

Relationship Between Self-Leadership And Self-Efficacy On Business Education Students' Entrepreneurial Mindset Development

Lukman Suleiman¹ Umar Buba² & Muhammad Sani Sabo³

^{1, 2 & 3}department Of Vocational And Technology Education Abubakar Tafawa Balewa University Bauchi

Abstract

This study is aimed at examining the relationship of business education students' self-leadership and self-efficacy on entrepreneurial mindset development. Survey research design was adopted for the study. A maximum of 400 copies of the research questionnaire was administered to the final year business education students of tertiary institutions in Bauchi state Nigeria. Smart.PLS version 4.0 was employed for data analysis in this study. The statistical tool was used to assess and evaluate the assessment of measurement model and the statistical significance of relevant path coefficients of the study variables. The results of this study uncovered the extent to which self-leadership could positively enhance students' entrepreneurial mindset development. The results further indicates that self-efficacy could also positively enhance their entrepreneurial mindset development. Thus, the integration of entrepreneurial practicals into curriculum of tertiary institutions might likely enhance, encourage and promote students' self-leadership and self-efficacy for entrepreneurial mindset development. The study only examined the direct relationship of self-leadership and self-efficacy on entrepreneurial mindset development of business education students without taken into account some other measurable variables like entrepreneurial interest, entrepreneurial knowledge and entrepreneurial motivation. The study recommends that future studies needs to investigate other factors such as students' level of intellectuality and entrepreneurial skills as either moderators or mediating variables.

Date of Submission: 02-12-2023

Date of Acceptance: 12-12-2023

I. Introduction

Individuals are dreaming to acquire entrepreneurial knowledge and skills in the universities and other tertiary institutions of learning. More so, individuals with job seeking behaviour are engaged into entrepreneurial programs to generate intense mindset development, this will serve as a good starting point for the entrepreneurs to create value and even compete with their fellow counterpart. This study is aimed at examining the relationship of business education students' self-leadership and self-efficacy on entrepreneurial mindset development. However, Badzińska and Timonen (2019) asserts that many students in the Nigerian universities are lacking a proper skills for entrepreneurial mindset development that could help them to create and secure a job for themselves after graduation. Therefore, there has been a growing concern with regard to the insufficient entrepreneurial practicals in the Nigerian tertiary institutions that could arouse and persuade the mine of students for developing good entrepreneurial mindset development (Chinedu, Uju, Chinelo, & Olorunmeye, 2021). Besides, entrepreneurial mindset development is a pedagogical approach that increased students' interest on entrepreneurial activities within the learning environment, Additionally Melyoki, Gielnik, and Lex (2018) defined entrepreneurial mindset development as an individuals' self-perception that embrace their entrepreneurial thinking which may be substantially influenced by their culture, society, ethnicity, and worldview. Entrepreneurial development is globally encouraged as an integral factor in shaping one's entrepreneurial mindset (Zhang, Wei, Sun, & Tung, 2019). In Nigeria many universities are developing educational programs to foster entrepreneurial competences within creativity and innovation without paying much attention to the most important ingredient of students' self-leadership and self-efficacy for entrepreneurial mindset development (Ahimbisibwe, Ngoma, Nabatanzi-Muyimba, & Kabagambe, 2022).

Self-leadership stimulate a set of individual plans that accentuate the leadership behaviors offered by a person (Bäcklander & Rosengren, 2018). More so, Basow and Crawford (2019), said that using advanced cognitive skills of individual to bridge the entrepreneurial work can be framed as self-leadership. Self-leadership is however, involves that behavior is eventually internal and individually controlled even though it may be deeply influenced by individual's sense of thinking, external leadership or other forces (Bäcklander & Rosengren, 2018; Browning, 2018; Sidwell, 2018). Self-leadership is an aspect of entrepreneurial mindset development that involves cognitive and explicit behavioral remedies used to achieve greater entrepreneurial effectiveness. Moreover, Bendell, Sullivan, and Marvel (2019) asserts that self-leadership is the process or acts of self-influence that can

help entrepreneurs to be self-directed and motivated to perform tasks that may be important in achieving their entrepreneurial objectives. With higher degrees of self-leadership an individual cannot only have a sense of compliance with externally set standards, but also internally establishes those standards. However, the present study is trying to build and extend the previous research (Bäcklander & Rosengren, 2018; Wijaya, 2018) by considering that self-leadership strategies could predict the entrepreneurial mindset development of individuals particularly the students' cognitive resources for employment opportunities.

Self-efficacy involves persons' confidence and belief for his/her ability to accomplish a particular task with a high level of confidence that he/she may succeed in any difficult situation. Individuals' sense of self-efficacy plays an important role in how a person can approach a particular tasks, goals, and challenges (Doanh & Trang, 2019). Self-efficacy, particularly entrepreneurial self-efficacy, has attracted researchers' attention particularly in the area of entrepreneurial mindset development (Chang, Shu, Wang, Chen, & Ho, 2019). However, models of learning such as entrepreneurial self-efficacy, learning conceptions, beliefs, and assessment expectations might have reflective impacts on the entrepreneurial mindset of students pursuing a career in entrepreneurship (Chang, Shu, Wang, Chen, & Ho, 2019) additionally, Chang et al (2019), believed that the effectiveness of students' entrepreneurial mindset development is determined by its focus mainly on entrepreneurial self-efficacy instead of entrepreneurial knowledge alone. Thus, Badzińska and Timonen (2019), emphasizes the formation of synthesized models of entrepreneurial mindset development, self-leadership and self-efficacy.

The study aimed to achieve the following objectives:

- i. To investigate the relationship between self-leadership and entrepreneurial mindset development of business education students
- ii. To assess the relationship between self-efficacy and entrepreneurial mindset development of business education students

II. Literature review

Entrepreneurial Mindset Development

Entrepreneurial Mindset Development is a pedagogical approach that increased students' interest on entrepreneurial activities within the learning environment (Bosman & Fernhaber, 2019). Additionally Nadelson et al (2018) defined entrepreneurial mindset development as the level of individuals' proactive engagement or self-perception that embrace their entrepreneurial thinking which may be substantially influenced by their culture, society, ethnicity, and worldview. Entrepreneurship as a discipline comprises of different research areas and sub areas, among which entrepreneurial mindset development of individuals was considered to be an area where researches are needed to be conducted from different context (Wale-Oshinowo, Raimi, Olarewaju, & Mbah, 2018). Rozan and Zibarzani (2018), stressed that the significance of creating an institutional environment involved facilitation and reinforcement of individuals in their joint efforts towards entrepreneurial mindset transformation. Li, Harichandran, Erdil, Gobel, and Carnasciali (2018), added that it was the role that higher education are playing in this manner and therefore, could not be neglected. Prihandono and Utami (2018) opines that there are challenges in developing and inducing entrepreneurial activities for university students, universities need to create enabling environment for developing entrepreneurial mindsets and behaviors of students in order to adapt and respond to changing global environment. Nigerian government has endorsed the Education Blueprint 2013-2025 policy, which emphasize on the entrepreneurial mindset development among students of tertiary institutions urging graduates to create jobs, rather than seeking for jobs (Pihie & Arivayagan, 2016). Professionals agrees that entrepreneurs are made, not born (Rozan & Zibarzani, 2018). A mindset guides the potential entrepreneurs' thoughts and behaviors, mediating how one acquires, processes, and uses information (Korte, Smith, & Li, 2018). Thus, individuals with entrepreneurial mindset orientation and trainings are gaining drive that aspire to change the entrepreneurs mind as a precondition to effect entrepreneurial behaviors and to achieve better economic results by becoming more creative, innovative and differentiating their business from competitors.

Despite its significant importance, entrepreneurial mindset research is still scanty (Ahimbisibwe et al, 2022). Existing studies of entrepreneurial education impact have mainly addressed entrepreneurial intention. Thus, very few studies have a cognizance on the entrepreneurial mindset development. (Alibhai et al, 2019), The paucity of research into entrepreneurial mindset among university students has been recently highlighted (Saadat, Aliakbari, Majd, & Bell, 2022). Entrepreneurial mindset is closely related to opportunity identification, which lies at the core of entrepreneurship and might determine and strengthen entrepreneurial success (Loboda, Ostrovskiy, & Katernyak, 2018). Connection between entrepreneurial education and entrepreneurial mindset would therefore contribute to a deeper understanding of the scope and extent of entrepreneurial mindset impact. One of the key challenges is to verify whether entrepreneurial education can positively impact the cultivation of students' entrepreneurial mindset development.

Self-leadership

Self-leadership has received substantial interest in research particularly entrepreneurship research. Over the years, self-leadership has becoming a consolidated factor in predicting individuals' entrepreneurial mindset development (Bäcklander & Rosengren, 2018). Research on self-leadership bridges an important gap in the entrepreneurial literature; it has been observed that self-leadership is an important construct for understanding why and how some individuals are able to update themselves regularly over time through new paths of mindset development. It also exists as a continuous variable that might represent one or more dimensions in which individuals should framed their entrepreneurial mindset development (Basow & Crawford, 2019).

Bendell et al (2019), said that self-leadership of individuals' is directly related to their level of knowledge and beliefs about their ability which create a whole mental world for them to live in and their entire perception of concerned activity. Moreover, individuals with high sense of self-leadership are gaining thrust that aim to transform the mindset of their fellow counterpart as a precondition to effect entrepreneurial behaviors and to achieve better economic results by becoming more innovative and differentiating their business from competitors (Bracht, Junker, & Dick, 2018). Self-leadership however, seeks to prepare individuals with skills and capabilities necessary for achieving goals they set for themselves and also to live a successful life (Browning, 2018).

Self-efficacy

Entrepreneurial studies is an area that require high level of individual self-efficacy for effective creativity and innovativeness. Brändle, Berger, Golla, and Kuckertz (2018), claims that entrepreneurs need to realize basic skills in entrepreneurship, these skills mostly embrace abilities and competences applicable for various tasks Chang et al (2019) added that it is important for emerging entrepreneurs to have entrepreneurial self-efficacy since it helps them to perform better in ambiguous situations by compensating their actual incompetence in expertise with perceived entrepreneurial abilities. Nascent entrepreneurs need to be self-assured that they are capable of approaching the feasible entrepreneurial opportunities and are able to exploit in order to achieve the targeted goals (Bosman & Fernhaber, 2019). Some scholars argued that a number of nascent entrepreneurs who are not given much attention to their entrepreneurial business are lacking entrepreneurial self-efficacy (Carnasciali, Harichandran, Erdil, Nocito-Gobel, & Li, 2018; Ciuchta & Finch, 2019; Das & Jaiswal, 2018). More so, entrepreneurs can also experience a surplus of entrepreneurial self-efficacy that can contribute to venture failure and negative performance of business in their early startups (Doanh & Trang, 2019).

Studies have suggested that involvement in entrepreneurial activities is related to individual motivational factors, such as self-efficacy or efficacy beliefs (Sidratulmunthah, Hussain, & Malik, 2018; St-Jean, Radu-Lefebvre, & Mathieu, 2018; Stevenson, Ciuchta, Letwin, Dinger, & Vancouver, 2018). Additionally, Schmitt, Rosing, Zhang, and Leatherbee (2018). Asserts that, at the central of self-efficacy is the idea that, unless individuals believe that through their actions they can achieve a desired results and expect undesirable outcomes when they have limited capabilities to persevere or act when facing difficulties. In essence, self-efficacy accentuates confidence in individuals' abilities, beliefs and attitude that might be instrumental in influencing peoples' entrepreneurial mindset development. The study seeks to test the following hypotheses:

H_{a1}: There is a significant relationship between self-leadership and entrepreneurial mindset development

H_{a2}: There is a significant relationship between self-efficacy and entrepreneurial mindset development

Business Education

Business education is a discipline that is seen as an essential element for self-reliant and economic growth and development the world over. The sustainability of business education students' entrepreneurial thinking and career development is of paramount importance for a nation's growth and economic development (Buba, Suleiman, Adamu, & Idris, 2020). Business education is a field of study that not only prepare students to seek for jobs but also prepare them to create jobs for themselves. Accordingly, entrepreneurial knowledge and skills is importance for students of business education because it inspire entrepreneurial mindset development and provides necessary skills for becoming self-reliant. Business education is an educational programme that cascades under the spectrum of vocational education (Suleiman & Adamu, 2021) Likewise, Javadian, Opie, and Parise (2018) said that business education knowledge transfer the pedagogical skills and business competencies needed for teaching business concepts, attitudes and skills of creating something. Hence, business education involves that aspect of educational training that individual receives with the primary aim of acquiring adequate attitudes, knowledge, skills and concepts of understanding business activities for vocational usage in career progression. Thus, business educationist are more inclined to acquire the skills for developing good entrepreneurial mindset development in order to achieving the objective of becoming self-reliant after graduation. Santos and Liguori (2019) postulated that the strategic process of developing career aspects of sustainability for entrepreneurial mindset development could best be attained through business education. The required skills needed by business educationist is an indication of moral practices of promoting students' personality development, creativity and overcoming both future and current challenges deterring students' achievements for self-reliant.

III. Methodology

The study employed a survey research design, the design helps the researcher to make generalization and draw meaningful conclusions about the findings of the research. (Sekaran & Bougie, 2009). The minimum sample of the study was 234 which was determined by Krejcie and Morgan (1970) table of determining sample size. However, A maximum of 400 copies of the study questionnaire was administered to final year students of business education in the study area because Saunders, Lewis, and Thomhil (2019) recommends that minimum sample should not always be appropriate in determining sample size, the researcher has been offered a chance to increase the sample size with certain percentage that could suit and help the study. Therefore, sample was drawn from the entire 626 final year business education students of the tertiary institutions in Bauchi state, Nigeria using a stratified random sampling technique. Data for the study were collected via the administration of the adapted 5-points Likert scale questionnaire to the targeted respondents of this study. Hence, 209 copies of the questionnaire were finally retained for analysis. The data gathered from the respondents were analyzed using Structural Equation Model-Partial Least Square (Smart-PLS) to test and analyze the formulated research hypotheses.

Assessment of Measurement Model

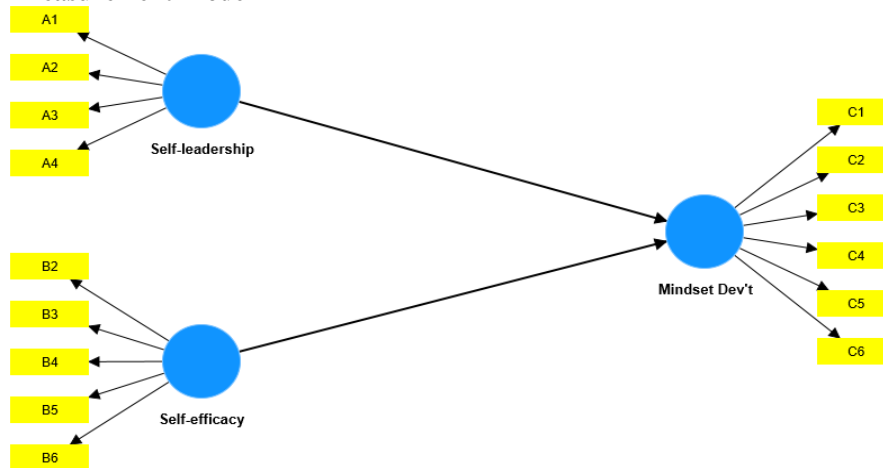


Figure 1: Research Model

Smart PLS-SEM was used in assessing the research measurement model. Measurement model is used in assessing the goodness of statistical measures for validity and reliability of the research instrument. Thus, to ensure validity and reliability of the instruments, Average variance Extracted (AVE), Composite Reliability (CR) Crunbach's Alpha and discriminant validity values were used as shown in table 1 and table 2 below: in order to ascertain whether the questionnaire items of the study have reach the recommended threshold of ≥ 0.70 and or ≥ 0.50 before the variables could be considered valid and reliable (Hair, Ringle, & Sarstedt, 2013).

Table 1: Reliability of the Instruments

Items	AVE	CR	Crunbach's Alpha
Mindset Development	0.649	0.893	0.891
Self-efficacy	0.579	0.848	0.827
Self-leadership	0.672	0.845	0.838

Table 2: Discriminant Validity

Items	Mindset Development	Self-efficacy	Self-leadership
Mindset Development	0.806		
Self-efficacy	0.836	0.773	
Self-leadership	0.599	0.451	0.820

In this study, all the values for AVE, CR, Crunbach's Alpha and discriminant validity in table 1 and table 2 above exceeded the recommended threshold values of > 0.7 , and/or > 0.5 on their respective variables. Therefore, the questionnaire items used for this are valid and reliable.

IV. Results and Discussion

Ha1: There is a significant relationship between self-leadership and entrepreneurial mindset development

The result of the PLS-SEM displays in Table 3 and Figure 2 indicates that the path-coefficient value for the relationships between self-leadership and entrepreneurial mindset development, the t-statistics and P values were 0.278, 7.086 and 0.000 respectively. Since the t-statistics is > 1.96 and P value is < 0.05 confidence level using two tail tests, therefore, Hypothesis *H_{a1}* was supported and the result uncovers that students' sense of self-leadership can positively increase their entrepreneurial mindset development.

Table 3: PLS-SEM Path Coefficient and t-statistics Model Analysis of Self-leadership and Entrepreneurial Mindset Development

Variable	Path Coefficient	Std Error	t-statistics
Self-leadership	0.278	0.026036	7.086

Source: Field survey

The findings of the research hypothesis 1 shows that self-leadership can positively increase students' entrepreneurial mindset development. The finding is in concurred with Asenge and Agwa (2018) who reported that individual self-control could positively increase entrepreneurial skills in the learning environment. Following the same trend Bux (2017) determined the relationship between self-actualization and need performance of students in entrepreneurship education, he reported that students with high amount of self-actualization needs are likely to achieve better result in entrepreneurship education. On the contrary Cui, Sun, and Bell (2019) conducted a study on the influence of mindset development on career choice, they find out that individual mindset has no any influence with the career choice of individuals

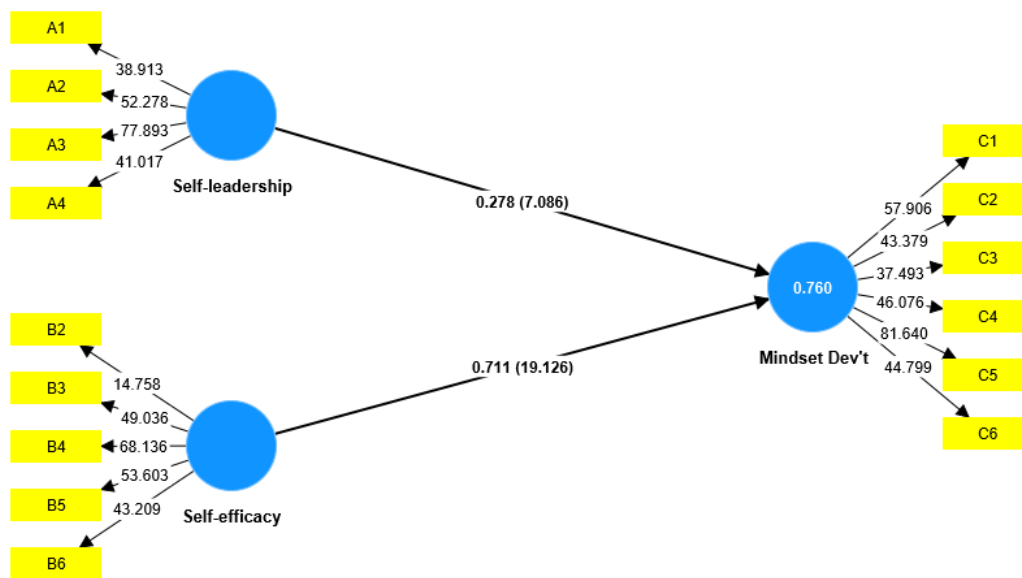


Figure 2: Statistical Analysis of the Research Model

Ha2: There is a significant relationship between self-efficacy and entrepreneurial mindset development

The result of the PLS-SEM displays in Table 4 and Figure 2, indicates that the path-coefficient value for the relationships between self-efficacy and entrepreneurial mindset development, the t-statistics and P values were 0.711, 19.126 and 0.000 respectively. Since the t-statistics is > 1.96 and P value is < 0.05 confidence level using two tail tests, therefore, Hypothesis *H_{a2}* was also supported and the result uncovers that students' sense of self-efficacy can positively increase their entrepreneurial mindset development.

Table 4: PLS-SEM Path Coefficient and t-statistics Model Analysis of Self-efficacy and Entrepreneurial Mindset Development

Variable	Path Coefficient	Std Error	t-statistics
Self-efficacy	0.711	0.032034	19.126

Source: Field survey

The findings of the research hypothesis 2 indicates that self-efficacy can positively increase students' entrepreneurial mindset development. The finding is in line with Dewi, Nurfajar, and Dardiri (2018) studied

entrepreneurship mindset on creative industry, they reported that entrepreneurship mindset has a significant impact on creative industry. Moreover, Farrell (2018) argued that sustainable thinking has no any significant relationship with individual entrepreneurial mindset. Divergently, Jabeen, Faisal, and Katsioloudes (2017) studied the role of strategic drivers of entrepreneurship on individuals' entrepreneurial mindset, they find out that strategic drivers could positively influence entrepreneurial mindset individuals

V. Conclusion

The results of this study discovers that students' sense of self-leadership and self-efficacy skills could enhance students' entrepreneurial mindset development in the Nigerian universities. Therefore, the integration of entrepreneurial practicals into university curriculum that might likely enhance, encourage and promote students' self-leadership and self-efficacy for entrepreneurial mindset development need to be given much attention.

VI. Limitation and Suggestion for Future Research

This study only examined the direct relationship of self-leadership and self-efficacy on entrepreneurial mindset development of business education students without taken into account some other measurable variables such as entrepreneurial interest, entrepreneurial knowledge and entrepreneurial motivation. Therefore, future study needs to investigate other factors such as students' level of intellectuality and as well as entrepreneurial skills as either moderators or mediating variables.

References

- [1]. Ahimbisibwe, G. M., Ngoma, M., Nabatanzi-Muyimba, A. K., & Kabagambe, L. B. (2022). Entrepreneurial Mindset And SME Internationalization In Uganda: The Mediating Role Of International Networking. *Review Of International Business And Strategy*. Doi:10.1108/RIBS-11-2021-0149
- [2]. Alibhai, S., Buehren, N., Frese, M., Goldstein, M., Papineni, S., & Wolf, K. (2019). Full Esteem Ahead ? Mindset-Oriented Business Training In Ethiopia. *Africa Region: Africa Gender Innovation Lab & Finance, Competitiveness And Innovation Global Practice*.
- [3]. Asenge, E. L., & Agwa, T. R. (2018). Entrepreneurial Competencies And Entrepreneurial Mindset As Determinants Of Small And Medium Scale Performance In Nigeria. *Global Journal Of Management And Business Research: A Administration And Management*, 18(13).
- [4]. Bäcklander, G., & Rosengren, C. (2018). Managing Intensity In Knowledge Work: Self-Leadership Practices Among Danish Management Consultants. *Journal Of Management & Organization*. Doi:10.1017/Jmo.2018.64
- [5]. Badzińska, E., & Timonen, L. (2019). Entrepreneurial Mindset And Multicultural Communication Skills: A Reflection On The ECMT+ Intensive Programme. 79. Doi:10.21008/J.0239-9415.2019.079.01
- [6]. Basow, S. A., & Crawford, E. (2019). College Women's Self-Leadership Stereotypes As A Function Of Prime Similarity And Motherhood Information. *Psychology And Behavioral Sciences*, 8(1), 15-25. Doi:10.11648/J.Pbs.20190801.13
- [7]. Bendell, B. L., Sullivan, D. M., & Marvel, M. R. (2019). A Gender-Aware Study Of Self-Leadership Strategies Among High-Growth Entrepreneurs. *Journal Of Small Business Management*, 57(1), 110-130. Doi:10.1111/Jsbm.12490
- [8]. Bosman, L., & Fernhaber, S. (2019). Applying Authentic Learning Through Cultivation Of The Entrepreneurial Mindset In The Engineering Classroom. *Education Sciences*, 9(7). Doi:10.3390/Educsci9010007
- [9]. Bosman, L., & Fernhaber, S. (2019). Applying Authentic Learning Through Cultivation Of The Entrepreneurial Mindset In The Engineering Classroom. *Education Sciences*, 9(1), 7.
- [10]. Bracht, E. M., Junker, N. M., & Dick, R. V. (2018). Exploring The Social Context Of Self-Leadership-Self-Leadership-Culture. *Journal Of Theoretical Social Psychology*. Doi:10.1002/Jts5.33
- [11]. Brändle, L., Berger, E. S. C., Golla, S., & Kuckertz, A. (2018). I Am What I Am - How Nascent Entrepreneurs' Social Identity Affects Their Entrepreneurial Self-Efficacy. *Journal Of Business Venturing Insights*, 9, 17-23. Doi:10.1016/J.Jbvi.2017.12.001
- [12]. Browning, M. (2018). Self-Leadership: Why It Matters. *International Journal Of Business And Social Science*, 9(2).
- [13]. Buba, U., Suleiman, L., Adamu, A. L., & Idris, A. (2020). Virtual Learning Environment: A Sustainable Alternative Strategy For Teaching Business Education Amid Covid-19 Pandemic. *Journal Of Science Technology And Education*, 8(4), 146-161.
- [14]. Bux, S. (2017). *The Effect Of Entrepreneurship Education Programmes On The Mind-Set Of South African Youth*. University Of Pretoria.
- [15]. Carnasciali, M.-I., Harichandran, R. S., Erdil, N. O., Nocito-Gobel, J., & Li, C. Q. (2018). Integrated E-Learning Modules For Developing An Entrepreneurial Mindset: Direct Assessment Of Student Learning.
- [16]. Chang, S.-H., Shu, Y., Wang, C.-L., Chen, M.-Y., & Ho, W.-S. (2019). Cyber-Entrepreneurship As An Innovative Orientation: Does Positive Thinking Moderate The Relationship Between Cyber-Entrepreneurial Self-Efficacy And Cyber-Entrepreneurial Intentions In Non-IT Students? *Computers In Human Behavior*. Doi:10.1016/J.Chb.2019.03.039
- [17]. Chang, S.-H., Shu, Y., Wang, C.-L., Chen, M.-Y., & Ho, W.-S. (2019). Cyber-Entrepreneurship As An Innovative Orientation: Does Positive Thinking Moderate The Relationship Between Cyber-Entrepreneurial Self-Efficacy And Cyber-Entrepreneurial Intentions In Non-IT Students? *Computers In Human Behavior*. Doi:10.1016/J.Chb.2019.03.039
- [18]. Chinedu, N. S., Uju, C. C., Chinelo, O. O., & Olorunmeye, A. A. (2021). Influence Of Gender On Entrepreneurial Mindset Of Undergraduate Science Education Students In Nigeria: Implication For National Transformation. *International Journal Of All Research Education And Scientific Methods*, 9(12).
- [19]. Ciuchta, M. P., & Finch, D. (2019). The Mediating Role Of Self-Efficacy On Entrepreneurial Intentions: Exploring Boundary Conditions. Doi:10.1016/J.Jbvi.2019.E00128
- [20]. Cui, Sun, J., & Bell, R. (2019). The Impact Of Entrepreneurship Education On The Entrepreneurial Mindset Of College Students In China: The Mediating Role Of Inspiration And The Role Of Educational Attributes. *The International Journal Of Management Education*. Doi:10.1016/J.Ijme.2019.04.001
- [21]. Das, S. C., & Jaiswal, A. (2018). Entrepreneurial Selfefficacy Among University Students: An Empirical Study From Gender Point Of View. *Journal Of Strategic Human Resource Management*, 7(2).

- [22]. Dewi, D. P., Nurfajar, A. A., & Dardiri, A. (2018). Creating Entrepreneurship Mindset Based On Culture And Creative Industry In Challenges Of The 21st Century Vocational Education. Paper Presented At The 2nd International Conference On Vocational Education And Training.
- [23]. Doanh, D. C., & Trang, T. V. (2019). Entrepreneurial Self-Efficacy And Intention Among Vietnamese Students: A Meta-Analytic Path Analysis Based On The Theory Of Planned Behaviour. *Management Science Letters*, 9, 1847–1862. Doi:10.5267/J.Msl.2019.6.007
- [24]. Farrell, K. (2018). Embedding Ethical And Sustainable Thinking In The Entrepreneurial Mindset. *Level 3*, 14(1), 8.
- [25]. Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial Least Squares Structural Equation Modeling: Rigorous Applications, Better Results And Higher Acceptance. *Long Range Planning*, 46(4), 1-12.
- [26]. Jabeen, F., Faisal, M. N., & I Katsioloudes, M. (2017). Entrepreneurial Mindset And The Role Of Universities As Strategic Drivers Of Entrepreneurship: Evidence From The United Arab Emirates. *Journal Of Small Business And Enterprise Development*, 24(1), 136-157.
- [27]. Javadian, G., Opie, T. R., & Parise, S. (2018). The Influence Of Emotional Carrying Capacity And Network Ethnic Diversity On Entrepreneurial Self-Efficacy The Case Of Black And White Entrepreneurs. *New England Journal Of Entrepreneurship*, 21(2), 101-122. Doi:10.1108/NEJE-08-2018-0016
- [28]. Korte, R., Smith, K. A., & Li, C. Q. (2018). The Role Of Empathy In Entrepreneurship: A Core Competency Of The Entrepreneurial Mindset. *Advances In Engineering Education*, 7(1), N1.
- [29]. Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size For Research Activities. *Educational And Psychological Measurement*, 30(3), 607–610.
- [30]. Li, C. Q., Harichandran, R. S., Erdil, N. O., Gobel, J. N., & Carnasciali, M. (2018). Investigating The Entrepreneurial Mindset Of Engineering And Computer Science Students. Paper Presented At 2018 ASEE Annual Conference & Exposition, Salt Lake City, Utah. <https://peer.asee.org/30726>.
- [31]. Loboda, V., Ostrovskiy, I., & Katernyak, I. (2018). Developing Entrepreneurial Mindset In University Undergraduates. *E-Methodology*, 5(5), 114-131.
- [32]. Melyoki, L. L., Gielnik, M. M., & Lex, M. (2018). Student Training For Entrepreneurial Promotion In Tanzania: Impact On Students' Entrepreneurial Mindset And Business Creation Behaviour. *Business Management Review*, 21(2), 43-52.
- [33]. Nadelson, L. S., Palmer, A. D. N., Benton, T., Basnet, R., Bissonnette, M., Cantwell, L., Lanci, S. (2018). Developing Next Generation Of Innovators: Teaching Entrepreneurial Mindset Elements Across Disciplines. *International Journal Of Higher Education*, 7(5). Doi:10.5430/Ijhe.V7n5p114
- [34]. Pihie, Z. A. L., & Arivayagan, K. (2016). Predictors Of Entrepreneurial Mindset Among University Students. *International Journal Of Humanities Social Sciences And Education*, 3(7), 1-9. Doi:10.20431/2349-0381.0307001
- [35]. Prihandono, D., & Utami, S. (2018). Unravel Entrepreneurial Mindset In Indonesian Higher Education Institutions. Paper Presented At The Advances In Social Science, Education And Humanities Research (ASSEHR) International Conference On Science And Education And Technology 2018 (ISET 2018).
- [36]. Rozan, M. Z. A., & Zibarzani, M. (2018). A Study Of Entrepreneurial Mindset Through The Dual Sided Role As Service Seeker And Service Provider Among University Students. *Journal Of Social Science And Humanities*, 26(4), 2473-2487.
- [37]. Rozan, M. Z. A., & Zibarzani, M. (2018). A Study Of Entrepreneurial Mindset Through The Dual Sided Role As Service Seeker And Service Provider Among University Students. *Social Sciences & Humanities*, 26(4), 2473 - 2487.
- [38]. Saadat, S., Aliakbari, A., Majid, A. A., & Bell, R. (2022). The Effect Of Entrepreneurship Education On Graduate Students' Entrepreneurial Alertness And The Mediating Role Of Entrepreneurial Mindset. *Education + Training*. Doi:10.1108/ET-06-2021-0231
- [39]. Santos, S. C., & Liguori, E. W. (2019). How And When Is Self-Efficacy Related To Entrepreneurial Intentions: Exploring The Role Of Entrepreneurial Outcome Expectations And Subjective Norms. 1, 6 - 21. Doi:10.17561/Ree.V2019n1.1
- [40]. Saunders, M. N. K., Lewis, P., & Thomhil, A. (2019). *Research Methods For Business Students*, Eds. English Ed. Italy Pearson Education Limited.
- [41]. Schmitt, A., Rosing, K., Zhang, S. X., & Leatherbee, M. (2018). A Dynamic Model Of Entrepreneurial Uncertainty And Business Opportunity Identification: Exploration As A Mediator And Entrepreneurial Self-Efficacy As A Moderator. *Entrepreneurship Theory And Practice*.
- [42]. Sekaran, U., & Bougie, R. (2009). *Research Methods For Business: A Skill Building Approach*
- [43]. Sidratulmunthah, Hussain, S., & Malik, M. I. (2018). Towards Nurturing The Entrepreneurial Intentions Of Neglected Female Business Students Of Pakistan Through Proactive Personality, Self-Efficacy And University Support Factors. *Asia Pacific Journal Of Innovation And Entrepreneurship*, 12(3), 363-378.
- [44]. Sidwell, A. J. (2018). The Self Leadership Habits Of Ultra-Endurance, Executive Leaders: An Exploratory Case Study. (In Partial Fulfillment For The Requirements For The Degree Of Doctor Of Executive Leadership As Of 03/26/2018).
- [45]. St-Jean, E., Radu-Lefebvre, M., & Mathieu, C. (2018). Can Less Be More? Mentoring Functions, Learning Goal Orientation, And Novice Entrepreneurs' Self-Efficacy. *International Journal Of Entrepreneurial Behaviour And Research*, Emerald, 24(1), 2 - 21.
- [46]. Stevenson, R. M., Ciuchta, M. P., Letwin, C., Dinger, J. M., & Vancouver, J. B. (2018). Out Of Control Or Right On The Money? Funder Self-Efficacy And Crowd Bias In Equity Crowdfunding. *Journal Of Business Venturing*. Doi:10.1016/J.Jbusvent.2018.05.006
- [47]. Suleiman, L., & Adamu, M. (2021). A Proposed Model Of Technology Awareness, Self-Leadership And Business Education Students' Entrepreneurial Mindset Development. *International Journal Of Intellectual Discourse (IJID)*, 4(3), 90-100.
- [48]. Wale-Oshinowo, B., Raimi, L., Olarewaju, A., & Mbah, S. (2018). Entrepreneurship Education And Student Entrepreneurial Mindset: A Study Of Students In Federal Government Tertiary Institutions In Lagos, Nigeria.
- [49]. Wijaya, N. P. N. P. (2018). The Effect Of Proactive Personality On Entrepreneurial Intention. Paper Presented At The The 1st Iner-University Forum For Strengthening Academic Competency (IFSAC) 2018.
- [50]. Zhang, F., Wei, L., Sun, H., & Tung, L. C. (2019). How Entrepreneurial Learning Impacts One's Intention Towards Entrepreneurship A Planned Behavior Approach. *Chinese Management Studies*, 13(1), 146-170. Doi:10.1108/CMS-06-2018-0556