

Entrepreneurial Intentions among Entrepreneurship Course Students Shaped by Individual Effects and Family Support

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Keywords: Entrepreneurship Course, Entrepreneurial Intention, Family Support, Personal Attitude, Self-Efficacy.

Abstract: This study provides explanation on how entrepreneurship course possibly stimulate student interest and sprinkle seeds of entrepreneurial intention. Most previous studies of entrepreneurial intention associated to university students without any consideration or explanation on how entrepreneurship course have been provided to them. Path analysis was used to evaluate causal model of the relationships among entrepreneurial intentions, personal attitude, self-efficacy, and family support. Result indicates that self-efficacy acts well as an intervening variable influence positively and directly on student entrepreneurial intention. Family support influence positively and directly on student entrepreneurial intention, and indirectly through formation personal attitude and self-efficacy. How family support influence entrepreneurial intention as resulted in this study relevant to other researchers. Responsibility of entrepreneurship course on shaping attitude and self-efficacy to seed student entrepreneurial intention at the university level should be aligned with university vision itself. Actually there is great challenge for the higher education institutions in Indonesia to move forward early in formulating a suitable concept of entrepreneurial ecosystem at campus level. Eventually, a high number of graduates becoming successful business owners next would be an excellent measure of outcomes for the higher education itself.

1 INTRODUCTION

Indeed, Indonesia needs more well educated entrepreneurs to support national economy growth, to take a benefit of growing opportunities from a huge potential dynamic market, and to distribute of wealth for the society. Attention should be given by higher education as an actor in the Quadruple Helix framework (academia, business sector, civil society, and government) to contribute more in making some internal efforts and collaboration in term of entrepreneurship, to develop the wealth of society. Positively, some higher education institutions now likely develop such as institutional advantages for themselves by promoting entrepreneurship. They conduct entrepreneurship initiative differentiated programmes at their campus, such as facilitating entrepreneurship incubator, developing student business centre, joining international research with GEM (Global Entrepreneurship Monitoring), and other programs to stimulate interest on entrepreneurship among university students. Higher education directorate (DIKTI), Ministry of Research, Technology, and Higher Education also provide a

scheme to fund a number selected business plan proposed by higher education students yearly. Probably, the most well-known and prestigious entrepreneurship program in the country was held by PT Bank Mandiri, this government owned bank company offers 4 (four) fund scheme for higher education students to compete their entrepreneurial competences in area of social entrepreneur; industrial, trade, and service entrepreneur; creative entrepreneur; and culinary food entrepreneur.

One interested feature of entrepreneurship profile across societies around the world as surveyed by GEM is self-perceptions about entrepreneurship. This measure comprises 4 (four) items: perceived opportunities, perceived capabilities, fear of failure, and entrepreneurial intention. Self-perceptions about entrepreneurship in Indonesia were reported as follows: perceived opportunities (43.1%), perceived capabilities (55.1%), undeterred by fear of failure (38.8%), and entrepreneurial intention (23.2%) (GEM Global Report 2016/2017). Data of entrepreneurial intention explained that about 23.2 % of population aged 18 – 64 years in Indonesia intend to start a business within three years. It was also reported by GEM Indonesia 2015/2016 that

perception on entrepreneurship as a good career choice mostly in young adult (25 – 34 years old), where male (30.2%) was higher than female (29.2%) (Nawangpalupi, Pawitan, Widyarini, Gunawan, Putri, and Iskandarsjah, 2016)

This article will describe more on how entrepreneurial intention among university students at UNISMA Bekasi, as a preliminary project research and planned to expand observation coverage to reach those university students sample at Jabodetabek area. This preliminary research investigated on how entrepreneurial intention among UNISMA students shaped by individual effects (attitude and self-efficacy) and family support. Studying entrepreneurial intentions among students after they completing entrepreneurship course is very important whether as a feedback for entrepreneurship learning process that should be improved in short run and as a measure of student business intentions to be investigated next compared with their business initiations in long run. The link between learning process and field of research on entrepreneurship is unique and it could be rare compared to the other subjects. Investigating those factors determine the entrepreneurial intention is still a crucial issue in the entrepreneurship research (Ferreira, et al., 2012) and those previous studies on entrepreneurial intention could be different in results as contextual influences and interventions are not the same.

This study of entrepreneurial intentions among entrepreneurship course students will provide an immediate view on their intention after receiving knowledge and skills from entrepreneurship course. This would be equal also for those students as respondents since they have relevant information and knowledge about entrepreneurship.

2 ENTREPRENEURSHIP COURSE

The first course in entrepreneurship was taught at Harvard Business School by Myles Mace in 1947. From that time until the 1990's, entrepreneurship was represented primarily by a single central course in the business curriculum (Kuratko, 2005; Michael, 2018). In Indonesia, entrepreneurship course was firstly taught since 1980's mainly at the state universities. At Islamic 45 University (UNISMA) Bekasi, entrepreneurship course is set as one of mandatory subjects, as it is usually called "general subject", this means that every UNISMA student should take a course in entrepreneurship. Institutionally, some efforts to develop entrepreneurship course are

coordinated by Manager of General Subject Development, under authority of Vice Rector for Academic Affairs.

There is annual meeting for entrepreneurship course lecturers at the university to share, discuss, talk, and initiate. Every odd semester, entrepreneurship course lecturers are invited to review and improve entrepreneurship curriculum, learning module, teaching session plan, initiate research agenda, and other supportive activities. All results reported to the Vice Rector to be confirmed as teaching preparation for next even semester including teaching plan, research, community services, and other supportive activities schedule, such as seminar on entrepreneurship, inviting guest lecturer or successful alumni as role model in business start-up, product expo and business start-up days, business plan competition, etc. Entrepreneurship course activities include classroom teaching, learning experiences from business start-up role models and some cases or business situation that relevant to the teaching materials via video, individual or group exercises, and business start-up group to plan, design, promote, and sell the products. Those activities are designed to deliver 5 (five) competences as follows: personality competence (formulate personal vision, self-motivated, and analytical decision); interpersonal competence (effective communication, leadership, and motivating others); creativity and innovation competence (developing idea and/or identifying opportunity to product design and business plan); business start-up arrangement (plan to market, finance, partner or employee, operation; business initiation and survival), and selling competence (students were grouped to sell 50 pieces in a day or make 5 units sample products and sold via social media).

However the development of entrepreneurship course at UNISMA is still apparently at early stage. To a large extent the entrepreneurship course delivered at the classroom, lecturing portion dominantly compared to case studies and entrepreneurial exercises. There is a slight conflict in authority to manage and develop entrepreneurship course institutionally. Although entrepreneurship course is set as one of institutional mandatory subjects, the faculties or study programs prefer to use their own available lecturer resources to teach. This situation makes difficulties to assure that institutional platform of lecturing activities fully conducted in delivering entrepreneurship course.

Surprisingly, as reported by some lecturers, there a tendency more students will be ready to be self-employed as an entrepreneur after graduate; most of

students prefer directly to find a job, get a salary, make a saving, and then start their own business; and some students prefer directly to find a job, get a salary, try to start their first own business while working, and then fully engaged on their own established business. Thus, there are three ways of graduates becoming entrepreneurs.

Meanwhile, some of them prefer directly to work at established company, engage within a corporate and provide best effort to empower corporate, domestic or foreign, then to be a world class company, they act likely to be an intrapreneur for his or her workplace company. There is no wrong with their intention to be a permanent employee to be professional at their field at private company, government office, or non-government organization, as their vision to work, gaining a level of wealth for his or her family by doing best performance at work, and treated well as human asset by the organization, and creating human capital workers for the nation. Any graduate may be ready first to do a social work at social organization or doing social activity individually, make a change for the community or society entrepreneurially, generate income, and then becoming sociopreneur.

Hence, it can be resumed, in term of entrepreneurship, the graduates of higher of educations could be identified 3 (three) directions where they intent to go or should be encouraged to go, whether they will be entrepreneurs, intrapreneurs, or sociopreneurs. This perspective should be discussed and shared among entrepreneurship academia. Knowing first that would be 3 (three) or more interest groups of university students at the classroom, in term of entrepreneurship, the lecturers will be wisely and creatively to introduce and deliver the course of entrepreneurship, get first impression and stimulate interest of students, but still keep maintaining the learning purpose of entrepreneurship course and find any approach to reach output of more students intentionally be entrepreneurs. Advance knowledge, skill, and attitude on entrepreneurship could be offered to students who have more interested on entrepreneurship, by providing competency based entrepreneurship training at the campus.

The lecturers of entrepreneurship course should be selected well to assure those aims of entrepreneurship course achieved. The most commonly referred aims of entrepreneurship education and training programs are: (a) to get useful knowledge of entrepreneurship; (b) to acquire skills in the use of techniques, in the analysis of business atmospheres, and in the synthesis of action plans; (c) to identify and stimulate entrepreneurial drive, talent

and skills; (d) to develop empathy and support for all unique aspects of entrepreneurship; (f) to develop attitudes towards change; and (g) to encourage new start-ups and other entrepreneurial ventures (Garavan and O'Conneide, 1994 in Ferreira, et al., 2012).

Various topics covered on entrepreneurship course syllabus mostly delivered at US universities, grouped into five areas as follows: (a) background: history of theories of entrepreneurship; social impact of entrepreneurship; (b) generating Ideas: creativity techniques, marketing research and marketing intelligence, identifying trends; (c) developing a business: business models, formats for entry, patenting and intellectual property rights; (d) assembling resources: how to sell/presentation techniques, valuing a business, basics of venture capital, building performance, writing a business plan, building a top management team, value chain analysis; (e) planning: project management/milestones, discovery driven planning, start-up procedures; and (f) personal growth: ethics, crafting a personal entrepreneurship strategy (Michael, 2018).

Designing entrepreneurship course must be carefully managed. Awareness, interest, desire, and actions of students need to be crafted well. There is integrative model developed by Tounes to be considered in entrepreneurship course. This model suggested 3 (three) phases for entrepreneurial learners. First phase is awareness and information. In this phase general knowledge related to entrepreneurship provided to students. Second phase is specialization into entrepreneurship. The goal of this phase is to develop attitudes and skills in entrepreneurship. Third phase is orientation and support. Topics related during this phase are how to execute the project, how to implement it, and how students could access available resources and networks (Azanza, Grama, and Bono, 2017).

Meanwhile, various skills required by entrepreneurs can be categorized as follows: (a) technical skills: written and oral communication, technical management, and organizing skills; (b) business management skills: planning, decision-making, marketing, and accounting skills; and (c) personal entrepreneurial skills: inner control, innovation, risk taking, persistence, and being change-oriented (Hisrich and Peters, 1998 in Ferreira, et al., 2012).

Eventually, entrepreneurship course provide a valuable knowledge and skills even for those graduates who intend to find job first rather to be self-employed directly. Sort of characteristics of successful entrepreneur were listed as follows: ability to work independently and within a team; self-

confident; result oriented; initiative; risk taking; leadership; originality; and future oriented. These characteristics are compatible to common skills required for recent job market.

3 LITERATURE REVIEW

Entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurship is the phenomenon associated with entrepreneurial activity (Ahmad and Hoffmann, 2007). An entrepreneur is a person who sees an opportunity or has an idea and assumes the risk of starting a business to take advantage of that opportunity or idea, the risks that go with creating an organization can be financial, material, and psychological (Hatten, 2012). Entrepreneurship plays an important role in the creation and growth the businesses, as well as in the growth and prosperity of regions and nations (Hisrich et al., 2013).

3.1 Entrepreneurial Intention

Basically, intentions were started from a cognitive process which serves to flow beliefs, perceptions, and other exogenous factors into the intent to act, than it followed by the action itself. In this case, such actions or behaviour are intended or planned (Ajzen, 1991). Starting a business is one of planned behaviours or intended actions, and thus it is best predicted by intentions (Krueger and Carsrud, 1993). Understanding the antecedents of intentions increases our understanding of the intended behaviour (Krueger, Reilly, and Carsrud, 2000).

Entrepreneurial intentions were measured by GEM as they are defined by the percentage of individuals who expect to start a business within the next three years (those already entrepreneurially active are excluded from this measure). Entrepreneurial intentions are defined as intentions of setting up one's own business in the future (Gelderen et al., 2008). Entrepreneurial intent is defined as those initial actions done by an individual prior to formally beginning the start-up or generating initial sales related to an on-going business. Several activities can

be considered initial actions, such as writing a business plan, looking for a building or equipment, saving money, or developing a product or service (Carr and Sequeira, 2007). Entrepreneurial intention is a conscious state of mind that directs attention and therefore experience and action toward a specific object or pathway to achieve it (Bird, 1989; Hamidi et al., 2008; Ferreira, et al., 2012).

The process of entrepreneurial action is most often intentional. The motivational factors embedded in intentions energize people toward their entrepreneurial behaviour. The levels of their intentions will reflect on how hard they are willing to try and make some efforts to prepare and perform well. When individuals see that starting a business to be feasible and desirable, they will have stronger intentions to start their own businesses (Hisrich et al., 2013).

There are two models commonly used to predict entrepreneurial intention, firstly Theory of Planned Behaviour (TPB) developed by Icek Ajzen (1988); and secondly Shapero-Sokol model (1982). TPB explains intentions by means of attitudes, perceived behavioural control (PBC), and subjective norms. Meanwhile Shapero and Sokol model explains entrepreneurial intention on the basis of perceived desirability, perceived feasibility and the propensity to act (Gelderen, et.al., 2008). It was argued in between intentions toward entrepreneurial behaviour and target entrepreneurial behaviour still there are exogenous precipitating, facilitating, or inhibiting influences to be considered (Krueger and Carsrud, 1993).

However, TPB mostly used to explain entrepreneurial intention with some modifications. Previous research conducted by Gelderen, et.al., 2008 used TPB completely, followed by Susetyo and Lestari (2014) studied attitudes, perceived behavioural control (PBC), and subjective norms as latent variables, modelled by Structural Equation Model (SEM) to examine related exogenous variables. Handaru, et.al. (2014) replaced perceived behavioural control with self-efficacy. Carr and Sequeira (2007) examined attitudes, perceived family support, and self-efficacy towards business ownership mediating the relationship between prior exposure to a family business and entrepreneurial intent. Ferreira, et al. (2012) investigated effects of achievement, self-confidence, and personal attitude on entrepreneurial intention.

Most previous studies of entrepreneurial intention associated to university students without any consideration or explanation on how entrepreneurship course have been provided to them. This study provides explanation on how

entrepreneurship course possibly stimulate student interest and sprinkle seeds of entrepreneurial intention.

3.2 Family Support

Individuals are influenced by the even more immediate social environment characterized by closer links to family or friends and relatives. Research suggests that with respect to the source of the family background and role models – for example, parental versus others (i.e., close friends), or immediate family (i.e., mother, father, siblings) versus extended family (i.e., aunt, uncle, cousin, grandparent) – that all can affect entrepreneurial intentions through attitudes (Ozaralli and Rivenburgh, 2016). However, past or existing exposure to parental entrepreneurial experiences may impact individuals' attitudes and behaviours positively or negatively towards business ownership. It was found that individuals raised in business families, might perceive the entrepreneurial career as more feasible but not necessarily desirable. Experiences with past or existing success of the family members or close friends in entrepreneurial activities will affect the students' entrepreneurial intentions positively (Zellweger, Sieger, and Halter, 2011)

Parents play a very important role in all aspects of a young person's life, including those critical decision-making points such as choosing a career. Those parental influential factors are “parental supports”, “perceived parental career concerns about welfare and prestige”, and “perceived parental barriers to career choice” (Wong and Liu, 2010). The term of a prior family business exposure can be viewed as an intergenerational influence agent, since it serves as one mechanism whereby the transmission of information, beliefs, and resources within-family occurs. Throughout a person's self-development, the socialization that occurs is a continuing process of reflection and action, which ultimately drives attitudes and behaviour that people have concerning how they interact with others, what life choices they make, and how they decide what lifestyles and work roles to assume. The family business will affect the family member's attitude and intentions towards entrepreneurial action (Carr and Sequeira, 2007).

3.3 Attitude

Attitude toward the behaviour or personal attraction refers to the degree to which the individual holds an

overall positive or negative personal valuation about being an entrepreneur. Attitudes are feelings, often influenced by our beliefs, that predispose our reactions to objects, people, and events (Myers, 2010). Attitude is a fairly stable evaluation of something as good or bad that makes a person think, feel, or behave positively or negatively about some person, group, or social issue (Gleitman, Gross, and Resberg, 2011).

Attitude is a tendency toward a particular cognitive, emotional, or behavioural reaction. Social psychologists have long viewed attitudes as having three components: (a) the *cognitive* component is a set of beliefs about the object; (b) the emotional, or *affective*, component includes feelings about the object; and (c) the *behavioural* component is the way people act toward the object. If these three components were always in harmony, we would be able to predict people's behaviour toward certain object or issue (Bernstein and Nash, 2008). Attitudes are evaluative statements—either favourable or unfavourable—about objects, people, or events. They reflect how we feel about something (Robbins and Judge, 2013).

3.4 Self-efficacy

The self-efficacy construct is considered to be appropriate to predict entrepreneurial intention. This construct includes an assessment of confident beliefs an individual has about internal (personality) and external (environment) constraints and possibilities, and it is close to action and action intentionality (Drnovsek, Wincent, and Cardon, 2010), therefore from this point of view, it could be assumed that self-efficacy as to be a good predictor of business start-up intentions.

The perception of feasibility has much to do with an entrepreneur's self-efficacy. Self-efficacy has traditionally been used to explain entrepreneurs' motivations and performances as well as students' entrepreneurial intentions and behaviours. Self-efficacy was grounded in social cognitive theory. Self-efficacy is the personal cognitive evaluation of one's ability to successfully perform a specific task. This personal assessment of task performance success is affected by various personal, behavioural and environmental factors. Those environmental factors highly influence one's perceived capabilities when acquiring a new sense of self-efficacy or changing acquired skills to successfully complete a novel task (Bagheri and Pihie, 2014).

Entrepreneurial self-efficacy simultaneously examines the dynamic interaction between the individual and the environment by explaining what

cognitive, motivational and affective processes are implicated in an individual's decision to engage in entrepreneurial activities (Baron, 2004). Entrepreneurial self-efficacy involves individuals' beliefs regarding their capabilities to attain goals and control positive and negative cognitions that an entrepreneur has during the process of starting-up a business. Entrepreneurial self-efficacy includes at least two dimensions: the type of goal beliefs (task/outcome) and type of control beliefs (positive/negative) that exist in the context of business start-up processes (Drnovsek, Wincent, and Cardon, 2010).

Those literatures support the hypotheses as the following:

H1. Higher levels of family supports are significantly and positively related to entrepreneurial intention.

H2. Higher levels of family supports are significantly and positively related to personal attitude.

H3. Higher levels of family supports are significantly and positively related to self-efficacy.

H4. Higher levels of personal attitude are significantly and positively related to self-efficacy.

H5. Higher levels of personal attitude are significantly and positively related to entrepreneurial intention.

H6. Higher levels of self-efficacy are significantly and positively related to entrepreneurial intention.

4 METHOD

Surveys were administrated at 7 (seven) faculties at UNISMA, City of Bekasi. The population in this study was those students enrolled entrepreneurship course (540 students) at different study programs of undergraduate university studies in the academic year 2015/2016. Using non-probability sampling method, with convenience sampling technique, 250 questionnaires were distributed and returned. There were 227 valid questionnaires, with a valid rate of 92.84%, respondents were 59 males (25.99%) and 168 females (74.01%), they were students from different study programs and faculties, FAI (14,10%), FISIP (20,70%), FP (3,96%), FE (38,33%), FKIP (10,57%), FT (2,64%), and FKSB (9,69%). Their ages were between 18 to 25 years old. Parental status of students were as employee (49.34%), self-employed or having a business (39.65%), unemployed or currently not work (5.73%), and retired (4.85%).

Path analysis was used to evaluate causal models by examining the relationships between entrepreneurial intentions, personal attitude, and self-efficacy (as endogenous variables) and family support (as an exogenous variable). Self-efficacy was placed as mediating/intervening variable that transmits the indirect effects of independent variables (family support, personal attitude, and self-efficacy) and dependent variable (entrepreneurial intention). This method will estimate both the magnitude and significance of causal connections between variables. Path diagram for hypothesized structural model predicting entrepreneurship intention (Y) was illustrated in Figure 1., influenced by family support (X₁), personal attitude (X₂), and self-efficacy (X₃).

In this study, we define entrepreneurial intention as student actions based on planned or decision has been made consciously to self-lead directed to business initiation, sharpen ideas to make or to serve, keep to search opportunities for start-up, collect information related to business intended, self-exposure to business role models, initiate to spend money efficiently or to save for initiation, and identify available resources or helps for start-up.

A family support is defined as the parental perspectives toward entrepreneur career choice by reflecting positive self or others experiences and positive suggestion about having own business, appreciating self-employed person and entrepreneurial activity, and providing good suggestion on an entrepreneur as a career choice after graduate. This measure consists of a 6 item set questions.

An individual attitude is defined as a student valuation about being an entrepreneur by considering willingness to challenge the way to pursue happiness, have personal income higher than wage or salary, have self-autonomy by doing own business, face uncertainty during start-up, work hard to tackle the risks, and think smart to calculate potential loss. This measure consists of a 6 item set questions.

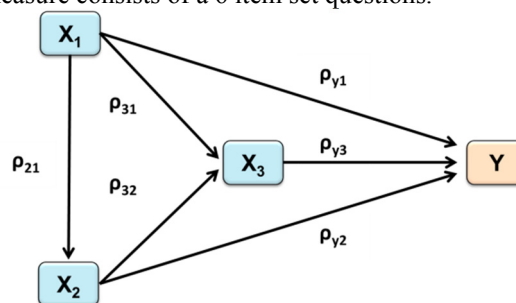


Figure 1. Path diagram for hypothesized structural model predicting entrepreneurial intention

Self-efficacy is defined as a student self-belief to be able to think an idea for starting a business, plan and prepare for start-up, explore those resources as needed for start-up, persistent and commitment to do some efforts for start-up, assure to have customers at first day start-up, do the best to face business competitors, and control the financial risk and potential factors those lead to fail. This measure consists of a 7 item set questions.

The respondent had the option to choose from a 5-point Likert scale where 1 = “extremely disagree” and 5 = “extremely agree” for those questions to measure the degree of family support, attitude, and self-efficacy. Meanwhile to measure the level of entrepreneurial intention, individual respondent may choose one of 5 options from 1 = “never at all” to 5 = “very often” as they experienced.

Using SPSS 22, construct validity test indicated that correlation is significant at the 0.01 level (1-tailed) among items for all variables. The cronbach’s alpha used to measure construct reliability measure of family support (0.928); personal attitude (0.924); self-efficacy (0.939); and entrepreneurial intention (0.928). This result indicated that constructs for all variable were reliable, since they met the required a reliability of 0.70 or higher.

Tests of Normality by Kolmogorov-Smirnov and Shaphiro-Wilk techniques on data set of family support (sig 0.089 and sig 0.148), attitude (sig 0.200 and sig 0.173), self-efficacy (sig 0.200 and sig 0.137), and entrepreneurial intention (sig 0.200 and sig 0.192) indicated that all four data set are normally distributed, since all of sigs > 0.05. Test of Homogeneity of Variances, Levene Statistic 1.790; df₁= 3; df₂= 904; and p-value=0.147 > 0.05 (H₀ accepted) indicated that data set of family support, attitude, self-efficacy, and entrepreneurial intention have equal variances.

5 RESULTS

The hypothesized structural model predicting entrepreneurship intention was tested by *software Lisrel 8.80*. Output of test provided correlation matrix (Table 1), structural equations (Figure 2), and path diagram (Figure 3).

Structural equations on Figure 2 show family support predicts attitude; family support and attitude predict self-efficacy; and family support, attitude, and self-efficacy predict entrepreneurial intention. This path model is a saturated model because all paths are included. All path coefficients as represented on

Figure 3 are significant, since all values of t supported. Goodness of Fit Statistics indicates that chi-square = 0.0, degrees of freedom = 0, and P = 1.00 > 1, the model is saturated, the fit is perfect.

Table 1. Correlation Matrix of Y and X

Correlation Matrix of Y and X				
	Attitude	Self-Efficacy	Entrepreneurial Intention	Family Support
Attitude	1.000			
Self-Efficacy	0.826	1.000		
Entrepreneurial Intention	0.820	0.930	1.000	
Family Support	0.849	0.937	0.904	1.000
Means	17.202	20.784	22.399	17.173
Standard Deviation	4.174	5.477	5.326	4.733

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Structural Equations
ATT = 0.846*FAM, Error var.= 6.187 , R2 = 0.722
(0.0350) (0.583)
24.150 10.607

EFF = 0.123*ATT + 0.981*FAM, Error var.= 3.554 , R2 = 0.882
(0.0505) (0.0503) (0.335)
2.424 19.494 10.607

INT = 0.133*ATT + 0.634*EFF + 0.217*FAM, Error var.= 3.479 , R2 = 0.877
(0.0506) (0.0660) (0.0816) (0.328)
2.623 9.611 2.663 10.607
    
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Figure 2. Structural Equations

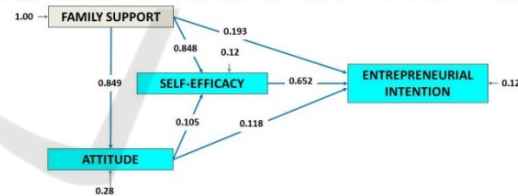


Figure 3. Path Diagram

The path coefficient on Figure 3 represented as a standardized regression coefficient. It calculated from beta (effects among endogenous variables) and gamma (effect of exogenous variable on endogenous variables). It shows that direct effect $p_{y1} = 0.193$, $p_{y2} = 0.118$, $p_{y3} = 0.652$, $p_{31} = 0.848$, and $p_{32} = 0.105$. Data show the highest direct effect on entrepreneurial intention is self-efficacy (0.652), followed by family support (0.193) and student attitude (0.118). However, the highest direct effect on self-efficacy is family support (0.848). This finding shows that family support cannot be denied as important variable still contribute to shape student entrepreneurial intention, whether directly or indirectly through self-

efficacy. Direct effect student attitude on self-efficacy is lower (0.105) compared to family support.

Indirect effect family support on entrepreneurial intention was calculated as following: $(p_{21})(p_{y2})+(p_{31})(p_{y3})+(p_{21})(p_{32})(p_{y3}) = (0.849)(0.118)+(0.848)(0.652)+(0.849)(0.105)(0.652)=0.711$. Indirect effect student attitude on entrepreneurial intention was calculated as following: $(p_{32})(p_{y3})=(0.105)(0.652)=0.069$. The result of indirect effects, direct effects, and total effects on entrepreneurial intention were represented in Table 2. Data show total causal effects provided by family support (0.904) is higher than self-efficacy (0.652) on entrepreneurial intention.

The result also is aligned with the argument of Krueger, Reilly, and Carsrud (2000) that stated correlations between self-efficacy and career intent range from 0.3 to 0.6. This correlation is assumed be better than most predictors used in entrepreneurship research entrepreneurial phenomena. In our study, the path coefficient of self-efficacy directly effects entrepreneurial intention is 0.652.

Table 2. Causal Effects on Entrepreneurial Intention

Variable	Causal Effects		
	Indirect	Direct	Total
Attitude	0.069	0.118	0.187
Self-Efficacy	-	0.652	0.652
Family Support	0.711	0.193	0.904

Indirect effect family support on self-efficacy calculated as following: $= (p_{21})(p_{32})=(0.849)(0.105)=0.090$. The result of indirect effects, direct effects, and total effects on self-efficacy were represented in Table 3. Data show total causal effects of family support (0.937) and student attitude (0.105) on self-efficacy.

Table 3. Causal Effects on Self-Efficacy

Variable	Causal Effects		
	Indirect	Direct	Total
Attitude	-	0.105	0.105
Family Support	0.090	0.848	0.937

6 CONCLUSIONS AND DISCUSSION

The path coefficients, t-values, and statistical results in our structural model predicting entrepreneurship

intention as presented in Figure 3 supporting all six hypotheses in this study. The model of entrepreneurial intention shaped by student individual effects and family support as proposed is also fit. Result indicates that family support serves as an important (exogenous) variable influence positively and directly on entrepreneurial intention, and also influence positively and indirectly on entrepreneurial intention through formation personal attitude and self-efficacy. Result also indicates that self-efficacy acts well as an intervening variable influence positively and directly on entrepreneurial intention. A family support and individual self-efficacy have strong contribution to foundation of student entrepreneurial intention, individual attitude also positively effect to form entrepreneurial intention directly or indirectly through formation self-efficacy. However, in this research individual attitude has a slight effect directly on entrepreneurial intention.

How family support influence entrepreneurial intention relevant to other researchers, Carr and Sequeira (2007) argued that entrepreneurial intention can be influenced by many other exogenous variables, including the strong ties that individuals have with important influence agents within their environment (excluding university environment). An individual's beliefs about a career is influenced by their interpretation of past experiences (self, friends, parents, or relatives experiences), as well as their perception of the attitudes and expectations of 'socializers' (e.g. parents, friends, teachers) toward those careers. Those interpretations and perceptions will lead to attitudes and self-efficacy positively or negatively toward career choice to be self-employed.

Related information about parental expectations on their children after graduate from university was collected by interviewing some students of entrepreneurship course. There is a tendency that parents becoming wisely to give more free for the students to choose their career choices after graduate considering highly competitive and difficulties to enter specific professions or job market. But, few parents still force their children to take a particular profession or to work at well-known established company or to be permanent employee at governmental office, as they hoped to have a fixed salary as expected, prestige, and security. Most of parents want their children just quickly get job after graduate to be living independently and separately. However, parents commonly expect their children prepared for life after graduate, whether for working or starting a business. It is quite interesting that some students reported as even their parents working for

entirely life support them to be an entrepreneur directly after graduate or next after they have experiences and readiness saving as they got from some years working.

Some entrepreneurship course students in this study (39.65%) have an early familiar on business activities since they grew up in a family business, even half of them involved at their parent business. This familiarization on business earlier tends to be positively contributed to shape student values and attitudes on business ownership. However other researcher argued that individuals will hold a positive attitude towards business ownership if they perceive that their parent business ownership not only be feasible to do but also should be desirable profit.

The feedback student sheets on entrepreneurship course were collected and reviewed. The most things identified that make them feel good and enthusiasm from entrepreneurship course is the process of entrepreneurship experienced by role model. A five to ten minutes duration scene on each video provides storytelling and information of entrepreneurship process experienced by one role model. Students asked to analysis on how an idea developed for start-up, first day experienced when business initiated, efforts to survive, and then come to growing business stage. Each of those four stages on entrepreneurship process (idea, initiation, implementation/survival, and invest to grow) were discussed. Students also identified what sort of factors supporting role model at each stage. There are three different role models introduced to the students, first role model who directly started a business after graduate; second other who experienced 9 years working at two companies previously and then decide to start his own business; and third role model who experienced business fail many times while he still worked as a consultant for civil construction company, then he left his work after his business providing a prospective increasing profit. Students admitted those role models were impressed them. Students also appreciated how a rewarded life could be hold by those role models after years of doing business and compared to what level of wealth if they keep continue to work till retired. After analysing and discussing those role models, students assigned to draw their simple personal vision whether to be an entrepreneur or other profession, supported with those missions would be achieved, and some indicators for each personal mission must written to be an accountable and timed measures.

Other thing that entrepreneurship course students interested is practicing to design, make, and sell a product, where students were grouped to sell 50 pieces in a day at least. At similar task, they may

choose to make just 5 units sample product and sold via social media. Working within a group for start-up experienced will benefit for all student to share how workable ideas to product, tastes of creativity, market viability, and encouragement to sell their products directly to others.

To this end, we concluded that enhancing family value on entrepreneurship to be favoured a climate for supporting student entrepreneurial intentions earlier from home, meanwhile university environment responsible to shape personal attitude and self-efficacy. Reasonable career choices to be entrepreneurs could be encouraged by personal vision on rewarded life through their own businesses, not by the fear of difficulty to enter job markets.

Nowadays, university students are from generation Y and the proceeding generation Z, they were found to be even more entrepreneurial, with 72% reporting they want to start their own business (Cochran, 2017). Many business opportunities and models will be exploded in line with the emergence of creative industries, technological disruptive phenomenon, internet of things, and the trend of sharing economy. Those are more likely as an emergency and necessity call for imperativeness of entrepreneurship course.

However, responsibility of entrepreneurship course on shaping attitude and self-efficacy to seed student entrepreneurial intention at the university level should be aligned with university vision itself. Actually there is great challenge for the higher education institutions in Indonesia to move forward early in formulating a suitable concept of entrepreneurial ecosystem at campus level. It can be adopted from the national level GEM framework of entrepreneurial ecosystem to be transformed for a university level. We proposed 5 (five) relevant components to be included on entrepreneurial ecosystem at a university level as following: (a) university policy on entrepreneurial campus development; (b) university entrepreneurial finance; (c) university entrepreneurship infrastructure and programs; (d) education and competency based training system on entrepreneurship; and (e) R&D activities among those actors in the Quadruple Helix framework (academia, business sector, civil society, and government).

Furthermore there is a significant change in accreditation system for higher institution in Indonesia lately, from 7 standards commonly based on input and process to 9 components mainly based on output and outcome. A high number of graduates becoming successful business owners next would be an excellent measure of outcomes for the higher education itself.

Future research should examine student entrepreneurial intention versus actual business start-up. Researchers can evaluate whether student entrepreneurial intentions are still consistent with the actual business start-up when they graduated (Carr and Sequeira, 2007). Individuals may hold family support toward business start-up, supportive personal attitude, and have high entrepreneurial self-efficacy, but yet their entrepreneurial intentions never become reality. This is so important to be monitored in order to uncover factors that encourage or hinder entrepreneurial activity, especially related to societal values, personal attributes, and the entrepreneurship ecosystem in the country.

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