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## **Student Entrepreneurial Intention: The Role of Support, Emotional Intelligence, Personal Attitude, and Creativity among Economic Student**

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### **ABSTRACT**

Indonesia still requires more entrepreneurs, predominantly young entrepreneurs who could resolve the problems of unemployment and poverty. This research aims to discover the contribution of support (family and education), personal attitude, emotional intelligence, and creativity in supporting the entrepreneurial intention of students. This type of research is quantitative with a population and sample of 99 after using census sampling techniques. Data collection uses a questionnaire and continues to be tested with the SmartPLS 4.0 analysis tool. Through investigations, research results found that support influences personal attitude, emotional intelligence influences creativity, personal attitude and creativity influence entrepreneurial intention, personal attitude and creativity mediate support, and emotional intelligence influences entrepreneurial intention.

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### **Introduction**

Indonesia still requires more than 4% of the population to be classified as a developed country. In this regard, Adha et al. (2023) commented that the number of entrepreneurs in Indonesia is still less than 4% of the population. These achievements not only help Indonesia to be identified as a developed country despite also lead to reducing unemployment and terminating poverty (G. Lu et al., 2021; Svotwa et al., 2022). These two prominent problems are becoming a threat to the country as the population increases, so it is necessary to increase the number of qualified entrepreneurs as an alternative approach to increasing employment opportunities and confounding poverty. Poanto & Sembel (2022) counted that more entrepreneurs and entrepreneurial activities make the country's economy much more powerful and more resilient. In a similar study conducted in Saudi Arabia, entrepreneurs play a role as contributors to the country's economy (Jeet, 2023).

In this case, the government has made grinds to create new entrepreneurs through straightforward access to education, training, funding, and community development, primarily for young entrepreneurs (Lediana et al., 2023). Young entrepreneurs referred to students who had given entrepreneurship knowledge and practice previous to emerge and emphasize their entrepreneurial intention. Triyono et al. (2023) remarked that the driver of entrepreneurial intentions plays an essential role because it is the foremost step in the formation of entrepreneurial students. Quality entrepreneurial business students should have vigorous entrepreneurial intentions within themselves. Through robust entrepreneurial intentions, they could resolve problems that may surface in the future even though they do not have much experience. Furthermore, the intention encourages them to embrace their failure and have a big desire to lead the global market shift from the local market. In doing so, they are drilled as genuine entrepreneurs who lead global businesses.

Following the line, a personal attitude could build an entrepreneurial intention to become a real entrepreneur (Timotius, 2022). Vargas-Martínez et al. (2023) support that a positive attitude towards entrepreneurship encourages entrepreneurship students to actively consider and participate in entrepreneurial opportunities. Apart from that, attitude is an emotional element implicitly involved in entrepreneurial activities, the contrary being a necessary component of analyzing entrepreneurial intention (Kaur & Chawla, 2023). Nonetheless, its existence instills and develops feelings and ethics of involving oneself further in entrepreneurship to construct vigorous and resilient entrepreneurial intentions. Yasir et al. (2022) declared that sharpening a positive personal attitude could help the parties involved, such as counselors and educators in higher education, develop student entrepreneurship desires in opening new businesses. Similarly, with the government and their policies regarding student entrepreneurs.

The government accommodates higher education to act precisely in handling student entrepreneurs. Efecto et al. (2022) conveyed that higher education is one of the bases for improving business actors. Several universities have embarked on earlier initiatives to suggest support and mobilize student entrepreneurship. Satriadi et al. (2022) suggest an entrepreneurship curriculum to support the creation of more student entrepreneurship. Additionally, it provides facilities and infrastructure to accommodate the exploration of student entrepreneurs doing experiments on their businesses. On top of that, Sobaih & Elshaer (2022b), Aliedan et al. (2022), and Sobaih & Elshaer (2022a) argued that if university entrepreneurs receive more support from their universities, they are much more likely to be successful compared to those who are not supported. However, university support significantly influences entrepreneurial intention (Ayad et al., 2022).

Another support that comes is given by their family. Maleki et al. (2023) generate an outcome that family support is the predictor of young entrepreneurship. It means that family support composes young entrepreneurs by sharpening their movements in entrepreneurial activities (Arfah et al., 2023). In addition, based on Settles & Osorio (2023) omprehending the formation of their entrepreneurial activities is a consequential element. Moreover, Singh (2009) revealed that

entrepreneurial family members are more likely to function as informal sources that could be used to provide further explanation about the benefits or opportunities, obstacles, and challenges faced by an entrepreneur. It could be a privilege for student entrepreneurship to learn informally the tactics and strategies to build and maintain a great global business. Meanwhile, they would improvise thinking about business sustainability by adding innovation and creativity, continually.

Wach & Bilan (2023) concluded that creativity applied in entrepreneurship has a positive impact on entrepreneurs to glimpse opportunities in domestic and cross-border markets. Zhang & Acs (2018), and Ramoglou et al. (2020) supplement that being an entrepreneur requires creativity and expertise in witnessing gaps, patterns, and trends that are occurring. Creativity is a substantial basis for entrepreneurship (Wach & Bilan, 2023). Student entrepreneurs who have creativity means they have a foundation to build a more successful business. This is due to the power of student entrepreneurs to emphasize their limitless creativity to enhance ideas and business concepts. In addition, they are indeed experimentation and exploration-oriented (Aydin et al., 2023), which that indicates more creativity is required. Caniëls & Motylska-Kuźma (2023) comment that high creativity would make it easier for them to act and be confident when bearing entrepreneurial activities. Thus, the creativity of student entrepreneurship rouses the achievement of student entrepreneurial intention with the expectancy of running a successful business through creative ideas and concepts.

Creativity has been more widely backed by previous researchers in influencing entrepreneurial intention (Rahayuningsih, 2022). The presence of deep emotional intelligence, which is not frequently discussed in entrepreneurship research, obtains new criteria for emotional elements that frankly influence student entrepreneurial intention (López-Núñez et al., 2022). Rodrigues et al. (2019) theoretically suggest that the association between emotional intelligence and creativity as a mediator recreates an important role in achieving entrepreneurial intention. Ahmad (2022) explains that emotional intelligence plays a role in promoting entrepreneurial aspirations in students. This is because the inclination of students to have higher emotional intelligence drives them to prefer to take risks (Yan et al., 2023). This means that students' habitation of emotional intelligence makes it exceedingly conceivable to conduct something risky, such as establishing a business. Antončič & Auer Antončič (2023) suggest involving emotional intelligence because it could contribute to the establishment of a business.

The extent of research related to student entrepreneurship will be discussed to prompt more research in this field. Student entrepreneur research still really requires to continue to be developed to achieve global quality entrepreneurs. Apart from that, look for factors around entrepreneurship that could influence entrepreneurial students to carry out entrepreneurial activities. In this way, this research focuses on developing previous research topics in which entrepreneurial intention is converged to variables that influence it, such as personal attitude and support. In addition, creativity and emotional intelligence are part of the variables that might influence entrepreneurial intention.

## **Literature Review**

### **Support and Personal Attitude**

Higher education is a zone to develop student entrepreneurship potential by obtaining their entrepreneurial intentions and behavior. Nájera-Sánchez et al. (2023) underscored that entrepreneurship education could foster entrepreneurial intention. However, support in obtaining entrepreneurship education assists students in developing ethics, abilities, and skills that encourage them to pursue new opportunities to start a business (Piperopoulos & Dimov, 2015). Thomas (2022) advises universities to continue to support students in developing and expanding their networks by holding conferences, workshops, internships, and collaboration with start-ups. This support is required to be carried out regularly to produce more young entrepreneurs.

Along the same line, Edelman et al. (2016) revealed the results of a survey of students from 19 countries and simultaneously empirically found that support from families could better promote the participation of entrepreneurial students who are presently involved in entrepreneurial activities. Implicitly, family support inspires students' entrepreneurial intentions. Therefore, Arfah et al. (2023) emphasized that the family environment is remarkably essential for creating an intention for student entrepreneurship. Family members tend to drive desirability and integrity through entrepreneurial behavior (Maleki et al., 2023), precisely families with similar backgrounds. Considering that family members already understand the route and experience in exploring the entrepreneurial path. It is identical for families with the same background to be more supportive of students obeying in their footsteps.

However, it is a personal attitude that directs further support that has been provided. Specifically, personal attitude determines how to process the support received. More support may indeed increase or decrease an individual's intention to do something. However, it comes back to considering how you respond to this support. Positive support would of course be considered by individuals. This also applies to student entrepreneurs who truthfully and responsibly choose to receive support and qualify themselves to be involved in entrepreneurship by generating and increasing their entrepreneurial intention.

**H1:** Support affects personal attitude

### **Emotional Intelligence and Creativity**

Rodrigues et al. (2019) stated that intelligence is an individual's ability to learn through experience to adapt, shape, and select the environment. One of the highlights is the individual's emotional intelligence which requires more attention. Emotional intelligence is a sort of intelligence that concentrates on individual emotions and defines the ability to understand, manage, control emotions, and empathize (Yeke, 2023). López-Núñez et al. (2022) show that individuals with high emotional intelligence have a psychological profile that is similar to individuals who also have high entrepreneurial intention. Mishra & Singh (2022), also Rodrigues et al. (2019) prove in their research that emotional intelligence influences individual entrepreneurial intention with the assistance of creativity as mediation.

Creativity here is an ability that an entrepreneur could and must comprehend so that they are expected to be wildly creative (Caniëls & Motylska-Kuźma, 2023; Fallatah & Ayed, 2023). Creativity is required when involved in business activities to assemble quality products and acquire target markets (Vafaei-Zadeh et al., 2023). To endure in a competitive and fierce market (Nguyen & Do, 2021). In fact, the expansion of creativity that is efficiently obtained from various technological tools is currently tightening business competition. In doing so, the origin of creativity that is abode from the thoughts of entrepreneurs must persist to be strengthened and developed so that it can give birth to more creative business ideas. Creative ideas that would be expressed and implemented in business sustainability (Kumar & Shukla, 2023).

**H2:** Emotional intelligence affects creativity

### **Personal Attitude and Creativity on Entrepreneurial Intention**

Personal attitude is the origin of all the elements within oneself that trigger entrepreneurial intention. Correspondingly, creativity is part of affecting entrepreneurial intention. Both have been studied to elongate before in influencing entrepreneurial intention. As a matter of fact, personal attitude itself is completely confusing in the entrepreneurial environment, where several studies recognized entrepreneurial attitude and attitude toward others (Conz et al., 2023). In the end, it is adjusted to each research. In general, personal attitude refers to an individual's interests which are based on various things. Hasanah & Khwarazmita (2023) stated that personal attitude refers to beliefs, thoughts, emotions, and actions towards something. This means that the personal attitude of student entrepreneurs refers to feelings, thoughts, and actions toward entrepreneurship. If so, then entrepreneurial students genuinely require it when entering the world of entrepreneurship so this is consistent with the research results of Ben Youssef et al. (2021) that personal attitude influences entrepreneurial intention.

Creativity is more specifically an essential characteristic that must be present in an individual if they desire to be in the world of entrepreneurship because it also influences the entrepreneurial intention of students (Rahayuningsih, 2022). These are critical things that every individual must bear when entering business. Akhter et al. (2022) expressed that creativity is the process of transforming ideas into something new that could be realized and set into practice. It's relevance to innovation. (Hidayatulloh & Ashoumi, 2022) believes creativity identifies new opportunities and proposes more innovative ideas.

**H3a:** Personal attitude affects entrepreneurial intention

**H3b:** Creativity affects entrepreneurial intention

### **Entrepreneurial Intention**

In general, an entrepreneur utilizes their ingenuity to utilize limited resources so that they can conceive a new concept, product, or idea (Hadi et al., 2023). Moreover, an entrepreneur utilizes the mindset of connecting information to acquire

opportunities and resources required to initiate and develop a particular business, which is summoned to entrepreneurial intention (Ciptono et al., 2023). The point lies in utilizing resources and extending opportunities for developing, building, and even creating a new business. In contrast, according to Bagis (2022), entrepreneurial intention refers to an individual's ability to improve themselves by learning and practicing to the limit of their ability to develop their talents and skills. Of course, this expertise is linked to in-depth experience in the world of entrepreneurship so that they could take their business forward and large. Hence, to support entrepreneurial intention, several research approaches link factors, such as creativity, emotional intelligence, support, and personal attitude (Hu et al., 2018).

**H4:** Support affects entrepreneurial intention toward a personal attitude

**H5:** Emotional intelligence affects entrepreneurial intention toward creativity

### Method

This research is quantitative research by adopting the research design of Triyono et al. (2023). The data in this study was collected through a questionnaire with statements that had been adapted and modified from previous research. This has been described in the conceptual framework and previous theoretical studies regarding direct, indirect, and mediation influences which were attempted to be investigated in this research. The research focuses on examining variables that influence student entrepreneurial intention. Correspondingly, this research considers the development of students' entrepreneurial potential so this research refers to students from the economics and business faculty at the University of Malang.

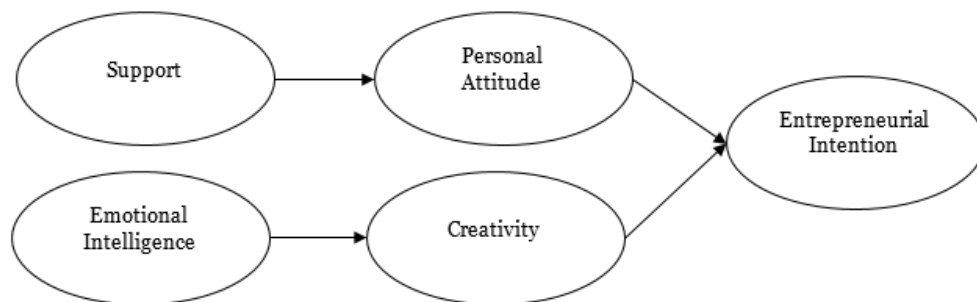


Figure 1. Framework Research (Hasanah & Khwarazmita, 2023; Rodrigues et al., 2019)

The determination of economics and business faculty students was because the basic curriculum and entrepreneurship related to business had been followed starting from semester 5. Based on this, the population and research sample amounted to 99 people in semester 5 who had taken entrepreneurial practice. The sampling technique used is a census sampling technique which takes the entire population as a sample that is appropriate to the population size which is not too large. A total of 99 respondents voluntarily filled out the questionnaire. Through this, data from respondents was obtained, 36.36% of male students, and 63.64% of female students. Apart from that, the grouping is based on the career path that would be chosen, such as entrepreneur (63.64%), lecturer/teacher (2.02%), and civil servant (34.34%). Comprehensively, the average age of respondents is 20 years. Meanwhile, respondents reported that their

parents worked in institutions (49.49%) and were entrepreneurs (50.51%).

Examination of the variables (support, personal attitude, emotional intelligence, creativity, and entrepreneurial intention) that have been determined is described by indicators using the SEM PLS 4.0 analysis tool. Based on Hair et al. (2017) and Ghozali & Latan (2015), a series of tests will be carried out to evaluate the model (outer and inner) based on existing standard values. Convergent validity was examined using outer loading ( $\geq 0.5$ ), and Average Variance Extracted (AVE)  $> 0.5$ , and reliability was examined by Cronbach's alpha and composite reliability ( $> 0.6$ ). Meanwhile, the hypothesis test was examined by bootstrapping to see the influence and significance of the original sample (positive/negative), the statistical t-value was  $> 1.96$  and the p-value was  $< 0.05$ .

## Result and Discussion

### Validity and reliability

The validity and reliability tested and analyzed using SmartPLS 4.0 presents the data in Table 1. In table 1 it is revealed that in one run validity and reliability have been obtained for all variables. So, overall it can be said that the indicators that describe the variables support, personal attitude, emotional intelligence, creativity, and entrepreneurial intention are valid and reliable.

Table 1. Validity and Reliability Result

Construct	Desired level	Outer loading	AVE	Desired level	Cronbachs' alpha	Composite reliability
Support (S)	$\geq 0.5$		0.621	$> 0.6$	0.878	0.908
S1		0.789				
S2		0.840				
S3		0.829				
S4		0.754				
S5		0.762				
S6		0.750				
Personal Attitude (PA)	$\geq 0.5$		0.661	$> 0.6$	0.871	0.907
PA1		0.718				
PA2		0.792				
PA3		0.851				
PA4		0.833				
PA5		0.863				
Emotional Intelligence (EIN)	$\geq 0.5$		0.588	$> 0.6$	0.822	0.875
EIN1		0.834				
EIN2		0.814				
EIN3		0.597				
EIN4		0.840				
EIN5		0.721				
Creativity (C)	$\geq 0.5$		0.623	$> 0.6$	0.841	0.890
C1		0.727				
C2		0.551				
C3		0.883				
C4		0.881				
C5		0.852				
Entrepreneurial Intention (EI)	$\geq 0.5$		0.640	$> 0.6$	0.858	0.898

Construct	Desired level	Outer loading	AVE	Desired level	Cronbachs' alpha	Composite reliability
EI1		0.698				
EI2		0.848				
EI3		0.776				
EI4		0.871				
EI5		0.795				

**Direct effect**

The investigation was carried out by carrying out validation, reliability tests, and afterward bootstrapping to see the results of the influence of each hypothesis proposed. By carrying out bootstrapping, the direct and indirect influence values are obtained in Tables 2 and 3.

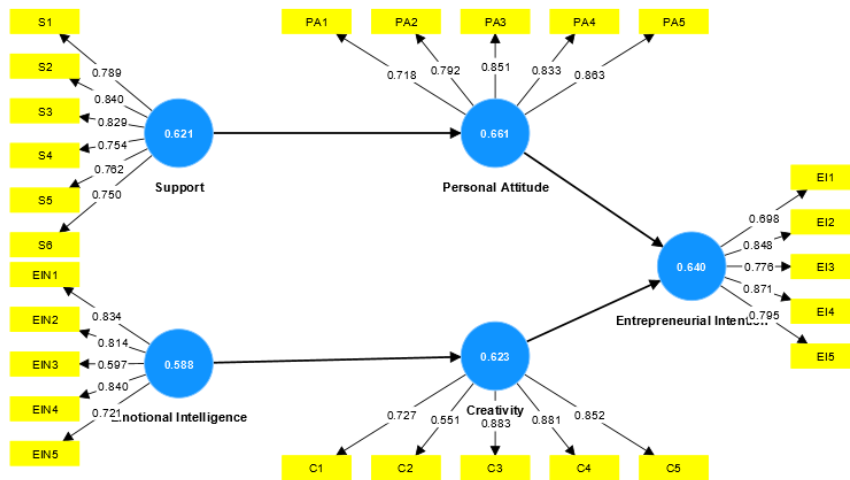


Figure 2. Bootstrapping result

Table 2. Direct Effect Result

Hypothesis	Effect	Original Sample	T statistics ( O/STDEV )	P values	Evaluation
H1	S → PA	0.845	14.142	0.000	Accepted
H2	EIN → C	0.788	11.063	0.000	Accepted
H3a	PA → EI	0.300	3.129	0.000	Accepted
H3b	C → EI	0.621	6.737	0.000	Accepted

**H1: Support affects personal attitude**

The results of statistical data processing in Table 2 provide evidence that support has a positive and significant effect on personal attitude. The positive influence is shown by the positive original sample value (0.845) t-statistic > 1.96 (14.142), and p-value < 0.05 (0.000). Surprisingly, the highest t-statistic value reveals that support from family and education is very big in influencing students' attitudes, especially in the area of entrepreneurship. Thus, it could be declared that family and education provide the greatest support.

Considering the finding of these previous studies, Wang et al. (2023) explained that the highest support by institutions could be provided through materials, teachers, qualified practitioners in their fields, regular supervision by experts, as well as establishing special policies for entrepreneurial students. Students are introduced to relevant policy resources, providing entrepreneurial experiment funds and



complimentary places, as well as tax incentives after establishing a company (Wang et al., 2023). This movement is carried out to support and produce quality young entrepreneurs in the future. Moreover, young entrepreneurs tend to understand better prospects for running, developing, and succeeding in building innovative businesses (Padilla-angulo, 2017).

On the other hand, family support provides full support. This is completely possible because family relationships certainly cannot be compared to relationships with other parties. However, this research clarifies the role of the main family in promoting the conception of student entrepreneurial intention. Followed by research conducted by Mi'rajatinnor et al. (2021) supports the results of this research that family support is the reason for the emergence of student entrepreneurs. Moreover, families with the same background are therefore a form of direct contact with experienced or expert entrepreneurs (Herman, 2022).

## H2: Emotional intelligence affects creativity

Table 2 shows that emotional intelligence influences creativity based on the positive original sample value (0.788), t-statistics (11.063), and p-values (0.000) which meet the standards. Through this, results are presented that are in line with previous research. Emotional intelligence has a big influence on student creativity. The fact that emotional intelligence plays an enormous part as an arrangement of positive emotion in influencing student creativity demonstrates how important it is for students to have this. More specifically, the higher the emotional intelligence you have, the higher your entrepreneurial intention (Kurjono et al., 2021). In this case, T. Ahmad et al. (2023) agree that emotional intelligence is even cultivated to encourage creativity. Psychologically, Agnoli et al. (2023) explained that emotional intelligence is involved in the process of generating creativity. This connection brings an understanding of the benefits of emotional intelligence possessed by students to increase their creativity to be applied to entrepreneurship or new businesses. Chen & Cheng (2023) concluded that high emotional intelligence helps them understand existing support and opportunities.

## H3a: Personal attitude affects entrepreneurial intention

The disclosure of research results that support previous research has been shown from the positive original sample value (0.300), t statistic (3.129), and p-value (0.000). Thus, personal attitudes influence entrepreneurial intentions directly. In line with previous research, Vamvaka et al. (2020) consistently convey that personal attitudes are stronger in influencing entrepreneurial intentions. This means that the possibility of being pushed or driven by something or someone does not dominate students in generating their entrepreneurial intentions. Even so, they are already at the stage of understanding their intentions in entrepreneurship.

## H3b: Creativity affects entrepreneurial intention

The research results have described a positive original sample (0.621), t statistics (6.737), and p values (0.000) which comply with standards. The results of

this research suggest that creativity in students has little connection with the emergence of entrepreneurial intention in students. Shi et al. (2020) support minimal creativity involvement which will still increase self-confidence in carrying out entrepreneurial activities. In this case, the entrepreneurial intention that students may have previously had is sufficient to make them confident in getting involved in entrepreneurial activities. So, they are trying to take the opportunity to contact and participate directly in the business world.

### Indirect effect

Table 3. Indirect Effect Result

Hypothesis	Effect	Original Sample	T statistics ( O/STDEV )	P values	Evaluation
H4a	S → PA → EI	0.254	3.036	0.002	<b>Accepted</b>
H4b	EIN → C → EI	0.489	5.238	0.000	<b>Accepted</b>

#### H4a: Support affects entrepreneurial intention toward a personal attitude

This research presents results based on Table 3. After data analysis, it was found that the original sample was positive (0.254), t statistics (3.036), and p values (0.000) indicating that it exceeded the previously determined standards. Based on these results, it can be stated that the presence of personal attitude has a small influence on entrepreneurial intention.

This might happen, nevertheless, other streams of social research reveal that entrepreneurial intention is a product produced from the environment (Kromidha et al., 2022). The surrounding environment forms this intention in students. In this regard, the research results also support the influence of family support on entrepreneurial intention through personal attitude. Common entrepreneurial activities are influenced by the family (X. Lu et al., 2022). More than that, revealed by the research results of Bazkiaei et al. (2020) that in supporting students' personal attitudes, institutions can consider entrepreneurship promotion activities. This activity prioritizes increasing entrepreneurial thinking, and diversity of training and workshop offerings, and provides opportunities to develop strategies so that they will be able to respond to environmental uncertainty in the business world (Bazkiaei et al., 2020).

#### H4b: Emotional intelligence affects entrepreneurial intention toward creativity

The results of the data analysis in Table 3 convey the results of the indirect influence of emotional intelligence on entrepreneurial intention through creativity. It can be said that the original positive sample (0.489), t statistic (5.238), and p-values (0.000) succeeded in meeting the standards ( $> 1.96$  and  $< 0.05$ ). In this case, creativity plays minimal dominance. It seems that students already have emotional intelligence and entrepreneurial intentions that are well recognized by them. This means that students have tried to recognize entrepreneurship and want further involvement. By emphasizing the capital they already have, they are prepared to insert or even run a business.

## **Conclusion**

Student entrepreneurship is an alternative approach that can be taken by the government to achieve a developed Indonesia by solving various problems that have long been discussed. Apart from focusing on encouraging it directly by the government. The government can delegate this achievement to universities and individuals who are directly involved with students. Students as the next generation of the nation and those responsible for the sustainability of the State's future vision and mission in supporting young entrepreneurs are a resource that is required to be accommodated and guided further. This is required to be done for the regeneration and sustainability of entrepreneurial life which is expected to create quality young entrepreneurs at a global level.

As stated in this research, it shows that a handful of variables influence students' entrepreneurial intention. Based on existing variables (support, personal attitude, emotional intelligence, and creativity) it can be managed and maximized better. Managing and maximizing variables that provide support for student entrepreneurial intention, the efforts of parties outside the individual have made maximal efforts that are commensurate.

## **Limitations and Future Research Potential**

If you look at the results and discussions that have been presented. Several limitations can be outlined. First, there is a lack of population and university diversity to see more variables that can influence student entrepreneurial intention. Different characteristics cannot be conveyed because of homogeneity where students have the same area of focus. Second, this research still does not highlight the synchronization between variables that may need to be added support and emotional intelligence to entrepreneurial intention. Then, you can also add the influence of emotional intelligence on personal attitude to add complexity. Moreover, the shift in research methodology to qualitative also has the potential to find out more and more about the variables that are tested in greater depth and detail.

This is related to the development of research in the realm of entrepreneurship which focuses on students so that the sustainability of this research does not only come down to knowing entrepreneurial intentions but also the entrepreneurial actions carried out. Apart from that, the sustainability of the student's business should be able to monitor its progress and setbacks. Aspects like these are potential studies in the entrepreneurship research environment. In addition, the diversity of populations and universities allows for more insight into the influence of the entrepreneurial intention of students. More than that, it is hoped that it will become fundamental evaluation material for the parties involved in generating and developing more student entrepreneurship.

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