

## Evaluating Institutional Drivers of the Knowledge-Practice Gap: A Mixed-Methods Study on the Transition to Entrepreneurial Practice

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### Abstract

Despite the increasing integration of entrepreneurship into business school curricula, a persistent "knowledge-practice gap" remains, where students struggle to translate theoretical literacy into real-world business execution. Drawing on Social Cognitive Career Theory (SCCT), this study evaluates the efficacy of the university ecosystem—comprising Entrepreneurial Culture, Teaching, and Education—in driving students through the developmental chain toward Entrepreneurial Practice. Utilizing a Mixed-Methods Explanatory Sequential Design, quantitative data was first collected from 139 business students and analyzed via Partial Least Squares Structural Equation Modeling (PLS-SEM) to test nine hypothesized paths. This was followed by qualitative Key Informant Interviews (KII) with seven selected participants to decode the "why" behind the statistical findings. The results reveal that while Entrepreneurial Teaching serves as a significant driver of both Mindset and Competence, the formal Curriculum (Education) and Institutional Culture often fail to directly stimulate the transition to practice. Qualitative findings suggest that this "structural disconnect" is fueled by pedagogical rigidity and perceived systemic barriers, such as financial constraints and a focus on academic compliance over market agility. The study concludes that for universities to move beyond "theoretical literacy," they must transition toward agile, practitioner-integrated models that foster individual agency and functional mastery. These findings provide a clear roadmap for educational leaders to bridge the knowledge-practice gap and equip the next generation of leaders with the practical skills needed for effective entrepreneurial leadership.

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## INTRODUCTION

The escalating global priority given to sustainability and entrepreneurial agility, prominently highlighted by international frameworks such as the UN Sustainable Development Goals (SDGs), has established these competencies as a critical imperative for contemporary business leaders (Alvino et al. 2021; Wickert 2021). As institutions fundamentally responsible for shaping the next generation of global leaders, business schools are uniquely positioned to prepare students who possess the expertise and ethical compass necessary to navigate these complex, multifaceted challenges (Tantawy et al. 2021; Vaicekauskaite and Valackiene 2018)). Consequently, educational institutions worldwide have appropriately begun integrating entrepreneurship and sustainability principles into their core curricula.

However, despite these dedicated efforts, a significant and concerning disconnect frequently persists between the theoretical knowledge students acquire in the classroom and their actual ability to apply that knowledge in real-world professional practice (Mukhtar et al. 2021; Quirós-Alpera et al. 2025) This phenomenon, often termed the "knowledge-practice gap," represents a key area of concern for academic leaders, educators, and policymakers alike (Tantawy et al., 2021). The central goal of modern business education must therefore extend beyond merely instructing students on principles; it must focus on equipping them with the practical skills and the necessary agency to emerge as "informed, progressive agents of change" (Tan et al. 2019)

To understand the mechanics of this gap, this study adopts Social Cognitive Career Theory (SCCT) as its overarching grand theory. SCCT provides a robust framework for explaining how individuals develop career interests, set goals, and translate those goals into actual performance (Brown and Lent 2023). At its core, the theory suggests that career-related behavior is not just a result of personal desire, but a complex interaction between "environmental supports," "self-efficacy," and "outcome expectations." By utilizing SCCT, this research shifts the focus from what students *know* to how the university environment empowers them to *act*.

Within this framework, the university's ecosystem serves as the primary "environmental support" system. This study identifies three critical institutional drivers: Entrepreneurial Culture, Entrepreneurial Teaching, and Entrepreneurial Education. While culture provides the values and social cues that normalize risk-taking (Vargas-Hernandez and Vargas-González 2025), the teaching methods and formal curriculum provide the instructional tools and theoretical literacy required for professional development. Under the SCCT lens, these are not just educational variables; they are the external catalysts that either fuel or hinder the student's journey toward professional practice. The proposed model (see Figure 1) further posits that these external drivers must be internalized through two critical cognitive mediators: Entrepreneurial Mindset and Entrepreneurial Competence. In SCCT terms, these variables represent a student's "Self-Efficacy"—their belief in their ability to perform—and their "Outcome Expectations"—their belief that their actions will lead to success. Achieving a deep, practical engagement with the environment requires moving beyond a superficial understanding to foster a cognitive state where students feel both mentally resilient and technically proficient enough to initiate real-world business activities (Kim and Amran 2018; Shaver 2024).

A significant gap in current literature is that research often stops at measuring "Entrepreneurial Intention," treating it as the final destination of the educational process. However, intention is merely a "choice goal" and does not always guarantee behavioral execution (Cui and Bell 2022). The core challenge this research seeks to investigate is the need to identify the systemic barriers that prevent students from effectively translating their positive intentions into concrete, tangible Entrepreneurial Practice. By investigating the factors that contribute to this final transition, this research aims to answer the question: Which institutional drivers are most effective at bridging the gap between intention and action?

To provide a comprehensive analysis of this transition, this study employs a Mixed-Methods Explanatory Sequential Design. The primary approach is quantitative, utilizing a cross-sectional survey design and PLS-SEM to test nine hypotheses regarding the trajectory from institutional inputs to practice. This statistical rigor allows for the generalization of findings to the broader student population. However, because the "knowledge-practice gap" is often influenced by "contextual barriers" (an SCCT concept) that are difficult to quantify, a qualitative component is integrated to provide deeper, nuanced insights.

The novelty of this research lies in its systemic analysis designed not only to measure the gap but also to pinpoint the specific "rigidity barriers" preventing students from acting as effective agents of change. By combining the theoretical depth of Social Cognitive Career Theory with a mixed-methods empirical approach, this study aims to provide a clear "roadmap" for educators. It enables institutions to improve the effectiveness of their ecosystems, moving away from rigid academic compliance toward agile models that truly equip students with the agency needed for future leadership.

## LITERATURE REVIEW

This section establishes a rigorous theoretical and empirical framework to examine the mechanisms by which university-level interventions translate into tangible professional outcomes. To address the persistent "knowledge-practice gap," this study evaluates seven core variables: Entrepreneurial Culture (EC), Entrepreneurial Teaching (ET), Entrepreneurial Education (EE),

Entrepreneurial Mindset (EM), Entrepreneurial Competence (ECO), Entrepreneurial Intention (EI), and Entrepreneurial Practice (EP).

Central to this review is the application of Social Cognitive Career Theory (SCCT) as the overarching grand theory. SCCT provides the conceptual scaffolding needed to understand how environmental supports (university drivers) are internalized as cognitive agency (mindset and competence), which ultimately dictates the transition into behavioral action (practice). By anchoring the seven variables within this established psychological framework, the study provides a robust logic for the nine hypotheses tested in the structural model.

The following discussion is structured to first define the SCCT framework and its relevance to the "knowledge-practice gap." Subsequently, it provides scholarly definitions for each variable and synthesizes existing literature to map the trajectory from institutional inputs to real-world execution. Finally, a qualitative dimension is integrated to explore the "contextual barriers" identified by SCCT, ensuring that the statistical findings are enriched by the lived experiences of students navigating the complexities of professional implementation.

### **The Architecture of Agency: Why Social Cognitive Career Theory (SCCT) Best Decodes the Knowledge-Practice Gap**

To move beyond a purely descriptive analysis of entrepreneurship education, this study adopts Social Cognitive Career Theory (SCCT) by Brown and Lent (2023) as its primary theoretical lens. SCCT is not merely a model of career choice; it is a sophisticated framework designed to explain the intricate "person-in-context" mechanisms through which individuals develop academic interests, make occupational choices, and achieve varying levels of performance success (Brown and Lent 2023; Wang, Liu, and Deng 2022). The selection of SCCT for this research is driven by its unique ability to account for the "internalization" process—how external university drivers are converted into the internal agency required to bridge the knowledge-practice gap.

The strength of SCCT lies in its three interlocking pillars: Self-Efficacy, Outcome Expectations, and Choice Goals. In this study's conceptual framework, these pillars correspond directly to the student's mindset and competence (Self-Efficacy), their perception of entrepreneurial success (Outcome Expectations), and their intention to act (Choice Goals). Unlike traditional intention-based models that often overlook the role of the environment, SCCT explicitly posits that these internal cognitive states are continuously reshaped by Environmental Supports and Barriers (Brown and Lent 2023)

Recent scholarship has increasingly utilized SCCT to validate these complex relationships within the entrepreneurial domain. For instance, Adebunsi, Adebunsi, and Kolade (2022) validated the sub-dimensions of learning experiences as critical sources of self-efficacy and outcome expectations, arguing that these factors are essential for moving beyond mere intention toward actual behavior. Similarly, Cui and Gu (2024) utilized an SCCT-underpinned model to unpack the drivers of career choice intentions among college students, confirming that entrepreneurial education fundamentally shapes the student's mindset and self-efficacy, which then serve as the primary mediators for career-related goals.

The role of the university as a "support system" is further elucidated by the impact of pedagogical delivery and leadership. Zhang (2025) identified a chain mediation mechanism where teachers' transformational leadership indirectly influences student employability through the development of self-efficacy and problem-based learning. This reinforces the logic of the current study, which positions Entrepreneurial Teaching (ET) as a primary engine for cognitive growth. Furthermore, Li, Peng, and Rhee (2024) demonstrated through an SCCT perspective that mentoring and instructional support are vital for shaping students' research and career aspirations, though they also warned that an overemphasis on direct instruction without emotional support might impede the development of true agency.

Perhaps the most critical reason for employing SCCT in this research is its ability to account for the "leakage" in the developmental chain. Duong (2023) developed a moderated mediation model which found that even when students possess high self-efficacy and intention, their actual

entrepreneurial behavior is frequently hindered by Perceived Barriers. This alignment with the "knowledge-practice gap" is central to this study's mixed-methods design. As noted by Rezky and Rasto (2024), SCCT has become a dominant global framework for understanding career decision-making because it identifies these "contextual inhibitors"—such as the pedagogical rigidity or financial constraints explored in our qualitative phase—that prevent an internal mindset from becoming an external practice.

By anchoring our seven variables (Culture, Teaching, Education, Mindset, Competence, Intention, and Practice) within the SCCT framework, this study provides a robust logic for the nine hypotheses. It allows us to view the university not just as a source of information, but as an ecosystem of "environmental supports" that must successfully build a student's self-efficacy to overcome the systemic barriers that characterize the transition to professional entrepreneurship.

### **Entrepreneurial Culture Impact to Entrepreneurial Mindset**

The institutional environment, defined here as Entrepreneurial Culture (EC), encompasses the collective values, behavioral norms, and systemic practices that prioritize innovation and proactive engagement within an organization or broader society (Vargas-Hernandez and Vargas-González 2025; Yu 2019). This cultural dimension is distinguished by a unique synthesis of attributes—such as creative autonomy and the acceptance of calculated risk—that empower individuals to pursue novel solutions (Jowarder 2025; Yu 2019). Beyond its general role in driving economic vitality and job creation, a robust institutional culture serves as an essential foundational framework, providing the environmental cues necessary for individuals to recognize and value entrepreneurial opportunities (Yu, 2019).

In parallel, the Entrepreneurial Mindset (EM) represents an internal cognitive orientation—a constellation of beliefs, perceptions, and reflexive skills—that enables an individual to identify and act upon those opportunities, particularly in volatile or uncertain environments (Shaver 2024). This mindset is characterized by an inherently resilient and adaptive approach to problem-solving, allowing individuals to maintain a proactive stance even as circumstances shift.

The interaction between these two constructs is a primary focus of recent scholarship, which suggests that the synergy between a supportive institutional ethos and a student's internal cognitive framework is a major contributor to long-term professional success (Ndlovu et al., 2023). Within an academic context, an ingrained culture of entrepreneurship acts as a critical psychological catalyst; it fosters the development of the specific mindset required to heighten professional intentions and ensure the viability of future initiatives (Ndlovu et al., 2023). These findings are reinforced by research identifying the pivotal role of culture in shaping how individuals calibrate their cognitive responses (Abdelwahed 2023). When a university environment actively rewards innovation and creative resilience, students are better positioned to psychologically internalize these professional values, effectively aligning their mindset with the requirements of sustainable practice. Consequently, the following hypothesis is proposed:

### **H1: Entrepreneurial Culture significantly influences Entrepreneurial Mindset.**

#### **Entrepreneurial Teaching Impact on Entrepreneurial Mindset**

While Entrepreneurial Teaching (ET) and Entrepreneurial Education (EE) are fundamentally intertwined, they represent distinct dimensions of the institutional ecosystem. ET emphasizes the specific instructional methods and pedagogical styles—such as experiential and creative-led instruction—used by educators to foster internal cognitive traits like critical thinking and risk-resilience (Lv et al. 2021). In contrast, EE serves as the comprehensive curricular architecture aimed at providing the broad technical knowledge and skills required for business management (Mehmood et al. 2024). This distinction is critical for evaluating institutional efficacy: while EE provides the structural map, ET provides the pedagogical engine that drives student engagement. The efficacy of ET in cultivating an Entrepreneurial Mindset (EM) is well-documented in contemporary research (Lubis 2019; Lv et al. 2021; Lynch, Andersson, and Johansen 2021). This relationship is often facilitated through psychological catalysts such as self-efficacy, personal

attitude, and inspiration. The formation of EM—manifesting as a synthesis of opportunity recognition, proactivity, and risk resilience—is significantly enhanced when instructional delivery prioritizes creative self-efficacy and active engagement (Tantawy et al., 2021).

By focusing on high-engagement delivery styles, ET allows students to develop a more robust and flexible mindset, which is essential for navigating the uncertainties of professional practice. Unlike a static syllabus, the dynamic nature of ET adapts to the student's developmental needs, making it a potentially more powerful driver of cognitive change than formal curricular content alone. Consequently, the second hypothesis is proposed:

**H2: Entrepreneurial Teaching significantly influences Entrepreneurial Mindset.  
Entrepreneurial Education Impact on Entrepreneurial Mindset**

Entrepreneurial Education (EE) represents the formal curricular architecture and the systematized body of knowledge pertaining to business development and sustainable practices. It is defined as the structured instructional activities designed to provide students with the foundational literacy and theoretical content required for venture creation (Saadat et al. 2022). Within the university ecosystem, a clear functional division exists: while culture provides the social environment and teaching provides the delivery mechanism, EE supplies the essential substantive knowledge.

The role of formal educational inputs in driving cognitive restructuring is well-supported by empirical evidence. Saadat et al. (2022) identified a significant correlation between EE and Entrepreneurial Mindset (EM), suggesting that structured content often shapes student aspirations by reshaping their underlying cognitive frameworks. This perspective is reinforced by Abdelwahed (2023), who posits that systematic academic exposure is a primary driver in changing how students perceive and evaluate market opportunities. Furthermore, Mukhtar et al. (2021) demonstrated that the theoretical literacy provided through formal education is fundamental to altering the internal lenses through which students view the business landscape. By providing the necessary intellectual tools, EE prepares the cognitive ground for more advanced entrepreneurial development. Consequently, the third hypothesis is proposed:

**H3: Entrepreneurial Education significantly influences Entrepreneurial Mindset.  
Entrepreneurial Culture Impact on Entrepreneurial Competence**

Entrepreneurial Competence (ECO) is conceptualized as a specific configuration of interrelated abilities, technical knowledge, and practical skills—such as market sensitivity and strategic risk assessment—that enable an individual to execute business tasks with efficacy (Al-Lawati, Kohar, and Suleiman 2020). Beyond its role in shaping a student's internal outlook, the institutional ecosystem of a university serves as a critical "safe harbor" or developmental scaffolding for the cultivation of these functional proficiencies.

Academic literature suggests that the broader Entrepreneurial Culture (EC) of an institution acts as a primary facilitator for the acquisition of these skills. Research by Al-Lawati et al. (2020) and DeScioli (2024) emphasizes that an environment favoring autonomy and innovation contributes significantly to the enhancement of student competencies. In a culture where exploratory experimentation is encouraged and normalized, students are more likely to engage in the persistent, deliberate practice required to attain mastery over complex business functions. By providing a low-risk setting for trial and error, the institutional culture creates the conducive conditions necessary for technical skill-building. Consequently, the fourth hypothesis is proposed:

**H4: Entrepreneurial Culture significantly influences Entrepreneurial Competence.  
Entrepreneurial Teaching and Entrepreneurial Competence**

The relationship between Entrepreneurial Teaching (ET) and Entrepreneurial Competence (ECO) is fundamentally grounded in the "learning-by-doing" pedagogical paradigm. When instructional methods move beyond passive observation to incorporate high-fidelity simulations, practitioner-led mentorship, and real-world field assignments, they facilitate the direct translation of theoretical

literacy into operational proficiency. This active delivery model ensures that students do not merely study entrepreneurship as an academic subject but engage with it as a professional practice. Research by Lv et al. (2021) underscores that these dynamic teaching approaches have a measurable and direct impact on both the technical and interpersonal competencies of students. By engaging in creative instruction and immersive field exercises, students are able to transition from a conceptual understanding of business structures—knowing "what" a venture is—to a functional mastery of operational execution—knowing "how" to manage one. This pedagogical shift is essential for bridging the gap between classroom knowledge and professional implementation. Consequently, the fifth hypothesis is proposed:

**H5: Entrepreneurial Teaching significantly influences Entrepreneurial Competence.**

**Entrepreneurial Education and Entrepreneurial Competence**

Standardized Entrepreneurial Education (EE) serves as the essential structural framework for the methodical development of professional competence. This involves the acquisition of core functional literacy across diverse domains, including financial management, marketing strategy, and sustainability frameworks. Research by Abdelwahed (2023) highlights that the breadth and depth of a formal curriculum are vital factors in cultivating the multifaceted skill sets required by contemporary business students.

A comprehensive educational architecture ensures that students are equipped with the analytical instruments needed to navigate the transition from initial ideation to professional application. As established by Quirós-Alpera et al. (2025), a well-structured curriculum provides the foundational bedrock for competence development, effectively bridging the cognitive distance between theoretical "knowing" and the practical "knowing how." By providing a sequential roadmap for skill acquisition, EE ensures that students possess the technical scaffolding necessary for future business operations. Consequently, the sixth hypothesis is proposed:

**H6: Entrepreneurial Education significantly influences Entrepreneurial Competence.**

**Entrepreneurial Mindset and Entrepreneurial Intention**

*Entrepreneurial Intention (EI)* is the self-acknowledged conviction that one intends to set up a new business venture. According to the Theory of Planned Behavior, the way one thinks (mindset) dictates their willingness to act or intention (Lv et al. 2021). Mukhtar et al. (2021) confirmed EM is a significant precursor to EI. Entrepreneurial Intention (EI) represents the self-acknowledged conviction and commitment of an individual to initiate a new venture (Ndlovu et al. 2023). According to psychological models of human behavior, the way an individual perceives opportunities (EM) is the strongest internal precursor to the desire to act (EI). Empirical evidence consistently supports this cognitive chain. Ndlovu et al. (2023) and Abdelwahed (2023) have both demonstrated that a well-developed entrepreneurial mindset significantly elevates a student's intent to start a business. Furthermore, Saadat et al. (2022) identify the mindset as a vital psychological mechanism that transforms educational inputs into firm professional intentions. Accordingly, the seventh hypothesis is formulated:

**H7: Entrepreneurial Mindset significantly influences Entrepreneurial Intention.**

**Entrepreneurial Competence and Entrepreneurial Intention**

The relationship between Entrepreneurial Competence (ECO) and Entrepreneurial Intention (EI) is rooted in the psychological concept of perceived behavioral control. This suggests that students are significantly more inclined to form a concrete intention to start a business when they believe they possess the technical mastery required to navigate real-world challenges (Ferreira et al. 2022). As students gain specific practical competencies—such as the ability to mobilize resources or manage strategic risks—their confidence in their operational agency increases.

In this developmental chain, competence provides the "perceived feasibility" that complements the "perceived desirability" inherent in the mindset. Thus, the possession of functional skills serves as the bridge that turns a theoretical ambition into a realistic professional goal. Consequently, the eighth hypothesis is proposed:

**H8: Entrepreneurial Competence significantly influences Entrepreneurial Intention.**

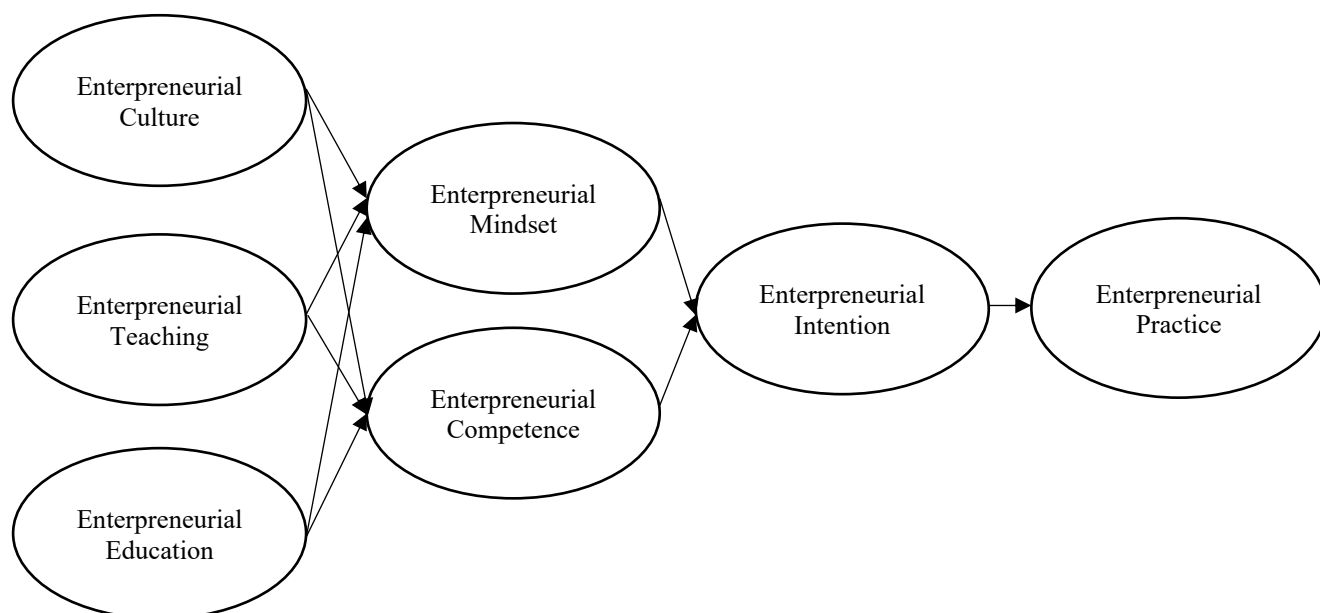
### Entrepreneurial Intention and Entrepreneurial Practice

Entrepreneurial Practice (EP) represents the concrete behavioral implementation of business concepts within a competitive, real-world landscape. This stage is conceptualized as the definitive outcome of the entrepreneurial journey, characterized by the actual deployment of ventures, product launches, or field operations (Cui and Bell, 2022). While a significant portion of academic literature focuses primarily on the formation of intent, this study argues that the transition into actual practice is the ultimate metric of institutional efficacy.

The link between Entrepreneurial Intention (EI) and actual behavior is established as the primary bridge between academic preparation and market implementation (Cui and Bell, 2022). Although intention is widely cited as the most robust predictor of behavior, the final transition into practice is often a non-linear process that requires students to navigate complex external barriers. In this framework, intention serves as the psychological driver that propels an individual toward execution, yet the strength of this link is frequently tested by real-world constraints that determine whether an aspiration successfully matures into a tangible practice. Consequently, the final hypothesis is proposed:

**H9: Entrepreneurial Intention significantly influences Entrepreneurial Practice.**

Below is the proposed model for quantitative approach that include all the variables and hypotheses proposed:



**Figure 1. Proposed Model for Quantitative Approach**

### Rationale for Qualitative Integration and Triangulation

While structural models provide a rigorous framework for identifying the magnitude of relationships between institutional inputs and student outcomes, the "knowledge-practice gap" is a multifaceted phenomenon that cannot be fully explained by numerical data alone. To address this, the study draws upon the Sequential Explanatory Logic, which posits that statistical trends

require a subsequent qualitative phase to uncover the underlying causal mechanisms and social nuances that generate those trends (Gloc 2024; Ivankova, Creswell, and Stick 2006). This approach is grounded in the necessity of moving beyond the "what" of a phenomenon to explore the "why" and "how" of its occurrence in a specific educational context.

The theoretical foundation for this qualitative inquiry is the "Bifocal Lens" Perspective, which suggests that a comprehensive understanding of educational efficacy requires both a macro-level view (statistical generalizations) and a micro-level view (human narratives) (Segumpan et al. 2025). Within this lens, the concept of "Thick Description" is utilized to capture the intricate social and institutional realities that influence student behavior. By exploring the Lived Experiences of individuals within the university ecosystem, qualitative inquiry allows researchers to identify "invisible" inhibitors—such as perceived pedagogical rigidity or systemic financial constraints—that Likert-scale instruments may fail to detect.

Furthermore, the qualitative dimension serves as a tool for Thematic Triangulation, ensuring that the theoretical paths established in the quantitative model are grounded in the actual professional realities of the students. By focusing on the narratives of key informants, the research can decode the "structural disconnects" identified in the statistical analysis. This conceptual framework allows for a deeper exploration of how institutional culture and teaching methods are perceived and internalized, providing the necessary context to explain why high intentions do not always translate into successful entrepreneurial practice.

## METHODS

This section provides a detailed account of the research methodology employed to investigate the institutional drivers of the knowledge-practice gap through the lens of Social Cognitive Career Theory (SCCT). To capture the complex interplay between environmental supports and individual agency, this study adopts a Mixed-Methods Explanatory Sequential Design framed within a Single-Case Study methodology. As established in contemporary research, the explanatory sequential approach facilitates a comprehensive understanding of multifaceted phenomena by first establishing statistical trends and subsequently exploring the underlying causal mechanisms through qualitative depth (Ivankova, Creswell, & Stick, 2006; Gloc, 2024). This design is particularly pertinent to the SCCT framework, as it allows for a macro-level assessment of how institutional factors influence cognitive states, followed by a micro-level analysis of the "person-in-context" barriers that inhibit the transition to practice (Segumpan et al., 2025).

The case study approach was selected to provide an intensive, holistic analysis of a "bounded system," focused specifically on the business student body at Universitas Ciputra. By examining this real-life vocational context, the research seeks to understand how specific pedagogical interventions translate into student mindset, competence, and action. The integration of both quantitative and qualitative data ensures a robust triangulation of findings, where the statistical breadth of the structural model is complemented by the rich, lived experiences of students navigating the complexities of entrepreneurial implementation.

### **The Quantitative Inquiry: Measuring the Path of Agency**

The primary phase of the research utilized a quantitative approach to empirically test the relationships between institutional environmental supports—comprising Entrepreneurial Teaching (ET), Education (EE), and Culture (EC)—and the internal cognitive outcomes of Mindset (EM), Competence (ECO), Intention (EI), and Practice (EP). Grounded in the objective to establish robust correlations and maintain academic objectivity, this phase provided the empirical evidence necessary to evaluate the nine hypothesized paths in the developmental chain (Neuman, 2014).

Data for this phase was gathered through an online survey, yielding a final sample of 139 valid responses from business students actively immersed in the entrepreneurship curriculum. This sample size provided the statistical power required for a rigorous exploration of the intricate interplay between pedagogy and practice (Vanderstoep & Johnston, 2009). The survey instrument

was constructed by adapting validated scales from existing literature to ensure the reliability of the SCCT-underpinned variables. Specifically, the measurements for Education, Culture, and Mindset were derived from Mukhtar et al. (2021), while Teaching items were adapted from Tantawy et al. (2021). Technical Competence was measured using scales from Al-Lawati et al. (2020), Intention from Ndlovu et al. (2023), and actual Practice from Cui and Bell (2022).

The questionnaire utilized a 5-point Likert scale to assess student perceptions, ranging from 'Strongly Disagree' to 'Strongly Agree.' To ensure the integrity of the data, the instrument underwent rigorous reliability and validity testing. Internal consistency was confirmed through Cronbach's alpha and Composite Reliability (CR), with all values exceeding the 0.70 threshold. Convergent validity was established via the outer model analysis, ensuring that loading values surpassed 0.70 and the Average Variance Extracted (AVE) remained above 0.50 (Hair et al., 2018). Furthermore, discriminant validity was verified using the Heterotrait-Monotrait (HTMT) ratio, with all values remaining below the 0.85 limit. The structural relationships were then analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via Smart-PLS software, which is uniquely suited for testing complex models with multiple mediating paths and explaining the variance in behavioral outcomes like entrepreneurial practice.

### **The Qualitative Inquiry: Decoding Contextual Barriers**

Following the quantitative analysis, a qualitative phenomenological inquiry was conducted as the second component of the sequential design. This phase was grounded in the rationale that statistical trends alone are insufficient to capture the nuanced realities of the "knowledge-practice gap" (Alotumi, 2022; Ivankova et al., 2006). By utilizing the qualitative data as a "bifocal lens," the study sought to provide a deeper justification for the usage practices identified in the first phase and uncover the specific "contextual inhibitors" that prevent students from translating their intentions into tangible actions.

A purposive sampling strategy was employed to select seven key informants who were identified as "information-rich" cases—specifically students currently engaged in the "Practice" phase of the curriculum. This strategy ensured that the qualitative insights reflected the lived experiences of those who have successfully transitioned beyond the classroom into real-world business implementation. Data was gathered through semi-structured, in-depth interviews designed to explore how students internalize their institutional environment and what specific systemic or financial obstacles hinder their professional agency.

The resulting qualitative data was processed using thematic analysis and systematic coding. This process allowed for the identification of recurring themes, such as pedagogical rigidity and resource constraints, which serve as critical barriers within the SCCT framework. These insights were ultimately integrated with the measurable quantitative gains to ensure that the study's conclusions are supported by meaningful experiential data. By combining statistical rigor with "thick description," this sequential approach facilitates a holistic understanding of how institutional supports either empower or impede the development of students as effective agents of change in a real-world business context.

## **RESULTS AND DISCUSSION**

The empirical results of this research provide a detailed mapping of the socio-cognitive trajectory that students navigate within the university ecosystem. The data collection for this mixed-methods study was focused on business students, which offers a robust case study for examining the "knowledge-practice gap" through the lens of Social Cognitive Career Theory (SCCT).

### **Population and Sample Characteristics**

The empirical data for this mixed-methods study were collected from business students at a vocational-oriented university in Indonesia (Universitas Ciputra), providing a focused case study on the "knowledge-practice gap" in sustainability education.

In the quantitative phase, a total of 141 responses were initially gathered through an online survey. Following a rigorous data cleaning procedure, 139 responses were deemed valid and retained for the final analysis. Three responses were excluded: two because the respondents were from academic programs outside the business school's affiliation, and one due to incomplete data entry. This valid sample size of 139 exceeds the minimum requirements for the structural equation modeling (PLS-SEM) used in this study, providing sufficient statistical power to test the nine proposed hypotheses. The respondents consist of students who have been exposed to the university's entrepreneurship and sustainability curricula, ensuring they are familiar with the constructs of Entrepreneurial Teaching, Education, and Culture. Below is the table that shows the demographics:

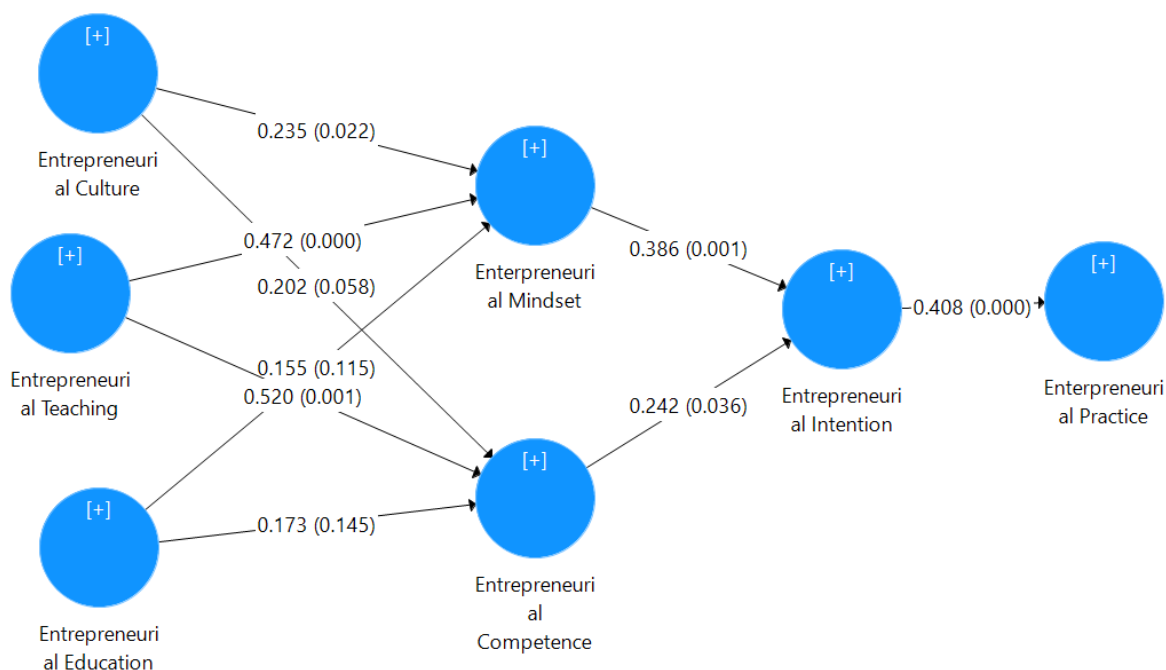
**Table 1. Demographic of Quantitative Survey**

| Characteristic   | Category                    | Frequency (N) | Percentage (%) |
|------------------|-----------------------------|---------------|----------------|
| Institution      | Universitas Ciputra         | 120           | 86.30%         |
|                  | Other Institutions          | 19            | 13.70%         |
| Location         | Surabaya                    | 128           | 92.10%         |
|                  | Outside Surabaya            | 11            | 7.90%          |
| Academic Program | Business Management         | 110           | 79.10%         |
|                  | Accounting & Finance        | 8             | 5.80%          |
|                  | Hospitality & Tourism       | 7             | 5.00%          |
|                  | Information Systems & Tech  | 7             | 5.00%          |
|                  | Others (Creative Arts/Comm) | 7             | 5.00%          |

For the qualitative phase, the study utilized a purposive sampling strategy to select seven key informants (KII) for semi-structured interviews. These informants were specifically targeted because they were in the "Practice" phase of their curriculum—a stage where students are required to implement business ideas in real-field conditions, such as exhibitions and bazars. Selecting participants at this critical juncture allowed the research to capture lived experiences regarding the transition from theoretical intent to actual business implementation. The diversity among these seven informants, as detailed in the qualitative findings, provided a broad spectrum of perspectives on the structural and financial barriers encountered during the practical application of sustainability principles.

### **Phase 1: Quantitative Results**

This section presents the empirical findings of the quantitative phase, focusing on the evaluation of the structural model and the testing of the nine research hypotheses. The analysis was conducted using **Partial Least Squares Structural Equation Modeling (PLS-SEM)** to determine the significance and magnitude of the relationships between institutional inputs and student entrepreneurial outcomes. Figure 2 below shows the results of analysis of proposed research model analyzed by PLS-SEM.



**Figure 2. Research Model Results**

Table 2 provides a summary of the empirical findings for the nine proposed hypotheses. In this analysis, a p-value threshold of 0.05 was applied to determine statistical significance; hypotheses with p-values exceeding this threshold are classified as not supported.

**Table 2. Hypotheses Testing Results**

| Hypothesis | Path   | P-values | Result        | Path Coefficient |
|------------|--|----------|---------------|------------------|
| H1         | Entrepreneurial Culture → Entrepreneurial Mindset      | 0.022    | Supported     | 0.235            |
| H2         | Entrepreneurial Teaching → Entrepreneurial Mindset     | 0.000    | Supported     | 0.472            |
| H3         | Entrepreneurial Education → Entrepreneurial Mindset    | 0.121    | Not Supported | 0.155            |
| H4         | Entrepreneurial Culture → Entrepreneurial Competence   | 0.059    | Not Supported | 0.202            |
| H5         | Entrepreneurial Training → Entrepreneurial Competence  | 0.001    | Supported     | 0.520            |
| H6         | Entrepreneurial Education → Entrepreneurial Competence | 0.149    | Not Supported | 0.173            |
| H7         | Entrepreneurial Mindset → Entrepreneurial Intention    | 0.001    | Supported     | 0.386            |
| H8         | Entrepreneurial Competence → Entrepreneurial Intention | 0.040    | Supported     | 0.242            |
| H9         | Entrepreneurial Intention → Entrepreneurial Practice   | 0.000    | Supported     | 0.408            |

The results of the nine hypotheses are detailed below, integrating the statistical findings with support from previous scholarly works:

**Impact of Entrepreneurial Culture on Entrepreneurial Mindset: The Campus Ecosystem as a Cognitive Catalyst**

The statistical analysis confirms that Entrepreneurial Culture (EC) exerts a significant and positive influence on Entrepreneurial Mindset (EM), supporting H1 (P-value=0.022; Path Coefficient =0.235). This result is consistent with the conceptual framework proposed by Ndlovu et al. (2023), which identifies culture as a pivotal factor in driving the success of entrepreneurship within a development-focused system. From the perspective of SCCT, the campus ecosystem acts as a critical "Environmental Support" that provides the social cues and normative values necessary for cognitive restructuring (Lent, Brown, and Hackett, 1994). Specifically, an ingrained culture of entrepreneurship serves as more than just a background; it acts as a robust contributor to the developmental process by offering "Learning Experiences" that normalize innovation (Adebusuyi et al., 2022). As established by Ndlovu et al. (2023), such an environment provides the psychological cues needed for students to internalize a mindset that prioritizes creativity. By fostering an atmosphere that celebrates risk-taking and autonomy, the university effectively invests in the growth of its students' professional identities, which ultimately leads to the creation of new ventures and the further "cementing" of an entrepreneurial self-efficacy across the institution (Lent and Brown, 2019).

### **Impact of Entrepreneurial Teaching on Entrepreneurial Mindset: The Role of "Learning-by-Doing" in Cognitive Transformation**

Entrepreneurial Teaching (ET) was found to have a highly significant influence on Entrepreneurial Mindset (EM) (P-value=0.000; Path Coeff.=0.472), supporting H2. This finding underscores the critical role of pedagogical delivery—specifically experiential and creative-led instruction—in shifting a student's internal cognitive framework. Under the SCCT lens, ET represents the "Pedagogical Engine" that generates enactive mastery experiences, which are the most potent sources of entrepreneurial self-efficacy (Adebusuyi et al., 2022; Wang, Liu, and Deng, 2022). While broader curricular structures exist, it is the specific method of delivery that fosters the mentalities necessary for innovation (Lv et al., 2021). The dynamic nature of ET ensures the learning process remains relevant to a volatile environment (Chawinga, 2017). Furthermore, this alignment with Tantawy et al. (2021) demonstrates that when teaching involves creative process engagement and active mentorship, students develop a more robust and flexible mindset. By prioritizing critical thinking and risk-taking, the educators at the institution successfully move students beyond theoretical understanding to a state of "proactive problem-solving" and professional agency (Li et al., 2024).

### **Impact of Entrepreneurial Education on Entrepreneurial Mindset: Why Formal Curriculum Fails as a Cognitive Catalyst**

The statistical analysis reveals a surprising disconnect: the relationship between Entrepreneurial Education (EE) and Entrepreneurial Mindset (EM) was not statistically supported (H3: P-value > 0.05). Although the path coefficient was 0.155, it failed to reach the threshold of significance. This result stands in stark contrast to traditional literature, such as Mukhtar et al. (2021), which views formal education as a primary driver for altering cognitive frameworks through theoretical literacy. Similarly, other scholars argue that systematic exposure to curricula should fundamentally shift how students perceive market opportunities (Abdelwahed, 2023; Saadat et al., 2022). From an SCCT perspective, this failure indicates a "Structural Disconnect" where the environmental support (the syllabus) remains an external academic requirement rather than being internalized as agency (Lent and Brown, 2019). This highlights the "knowledge-practice gap": having "textbook knowledge" is distinct from adopting an entrepreneurial way of thinking. In this case, the mindset is more effectively triggered by teaching methods and campus culture rather than the formal roadmap itself, suggesting that "knowing" the theory is separate from the cognitive resilience required for professional practice (Cui and Gu, 2024).

### **Impact of Entrepreneurial Culture to Entrepreneurial Competence: Why Inspiration Does Not Equal Capability**

The results indicate that Entrepreneurial Culture (EC) does not have a significant influence on Entrepreneurial Competence (ECO), meaning H4 is not supported (P-value=0.059). This suggests

a disconnect between the institutional "vibe" and the development of technical skills. While theoretical frameworks often propose that cultural values shape entrepreneurial outcomes and resilience (Al-Lawati et al., 2020; DeScioli, 2024), the rejection of H4 suggests that a supportive culture alone does not provide students with concrete technical abilities such as market sensitivity or risk calculation. From the SCCT perspective, culture provides the "Vicarious Learning" and inspiration needed for a mindset shift, but it lacks the "Mastery Experiences" required for technical capability (Adebusuyi et al., 2022). This underscores that an atmosphere of experimentation might make students feel inspired, but it does not necessarily make them capable in a functional sense (Rezky and Rasto, 2023). Students require specific, skill-based interventions to bridge the gap between being part of an entrepreneurial culture and possessing the actual competencies needed to perform entrepreneurial tasks effectively.

### **Impact of Entrepreneurial Teaching on Entrepreneurial Competence: The "Learning-by-Doing" Engine for Skill Acquisition**

The statistical analysis demonstrates that Entrepreneurial Teaching (ET) has a significant and positive effect on Entrepreneurial Competence (ECO), providing validation for H5 (P-value=0.001; Path Coeff. =0.520). This result reinforces the "learning-by-doing" pedagogical philosophy, indicating that teaching methods incorporating simulations and real-field assignments directly translate theoretical knowledge into functional mastery. Previous research underscores that such approaches have a direct and measurable impact on both technical and non-technical competencies (Lv et al., 2021). Within the SCCT framework, these active interventions serve as the primary source of self-efficacy by providing students with the opportunity to master the "how-to" of venture operation through high-fidelity simulations (Cui and Gu, 2024; Li et al., 2024). The confirmation of H5 suggests that instructional delivery at the institution successfully equips students with the abilities necessary for future business activities. Competence obtained through targeted teaching is not only essential for the present environment but continuously shapes the choice goals and persistence required to pursue entrepreneurial paths (Lent and Brown, 2019).

### **Impact of Entrepreneurial Education on Entrepreneurial Competence: Why a Formal Roadmap Does Not Guarantee Technical Mastery**

The statistical analysis reveals that Entrepreneurial Education (EE) does not significantly influence Entrepreneurial Competence (ECO), meaning H6 is not supported (P-value > 0.05). This result challenges the assumption that a structured curriculum serves as the necessary roadmap for the sequential development of student competence (Abdelwahed, 2023). Although a comprehensive curriculum is intended to equip students with analytical tools, the data suggests that these theoretical inputs fail to translate into functional skill sets. This disconnect mirrors challenges in other models where curricula struggle to connect broad strategies with actionable recommendations (Quirós-Alpera et al., 2025). Within the SCCT lens, this suggests that the curriculum remains a "Static Support" that does not bridge the gap between "knowing" a concept and "knowing how" to implement it effectively (Rezky and Rasto, 2023). Ultimately, this indicates that the scope of entrepreneurship education may remain too theoretical to develop deep functional literacy in areas like finance or marketing without the continuous feedback and industry involvement necessary to turn theory into action (Abdelwahed, 2023; Quirós-Alpera et al., 2025).

### **Impact of Entrepreneurial Mindset to Entrepreneurial Intention: From "Thinking" to the Commitment to Act**

The statistical analysis confirms that Entrepreneurial Mindset (EM) has a significant and positive influence on Entrepreneurial Intention (EI), providing strong support for H7 (P-value=0.001; Path Coeff. =0.386). This relationship stands as one of the most powerful internal drivers within the model, indicating that a student's cognitive framework is a primary determinant of their desire to launch a venture. This result aligns with the SCCT choice model, which posits that self-efficacy (mindset) dictates the willingness to act and the commitment to a career goal (Lent and Brown, 2019). A mindset characterized by creativity and innovation is essential because it encourages the

self-acknowledged conviction needed to initiate a venture (Ndlovu et al., 2023). Empirical evidence suggests that EM acts as a vital psychological mechanism that transforms educational and environmental supports into firm professional intentions (Saadat et al., 2022). When students possess a mindset that allows them to navigate uncertainty, their "Choice Goals" are significantly elevated (Adebusuyi et al., 2022). This implies that once the university successfully fosters the "entrepreneurial way of thinking," students develop the internal drive required to move toward professional implementation.

### **Impact of Entrepreneurial Competence on Entrepreneurial Intention: Technical Assurance as a Driver of Venture Commitment**

The statistical analysis confirms that Entrepreneurial Competence (ECO) significantly and positively influences Entrepreneurial Intention (EI), providing empirical support for H8 (P-value=0.040; Path coeff. =0.242). This relationship is fundamentally rooted in the concept of perceived behavioral control, suggesting that students are more likely to develop an intention to start a business when they believe they possess the technical mastery required to succeed (Ferreira et al., 2022). Within the SCCT framework, competence provides the "Perceived Feasibility" that complements the "Perceived Desirability" inherent in the mindset (Lent, Brown, and Hackett, 1994). As students gain practical competencies—such as resource mobilization or risk management—their internal confidence increases, directly translating into higher levels of intention (Ferreira et al., 2022). The support for H8 indicates that at the institution, students who feel equipped with a specific cluster of business abilities are significantly more committed to initiating a new venture. This confirms that technical assurance is a necessary bridge to ensure that students do not just think like entrepreneurs, but also possess the perceived agency to act as ones.

### **Impact of Entrepreneurial Intention on Entrepreneurial Practice: Closing the Intention-Action Gap through Real-World Execution**

The statistical analysis reveals that Entrepreneurial Intention (EI) has a significant and positive influence on Entrepreneurial Practice (EP), providing strong empirical support for H9 (P-value=0.000; Path Coeff. =0.408). This relationship represents the strongest link in the entire model, suggesting that the transition from a choice goal (intention) to performance (practice) is the most robust phase of the developmental chain. Entrepreneurial Practice is the final stage of the outcome, characterized by the execution of business activities in a real-world setting (Cui and Bell, 2022). While much research stops at intention, this study confirms that intention serves as the primary driver that successfully bridges the gap between formal education and actual implementation (Cui and Bell, 2022). However, as SCCT warns, the link between intention and behavior is often tested by "Contextual Barriers" (Duong, 2023). In this context, the university's practical requirements—such as mandatory exhibitions—act as a catalyst that forces the conversion of intention into practice. This high coefficient indicates that the "intention-action gap" is relatively small when the institutional environment provides the necessary performance opportunities to test the strength of the student's initial resolve.

### **Phase 2: Qualitative Results**

Following the Explanatory Sequential Design, the qualitative phase was initiated to explore the nuances of the quantitative results. While the first phase identified *what* relationships exist (e.g., the success of H2 and H5), this phase investigates *why* these relationships occur within the specific context of the university ecosystem.

The qualitative instrument consisted of a semi-structured interview guide designed to target the variables and hypotheses tested in Phase I. The questions were categorized to bridge the gap between the statistical paths and the lived experiences of the students:

**Table 3. Questions for Qualitative Approach**

| <b>Interview Question (English-Translated)</b>                                   | <b>Targeted Hypotheses</b> | <b>Explanatory Rationale</b>                          |
|--|----------------------------|---|
| How much enthusiasm do you feel for the campus programs? How do you perceive the | H1, H4                     | To determine if the "Entrepreneurial Culture" (EC) is |

|  |            |   |
|--|------------|---|
| entrepreneurial vision from a student's perspective?   |            | viewed as a genuine driver or merely a branding "vibe."                                 |
| Do you feel there is strong support and cooperation among the academic community (lecturers, staff, students)?           | H1, H4     | To investigate the social fabric behind the institutional culture.                      |
| Do the teaching lecturers have practical experience in the business world? How does that help you?                       | H2, H5     | To decode why Teaching (ET) was the strongest driver of competence and mindset.         |
| Provide examples of practical teaching methods (simulations/projects) that were most memorable in improving your skills. | H2, H5     | To identify the specific "Pedagogical Engine" that triggers functional competence.      |
| Does the campus provide broad opportunities for students to participate in practice (exhibitions/projects)?              | H3, H6, H9 | To explore the transition from formal education to actual implementation.               |
| Is there capital/funding assistance or integrated services (incubators) that support your entrepreneurial practice?      | H6, H9     | To identify resource barriers that cause the rejection of education-related hypotheses. |
| What is the most significant change in your mindset that you have felt after being involved in this program/practice?    | H7         | To validate the internal cognitive shift found in the structural model.                 |
| To what extent have you decided to pioneer and start a business in the future?   | H8, H9     | To assess the strength of Intention (EI) in a real-world career context.                |
| Is becoming an entrepreneur your primary career goal? Please explain your reasons.                                       | H7, H8     | To distinguish between academic requirements and personal professional identity.        |
| If you could provide one main suggestion to the campus to make the program much better, what would it be?                | Synthesis  | To identify systemic gaps in the "Knowledge-Practice" chain.                            |

Data was collected through semi-structured interviews with seven informants (Informant 1–7) across diverse majors, including International Business Management (IBM), Business Communication, and Information Systems. Detailed field notes were utilized as the primary data source. These notes captured the key arguments, specific critiques, and emotional resonance of the students' responses, ensuring that the "human voice" remained central to the analysis. The following table presents the final themes that emerged from this analysis, acting as the explanatory bridge for the structural model results:

**Table 4. Theme of Qualitative Analysis**

| Main Theme                   | Sub-themes  | Explanatory Link to Quantitative Phase   | Informant Source      |
|------------------------------|---|--|-----------------------|
| Pedagogical Efficacy         | A. Practitioner Credibility<br>B. Experience vs. Theory | Explains the strength of H2 and H5; students prioritize "upside down" stories (Q3, Q4) as a catalyst for competence. | Informants 2, 3, 4, 7 |
| Structural & Curricular Gaps | A. Curricular Rigidity                                  | Explains the rejection of H3 and H6; students feel the syllabus is too "rigid" and academic (Q1, Q5, Q10).           | Informants 1, 6       |

|                                |   |  |
|--------------------------------|---|--|
|                                | B. Regulatory Prematurity                                     |  |
| The Intention-Practice Barrier | A. Financial Resource Scarcity<br>B. Result-Oriented Pressure | Explains the constraints on H9; shows that high intention is bottlenecked by Informants 1, 4, 5, 6, 8).<br>lack of capital and revenue targets (Q6, Q8). |

The transition from statistical results to qualitative insights marks the "Explanatory" phase of this research design. While the quantitative analysis identified which paths were significant, the qualitative data—gathered through semi-structured interviews with seven informants—serves to uncover the underlying reasons for these results. By utilizing a 10-question interview guide specifically designed to interrogate the structural model, this phase identifies three central themes that bridge the "Knowledge-Practice Gap."

The qualitative phase reveals a complex interplay between institutional support and student reality. The findings are synthesized into three overarching themes that provide a narrative for the data:

- Theme A: The Practitioner Advantage - This theme decodes why Entrepreneurial Teaching (ET) outperformed the general curriculum. It focuses on the credibility of the "messenger" and the power of experiential storytelling in building functional competence. This theme can also explain the reason behind the supported hypothesis of the impact of Educational Teaching on Mindset and Competence (H2 and H5)
- Theme B: The Structural & Curricular Gaps - This theme identifies the friction within the Entrepreneurial Education (EE) and Culture (EC) variables. It explores the "Rigidity Barrier," where academic rubrics and premature focus on legal regulations often clash with the volatile needs of a startup. This explain the reason why Enterpreneurial Education do not give significant impact on other variables (H3, H4, H6)
- Theme C: The Intention-Practice Barrier - While the model showed a strong link between Intention (EI) and Practice (EP), this theme highlights the "Financial Bottleneck." It examines how a lack of direct capital and a focus on revenue (omzet) targets create a "forced" practice that may not always lead to long-term business sustainability.

Together, these themes explain why the "vibe" of the university successfully shapes how students think, but requires a shift from rigid academic structures to flexible, practitioner-led mentorship to ensure they are technically capable of acting.

*Theme A - The Practitioner Advantage—Experience as the Catalyst for Competence*

This theme decodes why Entrepreneurial Teaching (ET) emerged as the strongest driver of both Mindset and Competence (H2 and H5). Within the SCCT framework, teaching methods that prioritize practitioner credibility and experiential storytelling provide students with essential Learning Experiences—specifically Vicarious Learning and Verbal Persuasion—which are critical sources of entrepreneurial self-efficacy (Adebusuyi et al., 2022). Informants expressed that theoretical knowledge feels "minimum" unless it is anchored in the reality of business ownership. As noted by Informant 2, the sharing of "upside-down" stories—honest accounts of failure and recovery—provides the psychological cues needed for students to move beyond a theoretical understanding to a state of proactive problem-solving.

This practitioner-led mentorship acts as a primary engine for cognitive growth, moving students from "Theoretical Literacy" to "Functional Mastery." The qualitative data suggests that competence is built through real-world collaboration and dynamic simulations rather than static lectures. This reinforces the findings of Jiping Zhang (2025), who identified that transformational leadership in teaching indirectly influences employability through the development of self-efficacy. By acting as mentor-partners, practitioners help students navigate the emotional and financial costs of business reality, explaining the high path coefficients found in the quantitative phase (Ezzahra Zaid & Ghiffi, 2024; Li et al., 2024).

*Theme B: The Structural and Curricular Gaps—The "Rigidity" Barrier*

The qualitative phase identifies a significant "Rigidity Barrier" that explains the statistical failure of formal Entrepreneurial Education (EE) to impact Mindset and Competence (H3 and H6). While the university provides a structured roadmap, students often perceive the formal curriculum as a Contextual Inhibitor due to its focus on premature professionalization and regulatory rigidity. Informant 6 observed that the program often forces a focus on legal compliance and copyright registration before a business model is stable, estimated that a large portion of the taught material is not yet applicable to fragile, experimental ventures.

This "Compliance Trap" functions as a motivation killer rather than an empowerer of innovation. In SCCT terms, these Environmental Barriers prevent the formal education from being internalized as personal capability. Furthermore, the "Subjectivity Gap" identified by Informants 1 and 6 suggests that academic rubrics often override market reality, leading to a conflict of authority where students prioritize academic compliance over market agility. This explains why Education (EE) and Culture (EC) failed to significantly drive technical competence; the institutional vision is overshadowed by the pressure of academic rubrics, resulting in students who "know" the requirements but do not feel "functionally mastered" for the real world (Quirós-Alpera et al., 2025).

*Theme C: The Intention-Practice Barrier—Navigating Financial and Process Constraints*

While the structural model indicated a strong link between Intention (EI) and Practice (EP), the qualitative findings reveal that this transition is heavily moderated by Perceived Barriers and financial resource scarcity. This theme addresses the "Financial Bottleneck" identified by Informant 6, who argued that while institutional connections are helpful, direct seed capital remains the most urgent requirement for sustainable practice. Without tangible financial support, the "Practice" phase remains a simulation for many students, often leading to stagnant or delayed implementation.

This barrier is further complicated by a heavy institutional emphasis on revenue targets, or "omzet," which creates a "forced" practice environment. Informant 4 suggested that the focus on financial outputs during practical assignments can distract from the qualitative "how-to" process of business development. As Duong (2023) observed in a SCCT-based model, even when students possess high self-efficacy and intention, their actual behavior is frequently hindered by these contextual inhibitors. The "omzet" trap forces students into a result-oriented pressure cooker that may prioritize short-term academic results over long-term entrepreneurial sustainability, reinforcing the need for institutions to move beyond revenue-based metrics toward resource-backed, process-driven mentorship.

## CONCLUSION

The investigation into the institutional drivers of the knowledge-practice gap demonstrates that the transition from classroom literacy to real-world implementation is not a simple linear progression but a complex socio-cognitive journey. By utilizing Social Cognitive Career Theory (SCCT) as an analytical framework, this study clarifies how environmental supports provided by the university are internalized as individual agency or, conversely, stymied by systemic barriers. The quantitative results establish that while the broader university culture and formal education

provide the necessary background, they often fail to directly stimulate the technical self-efficacy required for business creation. Instead, the pedagogical engine of entrepreneurial teaching—characterized by experiential mastery and practitioner-led mentoring—serves as the primary catalyst for shifting student mindset and competence. This highlights a critical finding: the credibility of the "messenger" and the method of delivery are more impactful in building professional agency than the volume of the formal curriculum.

The qualitative findings provide the necessary depth to decode why certain structural supports failed to yield statistical significance. The "rigidity barrier" identified in the interviews suggests that premature professionalization and an overemphasis on academic compliance create a disconnect between the student's entrepreneurial identity and the university's formal requirements. When the institutional ecosystem prioritizes regulatory mastery and sales targets over the qualitative development of the business process, it can act as a contextual inhibitor rather than a support system. Furthermore, the financial bottleneck remains a significant barrier that prevents high intentions from maturing into sustainable practice. Ultimately, this research concludes that for a university ecosystem to be truly effective, it must move beyond "Sustainability Literacy" toward a model of "Functional Mastery," where institutional supports are aligned with the volatile market realities encountered by students in the field.

## LIMITATIONS

Regarding the limitations of this inquiry, the research is primarily constrained by its focus on a single-case study at a vocational-oriented university in Surabaya, Indonesia. While this provides a high-fidelity look at a specific entrepreneurial ecosystem, the findings may not be fully generalizable to non-vocational institutions or different geographic contexts where cultural norms and resource availability vary. Additionally, the quantitative phase utilized cross-sectional data, which captures a snapshot of student perceptions at a single point in time. Because the development of self-efficacy and the transition to practice are longitudinal processes, the study cannot definitively account for the long-term career persistence of these students once they exit the academic environment. The sample, while statistically sufficient, was also limited to business-focused majors, potentially overlooking the unique multidisciplinary barriers faced by students in the arts, sciences, or technology sectors.

Future research should aim to expand the geographic and institutional scope of this model by conducting comparative studies between public and private universities across different regions of Indonesia and Southeast Asia. Such investigations would provide a broader understanding of how varying levels of institutional support and different regional economies influence the "knowledge-practice gap." Furthermore, longitudinal research designs would be invaluable for tracking students from the "Intention" phase through the first several years of "Practice," allowing for a more robust analysis of how self-efficacy evolves over time in response to market successes and failures. There is also a significant opportunity for future studies to evaluate the efficacy of specific financial interventions, such as university-led seed funding or incubator programs, as moderated variables in the SCCT choice model. By addressing these systemic gaps, future scholarly work can continue to refine the roadmap for building institutional ecosystems that truly empower the next generation of global leaders.

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