

I Can Teach and Run a Business! A Qualitative Exploration of Entrepreneurial Behavior among Preservice Economics Teachers

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Abstract: Entrepreneurial readiness among prospective economics teachers has become an urgent issue in teacher education. This study aims to understand the factors that influence entrepreneurial behavior among prospective economics teachers. Using a qualitative approach with a phenomenological method, this study explores the subjective experiences of preservice teacher in an educational university in Malang of Indonesia. Data were collected through in-depth interviews, observations, and documentation of ten informants. The results indicate that the determination of entrepreneurial behavior is determined by six main aspects, including: (1) psychological and cognitive (self-confidence, motivation, and risk taking), (2) social and cultural (norms and social capital), (3) economic (access and financial conditions), (4) education and knowledge (entrepreneurship courses, financial security, and practical experience), and (5) independence and (6) perseverance. Capturing from the Theory of Planned Behavior and Behavioral Economics Theory, this study shows that the entrepreneurial intentions of prospective teachers are influenced by psychological and social aspects. This study provides a conceptual contribution to the development of entrepreneurship education in the teaching environment.

Keywords: Behavioral Economics, Entrepreneurial Behavior, Prospective Economics Teachers, Phenomenology Study

INTRODUCTION

Unemployment and low levels of entrepreneurship are major problems in ASEAN countries, such as Indonesia (Tran, 2021). There are several things that are the main factors in this problem, including the mindset of the community which prefers looking for work and problems related to capital (Kuratko et al., 2021). A person who wants to be an entrepreneur must have the courage to leave his or her comfort zone and must be able to think creatively and innovatively (Van Gelderen, 2023). Indonesia's entrepreneurship level is still relatively low and is ranked 94th out of 137 countries (Susantiningrum et al., 2023). Global Entrepreneurship Monitor (GEM, 2023) showed that in developed countries an average of 14 percent of the total population are entrepreneurs, in Indonesia the entrepreneurial rate is still 3.6 percent of the total population.

Many people perceived that entrepreneurship is still considered a profession that is not promising and requires a long time (Ratten, 2023). The aforementioned study explained that entrepreneurial activities have the aim of utilizing various existing opportunities, daring to take risks, and being able to produce new and different innovations from those that existed before. Therefore, entrepreneurship has an important role in developing human resources so that they are able to have skills and competitiveness (Sembiring et al., 2025). Entrepreneurial behavior has

an important role in bringing about change in the economic progress of a country (Dhahri et al., 2021).

The primary role of entrepreneurial activities in the economic growth and development of a country includes the creation of jobs and innovation (Apostu et al., 2022). Programs to improve knowledge, skills and interest in entrepreneurship can be carried out through the world of education in order to form individuals who have the characteristic values of independence and innovation (Mico & Cungu, 2023). Data from the Central Statistics Agency (BPS, 2023) in February 2023 showed that the Open Unemployment Rate was 5.45% of the total working-age population in Indonesia, of which 4.79% were diploma I/II/III graduates and 5.18% were S1, S2, S3 graduates. Thus, almost 10 percent of the unemployed are graduates of universities and have obtained higher education or a bachelor's degree or are called educated unemployed. It is unfortunate if there are unemployed bachelor's graduates, because they should be the driving force of the country's economy.

A prior study by Smolentseva (2023) noted that the role of higher education is not only to produce graduates in quantity, but also to provide quality graduates and make important contributions to aspects of society. It is feared that the unemployment rate, some of whom are college graduates, will continue to increase, this is because many colleges are less able to direct students and alumni to create their own jobs after graduating (Goulart et al., 2022). In addition, many college graduates are looking for work, rather than creating their own jobs by becoming entrepreneurs. One way to reduce educated unemployment is to be able to prepare college graduates to become independent young entrepreneurs.

Research on entrepreneurial intentions among Indonesian students has expanded in recent years, including studies with pre-service teachers in education faculties (e.g., Setiawan et al., 2024; Syam et al., 2018). However, most studies focus on intention rather than observable entrepreneurial behavior using quantitative approach (e.g., Narmaditya et al., 2024; Wardana et al., 2021). Many investigations examine attitudes, subjective norms, perceived behavioral control, and entrepreneurship education, yet treat structural and cultural conditions only marginally (e.g., Ningrum et al., 2024; Rakib, 2015). Studies that involve pre-service teachers usually aggregate them with other majors, obscuring specific features of teacher education programs. Few studies explore how pedagogical beliefs, professional identity, and classroom experience influence entrepreneurial behavior among preservice teachers. Consequently, there is room for empirical studies that model determinant factors of entrepreneurial behavior among Indonesian pre-service teachers in a qualitative manner.

This study contributes to entrepreneurship education through a clearer understanding of factors that shape entrepreneurial behavior among pre-service teachers in Indonesia. The study introduces an integrated view of attitudes, family expectations, institutional support, and cultural influences within teacher education programs. This integration helps clarify how various factors interact within the learning environment. It also contributes practical insights for teacher education institutions that seek to enhance entrepreneurship curricula and project-based activities. The findings guide institutions in enhancing support systems that encourage students to apply entrepreneurial skills in real contexts. In

addition, the study contributes evidence for policymakers regarding the role of teacher education in building entrepreneurial competencies linked to national innovation goals.

The rest of paper is provided below. The next section provides a qualitative method to deal with research purpose. The result and discussion are provided in the next section. This study ends with conclusion.

METHODS

The research in this study used a qualitative approach with a phenomenological research method. An approach to data collection known as qualitative research that produces descriptive data in the form of written words (Creswell & Creswell, 2014). The phenomenological approach was chosen in this study because it allows researchers to understand the experiences, views, and subjective understanding of individuals related to entrepreneurial behavior for prospective economics teachers.

The research subjects used in this study were students of the Faculty of Economics and Business, State University of Malang, Economic Education Study Program, Class of 2021. The reason the researcher chose the subjects were students of the Economic Education Study Program, Class of 2021 because they were the class that would graduate and as prospective economics teachers, and had taken entrepreneurship courses.

Regarding data collection, this study considered three ways: (1) Interview—The researcher interviewed students of the Economic Education Study Program Class of 2021 at Universitas Negeri Malang, regarding their entrepreneurial behavior as prospective economics teachers. Interviews conducted by researchers with informants through several stages of what, who, when, why, where, and how. Interviews were conducted for one hour with each informant, (2) Observation—The researcher conducted direct observations of students of the Economic Education Study Program Class of 2021 at the State University of Malang, who already had businesses and obtained relevant information from these students, and (3) Documentation—In this study, the documentation is used as primary data, in conducting interviews and observations.

Key informants were identified according to the informant's demographics is provided in Table 1. As shown in the table, the informants involved in this study were aged 21 to 24 years, with the largest age distribution at the age of 22 years. Furthermore, in terms of gender, there were five females and five males. Based on entrepreneurial experience, all informants have experience running a business. In addition, from the aspect of the family environment, the majority of informants come from families with entrepreneurial parents, namely eight people, while the other two come from families with parents who work as Civil Servants (PNS). The data that has been obtained shows that most informants come from families with entrepreneurial backgrounds, and the majority have had direct experience in entrepreneurship.

Table 1. Informant Demographics

Code	Gender		Age (years)	Semester	Having Experience		Family Environment
	F	M			Yes	No	
IF 1		•	22	8	•		Entrepreneurial parents
IF 2	•		22	8	•		Parents of civil servants
IF 3		•	22	8	•		Entrepreneurial parents
IF 4	•		24	8	•		Entrepreneurial parents
IF 5		•	22	8	•		Parents of civil servants
IF 6	•		21	8	•		Entrepreneurial parents
IF 7	•		21	8	•		Entrepreneurial parents
IF 8	•		22	8	•		Entrepreneurial parents
IF 9		•	23	8	•		Entrepreneurial parents
IF 10		•	22	8	•		Entrepreneurial parents

RESULTS AND DISCUSSION

Table 2 presents the frequency of each determinant across ten informants. Each dot marks that a specific factor appears in an informant narrative. Psychological and cognitive factors stated by all informants, with self-confidence, motivation, and risk taking reported ten times. Social and cultural influences showed the same pattern, since social norms and social capital appear ten times. Economic considerations are universal, as every informant mentions access to resources and financial conditions. Educational and knowledge related determinants also reach ten occurrences each, covering entrepreneurship education, financial security, and practical experience. Independence appears once, stated in the account of informant four, while painstaking perseverance appears once for informant seven.

Table 2. Determinants of Entrepreneurial Behavior among Prospective Economics Teachers

Code (IF)	Psychological and Cognitive			Social and Cultural Factors		Economy	Education and Knowledge			IDP	PS
	SC	MO	RT	SN	SC		EE	FS	E		
IF1	•	•	•	•	•	•	•	•	•		
IF2	•	•	•	•	•	•	•	•	•		
IF3	•	•	•	•	•	•	•	•	•		
IF4	•	•	•	•	•	•	•	•	•	•	
IF5	•	•	•	•	•	•	•	•	•		
IF6	•	•	•	•	•	•	•	•	•		
IF7	•	•	•	•	•	•	•	•	•		•
IF8	•	•	•	•	•	•	•	•	•		
IF9	•	•	•	•	•	•	•	•	•		
IF10	•	•	•	•	•	•	•	•	•		
Total	10	10	10	10	10	10	10	10	10	1	1

Note. SC (Self-Confidence), MO (Motivation), RT (Risk Taking), SN (Social Norms), SC (Social Capital), EE (Entrepreneurship Education), FS (Financial Security), E (Practical Experience), IDP (Independence), PS (Painstaking)

As shown in Figure 1, it can be concluded that the determination of entrepreneurial behavior of prospective economics teachers consists of six main aspects, namely: (1) Psychological and cognitive, in the psychological and cognitive aspects there are SC (Self-Confidence), MO (Motivation), RT (Risk Taking) which has a role in determining the entrepreneurial behavior of prospective economics teachers, (2) Social and cultural, social and cultural consist of social norms (SN) and social capital (SC) which has a role in the entrepreneurial behavior of prospective economics teachers, (3) Economy, in the economic aspect there is access to capital which influences the entrepreneurial behavior of prospective economics teachers, (4) Education and knowledge, education and knowledge are important aspects that can improve the entrepreneurial behavior of prospective economics teachers, this aspect consists of entrepreneurship education (EE), financial security (FS), and experience (E), (5) Independence, based on data obtained through interviews with informants, entrepreneurial behavior can increase independence in prospective economics teachers, (6) Painstaking, entrepreneurial activities according to prospective economics teachers can foster an attitude of diligence in themselves, thus helping to achieve their entrepreneurial goals.

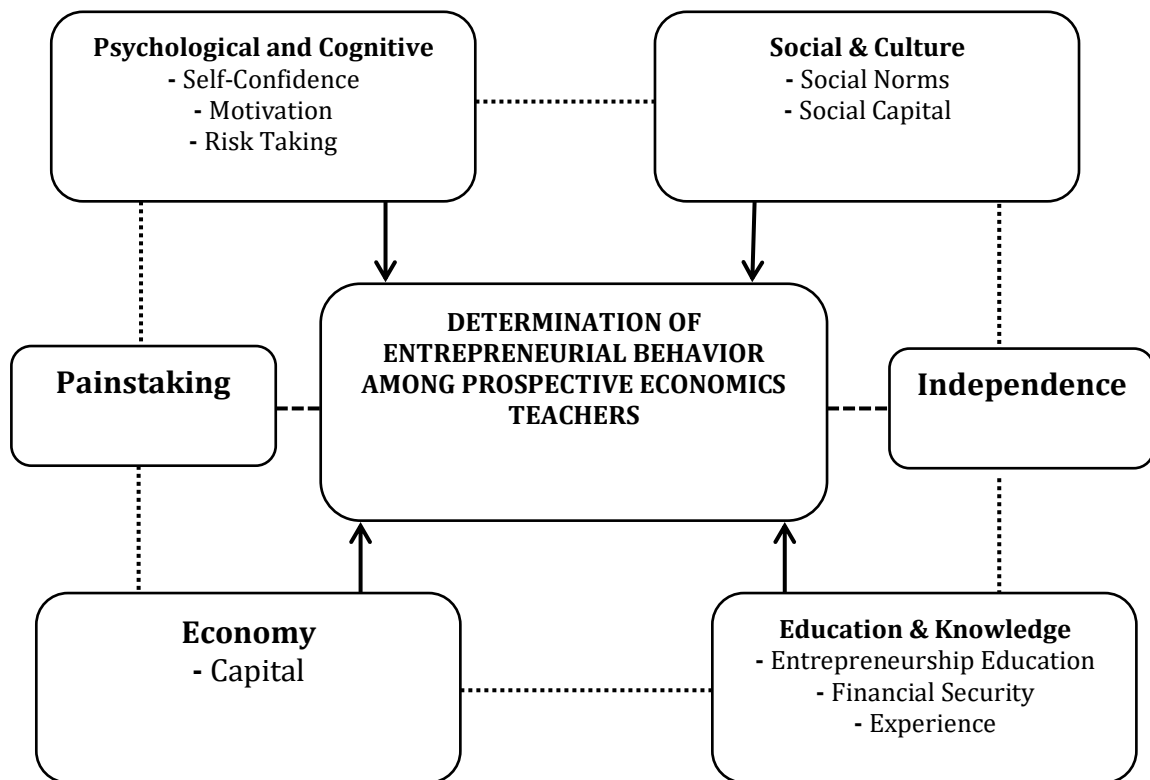


Figure 1. Determination of Entrepreneurial Behavior

Self-Confidence

Self-confidence is the belief that prospective economics teachers have in their ability to run a business. This self-confidence will affect the intention of prospective economics teachers to carry out entrepreneurial activities. All

informants consider that this self-confidence can influence their desire to become entrepreneurs. This is supported by the informant's statement below:

"I am more suited to being an entrepreneur now, because I feel that my experience is enough to become an entrepreneur and of course I continue to learn to develop further in the future." (QQ_IF1_PEKO_21)"

Self-confidence in prospective economics teachers to start a business is supported by the experience they have. Prospective economics teachers who have been entrepreneurs since childhood will have more self-confidence compared to prospective economics teachers who do not have experience related to entrepreneurship. Thus, this can be used as additional capital to run a business. This is proven by the statement of the informant below who is a prospective teacher and gold reseller:

"I am more suited to entrepreneurship now, because I have been doing entrepreneurship since I was little, for example, like earlier I sold ballpoints." (ACF_IF2_PEKO_21)

Prospective economics teachers who are interested in entrepreneurship should start now, because when they think that their knowledge or experience related to the business world is lacking, it is a big mistake, because with the desire of prospective economics teachers to start a business, it means they have self-confidence regarding their entrepreneurial behavior. This explanation is supported by the following statement:

"Yes, starting now, so opening a business and looking for experience. Both go hand in hand." (FN_IF4_PEKO_21)

Motivation

The motivation of prospective economics teachers to carry out entrepreneurial activities varies, such as seeing opportunities around them so that they are motivated to create a product that has a selling value, this is supported by the statement below:

"I always see the opportunities around me." (FN_IF4_PEKO_21)

In addition to motivation because of seeing existing opportunities, namely because it is related to financial problems. By carrying out entrepreneurial activities, it will provide additional income that is used to help meet the living needs of prospective economics teachers, this is supported by the following statement:

"My motivation is still related to finance, because entrepreneurship can help me financially." (MDH_IF5_PEKO_21)

Furthermore, according to other informants, it is also related to finance. that by doing entrepreneurship it can help reduce the burden of prospective economics teachers on finances, this is supported by the following statement:

"Because finance is the main and important thing." (KKA_IF7_PEKO_21)

Risk Taking

The ability to take risks in prospective economics teachers has a positive value for their business, this is related to uncertainty in business. So, as an entrepreneur, you must be able to take the risks faced by your business. Prospective economics teachers who have the intention of becoming entrepreneurs must dare to try new things, continue to innovate, and dare to face uncertainty in their business. This explanation is supported by the following statement:

"It depends, if I still have savings, I will take the risk. However, if I no longer have savings, I will choose to avoid the risk. So, look at my finances first." (MDH_IF5_PEKO_21)

Prospective economics teachers who dare to take risks related to their business will have a positive impact on their business. Every business that is run certainly has its own risks and challenges, in order to become a successful entrepreneur must dare to make decisions related to their business, because when the decision is not taken it will cause anxiety in the entrepreneur and will have an impact on their business. This explanation is supported by the following statement:

"I like to take risks, because I always think that when I don't take this I will regret it later. So, even though I take a risk and the results are not as expected I will not regret it, because I have tried it." (FN_IF4_PEKO_21)

When prospective economics teachers dare to take risks in their business, this also has positive benefits for their business, because in running a business, they often face problems that often and suddenly arise. Therefore, the courage to take risks is needed so that prospective economics teachers who run businesses can anticipate in making decisions and not repeat the same mistakes. This is in accordance with the statement below:

"Like to take risks, because an entrepreneur must experience risks and we must take these risks so that we do not repeat the same mistakes." (ACF_IF2_PEKO_21)

Social Norms

Social norms can help and direct prospective economics teachers to become entrepreneurs in accordance with the values that exist in society. Such as honesty, responsibility, mutual respect between business partners, being able to maintain the trust of others This is important so that the business being run can progress and develop, this explanation is supported by the statement below:

"Yes, in my opinion social norms are important because being an entrepreneur must have a positive attitude related to honesty, responsibility, and other positive attitudes." (QQ_IF1_PEKO_21)

An entrepreneur who has positive social norms will also have a positive image in society. Prospective economics teachers as prospective teachers must have positive social norms because as an example for their students, do not forget that prospective economics teachers who have an interest in entrepreneurship must also have a good attitude, so that this will have a positive impact on their business. This is supported by the following statement:

"It is important, because it can form a good image of ourselves in society. So, other people can trust us and have a positive impact on our business." (ACF_IF2_PEKO_21)

Social norms are also very important to avoid conflict with society, so that it will increase our business relations. When business relations increase, the product will be better known and increase consumers. This explanation is supported by the following statement:

"It is very important, because it avoids conflict and is able to maintain good relations with the surrounding environment. So, it will be beneficial for our business, the relations we have will be wider and open up many opportunities to collaborate in business." (DH_IF3_PEKO_21)

Social Capital

Social capital is related to social networks that support prospective economics teachers in running their businesses. Social capital in entrepreneurial behavior is related to support from family, friends, and the environment related to the entrepreneurial activities of prospective economics teachers. Social capital can be an inspiration for prospective economics teachers in running a business, this is supported by the following statement:

"There are those who inspire me like my parents and people around me who have a business and those who hinder me are people who don't like my business, like competitors who have the same business." (QQ_IF1_PEKO_21)

Support for prospective economics teachers from parents and the surrounding environment can encourage them to be more enthusiastic in running a business. With positive support, it will provide more self-confidence to prospective economics teachers. This explanation is supported by the statement below:

"There are those who inspire me like my parents and people around me who have a business and there are no obstacles." (ACF_IF2_PEKO_21)

In addition to support from parents and the surrounding environment, there is also support from influencers because nowadays many influencers are successful with their various businesses, so that this can encourage prospective economics teachers to carry out entrepreneurial activities. When other people can, then they can too. This is supported by the following statement:

"I am motivated because I see influencers who are still young and have income from entrepreneurial activities." (FN_IF4_PEKO_21)

Capital Access

Capital access is the availability of sources of funds to carry out entrepreneurial activities, such as loans, investments, or own capital. Capital access is needed to run and develop a business. This is supported by the following statement:

"Once, financial constraints. That is, when I wanted to open a business my capital was tight, so I needed capital assistance from my parents." (IKZ_IF8_PEKO_21)

Capital is an important thing and is usually a problem for everyone when they want to open a business, including prospective economics teachers. In addition to capital, the price of basic materials for the business is also an important thing to consider, this is supported by the following informant's statement:

"Once more about capital, I used my savings to open my business and considered a cheaper price." (KKA_IF7_PEKO_21)

Prospective economics teachers who want to open a business if they have problems with capital, it will have an impact on their business, if there is no capital, the business will not be able to stand. This explanation is supported by the following statement:

"Yes, capital is very important, because without capital I cannot build a business. I get this capital from my savings, but when my savings are lacking I get additional capital from my parents." (ACF_IF2_PEKO_21)

Entrepreneurship Education

Entrepreneurship education is crucial for prospective economics teachers to carry out entrepreneurial activities, because it can provide the knowledge, skills, and attitudes needed to start and manage a business to be successful. Entrepreneurship education can help prospective economics teachers understand concepts related to business, risk management, creativity and innovation in the world of entrepreneurship. In addition to entrepreneurship education, seminars related to entrepreneurship can also increase interest in entrepreneurship for students including prospective economics teachers. This is supported by the following statement:

"Quite adequate, because there are courses related to entrepreneurship, and there are also many seminars related to entrepreneurship."
(MDH_IF5_PEKO_21)

Entrepreneurship education is one of the efforts made by the university to encourage the entrepreneurial interest of its students, with this entrepreneurship education can provide additional understanding and knowledge related to the business world, and can make students become someone who is good at thinking creatively. So that they are able to open a new business, this is supported by the following informant's statement:

"Yes, because with entrepreneurship education it will provide an understanding of entrepreneurship and become someone who thinks creatively." (ET_IF6_PEKO_21)

Formation of entrepreneurial spirit for prospective economics teachers with the presentation of this entrepreneurship course provides useful knowledge related to planning, marketing, or calculations. This is important and needed when becoming an entrepreneur, this explanation is supported by the following statement:

"Formation is through the existence of entrepreneurship courses, which discuss planning, marketing, and calculations." (IKZ_IF8_PEKO_21).

Financial Security

Financial security is a stable and well-maintained financial condition. Thus, it makes it easier to do business if finances are secure then the business will run well. This explanation is supported by the statement below:

"Yes, because when finances are secure I will start a business. So, I don't need to worry about my finances anymore." (BAJ_IF9_PEKO_21)

Financial security can make prospective economics teachers enthusiastic about running their business. This is because, when finances are secure such as capital and stable finances, it will provide balance in other factors. This is supported by the statement of the informant below:

"Yes, because when capital and finances are stable, our business will be stable too." (IKZ_IF8_PEKO_21)

When finances are secure and safe, the majority of prospective economics teachers will choose to immediately carry out entrepreneurial activities. This is because when finances are secure, such as capital is secure, it will make it easier to start and run a business. This explanation is supported by the following statement:

"Yes, because finances are more secure so we can easily start a business."
(ACF_IF2_PEKO_21)

Practical Experience

Practical experience is the process of learning to apply knowledge related to entrepreneurial activities in the real world. This involves business projects, internships, work experience, or even running a business. Through this practical experience, prospective economics teachers are able to apply the theories and knowledge learned into the real world, so that when they become entrepreneurs they already have the provision of knowledge and real applications. This is supported by the following informant's statement:

"Always interested because I have a lot of experience related to entrepreneurship. So that can encourage my interest in entrepreneurship."
(IKZ_IF8_PEKO_21)

The entrepreneurial experience possessed by prospective economics teachers can increase their interest in entrepreneurship, especially direct experience such as trading will have a positive impact on their interest in entrepreneurship. This is supported by the following statement:

"I am always interested in entrepreneurship because of my entrepreneurial experience in owning a grocery store." (BAJ_IF9_PEKO_21)

The interest of prospective economics teachers in entrepreneurial activities is also due to work experience, so that with the work experience possessed by prospective economics teachers will help their mindset related to entrepreneurial activities, in addition, with work experience will make them know about what things to avoid and choose when facing business uncertainty. This explanation is supported by the statement of the informant as a part-time worker and prospective economics teacher:

"Interested in work experience and forming a mindset in business for how to advance and maintain a business." (MAF_IF10_PEKO_21)

Independence

Independence is the ability of prospective economics teachers to run a business by relying on themselves, without depending on others. In this case, only one informant thinks that independence is important in entrepreneurial activities.

"In my opinion, entrepreneurship is an activity that can train creativity and can be used to overcome problems (financial or consumer). In essence, in my opinion, entrepreneurship is more for training independence, if for profit it is a bonus, but still the main goal of entrepreneurship is to get a profit. Yes, because when we are entrepreneurs, we can show others that we can. We can realize our creativity, besides that we learn to earn money (not relying on money from parents all the time)." (FN_IF4_PEKO_21)

Painstaking

Painstaking in entrepreneurship is a tenacious, patient, and persistent attitude when running a business. Entrepreneurs who are diligent will not give up easily on problems and continue to try to find solutions to these problems. In terms of diligence, there is only one informant who thinks that an entrepreneur must have a diligent attitude.

"Painstaking here means, you must be patient and not be afraid to give up. Make sure that when you first open a business it will not be busy right away, or you have to mature the target market first. So, even if our product is not yet in great demand by consumers, we must be patient and keep trying to market our product." (KKA_IF7_PEKO_21).

Discussion

Based on the data exposure from the interview results, the determination of entrepreneurial behavior among prospective economics teachers is divided into five important aspects, namely psychological and cognitive, social and cultural factors, economic factors, education and knowledge, independence, and perseverance. These five things play a role in the entrepreneurial behavior of prospective economics teachers. In the psychological and cognitive aspects, there are three indicators that are of particular concern among prospective economics teachers, namely self-confidence, motivation, and risk taking.

Self-confidence refers to the belief that prospective economics teachers hold regarding their ability to carry out entrepreneurial activities, and this belief shapes their capacity to initiate and manage business ventures. Prior studies show that self-confidence plays a central role in forming entrepreneurial behavior and influences the likelihood of engaging in business activities (Bandura, 1997; Indarti & Rostiani, 2008). Entrepreneurial motivation is another factor that influences the entrepreneurial interest of prospective economics teachers. Motivation supports the desire to pursue entrepreneurial goals and encourages consistent involvement in entrepreneurial tasks. Research shows that strong entrepreneurial motivation is linked to higher entrepreneurial interest among students, including those in teacher education programs (Hisrich et al., 2017; Purwana et al., 2020). Motivation within entrepreneurs is important because it helps build stable interest, persistence, and readiness for entrepreneurial action.

Risk-taking in entrepreneurial behavior also influences the development of entrepreneurial interest among prospective economics teachers. Individuals who are willing to face uncertainty possess important capital for future business growth. Risk-taking, together with self-confidence and motivation, forms part of the psychological and cognitive aspects linked to perceived behavioral control and attitude toward behavior within the Theory of Planned Behavior (TPB) framework. Studies show that risk-taking contributes to entrepreneurial intention among student groups, including those preparing for teaching careers (Yukongdi & Lopa, 2017; Nabi et al., 2018). This aligns with the TPB, which states that confidence in one's ability and strong motivation can shape a positive intention toward entrepreneurship (Ajzen, 1991). Thus, psychological factors play an important role in forming entrepreneurial interest among prospective economics teachers.

Social norms in entrepreneurial activities guide prospective economics teachers to engage in business practices that align with community expectations and avoid actions that create conflict. Social capital also plays an important role because it is built through support from family, friends, and the surrounding environment. Recent studies show that social capital strongly influences entrepreneurial behavior and shapes how individuals make business decisions in uncertain contexts (Mair & Martí, 2024; Ferreira et al., 2020). Social capital also contributes to business resilience, since supportive networks help entrepreneurs respond quickly to market shifts and adapt to changing conditions (Kreiser et al., 2020; Lu et al., 2023). This indicates that social norms and social capital are key determinants of entrepreneurial behavior among prospective economics teachers.

Social and cultural environments, including family, friends, and society, can influence the entrepreneurial choices of prospective economics teachers. Within the TPB, social and cultural factors relate to subjective norms that shape intentions. The surrounding environment can provide support or create social pressure that guides individuals toward entrepreneurial action (Ajzen, 1991). Subjective norms represent perceived expectations from important people regarding specific behavior. Recent studies confirm that social expectations strongly influence entrepreneurial intention among students in teacher education and related fields (Nawaz et al., 2023; Minh & Vinh, 2022).

Capital is the main factor for prospective economics teachers in determining their intention to undertake entrepreneurial activities, because capital functions as a source of funds in running and developing a business. Economic aspects such as access to business capital are determinants of the courage of prospective economics teachers in starting a business, this economic aspect is related to TPB, namely perceived behavioral control because in this aspect when prospective economics teachers do not dare or feel unable to run it, it will affect the intention to become entrepreneurs (Ajzen, 1991). Furthermore, this economic aspect is also in line with the behavioral economic theory, namely the opportunity cost aspect, which means considering costs when running a business (Thaler, 2023).

Entrepreneurship education provides important preparation for prospective economics teachers because it equips them with the knowledge, skills, and attitudes needed to start and manage a business. Such education helps students understand business processes and build confidence for future entrepreneurial action. Recent research shows that entrepreneurship education increases entrepreneurial capability and strengthens readiness to pursue business activities among university students (Xing et al., 2023; Ismail et al., 2022). Financial security also influences entrepreneurial decisions, since a stable financial condition creates a supportive environment for new ventures. Secure finances can reduce business risks and increase confidence when entering entrepreneurship. Studies indicate that financial security influences entrepreneurial intention through its impact on perceived feasibility and comfort in facing uncertainty (Gómez-Haro et al., 2022; Rosli et al., 2021).

Business experience plays a role in determining the entrepreneurial intentions of prospective economics teachers, this is the best indicator of the success of a business. Education and practical or theoretical knowledge about entrepreneurship can determine the entrepreneurial intentions of prospective

economics teachers, this statement strengthens perceived behavioral control in TPB, where when an individual has understood the theory or real practice of entrepreneurial behavior, he will be more confident in doing something (Ajzen, 1991). This is also in line with the theory of behavioral economics that education and knowledge will help reduce ambiguity aversion or be able to avoid something that is unclear (Thaler, 2023).

Independence in entrepreneurial behavior refers to a condition in which individuals rely on their own abilities with strong enthusiasm to meet life needs through entrepreneurial activities. In this study, the independence aspect appeared clearly in only one informant, which shows that this trait is still limited among prospective economics teachers. Within the TPB, independence aligns with attitude toward behavior, since a positive view of self-reliance can support stronger entrepreneurial intention (Ajzen, 1991). Recent studies also confirm that independence contributes to entrepreneurial intention among students preparing for professional careers (Rasli et al., 2022). Independence therefore holds an important role in shaping the intention to pursue entrepreneurship.

Prospective economics teachers who intend to engage in entrepreneurial activities need perseverance, since business development involves various challenges and obstacles. Perseverance helps entrepreneurs continue learning from failure and resist giving up when difficulties arise. In this study, the perseverance aspect appeared in only one informant, indicating that it is not a key determinant of entrepreneurial behavior among prospective economics teachers. Within the TPB, perseverance aligns with perceived behavioral control, because individuals with strong perseverance feel more prepared to face obstacles and strengthen their intention to pursue entrepreneurship (Ajzen, 1991). Recent research also shows that perseverance supports entrepreneurial action through increased confidence in managing challenges (Duckworth et al., 2019).

CONCLUSION

In conclusion, this study revealed that prospective economics teachers are interested in carrying out entrepreneurial activities, this is supported by the existence of supporting courses that help them be motivated to become entrepreneurs. In addition, as prospective economics teachers must have a side job, namely entrepreneurship which aims to help increase income and be useful when retiring. This study can contribute to the understanding of the determination of entrepreneurial behavior among prospective economics teachers using the Theory of Planned Behavior (TPB) and the Theory of Behavioral Economics. The findings in this study indicate that the entrepreneurial intentions of prospective economics teachers are not only determined by rational factors (attitudes, subjective norms, and perceptions of behavioral control), but are also influenced by psychological and cognitive factors as in behavioral economics. The limitations of the subjects in this study are related to the fact that this study only involved prospective economics teachers in higher education. Therefore, it is recommended for further researchers to develop this research topic with a mixed method which is useful for further testing the relationship between variables and entrepreneurial

decisions. Further research can also expand the research subjects such as comparing economics and business education students and non-economics business education students.

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