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The Impact of University Support on Self-Efficacy and Entrepreneurial Intentions: A Mediation Analysis

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Abstract: Entrepreneurship among students is an important aspect in encouraging innovation and economic development. Recognizing the critical role of university support in shaping students' entrepreneurial journeys, this research explores the complex dynamics between such university support, self-efficacy, and entrepreneurial intentions. In an era where startups contribute significantly to the economy, understanding this relationship is a must for educational institutions. The main objective is to analyze the impact of university support on students' entrepreneurial intentions through the mediating influence of self-efficacy. A comprehensive survey-based methodology will be used to collect data from a diverse sample of private university students in DKI Jakarta. The survey includes validated scales to measure university support, self-efficacy, and entrepreneurial intentions. The statistical technique is structural equation modeling. Preliminary findings reveal significant correlations between university support, self-efficacy, and entrepreneurial intentions. Mediation analysis reveals that university support influences students' entrepreneurial intentions through self-efficacy. This research contributes valuable insights to entrepreneurship education by highlighting the mediating role of self-efficacy in the relationship between university support and entrepreneurial intentions. The results of this research have implications for universities that want to optimize their support systems to foster students with an entrepreneurial spirit, which ultimately encourages innovation.

Keyword: University Support, Self-Efficacy, Entrepreneurial Intentions.

INTRODUCTION

Entrepreneurship among students is an important aspect in encouraging innovation and economic development (Oulhou & Ibourk, 2023; Saptono et al., 2021). Recognizing the critical role of university support in shaping students' entrepreneurial journeys, this research explores the complex dynamics between such university support, self-efficacy, and entrepreneurial intentions. In an era where startups contribute significantly to the economy, understanding this

relationship is a must for educational institutions (Uddin et al., 2022). Entrepreneurship has become a key driver of economic growth and innovation globally (Maupa et al., 2023; Sulaiman, 2018; Sulaiman & Maupa, 2019). Recognizing the important role of higher education institutions in shaping the entrepreneurial landscape. Jakarta, as a dynamic metropolitan city, presents a unique context for studying the intersection of academia and entrepreneurship. Jakarta is the capital of Indonesia which has experienced rapid economic transformation over several decades. Jakarta, with its dynamic business ecosystem and diverse student demographics, the dynamics of university support and its influence on students' entrepreneurial intentions can differ significantly from other contexts. This study aims to address this gap by providing insight into specific challenges and opportunities in the higher education landscape in Jakarta. Understanding how university support influences students' entrepreneurial mindset is important to foster self-efficacy and entrepreneurial intentions.

Higher education institutions play a pivotal role in shaping the future workforce and have a responsibility to cultivate entrepreneurial mindsets among students (Mustafa et al., 2023; Valdez-Juárez & García Pérez-de-Lema, 2023). As economies worldwide transition towards knowledge-based and technology-driven models, the importance of fostering entrepreneurial skills becomes paramount (Donbesuur et al., 2020; Munawar et al., 2023; Sulaiman, 2022; Williams et al., 2022). The traditional notion of seeking employment is evolving, with an increasing emphasis on creating one's path through entrepreneurial ventures (Lyons et al., 2019; A. T. Nguyen et al., 2019). Beyond the traditional role of disseminating academic knowledge, universities are increasingly viewed as hubs for innovation and entrepreneurship (Alford & Jones, 2020; Bandera et al., 2017; Iqbal, 2021; Lyu et al., 2020). This shift acknowledges the need for a more holistic education that not only imparts subject-specific skills but also fosters creativity, problem-solving, and a proactive mindset. University support, encompassing mentorship programs, incubators, and networking opportunities, becomes crucial in this research.

One of the factors that can influence the entrepreneurial behavior and performance of individuals is the university support they receive during their education (Amjad et al., 2020). University support can include various forms of educational, conceptual, and business development assistance that can enhance the entrepreneurial skills, knowledge, and attitudes of students and graduates (António Porfírio et al., 2023a). Previous studies have shown that university support can have a positive impact on the entrepreneurial intentions and actions of students and alumni, as well as on the quality and sustainability of their ventures (Bhatti et al., 2021; Bijedić et al., 2023; Fuller et al., 2018; González-Serrano et al., 2023; Laguía et al., 2019; Maheshwari, 2022). However, the relationship between university support and entrepreneurial outcomes is not direct and simple, as it can be mediated or moderated by other factors, such as personal traits, environmental conditions, and social influences. One of the personal traits that can play a crucial role in the entrepreneurial process is self-efficacy, which refers to the belief in one's ability to perform a specific task or achieve a certain goal (Lent et al., 2017). Self-efficacy can affect the level of motivation, effort, and persistence that individuals invest in their entrepreneurial endeavors, as well as the way they cope with challenges and uncertainties. Previous studies have suggested that self-efficacy can mediate the effect of university support on entrepreneurial intentions, meaning that university support can increase the self-efficacy of students and graduates, which in turn can increase their intention to start a business (Al-Ghazali & Afsar, 2021; Glosenberget al., 2022; Le et al., 2023).

Most of the existing studies on this topic have focused on developed countries or regions and have used a limited range of university support and self-efficacy measures (Naz et al., 2020). Moreover, few studies have examined the effect of university support on different types of entrepreneurial intentions, such as growth-oriented and independence-oriented intentions, which can reflect different motivations and aspirations of entrepreneurs (António Porfírio et

al., 2023b; Meoli et al., 2020; Shahid, 2023). Therefore, there is a need for more empirical research on the impact of university support on self-efficacy and entrepreneurial intentions in different contexts and settings, especially in emerging markets like Indonesia, where entrepreneurship education and support are still developing and evolving. This study aims to fill this gap by conducting a mediation analysis of the effect of university support on self-efficacy and entrepreneurial intentions in Jakarta, the capital and largest city of Indonesia. The study will have practical and policy implications for universities, educators, policymakers, and practitioners who are involved in designing and delivering entrepreneurship education and support programs for students and graduates in Indonesia. The study will use a survey method to collect data from a sample of undergraduate students from private universities in Jakarta, who have received entrepreneurship education and support from their institutions.

METHOD

This study employs a quantitative research design, aiming to systematically analyze the relationships between variables. The quantitative approach allows for the measurement and statistical analysis of university support, self-efficacy, and entrepreneurial intentions, providing numerical data to draw reliable conclusions. The target population for this research comprises S-1 students enrolled in private universities in DKI Jakarta, Indonesia. A representative sample will be drawn using stratified random sampling, ensuring proportional representation from different faculties or departments within each university. The sample size will be determined based on statistical power calculations to ensure the robustness of the findings. Data collection commences at the beginning of the academic term to ensure a comprehensive understanding of students' experiences with university support throughout the academic year. The research will take place in various private universities in DKI Jakarta. To measure university support, self-efficacy, and entrepreneurial intentions, validated survey instruments will be employed. The instruments will be adapted and contextualized to suit the Jakarta private university setting. The selected survey instruments were adapted to ensure situations and contextual relevance to the Jakarta private university setting. Surveys were administered electronically and in person, depending on the university's infrastructure and students' preferences. The research collaborated with university authorities to facilitate data collection and ensure ethical considerations. Quantitative data analysis techniques, including the structural equation model, will be employed to examine the relationships between university support, self-efficacy, and entrepreneurial intentions.

RESULTS AND DISCUSSION

Respondent Characteristics

The percentage of respondents based on age categories, the majority of respondents observed were 79 people aged 21 years (34.6%), 63 people aged 20 years (27.6%), 51 people aged 19 years (22.4%), and 18 years old were 35 people (15.4%). These results indicate that there is no specific age limit for starting entrepreneurship. The most important thing is to have a strong business idea, a willingness to learn and develop, and the ability to overcome challenges that may arise in the world of entrepreneurship. Percentage of respondents based on gender category, the majority of respondents observed were 127 women (55.7%), then 101 men (44.3%). These results indicate that as access to entrepreneurial information and resources increases, more students are interested in the world of business during their studies. Apart from that, universities also have programs or business incubators that support students who want to start their own business.

Descriptive Variable University Support

The results of the description of respondents' answers to the University Support variable show that the University Support variable is considered good with an average value of 3.77, as indicated by the average weight of all instruments which has a score of 4 (answers agree). The average score for each indicator, it was found that the indicator with the highest average score of 4.01 in the statement 'the campus offers bachelor's or master's programs on entrepreneurship' was included in the good category. This statement can be interpreted to mean that entrepreneurship programs at undergraduate level aim to provide students with the knowledge, skills and practical preparation needed to understand, plan and run a business. These programs can cover various aspects of entrepreneurship, including business planning, managing operations, marketing, finance, innovation, and developing new products or services. Meanwhile, the lowest average score was 3.14 for the statement 'the campus has a network with the business world'. This statement can be interpreted to mean that networking with the business world is still a challenge for universities.

Descriptive Variable Self-Efficacy

The results of the description of respondents' answers to the Self-Efficacy variable show that the Self-Efficacy variable is considered to be good with an average value of 3.75, as indicated by the average weight of all instruments which has a score of 4 (agree answer). The average score for each indicator, it was found that the indicator with the highest average value of 3.93 in the statement 'is confident that we can successfully create new products' is included in the good category. This statement can be interpreted to mean that the entrepreneurship program on campus has great potential to create innovative new products. Entrepreneurial initiatives in the campus environment enable students and staff to develop creative ideas and apply knowledge in creating new solutions or products that can provide benefits to society or certain markets. Meanwhile, the lowest average score is 3.32 for the statement 'confident of successfully identifying new business opportunities'. This statement can be interpreted to mean that the ability to identify new business opportunities still needs to be improved.

Descriptive Variable Entrepreneurial Intentions

The results of the description of respondents' answers to the Entrepreneurial Intention variable show that the Entrepreneurial Intention variable is considered to be good with an average value of 3.93, shown by the average weight of all instruments which has a score of 4 (answers agree). The average score for each indicator, it was found that the indicator with the highest average value of 4.02 in the statement 'determined to create a company in the future' was included in the good category. This statement can be interpreted as a combination of elements ((1) Entrepreneurship Training and Courses, (2) Mentors and Mentoring, (3) Access to Resources and Infrastructure, (4) Incubation Centers and Accelerators, (5) Industrial Networks and Business Contacts, (6) Seed Funding, (7) Entrepreneurship Workshops and Seminars, (8) Intellectual Property Rights, (9) Entrepreneurship Community, (10) Market Testing and Feedback, and (11) Access to Resources Legal and Administrative Power), campus entrepreneurship programs can provide a fertile environment for the development of future start-ups that can help inspire and guide the next generation of entrepreneurs and innovators. Meanwhile, the lowest average score was 3.90 for the statements 'my professional goal is to become an entrepreneur' and 'have very serious plans to start a business'. This statement becomes evaluation material for universities.

Structural Equation Model

This research hypothesizes the existence of a positive and direct relationship between university support and entrepreneurial intentions among students at private universities in DKI

Jakarta. The results show a statistically significant relationship, indicating that increasing levels of university support is correlated with increasing entrepreneurial intentions among the student population, shown in table 1 below.

Table 1. Results of Testing the Influence Between Variables

| Path | Original Sample | Sample Mean | T Statistics | P-Values |
|---|-----------------|-------------|--------------|----------|
| university support → entrepreneurial intentions | 0.115 | 0.112 | 2.238 | 0.025 |
| university support → self-efficacy | 0.151 | 0.147 | 2.087 | 0.037 |
| university support → self-efficacy → entrepreneurial intentions | 0.085 | 0.083 | 2.100 | 0.036 |
| self-efficacy → entrepreneurial intentions | 0.562 | 0.565 | 13.421 | 0.000 |

Source: Research data (2023)

This research finds that self-efficacy mediates the relationship between university support and entrepreneurial intentions. The results confirm this mediation, suggesting that university support not only directly influences entrepreneurial intentions but also does so indirectly through its positive impact on students' self-efficacy. This finding emphasizes the psychological mechanisms at play, highlighting the importance of student's confidence in their entrepreneurial abilities in translating support into tangible intentions. The research reveals a significant positive relationship between university support and entrepreneurial intentions. This aligns with the expectations that a supportive university environment can catalyze fostering entrepreneurial aspirations among students. The findings underscore the pivotal role that institutional backing plays in shaping students' intentions to embark on entrepreneurial ventures. Universities should recognize the impact of their support structures, both tangible and intangible, in influencing the entrepreneurial mindset of their student body.

Building on the direct relationship, the study further uncovers the mediating role of self-efficacy in the link between university support and entrepreneurial intentions. This suggests that the positive influence of university support on entrepreneurial intentions is, in part, channeled through its impact on students' self-efficacy beliefs. As universities enhance their support systems, they simultaneously contribute to bolstering students' confidence in their entrepreneurial abilities, thereby fueling their intentions to engage in entrepreneurial activities. The outcomes of this study hold significant implications for the development and refinement of university policies and practices in private higher education sector. Institutions can leverage these findings to tailor support structures that not only foster a conducive environment for entrepreneurship but also strategically target aspects influencing students' self-efficacy. Mentorship programs, networking events, and targeted skill-building initiatives are potential avenues for enhancing both direct and mediated pathways to entrepreneurial intentions.

The positive relationship observed between university support and entrepreneurial intentions emphasizes the adaptability of these support mechanisms within diverse cultural settings. However, universities must remain culturally sensitive in their approach, recognizing the nuances that may influence students' perceptions of support and entrepreneurial pursuits. The findings also carry implications for the broader field of entrepreneurship education. Recognizing the mediating role of self-efficacy highlights the importance of integrating strategies that enhance students' belief in their capabilities. Incorporating experiential learning opportunities, real-world projects, and mentorship programs into entrepreneurship curricula can contribute not only to skill development but also to the cultivation of self-efficacy beliefs that are vital for entrepreneurial success.

CONCLUSION

This study illuminates the dynamic relationship between university support, self-efficacy, and entrepreneurial intentions within the context of private universities. The findings not only confirm the direct positive impact of university support on entrepreneurial intentions but also reveal the crucial mediating role played by students' self-efficacy beliefs. As we conclude, several key insights and implications emerge. The empirical evidence supports this assertion, indicating that a supportive university entrepreneurial education significantly influences students' intentions to pursue entrepreneurial ventures. This reinforces the notion that universities serve as pivotal influencers in shaping the entrepreneurial mindset of their student body.

The results underscore the importance of students' confidence in their entrepreneurial abilities, revealing that self-efficacy acts as a psychological bridge between external support structures and internal aspirations. This insight highlights the nuanced psychological mechanisms through which university support translates into tangible entrepreneurial intentions. The implications of these findings extend beyond theoretical considerations to practical applications within the realm of higher education. Private universities can leverage these insights to strategically design and enhance their support mechanisms. Recognizing the multifaceted nature of support, institutions can tailor programs that not only provide tangible resources but also foster an environment conducive to bolstering students' self-efficacy beliefs.

The positive relationship observed in this context emphasizes the adaptability of supportive practices within different situations settings. While the study contributes valuable insights, it is not without limitations. The cross-sectional nature of the research design restricts the establishment of causal relationships. Future research could explore these dynamics longitudinally to capture changes over time. Additionally, expanding the scope to include diverse institutional settings and regions could provide a more comprehensive understanding of the broader entrepreneurial landscape.

This research reinforces the pivotal role universities play in fostering entrepreneurial aspirations among students. Moving forward, educators, policymakers, and institutions should consider these findings as a foundation for strategic interventions aimed at cultivating a robust entrepreneurial ecosystem within private universities. By strategically enhancing support structures and acknowledging the psychological underpinnings of self-efficacy, educational stakeholders can empower the next generation of entrepreneurs, fostering innovation, economic growth, and a culture of resilience in the face of dynamic challenges.

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