Handayati et al., 2020; Wardana et al., 2020). Second, existing studies tend to examine entrepreneurship education, self-efficacy, and entrepreneurial mindset in isolation or through fragmented models, offering limited insight into how these factors jointly shape entrepreneurial intention. Recent reviews highlight the need for more integrated frameworks that explain not only whether these factors matter, but under what conditions they influence entrepreneurial intention (Daspit et al., 2023; Nabi et al., 2017).

Beyond its economic function, entrepreneurship has increasingly been recognized as an important mechanism of youth empowerment (Freire, 2020; Sen, 1976). Entrepreneurship enables individuals to develop capabilities, strengthen self-reliance, and actively participate in economic and social development processes. In developing economies, entrepreneurship education plays a strategic role in empowering young people by enhancing their knowledge, skills, confidence, and capacity to identify and exploit economic opportunities (Kolb et al., 2014). Through this process, entrepreneurship becomes not merely a career choice but also a pathway toward economic empowerment and sustainable development. Consequently, higher education institutions are expected to function not only as providers of knowledge but also as facilitators of entrepreneurial empowerment among future generations.

Moreover, much of the existing evidence on entrepreneurial intention is derived from developed economies characterized by relatively mature entrepreneurial ecosystems, strong institutional support, and early exposure to entrepreneurial role models (Liñán & Fayolle, 2015; Schlaegel & Koenig, 2014). In contrast, developing economies such as Indonesia present distinct institutional and socio-economic conditions, including limited entrepreneurial infrastructure, higher labor market uncertainty, and stronger dependence on formal education as a primary source of entrepreneurial competence development (Hattab, 2014; Nowiński et al., 2019). In entrepreneurial mindset may not automatically translate into entrepreneurial intention unless it is reinforced by perceived behavioral control and confidence in one's entrepreneurial abilities. This suggests that the effectiveness of entrepreneurial mindset may be highly dependent, highlighting the need for empirical evidence from developing-country higher education settings.

Addressing these gaps, this study examines the combined effects of entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial mindset on students' entrepreneurial intention within Indonesian higher education. By integrating educational and psychological determinants within a single empirical framework, this study extends the application of the Theory

of Planned Behavior to a developing-country. The contribution of this study is threefold. First, it clarifies the contingent role of entrepreneurial mindset by demonstrating that mindset does not exert a direct influence on entrepreneurial intention in the absence of strong self-efficacy and educational support. Second, it provides specific evidence from Indonesia, thereby enriching the predominantly Western-focused literature on entrepreneurial intention. Third, the findings offer practical insights for the design of entrepreneurship education programs that emphasize not only entrepreneurial thinking but also confidence-building and experiential learning.

Research on entrepreneurial intention has been built upon several seminal theoretical and empirical foundations. The Theory of Planned Behavior proposed by Ajzen (1991) remains one of the most influential frameworks for explaining intention formation, emphasizing the roles of attitude, subjective norms, and perceived behavioral control. Within entrepreneurship research, Krueger et al., (2000) further adapted this framework to entrepreneurial, demonstrating that intention is a robust predictor of entrepreneurial behavior.

Entrepreneurial self-efficacy has been recognized as a central psychological mechanism in this line of research since the seminal work of Zhao et al., (2005) which empirically established self-efficacy as a key mediator between entrepreneurship education and entrepreneurial intention. These foundational studies have shaped the dominant theoretical lens through which entrepreneurial intention is examined across different educational and cultural settings. Building upon these seminal contributions, recent studies have expanded the entrepreneurial intention literature by incorporating contextual and institutional perspectives, particularly in emerging and developing economies. Contemporary research highlights that the effects of entrepreneurship education, self-efficacy, and entrepreneurial mindset are highly dependent and influenced by institutional environments, entrepreneurial ecosystems, and educational quality (Amani et al., 2024; Daspit et al., 2023). Recent empirical evidence also emphasizes the dynamic interaction between psychological factors and educational interventions in shaping entrepreneurial intention among university students (Cui & Bell, 2022; Nowiński et al., 2019). Accordingly, the current study integrates both seminal theoretical foundations and recent empirical advancements to provide a more comprehensive and sensitive understanding of entrepreneurial intention in higher education.

Although numerous studies have examined the determinants of entrepreneurial intention, the literature reveals inconsistent findings regarding how entrepreneurship education influences students' intention to start a business. Some studies suggest that entrepreneurship education significantly enhances entrepreneurial intention by increasing students' knowledge, skills, and confidence to engage in business creation (Ganefri et al., 2024; Yousaf et al., 2020). However, other research indicates that the relationship between entrepreneurship education and entrepreneurial intention is not always straightforward, as its effectiveness largely depends on instructional quality, experiential learning, and contextual support (Bae et al., 2014; Ferreira et al., 2017). These mixed results highlight that education alone may not sufficiently predict entrepreneurial intention without considering mediating or moderating psychological factors.

Likewise, research on self-efficacy and entrepreneurial mindset presents varied conclusions. Studies across different contexts have consistently shown that entrepreneurial self-efficacy is a critical predictor of entrepreneurial intention, as individuals with higher confidence are more likely to pursue entrepreneurial goals (Elnadi & Gheith, 2021; Zhao et al., 2005). However, emerging evidence also suggests that self-efficacy's influence may differ across cultures and institutional settings, and it may not always lead to actual entrepreneurial behavior without supportive ecosystems or mentorship (Amani et al., 2024; Nowiński et al., 2019). Moreover, while the entrepreneurial mindset has recently gained attention as a key construct that fosters opportunity recognition, resilience, and adaptability (Daspit et al., 2023), empirical findings remain limited in explaining how mindset interacts with education and self-efficacy to shape entrepreneurial intentions, particularly in developing countries.

In the Indonesian, few studies have integrated these three variables entrepreneurship education, self-efficacy, and entrepreneurial mindset within a single analytical model. Most existing

research tends to examine these factors independently, resulting in a fragmented understanding of how they jointly influence students' entrepreneurial intentions (Ariella et al., 2023; Wardana et al., 2020). Therefore, there is a clear theoretical and empirical gap in understanding the combined effects of educational and psychological determinants on entrepreneurial intention among university students in Indonesia. Bridging this gap is crucial for developing more holistic entrepreneurship education frameworks that not only enhance knowledge but also cultivate self-belief and proactive mindsets necessary for entrepreneurial success in emerging economies.

Although entrepreneurial intention has been widely examined in developed economies, the institutional and socio-economic of developing countries differs substantially. In countries such as the United States and members of the European Union, entrepreneurial intention is often supported by mature entrepreneurial ecosystems, early exposure to entrepreneurial role models, and relatively strong institutional and financial infrastructures (Liñán & Fayolle, 2015; Schlaegel & Koenig, 2014). In contrast, Indonesia represents a developing economy where entrepreneurship is frequently shaped by labor market constraints, limited formal employment opportunities for graduates, and weaker institutional support for early-stage entrepreneurs (Ganefri et al., 2024; Hattab, 2014). Within the Indonesian higher education system, universities play a particularly critical role as primary agents for developing entrepreneurial capabilities. Entrepreneurship education often becomes the main structured mechanism through which students acquire not only entrepreneurial knowledge but also psychological readiness, such as self-efficacy and proactive thinking (Fayolle & Gailly, 2015; Nabi et al., 2017). However, the effectiveness of entrepreneurship education in fostering entrepreneurial intention in Indonesia cannot be assumed to mirror findings from Western as students operate under different cultural norms, risk perceptions, and institutional constraints (Nowiński et al., 2019; Wardana et al., 2020). Therefore, focusing on Indonesia provides an important empirical setting to examine how educational and psychological determinants function in a developing-country. By situating entrepreneurship education, self-efficacy, and entrepreneurial mindset within the Indonesian higher education environment, this study contributes specific insights that extend the predominantly western-oriented literature on entrepreneurial intention (Liñán & Fayolle, 2015; Schlaegel & Koenig, 2014).

Although previous studies have extensively examined the determinants of entrepreneurial intention, most have focused primarily on educational and psychological predictors without explicitly positioning entrepreneurship education as an empowerment mechanism (Amani et al., 2024; Daspit et al., 2023). Limited attention has been given to how entrepreneurship education contributes to empowering students by strengthening their self-efficacy and entrepreneurial capacities, particularly in developing countries (Wardana et al., 2020). Understanding entrepreneurial intention from an empowerment perspective is important because entrepreneurial behavior requires not only knowledge but also confidence, agency, and the capability to transform opportunities into economic value (Freire, 2020; Sen, 1976).

Building upon the theoretical and empirical gaps identified in previous studies, this research aims to examine the combined influence of entrepreneurship education, self-efficacy, and entrepreneurial mindset on students' entrepreneurial intention. Drawing on the Theory of Planned Behavior (TPB) proposed by Ajzen (1991), the study conceptualizes entrepreneurial intention as a function of cognitive and psychological determinants. Specifically, entrepreneurship education is expected to enhance students' knowledge and perceived behavioral control, while self-efficacy and entrepreneurial mindset are assumed to strengthen their confidence and proactive orientation toward entrepreneurial actions. Therefore, this study seeks to answer the following research question: To what extent do entrepreneurship education, self-efficacy and entrepreneurial mindset influence students' entrepreneurial intention in the higher education in Indonesia?

The main objective of this research is to develop a more integrated understanding of how educational and psychological factors jointly contribute to the formation of entrepreneurial intention. By analyzing these constructs within a single empirical framework, this study fills an important gap in the entrepreneurship education literature and extends the applicability of the TPB

in non-Western. The findings are expected to provide theoretical contributions by clarifying the interrelationships among education, self-efficacy, and mindset, while also offering practical insights for curriculum designers and policymakers. Strengthening entrepreneurship education programs through experiential learning, mentoring, and mindset development may foster a new generation of graduates with stronger entrepreneurial orientation and greater readiness to create value in uncertain economic environments (Handayati et al., 2020; Nabi et al., 2017).

This study makes several theoretical contributions to the literature on entrepreneurship education and entrepreneurial intention. By integrating entrepreneurship education, self-efficacy, and entrepreneurial mindset into a single analytical framework, the research extends the application of the Theory of Planned Behavior Ajzen (1991) within the higher education in a developing country. Previous studies have often examined these constructs separately, leading to fragmented insights into how they interact to shape entrepreneurial intention (Ariella et al., 2023; Wardana et al., 2020). The present study addresses this gap by empirically demonstrating the combined influence of educational and psychological factors on students' entrepreneurial motivation. In doing so, it enhances the understanding of how learning experiences and self-belief mechanisms jointly contribute to entrepreneurial decision-making offering a more holistic perspective that strengthens theoretical foundations in entrepreneurship research.

From a practical point of view, the findings provide valuable implications for policymakers, educators, and curriculum designers. The study underscores the need for higher education institutions to implement experiential and transformative learning approaches that go beyond classroom instruction, such as mentoring, business simulations, and community-based projects (Handayati et al., 2020; Nabi et al., 2017). By promoting self-efficacy and cultivating an entrepreneurial mindset, universities can better prepare students to identify opportunities, tolerate uncertainty, and create innovative ventures. These insights are particularly significant for developing countries like Indonesia, where entrepreneurship education serves as a strategic pathway for youth empowerment, job creation, and sustainable economic growth.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Grounded in the Theory of Planned Behavior (TPB) proposed by Ajzen (1991), this study conceptualizes entrepreneurial intention as an outcome of three core cognitive determinants: attitude toward entrepreneurship, subjective norms, and perceived behavioral control. The TPB posits that individuals form intentions to engage in certain behaviors based on their evaluation of the behavior, perceived social pressure, and their confidence in performing it. Within this framework, entrepreneurship education plays a vital role in shaping students' attitudes and perceived behavioral control by providing both theoretical understanding and experiential exposure to entrepreneurial activities (Krueger et al., 2000; Liñán & Fayolle, 2015). Through such educational experiences, students acquire not only cognitive knowledge but also a stronger sense of competence and self-confidence in pursuing entrepreneurial goals.

Entrepreneurship education is increasingly recognized not only as a process of transferring entrepreneurial knowledge but also as a mechanism of empowerment. From an empowerment perspective, educational interventions enable individuals to develop capabilities, strengthen self-confidence, and gain greater control over economic opportunities (Lackéus, 2020; Nabi et al., 2017). Entrepreneurship education empowers students by providing them with the competencies, experiences, and confidence necessary to identify opportunities, manage risks, and create economic value (Daspit et al., 2023). Consequently, entrepreneurship education contributes to youth empowerment by enhancing both human capital and entrepreneurial agency, thereby supporting sustainable economic development.

Building upon the TPB, this study extends the model by incorporating two additional psychological constructs, self-efficacy and entrepreneurial mindset which are central to understanding entrepreneurial behavior. Self-efficacy refers to an individual's belief in their

capacity to perform entrepreneurial tasks successfully and is conceptually aligned with perceived behavioral control (Bandura et al., 1999; Zhao et al., 2005). Students with higher entrepreneurial self-efficacy tend to exhibit stronger intentions to start a business, as they feel more capable of overcoming challenges and uncertainties associated with entrepreneurship. Meanwhile, the entrepreneurial mindset encompasses cognitive flexibility, opportunity recognition, and resilience that encourage proactive engagement in entrepreneurial activities (Daspit et al., 2023). It strengthens positive attitudes toward entrepreneurship by fostering creativity, persistence, and opportunity driven thinking key psychological mechanisms that influence intention formation.

Within the framework of higher education in developing economies such as Indonesia, the TPB framework provides a robust theoretical basis to explain how educational and psychological dimensions jointly influence entrepreneurial intention. Prior studies have primarily applied TPB in Western, often overlooking cultural and institutional differences that may affect its explanatory power (Schlaegel & Koenig, 2014). By integrating entrepreneurship education, self-efficacy, and entrepreneurial mindset into a unified conceptual model, this study extends the applicability of the TPB to a non-Western setting and offers a more comprehensive understanding of the antecedents of entrepreneurial intention among university students. This theoretical integration contributes to refining the TPB by acknowledging the multidimensional nature of entrepreneurial intention encompassing not only rational evaluations but also affective and experiential learning processes. From this, the following hypothesis is proposed:

H1: Entrepreneurship education influences students' entrepreneurial intention.

H2: Self-efficacy influences students' entrepreneurial intention.

H3: Entrepreneurial mindset influences students' entrepreneurial intention.

RESEARCH METHODS

Research Design

This study employed a quantitative explanatory research design using a cross sectional survey approach. The primary objective was to analyze the relationships among entrepreneurship education, self-efficacy, entrepreneurial mindset, and entrepreneurial intention. This design is suitable for examining causal relationships between variables in a non-experimental setting, where data are collected at a single point in time. The approach allows for statistical testing of hypotheses to determine the simultaneous effects of multiple independent variables on a single dependent variable.

Population and Sample

The population consisted of undergraduate students enrolled in the Economic Education Study Program at Universitas Negeri Surabaya, Indonesia, who had completed entrepreneurship and practicum courses. A purposive sampling technique was applied to ensure that respondents possessed relevant knowledge and exposure to entrepreneurship learning experiences. A total of 191 valid responses were collected. The sample size met the minimum criteria for multiple regression analysis, which requires at least 10–15 respondents per variable (Hair et al., 2019). The relatively homogenous background of participants enhanced the comparability of responses related to entrepreneurial education and psychological attributes.

Data Collection Procedures

Data were collected through a structured questionnaire distributed both online and offline during the second semester of the academic year. Prior to the main data collection, a pilot test involving 30 students was conducted to ensure clarity and reliability of the items. Ethical considerations were observed throughout the process participation was voluntary, anonymity was guaranteed, and informed consent was obtained from all respondents. The questionnaire was reviewed by two experts in entrepreneurship education to ensure content validity and appropriateness of items for the Indonesian higher education.

Measurement Instruments

All research constructs were measured using indicators adapted from established instruments in prior studies. Entrepreneurship Education was measured using four items adapted from Bae et al. (2014) focusing on students' perceptions of entrepreneurship learning experiences and curriculum relevance. Self-Efficacy was measured using five items developed by Zhao et al. (2005) reflecting students' confidence in their ability to identify, evaluate, and manage entrepreneurial opportunities. Entrepreneurial Mindset was assessed through items derived from Wardana et al. (2020) emphasizing creativity, innovation, and proactive thinking. Entrepreneurial Intention was measured using six items adapted from Liñán & Fayolle (2015) capturing students' desire and commitment to engage in entrepreneurial activities. All items employed a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). Instrument reliability was tested using Cronbach's alpha, with all constructs achieving coefficients above 0.70, indicating acceptable internal consistency (Hair et al., 2019). Validity was further verified through item-total correlation analysis, confirming that all indicators met the minimum threshold of 0.30.

Data Analysis

Data were analyzed using multiple linear regression with SPSS version 26. This statistical technique was chosen because it allows for the simultaneous testing of the effects of multiple independent variables on a dependent variable. Before hypothesis testing, diagnostic analyses were conducted to verify that regression assumptions were satisfied normality, multicollinearity, and heteroscedasticity. The results of these tests confirmed that the dataset met all required statistical assumptions, ensuring that the regression model was both valid and reliable. The significance level (α) was set at 0.05. Descriptive statistics were used to profile respondents, while inferential analysis was applied to test hypotheses related to the effects of entrepreneurship education, self-efficacy, and entrepreneurial mindset on students' entrepreneurial intention.

RESULTS AND DISCUSSION

Results

Descriptive Statistics

Descriptive statistics were calculated to understand the general tendencies of respondents regarding entrepreneurship education, self-efficacy, entrepreneurial mindset and entrepreneurial intention. The results indicate that students generally perceived high levels of entrepreneurship education ($M=3.87$, $SD = 0.62$), self-efficacy ($M=3.79$, $SD=0.58$), and entrepreneurial mindset ($M=3.82$, $SD=0.60$). The mean score for entrepreneurial intention ($M=3.95$, $SD=0.55$) suggests that most respondents expressed a strong inclination toward pursuing entrepreneurship after graduation. These results imply that exposure to entrepreneurship related courses and practical experiences may positively shape students' entrepreneurial orientation and readiness to engage in business activities. The consistency of mean scores across variables also indicates a relatively balanced perception of entrepreneurship related competencies among respondents.

Regression Results

Multiple linear regression analysis was conducted to test the influence of the variables of entrepreneurship education, self-efficacy and entrepreneurial mindset on entrepreneurial intention entrepreneurship students. The results of the multiple linear regression test can be seen in Table 1 below:

Table 1. Multiple Linier Regression Test

Multiple Linear Regression			
Variable	Coefficient B	Standard Error	t
(constant)	1.119	2.783	0.402
Entrepreneurship Education	0.367	0.179	2.045
Self Efficacy	0.469	0.096	4.897

Entrepreneurial Mindset	0.152	0.090	1.694
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The constant value ($B = 1.119$) indicates that when the independent variables are entrepreneurship education, self-efficacy, and entrepreneurial mindset are assumed to be zero, the baseline level of entrepreneurial intention is 1.119. This value represents the minimum predicted level of entrepreneurial intention in the absence of educational and psychological influences. The regression coefficient for entrepreneurship education is positive and statistically significant ($B = 0.367$, $t = 2.045$, $p = 0.042$). This result suggests that every one-unit increase in entrepreneurship education leads to an increase of 0.367 units in entrepreneurial intention, assuming other variables remain constant. In other words, students who receive higher exposure to entrepreneurship learning tend to show stronger intentions to engage in entrepreneurial activities.

The coefficient for self-efficacy is also positive and highly significant ($B = 0.469$, $t = 4.897$, $p < 0.001$). This finding demonstrates that students with greater confidence in their entrepreneurial abilities are more likely to develop higher entrepreneurial intention. A one-unit increase in self-efficacy corresponds to an increase of 0.469 units in entrepreneurial intention, highlighting the critical role of self-belief and psychological readiness in shaping entrepreneurial motivation. In contrast, the coefficient for entrepreneurial mindset is positive but not statistically significant ($B = 0.152$, $t = 1.694$, $p = 0.092$). Although the positive coefficient implies that students with stronger entrepreneurial mindsets tend to have higher entrepreneurial intentions, the effect is not strong enough to be considered statistically significant at the 5% level. This result may indicate that the entrepreneurial mindset functions indirectly, influencing intention through mediating factors such as self-efficacy or experiential learning.

Overall, the regression model demonstrates a good level of explanatory power, with an R^2 value of 0.372, meaning that entrepreneurship education, self-efficacy, and entrepreneurial mindset together explain 37.2% of the variance in students' entrepreneurial intention. The overall model is statistically significant ($F = 37.95$, $p < 0.001$), confirming that the independent variables collectively have a meaningful influence on entrepreneurial intention. These results emphasize that educational and psychological factors jointly play an essential role in fostering entrepreneurial intention among university students.

Hypothesis Testing

The results of hypothesis testing can be seen in Table 2 below:

Table 2. Hypothesis Testing

Hypothesis Testing			
Variable	T count	Sig	Description
Entrepreneurship Education	2.045	0.042	Influential
Self Efficacy	4.897	0.000	Influential
Entrepreneurial Mindset	1.694	0.092	Not Influential

Source: Processed by Researchers

Hypothesis 1 (H1): Entrepreneurship education influences students' entrepreneurial intention.

The regression results show that entrepreneurship education has a positive and statistically significant influence on entrepreneurial intention ($B=0.367$, $t=2.045$, $p=0.042$). This means that Hypothesis 1 is accepted. The finding implies that students who are more exposed to entrepreneurship education tend to have higher entrepreneurial intentions. Structured and experiential entrepreneurship courses likely improve students' knowledge, motivation, and readiness to engage in entrepreneurial activities.

Hypothesis 2 (H2): Self-efficacy influences students' entrepreneurial intention.

The coefficient for self-efficacy is positive and highly significant ($B=0.469$, $t=4.897$, $p < 0.001$), indicating that Hypothesis 2 is accepted. This demonstrates that self-efficacy serves as a key psychological determinant of entrepreneurial intention. Students who believe in their ability to

recognize and exploit entrepreneurial opportunities are more likely to express a strong desire to start a business. The result confirms the role of perceived behavioral control in the Theory of Planned Behavior (Ajzen, 1991) and is consistent with prior studies (Nowiński et al., 2019; Zhao et al., 2005).

Hypothesis 3 (H3): Entrepreneurial mindset influences students' entrepreneurial intention.

The coefficient for entrepreneurial mindset is positive but not statistically significant ($B=0.152$, $t=1.694$, $p=0.092$). Therefore, Hypothesis 3 is rejected. Although the direction of the relationship is positive, the strength of the association is insufficient to establish a significant direct effect. This suggests that the entrepreneurial mindset may not directly influence entrepreneurial intention unless it is supported by other reinforcing factors such as self-efficacy or entrepreneurship education.

In summary, the results of hypothesis testing show that H1 and H2 are supported, while H3 is not supported. Entrepreneurship education and self-efficacy significantly enhance students' entrepreneurial intention, whereas entrepreneurial mindset, although positively related, does not have a significant direct effect. These findings collectively confirm that educational and psychological factors jointly contribute to entrepreneurial intention formation, with self-efficacy emerging as the most influential variable.

Discussion

The Influence of Entrepreneurship Education on Students' Entrepreneurial Intention

The findings of this study indicate that entrepreneurship education has a positive and significant effect on students' entrepreneurial intention. This result confirms that educational interventions play a crucial role in shaping students' readiness to engage in entrepreneurial activities. The result that structured learning experiences such as entrepreneurship courses, workshops, and experiential learning can effectively enhance students' motivation and perceived feasibility of starting a business. From the perspective of the Theory of Planned Behavior (Ajzen, 1991), entrepreneurship education influences attitudes toward entrepreneurship and perceived behavioral control, both of which contribute to the formation of entrepreneurial intention. Exposure to entrepreneurship-related knowledge helps students develop positive beliefs about entrepreneurship as a desirable career option. Moreover, practical learning experiences such as business simulations, internships, and project-based learning strengthen students' confidence in their ability to execute entrepreneurial tasks, thereby reinforcing their intention to start a business (Fayolle & Gailly, 2015; Nabi et al., 2017).

This finding is also consistent with previous evidence from Indonesia showing that entrepreneurship education contributes positively to the development of entrepreneurial intention and entrepreneurial readiness among university students (Kamalia et al., 2026). These findings indicate that entrepreneurship education serves not only as a mechanism for knowledge acquisition but also as a process that strengthens students' confidence and preparedness to engage in entrepreneurial activities. Empirically, this result aligns with several previous studies emphasizing the impact of entrepreneurship education on entrepreneurial intention. For example Nabi et al.(2017) conducted a systematic review and found that entrepreneurship education not only enhances entrepreneurial awareness but also fosters self-efficacy and opportunity recognition. Similarly, Handayati et al. (2020) and Wardana et al. (2020) demonstrated that entrepreneurship education significantly strengthens vocational and higher education students' entrepreneurial attitudes and intentions, especially when programs are designed to integrate experiential components. Martin et al. (2013) also found that entrepreneurship education positively affects both entrepreneurial knowledge and intentions across diverse educational settings, confirming its role as a driver of entrepreneurial behavior.

Recent studies further reinforce the role of entrepreneurship education in shaping entrepreneurial intention by emphasizing the importance of experiential and learning approaches. Daspit et al. (2023) highlight that entrepreneurship education is most effective when it

simultaneously develops cognitive skills and psychological readiness, particularly self-efficacy and opportunity recognition. Similarly, Amani et al. (2024) demonstrate that contemporary entrepreneurship education programs strengthen entrepreneurial intention through dynamic learning environments that integrate mentoring, practice-based learning, and confidence-building mechanisms. These recent findings suggest that entrepreneurship education functions not merely as a knowledge-transfer mechanism but as a comprehensive developmental process that enhances students' readiness to engage in entrepreneurial behavior, especially in higher education settings within developing economies.

In the developing economies such as Indonesia, where job creation and innovation are national priorities, entrepreneurship education provides an effective mechanism for cultivating entrepreneurial culture among students. Universities serve as important incubators for entrepreneurial mindsets and behaviors by embedding entrepreneurship into the curriculum and fostering collaboration with industry partners. Through this process, students acquire not only theoretical understanding but also practical competencies such as opportunity identification, business planning, and innovation management. These competencies collectively contribute to the formation of stronger entrepreneurial intentions.

Taken together, the findings reaffirm that entrepreneurship education is a strategic tool for shaping entrepreneurial intention through the enhancement of knowledge, attitudes, and self-confidence. When students are exposed to interactive, experience-based, and reflective learning, they are more likely to internalize entrepreneurial values and perceive entrepreneurship as a viable and rewarding career path. Hence, higher education institutions should continue to design entrepreneurship programs that are experiential, interdisciplinary, and embedded with mentoring or real-world engagement, ensuring that students not only learn about entrepreneurship but also learn through entrepreneurship.

The Influence of Self-Efficacy on Students' Entrepreneurial Intention

The results of this study show that self-efficacy has a positive and significant effect on students' entrepreneurial intention. This indicates that students who possess a higher level of confidence in their entrepreneurial abilities are more likely to express a strong intention to start their own business. Self-efficacy represents an individual's belief in their capability to organize and execute the actions required to achieve specific goals (Bandura et al., 1999). In entrepreneurship, such belief plays a decisive role in determining whether individuals will engage in entrepreneurial behavior, persist through challenges, and take calculated risks to realize business opportunities.

This finding is consistent with the Theory of Planned Behavior (Ajzen, 1991), particularly with the component of perceived behavioral control, which reflects one's perceived ability to perform a specific behavior. Students with higher entrepreneurial self-efficacy perceive fewer barriers to entrepreneurial action and greater control over potential business outcomes, which in turn strengthens their entrepreneurial intention. In other words, when individuals believe they possess the skills, knowledge, and resilience necessary for entrepreneurship, they are more likely to form the intention to engage in entrepreneurial activity (Krueger et al., 2000; Zhao et al., 2005). Empirical evidence from prior research supports this relationship. Zhao et al. (2005) found that entrepreneurial self-efficacy mediates the relationship between education and entrepreneurial intention, suggesting that belief in one's abilities translates educational experiences into entrepreneurial motivation. Similarly, Nowiński et al. (2019) and Elnadi & Gheith (2021) confirmed that self-efficacy is among the strongest predictors of entrepreneurial intention across different cultural and educational. Shinnar et al. (2014) further demonstrated that self-efficacy significantly increases students' perceived feasibility of entrepreneurship, thereby fostering a stronger entrepreneurial intention.

Recent empirical studies continue to underscore entrepreneurial self-efficacy as a central and robust predictor of entrepreneurial intention, particularly in higher education. Daspit et al. (2023) emphasize that self-efficacy functions as a key psychological mechanism through which

entrepreneurship education and experiential learning are translated into entrepreneurial motivation and intention. Similarly, Amani et al. (2024) demonstrate that entrepreneurial self-efficacy plays a critical mediating role in strengthening students' entrepreneurial intention, especially within developing and emerging economies where institutional support for entrepreneurship may be limited. These recent findings reaffirm that self-efficacy is not merely an individual belief but a dynamic construct shaped by educational design, mentoring, and learning environments. In this regard, enhancing students' entrepreneurial self-efficacy remains essential for transforming entrepreneurial potential into a concrete intention to engage in entrepreneurial activities.

In addition, self-efficacy serves as a psychological mechanism that shapes the way individuals interpret entrepreneurial opportunities and risks. Students with strong self-efficacy are more likely to approach uncertainty with confidence, view challenges as opportunities for learning, and persist in the face of difficulties (Miao et al., 2017). Conversely, students with low self-efficacy may perceive entrepreneurship as too risky or unattainable, leading to weaker entrepreneurial intentions even if they have received adequate entrepreneurship education. Taken together, these findings reaffirm that self-efficacy is not only a cognitive construct but also an essential motivational driver that transforms entrepreneurial potential into intention and action. By enhancing students' belief in their own competence, higher education institutions can foster a stronger entrepreneurial mindset and promote business start-up activities. Therefore, universities should design entrepreneurship programs that incorporate mentoring, experiential projects, and self-reflective exercises aimed at developing students' confidence in their entrepreneurial skills. Building this internal belief system will help translate entrepreneurial learning into tangible intentions and behaviors.

The Influence of Entrepreneurial Mindset on Students' Entrepreneurial Intention

The results of this study indicate that the entrepreneurial mindset does not have a statistically significant direct effect on students' entrepreneurial intention. Although the regression coefficient is positive, suggesting a potential positive relationship, the effect is not strong enough to reach statistical significance. This finding implies that while students with an entrepreneurial mindset may possess cognitive and attitudinal traits conducive to entrepreneurship, these traits alone are insufficient to translate into a firm entrepreneurial intention without the presence of reinforcing factors such as self-efficacy and entrepreneurship education.

The entrepreneurial mindset reflects a set of cognitive processes, attitudes, and behavioral orientations that enable individuals to identify opportunities, tolerate ambiguity, and create value in uncertain environments (Haynie et al., 2010). It includes attributes such as creativity, adaptability, proactiveness, and risk tolerance, which are fundamental for entrepreneurial behavior (Krueger, Jr. & Brazeal, 2018). However, the absence of a significant direct effect in this study suggests that possessing an entrepreneurial mindset may act as a predisposing condition rather than a direct motivator of entrepreneurial intention. In other words, mindset contributes indirectly by shaping students' perceptions and attitudes that are later activated through experiential learning or confidence-building mechanisms.

This result is consistent with several previous studies. Wardana et al. (2020) found that entrepreneurial mindset influences entrepreneurial intention indirectly through attitude and self-efficacy, rather than directly. Similarly, Handayati et al. (2020) and Souitaris et al. (2007) highlighted that mindset development alone does not guarantee the emergence of entrepreneurial intention unless students also perceive themselves as capable of starting a business. Mahendra et al., (2017) further argued that mindset formation must be supported by experiential entrepreneurship education that allows students to apply entrepreneurial thinking in real-world. Hence, mindset functions as a cognitive foundation that needs to be reinforced by psychological readiness and contextual learning experiences.

Recent entrepreneurship research further emphasizes the importance of entrepreneurial mindset as a cognitive and attitudinal foundation for entrepreneurial intention, particularly in educational settings. Cui & Bell (2022) argue that an entrepreneurial mindset enables students to recognize opportunities, tolerate uncertainty, and adopt proactive problem-solving approaches, which are essential precursors to entrepreneurial intention. These recent findings suggest that while an entrepreneurial mindset provides an important cognitive orientation toward entrepreneurship, its influence on entrepreneurial intention is strengthened when embedded within supportive learning environments. This reinforces the view that entrepreneurial mindset development should be integrated with entrepreneurship education and self-efficacy enhancement to generate stronger entrepreneurial intentions among students. From a theoretical standpoint, the result aligns with the Theory of Planned Behavior (Ajzen, 1991) in which attitudes, subjective norms, and perceived behavioral control jointly shape intention. The entrepreneurial mindset contributes primarily to the attitudinal component of this framework, influencing how students perceive entrepreneurship as desirable or achievable. However, without sufficient perceived behavioral control (as reflected in self-efficacy), the mindset may not manifest into an intention to act. Thus, the development of an entrepreneurial mindset should be seen as part of a broader psychological and educational process rather than a standalone determinant.

Collectively, these findings emphasize that fostering an entrepreneurial mindset remains essential but must be integrated with experiential education and self-efficacy enhancement. Universities should therefore adopt a holistic approach to entrepreneurship development combining mindset training, practical exposure, mentoring, and reflective exercises to ensure that cognitive orientations are effectively translated into behavioral intentions. Such an integrated model will allow students not only to think like entrepreneurs but also to act as entrepreneurs within real or simulated business environments. The findings of this study provide important comparative insights when contrasted with evidence from developed economies. Prior studies conducted in the United States and European countries often report a stronger and more direct effect of entrepreneurial mindset on entrepreneurial intention, largely due to the presence of supportive entrepreneurial ecosystems, mentoring structures, and early exposure to entrepreneurial role models (Cui & Bell, 2022; Souitaris et al., 2007). An entrepreneurial mindset may more easily translate into concrete entrepreneurial intentions (Krueger, Jr. & Brazeal, 2018). In the Indonesian, however, the results suggest that an entrepreneurial mindset alone is insufficient to generate a strong entrepreneurial intention without the reinforcement of self-efficacy and structured entrepreneurship education. This indicates that in developing economies, psychological orientations must be supported by educational interventions that enhance perceived behavioral control and confidence (Ajzen, 1991; Nowiński et al., 2019; Zhao et al., 2005). The findings highlight the importance of institutional and educational factors in shaping entrepreneurial intention under conditions of greater uncertainty and structural constraints (Wardana et al., 2020). Accordingly, this study demonstrates that the determinants of entrepreneurial intention are dependent, and that conclusions drawn from developed economies may not be directly transferable to developing countries such as Indonesia (Liñán & Fayolle, 2015; Schlaegel & Koenig, 2014).

Entrepreneurial Intention as a Pathway to Youth Economic Empowerment

The findings of this study suggest that entrepreneurship education and self-efficacy play important roles in empowering students to pursue entrepreneurial careers. From an empowerment perspective, entrepreneurial intention should not be viewed merely as an individual's desire to start a business but as an indicator of increased agency, confidence, and readiness to participate in economic development. Entrepreneurship education equips students with entrepreneurial knowledge and skills, while self-efficacy strengthens their confidence in transforming opportunities into productive economic activities. Recent studies have emphasized that entrepreneurial education contributes significantly to the development of entrepreneurial competencies,

opportunity recognition, and entrepreneurial behavior among young people, thereby enhancing their capacity to participate actively in economic transformation (Lackéus, 2020; Nabi et al., 2017).

The significant influence of entrepreneurship education and self-efficacy indicates that empowerment occurs through both educational and psychological mechanisms. Students who receive entrepreneurship education and develop strong self-efficacy are more likely to perceive themselves as capable economic actors. This finding supports the view that empowerment involves expanding individuals' capabilities and opportunities to make strategic life choices and pursue economic independence. Self-efficacy has consistently been identified as a critical determinant of entrepreneurial intention because it strengthens individuals' confidence in managing uncertainty, recognizing opportunities, and overcoming entrepreneurial challenges (Newman et al., 2019).

In developing economies such as Indonesia, youth empowerment through entrepreneurship is particularly important because higher education graduates often face labor market uncertainties and limited formal employment opportunities. Strengthening entrepreneurial intention among university students can therefore contribute to job creation, innovation, and local economic development. Universities play a strategic role in this process by fostering entrepreneurial competencies, confidence, and opportunity recognition through experiential learning and mentoring programs. Recent evidence suggests that entrepreneurial universities can serve as catalysts for sustainable development by encouraging innovation, supporting business creation, and strengthening local entrepreneurial ecosystems (Audretsch et al., 2025).

These findings imply that entrepreneurship education should be designed not only to transfer knowledge but also to empower students by strengthening their entrepreneurial agency and self-confidence. Such an approach can help develop future entrepreneurs who are capable of contributing to sustainable economic development and community prosperity. Furthermore, empowering youth through entrepreneurship aligns with the Sustainable Development Goals (SDGs), particularly those related to decent work, economic growth, and reduced inequalities. By fostering entrepreneurial intention among students, higher education institutions can contribute to the creation of resilient communities and inclusive economic development (Manasakis, 2024).

CONCLUSION

This study examined the influence of entrepreneurship education, self-efficacy and entrepreneurial mindset on entrepreneurial intention among university students in Indonesia. The findings reveal that entrepreneurship education and self-efficacy have significant positive effects on entrepreneurial intention, whereas entrepreneurial mindset does not demonstrate a statistically significant direct effect. Among the examined variables, self-efficacy emerged as the strongest predictor of entrepreneurial intention, indicating that students' confidence in their entrepreneurial capabilities plays a crucial role in shaping their willingness to pursue entrepreneurial careers.

The findings extend the entrepreneurship literature by highlighting entrepreneurship education not only as a mechanism for knowledge transfer but also as a process of empowerment. Entrepreneurship education contributes to the development of entrepreneurial intention by strengthening students' capabilities, confidence, and readiness to identify and exploit entrepreneurial opportunities. In this regard, entrepreneurial intention can be viewed as an important outcome of youth empowerment, reflecting students' growing capacity to participate in economic activities and contribute to sustainable development. The results further suggest that psychological readiness, particularly self-efficacy, is essential for transforming entrepreneurial potential into entrepreneurial aspirations.

From a practical perspective, higher education institutions should design entrepreneurship programs that integrate experiential learning, mentoring, business incubation, and confidence-building activities. Such approaches can strengthen entrepreneurial self-efficacy and empower students to become future entrepreneurs who are capable of generating innovation, creating employment opportunities, and supporting local economic development. These findings are

particularly relevant for developing economies, where entrepreneurship is increasingly recognized as a strategic pathway for youth empowerment and economic resilience.

This study is limited by its focus on a single higher education institution and its cross-sectional research design, which may restrict the generalizability of the findings. Future studies are encouraged to involve broader samples across different universities and regions, as well as to examine the mediating and moderating mechanisms through which entrepreneurship education influences entrepreneurial intention. Further research may also incorporate empowerment-related variables, entrepreneurial ecosystems, and social capital to provide a more comprehensive understanding of entrepreneurial development among young people.

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