



Analysis of the Effect of Entrepreneurship Education, Family Environment and Entrepreneurial Self-Efficacy on Entrepreneurial Intention

Novianto Eko Nugroho^{1*}, Suryanto Suryanto², Jusuf Irianto³

¹ Postgraduate School Universitas Airlangga, Indonesia

¹ School of Economics Indonesia, Indonesia

^{2,3} Universitas Airlangga, Indonesia

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Abstract

Issues of entrepreneurial intentions often center on challenges related to the self-efficacy of entrepreneurs and the support provided by the family environment for entrepreneurship education among university students. The purpose of this study is to examine the impact of entrepreneurship education, family environment, and entrepreneurial self-efficacy on entrepreneurial intention among undergraduate students at private universities in Surabaya. An inferential research design was used in this study. Because the data was obtained at one point in time, this research is cross-sectional. The scientific study was conducted on a sample of undergraduate students from private higher education institutions in Surabaya. These participants were selected due to their involvement in entrepreneurial activities. In this study, 377 students agreed to participate and completed the questionnaire. Entrepreneurship education and the family environment have a strong beneficial impact on entrepreneurial self-efficacy and entrepreneurial ambition. Entrepreneurial self-efficacy is able to influence entrepreneurial intention in a favorable and substantial way. This research examined the impact of entrepreneurship education and family environment on entrepreneurial intention but did not look at entrepreneurial behavior, particularly how people start new businesses. As a result of the findings of this study, future research will provide a conceptual framework for evaluating entrepreneurship education providers across the board. This research intends to use a mixture of environmental and internal characteristics to assess entrepreneurial propensity.

Keywords: *Entrepreneurship Education; Family Environment; Entrepreneurial Self-Efficacy; Entrepreneurship Intention*

INTRODUCTION

Indonesia is alarming. Various government efforts to overcome the unemployment problem in Indonesia are in the minds of all parties, be they the government, educational institutions, or the community. One of the concrete steps is to create and increase interest in entrepreneurship. Entrepreneurial activities are expected to help the government create new jobs and reduce the current unemployment rate.

The intention to become an entrepreneur is generally considered a key factor in entrepreneurial behavior. Based on the (Bird, 1988; Krueger et al., 2000), intention "is the best predictor of planned behavior, especially when the behavior is infrequent, difficult to observe, or involves unpredictable time lags" (Krueger et al., 2000, p. 413). In addition, entrepreneurship development can be facilitated by entrepreneurship education (Fietze and Boyd, 2017; Saeed et al., 2015).

In addition, there are other factors that increase entrepreneurial interest, namely the family environment. According to Syafii & Prajanti (2015), the family environment, especially parents, plays an important role as the future directors of their children, so that parents can indirectly influence their children's interest in working in the future, including in terms of entrepreneurship (Piperopoulos & Dimov, 2015). In addition, interest in entrepreneurship grows based on the self-efficacy that exists in a person. According to Bandura (1997), self-efficacy is based on an

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Corresponding author's email: novianto.eko.nugroho-2022@pasca.unair.ac.id

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individual's self-perception of the skills and abilities possessed to complete an action or achieve a desired result.

This study is intended to determine the effect of entrepreneurship education, family environment, and entrepreneurial self-efficacy on entrepreneurial intention so that it can be used as a reference to increase student entrepreneurial interest.

LITERATURE REVIEW

Literature studies have identified various theoretical perspectives to research entrepreneurship studies from business and psychological perspectives (Lián & Fayolle, 2015). However, to explain the research objectives, the researcher chose a psychological approach in this study. In this context, TPB is a psychological model that explains why people perform certain behaviors (Ajzen, 1991). Intention indicates the motivational variable that drives action and shows the level of effort a person wants to achieve to perform the behavior.

Based on empirical studies, entrepreneurial intention (EI) is influenced by various factors, including elements of entrepreneurship education (EE) and family environment (FE). In addition, there is also a mediating role for ESE in the influence of EE and FE on entrepreneurial intention (EI). It is illustrated in the following research model (Figure 1).

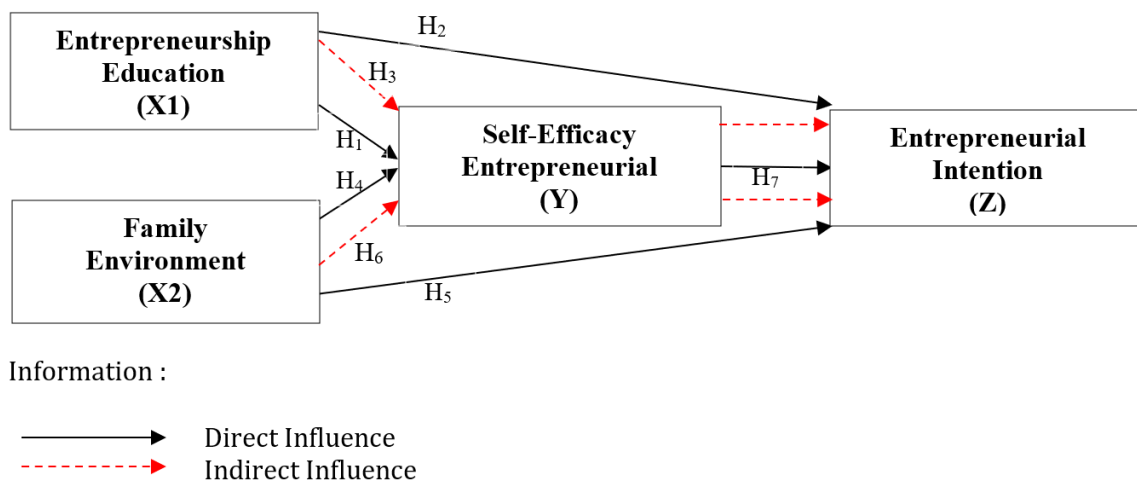


Figure 1. Research Model

Entrepreneurial Intentions (EI)

In the past, the term "intention" has been used to describe a person's self-prediction to engage in an activity (Ajzen, 1991; Ajzen & Fishbein, 1977). Furthermore, Ajzen (2001) explains that the intention to perform a behavior is a person's tendency to choose to do or not do a task. A literature study on entrepreneurial intentions revealed that social identity influences the decision to start a new business. Shepherd et al. (2015).

According to the model of Fishbein et al. (1980), three broad elements drive entrepreneurial intention: (1) Intentions are determined by the individual's attitude toward various forms of conduct. It is seen as a weighted average of the perceived consequences and many alternative outcomes of the behavior, including intrinsic incentives. (2) Social norms, perceived as the beliefs of organizations and associated actors such as family and friends, influence a person's ambition to become an entrepreneur. (3) Confidence in one's own abilities Several studies (Barbosa et al., 2007; Zhao, 2005) have shown its significance in the formation of entrepreneurial goals (Sánchez, 2013).

Entrepreneurship Education (EE), Self-Efficacy (SE) And Entrepreneurial Intention

Entrepreneurship education is a pedagogical program or educational process in educational institutions to shape entrepreneurial attitudes and skills". The argument we develop in this analysis is based on EE, which results in increased awareness for students who have not yet decided which career to pursue (e.g., employment versus entrepreneurship) or who have not had the experience of starting their own business before taking entrepreneurship courses (Bae et al., 2014).

Brown (2000) defines entrepreneurship education as "the communication and inculcation of the competencies, skills, and values needed to recognize business opportunities, organize, and start new businesses." According to Gorman et al. (1997), entrepreneurship education is an educational program that aims to influence students who experience difficulties in entrepreneurship (Izedonmi and Okafor, 2010). According to Lián (2004), entrepreneurship education programs fall into four categories: entrepreneurial awareness education, company start-up education, entrepreneurial dynamism education, and ongoing learning for business owners (Lorz, 2011).

According to the research findings, entrepreneurship education should begin and evolve in the family context, with information passed down from generation to generation to raise future generations' awareness and boost their talents and interests. The following hypothesis is offered based on the previous description:

H1: Entrepreneurship Education increases Entrepreneurial Self-Efficacy.

H2: Entrepreneurship Education Influences Entrepreneurial Intention

H3: Entrepreneurship Education influences Entrepreneurial Intention directly through Entrepreneurial Self-Efficacy.

Family Environment, Entrepreneurial Self-Efficacy, and Entrepreneurial Intention

The family environment is the main source of education for a kid since it is in the family that youngsters receive their first education and guidance during birth (Irwansyah & Subiantoro, 2018). According to Wiani et al. (2018), the family environment has a very large role in the development of children's personalities because it is an internal environment that has a greater influence on individuals than the external environment (society).

Students' family self-efficacy is a form of behavioral influence over their entrepreneurial intent. Subjective norms, which are predicted in the context of the family (parents, siblings, and other family members), are integral to the behavioral patterns or role models that have a significant impact on the students' propensity to begin their own businesses (Bagis, 2022; Gird & Bagraim, 2008). Individuals who are derived from entrepreneurial families have a higher propensity to be entrepreneurs (Volery & Mueller, 2006). Obviously, knowledge, faith, values, and learned traditions from the family context are part of human experience and learning. Cognitive abilities are one of the primary resources people possess to conceive of creative and entrepreneurship-related ideas (Bandura, 2006). With this theoretical context and empirical arguments, the following research hypothesis is proposed:

H4: Family environment has a strong influence on Entrepreneurial Self-Efficacy.

H5: Family Environment influences Entrepreneurial Intention significantly.

H6: Family Environment influences Entrepreneurial Intention indirectly through Entrepreneurial Self-Efficacy.

Entrepreneurial Self-Efficacy (SE) and Entrepreneurial Intention (EI)

Entrepreneurial self-efficacy is a good notion that may explain human behavior, as research has shown that it has a major influence on the choice of entrepreneurship. Individuals who are

particularly confident in their entrepreneurial talents and intentions are more likely to pursue entrepreneurial aspirations. Self-efficacy is the belief in one's capabilities to arrange and execute actions that produce specific results (Bandura et al., 1997). Social cognitive theory's propositions (Bandura and Cervone, 1986) suggest that behavior, course of action, and degree of consistency depend on the level of self-confidence. People with an elevated level of self-confidence are believed to prefer more demanding jobs and be more resilient to setbacks (Bandura, 1997). Perceived self-efficacy is a personal attribution modifiable in a given context (N. F. Krueger Jr. & Brazeal, 1994). The efficacy of a person is determined by their ability to achieve personal goals, if they are maintained, and their resilience in achieving these goals (Bandura et al., 1997). If people are more confident about their ability to achieve difficult goals, they will approach these goals with greater optimism (Zhao, 2005).

Entrepreneurship research and a new systematic review (Newman, 2019) back this up. The entrepreneurial self-efficacy construct in entrepreneurship research "measures an individual's trust in their capability to establish a successful business effectively" (McGee et al., 2009), as well as success in activities such as invention, business development, leadership, and finance related to entrepreneurship when establishing a new venture (Chen, 1998; Hsu et al., 2017). Newman (2019) did a comprehensive review of the literature on entrepreneurial self-efficacy and found a strong positive association between entrepreneurial self-efficacy and entrepreneurial intention for both students and employed persons. The following possibilities are presented based on this description:

H7: Entrepreneurial Self-Efficacy influences Entrepreneurial Intention.

RESEARCH METHOD

Research Respondents

This empirical research is conducted on undergraduate students from several private campuses in Surabaya who have volunteered to complete online questionnaires. Participants will be guaranteed confidentiality and allowed to include contact information if they are willing to participate again in future research. Student respondents were selected because they have actively participated in the entrepreneurship Student Activity Unit (UKM) on each campus. In this study, 377 students agreed to be involved and complete the online survey; the resulting sample size from this calculation is 369 undergraduate students from several private campuses in Surabaya (Raosoft, 2020).

Research Measurement

The instruments used to measure all research variables in this study are instruments that have been used previously. The number of themes and scales was adjusted to the needs of online data collection and the characteristics of students in Indonesia. After being adapted, the items were translated into Indonesian. Entrepreneurial intention was measured using (Lián and Chen, 2009), Entrepreneurial Self-Efficacy was measured using (McGee et al., 2009) and (Barakat et al., 2014), Entrepreneurship Education was measured using (Stren, 2014), and Family environment was measured using (Hohashi and Honda, 2012).

Research Approach

This study uses an inferential research design. This study is a cross-sectional study because the data in it was collected at one point in time. This study aims to assess the impact of entrepreneurship education offered to undergraduate students at several large campuses in Surabaya on their entrepreneurial intentions. Why were undergraduate students from several large

campuses in Surabaya chosen as the unit of analysis? Because undergraduate students from several large campuses in Surabaya envision becoming an entrepreneurial University. It can be seen that several large campuses have implemented entrepreneurship education. The programs include face-to-face lectures, seminars, an entrepreneurship week, entrepreneurship training, funding of student entrepreneurship proposals that are considered feasible, and participation in national business competition plans. It is done so that students are interested, motivated, and inspired to choose entrepreneurship as their career choice.

Data Analysis

The data analysis technique used in the study was path analysis. According to Ghozali (2018), path analysis is the use of regression analysis to estimate the causal relationship between variables (casual mode) that have been previously determined based on theory. Path analysis is used to examine the relationship between entrepreneurship education and family environment on entrepreneurial interest and whether the relationship between entrepreneurship education and family environment is affected by entrepreneurial self-efficacy as an intervening variable. Given that this study uses path analysis, there are some basic assumptions to fulfill the method of Trimming Theory (Heise, 2012) in Rahayu (2013), among others: (1) The relationship between variables must be linear; (2) The research model has a causal relationship with a one-way causality flow (recursive model). Testing is done partially with OLS (regression analysis), (3) Endogenous variables are at least on an interval scale, and (4) Research instruments must be reliable and valid (variables are measured without error). And (4) the research model is in accordance with the theory and concept.

FINDINGS AND DISCUSSION

Validity and Dependability of Tests

A validity test establishes whether or not an instrument is valid. This study used predictive accuracy, which is the degree to which a test can predict how a person would carry out a scheduled activity or job opportunity. After that, the Alpha Cronbach algorithm is employed to assess reliability. The SPSS 26.0 program was used to run the test. The results of the validity and reliability tests are shown in Table 1.

Table 1. A Summary of The Test Validity and Reliability Outcomes.

Variable	Item	Correlation		Status	Reliability	
		r	sign		Alpha Cronbach	Status
Entrepreneurship Intention (EI)	EI.1	0,794	0.00			
	EI.2	0,716	0.00			
	EI.3	0,654	0.00			
	EI.4	0,654	0.00	Valid	0,64	Reliable
	EI.5	0,369	0.00			
	EI.6	0,373	0.00			
Entrepreneurship Education (EE)	EE.1	0,521	0.00			
	EE.2	0,645	0.00			
	EE.3	0,774	0.00			
	EE.4	0,797	0.00	Valid	0,847	Reliable
	EE.5	0,816	0.00			
	EE.6	0,778	0.00			
	EE.7	0,453	0.00			
	EE.8	0,825	0.00			
ESE.1	0,729	0.00				

Variable	Item	Correlation		Status	Reliability	
		r	sign		Alpha Cronbach	Status
Entrepreneurial Self-Efficacy (ESE)	ESE.2	0,617	0.00			
	ESE.3	0,618	0.00			
	ESE.4	0,711	0.00			
	ESE.5	0,624	0.00	Valid	0,846	Reliable
	ESE.6	0,712	0.00			
	ESE.7	0,655	0.00			
	ESE.8	0,661	0.00			
	ESE.9	0,734	0.00			
	ESE.10	0,512	0.00			
	Family Environment (FE)	FE.1	0,597	0.00		
FE.2		0,783	0.00			
FE.3		0,586	0.00			
FE.4		0,709	0.00			
FE.5		0,593	0.00	Valid	0,865	Reliable
FE.6		0,674	0.00			
FE.7		0,627	0.00			
FE.8		0,726	0.00			
FE.9		0,751	0.00			
FE.10		0,751	0.00			

The Hypothesis Test

Path analysis is used to examine the influence of exogenous factors on endogenous variables, as previously mentioned. The findings of hypothesis testing are summarized in Figure 1 and Table 2 below.

Table 2. Summary of Test Hypothesis Results

No.	Hypothesis	Effect			T-Statistic	p-Value	Description
		Direct	Indirect	Total			
1.	$X1 \rightarrow Y$	0,459		0,780	9,982	0,000	Significant
2.	$X1 \rightarrow Y \rightarrow Z$		0,321				
3.	$X1 \rightarrow Z$	0,409			8,574	0,000	Significant
4.	$X2 \rightarrow Z$	0,554			12,753	0,000	Significant
5.	$Y \rightarrow Z$	0,701			18,811	0,000	Significant
6.	$X2 \rightarrow Y$	0,532		0,942	12,206	0,000	Significant
7.	$X2 \rightarrow Y \rightarrow Z$		0,388				

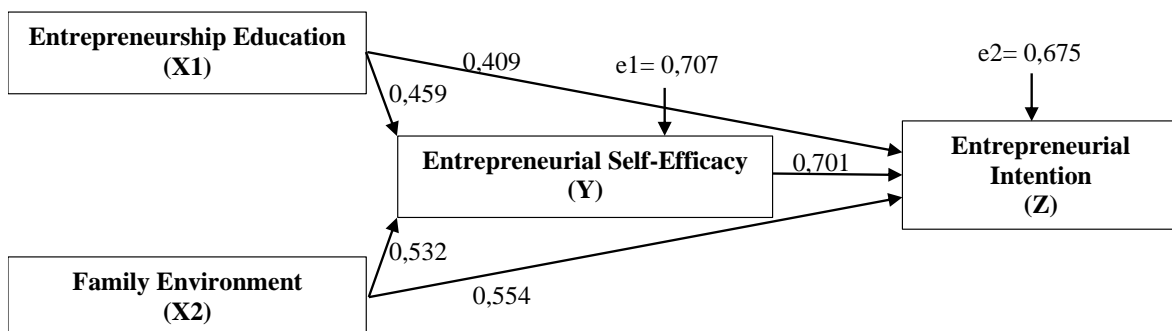


Figure 1. Results of Path Analysis Model

After data processing, the EE route and ESE coefficient are 0.459, and the probability value is 0.000. Thus, entrepreneurial education influences ESE with a 0.409 intention factor and a 0.000 probability value. Furthermore, with a 0.701 coefficient and a 0.000 probability value, EE has a considerable impact on EI. Following that, with a 0.780 indirect effect coefficient, self-efficacy has a considerable impact on entrepreneurial desire.

The data indicates that EE has an impact on ESE. It indicates how knowledge transfer encompassing opportunity development and appraisal, entrepreneurial organization, and how to launch newly formed companies builds confidence in the following generation to continue the business begun by the prior generation (Newman, 2019).

According to the study's conclusions, EE in the home setting helps to build future generations through specialized knowledge. This information is passed down to kids by their guardians in order to nurture their passion, desire, and determination to pursue a business profession. Furthermore, this awareness enhances their willingness to take chances. As a result, as stated by Cardella et al. (2020), it has a considerable impact on EI.

Thus, the path analysis results suggest that EE has a considerable influence on intention, with ESE serving as a mediator. As a result, by definition, entrepreneurial education should begin and evolve inside the family. EE not only raises knowledge for future generations but it also boosts their potential to establish and operate enterprises (Lauto et al., 2020).

In the case of family businesses, predecessors have strong tacit knowledge as a result of their experience (Williams Jr. & Mullane, 2019). This expertise is vital and has a big influence on family company activities (Marchiori & Franco, 2020). According to Trevinyo, Rodriguez, R. N., and Tapiés (2006), the predecessors should be transferred to the following category: Educating children to develop commitment requires sowing the seeds of a conscientious personality in them. As proven by parents' ideas and behavior as role models for children to emulate, the family is the major source of moral foundations for children (Hulukati, 2015).

The direct effect of FE on ESE is 0.554, with a 0.000 0.05 level of significance, according to the findings of this study. If the home environment can mold their children's character into disciplined human beings (commitment becomes the basis), the child will have a responsible mindset and will be tenacious in achieving the achievement he wishes. According to Walidaini (2017), entrepreneurship is a strong entrepreneurial spirit based on the elements of considering, resilience, threat views, and dedication. This mentality is mostly affected by education in households where both parents are entrepreneurs and encourage their children to establish their own businesses. Meanwhile, a modest school education is advantageous in terms of developing information and skills. Thus, McDowell et al. (2019) believe that "alternatively, for potential entrepreneurs with limited resources, they may be more likely to be able to start a business." Support is a resource that can help entrepreneurs with limited resources reduce conflict between work and family life. Entrepreneurship education is defined as a collection of courses of study and training that make an effort to contribute to an entrepreneurial mindset or offer components that contribute to a person's intentions, especially businessperson expertise and entrepreneurial activity implementation (Selcuk and Turker in Isabella, 2010).

The direct effect of EE on EI is 0.409, with a 0.000 0.05 level of significance, according to the findings of this study. EE is crucial in identifying students' entrepreneurial attitudes since it drives a person's behavior or gives entrepreneurial information to encourage their purpose to engage in entrepreneurial activities. EE and training provided by a successful entrepreneur can influence future students' actions and mindsets toward becoming entrepreneurs and developing strong entrepreneurship and business practices, especially among younger ones through universities and colleges (Jones et al., 2010).

The direct influence of the FE on entrepreneurial tendencies was 0.532, with a 0.000 0.05 level of significance, according to the findings of this study. It is possible to argue that having a supportive family and an entrepreneurial family history boosts the chance of launching a business. Lingappa et al. (2020) state that familial presence in entrepreneurship has always been an impactful factor because their opinion is highly regarded by individuals belonging to nations of collectivist culture. The family's involvement in the company gives a knowledge advantage due to prior exposure, which may increase the feeling of self-efficacy."

Individuals who are confident in their entrepreneurial talents and capabilities are more likely to develop entrepreneurial ambitions. Self-efficacy impacts a person's tenacity and resilience in attaining personal objectives (Bandura et al., 1997), and higher levels of self-efficacy lead to a more optimistic attitude toward more challenging activities (Zhao, 2005). The notion of self-efficacy, which has been researched as a personal impression of ability by numerous disciplines, is seen as more relevant than actual ability in shaping individual behavior (N. Krueger Jr. & Dickson, 1994).

The direct influence of entrepreneurial self-efficacy on entrepreneurial ambition is zero, according to the findings of this study. The entrepreneurial intention is 0.701, with a significance level of 0.000 0.05. It may be stated that the stronger one's entrepreneurial self-efficacy, the greater the incentive for entrepreneurial ambition. Support for start-up entrepreneurs can also be personalized to their dedication profile based on how the components alter and affect development.

Entrepreneurship studies and current systematic reviews corroborate this (Newman, 2019). In entrepreneurship research, the ESE model "assesses an individual's belief in the potential for success in starting a business" (McGee et al., 2009) and demands success in tasks related to starting a new business: innovating, marketing, managerial, and financing (Chen, 1998; Hsu et al., 2017).

CONCLUSIONS

Entrepreneurship education is learning that aims to understand, know, or develop the entrepreneurship of students or college students to know how to do entrepreneurship, find ideas, and promote a product from their business to know how to get maximum profit from entrepreneurship. An entrepreneur needs to have at least 12 characteristics, namely: (1) achievement motive; (2) always being farsighted; (3) high creativity; (4) high innovative behavior; (5) commitment to work; (6) work ethic and responsibility; (7) being independent or not dependent on others; (8) daring to face risks; (9) always looking for opportunities; (10) having a leadership spirit; (11) having managerial skills; and (12) having personal skills (Suharyono, 2017). Taking risks is one of the entrepreneurship characteristics listed above. Therefore, entrepreneurship education affects entrepreneurial self-efficacy because, by understanding entrepreneurship education, students know what to emphasize in themselves, one of which is entrepreneurial self-efficacy.

From the results of this study, the direct effect of entrepreneurship education on entrepreneurial self-efficacy. It can be interpreted as indicating a direct effect of entrepreneurship education on entrepreneurial self-efficacy. It means that if someone understands entrepreneurship education, they will have high confidence to start a business and be able to solve various business problems to achieve business success. An entrepreneur who has high self-confidence will have a strong belief in success because of the strengths that exist in him.

As a result, EE has a major impact on students' entrepreneurial desires. Put another way, the more EE students acquire, the more entrepreneurial they become. Furthermore, EE has been shown to have a positive and significant influence on EI. It's also been shown that the family environment has a favorable and significant impact on EI. Furthermore, education in entrepreneurship has been shown to predict EI.

LIMITATION & FURTHER RESEARCH

This study uses samples that may not represent the whole population of undergraduate students from private universities in Surabaya. The sample's representativeness could be enhanced for future studies.

In future studies, a larger and more diverse sample in terms of age, education, ethnicity, and socioeconomic level should be used. According to the researcher, more in-depth qualitative research, including longitudinal observations and intensive behavior-oriented interviews, should be conducted to uncover deeper issues and complex connections in EI among students interested in starting a business.

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