

**Factor effective the entrepreneurial Drive for nascent female entrepreneurs in event management: Do entrepreneurship in teaching and teaching competence matter?**Warih Handayani¹, Elva Rizki Anggraeni², Raden Roro Maha Kalyana Mitta Anggoro³

ARTICLE INFO

ABSTRACT

Article History:

Received: 18 June 2022

Received in revised form: 15 October 2022

Accepted: 17 October 2022

DOI: 10.14689/ejer.2022.101.009

Keywords

Entrepreneurial self-efficacy, entrepreneurial ambition, entrepreneurial education, entrepreneurial drive, teaching competencies, entrepreneurship in teaching

Purpose: The purpose of this study was to investigate the influence of entrepreneurial desire, entrepreneurial education, and entrepreneurial self-efficacy on the entrepreneurial motivation of female event management students at Indonesian institutions. **Methodology:** The target population was sampled using a technique known as convenience sampling, and SPSS and PLS were used to analyze the data. SPSS was used to perform the preliminary analysis, whereas PLS was used to examine the measurement and structural models.

Findings: The study found that entrepreneurial ambition had a positive and statistically significant relationship with entrepreneurial drive ($\beta=0.441$, $p \leq 0.005$). Similarly, entrepreneurial education was found to have a positive and statistically significant effect on entrepreneurial drive ($\beta=0.156$, $p \leq 0.005$). In contrast, entrepreneurial self-efficacy had a positive and statistically significant impact on the entrepreneurial drive ($\beta=0.36$, $p \leq 0.005$). These data supported H1, H2, and H3 assumptions. The results also revealed that the entrepreneurial teaching style strongly moderates the association between entrepreneurial ambition, entrepreneurial education, and entrepreneurial drive but has no effect on the relationship between entrepreneurial self-efficacy and entrepreneurial drive. The association between entrepreneurial ambition, entrepreneurial self-efficacy, and entrepreneurial drive was moderated by instructional ability. **Implications for Research and Practice:** This study contributes to the current literature by emphasizing the significance of entrepreneurial desire, entrepreneurial education, and entrepreneurial self-efficacy in affecting entrepreneurial motivation among female event management students in Indonesian institutions. The findings of this study can be utilized to inform policies aimed at fostering entrepreneurship among female students, as well as creating programs designed to support and encourage students toward self-employment and entrepreneurship.

© 2022 Ani Publishing Ltd. All rights reserved.

¹ Study Program of Drama, Dance, and Music, Universitas Negeri Surabaya, Surabaya, Indonesia.Email: warihandayani@unesa.ac.id; ORCID ID: <https://orcid.org/0000-0002-4438-0274> (Correspondence)² Master Program of Cultural Arts, Universitas Negeri Surabaya, Surabaya, Indonesia.Email: elva.21009@mhs.unesa.ac.id; ORCID ID: <https://orcid.org/0000-0002-1683-737X>³ Master Program of Cultural Arts, Universitas Negeri Surabaya, Surabaya, Indonesia.Email: radenanggoro@unesa.ac.id; ORCID ID: <https://orcid.org/0000-0002-2643-3491>

1.0. Background

Entrepreneurial drive is the desire and resolve that propels individuals to launch and expand their businesses (Tunio et al., 2021). This sense of urgency is one of the most crucial success criteria for budding entrepreneurs, especially in the event management business. Individuals lacking the essential entrepreneurial drive may struggle to succeed in the event management profession, which requires a high level of invention, creativity, and networking abilities. In recent years, there has been an increasing interest in identifying the characteristics that influence the entrepreneurial drive of female entrepreneurs in event management. The term "female entrepreneurs in event management" has generated great curiosity.

Entrepreneurial self-efficacy (ESE) is a person's confidence in their capacity to launch and manage a successful firm (Murnieks, Klotz, & Shepherd, 2020). This belief is essential for assessing an individual's entrepreneurial drive, inspiration, and resolve to start a firm. Extensive study has established a connection between ESE and entrepreneurial spirit. According to research, event management business female entrepreneurs have a high level of ESE (Soto-Simeone & Kautonen, 2021). Event management involves a combination of technical skills, inventiveness, and interpersonal skills, all of which are traits of women. Self-efficacy has been connected to entrepreneurial motivation and achievement in the event management business.

Entrepreneurial ambition is the desires and objectives that motivate individuals to launch their firms (Zur, 2021). It is believed to be a significant role in entrepreneurial drive, which may be described as the motivation and resolve to develop a business idea into a profitable one. [As an instance:] (Shahzad et al., 2021). According to research findings, entrepreneurial desire positively correlates with an entrepreneurial drive among persons who wish to start enterprises in the event industry. Increased entrepreneurial desire leads to greater motivation levels, which raises the likelihood of launching and growing a successful business (Meressa, 2020).

Formal education in entrepreneurship is one of the most influential variables in the entrepreneurial motivation of aspiring female event management firm owners. This education will give aspiring entrepreneurs the information, skills, and resources necessary to begin and manage a successful business. Entrepreneurial education (EE) can involve, among other topics, business planning, financial management, marketing, and leadership. Developing these abilities and expertise can increase the self-confidence and motivation of ambitious female entrepreneurs.

Multiple studies have revealed that women with EE are more likely to start their businesses, have higher levels of ESE, and have a stronger desire to be entrepreneurs than women without EE. For instance, Hameed and Irfan (2019) discovered that EE positively affected the entrepreneurial drive of female event management entrepreneurs. This was found as a result of their research. EE has the potential to equip women with the knowledge, resources, and support they need to overcome the hurdles and barriers they face when seeking to begin a new business, according

to the study's findings.

It has been **discovered** that exposure to entrepreneurship in the classroom is crucial to developing entrepreneurial motivation among aspiring female event managers (Franzke et al., 2022). The method in which entrepreneurial concepts and abilities are taught and conveyed to students can influence their perceptions and beliefs on their entrepreneurial potential, **influencing** their willingness to pursue entrepreneurial endeavours.

Studies have demonstrated that traditional lecture-based teaching approaches are less effective than those **that** emphasize practical and experiential learning, exposing students to real-world entrepreneurial obstacles and opportunities. This strategy is more effective than standard lecture-based training at fostering entrepreneurial motivation in students (Singh et al., 2022). Introducing entrepreneurship into the educational system can increase students' self-efficacy and ambition, two crucial variables that affect their entrepreneurial motivation.

In addition, a teacher's proficiency in delivering an EE can considerably impact the extent to which pupils are driven to explore entrepreneurial options. A teacher with knowledge of entrepreneurship and the ability to effectively transmit this knowledge to pupils can substantially benefit students' entrepreneurial drive. As more women enter the field and develop successful enterprises, Indonesian women entrepreneurs in the event management sector have a huge impact and are creating waves. According to the Indonesian Ministry of Women's Empowerment and Child Protection, the number of female-owned enterprises in Indonesia has increased by more than 50 percent over the past decade, with a large proportion of these businesses specializing in event management. These women contribute an abundance of creativity, innovation, and talent to the sector and are renowned for their great organizational skills, attention to detail, and ability to comprehend customer requirements. They are committed to providing high-quality services while employing women in marginalized places and empowering other women through their companies. The Indonesian government has acknowledged the success of female entrepreneurs in event management by implementing programs to assist their growth, including training programs, mentorship, and access to finance and resources. The project has been designed to accomplish the following research goals:

1. To examine the impact of ESE, EA, and EE on the ED among the nascent entrepreneur's Event Management.
2. To examine the moderating role of ET in the relationship between ESE, EA, EE, and the ED among the nascent entrepreneur's Event Management.
3. To examine the moderating role of TC in the relationship between ESE, EA, EE, and the ED among the nascent entrepreneur's Event Management.

2.0. Conceptual Framework

2.1. ESE and entrepreneurial drives

ESE and entrepreneurial drives are two of the most critical characteristics that impact an individual's entrepreneurial behavior. Self-efficacy in entrepreneurship refers to a person's confidence that they can launch and operate a lucrative firm on their own (Doanh & Bernat, 2019). On the other hand, entrepreneurial drives are defined as a person's motivations and incentives that lead them to explore and pursue possibilities in the area of

entrepreneurship (Murnieks et al., 2020).

Recent research has demonstrated a positive correlation between entrepreneurial self-efficacy and entrepreneurial motivation. Kasouf, Morrish, and Miles (2015) found that persons with greater levels of self-efficacy are more inclined to explore entrepreneurial possibilities due to their confidence in their talents (Neneh, 2022). The authors of the study discovered this. According to the study, people with higher levels of self-efficacy regard the entrepreneurial process as less dangerous, making them more likely to take the necessary steps to launch a business. This is because individuals with higher levels of self-efficacy believe they are more capable of attaining their goals.

Similarly, Chinyamurindi and Shava (2019) found that those motivated by a desire for financial incentives and autonomy have greater levels of self-efficacy. This was proven to be true among the participants of the study. This is because these forces offer individuals the essential motivation and incentives to enable them to overcome the obstacles they may experience during the entrepreneurial process (Nguyen, Malik, & Sharma, 2021). According to the study's findings, individuals motivated by personal happiness are less likely to have high levels of self-efficacy. Because personal satisfaction is a less tangible objective, it may not give the necessary motivation and incentives to pursue entrepreneurial prospects (Liu, Du, & Lu, 2022).

ESE and entrepreneurial drives are interconnected ideas that significantly impact determining an individual's entrepreneurial behavior (Doanh et al., 2021). A person can benefit from having both high self-efficacy and strong entrepreneurial motivations. However, individuals with strong entrepreneurial motivations can benefit from a high level of self-efficacy. The following research hypothesis has been produced as a result:

H1: *ESE has a substantial effect on the ED.*

2.2. Entrepreneur Ambitions and entrepreneurial drives

Many people do not realize their full potential for various reasons, such as a lack of self-awareness, desire, fear, and motivation (Doanh et al., 2021). Nonetheless, some individuals overcome these difficulties and take risks to accomplish greater things. They desire to make a difference and recognize that simply wishing for success is insufficient.

Entrepreneurial aspirations are essential for unlocking a person's potential and motivating them to succeed. Entrepreneurial ambition requires recognizing one's qualities and potential, overcoming concerns and uncertainties, and taking action (Sommer et al., 2022). By pursuing entrepreneurial opportunities, individuals can make their aspirations a reality and benefit their communities and the economy.

According to a recent study by Amorós, Poblete, and Mandakovic (2019), ambitious entrepreneurs are in the early phases of beginning a business. They anticipate hiring 20 or more people during the first five years. Entrepreneurship is inherently risky, and a significant proportion of new businesses fail or fail to fulfill their planned growth goals. However, research indicates that when ambitious entrepreneurs pursue their entrepreneurial dreams, they are more likely to create jobs and contribute to economic growth in their respective nations (Wang, Li, & Long, 2019). In conclusion, entrepreneurial ambition is essential to unleashing a person's potential and propelling them to success. By

recognizing their strengths, overcoming their fears and doubts, and taking action, individuals may turn their aspirations into reality and positively impact their communities and the economy. Consequently, the following study hypothesis was formulated:

H2: EA has a significant effect on the ED.

2.3. Entrepreneur education and entrepreneurial drives

Education in entrepreneurship and the ambition to start one's firm are two crucial aspects that can have a big impact on the success of female event management entrepreneurs. According to studies, female entrepreneurs with formal EE exhibit greater levels of ESE and a stronger motivation to succeed than their peers without such education (Ismail, Nasir, & Rahman, 2021). This greater confidence in their ability and desire to achieve can lead to more effective decision-making, resulting in enhanced corporate success.

In addition, ambitious female entrepreneurs are more inclined to take chances and seek out new prospects in the event management market (Basit et al., 2020). This can lead to the invention of novel event management systems and new commercial opportunities within the industry. However, despite the potential benefits of EE and entrepreneurial motivations, female event organizers may encounter obstacles due to gender stereotyping and limited access to resources. This is the situation notwithstanding the potential benefits of EE and entrepreneurial motivations (Al-Qahtani et al., 2022). To properly address these difficulties, an all-encompassing strategy will be required. As part of this approach, increased assistance for female entrepreneurs and a deliberate effort to promote gender equality in the sector would be required. EE and the desire to start a business are two aspects that can contribute substantially to the success of female event management business owners (Franzke et al., 2022). By cultivating these abilities and attributes, ambitious female business owners will be better equipped to negotiate the hurdles of launching and growing a company in this area, allowing them to impact the economy positively. This research has led to the formation of the following hypothesis:

H3: EE has a significant impact on the ED.

2.4. The moderating role of the Entrepreneurial teaching method

The phrases "teaching methods" and "entrepreneurial teaching methods" relate to the strategies, techniques, and approaches used to educate individuals about business management and entrepreneurship, with an emphasis on female entrepreneurs (Meyer & Hamilton, 2020). These techniques aim to strengthen female entrepreneurs' business skills and industry expertise, particularly those in the event management industry. This program aims to equip students with the information, skills, and self-assurance required to begin and expand their enterprises successfully. Traditional classroom lectures, workshops, hands-on training, mentorship programs, online courses, and simulations are pedagogical approaches that can be used to teach entrepreneurship (Alfayad, 2021; Ayesha, 2022; Griffioen, 2022; Hernoko & Nasution, 2022; Secundo et al., 2021). Effective teaching methods for female entrepreneurs should be interesting, participatory, and applicable so that students can apply what they learn to circumstances they may encounter in their enterprises. Case studies, real-world examples, and guest lectures from successful

businesses are all good methods for reinforcing learning and increasing the information's practical worth (Aldoghan, 2021; Duong & Hai Thi Thanh, 2022; Jassim, 2021). Entrepreneurial education approaches can encourage the entrepreneurial dreams and drive of female entrepreneurs, leading to the expansion and success of their businesses. This is achieved through equipping female entrepreneurs with the information and skills necessary for success (Mkini Lugalla, Jacobs, & Westerman, 2023).

Regarding female entrepreneurs in event management, how EE is offered can moderate the relationship between ESE and entrepreneurial motivations. How EE is given can have a substantial impact not just on the overall effectiveness of the educational experience but also on the growth of entrepreneurial skills and capacities (Ahmed et al., 2020). For instance, research indicates that learning methodologies emphasizing hands-on experience and active engagement are particularly advantageous for fostering the development of a sense of personal competency and an entrepreneurial spirit (Taneja, Kiran, & Bose, 2023). However, research indicates that typical lecture-based teaching methodologies are less effective at fostering self-efficacy and entrepreneurial motivation (Adami et al., 2023).

Therefore, educators and trainers must examine the plethora of available instructional methodologies and select those most likely to increase the self-efficacy and entrepreneurial motivation of female entrepreneurs working in the event management field. Educators may establish an environment that encourages women to pursue entrepreneurial careers and flourish in the event management business by doing so. This climate fosters and facilitates women's entrepreneurial endeavors. The research idea that has arisen from this conversation is as follows:

H4: *ET moderates the relationship between the ESE and ED.*

The techniques of entrepreneurship education may moderate the association between female event entrepreneurs' entrepreneurial dreams and entrepreneurial urges. Receiving a suitable education, one of the most critical variables contributing to business success, can considerably contribute to the formation of entrepreneurial aspirations and motivations (Azizah, 2021; Damodharan & Ahmed, 2022; Kore, Koul, & Verma, 2021; Mamghaderi, Khamooshi, & Kwak, 2021). Entrepreneurial aims and motivations correlate positively with ESE. ESE is a person's assurance in their capacity to begin and maintain a business successfully (Saoula et al., 2023). Therefore, educational approaches to entrepreneurship that emphasize the development of self-efficacy may result in stronger connections between the objectives and motivations of female event management business owners. Providing students with the opportunity to obtain practical experience through entrepreneurship programs and incubators is an example of a successful technique for teaching a subject. These programs offer participants the chance to get practical experience, create professional networks, and receive access to resources and assistance, all of which can increase a person's confidence in their ability to achieve their entrepreneurial ambitions (Soltanifar et al., 2023). In addition, mentorship schemes in which experienced businesspeople serve as role models for prospective entrepreneurs and offer advice can effectively enhance the relationship between goals and motivations in the business sector by fostering a supportive and motivating atmosphere (Aldoghan, 2021; Nagy, 2021; Orwig, 2021; Tran & Hoang, 2022).

In addition, instructional practices that emphasize the development of important business competencies such as marketing, financial management, and risk-taking might

moderate the link between entrepreneurial goals and motivations (Saoula et al., 2023). By honing these talents, ambitious female event management business owners can increase their self-assurance and capacity to create and operate a firm more easily, advancing their entrepreneurial dreams and motivations (Nursanti & Andriyanti, 2021; Rahman et al., 2021; Wahhab & Al-Shammari, 2021; Yoshimura et al., 2021). The research idea that has arisen from this conversation is as follows:

H5: *ET moderates the relationship between the EA and ED.*

Educators' approaches to education can potentially influence the relationship between EE and the entrepreneurial motivations of female event management entrepreneurs. Education in entrepreneurial practices is essential for equipping aspiring business owners with the knowledge, skills, and confidence they need to succeed. Individuals can build a stronger feeling of self-efficacy and a greater grasp of the entrepreneurial process by educating themselves on the theories and practices of entrepreneurship and engaging in the rules themselves (Wang et al., 2023). Nevertheless, the technique in which pupils are trained can dramatically influence EE's effectiveness. It has been established that hands-on and experiential learning methodologies, such as business incubators, accelerators, and mentorship programs, foster entrepreneurial motivations among female event management entrepreneurs (Khelifi, 2023).

Conversely, traditional lecture-based teaching approaches may not be as helpful in generating entrepreneurial motivation since they lack the same practical experience and interaction as alternative teaching methods. Therefore, it is reasonable to conclude that the instructional tactics adopted in EE can modify the relationship between EE and the entrepreneurial motivations of female event management firm owners (Wray et al., 2021). The relationship between EE and desires may become stronger if it is approached more hands-on and experiential. The research idea that has arisen from this conversation is as follows:

H6: *ET moderates the relationship between the EE and ED.*

2.5. The moderating role of Entrepreneurial teaching competency

The definition of entrepreneurial teaching competency is a teacher's capacity to successfully educate and train students to become entrepreneurs (Joensuu-Salo, Peltonen, & Hämäläinen, 2023). This includes the capacity to engage students in engaging and hands-on learning activities, as well as an understanding of the essential concepts, theories, and abilities required for entrepreneurship. Strong entrepreneurial teaching skills enable a teacher to inspire and motivate students to pursue their entrepreneurial aspirations while providing them with the practical knowledge and tools they need to succeed (DeCoito & Briona, 2023). This competency can be developed through professional training and development opportunities and practical experience in the field of entrepreneurship. For the success of EE programs and the development of the next generation of entrepreneurs, entrepreneurial teaching proficiency is essential. EE has been recognized as a crucial factor in boosting entrepreneurial behavior among individuals, particularly women, in event management (Kamarudin et al., 2023). It has been discovered that the competency of teaching methods moderates the association between ESE and entrepreneurial motivations.

According to research, ESE, or confidence in one's capacity to launch and manage a business, is positively associated with entrepreneurial goals and behavior (Liu & Zhao,

2023). Entrepreneurial reasons, such as the drive for personal achievement and the quest for new chances, play a crucial role in developing entrepreneurial behavior (Elnadi & Gheith, 2023). It has been discovered that the competency of entrepreneurial teaching methods, or the quality of the methods used to transfer entrepreneurial knowledge and skills, influences the relationship between ESE and drives. It has been demonstrated that hands-on and experiential learning techniques, such as business simulation games and entrepreneurial ventures, boost students' self-efficacy and motivation (Bohlayer & Gielnik, 2023). On the other hand, traditional lecture-based strategies have been found to have a limited effect on the development of ESE and motivation.

To promote entrepreneurial behavior among female event management entrepreneurs, entrepreneurial teaching methods must be competent. Female entrepreneurs are more likely to develop a sense of self-efficacy and an entrepreneurial spirit if they participate in EE programs that emphasize experiential and hands-on learning. As a result of this conversation, the following research hypothesis has been formed:

H7: *TC moderates the relationship between the ESE and ED.*

The connection between entrepreneurial teaching competency and the entrepreneurial aspirations of female entrepreneurs in event management is a popular topic. EE is crucial for developing an entrepreneurial attitude and learning the required skills and expertise (DeCoito & Briona, 2023). EE providers' teaching ability can substantially impact the self-efficacy and entrepreneurial motivation of female event managers.

According to a study by Noviana (2023), entrepreneurial teaching competency is the educator's capacity to impart the information and skills necessary for entrepreneurial success successfully. They found that female event management entrepreneurs with a high degree of entrepreneurial teaching competency are more likely to develop a higher level of ESE, which benefits their entrepreneurial motivations. This indicates that the teaching ability of entrepreneurial educators can potentially impact the success of female event management entrepreneurs considerably. Female entrepreneurs who obtained higher-quality EE were more likely to have entrepreneurial objectives and motivations, according to Gawel and Mińska-Struzik (2023). According to the authors, high-quality EE, characterized by well-designed curricula and effective teaching techniques, can play a crucial role in fostering entrepreneurial aspirations and motivations among female event managers.

In addition, Mkini Lugalla et al. (2023)'s research highlights the significance of a supportive and empowering learning environment in fostering entrepreneurial motivation among female event management entrepreneurs. According to the researchers, female entrepreneurs who obtained EE in a supportive and encouraging learning environment had better self-efficacy and entrepreneurial desire levels. This highlights the significance of both the educator's competence and the whole educational environment in determining the success of female entrepreneurs in event management.

The growth of female event managers' entrepreneurial ambitions and motivations is crucially reliant on entrepreneurial teaching competence. The success of female entrepreneurs in the event industry can be strongly influenced by high-quality EE offered by competent educators in empowering learning spaces. More research is required to comprehend the specific teaching competency better approaches that encourage

entrepreneurial aspirations and motivations among female event entrepreneurs. This discussion has led to the development of the following research hypothesis:

H8: *The EA-ED relationship is moderated by the TC.*

Experiential education and training approaches are critical to building entrepreneurial ambitions and motivations among female event managers. Recent research studies (Deveci & Seikkula-Leino, 2023) have explored the relationship between EE, teaching competency, and entrepreneurial motivations among female entrepreneurs in event management. The results reveal a positive correlation between EE, teaching competence, and entrepreneurial motivations among female event management entrepreneurs. According to studies, EE can enhance the event management ESE of female entrepreneurs (Taneja et al., 2023). Their self-efficacy develops as they gain confidence in their capacity to launch and manage successful firms. Female entrepreneurs can benefit from EE by acquiring the necessary information and abilities to discover and analyze business possibilities, establish business plans, and get funding.

In addition, the teaching skills of entrepreneurial educators can play a significant role in building entrepreneurial motivation among female event management entrepreneurs. Feranita et al. (2022) discovered that the teaching ability of entrepreneurial educators could increase students' entrepreneurial learning results, including their ESE and entrepreneurial motivations. The study also found that the teaching competency of entrepreneurial educators can aid female event management entrepreneurs in overcoming any obstacles they may encounter when launching and operating their enterprises.

Lastly, EE and teaching proficiency can substantially impact the entrepreneurial ambitions and motivations of female event entrepreneurs. Entrepreneurial educators should seek to give high-quality EE and enhance their teaching abilities to cultivate entrepreneurial motivations among female event management entrepreneurs. The association between EE, teaching competency, and entrepreneurial motivations among female event management entrepreneurs need further investigation. This discussion has led to the development of the following research hypothesis:

H9: *TC moderates the relationship between the EE and ED.*

This study aims to evaluate the influence of ESE, entrepreneurial ambition, and EE in entrepreneurial drive and the moderating effect of teaching competencies and entrepreneurship in the classroom. The conceptual structure is depicted in figure 1 below.

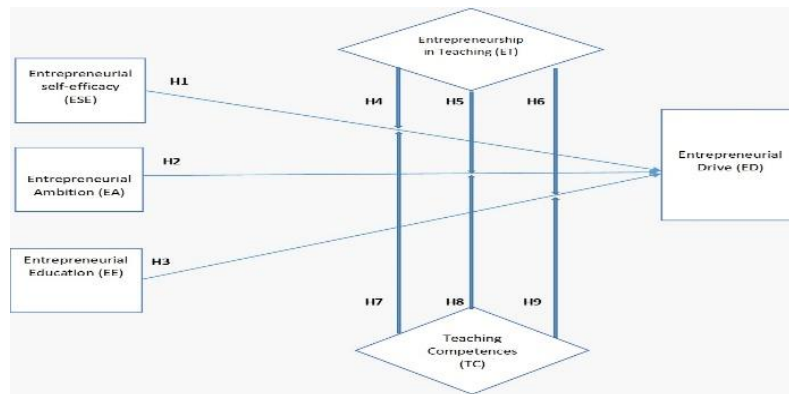


Figure 1: Conceptual Framework

3. Methodology and Findings

University students in Indonesia were the intended audience. Data from the study's target population was collected using the technique of convenience sampling. This strategy is both cost and time efficient for data collection. The data was collected using a quantitative research method and survey-based methodology. Self-administered questionnaires were used to collect data as part of a survey. The self-administered questionnaire method is highly effective since the researcher may explain the study's principles to the responder. Consequently, quantitative research techniques and survey questionnaires were utilized in this study.

3.1. Questionnaire designing

Two sections are included in the questionnaire. The first section of the questionnaire contains the respondents' demographic information, such as age, gender, etc. The second section consists of the scale items used to measure the study variables. The items on the scale were measured using a five-point Likert scale. The scale items used to measure the variables were derived from prior research. Adapted to the work of Mkini Lugalla et al. (2023) are six scale items for measuring entrepreneurial drive. The ESE was measured with seven items derived from the work by Soltanifar et al. (2023). The items for the entrepreneurial ambition scale were taken from Wang et al. (2023). The EE scale was adapted from the research of DeCoito and Briona (2023). The teaching competencies measurement scale was adapted from Soltanifar et al. (2023).

3.2. Procedure

A self-administered questionnaire was utilized to collect data from the researcher. The respondents of the present study were undergraduate and graduate students in Indonesian universities pursuing business education degrees. The researcher picked 500 students to collect the data. The researcher received only 282 responses out of 500.

3.3. Analysis Technique

This study analyzed the data using the statistical programs SPSS and PLS. SPSS was used to do the basic demographic analysis of the study, and PLS was then utilized to examine the measurement and structure models. The measurement model was studied to determine the constructs' reliability and validity, and the structural model was used to investigate the hypothesized relationship between the variables.

3.4. Respondents Demographics

The current study's respondents were the pupils. Analysis of demographic data reveals that 48.23% of respondents were male and 51.77% were female students. 56% of responders fell within 15-25 years. 26% were aged between 26-35. The remaining 18% of responders were over the age of 35.

Table 1

Respondents' Profile

(N=282)			
Demographic Variables	Categories	Frequency	Percentage
Age	15-25	158	56
	26-35	73	26
	Above 35	51	18
Daily Income Rate	Below USD\$2	122	43.26
	Above USD\$2	160	56.73
Gender	Male	136	48.23
	Female	146	51.77
Occupation	Employed	104	36.88
	Unemployed	178	63.21

3.5. Reliability and Validity.

To assess the convergent validity, discriminant validity, and reliability of the constructs, the researcher performed measurement model assessment using Smart-PLS. The values of loading evaluated convergent validity, Cronbach's Alpha, and composite reliability (CR), and convergent validity was investigated through average variance extracted (AVE) (Hair Jr et al., 2014). The threshold level of loading values must be ≥ 0.50 , the CR value must be ≥ 0.7 , and AVE must be ≥ 0.50 (Fornell & Larcker, 1981). Figure 2 and Table.2, Table.3, and Table.4 show the measurement model results.

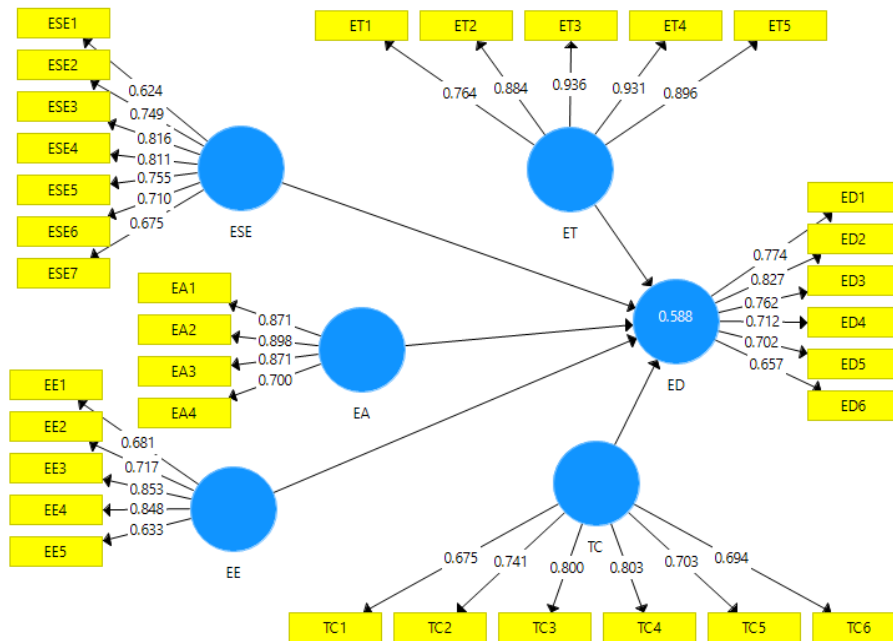


Fig. 2 Measurement Model Assessment.

Table 2

Outer Loadings

Constructs	Items	EA	ED	EE	ESE	ET	TC
Entrepreneurial Ambition (EA)	EA1	0.871					
	EA2	0.898					
	EA3	0.871					
	EA4	0.700					
Entrepreneurial Drive (ED)	ED1		0.774				
	ED2		0.827				
	ED3		0.762				
	ED4		0.712				
	ED5		0.702				
	ED6		0.657				
EE (EE)	EE1			0.681			
	EE2			0.717			
	EE3			0.853			
	EE4			0.848			
	EE5			0.633			
ESE (ESE)	ESE1				0.624		
	ESE2				0.749		
	ESE3				0.816		
	ESE4				0.811		
	ESE5				0.755		
	ESE6				0.710		
	ESE7				0.675		

Entrepreneurship in Teaching (ET)	ET1	0.764
	ET2	0.884
	ET3	0.936
	ET4	0.931
	ET5	0.896
Teaching Competences (TC)	TC1	0.675
	TC2	0.741
	TC3	0.800
	TC4	0.803
	TC5	0.703
	TC6	0.694

Table 3

Convergent Validity, composite reliability, and AVE

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
EA	0.856	0.904	0.703
ED	0.836	0.879	0.549
EE	0.803	0.865	0.565
ESE	0.859	0.892	0.544
ET	0.929	0.947	0.782
TC	0.831	0.877	0.544

As a component of analyzing the measurement model, the internal consistency reliability (also known as construct reliability), discriminant validity, and convergent validity of each latent construct were assessed. This study employed the PLS algorithm to determine the reliability of individual items and evaluate various measurement models. Tables 2 and 3 demonstrate the reliability and convergent validity of the current study. This is because all loadings, alpha CR, and AVE values are above the acceptable criteria.

Table 4

Fornell-Larcker Criterion

	EA	ED	EE	ESE	ET	TC
EA	0.839					
ED	0.394	0.741				
EE	0.442	0.652	0.752			
ESE	0.737	0.572	0.593	0.737		
ET	0.322	0.693	0.670	0.502	0.884	
TC	0.568	0.613	0.705	0.730	0.512	0.738

Table 5

Heterotrait-Monotrait Ratio (HTMT)

	EA	ED	EE	ESE	ET	TC
EA						
ED	0.452					
EE	0.537	0.772				
ESE	0.842	0.649	0.714			
ET	0.363	0.750	0.772	0.552		
TC	0.661	0.716	0.843	0.842	0.574	

Following C. Both Fornell and D. According to F. Larcker (1981), to attain the degree of

discriminant validity of the constructs, the correlation of a variable with other variables must be less than the square root of AVEs. Additionally, HTMT ratios are lower than 0.85. Tables 4 and 5 demonstrate that this study meets the criteria for discriminant validity.

3.6. Model Testing

This section presents the data analysis's structural equation model. The study's model was evaluated using PLS-SEM. The direct and indirect hypotheses were tested using the bootstrapping approach. The outcomes are listed below (figure 3).

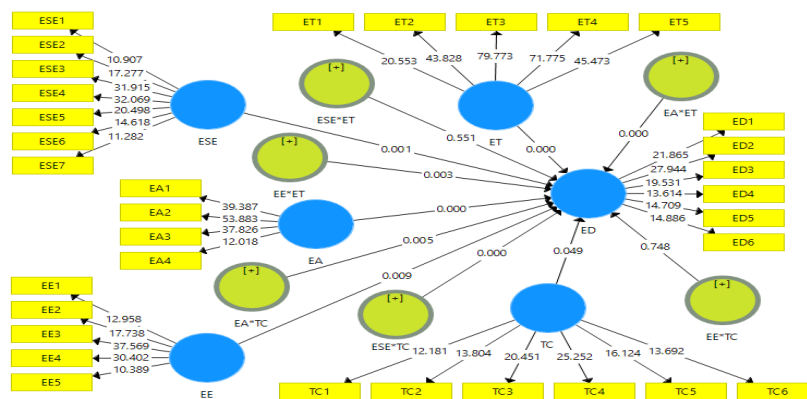


Fig. 3 Structural Model Assessment

Table 6

Structural Model Assessment (Direct Effect Results)

Hypotheses	Relationships	Original Sample (O)	STDEV	T Statistics	P Values
H ₁	EA -> ED	0.441	0.064	6.874	0.001
H ₂	EE -> ED	0.156	0.079	1.977	0.009
H ₃	ESE -> ED	0.364	0.087	4.184	0.001

Table 6 shows that EA positively and significantly influences ED ($\beta=0.441, p\leq 0.005$). Similarly, EE also positively and significantly affects ED ($\beta=0.156, p\leq 0.005$). ESE has a significant and positive effect on ED ($\beta=0.364, p\leq 0.005$). Hence, the analysis support H₁, H₂, and H₃.

Table 7

Structural Model Assessment (Indirect Moderation effects)

Hypotheses	Relationships	Original Sample (O)	STDEV	T Statistics	P Values
H ₄	EA*ET -> ED	0.284	0.073	3.890	0.000
H ₅	EE*ET -> ED	0.319	0.077	4.143	0.003
H ₆	ESE*ET -> ED	-0.055	0.091	0.597	0.551
H ₇	EA*TC -> ED	0.379	0.084	4.511	0.005
H ₈	EE*TC -> ED	-0.028	0.088	0.321	0.748
H ₉	ESE*TC -> ED	0.223	0.087	2.563	0.000

The results of the moderating effect of ET and TC on the association between EA, EE, ESE, and ED are presented in Table 7. ET strongly moderates the association between EA, EE, and ED but does not moderate the relationship between ESE and ED. In addition, TC

moderates the connection between EA, ESE, and ED.

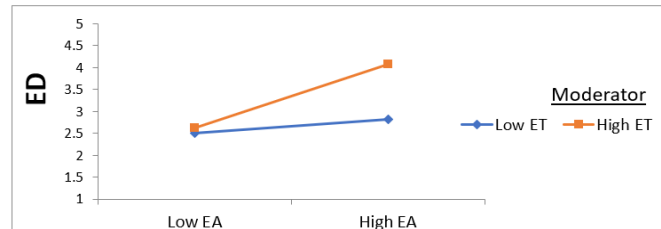


Fig 3: Moderation of entrepreneurship in teaching between entrepreneurial ambition and entrepreneurial drive.

Results indicated that ET significantly moderates the relationship of EA with ED with a t-value of 3.890 and $\beta = 0.284$. Figure 3 illustrates that ET strengthens the positive effect of EA on ED.

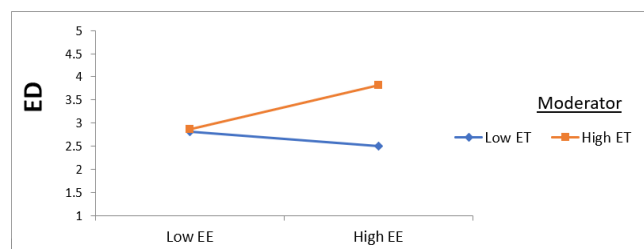


Fig 4: Moderation of entrepreneurship in teaching between EE and entrepreneurial drive.

Results indicated that ET significantly moderates EE's relationship with ED with a t-value of 4.143 and $\beta = 0.319$. Figure 4 illustrates that ET strengthens the positive effect of EE on ED.

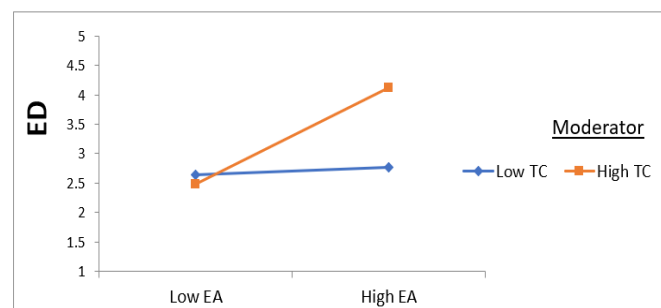


Fig 5: Moderation of teaching competencies between entrepreneurial ambition and entrepreneurial drive.

Results indicated that TC significantly moderates the relationship of EA with ED with a t-value of 4.511 and $\beta = 0.379$. Figure 5 illustrates that TC strengthens the positive effect of EA on ED.

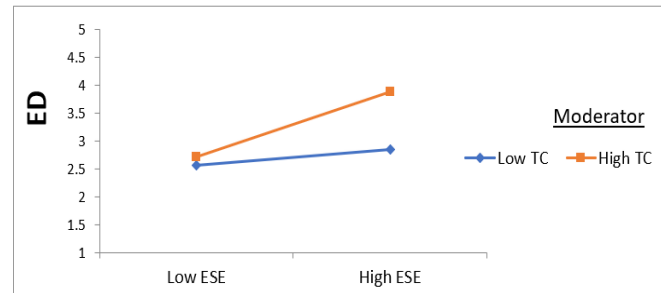


Fig 6: Moderation of teaching competencies between ESE and entrepreneurial drive.

Results indicated that TC significantly moderates the relationship of ESE with ED with a t-value of 2.563 and $\beta = 0.223$. Figure 6 illustrates that TC strengthens the positive effect of ESE on ED.

4. Discussion

This study's objective is to examine the influence of ESE, entrepreneurial ambition, and EE on entrepreneurial drive, considering the moderating effect of teaching competencies and EE. This study's primary objective is to investigate the impact of ESE on the entrepreneurial motivation of female Event Management students. According to the study's findings, both ESE and entrepreneurial ambition have a substantial impact on the entrepreneurial drive of female Event Management students. These results support the findings of McGee et al. (2019).

In defining action motivation, the link between confidence in one's talents and desire for desired outcomes is crucial. The expectation hypothesis demonstrated to explain disparities in entrepreneurial motivation provides a solid platform for comprehending variations in the entrepreneurial drive. The theory is considered a valuable tool for studying the diverse sources of entrepreneurial zeal (Basit et al., 2020). This study investigated the self-efficacy and motivations of female entrepreneurs. The results confirm the hypothesis that the desire to become an entrepreneur mediates the association between women's perceptions of their entrepreneurial achievement and the growth of entrepreneurial drive. Even though the significance of this measure in understanding entrepreneurial drive is smaller than that of other measures of effectiveness in the literature, the outcomes of this study indicate that it is still important.

The study examined the influence of EE (EE) on Event Management students' entrepreneurial motivation and objectives, including their intention to start a new firm (Franzke et al., 2022). The material was analyzed before and following the program. It was revealed that EE substantially affected the objectives and motivations of students, as well as their intention to seek self-employment. The researchers urged for the introduction of initiatives to foster and support students' entrepreneurial and self-employment interests.

In addition, the data revealed the importance of entrepreneurship in education (ET) as a moderator. Effective entrepreneurship training should provide transferable abilities that may be implemented in organizations or society. The learning method should emphasize practical experience in addition to lectures. This education has the potential to boost the

social and economic benefits of the region by increasing students' capacity to generate new ideas and launch enterprises.

5. Contribution of the study

- This study offers insights into the relationship between ESE, entrepreneurial ambition, EE, and entrepreneurial drive among female event management entrepreneurs.
- The research focuses on the moderating effect of teaching competencies and entrepreneurship in the classroom on the entrepreneurial motivation of students.
- The findings contribute to the current body of knowledge by highlighting the significance of EE in fostering entrepreneurial motivation and aspirations among students.
- The study provides evidence that educational programs can favor students' inclinations to pursue self-employment, contributing to the economic and social growth of their communities.

6. Limitations of the study

- The study is limited to a specific sample of female entrepreneurs in event management. Therefore the findings may not apply to other industries.
- The relatively small sample size could restrict the generalizability of the results.
- The study depends on self-reported measurements, which are susceptible to response bias.
- The study focuses solely on the influence of EE. It does not investigate the impact of other elements, such as social and cultural norms, that may play a role in influencing entrepreneurial drive.
- The cross-sectional study does not provide evidence of a causal link between ESE, entrepreneurial ambition, EE, and entrepreneurial drive.

References

- Adami, P., Singh, R., Rodrigues, P. B., Becerik-Gerber, B., Soibelman, L., Copur-Gencturk, Y., & Lucas, G. (2023). Participants matter: Effectiveness of VR-based training on the knowledge, trust in the robot, and self-efficacy of construction workers and university students. *Advanced Engineering Informatics*, 55, 101837. <https://doi.org/10.1016/j.aei.2022.101837>
- Ahmed, T., Chandran, V., Klobas, J. E., Liñán, F., & Kokkalis, P. (2020). Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *The International Journal of Management Education*, 18(1), 100327. <https://doi.org/10.1016/j.ijme.2019.100327>
- Al-Qahtani, M., Fekih Zguir, M., Al-Fagih, L., & Koç, M. (2022). Women entrepreneurship for sustainability: Investigations on status, challenges, drivers, and potentials in Qatar. *Sustainability*, 14(7), 4091. <https://doi.org/10.3390/su14074091>
- Aldoghan, M. (2021). To Examine the Mediating Impact of Work Engagement Among the Relationship of Human Resource Management Practices and Service Recovery Performance During Pandemic-19. *International Journal of eBusiness and eGovernment Studies*, 13(1), 23-49. <https://doi.org/10.34109/ijebeg.20211302>
- Alfayad, F. S. (2021). The impact of bank performance towards technology and marketing strategy on omni-channel adoption in Saudi banking sector. *Cuadernos de Economía*, 44(124), 33-41. <https://doi.org/10.32826/cude.v1i124.501>

- Amorós, J. E., Poblete, C., & Mandakovic, V. (2019). R&D transfer, policy and innovative ambitious entrepreneurship: evidence from Latin American countries. *The Journal of Technology Transfer*, 44, 1396-1415. <https://doi.org/10.1007/s10961-019-09728-x>
- Ayesha, M. (2022). To investigate the contribution of sports performance inventory in Athlete performance as a psychological measure. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 31(2), 9-20. <https://rpd-online.com/index.php/rpd/article/view/690>
- Azizah, S. N. (2021). Online Traceability of Halal Food Information to Protect Muslim Consumers in the Cyber Era. *International Journal of Cyber Criminology*, 15(2), 1-17. <https://doi.org/10.5281/zenodo.4766544>
- Basit, A., Wong, S., Hassan, Z., & Sethumadhavan, S. (2020). Entrepreneurial success: Key challenges faced by Malaysian women entrepreneurs in 21st century. *International Journal of Business and Management*, 15(9), 122. <https://doi.org/10.5539/ijbm.v15n9p122>
- Bohlayer, C., & Gielnik, M. M. (2023). (S) training experiences: Toward understanding decreases in entrepreneurial self-efficacy during action-oriented entrepreneurship training. *Journal of Business Venturing*, 38(1), 106259. <https://doi.org/10.1016/j.jbusvent.2022.106259>
- Chinyamurindi, W. T., & Shava, H. (2019). The influence of economic motivation, desire for independence and self-efficacy on willingness to become an entrepreneur. *The Southern African Journal of Entrepreneurship and Small Business Management*, 11(1), 1-12. <https://hdl.handle.net/10520/EJC-1fa3be2664>
- Damodharan, V., & Ahmed, K. A. (2022). Antecedents of QR code acceptance during Covid-19: Towards sustainability. *Transnational Marketing Journal*, 10(1), 171-199. <https://doi.org/10.33182/tmj.v10i1.2289>
- DeCoito, I., & Briona, L. K. (2023). Fostering an entrepreneurial mindset through project-based learning and digital technologies in STEM teacher education. In *Enhancing Entrepreneurial Mindsets Through STEM Education* (pp. 195-222). Springer. https://doi.org/10.1007/978-3-031-17816-0_9
- Deveci, İ., & Seikkula-Leino, J. (2023). The link between entrepreneurship and STEM education. In *Enhancing Entrepreneurial Mindsets Through STEM Education* (pp. 3-23). Springer. https://doi.org/10.1007/978-3-031-17816-0_1
- Doanh, D. C., & Bernat, T. (2019). Entrepreneurial self-efficacy and intention among Vietnamese students: A meta-analytic path analysis based on the theory of planned behavior. *Procedia Computer Science*, 159, 2447-2460. <https://doi.org/10.1016/j.procs.2019.09.420>
- Doanh, D. C., Thang, H. N., Nga, N. T. V., Van, P. T., & Hoa, P. T. (2021). Entrepreneurial behaviour: The effects of the fear and anxiety of Covid-19 and business opportunity recognition. *Entrepreneurial Business and Economics Review*, 9(3), 7-23. <https://www.ceeol.com/search/article-detail?id=975581>
- Duong, K. D., & Hai Thi Thanh, T. (2022). The Role of Corporate Social Responsibilities and Personnel Risk Management in Business Management in Vietnam. *International Journal of Construction Supply Chain Management*, 12(1), 114-126. <https://doi.org/10.14424/ijcscm120122-114-126>
- Elnadi, M., & Gheith, M. H. (2023). The role of individual characteristics in shaping digital entrepreneurial intention among university students: Evidence from Saudi Arabia. *Thinking Skills and Creativity*, 101236. <https://doi.org/10.1016/j.tsc.2023.101236>
- Feranita, F., Mouawad, R., Amin, M., Leong, L. W., & Rathakrishnan, T. (2022). Unveiling the role of entrepreneurial education in preparing the next generation of

- entrepreneurs in Malaysia. In *Strategic entrepreneurial ecosystems and business model innovation* (pp. 17-30). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-80382-137-520221002>
- Fornell, C., & Larcker, D. F. (1981). Structural Equation Models with Unobservable Variables and Measurement Error: Algebra and Statistics. *Journal of Marketing Research*, 18(3), 382-388. <https://doi.org/10.2307/3150980>
- Franzke, S., Wu, J., Froese, F. J., & Chan, Z. X. (2022). Female entrepreneurship in Asia: a critical review and future directions. *Asian Business & Management*, 21(3), 343-372. <https://doi.org/10.1057/s41291-022-00186-2>
- Gawel, A., & Mińska-Struzik, E. (2023). The digitalisation as gender equaliser? The import and export of digitally delivered services in shaping female entrepreneurship in European countries. *International Journal of Gender and Entrepreneurship*, (ahead-of-print). <https://doi.org/10.1108/IJGE-08-2022-0141>
- Griffioen, A. L. (2022). Rethinking Religious Epistemology. *European Journal for Philosophy of Religion*, 14(1), 21-47. <https://doi.org/10.24204/ejpr.2022.3290>
- Hair Jr, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, 26(2), 106-121. <https://doi.org/10.1108/EBR-10-2013-0128>
- Hameed, I., & Irfan, Z. (2019). Entrepreneurship education: a review of challenges, characteristics and opportunities. *Entrepreneurship Education*, 2, 135-148. <https://doi.org/10.1007/s41959-019-00018-z>
- Hernoko, A. Y., & Nasution, B. (2022). Pre-Project Selling Pattern in Sale and Purchase of Housing and Perspectives of Equitable Legal Cohesiveness. *Croatian International Relations Review*, 28(90), 23-35. <https://doi.org/10.2478/CIRR-2022-0022>
- Ismail, N. N. H. M., Nasir, M. K. M., & Rahman, R. S. A. R. A. (2021). Factors that influence women to be involved in entrepreneurship: A case study in Malaysia. *Creative Education*, 12(04), 837. <http://www.scirp.org/journal/Paperabs.aspx?PaperID=108669>
- Jassim, T. L. (2021). The influence of oil prices, licensing and production on the economic development: An empirical investigation of Iraq economy. *AgBioForum*, 23(1), 1-11. <https://agbioforum.org/menuscript/index.php/agb/article/view/23>
- Joensuu-Salo, S., Peltonen, K., & Hämäläinen, M. (2023). The importance of HEI managerial practices in teachers' competence in implementing entrepreneurship education: Evidence from Finland. *The International Journal of Management Education*, 100767. <https://doi.org/10.1016/j.ijme.2023.100767>
- Kamarudin, W. N. B. W., Fuza, Z. I. M., Ghani, A. M., Nawawi, W. N. W., Hamid, R., & Daud, N. M. (2023). Inspirational Hospitality Entrepreneurship Model In Cultivating The Entrepreneurship Education Among Malaysian Higher Institutions Hospitality Students. *Asian Journal of University Education*, 19(1), 53-71. <https://doi.org/10.24191/ajue.v19i1.21220>
- Kasouf, C. J., Morrish, S. C., & Miles, M. P. (2015). The moderating role of explanatory style between experience and entrepreneurial self-efficacy. *International Entrepreneurship and Management Journal*, 11, 1-17. <https://doi.org/10.1007/s11365-013-0275-2>
- Khelifi, S. (2023). Informal university entrepreneurship: The missing link in transition higher education systems. *International Journal of Educational Development*, 97, 102725. <https://doi.org/10.1016/j.ijedudev.2023.102725>
- Kore, H. H., Koul, S., & Verma, R. (2021). Indian MSMEs-Review of dynamic capabilities

- with lean production. *International Journal of Operations and Quantitative Management*, 27(4), 361-382. <https://doi.org/10.46970/2021.27.4.4>
- Liu, Q., Du, X., & Lu, H. (2022). Teacher support and learning engagement of EFL learners: The mediating role of self-efficacy and achievement goal orientation. *Current Psychology*, 1-17. <https://doi.org/10.1007/s12144-022-04043-5>
- Liu, Q., & Zhao, H. (2023). From committed employees to rebels: the role of prosocial rule-breaking, age, and entrepreneurial self-efficacy. *The International Journal of Human Resource Management*, 1-29. <https://doi.org/10.1080/09585192.2023.2173019>
- Mamghaderi, M., Khamooshi, H., & Kwak, Y. H. (2021). Project duration forecasting: A simulation-based comparative assessment of earned schedule method and earned duration management. *The Journal of Modern Project Management*, 9(2), 6-19. <https://doi.org/10.19255/JMPM02701>
- Meressa, H. A. (2020). Growth of micro and small scale enterprises and its driving factors: Empirical evidence from entrepreneurs in emerging region of Ethiopia. *Journal of Innovation and Entrepreneurship*, 9, 1-22. <https://doi.org/10.1186/s13731-020-00121-9>
- Meyer, N., & Hamilton, L. (2020). Female Entrepreneurs' Business Training and Its Effect on Various Entrepreneurial Factors: Evidence From a Developing Country. *International Journal of Economics and Finance Studies*, 12(1), 135-151. <https://doi.org/10.34109/ijefs.202012109>
- McGee, J. E., Peterson, M., Mueller, S. L., & Sequeira, J. M. (2009). Entrepreneurial Self-Efficacy: Refining the Measure. *Entrepreneurship Theory and Practice*, 33(4), 965-988. <https://doi.org/10.1111/j.1540-6520.2009.00304.x>
- Mkini Lugalla, I., Jacobs, J. P., & Westerman, W. (2023). What Drives Women Entrepreneurs in Tourism in Tanzania? *Journal of African Business*, 1-19. <https://doi.org/10.1080/15228916.2023.2168970>
- Murnieks, C. Y., Klotz, A. C., & Shepherd, D. A. (2020). Entrepreneurial motivation: A review of the literature and an agenda for future research. *Journal of Organizational Behavior*, 41(2), 115-143. <https://doi.org/10.1002/job.2374>
- Nagy, H. (2021). Social evolution of Estonia since the 1990s. *Social Space*, 21(1), 197-201. <https://bibliotekanauki.pl/articles/2011246.pdf>
- Neneh, B. N. (2022). Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy. *Studies in Higher Education*, 47(3), 587-603. <https://doi.org/10.1080/03075079.2020.1770716>
- Nguyen, M., Malik, A., & Sharma, P. (2021). How to motivate employees to engage in online knowledge sharing? Differences between posters and lurkers. *Journal of Knowledge Management*, 25(7), 1811-1831. <https://doi.org/10.1108/JKM-08-2020-0649>
- Noviana, E. (2023). The Comparison Analysis of Teacher's Learning Effectiveness in Realizing Entrepreneurship Skills of Students. *International Journal of Instruction*, 16(2). https://www.e-iji.net/dosyalar/iji_2023_2_36.pdf
- Nursanti, E., & Andriyanti, E. (2021). Language Identities of Multilingual College English Learners in Indonesia. *Eurasian Journal of Applied Linguistics*, 7(1), 316-337. <https://doi.org/10.32601/ejal.911403>
- Orwig, M. L. (2021). Electrifying Transparency: The Role of Open Communication in Board Meetings. *International Journal of Instructional Cases (IJIC)*, 5. <http://www.ijicases.com/search/electrifying-transparency-case/>
- Rahman, Y. M., Bachro, R. S., Djukardi, E. H., & Sudjana, U. (2021). Digital Asset/Property

- Legal protection in Sharia Banking Financing and its Role in Indonesian Economic Development. *International Journal of Criminal Justice Sciences*, 16(2), 149-161. <https://doi.org/10.5281/zenodo.4756067>
- Saoula, O., Shamim, A., Ahmad, M. J., & Abid, M. F. (2023). Do entrepreneurial self-efficacy, entrepreneurial motivation, and family support enhance entrepreneurial intention? The mediating role of entrepreneurial education. *Asia Pacific Journal of Innovation and Entrepreneurship*, (ahead-of-print). <https://doi.org/10.1108/APJIE-06-2022-0055>
- Secundo, G., Gioconda, M., Del Vecchio, P., Gianluca, E., Margherita, A., & Valentina, N. (2021). Threat or opportunity? A case study of digital-enabled redesign of entrepreneurship education in the COVID-19 emergency. *Technological forecasting and social change*, 166, 120565. <https://doi.org/10.1016/j.techfore.2020.120565>
- Shahzad, M. F., Khan, K. I., Saleem, S., & Rashid, T. (2021). What factors affect the entrepreneurial intention to start-ups? The role of entrepreneurial skills, propensity to take risks, and innovativeness in open business models. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(3), 173. <https://doi.org/10.3390/joitmc7030173>
- Singh, E. P., Doval, J., Kumar, S., & Khan, M. M. S. (2022). Investigating the impact of full-term experiential learning project on management graduates: an emerging economy perspective. *Review of International Business and Strategy*, 32(4), 677-694. <https://doi.org/10.1108/RIBS-03-2021-0049>
- Soltanifar, M., O'Connor, G., Hughes, M., & Hayton, J. (2023). Corporate Entrepreneurship Education as the Forgotten Stepchild: Revisiting Knowledge, Skills, and Abilities for CE. In *Futurology in Education and Learning* (pp. 103-145). World Scientific. https://doi.org/10.1142/9789811268878_0007
- Sommer, M., Andvig, E., Riis, R., & Bongaardt, R. (2022). Becoming Relationally Spacious: Mental Healthcare Students' Experiences With the Immunity to Change Workshop. *Journal of Transformative Education*, 15413446221129871. <https://doi.org/10.1177/15413446221129871>
- Soto-Simeone, A., & Kautonen, T. (2021). Senior entrepreneurship following unemployment: a social identity theory perspective. *Review of Managerial Science*, 15, 1683-1706. <https://doi.org/10.1007/s11846-020-00395-z>
- Taneja, M., Kiran, R., & Bose, S. (2023). Understanding the relevance of experiential learning for entrepreneurial self-efficacy: A gender-wise perspective. *The International Journal of Management Education*, 21(1), 100760. <https://doi.org/10.1016/j.ijme.2022.100760>
- Tran, L. T. P., & Hoang, T. N. T. (2022). Semiotic influences of Linguistic Landscapes in the Little Japan Towns in Ho Chi Minh City-Vietnam. *Eurasian Journal of Educational Research*, 99(99), 1-25. <https://doi.org/10.14689/ejer.2022.99.001>
- Tunio, M. N., Chaudhry, I. S., Shaikh, S., Jariko, M. A., & Brahmi, M. (2021). Determinants of the sustainable entrepreneurial engagement of youth in developing country – An empirical evidence from Pakistan. *Sustainability*, 13(14), 7764. <https://doi.org/10.3390/su13147764>
- Wahhab, A. M. A., & Al-Shammari, M. T. A. A. (2021). Audit committee characteristics, regulatory changes and financial reporting quality in Iraq: Some lessons from Sox Act. *International Journal of Economics and Finance Studies*, 13(1), 43-66. <https://doi.org/10.34109/ijefs.202112224>
- Wang, J., Li, Y., & Long, D. (2019). Gender gap in entrepreneurial growth ambition: The

- role of culturally contingent perceptions of the institutional environment in China. *International Journal of Entrepreneurial Behavior & Research*, 25(6), 1283-1307. <https://doi.org/10.1108/IJEBR-04-2018-0248>
- Wang, X.-H., You, X., Wang, H.-P., Wang, B., Lai, W.-Y., & Su, N. (2023). The Effect of Entrepreneurship Education on Entrepreneurial Intention: Mediation of Entrepreneurial Self-Efficacy and Moderating Model of Psychological Capital. *Sustainability*, 15(3), 2562. <https://doi.org/10.3390/su15032562>
- Wray, J. A., Sheehan, B. E., Rees, V. W., Cooper, D., Morgan, E., & Plunk, A. D. (2021). A qualitative study of unfairness and distrust in smoke-free housing. *American Journal of Health Behavior*, 45(5), 798-809. <https://doi.org/10.5993/AJHB.45.5.1>
- Yoshimura, R., Konishi, Y., Okamoto, N., & Ikenouchi, A. (2021). Vortioxetine improved olfactory reference syndrome in a patient with major depressive disorder: A case report. *Archives of Clinical Psychiatry (São Paulo)*, 48(2), 128-128. <https://doi.org/10.15761/0101-608300000000293>
- Žur, A. (2021). Entrepreneurial identity and social-business tensions—the experience of social entrepreneurs. *Journal of Social Entrepreneurship*, 12(3), 438-461. <https://doi.org/10.1080/19420676.2020.1740297>