
Did Personal Attitude Have a Role In the Entrepreneurship Circle?

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ABSTRACT

The topic of student entrepreneurship is constantly interesting to discuss because it increases their motivation to foster entrepreneurial intentions within them. Meanwhile, the growth of entrepreneurship is indeed caused by several external and internal factors. Hence, this study aims to examine the effect of personal attitude support and mediation on entrepreneurial intentions, with a focus on management and business students. In its analysis and testing, this study adopts SEM-PLS utilizing Smart-PLS 4.0 as a complete to highlight analytical skills in one analysis program and increase the broad understanding of all research variables. The findings found in this study are the influence of support through personal attitudes positively and significantly affects entrepreneurship intention. The results of this study indicate that personal attitudes do not dominate as mediators, even though the results are good. However, personal attitudes can independently influence entrepreneurial intentions. Therefore, this study suggests several things that can further foster students' entrepreneurial intentions.

Introduction

The main motivation for someone to have the ambition to become an entrepreneur is, among others, income, freedom or independence, job satisfaction, opportunities, educational/work experience competence, need for new challenges, self-fulfillment or encouragement to other people (family/community) (Stephan et al., 2015). The main motivation could be distinct depending on the person and their personality, but one of the motivations largely emerges because of that. Moreover, Deprez et al (2021), Ceresia & Mendola (2020), and Ataei et al (2020) state that entrepreneurs play a crucial role in today's modern society. Al-Mamary & Alraja (2022) added that entrepreneurs are also economic movers and shakers who contribute significantly to the country's economic and social growth. According to

Mawardi & Sujarwoto (2021), and Le Trung et al (2020), entrepreneurs create several job opportunities, build creativity and innovation, and likewise increase competition from companies, regions, and countries. In this case, an entrepreneurial career can be considered in choosing a promising prospective career. Based on these thoughts can drive students much more interested and intend to consider an entrepreneurial career, Or entrepreneurship. Developing and arousing current creativity triggers entrepreneurial intentions in students (Huang et al., 2022).

Yoopetch (2021) declared that it is immensely necessary to focus on the entrepreneurial intention of students who want to start a new business or have a career as an entrepreneur, even if they intend to continue the business. This is because individual intentions can fluctuate based on considerable things. By focusing on understanding entrepreneurial intentions, students can better easily predict the factual actions they determine to take (Wang & Huang, 2022). Factual action is their first step and further steps to be taken. Personal attitude involvement can have a great role in influencing entrepreneurial intention detect the formation of intention, one of which is driven by the personal attitude in building their own business or becoming an entrepreneur. Bağış et al (2022) stated that the contrast is an influence of personal attitude on entrepreneurial intention. Meanwhile, Vankov's (2022) research stated that personal characteristics do not affect entrepreneurial intention. The two diverse research results indicate further research involving personal attitude to identify the effect on entrepreneurial intention directly or through mediation.

Several studies have furthermore added that their family, friends, and colleagues who manage a particular business can influence their entrepreneurship intention (Ehsanfar et al., 2021; Palmer et al., 2021). The results of research by Palmer et al (2021) and Acuña-Duran et al (2021) likewise suggest contemplating relational in examining future research to increase understanding of the basic mechanisms for developing entrepreneurial intentions and their entrepreneurial careers. Aside from being relational, educational support is a consideration in influencing entrepreneurial intention. Research by Fernández-Pérez et al (2019) directly states that entrepreneurship education is eminently fundamental in encouraging entrepreneurial intentions in students and creating actual results for this behavior. The results of the research by Paray & Kumar (2020), and Handayati et al (2020) reveal positive leads to students' entrepreneurial intentions. This shows that educational support influences students' entrepreneurial intentions.

Al-Mamary & Alraja (2022) stated that every time students graduate, only a small proportion of them have entrepreneurial intentions by creating a business or establishing their own company, meaning that more of them prefer paid work. This study's results raise many assumptions, from the material, description, and selection to the career emphasis given in their initial education process. Even though their opportunities are much bigger now, besides that there are more inspiring young entrepreneurs. On the other hand, for some students who quit depending on the decisions of their parents and those around them, this can be a new challenge, although many find it challenging and attempt to fulfill it. Based on the results of previous research, research gaps, and existing statements, makes this research is even

more interesting to continue.

Literature Review

Personal Attitude as Mediating

Personal attitude is an individual attitude that influences the individual's intentions (Darmawan & Warmika, 2016). This can be based on their beliefs, thoughts, emotions, and actions towards something. Through a personal attitude, students understand their intentions in various matters in their life, such as choosing a job. Jobs that are based on the vacancies of a particular company or agency or create a job yourself. Fragoso et al (2020) state that attitude predicts intention and behavior to create a new job. Based on this, it can be interpreted that personal attitudes influence entrepreneurial intentions (Ben Youssef et al., 2021; Debarliev et al., 2022; Vuong et al., 2020). His determination strengthens them in carrying out the work they are engaged in, both following and creating jobs. A good attitude is crucial to success in creating and managing work (Matos & Hall, 2020). In the research results of Ben Youssef et al (2021) and Tantawy et al (2021) personal attitude acts as a mediation variable that influences entrepreneurial intention by attracting other independent variables. Moving on from the results of this study, the position of personal attitude is examined to mediate between support and entrepreneurial intention.

Support for the entrepreneurial intention

Support in many forms. Support through education that can be provided by institutions plays a necessary role in making students conceive that entrepreneurship education is an integral part of their basic training (Rodrigues et al., 2021). This thought is also supported by Lingappa et al (2020) in their research results, universities or institutions play an influential and formative role because students obtain their first exposure to entrepreneurship education in their learning process. The research results of Urban & Ratsimanetrimanana (2019) reveal that it would be better if there were policies that lead to the development of entrepreneurship-based education and training programs. This determination offers students basic training before walking into the fundamental world of entrepreneurship as a whole society. Joensuu-Salo et al (2020) presented in their research results that during a period of study or study robust entrepreneurial intentions will continue for the next six to eight years. Bazan et al (2020) make it apparent that support for entrepreneurship education influences entrepreneurial intention.

The research results of Matos & Hall (2020) reveal that in line with educational support, the support provided by the individual's environment influences entrepreneurial intentions. Friends and family are great supports that provide guidance and encouragement in shaping individual entrepreneurial intentions. Shahzad et al (2021) support that friends positively impact individual entrepreneurial skills and intentions. The help, support, and helping hands of family and peers will foster individual intentions where support from people around is absolutely meaningful and beneficial. The two supports cannot be divided, Moriña & Biagiotti (2022) explained that students still seek help and support from friends or peers

besides family support. On the other hand, the support provided can be conveyed to be relatively onerous due to distinctions in ideas and views, and according to Zhao et al (2021), the individual's position may be within the family, as well as friendship.

Entrepreneurial intention

In the field of entrepreneurship, the entrepreneurial intention has evolved into a well-studied phenomenon (Zhang et al., 2015). The subject of interest in entrepreneurship which is nevertheless interesting to study is reminiscent of the growing and developing role of entrepreneurship in being able to attract individual attention and interest in becoming an entrepreneur (Lingappa et al., 2020). The individual's interest in evolving as an entrepreneur presents a genuine and robust entrepreneurial intention from the origin. As a result, according to Abu Bakar et al (2022), students will be more mature in the procedure of preparing themselves to become entrepreneurs by persisting to develop and participate in entrepreneurship programs. Based on this statement, entrepreneurship requires to be emphasized and ingrained in the process of self-development of students during their learning process, especially in entrepreneurship learning. Because according to Urban & Ratsimanetrimanana (2019) stated, this is related to the results in the decisions students create now to establish further actions later. Maalaoui et al (2018) support that this subsequent movement or action is a follow-up step from entrepreneurial intentions.

H1: Personal Attitude has an impact on Entrepreneurial Intention

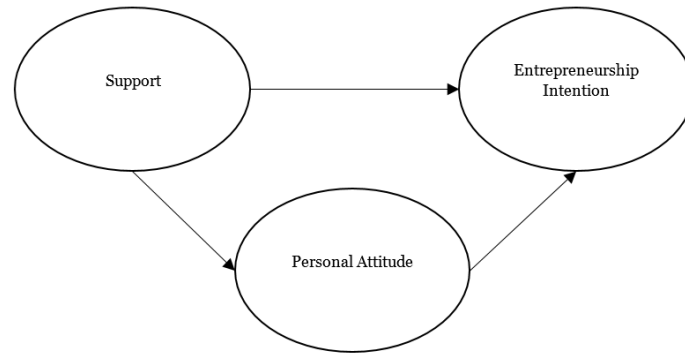
H2: Support has an impact on Personal Attitude

H3: Support has an impact on Entrepreneurial Intention

H4: Support has an impact on Entrepreneurial Intention through Personal Attitude

Method

This study collected data through a questionnaire offered to management students at a university in Malang in a traditional format distributed and filled in instantly on questionnaire paper. Because it discusses the topic of entrepreneurship which is the main subject of management students where entrepreneurship is closely related to the lives of management students. Of the 150 questionnaires issued in class 2021, this is reasonable since class 2021 is in semester 4 where they have begun to adjust to college life with bunches of material and practicum being taught. 56 people are generous to fill in completely so that further analysis can be carried out utilizing the quantitative method with the Structural Equation Modeling Partial Least Squares (SEM-PLS) analysis tool with SmartPLS version 4.0. Adopting the Hair et al (2017) model which has two main assessment procedures, scilicet the outer and inner models. The outer model attempts to test the validity (convergent and discriminant) and reliability of the data, while the inner model tests the effect of latent variables (collinearity and R-square, the effect size, and path coefficient) (Ghozali & Latan, 2015; Sarstedt et al., 2019).



Source: (Ben Youssef et al., 2021), (Daspit et al., 2021), (Bağış et al., 2022)

In line with the entrepreneurial circle in this study, the statements developed by Ben Youssef et al (2021) and Handayati et al (2020) are utilized to measure support, personal attitude, and entrepreneurial intention. One by one, sequential support items are shortened, including family support to become an entrepreneur, support for friends to become an entrepreneur, support for social network friends to become entrepreneurs, teaching entrepreneurship education at universities to develop ideas, teaching entrepreneurship education at universities for entrepreneurial development and competency, and teaching entrepreneurship education at universities provides entrepreneurial knowledge. Following items from a personal attitude, namely giving satisfaction to being an entrepreneur, an interesting career, liking being an entrepreneur compared to others, being a profitable entrepreneur, and desiring to set up your own company. Furthermore, items belonging to entrepreneurial intention include consideration of creating a company, having serious thoughts about entrepreneurship, wanting to manage their own company, the ultimate goal of becoming an entrepreneur and working hard to achieve the goal of becoming an entrepreneur. These items were operationalized on a five-point Likert scale ranging from 1 'strongly disagree' to 5 'strongly agree'.

Result and Discussion

The majority of the respondents were female (51.79%) otherwise male respondents (48.21%). The average origin of respondents is Borneo (71.43%). In addition, the respondents' related occupations were entrepreneurs (48.21%), lecturers/teachers (3.57%), farmers (8.93%), and civil servants (7.14%). In determining the quality of the data collection instruments in this study, validity, reliability, and hypothesis testing analysis adopted all the measures assessed using Smart-PLS (Table 1). Convergent validity was tested using outer loading (0.6) and Average Variance Extracted (AVE) > 0.5, discriminant validity by looking at the Fornell-Larcker criteria for latent variables, and reliability was assessed by Cronbach's alpha and composite reliability (> 0.6) (Ghozali & Latan, 2015).

Table 1. Characteristic Respondent

No	Characteristic	Frequency	Percentage
1	Gender		
	Female	29	51.79
	Male	27	48.21
2	Origin		

No	Characteristic	Frequency	Percentage
	Java	16	28.57
	Borneo	40	71.43
3	Year Class		
	2021	56	
4	Relationals' occupation		
	Entrepreneur	27	48.21
	Lecturer/Teacher	2	3.57
	Farmers	5	8.93
	Civil servants	4	7.14
5	Subject		
	Management	56	100

The results in Table 2 after being run twice with the PLS-SEM algorithm show that the three main constructs meet the criteria of convergent reliability and validity because Cronbach's alpha values range from 0.866 - 0.888 and composite reliability values range from 0.910 - 0.922, and outer loading 0.717 - 0.907 where all values have exceeded the required threshold value, scilicet 0.6 for convergent validity and > 0.6 for reliability. Furthermore, the AVE values range from 0.695 – 0.747, all of which are above the acceptable limit value, namely > 0.5 so that general convergent validity can be accepted. In addition, Table 3 indicates that the discriminant validity assessed using Fornell-Larcker has shown that each latent variable has a higher correlation value than the other latent variables. This states and explains the attainment of discriminant validity on each latent variable.

Table 2. Construct Reliability and Convergent validity

	Outer loading	AVE	Cronbachs' alpha	Composite reliability
Entrepreneurial Intention (EI)		0.747	0.887	0.922
EI1	0.872			
EI2	0.842			
EI3	0.857			
EI5	0.885			
Personal Attitude (PA)		0.695	0.888	0.919
PA1	0.892			
PA2	0.883			
PA3	0.898			
PA4	0.719			
PA5	0.760			
Support		0.719	0.866	0.910
S1	0.907			
S2	0.907			
S3	0.846			
S4	0.717			

Table 3. Correlation and Discriminant validity

Main constructs	1	2	3
Entrepreneurial Intention (EI)	0.864		
Personal Attitude (PA)	0.832	0.834	
Support (S)	0.717	0.744	0.848

The collinearity in the study utilizes the variance inflation factor (VIF) score which ranges from 1.00 (< 5.00) meaning that the model completes the standard collinearity criteria and can be continued with R-square analysis (R^2) which follows the opinion of Hair et al (2017) with the main category 0.75, 0.50, and 0.25 (strong, moderate, and weak). Based on that, the R-square in this study shows entrepreneurship intention (0.692) and personal attitude (0.553) which can be concluded that support and personal attitude are strong enough to lead to strong explanations for entrepreneurship intention, while support explains personal attitude fairly strongly. Finally, look at the size effect (f^2) which shows a remarkably good value for personal attitude on entrepreneurship intention (2.248) and support for personal attitude (1.237). Both are included in the strongest category (0.35), which means that the latent predictor variables strongly influence the structural level (Ghozali & Latan, 2015).

Table 4. Mediating Effect

Hypothesis	Effect	T statistics (O/STDEV)	P values	Decision
H1	PA \rightarrow EI	9.495	0.000	Accepted
H2	S \rightarrow PA	6.840	0.000	Accepted
H3	S \rightarrow EI	4.446	0.000	Accepted
H4	S \rightarrow PA \rightarrow EI	4.446	0.000	Accepted

After following the first procedure, we continued to test the hypothesis nevertheless using Smart-PLS. The results of the analysis are presented in Table 4 which focuses on disclosing the influence between variables and mediating variables, as well as the decision to accept or reject the hypothesis. Through bootstrapping calculations, it is shown that the results have been evaluated using T-statistics (> 1.96) and P-values (< 0.05) which can solely be accepted. All hypothesis tests have revealed T-statistics values > 1.96 (9.495, 6.840, 4.446, and 4.446) and P-values < 0.05 (0,000) which can decide that all hypotheses in this study are approved because they complete the appropriate standards or criteria. Correspondingly, each hypothesis can be explained and discussed further.

In the first hypothesis which shows the highest T-statistic value (9.495) with P-values (0.000), it means that personal attitude has a significant effect on entrepreneurship intention. This supports the existence of a personal attitude that plays a prominent role directly in a student's entrepreneurial intentions. In the process of calculating the personal attitude itself, it indicates satisfactory results where the latent variable does not issue a single indicator. Based on the answers given by the respondents, it is interesting that most agree that 'becoming an entrepreneur determination gives me greater satisfaction'. These students have realized that personal attitudes play a major position in maintaining their lives, especially when doing a particular business, making decisions, or choosing to become an entrepreneur. They consciously create their desire for a more comfortable life. Bauman & Lucy (2021) agree that genuine individuals around the world have known and discovered

that entrepreneurship is a way of creating wealth, stimulating the economy, fulfilling their entrepreneurial dreams, and creating jobs for others (Anjum et al., 2021).

This cannot be separated from the support (education and relational) that has been given by the university, family, and friends in forming a good personal attitude. This is related to personal attitudes which can be well influenced by support (educational and relational) given the high T-statistic (6.840). In addition, the fact that support also directly influences entrepreneurial intentions has often been discussed by researchers and academics. They consistently sense the importance of educational support, friends, and family in strengthening the entrepreneurial intention of an individual. The same thing is shown in this study, the influence of support (educational and relational) gives acceptable results so that it can encourage students as an external part of students. Support can be said to determine how students adjust. Hence, to maintain student entrepreneurial attitudes, the support provided must not weaken and must continue to be strengthened. In this case, family support persists to be grown by giving trust, creating positive perceptions of the entrepreneurial ecosystem, and giving maximum encouragement in every entrepreneurial thought and decision of a child, as well as the support of friends. (Elnadi & Gheith, 2021). Friends with similar interests and determination stimulate them to work better to increase their entrepreneurial intentions by attending seminars, sharing groups, and competitions (Lingappa et al., 2020).

Honestly, even though they felt supported by the university, the respondents' answers in this study said better that the university was quite supportive of 'in developing my entrepreneurial competencies'. Sufficient means that there is nevertheless a necessity to increase proper support by providing long-term programs and collaborations that make a greater contribution to students. Moreover, educational support is not merely discussions by offering brief materials and practices but focuses better on providing special entrepreneurship programs, collaborative entrepreneurial projects, business incubators, entrepreneurial competency standards, and evaluation of entrepreneurial student competencies to make students better supported. Maritz et al (2022) suggest recruiting entrepreneurship-specific academics who can develop strong, aligned educational programs. Hassan et al (2020) suggest providing appropriate training including industrial training and apprenticeships rather than classroom teaching related to the entrepreneurial process.

Bauman & Lucy (2021) added in their research that academics are expected to continue to adjust educational processes, procedures, and curricula to ensure the best results for young entrepreneurs in the future. Moreover, it is increasingly equipped with several things that entrepreneurial students need to have, such as knowledge, skills, and attitudes as basic components of competence (Tittel & Terzidis, 2020). Resuming the discussion about support, not forgetting that the most important thing is ultimately the student's entrepreneurial intentions that be stable and final until the end. The T-statistic value (4.446) on the effect of direct support mediated by personal attitudes gives the same good value, so no matter how much support, students also need to be more active in the learning process and not merely accept. Because, no matter how much the external part encourages, if the student's reaction to this support

is weak it becomes difficult to also increase and strengthen their entrepreneurial intentions.

Conclusion

Forming from thoughts and literature studies about the lack of discussion of personal attitude and its influence on entrepreneurship and entrepreneurship intention, during the process, it has been found that personal attitude has been independently or mediated capable of influencing student entrepreneurship intention. In addition, how the essence of the full support that is given influences the personal attitude and entrepreneurship intention of students. Based on the responses of students who have been able to recognize and understand entrepreneurship circles and their position in influencing their entrepreneurial intentions. Moreover, in this case, management students are the object of research where their label is exceedingly broadly connected to an entrepreneur compared to paid workers. In addition, it has consistently been believed that better students majoring in business are directly involved with entrepreneurship (consulting, learning, and research in their subject area), besides that business students are believed to have an entrepreneurial nature compared to other majors (Kolvereidystein & Moen, 1997). Theoretically and scientifically the field of management and business does provide more basic knowledge in building a new business or continuing a business. In that path, it is desired that more management students determination be able to create new businesses and sustainably continue businesses.

Limitations and future research potential

Research is nonetheless focused on management and business students, as well as on one generation simply, adding the perceptions of different batches will add new perspectives. This research can be further developed by involving other entrepreneurship circles, such as entrepreneurial mindset and behavior, entrepreneurship education specifically, and entrepreneurship competencies. This requires to be added to add to the complexity of the research by adding other entrepreneurship circle variables. Besides that, adding more variables related to individual internals includes self-efficacy and confidence. It remains to focus on management and business students in the future research process so that they notice the continuance and development of research with the same theme. In addition, the actual application of entrepreneurship in the field of management has yet to be further criticized and discussed. Even though the curriculum and programs related to it nonetheless need to be continuously improved and adjusted based on trends and novelties in this field.

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