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Impact of Success Expectations, Motivation and Team Behavior on Entrepreneurship Learning Outcomes in Higher Education

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Abstract

While there is ample evidence to support the direct impact of success expectations on academic achievement, little research has explored the motivational mechanisms that mediate success expectations–learning outcomes in the entrepreneurial context and student learning environment, and such studies are needed to understand how and why success expectations affect learning outcomes. For this purpose, it integrates the social cognitive approach of the theory of planned behavior (TPB) and the organismic theory of motivation of self-determination theory (SDT). More specifically, it tests the role of success expectations, motivation, and learning outcomes in the form of business ideas in an indirect conditional process where team behavior becomes a contextual variable. The sample consist of 231 students at several universities in Indonesia. Data is analyzed using structural equation modeling (SEM). The results show that students' motivation acted as a mediator between success expectations and learning outcomes, and team behavior strengthens the relationship. These results provide empirical evidence to better understand the mechanism of the success expectation–learning outcome. The implications of these findings are then discussed for teaching and learning in universities.

Keywords: success expectations; motivation; team behavior; learning outcomes.

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Introduction

Higher education can often be very beneficial for starting up a new business and this seems to be one of the factors determining the success of new businesses (Hunady et al. 2018). From the perspective of formal education, the role of universities is expected to help accelerate the creation of entrepreneurship through curriculum integration that combines increasing knowledge and building student character. Students can develop several types of important entrepreneurial attitudes and skills, as well as new business networks during their studies. All of this is a provision for starting a new business.

At the level of policy makers there is a belief that what is offered by entrepreneurship education is an efficient and cost-effective way to increase the number and quality of entrepreneurs (Matlay, 2006). In addition, entrepreneurship education is considered to contribute to the development of other important skills, such as problem solving, innovation and teamwork skills (Chia, 1996; Heinonen, 2007). The importance of entrepreneurship education in various educational has been widely recognized (Boldureanu, 2020).

The problem is that students are less motivated to get closer to entrepreneurship and prefer to find work in large international companies (Roffe, 1999; Brindley and Ritchie, 2000; Moy and Lee, 2002). Previous research also not answer the question of how students' motivation to learn entrepreneurship affects their

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perceived learning outcomes. Previous research on entrepreneurship education revealed that the role of entrepreneurship education can influence students' attitudes towards entrepreneurship, their motivation and intentions to start new businesses (ex: Dreisler et al., 2003, Peterman & Kennedy, 2003; Klapper, 2004, Fayolle, 2005; Pittaway and Cope, 2007; Athayde, 2009). As a reference theory that is widely used to analyze the impact of entrepreneurship education is Ajzen's "Theory of plan behavior" (TPB), which focuses on entrepreneurial intentions, namely the intention to start an entrepreneurial venture (Krueger et al., 2000). According to the TPB, entrepreneurial motivation is influenced through attitudinal factors that comprise beliefs about an outcome (Ajzen, 1991).

However, entrepreneurship education can also have a purpose other than starting a business or venture. Previous research (Henry et al., 2005) suggested that an assessment of entrepreneurship education should be carried out on different objectives in entrepreneurship courses and programs (Hytti and O'Gorman, 2004). In addition, the concrete impact of entrepreneurship education outcomes is still a debate among researchers, and there is a need for more in-depth research investigating the impact of entrepreneurship education on entrepreneurship education outcomes (Henry et al., 2005; Colette et al., 2005; Matlay, 2008).

Research on entrepreneurship education emphasizes the use of team learning to develop experiences (Reynolds, 1993). Group-based learning is also widely applied in management education (Kalliath and Laiken, 2006). Studies that measure team behavior in influencing student entrepreneurship learning outcomes are still rarely carried out. For example, Kim et al. (2021) focus on the tourism industry. While Kong et al. (2018) raised the issue of team behavior on semi-conductor design employees. Zhang & Kwan (2018) conducted a study on the research and development team at an information technology company.

In this paper, we apply the Expectancy-Value Model (E-VM) of achievement motivation (Eccles, 1983, Eccles, 1994, Wigfield and Eccles, 2000, Wigfield and Eccles, 2002) to help explain student motivation to use entrepreneurial learning opportunities. This model includes many connections and components that can be classified into three main categories of variables arranged in the following order: social world, cognitive processes, and motivational beliefs. All these variables act directly or indirectly as predictors of learning outcomes. This model assumes that; first, hope for success is directly related to learning achievement; second, motivation is assumed to be a process mechanism that links expectations and learning outcomes, motivation and learning outcomes are assumed to be influenced by team behavior.

We conceptualize the expectations developed at the university as antecedents of student learning motivation that produce learning outcomes in the form of attractive business ideas. Then integrate it with team behavior that provides indirect conditional constraints in influencing learning outcomes. Research on team-based learning has also shown that diversity in teams can lead to conflict and dysfunction within teams, reducing team performance and satisfaction (York et al., 2009). Therefore, students working in groups may not automatically contribute to improved learning. This condition depends on the ability to reveal the root of the problem and the quality of dialogue within the team (Innes, 2006).

Based on a socio-cognitive perspective of motivation, the main purpose of this study is to integrate Success expectancy to predicting students' learning outcomes at university by considering motivational mechanisms as mediating and team behavior as environmental conditional factors that affect learning achievement outcomes, has barely been studied in previous research and sometimes with contradictory results (See: Kim et al., 2021; Kong et al., 2018; Zhang & Kwan, 2018). This research is focused on the context of college students who

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have taken entrepreneurship courses or programs.

Literature Review

Business Idea as Learning Outcome

Developing student entrepreneurship skills can be indicated from the ability to start a new business. In a university setting as an object of entrepreneurship education, it can be viewed from three perspectives. First, the study of entrepreneurship is seen as a phenomenon and an academic subject (Heinonen and Hytti, 2008). Second, entrepreneurship studies focus on the entrepreneurial formation process: entrepreneurial individuals who are innovative, evaluate and take advantage of opportunities (Shook et al., 2003). Third, the study emphasizes the basic knowledge and skills needed to start, develop, and grow a business. In practice, the goals of entrepreneurship education and the desired learning outcomes tend to be unclear and not clearly defined.

As a process, entrepreneurship requires a level of experience, cognitive, and networking perspective (Man, 2007). Correspondingly, the output of entrepreneurship education is increased understanding and effectiveness in recognizing opportunities, creativity in overcoming uncertainty, taking risks, and wanting to innovate (Politis, 2005; Yar Hamidi et al., 2008). These outputs are needed when formulating a business idea that forms the basis for starting a potential business.

A recent study reveals the complexity and diversity of assessment practices in entrepreneurship education, and the need to carefully consider entrepreneurial learning outcomes in the design of effective courses. They also point out that the increased focus on pedagogy remains lacking in developing practices in innovative assessment areas, including self-assessment, peer and stakeholder assessment (Pittaway et al., 2009).

Ideas for starting a business can be developed as part of the coursework given on campus. These business ideas reflect how effectively students understand the basics and concepts of entrepreneurship. Managing the process to become an entrepreneur, including the ability to recognize opportunities and creativity is needed in entrepreneurial and innovative behavior. From the student's perspective, they take entrepreneurship courses to strengthen their understanding of generating business ideas as an active process, namely their self-confidence in generating ideas. Students tend to want the actual learning outcomes produced are business creation. Smith et al. (2006) revealed that developing rational business ideas is important in the process of shaping entrepreneurship by developing innovation skills among students, rather than teaching them how to start new businesses.

Success Expectations and Learning Outcomes

Snyder defines success expectations as the process of thinking about one's goals, along with the motivation to move towards those goals (the agency), and the ways to achieve those goals (Snyder, 1995, p. 355). This concept reflects people's optimistic predictions about their personal future. Such optimistic thinking in turn has a beneficial impact on their physical and psychological well-being, as it increases their self-esteem (Nevid & Rathus, 2007; Rathus & Nevid, 1995).

Students with high success expectations tend to be internally focused, exhibit better academic performance and the ability to delay gratification than those with low expectations for success. Goal and achievement oriented, they see themselves as masters of their academic and social destiny, displaying high aspirations and expectations for success. They attribute their success or failure to their own efforts, reflecting their self-assertion and strong self-confidence.

In contrast, students with low success expectations tend to attribute their success or

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failure to external factors, such as destiny, luck, or ethnicity. Low expectations for success are associated with less academic achievement; Students who feel powerless over their achievements often attribute their failure to external factors such as favoritism, social injustice, and other barriers.

Expectations of success have a direct positive and significant effect on student achievement/satisfaction (Domenech-Betoret et al., 2017). These findings suggest that success expectations will be able to explain and predict student achievement satisfactorily. The latent factor of belief for success shows that this motivation variable is the most important predictor of student achievement and satisfaction. This finding is in line with previous research that used variables from the expectancy value theory (Putwain et al., 2019).

Expectations for success have a tremendous influence on students' learning motivation (Yong, 2010). Yong went on to explain that students who believe they can complete challenging tasks through their own efforts are more willing to draw up their resources and apply themselves. According to Pintrich and Schunk (2002), hope for success can be fostered through realistic feedback and challenging specific tasks, positive communication, and minimal social comparisons. Based on this explanation, the following hypotheses can be proposed:

Hypothesis 1: Expectations of success have a positive and significant impact on learning outcomes.

Expectation of success and motivation

Positive self-appraisals such as expectancy success tend to increase positive emotions and reduce negative feelings (Chen et al., 2016; Tanaka & Murayama, 2014). Then positive emotions can boost effort and commitment (Patall, Vasquez, Steingut, Trimble, & Pituch, 2016), thus resulting in experiences of success, which, in turn, may amplify sense of ecacy (Bandura, 1978).

Theoretical models of adult education research propose a value expectancy approach to explain adult learning motivation (i.e., participation in adult education; Courtney, 1992, Schmidt, 2009). Also, empirical research on participation in training activities refers to self-efficacy (ie, success expectations) and attitudes (i.e., values; Salas and Cannon-Bowers, 2001; Tharenou, 2001). Thus, we suggest that expectancy value theory (Eccles, 1983, Eccles, 1994, Wigfield and Eccles, 2000) can be applied to explain adults' motivation to take advantage of learning opportunities and produce learning outcomes. According to expectancy value theory, learning motivation can be seen as a function of the expectation of success or expectation of success (i.e., "Can I pass the course?") and the subjective value of the assignment or learning opportunity. (i.e., "Do I want to take the course and why?"). These two basic factors are themselves influenced by various previous factors, in particular agents of socialization, psychological characteristics, individual beliefs, and affective memory.

Ryan and Deci (2000) divide motivation into intrinsic and extrinsic, and both are influenced by several factors such as the level of self-awareness of students about the needs that drive behavior/actions and awareness of the learning goals to be achieved. Based on this description, the following hypotheses can be developed:

Hypothesis 2: Expectations of success have a positive and significant effect on intrinsic motivation.

Hypothesis 3: Expectations of success have a positive and significant effect on extrinsic motivation.

Motivation & Learning Outcomes

One of the factors that determine the success of learning is motivation (Cheak & Wessel, 2005). According to the theory of human needs,

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motivation in learning refers to the ability to meet needs (Maslow, 1955). Motivation is a mental drive that moves, directs attitudes and individual actors in learning (Harun, 2006).

As stated by Ormrod (2006), motivation affects the learning behavior of students, which encourages increased enthusiasm and perseverance in learning. Passion and pleasure in learning can generate high motivation so that students will have a lot of energy to carry out learning activities and in the end will be able to get good learning achievements (Ormrod, 2006).

Achievement motivation is also associated with students' perceptions of the value and usefulness of their courses (Eccles & Wigfield, 1995). For example, motivation tends to increase if extrinsically motivated students feel that course content will contribute to career advancement. Courses deemed to fulfill an intrinsic purpose are also beneficial, as general interest in a topic has been linked to students' decision-making around their learning, their efforts, and their likelihood to re-engage with the same topic in the future (Hidi & Renninger, 2006).

Study was to explore the relationship between students' learning motivation and learning outcomes in a blended learning environment (Peng & Fu, 2021). The results reveal that both intrinsic motivation and extrinsic motivation have a positive relationship with learning outcomes within a blended learning environment. Moreover, intrinsic motivation is more important than extrinsic motivation.

Students with intrinsic motivation participate in learning activities for reasons such as curiosity and challenge, while students with extrinsic motivation participate because of external motivational factors such as values and rewards (Hsieh, 2014). Similarly, Ryan and Deci (2020) consider intrinsic motivation to be an active integrative tendency, which is based on interest and curiosity and leads to satisfaction and excitement, while extrinsic motivation concerns actions performed for reasons other than satisfaction. Based on the explanation above, the following hypothesis can be developed:

Hypothesis 4: Intrinsic motivation has a positive and significant effect on learning outcomes.

Hypothesis 5: Extrinsic motivation has a positive and significant effect on learning outcomes.

The Role of Motivation as a Mediator of the Relationship between Success Expectations and Learning Outcomes

Motivation encourages individuals to act in certain ways which imply the behavior is goal-oriented (Sprinthall et al., 1994). Motivation is also system-oriented, that is feedback process can encourage or prevent individual behavior, which can cause them to stop their behavior and find new ways to encourage them (Peltonen and Ruohotie, 1992). The differences that are often encountered in motivational research are general and situational. General motivation emphasizes the stability of behavior, representing an average level. Situational motivation is specific to certain situations, where intrinsic or extrinsic factors create encouragement and produce goal-oriented behavior (Krapp et al., 1992).

The definition of motivation emphasizes both intrinsic and extrinsic factors as the main source of motivation. Behavioral researchers, for example, emphasize the impact of extrinsic factors and environmental factors in stimulating motivation. Individuals can be motivated to perform tasks that are rewarded for what they do. Rewards and learning experiences can change the direction of the person's motivation. Extrinsic incentives are needed to maintain motivation (Good and Brophy, 1990). Cognitive theory considers intrinsic incentives to be more important than extrinsic incentives.

Learning motivation is the value attached to individuals and their likelihood of achieving the desired results. Learning motivation requires students to set goals that they can achieve through

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learning (Good and Brophy, 1990; Nenninger, 1992). According to Humanistic theory, learning motivation is intrinsic. Learning theory shows that intrinsic and extrinsic factors contribute to individual motivation (Helm-Stevens and Griego, 2009). In the next section, intrinsic and extrinsic are investigated in more depth, mainly based on learning according to cognitive theory. However, there is no human condition that can occur and is represented by mathematical formulation (Deci, 1992). With intrinsic motivation, the factors that cause individual behavior are internal. The person receives intrinsic rewards through task completion. Thus, the activity will produce an internal drive, psychological pleasure.

Extrinsic motivation depends on the environment and aims to achieve an instrumental goal (Deci, 1992; Vallerand et al., 1992). Intrinsic motivation is associated with the fulfillment of the highest level of needs (e.g., self-actualization and self-development), while extrinsic motivation is most often associated with meeting the lowest level of needs (Vallerand et al., 1992). Rewards have a significant impact on human behavior. Extrinsic rewards are often rather short in duration. Intrinsic rewards have a more lasting effect and can act as either a longer duration motivation or a permanent factor. Thus, intrinsic rewards are often more effective than extrinsic rewards (Deci, 1988).

Individual motivation can be influenced by several factors, including behavioral reinforcement, goals, interests, and self-efficacy and self-determination. These factors combine to create two common sources of motivation: students' expectations of success and the value placed on a goal. Seeing motivation in this way is often called the model of expectancy-value (Wigfield & Eccles, 2002; Wigfield, Tonk, & Eccles, 2004), the motivation model is formulated by multiplying: expectation x value = motivation. The relationship between expectations (expectations) and value is analogous to "multiplication" instead of addition because to be motivated, one must have at least an expectation of success and complete a task with a positive score. If students have high expectations for success but do not value assignments at all, then they will not feel motivated. Likewise, if you have a high appreciation for a task but do not have expectations of success with completing it, you will not feel motivated either.

The literature has explained how expectations or expectations of success can improve learning outcomes. Previous research has also shown that individual motivation in participating in entrepreneurial learning can increase the achievement of learning outcomes. In the context of an entrepreneurship course, students may be genuinely interested in the subject of entrepreneurship learning (intrinsic motivation) or believe that by studying entrepreneurship they will gain additional benefits such as career advancement (extrinsic motivation). Therefore, in this study it can be assumed that motivation is a determinant in achieving learning outcomes. Motivation is central in determining the achievement of one's learning outcomes. Motivation becomes a mechanism or process that connects one's expectations with the achievement of learning outcomes, namely in the context of this research is the ability to generate interesting business ideas. Based on the description above, the following hypotheses can be proposed:

Hypothesis 6: Intrinsic motivation mediates the relationship between success expectations and learning outcomes.

Hypothesis 7: Extrinsic motivation mediates the relationship between success expectations and learning outcomes.

Team behavior as moderators the relationship between motivation and learning outcomes

Research on team-based learning has also shown that diversity in teams can lead to conflict and dysfunction within teams, reducing team performance and satisfaction (York et al., 2009). Therefore, students working in groups may not automatically contribute to improved learning.

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This condition depends on the ability to reveal the root of the problem and the quality of dialogue within the team (Innes, 2006).

Team learning methods provide many additional benefits. Availability of resources can be allocated through teams with shared skills, contacts, and support, thereby helping students to be motivated in their efforts. This is also highlighted in the network perspective, the behavior of working in a team provides a passion for entrepreneurial learning (Man, 2007), the skills and knowledge of entrepreneurs can be explored through their social relationships (Down, 1999). In general, previous studies suggest that team-based learning improves student performance (Ravenscroft et al., 1999; Umble et al., 2008). However, caution should be exercised, for dysfunctional team conditions (York et al., 2009), lack of communication within the team or lack of confidence (Innes, 2006) can cause the opposite effect. Thus, it can be hypothesized:

Hypothesis 9: Team behavior moderates the relationship between intrinsic motivation and learning outcomes. Team behavior at a high level will strengthen the positive relationship between intrinsic motivation and learning outcomes.

Hypothesis 10: Team behavior moderates the relationship between extrinsic motivation and learning outcomes. Team behavior at a high level will strengthen the positive relationship between extrinsic motivation and learning outcomes.

Methods

Sampling and Data Collection

The research data is cross sectional using a survey approach. Sampling in this study using non-probability sampling techniques, with purposive sampling technique and convenience sampling. In this study, purposive sampling is a sampling technique through certain considerations or criteria that are in accordance with the research objectives (Cooper & Schindler, 2014). This study determined that the criteria for respondents were from students from various faculties or study programs who had taken entrepreneurship courses. While for convenience sampling, the researcher chooses whoever is ready to be sampled (Cooper & Schindler, 2014). The data collection method is deployed by self-administered survey via a web survey to ease the access and increase the respondents' participation (Cooper & Schindler, 2014).

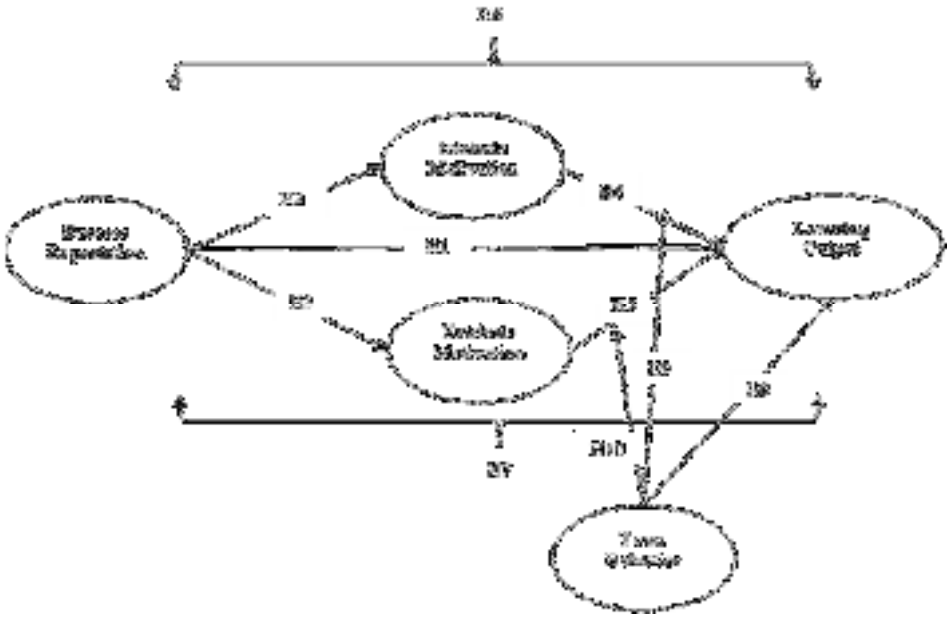

Figure 1. Theoretical Framework

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We developed a five-chapter survey form. In the first chapter of the survey, there are 5 questions at identifying socio-demographic characteristics of the participants. These questions are about age, gender, faculty, family background, and existing business. In the second chapter of the survey, we asked whether the respondents had attended any college or entrepreneurship program. If the answer is no, the respondent will not continue filling out the survey. If the respondent answers yes, then proceed to the question whether the respondent has ever attended a lecture or entrepreneurship program in the past, the answer consists of yes and no. In the third chapter of the survey, there are questions devoted to measuring the participants' expectation success, intrinsic motivation, extrinsic motivation and learning outcomes. Finally, In the fourth chapter of the survey, there are questions devoted to measuring the team behavior.

We successfully collected a total of 231 students, both public and private, spread across several provinces in Indonesia. All respondents were obtained from a web survey using google form. The gender ratio is rather balanced with 115 female respondents (50.7%) and 112 males (49.3%). The respondents are dominated with age between 26-35 years old that is 133 persons (58.6%), followed by the age group of 36-45 years old amount to 45 persons (19.8%), 37 respondents are below 25 years (16.3%), and respondents with age group 46-55 years old and above 56 years old get each 1 respondent.

231 Students, both public and private, spread across several provinces in Indonesia. All respondents were obtained from a web survey using google form. The majority of respondents are female, namely 144 people (62.3%). Respondents with an age range of 20 to 25 years were the most, namely 200 people (86.6%). Most of them are students at the Faculty of Economics, namely 222 people (96.1%). Respondents are also mostly individuals who have families with entrepreneurial backgrounds, namely 68.4%. While 51.9% have experience in running a business or business. Furthermore, what is interesting is that most of the respondents chose to carry out entrepreneurship courses with less theory and more practice, namely 51.1%. While the rest chose to balance theory and practice.

Variable Measurement

We evaluate success expectations by adopting a questionnaire from Snyder et al. (1991) which consists of 12 items. Examples of items include: I passionately pursue my goals ($\alpha = 0.95$). The motivation variable (Extrinsic & Intrinsic) was measured by an instrument developed by Seikkula-Leino (2002) which consisted of 11 items. Examples of items include: I am interested in learning entrepreneurship ($\alpha = 0.95$). Furthermore, the measurement of team behavior variables was adopted from the instrument developed by Puhakka's (2002) which consisted of 15 items. Examples of items include: I know my team members very well ($\alpha = 0.95$). Finally, the entrepreneurship learning outcome variable was measured by an instrument developed by Hytti et al (2008) which consisted of 10 items. Examples of items include: Creativity ($\alpha = 0.95$). The measurement scale for all variables uses a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Analysis

After gathering the data, we analyze it using Two-step Structural Equation Modeling (SEM) from Hair et al (2014). The first step is Confirmatory Factor Analyzes (CFA) using AMOS (Arbuckle, 2006), and the second step is to test model using SEM (Joreskog & Sorbom, 1993) using AMOS, including the relationship significance in this model.

The influence of moderator variables was tested based on the Ping method (1996) with the help of AMOS statistical tools. According to Ping, a single indicator should be used for moderating variables in the interaction model. The single indicator is the result of multiplying the exogenous variable indicator with the moderator variable

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indicator. Analysis of the interaction model using the Ping method is carried out with a two-step approach. First, estimate the effect of exogenous and moderating variables on endogenous variables without including the effect of the interaction. The estimation results are used to calculate the loading factor value of the interaction variable and the error variance value for the interaction variable indicator.

The second step is to add one interaction variable and one indicator to the previous model. The interaction value and the error variance are included in the added interaction variables. Then analyzed to estimate the interaction effect. If the interaction variables of Motivation and team behavior are significant and positive on learning outcomes, then the hypothesis is supported.

Results and Discussion

Confirmatory Factor Analyzes (CFA), Validity, and Reliability

We conduct CFA to estimate the robustness model of success expectations, motivation, team behavior, and learning outcomes. To get more better CFA, we removed 3 items from the expectation success variable, 1 item from intrinsic motivation, and 6 items from the team behavior variable, because it had a low factor loading value. The result shows adequate goodness of fit (chi-square = 253.818 with an insignificant p-value of 0.273; RMSEA = 0.015; CFI = 0.997; TLI = 0.996) that supports the validity of our model to measure each variable. According to Hair et al (2014), the compliance of at least one in each category of absolute fit measure and incremental fit indices is enough to indicate good measurement.

Furthermore, the convergent validity test uses an individual standardized factor loading value at least 0.5 and is statistically significant. Then the Average variance extracted (AVE) value of each construct is at least 0.5. Based on the results of the CFA, the loading factor of each item has a value above 0.5 and is significant. These results indicate good convergent validity because standardized factor loadings for different items are significant for the respective factors (Anderson & Gerbing, 1988).

Table 1 Confirmatory *factor analysis*.

Indicator	Value
Chi-square	253,818
Degrees of freedom	241
P-value	0,273
GFI	0,924
RMSEA	0,015
RMR	0,022
Normed chi-square	1,053
Normed fit index (NFI)	0,943
Comparative fit index (CFI)	0,924
Relative fit index (RFI)	0,923
Tucker lewis index (TLI)	0,996

Source: Results of data processing

The AVE value based on table 2 for each variable (change-oriented leadership: 0.622; psychological security: 0.626; openness to experience: 0.506 and learning behavior: 0.788) which is calculated based on the factor loading of each measurement indicator shows satisfactory convergent validity. This means that the convergent validity test based on the loading factor and the AVE value has been compatible, because on average the variance value described by each indicator in each construct is greater than the error value in the construct, so that all existing indicators can explain the construct. compared to other factors not measured in this measure (Hair et al., 2014).

Table 2 AVE Value

Variable	Value
AVE Expectations of Success (ES)	0,52
AVE Intrinsic Motivation (IM)	0,64
AVE Extrinsic Motivation (EM)	0,57
AVE Team Learning Behavior (TB)	0,73
AVE Learning Outcomes (LO)	0,58

Source: Results of data processing

To test each discriminated variable, the AVE value is compared with the value of the squared

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correlation estimate (squared correlation) between variables (Table 4). Discriminant validity testing aims to measure the extent to which a variable is different from one another. High discriminant validity provides evidence that a variable is unique and captures phenomena that cannot be measured by other constructs. Based on table 4, the AVE value is greater than the squared correlation estimates between variables. This shows that the discriminant validity test is suitable.

Table 3 Discriminant Validity

	ES	MI	ME	PT	LP
ES	0,52	0,42	0,34	0,29	0,46
IM		0,64	0,47	0,28	0,36
EM			0,57	0,32	0,38
TB				0,73	0,52
LO					0,58

Note: The value in the diagonal column is the AVE value of each variable; the value under the diagonal column is the value of the squared correlation between the two variables.
Source: Results of data processing

Instrument reliability is measured by Composite Reliability (CR), which reflects the internal consistency of the measuring instrument (Hair, Black, Babin, & Anderson, 2014). The general rule is that the CR of each item must be at least 0.6 (Hair et al., 2014). The CR value is obtained by calculating the loading factor of each item and the error variance. The CR values obtained for each variable (ES= 0.92; IM= 0.93; EM= 0.92; TB= 0.96; LO= 0.93)) show satisfactory results.

Table 4 Reliability Test

Variabel	$\left[\sum_{i=1}^{n} \lambda i\right]^2$	$\left[\sum_{i=1}^{n} ei\right]$	CR
	a	b	a/a+b
ES	18,64	1,569	0,92
MI	10,12	0,77	0,93
ME	13,97	1,193	0,92
PT	26,23	0,986	0,96
LP	14,54	1,06	0,93

Source: Results of data processing

Hypotheses testing

As predicted in Hypothesis 1, it shows that success expectations have a positive and significant effect on members' learning outcomes ($\beta = 0.772$ and $p < 0.05$). Hypothesis 2 testing the relationship between intrinsic motivation and learning outcomes was found to be positive and significant ($\beta = 0.163$ and $p < 0.05$). Hypothesis 3 extrinsic motivation with positive and significant learning outcomes ($\beta = 0.695$ and $p < 0.05$). Likewise with Hypothesis 4, the relationship between success expectations and intrinsic motivation is positive and significant ($\beta = 0.660$ and $p < 0.05$), and also Hypothesis 5 success expectations and extrinsic motivation are positive and significant ($\beta = 0.592$ and $p < 0.05$).

To test whether there is a mediating effect on motivation, the mediation sequences are analyzed simultaneously. If the relationship between the success expectations variable and learning outcomes becomes insignificant, then a full mediation occurs (supported hypothesis). If the relationship is still significant and weaker than the direct relationship before the mediation, then there is partial mediation (supported hypothesis). Meanwhile, when the mediating factors are included and the relationship between success expectations variable on learning remains significant and stronger, then the mediating variable is said to be non-mediating (hypothesis is not supported). The results of SEM analysis show that intrinsic motivation and extrinsic motivation partially mediate the relationship between success expectations and learning outcomes. After including the mediating factor, the direct relationship of success expectations on learning outcomes became weaker and significant ($\beta = 0.668$ and $p < 0.05$; $= 0.629$ and $p < 0.05$) when compared to the relationship without mediation. This condition provides support for H6 and H7. Although the hypothesis is not strong enough to predict the effect of mediation, partial mediation is also a realistic research goal, because most social phenomena have multiple cases (Baron & Kenny, 1986).

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The above findings are generally relevant because the mediation process is theoretically distal (Shrout & Bolger, 2002), the magnitude of the influence between the predictor and the outcome is often smaller because it has been transferred through additional variables in the causal process and is influenced by competing predictors (Shrout). & Bolger, 2002). This process is referred to as an indirect or mediation process (Zhao, Lynch, & Chen, 2010). Based on the model described in this study, it shows that success expectations are distal antecedents of member learning outcomes. In this case, it is recommended to process the mediation analysis as the basis for the theoretical development approach and evaluation of the indirect effects involved in the mediation process. Indirect influence is an estimator of pathway a and pathway b of mediation (Rucker, Preacher, Tormala, & Petty, 2011). The results of the indirect effect were statistically significant providing support for the mediation test, where the value of the indirect effect indicated the magnitude of the mediation.

To explain the moderating effect of team behavior that is expected to strengthen the relationship between motivation and learning outcomes, the researcher followed the procedure developed by Baron & Kenny (1986). The moderator effect is indicated by the interaction between the independent variable and the moderator variable. The moderator hypothesis is supported if the interaction is significant to the dependent variable. As for the analysis of moderation using the Ping method (1996). Based on the results of the analysis in table 6 the interaction between the intrinsic motivation variable and team behavior showed positive and significant results ($\beta = 0.007 = p < 0.05$) on the learning outcome variables, as well as the interaction between extrinsic motivation variables and team behavior showed positive results. and significant to the learning outcome variable ($\beta = 0.005 = p < 0.05$). These results also provide support for H8, H9, and H10, where high team behavior reinforces the effect of success expectations on motivation.

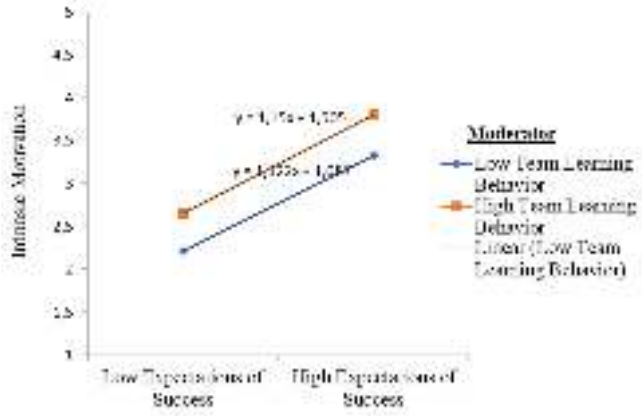

Figure 2 team learning behavior as a moderator of the relationship between intrinsic motivation and learning outcomes

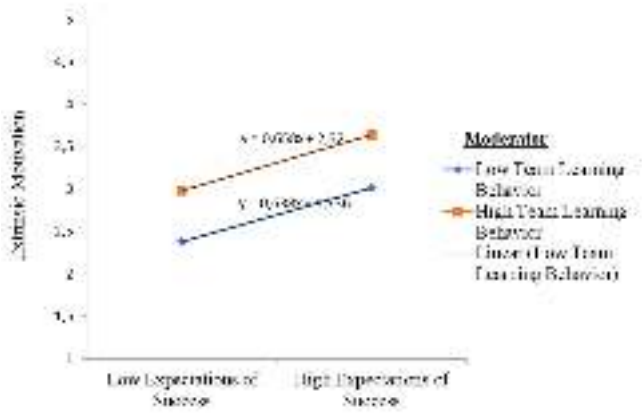

Figure 3 Team learning behavior as a moderator of the relationship between extrinsic motivation and learning outcomes.

Discussion

In this study, it has been proposed and observed that motivation is the key to understanding the association between success expectations, environmental dispositions (team behavior) and learning outcomes. Expectancy-value theory accounts for many of the antecedents of learning motivation, accumulated in two main components: success expectations and team behavior and in the context of higher education. Our study shows that success expectations predict students' intrinsic and extrinsic motivation to produce learning outcomes in the form of business ideas. In addition, students need a conducive learning environment for the development of brilliant business ideas. Such an environment

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depends in part on the behavior of the team. Positive team behavior can strengthen motivation for the resulting learning outcomes.

This study proposes that team behavior plays an important role as an external factor that can strengthen or weaken learning outcomes that occur in higher education environments. Recognition or identification of opportunities is not just an individual process but opportunities are built through active interactions within the team. The wide range of knowledge provided by the team, the complementary views and peer pressure that enable them all contribute positively to team performance (Umble et al., 2008).

Team learning methods provide many additional benefits. Availability of resources can be allocated through teams with shared skills, contacts, and support, thereby helping students to be motivated in their efforts. This is also highlighted in the network perspective, the behavior of working in a team provides a passion for entrepreneurial learning (Man, 2007), the skills and knowledge of entrepreneurs can be explored through their social relationships (Down, 1999).

Implications for Theory and Research

This study contributes to the education and entrepreneurship literature in three ways. First, it supports a positive relationship between success expectations and learning outcomes. Tmuan shows the effect of a positive relationship on learning outcomes. In this case, the expectation of success plays a major role in producing a satisfactory learning outcome. Based on the expectancy-value model (Wigfield & Eccles, 2002), achievement is motivated by a combination of people's expectations for success and subjective task values in a particular domain. For example, students in this research are more likely to pursue learning outcomes by generating creative business ideas if they expect to do well and they value the activity. The model further differentiates value into four components: achievement value (i.e., the importance of doing well), intrinsic value (i.e., personal enjoyment), utility value (i.e., perceived usefulness for future goals), and cost (i.e., competition with others). According to the expectancy value model, expectations for success and task value are formed by a combination of these factors. In addition, individual characteristics factors (ability, previous experience, goals, self-concept, beliefs, expectations, interpretations) and environmental influences (cultural environment, beliefs and socialization behavior).

This study confirms that expectations for success and learning outcomes are distinct constructs (see Eccles & Wigfield, 2002; Wigfield & Eccles, 2001). At the same time, the two factors are correlated; expectations for success tend to predict the value of later assignments. That is, students tend to value assignments when they feel competent in completing them (Eccles & Wigfield, 2002; Wigfield & Eccles, 2001). These conditions develop their intrinsic and extrinsic motivation in producing creative learning outcomes. For example, a student who believes he or she will succeed in building a business idea is more likely to come across a creative and interesting business idea than another student who does not expect to do well. In summary, this study supports the value-expectancy theory by proving the importance of beliefs related to competence (expectations for success) and values in explaining motivation to produce learning outcomes.

The second contribution of this study is the finding that team behavior moderates the relationship of success expectations to learning outcomes. The study findings support that developing better business ideas by relying on individual abilities alone is not sufficient in the contemporary business environment. Team behavior is an important contingency for learning outcomes. Specifically, it was found that success expectations were more positively related to learning outcomes through motivation when students had positive team behavior.

The study findings confirm that student learning outcomes can be better when their environmental conditions (entrepreneurial team) also provide support in that direction. Students

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need relationships to obtain information, resources and to gather opinions about their ideas (Puhakka, 2002; Puhakka, 2007). Studies have identified the importance of team support as a learning resource for students. This condition shows that in a learning situation the team will affect the results or learning outcomes. Research conducted by Ravenscroft et al., 1999; Umble et al., 2008 support that cooperative learning (collaborating) can improve student achievement. Recognition or identification of opportunities is not just an individual process but opportunities are built through active interactions within the team. The shared knowledge of the team, the complementary views and peer pressure that allows all to contribute positively to team performance.

Practical Implications

The study findings suggest several important practice guidelines for the learning process in higher education. Universities have an important role in encouraging increasing the number of young entrepreneurs in Indonesia. The development of entrepreneurship education has received attention from various parties, both private and government. From the perspective of formal education, the role of universities is expected to help accelerate the creation of entrepreneurship through curriculum integration that combines increasing knowledge and building student character. Entrepreneurship education is considered important from the point of view of policy makers and higher education institutions.

Indicators of success from entrepreneurship education can be measured from the achievement of learning outcomes, namely business ideas generated by students. There are various factors that influence learning outcomes, namely: expectations of success, motivation and team behavior. The study conducted by Rivai et al. (2018) supports that entrepreneurial motivation in students can encourage increased entrepreneurial intentions. The tendency to hope for success in becoming an entrepreneur can be a predictor for generating ideas to start a business which is the learning outcome of the entrepreneurship education process (Snyder & Sympson, 1997).

Colleges need to develop student confidence that success can be fostered through realistic feedback and challenging specific assignments, positive communication, and minimal social comparison (Pintrich and Schunk, 1996). If students have high expectations for success but the college does not value their work at all, then they will not feel motivated. Likewise, if you have a high appreciation for a task but do not have expectations of success with completing it, you will not feel motivated either. Universities need to be more objective in assessing student assignments. Thus students will tend to be motivated to do their assignments because they believe that the effort they expend will be proportional to the results they will receive. This is in accordance with the motivation theory "Expectancy Value Theory (Vroom, 1964) which reveals the mechanism for the formation of individual motivation.

Universities then also need to develop student environmental conditions by encouraging students to work in teams. The findings show that when students have a team that is always open and supportive for team achievement, the learning outcomes in the form of business ideas will also be better. Colleges can consider each student's preferences in selecting the team members that are most suitable for them. Given that cohesiveness in a team can also affect performance. The study findings show that team cohesiveness has a positive effect on performance. This is useful for anticipating when students find their team does not match their personal values. This can impair cohesiveness within their team which will negatively impact learning outcomes.

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Conclusions

This study explains the effect of success expectations on learning outcomes through an indirect conditional process, namely motivation (intrinsic and extrinsic) that interacts with team behavior. Research findings contribute to the development of the entrepreneurial and organizational behavior literature by conceptually explaining and empirically testing the effect of success expectations on learning through mediating motivation (intrinsic and extrinsic) moderated by team behavior.

Integrating organizational behavior literature and learning behavior, this study enhances understanding of how, and when expectations of success affect learning behavior. Specifically, this study links expectations of success with learning outcomes. This study proposes and finds motivation (intrinsic and extrinsic) as a mediator, and team behavior as a moderator.

In general, the results support the direct and indirect relationship models and the interaction model. Students with high success expectations were reported to be highly motivated which in turn was positively related to learning outcomes. Learning outcomes in the form of brilliant business ideas are more likely to occur when motivational factors interact with positive team behaviorthe team behavior.

Although the results obtained are satisfactory, some limitations and suggestions for future research need to be stated. First, regarding the motivational process, Bandura (1986) distinguishes three types of cognitive motivators: (a) causal attribution; (b) expected outcomes; (c) goals, whose related theories are Attribution theory, expectancy-value theory, and goals. Thus, including new variables as mediators in future research, such as goal orientation (Pintrich, 2000) or goal attainment, will be more attractive (Liem et al., 2008).

Second, according to Wigfield and Cambria (2010), most of the measures used by researchers to assess motivational beliefs are self-report measures. However, self-report measures can be problematic, especially for students who state that learning entrepreneurship is not important to them. Future studies need to utilize or combine multiple approaches to data collection. Self-administrated web-based surveys implemented in this paper resulted in many removal responses due to raters' errors (Johan et al., 2022). Therefore, we would like to emphasize the importance of combining quantitative and qualitative methods to reduce bias and to obtain more complete information about students' beliefs.

Third, further research also recommends examining other relevant contextual factors, namely cultural factors as moderators. The research results will be different if you include cultural factors in certain regions or regions such as collectivist, individualist culture, high power distance and other cultural factors that can affect teamwork.

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