CAREERS IN ENTREPRENEURSHIP: IS EDUCATION ENOUGH?

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ABSTRACT: *Entrepreneurship as a career option for graduates offers self-employment opportunities that can improve one's employability rate. University Malaysia Kelantan (UMK) emphasises and engages students in entrepreneurship to encourage students to be involved in the business. This study empirically examined the effect of entrepreneurial education and support factors on entrepreneurial intention and entrepreneurship behaviour. A total of 114 returned questionnaires were received (30% response rate). This study applied PLS-SEM using SmartPLS3 software to analyse the data. The results revealed that only 30.7% of respondents started a business after finishing their studies, 49.1% have an intention to start a business in the future and the remaining 20.2% have no interest in the business at all. The results also showed that entrepreneurship education strongly impacted attitudes and the intention to become an entrepreneur. Attitude towards entrepreneurship directly influenced entrepreneurial intentions to become an entrepreneur. The entrepreneurial intention had a significant effect on a student choosing entrepreneurship as a career. However, surprisingly, entrepreneurship education had a negative direct effect on entrepreneurial behaviour. The intention to become an entrepreneur partially mediated the relationship between entrepreneurship education and entrepreneurship as a career. Furthermore, the support factor had a weak direct effect on entrepreneurial intention but strongly impacted entrepreneurial behaviour directly. Attitude towards entrepreneurship had a partial complementary mediation effect on the relationship between entrepreneurial education and entrepreneurial intention. The findings suggest the policy makers inside and outside universities should foster support factors because it has a strong direct effect on entrepreneurial behaviour.*

Keywords: Entrepreneurship education, Entrepreneurial behaviour, Entrepreneurship intention, Attitude towards entrepreneurship, Support factors.

1. INTRODUCTION

In Malaysia, the unemployment rate has averaged about 3.29 percent from 1998 until 2018 [1]. Moreover, about 506,000 people were unemployed in February 2016, which increased from 501,000 people in January 2016. Among university graduates, about 60,000 Malaysian graduates were unemployed because of many factors (such as low self-confidence, less self-esteem, lack of general knowledge etc.) as reported by [2]. Recently, according to [3], more than 200,000 graduates from institutions of higher learning in the country are still unable to get a job even two years after graduating. Small-scale enterprises are an important opportunity for graduates to start a career after graduation. They will become job-creators instead of job-seekers after finishing their studies [4]. In order to encourage students to be self-employed upon graduation, entrepreneurship education has to be expanded to include the development of entrepreneurial mind-sets and promotion of an entrepreneurial culture [5]. Realising the importance of the young generation's ability to contribute to the development of the economy, the Malaysian government has taken efforts to nurture entrepreneurship at all levels. The Ministry of Higher Education (MOHE) was established an entrepreneurial program for several public universities, to encourage students to become entrepreneurs and to help the country decrease the unemployment rate and increase profit to the country.

There are only a few universities that offer courses for an entrepreneurship programme. The University Kebangsaan Malaysia (UKM) began with the establishment of the Faculty of Economics and Management in 1974. This faculty offers two courses linked to entrepreneurship: business administration and entrepreneurship. On January 1974, the University Pertanian Malaysia (UPM) established a Faculty of Economics and Management (FEP) and The Faculty of Resource Economics and Agro business. These faculties offer entrepreneurship programmes to students. The University Utara Malaysia (UUM) set up a College of Business (COB) in 2008 that offers entrepreneurship programmes to students. All courses offered by COB integrate innovative methods and creative ideas to nurture business leaders as well as potential entrepreneurs.

All these universities offer one or two subjects related to entrepreneurship. The Universiti Malaysia Kelantan (UMK) offers ten entrepreneurship subjects as their main focus is on entrepreneurship and aims at championing entrepreneurship in Malaysia. Its mission is to provide quality and relevant academic programmes to enhance competitiveness in entrepreneurship. UMK has utilised different strategies and approaches in an effort to get students involved in entrepreneurship after graduating to reduce unemployment. In addition, there are also programmes such as Chairman Lecture Series (CLS), Social Enterprise for Economic Development (SEED), Action Group for Entrepreneurship (AGE) Council, Entrepreneurship weeks etc. Students are also encouraged to start their business after joining the University. They can register their company under the University Student Company which entitles them to get up to a RM5,000 start-up loan without interest. Entrepreneurship programmes offered by UMK aim to encourage students to become involved in business activities.

Despite the support and recognition by the university, which may influence student's attitudes to start a new venture, the impact of entrepreneurship education, as distinct from common education, has remained largely unexplored. There is still a lack of knowledge about the influence of entrepreneurship educations on entrepreneurial behaviour and self-employment as a first career choice after students graduate from the Faculty of Entrepreneurship and Business (FEB) at UMK. The aim of this study is to discover the impact of entrepreneurship education and support factors on attitudes, intention and finally entrepreneurial behaviour or self-employment as a first career choice.

2. Literature Review and Hypothesis

In the last decades, the literature has suggested that there are two types of entrepreneurship education: education

about entrepreneurship and education for entrepreneurship. The former focuses on raising awareness about entrepreneurship by teaching students about the various aspects of starting and running a business [6], while the latter focuses on the preparation of setting up a business and adopts practice-oriented learning. Courses in education about entrepreneurship often focus on acquiring knowledge relevant to entrepreneurship [7]. Courses in education for entrepreneurship emphasise the necessary skills to prepare students to set up their own business [8]. The purpose of these approaches is to stimulate entrepreneurial behaviour and generate activities that create effects on a market [9]. Those types of courses include identifying and stimulating entrepreneurial drive and personal talent development [10], coaching, developing, and supporting new venture creation [11].

Theory of Planned Behaviour (TPB)

To understand the behaviour of people and how we can change it, [12] developed the Theory of Planned Behaviour (TPB), with a central focus on individuals' intentions to perform a particular behaviour (Figure 1). The theory explains three factors that are important in changing the intention and the actual behaviour: 1) attitude (beliefs about a behaviour), 2) subjective norms (beliefs about others' attitudes), and 3) perceived behavioural control [12]. The first factor that influences intention is the attitude towards the behaviour, reflecting whether the person is in favour of doing something. The second factor refers to how much the person feels social pressure to perform the behaviour. For instance, people could have a positive attitude toward self-employment, simply because a parent is an entrepreneur. Lastly, perceived behavioural control reflects whether the person has control over the behaviour and how confident a person feels about being able to perform the behaviour [13].

The theory has been applied to the context of entrepreneurship because entrepreneurship is a behaviour that can be controlled. One can increase the intention to perform entrepreneurial actions and in turn will also increase the chances to become an entrepreneur, by changing the factors affecting the behaviour. Various studies have used the theory to explain entrepreneurial intentions [13][14] and entrepreneurial behaviour [15] as well as the effects of entrepreneurship education on entrepreneurial behaviour [14][16][17][18].

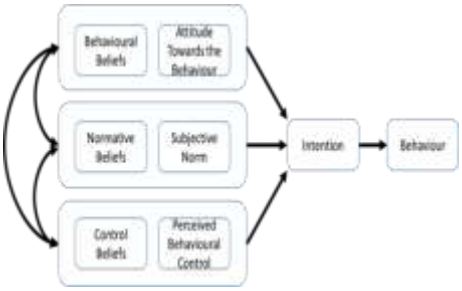

Figure 1: Theory of Planned Behaviour
Source: Ajzen (1991)

One of the most frequently asked questions in the entrepreneurial studies is what factors lead an individual to choose a self-employment career. Definitions about entrepreneurial intentions include: a state of mind guiding individual attention, experience, and a series of actions leading to a particular goal [19], a commitment to start a new venture [20], awareness to take an action [21], aiming to create a new organisation [22], the motivation to perform certain behaviours, and the antecedent of entrepreneurial behaviour [23]. Others [24] discovered that attitude is the most significant variable that correlated with the entrepreneurial intentions of graduated students.

There are many factors influencing entrepreneurial intentions such as educational background, personality traits, family background, and household head. For instance, students who were studying educational and applied sciences had less entrepreneurial intentions, and students with relatively low household head income were less likely to have entrepreneurial intentions [25]. According to [26], factors that affect entrepreneurial intentions are experience related to entrepreneurial actions, external environment and perceived feasibility. Among these three factors, entrepreneurial experience related to entrepreneurial actions had the strongest correlation with entrepreneurial intentions. Other scholars [27] confirmed that a strong predictor of entrepreneurial intentions is social norms. On the other hand, a study conducted by [28] concluded that personal factors such as volition play a crucial role in an individual's career intention rather than economic and environmental constraints [28].

Entrepreneurial Intent Model

[29] were created the Entrepreneurial Intent Model (Figure 2) which was tested empirically with 512 engineering students at Massachusetts Institute of Technology (MIT). They investigated whether entrepreneurial intentions can be determined by students' personality traits or fostered by contextual factors such as support and barriers from outside as well as inside the university. The study confirmed that personality traits strongly affected attitudes toward entrepreneurship, and attitudes toward entrepreneurship were also strongly affected by entrepreneurial intentions [29]. Therefore, attitudes towards entrepreneurship acted as a mediator between personality traits and entrepreneurial intentions. Furthermore, [29] acknowledged the role of the university and government policy makers in stimulating entrepreneurial activities and included them in their model under the 'perceived support' factors (Figure 2). The result confirmed that perceived barriers and support factors directly impacted entrepreneurial intentions [29].

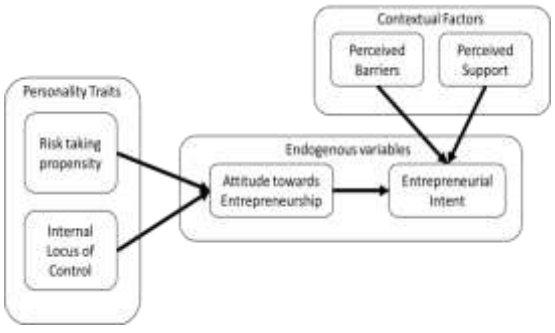

Figure 2: Luthje and Franke's (2003) Entrepreneurial Intent Model.

Moreover, perceived support and perceived barriers impacted entrepreneurial intentions the most for students with personality traits (risk-taking propensity and internal locus of control). Therefore, the best way to stimulate entrepreneurial intentions is by identifying these groups of students and exposing them to self-employment programmes [29].

In this study, we constructed our model based on [12] TPB and the Entrepreneurial Intent Model created by [29]. The decision to integrate these two models is because both have been intensely tested and confirmed by many studies and links entrepreneurial education to entrepreneurial intentions and entrepreneurial behaviour. Our research model assumes a causal link from entrepreneurship education to the intervening constructs (attitudes toward entrepreneurship) and then to the outcome entrepreneurial intentions (Figure 3). This means that people's attitudes will be changed by entrepreneurship education and this change subsequently generates entrepreneurial intentions [30].

In the case of entrepreneurship, [15,31] defined 'attitude towards entrepreneurship' as the difference between perceptions of personal interest in becoming self-employed and organisationally employed. Attitudes toward entrepreneurship according to [32] are influenced by educational measures. [33] concluded that entrepreneurial enhancing factors such as the education system influenced favourable attitudes toward entrepreneurship. Further, attitudes toward entrepreneurship significantly increased entrepreneurial intentions [34]. Therefore, we used attitudes toward entrepreneurship as a mediating construct between entrepreneurial education and entrepreneurial intentions (Figure 3).

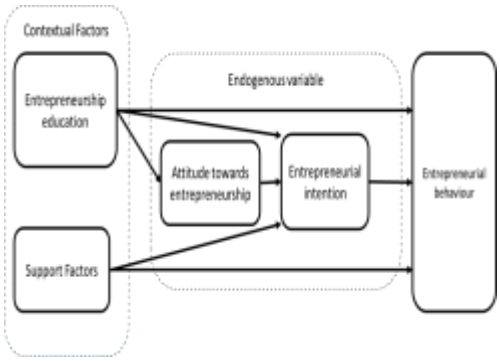

Figure 3: Structural Model of the study

Figure 3 describes the research model of our study. The model does not consider subjective norms, which are part of the original TPB, because the beliefs of friends and family cannot be influenced directly by entrepreneurship education; rather, entrepreneurship education should affect attitudes, intentions and entrepreneurship behaviour. Since entrepreneurial education affects attitudes, it should also increase people's behavioural intention and entrepreneurial behaviour [30]. We hypothesise that:

- H1: Entrepreneurship education positively affects attitudes toward entrepreneurship
- H2: Attitudes toward entrepreneurship positively affect entrepreneurial intentions
- H3: Entrepreneurship education positively affects entrepreneurial intentions
- H4: Entrepreneurship education positively affects entrepreneurial career
- H5: Entrepreneurial intentions positively affect entrepreneurial career
- H6: Support factors positively affect entrepreneurial intentions
- H7: Support factors positively affect entrepreneurial career
- H8: Attitudes toward entrepreneurship mediate the relationship between entrepreneurship education and entrepreneurship intentions
- H9: Entrepreneurial intentions mediate the relationship between entrepreneurship education and entrepreneurial career
- H10: Entrepreneurship intentions mediate the relationship between support factors and entrepreneurial career

3. Research Methodology

This study mainly focused on entrepreneurial intentions and how entrepreneurial education can increase the intention to become self-employed. We applied a quantitative approach and random sampling. A survey using questionnaires was conducted to collect information from 440 students who graduated from UMK between 2012 and 2015. The students had taken various courses offered by the Faculty of Entrepreneurship and Business (FEB), UMK. The questionnaire covered information about a) demographics (gender, age, job and duration in current job, and family background), b) questionnaires to measure entrepreneurship education (syllabus, co-curriculum, pedagogy); entrepreneurial intentions, attitudes toward entrepreneurship (personal traits, risk-taking, locus of control) and support (family, government, university, friends), and c) questionnaires to measure the dependent variable of entrepreneurial behaviour or entrepreneurship as a career.

Measure

The questionnaires from [14] were employed to measure entrepreneurial intentions and attitudes toward entrepreneurship by asking the students the extent to which they seriously considered becoming an entrepreneur. A sample statement was "I am ready to do anything to be an entrepreneur" on a scale from 1 (absolutely disagree) to 7 (absolutely agree). Next, the measurement about attitudes toward entrepreneurship contains statements such as "Being an entrepreneur implies more advantages than disadvantages for me" using the same scale above. For the dependent variable, students were asked about their interest in self-employment and work for private/public sectors as a professional career choice [35].

Sample and data collection

Data were collected through online questionnaires from a sample of 440 students who finished their studies between 2012 and 2015; 114 usable questionnaires were returned.

4. RESULTS

To test the conceptual model, SmartPLS3 was employed to analyse the data, since our model is prediction-oriented and considered a complex model [36].

Measurement Model

Evaluation of the measurement model included: 1) internal consistency: Cronbach's alpha and composite reliability, 2) convergent validity (indicator reliability and average variance extracted (AVE), discriminant validity (Cross Loadings, Fornell-Larcker criterion, and HTMT) [36]. The results (table 1) showed that all Cronbach's Alphas and composite reliability were above 0.7, except for entrepreneurship as a career with Cronbach's Alpha = 0.398 and Composite reliability = 0.657, indicating low internal consistency and reliability. For convergent validity, all constructs yielded an AVE higher than 0.5 except for entrepreneurship as a career (0.380), thus providing support for convergent validity.

Table 1: Model's internal consistency and convergent validity

Constructs	Cronbach's Alpha (Krueger & Carsrud)	Composite Reliability (CR)	Average Variance Extracted (AVE)
ATE	0.918	0.936	0.709
EC	0.398	0.657	0.380
EE	0.929	0.944	0.739
ETI	0.925	0.941	0.727
SF	0.865	0.901	0.607

To evaluate the discriminant validity, Fornell-Larcker criterion of cross-loadings was performed. It requires that a latent variable should share more variance with its assigned indicators than with any other latent variable. The results revealed that all indicators' outer loading on the related constructs were greater than all loadings on other constructs, therefore cross loading was fulfilled.

Table 2: Fornell-Larcker criterion

Constructs	ATE	EC	EE	ETI	SF
ATE	**0.842**				
EC	0.409	**0.616**			
EE	0.668	0.273	**0.859**		
ETI	0.848	0.542	0.669	**0.853**	
SF	0.413	0.534	0.469	0.432	**0.779**

The HTMT examination based on the average of heterotrait-heteromethod correlation as suggested by [37], showed that the value was lower than 0.90 (at 95% confidence interval).

Table 3: The HTMT result

Constructs	ATE	EC	EE	ETI
EC	0.511			
EE	0.717	0.399		
ETI	0.852	0.668	0.721	
SF	0.457	0.722	0.526	0.470

Further we tested whether the HTMT values were significantly different from 1. The result of the bootstrapping report on Confidence Interval Bias Corrected showed that neither of the confidence intervals included the value 1, therefore discriminant validity was established for the model.

Table 4: Table Confidence Intervals Bias Corrected

Relationships	2.5%	97.5%
ATE - ETI	0.635	0.889
EE - ATE	0.515	0.790
EE - EC	-0.469	-0.053
EE - ETI	-0.013	0.261
ETI - EC	0.290	0.809
SF - EC	0.197	0.625
SF - ETI	-0.063	0.172

Structural Model

To test the structural model, collinearity, path coefficient, coefficient of determination (R2 Value), effect size (f2), and blindfolding predictive relevant (Q2) were employed for theory development and explanation of the prediction of the construct [36].

Table 5: Inner VIF Values

Constructs	ATE	EC	ETI
ATE			1.848
EE	1.000	1.952	1.965
ETI		1.872	
SF		1.325	1.312

The collinearity (Table 5) showed that all variance inflation factors (VIF) values were below 5, thus the predictor construct did not have a collinearity problem.

Table 6: Path coefficient, T-Values, P-Values and Confidence Intervals Bias Corrected

Relationships	Path coefficient	T-value	P-Values	2.5%	97.5%
ATE - ETI	0.768	11.700	0.000	0.635	0.889
EE - ATE	0.668	9.470	0.000	0.515	0.790
EE - EC	-0.304	2.939	0.003	-0.469	-0.053
EE - ETI	0.131	1.861	0.063	-0.013	0.261
ETI - EC	0.557	4.142	0.000	0.290	0.809
SF - EC	0.436	3.797	0.000	0.197	0.625
SF - ETI	0.053	0.893	0.373	-0.063	0.172

Refer to table 6 above, the strongest relationship was between attitudes toward entrepreneurship (ATE) and entrepreneurship intentions (ETI) (0.768) and significant with t-value = 11.7 and p-value = 0.000 and 95% confidence intervals did not include the value 0.

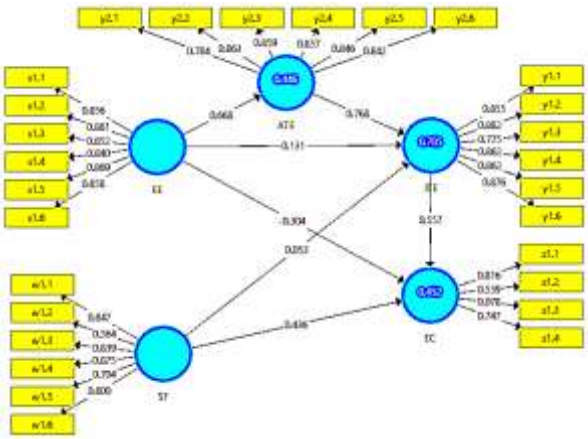

Figure 4: Path coefficient and factor loading of variables.

The coefficient of determination (R2) indicates predicting accuracy or variance accounted for by the endogenous variables. Attitudes toward entrepreneurship (ATE) were 0.446 (moderate), entrepreneurship as a career (EC) was 0.452 (moderate) and entrepreneurship intentions (ETI) were 0.785 (substantial). The f2 effect size showed large effects for attitudes toward entrepreneurship (ATE) to entrepreneurship intentions (ETI) = 1.485, entrepreneurial education (EE) to attitudes toward entrepreneurship (ATE),

Medium effect of the entrepreneurship intentions (ETI) to entrepreneurship as a career (EC) and SF to entrepreneurship as a career (EC). In contrast, there was a small effect on entrepreneurial education (EE) to entrepreneurship as a career (EC), entrepreneurial education (EE) to entrepreneurship intentions (ETI), and SF to entrepreneurship intentions (ETI).

Table 7: Model R2 examination

Constructs	ATE	EC	ETI
ATE			1.485
EE	0.806	0.086	0.041
ETI		0.302	
SF		0.262	0.010

On blind folding and Predictive Relevance (Q2), the resulting Q2 values with omission distance D=7, for attitudes toward entrepreneurship (ATE) Q2 values (0.175), with all values being greater than 0, indicated that the model has predictive relevance. Therefore, all criteria to evaluate the structural model were satisfied. The exogenous construct of attitudes toward entrepreneurship (ATE) had a large predictive relevance (0.497) to entrepreneurship intentions (ETI), and entrepreneurship intentions (ETI) had a large predictive relevance to entrepreneurship as a career (EC) (0.452).

Table 8: Model Predictive Relevance

Constructs	Q^2 (=1-SSE/SSO)	Relationships	q^2
ATE	0.293	ATE - ETI	0.497
EC	0.137	ETI - EC	-0.452
ETI	0.528		

Hypothesis Testing

A bootstrap resampling procedure with 500 subsamples was utilised to report the t-values and p values. The results showed that entrepreneurial education (EE) had a positive impact on attitudes toward entrepreneurship (ATE) with path coefficient = 0.668 and t-value and p-value of 9.5 and 0.000 respectively, which means Hypothesis 1 was supported. This confirmed that the objective of an entrepreneurial education (EE) is to create positive attitudes toward entrepreneurship (ATE). Next, attitudes toward entrepreneurship (ATE) had a strong positive and significant relation to entrepreneurial intentions (ETI), as shown by a large path coefficient (0.778) and with t-value= 12.086 and p-value = 0.000, which means that Hypothesis 2 was supported. Entrepreneurial education (EE) had a weak effect and significantly related to entrepreneurial intentions (ETI) with path coefficient = 0.131, and t-value and p-value of 1.86 and 0.063 respectively; therefore Hypothesis 3 was supported.

We hypothesised that entrepreneurial education (EE) would have a positive impact on entrepreneurial behaviour which is choosing entrepreneurship as a career (EC), however the result showed that entrepreneurial education (EE) had a negative relation to entrepreneurship as a career (EC) with path coefficient = -0.302, t-value= 2.939 and p-value = 0.003, which means Hypothesis 4 was not supported. Hypothesis 5 proposed that entrepreneurial intentions (ETI) would have a strong positive effect and significantly related to entrepreneurship as a career (EC), and the result of path coefficient = 0.559, t-value and p-value = 4.142 and 0.000 respectively, showed that Hypothesis 5 was supported.

We hypothesised support factors (SF) would strongly relate to entrepreneurial intentions (ETI) and the results showed that support factors (SF) had a weak non-significant effect on entrepreneurial intentions (ETI) with path coefficient = 0.053 and t-value and p-value = 0.893 and 0.373 respectively, which not supported Hypothesis 6. Finally, Hypothesis 7 proposed support factors (SF) would strongly relate to entrepreneurship as a career (EC); the result showed that support factors (SF) had a strong relationship with entrepreneurship as a career (EC) with path coefficient = 0.436 and t-value = 3.797 and p-value = 0.000, which supported Hypothesis 7. Table 9 summarised the results of hypothesis testing.

Table 9: Summary Results of Hypothesis Testing

Relationships	Path coefficient	T-values	P-values	Hypothesis
EE - ATE	0.668	9.470	0.000	Supported
ATE - ETI	0.768	11.700	0.000	Supported
EE - ETI	0.131	1.861	0.063	Supported
EE - EC	-0.304	2.939	0.003	Not Supported
ETI - EC	0.557	4.142	0.000	Supported
SF - ETI	0.053	0.893	0.373	Not Supported
SF - EC	0.436	3.797	0.000	Supported

Note: *Significant at 0.05(1-tailed)

We tested the mediation hypotheses using the mediating procedures as per [38] and the results are described in table 10 below.

Table 10: The Results of Mediators

	Direct Effect	T Statistics (|O/STDEV|)	P Values	95.%	Indirect Effect	T Statistics (|O/STDEV|)	P Values	.95%	conclusion	VAF (%)
H8 = ATE as a mediator (EE→ AT→ ETI)	0.131	2.016	0.044	(-0.002, 0.292)	0.513	7.202	0.000	(0.382, 0.655)	Full mediation	43%
H9 = ETI as a mediator EE→ETI→ EC	-0.304	2.939	0.003	(-0.469, -0.053)	0.073	1.662	0.097	(0.001, .0.171)	Competitive partial mediation	17%
H10 = ETI as a mediator SF → ETI → EC	0.436	3.797	0.000	(0.197, 0625)	0.03	0.852	0.395	(-0.039, 0.102)	No mediation	5%

From the table above, we can see that attitudes toward entrepreneurship (ATE) partially mediated the relationship between entrepreneurial education (EE) and entrepreneurship intentions (ETI). The mediating effect or variance accounted for (VAF) was 43%, therefore Hypothesis 8 was supported. Also, entrepreneurship intentions (ETI) partially mediated the relationship between entrepreneurial education (EE) and entrepreneurship as a career (EC), which means Hypothesis 9 was supported. On the other hand, an entrepreneurship intention (ETI) has no mediation effect in the relationship between support factors (SF) and entrepreneurship as a career (EC); therefore Hypothesis 10 was not supported.

5. Discussion and Practical Implications

The results showed that entrepreneurship education (EE) strongly impacts attitudes toward entrepreneurship (ATE) and entrepreneurship intention (ETI). Attitudes toward entrepreneurship (ATE) affect entrepreneurship intention (ETI), and entrepreneurship intention (ETI) has a significant effect on the student choosing entrepreneurship as a career (EC). Surprisingly entrepreneur education (EE) has a negative direct effect on entrepreneurship as a career (EC). Entrepreneurship intention (ETI) partially mediates the relationship between entrepreneurship education (EE) and entrepreneurship as a career (EC). The type of mediator is a competitive mediator which means entrepreneurship intention (ETI) acts as a suppressor variable which substantially decreases the magnitude of the direct effect of entrepreneurial education (EE).

Next, our study highlights that support factors (SF) do not have a significant effect on entrepreneurship intention (ETI), and entrepreneurship intention (ETI) has no mediation effect on the relationship between support factors (SF) and entrepreneurship as a career (EC). Surprisingly, support factors (SF) have a significant direct effect on entrepreneurship as a career (EC), which is the opposite of the entrepreneurial education's (EE) direct effect on entrepreneurship as a career (EC).

Entrepreneurship education (EE) has a significant effect on entrepreneurship intention (ETI), and entrepreneurship intention (ETI) has a significant effect on entrepreneurship as a career (EC), but entrepreneurship as a career (EC) has a negative direct effect on students choosing entrepreneurship as a career (EC). It should be through entrepreneurship intention (ETI), while support factors (SF) have significant direct effect on entrepreneurship as a career (EC) without the role of entrepreneurship intentions (ETI). Support factors (SF) such as family support, university and government support for a start-up and easy access to loans have a stronger impact compared to entrepreneurial education (EE).

Practical Implication

The findings indicate that entrepreneurial education (EE) has a direct negative impact on the entrepreneurial behaviour of choosing entrepreneurship as a career (EC). However, it (EE) works well through intention (ETI) to become an entrepreneur, in other words, entrepreneurial intention (ETI) partially mediates the relationship between entrepreneurial education (EE) and entrepreneurial behaviour (EC). In order to increase the possibility that a student chooses self-employment after graduating, it is suggested that universities increase students' willingness to engage in entrepreneurship as a career by enabling students to actively exploit opportunities that are imagined, shaped and created in an entrepreneurial process.

Next, the study provides evidence that support factors (SF) play a substantial direct role in entrepreneurial behaviour (EC). Therefore, university and government policy and support are recommended to intensify support, access to financial loans and guidance on ideas to start a new venture. Integrating the triple helix student-university-government in providing easy access to support factors (SF) would greatly enhance the number of students choosing to be entrepreneurs as their preferred career.

Finally, attitudes toward entrepreneurship (ATE) had the strongest impact on entrepreneurial intention (ETI) of the faculty of entrepreneurial and business students. Further research in the area of attitudes toward entrepreneurship (ATE) and its direct impact on entrepreneurial behaviour (EC) and also the relationship between attitudes toward entrepreneurship (ATE) and support factors (SF) would be beneficial for enhancing the number of students who are self-employed after graduation.

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