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Evaluating the Structural Effect of Family Support and Entrepreneurship Training on Entrepreneurship Intention Among Indonesian University Students

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Abstract: This study uses structural equation modeling (SEM) analysis techniques, with the aim of testing the structural effect of family support, entrepreneurial training, on entrepreneurial intentions, with self-efficacy and student achievement motivation as mediators. A total of 203 students participated in this study, through a questionnaire distributed online. The SEM analysis was performed using the Amos 24 App. The results showed that the family environment and entrepreneurship training had a direct and indirect effect on entrepreneurial intentions through self-efficacy and student achievement motivation. The model proposed and tested in this study can be a constructive guide for related parties in an effort to promote students' entrepreneurial intentions.

Keywords: Achievement motivation, entrepreneurship intention, entrepreneurship training, family support, self-efficacy.

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Introduction

Universities are expected to be able to realize the function of national education from various aspects, especially in terms of entrepreneurship. The entrepreneurial intention of the younger generation in Indonesia is still low (Farida et al., 2020; Wijaya, 2019). Compared to the total population of Indonesia, the percentage of entrepreneurs is only 1.65%. This condition is very different from Singapore where 7.2% of the population works as entrepreneurs, Malaysia has reached 5.0%, higher than Indonesia (Farida et al., 2020). Meanwhile, according to McClelland (Frinces, 2010), one of the factors that accelerates the development of a country is when the number of entrepreneurs in the country reaches a minimum of 2.0% of the total population. Various studies in both developed and developing countries recommend entrepreneurship as an effort to reduce unemployment (Adha et al., 2022; Jena, 2020).

Universities are expected to be able to organize self-development activities that encourage students' intentions in entrepreneurship, in order to create new entrepreneurs, who have enormous opportunities in this technological era (Galvão et al., 2020; Sancho et al., 2022). So that later students, as educated components of society, can be relied on in the community and able to create jobs, by fostering entrepreneurial intentions. Intrinsic and extrinsic factors are closely related to one's intentions (Astiana et al., 2022; Muchtar et al., 2018). Feelings of interest, a tendency to behave in a sustainable manner, and a feeling of pleasure in a particular field or activity can be identified as an intention (Hisrich et al., 2016).

Entrepreneurship training is currently needed by the community, especially students to advance the economy in Indonesia (Sancho et al., 2022; Wijaya, 2019). Not only providing theory about entrepreneurship, entrepreneurship training is also important for students, for example in making products that have value or selling points, how to start a business, to how to use technology in entrepreneurial activities (Domínguez et al., 2022). However, the phenomenon that occurs is the majority of university graduates do not make entrepreneurship an alternative career, so that many

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graduates are still unemployed and continuously find a job, even though university graduates can open new jobs through entrepreneurial activities. Various studies have shown that the implementation of entrepreneurship training that can foster student achievement motivation and self-efficacy can increase students' entrepreneurial intentions (Adekiya & Ibrahim, 2016; Ghasemi et al., 2011; Yeh et al., 2021). Entrepreneurial intentions will be high when equipped with adequate entrepreneurial knowledge and skills. When entering the completion period of study these skills are important as a guide and develop a student's mindset (Neck & Corbett, 2018; Rosas et al., 2022).

An important role is owned by the family environment, especially parents in affecting students' entrepreneurial intentions, which in turn can be one of the career choices in the future (Bruton & Chen, 2022; Farrukh et al., 2017). Ambad and Damit (2016) asserted that family members can be seen as role models and significantly influence entrepreneurial intentions. Aspiring entrepreneurs not only have models to look up to, but also the financial and emotional support of these successful entrepreneurs (Arrighetti et al., 2016; Maisyaroh et al., 2021; Xu et al., 2020). For this reason, the family environment affects students' intentions in carrying out entrepreneurial activities.

Achievement motivation is also recognized as one of the factors that can foster student entrepreneurship intentions (Ghasemi et al., 2011; Zeffane, 2013). Entrepreneurial intention can be interpreted as an intention to start or create a new business that requires risk taking. Students' intentions to become entrepreneurs are also formed based on one's reaction effectively in facing every potential challenge in a business. Furthermore, Chaudhary (2017) explains that courage in making risky decisions and encouragement to face every challenge in entrepreneurial activities can be identified as motivation for student achievement. Achievement motivation has long been recognized as a strong driving factor in increasing students' entrepreneurial intentions (Uysal et al., 2022). Achievement motivation can be interpreted as an effort to do something the best, competently and successfully (Chester et al., 2020; Grund et al., 2022). With achievement motivation, intention to carry out entrepreneurial activities will appear and eventually find ways to become entrepreneurs (Ghasemi et al., 2011; Zeffane, 2013).

Individuals who have confidence can produce something useful in every situation, showing that person has high self-efficacy (Garcia et al., 2015; Shinnar et al., 2014). The level of efficacy affects what students do; a low level of efficacy will make the person always hesitate in doing something; on the other hand high self-efficacy will always be confident in every job (Godwin et al., 2016; Qiao & Hua, 2019). The potential possessed by students will develop if they have a high level of efficacy, which will also help them socialize with the community and become successful entrepreneurs (Alhaji, 2015).

Self-efficacy is also one of the predictor variables that determine student entrepreneurship intentions (Farrukh et al., 2017; Saptono et al., 2021). It refers to a person's belief in their ability and opportunity to start and run a new enterprise (Chester et al., 2020; Puni et al., 2018). Therefore, self-efficacy can only produce favorable outcomes if people believe in their entrepreneurial skills and capacities. Solesvik (2017) states that self-efficacy can also act as a mediating variable for factors that influence entrepreneurial intentions.

Family support and entrepreneurship training are believed to be predictors of students' entrepreneurship intentions, but it is also necessary to look at the role of self-efficacy and achievement motivation which are also perceived as determinants of entrepreneurial intentions (Adekiya & Ibrahim, 2016; Ghasemi et al., 2011; Saptono et al., 2021; Yeh et al., 2021). Many studies conceptualize achievement motivation and self-efficacy as mediating variables because their position is a person's internal factor. Research by Puni et al. (2018) which shows entrepreneurship training and family support are able to affect entrepreneurship intentions through self-efficacy and achievement motivation. Seeing the unemployment rate and lack of student interest in entrepreneurship, career choices are problems that need attention.

The focus in building the nation is the responsibility of students as the younger generation, therefore students must have knowledge and skills about entrepreneurship. So that with their entrepreneurial understanding and skills, they can create new jobs, even if they do not increase the unemployment rate after graduating from college (Nabi et al., 2017; Walter & Block, 2016). Students are expected to be able to start a business with the ability to analyze available opportunities and an innovative mindset.

This research at least contributes practically and theoretically. Theoretically, it complements the research that has been done, by including the achievement motivation variable as a predictor of entrepreneurial intention, which has not been researched by many scholars. Although there are many recent research results that examine entrepreneurial intentions, this research tries to fill the gap of previous study, namely identifying the structural affect of entrepreneurship training, and family support, on entrepreneurial intentions by including self-efficacy and achievement motivation as mediator variables, which are still not widely studied. For example, study by Uddin et al. (2022) tested the self-efficacy variable as a mediating variable for the effect of entrepreneurship education, and entrepreneurial passion on students' entrepreneurship intentions, then research by Utari and Sukidjo (2020) examined the effect of achievement motivation and family environment on entrepreneurial intentions, with self-efficacy as a mediating variable. Practically, this research provides new insights to related parties, how to increase students' entrepreneurial intentions through predictor variables in this study.

Methodology

Design

A quantitative approach with structural equation modeling (SEM) is used to achieve the research objectives (Hair et al., 2010; Schumaker & Lomax, 2010). As shown in Figure 1, there are five variables in this study, namely family support (FS), entrepreneurship training (ET), self-efficacy (SE), achievement motivation (AM), and entrepreneurship intention (EI).

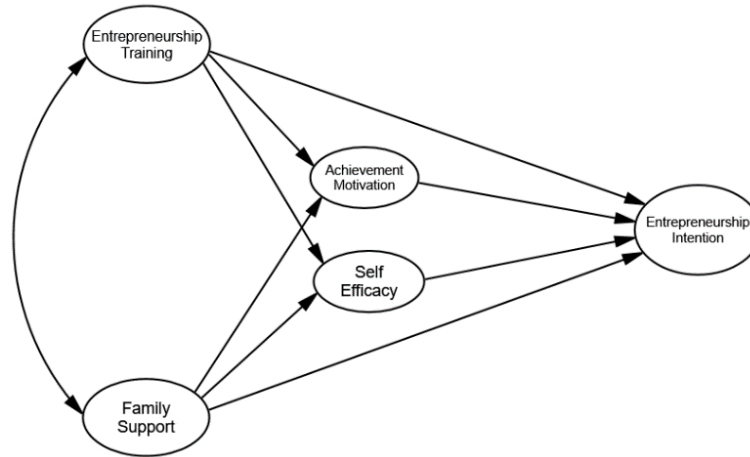


Figure 1. Theoretical Framework Model

Participants and Data Collection

Research respondents were students majoring in Educational Administration, Universitas Negeri Malang class year 2018, 2019, 2020, and 2021, with a total population of 408 students. Determination of the sample size following the Krejci and Morgan formulas, based on the formulas, the overall sample in this study was 203 respondents. An online questionnaire was used to collect data from respondents from September to November 2021. Respondents are voluntary and their identities are kept confidential, to ensure research ethics.

The ET measurement instrument was adapted based on the indicators developed by Domínguez et al. (2022) and Neck and Corbett (2018). The indicators are (a) time suitability, (b) participant skills and attitudes, (c) training content, (d) training program implementation, (e) training relevance, and (f) target achievement. The instrument for measuring FS is adapted from the indicators that have been developed by Gorgievski et al. (2018); Utari and Sukidjo (2020), the indicators include, (a) parental attitudes and treatment, (b) economic status, and (c) family functioning. The instrument for measuring AM was adapted based on the indicators developed by Ghasemi et al. (2011); Grund et al. (2022); Karaman and Smith (2019), the indicators are (a) need for power, (b) need for achievement, and (c) need for affiliation. Instruments for measuring SE were adapted from indicators that have been developed by Bandura (1977, 2006) the indicators include, (a) level of task difficulty (magnitude), (b) degree of confidence (strength), and (c) broad area of behavior (generality). Meanwhile, the instrument for measuring EI was adapted based on indicators developed by Liñán and Chen (2009), the indicators are (a) interest, (b) desire, and (c) belief.

This research avoids the common method bias, as recommended by Podsakoff et al. (2012) obtaining measurements from a variety of sources is a straightforward approach to assisting in the control of bias method. Analysis of the validity of Aiken's V is used to measure the level of instrument validity (Aiken, 1985), while the reliability of the instrument is determined based on the value of Cronbach's alpha, the threshold value of Cronbach's alpha is .70 (De Vaus, 2013). In more detail, the range of Aiken's V coefficients for each variable and instrument reliability is as follows, ET: .622-.846 (α : .827), FS: .652-.731 (α : .891), AM: .615-.828 (α : .920), SE: .611-.756 (α : .844), and EI: .632-.797 (α : .904).

Statistical Analysis

There are two stages in the data analysis performed, the first was evaluating the measurement model used to test the extent to which the measured factors represented the construct, determining discriminant validity and assessing the reliability of the measurement model. The second stage is the evaluation of the structural model to test the proposed hypothesis (Schumaker & Lomax, 2010; Tabachnick & Fidell, 2007). In addition, data normality and outlier tests with AMOS 24 were carried out as part of this research. According to Musadad and Adha (2022), the normality test needs to be completed before the SEM analysis can be carried out. According to the findings of this research, the critical ratio (CR) values for kurtosis and skewness of each indicator fell within the range of -2.16 to 2.35, and the critical ratio for kurtosis on the multivariate line was calculated to be 2.45. It is possible to assert that the data follow a normal distribution in both the multivariate and univariate settings, referring to the criteria outlined by Byrne (2016). In order

to determine whether or not the observation data are unique, a test known as the outlier test was done. The outlier test yielded results that are distinct from those of other observations and appear in an extreme form, both for single variables and combinations of variables (Hair et al., 2010). It is possible to identify multivariate outliers by first examining the value of the Mahalanobis distance and then contrasting that value with the value of the chi-square (Juharyanto et al., 2023). If the Mahalanobis distance value is greater than the chi-squared value, then there is a problem with multivariate outliers (Ghazali, 2011). As a result of conducting tests, it has been determined that the chi-square value is 228.13, and the value at the Mahalanobis distance that has the highest absolute value is 147.67.

Findings / Results

Measurement Model Evaluation

Measurement model evaluation begins with confirmatory factor analysis (CFA) to analyze convergent validity. As recommended Hair et al. (2010) and Byrne (2016), the indicator is required to have a loading value of more than .50, then the average variance extracted (AVE) value must > .50. Meanwhile, composite reliability (CR) is required > .70. The results of the convergent validity analysis, shown in Table 1.

Table 1. Convergent Validity

Factor	Item Code	Loading	AVE	CR
Entrepreneurship Intention (EI)	EI1	.90	.67	.86
	EI2	.78		
	EI3	.75		
Family Support (FS)	FS1	.71	.65	.85
	FS2	.86		
	FS3	.84		
Entrepreneurship Training (ET)	ET1	.90	.61	.90
	ET2	.66		
	ET3	.78		
	ET4	.86		
	ET5	.75		
	ET6	.72		
Self Efficacy (SE)	SE1	.72	.66	.85
	SE2	.85		
	SE3	.86		
Achievement Motivation (AM)	AM1	.88	.80	.92
	AM2	.94		
	AM3	.86		

Table 2. Discriminant Validity

Construct	1	2	3	4	5
1. Entrepreneurship Training (ET)	.781				
2. Family Support (FS)	.144	.806			
3. Achievement Motivation (AM)	.285	.069	.894		
4. Self Efficacy (SE)	.378	.452	.236	.812	
5. Entrepreneurship Intention (EI)	.093	.198	.481	.194	.819

The next of the measurement model evaluation is to determine the discriminant validity, Table 2 shows the results of the discriminant validity analysis, as recommended Fornell and Larcker (1981) the discriminant validity is satisfactory because the correlation value between constructs is smaller than the square root value of the AVE for each construct. Further explained by Rönkkö and Cho (2020) the principle in discriminant validity analysis is that different construct sizes do not have to be highly correlated. Furthermore, an analysis of the model fit index was carried out. As recommended by Byrne (2016) and Hair et al. (2010), all indices including p value, GFI, AGFI, TLI, CFI, RMSEA, and CMIN/DF showed satisfactory values. In more detail, the model fit index can be seen in Table 3.

Table 3. Model Fit Indices

No.	Fit Indices	Cut-Off Value	Result	Information
1	p	≥ .050	.055	Good
2	GFI	≥ .900	.936	Good
3	AGFI	≥ .900	.918	Good
4	TLI	≥ .950	.962	Good
5	CFI	≥ .950	.970	Good
6	RMSEA	≤ .080	.061	Good
7	CMIN/DF	≤ 3.000	1.135	Good

Evaluation and Interpretation of Structural Model

To investigating the relationship between the research factors as proposed by the hypothesis, an evaluation and interpretation of the structural model was carried out. The results of SEM testing with the help of the AMOS 24 program are shown in Figure 2, while Table 4 shows the results of testing the research hypothesis and a summary of the coefficients influence between research variables.

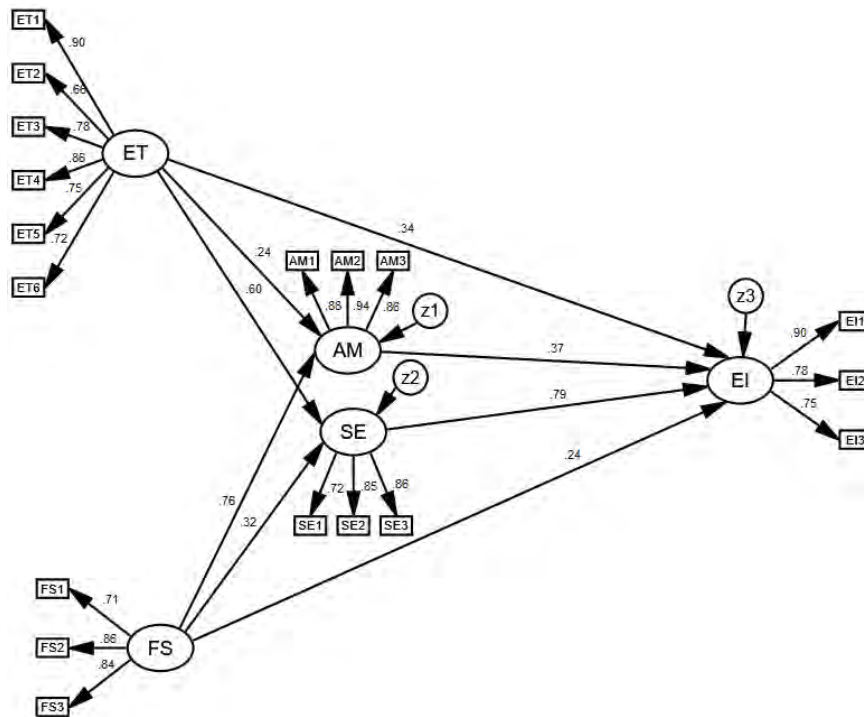


Figure 2. SEM Results

Table 4. Hypothesis Testing Results

Hypothesis	Model pathways	P value	Effect		Information
			Direct	Indirect	
H1	ET → AM	.012	.242	-	Approved
H2	FS → AM	.000	.761	-	Approved
H3	ET → SE	.000	.604	-	Approved
H4	FS → SE	.004	.324	-	Approved
H5	ET → EI	.000	.338	.568	Approved
H6	FS → EI	.000	.242	.540	Approved
H7	AM → EI	.000	.373	-	Approved
H8	SE → EI	.000	.791	-	Approved

Discussion

Recently, the national strategic agenda in many countries, both developed and developing countries, has led to the provision of entrepreneurship for the younger generation, both formally at various levels of education and non-formally through courses. In the long-term and short-term perspectives, several studies provide recommendations for entrepreneurship training to increase students' intentions in entrepreneurship (Domínguez et al., 2022; Vodă & Florea,

2019). For example, study conducted in Malaysia by Kadir et al. (2012) emphasizes the application of proper entrepreneurship training can increase students' intentions to become entrepreneurs.

The research results show that with a model scenario that makes family support and entrepreneurship training the main predictor variables by adding self-efficacy and achievement motivation as mediating variables, it can increase students' entrepreneurial intentions. Various previous research results state entrepreneurship as a solution in overcoming problems in Indonesia, one of which is unemployment (Adekiya & Ibrahim, 2016; Astiana et al., 2022; Ghasemi et al., 2011; Yeh et al., 2021). This is important because undergraduate graduates always increase every year, but the availability of jobs is not comparable (Adha et al., 2022; Farida et al., 2020). Various research results show that students' entrepreneurial intentions can increase when universities provide effective entrepreneurship training (Kallas, 2019; Memon et al., 2015), and support from a qualified family environment (Aldrich et al., 2021; Altinay et al., 2012), and is supported by student self-efficacy and student achievement motivation which will later affect students' intentions in entrepreneurship (Grund et al., 2022; Purwana & Suhud, 2018).

Entrepreneurial intentions are feelings of interest in entrepreneurial activities that require the courage to take risks to generate profits (Hisrich et al., 2016). Several factors that influence entrepreneurial intentions include: (a) Intrinsic factors, namely factors that arise due to the stimulus relationship from within a person himself, and (b) Extrinsic factors, namely factors that affect a person due to the influence of external stimuli. Extrinsic factors that influence entrepreneurial intentions are opportunities and education, community environment, and family environment (Thorgren & Wincent, 2015).

It is undeniable that support from the closest people such as family tends to significantly affect student achievement motivation and self-efficacy (Garcia et al., 2015; Wright et al., 2014), student personality can certainly be formed from the provision of learning and experience from the family environment. Families, especially parents, play an important role in helping students prepare and make career choices and decisions (Bruton & Chen, 2022; Farrukh et al., 2017). They also act as future advisors for students, which indirectly affects their intentions in certain professions, such as entrepreneurship. Entrepreneurial intentions are most likely to grow among families with positive support and conviction towards entrepreneurship (Altinay et al., 2012). Parental entrepreneurship allows students to become more familiar with the various entrepreneurial skills that must be acquired and the tasks that must be completed as a successor to a family business or even in starting their own business.

It has long been known that a person's need to achieve an achievement becomes a strong driver in influencing individual intentions, in this case entrepreneurial intentions (Altinay et al., 2012; Zeffane, 2013). Self-efficacy can be interpreted as an individual's belief in his ability to complete work, achieve goals, and overcome obstacles and challenges (Saptono et al., 2021; Yeh et al., 2021). Self-efficacy is an inevitable element needed to start and run a new venture, in addition to increasing students' belief in their abilities will increase their chances of succeeding in entrepreneurship and launching new businesses (Purba & Damanik, 2021; Rosas et al., 2022).

Individuals who have high achievement motivation always try to optimize existing opportunities by utilizing their knowledge and skills to achieve certain goals. Bandura (1977) says that it is not enough for a person to depend on their desire to take action without faith to achieve their goals. Self-efficacy and motivation to excel are vital for students to become entrepreneurs, with confidence in their potential to face every challenge that exists, and always try to improve their performance in every entrepreneurial activity (Uysal et al., 2022; Zeffane, 2013). Both factors are positively correlated with goal achievement.

Based on several previous studies, it has been shown that family support, entrepreneurship training, self-efficacy, and achievement motivation have a significant effect on students' intentions in entrepreneurship (Aldrich et al., 2021; Vega-gómez et al., 2020). Through entrepreneurship training programs in the university environment (Kallas, 2019), and the support of a family environment that supports children in entrepreneurship in the form of family functioning, family attitudes and treatment, and family economic status (Altinay et al., 2012), as well as self-confidence that gives a role important in the performance displayed by a person (Bandura, 2001; Wang & Huang, 2019), also with the presence of strong achievement motivation from students, of course, it can increase students' entrepreneurial intentions (Aldrich et al., 2021; Ryan et al., 2011). Being an entrepreneur certainly has a very big role in society, because entrepreneurship can improve the living standards of the surrounding community with the availability of new jobs (Strachan, 2018; Wang & Huang, 2022).

Conclusion

The implementation of self-development activities that encourage students' intentions to become entrepreneurs, in order to create new entrepreneurs, is expected to be able to be carried out by universities, where in the digital era like today entrepreneurship activities have enormous opportunities. So that later students, as educated components of society, can be relied on in the community and able to create jobs, by fostering entrepreneurial intentions. The results showed that the predictor factors, namely family support, entrepreneurship training, self-efficacy, and achievement motivation could affect students' entrepreneurial intentions. Practically related parties can add variety of scenarios in an effort to increase students' entrepreneurial intentions by organizing appropriate entrepreneurship training

supported by strong family support, it is also important to be able to grow student achievement motivation and self-efficacy to increase student entrepreneurial intentions.

Recommendations

Based on the results of the research, practically this research provides recommendations in the form of scenarios that can be used by higher education leaders how to increase student entrepreneurial intentions, by increasing collaboration between family roles and university programs in the form of training, so as to increase student achievement motivation and self-efficacy. Meanwhile, by looking at the existing limitations, further researchers can be advised to conduct research on the same topic with other respondents such as lecturers, or other people. Further researchers can also conduct research at more than one tertiary institution, for example, they can make comparisons between public universities and private universities. Future researchers can conduct research using a qualitative approach to find depth of information that is useful for increasing student entrepreneurial intentions.

Limitations

The conclusions of this study cannot be separated from the existence of several limitations, firstly, this research instrument was filled in by students so that there was a possibility that it did not describe the actual situation of students. The second limitation is that this research is only conducted at one university. Third, this research was conducted using a quantitative approach, by only testing the several factors studied, where it is possible that there are still other factors that can affect students' entrepreneurial intentions.

Authorship Contribution Statement

Adha: Conceptualization, design, editing/reviewing, final approval. Eryanto: Conceptualization, design, final approval. Ariyanti: Data collection, statistical analysis, drafting manuscript. Musadad: Statistical analysis, editing/reviewing, final approval. Musyaffi: Drafting manuscript, statistical analysis, editing/reviewing. Wibowo: Data collection, statistical analysis, editing/reviewing, final approval.

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