



Exploring the Nexus Between Entrepreneurship Education, Entrepreneurship Behavior, Entrepreneurship Skills, and Entrepreneurship Intention Among Graduate Students of Jambi University

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ABSTRACT

Purpose: In Indonesia, despite a high awareness about entrepreneurship education, many universities have failed to produce graduate entrepreneurs, as a result of which field entrepreneurs lack relevant entrepreneurial behavior and entrepreneurial skills. The current study, therefore, aimed to examine how entrepreneurship education (EE) can contribute to building education behavior (EB) and pave the way to develop entrepreneurship skills (ES) in the province of Jambi, Indonesia. Moreover, the study has also examined the mediating role of entrepreneurial intention in the relationship between the EE and ES and the EB among graduate students of Jambi University **Method:** This quantitative research design used a sample size of 600 individuals, the investigator obtained a response rate of 322. The statistical analysis of the data in this study was conducted using both SPSS and PLS. The study's demographics were subjected to preliminary analysis using SPSS, while the measurement model and structure model were analyzed using PLS.

Findings: The findings indicate that graduate students enrolled at Jambi University demonstrate a proclivity towards entrepreneurial conduct, possess the necessary entrepreneurial competencies, and harbor aspirations to establish their own business ventures. The convergence of these three elements contributes to the development of an entrepreneurial mindset. **Implications for Research and Practice:** This study yields several policy implications that can be drawn for educators, governments, and businesses.

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Introduction

Despite a globalized approach, disparities in the quality of education, in general, and the entrepreneurship education, in particular between regions in Indonesia are still high. Such a situation is due to the absence of manpower and financial resources which hindered the growth of entrepreneurship education rather than improving it. Experts believe that due to the absence of a structured curriculum, educational infrastructure, and qualified teachers, it was not possible to develop entrepreneurial behavior (EB) and expect students to acquire entrepreneurial skills (ES). Teaching entrepreneurship education (EE) is not only to determine EB and develop ES but also to teach how to create a business plan or develop a new business idea. To cope with the challenges, academics, policymakers, and business leaders have increased their focus on EE in recent years. This has led to an increase in the number of graduate students interested in learning more about the factors that influence entrepreneurial attitudes and behavior.

The actions taken and decisions made by business owners are collectively referred to as Entrepreneurial behavior or EB (Rehman et al., 2023). The relationship between EE and EB among graduate students has been found to be positive. More exposure to entrepreneurship in the classroom increases students' propensity to approach their studies with an entrepreneurial mindset. The fact that EE teaches students the fundamentals of business management and gives them the assurance and zeal to start their own businesses can be used to explain this correlation (Zhang et al., 2022). According to Kuzminov, Sorokin, and Froumin (2019), an expert from the OECD, students who receive a strong EE have a greater chance of developing and enhancing entrepreneurial mindset, qualities and skills. According to him, instructing aspiring business owners is analogous to obtaining "the third educational passport." EE is a form of practical education that cultivates numerous innovative talents with entrepreneurship literacy.

EE is, therefore, not only teaching about how to start a new business, but also to deliver the development of a mindset, that is built with entrepreneurial skills and competencies to prepare successful entrepreneurs (Binks, Starkey, & Mahon, 2006). Ahmed et al. (2020) found out that, after completing their education, an increasing number of individuals with an entrepreneurial mindset could start their own businesses, suggesting that graduate students at universities show a positive connection between EE and ES, which are thus two of the most important factors (Liu et al., 2019). While EE came to be equated with the formal and informal training, students received ES to become successful business owners. The ES built in them the capacity for creative thought, problem solving, calculated risk-taking, and adaptability, proving that ES are required for successfully running a business (Jardim, 2021).

Having an entrepreneurial mindset also requires a strong Entrepreneurial Intention (EI), which shows an individual's ability and determination to convert entrepreneurial drives into entrepreneurial actions. Nguyen et al. (2019) defined EI as "the intent of potential individuals to engage in future entrepreneurial activities." Hossain (2021) refers to EI as the conviction that a person will launch a new business venture; it shows the propensity and mental readiness of a person to launch a new business venture. According to the findings of Karimi (2020) research, a high level of entrepreneurial intent is a reliable predictor of the formation of new businesses. Cui and Bell (2022) were the first to propose

entrepreneurial intention, defining it as the mindset that motivates one to devote significant resources to the pursuit of a goal. Bird introduced the concept of entrepreneurial intent for the first time.

Entrepreneurship-based education in Indonesia began to be initiated in 2020. To become a developed country, a minimum of 2% of the total population of Indonesia should become entrepreneurs, but entrepreneurs are only 0.24% of the total population of Indonesia. Educational institutions, therefore, must not turn a blind eye to the current state of the nation and need to transform themselves into reliable entrepreneur-production factories (Kinzelbach, Saliba, & Spannagel, 2022). The reasons for such a low entrepreneurial turnout are that globalization has failed in the fields of culture, ethics and morals; the levels of social capital are very low; there exists disparities in the quality of education between regions in Indonesia. Despite the government's efforts to implement globalization and free trade, the unemployment rate of educated graduates is increasing, and foreign workers are increasing in Indonesia. In such a scenario, policymakers frequently assume that individuals should attempt entrepreneurship to contribute to nation's economic growth (Bradley et al., 2021). However, it has been observed that entrepreneurial activity rates do not always increase over time; for instance, there was a decline in the United States in the years following the global financial crisis recession and a similar negative trend was seen. Individuals tried to take the plunge into entrepreneurship and launched their own businesses, but due to the lack of EE and the required ES and EI was missing so they failed (Pricolo, 2022). Hence, Indonesia needs to take proactive steps prior to venturing out into entrepreneurship

According to the Global Entrepreneurship Monitor (GEM) report of 2018, Indonesia was ranked as the third most entrepreneurial country out of 54 countries surveyed (Martínez-González et al., 2022). The upward trajectory of scholarly publications pertaining to entrepreneurship from 1972 to 2019, as documented by Scopus, is indicative of the aforementioned trend and underscores the potential of Indonesia's burgeoning consumer market. The Ministry of Communication and Information (Kominfo) in Indonesia has established a goal of generating 1,000 fresh technopreneurs by 2020 as a component of its strategy to emerge as the digital economy leader in Southeast Asia. Numerous studies have been conducted in Indonesia to gain deeper insights into the flourishing startup ecosystem of the country, given the current opportunity and the anticipated growth of the market (Anshari & Almunawar, 2022).

Indonesia had already launched Student Entrepreneurship Programmes (PMW) in 2009 with the aim of promoting the development of youthful entrepreneurs. To participate in the PMW programme, students were required to promptly initiate their selected business ventures, which were subsequently assessed, monitored, and potentially chosen as business collaborators. These PMW programmes offered students the chance to develop their entrepreneurial skills, thereby contributing to the government's objective of attaining national self-sufficiency through the promotion of job creation and the strengthening of Small and Medium Enterprises (UKM). Recently, as reported by BRIN (2022), financial support is offered to pre-startups, startups, and scale-ups by the National Research and Innovation Agency with the aim of facilitating their establishment and expansion (Fernandes et al., 2022).

There is a dearth of studies on Entrepreneurship Education (EE) at the Indonesian higher education level. There are no research studies to determine how entrepreneurial behavior (EB) or Entrepreneurial skills (ES) influence the Entrepreneurial Intention (EI) to continue engaging in entrepreneurial activities, particularly in light of the changing workforce structure and the increasing number of individuals engaging in entrepreneurial activities (Cai et al., 2021). Hence, there was a great need felt to conduct a study to examine how EE can contribute to building EB and pave the way to develop ES and EI in the province of Jambi, Indonesia. The study would also investigate how EI can be used as a reliable predictor or mediator of among entrepreneurs and the relationship between EE, EB and ES (Belchior & Lyons, 2021). While filling the research gaps, this study would also offer opportunities to understand the role of EE in inculcating EB, ES and EI.

Success in entrepreneurship is determined by several factors, including entrepreneurship education, entrepreneurial behavior, and entrepreneurial skills. This study, is one of the kinds of studies that examines the interrelationship between all these three variables, namely entrepreneurship education, entrepreneurial behavior, and entrepreneurial skills. Previous studies however have dealt with these three variables individually: Doanh et al. (2021) focused more on entrepreneurial skills during the pandemic; similarly, Reyad et al. (2019) examined entrepreneurial skills and entrepreneurial behavior; and Bejinaru (2018) explored the linkages between entrepreneurial and entrepreneurship education. Another difference lies in the current study's approach as it aimed to find out the extent to which entrepreneurship education in Jambi University graduate school helped students improve their behavior and skills; and the three variables were correlated to each other.

Conceptual Framework

The objective of EE is to continuously infuse new energy into the innovation and entrepreneurship of the nation. According to the study of Alonso-Conde, Rojo-Suárez, and Rentas (2020) students of MBA in the United States, there is a correlation between the number of students who take entrepreneurial management courses and the number of students who aspire to become entrepreneurs. Cai et al. (2021) studied the EB of the college students in Britain and France who majored in science and engineering, participation in entrepreneurial classes and training increased students' intentions to start their own businesses. The participants in the study were British and French students. Students are more likely to implement their innovative ideas after taking an entrepreneurship course. According to the findings of a study conducted by Boldureanu et al. (2020), a person's exposure to EE and subsequently developing EB and EI, makes a substantial effect on their likelihood of launching their own business. Hence the "entrepreneurial spirit" is something that develops from within, which is a prerequisite for developing EB and EI. In conclusion, college students who take entrepreneurship courses are more likely to become entrepreneurs and to acquire the necessary knowledge, behavior, skills, and intention (Fernández-Pérez et al., 2019; Munoz, Guerra, & Mosey, 2020; Nabi et al., 2018).

Several academic studies have indicated that EE has a positive impact on students' EB and EI which are essential to initiate their own business ventures. The significance of possessing strong EB is not only required for the success of a company, but it also serves as the driving force behind the businesses they manage. The possession of a

proper EB can enhance the likelihood of attaining financial success through the expansion of the enterprise. The degree of entrepreneurialism exhibited by an individual has been identified as a potential predictor of success in the business realm. The study conducted by [Margaça et al. \(2021\)](#) suggests that the long-term success of an entrepreneur is contingent upon their personal characteristics and managerial competencies. Consequently, the deficiency or inadequacy of skills in managing a pre-existing enterprise may lead to suboptimal performance and potential failure to compete. Likewise, [Boldureanu et al. \(2020\)](#) posit that the EI of an individual to initiate a business venture is a crucial determinant of the success of entrepreneurial endeavors. As per [Neneh \(2019\)](#) findings, the initiation of entrepreneurial activity necessitates the prior EI to engage in such activity. [Wardana et al. \(2020\)](#) posit that the absence of an entrepreneurial mindset results in a lack of initiative. According to the research conducted by [Ratten and Jones \(2021\)](#), individuals who enroll in entrepreneurship courses exhibit a greater inclination towards acquiring novel skills and transforming their cognitive frameworks, leading to a boost in their entrepreneurial self-confidence and their capacity to recognize prospects. Furthermore, apart from its direct impact on entrepreneurial intent, EE has the potential to motivate students to pursue advanced studies in the entrepreneurial domain. According to published research by this is the case. Therefore, this study proposes the following hypotheses:

- **H1:** *Entrepreneurship Education is positively correlated with college students' Entrepreneurship Behavior.*
- **H2:** *Entrepreneurship Education is positively correlated with college students' Entrepreneurship Intention.*

Similar to this, graduate students at universities show a positive correlation between ES and EB. A person's propensity to act entrepreneurially is increased by having the necessary entrepreneurial skills ([Anwar & Saleem, 2019](#)). This connection can be explained by the fact that ES gives people the tools they need to recognize opportunities, come up with original solutions, and expertly manage the risks involved in starting a new business. According to [Ratten and Jones \(2021\)](#), a respondent's confidence in his or her ability to start a business can be gauged by how they feel about their own entrepreneurial skills. [Hermino and Arifin \(2020\)](#) argued that having these skills increases the self-efficacy of would-be entrepreneurs, allowing them to utilize them more effectively in entrepreneurial endeavors. According to them, this is a benefit of having these skills. [Torani et al. \(2019\)](#) concluded that individuals with entrepreneurial skills had a higher level of intrinsic motivation and a stronger drive to succeed. Studies in the realm of entrepreneurship have talked about personality, motivation and the development of EI ([Hermino & Arifin, 2020](#); [Torani et al., 2019](#)). There has been a growing scholarly interest in the study of proactive and narcissistic personalities, as evidenced by the work of [Wu et al. \(2019\)](#). [Yi-Feng Chen et al. \(2021\)](#) assert that individuals with high levels of narcissism tend to prioritize their own self-perceptions and internal experiences over external guidance and advice, including that provided by emotional intelligence. [Zhu et al. \(2021\)](#) posit that individuals with narcissistic tendencies exhibit elevated levels of self-esteem and an inflated perception of their own worth. Individuals who possess low self-esteem exhibit a persistent desire for validation and recognition from external sources. According to [Diamond et al.](#)

(2021), the field of entrepreneurship provides an environment that enables individuals with narcissistic tendencies to further enhance their already inflated EB and EI. The presence of narcissistic traits has been found to positively correlate with the inclination to participate in entrepreneurial endeavors and to ease the process of new business establishment. The extant research suggests that individuals possessing a proactive personality exhibit greater levels of ES and EI relative to those who do not possess such a personality trait. Individuals who possess a higher level of adeptness in recognizing and capitalizing on opportunities are more inclined to initiate a new business venture. Those who already possess these skills are more optimistic about their chances of becoming successful business owners than those who lack them. In addition, Wu et al. (2019) assert that the development of entrepreneurial skills is correlated with a rise in interest in self-employment and business ownership. According to Kouakou et al. (2019), being an entrepreneur is a mindset that can instill a person with the confidence and motivation to try new things and take risks. Hence, there is a correlation between entrepreneurial abilities, an entrepreneurial mindset, and the intention to start a business. In this context, this study hypothesizes that:

- **H3:** *Entrepreneurship skills are positively correlated with college students' Entrepreneurship Behavior.*
- **H4:** *Entrepreneurship skills are positively correlated with college students' Entrepreneurship Intention.*

Prior research has primarily focused on aspiring entrepreneurs as opposed to actual business owners (Rummel et al., 2021). The propensity of a person to engage in entrepreneurial activities or resolve to launch a new venture is referred to as their "entrepreneurial intention," and the term "entrepreneurial intention" refers to this propensity. Due to this, a number of researchers have turned to intention-based models to predict the entrepreneurial intent of various personality types. This is due to the fact that entrepreneurial intention motivates individuals to engage in entrepreneurial behavior, which ultimately demonstrates the amount of effort a person is willing to put forth in business development activities. The self-concept theory, according to Martínez-González et al. (2022), posits that an individual's actions and thoughts are determined by how that individual evaluates the circumstances in which they find themselves. Therefore, entrepreneurial intent is tied to an individual's self-evaluation of their interpersonal strategies to take any action that can influence the management of a volatile and uncertain environment during the establishment of a new business. This is due to the close relationship between entrepreneurial intent and the desire to start a business. Having an entrepreneurial mindset entrepreneurial behavior is a deliberate choice that requires extensive thought and strategic planning. Furthermore, intentions are the most accurate predictors of future business actions. According to Jardim (2021), it is widely accepted that intentions reflect the motivating factors that influence any planned behavior. In this sense, a person's intentions are a reliable indicator of the degree to which they intend to carry out a planned behavior in a specific context. According to the findings of Anwar and Saleem (2019), a high level of entrepreneurial intent may be the reason why becoming an entrepreneur requires both deliberate and conscious effort. As previously discussed, it is likely that the positive relationship between intentions and planned behavior will also hold true for entrepreneurial behavior.

It is impossible to overstate the significance of a business owner acquiring a variety of skills and abilities. According to Wood et al. (2021), there is no consensus regarding how skill should be defined. In other words, authors have not reached a consensus on what exactly constitutes competence in their respective works. According to Rehman et al. (2023), a skill can be defined as the ability and capacity to perform a task. According to Zhang et al. (2022), skill is "knowledge that is best characterized through an action." Although the precise meaning of "skill" can vary from language to language, it is synonymous with "ability," "competence," "knack," and "aptitude," as well as "talent." According to Anwar and Saleem (2019), "skill" refers to "the ability and capacity to do things." According to Cui and Bell (2022), the term "skill" has been appropriated by numerous industries and professions, such as "entrepreneurial skill," "teaching skill," and "football skill," among others. For instance, it has been determined that skill is one of the most important requirements for entrepreneurs and those who aspire to be entrepreneurs in order to be successful in their ventures.

Many scholars have examined the relationship between entrepreneurial ability and the desire to start a business. Neneh (2019) case study research on the acquisition of entrepreneurial skills revealed, for instance, that instructors who wish to launch their own businesses must be entrepreneurial themselves. This was one of the study's findings. According to his perspective, educators can have a greater influence on their students' understanding of the significance of entrepreneurialism in any field if they have experience working in that field. Alternately, a person's capacity for entrepreneurship can be used to predict their desire to start their own business. In a similar manner, Wardana et al. (2020) employs Ajzen's theory of planned behavior to examine the impact of prior experience and perceived value on the decision to pursue an entrepreneurial endeavor. The purpose of this study was to examine 249 college students using a structural equation model in order to test hypotheses regarding the existence of skills and value perception as well as the scope of both. According to the findings of this study, the skill sets and self-worth of individuals who have the potential to become entrepreneurs have a significant impact on their entrepreneurial ambitions. Entrepreneurial traits are significantly more prevalent in people who plan to launch their own business. EI can affect a person's drive and dedication to launching and growing a business (Matta & Alam, 2023) It makes sense that the two go hand in hand because EI is such a good predictor of behavior. Additionally, research shows that among university and college graduate students, EI mediates the relationship between EE and EB. The fact that EE increases EI, which in turn increases EB, can help to explain part of the positive relationship between EE and EB (Cui & Bell, 2022). By showing that the impact of EE on EI has a ripple effect on EB, this further demonstrates the beneficial relationship between EE and EB. Therefore, this study hypothesizes that:

- **H5:** *Entrepreneurship Intention is positively related to nascent Entrepreneurship Behavior.*
- **H6:** *Entrepreneurship Intention mediates between the Entrepreneurship Education and Entrepreneurship Behavior.*
- **H7:** *Entrepreneurship Intention mediates between the Entrepreneurship Skills and Entrepreneurship Behavior.*

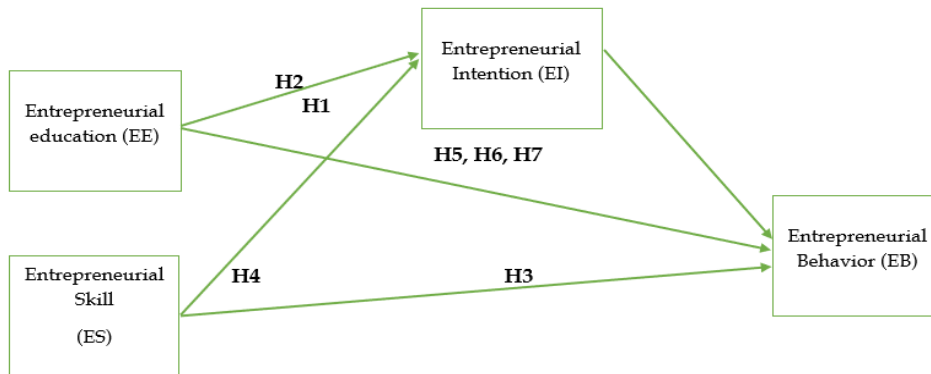


Figure 1: Conceptual Framework

Methodology

- *Research design*

This study used a quantitative research design, using the descriptive statistics and correlation analysis to establish the relationship between variables of the study. Both SPSS and PLS software assisted to conduct statistical analysis of the data. SPSS was utilized to conduct a preliminary analysis of the study's demographics, and PLS to prepare the measurement and structure models. These models were evaluated to determine the dependability and validity of the constructs, while the structure model was utilized to examine the hypothesized relationships between the variables. Prior to starting the procedure, a literature review and study of documentation was also done, as recommended by Gough et al. (2006), to contextualize the problem statement and identify the research gaps. The research needs and gaps were also noted within the Indonesian literature in higher education, particularly from the country's perspective.

- *Sampling and population*

The graduate students Jambi University were the target population of the study. A convenience sampling was adopted to identify the sample of the study. A total of 600 graduates were selected at random and questionnaires were sent, out of which only 322 responses (53.8%) responses were received back.

- *Research instrument*

Self-administered survey questionnaires were used to collect the data because it is more convenient to explain the concepts to respondents through this method. The questionnaire consisted of two separate sections. The first section asked fundamental questions about the respondents' personal characteristics. The second section contained the scale items to quantify the research variables, presented items derived from previous research, on Likert scale and ratings of 1 to 5 were assigned. The items to measure ES and EI were adapted from Liu et al. (2019) while items on EE and EB were borrowed from Kozlinska, Mets, and Rõigas (2020).

- *Research Procedure*

The researcher relied on a method involving a self-administered questionnaire to collect the data. Individuals enrolled in an undergraduate or graduate business education programme at one of Indonesia's educational institutions participated in this study. The researcher selected 600 students at random in order to collect data from them. From a total of 600 respondents, the researcher received only 322 responses.

- *Data analysis technique*

The authors of this study utilized both SPSS and PLS to conduct statistical analysis of the data. SPSS was utilized to conduct a preliminary analysis of the study's demographics, and PLS was utilized to conduct analyses of the measurement model and structure model. The measurement model was evaluated to determine the dependability and validity of the constructs, while the structure model was utilized to examine the hypothesized relationships between the variables.

Results

Table 1

Respondents Profile

(N=322)			
Demographic Variables	Categories	Frequency	Percentage
Age	15-25	178	55.27
	26-35	83	25.77
	Above 35	61	18.94
Daily Income Rate	Below USD\$2	142	44.09
	Above USD\$2	180	55.90
Gender	Male	156	48.44
	Female	166	51.55
Occupation	Employed	114	35.40
	Unemployed	208	64.59

Students participated as respondents in the present study. The demographic analysis revealed that 48.23% of respondents were male students and 51.55 % were female students. 55.27 percent of respondents were between the ages of 15 and 25. 25.77% were having age between 26-35. The remaining 18.94% of respondents were, however, older than 35.

With the aid of Smart-PLS, the researcher evaluated the convergent validity, discriminant validity, and reliability of the constructs by evaluating the measurement model. Average variance extracted (AVE) was used to investigate convergent validity (Purwanto & Sudargini 2021). According to the study of Fornell and Larcker (1981), the threshold level of loading values must be below 0.50, the CR value must be below 0.70, and the AVE must be below 0.50. The measurement model's results are depicted in Figure 2, Tables 2, 3, and 4, respectively.

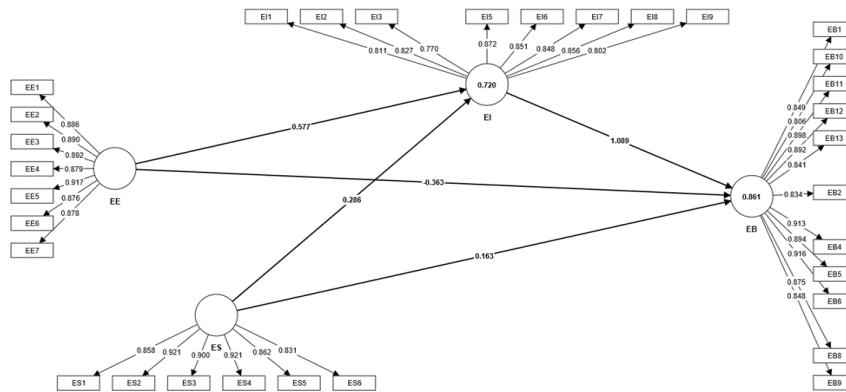


Figure 2. Measurement Model Assessment.

Table 2

Outer Loadings

	EB	EE	EI	ES
EB1	0.849			
EB10	0.806			
EB11	0.898			
EB12	0.892			
EB13	0.841			
EB2	0.834			
EB4	0.913			
EB5	0.894			
EB6	0.916			
EB8	0.875			
EB9	0.848			
EE1		0.886		
EE2		0.890		
EE3		0.892		
EE4		0.879		
EE5		0.917		
EE6		0.876		
EE7		0.878		
EI1			0.811	
EI2			0.827	
EI3			0.770	
EI5			0.872	
EI6			0.851	
EI7			0.848	
EI8			0.856	
EI9			0.802	
ES1				0.858
ES2				0.921
ES3				0.900
ES4				0.921
ES5				0.862
ES6				0.831

Table 3

Convergent Validity, composite reliability and AVE

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
EB	0.968	0.969	0.972	0.757
EE	0.955	0.956	0.963	0.789
EI	0.935	0.936	0.947	0.689
ES	0.943	0.945	0.955	0.779

As part of the process of evaluating the measurement model, the reliability of the individual items that were used to measure each latent construct, as well as the internal consistency reliability (also known as construct reliability), discriminant validity, and convergent validity for each construct, were all evaluated. In this particular piece of research, the PLS algorithm was utilized for the purposes of determining the reliability of individual items, in addition to performing other types of measurement model evaluations. The current study is shown to be reliable, as well as to achieve convergent validity, as shown by both Table 2 and Table 3, respectively. This is because all of the values for the loadings, alpha CR, and AVE meet the standards.

Table 4

Fornell-Larcker Criterion

	EB	EE	EI	ES
EB	0.870			
EE	0.703	0.888		
EI	0.717	0.841	0.830	
ES	0.719	0.721	0.818	0.883

Table 5

Heterotrait- Monotrait Ratio (HTMT)

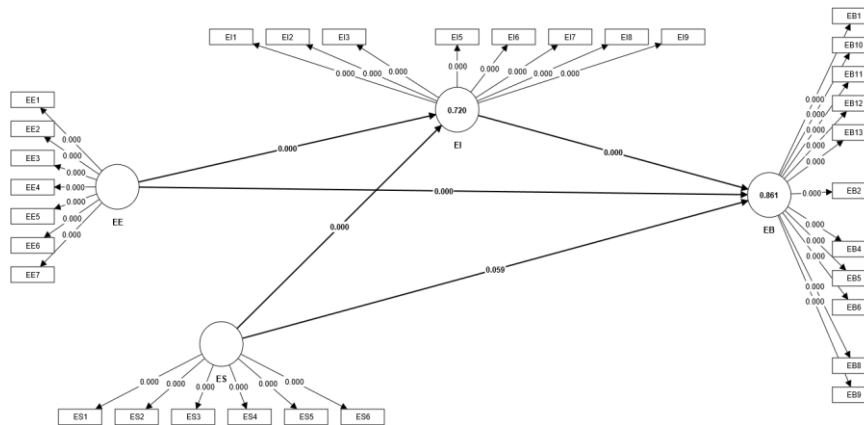
	EB	EE	EI
EB			
EE	0.729		
EI	0.764	0.886	
ES	0.751	0.770	0.867

According to the findings of the study carried out by Fornell and Larcker (1981), in order to achieve the level of discriminant validity of the constructs, the correlation of the specific variable in question with the other variables must be lower than the square root of AVE's. This was found to be necessary in order to achieve the level of discriminant validity. In addition to this, the HTMT ratios are much lower than 0.85 in the majority of cases. It is clear from both Table 4 and Table 5 that the required level of discriminant validity has been accomplished by the research presented here.

Model Testing

This section presents the structural equation model utilized for the data analysis. The study's conceptual model was validated through the utilization of PLS-SEM. The

bootstrapping method was employed to evaluate both the direct and indirect hypotheses. The results are displayed in Figure 3.



Among graduate students at Indonesian University, we conducted a statistical analysis of the correlations between EE, ES, EI, and EB (entrepreneurship intention, entrepreneurship intention, and entrepreneurship behavior). The average of a set of values is the sample mean, or M.

Table 5

Direct Relationship

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
ES -> EI -> EB	0.312	0.313	0.092	3.374	0.000
EE -> EI -> EB	0.628	0.620	0.099	6.379	0.000

The standard deviation as seen in Table 5 is a statistical measure abbreviated as that provides a numerical value for the spread of the data around the mean. The T statistic (sometimes written as O/STDEV) evaluates whether or not the observed sample mean is the same as the sample mean that was hypothesized. How much the actual sample mean differs from the calculated mean is shown by this statistic. The T-statistic evaluates how strongly two variables are related to one another. The statistical significance of the T-statistic is revealed by the P-value. If the P-value is less than 0.05, then there is experimental evidence of a significant correlation between the factors. T-statistics for EE, ES, EI, and EB are all statistically significant (P 0.05), indicating the presence of a relationship between the variables.

With a T-score of 14.123, as shown in Table 6, the strength of the relationship between EI and B is unmistakably established. These two things have an extremely high correlation. Graduate students at Jambi University appear to have a strong intention to engage in entrepreneurial activity, which is a significant predictor of entrepreneurial behavior. T-test results of 6.931 suggest a significant positive relationship between post-baccalaureate entrepreneurship courses and increased EI. These findings indicate that EE may be helpful in encouraging the next generation to enter the business world as owners rather than employees.

Table 6

Direct Relationship

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
EE -> EB	0.266	0.264	0.092	2.893	0.002
EE -> EI	0.577	0.574	0.083	6.931	0.000
EI -> EB	1.089	1.080	0.077	14.123	0.000
ES -> EB	0.475	0.478	0.094	5.025	0.000
ES -> EI	0.286	0.290	0.085	3.375	0.000

There is a statistically significant link between graduate students' potential for entrepreneurialism and their actual rates of entrepreneurship, as indicated by a T-statistic of 5.025. This evidence lends credence to the idea that entrepreneurial skills lead to success. This finding suggests that graduate students can benefit from learning entrepreneurial skills. A T-statistic of 2.893 indicates a statistically significant positive and negative association between EE and EB. This alliance, however, is weak compared to the others. Graduate students' levels of entrepreneurial behavior appear to be moderately correlated with their exposure to EE. The T-statistic of 3.375 conclusively shows that there is a significant correlation between ES and EI. The presence of entrepreneurial skills among graduate students may facilitate the development of entrepreneurial motivation, as suggested by this finding.

Analysis shows that graduate students at Jambi University exhibit entrepreneurial behavior, possess entrepreneurial skills, and intend to start their own businesses. These three factors together help cultivate an entrepreneurial outlook. Based on these findings, it appears that promoting EE and the development of entrepreneurial skills and intention among students can be an effective means of encouraging entrepreneurship among graduates of higher education institutions.

Conclusion

The present study concludes that a robust correlation exists between the variables of EE, ES, EI, and EB among the graduate students at Jambi University, as evidenced by the statistical analysis conducted. The aforementioned deduction is derived from the results obtained from the conducted research. As per the research results, there exists a considerable proportion of graduate students at Jambi University who exhibit a noteworthy inclination, proficiency, and execution of entrepreneurial activities. The research underscores the importance of fostering entrepreneurship among individuals who have completed their college education through the promotion of EE and the cultivation of entrepreneurial skills and aspirations among students. The study underscores the significance of fostering entrepreneurship among individuals who have completed their college education by means of promotional efforts.

The subsequent exposition provides an overview of the stakeholders, including policymakers, educators, and businesses, who are poised to benefit the most from these findings. The results of this study may provide a foundation for the formulation of policies and initiatives aimed at supporting students, particularly those pursuing advanced degrees, in cultivating an entrepreneurial mindset and skill set. The integration of educational and

training initiatives for entrepreneurs within the curricula of higher education institutions can enhance the readiness of students to tackle the complexities associated with managing their own enterprises. Collaboration between businesses and educational institutions can facilitate the provision of internships, mentorship, and funding to students, with the aim of fostering an entrepreneurial mindset within the student community.

The study's outcomes provide insight into the facilitators and barriers that influence the adoption of an entrepreneurial mindset among graduate students. The present study underscores the importance of education in fostering entrepreneurship, which can serve as a catalyst for promoting entrepreneurial conduct that can yield substantial benefits for the economy and society. The study's results can be utilized by policymakers to advocate for the advancement of EE and the development of entrepreneurial abilities among recent graduates. Collaboration between policymakers and educational institutions can enhance entrepreneurship by implementing educational programmes, furnishing financial resources for startups, and offering incentives to enterprises that employ entrepreneurs. In addition, educational institutions have the potential to support students who aspire to establish their own enterprises by offering them instructional and guidance prospects within their standard academic programmes. In order to cultivate an entrepreneurial mindset and skill set among students, educational institutions may collaborate with nearby enterprises to furnish internships and employment prospects.

This research can be utilized by businesses to identify potential business owners among graduate students and offer them support and resources. Collaboration between businesses and educational institutions can facilitate the development of a reservoir of aspiring entrepreneurs by offering internships and other educational opportunities to students with an interest in establishing their own enterprises.

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