

## **The Role of Entrepreneurship Education, Role Models, and Perceived Behavioural Control in Enhancing Entrepreneurial Motivation**

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### **Abstract**

Entrepreneurship in higher education is implemented to produce competitive graduates ready to work. Entrepreneurial motivation is crucial for translating entrepreneurial intentions into action. This study aims to examine the influence of entrepreneurship education, role models, and perceived behavioural control on entrepreneurial motivation. Data collection methods included questionnaires and interviews. The sampling technique used was convenience sampling. The study found that entrepreneurship education and role models did not influence entrepreneurial motivation, whereas perceived behavioural control did. The findings of this study are expected to motivate students to be brave and independent in starting and running a business despite the various risks involved.

**Keywords:** *Entrepreneurial Motivation, Entrepreneurship Education, Role Model, Perceived Behavioural Control.*

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## **INTRODUCTION**

Entrepreneurship in Indonesia, a developing country, has experienced significant growth. However, in terms of ratio, Indonesia faces a shortage of entrepreneurs compared to its population, so continuous efforts are needed to increase the number of entrepreneurs (Manullang & Simarmata, 2023). According to Sastri et al. (2022), the entrepreneurship ratio in November 2021 only reached 3.1% of the ideal ratio of 4%. Entrepreneurship is an achievement that is of concern for advancing the country's economy. According to Masduku (2022), a Presidential Regulation on National Entrepreneurship Development is needed to achieve the 2024 entrepreneurship ratio and strengthen the national economic structure.

Entrepreneurship plays an important role in job creation, innovation, and economic development (Sesen, 2013). Entrepreneurship has been promoted in universities as a field of study that can enhance students' knowledge and practical experience, fostering an entrepreneurial spirit. The entrepreneurial spirit inherent in graduates will give them a competitive advantage, both as job creators and job seekers. This research aims to incorporate this concept into *the Theory of Planned Behaviour* (TPB) to explain the formation of intentions in sustainable entrepreneurship (Ajzen, 1991). In TPB, attitude reflects an individual's desire to behave in a certain way.

Higher education institutions must provide more practical entrepreneurship material rather than just theory, offer entrepreneurship training with practitioners, provide funding programmes as capital assistance, and facilitate mentoring to stimulate students who want to

start their own businesses. A well-conceived entrepreneurship education, such as this, will motivate students to become entrepreneurs—students who are increasingly creative and innovative open up great opportunities to start their own businesses.

Previous research on the relationship between entrepreneurship education and motivation has yielded inconsistent results. Findings from Indaryani et al. (2020) and Hasan et al. (2021) state that *entrepreneurship education* has a positive and significant effect on *entrepreneurial motivation*. According to Monico et al. (2021), it is important to analyse, nurture, and invest in entrepreneurship education to foster higher levels of entrepreneurship, as it has a positive, enjoyable, direct, and indirect impact on students' entrepreneurial motivation and intention to become entrepreneurs. Meanwhile, Farhangmehr et al. (2016) found that *entrepreneurship education* does not increase motivation. Research by Oosterbeek (2010) found that entrepreneurship education negatively affects motivation and the intention to become an entrepreneur.

Entrepreneurial motivation can arise from an individual's observation of *entrepreneurial influencers*. When a prospective entrepreneur observes their behaviour, strategies, and success on TikTok and other social media, they are motivated to imitate them, so *entrepreneur influencers* can be considered *role models*. Research by Tahir & Kutpudeen (2022) found that *role models* have a positive impact on entrepreneurial intentions.

Furthermore, conventional entrepreneurship literature has established a strong relationship between perceived behavioural control and entrepreneurial intention (Krueger et al., 2000). Individuals with high perceived behavioural control will be better able to set goals and have a more positive conception of how individuals achieve predetermined tasks in building a sustainable business (Vuorio et al., 2018). When individuals have a strong sense of behavioural control over entrepreneurship, they tend to form intentions and be motivated to start a business. The purpose of this study is to explore the influence of *Entrepreneurship Education, Role Models, and Perceived Behavioural Control* on *Entrepreneurial Motivation* among Entrepreneurial Students.

#### *Entrepreneurial Motivation*

Entrepreneurial motivation is an internal drive that influences individuals to start and develop a business. According to McClelland (1961), the need for achievement is a significant component of entrepreneurial motivation, with individuals who are highly driven to achieve more successful in running a business. Collins et al. (2000) concluded that the need for achievement effectively distinguishes between successful and less successful business founders. Meanwhile, Murnieks et al. (2019) emphasise that entrepreneurial motivation is not static but changes across the phases of the business lifecycle, including initiation, growth, and exit.

#### *Entrepreneurship Education*

Entrepreneurship education has become an important focus in developing independent and innovative human resources. Jiang et al. (2017) emphasise that the quality of entrepreneurship education positively influences entrepreneurial intention, with self-efficacy as the primary mediator. Research by Pratiwi and Hidayat (2023) shows that entrepreneurship education not only increases entrepreneurial interest but also encourages the creation of new businesses by strengthening entrepreneurial intention as a mediating variable.

### *Role Model*

A role model is vital in shaping an individual's behaviour, values, and aspirations. Role models are figures who are looked up to because they possess characteristics, achievements, or values considered ideal and worth emulating. In various contexts – be it education, career, or social life – the presence of role models can provide motivation, increase self-confidence, and help individuals set clearer life goals. Gibson (2004) states that role models serve as sources of inspiration and motivation, especially in career development and professional aspirations. Lockwood and Kunda (1997) found that successful role models can increase individual motivation when the model is perceived as relevant and achievable.

### *Perceived Behavioural Control*

Perceived behavioural control refers to a person's perception of the difficulty of carrying out a desired behaviour, related to their beliefs about the availability or unavailability of the resources and opportunities needed to realise that behaviour, reflecting past experiences and anticipations of obstacles and barriers (Ajzen, 1991). An individual's past experiences with a behaviour can be influenced by information obtained from others. Ajzen explains that a person's behaviour is not only controlled by the person but also requires self-control. Perceived behavioural control results from control beliefs, which describe a combination of beliefs about one's personal skills and potential facilitators and barriers.

**H<sub>1</sub>:** *Better Entrepreneurship Education will increase Entrepreneurial Motivation*

**H<sub>2</sub>:** *The stronger the Role Model, the higher the Entrepreneurial Motivation*

**H<sub>3</sub>:** *The better the Perceived Behavioural Control, the greater the Entrepreneurial Motivation.*

## RESEARCH METHODOLOGY

Data collection was conducted using a questionnaire method. The research was conducted among entrepreneurial students and recipients of funding for the higher education entrepreneurship programme in Purwokerto. The sampling technique in this study was determined using *convenience sampling*. The variables in this study were *Entrepreneurial Motivation*, *Entrepreneurship Education*, *Role Model*, and *Perceived Behavioural Control*. All items on the variable indicators were measured on a seven-point Likert scale from 1 (strongly agree) to 5 (strongly disagree). To determine the influence of the research variables, multiple regression analysis was performed in SPSS. The following is the equation model analysed.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Explanation:

Y = *Entrepreneurial Motivation*

X<sub>2</sub> = *Role Model*

a = Constant

X<sub>3</sub> = *Perceived Behavioural Control*

b = Coefficient of the independent variable

e = Standard error

X

X<sub>1</sub> = *Entrepreneurship Education*

## RESULTS AND DISCUSSION

### Results

Multiple regression analysis was used to assess the correlation and direction of the relationships among Entrepreneurship Education, Role Model, and *Perceived Behavioural Control* on *Entrepreneurial Motivation* among Entrepreneurial Students.

**Table 1. ANOVA Test Results**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	635,741	3	211,914	8,461	.000 <sup>a</sup>
	Residual	726,320	29	25,046		
	Total	1,362,061	32			

a. Predictors: (Constant), PERBEHAV\_CONTROL, ENTRE\_EDU, ENTRE\_ROLMODE

b. Dependent Variable: ENTRE\_MOTIV

**Table 2. Regression Coefficients**

Coefficients <sup>a</sup>						
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.047	5.316		3,019	.005
	ENTRE_EDU	.219	.146	.211	1,497	.145
	ENTER_ROLEMODE	.484	.491	.151	.985	.333
	BEHAVIOURAL_CONTRO L	.630	.172	.542	3,657	.001

a. Dependent Variable: ENTRE\_MOTIV

Based on the multiple regression analysis results table, the equation can be summarised as follows:

$$Y = 16.047 + 0.219 X_1 + 0.484 X_2 + 0.630 X_3 + e$$

### Hypothesis Testing

#### Coefficient of Determination

**Table 3. Coefficient of Determination**

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.683 <sup>a</sup>	.467	.412	5.005

a. Predictors: (Constant), PERBEHAV\_CONTROL, ENTRE\_EDU, ENTRE\_ROLMODE

Based on the table of determination coefficients, the R-squared value is 0.467, indicating that the variables Entrepreneurship Education, Role Model, and Perceived Behavioural Control explain 46.7% of the variance in the *Entrepreneurial Motivation* variable. Other variables influence the remaining 53.3%.

### T-test

**Table 4. T-Test**

Variable	T calculated	T table	Significance
<i>Entrepreneurship Education</i>	1.497	2,045	0.145
<i>Role Model</i>	0.985	2,045	0.333
<i>Perceived Behavioural Control</i>	3.657	2,045	0.001

Based on the T test in multiple regression analysis using alpha 0.05, n (sample) = 33 and k (number of variables) = 4, then df (n-k) or 0.05 (33-4) can be determined, and the t table value for the two-tailed test is 2.045.

The t-table shows that, partially, *Entrepreneurship Education* has a calculated t-value (1.497) < t-table value (2.045) and a significant. Value for the Entrepreneurship Education variable (0.145) > (0.05), so it can be concluded that *Entrepreneurship Education* does not affect *Entrepreneurial Motivation*. The *Role Model* variable has a t-value (0.985) < t-table value (2.045) and a sig. Value for the *Role Model* variable (0.333) > (0.05), so it can be concluded that *Role Model* does not affect *Entrepreneurial Motivation*. Meanwhile, the *Perceived Behavioural Control* variable has a t-value (3.657) > t-table value (2.045) and a sig. Value for the *Perceived Behavioural Control* variable (0.001) < (0.05), so it can be concluded that *Perceived Behavioural Control* has a significant positive effect on *Entrepreneurial Motivation*.

### **Discussion**

The study's results indicate that the *Entrepreneurship Education* variable does not affect *Entrepreneurial Motivation*. Entrepreneurship education that is not designed to be practical and inspiring will find it challenging to foster significant entrepreneurial motivation. The results show that Entrepreneurship Education does not always have a significant impact on Entrepreneurial Motivation. According to a study by Handayati et al. (2020), entrepreneurship education provided in higher education institutions does not directly affect students' motivation to become entrepreneurs, but instead influences their knowledge and skills. Wibowo and Saptono (2018) found similar results, stating that even though students participated in entrepreneurship education programmes, their motivation to become entrepreneurs did not increase significantly without other supporting factors such as practical experience or a supportive environment. In fact, research by Suherman and Suryana (2021) confirms that entrepreneurial motivation is more influenced by internal factors such as passion and life goals than by formal entrepreneurship education. These findings indicate that entrepreneurship education needs to be designed to be more applicable and context-specific to encourage entrepreneurial motivation truly.

These findings indicate that the presence of role models does not necessarily encourage entrepreneurial motivation; instead, this influence can emerge through mediating variables such as entrepreneurial identity or entrepreneurial attitude. For example, research by Soelaiman et al. (2022) reveals that although role models do not have a direct effect on entrepreneurial intentions, they have a significant effect on attitudes, subjective norms, and behavioural control, which then mediate students' entrepreneurial intentions. Similarly, a study by Pradana and Pratama (2016) shows that the influence of Role Models on entrepreneurial performance is mediated by entrepreneurial identity, not through a direct path. These findings emphasise the importance of a more complex approach in understanding how role models influence entrepreneurial motivation.

The study also shows that *Perceived Behavioural Control* positively influences *Entrepreneurial Motivation*. This indicates that the higher an individual's perception of their ability to control and carry out entrepreneurial activities, the greater their motivation to be entrepreneurial. *Perceived Behavioural Control* includes an individual's belief in their skills, knowledge, and opportunities to start and run a business. Research by Hansfel (2021) found that PBC has a significant effect on students' entrepreneurial intentions, which is a strong

indicator of entrepreneurial motivation. Another study by Aima et al. (2020) confirmed that Perceived Behavioural Control contributes to increased entrepreneurial motivation and self-efficacy, which ultimately encourages the intention to start a business. When individuals feel they have sufficient control, they are more likely to be motivated to take the plunge and start a business and plan concrete entrepreneurial actions.

## CONCLUSION

The results indicate that the *Entrepreneurship Education* variable does not influence *Entrepreneurial Motivation*. Thus, it can be concluded that entrepreneurship education does not directly motivate students to become entrepreneurs. The *Role Model* variable does not influence *Entrepreneurial Motivation*. This suggests that the role of a role model does not directly increase entrepreneurial motivation. The results also show that *Perceived Behavioural Control* positively affects *Entrepreneurial Motivation*. This indicates that the higher an individual's perception of their ability to control and carry out entrepreneurial activities, the greater their motivation to become an entrepreneur.

Entrepreneurship education needs to be designed to be more applicable and context-specific to encourage entrepreneurial motivation truly. It is important to take a more complex approach to understanding how role models can influence entrepreneurial motivation. When individuals feel they have sufficient control, they are more likely to be motivated to take the plunge and start a business, as well as plan concrete entrepreneurial actions.

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