

REVIEW

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Enhancing Vocational Education for Entrepreneurship: The Role of Teacher Mindset and Organizational Support

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Abstract

Entrepreneurial mindset and organizational support are important conditions for effective vocational entrepreneurship education. This study examines the relationship between teachers' entrepreneurial mindset and teaching performance and tests whether organizational support moderates that relationship among vocational high school teachers in Lahat Regency, Indonesia. A quantitative cross-sectional survey was conducted with 120 teachers and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The measurement model showed acceptable internal consistency and convergent validity. The structural results indicated a positive relationship between entrepreneurial mindset and teacher performance ($\beta \approx .54$). Organizational support negatively moderated this relationship ($\beta \approx -.14$), indicating attenuation rather than the hypothesized strengthening effect. The finding suggests that organizational support should not be treated only as a resource quantity; its form and autonomy implications may shape how entrepreneurial cognition is translated into teaching performance. The study highlights the need for vocational schools to develop teachers' adaptive entrepreneurial capabilities while providing enabling, autonomy-supportive organizational conditions.

Keywords: Entrepreneurial Mindset; Organizational Support; PLS-SEM; Teacher Performance; Vocational Education

Introduction

Entrepreneurship education has become an important component of vocational education because it is expected to prepare learners not only for employment but also for opportunity recognition, initiative, innovation, and self-employment. Research on entrepreneurship education consistently shows that outcomes depend on more than the presence of an entrepreneurship subject; they are shaped by pedagogy, prior experience, institutional context, and the quality of implementation (Martin et al., 2013; Nabi et al., 2017; Rideout & Gray, 2013). Practice-oriented approaches are particularly important because entrepreneurship is learned through action, experimentation, reflection, and decision-making under uncertainty rather than through content transmission alone (Bell, 2015; Jones & English, 2004; Neck & Greene, 2011).

Within this process, teachers are central actors. Their ability to recognize opportunities, adapt instruction, experiment with methods, tolerate uncertainty, and mobilize resources reflects what entrepreneurship research describes as an entrepreneurial mindset. Entrepreneurial mindset

has a strong cognitive and metacognitive basis: individuals must be able to reframe problems, monitor their thinking, and adapt decisions to changing conditions (Haynie & Shepherd, 2009; Haynie et al., 2010). In school contexts, teacher training, entrepreneurial experience, and pedagogical competence influence the extent to which entrepreneurship education becomes experiential and authentic rather than merely theoretical (Huang et al., 2020; Ruskovaara & Pihkala, 2015). Evidence from vocational education further indicates that entrepreneurship teaching practices are shaped by both teacher-level characteristics and the regional or institutional environment in which teachers work (Kolho et al., 2022).

An entrepreneurial mindset is therefore relevant to teacher performance because it can support creativity, responsiveness, opportunity recognition, and adaptive pedagogical behavior. This interpretation is consistent with social-cognitive perspectives, which emphasize that efficacy beliefs and self-regulation influence persistence and performance (Bandura, 1997), and with the Theory of Planned Behavior, which links beliefs and attitudes to behavioral intentions and action (Ajzen, 1991). Entrepreneurship-education research also indicates that experiential learning can strengthen entrepreneurial self-efficacy and perceived capability, although the magnitude of educational effects varies substantially across programs and contexts (Bae et al., 2014; Fayolle & Gailly, 2015; Peterman & Kennedy, 2003; Souitaris et al., 2007). For teachers, this means that entrepreneurial orientation is most educationally meaningful when it is translated into classroom practices that encourage inquiry, experimentation, project work, and real-world problem solving.

Teacher performance, however, is not produced by individual mindset alone. Organizational support shapes access to facilities, professional development, leadership assistance, recognition, time, and discretion. Organizational Support Theory proposes that employees develop general beliefs about whether the organization values their contribution and cares about their well-being, with consequences for commitment and performance (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). In educational workplaces, support for teacher autonomy is particularly important because autonomy-supportive conditions are associated with adaptability, commitment, and lower disengagement (Collie et al., 2018). At the same time, support can become less enabling when it is experienced as control, standardization, or administrative pressure. Self-determination research shows that organizational arrangements that support choice and competence can strengthen internal motivation, whereas controlling environments can reduce self-directed engagement (Deci et al., 1989).

This tension makes organizational support a theoretically meaningful moderator rather than simply another positive predictor. A school may provide extensive resources and procedures, yet those resources will not necessarily amplify entrepreneurial teaching if they constrain discretion or prescribe uniform ways of working. Conversely, support that expands access to networks, training, resources, and decision latitude may help teachers convert entrepreneurial cognition into innovative classroom practice. This distinction is important in vocational education, where teachers often work at the boundary between school requirements, local industry needs, and changing labor-market expectations (Kolho et al., 2022). It also responds to broader entrepreneurship-education research showing that institutional conditions can alter the relationship between educational inputs and entrepreneurial outcomes (Walter & Block, 2016).

The present study focuses on vocational high school (SMK) teachers in Lahat Regency, Indonesia. Vocational schools are expected to connect learning with employment, enterprise creation, and local economic development, yet the quality of entrepreneurship education depends heavily on teachers' capacity to create authentic and action-oriented learning experiences. Prior school-based research demonstrates that teacher competence and teacher participation are

decisive for the implementation of entrepreneurship education (Huang et al., 2020; Ruskovaara & Pihkala, 2015). The Lahat context provides an opportunity to examine whether teachers' entrepreneurial mindset is associated with their teaching performance and whether organizational support changes the strength of that relationship in a developing-region setting.

The study also has relevance, although the empirical sample consists of vocational-school teachers generally rather than teachers from Islamic institutions specifically. Contemporary Islamic education increasingly integrates entrepreneurship with character formation, self-reliance, ethical work, and institutional sustainability. Studies in madrasah and pesantren contexts show that entrepreneurship education can be integrated with Islamic values through experiential projects, value-based governance, and curriculum design (Alvadina et al., 2024; Faturahman et al., 2023; Kurniawan et al., 2026; Lestari et al., 2024). From an Islamic perspective, entrepreneurial activity is not reducible to economic gain; it is also connected to responsibility, ethical conduct, and social benefit (Gümüşay, 2015). Accordingly, findings about teacher mindset and organizational conditions may offer transferable lessons for Islamic vocational and educational institutions, while such transfer should be tested directly in future research.

Based on this background, the study addresses two questions: (1) Is teachers' entrepreneurial mindset positively associated with teacher performance in vocational entrepreneurship education? and (2) Does organizational support moderate that relationship? The study contributes by placing teacher entrepreneurial cognition and organizational conditions in one explanatory model and by examining their interaction in an Indonesian vocational context. Rather than assuming that more support is always better, the moderation analysis allows the study to test whether the relationship between entrepreneurial mindset and performance changes at different levels of perceived organizational support.

Method

Research Design

This study employed a quantitative cross-sectional survey design analyzed with Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM was selected because the model includes latent constructs and an interaction term and because the study emphasizes explanation of variance and prediction-oriented relationships rather than global covariance-model fit. The analysis followed current reporting recommendations for PLS-SEM, including separate assessment of the measurement and structural models and non-parametric bootstrapping for statistical inference (Hair et al., 2019). The use of PLS-SEM does not remove the need for adequate sample planning; therefore, sample adequacy should be considered in relation to model complexity and expected path magnitude rather than relying only on the traditional '10-times rule' (Kock & Hadaya, 2018).

Population and Sampling Methods

This study targeted vocational high school (SMK) teachers in Lahat Regency, Indonesia. The eligible population consisted of teachers who taught entrepreneurship or closely related business and management subjects. A two-stage sampling strategy was used. Schools and teachers were first identified purposively on the basis of relevance to entrepreneurship education and the study's eligibility criteria: an active teaching role, at least two years of teaching experience, a minimum bachelor's degree, permanent employment status, and placement in urban or semi-urban areas. Within the eligible group, respondents were selected using simple random sampling. The final analytic sample comprised 120 teachers. This sample size was considered workable for the

parsimonious PLS-SEM model, although the study does not claim population-wide representativeness beyond comparable SMK contexts.

Psychometric Properties

The questionnaire underwent expert review before administration to examine content relevance, clarity, and alignment with the three constructs. The measurement model was then evaluated using indicator loadings, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE). In line with PLS-SEM guidance, internal-consistency reliability was interpreted using CR and alpha, while AVE values above .50 were treated as evidence of convergent validity (Hair et al., 2019). Because the available output did not include the heterotrait-monotrait ratio (HTMT), the study limits its validity claim to the evidence actually reported and does not present discriminant validity as fully established; HTMT should be included in future replication studies (Henseler et al., 2015).

Instrument

A structured questionnaire was used to operationalize three constructs. Entrepreneurial Mindset captured teachers' reported tendency to innovate, take calculated risks, recognize opportunities, and adapt problem-solving approaches, consistent with the cognitive-adaptability literature on entrepreneurial mindset (Haynie & Shepherd, 2009; Haynie et al., 2010). Teacher Performance captured perceived effectiveness in planning and delivering entrepreneurship instruction, mentoring students, motivating entrepreneurial learning, and using innovative pedagogical approaches. These indicators were informed by research emphasizing the central role of teacher competence and teaching practices in entrepreneurship education (Huang et al., 2020; Ruskovaara & Pihkala, 2015). Organizational Support measured teachers' perceptions of school resources, training opportunities, supportive policies, recognition, and institutional conditions, consistent with the broader perceived-organizational-support framework (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). All items used a five-point Likert response format ranging from 1 (strongly disagree) to 5 (strongly agree), enabling quantitative assessment of attitudes and perceptions.

Data Analysis

Data were analyzed using PLS-SEM. The measurement model was first examined through indicator loadings, Cronbach's alpha, composite reliability, and AVE. The structural model was then examined through standardized path coefficients and the interaction term between Entrepreneurial Mindset and Organizational Support. Statistical significance was assessed using bootstrapping with 5,000 subsamples. The interpretation emphasizes the sign, magnitude, and bootstrap evidence for each path. Because PLS-SEM is often used for both explanatory and predictive purposes, future extensions should also report out-of-sample predictive assessment such as *PLSpredict* when the required output is available (Shmueli et al., 2019).

Measurement Model Evaluation

The reported measurement-model results indicate acceptable internal consistency and convergent validity for all three constructs. Composite reliability values ranged from .87 to .91, Cronbach's alpha ranged from .83 to .87, and AVE values ranged from .59 to .62. Indicator loadings ranged from .70 to .90. These values meet commonly used PLS-SEM thresholds for internal consistency and convergent validity (Hair et al., 2019). The results therefore support use of the composite scores in the structural analysis. However, because HTMT or another discriminant-validity statistic was not

included in the available output, the results should not be interpreted as a complete validation of construct distinctiveness (Henseler et al., 2015).

Table 1. Reliability and Convergent Validity of the Measurement Model

Construct	Composite Reliability (CR)	Cronbach's Alpha	Average Variance Extracted (AVE)	Indicator Loadings (Range)
Entrepreneurial Mindset	0.89	0.85	0.6	0.72 – 0.88
Teacher Performance	0.91	0.87	0.62	0.70 – 0.90
Organizational Support	0.87	0.83	0.59	0.71 – 0.86

Processed Data, 2025

The results indicate that all three constructs—Entrepreneurial Mindset, Teacher Performance, and Organizational Support—demonstrate strong reliability and validity. For Entrepreneurial Mindset, a Composite Reliability (CR) of 0.89 and Cronbach's Alpha of 0.85 indicate high internal consistency, meaning that the items consistently represent this latent construct. An Average Variance Extracted (AVE) of 0.6 confirms that the construct explains 60% of the variance in its indicators, exceeding the threshold for convergent validity. Indicator loadings ranging from 0.72 to 0.88 further confirm that each item contributes substantially to measuring Entrepreneurial Mindset.

Similarly, Teacher Performance demonstrates excellent internal consistency with a CR of 0.91 and Cronbach's Alpha of 0.87. An AVE of 0.62 indicates good convergent validity, supported by indicator loadings from 0.70 to 0.90, showing that the items are strongly correlated with the construct. Organizational Support also meets the reliability and validity criteria with a CR of 0.87, Cronbach's Alpha of 0.83, and an AVE of 0.59. Indicator loadings between 0.71 and 0.86 reflect strong item–construct relationships.

Structural Model Testing

The structural model was evaluated using standardized path coefficients and non-parametric bootstrapping with 5,000 subsamples. The reported coefficients show a positive relationship between Entrepreneurial Mindset and Teacher Performance (approximately $\beta = .54$) and a negative interaction between Organizational Support and Entrepreneurial Mindset in predicting Teacher Performance (approximately $\beta = -.14$). The interaction sign is especially important because it indicates attenuation rather than reinforcement: as perceived organizational support increases, the positive association between entrepreneurial mindset and performance becomes weaker. This statistical pattern should be interpreted as moderation, not as evidence that organizational support is inherently harmful.

Table 2. Structural Model Coefficients

Relationship	Path Coefficient (β)	Interpretation
Entrepreneurial Mindset → Teacher Performance	0.54	Moderate positive effect

Organizational Support → Teacher Performance	0.32	Positive effect, relatively weaker
Organizational Support × Entrepreneurial Mindset → Teacher Performance	-0.14	Negative moderating effect, complex interaction

Table 2 summarizes the reported structural coefficients. Entrepreneurial Mindset shows the strongest positive coefficient with Teacher Performance. Organizational Support also has a positive reported coefficient in the supplied table, whereas the interaction term is negative. Because the moderation coefficient changes the slope of the Entrepreneurial Mindset-Teacher Performance relationship, interpretation should focus on the conditional nature of the association rather than on isolated coefficients alone. The bootstrap output shown in Figure 1 provides the significance information used for hypothesis evaluation, while Figure 2 presents the PLS estimates and indicator loadings.

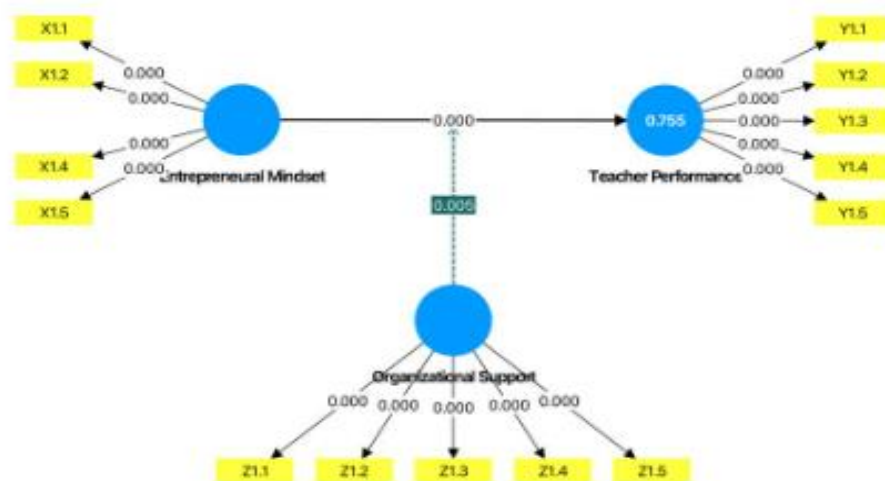


Figure 1. Bootstrapping significance output. Source: Compiled by the author.

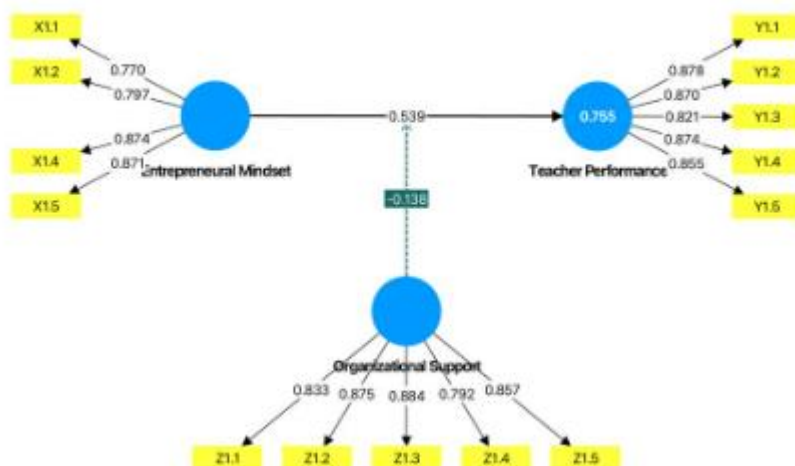


Figure 2. PLS algorithm estimates and indicator loadings. Source: Compiled by the author.

Figure 1 reports the bootstrapping significance output. The values displayed on the structural paths indicate that the positive Entrepreneurial Mindset-Teacher Performance relationship is statistically supported, while the moderation path is also supported by the bootstrap output ($p = .002$). This means that Organizational Support significantly changes the strength of the relationship between Entrepreneurial Mindset and Teacher Performance. The direction of that change is obtained from the standardized coefficient shown in the PLS algorithm output rather than from the p-value figure itself.

Figure 2 reports the PLS algorithm estimates. The standardized path from Entrepreneurial Mindset to Teacher Performance is approximately .539, whereas the interaction coefficient is approximately -.138. The negative interaction indicates that higher Organizational Support is associated with a flatter positive slope between Entrepreneurial Mindset and Teacher Performance. The indicator loadings displayed in the figure are generally high and are consistent with the measurement-model summary reported in Table 1.

Taken together, the two figures separate statistical significance from effect direction and magnitude: Figure 1 is used to judge bootstrap significance, whereas Figure 2 is used to interpret standardized coefficients and indicator loadings. This distinction is important because a small interaction coefficient can still be statistically supported, while its substantive interpretation requires attention to context, measurement, and the plausible mechanisms through which support is experienced by teachers.

Results

Entrepreneurial Mindset and Teacher Performance

The first hypothesis proposed a positive relationship between teachers' entrepreneurial mindset and performance in vocational entrepreneurship education. The reported coefficient ($\beta \approx .54$) and bootstrap output support this expectation. Substantively, the result suggests that teachers who report stronger opportunity recognition, adaptability, calculated risk-taking, and innovative problem solving also tend to report stronger teaching performance. The result is consistent with the view of entrepreneurial mindset as adaptive cognition that supports effective action under uncertainty (Haynie & Shepherd, 2009; Haynie et al., 2010).

This relationship is theoretically plausible for several reasons. The Theory of Planned Behavior explains how attitudes and perceived control shape intention and behavior (Ajzen, 1991), while social-cognitive theory emphasizes the role of efficacy beliefs in persistence and performance (Bandura, 1997). Entrepreneurship teachers frequently need to make instructional decisions in uncertain and resource-constrained settings, translate market problems into learning tasks, and encourage students to test ideas through projects. In such conditions, adaptive and opportunity-oriented cognition can support pedagogical responsiveness.

The finding also aligns with school-based entrepreneurship-education research. Teachers' training and competence have been found to shape the range and quality of entrepreneurship practices implemented in schools (Huang et al., 2020; Ruskovaara & Pihkala, 2015). In vocational education, the teacher's role is especially consequential because entrepreneurship learning is closely connected to local businesses, practical projects, and regional economic conditions (Kolho et al., 2022). Recent evidence on entrepreneurship educators likewise indicates that experience and pedagogical understanding are associated with stronger teaching competence (Liu et al., 2024).

From a pedagogical perspective, entrepreneurial mindset should not be understood as a personality label but as a capacity that can be developed through practice. Entrepreneurship education is most effective when learners engage in action, experimentation, reflection, and

authentic problem solving (Bell, 2015; Jones & English, 2004; Neck & Greene, 2011). Teachers who themselves approach uncertainty adaptively may be better positioned to create such environments. However, the present cross-sectional design identifies an association rather than proving that entrepreneurial mindset causes higher performance; reciprocal influence is also possible, because successful teaching experiences may reinforce teachers' entrepreneurial confidence.

Accordingly, Hypothesis 1 is supported within the limits of the study design. The result adds a teacher-focused perspective to a literature that has often concentrated on student entrepreneurial intentions and student outcomes (Bae et al., 2014; Martin et al., 2013; Nabi et al., 2017). It suggests that strengthening entrepreneurship education may require investment not only in curriculum and student activities but also in the cognitive adaptability and pedagogical capability of teachers.

Organizational Support as a Moderator

The second hypothesis expected Organizational Support to strengthen the positive relationship between Entrepreneurial Mindset and Teacher Performance. The interaction coefficient is negative ($\beta \approx -.14$), and the bootstrap output indicates statistical support for the moderation path. The hypothesized strengthening pattern is therefore not supported. Instead, the positive Entrepreneurial Mindset-Teacher Performance relationship becomes weaker at higher levels of perceived Organizational Support.

This result should be interpreted carefully. Organizational Support Theory generally predicts beneficial outcomes when employees believe that their organization values their contribution and provides fair, discretionary support (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). The present negative interaction does not contradict the possibility that support has positive direct benefits. Rather, it indicates that support changes the marginal contribution of entrepreneurial mindset to performance. One interpretation is a substitution pattern: when systems, resources, training, or procedures are strong, performance may depend somewhat less on individual entrepreneurial initiative because organizational structures already provide guidance and resources.

A second interpretation concerns the difference between autonomy-supportive and controlling forms of support. Self-determination research shows that organizational practices can enhance motivation when they support competence and autonomy, but the same formal structures may be experienced as controlling when they restrict discretion (Deci et al., 1989). In teacher research, perceived autonomy support is associated with adaptability, commitment, and reduced disengagement (Collie et al., 2018). Thus, the statistically negative interaction may reflect heterogeneity in how support is delivered: resources and mentoring may enable innovation, whereas rigid procedures, excessive monitoring, or highly standardized requirements may reduce the space in which entrepreneurial cognition is translated into distinctive teaching behavior.

This interpretation is also compatible with institutional research showing that context can moderate entrepreneurship-education outcomes rather than simply add to them (Walter & Block, 2016). Importantly, the present study did not measure specific support types, autonomy frustration, or bureaucratic control. It therefore cannot conclude that 'excessive support' caused lower performance. The defensible conclusion is narrower: perceived Organizational Support attenuated the positive association between Entrepreneurial Mindset and Teacher Performance in this sample. Identifying the mechanism behind that attenuation requires additional measurement and preferably longitudinal or multilevel designs.

Hypothesis 2 is therefore not supported in its originally proposed positive direction. The moderation result is nevertheless theoretically informative because it shows that organizational

conditions matter for how individual teacher characteristics relate to performance. For school leaders, the implication is not to reduce support, but to examine its quality: support should expand teachers' capacity, resources, learning opportunities, and responsible discretion rather than substitute procedural compliance for professional judgment.

Discussion

The main finding positions entrepreneurial mindset as a pedagogical resource rather than as a trait that matters only for business founders. Entrepreneurship education has long been criticized when it relies on lectures about business plans while giving learners limited opportunity to experience uncertainty, experimentation, failure, and iteration (Neck & Greene, 2011; Rideout & Gray, 2013). Teachers with adaptive entrepreneurial cognition may be better able to move beyond transmission-oriented instruction because they are more comfortable with open-ended projects, ambiguous outcomes, and iterative problem solving. This interpretation is consistent with the meta-analytic evidence that entrepreneurship education produces heterogeneous outcomes depending on design quality and learning processes (Bae et al., 2014; Martin et al., 2013). It also supports the argument that teacher development should include experiential components rather than focus solely on conceptual knowledge.

The negative moderation deserves particular attention because it challenges a simple 'more support is always better' assumption. Perceived organizational support is usually associated with beneficial attitudes and performance (Rhoades & Eisenberger, 2002), yet moderation asks a different question: whether support changes the strength of another relationship. The current pattern can be explained by resource substitution. Teachers with weaker entrepreneurial mindset may benefit disproportionately from strong institutional routines, training, templates, and access to resources, thereby narrowing the performance gap between them and teachers with stronger entrepreneurial mindset. Conversely, highly entrepreneurial teachers may derive less marginal benefit from standardized support because they already mobilize opportunities and solve problems independently. This substitution explanation is plausible but remains a hypothesis for future testing rather than a demonstrated mechanism.

A complementary explanation concerns support quality. Organizational provisions can be enabling or controlling. When support provides mentoring, infrastructure, professional learning, networks, and discretion, it is likely to strengthen teacher capability. When support is experienced mainly through compliance demands, detailed procedural prescriptions, or risk-averse approval processes, it may reduce the room for experimentation. Self-determination theory predicts that autonomy-supportive environments facilitate internalized motivation, whereas controlling environments can undermine self-directed engagement (Deci et al., 1989). Teacher research similarly shows that autonomy-supportive working conditions are linked with adaptability and stronger occupational commitment (Collie et al., 2018). Future research should therefore disaggregate Organizational Support into resource support, leadership support, professional-development support, recognition, and autonomy support rather than treating support as a single undifferentiated construct.

For vocational schools, the findings suggest a dual development strategy. First, teacher learning should cultivate adaptive entrepreneurial cognition through authentic tasks such as opportunity scanning, school-industry projects, student enterprise mentoring, market problem analysis, and reflective experimentation. Practice-based entrepreneurship education has repeatedly been recommended because students learn entrepreneurship more effectively when they have opportunities to act rather than only discuss entrepreneurial concepts (Bell, 2015; Jones & English,

2004; Peterman & Kennedy, 2003). Second, schools should design organizational support that gives teachers access to resources without removing professional discretion. Partnerships with local enterprises, mentoring communities, entrepreneurship-teacher networks, and flexible project funding are examples of support that can enable rather than standardize practice. In VET settings, teacher and regional networks are especially important because entrepreneurship learning is closely tied to local economic ecosystems (Kolho et al., 2022).

The study was not conducted specifically in madrasahs or pesantren, so its findings should not be presented as direct evidence about Islamic education institutions. Nevertheless, the model has clear relevance to GHAITSA's focus when interpreted as a transferable framework for teacher development and educational management. Islamic entrepreneurship scholarship emphasizes that entrepreneurial action should integrate economic initiative with ethical responsibility, trustworthiness, social benefit, and accountability (Gümüşay, 2015). Indonesian studies show that entrepreneurship education in madrasahs and pesantren can be integrated with experiential learning, character development, Islamic values, and institutional self-reliance (Alvadina et al., 2024; Faturahman et al., 2023; Kurniawan et al., 2026; Lestari et al., 2024). In such settings, an entrepreneurial teacher mindset may be particularly valuable when it supports creativity and opportunity recognition while remaining bounded by ethical and educational purposes. Organizational support likewise needs to balance governance and innovation so that value commitments guide, rather than suppress, professional initiative.

The study also illustrates several methodological considerations for research using PLS-SEM in educational settings. The reported composite reliability and AVE values support internal consistency and convergent validity, but a complete measurement-model evaluation should also include discriminant validity, preferably using HTMT (Henseler et al., 2015). Sample-size justification should be based on statistical power or model-specific procedures rather than a simple rule of thumb (Kock & Hadaya, 2018). Structural-model reporting would be strengthened by including confidence intervals, R^2 , f^2 , collinearity diagnostics, and, when prediction is an objective, out-of-sample predictive assessment such as PLSpredict (Hair et al., 2019; Shmueli et al., 2019). These additions would make the evidence more transparent and reduce the risk of overinterpreting individual path coefficients.

Several limitations should guide interpretation. First, the cross-sectional design prevents strong causal claims. Entrepreneurial mindset may contribute to performance, but successful teaching experiences may also strengthen entrepreneurial cognition. Second, all focal variables were measured through teacher self-report, creating the possibility of common-method and social-desirability bias. Future studies should combine self-report measures with classroom observation, supervisor assessment, student outcomes, or portfolio evidence. Third, the sample is limited to 120 teachers in Lahat Regency, so generalization should be restricted to comparable contexts. Fourth, Organizational Support was treated as a broad construct, whereas the negative moderation suggests that different support dimensions may operate differently. Future studies should distinguish autonomy support, material resources, leadership support, professional development, administrative control, and external networking. Fifth, the study did not directly examine Islamic-school settings. Replication in madrasahs, Islamic vocational schools, and pesantren-based vocational programs would be valuable for testing whether value-based governance changes the observed interaction between teacher mindset, organizational support, and performance.

The study contributes to entrepreneurship-education research in three ways. First, it shifts attention from student intention to teacher cognition and performance, responding to calls to examine the educators who enact entrepreneurship curricula (Huang et al., 2020; Ruskovaara &

Pihkala, 2015). Second, it treats the school environment as a moderator rather than assuming that individual and organizational factors operate independently. Third, it provides evidence from an Indonesian vocational setting, a context that is underrepresented in international entrepreneurship-education research. The results reinforce a contextual view of entrepreneurship education: strong teachers matter, but the way institutions support them shapes how much individual entrepreneurial capability is translated into observable educational performance.

Conclusion

This study examined the relationship between teachers' entrepreneurial mindset and performance in vocational entrepreneurship education and tested Organizational Support as a moderator. The findings show a positive association between Entrepreneurial Mindset and Teacher Performance, indicating that adaptive, opportunity-oriented, and innovative cognition is relevant to the quality of entrepreneurship teaching. Organizational Support did not strengthen this relationship as hypothesized; instead, the interaction was negative, indicating that higher perceived support attenuated the positive mindset-performance association. This result should not be interpreted as evidence that organizational support is harmful. Rather, it suggests that the form, quality, and autonomy implications of support matter. Vocational schools should therefore combine teacher entrepreneurial-capacity development with enabling organizational conditions that provide resources, professional learning, networks, and responsible discretion. For Islamic education institutions, these implications are potentially transferable when entrepreneurship is integrated with ethical values, character formation, and social responsibility, although direct replication in madrasah and pesantren contexts is needed. Future studies should use longitudinal or multilevel designs, multiple performance measures, disaggregated support dimensions, and fuller PLS-SEM reporting to clarify the mechanisms underlying the observed moderation pattern.

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