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A Study Of The Effectiveness Of Entrepreneurship Education In Fostering Entrepreneurial Mindsets Among Indonesian Youth

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Abstract.*Objective – This study examines the impact of entrepreneurship education on teenagers' career aspirations, entrepreneurial mindset, and entrepreneurial intention. Methodology – Using a quantitative method with a cross-sectional design, the study surveyed 200 high school students in Indonesia who had participated in entrepreneurship education programs. The study applied various statistical tests to ensure the reliability and validity of the data and to test the hypotheses. Findings – The results revealed that entrepreneurship education had a positive and significant effect on entrepreneurial intention, but not on entrepreneurial mindset. The study also found that career aspiration did not influence entrepreneurial intention or mindset, but it did affect entrepreneurship education. Novelty – This study focuses on the impact of entrepreneurship education on teenagers in Indonesia. Additionally, the study's emphasis on the relationship between entrepreneurship education, career aspirations, entrepreneurial mindset, and entrepreneurial intention can be a valuable contribution to the field.*

Keywords: *Entrepreneurship education, Career aspirations, Entrepreneurial mindset, Education intervensions*

1. INTRODUCTION

The rapid pace of technological advancements and the ever-changing global economy have created a highly competitive landscape, demanding individuals to possess a diverse set of skills and a proactive mindset to thrive in the business world. Recognizing the need to equip young individuals with the necessary tools to navigate this dynamic environment, entrepreneurship education has emerged as a promising avenue for fostering entrepreneurial thinking, nurturing business skills, and shaping career aspirations among teenagers (Fauziyah & Pangaribuan, 2023).

Furthermore, entrepreneurship education encompasses a range of educational initiatives, including formal courses, extracurricular programs, and experiential learning opportunities, all aimed at instilling an entrepreneurial mindset and developing practical skills relevant to business creation and management (Mathushan, 2020). By providing teenagers with exposure to real-world business scenarios, entrepreneurship education empowers them to think critically, identify opportunities, and take calculated risks, thereby fostering their creativity, problem-solving abilities, and resilience.

Entrepreneurship education for teenagers has more of an impact than teaching business skills. Studies indicate that such educational programs can greatly influence the career goals of individuals motivating them to consider entrepreneurship as a path for their future (Trisetiyanto et al., 2019). By introducing teenagers to accomplished entrepreneurs, industry experts and inspiring role models in the field these education programs help them visualize themselves as

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business leaders. This sparks their enthusiasm for entrepreneurship. Motivates them to pursue their entrepreneurial endeavors.

While it is widely recognized that entrepreneurship education can be beneficial, for teenagers there is still a need for evidence to support these claims and gain an understanding of how exactly entrepreneurship education impacts business skills and career aspirations. Although many people advocate for the benefits of entrepreneurship education, certain studies have raised concerns about its effectiveness in achieving desired outcomes. Critics argue that the long-term advantages of entrepreneurship education for people may be limited (Elert et al., 2020; Kassiean et al., 2015). According to a research paper published by the National Bureau of Economic Research (NBER) the initial enthusiasm and interest generated by entrepreneurship programs may eventually fade away leading to a lack of activity among participants. They suggest that without support and guidance the skills and motivation developed during programs might decline over time (Alzua et al., 2016).

This research intends to close this gap by performing a thorough analysis of the available literature and conducting empirical research to investigate the influence of educational programs on entrepreneurship upon the development of business skills and career ambitions among teens. The findings of this study will contribute to the current discussion on entrepreneurship education and provide valuable insights for the development and execution of effective educational interventions that can empower teenagers to succeed in the business world and pursue their entrepreneurial aspirations.

2. LITERATURE REVIEW

Entrepreneurship Education and Business Skills Development

Entrepreneurship education has become increasingly important, in the field of education as it equips people with the skills to excel in business. Various methods are employed in entrepreneurship education, such as mentorship, hands-on learning experiences, classroom instruction and exposure to real world business scenarios. It is widely recognized that entrepreneurship education plays a role in helping teenagers enhance their business skills. A study conducted by Kuratko and Audretsch (2013) investigated the effectiveness of entrepreneurship education programs. Found that they assist students in developing entrepreneurial abilities like problem solving, decision making and innovation. Moreover, studies have shown that financial literacy and understanding market dynamics are closely associated with education (Fayolle & Gailly, 2015). By engaging in experiential learning opportunities, within business environments teenagers can cultivate thinking skills and

adaptability which ultimately empower them to become more successful and resourceful entrepreneurs.

Impact on Career Aspirations

Teens' exposure to entrepreneurship education shapes their career objectives by influencing their desires for professions and the development of business skills. Young individuals who engage in entrepreneurship education programs are more likely to be interested in pursuing careers (Peterman & Kennedy, 2003). They are inspired to consider entrepreneurship as a career option by this exposure to business owners and industry professionals.

Past study found evidence that entrepreneurship education influences young people's aspirations for their careers (Peterman & Kennedy, 2003). According to their findings, teens who participate actively in programs that teach entrepreneurship have a higher chance of being interested in pursuing professions in business. They are exposed to business owners and industry professionals through these programs, which encourages students to think of entrepreneurship as a desirable career option.

Additionally, entrepreneurship education gives students the information and skills they need to follow their entrepreneurial goals in addition to igniting their interest in entrepreneurship as a career route. They can better withstand the difficulties and uncertainties of entrepreneurship by learning about the nuances of launching and operating firms. This validates their desire to pursue jobs in this area even more (Kuratko et al., 2017). Teenagers are also introduced to industry success stories and role models through entrepreneurial education programs. This exposure highlights the variety of employment options available in the business sector. They can broaden their viewpoints with this sort of experience. encourages them to look into startup and social enterprise options as well as other entrepreneurial opportunities.

While the advantages of entrepreneurship education have been discussed, there isn't any hard data to support how it affects teens' goals and business acumen. This research work attempts to assess current literature and empirical data in order to fill this gap. The goal is to give youngsters who want to thrive in the corporate sector knowledge that can guide the creation and execution of educational programs. By looking at mechanisms, the research will find out how entrepreneurship education affects people. The proposed conceptual model can be seen in Figure 1. The hypotheses of this study are:

H1: There is a positive and significant impact from career aspiration to entrepreneurial intention.

H2: There is a positive and significant impact from career aspiration to the entrepreneurial mindset.

H3: There is a positive and significant impact from career aspiration to entrepreneurial education.

H4: There is a positive and significant impact from entrepreneurial mindset to entrepreneurial intention.

H5: There is a positive and significant impact from entrepreneurial education to entrepreneurial intention.

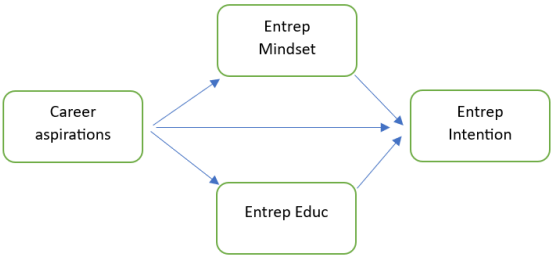

Figure 1 Proposed Conceptual Model

3. METHODOLOGY

This research employs a descriptive research design, which is a study meant to explore a declared state or other item, with the results published in the form of a research report. This study employs a quantitative technique. According to Creswell (2012), quantitative research is conducted in order to explain how one variable affects another one. This study used a cross-sectional design, which means that data was collected just once and at the same time. In this particular study, there were 23 items, of which the researchers used four variables, consisting of 3 independent variables, such as career aspirations, entrepreneurial mindset, entrepreneurial education, and one dependent variable, which is entrepreneurial intention. All variables are assessed using multiple-item perceptual scales that have been pre-validated in prior research and reworded to meet the context of the study. Career aspirations were assessed by using six items adapted from studies by Tharenou and Terry (1998). Moreover, six items were adapted from studies by Handayati et al. (2020) to measure the entrepreneurial mindset. Entrepreneurial education was measured by adapting six items from studies by Handayati et al. (2020). Apart from that, to measure entrepreneurial intention, five items were adapted from studies by Handayati et al. (2020). All of the items were measured on 5-point Likert scales that ranged

from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5) because when compared to scales with 4, 6, 7, 8, and 9 points, a 5-point scale elicited the quickest reaction time. Furthermore, the researchers considered possible biases such as acquiescence bias (a preference for favorable alternatives) and extreme reaction bias (a preference for dramatic replies). Based on this analysis, they found that putting five anchors on the scale was most effective. The researchers underlined the need of maintaining a balanced scale design in order to reduce respondents' cognitive effort while successfully transmitting information inside the scale (Chyung et al., 2017).

Table 1. Profile of the Respondents

Demographic Characteristics	Item	Percentage	Frequency
Age	15-25	86%	43
	>25	14%	7
Gender	Male	52%	26
	Female	48%	24
Educational Level	Bachelor's Degree	50%	25
	Master's Degree	10%	5
	High School	30%	15
	Junior High	4%	2
	Others	6%	3
Participation in Entrepreneurship Education Program	Yes	68%	34
	No	32%	16

Sampling Method

In this research study, the sample selection approach used in this study is non-probability sampling, which means that no individuals of the population have the same chance of becoming members of the sample and convenience sampling was used to collect the samples by using the central limit theorem (CLT). We picked the CLT because parametric tests have greater statistical accuracy than non-parametric tests and it will provide a firm foundation for sampling methodologies and assure the trustworthiness of our findings (Kwak & Kim, 2017). According to Roscoe (1975), a sample size more than 30 but less than 500 is appropriate for most behavioral investigations, but a sample size greater than 500 may result in a Type II error (Sekaran & Bougie, 2016 as cited in Memon et al., 2020). Therefore, by adhering to the CLT principles, we hoped to reduce sample bias and enhance the generalizability of our findings. In addition, to assure the validity and reliability of our findings, we have already chosen 50 respondents who match the criterion of having participated in entrepreneurship education. In addition, IBM SPSS Statistics 25 was used for data testing and analysis.

4. RESULTS AND DISCUSSION

Profile of the Respondents

This research study involves 50 participants, where there are 48% females and 52% men in the sample population (see Table 1). The age group of 15 to 25 makes up 86% of the participants, which is the majority of the total. Those over 25 represent the remaining 14% of the population. In addition, 10% of participants have a master's degree, while 50% of participants have a bachelor's degree. Of the sample, 30% are high school graduates, and 4% are junior high school grads. Six percent have a background in schooling that is categorized as "Other." Meanwhile 68% of the participants reported having participated in entrepreneurial education programs, compared to 32% who had not.

Table 2 Validity and Reliability

Construct	Item	Loadings	CA	CR	AVE
Career Aspirations	LE1	0.953	0.753	0.836	0.508
	LE2	0.600			
	LE3	0.787			
	LE4	0.755			
	LE5	0.801			
Entrepreneurial Mindset	TM6	0.704	0.843	0.887	0.613
	TM7	0.799			
	TM8	0.755			
	TM9	0.869			
	TM10	0.758			
Entrepreneurial Education	SE11	0.873	0.864	0.906	0.707
	SE12	0.838			
	SE13	0.803			
	SE14	0.849			
Entrepreneurial Intention	AP15	0.887	0.915	0.940	0.797
	AP16	0.891			
	AP17	0.904			
	AP18	0.887			

Reliability/Validity

When deciding if an instrument of a questionnaire can be used more than once, or at least with the same responder, reliability testing is important. The Cronbach's Alpha test will be used as a reliability test for additional alternative replies between the two, and the test's result will be compared to the lowest acceptable reliability coefficient value. When the Cronbach's Alpha coefficient is more than 0.6, the research instrument is reliable. The research tool is unreliable if the Cronbach's Alpha value is less than 0.6 (Fanani & Djati, 2016). The result in Table 2 shows that the Cronbach's Alpha coefficient is more than 0.6 (0.895 > 0.6), where these results show that the items in the questionnaire have high reliability.

Validity testing is conducted to determine whether a tool, such a questionnaire, is appropriate for measuring a certain variable. If the questions in a questionnaire may provide information about what the questionnaire is intended to assess, then the questionnaire is considered valid. The results of each instrument item will be linked with the overall score in order to assess the validity of each individual item. To do calculations, the Pearson Product Moment formula is used. Subsequently, a validity test was performed with a significance level of 0.05 by comparing the estimated r value with the table r value for degree of freedom (df) = n-2. Moreover, they are the following when deciding how to evaluate the indicators' validity: (1) The variable is considered legitimate if R count (Corrected Item-Total Correlation) is more than R table; (2) A variable is deemed invalid if R count is less than R table. According to the results, every questionnaire item is legitimate, meaning that the research project under study may utilize them to collect data.

Normality Test

The purpose of the normality test is to ascertain if residual or confounding variables have a normal distribution. The residual values are assumed to follow a normal distribution for the purposes of the t-test. The regression model is deemed faulty with the current sample size if this assumption is broken. The normal P-P plot and statistical analysis (Z score analysis of skewness and kurtosis) using a single sample Kolmogorov-Smirnov test are the two approaches most frequently used to evaluate the normality of a regression model.

In this research study, the Kolmogorov-Smirnov test was conducted to determine if the variables have a normal distribution or not. To determine the variable has a normal distribution we need to compare the Asymptotic Significance (2-tailed) result with the significance level 95%. If the Asymptotic significance result is more than 0.05 it means the data is relatively the same as the average so it is called normal. According to the results, the Asymptotic Significance value is more than 0.05 (0.200 > 0.05), meaning the data is relatively the same as the average so it is called normal.

Multicollinearity Test

The purpose of the multicollinearity test is to determine if the regression model detects any connection at all between the independent variables. Independent variables in a decent regression model should not correlate with one another since this indicates that the variables are not orthogonal or comparable. Independent variables that have a zero-correlation value with one another are known as orthogonal variables. The purpose of this test is to prevent prejudice

in the judgment process while determining the relative contributions of each independent variable to the dependent variable. The tolerance value and its opposite, the variable inflation factor (VIF), can be used to determine whether a multicollinearity issue arises. If VIF less than 10, it means multicollinearity does not occur. The results show that the value of VIF is less than 10 where 1.392 < 10, 1.228 < 10, 1.658 < 10, and it can be concluded that there is no multicollinearity issue for each independent variable.

Hypothesis Testing

In this research study, to determine the t-test we can use the result from the coefficients table in SPSS. If the significance level of each variable is less than 0,05, it means there is an influence of variable X on variable Y. Meanwhile, if the significance level of each variable is more than 0,05, it means there is no influence of variable X on variable Y.

Table 3 Hypothesis Testing Result

Variable	beta	T Statistics	P Value	Result
CA → EI	0.008	-0.076	0.061	Rejected
CA → EM	0.101	0.946	0.348	Rejected
CA → EE	0.406	4.248	0.000	Accepted
EE → EI	0.396	2.852	0.006	Accepted
EM → EI	0.189	1.525	0.939	Rejected

The data in Table 3 shows that career aspiration has no significant relationship with either entrepreneurial intention or mindset. This means that the null hypotheses H1 and H2 cannot be rejected, and the alternative hypotheses are not supported by the data. Therefore, career aspiration does not have a positive and significant effect on entrepreneurial intention or entrepreneurial mindset. Table 3 shows that career aspiration has a positive and significant relationship with entrepreneurial education, as indicated by the p-value of 0.000. This means that the null hypothesis H3 can be rejected, and the alternative hypothesis is supported by the data. Therefore, career aspiration has a positive and significant effect on entrepreneurial education. Table 3 shows that entrepreneurial education has a positive and significant relationship with entrepreneurial intention, as indicated by the p-value of 0.006. This means that the null hypothesis H5 can be rejected, and the alternative hypothesis is supported by the data. Therefore, entrepreneurial education has a positive and significant effect on entrepreneurial intention. However, the data also shows that entrepreneurial mindset has no significant relationship with entrepreneurial intention, as indicated by the p-value of 0.134. This means that the null hypothesis H4 cannot be rejected, and the alternative hypothesis is not

supported by the data. Therefore, entrepreneurial mindset does not have a positive and significant effect on entrepreneurial intention.

5. CONCLUSION

According to the first hypothesis test results, career aspiration and entrepreneurial mindset has no influence on entrepreneurial intentions. Therefore, H1 and H2 are not accepted. Meanwhile entrepreneurial education positively and significantly influences entrepreneurial intentions because the p-value of entrepreneurial education is less than 0,05. Therefore, the H3 is accepted. Jiatong et al. (2021), who assert that entrepreneurship education has a favorable and significant impact on entrepreneurial ambitions, complement the findings of this study. According to this research, students who receive an education in entrepreneurship are equipped with the fundamental information needed to launch a new company. A person intending to become an entrepreneur will get an education sufficient for entrepreneurship. Education in entrepreneurship offers experience in entrepreneurship as well as knowledge and information about it, enabling someone with entrepreneurial goals to succeed.

In order to increase students' interest in entrepreneurship, universities should enhance their entrepreneurship education curriculum. Entrepreneurship education also improves a person's skills. This suggests that the better the entrepreneurship education received, the greater the desire to become an entrepreneur. Educators, policy makers and institutions involved in designing and imparting entrepreneurship education may find this research useful in their endeavors. This demonstrates the need for successful entrepreneurship educational programs that support student's entrepreneurial intentions.

Further, this data can be used by policy makers in designing appropriate education policies to enhance entrepreneurial skills. Nevertheless, it is important to acknowledge the limitations of this study. The study has a small number of respondents (50), which may render inconclusive the results in relation to broader groups. The study also explores a distinct age bracket that is between 15 and 25 years. It implies that the results generated are only pertinent to other people who are within this age bracket. In addition, the investigation is based upon secondary sources of information, which could lead to skewed results as well as limitations characteristic for uncontrolled responses.

Another line for future research could focus upon the lasting consequences entrepreneurship education might have on people's entrepreneurial activities. Such a longitudinal survey that follows up on the participants even after reaching adulthood can reveal more information about the enduring influence on employment selection and business startup

decisions. Finally, it would be worthwhile to investigate other possible determinants of entrepreneurial intentions that were not included in this study for a better knowledge comprehension of the phenomenon involved.

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