



# The Influence of Personality and Entrepreneurship Education on Entrepreneurship Readiness Through Perceived Behavior Control in Students of Universitas Negeri Malang, Faculty of Economics and Business

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## ABSTRACT

Unemployment is a significant problem that has a serious impact on developing countries, one of which is Indonesia. The solution that can be used to reduce the unemployment rate and increase people's welfare is to increase the number of jobs by opening entrepreneurship. The target of the research can be said to find out how the influence of personality and entrepreneurship education in fostering entrepreneurship readiness in students through perceived behavior control. The population used was students of Universitas Negeri Malang, Faculty of Economics and Business, with a sample of 153 students. The research design is a quantitative method, with testing using SmartPLS 3.0. The output of this study shows that personality and entrepreneurship education can directly affect entrepreneurship readiness, while perceived behavior control can increase the effect of entrepreneurship education on entrepreneurship readiness compared to without going through mediation. Perceived behavior control does not have a mediating effect on personality on entrepreneurship readiness.

**Keyword:** *Personality, entrepreneurship education, perceived behavior control, entrepreneurship readiness.*

## 1. INTRODUCTION

Unemployment is a significant problem that seriously impacts developing countries like Indonesia. The factor that affects unemployment is the high number of job seekers among graduates due to students' mental and mindset to become employees in the private and public sectors [16]. Unemployment is mainly found among youth, primarily undergraduate graduates; this can hinder economic growth and development for the country and its citizens [6]. One way to deal with high unemployment and improve people's welfare is to increase the number of jobs by opening entrepreneurship.

Based on official data from the Central Statistics Agency (BPS), which was published on May 9, 2022, the total workforce in February 2022 was 144 million people. This number increased by more than 4 million compared to February 2021. Meanwhile, the Open Unemployment Rate (TPT) in February 2022 had a total of 5.83% of Indonesia's working age population, which was

approximately 209 million people. Based on these data, the number of graduates is not commensurate with the number of job opportunities offered. According to the data from the Central Statistics Agency (BPS) earlier, unemployment in Indonesia is increasing, and efforts are needed to reduce the number of unemployed in Indonesia. The large number of unemployed is caused by students' lack of readiness in entrepreneurship in terms of mental readiness, capital, and others. This can be handled by establishing entrepreneurial readiness to create new businesses, which are essential assets for developing countries such as Indonesia, where entrepreneurial readiness and activities are fundamental keys in increasing economic growth because of their contribution to reducing unemployment, poverty, and inequality [23], [25].

At least a percentage of the number of entrepreneurs is diagnosed as an imbalance or imbalance between

human resources and educational problems [20]. Although universities have offered entrepreneurship education for over two decades, graduates are still less willing to become entrepreneurs. The tendency that is happening to students today is that they still want a stable job with a respectable status and generate much income through a definite permanent position [14]. Improper entrepreneurship education is a significant barrier that prevents young people from turning ideas into real business ventures [25].

The role of entrepreneurship education is projected to provide a theoretical basis for entrepreneurship, forming an entrepreneur's mindset, attitudes, and behavior [16]. Therefore, in addition to using formal education regarding entrepreneurship, it must still be supported by fostering an entrepreneurial personality to instill entrepreneurial attitudes and habits as entrepreneurial readiness. [15] highlight that individual entrepreneurs' personality traits and behaviors enhance their understanding of entrepreneurship. Personality traits can affect an individual's ability to identify opportunities that others ignore easily and consequently affect one's entrepreneurial vigilance. In other words, personality traits will affect recognition, thoughts, and assessment of business opportunities [26]. There are many considerations that a person needs before deciding to do something, including opening a business. Perceived behavior control [2], [3], [8] has emerged as one of the most influential and frequently used conceptual structures to study human patterns. Perceived behavioral control functions as motivation [9] or encourages a person to make decisions in doing business.

The novelty in this study is that there are several previous theoreticians' studies with various research results through at least one or two similar variables. However, only a few studies have examined the relationship between personality, entrepreneurship education, and entrepreneurial readiness through perceived behavior control [4], such as research from [16], which discusses the influence of entrepreneurship education on entrepreneurial intentions mediated by motivation and attitudes among students, stating that entrepreneurial choices are indirectly influenced by entrepreneurship education. In another study from [22], entitled Analysis of Personality and entrepreneurship education on entrepreneurial intentions through perceived behavior control, analysis was carried out; the results obtained that entrepreneurship education will be more significant through mediation than without mediation. Therefore, this research takes the variable entrepreneurship readiness by forming the personality of

entrepreneurship education through perceived behavior control. While this research is urgent because many young people today have business ideas and high intentions in opening a business, only a few have the capacity and ability to turn it into a viable business [18]. Therefore, entrepreneurial readiness by forming a personality is an essential element for carrying out an activity [18] through planning behavior that can be predicted by intention in shaping one's personality as readiness in entrepreneurship so that it can help people's welfare and the country's economy.

Based on the problems presented above, the researcher decided to conduct research on "The Influence of Personality and Entrepreneurship Education on Entrepreneurship Readiness Through Perceived Behavior Control in Students of Universitas Negeri Malang Faculty of Economics and Business," which aims to investigate the development of entrepreneurial readiness in students through psychological models such as personality and entrepreneurship education through social such as Icak Ajzen's theory of planned behavior and to know for sure whether these variables are interrelated.

## 2. REVIEW OF LITERATURE

### 2.1 *Entrepreneurship Readiness*

Entrepreneurial readiness is an essential element for entrepreneurial activity, with scholars having paid particular attention to entrepreneurial readiness. Other research defines entrepreneurial readiness based on individual social capital, opportunity perception, risk aversion, and self-efficacy.

Entrepreneurial readiness is defined as a meeting of a set of personal traits that distinguish individuals with entrepreneurial readiness, especially competence to observe and analyze the individual's environment in such a way that the individual can channel high creative and productive potential so that he can exert his potential [18]. According to Yuliani (2018), entrepreneurial readiness is a condition where individuals feel ready with the ability, will, and desire to deal with various situations in entrepreneurship. According to Meredith in Lubis' research (2020), entrepreneurial readiness indicators include having business skills, daring to take risks, being confident, and being future-oriented.

### 2.2 *Personality*

According to modern psychology, personality is the dynamic organization of the individual's psychophysical system, which determines his unique adjustment to his

environment. Roucek and Warren define personality as an organization of biological, psychological, and sociological factors that underlies individual behavior. In the Big Indonesian Dictionary (KBBI), personality is an essential trait reflected in the attitude of a person or a nation that distinguishes it from others.

Research (Reza, 2017) defines personality through Cattell's theory that "personality is what allows predictions about what someone will do in certain situations." Personality is a characteristic that can be fixed and difficult to change. However, it does not rule out that it can change over time. After looking at the definitions of personality from various sources, it can be concluded that personality is individual behavior, including attitudes, traits, and mindsets that the environment and culture can influence by forming unique characteristics that stand out as something special to each individual. Indicators of personality variables are taken through the prominent five personalities, namely Extraversion, Agreeableness, Conscientiousness, openness to experience, and Neuroticism.

### 2.3 Entrepreneurship Education

Recently, there has been an awareness that entrepreneurship is best thought of as a learned skill set. Entrepreneurship education has quickly emerged as a significant topic in recent [17]. Entrepreneurship education is a requirement for a novice entrepreneur and is essential in triggering an entrepreneurial spirit among current students to improve the economy [7].

In the Law of the Republic of Indonesia number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and others. Entrepreneurship is a process of developing, organizing, and managing a business voluntarily by taking risks and committing several resources [10]. Entrepreneurship involves creating something new or adding value to an existing product.

[13] stated that entrepreneurship education is as much about developing creative skills and enterprising nature to increase employability as it is about how to start a business properly. (Nabi et al., 2017) suggest that the primary outcomes of entrepreneurship education are changes in attitudes, knowledge and skills, feasibility, entrepreneurial intentions, socio-economic impacts, business start-up rates, and business performance.

### 2.4 Perceived Behavior Control

Perceived Behavior Control (PBC) refers to perceptions where feelings are difficult or easy to act on and belief in one's abilities. Based on Ajzen's Theory of Planned Behavior, Perceived Behavior Control (PBC) can be interpreted as understanding how simple or complex it is to perform an action based on previous experience and constraints that can be solved in an activity. [8] Suggests that according to the Theory of Planned Behavior (TPB), human behavior is guided by three kinds of considerations, namely, beliefs about possible consequences of behavior (behavioral beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the existence of factors that might facilitate or hinder the performance of behavior (control beliefs). This theory is closely related to previous TPB research [3].

Put, Perceived Behavior Control (PBC) has two sides: how much control a person has over behavior and how confident a person is in doing or not doing that behavior. This defines that a high level of perceived behavioral control can strengthen a person's intention to perform a behavior. The following are the hypotheses raised in this research study:

- H1 There is a direct influence of personality on entrepreneurship education.
- H2 There is a Direct Effect of Entrepreneurship Education on Entrepreneurship Readiness
- H3 There is a Direct Effect of Perceived Behavior Control (PBC)
- H4 There is a direct influence of personality on perceived behavior control
- H5 There is an immediate effect of Entrepreneurship Education on Perceived Behavior Control
- H6 There is an Indirect Effect of Personality on Entrepreneurship Readiness Through Perceived Behavior Control
- H7 There is an indirect effect of Entrepreneurship Education on Entrepreneurship Readiness through Perceived Behavior Control.

The visualized research hypothesis is exhibited in the following figure.

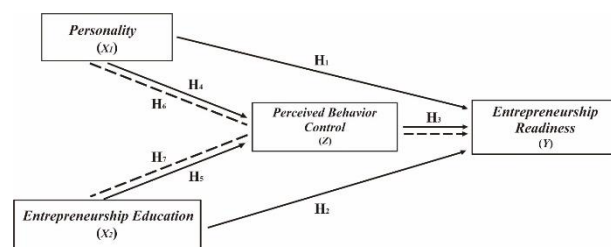


Figure 1. Research Model

### 3. METHODS

The design of this study is descriptive and explanatory research, which aims to study the influence between variables [21]. This research takes a quantitative type approach. The population used in this study were students at the Universitas Negeri Malang, Faculty of Economics and Business. In contrast, the sample for this study used a non-probability sampling technique, namely the purposive sampling method, provided that students have taken entrepreneurship courses. As for this study, the calculation using the Daniel and Terril formula samples obtained a minimum sample of 96 respondents and rounded up to 100.

Respondent data collection techniques were taken in this study in the form of a questionnaire (questionnaire) and documentation. The questionnaire structure in this study is said to be closed because alternative answers are already available. The questionnaire will be measured using a Likert scale with 5 points from a value of 1, which means "strongly disagree," to a scale of 5 which means "strongly agree."

The analysis method used in this study is Structural Equation Model Partial Least Square (SEM-PLS) using software called SmartPLS version 3.0 as a data processing tool. In data analysis using SmartPLS, three stages need to be carried out. First, test the outer model by assessing the validity and reliability of the instruments that have been prepared. To determine whether the data is valid, a validity test is used, consisting of two data processing, namely convergent validity and discriminant validity. Meanwhile, to test the reliability of data using an assessment of the results of data processing Cronbach alpha and composite reliability, second, testing the inner model used to explain the relationship between variables from measuring data processing results. The third hypothesis test, the hypothesis test, will also be tested mediating variables with the bootstrapping method.

### 4. RESULTS

The measurement model test is carried out to measure whether or not the validity and reliability of a research instrument is used. The measurement model test can be seen through testing the validity of instrument items and reliability testing. In the measurable validity test, from trying the results of convergent validity and discriminant validity, concurrent validity is said to be valid and correlated if the value of each variable has an AVE value above 0.7, with a loading value for each item also  $> 0.7$ . However, measuring the AVE value of 0.5 to 0.6 can be

considered sufficient. While discriminant validity in this study is used to determine whether the constructed variable has adequate discriminant by measuring discriminant validity at the indicator level, where the cross-loading value of the construct indicator must be greater than the other constructs.

Table 1 shows that all indicator items are worth  $>0.7$ . This explains that the indicator items and statements used are valid. Following are the results of the cross-loading of each variable with the calculation of the SmartPLS algorithm to measure the validity test and the results of the Cronbach Alpha calculation to test reliability in research.

**Table 1.** Cronbach Alpha and Composite Reliability

Variable	Cronbach Alpha (>0,7)	rho_A	Average Variance Extracted "AVE" (>0,5)	Composite Reliability (>0,7)	Keterangan
Personality	0.906	0.908	0.603	0.924	Reliable
Entrepreneurship Education	0.889	0.892	0.696	0.919	Reliable
Perceived Behavior Control	0.824	0.826	0.739	0.895	Reliable
Entrepreneurship Readiness	0.964	0.965	0.737	0.969	Reliable

The acquisition of data calculations in the reliability test in Table 2 shows that the average variance extracted (AVE) root value for each variable is more than 0.50. This illustrates that all constructs can be analyzed further to confirm the relationship between variable constructs. At the same time, the Cronbach alpha value obtained from the calculation results is more than 0.70.

**Table 2.** Convergent validity and Discriminant validity

Indikator	Nilai Cross Loading				Keterangan
	Personality	Entrepreneurship Education	Entrepreneurship Readiness	Perceived Behavior Control	
X1.1	<b>0.701</b>	0.582	0.548	0.399	Valid
X1.2	<b>0.782</b>	0.595	0.722	0.544	Valid
X1.3	<b>0.774</b>	0.673	0.586	0.486	Valid

X1.4	<b>0.771</b>	0.598	0.589	0.446	Valid
X1.5	<b>0.773</b>	0.677	0.656	0.549	Valid
X1.6	<b>0.775</b>	0.731	0.649	0.465	Valid
X1.7	<b>0.781</b>	0.695	0.594	0.506	Valid
X1.8	<b>0.784</b>	0.640	0.565	0.475	Valid
X1.9	<b>0.724</b>	0.619	0.629	0.799	Valid
X2.1	0.774	<b>0.855</b>	0.692	0.649	Valid
X2.2	0.804	<b>0.885</b>	0.706	0.610	Valid
X2.3	0.695	<b>0.861</b>	0.630	0.591	Valid
X2.4	0.499	<b>0.726</b>	0.574	0.630	Valid
X2.5	0.695	<b>0.834</b>	0.666	0.485	Valid
Y1	0.599	0.612	<b>0.831</b>	0.651	Valid
Y2	0.747	0.775	<b>0.875</b>	0.612	Valid
Y3	0.716	0.699	<b>0.873</b>	0.658	Valid
Y4	0.673	0.665	<b>0.839</b>	0.619	Valid
Y5	0.681	0.673	<b>0.882</b>	0.609	Valid
Y6	0.703	0.720	<b>0.928</b>	0.645	Valid
Y7	0.716	0.664	<b>0.829</b>	0.583	Valid
Y8	0.617	0.619	<b>0.799</b>	0.629	Valid
Y9	0.688	0.643	<b>0.805</b>	0.527	Valid
Y10	0.665	0.664	<b>0.876</b>	0.628	Valid
Y11	0.695	0.676	<b>0.900</b>	0.635	Valid
Z1	0.458	0.587	0.586	<b>0.876</b>	Valid
Z2	0.478	0.546	0.613	<b>0.872</b>	Valid
Z3	0.658	0.691	0.648	<b>0.830</b>	Valid

In the inner model testing stage, this is done to measure and explain the relationship from one variable to another. This evaluation can be done using the coefficient of determination  $R^2$ , predictive relevance value  $Q^2$ , and Goodness of Fit (GoF).

**Table 3.** R-square test results

Variable	R-Square
Perceived Behavior Control (Z)	0.513
Entrepreneurship Readiness (Y)	0.724

The table above shows that the results of the R-square calculation on the perceived behavior control variable as the Z variable is 0.513 (51.30%). It can be said that the diversity of perceived behavior control (Z) variables can be explained by personality variables and entrepreneurship education of 51.30%. Meanwhile, the lack of 46.7% is the participation of other variables not discussed in this study. Next, it was found that the R-Square value of the entrepreneurship readiness (Y) variable as a Y variable is 0.724 (72.4%), close to one. It can be said that the contribution of the personality variable and entrepreneurship education to entrepreneurship readiness (Y) is 72.4%. At the same time, the remaining 27.6% is a contribution from other variables outside of this research.

The benchmark value of Predictive Relevance, namely,  $Q^2$  values higher than 0, 0.25, and 0.5, will describe the PLS path model's small, medium and large predictive relevance (Hair et al., 2018). The following is the predictive relevance calculation formula:

$$Q^2 = 1 - (1 - R_1^2) \times (1 - R_2^2)$$

$$Q^2 = 1 - (1 - 0,513) \times (1 - 0,724)$$

$$Q^2 = 1 - (0,487) \times (0,276)$$

$$Q^2 = 0,866$$

$Q^2$  was obtained with a value of 0.866 which is close to 1. It means that the diversity of data from the research that can be explained by the structural model designed is 86.6%. At the same time, other factors outside of the model explain the remaining 13.4%. In addition, it can also be said that the structural model or the goodness of fit index in this study is promising.

After testing the hypothesis between variables in this study, it can be seen that the hypothesis is accepted or rejected. This can be seen through the t-statistical value and p-value obtained from each research hypothesis after testing the hypothesis with SmartPLS 3.0 without looking at a positive or negative coefficient sign. If the t-statistic value is smaller or less than the t-table value (t-statistic is less than 1,960), then it is said that the hypothesis is rejected. If the t-statistic value obtained in testing the hypothesis is greater or equal to the t-table (t-statistic > 1.96), then the hypothesis is accepted. Whereas research has a confidence level of 95%, the inaccurate limit value is  $(\alpha) = 5\% = 0.05$ .

**Table 4.** Hypothesis Testing Results

Hipot esis	Path Coeffi cient	T- Statis tics	P- Val ue	Ketera ngan	Signific ance
H1	0.429	5.188	0.000	Confirm ed	Signific ant
H2	0.216	2.263	0.024	Confirm ed	Signific ant
H3	0.296	2.107	0.036	Confirm ed	Signific ant
H4	0.100	0.915	0.361	Rejecte d	Not Signific ant
H5	0.630	7.256	0.000	Confirm ed	Signific ant
H6	0.030	0.801	0.424	Rejecte d	Not Signific ant
H7	0.187	2.003	0.046	Confirm ed	Signific ant

The results of the analysis of the seven hypotheses contained in Table 4 show that the fourth hypothesis and the sixth hypothesis are two of the seven hypotheses which are rejected because they have a t-statistic value of 0.915 and 0.801, so it can be said that less than 1.960 is the limit value, meaning that there is abnormal data on the variables in the hypothesis. While the p-value in the fourth and sixth hypotheses is 0.361 and 0.424, suggesting that these values are above the set limit value, which is  $<0.05$ .

## 5. HYPOTHESIS DISCUSSION

### H1 Significant Influence Between Personality on Entrepreneurship Readiness.

Based on the results of the research described earlier through data processing using SmartPLS 3.0, it shows that the hypothetical value of the influence of personality on entrepreneurship readiness has a t-statistic value of 5.188 and a p-value of 0.000 which is less than 0.05. So it can be said that nature significantly influences entrepreneurship readiness, thus stating that the first hypothesis is accepted.

The research results are strengthened by previous research with a similar discussion. This is supported by facts regarding personality associated with entrepreneurship readiness. Individuals with good personalities will also have a good impact, especially on entrepreneurial success. With a good nature, the individual has the provisions to deal with a problem or difficulty and is consistent in starting a business. Someone with a good personality will consider everything more carefully when managing a business [21]. Strengthened by the fact that students will consider everything before deciding and be careful in doing

something, the average score obtained for this statement item is high, with a value of 4.19.

Meanwhile, according to Mueller (2010), entrepreneurial readiness has three overall categories that individuals must possess: personality, motivation, and skills. Meanwhile, according to the facts in the field, many students with high imaginative traits can be seen in the table as the highest statement item, with a value of 4.27. They form a personality from an early age, so having a good character will help students foster readiness in entrepreneurship to build a decent and better business in the future.

### H2 Significant Influence Between Entrepreneurship Education on Entrepreneurship Readiness.

Based on the results of the second hypothesis test that was taken previously described in Table 6, the results were drawn with the conclusion that the entrepreneurship education variable has a specific influence on the entrepreneurship readiness variable by having a t-statistic value of 2.263 more than 1.90 and a p-value of 0.024  $<0.05$  or 5%, meaning that the second hypothesis is accepted. The results of the data obtained are data processing through SmartPLS 3.0.

The results of previous research conducted by Farkhan (2019) had similar results, namely that entrepreneurship education had a significant influence on entrepreneurship readiness. This study stated that entrepreneurship education substantially contributes to forming entrepreneurship readiness in students through entrepreneurship practices or courses. In addition, the survey conducted by Hermawan et al. (2022) also has the results of calculations from the path analysis obtained in this study, showing a significant effect of entrepreneurship education on entrepreneurial readiness.

The facts on campus also support the results of the hypothesis testing in this study, the State University of Universitas Negeri Malang, which provides entrepreneurship courses in each department for one semester as support and character building for students in having entrepreneurial readiness. In addition, students receive input and opinions from others as an increase in student readiness through experiences given by others as self-determination, evidenced in the results of field research.

### H3 Significant Effect of Perceived Behavior Control on Entrepreneurship Readiness.

Through data processing using SmartPLS 3.0, the third hypothesis test results obtained that perceived behavior control significantly influences entrepreneurship readiness, supported by the obtained t-statistic measurement value of 2.107  $> 1.960$  and a p-

value of 0.036 < 0.05. Therefore the results of the third hypothesis are accepted.

The results of this research are strengthened by the study of [22] with the result that the Perceived Behavior Control variable has a significant positive effect on the entrepreneurial intention variable for students at SMKN 1 Lamongan, supported again by the research of Fishbein & Ajzen (2011) which says that perceived behavior control helps increase one's intention to do something as a start of readiness. Theory Planned Behavior (TPB) argues that perceived behavioral control (PBC) reflects beliefs about doing entrepreneurial behavior in certain situations.

The facts found in the field are the high average frequency distribution on the perceived behavior control indicator with the statement item "I will have a high probability of succeeding in running a business" of 4.11, which means that students believe that they have control over the success of entrepreneurship.

#### **H4 Not Significant Effect Between Personality on Perceived Behavior Control.**

The fourth hypothesis has different results from the results of the previous assumption. The results of the fourth hypothesis are rejected with a t-statistic value < 1.960, which is 0.915, and a p-value of 0.361 > 0.05, exceeding the limit value provisions, namely with a value of 0.05. It can be said that personality has no significant effect on perceived behavior control.

The results of the fourth hypothesis contrast the results of research from [11], which says that personality characteristics greatly influence perceived behavior control, meaning that personality can determine perceptions and beliefs in someone to start a business. His research also shows that social cognitive theory must consider the direct, indirect effects of character on behavioral outcomes. The results of this study are that personality does not have a direct influence on perceived behavior control.

Supported by the facts that exist in field conditions, namely students who have a good personality with an average result of the personality variable frequency distribution data which is equal to 4.13, but students do not have consistent consistency to improve their character to be even better so that students find it difficult to have self-control in making a decision, meaning that the character contained in students will not affect their perception or self-control in forming a business because there are still doubts that make them not ready to start or maintain a company that has been built, not to mention a lack of confidence in the results of a successful business. The results of SmartPLS data processing support this

with a p-value of 0.361, which means that the influence between variables is weak.

#### **H5 Significant Influence Between Entrepreneurship Education on Perceived Behavior Control.**

The results of calculating the fifth hypothesis test using SmartPLS 3.0 resulted in a t-statistic value of the fifth hypothesis of 7.256 and a p-value of 0.000 less than 0.05, meaning the fifth hypothesis is accepted. From these results, it can be said that entrepreneurship education has a direct and significant influence on perceived behavior control. The higher the number of abilities, skills, and entrepreneurial knowledge students possess, the greater the effect on self-control.

The results of this hypothesis test are explained by previous research conducted by [22], which has similar results that Entrepreneurship Education has a significant positive effect on perceived behavior control, which will be higher if students take entrepreneurship education. According to Adu's research (2020), perceived behavioral control refers to the extent to which the individual feels capable of carrying out this behavior based on individual knowledge and experience gained in entrepreneurship education.

While the facts in the field conditions students who have the knowledge and have taken entrepreneurship courses can control themselves carefully in making decisions and have the confidence to start entrepreneurship with the knowledge and experience they already have seen from the highest item on the variable perceived behavior control of 4.11 with the statement item ", I will have a high probability of succeeding in running a business."

#### **H6 Indirectly Not Significant Effect of Personality on Readiness Entrepreneurship Through Perceived Behavior Control.**

Based on the sixth hypothesis test results through SmartPLS 3.0 software, a t-statistic value of 0.801 is obtained, less than 1.960, and the p-value obtained is 0.424 > 0.05 (5%). The results of these calculations show that there are abnormal data in the sixth hypothesis so that the results show no significant effect between personality on entrepreneurship readiness through perceived behavior control. This is again supported by the previous hypothesis, namely the fourth hypothesis that the character's influence on perceived behavior control has no significant effect. In this sixth hypothesis, perceived behavior control also has no mediating significance between the personality and entrepreneurship readiness variables.

The results of this test align with the research of [5], which discussed a similar matter. This study does not

support research findings that perceived behavior control is not a significant predictor of entrepreneurial intention. This means that the perceived behavior cannot foster entrepreneurial intentions and readiness in students. At the same time, the results in the field through the effects of the frequency distribution of each personality indicator state that students can have entrepreneurial readiness by having a personality with high curiosity, discipline, and individuals who are full of consideration will increase trust and be consistent in the students themselves without having to go through perceived behavioral controls. This study cannot prove that there is a moderating effect between perceived behavior control and personality on entrepreneurship readiness.

#### **H7 Significant Indirect Effect Between Entrepreneurship Education on Entrepreneurship Readiness Through Perceived Behavior Control.**

Based on the results of calculating the hypothesis testing in Table 4 through SmartPLS 3.0, the seventh hypothesis is accepted with a total t-statistic value of 2.003, exceeding the threshold and a p-value of 0.046 less than 0.05. So entrepreneurship education on entrepreneurship readiness through perceived behavior control has a specific effect. The stronger the perceived behavior control, the better it will be in mediating entrepreneurship education on entrepreneurship readiness.

The results found in this study are consistent with previous research conducted by [24], which states that education helps encourage entrepreneurship by focusing primarily on increasing students' perceived behavioral control over creating a new business. Research with similar results was also carried out by Adu et al. (2020); this study showed a mediating effect of the intervening variable, namely perceived behavior control. The analysis said there was a significant indirect effect or influence in the relationship between entrepreneurial education and intention, primarily through perceived behavior control.

Facts in the field as stated in the entrepreneurship readiness indicator Y\_1 with the statement item "with the abilities I have, I will start entrepreneurship," meaning that the experience and knowledge that students get from entrepreneurship education can foster entrepreneurship readiness in students so that students decide to start a business.

## **6. CONCLUSION**

The findings from this study conclude that (1) the personality variable has a direct and synchronous effect, which means it has a thorough impact on the

entrepreneurship readiness variable. This shows that students at the Universitas Negeri Malang, Faculty of Economics and Business, will have readiness for entrepreneurship by developing a better personality within the individual. (2) The entrepreneurship education variable directly and significantly influences entrepreneurship readiness. This is also supported by analyzed research data showing that the second hypothesis is accepted. (3) The variable perceived behavior control in this study significantly influences entrepreneurship readiness directly, so the third hypothesis is said to be accepted. (4) The personality variable directly affects perceived behavior control, but it is not significant. It is concluded that the fourth hypothesis is rejected. Personality would be better using the theory of planned behavior, such as this perceived behavior control, but the relationship between the variables is not significant, which means it is weak. (5) The entrepreneurship education variable significantly influences perceived behavior control variables. Students with high entrepreneurship education can make decisions wisely and well through their knowledge and experience (6). The personality variable on entrepreneurship readiness through perceived behavior control has an influence but is not significant. The sixth hypothesis has the result rejected. This is because the relationship between perceived behavior control and personality is fragile and insignificant, so perceived behavior control cannot mediate personality variables on entrepreneurship readiness. (7) The entrepreneurship education variable on entrepreneurship readiness through perceived behavior control has a significant influence. The seventh hypothesis from the test results is stated to be accepted.

Entrepreneurship readiness is critical for every individual to build a viable business. This can be encouraged by entrepreneurship education and each individual's personality. Through observation of the analysis results obtained, entrepreneurship education and nature have a specific influence on the growth of entrepreneurship readiness in students. Entrepreneurship education will further influence entrepreneurship readiness if it is mediated by perceived behavior control. However, perceived behavior control does not help personality in increasing entrepreneurship readiness.

## **RESEARCH LIMITATIONS**

This study only examines students from Universitas Negeri Malang among the economics and business faculties. More samples are needed for the progress of Indonesia's economy and entrepreneurship. The lack of detailed discussion regarding the mediating effect of perceived behavior control to foster entrepreneurship readiness is due to the limited literature found.



## RESEARCHER'S RECOMMENDATIONS

From acquiring the test results and then analyzing the research carried out in the previous discussion, the researcher will propose some suggestions if they can be helpful for further analysis. It is hoped that the data collection techniques for further research can add interview methods to see the lack of more straightforward and detailed field facts obtained in this study. In addition, it is hoped that it will take a more comprehensive sample, such as all students at Universitas Negeri Malang, to have diverse results and get more information, as well as add other dependent variables such as family environment, entrepreneurial experience, and others as a complement to the variable construct that is lacking in the R-Square in this study. The final suggestion is that further research is expected to continue to discuss entrepreneurship readiness in more detail because very few researchers raise research on entrepreneurship readiness.

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