



## Entrepreneurial Intentions: Between Entrepreneurial Knowledge, Entrepreneurial Skills and Perceived Control Behavior

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### Abstract

This study aims to analyze the effect of entrepreneurial knowledge, entrepreneurial skills, and planned control behavior on entrepreneurial intentions. The grand theory used is Teri Planned Behavior from Ajzen (1991). The explanatory survey method was employed as the research method of the study. The research population comprised 506 students with a sample size of 218 respondents. The research sample was taken from a population of all Indonesian accounting education students consisting of students who had attended entrepreneurship courses from the Universitas Pendidikan Indonesia (UPI), Universitas Negeri Yogyakarta Negeri (UNY), Universitas Sebelas Maret (UNS), Universitas Negeri Surabaya (UNESA), Universitas Negeri Malang (UM), Universitas Negeri Makasar (UNM) and Universitas Negeri Medan (UNIMED). As the strategy to collect data, all questionnaires in this study have been tested for validity and reliability. Data were analyzed through descriptive analysis and path analysis. The results indicate that entrepreneurial knowledge did not affect perceived control behavior. Thus, variable trimming is conducted. Entrepreneurial skills have a positive effect on perceived control behavior. Similarly, entrepreneurial skills impact entrepreneurial intentions. Perceived behavior control has a positive effect on entrepreneurial intentions. Perceived behavior control is the most dominant variable in influencing entrepreneurial intentions. Future research is recommended to increase entrepreneurship from indicators of experience such as knowing client's problems and entrepreneurial skills, for example, indicators of recognizing opportunities, perceived behavior control through indicators of having opportunities for success, and entrepreneurial intentions through the business ability to start a business.

### How to Cite

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## INTRODUCTION

As a result of the Covid-19 Pandemic, there was a global economic recession which caused global economic growth to fall and even experience negative growth (Galant et al., 2020). Economic activity experienced a contraction and even many companies stopped production (Goma, 2021). Apart from causing economic problems, this pandemic has also created new social problems. Goma (2021) explains that there will be new problems, such as an increase in unemployment and an increase in the number of poor people. In addition, according to Posel et al. (2021) the mental health condition of workers will also be disrupted due to job loss and being unemployed for too long. Data from the Badan Pusat Statistik (BPS, 2020) as of August 2020 shows that the open unemployment rate has increased to 7.07% or as many as 9.77 million people. Based on the report, it can be seen that there was an increase in the unemployment rate of 7.1 million in one year. The unemployment rate has decreased even though the decline rate was only 0.81% in early 2021.

The latest BPS report (2021) states that the open unemployment rate in 2021 as of February is 6.26%. This result decreased by 0.81% points compared to August 2020. Facing this reality, it is necessary to have a direction for the formation of students as individuals who are able to create jobs, no longer as job seekers but as entrepreneurs. Enhancing entrepreneurial intentions or interests is one approach to increasing entrepreneurial awareness. Students who have an interest will be encouraged to study knowledge related to entrepreneurship more seriously. Entrepreneurship is one of the fundamental mental fields in the economy, which explains why entrepreneurial intention development among students is crucial. (Bruyat & Julien, 2001), even entrepreneurship can be considered as the main choice for transactions with the demands of changing times which are very dynamic (Bainee, 2013). The encouragement of entrepreneurial intentions among students is a

way of increasing economic development and preparing generations that are able to create their own jobs (Liñán et al., 2011).

The role of entrepreneurship education is crucial in stimulating the growth of new employers by fostering entrepreneurial intentions. Thus, entrepreneurship education is a dynamic and social process in which an individual or a group identifies opportunities for innovation and transforms ideas into practice and activity in social, cultural, and economic contexts. Additionally, with the knowledge and mindset they were given through entrepreneurship education, students will be motivated to start their own businesses. That being said, entrepreneurship education plays an essential role in promoting entrepreneurship intentions (Lorz, 2011).

Previous studies focusing on students' entrepreneurial intentions in Indonesia are still low (Indarti & Rostiani, 2008). The issue of low entrepreneurial intentions is addressed by applying Azjen's (1991) Theory of Planned Behavior (TPB) methodology. Seen from its background, TPB comprises societal, personal, or personality variables. Likewise, TPB has three components: attitudes toward behavior, subjective norms, and perceived behavior control. This research takes into consideration the importance of perceived behavior control as well as background information. In the learning process, background information includes entrepreneurial knowledge and skills. Therefore, it is essential to have knowledge, abilities, and perceptions of behavior control to comprehend better the reasons that trigger entrepreneurial behavior Vinogradov (2013) and how to develop policies and supporting mechanisms that foster them (Fairlie, 2013). The objective is to encourage entrepreneurial behavior among a wide range of people with little perceived knowledge and motivation for such behavior during working age (Bae et al., 2014).

Everyone's privileged life path is configured through family, education, and work experiences which influence individual expectations and perceived intentions toward ent-

repreneurial behavior (Carr & Sequeira, 2007; Kautonen et al., 2010). It draws attention to how education and experiences can be transformed into valuable knowledge Politis (2005) and how knowledge and skills impact perceived entrepreneurial intentions. In particular, this study analyses the effect of perceived entrepreneurial knowledge, entrepreneurial skills, and control behavior on entrepreneurial intentions. In addition, it aims to fill in research gaps that, as far as the authors are aware, have not been addressed in the study of entrepreneurial intentions, which must commonly be scaled back due to the small sample size (Liñán & Fayolle, 2015; Roxas, 2008).

This study's structure is as follows: firstly, the idea of knowledge entrepreneurship, exploration of previous studies, and explanation of theoretical background is introduced. Secondly, a detailed theoretical framework proposing a set of hypotheses is presented. Then, it proceeds with a discussion of the methods used. The results and statistical analysis are described in the following part. It ends with the findings' conclusions, the implications and the limitations of the findings, as well as future research recommendations. The theoretical background begins with an introduction to the profile of working-age individuals with previous academic experience. It also presents previous studies on individual knowledge and skills as well as perceived behavior control. The concept of entrepreneurial knowledge, entrepreneurial skills, and perceptions of behavioral control, as well as how these concepts relate to entrepreneurial intentions, are all covered in the following section. Additionally, it is further explored in the conceptual framework and followed by hypotheses formulation and research methods chosen before closing with a discussion and conclusion.

Thus, when experts began to explore the motivations and causes of entrepreneurial intentions of working-age adults, prior experiences related to knowledge and skills, as well as perceived behavior control, were introduced as new elements to the theoretical framework of individual entrepreneurial behavior (Vino-

gradov, 2013). It is expected from individuals involved and exposed to various situations and environments (Sommer & Haug, 2011). Experience is assumed to cause a configuration of behavior toward entrepreneurial intentions (Kautonen et al., 2010). Although there are previous studies that analyze entrepreneurial intentions, it primarily focuses on students (Liñán & Fayolle, 2015).

Prior research on entrepreneurial knowledge has focused chiefly on describing its function as an individual resource or as part of the human capital of new ventures. Attention has been paid to explaining how different characteristics of an individual's prior knowledge will help to understand the different opportunities that individuals identify in the same context (Shane, 2000). From a human capital perspective, individual knowledge is suggested to influence business performance and survival choices (De Clercq & Arenius, 2006), as well as the potential influence on decision-making processes and control that entrepreneurs feel in an uncertain context (McKelvie et al., 2011).

To identify specific knowledge relevant to multifunctional entrepreneurship training (Roxas, 2008; Widding, 2005), attention was paid to the expected learning outcomes obtained from this knowledge (Politis, 2005). More specifically, in this context, "entrepreneurship knowledge" must be the result of learning how to recognize and act on potential entrepreneurial opportunities (Shane, 2000), and learning how to deal with new challenges (Shepherd & DeTienne, 2005). Because of this, Politis (2005) and Roxas (2008) build on their work that entrepreneurial knowledge is defined as "the conceptual and analytical understanding necessary to recognize opportunity in multifunctional and multi-faceted entrepreneurial processes". Entrepreneurial knowledge, as a reservoir of knowledge (Widding, 2005), is thus primarily constructed through individual exposure to experiences involving organizing new management tasks, developing activities with little formal structure but with unexpected obstacles (Honig,

2004; Politis, 2008) that have been transformed into personal knowledge. As previous research suggests, learning activities generate entrepreneurial knowledge, such as (a) involvement in the recognition and development of opportunities and (b) exposure to encounter situations that involve dealing with novelty in which both pieces of knowledge are experiential (Politis, 2005). The idea that entrepreneurial knowledge is filled mainly through experience could also explain the minimal impact of entrepreneurship education programs on entrepreneurial intentions as a stand-alone effect (Bae et al., 2014).

This paper seeks to investigate the influence of entrepreneurial knowledge and entrepreneurial skills on entrepreneurial intention mediated by perceived control behavior to provide a better understanding of the relationship between these three variables and entrepreneurial intention. Previous research with smaller population samples has consistently examined the positive effect of entrepreneurship education on students' perceived behavioral control (Bae et al., 2014; Peterman & Kennedy, 2003). Early research findings have not been able to provide insight into the effect of personal knowledge on entrepreneurial intention (Bae et al., 2014; Kautonen et al., 2014), leaving the relationship between knowledge and entrepreneurial intention less explored. Research on entrepreneurship education supports that entrepreneurial knowledge positively affects self-confidence, self-efficacy, and perceived control behavior (Liñán & Chen, 2009). In addition, the experiential component of entrepreneurial knowledge points in the same direction, individuals whose childhood had managerial business experience are found to have higher levels of perceived self-efficacy and control behavior (Carr & Sequeira, 2007).

According to (Liñán, 2008), entrepreneurial skills illustrate how much respondents believe having entrepreneurial skills is necessary to set up a new business. He believes that skills are necessary for every individual to become an entrepreneur, and these skills can be categorized as entrepreneurial skills (Farooq

et al., 2018). Boyd & Vozikis (1994); Chen et al. (1998); Delmar & Davidsson (2000); Liñán (2008) claim that having these entrepreneurial skills can boost a person's self-esteem and make them feel more capable of launching their own business. They further argue that entrepreneurial skills will increase the personal self-efficacy of the prospective entrepreneur. According to (Scherer et al., 1991), entrepreneurial skills provide internal motivation and the desire to excel. As a result, the perceived chances of success as an entrepreneur are higher for skilled people than those without skills.

Further in this regard, Liñán (2008) argues that entrepreneurial skills positively correlate with a personal interest in entrepreneurship. Carsrud (1992) claims that entrepreneurial skills have a psychological effect on individual attitudes, which empowers and leads a person toward future entrepreneurial behavior. Based on the findings of previous studies (Boyd & Vozikis, 1994; Carsrud, 1992; Liñán, 2008; Scherer et al., 1991), entrepreneurial skills influence perceived control behavior and entrepreneurial intentions.

However, the role of self-efficacy is still under debate among researchers. The results of previous research state that self-efficacy has a positive influence on and a significant impact on entrepreneurial intentions (Bullough et al., 2014; Esnar, Flavius, T., 2010; Farooq et al., 2018; Farrukh et al., 2017; Handaru et al., 2015; Hmieleski & Baron, 2008; Hutasu-hut, 2018; Krueger et al., 2000; Kurniawan, A., Khafid, M., & Pujiati, 2016; Nursito & Nugroho, 2013; Santoso & Sutedjo Dharma O, 2018; Van Gelderen et al., 2008). While the results of other research state that self-efficacy does not have a positive effect on entrepreneurial intentions (Ferreira et al., 2012; Kaijun & Ichwatus Sholihah, 2015; Ridha et al., 2017; Shah & Soomro, 2017; Tony Wijaya, 2008).

Entrepreneurial knowledge can increase perceived feasibility (Sommer & Haug, 2011). Thus, entrepreneurial knowledge can be an essential driving force of perceived self-efficacy.

cy (De Clercq & Arenius, 2006; Naktiyok et al., 2010), contributing to increasing beliefs in having functional knowledge to behave Roxas (2008) and the ability to perform with excellent possibility of success. Thus, the study formulates the following hypothesis.

Hypothesis 1: Entrepreneurial knowledge has a positive effect on perceived behavioral control.

The respondent's perceived entrepreneurial skills reveal their confidence in particular skills needed to become an entrepreneur (Farooq et al., 2017). High entrepreneurial skills will positively affect entrepreneurial attitudes, subjective norms, and perceived control behavior (Farooq et al., 2018). According to (Liñán, 2008), perceived entrepreneurial skills show how much respondents believe in the ownership of entrepreneurial skills needed to set up a new business (p. 261). Furthermore, he argues that these skills are necessary for every individual who will become an entrepreneur, and these skills are categorized as entrepreneurial skills. To set clear limitations and definitions, this study's entrepreneurial skills are adapted from various previous studies (Boyd & Vozikis, 1994; Chen et al., 1998; Delmar & Davidsson, 2000; Liñán, 2008). According to Denoble et al. (1999), the ownership of entrepreneurial skills can increase individual confidence and make her feel more capable of starting her own business. They argue that entrepreneurial skills can assist people to become a better entrepreneurs because possessing entrepreneurial skills increases the self-efficacy of potential entrepreneurs. In addition, Salam et al. (2019) and Scherer et al. (1991) confirmed that entrepreneurial skills provide internal motivation and the desire to excel; as a result, the chances of becoming a successful entrepreneur are perceived higher for those who have entrepreneurial skills.

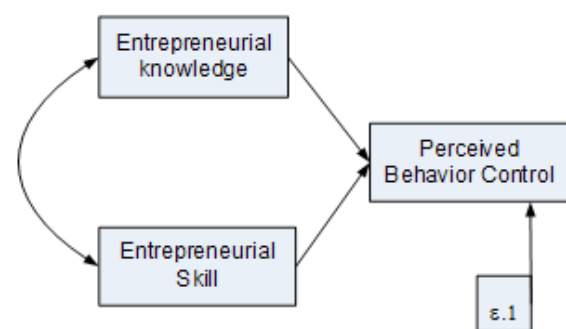
Furthermore, Liñán (2008) argues that entrepreneurial skills positively influence a personal interest in entrepreneurship. In this case, Farooq et al. (2017) claim that the ownership of entrepreneurial skills has a psychological impact on individual attitudes, which

empower and direct a person towards entrepreneurial behavior in the future. Based on the discussion above, this study assumes that there is a tendency for a high correlation between entrepreneurial skills and entrepreneurial intentions.

Denoble et al. (1999) argue that having entrepreneurial skills can increase the level of trust and make them feel more capable of dealing with their problems. Additionally, they argue that entrepreneurial skills can assist them in performing better as entrepreneurs because having these skills can increase their self-efficacy to become prospective entrepreneurs. According to (Scherer et al. (1991), having entrepreneurial skills provide internal motivation and the desire to excel. As a result, the perceived chances of success as entrepreneurs are higher for skilled people than those who lack these skills. So, based on the discussion from the previous studies (Boyd & Vozikis, 1994; Liñán, 2008; Scherer et al., 1991), entrepreneurial skills are positively related to perceived control behavior. Hence, this study hypothesizes that:

Hypothesis 2. Entrepreneurial skills have a positive effect on perceived behavioral control.

Based on the explanation of the first and second hypotheses, the proposed research model 1 is as described in Figure 1.



**Figure 1.** The First Research Model Effects of Entrepreneurial Knowledge and Entrepreneurial Skills on Perceived Behavior Control.

In the concept of the theory of planned behavior (Ajzen, 1991), knowledge is integrated as part of the background factors that will

appear as part of the model variables, such as personal attitude (PA), Subjective Norm (SN), and Perceived Behavior Control (PBC). Nevertheless, researchers exploring knowledge's complex and multidimensional nature demonstrate the need to explore knowledge as a separate factor (Sommer & Haug, 2011). Therefore, in the initial theoretical development of TPB, personal knowledge does not directly affect behavioral intentions but through the influence of model variables (PA, SN, PBC) (Ajzen, 1991; Kautonen et al., 2010).

Following the concept work of Roxas (2009) this study proposes entrepreneurial knowledge as a stand-alone factor to examine its effect on entrepreneurial intentions, whether partly or wholly mediated through the perception variables of the TPB model (PA, SN, and PBC). Support is needed to explain whether there is a direct or indirect effect of entrepreneurial knowledge on entrepreneurial intentions; if there is a direct effect, is it a positive or negative influence? Entrepreneurial knowledge supports the argument that it positively affects entrepreneurial intentions (Roxas, 2008). Dominantly, entrepreneurial knowledge is the transformation of experience into knowledge, which has a positive effect, according to previous research (Politis, 2005). As a result, individual beliefs in carrying out their duties affect entrepreneurial intentions. The same effect is expected and identified with specific entrepreneurial intentions (Cardon et al., 2009). This is in line with previous research by Aprilianty (2012) that found entrepreneurial knowledge has a positive and significant effect on interest in entrepreneurship by 13.7%. Meanwhile, the results of research by Anggraeni (2015) state that entrepreneurial knowledge positively affects interest in entrepreneurship by 32.60%. Thus, the study formulates the hypothesis that:

Hypothesis 3: Entrepreneurial knowledge has a positive relationship with entrepreneurial intentions

According to (Liñán, 2008), perceived entrepreneurial skills indicate how much the respondent believes about having the entrepreneurial skills needed to set up a new business.

In this regard, Linan further argues that skills are necessary for every individual to become an entrepreneur, which can be categorized as entrepreneurial skills (Farooq et al., 2018). For the purpose of this study, entrepreneurial skills were adapted from various previous studies (Boyd & Vozikis, 1994; Chen et al., 1998; Delmar & Davidsson, 2000; Liñán, 2008). Entrepreneurial skills are positively related to entrepreneurial intentions.

Hypothesis 4. Entrepreneurial skills have a positive effect on entrepreneurial intentions.

There was generally no variation in perceived behavior control beliefs. Students believe that persistence and innovation are essential for building a successful business. Based on this belief, the study hypothesizes that persistence and creativity positively relate to entrepreneurial intentions. Additionally, entrepreneurial knowledge and self-efficacy are measured based on previous studies. Entrepreneurial knowledge added since his business neglected the sensitivity of detecting business opportunities as a prerequisite for entrepreneurship (Kirzner, 1973).

On the other hand, the addition of self-efficacy is due to the operationalization of commonly accepted behavior control. Perceived behavior control was initially defined as the perceived ease or difficulty with which the behavior is involved. According to this formulation, perceived behavior control is compatible with the perceived (Bandura, 1978) concept of self-efficacy (Ajzen, 1991). Personal attitudes, social norms, perceived behavioral control, and entrepreneurial intentions are determinants of intention according to the theory of planned behavior in the theoretical framework of responding to the presence or absence of mediation on the influence of entrepreneurial knowledge on entrepreneurial intentions (Ajzen, 1991). Extensive research was conducted on the study of determinants of entrepreneurial intention using TPB (Lortie & Castogiovanni, 2015), from comparative studies with other models (NF Krueger et al., 2000), to complement meta-analyses (Schlaegel & Koenig, 2014) and evolutionary analysis and the relationship between model variables

(Guerrero et al., 2008) . Intending to introduce variables that can provide higher reliability in studies of entrepreneurial intentions (Liñán & Chen, 2009) the study retains the original structure of the TPB model as used in previous studies (Bae et al., 2014; Fayolle et al., 2006; Liñán & Chen, 2009; Peterman & Kennedy, 2003) by introducing personal attitudes (PA), social norms (SN), and perceived behavioral control (PBC). Previous studies also provide empirical support for the relationship between self-efficacy and entrepreneurial intention (Kolvereid, 1996b NF Krueger et al., 2000; Wilson et al., 2007) .

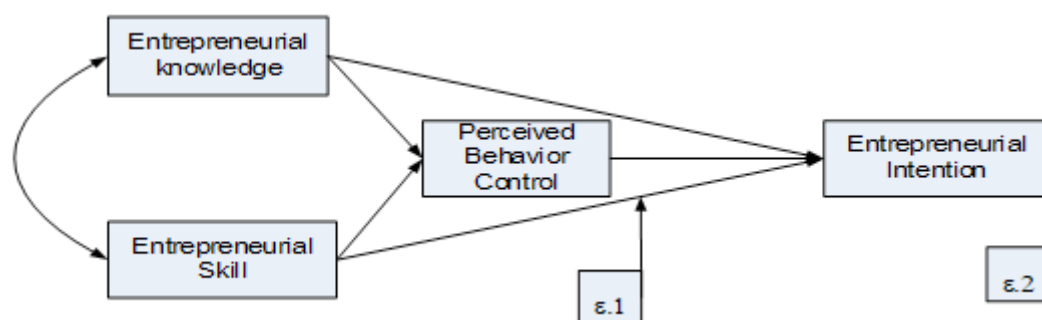
Perceived behavior control is an antecedent of entrepreneurial intention. Perceived behavior control assesses whether the perceived difficulty or ease of carrying out tasks and activities related to entrepreneurship affects entrepreneurial intentions. Researchers state that perceived control behavior is the most crucial factor in shaping entrepreneurial intentions (Arenius & Kovalainen, 2006; Souitaris et al., 2007; Van Gelderen et al., 2008) . Based on this explanation, this study hypothesizes that:

Hypothesis 5: Perceived behavior control has a positive effect on entrepreneurial intentions

Based on the development of hypotheses three, four, and five, the authors propose a second research model, which is described in Figure 2.

## METHODS

This study uses a quantitative design



**Figure 2.** The Second Research Model Effects of Entrepreneurial Knowledge, Entrepreneurial Skills, and Perceived Control Behavior on Entrepreneurial Intentions

with a verification description method. The research subjects are accounting education students throughout Indonesia, namely, universities that conduct Accounting Education study programs from the Universitas Pendidikan Indonesia (UPI), Universitas Negeri Yogyakarta (UNY), Universitas Sebelas Maret (UNS), Universitas Negeri Surabaya (UNESA), Universitas Negeri Malang (UM), Universitas Negeri Makassar (UNM) and Universitas Negeri Medan (UNIMED) with a total of 503 students. Based on the formulation of Isaac and Michael (Sugiyono, 2004:98), from a total population of 503 respondents, the sample sizes of 218.05 rounded up to 218 respondents of Accounting Education students can be calculated.

In this study, the analysis process was carried out by giving a value or measure of the variables studied according to observable indicators. The operationalization of the variables was arranged (Kerlinger, 1990:51). The variable measurement items were adopted from previous studies. The response to these items was an assessment on a 5-point scale from strongly disagree to strongly agree. The description of the entrepreneurial knowledge variable is based on the student's perceived entrepreneurial knowledge questionnaire score; the higher a person's score, the higher the level of entrepreneurial knowledge they have.

The Entrepreneurial knowledge (X1), refers to Miralles, F., Giones, 2016, consists of 4 items/indicators: Thanks to my experience, I know how to start a viable business, Thanks to professional experience, I know very well



the client's problems, It is easy for me to identify business opportunities in my professional field, thanks to my knowledge, I feel comfortable with work because I know how to do business. Entrepreneurship skills are obtained based on the questionnaire scores of student's perceptions of their entrepreneurial skills. The higher a person's score, the higher his perceived entrepreneurial skills.

The Entrepreneurial Skills (X2) refers to 6 indicators recognizing opportunities, creativity, leadership and communication skills, making personal contacts, developing new products and services, and networking skills.

The perceived behavior control (X3), according to Linan and Chen (2009), has six indicators/items: I believe that I am fully capable of doing business, I can control the process of starting a new business, Starting a company, and keeping it afloat, is easy for me, If I try to start a business, I will have a high chance of success, It will be tough for me to succeed, developing a business idea, I know all the practical details needed to start a business.

Entrepreneurial intention (Y) uses eight items, referring to the Entrepreneurial Intention Questionnaire (EIQ) item with a total of six items (1975) while two items are referred to from Linan & Chen, 2009, the indicators are: I am ready to do something to become an entrepreneur, Goal my profession is to become an entrepreneur, I will continue to try to start and run my own business, I decided to create a business in the future, I have seriously thought about starting a business, I have the desire to start a business one day, I intending to start my own business in the near future, I will make every effort to start my own business in the near future.

The data collection strategy is questionnaire. This is in line with the explanatory survey method used in this study. The type of questionnaire used is a closed questionnaire using a numeric scale from 1-5. Before collecting data, the research instrument was tested for its validity and reliability test. After the test, the entrepreneurial knowledge variable questionnaire is four items, entrepreneurship

skills are six items, and entrepreneurial intentions are eight items. Data analysis was carried out through description analysis and path analysis. Variable description analysis uses percentage calculations, tables, and graphs. To interpret it, this study compares the number of scores achieved with the number of ideal scores multiplied by 100%. Before testing the hypothesis, the assumptions were first tested using the data normality, heteroscedasticity, and autocorrelation tests. Hypothesis testing was carried out using path analysis.

## RESULT AND DISCUSSION

Students who were respondents gave responses by filling out a questionnaire distributed by the researcher. Profiles of students who are respondents, from the aspects of gender, age, and family background, can be seen in Table 1.

**Table 1.** Profile of Respondents From the Aspect of Gender, Age and Family Background

Gender	F	Percentage
Man	24	11.1%
Woman	194	88.9%
Amount	218	100.00%
Age	F	Percentage
< 18 years	2	0.93%
18 years	12	5.5 %
19 years old	53	24.31 %
20 years	74	33.94 %
21 years	46	21.10 %
> 21 years	31	14.22 %
Amount	218	100.00%
Family's background	F	Percentage
Businessman	135	61.93 %
Non-entrepreneurship	83	38.07 %
Amount	218	100.00%

Source: Processed data (2022)



**Table 2.** Recapitulation of the Average Score of Each Research Variable

Variable	Indicator	Average	Category
Entrepreneurial knowledge (X1)	Experience starting a business	72.29	high
	Experience knowing client problems	64.86	medium
	Identify business opportunities	65.32	medium
	Comfortable with work	71.93	high
	Average	68.60	high
Entrepreneurship Skills (X2 )	Opportunity recognition	70.9	high
	Creativity	71.7	high
	Leadership and communication	78.8	high
	Create personal contacts	71.8	high
	Development of new products and services	75.7	high
	networking Skills,	75.9	high
	Average	74.5	high
Perceived behavior control (X3)	fully start a business	76.4	high
	control the new business creation process	77.6	high
	surviving would be easy for me	72.2	high
	have a high chance of success	66.6	medium
	develop business ideas	76.4	Tall
	practical details needed to start a business	67.8	medium
	Average	78.1	Tall
Entrepreneurial Intention (Y)	Ready to become an entrepreneur	73.4	Tall
	optimism to become an entrepreneur	78.4	Tall
	Starting a business	77.3	Tall
	Strong desire to start a business	79.8	Tall
	Knowledge and ability to become an entrepreneur	77.6	Tall
	optimistic, strong determination to make the business of the future	82.2	Tall
	Think carefully before starting your own business	81.6	Tall
	intensity of having creative ideas	74.8	Tall
Average	78.1	Tall	

Source: Processed data (2022)

Descriptive analysis describes the average score of responses for each independent variable, dependent variable, and indicators. The recapitulation of the average score for each variable and its indicators is presented in Table 2.

This study employs route analysis; hence, based on the formulation of the hypothesis the authors analyse using two research models. The first model examines the effect of entrepreneurial knowledge ( $X_1$ ) and entrepreneurial skills ( $X_2$ ) on perceived behavior control ( $X_3$ ). While the second model examines the effect of entrepreneurial knowledge ( $X_1$ ), entrepreneurial skills ( $X_2$ ) and perceived behavior control ( $X_3$ ) on entrepreneurial intentions ( $Y$ ). The results of the calculations are shown in Table 3.

Based on Table 3, it appears that in the second substructure, the influence of entrepreneurial knowledge on entrepreneurial intentions is not significant. Therefore, it is necessary to carry out a trimming test which is conducted by removing insignificant variables from the model, then recalculating. The results

of the calculation are described in Table 4.

Calculation of entrepreneurial skills on perceived behavior control showed  $t = 11.138$ ,  $p = 0.000$ , indicating that it has a significant influence. It shows that there is a positive influence of entrepreneurial skills on perceived control behavior of 0.604 which exhibits the magnitude of the influence of entrepreneurial knowledge on perceived control behavior is  $(0.604)^2 = 0.3648$  or 36.48% and the remaining 63.52% is influenced by other factors. The more positive the entrepreneurial skills, the higher the perceived control behavior is.

The second model examines the relationship between entrepreneurial skills and perceived control behavior towards entrepreneurial intentions. The results from entrepreneurial skills on entrepreneurial intentions is  $t = 3.493$ ,  $p = 0.011$ . It indicates that the effect is significant. A positive influence of entrepreneurial skills on entrepreneurial intentions of 0.168 is found which validates that the magnitude of the influence of entrepreneurial skills on entrepreneurial intentions is  $(0.168)^2 = 0.02822$  or 2.82% and the remaining 97.18% is in-

**Table 3.** Overall Hypothesis Test Effect of Entrepreneurial Knowledge ( $X_1$ ), Entrepreneurial Skills ( $X_2$ ) and Perceived Control Behavior ( $X_3$ ) on Entrepreneurial Intention ( $Y$ )

Model	Variable Influence	Koefi Track	$t_{count}$	Sig	Testing Hypothesis
1	Entrepreneurship Knowledge ( $X_1$ )	0.279	4,254	0,000	Reject
	Entrepreneurship Skills ( $X_2$ )	0.436	6,648	0.000	Reject
	Entrepreneurship Knowledge ( $X_1$ )	0.051	1,013	0.312	Accept
2	Entrepreneurship Skills ( $X_2$ )	0.145	2,761	0.006	Reject
	Perceived Behavior Control ( $X_3$ )	0.702	14,062	0.000	Reject

Source: Processed data (2022)

**Table 4.** Hypothesis Testing After Trimming

Model	Variable Influence	Koefi Track	$t_{count}$	Sig	Testing Hypothesis
1	Entrepreneurship Skills ( $X_2$ )	.604	11,138	.000	Reject H0
2	Entrepreneurship Skills ( $X_2$ )	.168	3,493	.001	Reject H0
	Perceived Control Behavior ( $X_3$ )	.716	14,935	.000	Reject H0

Source: Processed data (2022)

fluenced by other factors. The more positive the entrepreneurial skills, the higher the entrepreneurial intention is. On the other hand, the result obtained from the perceived control behavior towards entrepreneurial intentions is  $t = 14.935$  ,  $p = 0.000$ , which demonstrates a significant effect. This means that there is a positive influence of perceived control behavior on entrepreneurial intentions of 0.716. It shows that the magnitude of the perceived control behavior on entrepreneurial intentions is  $(0.716)^2 = 0.51266$  or 51.27 % and the remaining 48.73 % is influenced by other factors. The more positive the perceived control behavior, the higher the entrepreneurial intention is.

**Table 5.** Substructure Anova Test Results one

Model	F	Sig	R	R2
Structure 1	124,061	0.00	0.604	0.365
Structure 2	234,781	0.00	0.828	0.686

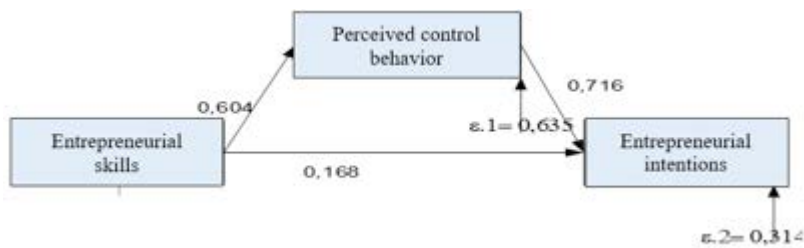
Source: Processed data (2022)

Based on the hypothesis testing in table 4 in research models 1 and 2, it appears that all research hypotheses are accepted, therefore

it will be continued with a Model test (Test F) with ANOVA results. The results of ANOVA are shown in Table 5.

Based on calculations in the first model test, the influence of entrepreneurial skills (X1 ), on perceived control behavior (X2 ) showed  $R^2 = 0.365$   $F = 124.061$  ( $P = 0.000$ ) which exhibit a significant test. This means that entrepreneurial skills (X2 ) have a positive effect on perceived control behavior (X2 ). The magnitude of the influence of Entrepreneurship Skills (X1 ) on and perceived control behavior (X 2 ) is 36.5% and the remaining 63.5% is influenced by other factors which are not examined. The more positive the entrepreneurial skills, the higher the perceived control behavior is.

Based on calculations in the second model test, the effect of entrepreneurial skills (X1 ) and perceived control behavior (X2 ), on entrepreneurial intentions (Y) showed  $R^2 = 0.686$   $F = 234,781$  ( $P = 0.000$ ) a significant test. This means that Entrepreneurial Skills (X1) and perceived control behavior (X 2 ) have a positive effect on entrepreneurial intentions (Y). The magnitude of the influence of entrepreneurial skills (X1 ) and perceived control behavior (X2 ) on entrepreneurial in-



**Figure 3.** Empirical Research Model

**Table 6.** Decomposition of Direct, Indirect Effect Calculation Results and Total Impact

Variable	Variable	Influence		Total Impact
		Direct	TL via X3	
Model 1	Entrepreneurial skills (X <sub>2</sub> )	0.36480		0.36480
Model 2	Entrepreneurial skills (X <sub>2</sub> )	0.02822	0.07265	0.10087
	Perceived Control Behavior (X <sub>3</sub> )	0.51270		0.51270
Amount				0.61357

Source: Processed data (2022)

tentions is 68.6% and the remaining 31.4% is influenced by other factors which are not tested. The more positive the perceived entrepreneurial skills and control behavior, the higher the entrepreneurial intention is. Therefore the empirical research model is presented in Figure 3.

Based on Table 6 it appears that in the first model, perceived behavior control is only influenced by entrepreneurial skills with total of 0.3648 or 36.48%. The second model, namely entrepreneurial intentions, was most strongly influenced by perceived control behavior, with a total influence of 0.5127 or 51.27%. This demonstrates that perceived behavioral control is the best predictor of entrepreneurial intention (Ajzen, 1991). It supports the beliefs that students' perceived ease and difficulty in entrepreneurship are essential aspects that must be promoted so that entrepreneurship learning for students emphasizes the importance of perceived behavior. Perceived behavior control is measured by 6 indicators where the highest indicator is controlling the process of creating a new business.

The main objective of this study is to examine the effect of entrepreneurial knowledge, entrepreneurial skills and perceived control behavior on entrepreneurial intentions. Specifically, the study seeks to explore the importance of perceived control behavior, which has received limited empirical attention in previous research in the formation of student entrepreneurial intentions. The calculation results show that entrepreneurial knowledge has no effect on perceived control behavior. This shows that entrepreneurial knowledge is not a determining factor in forming perceived control behavior. This means that the lack of entrepreneurial knowledge can decrease the potential of students in entrepreneurial intentions.

The effect of entrepreneurial skills on perceived behavior control is 0.604, which means that the higher the entrepreneurial skills, the more positive the perceived behavior control is. Therefore, entrepreneurial skills are crucial to focus on and enhance, as they con-

stitute a perceived behavior control. According to Denoble et al. (1999) the ownership of entrepreneurial skills can increase the level of trust and make them feel more capable of handling their problems. Thus, possessing entrepreneurial skills can increase the self-efficacy of prospective entrepreneurs. Accordingly, students who possess entrepreneurial skills are more likely to succeed than those who do not. The significant relationship between entrepreneurial skills and perceived control behavior suggests that to establish entrepreneurial behavior successfully, students require the assistance of entrepreneurial skills since it can promote the desire to excel (Scherer et al., 1991). In the first substructure, it is clear that entrepreneurial skills positively affect perceived behavior control. This means that overall, entrepreneurial skills are expected to give students confidence that they deserve to be prospective entrepreneurs through their entrepreneurial skills, experience in various situations, and the resources obtained in entrepreneurship courses. These courses can increase perceived control behavior so that they have strong beliefs in dealing with the ease and difficulty of entrepreneurship. Likewise, in line with the opinion (Ajzen, 1991; Kolvereid, 1996) when people have the mindset that they are capable of leading others, they will value themselves and have positive views about themselves, which will cause them to feel worthy.

A value of 0.168 for the entrepreneurial intention variable, which is explained in terms of its influence by the entrepreneurial skills variable, indicates that increasing one's entrepreneurial skills leads to an increase in one's entrepreneurial intention. Therefore, having entrepreneurial skills is a crucial variable that has to be paid attention to and improved, as having entrepreneurial skills can boost an individual's intent to engage in entrepreneurial behavior. This is in accordance with (Boyd & Vozikis, 1994; Carsrud, 1992; Liñán, 2008; Scherer et al., 1991), who state that entrepreneurial skills have a positive relationship with entrepreneurial intentions. Similarly, the ownership of entrepreneurial skills will have

a psychological impact on a person's attitude, so that he is motivated to enhance his abilities and leadership spirit towards entrepreneurial behavior in the future (Carsrud, 1992). Based on the discussion, entrepreneurial skills are closely related to entrepreneurial intentions. A fairly strong relationship between entrepreneurial skills and entrepreneurial intentions demonstrates that, in order to stimulate student interest, media to enhance entrepreneurial skills, such as practicum in a company at a faculty or study program, are required. In the second substructure, entrepreneurial skills are expected to provide interest in students being able to become entrepreneurs through their entrepreneurial skills, expertise in overcoming diverse situations, and resources earned through entrepreneurial practice, so that they feel capable of being successful entrepreneurs.

Entrepreneurial intention variable, explained in terms of its influence by perceived behavior control, showed a total of 0.716 which supports the idea that the higher perceived behavior control, the more positive the entrepreneurial intention. As a result, the perceived behavior control is a significant variable that needs to be paid attention to and improved upon due to the fact that perceived behavior control has been shown to increase entrepreneurial intentions. This is in accordance with (Bandura, 1978) who states that a person will observe the perceived difficulty or ease of carrying out tasks and activities related to entrepreneurial intentions. The belief that there is a positive relationship between perceived behavior control and entrepreneurial intentions is in accordance with the opinions of experts that believe perceived behavior control is the most important factor in shaping entrepreneurial intentions (Arenius & Kovalainen, 2006; Souitaris et al., 2007; Van Gelderen et al., 2008) . This is because when considering getting involved in business, they will carry out an assessment of the feasibility of taking advantage of opportunities, assessing the availability of resources, and assessing their ability

to perform the necessary actions (Ajzen, 1991) . It is these judgments that create positive or negative eligibility regarding potential actions. When it comes to implementing the practice of entrepreneurship, perceived behavior control stands in for the feasibility of the conception of an entrepreneur's idea or thought, which is necessary for the successful launch and operation of a business. In other words, the greater the perceived behavior control, the greater the entrepreneurial intention (NF Krueger et al., 2000) .

Ajzen (1991) mentioned the third component of TPB, namely Perceived behavior control. In other terms, Bandura (1978) calls it Self Efficacy. The results of research conducted by (Peng et al., 2015) , shows that the strong impact of self-efficacy on entrepreneurial intentions is the importance of more effective entrepreneurship education and effective training to improve performance in carrying out special tasks as an entrepreneur, so that according to Maritz, Alex , and Brown, Chris (2013) (Samsudi et al., 2017) entrepreneurship education and learning which is developed using a self-efficacy approach can increase the confidence index scale. According to (Peng et al., 2015) , self-efficacy has a positive impact on intentions. The higher the level of student self-efficacy in doing business, the higher the intention in entrepreneurship and vice versa, the worse the level of self-efficacy, the lower the self-efficacy that can support entrepreneurial intentions. Through motivation, stimulus increases self-efficacy, and students are expected to be able to increase entrepreneurial intentions. From this research, it can be concluded that self-efficacy encourages students to increase entrepreneurial intentions. This research is also supported by (St-Jean & Mathieu, 2015), showing that self-efficacy influences entrepreneurial attitudes to develop businesses. This is also in line with research by (Puspitaningsih, 2016) and (Christina, 2017) that stated self-efficacy influences entrepreneurial intentions

## CONCLUSION

Based on the results of the study, it is concluded that the variables of entrepreneurial knowledge, entrepreneurial skills, perceived control behavior, and entrepreneurial intention variables were in a close situation. Hypothesis testing shows that the entrepreneurial knowledge variable is not significant, therefore it is excluded from the model. After recalculation, entrepreneurial skills have a positive effect on control behavior. This means that the more effective the entrepreneurial skills, the more effective the perceived control behavior. However, overall perceived control behavior positively and significantly affected entrepreneurial intentions and perceived control behavior is the most influential variable. As a suggestion for further research, there is a gap in examining other factors from the components of the TPB theory, namely entrepreneurial attitudes and subjective norms. It is recommended to increase the entrepreneurial knowledge variable through indicators of experience with client problems and entrepreneurial skills, namely opportunities recognition indicators, perceptions of behavior control through indicators of having a chance of success, and entrepreneurial intentions through indicators of the ability to start a business. This can be implemented in student discipline, for example, before preparation and presenting lecture assignments. For other researchers, it is suggested to examine entrepreneurial intentions in addition to the Theory of Planned Behavior approach, for example, the Entrepreneurial Even Model Theory from Shapero or the Intention Theory from Linan

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