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ARE ENTREPRENEURS BORN OR MADE? A LOOK AT ENTREPRENEURIAL MARKETING EDUCATION WITHIN VOCATIONAL HIGH SCHOOL

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Abstract

Manuscript Type: *Research Article*

Research Aims: *The research studies the contextual stimuli (business knowledge and environment) toward entrepreneurial self-efficacy and locus of control that influence entrepreneurial intention.*

Design/methodology/approach: *The survey involved vocational high school students in Mataram, Nusa Tenggara Barat, Indonesia, and collected 101 responses. The research applies a quantitative method of 2-steps Partial Least Square – Structural Equation Modelling (PLS-SEM).*

Research Findings: *Results confirms that business knowledge influences entrepreneurial intention mediated by entrepreneurial self-efficacy. Environment influences entrepreneurial intention mediated by locus of control only if students participate in entrepreneurial marketing education.*

Theoretical Contribution/Originality: *The findings contributed to entrepreneurship literature by showing the role of entrepreneurial marketing education in enhancing student's locus of control, which enables student's environment to determine entrepreneurial intention.*

Managerial Implications in the Southeast Asian context: *Research highlights important, yet, less discussed context regarding young-age entrepreneurial intention in vocational high school level. Research also demonstrates the significance of integrating entrepreneurial marketing education into school's curriculum or supplementary curriculum.*

Research limitations and implications: *This study is limited to vocational high school student context. Research on a more mature respondent context may produce different result.*

Keywords: Entrepreneurial marketing education, entrepreneurial intention, locus of control, self-efficacy, vocational high school, entrepreneurship

INTRODUCTION

Entrepreneurship in Indonesia is strategic, yet evidently deserves closer attention. The Global Entrepreneurship and Development Institute ranked Indonesia 75 out of 137 countries in terms of Global Entrepreneurship Index in 2019 (Ács et al., 2020). For a country with a GDP of more than 1 trillion Dollars in year 2019 (The World Bank Group, 2021), this position is far from being impressive.

One possible way to improve the quality of entrepreneurship in Indonesia is by developing an entrepreneurship-oriented curriculum in the early education stage, such as vocational high school. There is an increasing attention to deliver early entrepreneurial education for students, with the aim to teach ways for recognizing opportunities as well as to develop personal and social skills needed in professional life (Garrido-Yserte et al., 2019). It is also argued that the early stage of entrepreneurship-oriented education will help shape students' stronger entrepreneurial spirits or attitudes (Hassi, 2016) and serve as a preparation phase for future new venture establishment (Roxas, 2014).

Several past empirical evidences support this claim. Research by Elert, Andersson, and Wennberg (2015) concluded that early entrepreneurship education in Sweden increases the propensity that an individual will engage in entrepreneurship field in the future. Study by Ni and Ye (2018) correspondingly discovered that the entrepreneurial education at secondary vocational school students in China increases student's entrepreneurial intention. Similarly, a more recent study Rina et al. (2019) revealed that exposing students to entrepreneurial education will help cultivate necessary entrepreneurial behaviors and understanding.

Successful entrepreneurs rely on entrepreneurial attitudes such as creativity, innovation, courage to take risks, and the ability to think out of the box. However, in reality, Indonesian students do not appear to fully demonstrate these attitudes.

An example of this case is found in this study. Despite the potential opportunity for cultural entrepreneurship in Mataram, Nusa Tenggara Barat (Suryanto et al., 2019; Widyanto et al., 2019), students prefer doing culinary business because its perceived low-risk of failure, the existence of a clear market share, and relatively close proximity to students. The interview session with students also revealed that students choose culinary field because it is related to their daily lives, and quite easy to implement. This finding caused concern as the tendency to seek convenience, to avoid risks, and inability to seek new innovation may hinder the potential for being entrepreneur.

Students' fears of failure or product failure can be addressed in several ways. Anggie and Haryanto (2011) state that consumer purchase decision can be improved through "word of mouth" which can be facilitated by the internet. Students only need to optimize marketing strategies by increasing the intensity of word of mouth using online channels.

Indeed, it is not easy to predict the future market. However, a study by Rita et al., (2018) on strategies for entrepreneurs, especially small businesses, to anticipate the future market highlighted that an early entrepreneurial education may help develop the ability for future market prediction.

In terms of education intervention, studies by Santosa (2017; 2018) concluded that the implementation of certain learning methods may affect the student attitude development. Thus, the selection of learning methods must refer to the attitudes needs to be developed.

The lack of student's entrepreneurial personal factors, including locus of control and self-efficacy, may be attributed to the underdeveloped education system. If this problem continues, the students may build a false concept of entrepreneurship.

This circumstance raises the sense of urgency to explore how the contextual factors (business knowledge and environment) and entrepreneurial personal factors (entrepreneurial self-efficacy and locus of control) are associated with entrepreneurial intention. To produce a more meaningful study, this research uses entrepreneurial marketing education as the differentiating treatment. Finally, the research aims to enrich the entrepreneurship education literature by investigating the effect of entrepreneurial marketing education for the entrepreneurial personal factors and under which contextual factors it can be effectively implemented.

THEORETICAL FOUNDATION

Entrepreneurial Intention

Intention can be defined as a person's persistent tendency to feel attracted to a certain field and feel happy in various activities related to that field (Winkel, 2004). With regards to entrepreneurial intention, Moriano et al. (2012, pg.165), drawing from earlier studies, e.g. Bird (1988) and Krueger & Carsrud (1993), define entrepreneurial intention as the cognizant state of mind that comes before action and directs attention toward an entrepreneurial purpose.

Entrepreneurial intention leads to entrepreneurial action (Karabulut, 2016); and is reflected in the desire, interest, and willingness to work hard or have a strong will without feeling afraid of the risks that will occur, and strong will to learn from failure (Fu'adi & Eko, 2009). Despite unexpected disruption which may delay the establishment of new firm, individual with stronger entrepreneurial intention will possibly take greater effort to start new business (Ozaralli & Rivenburgh, 2016)

Business Knowledge as the Contextual Factor that Determine Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Business knowledge is one of the factors that can foster a person's entrepreneurial intention (Hanifati & Pradhanawati, 2017). Malebana (2014) asserts that entrepreneurial intention is continued with the exploration of opportunities, and if the entrepreneurs choose to pursue these opportunities, the entrepreneurial intention will manifest as actions that demands collection of resources to start new business, which includes access to information, facilities, training, and counseling to ensure a successful venture creation.

Business knowledge is defined as the knowledge and understanding that explains the values, behavior, and abilities regarding entrepreneurship in facing life's challenges (Nursito & Nugroho, 2013). Becoming an entrepreneur requires careful and courageous business planning (Indoworo, 2016). As such, sufficient business knowledge will help an entrepreneur to excel in his or her work.

Moreover, literature suggests that business knowledge is also associated with the trigger for entrepreneurial intention. Study by Samydevan et al. (2015) proved that business knowledge received by students encourages entrepreneurial interest and a decrease in unemployment among undergraduate students. A longitudinal study by Roxas (2014) similarly concludes that students with knowledge about the multi-functional and multi-faceted process of entrepreneurship, developed higher level of entrepreneurial intention, possibly because knowledge modifies the state of mind and increase the self-confidence to take entrepreneurial pathways. This paper, therefore, argues that acquiring business knowledge will lead to higher interest in entrepreneurship.

Business knowledge is also known to develop self-efficacy (Pihie & Bagheri, 2013), and has significant effect on self-efficacy (Oyugi, 2011). Self-Efficacy Theory postulates a person's belief based on motivation, psychology and action can successfully carry out a desired behavior in achieving a result (Farrukh et al., 2017). Wulandari (2013) correspondingly mentions that self-efficacy is important in developing interest in carrying out certain tasks.

Past researches also suggested that entrepreneurial knowledge is a predictive variable for self-efficacy. Equipping the students with entrepreneurial knowledge through entrepreneurship education presented opportunity to repetitively learn and participate in entrepreneurial tasks such as idea-pitching, market analysis, and thus develop confidence to perform such entrepreneurial task in the future (Shinnar et al., 2014; Puni et al., 2018).

Self-efficacy will thus explain the student's interest in entrepreneurship. Sarwoko (2011) argued that self-efficacy has significant impact on interest in entrepreneurship. Thus, the research hypothesizes the following:

H1: Business Knowledge has a positive association with Entrepreneurial Self-Efficacy

H2: Entrepreneurial Self-Efficacy has a positive association with Entrepreneurial Intention

H3: Entrepreneurial Self-Efficacy mediates the relationship between Business Knowledge and Entrepreneurial Intention

Environment as the Contextual Factor that Determine Locus of Control and Entrepreneurial Intention

There is a strong case for linking environment and entrepreneurial intention. The intention to engage in entrepreneurial behavior is shaped not only by the individual's assessment of the behavior, but also by the perceived social pressure to demonstrate or not to demonstrate certain entrepreneurial behavior (Malebana, 2014).

Environment is a place or atmosphere (state) that affects a person's growth and development (Maryana & Rachmawati, 2013). In socio-cultural terms, the environment includes all stimuli, interactions, and conditions, in relation to the treatment or work of others (Dalyono, 2009).

Suffice to say that for a student, the school has impact in shaping student's point of view on becoming entrepreneurship. The school environment in this study refers to the concept of developing an entrepreneurial ecosystem in high-school education that supports entrepreneurship education which motivates students to take entrepreneurial role.

In addition to school, influential environment may appear in the form of "role models" that commonly includes parents, other relatives (grandparents, uncles, aunts, children), friends, spouses or successful entrepreneur (Alma, 2013). Family is another crucial environment to foster entrepreneurial intention at student's early stage of growth. Past research (e.g. Ozaralli & Rivenburgh, 2016) suggested that students with entrepreneurial family background and/or a positive view (success) of their family's business experience expressed a higher intention to new business. As a role model, parents can meaningfully shape the child future interest, including creating expectation that being an entrepreneur is a rewarding decision.

Studies on entrepreneurial intention is also related with the subject on individual locus of control. Locus of control is defined as personality attribute that indicates the extent to which an individual believes that he or she has control over the fate in life (Ng et al., 2006), and shapes individual believe about what controls the events in life (Strauser et al., 2002).

There are two domains of locus of control, internal and external (Rotter, 1966). Individual who believes that the life event is contingent upon his own behavior displays the internal locus of control; contrary, individual with external locus of control is predisposed to believe that the events in life is the result of luck, chance, or fate (Rotter, 1966).

Locus of control critically shapes individual perception on the environment (Asante & Affum-Osei, 2019). Individual with an external locus of control perceives no control of the fate, and has passive role with regard to the external environment. Contrary, individual with internal locus control shows confidence and is more directive in controlling their external environments as he or she perceives that life events are the result of the individual actions (Ng et al., 2006).

Researches from across countries and contexts revealed similar findings that locus of control is associated with entrepreneurial intention (Mat et al., 2015; Karabulut, 2016; Asante & Affum-Osei, 2019; Kusumawijaya, 2019). More specifically, studies from different time range corroboratively note the link between internal locus of control and predisposition to be entrepreneur. Individual with internal locus of control showed higher level of entrepreneurial intention and exerting more attempts to search for entrepreneurial opportunities (e.g. Brockhaus, 1975; Pandey & Tewary, 1979; Ahmed, 1985; Hansemark, 1998; Mueller & Thomas, 2001; Lüthje & Franke, 2003; Asante & Affum-Osei, 2019), and conversely, external locus of control manifests in lower level of entrepreneurial intention, and as such, showing less effort to explore opportunities for starting new business (Asante & Affum-Osei, 2019).

It also appears that although considered as personal trait, internal locus of control may be influenced by entrepreneurial education (Hansemark, 1998; Mueller & Thomas, 2001).

Based on the previous theories the research formalizes following hypothesizes:

H4: Environment has a positive association with Locus of Control

H5: Locus of Control has positive association with Entrepreneurial Intention

H6: Locus of Control mediates the relationship between Environment and Entrepreneurial Intention

Entrepreneurial Marketing Education

Differs with traditional marketing that put customer as the focus of marketing activities, entrepreneurial marketing put the entrepreneur as the central actor within marketing process (Morrish et al., 2010). In this idea, entrepreneurs recognize, explore, as well as exploit opportunities, and thus designs the organizations settings, operational strategies (market entry, growth, and sustain), and strategic decisions (divesting, harvesting and exit decisions) that affect the market dynamics (Morrish & Deacon, 2011). In terms of individual character young entrepreneurs with entrepreneurial marketing orientation expresses seven dimensions of traits including customer focus, innovativeness, value creation, opportunity focus, proactiveness, calculated risk taking, and resource leveraging (Astuti & Balqiah; 2020)

The classic theory of entrepreneurship mentions that fundamentally, entrepreneurship is all about doing marketing through its initial characteristic “new generic product-markets rather than refining the marketing process in well-developed and relatively well-known product-markets” (Murray, 1981). In hindsight, the successful entrepreneurship education needs to be based on entrepreneurial marketing education and focuses on four aspects of

entrepreneurial marketing education, namely, what should be taught, how should it be taught, where should it be taught, and who should teach entrepreneurial marketing (Gilmore et al., 2020).

METHODOLOGY

Research Methods

This research is categorized as a comparative quantitative research. Sugiyono (2014) defines comparative research as a research that compares the state of one or more variables in two or more different group of samples, or two different times. Further, this study intends to compare the state of the path modeling in two different group of samples.

The treatment to differentiate the state in this study is entrepreneurial marketing education based on Gilmore et al., (2020). The research implements entrepreneurial marketing education to one group of samples in the vocational high school while the other group fill the questionnaire directly without having any treatment. The facilitators involved in this entrepreneurial marketing education consists of vocational high school teacher and also entrepreneur and mentor from business incubators as suggested by Gilmore et al. (2020).

The measuring scale used was a 7-Point Likert scale. The measurement of the research variables can be explained in Table 1 as follows.

Table 1. Measurement Indicators

Latent Variables	Definition	Measurement Indicators
Business Knowledge (Sesen &	Knowledge and understanding that explains the	BK1: Clear knowledge of technology and

Latent Variables	Definition	Measurement Indicators	Latent Variables	Definition	Measurement Indicators
Ekemen, 2020)	values, behavior, and abilities regarding entrepreneurship (Nursito & Nugroho, 2013)	business environment to start business (SLF: 0.724) BK2: Sufficient experience & skills to start business (SLF: 0.804) BK3: Access to information to start business (SLF: 0.782)	(Koe, 2020; Sesen & Ekemen, 2020; Wijaya, 2019; Kristiansen & Indarti, 2004)	resources to start new business (Malebana, 2014)	EI2: Aim to be entrepreneur (SLF: 0.797) EI3: Effort to establish and maintain business (SLF: 0.864) EI4: Commitment to start business in the future (SLF: 0.836) EI5: Seriousness in thinking of starting business (SLF: 0.781) EI6: Serious intentions to start business in the future (SLF: 0.802).
Environment (Sesen & Ekemen, 2020)	Environment is a place or atmosphere (state) that affects a person's growth and development (Maryana & Rachmawati, 2013)	EN1: Surroundings helps see the opportunities in the market (SLF: 0.924) EN2: Surroundings encourages to pursue self- ideas and ideals (SLF: 0.867)			
Entrepreneurial Self-Efficacy (Sesen & Ekemen, 2020; Wijaya, 2019; Kristiansen & Indarti, 2004)	Self-efficacy is important in developing interest in carrying out certain tasks (Wulandari, 2013)	SE1: Self-leadership skills to start business (SLF: 0.687) SE2: Mental maturity to establish business (SLF: 0.651) SE4: Ability to develop business methods (SLF: 0.800) SE5: Ability to capture new market opportunities (SLF: 0.763) SE6: Ability to find new business areas (SLF: 0.781) SE7: Ability to act on advantageous opportunities (SLF: 0.773) SE8: Ability to react to unexpected situations (SLF: 0.709)			
Locus of Control (Sesen & Ekemen, 2020; Kristiansen & Indarti, 2004)	The extent to which an individual believes that they have control over fate (Ng, Sorensen, & Eby, 2006)	LC1: Belief on perseverance and hard work (SLF: 0.870) LC4: Belief on not giving up (SLF: 0.878)			
Entrepreneurial Intention	Actions that demands collection of	EI1: Readiness to be entrepreneur (SLF: 0.788)			

*SLF: Standardized Loading Factor

The items listed in Table 1 are the final items after validity and reliability tests. Out of a total of 25 statements, the researchers decided to remove 5 items (EN3, EN4, SE3, LC2, LC3) due to their relatively low loadings to improve reliability and validity in the measurement model.

The method to assign the experimental group and control group follows Li and Tse (2020) mechanism. The survey collected 101 participants from vocational high school students in Lombok area as the result from screening eligibility that consists of student status and the respondents never learn entrepreneurial marketing education previously. Then, the researchers conduct online randomization with 1:1 ratio based on the student ID to minimize the study bias. It produces 51 students for the experimental group. The rest of 50 students in the randomization process belong to the control group. 51 students from experimental group filled the questionnaire after they were given a treatment with an entrepreneurial marketing

education. On the other hand, the other 50 students from control group filled the questionnaire right away without entrepreneurial marketing education treatment. According to Hair, Hult, Ringle, and Sarstedt (2016), the minimum sample size required to determine minimum R^2 of 0.50 is 42, so numbers of respondents used in this study ($n=50$; 51) are sufficient to draw conclusions.

To test the hypothesis, this study applies Variance-based Structural Equation Modeling or what is known as Partial Least Square (PLS-SEM). Reasons for using PLS-SEM include providing scores for latent variables, exploring construct proxies which are measured by one or more indicators, avoids the problem of small sample sizes and hence can be applied in some situations when other methods cannot, predict very complex models with many latent and manifest variables, has less strict assumptions about the distribution of variables and error terms, as well as handle both reflective and formative measurement models (Hair, et al., 2016). In PLS-SEM, there are two phases of analysis, namely the Measurement Model Testing and Structural Model Testing. Measurement model testing analyzes validity and reliability, while structural model testing measures the goodness of fit and tests the hypothesis. The next section will discuss the results of both tests. The researchers use SmartPLS version 3.2.8 as the analytical tool used for this methodology.

RESULTS AND DISCUSSION

Respondent Profile

The 101 respondents who participate in this study are vocational high school students in Mataram, Nusa Tenggara Barat with the age between 17 and 18 years old. 8.91% of them have their own business, 26.73%

have entrepreneurship experience, 53.46% have entrepreneur parents, and 77.23% have entrepreneur relatives.

Measurement Model Test

Henseler et al. (2009) stated that the measurement model test determines the relationship between the observed latent variable and the manifest variable which is observed or actually measures the latent variable. Functionally, this analysis will specify manifest variables or indicators that are formative or reflective. However, Henseler, et al. (2009, pg.286) further notes that only the observable measures or indicators which will be modeled as formative or reflective, and not the unobservable constructs. Then, the validity and reliability tests are believed to be part of the outer model, in which there are convergent validity tests, discriminant validity tests and reliability tests (Sarstedt & Mooi, 2014; Henseler et al., 2009). Convergent validity involves the extent to which each item reflecting the construct meets compared with items measuring different constructs, so that a general criterion is applied to test the convergent validity of the constructs, namely Average Variance Extracted (AVE) which has a cut off value (> 0.5) (Afthanorhan, 2014); that is also fulfilled with all of latent variable used in this study. Apart from AVE, Henseler et al. (2009) revealed that to test the convergent validity is through the loading factor, each indicator is reflective of the latent variable and has a cut-off value > 0.5 in each indicator. This condition is also fulfilled with the indicators used in this study final research model. Finally, discriminant validity concerns the extent to which the construct size is measured, as can be

observed from the Fornell-Larcker Criterion in Table 2.

Table 2. Fornell-Larcker Criterion

	BK	EI	SE	EN	LC
BK	0.771				
EI	0.494	0.812			
SE	0.555	0.778	0.740		
EN	0.450	0.373	0.492	0.896	
LC	0.451	0.447	0.433	0.480	0.874

Different from each other through cross loadings analysis obtained by correlating each latent variable component score with all other items (Chin, 1998; Afthanorhan, 2014). The result shows that there are no latent variables that have cross-loading among each other. Finally, internal consistency reliability can be seen through the Cronbach Alpha value (> 0.7) or Composite Reliability (> 0.6) where the Alternative to Cronbach Alpha is involved ha measures the number of factors loaded latent variables relative to the number of factor loadings plus the variance error (Afthanorhan, 2014). This condition is also fulfilled by all latent variables in this study, either with all respondents, the respondents with entrepreneurial marketing education treatment, and those without entrepreneurial marketing education treatment.

Structural Model Test

After the measurement model test, the inner model test can be carried out (Henseler et al., 2009; Chin, 1998). To estimate the path in the structural model, it must be evaluated in terms of sign (direction), magnitude, and significance (Henseler et al., 2009). Then, for the results of p-value to see whether the path under study has significance or not by using a significance value < 0.05 (Hair et al., 2016).

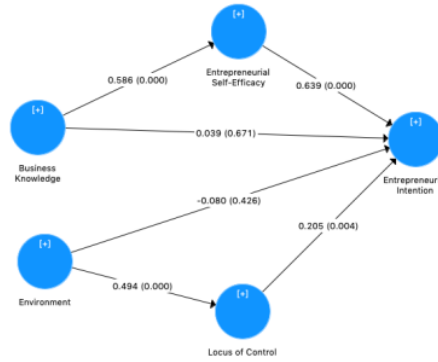


Figure 1. Structural Model Test All Respondent

The structural model test with all respondents in Figure 1 above shows that the contextual factors have association with entrepreneurial intention and they have mediation effect from the personal factors. Business knowledge influences entrepreneurial intention with mediation of entrepreneurial self-efficacy while environment influences entrepreneurial intention with the mediation of locus of control. Thus, all hypotheses in this study are supported. The summary of hypothesis testing (using p-value) is presented in Table 3.

Table 3. Hypothesis Result Summary

Hypothesis	p-value	Conclusion
H1: Business Knowledge □ Entrepreneurial Self-Efficacy	0.000	Supported
H2: Entrepreneurial Self-Efficacy □ Entrepreneurial Intention	0.000	Supported
H3: Business Knowledge □ Entrepreneurial Self-Efficacy □ Entrepreneurial Intention	0.000; 0.000; 0.671	Supported
H4: Environment □ Locus of Control	0.000	Supported
H5: Locus of Control □ Entrepreneurial Intention	0.004	Supported
H6: Environment □ Locus of Control □ Entrepreneurial Intention	0.000; 0.004; 0.426	Supported

In terms of the mediation, in keeping with Hair et al. (2016), the variance accounted for (VAF) between business knowledge and entrepreneurial intention yielded a result of 0.85 (VAF>0.8), meaning that there is a full mediation between the constructs through entrepreneurial self-efficacy. Meanwhile, the VAF between environment and entrepreneurial intention is 7.67, which also indicates full mediation through locus of control.

The group of respondents that did not receive the entrepreneurial marketing education treatment still shows indirect association between business knowledge and entrepreneurial intention mediated by entrepreneurial self-efficacy. However, in this group, the environment does not have any association with entrepreneurial intention since there is no significant direct or indirect relationship between these two latent variables. It is caused by the insignificant effect (P-value > 0.05) between locus of control and entrepreneurial intention as presented in Figure 2. The result suggests that having entrepreneur relatives who support the student's environment does not necessarily trigger student's entrepreneurial intention.

Furthermore, unlike in the case of the merged samples, the VAF between business knowledge and entrepreneurial intention for the group that did not receive entrepreneurial marketing education treatment is 0.52. This finding indicates a partial mediation between the exogenous and endogenous constructs through entrepreneurial self-efficacy. Meanwhile, the VAF between environment and entrepreneurial intention is 1.36 which indicates full mediation through locus of control.

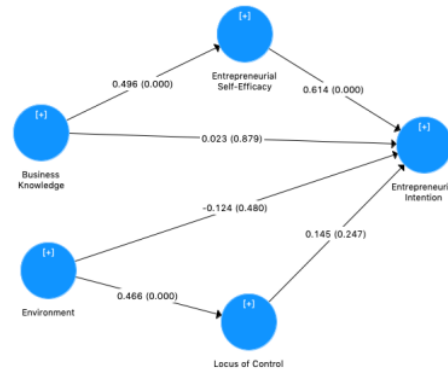


Figure 2. Structural Model Test without Entrepreneurial Marketing Education Treatment

Interestingly, the result is different with the group that received entrepreneurial marketing education treatment. In this group, the locus of control has significant effect (p-value < 0.05) toward entrepreneurial intention. This result confirms indirect association between environment and entrepreneurial intention mediated with locus of control as presented in Figure 3. In this case, the entrepreneurial marketing education shows the prominent effect on students' entrepreneurial mindset.

For the mediation of the group that received entrepreneurial marketing education treatment, the paths between business knowledge and entrepreneurial intention have a VAF of 0.898, which signifies full mediation through entrepreneurial self-efficacy. Finally, the VAF between environment and entrepreneurial intention is 2.725. This is consistent with earlier findings, which shows that there is full mediation between the exogenous and endogenous constructs through locus of control.

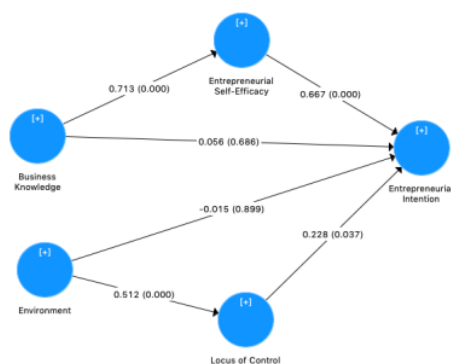


Figure 3. Structural Model Test with Entrepreneurial Marketing Education Treatment

According to Gilmore et al. (2020), the main goal of entrepreneurial marketing education is to develop the entrepreneurs who demonstrate the entrepreneurial marketing seven dimensions, in this case refer to the suggestion by Astuti and Balqiah (2020). This study shows that developing these dimensions also builds the relationship between locus of control and entrepreneurial intention. Integrating entrepreneurial marketing knowledge helps cultivate student's internal locus of control. This circumstance is possibly related with entrepreneurial marketing as the idea that puts entrepreneur as the central actor in the marketing process and recognizes the importance of the entrepreneurial process in the creation of markets and artifact (Morrish, 2011, pg.110-111).

CONCLUSIONS

The result is different with the group that received entrepreneurial marketing education treatment. In this group, the locus of control has significant effect ($p\text{-value} < 0.05$) toward entrepreneurial intention. Hence, there is an indirect association between environment and entrepreneurial intention mediated with locus of control as presented in Figure 3.

This study concludes that business knowledge and environment can help improve student's entrepreneurial intention, by developing the personal factors needed for generating entrepreneurial intention. Proper business knowledge improves self-efficacy which boosts student's confidence to engage in entrepreneurship activities and enhance entrepreneurial intention.

Student's environment is also significant in developing entrepreneurial intention. However, this condition depends on the student's locus of control. The entrepreneurial marketing education triggers the student's locus of control to develop entrepreneurial intention by converting the external locus of control into internal locus of control. This study provides a strong case to integrate entrepreneurial marketing education as entrepreneurship curriculum.

The research findings also suggested that within the environment which lacks of entrepreneurial marketing education, only students with decent business knowledge will aim to become entrepreneur. The student's environment that is believed to trigger the entrepreneurial intention may provide the opposite result. Therefore, we also recommend for the vocational high school, especially in the area that relies on entrepreneurial activities for economic development such as tourism and cultural area, to integrate entrepreneurial marketing education into the curriculum.

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