

**THE EFFECT OF ATTITUDE TOWARD ENTREPRENEURSHIP  
EDUCATION AND ENVIRONMENTAL FACTORS ON CONTINUANCE  
OF ENTREPRENEURSHIP ENGAGEMENT (STUDY ON STUDENTS  
PARTICIPATING IN WADHWANI FOUNDATION PROGRAM)**

**Undergraduate Thesis**

**By**

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**UNDERGRADUATE MANAGEMENT PROGRAM**

**FACULTY OF ECONOMIC AND BUSINESS**

**UNIVERSITY OF LAMPUNG**

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**ABSTRAK****PENGARUH SIKAP TERHADAP PENDIDIKAN WIRAUSAHA DAN  
FAKTOR LINGKUNGAN TERHADAP KELANJUTAN KETERLIBATAN  
WIRAUSAHA (STUDI TERHADAP MAHASISWA YANG BERPARTISIPASI  
DALAM PROGRAM WADHWANI FOUNDATION)****OLEH:****BINTANG NADHIVA BALQIS****NPM: 2211011020**

*Pendidikan kewirausahaan semakin banyak diterapkan di lembaga pendidikan tinggi untuk mendorong keterlibatan mahasiswa dalam kegiatan kewirausahaan. Penelitian ini mengkaji pengaruh Sikap terhadap Pendidikan Kewirausahaan dan Faktor Lingkungan terhadap Kelanjutan Keterlibatan Kewirausahaan di kalangan mahasiswa yang mengikuti Program Wadhwani Ignite di Universitas Lampung. Teknik sampling yang digunakan adalah sampling non-probabilitas, khususnya sampling purposif. Data dikumpulkan melalui penyebaran kuesioner kepada 219 mahasiswa yang telah mengikuti Program Wadhwani Ignite dari Fakultas Ekonomi dan Bisnis (FEB) dan Fakultas Ilmu Sosial dan Politik (FISIP). Analisis dilakukan menggunakan analisis regresi linier berganda dengan bantuan IBM SPSS 27. Hasil menunjukkan bahwa Sikap Terhadap Pendidikan Kewirausahaan memiliki pengaruh positif dan signifikan terhadap Kelanjutan Keterlibatan Kewirausahaan, meskipun ukuran pengaruhnya moderat. Sementara itu, Faktor Lingkungan memiliki pengaruh positif dan sangat signifikan, dan muncul sebagai prediktor terkuat terhadap kelanjutan kewirausahaan. Temuan ini menunjukkan bahwa meskipun sikap positif terhadap pendidikan kewirausahaan berkontribusi pada pemeliharaan keterlibatan kewirausahaan mahasiswa, ketersediaan dukungan lingkungan memainkan peran yang lebih menentukan dalam memastikan kelanjutan aktivitas kewirausahaan mahasiswa.*

**Kata kunci:** *pendidikan kewirausahaan, faktor lingkungan, keterlibatan kewirausahaan, Program Wadhwani Ignite*

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PARTICIPATING IN WADHWANI FOUNDATION PROGRAM)****BY:****BINTANG NADHIVA BALQIS****NPM: 2211011020**

*Entrepreneurship education has been increasingly implemented in higher education institutions to encourage students' involvement in entrepreneurial activities. This study examines the effect of Attitude Toward Entrepreneurship Education and Environmental Factors on the Continuance of Entrepreneurship Engagement among students participating in the Wadhwani Ignite Program at the University of Lampung. The sampling technique used was non-probability sampling, specifically purposive sampling. Data were collected through the distribution of questionnaires to 219 students who had participated in the Wadhwani Ignite Program from FEB and FISIP. The analysis was conducted using multiple linear regression analysis with the assistance of IBM SPSS 27. The results show that Attitude Toward Entrepreneurship Education has a positive and significant effect on Continuance of Entrepreneurship Engagement, although the effect size is moderate. Meanwhile, Environmental Factors have a positive and highly significant effect and emerge as the strongest predictor of entrepreneurial continuance. These findings indicate that while positive attitudes toward entrepreneurship education contribute to sustaining students' entrepreneurial engagement, the availability of environmental support plays a more decisive role in ensuring the continuity of student entrepreneurial activities.*

**Keywords: entrepreneurship education, environmental factors, entrepreneurship engagement, wadhwani ignite program**

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**As One of the Requirements to Earn a Bachelor of Management Degree**

**(Bachelor of Management)**

**On**

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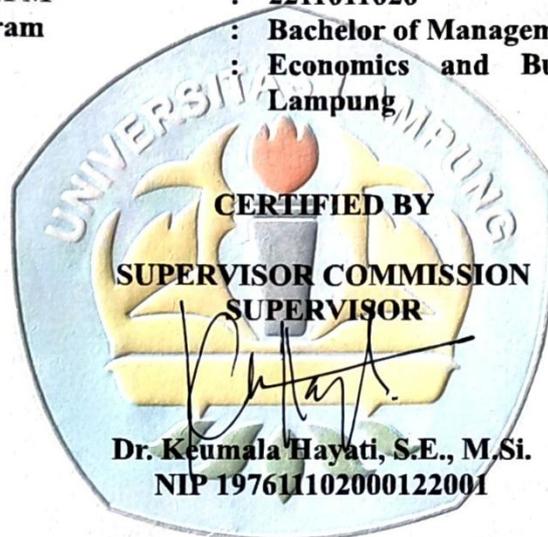
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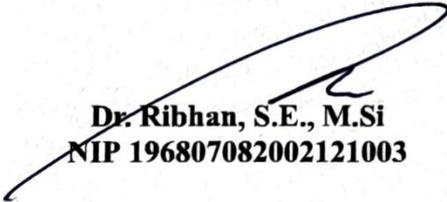
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Hereby declare that this research is the own work of the author, not a duplication or work of other except in parts that have been referred to and mentioned in the bibliography. If in the future it is proven that there are deviations in this work, the full responsibility lies with researcher.

Thus, I make this statement so that it can be understood.

Bandar Lampung, 30 December 2025



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## BIOGRAPHY



The author, Bintang Nadhiva Balqis, commonly known as Aqis, is the first of five children born to Mr. Harry Murthi M. and Mrs. Elva Wahyu Nirwana. She was born on July 27, 2003, in Bandar Lampung, Lampung, Indonesia. She began her formal education at SDN 1 Rawa Laut, graduating in 2016, and continued her secondary education at MTsN 1 Bandar Lampung, where she graduated in 2019. She completed her senior high school education at SMAN 10 Bandar Lampung.

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During her studies, she has actively participated in various international academic and student mobility programs, including the International Student Mobility Program at Universiti Teknologi MARA (UiTM) Cawangan Sabah, Malaysia, the International Short Course Program by Aoyama Gakuin University, Japan, and the Online International School organized by Saint Petersburg University of Management Technologies and Economics. These experiences have supported the development of her global perspective and intercultural understanding.

**MOTTO**

**"I would rather die of passion than of boredom."**

**(Vincent Van Gogh)**

**"(Remember) when you cried out to your Lord for help, He answered, '*I will reinforce you with a thousand angels, followed by many others,*'."**

**(Surah Al-Anfal:9)**

## DEDICATION

All praise is given to Allah SWT, the Most Merciful and the Most Compassionate, for His guidance, strength, and blessings throughout my academic journey. May peace and blessings be upon Prophet Muhammad SAW, whose teachings inspire the pursuit of knowledge, patience, and perseverance.

This undergraduate thesis is dedicated to my beloved parents, Mr. Harry Murthi M. and Mrs. Elva Wahyu Nirwana.

I would like to express my sincere gratitude to my parents, Mama and Papa, for their endless love, sacrifices, and unwavering support. From the very beginning, you have worked tirelessly to provide the best for me, even through difficulties that were not always easy to face. Your strength, patience, and dedication in raising and guiding me have been the foundation of every step I take today.

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## I. INTRODUCTION

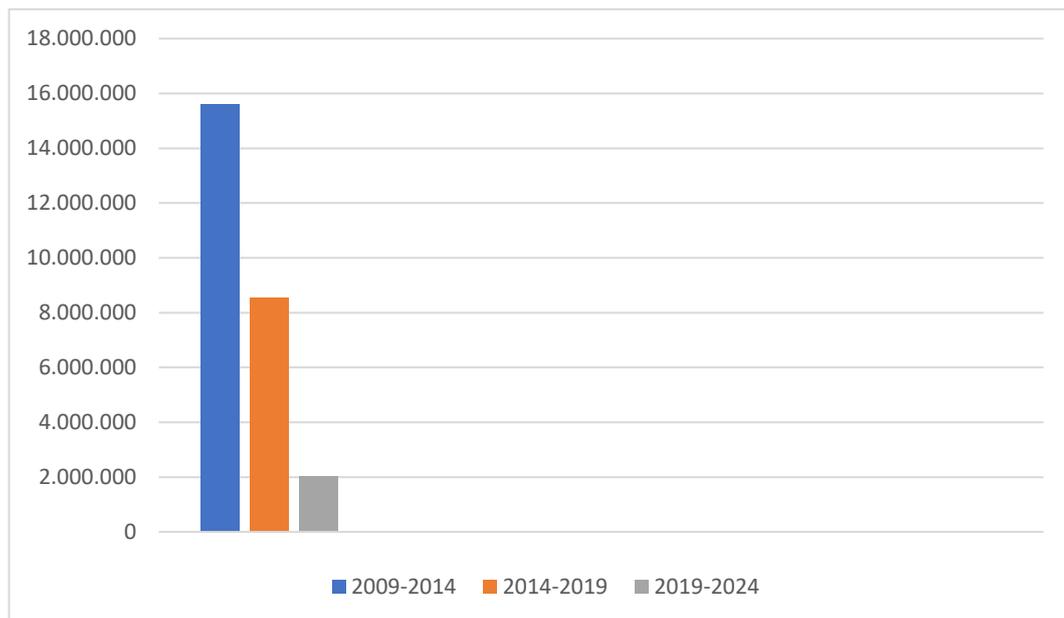
### 1.1 Background

In today's world, entrepreneurship is becoming more important than ever. It is seen as one of the main ways to help grow the economy, create new jobs, and bring new ideas and solutions to everyday problems (Esfandiar et al., 2019; Guerrero et al., 2008; Urbano et al., 2017). Other researcher also believes that entrepreneurship has a strong role in helping people improve their quality of life and increase income, especially when regular job options are limited (Romer, 1994).

Unemployment remains a major global issue, affecting economies, industries, and individual livelihoods. It occurs when the labor market fails to absorb the available workforce, resulting in a gap between job openings and job seekers (Dwiputri et al., 2019). The International Labour Organization predicts an increase in global unemployment, along with concerns about rising inequality and stagnant productivity. As of 2024, slightly more than 5% of the global workforce is unemployed, with an expected increase of 2 million job seekers in the coming year. According to the International Monetary Fund's World Economic Outlook in 2024, Indonesia's unemployment rate is 5.2%, ranking 59th in the world. This rate is the highest in Southeast Asia, reflecting uneven regional economic growth and a mismatch between job seekers' skills and employer demands (GoodStats, 2024b). Minister of Manpower Ida Fauziyah stated that the misalignment of educational outcomes and labor market requirements contributes to the high unemployment rate (Tempo.co, 2024). The Central Statistics Agency reports that the 15-19 age group has the highest open unemployment rates (22.34%), followed by the 20-24 age group (15.34%). This trend is partly due to a decline in job creation within the

formal sector, where employment agreements are legally structured (Badan Pusat Statistik, 2024).

Figure 1 indicates that between 2009 and 2014, the formal sector absorbed 15.6 million workers; however, this number decreased to 8.5 million between 2014 and 2019, and further declined to 2 million between 2019 and 2024, underscoring the increasing difficulty for fresh graduates to enter the formal job market (Wisanggeni et al., 2024).



**Figure 1. Formal Sector Worker Absorption Rate**

Source: Kompas, 2024

The Kompas Daily Data Journalism Team indicates that Generation Z (born 1997–2012) faces greater challenges in securing employment. Sakernas data from August 2017 and August 2022 shows that fresh graduates across all educational levels experience fewer job opportunities and prolonged job searches (Wisanggeni et al., 2024). Consistent with BPS data in 2024, vocational and high school graduates exhibit the highest open unemployment rates, with university graduates at 5.25%. Notably, the unemployment rate among university graduates has doubled from 5.8% in February 2013 to 11.28% in August 2024 (GoodStats, 2024a). In August 2024, Indonesia had 7,465,599 unemployed individuals, with 11.28% (842,378 people) holding D4, S1, S2, or S3 degrees. This proportion has nearly doubled over

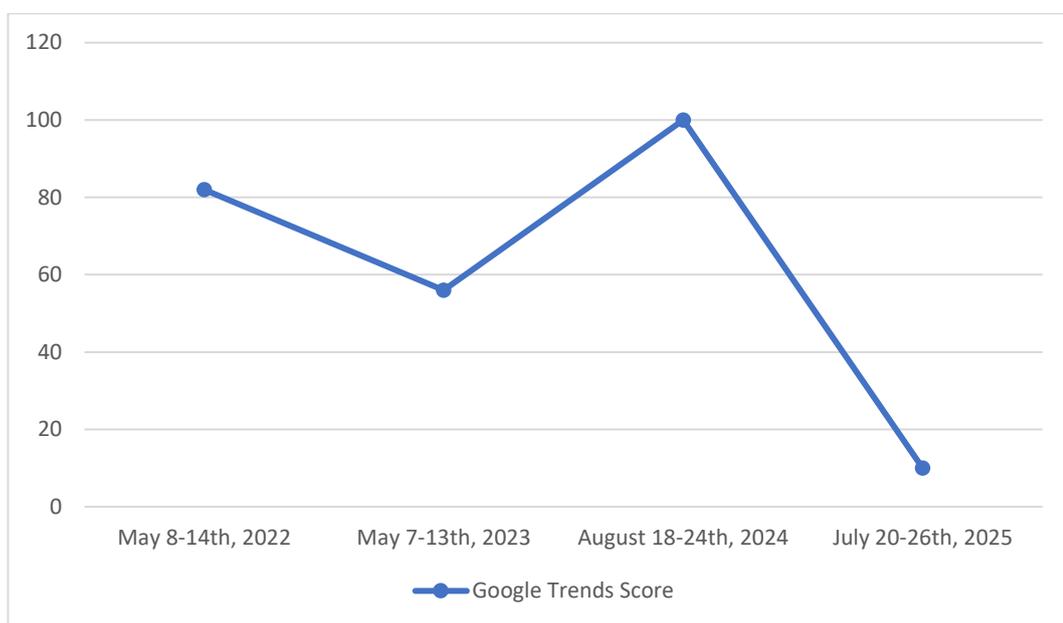
the past decade, peaking at 12.41% in February 2019 and reaching 12.12% in February 2024.

The critical role of entrepreneurship is further highlighted by the substantial contribution of new businesses to global employment. Small and Medium Enterprises (SMEs) are often regarded as the backbone of many economies, driving economic growth, fostering innovation, and generating job opportunities (Adelakun et al., 2024; Oloruntosin Tolulope Joel & Vincent Ugochukwu Oguanobi, 2024). Entrepreneurs who grasp and harness these technologies are better equipped to develop innovative solutions and seize opportunities that would be unattainable in the analog world (Hayati and Caniago, 2023). According to the World Bank, SMEs represent approximately 90% of businesses and contribute more than 50% of employment worldwide. In emerging economies, formal SMEs account for up to 40% of national income (GDP), with these figures rising when including informal SMEs. In Indonesia, the Coordinating Ministry for Economic Affairs reports that Micro, Small, and Medium Enterprises (MSMEs) contribute over 60% to the national GDP and employ nearly 97% of the workforce (Ministry of Economic Affairs, 2024). The number of MSMEs in Indonesia has surpassed 64 million business units, including informal SMEs. Specifically, in Lampung Province, the number of MSMEs reached 326,505 in 2023, marking a 19.4% increase from the previous year.

However, running a small business is not always easy. Small businesses are three times more likely to fail than bigger companies (Banerjee and Blicke, 2021). Many start-ups fail over time: 21.5% fail in their first year, 50% fail after five years, and 70% fail after ten years (National Business Capital, 2019). This happens because of problems like lack of funding (Gupta and Gregoriou, 2018), poor business skills (Everett and Watson, 1998), or not understanding financial matters well (Camillo et al., 2008). Still, studies show that entrepreneurship education, mentoring, and support from schools or institutions can help make these businesses more successful and last longer (Lucki, 1999; Mukata et al., 2018).

In addition to literature findings and local data, Figure 2 were also explored to better understand the social concern around entrepreneurial sustainability. When

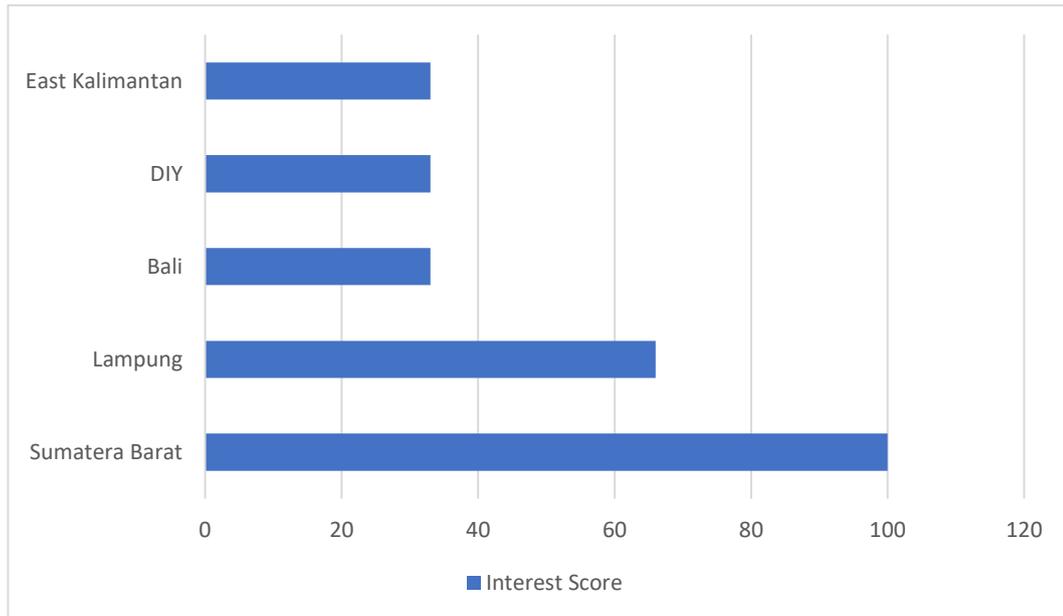
searching the term “*kenapa usaha gagal*” (why businesses fail) in Indonesia from May 8-14th, 2022 to July 20-26th, 2025, a pattern of fluctuating but notable search activity can be observed. There were several peaks of interest, including one around the mid of 2024, with the search volume reaching 100, indicating a high level of public concern at those moments. These spikes suggest that people, possibly including aspiring entrepreneurs or struggling small business owners, are actively searching for reasons why businesses fail



**Figure 2. Trend of Public Interest Toward “*Kenapa Usaha Gagal*” (Why Business Fail) in Indonesia 2022-20225**

Source: Google Trends, accessed in 2025

Furthermore, Figure 3 also shows the geographical interest by region in Indonesia. Interestingly, Lampung ranks second in search interest for the keyword “*kenapa usaha gagal*”, with a score of 66 out of 100. This means people in Lampung are significantly curious or even anxious about why businesses might not survive.



**Figure 3. Regional Interest in the Keyword “Kenapa Usaha Gagal” (Why Business Fail) in Indonesia**

Source: Google Trends Data, accessed in 2025

To help students prepare for entrepreneurship, universities are now including entrepreneurship education in their programs. This is meant to help students build a good mindset, strong confidence, and real skills for starting a business (Al-Qadasi et al., 2024). When students have a positive attitude toward entrepreneurship education, they are more likely to want to start their own business (Jena, 2020; Munir et al., 2024). Also, if they believe in their own skills, they are more confident and more likely to continue the business they start (Tesvati & Tiatri, 2022).

Researchers also explain that a positive attitude toward entrepreneurship education doesn't just help at the beginning, it also helps students stay active in business for the long term (Amofah and Saladrignes, 2022; Donald et al., 2024). When learning methods involve real activities like practice, mentorship, and teamwork, students feel more capable and ready (Idowu, 2023; Zhai, 2023).

Still, the support from the environment around the students also matters a lot. Things like access to capital, having mentors, incubator programs, and helpful university policies can influence whether a student keeps running their business (Dubey & Sahu, 2022; Tetteh et al., 2024). When the environment provides

adequate support for entrepreneurship, students are more inclined to continue their business journey (Sánchez et al., 2022).

Furthermore, research suggests that attitude toward entrepreneurship education does not only influence initial entrepreneurial interest but also has implications for long-term entrepreneurial engagement (Donald et al., 2024). Students who develop a strong positive perception of entrepreneurship education are more resilient and persistent in pursuing entrepreneurial activities beyond graduation (Amofah and Saladrigues, 2022). This long-term perspective underscores the importance of practical, hands-on learning methods that reinforce positive attitudes and real-world readiness (Zhai, 2023). Such experiential learning, including business simulations, case studies, and startup mentoring, helps students develop both competence and confidence (Idowu, 2023), thereby supporting continued entrepreneurial engagement.

However, individual attitude alone is not sufficient to ensure engaged with entrepreneurial activity. Environmental factors also play a critical role in shaping whether entrepreneurial intentions are realized and maintained (Tetteh et al., 2024). These environmental factors encompass access to capital, mentorship, incubator programs, regulatory policies, and cultural norms that either support or hinder entrepreneurial efforts (Dubey & Sahu, 2022). A favorable environment significantly increases the likelihood that students will pursue and sustain their entrepreneurial ventures (Sánchez et al., 2022). In environments that lack support structures, students may find it difficult to transition from intention to action, regardless of their education or attitudes.

In addition to acting as a direct predictor, environmental support may also serve as a moderator in the relationship between entrepreneurship education and entrepreneurial engagement (Liu & Yao-Ping Peng, 2025). For example, students who receive strong institutional support and have access to entrepreneurial resources are more likely to continue their entrepreneurial journey, especially when this support aligns with their personal goals and educational experiences (Chahal et al., 2024)

The concept of continuance of entrepreneurship engagement, defined as a cognitive representation of the intended and volitional action of an entrepreneur to attach oneself to one's venture overtime (Datta et al., 2020). Drawing on these perspectives, this study defines CEE as the sustained intention and behavioral commitment of entrepreneurs to remain actively engaged in their ventures over time, grounding its theoretical foundation in the constructs of continuance intention (Datta et al., 2020), persistence (Davidsson, 2012), and resilience (Ayala & Manzano, 2014; Zhao & Wibowo, 2021).

To explain the interaction between these factors, this study adopts the Entrepreneurial Continuance Logic (ECL) developed by Datta, Peck, Koparan, and Nieuwenhuizen in 2018 as its main theoretical foundation. ECL explains why entrepreneurs remain engaged in entrepreneurship over time. The theory emphasizes three main elements, which are Entrepreneurial Climate, Entrepreneurial Commitment, and Entrepreneurial Responsiveness.

The entrepreneurial climate reflects external support and environmental conditions, while entrepreneurial commitment represents the internal attachment and motivation to continue entrepreneurship. Entrepreneurial responsiveness describes the ability to adapt to environmental changes. In this study, Attitude Toward Entrepreneurship Education represents Entrepreneurial Commitment, and Environmental Factors represent Entrepreneurial Climate. Both are expected to influence students' Continuance of Entrepreneurship Engagement as the behavioral outcome of this interaction (Datta et al., 2020).

Recognizing the significance of entrepreneurship education, the University of Lampung (Unila) has collaborated with the Wadhvani Foundation to launch a structured entrepreneurship training program. According to the official Unila website in 2024, this collaboration is part of an initiative to develop skilled youth and reduce unemployment through hands-on entrepreneurial learning. The Wadhvani Foundation's Ignite Program is a 14-week experiential learning initiative designed to guide students from ideation to execution. The program emphasizes practical business skills, mentorship, and AI-driven learning tools to help participants build viable business models. It concludes in a Market Day, where

students present and test their business concepts in a real-world setting. Unila's most recent Market Days took place from May 15 to June 6, 2024, and provided students with the opportunity to put their entrepreneurial skills to use. Specifically, it is important to investigate whether the businesses initiated during the program are still active and whether students are still engaged in these entrepreneurial activities months after the program's completion. This aspect is essential in understanding the real impact of entrepreneurship education when implemented through structured institutional programs like Wadhvani. Such investigation also helps determine whether a positive attitude fostered by entrepreneurship education, coupled with environmental support from the university and ecosystem, can lead to sustainable entrepreneurial engagement.

Combining both internal and external factors provides a more holistic understanding of entrepreneurial sustainability. Attitude toward entrepreneurship education builds the internal psychological readiness, fostering intention, resilience, and self-efficacy, while environmental factors enable the translation of intention into practice through resources and institutional support. When these two components are aligned, the likelihood of long-term entrepreneurial engagement is maximized (Donald et al., 2024; Liu & Yao-Ping Peng, 2025).

Universitas Lampung has integrated entrepreneurship education into higher education to combat youth unemployment. The Wadhvani Foundation's program was adopted in 2024, enhancing students' entrepreneurial skills. Table 1 showed full participation in both courses and the program. However, only 31.7% of 63.4% who started businesses are still active, indicating a gap between entrepreneurial intention and sustained practice. This may be due to external barriers.

**Table 1. Preliminary Survey Results**

<b>Have you ever taken an Entrepreneurship course?</b>		
Responses	Frequencies	Percentages
Yes	41	100%
No	0	0
<b>Did you participate in the Wadhvani 2024 program?</b>		
Responses	Frequencies	Percentages
Yes	41	100%
No	0	0
<b>The Entrepreneurship course was beneficial in building your business</b>		
Responses	Frequencies	Percentages
Strongly Disagree	1	2.4%
Disagree	0	0
Neutral	4	9.8%
Agree	21	51.2%
Strongly Agree	15	36.6%
<b>The Wadhvani program helped you start or sustain your business</b>		
Responses	Frequencies	Percentages
Strongly Disagree	1	2.4%
Disagree	1	2.4%
Neutral	11	26.8%
Agree	18	43.9%
Strongly Agree	10	24.4%
<b>Do you have a business?</b>		
Responses	Frequencies	Percentages
Yes	26	63.4%
No	15	36.6%
<b>Is your business still running until now?</b>		
Responses	Frequencies	Percentages
Yes	13	31.7%
No	28	68.3%

## 1.2 Problem Statement

Entrepreneurship education has become a strategic initiative in many higher education institutions to foster entrepreneurial mindsets and reduce youth unemployment. Universitas Lampung responded to this movement by implementing the Wadhvani Foundation's entrepreneurship program in 2024, aiming to develop students' entrepreneurial competencies and encourage the creation of student-run businesses. Globally, researchers argue that a positive attitude toward entrepreneurship education not only stimulates initial entrepreneurial interest but also supports long-term entrepreneurial engagement (Amofah and Saladrignes, 2022; Donald et al., 2024). Students who perceive entrepreneurship education positively tend to be more resilient and committed to continuing their ventures beyond graduation. This effect is particularly amplified when education is delivered through experiential learning approaches such as mentoring, case studies, business simulations, and teamwork (Idowu, 2023; Zhai, 2023), which enhance students' confidence and readiness to engage in real-world entrepreneurial activities.

However, literature also reveals that individual attitude alone is not sufficient to sustain entrepreneurial engagement. Environmental factors, including access to funding, institutional support, incubator programs, mentorship, and favorable regulatory conditions, play a vital role in transforming entrepreneurial intention into sustained behavior (Dubey & Sahu, 2022; Tetteh et al., 2024). Sánchez et al. (2022) emphasize that students are more likely to maintain their business efforts when the environment around them supports entrepreneurship.

This aligns with the Entrepreneurial Continuance Logic (ECL), which explains that continuance of entrepreneurial engagement is determined by the interaction of three elements: entrepreneurial climate (external environment), entrepreneurial responsiveness (the ability to sense and adapt), and entrepreneurial commitment (internal attachment and motivation) (Datta et al., 2020). Thus, without a supportive entrepreneurial climate and institutional mechanisms that enable responsiveness, even students with strong attitudes toward entrepreneurship education and high levels of training may struggle to continue their business activities after the program ends.

In the context of Universitas Lampung, preliminary findings from a pre-survey involving 41 students from the Faculty of Economics and Business who participated in the Wadhvani 2024 program indicated full participation in both the entrepreneurship course and the program itself. Most respondents expressed positive attitudes toward the program and course, acknowledging their benefits. However, a notable gap was identified: although 63.4% of the students had started a business, only 31.7% reported that their businesses were still running. This decline suggests that while initial entrepreneurial engagement may be high, maintaining business activity over time remains a challenge. Furthermore, many students reported only moderate to neutral access to critical environmental supports, such as funding, institutional infrastructure, and business networks, factors that may have hindered their entrepreneurial continuity despite their positive educational experiences.

These inconsistencies highlight a critical issue: If students are highly satisfied with entrepreneurship education and institutional programs, why do many of them struggle to sustain their business ventures? This question raises the need to investigate the interplay between students' attitudes toward entrepreneurship education and the environmental factors that influence their ability to continue entrepreneurial activities. Therefore, this study seeks to examine whether and how these two factors, which are attitude and environment, affect the continuance of entrepreneurship engagement among former participants of the Wadhvani 2024 program at Universitas Lampung.

This study is therefore guided by the following research questions:

1. What is the effect of the attitude toward entrepreneurship education (X1) on the continuance of entrepreneurship engagement (Y) among Wadhvani program participants at Universitas Lampung?
2. What is the effect of environmental factors (X2) on the continuance of entrepreneurship engagement (Y) among Wadhvani program participants at Universitas Lampung?

### **1.3 Research Objectives**

Based on the background and problem statement above, this study is conducted with the following objectives:

1. To examine the effect of attitude toward entrepreneurship education (X1) on the continuance of entrepreneurship engagement (Y) among students who participated in the Wadhvani program at Universitas Lampung.
2. To examine the effect of environmental factors (X2) on the continuance of entrepreneurship engagement (Y) among students who participated in the Wadhvani program at Universitas Lampung.

### **1.4 Research Significance**

The findings of this research are expected to provide significant contributions in the following ways:

1. Theoretical Contribution

This study is expected to enrich the literature in the field of entrepreneurship education by providing empirical evidence on how attitude and environmental factors influence the sustainability of student-run businesses. It also contributes to the application of the Entrepreneurial Continuance Logic theory framework in the context of entrepreneurial continuity and education.

2. Practical Contribution for Wadhvani Foundation

The results can provide insights for universities and entrepreneurship program managers, particularly at Wadhvani Foundation, regarding the effectiveness of entrepreneurship education initiatives. By understanding the factors that influence the continuity of student businesses, Wadhvani Foundation can enhance their support systems and educational methods to foster long-term entrepreneurial engagement.

3. Policy Contribution for University of Lampung

The research findings can help the University of Lampung improve its entrepreneurship programs by identifying key factors that influence students to continue their businesses. The results can guide the university in strengthening mentorship, funding access, and entrepreneurship curriculum to better support student entrepreneurs.

## II. LITERATURE REVIEW

### 2.1 Entrepreneurship

Entrepreneurship involves the process of developing something innovative and valuable by investing effort and time while considering social, physical, and financial risks. In return, entrepreneurs gain rewards, which may include financial benefits, personal fulfilment, and independence (Wijatno, 2009). This definition highlights four fundamental aspects of entrepreneurship:

1. Entrepreneurship involves the act of creation, which refers to developing something new. This creation must provide value, not only for the entrepreneur but also for others.
2. Entrepreneurship requires both time and effort. Only those who experience the entrepreneurial process truly appreciate the time and effort invested in creating something new.
3. Entrepreneurship involves certain risks, which can arise in financial, psychological, and social aspects.
4. Entrepreneurship offers rewards, with independence being the most significant, followed by personal satisfaction.

Entrepreneurship is a process-driven activity. It typically involves key elements such as opportunity, proactive individuals, an organizational framework, risk, innovation, and resources (Lambing and Kuehl, 2007). The outcomes of this process may include the creation of a new venture or enterprise, value generation, new products and processes, financial profit or personal benefits, and business growth.

## **2.2 Entrepreneurial Continuance Logic**

Entrepreneurial Continuance Logic (ECL) is a theoretical framework that explains how and why individuals choose to continue entrepreneurial activities after the initial phase of learning or business experience. The decision to continue entrepreneurial activities is not only influenced by initial intentions, but also by a continuous evaluation process involving cognitive, motivational, and environmental factors that interact with each other in determining the sustainability of actions (Datta et al., 2020).

ECL emphasizes that continuance is the result of a series of internal assessments of the extent to which entrepreneurial activities are considered feasible and desirable in the long term. Individuals tend to maintain their entrepreneurial involvement when they feel they have sufficient capacity, knowledge, and self-confidence to face business challenges. These internal factors shape cognitive evaluations that then influence the motivation to persevere in entrepreneurial activities.

In addition to internal factors, ECL emphasizes the importance of external conditions or environmental enabling conditions. A supportive environment, including access to resources, social networks, institutional support, funding, and professional guidance, acts as a catalyst and facilitator that enables individuals to maintain their businesses. When the environment is not supportive, even positive intentions or attitudes are not strong enough to encourage the sustainability of entrepreneurial activities.

Within the ECL framework, the sustainability process is influenced by three main components:

- 1.) Entrepreneurial Responsiveness  
Includes perceptions of self-efficacy and the suitability of entrepreneurial activities to personal goals.
- 2.) Entrepreneurial Commitment  
It includes desire, commitment, and values related to long-term goals.
- 3.) Entrepreneurial Climate

It creates operational conditions that enable sustainability to occur. These three components work simultaneously in determining whether an individual will continue or discontinue their business.

In the context of this study, ECL theory is highly relevant to explain the relationship between Attitude Toward Entrepreneurship Education (ATEE), Environmental Factors (EF), and Continuance of Entrepreneurship Engagement (CEE). Students' positive attitudes toward entrepreneurship education form the basis of internal cognitive evaluation through increased knowledge, skills, and perceptions of self-efficacy. However, as explained by ECL, attitude or knowledge alone is not sufficient to ensure the continuity of entrepreneurship engagement. External factors such as campus support, access to information, facilities, and business opportunities play an important role as enablers that facilitate the continuity of these activities.

Thus, ECL theory provides a strong conceptual foundation for understanding how students decide to continue entrepreneurial activities after participating in entrepreneurship education. This framework helps explain why, in many cases, entrepreneurship education increases interest but does not always lead to business sustainability without the support of an adequate environment. This theory also emphasizes that entrepreneurial sustainability is a dynamic process determined by the synergy between complementary internal and external factors.

### **2.3 Attitude Towards Entrepreneurship Education**

Entrepreneurship education is a structured and formal process for delivering entrepreneurial knowledge (Lambing and Kuehl, 2007). Such knowledge includes the concepts, skills, and mindset essential for effectively operating and managing a business (Anderson and Jack, 2008). Recognized for its role in stimulating entrepreneurial activities, entrepreneurship education has drawn increasing attention toward understanding how it motivates university graduates to pursue entrepreneurial careers (Al-Qadasi et al., 2024).

Attitudes refer to habitual patterns of responding to various situations and are generally understood as opinions reflecting an individual's overall disposition

toward an object, idea, or institution. These attitudes may be positive, negative, or neutral, and can also be dormant or broadly generalized (Jena, 2020). In the context of entrepreneurship, attitude is defined as the degree to which entrepreneurial behavior and its outcomes are perceived as valuable, beneficial, and favorable (Ajzen, 2002). A student's attitude toward entrepreneurship education, whether positive or negative, can significantly influence entrepreneurial intentions. Students with a positive attitude toward entrepreneurship education tend to exhibit stronger entrepreneurial intentions upon completing their studies (Rudhumbu et al., 2016). Similarly, other researcher observed that more positive attitudes toward entrepreneurship education are associated with higher entrepreneurial intentions (Jena, 2020).

### **2.3.1 Dimension of Attitude Towards Entrepreneurship Education**

Attitude as the degree to which an individual evaluates a particular behavior positively or negatively (Ajzen, 1991). Within the scope of this research, it reflects how students think and feel about entrepreneurship. Behavioral attitudes can be categorized into two dimensions: affective and instrumental.

#### **1. Affective attitude**

Affective attitude refers to concerns whether an individual perceives the behavior as enjoyable or unpleasant.

#### **2. Instrumental attitude**

Instrumental attitude relates to whether the behavior is considered beneficial or detrimental.

Attitude toward the behavior, in this case entrepreneurship, plays a crucial role in shaping the perception of desirability, which in turn influences entrepreneurial intention (Amofah & Saladrignes, 2022).

### **2.4 Environmental factors**

Entrepreneurial environment as the immediate surrounding factors that encompass various events and conditions influencing entrepreneurs. An individual's inclination to pursue entrepreneurship as a career is often shaped by these environmental

conditions (Dubey and Sahu, 2022). Rather than developing the construct independently, the researcher adapted it from prior research. They reference Lüthje and Franke (2003), who viewed environmental factors as contextual “gap fillers” between personality traits and entrepreneurial intention, and Newman et al. (2019), who examined environmental influences as antecedents to entrepreneurial outcomes. Additionally, they draw on Toutain et al. (2017), who highlighted the environment’s role in entrepreneurial learning.

With growing recognition of its influence, the role of the environment in shaping entrepreneurial careers has gained substantial attention. Environmental factors have been shown to significantly impact students’ entrepreneurial intentions. However, it reported that the university environment alone does not exert a significant effect on intention (Sesen, 2013). This indicates that current understanding of the direct influence of environmental factors, particularly economic resources and the institutional environment, on the continuance of entrepreneurship engagement remains limited.

#### **2.4.1 Dimension of Environmental Factors**

Dubey and Sahu (2022) operationalised Environmental Factors as a two-dimensional construct, namely:

##### **1. Institutional Environment**

Defined as rules, regulations, customs and numerous norms that existed in the institution or organisation imposing to shape the recipient behaviours. This dimension reflects formal and informal supports within the ecosystem. The items were adapted from Schwarz et al. (2009).

##### **2. Economic Resources**

Defined as factors that help produce goods or services (i.e., access to finance, investor links, supportive working environments). The economic items are modified from Kickul & D’Intino (2005).

#### **2.4.2 Components of Attitude Entrepreneurship Education (ATEE)**

A study identified three components of ATEE, namely behavioral, cognitive, and affective components, as described below (Jena. 2020).

1. Behavioural component (BC)

It includes behavioural inclinations, responses, intentions, actions, and reactions toward entrepreneurship education, reflecting students' goals and aspirations, such as a greater interest in attending classes among those aiming for an entrepreneurial career.

2. Cognitive component (CC)

The cognitive component involves students' beliefs, perceptions, knowledge, and thoughts about entrepreneurship education. It includes beliefs about the attitude object's ability to achieve or prevent desired outcomes, while these beliefs also reflect one's knowledge (Ajzen, 2005; Duell and Schommer-Aikins, 2001) highlight that these beliefs reflect one's knowledge. Beliefs are categorized into behavioral (attitudes), normative (social pressure), and control beliefs (perceived ease or difficulty), which help students develop favorable attitudes toward entrepreneurship education over time Ajzen (2002).

3. Affective component (AC)

This relates to evaluating emotions and feelings toward entrepreneurship education. Affective responses can include admiration (e.g., liking the course) or disdain (e.g., disliking it). Students who feel positive about entrepreneurship education have a positive ATEE, while those who find it unattractive have a negative attitude.

## **2.5 Continuance of Entrepreneurship Engagement**

### **2.5.1 Definition of Continuance of Entrepreneurship Engagement**

Continuance of Entrepreneurship Engagement (CEE) has not been explicitly established as a distinct construct in previous studies. As such, this research adopts and integrates definitions from closely related concepts. In the development of the Entrepreneurial Continuance Logic concept, continuance intention is defined as "a cognitive representation of the intended and volitional action of an entrepreneur to attach oneself to one's venture over time," emphasizing the mental commitment to remain engaged Datta et al. (2020). Persistence is differentiated from engagement and success, described as continuous behavioral involvement over time (Davidsson, 2012). Entrepreneurial resilience is conceptualized as the capacity to recover from

setbacks and sustain entrepreneurial activity, with self-efficacy and an internal locus of control as its core attributes (Zhao and Wibowo, 2021). Resilience is similarly described as a combination of resourcefulness, hardiness, and optimism, qualities that promote long-term entrepreneurial involvement (Ayala and Manzano, 2014).

Drawing on these perspectives, this study defines CEE as the sustained intention and behavioral commitment of entrepreneurs to remain actively engaged in their ventures over time, grounding its theoretical foundation in the constructs of continuance intention (Datta et al., 2020), persistence (Davidsson, 2012), and resilience (Ayala & Manzano, 2014; Zhao & Wibowo, 2021).

## 2.6 Previous Research

This undergraduate thesis proposal is closely linked to findings from previous studies, which serve as comparative references and foundational material. Additionally, sources such as books, dissertations, and international journals are consulted to gather relevant theoretical insights connected to the research topic, providing a solid scientific basis. The table 2 presents several related journal studies that underpin the research conducted.

**Table 2. Previous Research**

No	Author	Variables	Sample	Method	Results
1.	Zhao H and Wibowo A (2021)	Entrepreneurial Self-efficacy, Internal Locus of Control, Perceived Learning from Failure, Recovery Capabilities, Continuance of Entrepreneurship Engagement, New Opportunity Recognition	146 valid responses from former entrepreneur	Quantitative and applied Partial Least Square.	Self-efficacy and internal locus of control boost learning from failure, recovery, and willingness to continue, but recovery alone does not strengthen self-efficacy or opportunity recognition.
2.	Alshebami, A.S (2024)	Entrepreneur's Network Ties, Recovering Capability, Entrepreneurial Competency, Business Continuity Intention.	280 responses were collected from MSMEs in Sanaa, Yemen.	Quantitative and utilized partial least squares–structural equation modelling.	ENT and RC positively and significantly influence EC, EC positively and significantly influences BCI, and EC partially mediates the

No	Author	Variables	Sample	Method	Results
					relationship between ENT, RC, and BCI.
3	Al-Qadasi et al. (2024)	Attitude Toward Entrepreneurship Education (BC, CC, AC), Attitude Toward Entrepreneurship, Entrepreneurial Self-efficacy, Entrepreneurial Intention.	472 FCE students and graduates at Sana'a University.	Quantitative and utilized (PLS-SEM).	52% of the variance in EI, with ATEE having direct and indirect effects. EI was influenced more by ATE than ESE, underscoring the key role of students' attitudes.
4	Munir et al. (2024)	Attention Toward Entrepreneurship Education, Social Norms, Entrepreneurial Self-efficacy, Entrepreneurial Intention.	428 Gen Z university students from four cities in Punjab, Pakistan.	Quantitative and utilized using SPSS v25 and AMOS v22	ATEE components significantly influence entrepreneurial intentions through ESE, with social norms strengthening this link.
5	Jena (2020)	Attitude Toward to Entrepreneurship Education, Entrepreneurial Environment, Entrepreneurial Intention.	509 respondents were business management students from colleges and universities in central India.	Quantitative utilized 'R Programing Language'	Attitudes toward entrepreneurship education positively affect entrepreneurial intention, influenced by family background but not by gender.
6	Donald et al. (2024)	Attitude Toward Entrepreneurship Education, Entrepreneurial Intention.	234 university students from 2 universities in Moshi, Tanzania.	Quantitative and utilized Ordinal Logistic Regression analysis	Students had positive attitudes toward entrepreneurship education, with the affective component significantly predicting entrepreneurial intention, unlike the behavioral and cognitive components.
7	Amofah and Saladrigues (2022)	Attitude Towards Entrepreneurship Education, Parental Self-employed, Attitude Toward Entrepreneurship,	360 Spanish university students	Quantitative and utilized PLS-SEM	The TPB model for entrepreneurial intention, with PSE affecting perceived

No	Author	Variables	Sample	Method	Results
		Social Norms, Perceived Behavioral Control, Entrepreneurial Intention.			behavioral control more in males.
8	Dubey and Sahu (2022)	Social Factor, Environmental Factor, Demographic Factor, Entrepreneurial Intention	1,000 third- and fourth-year engineering students from technical colleges in Chhattisgarh	Quantitative and survey	The results revealed that demographic, social and environmental factors greatly influenced engineering undergraduates' entrepreneurial intention. Age and occupation do not predict their self-employment intention.
9	Slomski (2024)	(X) Education, Business Environment, and Public Policies (M) Personal Attitude, Subjective Norms, and Perceived Behavioral Control (Y) Entrepreneurial Intention	Data were collected via questionnaires from 229 first-year students in Accounting, Economics, and Administration .	Quantitative and utilized (PLS-SEM)	Education and supportive business environments directly boost entrepreneurial intentions, while policies and social pressures have little effect.

## 2.7 Hypotheses Development

A hypothesis is a provisional answer to a research problem, formulated based on theory and prior studies (Sugiyono, 2019). Referring to the framework described above, the hypotheses for this research are as follows.

### 2.7.1 Attitude Toward Entrepreneurship Education on Continuance of Entrepreneurship Engagement

Attitude toward entrepreneurship education (ATEE) reflects the extent to which students perceive entrepreneurial learning as valuable, relevant, and motivating. A positive attitude nurtures not only the acquisition of entrepreneurial knowledge but also resilience and persistence in sustaining entrepreneurial activities (Amofah and Saladrignes, 2022; Jena, 2020). Attitudes have been shown to possess strong explanatory power for entrepreneurial intention, with each component, affective,

behavioral, and cognitive, exerting a significant influence on entrepreneurial motivation (Jena, 2020).

While prior studies frequently relied on behavioral models such as the Theory of Planned Behavior by Ajzen in 1991 to explain the role of attitude, this study applies the Entrepreneurial Continuance Logic (ECL) by Datta, Peck, Koparan, and Nieuwenhuizen to explain how positive attitudes toward entrepreneurship education contribute to the Continuance of Entrepreneurship Engagement (CEE). According to ECL, entrepreneurial continuance results from the interaction between entrepreneurial commitment, entrepreneurial climate, and entrepreneurial responsiveness. In this framework, attitude represents part of the individual's entrepreneurial commitment, which motivates sustained participation in entrepreneurship (Datta et al., 2020).

Students who hold strong positive attitudes toward entrepreneurship education are more likely to remain engaged in entrepreneurial activities because they internalize the knowledge, motivation, and confidence gained from their learning experiences. These attitudes strengthen their psychological commitment to entrepreneurship and enhance their responsiveness to challenges and opportunities, leading to higher levels of Continuance of Entrepreneurship Engagement (CEE). Therefore:

H1: Attitude toward entrepreneurship education has an impact on the continuance of entrepreneurship engagement.

### **2.7.2 Environmental Factors on Continuance of Entrepreneurship Engagement**

Environmental factors, including institutional support and economic resources, provide the necessary infrastructure, networks, and financial accessibility to sustain entrepreneurial activity (Dubey & Sahu, 2022; Sánchez et al., 2022). These factors serve as crucial external enablers that help entrepreneurs transform their intentions into long-term engagement. Specifically, access to funding, incubator programs, mentorship opportunities, and favorable regulatory frameworks have been shown to facilitate the transition from entrepreneurial intention to sustained entrepreneurial practice (Dubey & Sahu, 2022; Tetteh et al., 2024). Students are more likely to

maintain their business ventures when their environment provides tangible and consistent support for entrepreneurship (Sánchez et al., 2022).

This study applies the Entrepreneurial Continuance Logic (ECL) to explain how Environmental Factors influence the Continuance of Entrepreneurship Engagement (CEE). ECL emphasizes that entrepreneurial continuance results from the dynamic interaction between entrepreneurial climate, commitment, and responsiveness. Within this framework, environmental factors represent the entrepreneurial climate, which provides the external support and conditions necessary to maintain entrepreneurial engagement. A favorable entrepreneurial climate strengthens individual commitment and responsiveness, enabling entrepreneurs to adapt to challenges and sustain their ventures over time (Datta et al., 2020).

The concept of continuance of entrepreneurship engagement (CEE), defined as a cognitive representation of the intended and volitional action of an entrepreneur to attach oneself to one's venture over time (Datta, 2020). Drawing on these perspectives, this study defines CEE as the sustained intention and behavioral commitment of entrepreneurs to remain actively engaged in their ventures over time, grounding its theoretical foundation in the constructs of continuance intention, persistence, and resilience.

Taken together, these findings suggest that environmental factors function as a critical bridge between entrepreneurial intention and long-term entrepreneurial engagement. A supportive ecosystem not only eases the start-up process but also enhances persistence and resilience, enabling entrepreneurs to continue their ventures over time. Therefore:

H2: Environmental factors have an impact on the continuance of entrepreneurship engagement.

## **2.8 Theoretical framework**

This study adopts the Entrepreneurial Continuance Logic (ECL) developed by Datta, Peck, Koparan, and Nieuwenhuizen as the main theoretical foundation. ECL explains why individuals continue to engage in entrepreneurship over time,

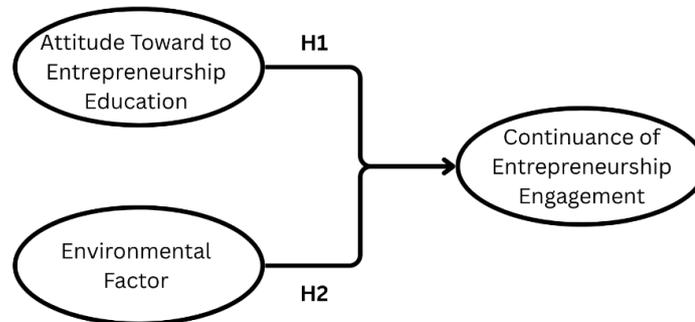
emphasizing that entrepreneurial persistence results from the dynamic interaction between internal commitment, external environmental support, and the ability to adapt to changing circumstances (Datta et al., 2020).

According to ECL, three key components determine entrepreneurial continuance, which are entrepreneurial commitment, entrepreneurial climate, and entrepreneurial responsiveness. Entrepreneurial commitment reflects the individual's psychological attachment and motivation to remain engaged in entrepreneurship. Entrepreneurial climate represents the external environment, such as institutional support, resources, and opportunities, that either encourages or constrains entrepreneurial activity. Entrepreneurial responsiveness refers to the entrepreneur's capacity to adapt to new challenges and seize opportunities as they arise. Together, these components create a reinforcing process that sustains long-term entrepreneurial engagement (Datta et al., 2018).

In the context of this research, Attitude Toward Entrepreneurship Education (ATEE) corresponds to entrepreneurial commitment, as it reflects the internal motivation and belief system that influence students' persistence in entrepreneurship. Environmental Factors (EF) represent the entrepreneurial climate, encompassing institutional, social, and economic supports that shape students' ability to maintain their ventures. When both internal commitment (ATEE) and external climate (EF) interact positively, students are more likely to continue their entrepreneurial engagement after completing entrepreneurship education programs.

Figure 4 shows that Attitude Toward Entrepreneurship Education reflects students' positive or negative evaluation of entrepreneurial learning, influencing their willingness to sustain business activities (Amofah & Saladrighes, 2022; Jena, 2020). Environmental Factors refer to institutional and economic conditions that enable entrepreneurial persistence (Dubey & Sahu, 2022; Sánchez et al., 2022). The

framework proposes that a positive attitude, supported by a conducive environment, increases the Continuance of Entrepreneurship Engagement (CEE).



**Figure 4. Research Model**

Source: arranged by Author

### **III. RESEARCH METHODS**

#### **3.1 Research Design**

Sekaran and Bougie (2016) define research design as a structured plan or framework that guides the collection, measurement, and analysis of data. It shows how the study will be carried out to answer the research questions in a reliable and valid way. This study uses a quantitative research design because it focuses on testing hypotheses and examining the relationships between variables using numerical data. A quantitative design is suitable for this research since the goal is to find out how (X1) Attitude Towards Entrepreneurship Education and (X2) Environmental Factors affect the (Y) Continuance of Entrepreneurship Engagement among students who joined the Wadhwani program.

According to Sugiyono (2019), a descriptive research approach focuses on formulating problems related to the existence of independent variables, whether involving one or more variables that stand on their own. In this type of research, the variables are not compared across different samples, nor are their relationships with other variables examined. Such an approach is commonly referred to as descriptive research. This study applies a quantitative method with a descriptive research approach, aiming to describe and explain events or phenomena using numerical data. It also seeks to examine and demonstrate the extent to which Attitude Toward Entrepreneurship Education and Environmental Factors influence Continuance of Entrepreneurship Engagement.

## **3.2 Population and Sample**

### **3.2.1 Population**

Population refers to the entire set of data or subjects in a study. Population represents a broad group of individuals, events, or phenomena that researchers aim to investigate (Sekaran and Bougie, 2016). Similarly, other researcher defines population as including all units or individuals within the specified scope of the research (Martono, 2014).

The population of this study consists of active students from the University of Lampung which partner up with Wadhvani Foundation. Students who have participated in the Wadhvani Ignite Program are considered ideal respondents for this research, as they have been exposed to entrepreneurship education and training.

The population is divided into two strata according to faculty, which were Faculty of Economics and Business (FEB) with 690 students, and Faculty of Social and Political Sciences (FISIP) with 630 students. The total population is 1.320 students who participated in Wadhvani Ignite 8 Program in 2024.

### **3.2.2 Sample**

A sample is a smaller group taken from a population that is expected to represent the characteristics of the entire population (Sekaran & Bougie, 2016). Sampling techniques play an important role in research because they help determine which individuals from the population will be selected to form the sample.

This research employs convenience sampling, specifically proportionate stratified random sampling with proportional allocation to ensure representation from each faculty. and purposive sampling. Convenience sampling refers to the collection of information from members of the population who are conveniently available to provide it. Proportionate stratified random sampling, on the other hand, is applied when the population consists of heterogeneous members that are divided into strata, with samples taken proportionally from each stratum (Sekaran and Bougie, 2016).

The following criteria of purposive sampling in this research:

1. Students of University of Lampung who partner up with Wadhvani Foundation
2. Students who owned or ever had owned business
3. Students who participated in Wadhvani Ignite 8 Program
4. Students who enrolled in entrepreneurship course

The sample will be determined using Slovin's formula, a straightforward approach for calculating an appropriate sample size when the total population is known. This method ensures that the selected sample is sufficiently representative while avoiding unnecessary use of resources. This study employs Slovin's formula with the 10% margin of error.

$$n = \frac{N}{1 + N(e)^2} = \frac{1.320}{1 + 1.320(0.10)^2} = 92,96$$

Where:

n = Sample

N = Population = 1.320

e = Margin of error = 0.10

The result of 92,86, rounded up to 100 respondents. The margin of error (e) for this study was set at 10%. According to (Kosar et al., 2018), a 5% margin of error is commonly accepted in many fields of research. However, when sample data are limited, researchers may allow a wider margin to preserve feasibility without compromising representativeness. Following this reasoning, (Puisa et al., 2023) increased the margin of error to 10% in their empirical study due to restricted data availability. Similarly, this study adopts a 10% margin of error to maintain a practical yet statistically acceptable sample size given the finite population and data-collection constraints.

The total sample that has been determined is then distributed according to the number of students in each population using proportional allocation. Proportional allocation is applied to ensure that the sample is obtained in proportion to the

population size of each department (R. Arnab, 2017). The formula for proportional allocation is as follows:

$$n_i = \frac{N_i}{N} n =$$

Whereas:

$N_i$  = Number of individuals in each group of population

$N$  = Total number of individuals in the overall population

$n$  = Total sample size

The total population  $N = 1.320$ , with strata  $N_{FEB} = 690$ ,  $N_{FISIP} = 630$ , and total sample  $n$  (calculated with Slovin's Formula earlier) is 93.

$$N_{FEB} = \frac{690}{1.320} 93 = 48,61 \rightarrow 49$$

$$N_{FISIP} = \frac{630}{1.320} 93 = 44,39 \rightarrow 44$$

Based on the Slovin's formula with a 10% margin of error, the total sample size required for this study is 10 respondents. Using proportional allocation across the two strata ensures that each faculty is represented according to its share in the total population. As a result, the sample is divided into 49 students from the Faculty of Economics and Business (FEB) and 44 students from the Faculty of Social and Political Sciences (FISIP). Therefore, the sample from both faculties was rounded up to 50 students each.

### 3.3 Source of Data

Primary data refers to information obtained directly from the original source within the research subject. Sekaran and Bougie (2016) define primary data as data collected firsthand by researchers concerning variables for a specific research purpose and secondary data that are already available (in the company, industry, archives, etc.). In this study, the primary data are gathered through questionnaires measuring Attitude Toward Entrepreneurship, Environmental Factors, and

Continuance of Entrepreneurship Engagement, distributed to respondents across seven universities partnered with the Wadhvani Foundation, and secondary data from existed journals, books, reports, and documents for theoretical support.

### **3.4 Data Collection Method**

The data collection in this study was carried out through the use of a questionnaire administered to a selected sample of participants. As a research instrument, the questionnaire is designed to gather comprehensive information (Ismail & AlBahri, 2019). This is achieved by presenting participants with a series of systematically structured written questions aimed at assessing their responses to the different research variables (Muchlis et al., 2019).

This method was chosen because it is convenient and flexible for gathering data from seven universities located in different regions of Indonesia. The questionnaire will be carefully designed with relevant questions to examine the impact of Attitude Toward Entrepreneurship Education and Environmental Factors on the Continuance of Entrepreneurship Engagement in students' businesses. It will also be properly structured and organized to ensure the collection of accurate and useful data

To measure the data, this study applies the Likert scale. The Likert scale is a measurement tool commonly used to evaluate individual or group perceptions, attitudes, or opinions toward a particular event or social phenomenon (Bahrun et al., 2017). It is designed to determine the extent to which respondents agree or disagree with given statements. By doing so, the scale provides weight to the responses in the questionnaire, allowing the data to be quantified and analyzed more effectively. The scale used in this study is presented in Table 3.

**Table 3. Likert Scale**

Strongly Agree (SA)	Value weight 5
Agree (A)	Value weight 4
Neutral (N)	Value weight 3
Disagree (D)	Value weight 2
Strongly Disagree (SD)	Value weight 1

Source: Sekaran and Bougie (2016)

### 3.5 Research Variable

A variable is a fundamental element in any research, serving as the central focus of investigation. Andrade (2021) explains that variables can be understood as attributes or characteristics of a person or object that differ across individuals or entities.

#### 3.5.1 Independent Variable

An independent variable is defined as a factor that influences or causes changes in the dependent variable (Ridha, 2017). It is often referred to as the assumed causal variable (Liana, 2009). In this study, the independent variables are identified as follows:

##### 1. Attitude Toward Entrepreneurship Education (X1)

Attitude Toward Entrepreneurship Education (ATEE) captures the degree to which students view entrepreneurial learning as meaningful, relevant, and motivating. A positive attitude not only facilitates the acquisition of entrepreneurial knowledge but also strengthens resilience and persistence in maintaining entrepreneurial engagement (Amofah and Saladrignes, 2022; Jena, 2020). This study adopts the indicators proposed in the research of Amofah and Saladrignes (2022), which were originally developed by Kraaijenbrink et al. (2010) and later refined by Trivedi (2016).

##### 2. Environmental Factors (X2)

Environmental Factors refer to the surrounding conditions and events that influence entrepreneurs and shape their decision to pursue entrepreneurship

as a career (Dubey and Sahu, 2022). These factors play a significant role in shaping entrepreneurial careers and have been shown to strongly affect students' entrepreneurial intentions. This study employs the indicators presented by Dubey and Sahu (2022), which were originally adapted from Schwarz et al. (2009) and Kickul and D'Intino (2005).

### 3.5.2 Dependent Variable

The dependent variable is the outcome that is influenced or affected by the independent variable (Liana, 2009). It is also referred to as the presumed effect variable. In the context of this study, the dependent variable has been identified as follows:

#### 1. Continuance of Entrepreneurship Engagement

Continuance of Entrepreneurship Engagement (CEE) refers to the sustained intention and behavioral commitment of entrepreneurs to remain engaged in their ventures over time, drawing on the concepts of continuance intention (Datta et al., 2020), persistence (Davidsson, 2012), and resilience (Ayala & Manzano, 2014; Zhao & Wibowo, 2021). This study employs the indicators presented by Zhao and Wibowo (2021), which were originally adapted from Liñán and Chen (2009).

### 3.6 Operational Variable and Indicators

**Table 4. Operational Variable and Indicators**

Variable	Dimension	Indicators	Scale
Attitude Toward Entrepreneurship Education (X1)		<ol style="list-style-type: none"> <li>1. My university helps students to build required network for starting a business</li> <li>2. My university has well-functioning infrastructure to support the new start-up business</li> <li>3. My university arranges for mentoring and advisory services for would-be entrepreneurs</li> <li>4. My university uses its reputation to support students that start a new business</li> <li>5. My university provides creative atmosphere to develop ideas for new business start-ups</li> </ol>	Likert Scale 1-5 (7 Items)

Variable	Dimension	Indicators	Scale
		6. My university provides students with ideas to start a new business 7. My university provides students with the financial means needed to start a new business (Amofah and Saladrignes, 2022)	
Environmental Factors (X2)	Institutional Environment	1. In my institution, people are actively encouraged to pursue their own ideas 2. The courses provide students with the knowledge required to start a new company 3. There is a well-functioning support infrastructure in place to support the start-up of new firms 4. The creative atmosphere inspires us to develop ideas for new businesses 5. The education in an institution encourages me to develop creative ideas for being an entrepreneur (Dubey and Sahu, 2022)	Likert Scale 1-5  (5 Items)
	Economic Resources	1. I can develop and maintain favourable relationships with potential investors 2. I can develop a working environment that encourages people to try out something new 3. I can identify potential sources of funding for investment (Dubey and Sahu, 2022)	Likert Scale 1-5  (3 Items)
Continuancr of Entrepreneurship Engagement (Y)		1. I am ready to do anything to re-start/ continue my business 2. I will make every effort to re-start/ continue my business 3. I am determined to create/continue a firm in the future 4. I have very seriously thought of starting a firm 5. I have the firm intention to start a firm someday (Zhao and Wibowo, 2021)	Likert Scale 1-5  (5 Items)

Source: arranged by Author

### 3.7 Data Analysis Method

Data analysis is a systematic procedure used to organize and interpret research data in order to answer research questions and evaluate hypotheses. Sekaran and Bougie (2016) explain that this process involves structuring the collected data so that patterns can be identified, hypotheses can be tested, and conclusions can be formulated. In this study, data analysis will be carried out using a quantitative approach with the assistance of the Statistical Package for the Social Sciences (SPSS). The SPSS software provides a variety of statistical tools that enable the testing of questionnaire validity and reliability, the implementation of classical assumption tests, and hypothesis testing through multiple regression analysis, which is further supported by the t-test and the coefficient of determination ( $R^2$ ).

#### 3.7.1 Validity Test

Validity represents the degree to which the collected data accurately reflects the actual object under investigation. A questionnaire is regarded as valid when each item successfully measures what it is designed to measure (Sugiyono, 2019). In this study, the validity of the questionnaire is examined using the Pearson Product Moment correlation, assisted by SPSS software. The Pearson Product Moment formula is presented as follows:

$$r_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where:

$r_{xy}$  = coefficient of the product moment correlation

$n$  = total number of respondents

$X$  = score of each item or statement

$Y$  = overall total score

The criteria for decision-making are as follows:

- 1) If the calculated  $r$  value is greater than the  $r$  table value, the item is considered valid.

- 2) If the calculated r value is smaller than the r table value, the item is considered invalid.

In this study, the validity of each item is tested at a 95% significance level ( $\alpha = 0.05$ ).

### 3.7.2 Reliability Test

Reliability is defined as the degree to which a measurement instrument provides consistent results when administered repeatedly. Sugiyono (2017) states that reliability testing is conducted to determine whether a questionnaire consistently measures the same construct. An instrument that is reliable will generate stable and trustworthy outcomes, even when tested multiple times.

In this research, the reliability of the questionnaire is examined using the Cronbach's Alpha coefficient, assisted by SPSS software. The formula for Cronbach's Alpha is as follows:

$$a = \left( \frac{K}{K - 1} \right) \left( \frac{S_r^2 - \sum S_1^2}{S_x^2} \right)$$

Where:

$\alpha$  = Cronbach's Alpha coefficient

$K$  = number of items/questions

$\sum S_1^2$  = variance of each item

$S_x^2$  = total variance

The criteria for decision-making are as follows:

- 1) If  $\alpha > 0.70$ , the instrument is considered reliable.
- 2) If  $\alpha < 0.70$ , the instrument is considered not reliable.

A questionnaire is regarded as having acceptable reliability when its Cronbach's Alpha value exceeds 0.70. Values ranging from 0.70 to 0.80 reflect good reliability, while values above 0.80 indicate very strong reliability of the instrument.

### 3.7.3 Classical Assumption Test

According to Ghozali (2018), classical assumption tests are performed to ensure that the regression model applied in the study is unbiased and capable of producing accurate estimations. This procedure is essential because it verifies whether the regression model meets the fundamental assumptions of classical linear regression. In this study, the classical assumption tests include the normality test, the multicollinearity test, and the heteroscedasticity test. Each of these tests serves a specific function in confirming the appropriateness of the regression model for hypothesis testing, and their purposes are described as follows:

#### 1. Normality Test

The normality test is used to examine whether the residuals in the regression model are normally distributed. A proper regression model requires residuals that follow a normal distribution, as this condition ensures the validity of statistical significance tests such as the t-test and regression coefficients. In this study, the normality test is conducted using the Kolmogorov-Smirnov (K-S) test, as well as visual inspection through histograms and P-P Plots generated by SPSS.

The decision criteria are as follows:

- 1) If the significance value (Asymp. Sig)  $> 0.05$ , the residuals are normally distributed.
- 2) If the significance value (Asymp. Sig)  $< 0.05$ , the residuals are not normally distributed.

#### 2. Multicollinearity Test

The purpose of the multicollinearity test is to detect whether a high correlation exists among the independent variables. The presence of multicollinearity may result in biased regression coefficient estimates and hinder the ability to differentiate the effect of each independent variable. In this study, multicollinearity is examined using the Tolerance value and the Variance Inflation Factor (VIF) generated by SPSS.

The decision criteria are as follows:

- 1) If Tolerance > 0.10 and VIF < 10, multicollinearity does not occur.
- 2) If Tolerance < 0.10 and VIF > 10, multicollinearity is present.

### 3. Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether the residuals in the regression model have a constant variance across different values of the independent variables. A well-specified regression model should demonstrate homoscedasticity, meaning the variance of residuals remains constant. If heteroscedasticity is present, the efficiency of the model estimates may be reduced. In this study, the heteroscedasticity test is carried out using the Glejser test available in SPSS.

The decision criteria are as follows:

- 1) If the significance value (Sig) > 0.05, heteroscedasticity is not present.
- 2) If the significance value (Sig) < 0.05, heteroscedasticity is considered to occur.

#### 3.7.4 Multiple Regression Analysis

Multiple regression analysis is a statistical method employed to assess the relationship between a single dependent variable and two or more independent variables. This method is considered appropriate for the present study because it examines the effect of Attitude Toward Entrepreneurship Education ( $X_1$ ) and Environmental Factors ( $X_2$ ) on Continuance of Entrepreneurship Engagement ( $Y$ ). The multiple regression equation applied in this research is formulated as follows:

$$Y = a + b_1x_1 + b_2x_2 + e$$

Where:

$Y$  = Continuance of Entrepreneurship Engagement

$a$  = Constant

$b_1, b_2$  = Regression coefficients of the independent variables

$x_1$  = Attitude Toward Entrepreneurship Education

$x_2$  = Environmental Factors

$e$  = Error term

### 3.7.5 Hypothesis Testing

Hypothesis testing is performed to determine whether the hypotheses formulated in this study are supported by the empirical data. Sugiyono (2017) explains that hypothesis testing is a process used to assess the significance of relationships among variables and to decide whether a hypothesis should be accepted or rejected.

In this research, hypothesis testing is conducted using two approaches, namely the t-test and the coefficient of determination ( $R^2$ ). The t-test serves to examine the effect of each independent variable individually, whereas the coefficient of determination evaluates the extent to which the independent variables collectively account for the variance in the dependent variable. Together, these tests provide a more complete interpretation of the research model and are described as follows:

#### 1. T-test

The t-test is employed to assess the effect of each independent variable on the dependent variable when considered individually. In this study, the t-test is used to examine whether Attitude Toward Entrepreneurship Education ( $X_1$ ) and Environmental Factors ( $X_2$ ) each exert a significant influence on Continuance of Entrepreneurship Engagement ( $Y$ ). By analyzing the significance value (Sig), this test enables researchers to identify which independent variables make a meaningful contribution to the dependent variable.

The decision criteria are as follows:

- 1) If the t-value < the t-table value and if the probability (significance) is greater than 0.05 ( $\alpha$ ), then  $H_0$  is accepted, meaning that the independent variables individually do not significantly affect the dependent variable.
- 2) If the calculated t value > t table and if the probability (significance) < 0.05( $\alpha$ ), then  $H_0$  is rejected, meaning that the independent variables partially (individually) significantly affect the dependent variable.

This test is important as it ensures that the conclusions drawn are statistically valid and not merely the result of random variation.

#### 2. Coefficient of Determination ( $R^2$ )

The coefficient of determination ( $R^2$ ) is used to measure the extent to which the variation in the dependent variable can be explained collectively by the independent variables. In this study,  $R^2$  reflects the proportion of variance in Continuance of Entrepreneurship Engagement (Y) that is accounted for by Attitude Toward Entrepreneurship Education ( $X_1$ ) and Environmental Factors ( $X_2$ ). A higher  $R^2$  value indicates that the regression model has greater explanatory power, meaning the independent variables together provide a stronger prediction of the dependent variable.

The Interpretation criteria are as follows:

- 1) An  $R^2$  value close to 0  $\rightarrow$  the independent variables have weak explanatory power.
- 2) An  $R^2$  value close to 1  $\rightarrow$  the independent variables have strong explanatory power.

This statistic is important because it demonstrates the overall contribution of the independent variables to explaining the dependent variable, thereby complementing the t-test results, which assess the influence of each independent variable individually.

### **3.8 Pilot Test**

A pilot test is conducted to examine the validity and reliability of the research instrument before distributing the questionnaire to the main respondents. This study was conducted using SPSS Version 27. For this purpose, the questionnaire was initially tested on 30 students who participated in the Wadhvani Ignite Program and the Entrepreneurship Course at the University of Lampung. The data obtained from this test were used to refine and improve the questionnaire, particularly by revising questions with low component matrix indicator values.

Pilot testing is considered an essential step to ensure clarity and accuracy of measurement. As Williams et al. (2010) emphasize, exploratory factor analysis “can identify the factor structure of a set of observed variables and the underlying relationships between measured variables,” which makes it a useful tool for checking validity in pilot studies.

### 3.8.1 Validity Test

Validity refers to the extent to which an instrument measures what it is intended to measure (Hair, 2009). In this study, Confirmatory Factor Analysis (CFA) was applied to assess construct validity of the measurement items. Following the five-step protocol of CFA as recommended by Williams et al. (2010), the analysis included:

- 1) Assessing data suitability using Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity.  $KMO \geq 0.50$  and Bartlett's sig.  $< 0.05$  indicate suitability.
- 2) Extracting factors using Principal Component Analysis (PCA) with eigenvalue  $> 1$  as the cut-off.
- 3) Determining the number of factors by examining cumulative variance explained ( $\geq 50\%$ ) and the scree plot.
- 4) Applying rotation (Varimax) to achieve clearer factor structure.
- 5) Interpreting and labelling factors based on items loading  $\geq 0.50$  (Hair, 2009).

According to Field (2024), items with factor loadings  $< 0.30$  should be considered for removal, while J. F. Hair (2009) recommend a stricter threshold of 0.50 for confirmatory purposes.

#### 1. KMO and Bartlett's Test

The first step is to interpret the results of the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity, as shown in Table 5. The KMO value is 0.642, which is above the minimum acceptable level of 0.50 (Williams et al., 2010). This shows that the data are suitable for factor analysis. In addition, Bartlett's Test of Sphericity has a significance value of  $< 0.001$ , which is lower than the 0.05 threshold. This indicates that there are sufficient correlations among the variables to proceed with factor analysis (Hair, 2009).

**Table 5. KMO and Bartlett's Test**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.642
Bartlett's Test of Sphericity	Approx. Chi-Square	467.934
	df	190
	Sig.	<.001

Source: arranged by Author

## 2. Communalities

The next output is the communalities table, which shows how much of each item's variance is explained by the extracted factors. The results are shown in Table 6. Most of the items have communalities values greater than 0.50, which means that they are well explained by the extracted factors. ATE2 (0.655), ATE5 (0.670), EF3 (0.719), EF4 (0.733), EF6 (0.756), CEE2 (0.782), and CEE3 (0.776) all show strong contributions to their factors.

However, a few items such as ATE3 (0.381), EF2 (0.434), and EF5 (0.399) are below the recommended threshold of 0.50. According to Hair et al. (2019), such items may not be sufficiently explained by the factors and could be revised or removed. As Williams et al. (2010) explain, communalities reflect the proportion of variance in each item accounted for by the common factors. Low values may therefore weaken construct validity.

Overall, the communalities results show that most items contribute meaningfully to their respective constructs, consistent with the purpose of the pilot test. The few weaker items provide useful feedback for refining the questionnaire before the main survey, ensuring stronger validity and reliability (Tavakol and Dennick, 2011).

**Table 6. Communalities Test**

	Communalities	
	Initial	Extraction
ATEE1	1.000	.687
ATEE2	1.000	.655
ATEE4	1.000	.598
ATEE5	1.000	.670
ATEE6	1.000	.573
ATEE7	1.000	.519
EF2	1.000	.627
EF3	1.000	.719
EF4	1.000	.733
EF6	1.000	.756
EF7	1.000	.532
EF8	1.000	.629
CEE1	1.000	.758
CEE2	1.000	.782
CEE3	1.000	.776
CEE4	1.000	.715
CEE5	1.000	.621

Source: arranged by Author

### 3. Total Variance Explained

The next step is to look at the Total Variance Explained, which indicates how many factors can be formed. The results are shown in Table 7. Based on the “Initial Eigenvalues” column, there are three components with eigenvalues greater than 1: Component 1 (7.482), Component 2 (2.767), and Component 3 (2.314). According to the Kaiser criterion, only components with eigenvalues greater than 1 should be retained, meaning that in this case, three factors are extracted.

These three factors together explain 62.816% of the total variance, which is above the minimum 50% guideline suggested by Hair et al. (2019) for social science research. After rotation, the explained variance is distributed more evenly: Component 1 contributes 22.948%, Component 2 contributes 21.166%, and Component 3 contributes 18.702%.

This shows that the instrument is capable of identifying three main constructs, consistent with the study’s framework: (1) Attitude Toward Entrepreneurship Education, (2) Environmental Factors, and (3) Continuance of Entrepreneurship

Engagement. As noted by Williams et al. (2010), eigenvalues and variance explained are key to understanding the dimensionality of constructs.

**Table 7. Total Variance Explained**

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.482	37.411	37.411	7.482	37.411	37.411	4.590	22.948	22.948
2	2.767	13.834	51.245	2.767	13.834	51.245	4.233	21.166	44.113
3	2.314	11.571	62.816	2.314	11.571	62.816	3.740	18.702	62.816
4	1.481	7.407	70.223						
5	1.271	6.355	76.578						
6	.981	4.905	81.483						
7	.784	3.920	85.403						
8	.638	3.192	88.595						
9	.522	2.610	91.205						
10	.424	2.118	93.323						
11	.322	1.612	94.934						
12	.277	1.386	96.321						
13	.238	1.188	97.509						
14	.184	.922	98.431						
15	.103	.513	98.944						
16	.069	.345	99.289						
17	.053	.266	99.556						
18	.036	.182	99.738						
19	.030	.151	99.890						
20	.022	.110	100.000						

Extraction Method: Principal Component Analysis.

### 3.8.2 Reliability Test

Reliability was evaluated using Cronbach's Alpha. As Tavakol and Dennick (2011) explain, "Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the underlying construct," which makes it the most common measure for internal consistency.

They further note that alpha values range from 0 to 1, and while "an alpha coefficient of 0.70 is often regarded as acceptable," very high values (above 0.90) may suggest item redundancy (Tavakol and Dennick, 2011). In this study, reliability was tested separately for each construct. Items with Corrected Item-Total Correlation below 0.30 were flagged for possible revision (Hair, 2009).

The result in Table 8 shows that the construct Attitude Toward Entrepreneurship Education (ATE) achieved an alpha of 0.830 with 7 items, which indicates a good level of reliability. Similarly, Environmental Factors (EF) reached 0.838 with 8 items, also demonstrating strong internal consistency. Finally, the construct Continuance of Entrepreneurship Engagement (CEE) produced the highest alpha of

0.886 with 5 items, suggesting excellent reliability. These findings indicate that all three constructs are reliable and suitable for further analysis.

**Table 8. Reliability Test Results**

Variable	Cronbach's Alpha	N of Items	Interpretation
Attitude Toward Entrepreneurship Education (ATE)	0.830	7	Reliable
Environmental Factors (EF)	0.838	8	Reliable
Continuance of Entrepreneurship Engagement (CEE)	0.886	5	Reliable

Source: arranged by Author

## V. CONCLUSION AND RECOMMENDATION

### 5.1 Conclusion

This study was conducted to examine the influence of Attitude Toward Entrepreneurship Education (ATEE) and Environmental Factors (EF) on the Continuance of Entrepreneurship Engagement (CEE) among students participating in the Wadhvani Ignite Program at the University of Lampung. Based on a series of quantitative analyses, this study concludes that the sustainability of students' entrepreneurial engagement is not driven by a single factor. Instead, it emerges from the interaction between internal psychological readiness and external environmental support. These findings demonstrate that entrepreneurial continuity is a multidimensional process, requiring both strong personal motivation and a supportive ecosystem to ensure that student entrepreneurs remain actively engaged in their ventures over time.

Thus, the continuance of students' entrepreneurial activities in the Wadhvani Ignite Program does not depend solely on what students learn in class, but also on the extent to which their environment supports the practical application of that knowledge. Without adequate facilities, mentoring systems, funding access, and business networks, students' entrepreneurial motivation may weaken over time.

Therefore, universities, program organizers, and policymakers, particularly those managing the Wadhvani Ignite Program at the University of Lampung, must give balanced and integrated attention to both dimensions in order to achieve meaningful, sustainable, and long-term student entrepreneurial development.

## 5.2 Recommendations

Based on the research findings and conclusions, several recommendations are proposed to address the research questions, support the study's objectives, and offer practical, theoretical, and policy contributions for relevant stakeholders. These recommendations are aligned with the empirical results, particularly the significant influence of Attitude Toward Entrepreneurship Education (ATEE) and Environmental Factors (EF) on the Continuance of Entrepreneurship Engagement (CEE) among students participating in the Wadhvani Ignite program at the University of Lampung.

### 1. Enhancing Practice-Based Entrepreneurship Education

Approaches that can be used by Universitas Lampung such as experiential learning, business simulations, project-based entrepreneurship, industry case studies, and direct collaboration with practitioners can help students translate positive attitudes into concrete action. In doing so, the motivation and favorable perceptions shaped during the learning process are more likely to develop into sustained entrepreneurial engagement.

### 2. Strengthening the University Entrepreneurship Ecosystem.

Universitas Lampung need to expand business incubation facilities, co-working spaces, consulting services, advanced mentoring, and sustained guidance beyond the completion of entrepreneurship courses.

### 3. Enhancing Access to Funding Information and Financial Support

Universitas Lampung and Wadhvani Foundation can address this gap by offering internal funding programs such as student entrepreneurship grants, seed-funding competitions, investor-pitching events, and partnerships with financial institutions including banks, cooperatives, and fintech providers. Improved access to funding will increase the likelihood that students can sustain the ventures they have initiated.

#### 4. Integration of Entrepreneurship Programs Across Faculties

Universitas Lampung can integrate entrepreneurship programs from Wadhvani Foundation across different faculties, allowing students from diverse backgrounds to complement each other's skills, exchange ideas, and develop more comprehensive business innovations. Such collaboration broadens students' access to varied expertise, thereby increasing the likelihood that their ventures can be sustained over time.

#### 5. Policy Implications

Program administrators may strengthen mentoring components, expand industry partnerships, and refine the curriculum to ensure greater relevance to students' needs. For the university, these results offer a basis for formulating policies that support the long-term sustainability of student ventures, such as establishing an integrated entrepreneurship center.

#### 6. Recommendations for Future Research

Future studies are encouraged to incorporate additional variables, such as family support, psychological capital, digital entrepreneurial competence, and previous business experience, to develop a more comprehensive understanding of the factors influencing entrepreneurial continuance. Moreover, adopting mixed-methods approaches may offer deeper insights into students' real experiences in sustaining their ventures.

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