

The Effect of Perceived Desirability, Perceived Feasibility, and Propensity to Act on the Entrepreneurial Intention of Accounting Education Students at Universitas Negeri Medan

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Abstract. The study "The Effect of Perceived Desirability, Perceived Feasibility, and Propensity to Act on the Entrepreneurial Intention of Accounting Education Students at Universitas Negeri Medan" investigates how these three factors influence students' intentions to pursue entrepreneurship. Perceived Desirability, which gauges the attractiveness of entrepreneurship, significantly impacts intentions with a t-statistic of 2.625, indicating that students are more likely to pursue entrepreneurship if they find it appealing. Perceived Feasibility, reflecting students' confidence in their entrepreneurial abilities, also has a strong influence, with a t-statistic of 2.515. The most decisive factor is Propensity to Act, measuring students' readiness to take action, with a t-statistic of 3.402. This shows that students are more likely to engage in entrepreneurial activities when they are prepared to act. Using Structural Equation Modeling (SEM), the study offers insights for developing accounting education programs that nurture entrepreneurship by focusing on these critical factors.

Keywords: Perceived Desirability, Perceived Feasibility, Propensity to Act, Entrepreneurial Intention.

1 Introduction

Accounting education, as a key component of the higher education system, significantly influences students' comprehension of the business environment and their career growth. A major objective of higher education, including accounting programs, is to cultivate individuals who are not only academically proficient but also equipped with the skills and mindset needed to become entrepreneurs. Additionally, accounting education plays a vital role in producing well-qualified professional accountants. Beyond imparting traditional accounting knowledge, it is essential for accounting education to prepare graduates who can navigate the complexities of

modern business. Increasingly, the focus on fostering entrepreneurship among students is becoming a critical element of accounting education.

In recent years, the global business paradigm shift towards an innovation and creativity-based economy has heightened the urgency of developing entrepreneurial skills. Entrepreneurship is seen not only as an alternative career path but also as a crucial skill in facing the constantly changing economic challenges.

However, there is still a lack of understanding about the factors that motivate accounting education students to become entrepreneurs. According to a BPS [1], only about 32.42 percent of college graduates are interested in pursuing entrepreneurship, while the remaining 67.58 percent prefer to work as employees. This indicates the low entrepreneurial intentions among university students. Fostering entrepreneurial intentions can begin through entrepreneurship education taught in universities. Essentially, education can serve as a bridge for individuals to achieve a better life.

Based on data processed by the Central Statistics Agency, the Ministry of Cooperatives and SMEs concluded that the number of entrepreneurs increased from 1.6% to 3.1% of the total population in 2019. This figure still lags far behind other Asian countries, such as Japan with 10% and Singapore with 7% entrepreneurs. Indonesia needs to have 5 million entrepreneurs to compete with other countries BPS [2].

Recognizing the importance of entrepreneurship in supporting the economic advancement of a nation, the government has established strategic steps to support entrepreneurial development in Indonesia. According to the Strategic Plan of the Deputy for Creative Economy, Entrepreneurship, and SMEs 2015-2021, the basic step taken by the government to support the development of both the quality and quantity of entrepreneurs is through nurturing new entrepreneurs via educational pathways. This initiative aims to foster entrepreneurial spirit and mindset while equipping the younger generation with entrepreneurial skills, with the hope that the number of entrepreneurs in Indonesia will continue to increase [3]. To date, the government continues to encourage various universities in Indonesia to provide motivation that can cultivate an entrepreneurial spirit and shift students' mindset from being job seekers to becoming job creators.

Fostering entrepreneurial intentions can begin with entrepreneurship education taught in universities. Essentially, education can serve as a bridge for individuals to achieve a better life. Universitas Negeri Medan (UNIMED) is a state university in Indonesia committed to being a pioneer and leader in the field of education while integrating entrepreneurial elements. To achieve this vision, UNIMED has a mission that includes providing education focused on the development of various disciplines, including educational disciplines and entrepreneurship. As an integral part of education, the goal is to create graduates who are not only academically competent but also capable of becoming innovative and skilled entrepreneurs. Entrepreneurship education is expected to ignite entrepreneurial spirit, self-reliance, creativity, and contribute to the development of the national economy [4].

Various factors influence the tendency of accounting education students to engage in entrepreneurial activities. One key factor that can motivate students is Perceived Desirability and Perceived Feasibility. Perceived Desirability involves the extent to which students feel attracted to and desire entrepreneurship, while Perceived Feasibility encompasses their belief in

their ability and viability to undertake such ventures. Additionally, Propensity to Act also plays a significant role, indicating the extent to which students have the intention and ability to act entrepreneurially.

Afifah et al. [5] discovered that Perceived Desirability, Perceived Feasibility, and Propensity to Act significantly influence students' intentions to become entrepreneurs. These results offer a crucial basis for understanding the factors that drive students to engage in entrepreneurial activities.

2 Method

The study population comprises students from the Accounting Education Study Program at the Faculty of Economics, Universitas Negeri Medan. The research subjects include 6th and 8th-semester students from the 2020 and 2021 cohorts, totaling 146 individuals who have completed entrepreneurship courses. A non-random sampling technique was employed, selected for its convenience in facilitating the data collection process.

This instrument's use is grounded in the expectation that the employed questionnaire will reliably collect data and accurately reflect the phenomena the researcher intends to study, considering that its validity and reliability have been confirmed in prior research. The instrument will be designed with a 5-point Likert scale, which is common in survey research. However, before using the data to test the hypotheses, validity and reliability assessments will be conducted to ensure the instrument's effectiveness in capturing the intended phenomena, as suggested by Mendo-Lázaro et al. [6]. Additionally, data collection will be facilitated through a questionnaire distributed by enumerators. This research questionnaire will be provided electronically, with enumerators responsible for communicating online with all target respondents.

Construct validity ensures that the results of a measurement accurately represent the theoretical concepts under investigation and align with the research objectives [7]. To evaluate construct validity, this study follows three key steps: Convergent Validity, Discriminant Validity, and Reliability. Convergent Validity is founded on the principle that different measures of the same concept should exhibit a strong correlation [8]. This validity is assessed using Confirmatory Factor Analysis (CFA), where a variable is deemed valid if it has a standardized loading factor of at least 0.7 and a t-value of 1.96 or higher [9]. Variables that do not meet these criteria will be excluded, and the analysis will be repeated [10]. Discriminant Validity, on the other hand, assesses whether a construct is unique and represents a distinct phenomenon separate from other constructs [11]. In this study, Discriminant Validity is evaluated by comparing the average variance extracted (AVE) for each construct pair with the squared correlation estimate between those constructs [12]. Discriminant Validity is confirmed when the AVE surpasses the squared correlation estimate, indicating that the latent construct explains more variance in its measured items than it shares with other constructs, thereby providing strong evidence of Discriminant Validity [13].

The Reliability Test evaluates how consistently a measurement performs. A high reliability score means that the indicators reliably capture the intended underlying construct [14]. To determine the reliability of a construct, the squared factor loadings for each construct are added

together along with the associated error variance. A construct is deemed reliable if its reliability value is 0.7 or higher. High construct reliability indicates strong internal consistency, showing that the measurement consistently reflects the same underlying concept [15].

In this study, data analysis is performed using Structural Equation Modeling (SEM), which offers a more advanced and thorough approach to evaluating model fit compared to traditional regression analysis [16]. The parameters are estimated using the Maximum Likelihood Estimation (MLE) method, which identifies the most likely values that will lead to the best model fit [17]. Specifically, SEM PLS is employed for both estimating the model and assessing its fit [18]. Once the model is estimated, it's essential to verify its validity and reliability. Validity is evaluated by checking the goodness-of-fit (GOF) and confirming that the constructs used are indeed valid. GOF measures how well the model's structure aligns with the covariance matrix of the indicator items [19]. To assess the model fit, this study examines several indices, including: 1) model fit indices; 2) absolute fit indices; 3) incremental fit indices; and 4) parsimony fit indices.

3 Results and Discussion

3.1 Sample Demographics

The study collected data from 120 participants, which were subsequently organized and analyzed. The demographic breakdown shows that out of the 120 participants, 20 are male (13.7%), while 100 are female (86.3%), highlighting a significant female majority. This female predominance is anticipated, given the larger number of women enrolled in the Faculty of Economics. The ages of the participants range from 18 to 23 years, ensuring a representation across various class years and allowing the responses to accurately capture the general opinions of students within the Faculty of Economics.

Table 1. Sample's Demographics.

| | N | % |
|---------------|------------|----------------|
| Gender | | |
| Pria | 20 | 13,7% |
| Wanita | 100 | 86,3% |
| Total | 120 | 100,00% |
| Age | | |
| 18 | 4 | 1,4% |
| 19 | 28 | 16,7% |
| 20 | 45 | 54,9% |
| 21 | 18 | 22,2% |
| 22 | 10 | 4,9% |
| Total | 120 | 100,00% |

3.2 Descriptive Analysis

This study investigates the entrepreneurial intentions of accounting education students at the Faculty of Economics, Universitas Negeri Medan, by examining factors such as Perceived

Desirability, Perceived Feasibility, and Propensity to Act. A descriptive analysis provides a detailed understanding of the students' views, beliefs, and intentions regarding entrepreneurship.

Perceived Desirability reflects how attractive students find entrepreneurship as a career choice. From the collected data, the majority of accounting education students at Universitas Negeri Medan have a positive view of perceived desirability. Specifically, 33.33% of students agree that entrepreneurship is an attractive career choice, while 37.5% strongly agree. Additionally, 16.67% of students are neutral about this statement, 8.33% disagree, and 4.17% strongly disagree that entrepreneurship is an appealing option. This indicates that most students have a positive perception of the desirability of entrepreneurship, though a small proportion are still unsure or not interested in an entrepreneurial career.

Perceived Feasibility reflects how capable students perceive themselves to be in starting and running their own businesses. According to the survey results, the majority of accounting education students at Universitas Negeri Medan are neutral about their entrepreneurial capabilities, with 20.83% feeling neutral. Additionally, 25% of students agree that they feel capable of entrepreneurship, followed by 33.34% who strongly agree. Meanwhile, there is also a portion of students who feel less confident or unsure about their abilities, with 12.5% disagreeing and 8.33% strongly disagreeing that they are capable of entrepreneurship. Although most students have confidence in their entrepreneurial abilities, there are also some who need further encouragement or guidance to enhance their self-confidence and readiness to start their own ventures.

Propensity to Act measures the extent to which students are willing and motivated to take concrete steps towards starting a business after completing their studies. From the collected data, the majority of accounting education students at Universitas Negeri Medan show a positive inclination towards taking action in starting their own businesses. Specifically, 29.17% of students agree that they are willing to start a business, with 37.5% strongly agreeing. Additionally, 16.67% of students are neutral on this issue, while 10% disagree and 6.67% strongly disagree that they are prepared to start their own business. This data indicates that most students have a strong inclination to take concrete steps toward entrepreneurship, though some still need additional encouragement to strengthen their intentions and readiness to start their own ventures.

Entrepreneurial intention reflects how strongly students desire to become entrepreneurs. According to the survey results, the majority of accounting education students at Universitas Negeri Medan exhibit a strong intention to pursue entrepreneurship. Specifically, 33.33% of students agree that they have an intention to be entrepreneurs, with 45.84% strongly agreeing. Additionally, 12.5% of students are neutral regarding this intention, while 5.83% disagree and 2.5% strongly disagree that they have the intention to become entrepreneurs. This indicates that entrepreneurial intention among accounting education students at Universitas Negeri Medan is very high, with most students demonstrating a strong desire to pursue entrepreneurship.

The descriptive analysis above provides a comprehensive overview of the perspectives, beliefs, and intentions of accounting education students at Universitas Negeri Medan concerning entrepreneurship. The majority of students show a positive perception of perceived desirability, confidence in their abilities (perceived feasibility), willingness to take action (propensity to act), and a strong intention to become entrepreneurs. However, a small portion of students may feel less interested or confident regarding these aspects, which might require additional support in the form of training or mentorship to enhance their readiness for entrepreneurship.

3.3 Construct Validity

The researcher evaluated construct validity by using cross-loading to examine convergent validity, the square root of AVE and the correlation matrix to assess discriminant validity, and Cronbach's Alpha to measure reliability [20]. According to the cross-loading analysis presented in Table 2, all factor loadings exceed 0.7, with no factor loading falling below 0.7 for any construct [21]. As a result, no measurement items were eliminated, indicating that each dimension satisfies the criteria for construct validity.

Table 2. Loading Factor Value

| | <i>Perceived Desirability</i> | <i>Perceived Feasibility</i> | <i>Propensity to Act</i> | Entrepreneurial Intentions |
|-----|-------------------------------|------------------------------|--------------------------|-----------------------------------|
| EI1 | | | | 0.88 |
| EI2 | | | | 0.86 |
| EI3 | | | | 0.814 |
| EI4 | | | | 0.746 |
| EI5 | | | | 0.786 |
| PA1 | | | 0.808 | |
| PA2 | | | 0.861 | |
| PA3 | | | 0.832 | |
| PA4 | | | 0.799 | |
| PD1 | 0.772 | | | |
| PD2 | 0.771 | | | |
| PD3 | 0.814 | | | |
| PD4 | 0.811 | | | |
| PD5 | 0.883 | | | |
| PD6 | 0.882 | | | |
| PF1 | | 0.768 | | |
| PF2 | | 0.834 | | |
| PF3 | | 0.763 | | |
| PF4 | | 0.861 | | |
| PF5 | | 0.83 | | |
| PF6 | | 0.751 | | |

3.4 Convergent Validity

In this study, convergent validity was assessed through the analysis of factor loadings and Average Variance Extracted (AVE). It is recommended that factor loadings should exceed 0.5 to demonstrate acceptable convergence. The results indicate that all factor loadings meet this threshold. Additionally, AVE was calculated for each construct to further support the argument for convergent validity. According to the criteria set by [22], an AVE score greater than 0.50 indicates strong convergent validity. As presented in Table 3, the AVE values for each construct meet this criterion, with all values surpassing 0.5.

3.5 Discriminant Validity

After establishing convergent validity, the study proceeded to evaluate discriminant validity to confirm that each construct is distinct from the others. This assessment involved examining the square root of the Average Variance Extracted (AVE) values, displayed diagonally in the correlation matrix. It was verified that these AVE values are greater than the correlations among the constructs, with the minimum threshold being the standard deviation [23]. As indicated in Table 3, all square root AVE values surpass the correlation coefficients between the constructs, confirming that each construct fulfills the discriminant validity criteria.

Table 3. Construct Reliability and Validity

| Matrix | Cronbach's Alpha | Rho_A | Composite Reliability | AVE |
|---------------|-------------------------|--------------|------------------------------|------------|
| EI | 0.877 | 0.889 | 0.910 | 0.670 |
| PD | 0.905 | 0.916 | 0.926 | 0.678 |
| PF | 0.890 | 0.904 | 0.915 | 0.644 |
| PA | 0.845 | 0.851 | 0.895 | 0.681 |

3.6 Reliability

In the last stage of evaluating construct validity, this study examined data reliability using Cronbach's Alpha and Composite Reliability. Internal consistency was deemed confirmed if both indicators exceeded the 0.6 threshold [24]. In this research, the lowest Cronbach's Alpha for any variable was over 0.80, as displayed in Table 3. These findings are consistent with earlier research on convergent and discriminant validity.

3.7 Structural Model Testing

3.7.1 The Effect of Perceived Desirability on Entrepreneurial Intention

The structural model was analyzed using SmartPLS 3.0 to explore the causal relationships between variables. The findings indicate that Perceived Desirability has a significant and positive influence on Entrepreneurial Intention, with a t-statistic value of 1.965, surpassing the critical threshold of 1.96 [25]. Additionally, the t-statistic of 2.625 reinforces the notion that a greater perception of desirability towards entrepreneurship correlates with a higher intention to engage in it. In other words, students who perceive entrepreneurship as appealing and attractive are more inclined to have a stronger intention to start their own business. Perceived Desirability represents how attractive an individual finds the idea or activity of entrepreneurship.

According to Ajzen [26] Theory of Planned Behavior (TPB), an individual's intention to engage in a specific action is strongly shaped by their attitude or desire toward that action. Perceived Desirability refers to the personal positive or negative feelings one has about the prospect of becoming an entrepreneur. It reflects how individuals perceive the value and benefits of entrepreneurship and the degree to which they find the idea of becoming an entrepreneur appealing and worthwhile.

Furthermore, this research indicates that positive perceptions of entrepreneurship can be enhanced through various educational and developmental interventions. For example, universities could organize seminars and workshops featuring successful entrepreneurs as guest speakers, allowing

students to hone their entrepreneurial skills and access entrepreneurial resources and networks. Additionally, curricula that include entrepreneurship case studies, business simulations, and entrepreneurial projects can help increase the attractiveness of entrepreneurship among students.

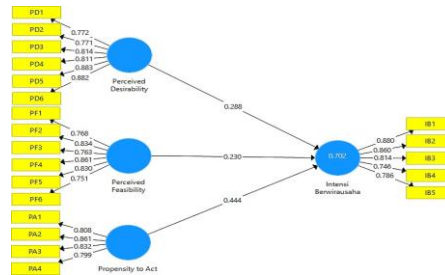


Fig. 1. PLS Algorithm

Earlier research similarly supports these findings. Batz Liñeiro et al. [27] identified Perceived Desirability as a crucial factor influencing students' entrepreneurial intentions. In the same vein, Enderwati et al. [28] found that personal attraction to entrepreneurship significantly shapes entrepreneurial intention. This highlights the importance of fostering an educational environment that strengthens students' interest in entrepreneurship, through initiatives such as training programs, motivational seminars, and showcasing successful young entrepreneurs.

3.7.2 The effect of Perceived Feasibility on Entrepreneurial Intention

Perceived Feasibility refers to an individual's belief in their ability to carry out a particular action or achieve a specific goal. In the context of entrepreneurship, it relates to how confident a person feels about their capacity to start and run a business. This includes an assessment of their skills, knowledge, and resources, as well as their confidence in overcoming any challenges that may arise during the entrepreneurial journey.

The analysis results show that Perceived Feasibility has a significant and positive impact on Entrepreneurial Intention, as demonstrated by a t-statistic of 2.515. This finding supports the hypothesis that a stronger belief in one's ability to engage in entrepreneurship leads to a greater intention to pursue it. In other words, students who are confident in their ability to start and run a business are more likely to develop strong entrepreneurial intentions. These results suggest that boosting students' self-confidence and belief in their entrepreneurial success can increase their intention to embark on entrepreneurial ventures. Therefore, it is essential for educational institutions to implement programs that not only teach entrepreneurial knowledge but also develop practical skills and offer hands-on experiences. For instance, internships at start-up companies could be a valuable way to enhance students' Perceived Feasibility.

Previous research by Tuan & Pham [29] shows that self-perception of capability plays a crucial role in determining entrepreneurial intention. Research by Tehseen & Haider [30] also confirms that Perceived Feasibility is a significant determinant of entrepreneurial intention, emphasizing the importance of individual confidence in entrepreneurial success. Therefore, it is essential for educational institutions to provide programs that not only impart entrepreneurial knowledge but also develop practical skills and offer hands-on experiences to enhance students' confidence in starting a business.

3.7.3 The effect of Propensity to Act on Entrepreneurial Intention

Propensity to Act refers to a person's inclination or intention to take the necessary steps to achieve specific goals. According to Ajzen [31] Theory of Planned Behavior (TPB), this intention is a key predictor of actual behavior. Propensity to Act reflects how likely someone is to act on their intentions and includes qualities such as initiative, risk-taking courage, and persistence in pursuing entrepreneurial objectives.

The research findings indicate that Propensity to Act has a significant positive impact on Entrepreneurial Intention, with a t-statistic of 3.402. This suggests that the more a person is motivated to take action in entrepreneurship, the stronger their intention to become an entrepreneur. In other words, students who show a high level of motivation to act and achieve their goals are more likely to have a strong intention to pursue entrepreneurship.

These findings highlight the importance of developing proactive attitudes and practical skills among students who aspire to be entrepreneurs. To encourage Propensity to Act, entrepreneurship education programs can include training in decision-making, risk management, and strategic planning. Additionally, providing students with opportunities to engage in real entrepreneurial projects can help them build the confidence and skills needed to take concrete actions in starting and running a business.

Previous research by Hong et al. [32] emphasized that the Propensity to Act is a significant factor influencing entrepreneurial intentions among students. Likewise, a study by Martín- Navarro et al. [33] identified Propensity to Act as a major predictor of entrepreneurial intentions, highlighting that the intention to act is an essential element in shaping these intentions. Therefore, entrepreneurship education programs should focus on cultivating proactive mindsets and practical skills that motivate students to take tangible steps toward achieving their entrepreneurial goals.

Perceived Desirability, Perceived Feasibility, and Propensity to Act collectively have a significant and positive influence on Entrepreneurial Intention, with a p-value of 0.000 at a 5% significance level (<0.05). The combined analysis shows that these three factors jointly shape the entrepreneurial intentions of Accounting Education students at Universitas Negeri Medan, highlighting the importance of their interaction in fostering entrepreneurial ambitions.

Table 4. Path Coefficient

| | Sample Mean | Standard Deviation | T-Statistic | P-Values |
|---------|-------------|--------------------|-------------|----------|
| PD → EI | 0.288 | 0.110 | 2.625 | 0.009 |
| PF → EI | 0.230 | 0.091 | 2.515 | 0.012 |
| PA → EI | 0.444 | 0.131 | 3.402 | 0.001 |

According to Ajzen's Theory of Planned Behavior (TPB) proposed in 1991, the intention to engage in a specific action is shaped by three key factors: attitude toward the behavior, subjective norms, and perceived behavioral control. When applied to entrepreneurship, TPB can be interpreted as the attitude toward the behavior, which refers to the positive perception or attractiveness of entrepreneurship; perceived behavioral control, which represents the belief in one's capability to succeed in entrepreneurship; and the propensity to act, which is the inclination to take concrete steps based on the intentions formed.

Perceived Desirability, which pertains to how attractive entrepreneurship seems, is a crucial factor in shaping entrepreneurial intentions. When students view entrepreneurship as appealing and beneficial, they are more inclined to have a strong desire to start their own businesses. Efforts such as inspirational seminars, sharing success stories of entrepreneurs, and hosting business competitions can enhance the appeal of entrepreneurship for students, encouraging them to view it as a rewarding and attractive career option. Prior research, including studies by Schlaegel et al. [34], has also recognized personal attraction to entrepreneurship as a significant element in influencing entrepreneurial intentions.

On the other hand, Perceived Feasibility, which gauges an individual's confidence in their ability to succeed in entrepreneurship, is crucial in shaping entrepreneurial intentions. Students who feel they possess the necessary skills, knowledge, and resources are more likely to be motivated to start their own businesses. Offering practical skills training, mentorship, and hands-on experience through business incubator programs can boost students' confidence in their abilities, thus strengthening their entrepreneurial intentions. Research by Ferreira-Neto et al. [35] supports this view, demonstrating that self-efficacy, or confidence in one's own abilities, significantly influences entrepreneurial intention.

Propensity to Act, or the tendency to take concrete actions in pursuit of entrepreneurial goals, also has a significant impact. Students with high initiative and the courage to take risks are more likely to have strong entrepreneurial intentions. Educational programs focusing on developing proactive attitudes and risk management skills, such as business simulations and entrepreneurial projects, can help increase Propensity to Act among students. A study by Lawrence & Patricia [36] found that a proactive attitude and the tendency to act are important predictors of entrepreneurial intention.

The combined impact of Perceived Desirability, Perceived Feasibility, and Propensity to Act establishes a solid foundation for students to cultivate strong entrepreneurial intentions. When students view entrepreneurship as appealing and advantageous, believe in their ability to succeed, and are inclined to take action, their intention to pursue entrepreneurship becomes more firm and focused. This is consistent with previous research, such as the study by Liñán et al. [37], which demonstrates that the intention to carry out an action is influenced by attitudes toward the action, perceived behavioral control, and subjective norms.

These research results have important implications for entrepreneurship education programs at Universitas Negeri Medan and other educational institutions. To enhance entrepreneurial intentions among students, entrepreneurship education programs should include a comprehensive and integrated approach that simultaneously enhances these three variables. Integrating comprehensive programs and developing supportive ecosystems are crucial steps to achieving this goal.

Thus, educational institutions can play a more effective role in creating successful future entrepreneurs and contributing to sustainable economic growth. This simultaneous analysis shows that Perceived Desirability, Perceived Feasibility, and Propensity to Act have significant and complementary effects on students' Entrepreneurial Intention. With a comprehensive and integrated approach, universities can create a supportive environment that motivates students to pursue entrepreneurship, contributing to the creation of a dynamic and sustainable entrepreneurial ecosystem.

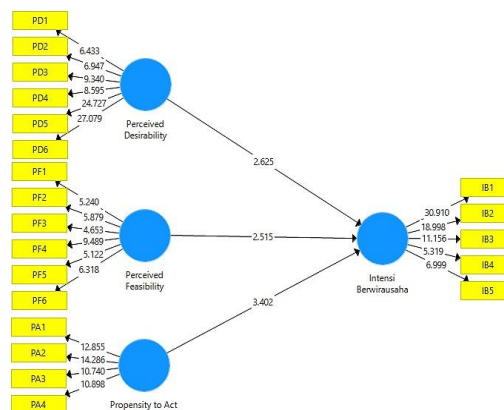


Fig. 2. Results of Structural Model Testing

4 Conclusion

This research investigates the factors influencing the entrepreneurial intentions of Accounting Education students at Universitas Negeri Medan. Specifically, it examines: (1) how Perceived Desirability affects students' intentions to become entrepreneurs, (2) the impact of Perceived Feasibility on these intentions, (3) the influence of Propensity to Act, and (4) the combined effects of these three factors on entrepreneurial intentions. The study involved 120 accounting students from the Faculty of Economics, mostly female, aged between 17 and 22.

The data analysis was conducted using various methods, including validity and reliability tests, structural model assessments, and hypothesis testing, all performed with Smart PLS 3.0 software. The results indicate that Perceived Desirability, Perceived Feasibility, and Propensity to Act each have a significant positive effect on students' entrepreneurial intentions.

Perceived Desirability, which measures students' perception of the benefits and appeal of entrepreneurship, was found to be a major influence on their entrepreneurial intentions. This underscores the need for educating students about the advantages of entrepreneurship to increase their interest. Similarly, Perceived Feasibility, which reflects students' confidence in their ability and resources to succeed as entrepreneurs, also significantly influences their intentions. Providing the necessary skills and resources can enhance their entrepreneurial ambitions. Lastly, Propensity to Act, which evaluates students' motivation and readiness to pursue entrepreneurial goals, is another key factor. The right support can help turn students' entrepreneurial aspirations into real actions.

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