

An Experimental Study on the Effectiveness of Entrepreneurship Education

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Abstract: *The curriculum of the business school in Indonesia included entrepreneurship course as one of the compulsory subjects. While the number of entrepreneurship education is growing, its impact is under-researched at least in Indonesia. This study, therefore, aims to contribute to the understanding of the impact of entrepreneurship education on entrepreneurial intention. This study uses quasi-experimental design, comparing students on entrepreneurship class with a comparison group of students who do not take the entrepreneurship class as a control group. The theory of planned behaviour was utilized as the underlying theoretical model. The results attest to a significant impact of entrepreneurship education on entrepreneurial intentions. Students participating in the entrepreneurship class show an increase in attitude perceived behavioural control and subjective norms which furthermore indicates that they have higher entrepreneurial intentions at the end of the class than students in the control group. The research conclusion enriches the established relative research on entrepreneurship education and gives an outline of implication for university and government policy.*

Keywords: *entrepreneurship, entrepreneurial intention, entrepreneurship education, experimental design*

Introduction

Research conducted by Katz (2008) shows that in the period between 1997 and 2001, the amount of entrepreneurship education in the United States continues to increase. [12] Both developed and developing countries are using entrepreneurship education as the panacea for stagnating or declining economy. They are heavily promoting entrepreneurship education. [17] The awareness escalation on the importance of entrepreneurship education is related to the reliance on the entrepreneurship for a country. The government believes in the positive impact of entrepreneurial on socio-economic conditions and the country's political infrastructure. [16] European Union (EU) countries for example, in the European Commission, stated that the primary goal of entrepreneurship education at the college level is to build capacity and mindset about entrepreneurship. Furthermore, they also recommend integrating entrepreneurship into the curriculum at universities. [5]

This phenomenon has happened in Indonesia as well, many universities, especially in the faculty of business and economics, included entrepreneurship education as one of the compulsory subjects, especially on the field of accounting, business, and management study. The impact of entrepreneurship education is believed to be an effective and efficient method to increase the number of entrepreneurs and improve the quality of entrepreneurship. [17] In addition, entrepreneurship education is also believed to contribute to the development of essential skills, such as innovation skills, teamwork, and problem-solving skills. [4], [8] The widespread attention to the importance of entrepreneurship education is also in line with the growing attention to analyze the impact of entrepreneurship education. [10]

Several studies have shown positive results on the role of entrepreneurship education. Souitaris, Zerbianti, and Al-Laham (2007) investigated the effect of entrepreneurship programs on entrepreneurial attitudes and intention of science and engineering students. [22] The result of their research showed that students in the program group increased their subjective norm and intention toward self-employment, whereas students in the control group did not. Another study was done by Pittaway and Cope (2007) also showed a sound evidence base on the role of entrepreneurship education in enhancing entrepreneurship propensity and intentionality. [18] A meta-analysis on the

relationship between entrepreneurship education and entrepreneurial intention conducted by Lorz, Muller, and Volery (2011) showed that out of 41 studies, only two studies reported a negative impact of entrepreneurship education. [15]

While in many countries, the number of research on the role of entrepreneurship education is growing, for Indonesia that is not the case. A handful of research on the impact of entrepreneurship education carries out by Indonesian researcher. This condition is apprehensive since most of the business schools in Indonesia have obliged entrepreneurship education as a compulsory subject. Some of the few research were done by Patricia and Silangen (2016), Kaijun and Sholihah (2015) and Sukdijo (2012). [21], [11], [23] Research conducted by Patricia and Silangen (2016) through survey data collection, found that entrepreneurship education did shape entrepreneurial intention in which female students received entrepreneurship education better than male students. Kaijun and Sholihah (2015) on their survey study also demonstrated the significance of entrepreneurial education on entrepreneurial intention. Research conducted by Sukdijo (2012) in literature review-based research conclude the decisive role of entrepreneurship education for the poverty alleviation program.

Although the number of research on entrepreneurship education is rising, most of these studies were an ex-post examination. The lack of this method is its inability to measure the direct effect of entrepreneurship education. Moreover, the data gathered in these studies were from general students. It did not specify students who particularly took entrepreneurship education. Based on these reasons, most of these studies were unable to show the impact of entrepreneurship education on entrepreneurial intentions directly. This deposition is consistent with the statement proposed by Pittaway and Cope (2007) who stated that there is no rigorous research yet that proves the effect of entrepreneurship education on entrepreneurial intention thoroughly. [18]

By looking at the phenomenon, there are at least two main reasons why research on the impact of entrepreneurship education is important. First, several previous studies only examined the ex-post condition, differ from the previous study, this particular research will examine the effect of entrepreneurship education by using a quasi-experimental method so that the condition of *ex-ante* and *ex-post* of an event can be explained. The participants in this study were accounting students who join the entrepreneurship class. The study was conducted in two different periods; the first period was before the entrepreneurship course was conducted, and the second period was after the students completed the entrepreneurship course. This particular step was done to see whether there is a difference in students' entrepreneurship intention before and after they attend the entrepreneurship class. For short, this first reason concludes the research gap upon this issue.

The second reason, in addition to the research gap, we see that there is still an open chance to study, especially in Indonesia, where there are not many studies exploring this issue. We can find the exploration of this issue without a hitch in other countries done by researchers such as Matlay (2008), Souitaris, Zerbianti and Al –Laham (2007), Zhao, Seibert, and Hills (2005). [16], [22], [24] However, in Indonesia, that is not the case. There is quite a few empirical research exploring the entrepreneurship education issue. This study also uses well-verified theory as a basis for explaining the impact of entrepreneurship education. We use the theory of planned behaviour (TPB). TPB was chosen as the theoretical basis for evaluating the impact of entrepreneurship education as it may explain the processes that can occur from entrepreneurship education activities. [14] Based on the research and literature gaps, this research becomes an important step to complete empirical evidence of the impact of education on the intentions of entrepreneurship. The practical implication of this research is the recommendation or suggestion that hopefully, will be useful to improve the quality of entrepreneurship education.

1. Literature Review

1.1 The Concept of Entrepreneurship Education

According to Fayolle et al., (2006), entrepreneurial education is "*...any pedagogical programme or process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities. It is therefore not exclusively focused on the immediate creation of new business*".

[6] Another opinion was raised by Linnan (2004), which suggests that there are four types of entrepreneurship education program, namely *entrepreneurial awareness education* which aims to improve entrepreneurship knowledge and influence attitudes that impacted on improving the entrepreneurship intention. [13] The second is *education for start-up*, that aimed at people who already have a business idea and need a practical solution on what to do to start a business. The third is *education for entrepreneurial dynamism* that targeted entrepreneurs who aim to develop their business and become more dynamic. Fourth is *continuing education for entrepreneurs* which focuses on sustainable education for experienced entrepreneurs. The following table summarises the categories of entrepreneurship education by Linan (2004):

Table no. 1 Categories of Entrepreneurship Education

No	Category	Aim
1	Entrepreneurial Awareness Education	Giving knowledge and entrepreneurial skills.
2	Education for Start-Up	Gives practical solutions for starting a business for early entrepreneurs.
3	Education for Entrepreneurial Dynamism.	Giving business development knowledge for entrepreneurs to be more dynamic
4	Continuing Education for Entrepreneurs	Providing business-related knowledge on an ongoing/sustainable basis for entrepreneurs.

Source: [13]

1.2 Theory of Planned Behavior (TPB)

Theory of Planned Behavior (TPB) is often used to describe the phenomenon of a person's behaviour and attitude. TPB is an extension of the *Theory of Reasoned Action* (TRA), which is proposed by Martin Fishbein and Icek Ajzen in 1975. TPB is an extension of the TRA, considering the perceived control a person's behaviour, aside from attitudes toward behaviour as well as subjective norms that already mentioned in TRA. In the TPB, the emergence of intentions or intentions behaves determined by three factors, behavioural belief, normative belief, and control belief. Behavioural belief reflects the individual belief about the likely consequences of the behaviour. Normative belief is a belief about the normative expectations of others and the motivation to meet those expectations. While control belief is the belief about the presence of factors that may facilitate or impede the performance of the behaviour and the perception of how strong that factors support and hinder someone's attitude.

Sequentially, TPB explained that behavioural belief would result in an attitude, either it is positive or negative, normative beliefs will generate perceived social pressure or subjective norms and control beliefs give rise to perceived behavioural control. [2] Attitude toward behaviour refers to the degree to which a person thinks positively about performing a particular behaviour. According to Ajzen (2002) attitude is a tendency to respond to likes and or dislikes consistently toward objects. [2] It also represents the degree of desirability and includes expectations of outcomes resulting from this behaviour. In this particular study, the attitude toward a behaviour is equivalent to the attitude towards the entrepreneurship which refers to the level of the individual evaluations in assessing whether being an entrepreneur was favourable (positive) or unfavourable (negative). For example, if someone thinks being an entrepreneur is favourable to him, then he will give a positive response to it. Otherwise, he will give a negative response.

Subjective norm is someone's perception of other people's opinion that will support or not support him in doing something. It refers to the social and cultural pressures faced by individuals to perform a specific behaviour. The subjective norm relates to the belief that others are encouraging or inhibiting to perform a particular behaviour. An individual will tend to engage in the behavior if motivated by others who approve it to do the behaviour. In this study, the context is friends', family' and peers' expectations about the desirability of becoming an entrepreneur. Perceived behavioural control is the perception of ease or difficulty in performing behaviour. It is a feeling comfortable or uncomfortable to perform the behaviour and is assumed to reflect past experience and anticipated impediments and obstacles.

This study examines the impact of entrepreneurship education on students' entrepreneurship intentions. We use the theory of planned behaviour (TPB) as the basic theory. According to Fayolle, Gailly, and Lassac-Clerc (2006), TPB can explain how entrepreneurship education can affect the intentions of entrepreneurship. Further, they were also stated a similar statement that entrepreneurship education could affect someone's intention on entrepreneurship as well as his attitude towards entrepreneurship. This could happen because a person's attitude may change along with a change of belief. A person's entrepreneurial education can influence a person's perspective on entrepreneurship. In entrepreneurship education, students are given knowledge about the importance and benefits of entrepreneurial activity, how to create a business plan and strategies to reduce the risk of failure. More positive attitudes toward entrepreneurship can occur with an entrepreneurial education that provides an overview of both successful and failed business activities. [20]

Of particular research interest is the impact of entrepreneurship education on university level participants as students are on the brink of deciding whether they want to become an entrepreneur. To repeat parts of the literature review, the hypothesis will be briefly introduced:

H1: Students who join entrepreneurship education class will have a greater *perceived attitude* towards entrepreneurship than students who do not join the class.

H2: Students who join entrepreneurship education class will have greater *perceived behavioural control* than students who do not join the class.

H3: Students who join entrepreneurship education class will have a greater subjective norm of entrepreneurship than students who do not join the class.

H4: Students who join entrepreneurship education class will have a greater entrepreneurial intent on entrepreneurship than students who do not join the class.

2. Research Method

2.1 Research Design

This research used quasi-experiment to compare the pre-test and post-test group. We conducted experiments in two period, pre-test and post-test. The pre-test was conducted before the entrepreneurship education class. We conducted a pre-test examination at the first meeting before the class. While the post-test was examined after students got the entrepreneurship education class. Test on this group was performed on the seventh meeting. During the seven meetings of the entrepreneurship education class, students received the following material.

Participants in this study were divided into two groups, namely the treatment group and the control group. The group that will get the treatment is a group of a student majoring in Accounting who took entrepreneurship education class, while the control group is a group of a student majoring in Management. The selection of students majoring in management as a control group was based on the reason that they did not get the entrepreneurship course. In the experimental study, the control group is expected to increase internal validity.

Table no. 2 Entrepreneurship Education Materials

Week	Material	Topics
1	Basic Principles of Entrepreneurship	Theoretical explanation of the scope of entrepreneurship
2	Entrepreneurial Characteristics	<ul style="list-style-type: none"> Connecting theories of entrepreneurship with real life. Success stories and entrepreneurial failures. Students are given the task of writing short biographies of entrepreneurs of their choice.
3	Social Entrepreneurship	<ul style="list-style-type: none"> Explain what social entrepreneurship is. Examples of social entrepreneurship applications.
4	Entrepreneurial Start-Up	<ul style="list-style-type: none"> Describe the first step when wanting to establish a business. Business case study. In this meeting, lecturers usually invite employers at the local level to share what experiences and how to set up a business.
5	Business Feasibility Analysis	Explains how to judge the feasibility of a business idea.

Week	Material	Topics
6	Field Project Start-Up	Previously students were asked to propose a business idea. Implementation of the theory that has been obtained in a class by preparing business proposals.
7	Field Project Start-Up	Implementation of the theory that has been obtained in a class by preparing business proposals.

Tests for treated groups are conducted in two stages, the first stage, i.e., at the beginning of the meeting, where the students have not to get the entrepreneurship class. The second stage is after participants get entrepreneurship lectures for half a semester or 7 meetings. The results of the pre-test and post-test conditions were compared. The research design is described as follows:

O1 Pre Treatment Group	Entrepreneurship Education Class	O2 Post Test Treatment Group
O3 Pre Control group test	-	O4 Post Test Test Group

Figure no. 1 Research Design

2.2 Experimental Procedures and Protocols

After participants read the instruction, they were given time to ask questions, but the questions were limited only to technical issues of experimental execution. Both the researcher and the research assistant did not open any access to ask about the research theme. We did this to avoid a bias that allowed experiment participants to make guesses about research hypotheses that in turn, could encourage them to assist researchers by providing the answers desired by the researchers and or vice versa. The experimental procedures in stages 1 and 2 are described as follows:

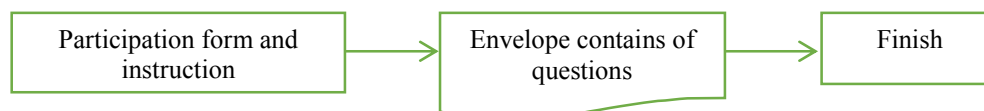


Figure no. 2 Experimental protocol

2.3 Participants

Participants in this experiment are students of Accounting Department and students majoring in Management Department, Faculty of Economics and Business, Universitas Jenderal Soedirman. Students majoring in Accounting who take entrepreneurship class become treatment group while Management students become control group. Experiments on the two groups were conducted in two stages. The first stage experiments for both groups will be held in the first week of the semester, specifically for the treatment group conducted before the lecture at the first meeting of entrepreneurship class and was took place in the classroom. The second period of the experiment was conducted in the seventh meeting, for the treatment groups means that they have completed the class.

2.4 Measures

The independent variable in this research is the entrepreneurial intention. Dependent variables are perceived attitude, perceived behavioural control, subjective norm and intention toward entrepreneurship. All the variables will be measured by the indicators based on the research instrument by Linan et al. (2011) using a seven-point scale.

Perceived attitude represents how an individual evaluates a certain behaviour and the extent to its consequences. On this research, we measured the perceived attitude by using five questions. Upon those questions, the responses were given on a seven-point scale; one point for total agreement and seven points for total disagreement. The questions being asked such as “a career as an entrepreneur is totally unattractive to me”, “If I had the opportunity and resources, I would love to start a business” “Being an entrepreneur implies more advantages than disadvantages to me”, “Being an entrepreneur

would give me great satisfaction” and “Amongst various options, I would rather be anything but an entrepreneur”.

Perceived behavioural control measures the extent to which individual rate the ease or difficulty in performing a behaviour. For this variable, we measured by asking students questions “Starting a firm and keeping it viable would be easy for me”, “I believe that I would be completely unable to start a business”, “If I tried to start a business, I would have a high chance of being successful”, “I am able to control the creation process if a new business”, “It would be very difficult for me to develop a business idea”, “I know all about the practical details needed to start a business”. The answers to those questions were ranged from 1 to 7 point (total agreement to total disagreement).

Subjective norms represent individuals’ response to other’s influence regarding encouraging or inhibiting to perform a particular behaviour. A sample question to measure subjective norms was “My friends/family/colleagues would approve of my decision to start a business.”

Entrepreneurial intention measured the extent to which students seriously considered becoming an entrepreneur. To measure intention, we employed six questions adapted from Linan et al., (2011). The responses ranged from one (absolutely agree) to seven (absolutely disagree). A sample questions such as “I will make every effort to start and run my own business”, “I have serious doubts about ever starting my own business”, “I am determined to create a business venture in the future”, “My professional goal is to be an entrepreneur”, “I will make every effort to start and run my own business”, and “I have a very low intention of ever starting a business”.

Those questions measuring the variables were randomized. The questions for before and after treatment were the same. However, the students were not expected that they would be given the same questions after the completion of an entrepreneurship class. Same conditions also happened in the control group. The questions handed out in the second stage of experiments were also randomized, not following the same sequence as the first stage of the experiment.

2.5 Hypothesis Testing

Hypothesis testing is done by pair paired T-test to compare treatment group (students who get entrepreneurship class) before (pretest) and after (posttest). In addition, an Independent T-test was used to compare treatment groups with control groups (students who did not get an entrepreneurship class).

3. Result and Discussion

This research uses quasi-experiment by comparing pre-test and post-test. The pre-test was done before participants began their entrepreneurship class. Thus, entrepreneurship class, in this case, is the treatment for participants. During the treatment process, students were given the subject related to entrepreneurship. The class provides knowledge and entrepreneurial practice to the participants. The content or lecture material (table 3) contains the basic principles of entrepreneurship, case studies on the story of successful entrepreneurs, the types of entrepreneurship and its current issue, including the topic on social entrepreneurship, as well as a topic on how to establish a business from the basic level to business feasibility analysis. The output of this class is a business proposal prepared by each student. To compare the effectiveness of entrepreneurship education, we use the control group. There were 29 participants in the treatment group and 47 participants in the control group. We also conduct the reliability test for the questions items, the following result shows the reliability for each variable:

Table no. 3 Reliability Test

Variables	Cronbach’s Alpha
Attitude	0,894
Perceived Behavioral Control	0,715
Subjective Norm	0,660
Entrepreneurial Intentions	0,819

Hypothesis testing was done through several stages. First, the analysis of paired t-test was employed to see the mean difference of the participants who take the entrepreneurship class before and after the class. We also analysed the mean difference between pre-test and post-test of participants who did not get the entrepreneurship education. Second, we also employed an independent t-test by comparing the mean of participants who got entrepreneurship education (treatment group) with those who did not.

Hypothesis 1 stated that students who got an entrepreneurship education would have a greater perceived attitude compared to students who got no entrepreneurship education. The result shows that the average value of perceived attitude in post-test(after students got the entrepreneurship education) is 12.4138 (Mean = 12.4138, SD = 3.42801) whereas the average value of perceived attitude in pre-test is 22.5172 (Mean = 22.5172, SD = 2.98353) with significance 0.000. This result indicates that there is an average difference in perceived attitude value before and after the entrepreneurship education. Furthermore, the mean comparison on perceived attitude between the students who got the entrepreneurship education and those who got no entrepreneurship education shows a significant difference (2 tailed) with the t-value of -8.427. Based on this statistical analysis, we can conclude that **the first hypothesis is supported.**

Table no. 4 T-test results

Variable	Condition	Mean	SD	t	Sig
Perceived Attitude	Before	22.5172	2.98353	11,134	0.000
	After	12.4138	3.42801		
Perceived Behavioral Control	Before	39.7586	3.15838	10,038	0.000
	After	26.5862	5.55825		
Subjective Norm	Before	11.3793	1.34732	10,581	0.000
	After	6.2414	2.29371		
Entrepreneurial Intention	Before	27.8966	2.89513	11,845	0.000
	After	14.7241	5.14015		

Table no. 5 Independent t-Test Results

Variable	Group	Mean	F	t	Sig
Perceived Attitude	Treatment	12.4138	2,683	-8,427	0.000
	Control	22.1064			
Perceived Behavioral Control	Treatment	26.5862	0,752	-12,535	0.000
	Control	41.9149			
Subjective Norm	Treatment	6.2414	0,001	-3,915	0.000
	Control	8.2340			
Entrepreneurial Intention	Treatment	14.7241	0,619	-11,882	0.000
	Control	28.4043			

Hypothesis 2 stated that students who got an entrepreneurship education would have greater perceived behavioural control on entrepreneurship than students who got no entrepreneurship education. The result shows that the average value of perceived behavioural control on entrepreneurship in post-test is 26.5862 (Mean = 26.5862, SD = 5.55825) while the mean value of perceived behavioural control in pre-test is 39.7586 (Mean = 39.7586, SD = 3.15838), with a significance of 0.000. This result suggests that there is an average difference in perceived behavioural control before and after entrepreneurship class. Furthermore, the mean comparison (t-value) on perceived behavioural control between the students who got entrepreneurship education and those who got no entrepreneurship education (2 tailed) is -12,535. Therefore, **the second hypothesis is supported.**

Hypothesis 3 stated that students who got an entrepreneurship education would have a greater entrepreneurial intention towards entrepreneurship than students who got no entrepreneurship education. The result shows that the average value of entrepreneurial intention to entrepreneurship in post-test is 14.7241 (Mean = 14.7241, SD = 5.14015) whereas the mean value of entrepreneurial

intention in pre-test is 27.8966 (Mean = 27.8966, SD = 2.89513) with significance of 0.000. From this result, we can infer that there is an average difference in entrepreneurial intention before and after the entrepreneurship education. Furthermore, the comparison of the average value of entrepreneurial intention between students who got entrepreneurship class and who did not lectures showed significant differences (2 tailed) with t-value of -11.882. Based on this analysis, we could infer that the **third hypothesis is supported.**

Hypothesis 4 stated that students who got an entrepreneurship education would have greater subjective norm than students who did not get entrepreneurship education. The experiment result shows that the average value of subjective norm of the participants in post-test is 6.2414 (Mean = 6.2414, SD = 2.29371) while the average value of subjective norm in pre-test is 11.3793 (Mean = 11.3793, SD = 1.34732) with a significance value of 0.000. This statistic indicates that there is an average difference between the subjective norms before and after the entrepreneurship education. Furthermore, the comparison of subjective norm values between students who got entrepreneurship class and those who did not significant differences (2 tailed) with t-value of 3.915. This means that **the fourth hypothesis is supported.**

The results of our study show confirmation of the effectiveness of entrepreneurship education to improve students' entrepreneurial intention. Entrepreneurship education can be seen as a way to inform students about the benefits of being an entrepreneur as well as to educate them about step by step to become entrepreneurs. The role of the university in this context could be escalated, not only providing an entrepreneurship class but also open access to co-operate with enterprises founded by entrepreneurs. These entrepreneurs can give coaching class, especially to those students interested to become entrepreneurs. Therefore, not only improving entrepreneurial intention but entrepreneurial capability as well as to show that entrepreneurship is a promising and valuable career option that may lead to favourable outcomes.

The university should respond to this by advancing the entrepreneurship education, starting by providing excellent lecturers, various educational activities, as well as a space for entrepreneurial activities by the students. The nature of the university with its scientific research activities could be one of the sources for generating business ideas that will help the creative process of students in entrepreneurial activity.

To effectively promote students' entrepreneurship, the supporting policies by the local or the central government should also be in place. Policies play an essential role in, in particular, to nourish students' entrepreneurial capabilities. One recommendation that can be initiated is that the government should set up special agencies, one example is the students' innovation centre both in the national and local level. The functions of those innovation centres are to researching and solving students' problem in starting a business, providing training and coaching to students entrepreneurs, giving entrepreneurial base projects, offering legal aid and policy advice, up to bridging students entrepreneurs and investors. If all of these components, university and government work together, we can anticipate that not only the number of entrepreneurs that will rise but also the quality of them.

Conclusion

Entrepreneurship education has been promoted throughout the world in many countries. In Indonesia, entrepreneurship education becomes one of the compulsory subjects, however little is known about its effects. This study aimed to test the effectiveness of entrepreneurship education using the Theory of Planned Behavior. The result of this study shows that entrepreneurship education is effective to improve student's entrepreneurship intention in the context of its relationship to perceived attitude, perceived behavioural control and subjective norms. Perceived attitude is an assessment of both positive and negative behaviour. In the context of this study, students who got entrepreneurship class had greater perceived attitude compared to those who did not get entrepreneurship class. Students who joined the entrepreneurship class give a positive assessment of entrepreneurship.

This study also shows that students' perceived behavioural control who got entrepreneurship class has greater perceived behavioural control than those who did not get entrepreneurship class. In short, entrepreneurship education able to improved students' perceptions that entrepreneurship is not hard to do, that developing and executing business ideas are interesting. The next component in the theory of planned behaviour is the subjective norm, which is the individual's perception of social pressure to perform or not to perform a certain behaviour. In this particular research, students who join the entrepreneurship class have higher subjective norm than those who do not. It indicates that in the entrepreneurship class, the social pressure that may come from the classroom, friends, and lecturers support the students to have a positive attitude towards entrepreneurship. Sharing opinion and open discussion with local entrepreneurs as well as with lecturers during the class upon the benefit of being an entrepreneur might influence the perspective of students. Furthermore, subjective norms suggest that the more individuals perceive that their social circle recommends doing a certain behaviour, then they tend to perform that certain behaviour.

When we interpret the result of this study, we have to take into account that we have studied participants within a limited context. For example, the fact that we studied accounting and management students at the Faculty of Economics and Business, Universitas Jenderal Soedirman may have affected the generalizability of our findings. In addition to that limitation what methods or techniques are effective in entrepreneurship education class to improve entrepreneurial intention which therefore could affect them in certain behavioural action has not been answered because of the limited scope of this research. These areas could be expanded in future research.

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